

PARTNERSHIP FOR COLLEGE COMPLETION

Accelerating action to close the graduation gap

Illinois Equity in Attainment Equity Plan 2020-2025



Executive Summary

Introduction

Blackburn College is fully committed to participation in the Partnership for College Completion's (PCC) Illinois Equity in Attainment (ILEA) project. As a community our values include diversity and inclusion, service, and moral responsibility. ILEA's initiative drives our mission and values forward by providing a supportive structure that promotes an equitable education for all Blackburn College students, with intentional focus on minimizing the academic barriers that impact the success of historically marginalized racial groups. After conducting a deep analysis of our institutional data, we developed our first Equity Plan.

Current State

A review of student attainment data over the last several years highlighted the disparity that exists among some of our student subgroups with respect to graduation rates, retention, and credit accumulation. Blackburn's student enrollment has also changed during this time period, with an increase in the number of Black/African-American, Latino/a, and Pell-eligible students so that they comprise somewhat larger proportions of our population than in previous years. The 6-year graduation rate gap between White and Latino/a students is smaller than the rate for Black/African American students. Pell-eligible students have 6-year graduation rates that are lower than those who do not receive Pell. As for retention rates, Latino/a students have the highest retention and Black/African Americans have the lowest retention rates when compared with White students. Those who receive Pell retain at lower rates than those students who do not. Black/African-American, Latino/a and Pell-eligible students all accumulate credits at a much lower rate than White or Non-Pell students.

Future Vision

The overarching goal of Blackburn's Equity Plan is to eliminate disparities in retention and degree completion rates on our campus between Black/African-American and White students, between Latino/a and White students, and between low-income and higher income students (as identified by Pell data). Our Equity Plan is integrated into our institutional Strategic Plan for 2020 to 2025 and is also a foundational portion of the second part of our Strategic Enrollment Management (SEM) plan, which consists of two parts: identifying avenues of enrollment growth and launching an institutional retention plan. To monitor the progress of our strategies, targets and interim benchmarks for leading indicators and completion metrics were set based on the most recent five-year averages.

Institutional Strategies

Blackburn College will implement four major strategies to improve persistence and to close completion rate gaps. These strategies will benefit all Blackburn students and will be available to all students; however, they have particular importance to students with the greatest attainment gaps: Black/African-American, Latino/a, and low-income students. The four major strategies are:

- 1) Beaver Boost: a scaled existing program designed to decrease DFW rates in selected gateway courses by providing intentional interventions to all students, and specifically Black/African-American students.
- 2) Beaver Access: a new program designed to retain all students, and specifically Latino/a students, who are impacted by extenuating family or personal circumstances.
- 3) Beaver Bearings: a scaled program through existing systems to embed financial literacy components and reduce financial and institutional barriers through intentional communications to all students, and specifically Pell-eligible students.
- 4) Academic Advising: modification of existing programs to allow more effective, targeted, trained advisors for all students that will result in more equitable advising process, reduction in credit accumulation gaps between groups, and reduction in advising errors.

Evaluation Plan

Blackburn's Equity Plan includes an ongoing, comprehensive evaluation designed with process-based methods and outcomes-based methods. The Office of Institutional Research will work closely with individuals responsible for implementing the Equity Plan strategies to create and administer assessment tools (both quantitative and qualitative) for measuring progress toward the plan's goals. Each of the four institutional strategies will be evaluated every semester in accordance with their associated objectives and to ensure we are making progress towards the overall goal of eliminating disparities in degree completion rates of Black/African-American, Latino/a, and Pell-eligible students. Results will be shared as part of our institutional strategic plan process, providing an opportunity for adjusting and refining strategies.

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Signature Page

[Blackburn College]

Equity Plan: 2020 - 2025


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

 [Date] 5/MAR/20

Mike Smiley; Board of Trustees, Chair

 [Date] 3/5/2020


John McClusky; Interim President

 [Date] 3.16.20

Naomi Crummey; Faculty Assembly, Chair

 [Date] 3/16/2020

Angie Morenz; Staff Assembly, Chair

 [Date] 3/18/2020

Haley Crider; Work Committee General Manager, 2019-2020

 [Date] 3/20/2020

Brianna Milich; Student Senate President, 2019-2020

1: Introduction

1a: ILEA Overview

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

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

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

By participating in ILEA, partners commit to a core set of principles:

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

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

The launch of ILEA follows a galvanizing 2017 PCC report, [“Unequal Opportunity in Illinois: A Look at Who Graduates College and Why It Matters,”](#) which found that only 33.7 percent of

Black/African-American students who start at four-year institutions earn bachelor's degrees within six years – a rate 32.7 percentage points below that of their White peers. For Latinos, 49.3 percent are earning degrees, a gap of 17.1 percentage points. The completion gap between low-income and wealthier students is also alarming: according to Advance Illinois, only 37 percent of low-income students graduate in six years while 75 percent of wealthier students do.

