Illinois Equity in Attainment

Wilbur Wright College
EQUITY PLAN

August 20, 2020

CITY COLLEGES *of* CHICAGO
Wilbur Wright

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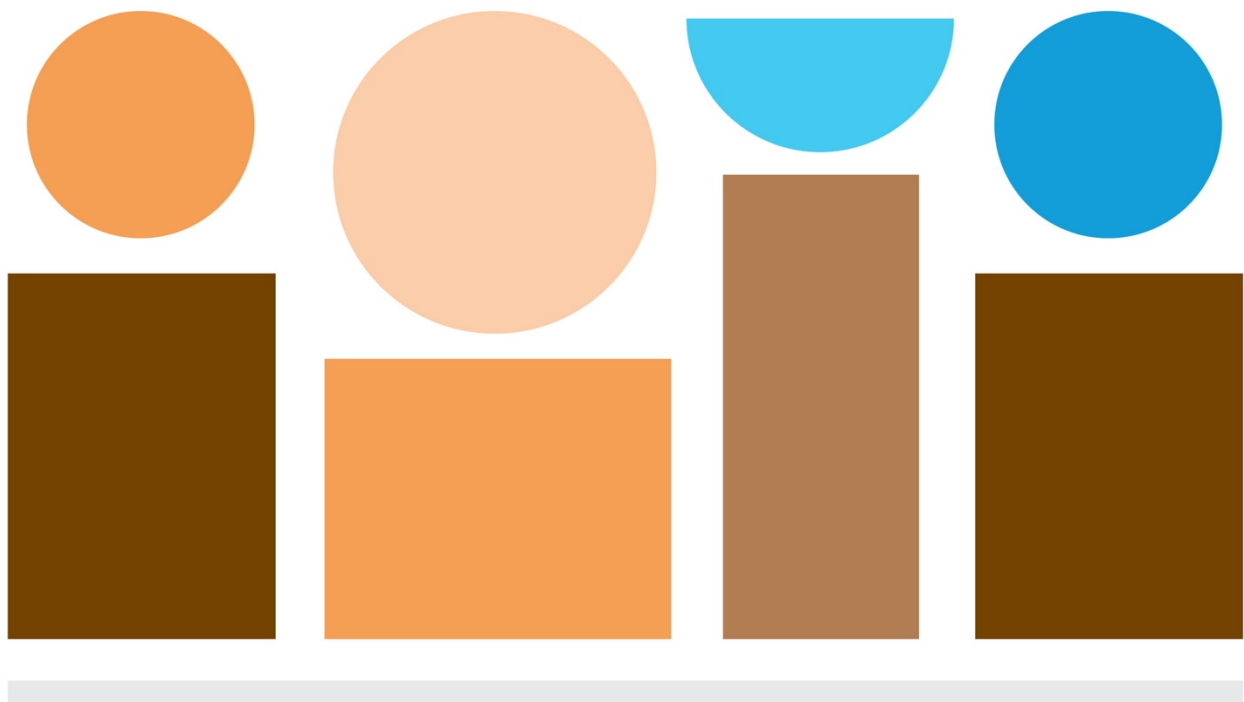
Executive Summary

Equity Statement

The Wright College community knows of the adverse impact that structural racism and systemic poverty have on student access and success. Our awareness reaffirms our commitment to equity and the necessity of inclusivity. We believe that access to a high-quality education and meaningful employment in an inclusive environment is the right of all individuals. We recognize the diversity of students, faculty, staff, and community as an integral part of lifelong learning. To that end, we are dedicated to fostering a learning and workplace environment where diversity, equity, and inclusion is acknowledged, accepted, and encouraged. We will adhere to policies, procedures, and practices that discourage harassment and any other behaviors that infringe upon the freedom and respect every individual deserves.

Introduction

Equity is a foundational component of justice, essential to the overall health and well-being of society. Regardless of race, economic status, religion, age, or gender, recognition and action on the specific needs of the individual is at the forefront of our status as Americans and is at the center of our existence as caring human beings. We at Wilbur Wright College acknowledge and understand equity as our central priority, supporting the priority of exceptional teaching and learning for our students and the priority of a safe and respectful work environment for our employees and broader community. With this meaningful obligation, we work to share, learn, evaluate and foster equity within and beyond our campus walls. We are honored to serve as a member of the Illinois Equity in Attainment (ILEA) partnership and to be part of this vehicle of change, moving the needle towards alleviating inequitable disparities for postsecondary students throughout Illinois.

As a Hispanic serving institution in northwest Chicago that serves over 17,000 students annually, Wilbur Wright College's vision is to make our institution a leader in the attainment of equity. Equity is our highest priority as we guide, feed, and inform future leaders who will contribute to the development of a better city, state, and world.

Current State

Wilbur Wright College (WWC) is a melting pot of opportunity and growth thanks to the rich culture that our diverse student population brings. As a Hispanic-Serving Institution (HSI), Wright educates a large Latinx student majority that currently represents 62.9% of the college's total student population. African American students represent 5.7% of the college's student population. For Fall 2019, Wright served 2,940 Pell students.

A comparative analysis on the enrollment of the targeted populations was conducted between the 2017-2018 and 2018-2019 academic years. The results indicate equity gaps in enrollment among African American, Latinx, and Pell student populations compared to White students. These groups experienced one-year enrollment declines at rates of 18.3% (105 students for African American), 3.5% (158 students for Latinx), and 17.5% (1,987 students for Pell) respectively. This was compared to a 6.6% decrease (100 students) among White students and an increase of 1.4% (144) students among non-Pell students. The college saw a larger decrease in headcount among Latinx students (158) compared to African American

students (105), and White students (110). However, proportionally, Wright saw a larger decline in African American students than Latinx or White students. Between 2017-2018 and 2018-2019, total targeted student headcount enrollment decreased 5.8%, and over the past five-years (2014-2019), it decreased 22.4%.

Similar inequities exist in terms of student behavior once enrolled. From 2014 to 2019, the Fall to Fall retention of the three student populations (i.e., Hispanic, African American, and Pell) dropped by 1.7%, 3%, and 12.3% respectively, with declines of 7.3%, 2.6%, and 4.5% for Fall to Spring retention. For completion, the targeted student populations had a 68.4% decline in certificate attainment and an 8.2% decline in degree attainment: both with African Americans representing the largest deficit at 63% and 45% respectively.

Future Vision

To address the gaps in enrollment, retention, performance, and completion that exists for the targeted student populations, the college established an ambitious and meaningful plan to foster and maintain a climate of equity. It is an action plan of inclusivity, respect, and support that the entire college community endorses and believes in. It aligns with Wright's values and mission. The goal of the Wilbur Wright College ILEA Equity Plan is to eliminate disparities in enrollment, retention, performance, and degree completion on our campus between African-American and White students, between Latinx and White students, and between low-income and higher income students (as indicated by Pell receipt). To achieve this goal, the college will take multiple intentional actions over a five-year period, with Fall 2018 numbers serving as the baseline. Wright seeks to increase enrollment among the targeted student populations by 56.6%; increase Fall to Fall retention by 53.2%; increase Fall to Spring retention by 41.1%; increase developmental education course performance by 87.6% (Math) and 72% (English); increase transfer level Math and English performance by 91.3% and 86.1% respectively; increase degree completion by 75.8%; and increase certificate completion by 128%, all by 2025. Bold goals and strategic actions are necessary to successfully address these equity gaps.

Institutional Strategies

Several diverse cross-sector institutional strategies are identified in our plan to drive the realization of our equity vision. Many of these strategies follow national best practices that have been proven to foster a true environment of equity and student success. Strategies such as Course Data Disaggregation, Pre-College Advising, Coaching and Mentoring, Open Education Resources (OER), Asset Mapping, College Capacity Building, Intentional Employee Diversification, and Inclusive Teaching are high level efforts that address pressing trends and challenges in equity on a college campus. In addition to the other strategies that we will employ, these efforts will serve as foundational drivers of our equity work.

Equity Plan Implementation

Several aspects of the Wright College Equity Plan are already underway. Strategies such as course data disaggregation, OER development, college capacity building, employee diversification efforts, alternative teaching modalities (i.e., compressed and co-requisite), and development of new academic programs and specialized support services (i.e., Men of Color Initiative and Latinas in Biology Mentoring Program) are currently being designed and/or have been implemented to provide a welcoming and inclusive environment that enables all students to succeed.

To keep the college focused on its equity mission, and effectively meet the goals and objectives set forth in the Wright College Equity Plan, the college equity team will work together with the President to identify a set of Annual Equity Priorities (AEP) for each academic year. These priorities will be obtained from the equity goals and objectives noted in the Wright College Equity Plan. The AEPs will be distributed throughout the college community to support planning, budgeting, and decision making for the upcoming fiscal year. The 2020-2021 AEP will be developed after the conclusion of the college's Spring 2020 Equity Summit.

To operationalize the AEP, the President in conjunction with Vice President of Academic and Student Affairs will convene the College Equity Team (CET) in September of each year. Workgroups will be formed around each of the AEP to bring a college-wide perspective and engagement to the goals and objectives of each AEP. The CET will meet as a whole group with the President once each month throughout the year to report on their progress related to their AEP. The workgroups will meet independently the remaining weeks of each month to do the work related to their AEP. The CET workgroups will present progress updates on the AEP to the college community at its Fall State of the College meeting. In Spring of each fiscal year, CET workgroups will present summary reports of outcomes from each AEP. The summary reports will inform planning for the next fiscal year.

Evaluating Impact

Five overarching goals with eleven embedded objectives and prescribed performance measures will be used to evaluate our equity work. The college's Equity Team along with the Institutional Research and Planning office will conduct a semiannual review of our Equity plan goals to evaluate the effectiveness of our equity focused programs and services. The plan's five success metrics will be used to guide the evaluation of progress towards the plan's five goals. The progress review cadence will allow for timely changes to be made to our initiatives in order to meet our anticipated outcomes for the equity plan. Progress and results of the equity plan will be shared with the entire college community through a variety of communication vehicles (e.g., President's State of the College, college committee meetings, and specialized town halls, summits, and symposiums).

Table of Contents

Signature Page

Wilbur Wright College

Equity Plan: 2020 - 2025

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

_____ [Date]___August 14, 2020_____

David Potash; President

_____ [Date]___August 14, 2020_____

Alanka Brown; Vice President

_____ [Date]___August 14, 2020_____

Romell Murden-Woldu; Dean of Student Services
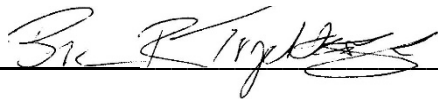
_____ [Date]___August 14, 2020_____

Akilah Easter; Biology Faculty

_____ [Date]___August 14, 2020_____

Joseph Knudsen; Speech Faculty

_____ [Date]___August 14, 2020_____

Brian Trzebiatowski; Director Research & Planning

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

Equity Statement

The Wright College community knows of the adverse impact that structural racism and systemic poverty have on student access and success. Our awareness affirms our commitment to Equity and the necessity of inclusiveness. We believe that access to a high-quality education and meaningful employment in an inclusive environment is the right of all individuals. We recognize the diversity of students, faculty, staff, and community as an integral part of lifelong learning. To that end, we are dedicated to fostering a learning and workplace atmosphere where diversity, equity, and inclusion is acknowledged, accepted, and encouraged. We will adhere to policies, procedures, and practices that discourage harassment and other behaviors that infringe upon the freedom and respect every individual deserves.

Background

Wilbur Wright College (WWC), one of the City Colleges of Chicago (CCC), located in Northwest Chicago, is the largest of the City Colleges of Chicago. Wright serves over 17,000 students annually, with approximately 10,804 Credit students in FY2019 (See Table 1-0). As a federally-designated Hispanic-Serving Institution (HSI), WWC's student body reflects the evolving demographic shifts from predominantly white-ethnic communities on Chicago's Northwest side to the growing majority students of color, predominantly first-generation Hispanics. All of Wright College is deeply committed to ensuring strategies for student access and success, with recognition that the college's mission and future are intrinsically tied to serving effectively and empowering first-generation, low-income, and students of color.

(Table 1-0)

FY 2019 Student Population

Category	Value (approximate)
Credit	~11000
Non-Credit	~6500
Total Student Population	~17000
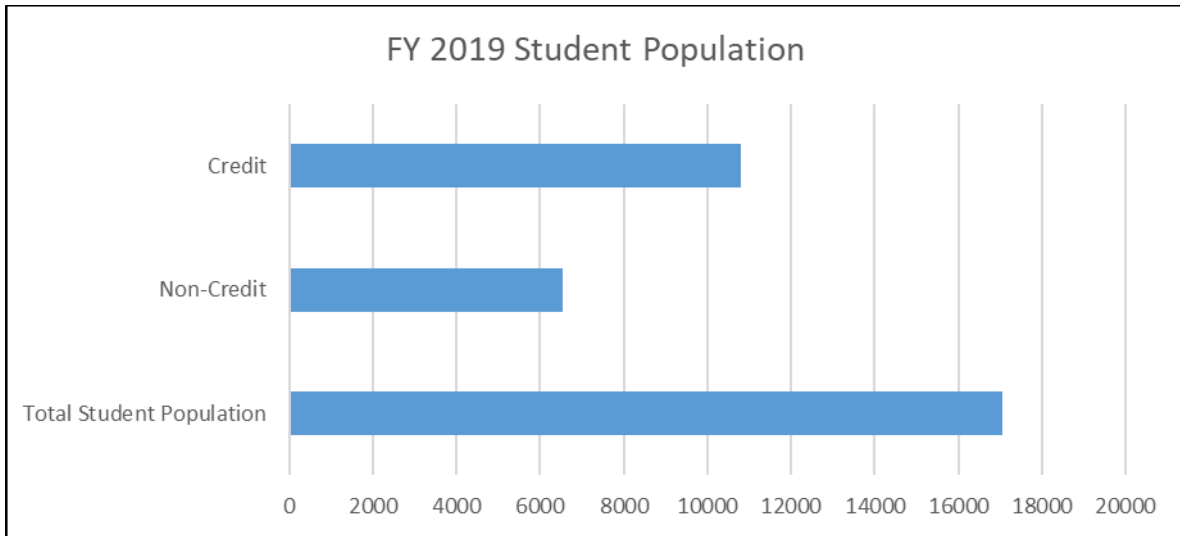
In 2015 Wilbur Wright College (WWC) was selected as one of twelve colleges throughout the nation to participate in the American Association of Colleges and Universities (AAC&U's) *Committing to Equity and Inclusive Excellence Project*. Under this work, the college collectively created an integrated equity action plan that set the stage for its intentional focus on equity and how it is employed throughout the work of the institution. Results from that work led the implementation of notable practices that directly addressed equitable disparities across the college. Examples of such practices include: (1) the expansion of service learning course offerings and participation as a recognized high impact practice, (2) the development of co-curricular Math courses to close success gaps among African American and Hispanic students, (3) course data disaggregation to identify success disparities among students of color in developmental education and gateway courses, and (4) the implementation of a college-wide equity symposium as an information vehicle to share outcomes of the equity action plan with local and Chicagoland higher education institutions.

