



### ***Richard J. Daley College - Equity Blog Series***

#### **Daley's Commitment to Diversity and Inclusion – Equity-focused interventions across instructional areas, departments, and stakeholders.**

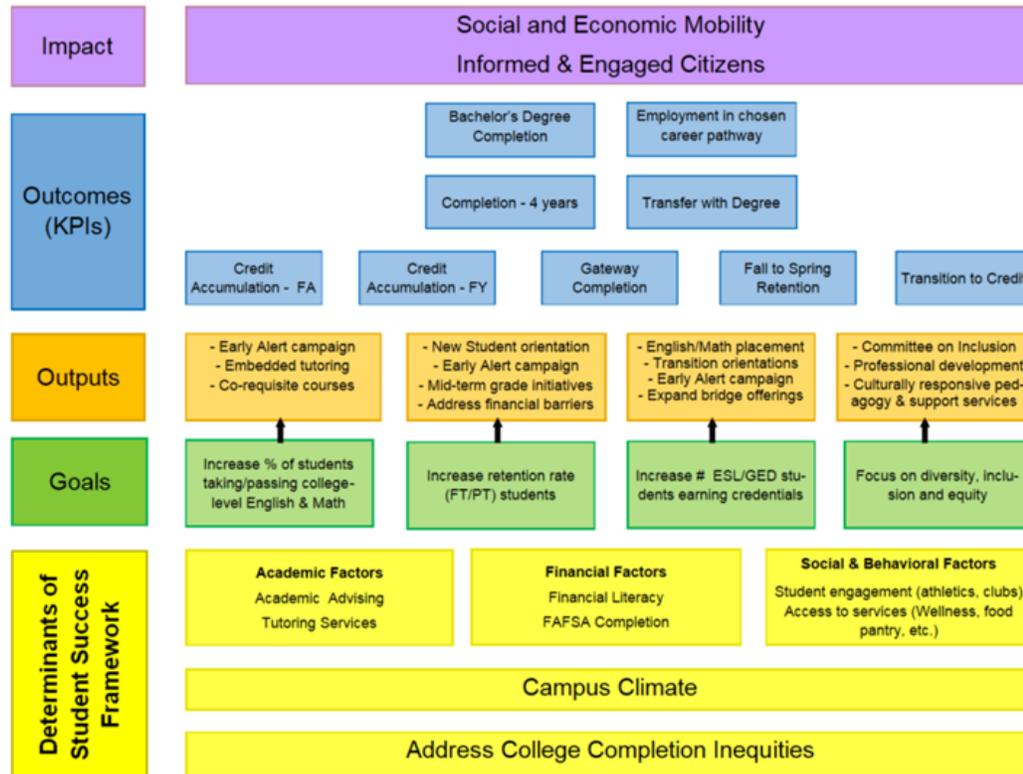
Richard J. Daley College serves the diverse community of the Southwest side of Chicago. Daley College's primary campus and its satellite campus, Arturo Velasquez Institute (AVI), serve approximately 13,000 students. The College grants associate degrees and short-term certificates, as well as offers free adult education classes and special interest courses. As a Hispanic Serving Institution, Daley College serves a diverse student body which is composed of 75% Latinx, 12% African American, 9% White students, and 9% Other.

We are proud to celebrate recent academic milestones. However, when examining disaggregated student data, we identified achievement gaps across multiple points in the student lifecycle which contribute to lower completion rates among segments of our Latinx, African American, and Pell recipient students.

Daley College is grounded on the principles of equity and inclusion and is committed to ensuring each student is successful regardless of external, internal, social or cultural contexts. In order to accomplish this pledge, we have made a concerted effort to integrate equity across both Daley's Five-Year Strategic Plan and Illinois Equity in Attainment (ILEA) Equity Plan. Equity-focused interventions are at the forefront across instructional areas, departments and stakeholders.

As it relates to our ILEA Equity Plan, Daley College has established the *Determinants of Student Success (DSS) Framework*®, an innovative approach to supporting long-term sustainable change. The DDS Framework is anchored in addressing the following critical factors that impact students' achievement in and out of the classroom: academic, financial and social-emotional and campus climate (see Figure 1). As outlined in the DSS logic model, our long-term goals are to support students along their pathway to attain social and economic mobility and become informed and engaged citizens. The DSS Framework and its integration across people, places, processes and programs is fully operationalized in Section 4 of our ILEA Equity Plan. (See Figure 1 and text on page 2.)

**Figure 1: Determinants of Student Success (DSS) Framework© Logic Model**



To address identified equity gaps, we have proposed cross-departmental strategies that incorporate high-impact practices across instructional areas and foster a campus culture committed to diversity and inclusion. Below we highlight two of our objectives.

**Objective 3: Strengthen transition points: Increase the number of English as a Second Language (ESL) and High School Equivalency (HSE) students earning college and/or career credentials.**

This objective allows us to elevate the adult education transition program and ensure equity and access are addressed across instructional areas. Adult education students make up nearly half of Daley’s student population. By supporting these transition points, it is possible to address Latinx completion gaps as well as create a path toward social and economic mobility for adult learners.

**Objective 4: Campus climate: Institutionalize an inclusion and diversity approach across key areas of the college**

Daley College’s *Committee on Inclusion* leads college-wide initiatives designed to fostering a college culture committed to diversity and inclusion from its staffing practices to professional development, as well as ensuring the delivery of culturally competent and responsive student support services.

We are pleased to share a few elements of our ILEA Equity Plan with colleagues and stakeholders vested in addressing degree completion gaps in the State of Illinois.