Illinois Equity in Attainment
Kishwaukee College
Equity Plan

Updated: 3/9/2020

Executive Summary

Kishwaukee College (KC) is committed to eliminating the achievement gap for African American and Latinx students and for students who receive Pell Grants. This equity plan and the strategies contained in it are continued steps on a journey that the College began several years ago. The purposeful planning and study of data required for the development of this plan has focused our energy and work in a direction that we believe we believe will lead to success for our students. KC is pleased to have written our first equity statement which will be released in the spring of 2020. This equity statement will be widely disseminated both internally and externally to clearly inform our stakeholders, and potential stakeholders, that the College is firmly committed to equity.

Our current state data reflects the following for college completion:

- African-American students: 13.4%; White students: 42.3%
- Latinx students: 21.7%%; White students: 42.3%
- Students receiving Pell grants: 24.8%; Students not receiving Pell grants: 36.6%

Our current state data reflects the following for fall to fall retention:

- African-American students: 37.1%; White students: 60.7%

Kishwaukee College believes these numbers leave room for improvement. Numerous strategies such as developmental education reform, participation in TRiO, and conversion to a proactive advising model are already in place and are moving the needle in the right direction; however, it is clear that there is more work to be done.

KC believes that the addition of an Intercultural Center, cultural competency training, an enhanced hiring process, increased wrap-around services, including a food pantry, the addition of a Math Success Center and advisor, and a faculty-led retention project reflect innovative new ideas and best practices for helping the College reach our goal of eliminating the achievement gap. The College is committed to allocating resources of staff, time, and money in order to achieve this goal.

Kishwaukee College uses a data-driven decision model to evaluate the success of our programs. To this end, the College has plans in place to use specific data in both a formative and summative manner to assess our work. Ongoing review of the data will provide the opportunity to make "course corrections" during the planning and early implementation phases of the strategies. The end of timeline review of data will allow for summative review to determine strategy success and the plans for sustainability and scalability. KC believes this data-driven approach in conjunction with participant feedback, will give us a full-picture of the success of our strategies and enable us to make future plans.

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Additional Separate Document: Interim Benchmarks

Signature Page

Kishwaukee College

Equity Plan: 2020 - 2025

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

_____ [Date] _____

Dr. Laurie Borowicz; President

_____ [Date] _____

Dr. M. Joanne Kantner; Vice President of Instruction

_____ [Date] _____

Michelle Rothmeyer; Vice President of Student Success

_____ [Date] _____

Matthew Crull; Director of Research and Data Management

_____ [Date] _____

Pernevlon Ellis; Faculty

_____ [Date] _____

Ann Mueller; Coordinator of Tutoring Services

_____ [Date] _____

Barbara Leach; Associate Dean Office of Instruction

_____ [Date] _____

Dariana Lee; Director of Student Success

1: Introduction

1a: ILEA Overview

Despite improvements in high school graduation and college matriculation rates for Illinois students, there are wide and persistent gaps in college completion rates especially for low-income, first-generation students, and students of color. The launch of the **Illinois Equity in Attainment (ILEA)** marks a major step forward for 29 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, Latinx 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 volunteered to be members of ILEA. PCC will work alongside these partner colleges to jointly set commitments, identify appropriate evidence-based strategies to utilize on their campuses, and scale effective practices. PCC will support policy and practice change efforts that have the explicit goal of eliminating racial and socioeconomic degree completion gaps, while increasing institutional college completion rates overall.

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

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

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

according to Advance Illinois, only 37 percent of low-income students graduate in six years while 75 percent of wealthier students do.

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

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

1b: Institution Overview

Kishwaukee College is a public two-year post-secondary institution located in Malta, Illinois (pop. 1,164), six miles west of DeKalb (pop. 43,194). KC serves 112,500 people in rural Illinois Community College District #523, serving DeKalb, Ogle, Lee, and Kane Counties, with six high schools. Its 120-acre campus includes 500,000 square feet of facilities in the center of its district. Its governing board is comprised of seven Trustees elected for six-year terms, and an annually elected non-voting student Trustee.

- Student Profile (2018): Enrollment: 5,116: Full Time: 37%; Part Time: 63%
- Traditional Credits 80%: 67.8% Program Courses; 10.2% Dual Credit; 2% Continuing Education
- Online/Hybrid Credits 20%
- 45% Male/55% Female
- Average Age: 23
- Race: White/Non-Hispanic 58.1%; Hispanic 20.6; Black/Non-Hispanic 12.8; Multiracial 4.3%; Asian 1.8%; Native American 0.6%; Unknown 1.8%
- Qualified Students Received Some Aid: 43.5%;Qualified Students Received PELL: 30.5% *-Qualified means in a declared program of study*
- Most recent first-time/full-time completion rate: 33%

Faculty Profile

- Faculty: 60 full-time and 120 part-time
- Full-time demographics: 52% Female, 6% Minority (see detailed chart below)
- Attainment: 7% Doctoral, 67% Masters, 10% Bachelors, 16% Associate

Faculty Demographics in Detail

Full Time	Race	Asian	1	3.2%	1	3.4%
		Black/African-American	1	3.2%	1	3.4%
		White	29	93.5%	27	93.1%
		Total	31	100.0%	29	100.0%
Part Time	Race	Asian	4	7.8%	2	2.9%
		American Indian/Native	1	2.0%	0	0.0%
		Black/African-American	2	3.9%	1	1.4%
		Hispanic/Latino	3	5.9%	3	4.3%
		White	40	78.4%	57	82.6%
		Unknown	1	2.0%	6	8.7%
		Total	51	100.0%	69	100.0%
Total	Race	Asian	5	6.1%	3	3.1%
		American Indian/Native	1	1.2%	0	0.0%
		Black/African-American	3	3.7%	2	2.0%
		Hispanic/Latino	3	3.7%	3	3.1%
		White	69	84.1%	84	85.7%
		Unknown	1	1.2%	6	6.1%
		Total	82	100.0%	98	100.0%

Academics

KC is comprehensive, offering four transfer degrees – Associates in Arts, Science, Engineering Science, and Fine Arts – and over 60 occupational programs leading to Associate of Applied Science degrees or certificates. Instruction is on-campus or online, and the College is Higher Learning Commission approved to offer fully online degrees. Many degrees are enhanced by internship and work-based practice opportunities. KC also serves community needs by providing dual credit partnerships, programs for high school equivalency, ESL, non-credit, short-term training, lifelong learning classes, and contract training for businesses.

