

ILEA Equity Plan Institutional Strategies

Blackburn College

1. Beaver Boost

Purpose: Decrease DFW rates in selected courses with the highest rates of D, F, and withdrawals for all students and specifically for Black/African-American students.

- Disaggregate data to identify entry-level courses with high DFW rates either overall or specifically, for disadvantaged students, following up with instructors as appropriate.
- Offer co-requisite courses that are designed to provide curricular support to gateway courses for students who may not be as prepared for college-level coursework
 - Any student can enroll in these co-requisite courses
- Implement required weekly communication plans between the Professor of the content course and the instructor of the LE 106 course to keep both parties abreast of student progress and anticipated challenges within the course
- Establish criteria for enrollment into LE 106 based on incoming test scores and high school GPA for incoming students and cumulative GPA and/or retake status for current students

Rationale: Provide intentional intervention to improve course success rates and length of time to complete graduation requirements. These courses have been effective at improving course grades and persistence from term to term for all students.

Strategy Status: Scaling of existing LE 106 Academic Skills success course

Intended Impact: To close the DFW gap for Black/African-American students. In an analysis of course grades from fall 2016 through spring 2019, the DFW rate for Black/African-American students was 20.9% and the rate for White students was 16.6%.

Estimated number of students served: 30-40 students; specifically, 15 Black/African-American students.

Responsible area (implementation and follow-up): LE 106 oversight is currently in the Education Department and with assistance of Provost; include assistance of Director of Retention and faculty members from selected courses with high DFWI rates.

2. Beaver Access

Purpose: Offer increased academic access and support for all students, and specifically for Latino/a students, during specified personal emergencies.

- Implement process where, upon approval, individualized plans for short-term absences from campus
 - Approval process to include small group of designated individuals (someone from Student Life, Work Program, Academic Advisor)
- Providing travel funds, loaner laptop/phone/internet, textbooks or academic supplies through the Benevolent Beaver program; eligible students must complete application
- Curricular policy to allow for remotely working on coursework (to be developed through CAP)
- Penalty-free late submissions (John McClusky & faculty – to be discussed in departments/divisions – is there some feasible mechanism for this to work and be fair/consistent for all students? Something that can be included in syllabi?)
- Re-define medical withdrawal policy to include care of immediate family (John McClusky – we're not sure where/how this kind of policy would be developed and approved)
- Targeted outreach from a designated Blackburn faculty/staff with regular touch points (could be weekly or every other week) checking to see about external influences that may be impacting student success at Blackburn.

Rationale: Retain Latino/a students who are impacted by extenuating family or personal circumstances and who might otherwise not complete coursework or return upon withdrawal.

Strategy Status: New Strategy

Intended Impact: To reduce inequities impacting Latino/a students by eliminating student withdrawals due to impact of personal circumstances. Success will be measured by a reduction of student withdrawals and future readmits of those who must withdraw, number of remotely completed courses, use of funds for textbooks, travel, laptops, and response to targeted outreach.

Estimated number of students served: 10-20 students; 2-3 students specifically Latino/a

Responsible area (implementation and follow-up): Student Life with support from Work Program (impact on tuition hours) and Provost (faculty and Curriculum and Academic Policy committee)

3. The Beaver Bearing Program

Purpose: To acclimate all students, and specifically for Pell-eligible students, to financial aid, financial, and academic expectations of college.

- Embed financial and financial aid literacy components into all student interactions, including Admissions, Orientation, academic advising, student programming, Work Program, and coursework
 - Provide a financial literacy workshop (options: online, Learning Commons, Career Services, other)
- Frequently Asked Questions document distributed by Financial Aid
- Provide limited grant funds for unexpected expenses (i.e. specialized calculators, lab coats, work boots, books, school supplies)
- Communicate academic expectations through Orientation sessions, Welcome Week events, academic advising, Work Program, and coursework
- Determine number and number of financial holds students have at the end of each term

Rationale: Intentional communication to reduce institutional barriers.

Strategy Status: Strategies that will be scaled through existing systems

Intended Impact: To reduce inequities impacting Pell students. Success will be measured by a reduction in the number of financial holds on student accounts at designated points during the academic year.

Estimated number of students served: 350-375 students

Responsible area (implementation and follow-up): Financial Aid and Director of Retention/Orientation with support from Work Program and Admissions and faculty for advising/coursework.

4. Academic Advising

Purpose: To better serve the needs of all students through more effective, targeted, trained advising.

- Create an opt-in/opt-out system whereby only faculty and staff who want to advise do.
- Implement more targeted and required advising training (how to have difficult conversations; connections to financial aid; equitable enrollment in credit hours, etc.)
- Implement advising caps so all students can receive personalized attention
- Initial advising of new students should not be done in Admissions, but with, or at least in conjunction with, an academic advisor
- Implement the planned degree audit system to provide earlier checks and balances of progress toward graduation

Rationale: Intervention of problems, which can be identified and remedied through advising; eliminating biases that occur in the Admissions and Academic advising process. Increase retention by providing more touchpoints for students to receive personal attention across campus.

Strategy Status: Modifications that will be scaled through current advising model.

Intended Impact: Reduce gap between groups of students who are often enrolled in fewer credits than their peers; reduce advising errors that may affect a student’s progress to degree.

Estimated number of students served: New Student population (target 250 students) and all students throughout their time at Blackburn.

Responsible area (implementation and follow-up): Provost, faculty members of Curriculum and Academic Policy (CAP) Committee, and Registrar.

College of Lake County¹	
5.	<p>Reengineer student experience onboarding experiences (All Students)</p> <ul style="list-style-type: none"> a. New student orientation b. College success courses and tutorials, c. Selection and documentation of an education plan, d. Student intake processes will also be developed to efficiently route students to relevant resources and experiences.
6.	<p>Enhance Opportunities for Credit Accumulation (All Students)</p> <ul style="list-style-type: none"> a. Improving processes for granting credit for prior learning at entry, b. Changing developmental education to allow for earlier access to credit-bearing English and math courses c. Coordinating class schedule structures that facilitate more students attending full-time instead of part-time d. Expanding co-enrollment programs for Adult Education and high school students e. Enacting teaching and learning strategies that can reduce withdrawal rates. f. Institutional policies and practices associated with awarding credits g. Advising students on credit hour load, and developmental education will be reviewed as these opportunities are enhanced.
7.	<p>Infuse diversity, equity, and inclusion principles in employee policies, practices, and professional development (All)</p> <ul style="list-style-type: none"> a. CLC will provide professional development for faculty and staff to orient employees to foundational concepts of equity, provide examples and guidance of equity-based practices, and collaborate to shepherd colleagues to integrate equity into their daily work. b. Equity training will also coincide with training on the college’s data warehouse to provide disaggregated student data relevant to the equity concepts discussed in other trainings and important to current efforts.
8.	<p>Reimagine the student support model (All)</p> <ul style="list-style-type: none"> a. CLC will create a barrier-free environment by reviewing systems and removing instances of power, privilege, and inequity in policies, procedures, and processes. b. This objective will focus on redesigning the college’s model of student support services and processes as well as related policies so that institutionalized causes of student inequities are eliminated. This work will result in a cohesive student support model and a set of policies that maximizes opportunity for success for students across demographic groups.
9.	<p>Resource students for success (All)</p>

¹ Each strategy highlights who is disproportionately impacted by each strategy, but all of the strategies are for all students.

- a. This objective includes a significant research component for the college to better learn the needs and experiences of its students, including experiences outside of the classroom. CLC will develop a comprehensive picture of student resource needs which may include assistance with finances, childcare, food, housing, internet access, and transportation, among others.
10. Strengthen student transition Opportunities
- a. Improve connections to external transfer partners and local employers so that students experience seamless transitions as they leap into the next phase of their education or employment.

College of DuPage²	
1. Center for Diversity, Equity and Inclusion ³	<ul style="list-style-type: none"> a. The Center for Diversity, Equity and Inclusion will be the welcoming and support center for all students, and the underrepresented students we serve. The Center for Diversity, Equity and Inclusion will be developed as an integration and expansion of the existing Latino Outreach Center and the Center for Student Diversity and Inclusion. Additional services will be made available and targeted to the third population of Pell eligible students. Existing staff will be housed in the Center, combining talent and resources. Suitable space will be identified and occupied in the first year with the development of plans for growth to be written and submitted for approval in years two and three.
2. Equity Training for Faculty, Staff and Students	<ul style="list-style-type: none"> a. Professional development at the College is currently comprised of one faculty member dedicated at 75% reassigned time. The expansion of these efforts to provide Equity training for all faculty, staff and students will require additional resources in the form of additional staff support from the College, additional reassigned time, educational materials such as books and publications, supplies, surveys, inventories, speakers, consultants and instructors.
3. Employee Recruitment and Hiring Practices through an Equity Lens	<ul style="list-style-type: none"> a. New policies and practices through an equity lens will be adopted in order to increase staff and faculty demographics to better reflect the diversity of the student body (with appropriate consideration of candidate qualifications). Current employee recruitment and hiring practices will be examined to further identify areas for improvement. Human Resources staff, College leadership, hiring managers, search committees and others will be involved in the research of best practices in this area and the writing of recommendations and an implementation plan.