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

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

1b: Institution Overview

Blackburn College is a small, four-year undergraduate liberal arts college, located in Carlinville, Illinois, which is also one of 8 designated work colleges in the United States. Blackburn College is the third oldest college in the state of Illinois, now in its 177th year. It began like many other colleges, a frontier school dedicated to preparing community leaders through a liberal arts curriculum. Today, as a work college, Blackburn's model integrates both learning and work which provides students with a valuable parallel experience that prepares them academically and for the professional workforce. Blackburn College has the distinction of having the only student managed work program in the United States.

The Work Program was first implemented in 1913 by Dr. William Hudson as the "Work Plan." The plan was modeled after a program at Park College in Parkville, Missouri. Several years later, students were given leadership responsibility for the program. That leadership responsibility has evolved into an organization run and managed by more than 500 young adults, and is an important part of student learning, personal growth, and development providing invaluable opportunities for hands-on leadership experience. Through the Work Program, a student's development and learning is accomplished through the students' active engagement in work, internship, and service experiences both on and off campus. These work opportunities are guided with the active support and collaboration of college faculty and staff, community partners, and student leaders.

Being a work college means that Blackburn has access to Federal funding through the collaborative effort of the Work Colleges Consortium (WCC). It means that the institution is committed to student service and learning, much like the seven other WCC institutions. The eight schools have developed very different models, but at the core believe that work within community supports student learning.

The college has achieved a 99% placement rate for its students into graduate school or work after attaining a Blackburn College degree.

Mission, Values, and Vision

Blackburn College links a rigorous and affordable liberal arts education with a unique student-managed Work Program preparing graduates for careers, community engagement and lifelong learning. The Blackburn community values critical and independent thinking, leadership development, diversity and inclusion, service, shared governance, and moral responsibility. Blackburn's vision is to provide students with a distinctive and innovative model of American higher education, grounded in scholarship, student leadership, and cultivated through a community of integrated work, learning, and service.

Location

Blackburn College is located in Carlinville, Illinois, a small rural town of 5,700, in Macoupin County. Demographically as of the latest census, the racial/ethnic group population of Carlinville, Illinois is majority White at 91%, 3% Black/African-American, 2.7% Hispanic, with a smaller population of Asian and other ethnic groups. 99% of the Carlinville population are U.S. citizens. Carlinville is 40 miles southwest of Springfield, IL and 60 miles northeast of St. Louis, MO. Amtrak links the city and college with Chicago, St. Louis, and several other major Midwestern cities. Carlinville has been called one of the "Best Small Towns in America" and is also the seat of Macoupin County.

Carlinville offers the small-town America, with brick streets around the town square, many parks, and historical homes and buildings, while being within an easy drive of the urban center of St. Louis, Missouri. The safe, rural location provides an excellent environment for higher education, and the College provides an academic and cultural resource for the area. Blackburn College is also among the lowest priced private institutions in the region.

Student population

Students are mostly drawn from rural Illinois, metro Chicago, and metro St. Louis. For the last three years, the student demographics were majority white with approximately 22% of the student population being students of color. As of the Fall 2019 census date, the students of color population declined to 19% and is comprised of the following: 9.4% Black/African-American, 4.3% Hispanic/Latino, 2.9% Two or More Races, 1.4% Asian, 0.4% American Indian or Alaska Native. Many students are low-income and first generation college students, with over 60% qualifying as Pell eligible and for grant funding available through the Illinois Monetary Award Program (MAP). Admissions standards insist on college-readiness, resulting in an average ACT of 21 and high school GPA of 3.5.

Faculty/Staff/Administration

As of Fall 2019, Blackburn had 32 Full time faculty: 22 tenured (12 men and 10 women: 1 Black/African-American Male, 20 White, 1 Unknown), 10 tenure-track/contract (4 men, 6 women: 1 Black/African-American, 1 Asian, 8 White). Blackburn also had 56 full-time staff (32 men and 24

women: 3 Black/African-American, 1 Hispanic/Latino, 50 White, 1 Unknown). The President's Cabinet is comprised of 7 members who are counted in the staff numbers described above.

Degrees

Blackburn College offers the Bachelor of Arts degree with a major in these fields: Art, Graphic Design, Biology, Business, Biochemistry, Chemistry, Communications, Computer Science, Elementary Education, Foreign Language: Spanish (K-12) Education, Middle Grades Education, Physical Education (K-12), Secondary English Education (9-12), Secondary Mathematics Education (9-12), Secondary Social Science Education: History (9-12), Educational Studies Paraprofessional Track, Creative Writing, English, History, Mathematics, Spanish, Arts Administration, Theatre, Organizational Leadership, Sport Management, Political Science, Pre-Law, Psychology, and Justice Administration

Relevant history related to equity

In addition to merit-based financial aid, Blackburn is focused on need-based aid and over time has created a variety of initiatives that has provided an opportunity for qualifying students to attend tuition-free. One of these initiatives (Affordable Access Award) directly contributed to the increase in student of color enrollments.

Blackburn College implemented the Affordable Access Award (AAA) program in fall 2014 through fall 2017. AAA allowed students with a \$0 Estimated Family Contribution on the FAFSA to attend tuition-free. This award program contributed to a 50% increase in freshman enrollment. Unfortunately, the AAA program was not financially sustainable and was suspended for fall 2018 when different financial aid methods were implemented with enrollment plans.