Key Challenges

Kishwaukee has worked hard to address uncertain state funding as Illinois failed to adopt a budget for FY 2016 and 2017. Frugal fiscal management efforts included leveraging technology, finding operational efficiencies, and targeted re-organizing. Enrollments at KC are decreasing. Enrollments between 2016 and 2018 decreased 13% and are predicted to decrease further. High schools are predicted to graduate fewer seniors. Kishwaukee will be challenged to optimize offerings to the smaller size, while retaining quality programs and services. Diversity of full-time faculty and staff lags behind that of the increasingly diverse student population. Additionally, the community's socioeconomic demographics have changed to reflect a higher percent of families in poverty.

1c: Equity Statement

We are committed to a sustainable culture of equity, focused on respect and fairness, in all aspects of the Kishwaukee College experience.

1d: Purpose of the Equity Plan

The ILEA Equity Plan is intended to serve as a roadmap for outlining how Kishwaukee College will work toward eliminating gaps in degree attainment for low-income, first generation, African American, and Latinx/a students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, this initiative prioritizes urgent action on equitable degree completion outcomes for students across racial and socioeconomic groups.

Below please find the degree completion disparities between the following target student groups:

- African-American students: 13.4%; White students: 42.3%
- Latinx students: 21.7%%; White students: 42.3%
- Students receiving Pell grants: 24.8%; Students not receiving Pell grants: 36.6%

Below please find the fall to fall retention disparities between the following target student groups:

- African-American students: 37.1%; White students: 60.7%

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

1e: Campus Engagement Plan

Campus engagement has permeated the development of this plan. Kishwaukee College has clearly shown this campus engagement in the following ways:
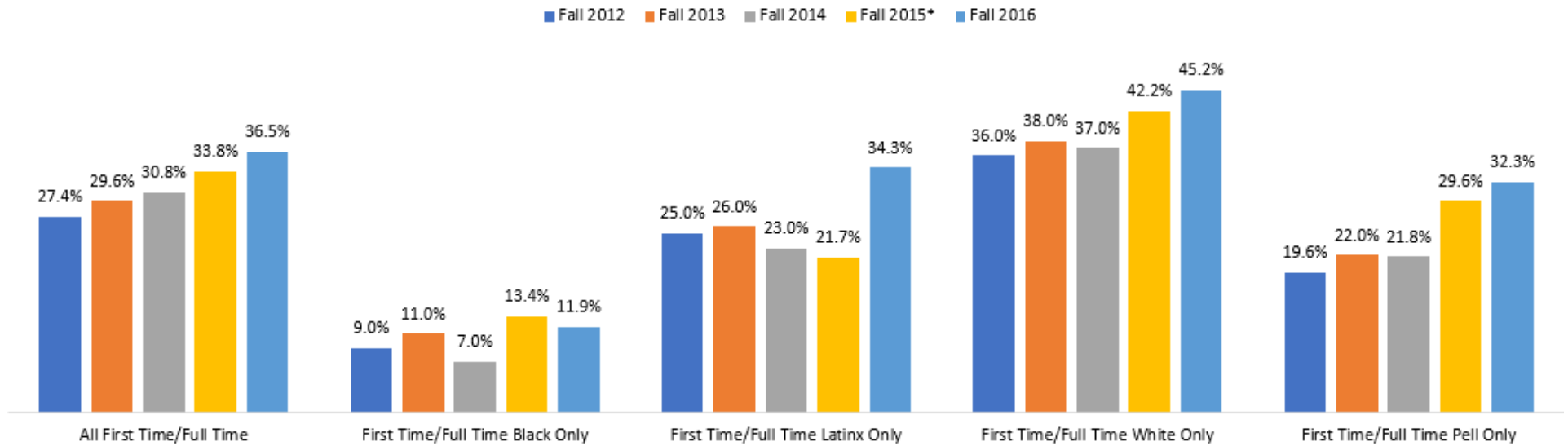
- One of the Board of Trustees' strategic goals for the president is the completion of the Kishwaukee College Equity Plan.
- During the fall 2019 in-service, there was an hour and a half session that explained the purpose of the college's participation in the Partnership for College Completion and the development of the equity plan. Approximately 200 faculty and staff from across all departments attended the in-service and were engaged in activities to help in the development of the equity statement and the equity plan.
- President Borowicz' fall letter to the editor, which is published in all local newspapers, will specifically address Kishwaukee College's involvement in PCC and ILEA as well as the work being done on the equity plan.
- In spring of 2019, a cultural climate survey was sent to all students. Data from that survey will assist with strategy development.

- A short questionnaire was sent to all students in fall 2019. This questionnaire asked students to address what they perceive as causes of the achievement gap and what suggestions they have to eliminate these barriers. Data from this questionnaire has assisted with strategy development.
- A Presidential Listening Session was held with students who will make-up *Unique*, a newly forming PCC student advisory group for ideas and information regarding space planning and programming.