² Each strategy is for Black, Latinx and Pell Receipt students.

Elgin Community College

1. Theme: EQUITY AND LEARNING

- Identify and expand practices to raise academic achievement and completion
 - Create equitable learning environments to ensure students acquire the knowledge and skills needed for academic and career success
 - Develop students' self-advocacy skills and professional behaviors
 - Study and model research-based teaching practices that elevate student learning

2. Theme: HOLISTIC PROGRAMMING

- Strategically build and maintain enrollment and purposeful pathways
 - Strengthen outreach, recruitment, retention, and completion of key target populations
 - Routinely assess and adjust college practices to ensure students make informed decisions
 - Develop an institutionwide approach to class scheduling and the efficient delivery of services

3. Theme: COMMUNITY PARTNERSHIPS

- Advance relationships that benefit the college, students, and partnering organizations
 - Prepare students and ensure successful transitions through the educational pipeline (preschool through bachelor's degree)
 - Strengthen student learning connections outside the classroom
 - Leverage community and workforce partnerships to develop resources and secure funding that supports program and student needs
 - Design and structure programs in ways that respond to community and workforce needs

5. Theme: SERVICE EXCELLENCE

- Advance relationships that benefit the college, students, and partnering organizations
 - Provide relevant continuing education opportunities for employees
 - Improve recruitment, hiring, and onboarding of new employees
 - Strengthen cross-departmental communication and opportunities for dialog and reflection
 - Systematically use evidence to guide academic and operational improvements and redirect resources for maximum impact

Specific Strategy Descriptions/Areas:

- Mandatory Advising Program (MAP)
- Open Educational Resources ("OER")
- Mentoring programs
 - Transforming and Impacting Undergraduate Men Pursuing Higher Education (TRIUMPH) Program
 - The Peer Mentoring Program is intended for both female and male African American students and runs for the entire academic year.
- Organization of Latin American Students ("OLAS") expansion and outreach.
- Complete to Compete Grant strategy is to give support to financially disadvantaged students who are most at-risk of not completing their degrees compared to their peers.
- Holistic Case Management Model
 - Predictive analytics software
 - Student Success Coaches

- TIDE: Teaching/Learning Inclusion, Diversity, and Equity works in conjunction with ECC's Center for Enhancement of Teaching & Learning ("CETL"), Professional/Organizational Development, and Student Services for the purpose of building on current faculty training to highlight key challenges and concerns in promoting diversity and to illustrate ways of incorporating an understanding of cultural inclusivity in the classroom and beyond.
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Governors State University

1. TRIO Programs

Governors State University qualifies to submit multiple TRiO applications focused on different subpopulations when the U.S. Department of Education releases the Student Support Services (SSS) program in the fall of 2019. We anticipate applying for the following SSS programs: Traditional SSS, SSS Students with Disabilities Program, SSS STEM – Health Sciences, TRiO SSS Future Educator, and TRiO SSS Veterans. If funded, all five of these TRiO SSS initiatives would serve a minimum of 700 students each year from 2020 to 2025. Persistence, good academic standing, and 4-year graduation rates are indicators upon which these programs would be funded during each of the five-year award cycles.

The decision to compete for the TRiO SSS program(s) is a critical one to support the expanding minority student population at Governors State University and to increase the lagging college degree completions. Over the next five years, and as the U.S. Department of Education releases additional TRiO competitions (e.g. EOC, McNair, VUB), GSU will continue to submit applications for each in supporting the institution's efforts to decrease equity gaps amongst the various marginalized groups on our campus.

2. Faculty and Staff Development

Our participation in the three-year foundational project titled "Committing to Equity and Inclusive Excellence" (2015-2018) led by the Association of American Colleges and Universities (AACU) showed us that wide and inclusive faculty adoption of equity-minded practices will be essential to elevating degree completion rates of African-American students, possibly eliminating disparities in degree completion rates among all groups of students. In the previous Equity and Inclusive Excellence Project, once we began implementing mini-grants to incentivize broader faculty adoption, faculty participation increased from 50% to 85%, which then enabled us to reach 65% of our students.

This previous initiative demonstrated that GSU has the capacity to widely implement strategies designed to move us from the current state to the future vision outlined. Faculty and staff invitation to, involvement in, and implementation of equity-minded practices will accelerate institutional efforts to achieve equity goals. To maximize the impact and effectiveness of our strategies, it will be important to partner with the Center for Active Engagement and Scholarship (CAES) and the university Faculty Development Committee (FDC) to support faculty and staff involvement in equity goals.

Enhancing campus development to better align with our Equity Plan goals to improve African-American student retention, course success, and graduation rates will have broad-reaching positive effects for all students, as well as increase faculty and staff self efficacy as education professionals.

Building University member support is an essential component of our campus engagement plan as outlined in Section 1 of this Equity plan. Presentations at faculty, staff, and student groups (e.g. Faculty Senate, Civil Service Senate, Student Senate) preface a full-community roll-out of the Equity Plan draft at our Campus Symposium on Friday, November 8, 2019. The Campus Symposia (fall and

spring) include keynote presentations by Dr. Frank Harris who will facilitate feedback on the Equity Plan, future vision, goals, and strategies.

Built upon faculty and staff feedback on strategies, the ILEA team proposes to engage our faculty and staff in three areas in efforts to close completion gaps between African-American students and their White peers:

- GSU will participate fully in the Equity Academies sponsored by the ILEA.
- The institution will expand existing quantitative and qualitative research on the experiences of first-year and other groups of students to specifically focus on African-American students in curricular and co-curricular settings at GSU.
- The ILEA team will collaborate with the FDC in the development of faculty learning communities around equity-based practices.

All campus community members will be invited to attend Equity Academies and other workshops sponsored by ILEA. Faculty who teach courses in which African-American students are underperforming compared to White students will receive additional support. Importantly, the ILEA team will coordinate with the CAES and FDC to ensure that faculty from the five colleges and all ranks who have expertise in areas of equity, cultural responsiveness, and mindfulness training are invited to facilitate sessions.

The existing quantitative data provide comparisons among different student populations on campus; however, data lack the contextual narrative necessary to understand the classroom experiences of African-American students. To support this effort, the university will commit to institution-based research grants focused on the classroom and university experiences of African-American students.

Furthermore, the ILEA delegation will work with the Department of Marketing and Communications to capture narratives in video and multimedia formats. The ILEA program will incentivize professional development workshops and sessions by offering stipends to resident experts (members of the campus community who research and/or have exceptional experience in serving African-American students). The ILEA delegation, with support from the faculty community, will also incentivize participation in these workshops by offering a certificate of completion for faculty members who complete 80% of the workshops from resident experts. The GSU ILEA team is positioned to collaborate with the university Faculty Development Committee to discuss and deliberate strategies pertaining to teaching, research, and faculty service around equity-based practices.

3. Equity Advancing Collective

During our participation in the Committing to Equity and Inclusive Excellence project, GSU reduced the equity gap for the retention of African-American transfer students from 5.1 percent (2014-15) to 3.7 percent (2016-17). In part, this significant accomplishment is attributed to the adoption and implementation of interventions that were informed by Equity Scorecards. Since 2015, the institutional data on the Equity Scorecards have helped GSU identify and act upon inequities. Equity Scorecards disaggregate student success data such as retention rates, GPA, and credits earned across socially constructed identities that include age, gender, race, first-generation status and income (using Pell eligibility as a proxy).

GSU will continue to utilize Equity Scorecards to identify academic programs where equity gaps exist for African-American, Latinx and Pell-eligible students. The collective will serve as an incubator for,

and support initiatives coordinated by, academic and administrative departments with professional development, program resources and assessment support. The collective will be coordinated through the campus-wide Equity in Student Success subcommittee of the Retention to Graduation Action Group.

4. Excellence as an Emerging Hispanic Serving Institution

As mentioned previously, there are two areas of opportunity related to Latinx students' success at GSU: 1) to increase recruitment and enrollment of Latinx students to reflect the communities we serve, 2) to stabilize Latinx student performance at consistent levels. Succeeding in both will distinguish GSU for excellence as an emerging Hispanic Serving Institution.

GSU is currently on the cusp of the criteria required for designation as an Emerging Hispanic Institution (15% of undergraduates are identified as Latinx). Opportunities exist to expand Latinx enrollment to the necessary 25% to become a Hispanic Serving Institution given that our host county, Will County (17.5% Latinx), and neighboring Cook County (25.5% Latinx), have significant and growing Latinx populations. To meet this portion of our regional mission, a committee was established and chaired by the Assistant Vice President of Enrollment Management and Director of Admissions to develop a recruitment plan focusing on Latinx student recruitment in the Chicagoland area. The plan will outline strategic partnerships, work to build trust within the communities, and determine effective ways to reach students/family members to identify support services needed on campus.