The Blackburn College Work Program, as of spring 2018, instituted a hiring policy for all student workers and those holding leadership roles in the program. Prior to the development of hiring guidelines there was a practice of supervisors offering positions based on personal relationships, which meant not everyone had access to positions, at times even knowledge of positions being open. The change in policy came from anecdotal evidence that students of color felt "stuck" in entry level positions or departments, and students were indicating that they didn't know how to access different roles. Data obtained from Institutional Research supported the anecdotal evidence; students of color were not employed in all 12 departments equally.

The policy was built to ensure that everyone on campus has access to job postings, a clear understanding of position requirements, and to expect a fair and consistent hiring process. Generally, positions must be advertised for 5 business days, through campus announcements and flyers. There are consistent criteria for what the advertisement must contain: application deadline and requirements, job description, Equal Opportunity statement and contact information. The policy also includes a listing of application materials required, at a minimum, an application but leadership positions could require applicants to additionally submit a resume, letters of reference, and a cover letter/letter of intent.

How ILEA fits with Blackburn's Goals and Mission

Blackburn's goal is to prepare graduates for careers, community engagement, and lifelong learning. As a community our values include diversity and inclusion, service, and moral responsibility. ILEA's initiative drives our mission forward by providing a supportive structure that promotes an equitable education for all Blackburn College students, with intentional focus on minimizing the academic barriers that impact the success of historically marginalized racial groups. It is only by developing a targeted strategic plan that Blackburn College can successfully ensure that our moral responsibility is upheld.

1c: Equity Statement

The college held an on-campus half-day retreat in May, 2019 and one objective was the development of a campus equity statement. Fifteen individuals attended, including 11 faculty (29% of full-time faculty), three staff, and two administrators (President and Provost). The statement, as drafted during that event, is:

Equity is an intentional focus for creating opportunities for all Blackburn community members which we achieve through providing supports that allow for intellectual, social, academic development and success.

We define Blackburn community members as students, faculty, staff, administration and the Board of Trustees.

To create an equitable community where everyone can thrive, particularly historically marginalized populations, we must rely on data which provides outcomes-based evidence that reveals significantly different outcomes for different populations. Therefore, our institutional decisions must be data-driven and ongoing to help eliminate any barriers to success.

In order to foster an equity-driven community, Blackburn College is committed to:

- Identifying barriers to access and success
 - Address issues of bias, discrimination and exclusion
 - Continually review policies and practices to remove barriers and inequities that negatively impact historically marginalized groups such as:
 - Women
 - Black or African-American
 - Hispanics of any race
 - American Indian or Alaska Native
 - Asian
 - Native Hawaiian or other Pacific Islander
 - Non-binary
 - LGBTQ
 - Low-income
-

Campus constituency groups are in the process of vetting and revising the statement during spring 2020, with the hope to have a final version in place before fall 2020.

1d: Purpose of the Equity Plan

The ILEA Equity Plan is intended to serve as a roadmap for outlining how [your college or university] will work toward closing gaps in degree attainment for low-income, first generation, Black/African-American, and Latino/a students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, this initiative prioritizes urgent action on equitable degree completion outcomes for students across racial and socioeconomic groups. Below please find the degree completion disparities between the following target student groups:

- Black/African-American and White students
- Latino/a students and White students
- Students receiving Pell grants and those not receiving Pell grants

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

1e: Campus Engagement Plan

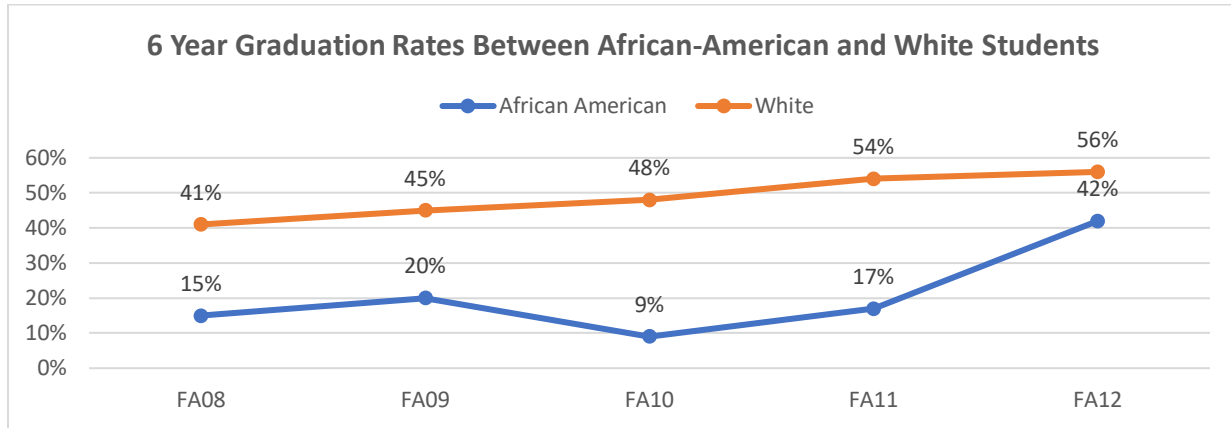
The president, provost, two faculty members, director of institutional research and the director of diversity, student success and inclusion made up the ILEA Equity Plan core team and were responsible for spearheading the initial development of the plan and engaging the campus community. Faculty, staff and administrators were invited to participate in the design of the equity attainment plan via campus wide email, and announcements given at the Institutional Planning committee, and faculty and staff assemblies.