2. Current State

1. Completion Rate Data

150% (3 Year) Completion Rates by Entering Fall Cohort

Fall 2012 — Fall 2013 — Fall 2014 — Fall 2015* — Fall 2016

All First Time/Full Time: 27.4%, 29.6%, 30.8%, 33.8%, 36.5%

First Time/Full Time Black Only: 9.0%, 11.0%, 7.0%, 13.4%, 11.9%

First Time/Full Time Latinx Only: 25.0%, 26.0%, 23.0%, 21.7%, 34.3%

First Time/Full Time White Only: 36.0%, 38.0%, 37.0%, 42.2%, 45.2%

First Time/Full Time Pell Only: 19.6%, 22.0%, 21.8%, 29.6%, 32.3%

2. Relevant Strategies

Strategy/Program/Initiative	Students Served Per Year	Evaluation/Outcome Measures

Developmental Education Reform
 	
 • Rationale for change:
 1. Placement: A review of the data made it clear that a large quantity of students were placing into development education courses from the college's single placement tool. Research presented on campus by the Community College Research Center identified the potential for success in credit-bearing, college-level courses. Additionally, ICCB made recommendations for colleges to assess the possible use of measures beyond placement testing.
 2. Redesigned Developmental Education Paths: A review of data made it clear that a large quantity of students were spending multiple semesters in college preparatory courses. This was causing them to take on debt prior to earning college credit and expanding their time to complete a degree. The additional time required in developmental courses was also causing retention and completion issues as students were "giving up."
 	
 • English
 Placement:
    o GPA 3.0= direct placement into college-level English
    o Lowered ACT score from 22 to 19 for direct placement into college-level English
    o Lowered SAT score from 500 to 480 on Evidence-Based Reading and Writing test for direct placement into college-level English
 Redesigned Path:
    o Redesign of Developmental English to make all courses combined reading and writing instead of separate developmental reading and writing courses. This replaced a four (4) course sequence with two (2) integrated reading and writing courses, saving time and money for the student.
	FA 17: 1599
	
	 FA 18: 1572
		• Course Placement Comparative Data

Strategy/Program/Initiative	Students Served Per Year	Evaluation/Outcome Measures
- Implemented a co-requisite college composition with remedial support course option for students placing at the highest level of developmental English. - Math: Placement: - Lowered ACT math score from 23 to 22 for direct placement into college-level math - Lowered SAT math score from 550 to 530 for direct placement into college-level math - Eliminated a diagnostic test and meeting with math coordinator as a requirement for math retest Redesigned Path: - Eliminated a two-algebra course requirement for the majority of students - Eliminated a geometry prerequisite for the majority of students - Designed two math pathways: one branch for STEM majors and one quantitative literacy branch for non-STEM majors.		

Strategy/Program/Initiative	Students Served Per Year	Evaluation/Outcome Measures
TRiO Student Support Services: This federally funded program is designed to promote academic success by offering a variety of resources and services to help participants overcome barriers and have a successful college experience. Eligible Students: • First Generation College Student • Qualify as a Low-Income Student • Have a learning or physical disability evidencing academic need Services Include: • Academic Tutoring • College Visits • Mentorship • SSS Grant Aid • Career Exploration • Career Assessment • Job Shadowing • Financial Aid Application Assistance	FA17-FA18 140	• TRiO Student Success Plan: completed by student and their assigned TRiO advisor • College Fall to Fall Retention Data • College Completion Data (graduation and transfer) • College Acceptance Data • TRiO Student Support Services grant required Annual Performance Report: Annual analysis and reporting of data regarding academic status of students, academic progress, academic persistence and financial assistance data • TRiO SSS Exit Interview
Proactive Advising Model: Case management by using a holistic approach to serving students. This approach will require multiple touches throughout the semester with the assigned students.	<u>**July 2017 – June 2018**</u> • Appointments – 3913 • Drop-Ins – 2048 Total students served-5,961	• Student Completion Rates • Ruffalo Noel Levitz Survey Advising Specific Questions: 1. My academic advisor is available to help.

Strategy/Program/Initiative	Students Served Per Year	Evaluation/Outcome Measures

This holistic approach includes the following:
 	
• Building relationships with assigned students:
 	
    o Follow-up
    o Completing monthly outreach communication
    o Check in with students based on need
    o Sharing resources that support Student Success
    o Academic advisement and planning
    o Transfer planning
    o Career Planning
    o Facilitating connections with the faculty to resolve student issues as needed (do not refer students to the Deans)
    o Participate with assigned mobile advising, open advising lab, and tables
 	
• Communication outreach to students
	July 2018 – June 2019
	
	• Appointments – 3897
	• Drop-Ins – 1883
	
	Total students served- 5,780
		2. Counseling services are available when needed.
		3. My academic advisor is knowledgeable about transfer requirements to other schools.
		4. My academic advisor is knowledgeable about my program requirements.

3. Summary of the impact of existing strategies on each group. Identify gaps that still exist.

Existing Strategy	Target Population	Impact	Continuing Gaps
Developmental Education Reform	*African American Students*	FA 17 College-Level English: 42% FA 18 College-Level English: 52.9% FA 17 College-Level Math: 8.2% FA 18 College-Level Math: 28.6%	*White Students* FA 17 College-Level English: 82.9% FA 18 College-Level English: 83.8% FA 17 College-Level Math: 55.2% FA 18: College-Level Math: 54.6%
Developmental Education Reform	*Latinx Students*	FA 17 College-Level English: 69% FA 18 College-Level English: 74.1%	*White Students* FA 17 College-Level English: 82.9% FA 18 College-Level English: 83.8%