It is notable that our Latinx students consistently outperform all other racial ethnic student groups; however, significant variance exists in student success metrics from year to year. Using retention rates as a measure, Latinx students generally show greater persistence compared to all minority groups and all students but with more variance. For example, the highest year-to-year retention rate was 89% in 2013-2014 and the lowest 69% in 2017-18. To help establish some consistency and moderation in Latinx student success, our campus wide and cross-functional Retention to Graduation Action Group will establish and designate an Equity in Student Success Working Group to explore this concern and recommend policies and practices to ensure consistency in Latinx student success rates. The two groups working in tandem will ensure that GSU increases access for and enrollment of Latinx students, in addition to leveraging our current Latinx student success rates to ensure that GSU will distinguish itself for excellence as an emerging Hispanic Serving Institution.

5. AIM HIGH

The Illinois AIM HIGH Grant program is an initiative of the General Assembly's Higher Education Working Group. The program's goal is to help public four-year universities attract and keep Illinois residents by providing state funds to match the institutions' spending on financial aid. Consistent with GSU's mission and strategic plan, we will develop an equity-minded program to ensure access to additional scholarship funds that address college affordability for high-potential, low-income students of color with the following goals:

- Support high-potential first-year students with demonstrated perseverance and commitment towards baccalaureate degree attainment.
- Enhance financial support for high-achieving transfer students.
- Incentivize and reward active participation in both community college and GSU Male Success Initiative through micro-grants.

- Develop proactive “persistence scholarships” for students in good academic with modest balances that prevent them from continued enrollment.

Beginning fall 2019, Governors State University’s new AIM HIGH scholarships will guarantee ALL college-ready, first-year students will receive scholarships ranging from 25% to 100% of their tuition cost. In addition, we will dedicate matching funds to microgrants for participants of our Male Success Initiative and support retention scholarships for Adult Learners with account balances.

6. Social Services Consortium

GSU students are more likely to face basic needs insecurities than their peers at other four-year institutions. In 2018, 74% of students reported experiencing at least one or both food or housing insecurities. While GSU has formed strong collaborations with community-based organizations and launched its campus-wide GSU4U initiative, it is critical to scale up our services as a regional hub, establishing a “Social Services Consortium for Southland College Students” for not only GSU students, but also students enrolling in our partner community colleges. In launching the Social Services Consortium, GSU will use a “Single Point of Contact” model to lead our efforts to identify and connect with students in the Chicago Southland who need basic needs assistance towards their degree attainment. The Social Services Consortium will move beyond programmatic efforts and create social services ecosystem designed to help students navigate on-campus and off-campus programs and services.

Harold Washington College

1. Reducing equity gaps across for African American and Latinx students.
 - a. Revamp and implement Standards of Academic Progress Workshops which will provide general guidance on the appeal submission process.
 - Analyze each SAP warning category; identify student barriers and challenges, for online, F2F and hybrid students, through SAP survey and through data in GradesFirst. Produce a SAP at HWC report/white paper to pinpoint the reality of why students are put under SAP warning.
 - Bring more awareness to SAP criteria campus-wide, starting with department chairs. Help them understand why a student might obtain a SAP warning.
 - Develop training and key messages for both the advising and business office to apply and support students.
 - Develop a process to analyze success data on students who attend the workshops for continuous improvement
 - b. Optimize Developmental Education. Pilot an accelerated developmental education strategy for English and Math that focuses on new entering non-traditional students, and enhance developmental education advising services to support the students taking developmental education courses.
 - Engage the District committee on Developmental Education to communicate the work we are planning to do with our equity plan around developmental education at HWC to ensure that our work is in alignment with District.
 - Create a HWC developmental education team to determine ideal outcomes, policies and procedures for the college as it relates to developmental education. Analyze data to discover trends among our students in developmental education.
 - Develop professional learning opportunities to help faculty teaching developmental education courses and staff that interacts with students taking developmental education courses to enhance their knowledge on strategies to assist students in these courses. Introduce these learning opportunities at Faculty Development Week (FDW) to achieve a near 100% faculty participation.
 - Modify professional learning opportunities based on workshop evaluations and student outcomes.
 - In addition to professional learning opportunities, HWC developmental education team will explore other methods to structure developmental course sequence to ensure students are successful in developmental courses and subsequent college level courses. Review student outcome data to modify as needed.
2. Demonstrate equitable practices and processes among faculty, staff and students through comprehensive systematic and curricular improvements. Identify areas of opportunity around equity in order to build actions to improve the climate for our students, staff, and faculty.
 - a. Strengthen our Culture of Student Care
 - Work with college's Care Team to understand the Campus Climate Survey and align it with mission and vision of the college. Analyze supporting results from the SSI survey (student campus experiences). Produce a report of findings and share with the entire faculty staff and students.
 - Identify 2-3 policies that received low ratings and engage the college on how to improve these policies to better serve our students.
 - Start to determine findings into new KPI - Student Success. Monitor and evaluate the outcomes.

- Implement specific actions to address the 2-3 policies that received low ratings. • Action 5: Collaborate with Human Resources, CAST, and Student Services to develop a cadence for equity trainings based on the data pulled from the survey.

b. Improve Data Disaggregation and Data Sharing Practices

- Adopt and implement an easy-to-use and readily accessible data visualization tool and include key performance indicators to monitor as well as other disaggregated data as requested.
- Train department chairs on how to use and read data, especially with academic and discipline outcomes. Develop training manual for using Tableau. Host trainings multiple times a year. Create a digital “look book” or “fact book” for external audiences as well, which will leverage data from the tool.
- Centralize key reports into a shared space to support an environment of peerto-peer learning and transparency. Create process to in-take reporting requests as well as build a structure for how to leverage reporting for advancement, compliance and accreditation.
- Standardize disaggregation of data by demographics for all reports, and engage campus-wide conversations around the disaggregated data to determine additional support.

c. Improve Online/Face-to-Face Learning

- Review current course success and completion data on African American students taking online and in-person courses to set benchmarks
- Engage faculty, staff and students as well as the strategic committee around the new rubric. Pilot the rubric with 2-4 online, general education, courses during the 16-week term, with at least 100 students in total. Evaluate student’s response to course set-up and content as well as and evaluate faculty experience with the rubric.
- Role out the rubric to at least 75% of all 16-week online and face-to-face courses. Incorporate feedback from previous year’s evaluations. Incorporate pre-and post-online course evaluations into participating online courses with new rubric.

Harry S. Truman College

7. Develop and embrace an institutional culture that is responsive to and reflective of the diverse identities and needs of students, faculty, and staff.
 - a. Develop a coordinated and customized alert and response support approach that includes all relevant “student-facing” departments, via EAB Navigate, so as to better serve disproportionately impacted students.
 - b. Create a student advisory committee to provide regular, sustained feedback that is acted upon.
 - c. Utilize Perkins funding to support professional consultation to help us identify inequities across the campus (i.e curriculum, instruction, and services).
 - d. Relaunch the diversity and inclusion committee of faculty and staff that will examine opportunities to address issues of inequity on campus.
 - e. Develop and implement a blind hiring model for all new staff. The model will include requiring all members to take part in implicit bias training, and/or other appropriate professional development that will help them identify approaches to setting hiring priorities that are equity conscious.
8. Develop, modify, and/or strengthen the mode in which we deliver academic programming and support services to better meet the needs of our students in the classroom and beyond.
 - a. Improve course scheduling to meet the needs of our students (offering more evening and weekend classes to accommodate the needs of students). This will include piloting the hybrid general education (GENed) courses offering to weekend students.
 - b. Expand the OneTru Advisor Coach pilot program, an advising coaching model that will include diversifying and enhancing advising appointment modalities and overall advisor availability, incorporating “light-touch” case management in which the advisor ensures that students are meeting goals set at their appointments (e.g., expanding advising hours,
 - c. expanding proactive outreach to student groups, online appointments) and engage in continuous professional development to better support our students.
 - d. Provide students with computer literacy training, and basic skills support by creating a laptop and calculator loan program that increases access to technology for impacted students.
 - e. Provide orientation sessions throughout the year for current students to address issues about preparing for graduation, transferring, etc.
 - f. Provide students with clothing resources through One Tru Closet clothing repository.
 - g. Pilot a virtual tutoring model that extends academic services to support retention efforts and those students who are enrolled in Gateway courses.
 - h. Develop and implement a plan to secure emergency funding to support students most adversely affected by the PDS policy.
 - i. Implement an advising and transfer satisfaction survey to evaluate students’ experiences with the services they received.
 - j. Develop and implement a plan to evaluate student experience and learning with career placement services.
9. Strategically leverage partnerships to enhance the campus experience of our diverse population of students.
 - a. Create satellite office space for Upwardly Global to support recent refugees and citizens from other countries in adapting their education and skills into the U.S. workforce as bridge for those seeking to enroll in semester credit programs.

- b. Larry's Barber College will consult in the development and implementation of a learning space for students seeking a license in barbering. The program will be housed within our Cosmetology Program. This strategy is one of many to encourage male participation in the cosmetology field.
- c. In partnership with Chicago Public Schools, we will expand the reach of Men of Color in Education, to recruit young men of color into the education field and increase supportive services provided to them.