Presently the above noted practices are incorporated in the regular functions of the college in addition to other innovative initiatives that the college has successfully implemented since the conclusion of the AAC&U Equity project. Such initiatives include: (1) the development of an Engineering Pathways Program to increase access to STEM field engineering programming for students of color, (2) the awarding of a $1 million dollar Workforce Equity grant to increase workforce equity for African Americans through the development of in-demand short term job training programs, (3) the development of alternative teaching modalities for developmental Math and English courses to close course success and completion gaps for students of color, (4) planning for the development of a Men of Color program (a prevention-intervention program to provide wraparound supports to male students of color to increase their chances of degree completion), (5) a First Generation Mentoring program to support first generation students, and (6) the facilitation of a college-wide diversity climate survey to establish a new baseline around the strengths and areas of needed growth in diversity, equity, and inclusion. These Wright initiatives are evidence of our commitment to equity throughout the entire operational scope of the college.

Governance Process & Integrated Planning

When Wright College applied for an AAC&U Equity grant in 2015, the college lacked a governance structure looking at issues of equity. An Equity team consisting of faculty and administrators was created in 2016 to develop the college's first Equity Action Plan through the AAC&U Equity Project. Through the grant, Wright began a systemic investigation of issues of race, racism, equity and the college's responsibilities to address inequities in student outcomes. Capacity building and rigorous disaggregation of data highlighted key areas of concern at the course, program, and institutional levels. Focused efforts in Biology, Computer Information Systems, and Biology gave the college first-hand experience in the hard work of addressing inequity. Wright has embraced the challenge, hosting an Equity Summit in the fall of 2017 and incorporating equity as a key college value in Wright's Academic Plan.

The original 2016 equity team, with changing membership, has continued to lead the charge of the college's vision for equity in all aspects of its work. The team's membership was augmented in 2018 and charged with writing the college's equity plan as part of its new membership with the Illinois Equity in Attainment partnership (ILEA). The 2016 Integrated Equity Action Plan provided a structure for integration and shared activities and supported the Wright College Academic Plan. Building from the work of the college's AAC&U Integrated Equity Action, composition of the ILEA equity plan included joint involvement with the Academic Plan Diversity, Equity, & Inclusion (DEI) Priority team, the Academic Management Council (AMC), the Office of Instruction, and Student Services. Wright's 2020-2025 Equity Plan provides the next step in integration and alignment with the college's Academic Plan and Strategic Enrollment Management Plan.

The planning process for Wright's Equity plan was grounded in existing data, previous plans, statewide date, district-wide data, and data collected at the college. The plan follows a robust period of intentional work at Wright beginning in 2016 to address issues of diversity, equity, and inclusion in the pursuit of institutional effectiveness and student success. The plan has been shared with the college's Faculty Council; Student Government Association (SGA); the Advising and Transfer Office; the Math Department; English Department; Completion Team; the Enrollment Management Committee; the Work-based Learning Team; Executive Council; College Cabinet, and the entire staff and faculty body.

Goals and activities for the Wilbur Wright College 2020-2025 Equity Plan were developed in consultation with faculty, staff, students and administrators. Furthermore, this Equity Plan is guided by the college's Academic Plan and Strategic Enrollment Management Plan as well as the college's Mission Statement. The commitment to student success and equity is inherent in the college's commitment to offering students of diverse backgrounds, talents, and abilities a quality education. To honor and uphold this mission, Wright's equity plan contains five (5) success metrics.

Vision & Goals

The 2020-2025 Wright College Equity Plan encapsulates the college's shared vision that equity is a central priority. Our recent experiences with learning and workplace disparities across the college and the subsequent demands of students and employees of underrepresented and underserved groups, created a sense of urgency for our college community and subsequently a rethink of how we will approach our equity work in the future.

The Wright Equity Plan (WEP) presents a focused set of activities intended to address the issue of inequity that has been identified through comprehensive campus-based research on each of the

college's five (5) success metric areas. The five (5) success metric areas are (1) Access, (2) Retention (i.e., Fall to Fall, Fall to Spring), (3) Performance (i.e., Course Performance), (4) Completion (i.e., Degree and Certification), and (5) Organizational Learning. Based on these success metrics, the following goals were set as priorities for the WWC 2020-2025 Equity Plan:

#1: To improve access for African American, Latinx, and Pell students

a. Increase the number of African American, Latinx, and Pell students that apply to the college

b. Increase the number of African American, Latinx, and Pell students who enroll after application

c. Improve student access to Wright College programs and services.

#2: To improve the retention of African American, Latinx, and Pell students

a. Increase the number of African American, Latinx, and Pell students who are retained from Fall to Fall

b. Increase the number of African American, Latinx, and Pell students who are retained from Fall to Spring

#3: To close performance gaps among African American, Latinx, and Pell students

a. Increase the percentage of African American, Latinx, and Pell students who successfully transition through developmental education courses into college level courses by the end of their first academic year

b. Increase the percentage of African American, Latinx, and Pell students who successfully complete a transfer level Math & English course within their first academic year

#4: To improve the completion rates of African American, Latinx, and Pell students

a. Increase the percentage of African American, Latinx, and Pell students that complete a certificate

b. Increase the percentage of African American, Latinx, and Pell students that complete an associate degree

#5: To develop a culture of equity-consciousness that supports student access, persistence, and achievement

a. Increase the capacity of faculty and staff to acknowledge, understand, and receive the diversity of difference that exists within and outside the college community

b. Increase the diversity of faculty and staff to reflect our diverse student population

1c: Purpose of the Equity Plan

The ILEA Equity Plan will to serve as a roadmap for outlining how Wilbur Wright College will work toward closing gaps in degree attainment for low-income, first generation, African American, and Latinx students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, the Illinois Equity in Attainment Initiative seeks to prioritize urgent action on equitable degree completion outcomes for students across racial and socioeconomic groups. Below please find the degree completion disparities between the following target student groups:

- African-American and White students
- Latino students and White students
- Students receiving Pell grants and those who are not eligible

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

1f: Campus Engagement Plan

Wilbur Wright College's campus engagement plan will drive the college's goal of establishing a transparent and intentional atmosphere of equity as a central component of our campus environment and operations. In order to attain this goal, we will employ an engagement plan that will ensure the transparency of equity and its relevancy and meaning to the field of higher education, the students that we serve, and the employees that we support. In addition to regularly disseminated marketing materials that will foster awareness of the college's equity plan and efforts, a series of initiatives will be conducted to keep the entire college community abreast of and engaged in the college's equity work. Regularly held campus-wide and community forums, town halls, symposiums, and summits will be held to further engage the entire campus community on the college's equity plan, internal and external expectations, and implementation progress and updates. The following are seven (7) actions that we take to ensure that Wilbur Wright College is highly engaged and involved in the work of equity. Such strategies will be absorbed into the everyday functions of the college. The seven (7) are as follows:

1.) *Institutional Agility.* The college's Academic Plan Diversity, Equity, and Inclusion Priority Team and the college's Equity Taskforce will be merged into one college-wide Equity Taskforce. The merger of teams will be conducted as a means to become a more efficient college in the space of Equity. The college will always maintain open recruitment for people to participate on the taskforce.

2.) *Universal Understanding.* Develop and disseminate a college wide glossary of terms to achieve consistent communication that supports the needs of a diverse learning environment and the overall concept of Equity.

3.) *Knowledge and Skill Building*. During 2020 Faculty Development Week (FDW) Equity Day at Humboldt Park (HP), the college's Equity Committee will present on the Equity work conducted by the college the previous academic year and provide information on next steps for the current academic year. A professional development session on Inclusive Teaching will also be facilitated.

4.) *Informational Forums.* The Equity Taskforce will conduct a semiannual college-wide Equity forum to keep the entire campus informed of actions and progress made toward the college's equity work. These collaborative discussions will help to enhance awareness and knowledge regarding the college's Equity

capacity and provide an open venue for feedback and suggestions for improvement. The first forum will be a discussion of the results of the college's Campus Diversity Climate Survey that was disseminated in April 2019. This reveal will set the stage of understanding for where the college is equity-wise and where it needs to be.

5.) **Content Exposure.** The Equity Taskforce will host a college wide book club on Equity topics and/or subjects in the higher education field to better engage the entire college body on the concept of Equity and its importance in the work of the college.

6.) **Interactive Development.** Equity Summit Spring 2020 with Dr. Frank Harris, a nationally known expert, as facilitator. The event will be a "conference" style experience that will expose the entire college body to various topics, trends, and issues surrounding equity. Presentations, conversations, and activities will be conducted by fellow faculty and staff through City Colleges as well as external colleagues that serve at other institutions across the country.

7.) **Shared Dissemination.** Utilize diverse communication venues to disseminate information. Venues such as: Department Chairs Meeting, Faculty Council, Academic Affairs (i.e., College Curriculum Committee), State of the College, Faculty Development Week, Adjunct Faculty Orientation, and the Center of Teaching and Learning (CTL) workshops.

1g: Campus Implementation Plan

Several aspects of the Wright College Equity Plan are already underway. Strategies such as course data disaggregation, OER development, college capacity building, employee diversification efforts, alternative teaching modalities (i.e., compressed and co-requisite), and development of new academic programs and specialized support services (i.e., Men of Color Initiative and Latina's in Biology Mentoring Program) are currently being designed and/or implemented to provide a welcoming and inclusive environment that enables all students to succeed.

In order to keep the college focused on its equity mission, and effectively meet the goals and objectives set forth in the Wright College Equity Plan, the college equity team will work together with the President to identify a set of Annual Equity Priorities (AEP) for each fiscal year. Such priorities will be obtained from the equity goals and objectives noted in the Wright College Equity Plan. The AEPs will then be distributed throughout the college community to support planning, budgeting, and decision making for the upcoming fiscal year. The 2020-2021 AEP will be finalized after the conclusion of the college's Spring 2020 Equity Summit. A draft of the 2020-2021 AEP is located on page 49.

To operationalize the AEP, the President in conjunction with Vice President of Academic and Student Affairs will convene the College Equity Team (CET) in September of each year. Workgroups will be formed around each of the AEP to bring a college-wide perspective and engagement to the goals and objectives of each AEP. The CET meets as a whole group with the President once each month throughout the year to report on their progress related to their AEP. The workgroups will meet independently the remaining weeks of each month to do the work related to their AEP. The CET workgroups will present progress updates on the AEP to the college community at its Fall State of the College meeting. In Spring of each fiscal year, CET workgroups will present summary reports of outcomes from each AEP. The summary reports will inform planning for the next fiscal year.

Wright's plan also has two foci. First the college has chosen to focus on outcomes specific to Wright. We have used modified versions of existing City Colleges of Chicago methodologies to show results specific to Wright. For example, while the City Colleges of Chicago uses a retention methodology that considers a student retained if they re-enroll at any of the seven colleges, Wright's methodology focuses on students re-enrolling solely at Wright. These differences in methodology result in differing sets of student outcomes.

The second focus of this plan is on achieving CCC-wide targets and goals. Section 7 of this plan includes data based on CCC methodologies. Wright will be expected to achieve the targets and goals set forth in these data tables. At the same time, the college is setting the ambitious goal of also meeting the targets and goals set forth in the preceding pages. It is believed that by achieving the internal targets we have set for ourselves, we will move the needle toward achieving the broader targets of the district.

Wright has also chosen to focus on specific areas where we can improve our performance and have significant impact not only on students, but also district-wide targets. For instance, while improving credit hour accumulation is a district-wide goal, Wright is not specifically focusing on this area. While important, the college believes that by improving success rates in developmental and college-level Math and English we will have a positive impact on overall accumulation of credits as well as overall degree and certificate completions.

This is an ambitious approach. Wright, however, is nothing if we're not ambitious. The college firmly believes our targeted focus will have a positive impact on traditionally underserved students.

2. Current State

2a: African-American Students

For the 2017-2018 academic year, African American students made up 6.2% of the total student population. There were 999 African American students in total enrolled in educational programming at Wilbur Wright College; 858 in credit courses and 146 in Adult Education programing. However, during the 2018-2019 academic year, African American students only made up 5.7% of the total student population with only 873 African American students enrolled in educational programming; 759 in credit courses and 122 in Adult Education programing. This change in student headcount represents a 12.6% decrease (i.e., 126 students) compared to the prior academic year.

2b: Latinx Students

For the 2017-2018 academic year, Latinx students made up 61.1% of the total student population. There were 9,889 Latinx students enrolled in educational programming at Wilbur Wright College; 6,502 in credit courses and 3,474 in Adult Education programing. However, for the 2018-2019 academic year, Latinx students made up 62.9% of the total student population with 9,612 Latino students enrolled in educational programming at the college; 6,386 in credit courses and 3,298 in Adult Education programing. This change in student headcount represents a 2.8% decrease (i.e., 277 students) compared to the prior academic year.

2c: Students receiving Pell Grants

For the 2017-2018 academic year, a total of 3,595 students received Pell grants at Wright College. And as of Spring 2019, a total of 2,940 students received Pell grants for the 2018-2019 academic year. This represents an 18.3% decrease in enrollment for this population of students within an academic year (See Table 1-1).

(Table 1-1)
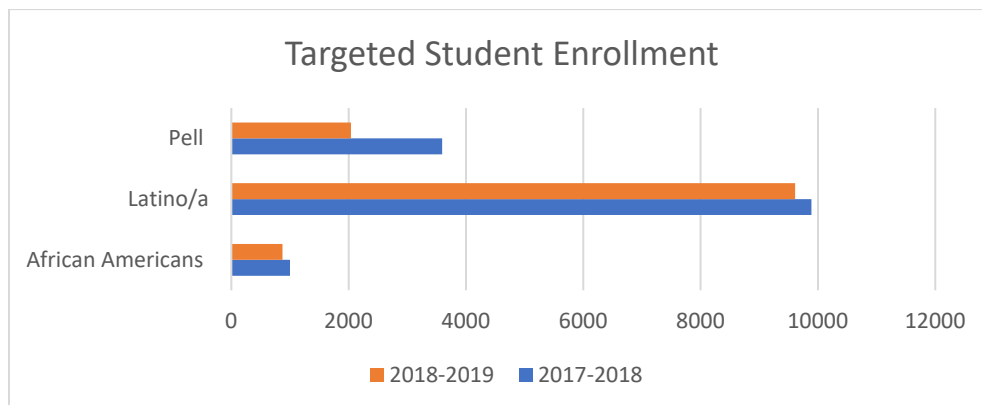
Enrollment

The college has experienced an enrollment decline across all student populations over the past five years. Table 1-2 below shows the change in Fall to Fall enrollment among African American, Latinx, and Pell students. Overall credit enrollment has declined 22.4% from Fall 2014 to Fall 2018. Enrollment of African American students declined by -52.5% during this same time, while enrollment of Pell recipients declined by -44.9%. Enrollment of Latinx students has also declined, though at a much lower rate.