Core team members also maintained consistent communication with campus stakeholders through various campus forums. The college held an on-campus half-day retreat in May, 2019 to obtain faculty and staff suggestions pertaining to the formulation of the equity statement, and strategies that would be effective toward the retention and completion gaps for Pell, Latino/a and Black/African-American students. As the institution is in the process of completing a 5-year strategic plan, the Blackburn ILEA team's goal is to communicate the ILEA Equity Plan concurrently with the strategic plan to the broader campus community during the Fall of 2019.

Blackburn's broader community comprised faculty, staff and the Board of Trustees were engaged according to the following calendar: August 16th, at the first fall faculty assembly the ILEA draft was discussed and faculty were recruited for participation in furthering the development of the strategies, and the same took place August 28th, at the staff assembly. This group was called the ILEA Strategy Team and met the first week of September. The revised ILEA draft was presented for vetting on September 18 and 19th at faculty and staff assemblies. Both the ILEA Core & Strategy Teams met in early October to discuss applicable changes, and a revised ILEA draft was presented during the October 16th and 17th assembly meetings. In December, the ILEA Core Team and ILEA Strategy Team members met to discuss implementation steps for Spring 2020. The revised draft was shared with the Board of Trustees during their February 2020 meeting.

2. Current State

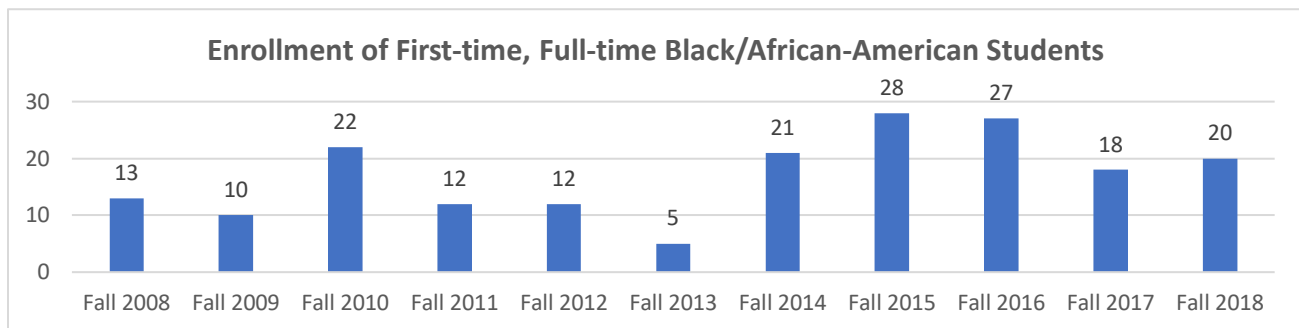
2a: Black/African-American Students



	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Black or African-American	White	Black or African-American	White	Black or African-American	White	Black or African-American	White	Black or African-American	White
Cohort (N)	13	149	10	128	22	119	12	120	12	113
Graduated (N)	2	61	2	58	2	57	2	65	5	63
Graduated (%)	15%	41%	20%	45%	9%	48%	17%	54%	42%	56%

While the graduation rate gap between Black/African-American students and White students has been as high as 39% in fall 2010, the gap decreased to 14% in fall 2012. Additional analyses may be needed to see what the graduation rate gap was prior to fall 2008 during which time football was integral in Blackburn's history. There may be a correlation to the lower graduation rates for fall 2009 through 2011 since fall 2008 was the last year that football was played at Blackburn. There also may be a correlation to the increased graduation rates in fall 2012 due to the implementation of Learning Communities which began in fall 2009.

Prior to fall 2014, Blackburn's enrollment of first-time, full-time Black/African-American students averaged 12. The average enrollment for the past five years has been 23 students.