Existing Strategy	Target Population	Impact	Continuing Gaps
		FA 17 College-Level Math: 43.5% FA 18 College-Level Math: 46%	FA 17 College-Level Math: 55.2% FA 18: College-Level Math: 54.6%
Developmental Education Reform	*Students Receiving Pell Grants*	FA 17 College-Level English: 64.8% FA 18 College-Level English: 74.5% FA 17 College-Level Math: 35.3% FA 18 College-Level Math: 48.4%	*Students Not Receiving Pell Grants:* FA 17 College-Level English: 78.9% FA 18 College-Level English: 81.4% FA 17 College-Level Math: 51.3% FA 18: College-Level Math: 49.4%%
TRiO	*African-American Students*	FA17-FA18 Completion: TRiO: 16.1% Non-TRiO: 8.4% Persistence: TRiO: 61.3% Non-TRiO: 29.3%	*White Students* FA17-FA18 Completion: TRiO: 26.7% Non-TRiO: 21.5% Persistence: TRiO: 62.2% Non-TRiO: 42.9%
TRiO	*Latinx Students*	FA17-FA18 Completion: TRiO: 23.7% Non-TRiO: 16.9%	*White Students* FA17-FA18 Completion: TRiO: 26.7% Non-TRiO: 21.5%
TRiO	*Students Receiving Pell Grants*	FA17-FA18 Completion: TRiO: 20.7% Non-TRiO: 17.6%	*Students Not Receiving Pell Grants* FA17-FA18 Completion: TRiO: 26.7% Non-TRiO: 21.5%

Existing Strategy	Target Population	Impact	Continuing Gaps
Proactive Advising	*African-American Students*	SP 15 to SP 19: Survey Scale is 0-7 Scores below are mean scores. *See Chart Below for Questions* Question 1: 5.71 to 6.11 Question 2: 6.16 to 6.32 Question 3: 5.96 to 6.04 Question 4: 5.94 to 6.07	SP 15 to SP 19 **White Students** All data is the same or lower for this population.
Proactive Advising	*Latinx Students*	SP 15 to SP 19: Survey Scale is 0-7 Scores below are mean scores. *See Chart Below for Questions* Question 1: 5.18 to 5.65 Question 2: 5.75 to 5.83 Question 3: 5.28 to 5.80 Question 4: 5.40 to 5.65	SP 15 to SP 19 **White Students** Question 1: 5.18 to 5.80 Question 2: 5.44 to 6.0 Question 3: 5.43 to 5.71 (No gap) Question 4: 5.24 to 5.71

Existing Strategy	Target Population	Impact	Continuing Gaps
Proactive Advising	*Students Receiving Pell Grants*	SP 15 to SP 19: Survey Scale is 0-7 Scores below are mean scores. *See Chart Below for Questions* Question 1: Pell: 5.39 to 6.01 Question 2: Pell: 5.65 to 6.17 Question 3: Pell: 5.56 to 5.85 Question 4: Pell: 5.42 to 5.87	SP 15 to SP 19 **Students Not Receiving Pell Grants** All data is the same or lower for this population.

Ruffalo Noel Levitz Survey Questions Related to Advising:

Question 1: My academic advisor is available when I need help.
Question 2: Counseling services are available if I need them.
Question 3: My academic advisor is knowledgeable about my program requirements.
Question 4: My academic advisor is knowledgeable about transfer requirements of other schools.

4. How has Kishwaukee College approached the discussion and analysis of the state of equity efforts?

- Joined PCC/ILEA to help work toward eliminating the achievement gap.
- Analyzed data collected through the TRiO Student Support Services survey to determine at-risk indicators.
- Analyzed data concerning the cohort default rate to determine at-risk indicators.
- Entire campus participated in an in-service discussion session regarding possible barriers to success and potential strategies.
- Diversity Committee completed a climate survey to gauge how our diverse students view the college.
- Emphasis placed on hiring for diversity, based on survey feedback. Questions on diversity added to interviews, and increasing diverse representation on interview committees. Ensuring we interview qualified diverse candidates for positions, and required justification regarding why they are not the best candidates for positions.
- Students are now assigned to academic advisors, so they have an easier time building relationships and determining who they are to work with.
- Created at-risk program for students needing remediation and hired a specific advisor and support services for these students.
- Hiring of a tutoring "coach" to support the academic needs of students.
- Other: Barrier Removal: Degree Portfolio Elimination
- Other: Barrier Removal: One Stop Development: All primary Student Services are now housed in one location on campus.
- Other: Barrier Removal: Implementation of automatic graduation for qualified students has resulted in 125 additional summer graduates.

3. Future Vision

Goal

Kishwaukee College's goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates on our campus between African-American and White students, between Latinx/a and White students, and between low-income and higher income students (as indicated by Pell receipt).

Kishwaukee College believes that through the implementation of the strategies included in section 4, the achievement gap will begin closing with the ultimate hope of eliminating the gap entirely.

Vision

Kishwaukee College is committed to developing and implementing strategies to move us toward the goal of eliminating achievement gaps. To that end, the six strategies selected for implementation in the upcoming year represent a multi-faceted approach to equity in student success.

- Intercultural Center: The College has listened to students who are asking for a place where diversity is welcomed and encouraged and where all students can learn about each other. KC is committing resources to the development of this space with the support of faculty facilitators and trained student workers as well as a student advisory committee for programming.
- Cultural Competency Training: The College recognizes the changing demographics and need for all faculty and staff to have the knowledge and skills needed to best serve students and relate to each other. KC is committing time and funding to build a culturally competent faculty and staff.
- Hiring Practices: While the College believes that all people can be supportive of difference and empathetic in showing concern, KC recognizes the need to add to the diversity of our faculty, staff, and student workers in order to be better representative of our student demographics.
- Wrap-Around Services: The College recognizes that for many students, "life" can often derail students on their college journey. KC is committed to providing wrap-around services to help meet student needs to eliminate barriers to success. The addition of a food pantry on campus will be an additional way to meet student needs.
- Math Success Program: The College recognizes that college-level math competency is a barrier to student success. KC is committed to helping students reach their goals by developing and staffing a Math Success Center and hiring a Math Success Advisor to guide students and help get them to reach their academic goals more quickly.
- Retention Project: The College recognizes that faculty have the opportunity to make the greatest direct impact on students. In conjunction with the Cultural Competency training, KC will be launching a faculty-led retention team to develop action plans for implementation of retention best practices in the classroom.