(Table 1-2)

Five Year Change in Enrollment Fall 2014 - Fall 2018									
						One-Year Change		**Five-Year Change**	
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Headcount**	**Percent**	**Headcount**	**Percent**
African American	986	786	604	573	468	(105)	-18.3%	(518)	-52.5%
Hispanic	4,868	4,666	4,414	4,501	4,343	(158)	-3.5%	(525)	-10.8%
White	2,264	1,940	1,694	1,667	1,557	(110)	-6.6%	(707)	-31.2%
Pell	4,426	3,289	2,969	2,957	2,439	-518	-17.5%	(1,987)	-44.9%
Non-Pell	4,874	5,097	4,673	4,664	4,730	66	1.4%	(144)	-3.0%
Total Wright Enrollment	*9,216*	*8,343*	*7,602*	*7,588*	*7,150*	*(438)*	*-5.8%*	*(2,066)*	*-22.4%*
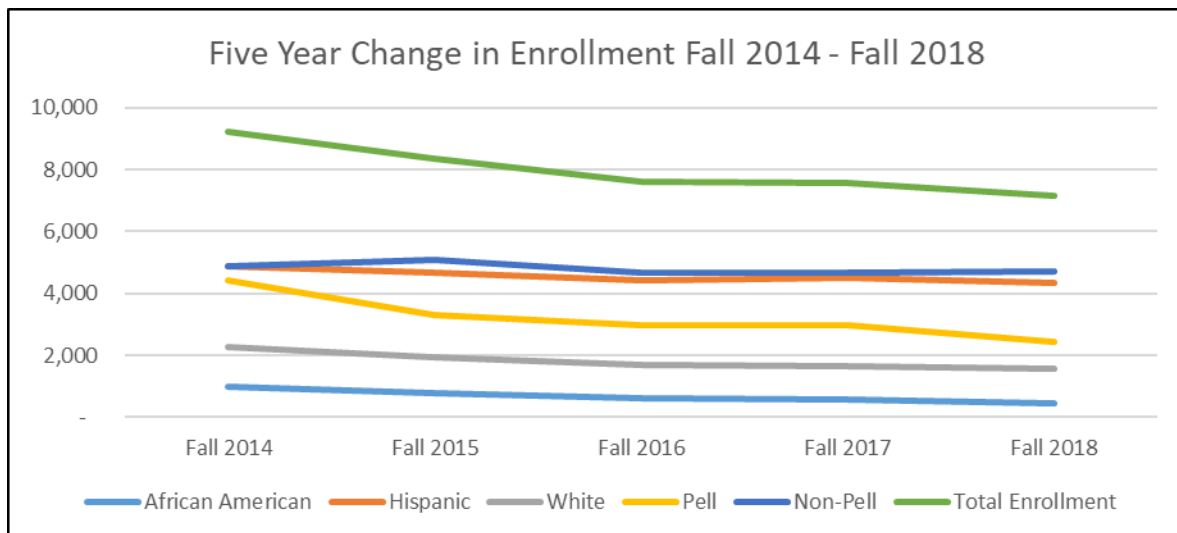
Degree Completion

Over the past five years (i.e., 2014-2019), the college has experienced a significant decline in the number of associate degrees as a whole, reflecting the drop in enrollment. Below is Table 1-3 which illustrates the five-year change in degree attainment among African American, Latinx, and Pell students. Over the past five years, completions among all students declined 8.2%. Comparatively, African Americans experienced the largest decline at 45%; compared to White students where there was a 25.2% decrease

in degree attainment. In contrast, there was a 12% increase in degree attainment among Latinx students.

(Table 1-3)

Five Year Change in Degree Completion 2014 - 2019						One-Year Change		Five-Year Change	
	2014-15	2015-16	2016-17	2017-18	2018-19	Headcount	Percent	Headcount	Percent
African American	111	97	77	63	61	(2)	-3.2%	(50)	-45.0%
Hispanic	485	551	592	583	543	(40)	-6.9%	58	12.0%
White	337	341	273	258	252	(6)	-2.3%	(85)	-25.2%
Pell	NA	416	457	453	457	4	0.9%		
Non-Pell	NA	678	630	613	542	(71)	-11.6%		
Total Wright Completions	*1,074*	*1,136*	*1,081*	*1,044*	*986*	*(58)*	*-5.6%*	*(88)*	*-8.2%*
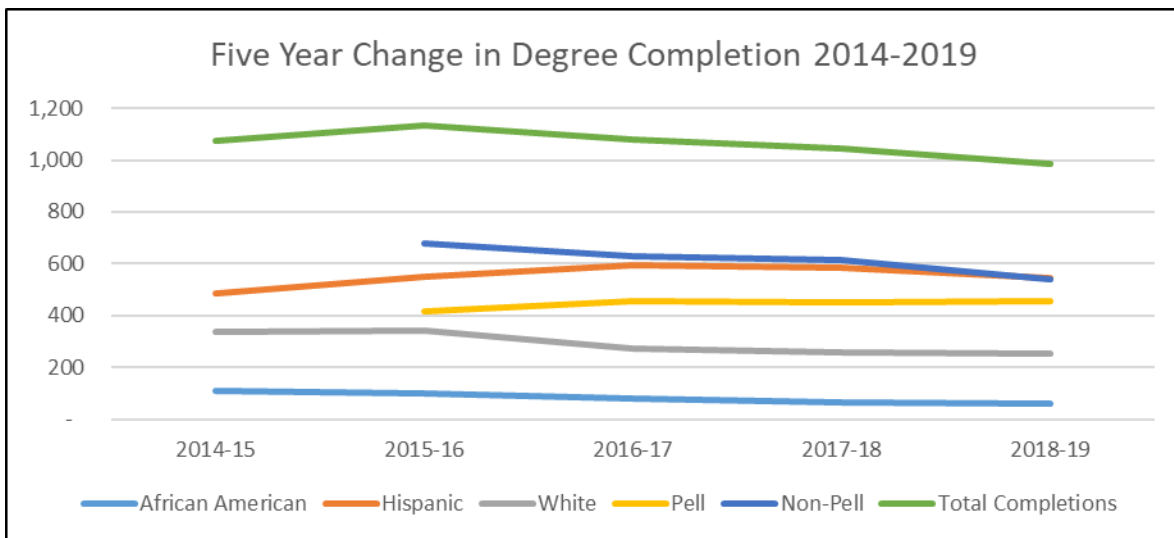
Certificate Completions

Over the past five years (2014-2019), the college has experienced a significant decline in the completion of advanced and basic certificates across all groups. Table 1-4 below illustrates the five-year change in certificate attainment among African American, Latinx, and Pell students. College-wide certificate completions have declined by 68%. Among African American students, certificate completion decreased by 63.1% compared to White students where there was a 78.5% decrease in certificate attainment, and Latinx students where there was a 60% decrease in certificate attainment.

(Table 1-4)

Five Year Change in Certificate Completion 2014 - 2019						One-Year Change		Five-Year Change	
	2014-15	2015-16	2016-17	2017-18	2018-19	Headcount	Percent	Headcount	Percent
African American	111	83	41	41	41	-	0.0%	(70)	-63.1%
Hispanic	306	227	159	114	120	6	5.3%	(186)	-60.8%
White	228	153	63	70	49	(21)	-30.0%	(179)	-78.5%
Pell	NA	150	99	105	107	2	1.9%		
Non-Pell	NA	402	197	180	152	(28)	-15.6%		
Total Wright Completions	*740*	*522*	*300*	*253*	*237*	*(16)*	*-6.3%*	*(503)*	*-68.0%*

Five Year Change in Certificate Completions 2014-2019
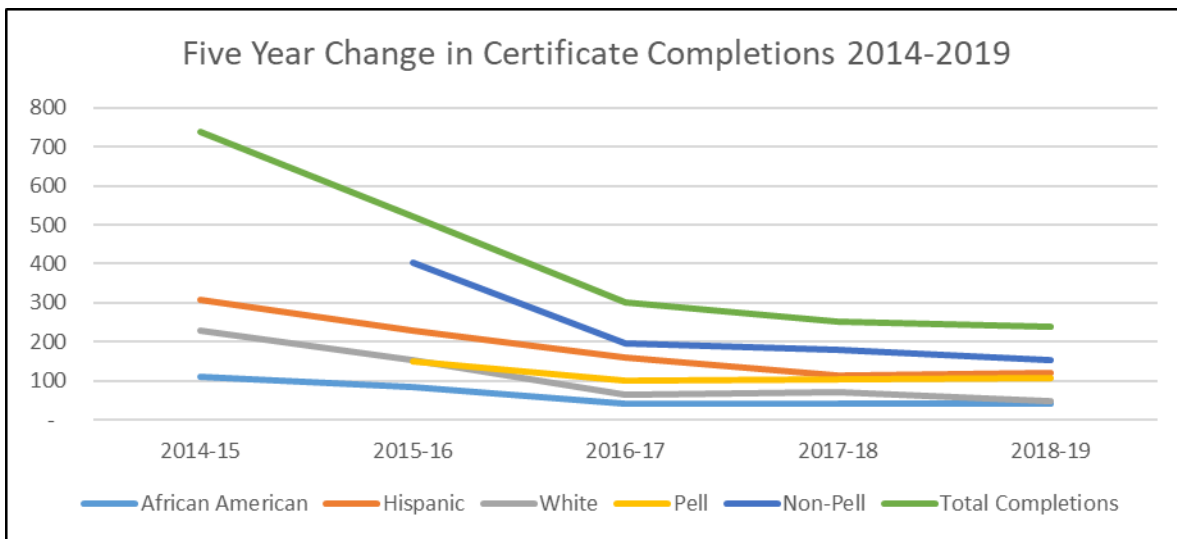
Fall to Fall Retention

In terms of Fall to Fall retention, the college has experienced varying rates of change in the retention of its students. For African American students, retention rates declined 13.1% between Fall 2014 and Fall 2018, while retention rates among Latinx students increased 5.1%. Overall, the college's fall to fall retention rate has not changed significantly over time. From Fall 2017 to Fall 2018, fall to fall retention saw only small changes among the varying students except for African American where retention declined by 9.7%.

(Table 1-5)

Fall to Fall Retention 2014 - Fall 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	36.1%	39.1%	34.8%	32.7%	23.0%
Enrolled as New in Fall	194	110	92	101	74
Enrolled Subsequent Fall	70	43	32	33	17
Hispanic	45.5%	51.0%	48.3%	43.9%	44.9%
Enrolled as New in Fall	1,123	900	851	966	919
Enrolled Subsequent Fall	511	459	411	424	413
White	46.5%	60.6%	54.6%	50.3%	51.7%
Enrolled as New in Fall	333	249	271	300	271
Enrolled Subsequent Fall	155	151	148	151	140
Pell	NA	61.9%	62.7%	55.0%	55.8%
Enrolled as New in Fall		657	585	685	584
Enrolled Subsequent Fall		407	367	377	326
Non-Pell	NA	45.1%	39.3%	37.8%	37.0%
Enrolled as New in Fall		761	782	834	817
Enrolled Subsequent Fall		343	307	315	302
Overall Wright Retention	*45.3%*	*52.9%*	*49.3%*	*45.6%*	*44.8%*
Enrolled as New in Fall	*1,841*	*1,418*	*1,367*	*1,519*	*1,401*
Enrolled Subsequent Fall	*834*	*750*	*674*	*692*	*628*

Fall to Fall Retention 2014-2018
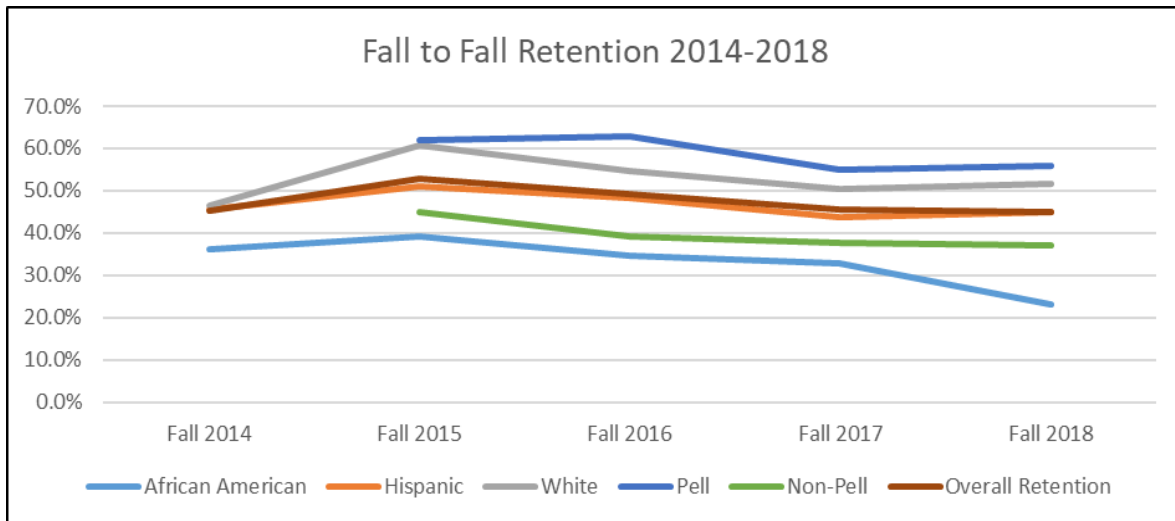
Fall to Spring Retention

In terms of Fall to Spring retention, the college experienced significant declines in retention rates between Fall 2014 and Fall 2018. While the retention rate for Pell students is largely steady over time,

the rate for Non-Pell students has declined by 12.1%. Similarly, the college has seen retention rates for African American students decline 13.3% and Latinx students by 11.5%.