10. Increase institutional capacity for inquiry and the strategic use of research, evaluation, and data to develop and implement equity-minded practices across the campus.

- a. Through the TRC Office of Research and Strategic Planning, develop a data cadence for the forthcoming Diversity and Inclusion Committee to review course performance data and recommend provide strategies that will increase success to reduce achievement gaps.
- b. Create and administer a campus wide climate and diversity survey to better assess TRC diversity and inclusion needs.
- c. Strengthen partnership between the Office of Research and Strategic Planning and the TRC Assessment Committee to develop equity assessments for college-level English and math courses.
- d. Develop equity dashboard for various units to monitor metrics and support innovate strategies for addresses inequities. Metrics are similar to ILEA markers of success but will also include course success rates, course retention, payment deadline satisfaction, transfer rates, etc.

Joliet Junior College

1. Employment/Hiring: Analyze the hiring process and utilize innovative recruitment and training opportunities to improve the diversity of our employees to be more representative of the student body.
 - a. Identify and address barriers to the application and interviewing process to obtain a more diverse and wider pool of qualified candidates
Develop focused recruitment strategies by targeted role and area(s)
Raise awareness of unconscious and implicit bias as related to the hiring and recruitment process
 - b. process
 - c. Increase efforts to strengthen the viability of internal candidates for job opportunities
2. Employees/Campus Climate: Create a welcoming environment for our diverse employee population by providing intentional opportunities for all employees to grow, engage and prosper at JJC.
 - a. Provide professional development opportunities for those leading committees and teams to allow for greater inclusion of meeting attendees.
 - b. Pilot cross-functional training to ensure coverage and flexibility of all departments and shifts to allow for greater meeting and event attendance and participation.
 - c. 3. Create opportunities for all employees to attend and participate in events, gatherings, and social activities used to celebrate the teamwork and success of the college
3. Student Engagement: Create a safe, welcoming, and engaging environment by eliminating barriers to inclusion, increasing civic participation, and celebrating institutional diversity
 - a. Identify barriers that impact student admission, success and retention
 - b. Identify civic engagement opportunities to enhance awareness, responsibility and participation among students.
 - c. Celebrate and promote institutional diversity for all students
4. External Outreach/Business Partnerships: Foster and cultivate new and existing partnerships through open and flexible dialogue
 - a. Support expansion of dual credit education by raising awareness within diverse and inclusive communities.
 - b. Increase the amount of goods and services acquired by the college from businesses owned by minorities, females, and persons with disabilities.
 - c. Increase efforts to meet the needs of our community through opportunities and engagement of the President's Ambassadors Group.

Kennedy-King College

1. Access and Retention

- Develop a New First Year Experience program for all first time full and part-time students.
- Improve retention of men of color.
- Increase wrap around services for students dealing with external barriers including but not limited to social and financial barriers.
- Develop a “coaching approach” advising model to guide, support, and improve new student success.
- Improve educational quality for all students that support classroom engagement through faculty engagement.

2. Expand Academic Offerings

- Increase capacity within the Center of Excellence for Washburne Culinary & Hospitality Institute (WCHI). ROI: Hospitality is one of the fastest growing industries and plenty of sustainable opportunities for employment
- Increase capacity within the Center of Excellence for Dawson Technical Institute (DTI) utilizing Workforce Equity Grant.
- Develop a new Center of Excellence for Creative Arts
- Develop new IT Innovation Hub programs to support program expansion and utilize the Workforce Equity Grant

3. Increase Marketing & Brand Awareness

- Develop an integrated marketing plan in collaboration with the CCC Marketing Department
- Increase recruitment efforts to Latinx and Adult (credit) students through robust outreach efforts.
- Develop Short-term Marketing Campaigns to build awareness for existing KKC programs and New initiatives.
- Develop a campus-level social media marketing strategy for CTE and Credit programs.

4. Cultivate & Leverage Partnerships

- Develop strategic partnerships with industry and corporate stakeholders.
- Increase partnerships with relevant social service organizations that can deliver wrap-around services for KKC students.
- Develop a KKC Community Advisory Committee (CAC)

5. Equity & Inclusion

- Develop robust Customer Service Standards that boost student experiences across all service areas.
- Develop financial literacy workshops that assist students with completing the FAFSA.
- Mobilize recruitment efforts to special populations to increase both traditional and non-traditional paths to college.
- Increase Support for special population students.
- Increase the number of Adult Education Gateway Scholars.

Kishwaukee College

1. Intercultural Center
 - a. 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.
 - b. 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.
2. Cultural Competency Training
 - a. Regular, on-going cultural competency training for faculty and staff.
3. Hiring Practices Process
 - a. Several mandates regarding hiring have been put into place to increase diversity among faculty and staff.
 - b. A new component will include efforts for targeted recruiting to African American and Latinx students as well as Peel Grant recipients to increase the number of student workers from those populations. (New)
4. Wrap-Around Services
 - a. 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)
 - b. 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)
 - c. 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).
 - d. 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)
 - e. 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)

<p>f. 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)</p>
<p>5. Math Success Program</p> <p>a. 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).</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. 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.</p>
<p>6. Office of Instruction Retention Project</p> <p>a. Development of a team to research, select and facilitate the implementation of high-impact retention strategies across all courses.</p>

Malcolm X College

1. Propel the momentum to increase institutional success.
 - a. Establish an Equity Roundtable. MXC will identify and regularly convene a core group of “equity champions” – community partners, equity experts, and college stakeholders (faculty, staff, and students) – who are committed to advancing equity in student attainment by surfacing concerns and making recommendations for improvement.
 - b. Commence an institutional equity audit to assess institutional practices in relationship to inequitable student attainment. We seek to identify and understand how to dismantle the barriers to student success that are perpetuated by individual, collective, and institutional policies and practices. MXC will partner with the University of Southern California Center for Urban Equity to carry out this work. The outcome of this initiative will include an institutional equity syllabus that presents an institutional curriculum to address gaps in equity and institutional equity policies, practices, and student outcomes. This curriculum will inform MXC specific strategies in FY 2021 – 2023 for closing equity gaps.
 - c. Implement a comprehensive First Year Experience (FYE): The Momentum Committee designed and sponsored a common FYE for all new students. The FYE was create to help students find community and guidance on their academic and life journey. Elements of FYE include the following:
 - i. New Student Online Orientation (NSO-O) is an online orientation for new-to-college and transfer students that introduces them to the college for the first time, key steps to enrolling, accessible information that students can reuse throughout the term to find student success resources like the Wellness Center, academic advising, and academic support services.
 - ii. Malcolm X-perience is an in-person component of the NSO-O. The Malcolm X-perience connects students to discuss goals and career aspirations. This program helps students enroll, succeed at placement tests, and connect with each other.
 - iii. Hawks Week: Hawks Week is the start of the term celebration, which culminates in convocation. This faculty-led component sets the tone for the year, welcoming all students to MXC and facilitating faculty, student, and staff community.
 - iv. Basic Certificate (BC) Initiative connects students with career certificates early in their academic careers that align with their goals. If students demonstrate predictive drop-out behaviors, a short-term certificate could be an effective path to a stackable credential and increase retention.
 - v. Seminar Series: MXC will host ten seminars, four per term, and two in the summer. The seminars will follow the student life cycle. The themes of the seminar will be Thrive, Care, Dream, and Achieve. The Thrive series will focus on student success tools, Care will focus on student self-care tactics including visiting the wellness center, academic support, academic advising, and financial literacy. Dream is focused on career exploration and planning for the next term. Achieve is focused on success at finals and finishing strong through the end of the semester. We plan to have cross-functional faculty- and staff-led components as well as connect students with peers. The seminar series will be structured as a gradual release program that models success then empowers students to demonstrate competencies and success tactics.
 - vi. Cohort Management: This component is structured to identify predictive behaviors that

signal success and struggle in students. The first step is to identify early alert measures that signal warning signs, including payment deadline notifications, book purchase, and attendance. The student identification alert helps a student self-identify struggle and need for support. The final alert is faculty and staff identification through an early alert flag that indicates a student service or academic alert would benefit a student.