Strategies

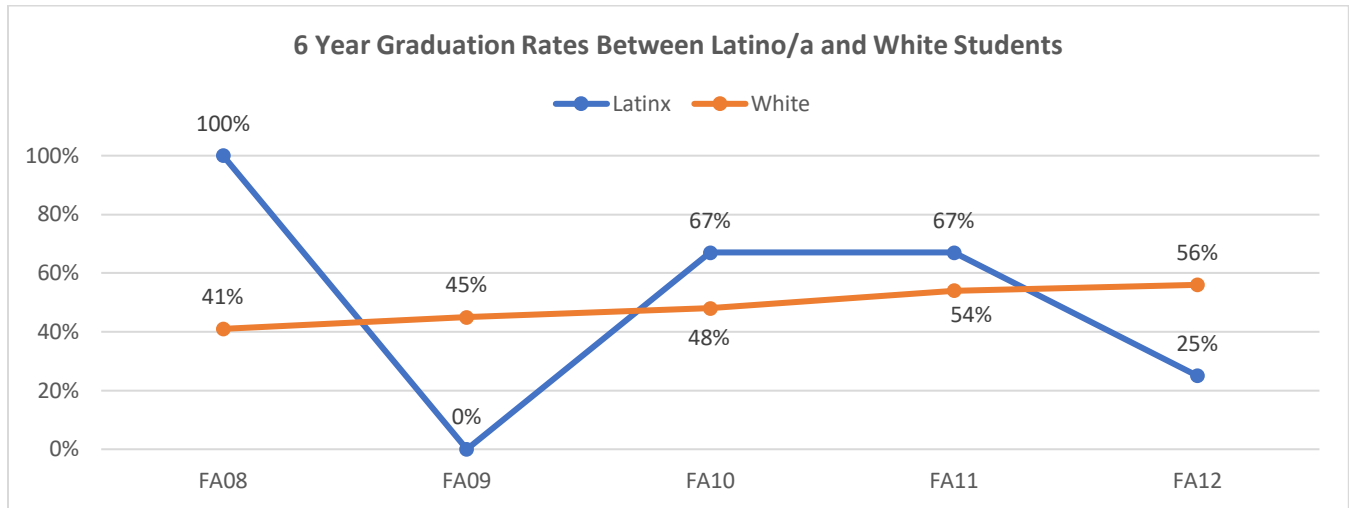
- 1) The Mueller Scholarship Fund was established to provide an avenue to college for at risk students from E. St. Louis, IL. The Mueller Scholarship Fund has not functioned as a program since there has been no programmatic structure or requirements for the students who are recipients of the fund; thus, it would be more accurate to describe it as an initiative. The community of E. St. Louis is predominantly Black/African-American (95%) and long plagued by unemployment and poverty (44.7% poverty rate and 66% of children under 18 live in poverty) and an annual median household of \$20,000. Students are identified primarily (not 100% of students come from E. St. Louis as in some years students with high need from primarily rural areas have been awarded assistance as well) through the Griffin Center, an established 501(c)(3) serving children and teens of the community. The Griffin Center is an agency of the Catholic Urban Programs and has a mission “to help the African-American families it serves, most of whom have been on welfare for generations, to break the cycle of poverty.” The Mueller Scholarship Fund supports students demonstrating academic potential as they strive to create a better future by filling the gap in covering tuition, room and board left after federal and state aid is applied. There have been no formal evaluation measures implemented for the Mueller Scholarship Fund. As of February, 2019, we can report that there have been 16 total recipients with four of those recipients completing their degree requirements through Blackburn. This Scholarship Fund will be reviewed during the 2019-20 year and may conclude.
- 2) The Associated Colleges of Illinois (ACI) Peer Mentoring Program is a peer mentoring program that pairs one upperclassman with five incoming new freshman mentees. The Student Life staff oversee this program (typically, the Director of New Student Orientation and Student Success serves as the Campus Coordinator). Blackburn had one mentor and seven mentees in 2016-17 and has since had two mentors and 10 mentees per year. Across the three years of participation, three of the five mentors have been Black/African American and 16 of the 27 mentees have been Black/African American. The mentor and mentee relationship is encouraged through weekly meetings, group trips and activities, academic workshops, etc. The mentees benefit from a close and ongoing relationship with their mentor. In addition, they may access funds that the campus coordinator distributes. Mentors and mentees have access to programming funds for lunch meetings, bonding activities, and trips to encourage a relationship and community building. There are also emergency funds set aside for mentees in case of unanticipated needs, travel, etc.

The ACI Peer Mentoring Program's goal is to increase the number of Illinois' minority, low-income and/or first-generation students who persist and succeed in college. Blackburn's program criteria include students that meet at least three of the following four criteria: identified as a student of color, was a first generation college student, had an EFC below \$1000, or was from a particular region (the Chicago area, the East St. Louis area, or rural Illinois). Through ACI, there is an annual evaluation mechanism in place where annual reports are submitted regarding outcomes and success measures, including retention data. So far, 15 of the 27 mentees are either still enrolled or have graduated. The remaining 12 withdrew.

- 3) The Black Student Union (BSU) is a co-curricular program which is student led and designed to provide a community gathering space for Black/African-American students. The BSU supports students academically by offering group study sessions and strategies for academic improvement (such as a course grade log to track academic performance, and instructor communication plans to facilitate student-faculty discussions). The BSU also serves as a retention support mechanism by providing a culturally identifiable platform where Black/African-American students feel engaged and better connected to the campus community. Membership averages around 10 students.

- 4) The Minority Male Academy (MMA) was a co-curricular program designed specifically for racial minority students to provide academic and professional mentorship. MMA offered study tips, academic management advice, strategies for maintaining self-care, and a space for community and friendship. MMA has served African American and Latino/a students; however, due to staffing changes, the program is no longer offered.