(Table 1-6)

Fall to Spring Retention 2014 - Fall 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	59.2%	59.1%	39.8%	49.5%	45.9%
Enrolled as New in Fall	196	110	93	101	74
Enrolled Subsequent Spring	116	65	37	50	34
Hispanic	68.6%	65.7%	60.2%	58.6%	57.1%
Enrolled as New in Fall	1,135	906	851	972	925
Enrolled Subsequent Spring	779	595	512	570	528
White	77.5%	67.3%	65.9%	61.8%	58.7%
Enrolled as New in Fall	342	251	273	301	271
Enrolled Subsequent Spring	265	169	180	186	159
Pell	NA	77.1%	79.0%	73.5%	76.7%
Enrolled as New in Fall		663	586	691	588
Enrolled Subsequent Spring		511	463	508	451
Non-Pell	NA	56.5%	46.2%	48.1%	44.4%
Enrolled as New in Fall		766	784	837	819
Enrolled Subsequent Spring		433	362	403	364
Overall Wright Retention	*69.8%*	*66.1%*	*59.5%*	*59.6%*	*57.9%*
Enrolled as New in Fall	*1,869*	*1,429*	*1,370*	*1,528*	*1,407*
Enrolled Subsequent Spring	*1,304*	*944*	*815*	*911*	*815*

Fall to Spring Retention 2014-2018
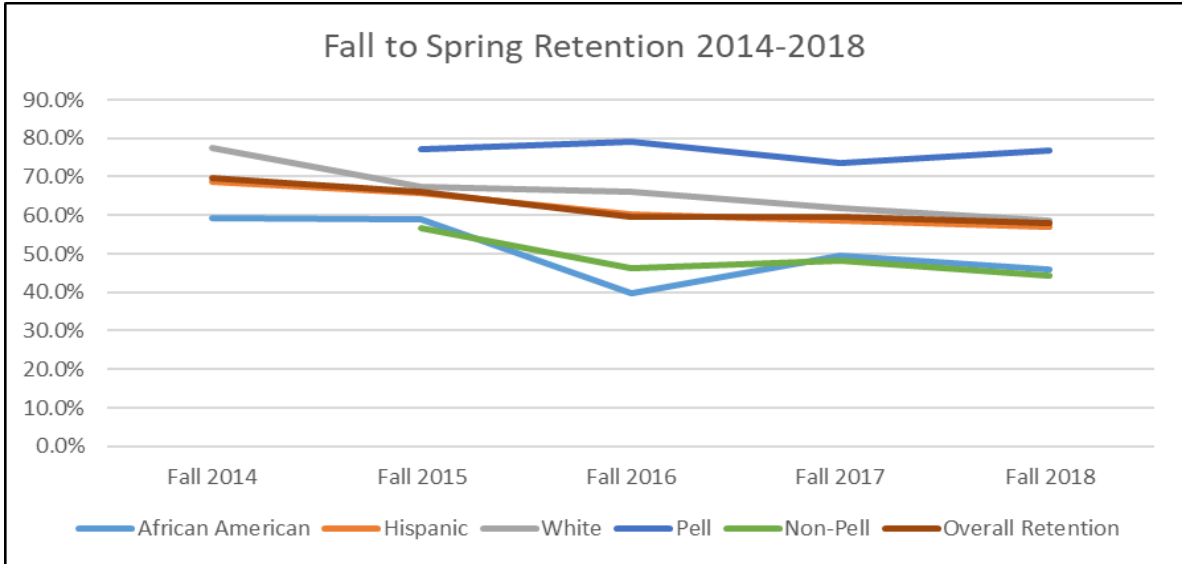
Course Performance

Developmental Math Taken & Passed on the First Attempt

Over the past five years, rates for taking and passing developmental math on the first attempt have been largely uneven among the highlighted groups. Among African American students, pass rates have ranged from 51.1% to 70.2%, while rates among Pell recipients have ranged from 61.5% to 77.5%. Table 1-7 below provides a full picture analysis of the decline in developmental math taken and passed on first attempt rates among the targeted student populations.

(Table 1-7)

Taking & Passing Developmental Math on the First Attempt 2015 - 2019					
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
African American	56.1%	70.2%	54.3%	58.0%	51.1%
Female	94.7%	100.0%	200.0%	100.0%	100.0%
Male	48.1%	40.0%	42.9%	33.3%	50.0%
Hispanic	54.1%	56.3%	57.6%	47.5%	55.2%
Female	55.6%	54.2%	62.2%	51.7%	63.0%
Male	52.3%	57.4%	52.5%	43.3%	48.4%
White	62.4%	80.0%	61.5%	65.5%	67.6%
Female	69.4%	85.7%	50.0%	78.6%	64.7%
Male	54.5%	75.0%	66.7%	53.3%	70.6%
Pell	NA	77.5%	62.9%	57.8%	61.5%
Female		72.7%	66.7%	59.3%	62.7%
Male		82.4%	59.5%	56.3%	60.0%
Non-Pell	NA	56.2%	50.0%	50.6%	53.6%
Female		50.0%	56.3%	64.7%	55.9%
Male		61.0%	44.7%	40.4%	52.0%
Overall Wright Pass Rates	*57.5%*	*61.7%*	*56.3%*	*54.6%*	*57.7%*

Developmental English Taken & Passed on the First Attempt

Over the past five years, rates for taking and passing developmental English (EN 96/99-Aligned Reading and Composition - ARC) on the first attempt have largely declined among the highlighted groups. Over the last five years, rates among African American students have declined by 24.5 percentage points; among Pell recipients, rates have declined by 19.2 percentage points. Since its implementation in fall 2015, only Pell recipients have consistently had taking and passing rates that have remained above the overall rates for the course.

(Table 1-8)

Taking & Passing Developmental English on the First Attempt 2015 - 2019					
	2014-15	2015-16	2016-17	2017-18	2018-19
African American	NA	78.6%	55.2%	58.1%	54.1%
Female		85.0%	50.0%	63.6%	63.2%
Male		72.7%	61.5%	52.4%	44.4%
Hispanic	NA	77.4%	68.8%	69.0%	69.6%
Female		77.8%	69.1%	76.0%	73.1%
Male		76.8%	68.4%	61.9%	65.6%
White	NA	78.8%	73.8%	77.1%	67.0%
Female		75.0%	82.9%	81.4%	72.7%
Male		81.8%	65.9%	72.5%	61.7%
Pell	NA	91.7%	72.2%	71.0%	72.5%
Female		91.4%	73.7%	75.5%	76.5%
Male		91.9%	70.3%	65.7%	68.0%
Non-Pell	NA	69.7%	65.6%	69.1%	63.9%
Female		69.0%	64.8%	76.3%	68.5%
Male		70.3%	66.1%	62.7%	59.5%
Overall Wright Pass Rates	*NA*	*77.9%*	*69.2%*	*70.2%*	*68.5%*

Transfer Level Math Taken & Passed on First Attempt

Over the past five years, rates for transfer level math taken and passed on first attempt have been uneven among the targeted groups. Among African American students, rates have declined by 26.6 percentage points from 2014-15 to 2018-19 (78.6% to 52.0%). Rates among White students have been largely steady, while rates for Latinx students have ranged from 59.2% to 72.7%. Rates for Pell students have largely declined at quicker rates that those for Non-Pell students. Table 1-9 below provides a full picture analysis of the decline in 1st attempt pass rates among the targeted student populations.

(Table 1-9)

Taking & Passing College-Level Math on the First Attempt 2015 - 2019					
	2014-15	2015-16	2016-17	2017-18	2018-19
African American	78.6%	67.7%	59.1%	56.4%	52.0%
Female	71.4%	85.7%	53.3%	65.0%	46.2%
Male	85.7%	52.9%	71.4%	47.4%	58.3%
Hispanic	68.7%	72.7%	62.9%	63.8%	59.2%
Female	76.2%	73.8%	65.4%	63.6%	65.5%
Male	60.8%	71.1%	59.9%	64.1%	52.2%
White	71.4%	69.5%	61.9%	69.0%	72.7%
Female	76.7%	75.0%	69.0%	82.0%	69.0%
Male	65.4%	61.9%	54.8%	53.8%	76.1%
Pell	NA	70.7%	61.4%	55.3%	57.0%
Female		74.3%	61.5%	57.3%	58.5%
Male		66.3%	61.0%	52.9%	72.1%
Non-Pell	NA	71.5%	66.1%	70.2%	66.7%
Female		74.0%	74.3%	74.4%	72.3%
Male		68.2%	58.3%	66.3%	61.0%
Overall Wright Pass Rates	*70.9%*	*71.2%*	*64.1%*	*64.0%*	*63.0%*

Transfer Level English Taken & Passed on First Attempt

Over the past five years, transfer level English first attempt pass rates have been inconsistent. Among African American students, rates have ranged from 55.6% in 2018-2019 to 72.7% in 2015-2016. Among Hispanic students, rates increased between 2014-2015 and 2017-2018 before recognizing a 10.0 percentage point decline; while White students have seen a steady increase in rates over time. Table 1-10 below provides a full picture analysis of the decline in 1st attempt pass rates among the targeted student populations.

(Table 1-10)

| Taking & Passing College-Level English on the First Attempt 2015 - 2019					
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
African American	68.3%	72.7%	64.0%	71.8%	55.6%
Female	76.5%	73.9%	70.8%	75.0%	62.5%
Male	57.7%	71.0%	57.7%	68.4%	45.5%
Hispanic	68.3%	74.3%	75.0%	79.4%	69.4%
Female	74.3%	78.0%	78.2%	81.9%	75.9%
Male	62.0%	70.1%	71.4%	76.4%	60.8%
White	76.6%	77.0%	79.1%	81.0%	82.2%
Female	84.8%	82.2%	85.7%	88.4%	91.8%
Male	69.1%	69.7%	73.8%	73.4%	73.8%
Pell	NA	73.9%	72.1%	70.6%	71.1%
Female		78.1%	75.3%	74.9%	74.8%
Male		68.6%	68.8%	65.3%	66.9%
Non-Pell	NA	76.0%	78.2%	76.4%	73.1%
Female		78.6%	81.3%	80.8%	81.0%
Male		73.4%	75.1%	72.0%	63.8%
Overall Wright Pass Rates	*70.8%*	*75.3%*	*75.9%*	*79.6%*	*72.4%*

3. Future Vision

Goal

The goal of the Wilbur Wright College ILEA Equity Plan is to eliminate disparities in enrollment, retention, performance, and degree completion on our campus between African-American and White students, between Latinx and White students, and between low-income and higher income students (as indicated by Pell receipt). With full implementation of the college's equity strategies and initiatives that are noted in this plan, the college projects the following enrollment, retention, and completion outcomes for African American, Latinx, and Pell students based on its attainment of a more equitable climate.

Enrollment Targets

Future goals include increasing African American student enrollment by 17.5% from the Fall 2018 rate of 468 students to 550 students by Fall 2024, and maintaining and growing its enrollment of Latinx, and Pell students with an increase of 15.1% and 23.0% respectively from Fall 2018 to Fall 2024 (See Table 1-11). We also look to increase the number of students across all populations who transition from Adult Education into College Credit.

(Table 1-11)

Fall Enrollment Targets					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	460	480	500	520	550
Hispanic	4,400	4,550	4,700	4,850	5,000
White	1,657	1,797	1,900	2,100	2,300
Pell	2,539	2,599	2,700	2,800	3,000
Non-Pell	4,830	4,980	5,100	5,300	5,400
Total Wright Enrollment	*7,300*	*7,550*	*7,700*	*8,000*	*8,300*

Fall Enrollment Targets 2020-2024
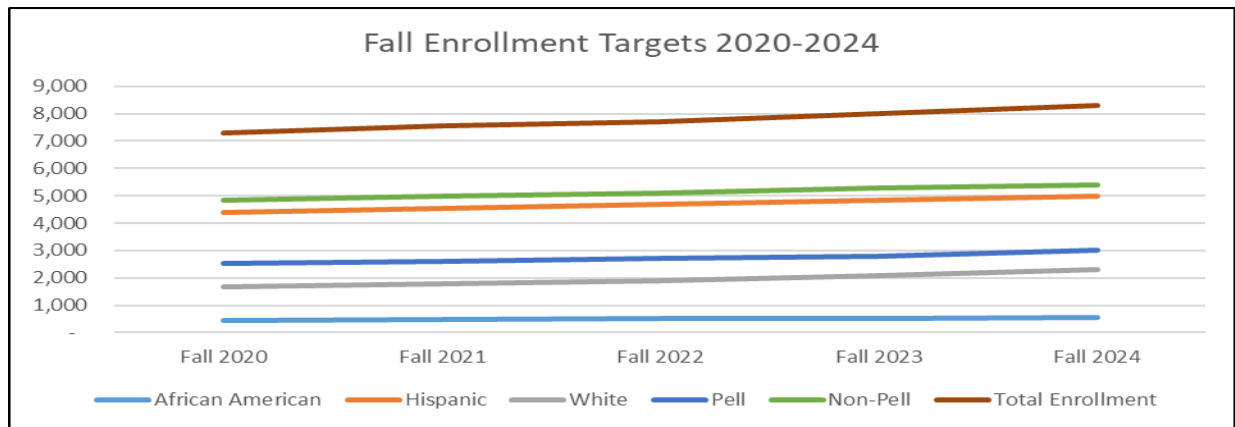
Degree Completion Targets

With a decrease in the number of targeted students completing associate degrees, our initial goal will be to increase the number of African American students completing an associate's level degree by 34% over the course of five years. In the long-term, Wright will also address overall degree completion across all sectors with an ambitious but attainable goal to increase Latinx, White, and Pell student degree completions by 16.7%, 29.6%, and 20.8% respectively over the next five years (See Table 1-12).

(Table 1-12)

Degree Completion Targets					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
African American	67	75	80	85	90
Hispanic	600	620	650	670	700
White	270	280	300	330	350
Pell	480	500	530	560	580
Non-Pell	575	590	625	650	680
Total Wright Completions	*1,100*	*1,200*	*1,350*	*1,450*	*1,550*

Degree Completion Targets 2020-2025
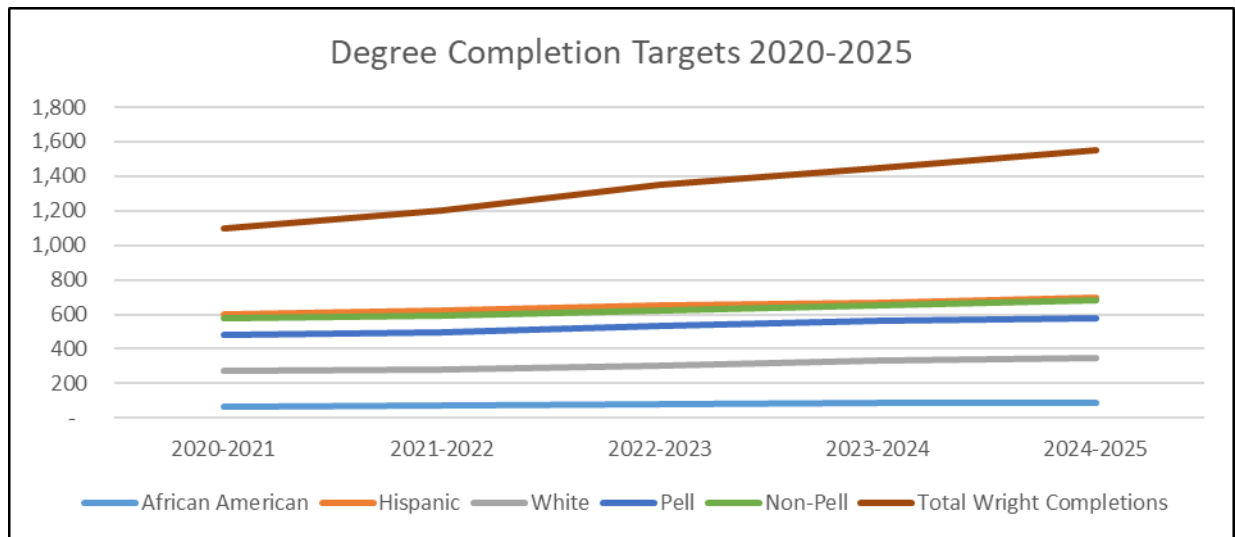
Certificate Completion Targets

In terms of bolstering advanced and basic certificate completion rates among targeted students, Wright's immediate goal is to maintain current certificate completions across all student populations with a goal to increase African American, Latinx, and Pell student certification attainment by 40.0%, 32.1%, and 47.8% respectively. Long-term goals for the college include the development of new certificate programs that are accessible to all students. Table 1-13 provides a quantitative picture of the amount of certificates that will need to be attained by each student population over the next five years.