2. Grow and provide an esteemed quality of teaching and learning to compete with elite institutions.
 - a. Provide support to faculty through the hire of a Director of Assessment who will assist faculty in developing and implementing instructional interventions. The collective impact of this work will be the creation of a faculty-driven Assessment Board.
 - b. Launch an Equity Data Summit for Faculty Development Week. In Fall 2019, MXC launched a faculty-led exploration of course success data, pathway declaration, program application and enrollment, and completion data, to understand where there are significant disparities of student and institutional outcomes among economic and racial/ethnic groups.
 - c. Increase faculty and staff awareness about student bandwidth and its impact on the success of Black, Hispanic, and Pell-receiving students. MXC has commenced a series of workshops for faculty and staff on student learning and achievement from a systemic perspective. We realize that the attentional resources – bandwidth – for learning of many of our students have been and are being diminished by the negative effects of persistent economic insecurity and discrimination and hostility against non-majority groups based on race, ethnicity, national origin, sexual orientation or gender identity, and other aspects of difference. Recognizing that these students are no different than their peers in terms of cognitive capacity, we know that we need to look at our environment and see what we are doing – in and outside the classroom - that is enhancing or detracting from the cognitive resources students need to be successful in college. Creating learning environments that are affirming, in which all students feel like they belong, that are safe for all their identities, and that offer layers of support while maintaining high academic standards can help students recover bandwidth so they can succeed in school. One of the fundamental challenges in our equity work is to understand the kinds of things that are robbing students of bandwidth. When we see this more clearly, we are better able to look at institutional and classroom environments and think about ways to help students recover and learn to their full potential.
 - d. Facilitate an All-Staff Equity Institute. The MXC Equity Audit will culminate with a two-day, all-staff Equity Institute. This session will examine program-, course-, and section-level data as it directs members of the institution away from deficit mindedness toward an equity informed lens. At this Institute, the Equity Roundtable will introduce members of the College to equity strategies identified via the Equity Audit for FY2021 – 2024 implementation.
3. Guarantee equity within the institution
 - a. Revise the annual planning process to require departments to transition from setting SMART Goals (Strategic, Measurable, Ambitious, Realistic, and Time-bound) to setting SMARTIE Goals, noting the inclusion of a focus on Inclusivity and Equity.
 - b. Ensure equity of access to economically productive career pathways. MXC will infuse approximately \$6 million in capital investment funding to increase the capacity of West Side Learning Center. The renovation will facilitate credit course offerings and enhance classroom capacities for biology labs and Adult Education courses. In addition, the WSLC

will house the College's new Cybersecurity program. This expansion will allow students who reside on the far West Side of Chicago to enroll in many of the same courses and services offered at the main campus while eliminating barriers posed by a commute to the main campus. MXC plans a partnership with Gift of Hope, a not-for-profit organ and tissue donation organization, to expand access to its Career and Technical Education programs in Phlebotomy, Medical Assistant, Personal Fitness Trainer, and Physical Therapist Assistant to residents of the city's South Side.

4. Empower individuals to grow and self-advocate to make an impact on personal and professional achievement.
 - a. Support students in the establishment of a Black Students Union (BSU) to ensure that the unique needs of the college's Black student population are surfaced and addressed.
 - b. Create vehicles to engage Black and Hispanic student communities. MXC will host regular conversations to engage Black and Latinx students regarding their perspectives on disparities in academic and professional outcomes at Malcolm X College. In December 2019, it resumed its annual Kwanzaa celebration – for years, the largest in the nation. In addition, MXC. President David Sanders will launch a Male Mentoring Initiative for Black males in Spring 2020. These programs focused on Black students are complemented by expanded Día de los Muertos and Hispanic Heritage Month celebrations on campus, including hosting speaker Congressman Jesús “Chuy” García for a discussion of the issues specifically facing our Hispanic student population.
 - c. Implement Project MPACT to support up to 190 students drawn from the West Side of Chicago – 60% of whom will be Black – in short-term job training and placement in high paying industries. The project offers last-dollar tuition and wraparound services that include career development and financial literacy workshops.
 - d. Respond to students' housing and food insecurity to address basic needs in support of student retention. MXC reviewed findings from the April 2019 #RealCollege Survey from the Hope Institute. Through this research, MXC learned that nearly 45% of 686 responding students are food insecure and 56% are housing insecure. In response, MXC expanded its food pantry, establishing the MXC Fresh Market, to offer fresh produce in addition to packaged goods. In addition, MXC is exploring the feasibility of offering campus-based student housing to students in need.

Moraine Valley Community College

1. Increasing Access for Low Participation Communities
 - a. Increasing access for low participation communities is a continuing strategy for the College. Identified by the Dean of Enrollment Services, participation is the rate at which residents of a community are enrolled at the College. This opportunity to increase access to higher education has been formalized into the strategic enrollment management plan. College data shows that communities with low participation are also the most minoritized communities in the district. These communities also show the lowest average family income.
2. DREAM (Directing Results through Educational and Academic Mentoring) Program Scale-Up
 - a. Directing Results through Educational and Academic Mentoring (DREAM) is a staff/student program designed to help students reach educational and career goals, as well as provide social and personal direction. Along with having a strong alliance with Moraine Valley’s Job Resource Center and Academic Skills Center, this program provides that personalized touch that helps students discover the right direction for a successful future. The DREAM program helps students overcome obstacles, share experiences and make new friends. Students are encouraged to interact with their mentor regularly to develop a relationship conducive to learning about college and each other. This interaction provides students with ideas and knowledge about different academic interests and enhances students’ abilities to make the right choices concerning college decisions. In addition, students are exposed to college activities, workshops and support services through Multicultural Student Affairs and other campus resources.
 - b. Moraine Valley faculty and staff mentors volunteer to serve as role models and personal resources for multicultural students. Mentors provide their students with ideas and challenging perspectives throughout their academic careers and help broaden the students’ options and choices. In addition, they assist students with personal and social issues that may arise at college.
3. College Readiness Day
 - a. The College Readiness Day is a program structured on providing essential information to students transitioning from high school to college. There was a session focusing on STEM majors to assist students in understanding the opportunities in STEM related career fields. Students walked through a hands-on demonstrations of placement testing and how to proactively prepare by utilizing online modules to improve their scores. Another important topic was “College as a Second Language.” This session provided students with overview information on common college terminology, an understanding of new student processes, how to apply for financial aid, what services and resources are available, and what degrees and certificates students can pursue at Moraine Valley. Being informed is the key to college success, and this new initiative has a focus on easing the transition to college for our diverse students.
4. Financial Aid Automatic Book Voucher Awarding
 - a. Starting with the spring 2020 semester, the Financial Aid offices has revised internal practice so that book vouchers are automatically awarded to eligible students. In the past, students were required to request their book voucher by a specific deadline. The previous practice resulted in many low-income students failing to request their voucher in a timely manner, which meant they were not able to purchase textbooks. With the new practice, eligible students are informed that they can simply go to the Bookstore and notify a cashier of their voucher status so that the charges can be applied accordingly.

<p>5. Advisor/Counselor Case Management</p> <p>a. Harnessing the power of predictive retention scores within the Starfish early alert system, it has been proposed that a group of low-income students with a predicted academic risk will be assigned to either an Advisor or Counselor for dedicated support. The goal would be that each Advisor/Counselor will case manage a small group of students and serve as their primary point-of-contact for assistance with new student processes, academic check-ins, and solving educational and personal barriers to academic success.</p>
<p>6. Intervention Required Prior to Withdrawing</p> <p>a. In fall 2019, a group of staff including IT, IR, Student Success, and Dean of Science, Business, and Computer Technology met to discuss the best method of “scaling up” a pilot that had been running for the past few years in a select group of courses. This pilot required students to meet with their instructor or a Student Success Specialist prior to withdrawing to review the implications of their withdrawal and have a discussion about support services. The intent of this plan is to put an intentional discussion in place for all students so that they are not able to withdraw with the simple click of a button. The more thorough conversation covers grades, class schedules, delaying completion, and possible implications to financial aid.</p>
<p>7. Standardizing Class Start/End Times</p> <p>a. During summer 2019, Moraine Valley contracted with Ad Astra to perform a meeting pattern analysis. Consultants found that there are at least two separate “grids” or time tables currently used at the College. Time discrepancies noted above can make it difficult for students to schedule classes. Based on these findings, starting in the fall of 2020, classes that meet between the hours of 8:00am-12:00pm must meet either on a Tuesday/Thursday schedule or a Monday/ Wednesday/Friday schedule. This is an effort to make the schedule more equitable for all students. During spring 2020, the Scheduling Office will also conduct a student survey and follow-up focus groups to gather information about student preferences and obstacles.</p>
<p>8. Equity-Based Policy Review</p> <p>a. As part of the College’s foundational equity discussions, an activity solicited feedback on campus policies that may need revision in order to be more equitable in how they are applied. Some of the major policies identified relate to payment of tuition and fees, hiring practices, employee evaluation practices, course placement, and College fees. These policies will be reviewed so that revised policies and procedures can be recommended.</p>
<p>9. Faculty and Staff Professional Development</p> <p>a. In order to meet the many challenges associated with working toward equitable student outcomes, the College recognizes the need for ongoing, comprehensive faculty and staff training. While broad awareness-raising efforts have occurred since the start of our participation in ILEA, the next phase will allow internal campus experts to provide training sessions. A group of diversity-focused campus stakeholders was invited to join the Completion Commitment Committee during fall 2019. From these discussions, an overarching training framework and training topics has been developed. During the faculty/staff professional development day in spring 2020, there was a focus on presentations related to diversity, equity, and inclusion.</p>
<p>10. Using Equity Data for Planning</p> <p>a. The College utilizes the “Plan, Improve, Evaluate” (PIE) process for continuous improvement efforts. Each spring, departments develop a PIE project for the next academic year. Each PIE must start with baseline data to explain the need for the project.</p>

Two years ago, the College asked that PIEs focus on retention-related activities. This aligned with a multi-year institutional focus on improving retention. The ILEA Core Team believes that it would be of benefit to ask departments to work on equity-focused PIE plans for the 2021-2022 PIE cycle.