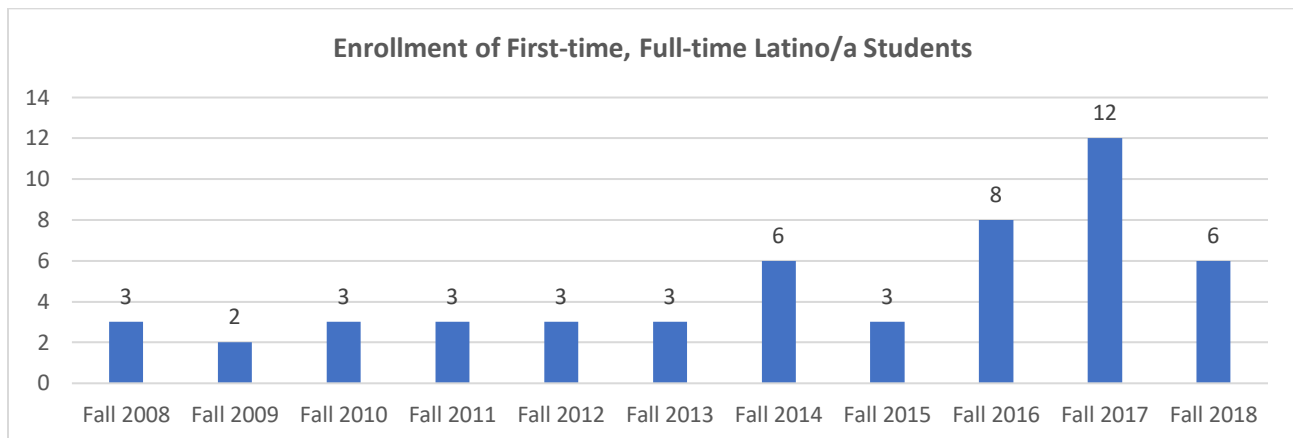
2b: Latino/a Students



	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Latino/a	White	Latino/a	White	Latino/a	White	Latino/a	White	Latino/a	White
Cohort (N)	3	149	2	128	3	119	3	120	4	113
Graduated (N)	3	61	0	58	2	57	2	65	1	63
Graduated (%)	100%	41%	0%	45%	67%	48%	67%	54%	25%	56%

With two exceptions (fall 2009 and 2012 cohorts), Latino/a students have graduated at a higher rate than their white peers. Over the three prior years of 6-year graduation rate data, Latino/a students graduated at an average of 14 points higher. These are small numbers that we are looking at and thus it is very hard to draw any trends among the students. It may be helpful to look back at the individual students and see if they have anything in common (high schools, student-athletes, major, etc).

Prior to fall 2014, Blackburn's enrollment of first-time, full-time Latino/a students averaged 3. The average enrollment over the past five years has been 7 students.



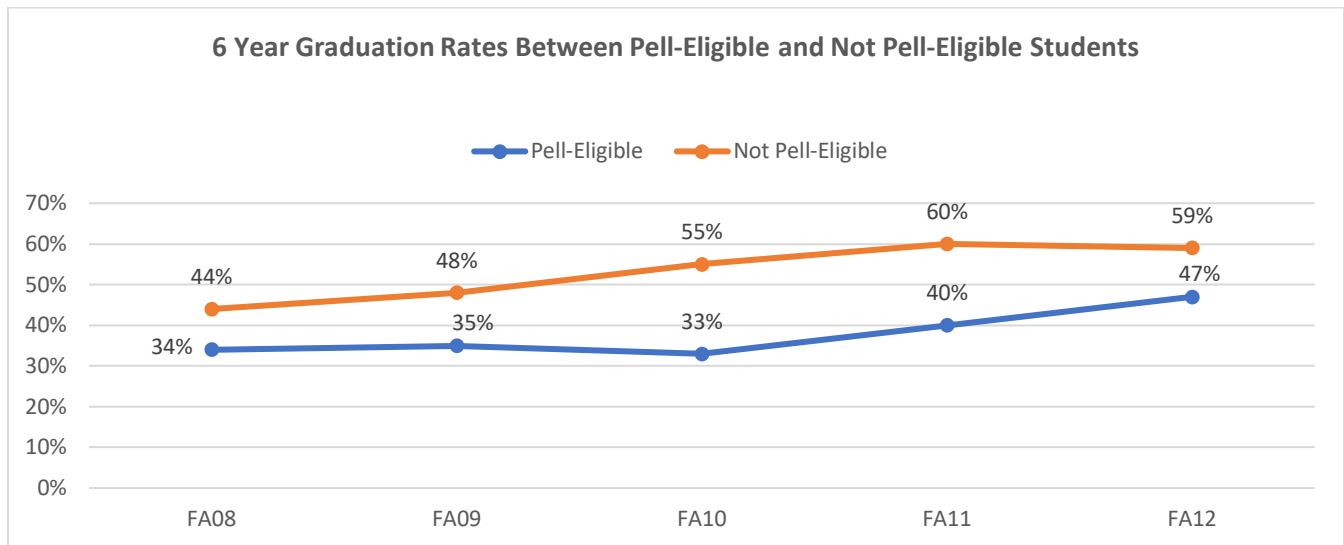
Strategies

- 1) The Associated Colleges of Illinois (ACI) Peer Mentoring Program is a peer mentoring program that pairs one upperclassman with five incoming new freshman mentees. Blackburn had one mentor and 5 mentees in 2016-17 and has since had two mentors and 10 mentees per year. Across the three years of participation, one of the five mentors was Latino/a and two of the 27 mentees were Latino/a. The mentor and mentee relationship is encouraged through weekly meetings, group trips and activities, academic workshops, etc. The mentees benefit from a close and ongoing relationship with their mentor. In addition, they may access funds that the campus coordinator distributes. Mentors and mentees have access to programming funds for lunch meetings, bonding activities, and trips to encourage a relationship and community building. There are also emergency funds set aside for mentees in case of unanticipated needs, travel, etc.