(Table 1-13)

Certificate Completion Targets					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
African American	50	55	60	65	70
Hispanic	140	150	160	175	185
White	65	75	85	100	110
Pell	115	120	130	150	170
Non-Pell	160	180	195	205	215
Total Wright Completions	*280*	*305*	*330*	*365*	*390*

Certificate Completion Targets 2020-2025
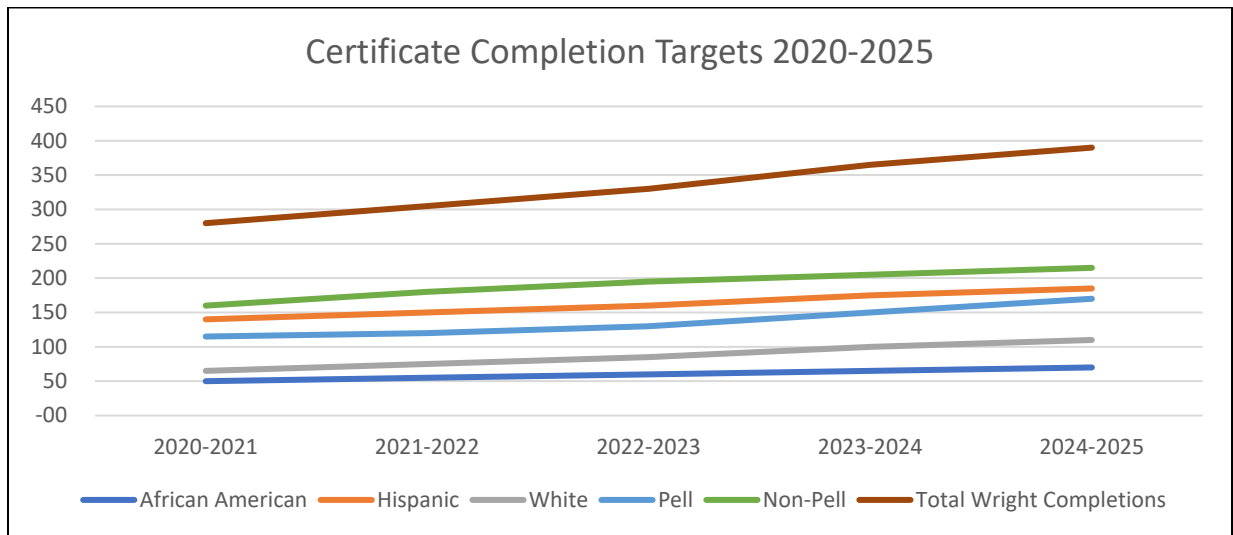
Fall to Fall Retention Targets

The college's immediate goal is to improve Fall to Fall retention rates for its African American students as compared to its actual 2018 Fall to Fall retention rate of 23%. The colleges seeks to increase the Fall to Fall retention rates of African Americans by 52.2% from Fall 2018 to Fall 2024. The long-term goal is to move the college's overall Fall to Fall retention rates by 13% collectively over the next five years (See Table 1-14).

(Table 1-14)

| Fall to Fall Retention Targets					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	27.0%	29.0%	31.0%	33.0%	35.0%
Enrolled as New in Fall	92	96	100	104	110
Enrolled Subsequent Fall	25	28	31	34	39
Hispanic	47.0%	49.0%	51.0%	53.0%	54.0%
Enrolled as New in Fall	889	910	940	970	1,000
Enrolled Subsequent Fall	418	446	479	514	540
White	53.0%	54.0%	55.0%	57.0%	58.0%
Enrolled as New in Fall	331	359	380	420	460
Enrolled Subsequent Fall	176	194	209	239	267
Pell	59.0%	59.0%	60.0%	61.0%	62.0%
Enrolled as New in Fall	508	520	540	560	600
Enrolled Subsequent Fall	300	307	324	342	372
Non-Pell	39.0%	40.0%	41.0%	43.0%	45.0%
Enrolled as New in Fall	966	996	1,020	1,060	1,080
Enrolled Subsequent Fall	377	398	418	456	486
Overall Wright Retention	*46.0%*	*47.0%*	*49.0%*	*51.0%*	*52.0%*
Enrolled as New in Fall	*1,460*	*1,510*	*1,540*	*1,600*	*1,660*
Enrolled Subsequent Fall	*672*	*710*	*755*	*816*	*863*
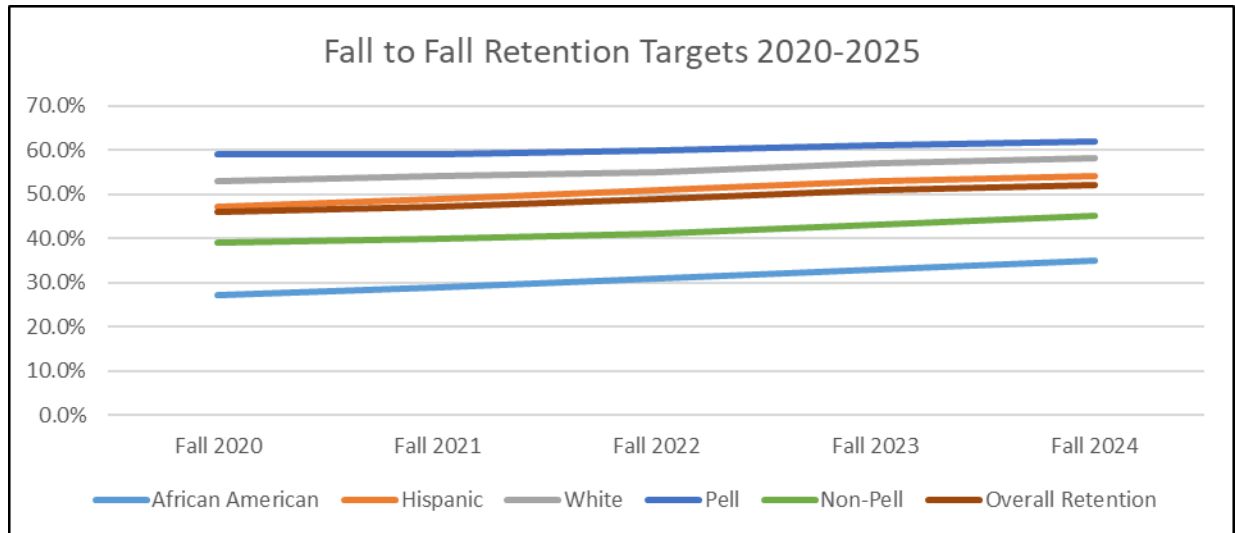
Fall to Spring Retention Targets

The college's goal is to improve Fall to Spring retention rates for its African American students to 70%. The college seeks to increase the Fall to Spring retention rates of African Americans by 52.5% from Fall 2018 to Fall 2024. The long-term goal is to move the college's overall Fall to Spring retention rates for all new student populations by 16.1% collectively (See Table 1-15).

(Table 1-15)

Fall to Spring Retention Targets					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	64.0%	65.0%	66.0%	67.0%	70.0%
Enrolled as New in Fall	92	96	100	104	110
Enrolled Subsequent Sprin	59	62	66	70	77
Hispanic	58.0%	61.0%	64.0%	67.0%	70.0%
Enrolled as New in Fall	889	910	940	970	1,000
Enrolled Subsequent Sprin	516	555	602	650	700
White	50.0%	52.0%	54.0%	58.0%	62.0%
Enrolled as New in Fall	331	359	380	420	460
Enrolled Subsequent Sprin	166	187	205	244	285
Pell	79.0%	80.0%	81.0%	82.0%	83.0%
Enrolled as New in Fall	508	520	540	560	600
Enrolled Subsequent Sprin	401	416	437	459	498
Non-Pell	48.0%	49.0%	50.0%	51.0%	53.0%
Enrolled as New in Fall	966	996	1,020	1,060	1,080
Enrolled Subsequent Sprin	464	488	510	541	572
Overall Wright Retention	*56.0%*	*58.0%*	*60.0%*	*62.0%*	*65.0%*
Enrolled as New in Fall	*1,460*	*1,510*	*1,540*	*1,600*	*1,660*
Enrolled Subsequent Sprin	*818*	*876*	*924*	*992*	*1,079*

Fall to Spring Retention Targets 2020 - 2024

Legend: African American, Hispanic, White, Pell, Non-Pell, Overall Retention
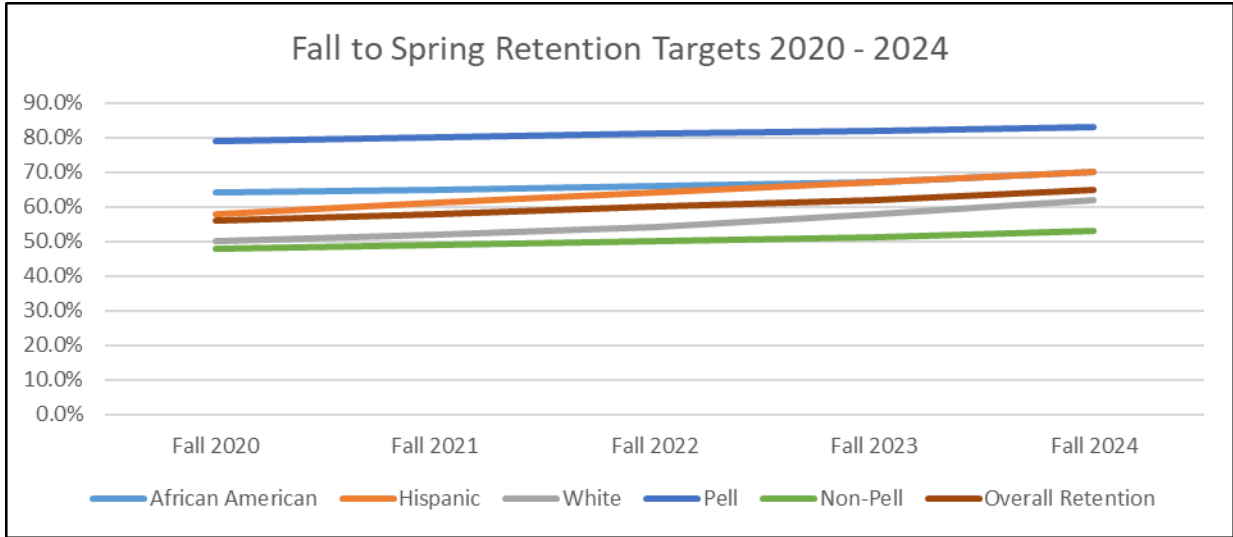
Course Performance Targets

Developmental Math (MTH 99) Taken & Passed on First Attempt

It is the college's goal to improve the first attempt momentum success among all three targeted student populations. With Pell students (i.e., low income students) having the highest decline in first attempt pass rates for developmental math, it is the college's goal to increase those rates by 31.3% over the next five years. The long-term goal is to move the college's developmental math first attempt pass rates for all targeted student populations (i.e., African American, Latinx, and Pell students) by 30.0% collectively (See Table 1-16).

(Table 1-16)

Targets for Taking & Passing Developmental Math on the First Attempt						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African American	53.0%	57.0%	60.0%	64.0%	67.0%	70.0%
Hispanic	58.0%	62.0%	66.0%	71.0%	75.0%	80.0%
White	70.0%	72.0%	74.0%	76.0%	78.0%	80.0%
Pell	64.0%	68.0%	72.0%	76.0%	80.0%	84.0%
Non-Pell	58.0%	61.0%	66.0%	71.0%	77.0%	80.0%
Overall Wright Pass Rates	*60.6%*	*64.0%*	*67.6%*	*71.6%*	*75.4%*	*78.8%*

Developmental English Taken & Passed on First Attempt

It is the college's goal to improve the first attempt momentum success among all three targeted student populations. With African American students experiencing the highest decline in first attempt pass rates for developmental English, it is the college's goal to increase those pass rates by 28.1% over the next five years. The long-term goal is to move the college's developmental English first attempt pass rates for all targeted student populations (i.e., African American, Latinx, and Pell students) by 12.8 percentage points overall (See Table 1-17).

(Table 1-17)

Targets for Taking & Passing Developmental English on the First Attempt - First Attept						
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African American	57.0%	60.0%	63.0%	67.0%	70.0%	73.0%
Hispanic	72.0%	74.0%	76.0%	79.0%	81.0%	84.0%
White	70.0%	72.0%	74.0%	77.0%	80.0%	83.0%
Pell	74.0%	76.0%	78.0%	80.0%	82.0%	84.0%
Non-Pell	65.0%	67.0%	69.0%	72.0%	75.0%	78.0%
Overall Wright Pass Rates	*67.6%*	*69.8%*	*72.0%*	*75.0%*	*77.6%*	*80.4%*

Transfer Level Math Taken & Passed on First Attempt

It was found that African American students have the lowest pass rate of transfer level math on the first attempt. To close this gap, the college has set a goal to increase such pass rates by 26.2% among African American students. It will also strive to increase the first attempt transfer level math pass rate among all targeted student populations (i.e., African American, Latinx, and Pell students) by 22.4% by 2025 (See Table 1-18).

(Table 1-18)

Targets for Taking & Passing College-Level Math on the First Attempt					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	65.0%	72.0%	77.0%	80.0%	82.0%
Hispanic	69.0%	73.0%	77.0%	80.0%	82.0%
White	78.0%	79.0%	81.0%	82.0%	84.0%
Pell	65.0%	73.0%	78.0%	82.0%	84.0%
Non-Pell	63.0%	69.0%	75.0%	80.0%	84.0%
Overall Wright Pass Rates	*68.0%*	*73.2%*	*77.6%*	*80.8%*	*83.2%*

Transfer Level English Taken & Passed on First Attempt

African American students have the lowest pass rate of transfer level English taken and passed on the first attempt. To close this gap, the college has set a goal to increase such pass rates by 28.8% among African American students. The college will also strive to increase the first attempt transfer level English pass rate among all targeted student populations (i.e., African American, Latinx, and Pell students) by 22.1% by 2025 (See Table 1-19).