Kishwaukee College has already begun to plan or implement all six of these strategies. We are excited to move forward with these projects and to see our students move toward their success goals.

Interim Benchmark Goals

The interim benchmark measures are included in the appended Excel file. While the College is aware that our benchmark measures are conservative, we believe that it is important to remember that this version of the Equity Plan is the first of many. We believe that as each year comes, the College will be able to more adequately assess the impact of on-going strategies that are just beginning in this version of the plan. Through the implementation of the many strategies outlined in section 4, Kishwaukee College believes they will begin the work of closing the achievement gap.

4. Institutional Strategies

Strategy 1	Intercultural Center
Population Impacted	African American and Latinx
New or Existing	New
Timeline	November 2019-December 2020
Evaluation	Institutional Cultural Competency Learning Outcomes; Co-Curricular Learning Outcomes; descriptive usage statistics (attendance and programs)
What	Development of a multi-purpose, safe, cultural space. This will be a place for our affinity clubs and organizations such as Latinx Club and Black Student Union to hold meetings. The space will also be a cultural safe space for quiet reflection. Finally, the space will be used for cultural competency training and exercises and provide for collaborative opportunities.
Why	The college previously had a space of this type, and it was clear that awareness of diversity issues was increased due to the presence of this space. This space was unfortunately eliminated as part of a state budget crisis. Redeveloping this space will make it clear that the college is serious about supporting and encouraging students and improving cultural competency for the entire college community. Low frequency and scale of data toward the institutional cultural competency and co-curricular learning outcomes indicate a need exists for this space on campus.
Who Will Be Served	This will serve the entire college community; however, the impetus involves helping to close the achievement gap for our African American and Latinx students. By providing a safe place, it is hoped that students will feel more connected on campus and find safe spaces to express issues of concern that may be preventing them from being successful. By providing cultural competency training, faculty and staff will learn how to better interact and assist students.
Who is Responsible	Student Services
How	Facilitator: • Attend the College's Diversity Committee Meetings • Review and evaluate programs, services, and activities related to retention of underrepresented student populations and make recommendations for college initiatives and their justification, development and/or modification. • Collaborate with student clubs and organizations that serve underrepresented students, i.e., BSU, Latinx, Spectrum, etc. • In collaboration with the KC Diversity Committee, identify and organize activities, programs, and trainings on a variety of topics to increase awareness and support diversity, equity, access, social justice, and inclusion. These events may include but are not limited to Latinx Heritage month, Black History month, Women's History

	month, Native American month, Trans* Awareness month, and Pan Asian month. • Assist student-led advisory group (Unique) with programs, events, and organization • Provide student worker training and oversight PCC Advisory Committee (Unique) • Student-led advisory group • Organization of programs, events and activities
Cost	$36,775

Strategy 2	Cultural Competency Training
Population Impacted	African American and Latinx
New or Existing	New
Timeline	January 2020-December 2020
Evaluation	Institutional Cultural Competency Learning Outcomes; Co-Curricular Learning Outcomes; metrics collected on faculty and staff learning
What	Regular, on-going cultural competency training for faculty and staff
Why	As the demographics of our student population change, and the challenge of building a more diverse faculty and staff continues, the college is aware that additional ways to build more cultural competency is necessary.
Who Will Be Served	Administrators, faculty and staff
Who is Responsible	Kishwaukee College Teaching and Learning Center (TLC), National Alliance for Partnerships in Equity (NAPE), Conference/Professional Development budget priority, and possible outside training consultant
How	This will occur in several ways: • January, 2020: Webinar offered to all faculty and staff and moderated by the Teaching and Learning Center at Kishwaukee College. *Underserved Students: The New Majority* This webinar focuses on the TILT method of transparent instruction. • Spring 2020: NAPE Training: 15 Kishwaukee College faculty and staff will attend the following sessions: "Micromessaging to Reach and Teach Every Student" "Universal Design for Learning" "Eliminating Barriers Through Culturally Responsive Teaching" "Inspiring Courage to Excel Through Self-Efficacy" "Ensuring Equity in Problem-Based Learning"

	3 members of the faculty and staff who attend all five sessions will attend a three-day equity coach training workshop and will then be qualified to offer training at the college. • Development of cultural competency professional development training track. (TLC) • Membership in the Illinois Community College Diversity Council • Faculty and staff cultural competency training
Cost	$7,000

Strategy 3	Hiring Practices Process
Population Impacted	African American and Latinx
New or Existing	Existing and New
Timeline	On-Going
Evaluation	Descriptive of statistics by African American and Latinx demographics on: number of diverse candidates, number of diverse candidate interviews, number of diverse hires
What	Several mandates regarding hiring have been put into place to increase diversity among faculty and staff. A new component will include efforts for targeted recruiting to African American and Latinx students as well as Pell Grant recipients to increase the number of student workers from those populations. (New)
Why	The demographics of Kishwaukee College are changing. Research shows that student success improves when students have faculty and staff who have similar demographics. Efforts have been put in place to build a more diverse faculty and staff. Increasing the number of African American, Latinx, and Pell Grant recipients in the student worker pool gives students an opportunity to develop hard and a soft skills that will help them with both short and long-term career goals It also provides an opportunity for improving their critical, creative, communicative, and cultural competence through the hands-on experiences they will receive.
Who Will Be Served	The entire college benefits from increased diversity.
Who is Responsible	Led by the president of the college and Human Resources. Now used at all levels of hiring.
How	Faculty and Staff: 1. If an applicant identifies as a candidate that will add to the college's diversity, they are automatically on the list of those interviewed 2. If the candidate that will add to the college's diversity is not selected for the position, an explanation/rationale must be submitted. 3. At least one question regarding diversity and cultural competency must be included in all interviews.

| | 4. Efforts must be made to include diversity in the make-up of hiring committees.