11. Early Alert/Predictive Retention Scores

- a. Description: Identifying and addressing disparities in access, completion, and enrollment in higher education has become a long running challenge for leaders at colleges and universities across the nation. Similar to peer community colleges across the region and country, many Moraine Valley students begin their academic careers at-risk for not completing their credential. Efforts to narrow performance and equity gaps can be difficult to implement campus-wide, but are essential for creating a change in student success. The Starfish early alert and predictive retention scores can help to identify, manage, and provide a targeted outreach and connect to interventions in bridging the existing gaps impacting students at Moraine Valley.
- b. The initial pilot of the Starfish tool occurred at our Education Center at Blue Island location. This location was selected as part of our successful Title III grant focused on increasing health careers programming in a community that is heavily dominated by citizens of Latina/o/x backgrounds. The College recognized the need for a tool that both improved communication about at-risk students, and also offered a retention score feature that would help us proactively identify and support potential academically at-risk students. We expect that Starfish will allow faculty, student support resources, and students a much better communication tool- whether they are struggling or performing well. We know that when students feel more connected to their faculty, they will perform better academically. The pilot will allow us to examine the effectiveness of successful interventions at Blue Island so that we can consider replicating and scaling-up similar approaches on the main campus. Not only will Starfish more effectively connect students with support resources, the Academic Advisors and Counselors will eventually utilize the system to help manage their caseload of at-risk low-income students.

12. Structure for Supporting Diversity, Equity, & Inclusion Work

- a. Executive Leadership Team, ILEA Core Team
- b. • Description: In order to ensure sustained diversity, equity, and inclusion efforts, campus leadership will further evaluate the best possible structure for this work. Initial discussions have occurred, and the Executive Leadership Team will continue this discussion while participating in the inaugural ILEA/Aspen Institute Equity Academy.

National Louis University	
1. Empowerment and Community Building for Young Men and Women of Color	We will expand our peer mentoring program, Eagle Brotherhood, for men of color and create a new female focused program, Exuberance, to promote retention and academic success through community building and mentoring, social-emotional learning, and leadership. The initiative will aim to serve over 50% of African-American male and female first-time freshmen and contribute to reduce the gap in first-year credit attainment.
2. Faculty Professional Development on Culturally Responsive Classrooms – Restorative Practices	We will provide training to faculty on creating culturally responsive classrooms and implementing restorative justice strategies in order to improve relationships between faculty and students of color, create safe classroom spaces, and contribute to improved attendance and academic performance of students.
3. Building a Culture of Inclusion in the Student Experience	We will strengthen students’ sense of belonging at NLU by enhancing the physical space, activities, and experiences provided for students as a Minority Serving Institution and a Hispanic Serving Institution through the new multi-cultural resource center and Centro de Excelencia at NLU. This will include increasing the representation of students’ cultural heritage on campus, meaningful experiences that promote inclusion on campus, and intentional events to promote equity focused dialogue between faculty, staff, and students.
4. Curriculum and Instructional Strategies for Serving English Language Learners	We will improve our support to English Language Learners through dedicated specialists and curricular improvements to address the unique needs of non-native speakers, contributing to increased success in English Gateway courses and first year retention.
5. Holistic Student Wellness and Basic Needs Insecurities Support	We will centralize and expand health and wraparound supports for low-income students, including increasing access to mental health counseling, connections to community-based partners offering legal and social services, and supports to address housing/food insecurities. Goals for this initiative include increases to retention for students who are accessing services as basic needs are addressed.
6. Satisfactory Academic Progress (SAP) Process Revision	We will revise our current practices for students who are at-risk of having their financial aid suspended to reduce the barriers for low-income, first-generation students to successfully access and appeal for aid. Goals for the strategy include increasing the proportion of students who can pay for college and continue enrollment.
7. NLU Tuition Completion Program	We will provide NLU Tuition Completion scholarships for low-income students in their Junior or Senior year who are on-track to graduate but may experience unexpected financial hardship that prevents degree completion. This strategy will contribute to increased persistence and graduation rates across both first-time and transfer students.
8. Recruitment and Retention of Diverse Faculty and Staff	This is an institutional strategy that will impact all students. NLU will increase efforts to source, attract, hire, and retain diverse candidates to better reflect the community it serves. Strategy includes developing a leadership academy for mid-level managers to create a culture of growth and learning, and improve managers’ skills in leading and developing their teams.

Northern Illinois University

1. Elimination of Below College Level Math Courses and Revise Repeat Policies
 - a. Building-in academic support/supplemental instruction for select Targeted Gateway Courses.
 - b. Identifying strategies to address equity gaps and high DFW rates in the top 5 courses in each college and implement strategies that will improve student success in these courses.
 - c. Increasing tutoring services assigned to specific gateway and foundational-studies courses (GWFS) with high enrollments or significant equity gaps.
 - d. Increasing the use of the Peer Assisted Learning (PAL) Program by building it into student's schedules.
2. Providing Supplemental Instruction in High DFW and High Equity Gap Gateway Courses
 - a. Supplemental instruction (SI) provides more intentional and direct support to students in traditionally more difficult courses. This national best practice has been proven to help reduce academic achievement gaps and has a long-standing tradition of being deployed in key NIU courses. As noted, in order to address this with intention, gateway courses with high equity gaps and high DFW rates, NIU will align SI with these courses to increase the support available to students and will actively measure outcomes.
3. Developing Contextualized Math Pathways
 - a. Math is best learned when contextualized within a discipline. For example, the math course that will benefit an art major may be much different than the math course that will benefit an engineering major, but both can benefit from the subject matter and skill and both can benefit from understanding how it applies within their discipline. To that end, NIU will invest time and energy into identifying the potential to provide contextualized that better aligns with the goals and skills needed in each discipline. In doing so, students will be better able to apply math knowledge to their field and will be better able to understand its relevance and use.
4. Investing in an Inclusive Teaching and Learning Model that Promotes Curricular Redesign, Culturally Responsive Teaching Strategies, and Innovative Professional Development
 - a. Working with departments and colleges to identify the appropriate quantitative reasoning learning outcomes needed for success in career pathways and majors. Create quantitative reasoning pathways that contextualize those skills for difference majors.
 - b. Eliminating all developmental math courses by Fall 2021.
 - c. Investing resources in practices that are supported by data and research.
 - d. Providing supplemental instruction in college level math courses to support student success in the college-level math.
 - e. Developing an inclusive teaching and learning model that supports inclusive pedagogical strategies, classroom engagement strategies, course design, culturally responsive teaching to support diverse student groups. The model will:
 - i. Engage faculty who teach gateways courses with high DFW and equity gaps
 - ii. Be integrated with the Center for Innovative Teaching and Learning
 - iii. Encourage faculty who teach these courses to participate in ACUE development program.
 - iv. Integrate with faculty mentoring program
5. Remove Bias Processes that Hinder Access to Financial Aid and Influence Admissions Decisions
 - a. Eliminate standardized test scores as a criterion for undergraduate admission to NIU (Effective for new students entering Fall 2021 semester)
 - b. Develop holistic admission review process effective Spring 2020.

6. Leverage Financial Aid to Support Affordability

a. Alternative Financial Aid Options:

- i. As part of the newly created Strategic Enrollment Management (SEM) Plan, one of NIU's objectives is to "pilot alternative means of student financial aid support".
- ii. Many of the students who attend NIU are lower to middle income with a high need for financial assistance (more than 40 percent are eligible for federal Pell Grants and 94% receive some form of financial aid). Despite the actions taken by NIU to hold tuition and fees constant for multiple consecutive years, and their access to institutional aid, MAP (Monetary Assistance Program) and Pell Grant programs, many of our students still have unmet need that prevents them from remaining enrolled through completion of their degree programs. On average, about 10 percent of those eligible for MAP each year do not receive it. Additional financial aid options would be helpful and NIU constantly explores such options.
- iii. One such option is participation in income-share agreements, a mechanism that provides additional funding to specific students who agree to make payments after graduation based on a percentage of their income for a period of time. Income-sharing agreements are gathering momentum nationally as a way of filling a gap in financing an education.

b. Launch a Financial Literacy Program

- i. Identify scalable, evidence-based practices for an effective financial literacy program
- ii. Collaborate with fellow members of the High Pell transformation cluster of APLU Powered by Publics to identify scalable, evidence-based practices that can be used to develop and implement an effective financial literacy program, aligned with NIU's SEM Plan and guided by the following key components developed by the Financial Wellness sub-group.
- iii. Financial Wellness Programs should employ these seven guidelines:
 - 1. Designed using a developmental lens recognizing the unique needs of students at each academic level.
 - 2. Designed using a culturally competent lens that recognizes the diverse life experiences of students and their families.
 - 3. Include opportunities to incorporate peer-to-peer engagement and dedicated professional staff.
 - 4. Holistic and inclusive in its approach using a coordinated approach that provides both centralized service and extensions of services in key areas including administrative service units, student affairs and student services and academic curriculum.
 - 5. Tied to career preparation opportunities as well as scholarship and financial services.
 - 6. Connected to an overarching wellness framework that includes strategic dosing of information and that incorporates financial wellness education for students and their families.
 - 7. Accessible for students using multiple modes of delivery, including face-to-face and electronic delivery of content.