(Table 1-19)

Targets for Taking & Passing College-Level English on the First Attempt					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	66.0%	70.0%	75.0%	80.0%	85.0%
Hispanic	69.0%	71.0%	75.0%	79.0%	85.0%
White	75.0%	78.0%	79.0%	83.0%	85.0%
Pell	70.0%	74.0%	78.0%	82.0%	85.0%
Non-Pell	68.0%	72.0%	76.0%	81.0%	85.0%
Overall Wright Pass Rates	*69.6%*	*73.0%*	*76.6%*	*81.0%*	*85.0%*

4. Institutional Strategies

Below is comprehensive list of innovative best practices and strategies that will help the college attain its equity goals. Each strategy aligns with at least one of the five (5) success metrics to show direct correlation and impact on the action and its measurement of effectiveness. A full comprehensive listing of all strategies that will be implemented are provided in the equity action plan that is located at the end of this section (Section 4).

Strategy 1: Course Performance Disaggregation

Success Metric(s): Retention, Performance, & Completion

(National data shows that having positive and timely course performance increases the probability of completion among minority students)

Strategy Goal:
Close performance gaps for targeted students, thereby improving the overall success of all students at Wright College.

Action #1:
Disaggregate data of student course performance in developmental Math and English courses to determine learning supports needed to improve student success in Spring 2020.

Strategy 2: Needs Assessment/Asset Mapping

Success Metric(s): All

(National data shows that direct resource alignment to student needs improves student achievement)

Strategy Goal:
To understand the strengths and resources of the college and its partners to identify gaps and create solutions that support the health of the college environment

Action #1:
Create cross-disciplinary taskforce of faculty and staff to review, analyze, and utilize the results of the Noel Levitz Student Satisfaction Inventory to address student specific needs and improve the quality of student life and learning through alignment with college strengths and resources.

Action #2:
Utilize the college's equity team to develop a presentation platform to work through the results of the college's recently administered diversity climate survey in order to understand and improve the college's climate.

Strategy 3: Policy Impact Evaluation

Success Metric(s): Retention, Performance, & Completion

(Studies have shown that college policies and practices that might be successful overall could actually help one group of students while harming another. Thus, colleges will be more equipped to ensure the success for all students the more they investigate how practices are affecting different groups of students.)

Strategy Goal:
Alleviate college policies and practices that hinder targeted student progress

Action:
Evaluate college policies and practices to identify direct and indirect barriers to persistence and completion for Pell Recipients.

Strategy 4: Inclusive Teaching

Success Metric(s): Retention, Performance, & Completion

(National studies reveal that traditional pedagogical methods…traditionally applied…. have not served all students well; particularly African American and Latinx students.)

Strategy Goal:
Improve the success of targeted students through the development and enhancement of programming that provides access to alternative program delivery models, teaching modalities, and rigorous academic pathway programs (e.g., STEM)

Action #1:
Conduct capacity building workshops for faculty to equip them with the knowledge and skills to effectively employ Inclusive Teaching in the classroom where all students are treated equitably; have an equal opportunity for academic success; and feel welcomed, supported, and valued as they learn *regardless of their ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion.*

Action #2:
Increase the use of alternative teaching modalities in courses such as compressed, modular, contextualized, and co-requisite to address diverse student learning styles.

Strategy 5: Pre-College Advising

Success Metric(s): Access

(National studies show that too many students, particularly students of color, fail to graduate due to inadequate advising, mentoring, coaching, tutoring, and feedback. Too many at-risk students fall through the cracks and fail to receive the timely support that they need to succeed—often because faculty and advisers do not recognize potential problems until it's too late.)

Goal:

Increase targeted students and families' knowledge of postsecondary education options, preparation, and financing to increase the rate of application and enrollment.

Action #1:
Develop a pre-college advising model to ensure that targeted students make a seamless transition into WWC by providing timely information and customized assistance throughout the academic year. The model provides pre-enrollment advising for **students still in high school**, through the admissions process and up to mandatory orientation.

Strategy 6: Coaching & Mentoring

Success Metric(s): Retention, Performance, & Completion

National studies show that too many students, particularly students of color, fail to graduate due to inadequate advising, mentoring, coaching, tutoring, and feedback. Too many at-risk students fall through the cracks and fail to receive the timely support that they need to succeed—often because faculty and advisers do not recognize potential problems until it's too late. The data also shows that students with assigned advisors show significantly higher retention rates from Fall to Spring compared to students without an assigned advisor (8% average difference).

Goal:
Increase student persistence and progression through more specific academic and career advice linked to program of study.

Action #1:
Develop a Coach and Mentoring Model that directly connects faculty, department advisors, discipline chairs, and other stakeholders to students at the 25% benchmark of progression to advise and guide students about their college journey through graduation. Such activities include IEP monitoring, academic progress reviews, service learning and internship opportunities, transfer and career planning, and mentorship.

Action #2:
Develop and implement a Men of Color prevention/intervention support program for targeted students as a means of increasing retention and completion.

Strategy 7: Diversification of Faculty & Staff

Success Metric(s): All

(National studies reveal that students taught by teachers who share their identities and look like them benefit both academically and emotionally.)

Goal:
Increase the diversity of faculty and staff to reflect growing diverse student population and surrounding community.

Action#1:

Identify criteria to ensure that the language in our job postings is inclusive.

Action #2:
Post position announcements with minority serving organizations and job boards where we will reach the largest number of diverse candidates.

Action #3:

Create diverse search committees comprised of faculty, administrators, and students (as appropriate) that bring multiple perspectives and fresh ideas to the table.

Action #4:
Conduct Unconscious (Implicit) Bias trainings for all search committee orientations.

Action #5:
Remove applicant names, address, and education institution names from resume and application to prevent bias at the screening stage of the hiring process.

Strategy 8: College-wide Capacity Building
Success Metric(s): All

Goal:
To build institutional capacity to address equity gaps by engaging in systematic quantitative and qualitative inquiry using a practitioner-researcher model and by implementing development opportunities that directly address the identified equity gaps.

Action#1:
Conduct a college-wide conference style Equity Summit in the Spring of 2020 that is facilitated by a nationally recognized Equity expert to expose the entire college body to various topics, trends, and issues surrounding equity. Presentations, conversations, and activities will be conducted by fellow faculty and staff through City Colleges as well as external colleagues at other institutions and organizations across the country that champion equity.

Action #2:
Retention of diverse faculty and staff
Develop a multicultural resource directory for diverse faculty to understand that there are appropriate resources available to them both on campus and in the community. Such a guide will be prepared, constantly updated, and readily available on the institution's overall website.

Action #3:
Create an equity-minded recruitment and search process to diversify the part-time faculty workforce base

    a. Identify graduate degree candidates representing diversity who could join the institution while completing their graduate degree, and if successful, be considered for a faculty position by inviting them to apply.

    b. Cluster Hiring: Implement two forms of cluster hiring to increase employee diversification. The first is hiring more than one diverse person at a time, minimizing feelings of isolationism and overload. The second is hiring a group of people at all levels that are well versed in more than one area and can work in more than one discipline.

    c. Implement an open and inclusive search process to reduce implicit bias on the selection of part-time faculty.

Strategy 9: Open Education Resources
Success Metric(s): All

(Recent studies show that the cost of textbooks are a major barrier to student success and completion; particularly among low-income students. Thus, 7 in 10 students don't purchase a textbook because it is too expensive. And 1 in 5 students skip or defer a class due to the price of the required textbook. However, it was found that students in courses that use OER more frequently have better grades and lower failure and withdrawal rates than students in courses that do not use OER. Such students are better prepared for class by having the required learning resources in a timely manner.)

Goal:
To increase student learning by breaking down barriers of affordability and accessibility.

Action#1:
Charge a college-wide OER taskforce that will research the OER concept, develop a cost and savings inventory, analyze implementation costs, and make recommendations to the college community on how OER can be implemented. The taskforce will conduct regular college wide presentations on OER development progress.

Action #2:
Design and implement an online OER training course that introduces faculty to Open Educational Resources and planning resources for OER adoption. Participants will be introduced to the value and impact of OER, laws surrounding the distribution of educational content, and how to find openly licensed materials for use in a class. Participants will apply concepts to the creation of a mini module in their discipline that can be scaled for use throughout the college.

Action #3:
In addition to the cost-savings and course preparation benefits of OER, development mentors will be partnered with interested faculty to acclimate them to the customizable benefits of OER that will enable them to provide timely and culturally relevant course materials.

Equity Action Plan

The college's Equity Team created an Integrated Equity Action Plan to showcase its vision and goals for equity attainment and to outline how they will be operationalized through collective action. Through the use of innovative diverse strategies that integrate the college as one, the action chart symbolizes the college's steadfast commitment to equity. We believe that this rich plan of integration will best support student achievement and success over the life of the equity plan (i.e., five years) and beyond. Identified data indicators by success metric follow the action chart to show the data measures that will be analyzed to assess attainment of the plan's goals and objectives.

Wright College Equity Action Chart

Goal # 1 To improve access for African American, Latinx, and Pell students

Success Metric	Objective	Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
Access	Increase the number of African American, Latinx, and Pell applicants	Increase the number of applications from targeted students. FY 2020 by 2%, FY 2021 by 3%, FY 2022 by 4%, FY 2023 by 6%, FY 2024 by 6%, and FY 2025 by 8%	-Develop a pre-college advising model to ensure that targeted students make a seamless transition into WWC -Work in concert with high schools that have large African American student populations. -Leveraging the Star Scholarship, develop a relationship with the Big Shoulders Fund to identify prospective students. -Target high schools on the south side and west side of the City including private high schools. -Develop and expand online program offerings.	Dean of Student Services, Admissions & Recruitment, and Advising	FY2020 start; ongoing
Access	Increase enrollment among African American, Latinx, and Pell students	Increase Fall enrollment among the targeted population by the noted %s from the baseline data: AA: Fa 18-20 (1.7%), Fa 20-21 (4%), Fa 21-22 (4%), 22-23 (4%), and 23-24 (6%) <u>Latinx:</u> Fa 18-20 (2%), Fa 20-21 (3.4%), and 21-22 (3.3%), 22-23 (3.2%), 23-24 (3%) <u>Pell:</u> Fa 18-20 (4.1%), Fa 20-21 (2.3%), 21-22	-Develop a pre-college advising model to ensure that targeted students make a seamless transition into WWC -Call campaign and email to targeted student applicants to encourage them to continue with the enrollment process by immediately satisfying the placement step. -Develop comprehensive outreach plan for prospective targeted students. -Create cross-disciplinary taskforce of faculty and staff to review, analyze, and utilize the results of the Noel Levitz survey (that measures student satisfaction and priorities) to address student specific needs and improve the quality of student life and learning through alignment with college strengths and resources. -Establish the advisor and faculty council registration. -Implement strategies to reinforce registration activities.	Admissions, Testing Department, and Financial Aid	FY20-22

Success Metric	Objective	Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
		(3.9%), 22-23 (3.7%), 23-24 (7.1%)		Dean of Student Services, Dean of Instruction and Faculty	FY20 start; ongoing
Access	Improve student access to WWC programs and services.	Increase the number of opportunities that targeted students have to access WWC	-Develop a pre-college advising model to ensure that targeted students make a seamless transition into WWC -Recruiters and financial aid staff offer financial literacy workshops at the high schools for students and parents. (NB: NEIU/Title V partnership to provide pilot, material and structure). -Engage CPS Network Specialists and other key CPS staff to expand opportunities for targeted students to participate in the WWC Early College program -Develop Virtual Campus Tours.	Admission, Testing, Recruitment, Recruiters, and Financial Aid	FY20-22
Access	Improve student access to WWC programs and services.	Increase the number of opportunities that targeted students have to access WWC	-Develop a comprehensive Prior Learning Assessment (PLA) Program. -Develop and expand online program offerings. -Develop noncredit to credit pathways. -Expand access to the college's Engineering Pathways program as a means to increase the number of African American, Latinx, and Pell students that engage in STEM related coursework and fields.	Office of Academic Affairs, Office of Instruction, Engineering, and District Office	FY20-22
Access	Increase student learning by undermining barriers of affordability and accessibility.	Increase the number of courses that utilize Open Educational Resources (OER) to enhance the no-cost/low-cost textbook option for students	-Establish a college-wide OER taskforce that will research the usage, value, and cost of OER adoption to reduce textbook costs for students. -Scale OER across the curriculum -Acclimate faculty to the customization freedom that OER provides that gives faculty control over the quality of their materials and customize them to the cultures and traditions of specific student populations.	Office of Academic Affairs, Office of Instruction, & Library Services	FY20-24

Goal # 2 To improve the retention of African American, Latinx, and Pell students

Success Metric	Objective	Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
Retention	Increase the Fall to Fall retention	Increase Fall to Fall retention	-Disaggregate data of student course performance in developmental Math and	Institutional Research &	FY20

4

	percentage among African American, Latinx, and Pell students	rate among the targeted population by the noted %s from the baseline data: <u>AA:</u> Fa 19-20 (2.3%), Fa 20-21 (2.3%), Fa 21-22 (4.4%), 22-23 (4.3%), 23-24 (6.1%) <u>Latinx:</u> Fa 19-20 (1.3%), 20-21 (1.9%), 21-22 (1.9%, 22-23 (3.6%), 23-24 (3.4%) <u>Pell:</u> Fa 19-20 (1.7%), 20-21 (1.7%), 21-22 (3.3%), 22-23 (1.6%), 23-24 (3.17%)	English courses to determine student success in Spring 2020. -Disaggregate data of student course performance in gateway math and English courses to determine inequities in student success in Spring 2020. -Review, analyze, and utilize the results of the Noel Levitz survey to address student specific needs and improve the quality of student life and learning through alignment with college strengths and resources. -Increase the use of alternative teaching modalities in courses such as compressed, modular, contextualized, and co-requisite to address diverse student learning styles. -Increase awareness and usage of GetSet, a peer-to-peer online platform. -Employ a three-tiered-model (Pre-College Advising-Coach & Mentoring) that will enable students to have direct and prescribed advising supports to students from the aspiration to the graduation stage of their academic journey. -Increase use of Early Alert and Brightspace Gradebook among faculty to track student progress	Planning, Office Instruction, Office of Academic Affairs Office of Instruction, Student Services, Advising, Office of Instruction, CTL, and Academic Support Services President, IT, Student Affairs, Academic Affairs & Faculty Office of Instruction & Advising Office of Instruction & Faculty	FY20 FY20-22 FY20-22 Fall 19 launch; ongoing FY20 start, ongoing FY 19 start; ongoing
Retention	Increase the Fall to Spring retention percentage among African American, Latinx, and Pell students	Increase Fall to Spring retention rate among the targeted population by the noted %s from the baseline data: <u>AA:</u> Fa-Spr 19-20 (2%), 20-21 (4%), 21-22(2%), 22-23(2%), 23-24 (3.8%) <u>Latinx:</u> Fa-Spr 19-20 (1.7%), 20-21 (3.3%), 21-22	-Disaggregate data of student course performance in developmental Math and English courses to determine student success in Spring 2020. -Disaggregate data of student course performance in gateway math and English courses to determine inequities in student success in Spring 2020. -Review, analyze, and utilize the results of the recently administered Noel Levitz survey to address student specific needs and improve the quality of student life and learning through alignment with college strengths and resources. -Increase the use of alternative teaching modalities in courses such as compressed,	Institutional Research & Planning, Office Instruction, Office of Academic Affairs Office of Instruction, Student Services, Advising,	FY20 FY20 FY20-22

		Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
		(1.6%), 22-23(1.6%), 23-24 (3.1%) Pell: Fa-Spr 19-20 (1.3%), 20-21 (2.6%), 21-22 (1.3%), 22-23 (1.2%), 23-24 (1.2%)	modular, contextualized, and co-requisite to address diverse student learning styles. -Increase awareness and usage of GetSet, a peer-to-peer online platform. -Employ a three-tiered-model (Pre-College Advising-Coach & Mentoring) that will enable students to have direct and prescribed advising supports to students from the aspiration to the graduation stage of their academic journey. -Increase use of Early Alert and Brightspace Gradebook among faculty to track student progress	Office of Instruction, CTL, and Academic Support Services President, IT, Student Affairs, Academic Affairs & Faculty Office of Instruction & Advising Office of Instruction & Faculty	FY20-22 Fall 19 launch; ongoing FY 20 start, ongoing FY19 start; ongoing

Goal # 3 To close the performance gaps among African American, Latinx, and Pell students

Success Metric	Objective	Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
Performance	Increase the percentage of African American, Latinx, and Pell students who successfully transition through developmental education courses into college-level courses by the end of their first year	The percentage of African American, Latinx, and Pell students who successfully transition through developmental education courses into college-level courses by the end of their first year will increase by 2% each year from the baseline data	-Develop a coach and mentoring model that directly connects faculty, department advisors, and discipline chairs to students to advise and guide students on their academic goals (i.e., transfer, internships, apprenticeship, job search, and etc.) through graduation. -Regularly review and analyze performance gap data by developmental education course to determine target improvements and identity real-time interventions -Employ strategic scheduling that addresses student course day and time needs -Increase the development and usage of alternative teaching modalities to address the diversity in student learning styles (e.g., modular, compressed, contextualized, & co-requisite) -Employ alternative placement strategies to prevent the over and under placing of students	Office of Instruction & Advising Office of Instruction Office of Instruction Office of Instruction, CTL & Faculty Office of Instruction, & Testing Placement, Office of Instruction and Office	FY20 start; ongoing FY19 start; ongoing FY19 start; ongoing FY20 start; ongoing FY19 start; ongoing FY20 start; ongoing FY20 start; ongoing

			-Provide academic support services (i.e., tutoring and advising) that are properly coordinated with academic course content. -Provide learning supports (i.e., embedded tutors & learning lab) in developmental education courses to ensure just in time remediation.	of Academic Support Services Instruction and Office of Academic Support Services	
Performance	Increase the percentage of African American, Latinx, and Pell students who successfully complete a transfer level Math course within their first academic year	The percentage of African American, Latinx, and Pell students who successfully complete a transfer level Math course within their first academic year will increase 2% each year from the baseline data	-Develop a coach and mentoring model that directly connects faculty, department advisors, and discipline chairs to students to advise and guide students on their academic goals (i.e., transfer, internships, apprenticeship, job search, and etc.) through graduation. -Regularly review and analyze performance gap data by course to determine target improvements and identify real-time interventions -Employ strategic scheduling that addresses student course day and time needs -Increase the development and usage of alternative teaching modalities to address the diversity in student learning styles(e.g., modular, compressed, contextualized, & co-requisite) -Employ alternative placement strategies to prevent the over and under placing of students -Provide academic support services (i.e., tutoring and advising) that are properly coordinated with academic course content. -Provide learning supports (i.e., embedded tutors & learning lab) in developmental education courses to ensure just in time remediation.	Office of Instruction & Advising Office of Instruction Office of Instruction Office of Instruction, CTL & Faculty Office of Instruction, & Testing Placement, Office of Instruction &Academic Support Services Instruction and Academic Support Services Office of Instruction, Curriculum Committee, & Faculty	FY20 start; ongoing FY19 start; ongoing FY19 start; ongoing FY20 start; ongoing FY19 start; ongoing FY20 start; ongoing FY20 start; ongoing FY20 start; ongoing

			-Improve program pathways to include semester-based sequential courses and stackable credentials		
Performance	Increase the percentage of African American, Latinx, and Pell students who successfully complete a transfer level English course within their first academic year	The percentage of African American, Latinx, and Pell students who successfully complete a transfer level English course within their first academic year will increase 2% each year from the baseline data	-Develop a coach and mentoring model that directly connects faculty, department advisors, and discipline chairs to students to advise and guide students on their academic goals (i.e., transfer, internships, apprenticeship, job search, and etc.) through graduation.	Office of Instruction & Advising	FY20 start; ongoing
			-Regularly review and analyze performance gap data by course to determine target improvements and identity real-time interventions	Office of Instruction	FY19 start; ongoing
			-Employ strategic scheduling that addresses student course day and time needs	Office of Instruction	FY19 start; ongoing
			-Increase the development and usage of alternative teaching modalities to address the diversity in student learning styles(e.g., modular, compressed, contextualized, & co-requisite)	Office of Instruction Office of Instruction, CTL & Faculty	FY20 start; ongoing FY19 start; ongoing
			-Employ alternative placement strategies to prevent the over and under placing of students	Office of Instruction, & Testing Placement,	FY20 start; ongoing
			-Provide academic support services (i.e., tutoring and advising) that is properly coordinated with academic course content.	Office of Instruction and Office of Academic Support Services	FY20 start; ongoing
			-Provide learning supports (i.e., embedded tutors & learning lab) in developmental education courses to ensure just in time remediation.	Instruction and Office of Academic Support Services	Office of Instruction, Curriculum Committee, & Faculty
			-Improve program pathways to include semester-based sequential courses and stackable credentials		

Goal # 4 To increase the completion rates of African American, Latinx, and Pell students

Success Metric	Objective	Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
Completion	Increase the percentage of African American, Latinx, and Pell students that complete a certificate	Increase the number of the targeted population that earn a certificate by the noted %s from the baseline data: AA: 20-21 (11%), 21-20 (10%) Latinx: 20-21 (12%), 21-22 (7%) Pell: 21-22 (4%)	-Develop a coach and mentoring model that directly connects faculty, department advisors, and discipline chairs to students to advise and guide students on their academic goals (i.e., transfer, internships, apprenticeship, job search, and etc.) through graduation. -Offer a short term job training certificate program in the industry areas of Advanced Manufacturing, IT, and Public Safety for African Americans who reside in the Austin Community as a means to equip them with the skills and competencies needed to obtain market valued employment with a livable wage. -Create a Center of Excellence in Engineering and Computer Science innovation. -Create modernized courses, programs, projects and opportunities that directly address community and industry needs (e.g., Mechanical Engineer Technician, Manufacturing Technology, Software Engineering, & Data Science programs) -Develop Adult Education Bridge programs in Healthcare, Manufacturing, Business and IT that lead to industry certifications and certificates. -Employ strategic scheduling that addresses student course day and time needs -Increase the development and usage of alternative teaching modalities to address the diversity in student learning styles(e.g., modular, compressed, contextualized, & co-requisite) -Increase the diversity of course delivery methods (i.e., hybrid, online, and etc.) -Work in concert with Chicago Public Schools to develop career academies with aligned career pathways that path from high school to college-level certificates and degrees	Office of Instruction & Advising Office of Instruction (Career Programs) Workforce Dev, & Equity Team Office of Instruction (Career Programs)/ Workforce Dev. Office of Instruction & Adult Ed. Office of Instruction Office of Instruction, CTL & Faculty Office of Instruction & CTL President, Office of Academic Affairs, Office of Instruction, & CPS	FY20 start; ongoing FY19-20 FY20 start; ongoing FY19 start; ongoing FY19 start; ongoing FY20 start; ongoing FY20 start; ongoing FY20 start; ongoing
Completion	Increase the percentage of African American,	Increase the number of the targeted	-Develop a coach and mentoring model that directly connects faculty, department advisors, and discipline chairs to students	Office of Instruction & Advising	FY20 start; ongoing

Success Metric	Objective	Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
	Latinx, and Pell students that complete an associate's degree	population that earn an associate's degree by the noted % from the baseline data: AA: 20-21 (3%), 21-22 (12%), 22-23 (7%), 23-24 (6%), 24-25 (5.9%) Latinx: 20-21 (3.5%), 21-22 (3.3%), 22-23 (4.8%), 23-24 (3%), 24-25 (4.5%) Pell: 20-21 (3.2%), 21-22 (4%), 22-23 (6%), 23-24(5.7%), 24-25 (3.6%)	to advise and guide students on their academic goals (i.e., transfer, internships, apprenticeship, job search, and etc.) through graduation. -Create a Center of Excellence in Engineering and Computer Science innovation.	Office of Instruction (Career Programs)/ Workforce Dev.	FY20 start; ongoing
			-Create modernized courses, programs, projects and opportunities that directly address community and industry needs (e.g., Mechanical Engineer Technician, Manufacturing Technology, Software Engineering, & Data Science programs)	Office of Instruction & Adult Ed.	FY19 start; ongoing
			-Develop Adult Education Bridge programs in Healthcare, Manufacturing, Business and IT that lead to industry certifications and certificates.	Office of Instruction	FY19 start; ongoing
			-Employ strategic scheduling that addresses student course day and time needs	Office of Instruction, CTL, and Faculty	FY20 start; ongoing FY20 start; ongoing
			-Increase the development and usage of alternative teaching modalities to address the diversity in student learning styles (e.g., modular, compressed, contextualized, & co-requisite) -Increase the diversity of course delivery methods (i.e., hybrid, online, and etc.)	Office of Instruction & CTL	FY20 start; ongoing
			-Work in concert with Chicago Public Schools to develop career academies with aligned career pathways that path from high school to college-level certificates and degrees	President, Office of Academic Affairs, Office of Instruction, & CPS	FY20 start; ongoing FY20 start; ongoing
			-Develop Communities of Interest to provide peer to peer learning support	Office of Instruction & Student Services	
			-Improve program pathways to include semester-based sequential courses and stackable credentials	Office of instruction, Curriculum Committee & Faculty	

Goal # 5 To develop a culture of equity mindedness that supports student achievement

Success Metric	Objective	Performance Measure (PM)	Actions/Strategies	Outcome Lead(s)	Timeline
Organizational Learning	Increase the capacity of faculty and staff to acknowledge, understand, and	75% of all faculty and staff will attend at least one culturally relevant professional	-Provide professional development support and activities in areas such as culturally relevant and responsive pedagogy, critical empathy, anti-racism,	College President, College Equity Team,	FY20 start; ongoing

| | receive the diversity of difference that exists within and outside the college community | development activity and/or college information event on an annual basis. | micro-aggressions, and implicit bias training. -Create plans for all college departments -Establish an equity resource portal and/or webpage for consistent knowledge dissemination and reference -Reveal, analyze, and utilize the results of the College Diversity Climate Survey -Host a college/community wide equity summit (Spring 2020) -Embed sensitivity trainings into all new employee and faculty orientations -Expand the acknowledgement and celebration of cultures in collaboration with Student Affairs and Student Government -The inclusion of cultural competencies in academic curriculum -Develop an open system for panel discussions, symposiums, and town hall meetings on pressing and current events that address issues surrounding diversity, equity, and inclusion | Human Resources, CTL, and District EEO Office Office of Instruction (Career Programs)/ Workforce Dev. Office of Instruction & Adult Ed. Office of Instruction President, Office of Academic Affairs, Office of Instruction, & CPS | |
| Organizational Learning | Increase the diversity of faculty and staff to reflect our diverse student population | 50% of all new hires will represent one of the federally recognized protected classes | -Research and analyze data relevant to the recruitment and retention of underrepresented faculty and staff -Identify criteria to ensure job description language is inclusive -Post position announcements with cultural supporting organizations and jobs sites -Create diverse cross-sector search committees -Create search committee trainings that include diversity awareness training modules such as unconscious (implicit) bias -Embed sensitivity trainings into all new employee and faculty orientations | College President, College Equity Team, Human Resources, CTL, and District EEO Office | FY20 start; ongoing |

2020-2021 Annual Equity Priorities

- Enhance the development and capacity of all college employees and students to acknowledge, understand, and receive the diversity of difference that exists within and outside the college community

- Increase student access through the implementation of best practices in recruitment, persistence, retention, advising, scheduling, and affordability

- Maximize opportunities for student access and success by creating new pathways in academic, continuing education, and workforce development programs.

5. Evaluating Impact

Wright commits to a semiannual review of our Equity plan goals to evaluate the effectiveness of equity focused programs and services. The college has set baselines and projected goals for each of the five Equity plan success metric indicators for the targeted student group, the overall student population, and the college employee base. Wright aligned its Equity Plan goals with the college' Academic Plan and Strategic Enrollment Management Plan goals. For consistent and frequent progress monitoring, integrated data dashboards will be used to provide the college with detailed data for all student subpopulations that will be updated every semester. To supplement the dashboard data, the college Institutional Research & Planning Director will support research requests made by the college that will pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for future goal-setting efforts and progress assessment. The college equity team will create future opportunities to discuss progress and best practices college-wide.

Wright's Research and Planning Office, in collaboration with the City Colleges Office of Decision Support, will review and evaluate progress towards the noted goals and provide suggested amendments and/or adjustments to existing initiatives or develop new activities in order to meet growth projections laid out in the 2020-2025 Equity plan. The findings will be shared with the college's governing bodies; including

the Faculty Council, Executive Council, Department Chairs Committee, Student Government Association, and Cabinet. The annual data will also be reviewed by the college's Equity Team in collaboration with the joint group that was formed in 2019 when the college developed this Equity plan. The Joint Diversity, Equity, and Inclusion (DEI) group meets monthly and includes leaders from Developmental Education, the Science & Speech Department, Workforce Development, Institutional Research, and Academic Management Council to inform progress toward meeting student success goals and to improve integration and decision making about what activities to prioritize and scale.

Below is the data indicators guide that will be used to assess the effectiveness of our actions and/or strategies to make Wilbur Wright College an equitable institution for all.