Student Workers:
1. Recruit and encourage applications for these targeted populations during orientation and enrollment for new students
2. Recruit returning students through college's advertising channels
3. Faculty and staff will encourage students to apply for student worker positions |
|---|---|
| Cost | None |

Strategy 4	Wrap-Around Services
Population Impacted	Pell Grant Recipients
New or Existing	New and Existing
Timeline	Ongoing
Evaluation	Persistence, retention and completion data is tracked and reviewed for all students using services. Additionally, Student Success Advisor and case managers in WIOA and Adult Education track, review and follow-up on students receiving services. WIOA Service Delivery Performance special populations metrics, Perkins Equity metrics: persistence and completion special populations metrics
What	Building constructive relationships and support networks for KC students by providing services that support retention and overall success.
Why	Research demonstrates that assisting students with wrap-around services helps with persistence, retention and completion of college. According to a study by the Bill and Melinda Gates Foundation, students tend to drop out of college because of finances.
Who Will Be Served	Any student with financial needs; primarily students who receive Pell grants
Who is Responsible	Departments within Student Services including: WIOA, Student Success, Adult Education
How	• Champion Funds are overseen by the Director, Student Success, in the Student Services Office with final approval completed by two Senior Leadership Team Members. Champion Funds are allocated in the Foundation Scholarship account, where outside donors contribute to the supportive needs of students. The fund offers students the opportunity to receive, food vouchers, gas cards, tuition and book assistance, housing utilities, and childcare assistance. (Existing)

• Workforce Innovation Opportunity Act (WIOA) funding is overseen by the Coordinators of WIOA for both Youth and Adult Services. WIOA is a federal funded grant program that can assist program participants with supportive services. The fund offers students the |

| | opportunity to receive food vouchers, transportation assistance, tuition, book and equipment assistance, housing utilities, and childcare assistance. (Existing)

- Student Success Advisor located in Student Services provides case management services to students testing into remedial coursework. Incentive services are awarded to students for meeting with assigned advisor more than once a semester, attendance at course related sessions, assistance with tutoring and persistence from semester to semester. The awards include food and gas cards and tuition assistance. Funds are allocated through the Foundation where outside donors contribute to the supportive needs of students. (Existing)

- Food Pantry is located in the Student Activities Office at KC to provide student with the ability to obtain non-perishable food items and help eliminate food insecurities on campus. (New)

- Perkins federally funded programs- State funding that provides student with supportive services that consist of the text-book loan program, childcare assistance and mileage assistance. This opportunity exists under the Director of Adult Education and Transition Services. (Existing)

- Redesign onboarding process to include a full explanation of the financial commitment enrolling in college creates. Implement financial aid tools and follow-up support for application and FAFSA completion. (New) |
|---|---|
| Cost | Fiscal Year 19-20 Budget: $87, 500 |

Strategy 5	Math Success Program
Population Impacted	African American, Latinx, Pell Grant Recipients
New or Existing	New
Timeline	January 1, 2020-December 30, 2020
Evaluation	Descriptive demographic statistics on: # and % completing initial mathematics course, # and % of students completing program mathematics requirements, # and % of students completing program or transfer, # and % of students using Math Success Center services, # and % of students served by Math Placement Advisor
What	The principle objectives and measurable goals include increasing the completion rate in program of study relevant mathematics courses by 10%, including increasing the program completion rate for Programming and Engineering students placing in College Algebra by 10%. Target populations include all students whose placement reflects unpreparedness in math,

	with a special emphasis on closing the achievement gap for African American and Latinx students. The program will also provide for students with no diploma or High School Equivalency and adult students training or re-training to improve job skills, education and workforce levels. The program expects to serve at least 550 students (KC OIR, 2019).
Why	This program is addressing unpreparedness in the mathematics required for selected programs of study. This unpreparedness causes both delays and failures to complete the CTE and STEM programs. This includes students who do not have a high school diploma, require developmental math, or place at college-level in math, but place below the level needed for the selected program of study (Computer Programming and Engineering). Math remediation required before clinical/externship placements will also be available for Nursing and Allied Health students
Who Will Be Served	Students whose math placement reflects unpreparedness in math
Who is Responsible	Student Services; Academic Success and Effectiveness; Office of Instruction
How	The project is designed to meet these goals in two ways. The first is through the hiring of a full-time mathematics placement and success advisor dedicated to guiding students from the complexity of math placement, through program completion, workforce, or transfer to four-year institution program. The second is through the creation of a Math Success Center. This center, located in the Student Success Center, will include dedicated space, credentialed faculty tutors, computers with math software, calculator equipment, test preparation materials (Nursing and Allied Health), and textbooks available for loan to students in the program. Additionally, the center will be the site for an Adult Basic Education basic math course that will be taught by math faculty, for students with the lowest math skills. The two components of this program will be a pilot for providing services to students who are underprepared in math.
Cost	$109, 400

Strategy 6	Office of Instruction Retention Project
Population Impacted	African American, Latinx, Pell Grant Recipients
New or Existing	New
Timeline	January 1, 2020-June 30, 2020
Evaluation	Targeted student retention and completion data based on courses using retention action plans
What	Development of a team to research, select and facilitate the implementation of high-impact retention strategies across all courses.
Why	Data reflects a retention and persistence concern for African-American students, Latinx students, and students who receive Pell grants.