The ACI Peer Mentoring Program's goal is to increase the number of Illinois' minority, low-income and/or first-generation students who persist and succeed in college. Blackburn's program criteria include students that meet at least three of the following four criteria: identified as a student of color, was a first generation college student, had an EFC below \$1000, or was from a particular region (the Chicago area, the East St. Louis area, or rural Illinois). Through ACI, there is an annual evaluation mechanism in place where annual reports are submitted regarding outcomes and success measures, including retention data.

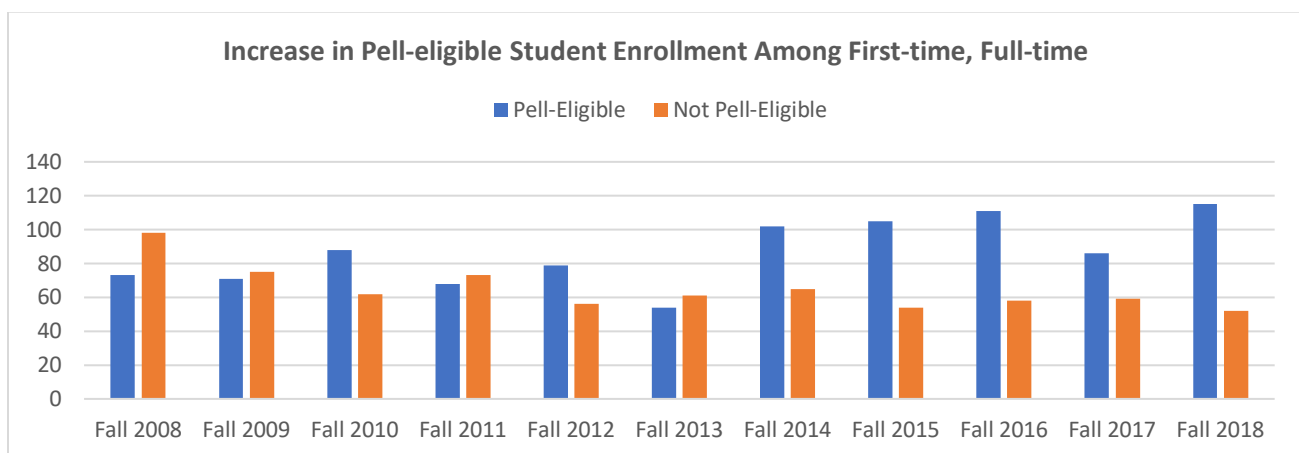
- 2) The Spanish Club is a co-curricular program which serves as a language-based student-led organization. The club also serves as a culturally inclusive gathering space for Latino/a identifying students. The Spanish Club provides academic support specific to the study and retention of the Spanish language and serves about 14 students.

2c: Students receiving Pell Grants



	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Pell-Eligible	Not Pell-Eligible	Pell-Eligible	Not Pell-Eligible	Pell-Eligible	Not Pell-Eligible	Pell-Eligible	Not Pell-Eligible	Pell-Eligible	Not Pell-Eligible
Cohort (N)	73	98	71	75	88	62	68	73	79	56
Graduated (N)	25	43	25	36	29	34	27	44	37	33
Graduated (%)	34%	44%	35%	48%	33%	55%	40%	60%	47%	59%

While the graduation rate gap between Pell-eligible students and Not Pell-eligible students has been as high as 22% in fall 2010, the gap decreased to 12% in fall 2012. Prior to fall 2014, Blackburn's new first-time, full-time enrollment of Pell-eligible students averaged 72 while enrollment of Not Pell-eligible averaged 71. The average enrollment for the past five years of Pell-eligible has increased to 104 students and the average enrollment of Not Pell-eligible has decreased to 58.



Strategies

The Associated Colleges of Illinois (ACI) Peer Mentoring Program is a peer mentoring program that pairs one upperclassman with five incoming new freshman mentees. Blackburn had one mentor and 5 mentees in 2016-17 and has since had two mentors and 10 mentees per year. The mentor and mentee relationship is encouraged through weekly meetings, group trips and activities, academic workshops, etc. The mentees benefit from a close and ongoing relationship with their mentor. In addition, they may access funds that the campus coordinator distributes. Mentors and mentees have access to programming funds for lunch meetings, bonding activities, and trips to encourage a relationship and community building. There are also emergency funds set aside for mentees in case of unanticipated needs, travel, etc. The ACI Peer Mentoring Program's goal is to increase the number of Illinois' minority, low-income and/or first-generation students who persist and succeed in college. Blackburn's program criteria include students that meet at least three of the following four criteria: identified as a student of color, was a first generation college student, had an EFC below \$1000, or was from a particular region (the Chicago area, the East St. Louis area, or rural Illinois). Through ACI, there is an annual evaluation mechanism in place where annual reports are submitted regarding outcomes and success measures, including retention data.