7. Build Capacity in Mentoring Programs for Students of Color

- a. Black Male Initiative. The mission of Black Male Initiative (BMI) is to provide accountability, proactive leadership, and support for Black males on the campus of Northern Illinois University. Our focus is:

- i. Academic: Ensuring that we are scholars through academic excellence
- ii. Community service: Serving and leading in the community
- iii. Social interaction: Building lasting relationships
- iv. Mentoring: Lifting as we climb
- v. Image Busting: Destroying negative stereotypes.
- vi. Although student membership in BMI was 65 at the start of fall 2019 (fiscal year 2020), there currently are 43 student members as of spring 2020. The retention rate within BMI changes every semester due to students' finances, major and engagement with the organization. At present a comparison between BMI members and non-BMI students has been discussed among the Center for Black Studies, and a survey is planned to gain an understanding of why students stay engaged with BMI in order to enhance membership through retention.
- vii. Realistically 20-25-member increase in the fall and 10-15-member increase in the spring is ideal. The main issue to address is the retention of approximately 25 members from fall to fall.

b. Supporting Opportunities for Latinos

- i. Supporting Opportunities for Latinos (SOL) is a network of students, staff and faculty dedicated to assisting Latino males in navigating their academic pursuit and attaining the degree of their choice. The men of SOL engage in career preparation, community service, and social interaction in an effort to maximize their own personal and professional development.
- ii. SOL currently has 15 active members, including the executive board and general members. The retention rate for SOL has been substantial for members that commit to SOL since its inception over a decade and a half ago.
- iii. Many students that are not active with SOL or our community tend to not succeed as well with a Latino retention rate around the 50%. We encourage many students to participate in SOL, and if not, in our Latino community in some way or organization in order to get the skills to succeed.

8. Implement the Use of NIU Navigate for Supportive Interventions

- a. Staff in the cultural resource centers will be trained on how to use the NIU Navigate platform to respond to and develop strategic interventions to support the success of students in their program. NIU Navigate is the campus' retention and advising platform that allows for tracking and reporting and is utilized as part of the NIU referral network which ensures that students are immediately able to access identified supports including tutoring and other support.

Olive-Harvey College

1. Required Course Materials Equity Plan Strategies

- Create a “Reprocessed Book Program”
 - Invite faculty to participate in a “reprocessed book project” where faculty will identify a text or texts that they will use for a period of two years purchased by the Perkins Grant.
- Open Textbook Faculty Incentive Program
 - Set aside a small amount of “incentive” funding to encourage full time faculty to adopt Open Education Resources (OER) for their courses.
- All Digital Model
 - Work with department chairs and faculty to identify one content area that agrees to go “all-digital” to keep text costs down.
- Develop OHC Open Education Resource website
 - Work with IT to create an Open Education Resource website that provides easy access to faculty to explore, review and adopt Open Education Resource materials for their courses during the textbook adoption period (OpenStax).
- Textbook Rental Program
 - Institute a Textbook Rental Program that includes book and material rentals for students and increase library reserves.

2. Strategies to Create More Culturally Infused Programming

- Provide workshops at Fall 2020 FDW for faculty and staff to learn about Culturally Responsive Teaching and multicultural education.
- Demand a bully-free workplace and explore adopting a restorative justice program.
- Provide training for faculty and staff to learn how to be allies for marginalized populations.
- Provide faculty an opportunity to voluntarily take the Implicit Association Tests (Implicit.Harvard.edu) both before and after attendance at professional development workshops to self-assess any growth or awareness of implicit bias. Provide support via targeted third party training in identified areas of need.

3. Strategies to Reduce Food Insecurity

- Creation of a Permanent Food Pantry On Campus
- Communicate and engage students to sign up in SNAP benefit program

4. Strategies to Reduce Housing Insecurities

- Leveraging the Campus Wellness Center in Combating Housing Insecurity
- Increase our ability to assist students facing housing insecurities.
 - Shared Dormitory Pilot Program--Olive-Harvey College has initiated conversations with Chicago State University (CSU) related to developing a pilot program that would enable OHC students to utilize the dormitories at CSU.
 - On-Campus Housing The best solution to addressing the housing insecurity experienced by OHC students, is the development of on-campus housing; it is also the most arduous.

5. Strategies to Create More Impactful Advising

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

- Additionally, the college will integrate wrap-around services such as financial aid and academic advising into the cohort to ensure that students purchase their textbooks early, register for future cohorts appropriately, and reach out for assistance when needed.

Richard J Daley College⁴

1. Gateway Courses – Increase the number of students taking and passing college level English and math in the first year
 - a. Develop and launch math co-requisite courses with embedded tutoring, and/or enhanced keystone method instruction.
 - b. Institute early alert tracking: enhance communication and multi-directional feedback between faculty, students and advisors to provide comprehensive support services.
 - c. Expand mid-term grade intervention: students with grades of C, D, or F at midterm are contacted by their academic advisor with supportive services.
 - e. Explore integrating embedded tutoring: Providing supplemental tutoring services in the classroom as an additional course resource.
 - f. Establish a summer bridge program geared toward incoming first-year college students focused on English and math enrichment.
2. First Year College Experience Program: Increase retention among part-time and full-time students through a first-year college experience program
 - a. Develop a first-year college experience program which will be comprised of tailored instruction, first-year advising, specialized academic supports, financial literacy, and career exploration, etc.
 - b. Improve delivery of culturally responsive services e.g., tutoring, supplemental learning, and disability accommodations.
 - c. Conduct culturally responsive student orientations with an emphasis on student engagement, co-led by peer-student ambassadors.
 - d. Conduct culturally and socially responsive family orientations with flexible scheduling to provide access to bilingual parents.
 - e. Collaboratively institute strategies with academic advisors and faculty on first-year advising, academic, and career exploration to increase student sense of belonging and student engagement
 - f. Institute a comprehensive financial literacy campaign that is inclusive of financial aid workshops, SAP appeals, scholarships, etc.
 - g. Implement a men of color mentorship program: Provide specialized support services to male students of color, including study sessions, mentorship, leadership opportunities.
3. Strengthen Transition Points – Increase the number of ESL and high school equivalency (HSE) students earning college/career credentials
 - a. Expand Bridge and Gateway program offerings
 - b. Promote transition opportunities from adult education courses (ESL and HSE) into credit and career programs with the support of dedicated transition specialists and academic advisors.
 - c. Improve processes and student tracking across adult education transitions programs.
 - d. Implement a guided pathway model and stackable credentials to increase work-based learning opportunities e.g., apprenticeships, internship, externship.
4. Campus Climate: Transform Daley College’s campus culture to institutionalize the values of diversity, inclusion and equity.
 - a. Integrate the Committee on Inclusion framework to support the hiring and retention of staff representative of key departments, faculty and staff.
 - b. Leverage Daley College’s Committee on Inclusion to support, students, faculty and staff within the context of a culturally responsive campus.
 - c. Facilitate faculty and staff professional development opportunities inclusive of diversity in the areas of cultural competency, student development, student engagement.
 - d. Champion learning opportunities for high-need student subgroups not intentionally

⁴ Each strategy is for Black, Latinx and Pell Receipt students., except for the mentoring program for men of color.

being recruited or enrolled in programs e.g., students with severe physical/intellectual disabilities, formerly incarcerated, etc.

- e. Support departments to expand programs supportive of non-traditional students including high-need vulnerable subgroups such as: veterans, students with disabilities and DACA.
- f. Collaborate across departments to improve delivery of culturally responsive services, e.g., tutoring, supplemental learning, and disability accommodations.

Roosevelt University

1. Utilize EAB Platform to track and support African-American, Latinx, and Pell Receipt students

The EAB platform was integrated into Roosevelt's student success plan in spring 2016. The main goal of which was to increase overall student retention at the university. This will include the use of reporting tools that can show us which classes our students of color tend to struggle with the most. This will allow us to work with faculty to adjust the curriculum where needed. In addition, we will be able to identify what factors put a student at risk and employ pre-emptive strategies to support these students. These may include academic preparation, socialization issues, subject mastery, and attendance, to name a few.

2. Utilize the Office of Multicultural Student Support Services (MSSS) to increase supports for African-American Students and Latinx students.

The MSSS office was originally created to focus heavily on first generation students, students of color, and Pell Grant students. Beginning in fall 2019, a much greater emphasis will be placed on supporting students of color and Pell Grant students, specifically.

This office will specifically focus on African-American students' sense of belonging and mattering through pre-orientation programs, heritage month initiatives, peer-led tutoring, mentoring programs, cultural scholarship workshops, and other initiatives. To support this effort, beginning in fall 2019, the Black Student Union, which supports all African-American students on campus, will be housed in the MSSS office. Thus, allowing for greater institutional support, visibility, advising, and integration into the EAB platform.