Fall to Fall Full-Time Persistence	
African –American	36.70%

	Latinx	63.20%
	White	71.40%
	Pell Grant Recipients	62%
	Non-Pell Grant Recipients	71%
Who Will Be Served	All students including our target population; faculty	
Who is Responsible	Faculty and the Office of Instruction	
How	This is to be determined by a faculty-led retention team, with dissemination and scale of practices through the Office of Instruction	
Cost	$750	

5. Evaluation Plan

Kishwaukee College believes in regular on-going assessment of its programs. The college also believes that analysis of data is the best way to determine success of initiatives and strategies. The data gathered will be used to determine whether the "needle has moved" for our target populations. Evaluation information is in included in section 4 of this plan. A concise version is included below:

Strategy 1	Intercultural Center
Evaluation	Institutional Cultural Competency Learning Outcomes; Co-Curricular Learning Outcomes; descriptive usage statistics (attendance and programs)

Strategy 2	Cultural Competency Training
Evaluation	Institutional Cultural Competency Learning Outcomes; Co-Curricular Learning Outcomes; metrics collected on faculty and staff learning

Strategy 3	Hiring Practices Process
Evaluation	Descriptive statistics by African American and Latinx demographics on: number of diverse candidates, number of diverse candidate interviews, number of diverse hires

Strategy 4	Wrap-Around Services
Evaluation	Persistence, retention and completion data is tracked and reviewed for all students using services. Additionally, Student Success Advisor and case managers in WIOA and Adult Education track, review and follow-up on students receiving services. WIOA Service Delivery Performance special populations metrics, Perkins Equity metrics: persistence and completion special populations metrics

Strategy 5	Math Success Program
Evaluation	Descriptive demographic statistics on: # and % completing initial mathematics course, # and % of students completing program mathematics requirements, # and % of students completing program or transfer, # and % of students using Math Success Center services, # and % of students served by Math Placement Advisor

Strategy 6	Office of Instruction Retention Project
Evaluation	Targeted student retention data based on courses using retention action plans

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Strategy 1: Intercultural Center	1. Furniture: 2. Student Workers/Training:	1. $20,000-Existing 2. $16,775-New	1. FY21 renovation budget 2. FY21 budget addition to student worker funds
Strategy 2: Cultural Competency Training	1. Underserved Training: Reallocated money from Teaching and Learning Center Budget 2. NAPE Training: 3. Cultural Competency Professional Development Track: Reallocated money from Teaching and Learning Center Budget 4. Faculty and Staff Cultural Competency Training: 5. Membership in Illinois Community College Diversity Commission:	1. FY21 TLC training budget to PCC equity training for faculty-New 2. $1500-FY20 contractual services budget from CAO and/or President budget-New 3. Re-allocate TLC budget toward cultural competency training FA20 In-service Session-Existing 4. FY21 TLC Project Budget request to increase professional development training funds-New 5. FY20 CAO Membership and Contractual Services budget-existing	Successful strategies will be included in future FY budgets. TLC maintains an ongoing annual training budget. Diversity programming and training maintains an ongoing annual budget.
Strategy 4: Wrap-Around Services	1. Champions Fund: Kishwaukee College Foundation 2. WIOA Services: Grant Funded 3. Student Success Advisor: Donor Funded	1. External donation (s) 2. WIOA-federal grant 3. Advisor is paid for by the college budget-monetary items paid for by external donation (s)	Successful strategies will be included in future FY budgets. Continued grant funding will be requested as required by the state.

	4. Food Pantry:	4. Currently, internal college donations.	
	5. Perkins Funded Services: Perkins Grant Funded	5. State grant funding	
Strategy 5: Math Success Program	1. Math Advisor and Math Success Center: Grant Funded	New Revenue	Determined by results of pilot program
Strategy 6: Office of Instruction Retention Project	Professional Development and Travel:	New Revenue-FY21 CAO PCC travel funds	Annual Other Travel budget line item

Budget Narrative

Strategy 1	Intercultural Center
	Development of a multi-purpose, safe, cultural space (furniture and architectural services required) Facilitator: • Attend the College's Diversity Committee Meetings • Review and evaluate programs, services, and activities related to retention of underrepresented student populations and make recommendations for college initiatives and their justification, development and/or modification. • Collaborate with student clubs and organizations that serve underrepresented students, i.e., BSU, Latinx, Spectrum, etc. • In collaboration with the KC Diversity Committee, identify and organize activities, programs, and trainings on a variety of topics to increase awareness and support diversity, equity, access, social justice, and inclusion. These events may include but are not limited to Latinx Heritage month, Black History month, Women's History month, Native American month, Trans* Awareness month, and Pan Asian month. • Assist student-led advisory group (Unique) with programs, events, and organization • Provide student worker training and oversight PCC Advisory Committee (Unique) • Student-led advisory group • Organization of programs, events and activities
Cost	$36,775

Strategy 2	Cultural Competency Training
	• January, 2020: Webinar offered to all faculty and staff and moderated by the Teaching and Learning Center at Kishwaukee College. *Underserved Students: The New Majority* This webinar focuses on the TILT method of transparent instruction. • Spring 2020: NAPE Training: 15 Kishwaukee College faculty and staff will attend the following sessions: 3 members of the faculty and staff who attend all five sessions will attend a three-day equity coach training workshop and will then be qualified to offer training at the college. • Development of cultural competency professional development training track. (TLC) • Membership in the Illinois Community College Diversity Council • Faculty and staff cultural competency training
Cost	$7,000

Strategy 4	Wrap-Around Services
	• Champion Funds: Offers students the opportunity to receive, food vouchers, gas cards, tuition and book assistance, housing utilities, and childcare assistance. • Workforce Innovation Opportunity Act (WIOA): Can assist program participants with supportive services. The fund offers students the opportunity to receive, food vouchers, transportation assistance, tuition and book assistance, housing utilities, and childcare assistance. • Student Success Advisor: Provides case management services to students testing into remedial coursework. Incentive services are awarded to students for meeting with assigned advisor more than once a semester, attendance at course related sessions, assistance with tutoring and persistence from semester to semester. The awards include food and gas cards and tuition assistance. • Food Pantry: To provide student with the ability to obtain non-perishable food items and help eliminate food insecurities on campus.