Data Indicators by Success Metric

ACCESS
Indicator 1: The distribution of enrolled groups compared to the White student population and non-Pell students.

Indicator 2: The number of OER courses developed and implemented across the curriculum from Fall to Spring at Wright College.

Indicator3: The number of African American, Latinx, and Pell students enrolled in courses that utilize OERs and their performance compared to the same populations not enrolled in courses with OERs.

RETENTION
Indicator 1: The percentage of first-time, full-time students retained from fall to spring at Wright for each identified group compared to White and non-Pell students.

Indicator 2: The percentage of degree or transfer-seeking students who enrolled in three consecutive terms.

Indicator 3: The percentages of African American, Latinx, and Pell recipients that persist to college-level coursework within one year of enrolling in developmental Math or English courses.

Indicator 4: The percentage of African American, Latinx, and Pell Recipients that successfully complete the General Education Core sequence within one year of enrollment.

COURSE PERFORMANCE
Indicator: Gateway Math & English course retention and success rates for African American, Latinx, and Pell grant recipients to that of White and non-Pell students.

DEGREE AND CERTIFICATE COMPLETION
Indicator 1: The percentage of African American, Latinx, and Pell Recipient students who complete their developmental education courses within the first year

Indicator 2: The percentage of African American, Latinx, and Pell Recipient students who complete a transfer level Math course within the first academic year.

Indicator 3: The percentage of African American, Latinx, and Pell Recipient students who complete a transfer level English course within the first academic year.

Indicator 4: The percentage of African American, Latinx, and Pell Recipient students who complete an associate degree within three years.

Indicator 5: The percentage of African American, Latinx, and Pell Recipient students who complete a certificate credential within one year.

<u>ORGANIZATIONAL LEARNING</u>
Indicator 1: The percentage of faculty and staff that participate in a cultural related professional development or college event session each year.

Indicator 2: The percentage of faculty and staff by protected class employed at the college.

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Course Performance Disaggregation	There will not be any budget implications as a result of this strategy.	N/A	The strategy will be absorbed into the regular functions of the college's Director of IR
Needs Assessment/Resource Mapping	There will be a need to make budget requests for increased amounts to fill the identified gaps in terms of resources and services (i.e., programs and people)	New	This strategy will be an annual scan that will be conducted at the start of each academic year as a Dean of Student Services function to assess the appropriateness and availability of college services.
Policy Impact Evaluation	There will be no cost to implement this strategy; however, we foresee the need to request funds to offset cost that identified barriers may impose on students (e.g., late fee waivers).	N/A	The practice will be absorbed into the regular functions of college's annual planning processes.
Inclusive Teaching (Professional Development)	We don't foresee any budget implications as a result of this strategy beyond the first round of training.	(Existing) General fund allocation for faculty and staff development	This initiative is a train the trainer type strategy that will not require continued monetary funding once the first group of instructors are trained on the concept.
Spring Equity Summit	There will be a need to make this effort a standing budgeted item for	New	Conducting an annual equity summit will require consistent and timely monetary funding. Thus, this academic year the

	the next four AYs beyond the current AY.		college will seek grant funding and other external resources to continue to support the effort.
Coaching & Mentoring Reassigned Time or Special Assignments	There will be need for additional funds to expand the coaching & mentoring model to more faculty and staff.	(Existing) General fund allocations for salaries of educational administrators, faculty, and student services and support staff	The practice will be absorbed into the college's advising model and used as an enhancement component to ensure seamless transitions for students.
Pre-College Advising	There will be need for additional funds to develop and implement the coach and mentoring model.	New	Establishing a pre-college advising model will require the need for additional college recruiters and advising to go out into the field and conduct case-based recruiting/advising to cultivate relationships with targeted students while in high school.
Short Term Training Programs	There will be a need for additional funds to cover the cost of instruction, equipment, supplies, and materials that will be needed to develop the programming	Existing	The programming framework will be absorbed by the college's Workforce Equity Grant awarded by ICCB.
Enhance Engineering Pathways Access	There will be a need for additional funds to cover the cost of hiring new instructors and staff for the program.	New	Enhancing access to the Engineering Pathways program will require the need to hire more faculty and staff to support the increased number of student participants.
Men of Color Explorers Program	There will be a need for additional funds to cover the cost of special assignment compensation of	New	Establishing a new mentoring program will require the need to have a dedicated full-time coordinator and advisor to provide direct support to students. Also, funding will be needed to establish a program

	the club advisor and funding needed for a new club budget		budget to provide supports and host activities for students.
Open Educational Resources (OER)	There will be a need for startup funds to cover the cost of adoption license, database access, an online training	New	Once critical mass is reached, the college will transition from individual faculty OER course adoptions to entire departments and OER degree pathways. This will reduce licensing costs and database access cost making the effort more sustainable for the college.

7. District Level Metrics & Targets

Fall to Spring Retention Part-time Retention 2014 - 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	42.9%	51.6%	34.6%	44.8%	38.6%
Hispanic	60.7%	57.6%	57.0%	56.5%	55.5%
White	66.5%	57.8%	63.5%	69.7%	69.7%
Pell	67.9%	70.4%	69.3%	71.1%	73.8%
Non-Pell	54.9%	49.4%	48.2%	49.6%	48.4%

Targets for Fall to Spring Retention Part-time Retention 2020 - 2025					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	41.0%	50.0%	60.0%	70.0%	80.0%
Hispanic	58.0%	65.0%	70.0%	75.0%	80.0%
White	72.0%	75.0%	78.0%	80.0%	81.0%
Pell	71.0%	74.0%	78.0%	80.0%	81.0%
Non-Pell	57.0%	60.0%	65.0%	70.0%	75.0%

Fall to Spring Retention Full-time Retention 2014 - 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	73.0%	76.8%	64.6%	77.0%	69.9%
Hispanic	77.7%	83.5%	76.5%	81.0%	78.3%
White	84.1%	78.3%	81.3%	82.3%	86.2%
Pell	81.0%	88.0%	84.3%	85.7%	87.6%
Non-Pell	73.3%	74.2%	68.4%	75.6%	71.9%

Targets for Fall to Spring Retention Full-time Retention 2020 - 2025					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	75.0%	78.0%	81.0%	85.0%	88.0%
Hispanic	80.0%	82.0%	84.0%	86.0%	88.0%
White	86.0%	87.0%	88.0%	89.0%	90.0%
Pell	88.0%	89.0%	90.0%	90.0%	90.0%
Non-Pell	75.0%	78.0%	81.0%	85.0%	88.0%

Gateway Course Completion - English Fall 2014 - Fall 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	30.9%	36.3%	25.6%	30.0%	20.0%
Hispanic	45.9%	53.2%	49.8%	48.0%	42.0%
White	52.9%	57.3%	59.5%	63.0%	58.0%
Pell	55.6%	50.0%	53.8%	52.0%	51.0%
Non-Pell	45.5%	53.9%	51.0%	48.0%	39.0%

Targets for Gateway Course Completion - English 2020 - 2025					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	25.0%	28.0%	33.0%	38.0%	43.0%
Hispanic	42.0%	45.0%	53.0%	58.0%	63.0%
White	60.0%	62.0%	64.0%	66.0%	68.0%
Pell	53.0%	55.0%	58.0%	60.0%	63.0%
Non-Pell	42.0%	45.0%	48.0%	52.0%	56.0%

Gateway Course Completion - Math Fall 2014 - Fall 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	18.2%	22.8%	17.3%	27.0%	12.0%
Hispanic	22.1%	38.8%	32.5%	33.0%	29.0%
White	31.0%	40.6%	40.9%	47.0%	45.0%
Pell	24.4%	43.7%	39.0%	38.0%	38.0%
Non-Pell	24.5%	35.8%	30.1%	34.0%	28.0%

Targets for Gateway Course Completion - Math 2020 - 2025					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	15.0%	18.0%	21.0%	25.0%	30.0%
Hispanic	32.0%	35.0%	38.0%	41.0%	45.0%
White	47.0%	50.0%	53.0%	56.0%	59.0%
Pell	41.0%	44.0%	47.0%	51.0%	54.0%
Non-Pell	31.0%	34.0%	37.0%	40.0%	44.0%

Fiscal Year Credit Accumulation - Part-time Fall 2014 - Fall 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	5.2%	17.2%	17.9%	6.7%	11.1%
Hispanic	19.0%	20.9%	22.9%	22.4%	13.4%
White	26.0%	24.1%	21.2%	32.1%	9.3%
Pell	23.7%	33.0%	33.5%	28.0%	19.7%
Non-Pell	17.7%	16.9%	14.9%	19.0%	19.7%

Targets for Fiscal Year Credit Accumulation - Part-time 2020 - 2025					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	14.0%	18.0%	22.0%	25.0%	30.0%
Hispanic	15.0%	18.0%	22.0%	25.0%	30.0%
White	15.0%	18.0%	22.0%	25.0%	30.0%
Pell	21.0%	23.0%	25.0%	27.0%	30.0%
Non-Pell	21.0%	23.0%	25.0%	27.0%	30.0%

Fiscal Year Credit Accumulation - Full-time Fall 2014 - Fall 2018					
	Fall 2014	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
African American	6.5%	7.6%	3.5%	7.5%	4.4%
Hispanic	7.6%	11.6%	11.1%	12.9%	7.9%
White	11.7%	19.2%	23.4%	16.0%	18.4%
Pell	7.2%	13.8%	10.6%	12.6%	29.3%
Non-Pell	12.0%	12.8%	17.4%	16.8%	31.3%

Targets for Fiscal Year Credit Accumulation - Full-time 2020 - 2025					
	Fall 2020	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
African American	8.0%	11.0%	14.0%	18.0%	20.0%
Hispanic	9.0%	12.0%	15.0%	18.0%	20.0%
White	20.0%	22.0%	24.0%	26.0%	28.0%
Pell	30.0%	31.0%	32.0%	34.0%	36.0%
Non-Pell	32.0%	33.0%	35.0%	36.0%	38.0%

Fall Credit Accumulation - Part-time Fall 2014 - Fall 2018					
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	6.9%	31.0%	14.3%	6.7%	17.9%
Hispanic	25.3%	26.4%	28.3%	21.4%	20.3%
White	26.0%	24.1%	25.9%	32.1%	19.7%
Pell	26.4%	33.0%	36.8%	25.2%	24.6%
Non-Pell	20.6%	23.5%	20.3%	21.5%	18.8%

Targets for Fall Credit Accumulation - Part-time 2020 - 2025					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African American	19.0%	22.0%	24.0%	26.0%	28.0%
Hispanic	22.0%	24.0%	26.0%	28.0%	30.0%
White	22.0%	24.0%	26.0%	28.0%	30.0%
Pell	26.0%	27.0%	28.0%	30.0%	32.0%
Non-Pell	19.0%	22.0%	24.0%	26.0%	28.0%

Fall Credit Accumulation - Full-time Fall 2014 - Fall 2018					
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	6.5%	10.1%	5.3%	16.4%	12.0%
Hispanic	13.6%	12.7%	18.1%	19.3%	18.7%
White	16.2%	23.4%	24.6%	25.7%	30.8%
Pell	11.9%	16.0%	15.3%	17.3%	20.6%
Non-Pell	16.4%	13.0%	22.4%	26.8%	24.1%

Targets for Fall Credit Accumulation - Full-time 2020 - 2025					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African American	14.0%	16.0%	19.0%	21.0%	24.0%
Hispanic	20.0%	22.0%	24.0%	26.0%	29.0%
White	32.0%	33.0%	35.0%	37.0%	39.0%
Pell	22.0%	24.0%	26.0%	28.0%	30.0%
Non-Pell	25.0%	26.0%	27.0%	29.0%	32.0%

Fall Cohort Completion in Four Years - Part-time Fall 2014 - Fall 2017				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	6.9%	17.3%	3.0%	7.5%
Hispanic	14.1%	10.5%	12.5%	18.8%
White	22.0%	18.7%	27.5%	23.0%
Pell	21.8%	20.4%	22.5%	21.2%
Non-Pell	28.9%	24.5%	27.0%	17.5%

Targets for Fall Cohort Completion in Four Years - Part-time 2020 - 2025					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African American	8.0%	9.0%	10.0%	12.0%	15.0%
Hispanic	19.0%	20.0%	22.0%	24.0%	27.0%
White	24.0%	25.0%	27.0%	29.0%	31.0%
Pell	22.0%	23.0%	25.0%	27.0%	30.0%
Non-Pell	18.0%	19.0%	20.0%	22.0%	25.0%

Fall Cohort Completion in Four Years - Full-time Fall 2014 - Fall 2017				
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	12.2%	12.6%	18.3%	18.9%
Hispanic	21.4%	23.2%	24.2%	33.3%
White	29.8%	32.6%	28.8%	45.4%
Pell	28.9%	30.8%	30.8%	36.1%
Non-Pell	33.2%	38.6%	38.6%	32.1%

Targets for Fall Cohort Completion in Four Years - Full-time 2020 - 2025					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
African American	20.0%	22.0%	24.0%	27.0%	30.0%
Hispanic	35.0%	37.0%	39.0%	41.0%	44.0%
White	46.0%	47.0%	48.0%	49.0%	50.0%
Pell	38.0%	39.0%	40.0%	41.0%	43.0%
Non-Pell	33.0%	34.0%	365.0%	37.0%	39.0%

8. ILEA Team

ILEA Core Team	
First name, Last name	Position
David Potash	**President**
Alanka Brown	**Vice President**
Akilah Easter	**Biological Sciences Faculty**
Romell Murden-Woldu	**Dean of Student Services**
Sophie Levandoski	**Director, Disability Access Center**
Brian Trzebiatowski	**Director, Research & Planning**
ILEA Leadership Team	
Joseph Knudsen	**Speech Faculty**
Jenetta O'Neal	**Director, Workforce Development**
Valarie Pell	**English Faculty**
Key Campus Leaders Consulted for Equity Plan Development	
David Potash	**President**
Alanka Brown	**Vice President**
Romell Murden-Woldu	**Dean of Student Services**

9. Glossary

DEI - Diversity, Equity, & Inclusion

Equity - the guarantee of fair treatment and access to opportunities that provides the chance for everyone to succeed. Equity seeks to reduce barriers that prevent some groups and individuals from fully participating.

Equity Plan – A strategic guide that facilitates student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

Inclusion - working together to create an open and welcoming environment that respects and affirms the inherent dignity, value, and uniqueness of all individuals and groups. Inclusive practices reflect awareness and understanding of the complexity of identity and the diversity in the world.

Illinois Equity in Attainment Initiative (ILEA) – a signature effort to galvanize direct and urgent action with a group of approximately 25 two-year and four-year, public and private non-profit colleges and universities across the state.

Targeted Student Populations – African American, Latinx, and Pell students.