This office will specifically focus on Latinx students' sense of belonging and mattering through pre-orientation programs, heritage month initiatives, peer-led tutoring, mentoring programs, cultural scholarship workshops, and other initiatives. To support this effort, beginning in fall 2019, the Association of Latin American Students, which supports all Latinx students on campus, will be housed in the MSSS office. Thus, allowing for greater institutional support, visibility, advising, and integration into the EAB platform.

3. Identify/hire a Diversity, Equity and Inclusion Specialist

"To be most effective, chancellors, presidents, and provosts must join with diversity officers to build campus environments where equity, inclusion, and diversity become a part of everyday campus life." 4 To this end, RU seeks to identify a specialist by 2020. The role of the specialist will be to identify gaps in systems and processes that create barriers to equitable student success. The specialist will be charged with increasing diversity on campus across all constituent groups, colleges, and departments; this includes, faculty, staff, and students. Through increasing the diversity of faculty, in particular, we believe that we will enhance the pedagogic experience in the classroom and will allow for greater support of not only our African-American students but for all of our students of color. This person will work to enhance our ILEA goals, establish on going assessments of the cultural climate, and advance university wide strategic initiatives related to diversity.

4. Attain Hispanic Serving Institution Designation

An Hispanic-Serving Institution (HSI) is defined as an institution of higher education that— (A) is an eligible institution; and (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. 6 By becoming an HSI, Roosevelt will be eligible to apply for a number of federal grants. These grants would go toward supporting our Latinx students on campus. It would additionally have a positive impact on our enrollment of Latinx students on campus.

We do not simply want to be a Latinx enrolling institution, we want to be Latinx serving. Becoming an HSI is critical to obtaining meaningful resources that will help us close the equity gap for this student population. Although increased federal funding is not the reason we decided to pursue this goal, these funds foster the general development of the university and can be used for a wide range of things to benefit all students, including educational materials, improved facilities, faculty development, tutoring or counseling programs, and other student support services.

5. Increase institutional giving to specifically support students who are Pell Grant recipients

“There is a growing public understanding that student aid alone isn’t enough to help students fund their postsecondary aspirations because some are unable to meet their basic human needs with existing supports.”⁸ This statement is particularly resonant at RU. As of fall 2018, 47.2% of our student population were Pell Grant recipients. In fall 2014 and 2017, over 50% of our population were Pell Grant recipients. As our student body is largely made up of Pell Grant recipients, we recognize that there is a great need for additional financial support on campus. To this end, we intend to increase institutional giving that specifically supports this student population.

Through increased donor funded scholarships we could reduce the number of students who are withdrawn or don’t complete their degrees because of financial constraints. We could also utilize additional funds to create a strategic micro grant fund for students who are close to degree completion but have outstanding balances with the University. In fall 2019, 332 students were at risk for financial holds with balances that would be impacted by a micro grant ranging from \$1,000-\$5,000 dollars. If implemented, this could mean a 39% gain in semester to semester retention of this student population.

6. Increase Full Time Professional Academic Advisors

Academic advising is a critical factor in student success. Helpful, knowledgeable, and accessible advisors are essential for helping students access campus programs and resources and improving retention rates. It is well documented that students who don’t receive adequate academic advising take longer to graduate and have more debt upon graduation.

“The average bachelor’s degree graduate in the United States earned more than 136 credits when 120 credits is usually enough . . . Excess credits are estimated to cost more than \$19 billion each year. Of that amount, nearly \$8 billion is paid by students.”⁹ For Pell Grant recipients these additional classes and additional costs can be disastrous and can hinder the rate of degree attainment.

Roosevelt seeks to increase the number of full time professional academic advisors on campus who are trained to provide inclusive advising to all students, which includes our Pell Grant recipients. Continuing our use of highly structured block scheduling, degree works, and EAB will help increase overall retention and graduation rates and close the equity gap for Pell Grant recipients.

7. Enhance Classroom Learning

Roosevelt University is committed to enhancing the in-classroom learning experiences of African-American, Latinx, and Pell Grant eligible students. Low-income and diverse students are supported when faculty actually embed/promote services and methodologies directly geared toward these populations in their courses. We will engage faculty to promote inclusive, high-impact teaching and learning practices. These practices include putting a greater focus on experiential learning, implementing first year and transfer students’ success seminars, focusing on inclusive delivery models, and cultural competency training. All of which have been proven to be effective in engaging diverse learners and supporting their success. These efforts could potentially lead to the development of a Center for Teaching and Learning on campus that will continue to keep our faculty abreast of best practices in supporting these populations.

8. Increase Grant Funding That Supports These Student Populations

Roosevelt University is committed to attaining grant funding that can be used to support the Latinx, African-American, and Pell Grant eligible student populations. We are currently applying for the Student Support Services (SSS) grant, which serves 160 students, as well as the Student Support Services STEM grant, which serves 140 students. These grants serve first generation students, many of whom are students of color, and students who are Pell Grant eligible. The increased funding that would come from these grants would assist us in providing opportunities for academic development, assist students with basic college requirements, and motivate students toward the successful completion of their postsecondary education. The overall goal of SSS is to increase the college retention and graduation rates of its participants. Thus, further expanding our ability to achieve our ILEA attainment goals.

Roosevelt will also strive to attain grants that specifically target academic programs that struggle to enroll and graduate students from underrepresented groups. We are currently the recipients of the Howard Hughes Medical Institute (HHMI) Grant. The HHMI initiative challenges U.S. colleges and universities to substantially and sustainably increase their capacity for inclusion of all students, especially those students who belong to groups underrepresented in science. 11 Institutions who receive this grant, join a broader community of universities and colleges that have been engaged in the work of building capacity for inclusion and equity for all students in science. As a part of this learning community, Roosevelt is able to exchange strategies and experiences, approaches for ongoing assessment and evaluation, and resources developed by other institutions to increase their retention and graduation rates.

In addition to the grants outlined above, we will additionally seek to gain the following grants which support our targeted populations:

1. Title III grants which help institutions become self-sufficient and expand capacity to serve low-income students through improving and strengthening academic quality, institutional management, and fiscal stability
2. Promoting Post baccalaureate Opportunities for Hispanic Americans Program (PPOHA)
3. Title V grants - Developing Hispanic-Serving Institutions grant program
4. HSI STEM – Scholarship dollars for Hispanic students in STEM

The awarding of these grants, and others, will provide Roosevelt with additional funding to support our institutional equity goals, as well as direct resources to students that will enhance their learning, provide individualized financial support, and enhance the academic support we are able to provide.

9. Participation in the Gateways to Completion National Program

Roosevelt University has previously participated in programs sponsored by the Gardner Institute to enhance the learning environment in the classroom. Gardner Institute's Gateways to Completion (G2C) program is "an evidence-based process to create an institutional plan for improving student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes especially for low-income, first-generation and historically underrepresented students."

A steering committee, composed of members of Roosevelt's faculty and administrators from numerous academic and research departments, will help redesign introductory courses and curricula (starting with history) to improve student learning and success, especially for subjects with high DFWI rates. Roosevelt's team will have access to an online platform with course listings with the highest enrollment by DFWI rate for each underrepresented population, to better understand and act to diminish the impact of barriers to degree completion.

Wilbur Wright College

1. Course Performance Disaggregation

- Close performance gaps for targeted students, thereby improving the overall success of all students at Wright College.
 - Disaggregate data of student course performance in developmental Math and English courses to determine learning supports needed to improve student success in Spring 2020.

2. Needs Assessment/Asset Mapping

- 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.
 - 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.
 - 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.

3. Policy Impact Evaluation

- Alleviate college policies and practices that hinder targeted student progress.
 - Evaluate college policies and practices to identify direct and indirect barriers to persistence and completion for Pell Recipients.

4. Inclusive Teaching

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

5. Pre-College Advising

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

6. Coaching & Mentoring

- Increase student persistence and progression through more specific academic and career advice linked to program of study.
 - 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.
 - Develop and implement a Men of Color prevention/intervention support program for targeted students as a means of increasing retention and completion.

7. Diversification of Faculty & Staff

- Increase the diversity of faculty and staff to reflect growing diverse student population and surrounding community.
 - Identify criteria to ensure that the language in our job postings is inclusive.
 - Post position announcements with minority serving organizations and job boards where we will reach the largest number of diverse candidates.
 - Create diverse search committees comprised of faculty, administrators, and students (as appropriate) that bring multiple perspectives and fresh ideas to the table.
 - Conduct Unconscious (Implicit) Bias trainings for all search committee orientations.
 - Remove applicant names, address, and education institution names from resume and application to prevent bias at the screening stage of the hiring process.

8. College-wide Capacity Building

- 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.
 - 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.
 - 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.
 - Create an equity-minded recruitment and search process to diversify the part-time faculty workforce base

9. Open Education Resources

- To increase student learning by breaking down barriers of affordability and accessibility.
 - 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.
 - Design and implement an online OER training course that introduces faculty to Open Educational Resources and planning resources for OER adoption.