	• Perkins federally funded programs- State funding that provides student with supportive services that consist of the text-book loan program, childcare assistance and mileage assistance. • Redesign onboarding process to include a full explanation of the financial commitment enrolling in college creates. Implement financial aid tools and follow-up support for application and FAFSA completion.
Cost	Fiscal Year 19-20 Budget: $87, 500

Strategy 5	Math Success Program
How	• Hiring of a full-time mathematics placement and success advisor dedicated to guiding students from the complexity of math placement, through program completion, workforce, or transfer to four-year institution program. • The creation of a Math Success Center. This center, located in the Student Success Center, will include dedicated space, credentialed faculty tutors, computers with math software, calculator equipment, test preparation materials (Nursing and Allied Health), and textbooks available for loan to students in the program.
Cost	$137,420.22

Strategy 6	Office of Instruction Retention Project
How	This is to be determined by a faculty-led retention team, with dissemination and scale of practices through the Office of Instruction
Cost	$750 for training and travel

7. Timeline

Kishwaukee College is eager to begin planning and implementation for the strategies discussed in section 4 of this plan.

Strategy 1	Intercultural Center
Timeline	November 2019-December 2020
Planning and Implementation	Planning for architectural needs, furniture, staffing and training is in process as of the writing of this document
Sustainability and Scalability	Evaluation for sustainability and scalability will occur on a regular basis and at the end of the timeline. This will determine the future direction and needs. The college believes the structure being developed could be used at other institutions who are looking for a center model.

Strategy 2	Cultural Competency Training
Timeline	January 2020-December 2020
Planning and Implementation	Planning for training is in process as of the writing of this document. First session will begin on January 16, 2020.
Sustainability and Scalability	Evaluation for sustainability and scalability will occur on a regular basis and at the end of the timeline. This will determine the future direction and needs. The TLC and Diversity Committees develop annual plans for training and will make determinations for future training based on results of evaluations.

Strategy 3	Hiring Practices Process
Timeline	On-Going
Planning and Implementation	The faculty and staff component is in-process. Student work plan will be developed in early spring 2020 with hopes of full implementation in fall 2020.
Sustainability and Scalability	Sustainability of this strategy will occur. It is a mandate of the College.

Strategy 4	Wrap-Around Services
Timeline	Ongoing
Planning and Implementation	Many of the components are in-process as we speak. Revisions of the onboarding process will occur in spring 2020. The College expects the Food Pantry to begin providing limited offerings by the end of fall 2019 and increase offerings in spring of 2020.
Sustainability and Scalability	Support for these services has been budgeted and planned for future years.

Strategy 5	Math Success Program
Timeline	January 1, 2020-December 30, 2020
Planning and Implementation	The College has identified space, developed a job description, and begun planning for staffing needs for this program. The College hopes to implement the strategy in the spring of 2020.
Sustainability and Scalability	This is a pilot program. Sustainability and scalability will be determined by evaluation of program success. The College believes the structure being developed could be used at other institutions who are looking for a center model.

Strategy 6	Office of Instruction Retention Project
Timeline	January 1, 2020-June 30, 2020
Planning and Implementation	Preliminary meetings have been scheduled. From these meetings, a faculty-led retention team will be determined with regular meetings beginning in spring 2020.
Sustainability and Scalability	Faculty-led retention efforts are essential to student success. The College believe this will be an ongoing team that works to develop and implement strategies, action plans and models that will be effective in all courses at KC.

8. ILEA Team

ILEA Core Team	
Dr. Laurie Borowicz	President
Dr. M. Joanne Kantner	Vice President of Instruction
Barbara Leach	Associate Dean, Office of Instruction
ILEA Leadership Team	
Michelle Rothmeyer	Vice President of Student Services
Matthew Crull	Director of Research and Data Management
Pernevlon Ellis	Faculty
Ann Mueller	Faculty and Coordinator of Tutoring Services
Dariana Lee	Director, Student Success
Key Campus Leaders Consulted for Equity Plan Development	
Faculty and staff input during fall in-service	
Student input through surveys	
Student input through listening sessions	
Sean Kesselring	Manager of Academic Advising and Transfer Services
Keith Wise	Director of TRiO Student Support Services

8. Glossary

Cohort – A way of grouping students to compare across a number of access, performance, persistence, and completion indicators. In the Excel file that accompanies these documents and is used to set disaggregated early momentum and degree completion targets in service of eliminating gaps among target student groups, cohort refers to when students entered the college/university (e.g. Fall 2019 cohort is the student group that entered the institution in the fall of 2019). Secondarily, we also refer to the ILEA cohort as the group of 29 member colleges and universities.

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

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

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

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

Illinois Equity in Attainment (ILEA) – A Partnership for College Completion (PCC) initiative that aims to close gaps in degree attainment among different racial and socioeconomic groups at 25 two-year and four-year public and private non-profit colleges and universities in the state of Illinois. We aim to accomplish this goal by supporting, convening, and providing targeted resources, training, and support to the 25 ILEA cohort members, and facilitating the process of developing and executing on a campus-wide equity plan.

Lagging Indicator – A metric that represents the measurement of a specific output over time. For ILEA, an example of a lagging indicator is a graduation rate, by time to degree and particular student population. Graduation rates are our ultimate goal

Leading Indicator – A metric that has evidence of being a predictor of a specific outcome. A leading indicator is often referred to as an early momentum indicator. We are interested in tracking a set of metrics that have evidence of predicting degree completion and measuring progress toward that goal. For community colleges, these metrics include: credits accumulated first fall, credits accumulated first year, gateway course completion, and fall 1 to fall 2 persistence. For 4-year universities, these metrics include: credits accumulated

first fall, credits accumulated first year, gateway course completion in year 1, fall 1 to fall 2 persistence, credits accumulated by end of second year, and fall 2 to fall 3 persistence.

Institutional Strategy – A reform strategy that affects at least 50% of the total targeted student population that it aims to serve. For ILEA, we are interested in implementing institutional strategies we believe they have the requisite scale to significantly impact equity in degree completion.

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