- 1) LE 106 Academic Skills Courses are an initiative to provide curricular support to gateway courses for students who may not be as prepared for college-level coursework. The one-hour co-requisite course provides students with an opportunity to review, practice and refine vital academic skills relating to a particular content area class. The class is taught in close collaboration with the associated class, addressing such topics as reading comprehension, active reading, arithmetic, listening, studying, note-taking, time management, and/or self-assessment skills. So far, LE 106 has been provided for Liberal Arts Math, Intermediate Algebra, Chemistry, Biology, Psychology, Precalculus, Introduction to American Law, and US National Government. In the two years that LE 106 courses have been offered, 145 students have been enrolled and 80% of those students were Pell recipients.
- 2) Give Something Back (Give Back) provides college scholarships and mentoring to students who have faced economic hardship and other adversities such as foster care or other incarceration of a parent. Give Back scholars are academically motivated and resilient. Most are first generation college students who come from families below the poverty line. Special outreach is given to students who have experienced heightened social risks such as foster care or the incarceration of a parent. Every Give Back scholar receives a full scholarship that covers college tuition, fees, room and board, lifting the heavy financial burden associated with higher education. Scholars are required to take a rigorous course load, remain in good academic standing and demonstrate strong character. A pillar of our program is our volunteer mentors who support, challenge, guide and hold their scholars accountable throughout high school. (Description taken from <https://www.giveback.ngo/about-us/>)

3. Future Vision

Goal

The goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates on our campus between Black/African-American and White students, between Latino/a and White students, and between low-income and higher income students (as indicated by Pell receipt). We are focusing on First-time, Full-Time students and Transfer Students.

The goal of Blackburn’s institutional equity plan is to:

- Provide intentional interventions to Black/African-American students to help improve course success rates and reduce length of time to complete graduation requirements
- Retain Latino/a students who are impacted by extenuating family or personal circumstances and who might otherwise not complete coursework or return upon withdrawal
- Provide intentional communication to Pell students as applies to financial and academic expectations to reduce institutional barriers.

Our overarching goal is to improve degree completion for the following target populations. We acknowledge that we have small numbers in some of these populations. Appendix A contains historical data that was used in setting the benchmarks below, primarily through a methodology looking at the most recent five-year averages and establishing projected benchmarks.

First Year Students

Cohort	Credits accumulated first fall (at least 15)					Credits accumulated first year (at least 30)				
	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
	# and % achieving at least 15 credits					# and % achieving at least 30 credits				
FA 2019	8, 35%	3, 43%	72, 60%	50, 48%	35, 60%	6, 32%	2, 33%	68, 69%	45, 56%	36,70%
FA 2020	9, 39%	4, 57%	72, 60%	53, 51%	35, 60%	7, 37%	3, 50%	68, 69%	48, 59%	36,70%
FA 2021	10, 43%	5, 71%	72, 60%	56, 54%	35, 60%	8, 42%	4, 67%	68, 69%	51, 63%	36,70%
FA 2022	11, 48%		72, 60%	59, 57%	35, 60%	9, 47%	5, 83%	68, 69%	54, 67%	36,70%
FA 2023	12, 52%		72, 60%	61, 59%	35, 60%	10, 53%		68, 69%	57, 70%	36,70%
FA 2024	13, 57%		72, 60%	63, 61%	35, 60%	11, 58%		68, 69%	60, 74%	36,70%
Cohort	Fall 1 to Fall 2 persistence					Credits accumulated by end of second year (at least 60)				
	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
	# & %					# and % achieving at least 60 credits				
FA 2019	13, 57%	5, 63%	78, 65%	61, 60%	42, 71%	4, 36%	1, 33%	51, 68%	31, 56%	27, 69%
FA 2020	14, 58%	6, 75%	78, 65%	64, 63%	42, 71%	5, 45%	2, 67%	51, 68%	33, 60%	27, 69%
FA 2021	15, 62%		78, 65%	67, 66%	42, 71%	6, 55%		51, 68%	35, 64%	27, 69%
FA 2022	16, 67%		78, 65%	70, 69%	42, 71%	7, 64%		51, 68%	37, 67%	27, 69%
FA 2023	17, 71%		78, 65%	73, 72%	42, 71%	8, 72%		51, 68%	39, 71%	27, 69%
FA 2024	18, 75%		78, 65%		42, 71%			51, 68%		27, 69%

Cohort	First Year Students					Transfer Students				
	Fall 2 to Fall 3 persistence					Degree in less than 4 years				
	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
FA 2019	9, 36%	2, 33%	67, 54%	49, 46%	35, 59%	1, 7%	1, 33%	13, 37%	8, 26%	9, 45%
FA 2020	10, 40%	3, 50%	67, 54%	52, 49%	35, 59%	2, 22%	2, 67%	13, 37%	10, 32%	9, 45%
FA 2021	11, 44%	4, 67%	67, 54%	55, 52%	35, 59%	3, 33%		13, 37%	12, 38%	9, 45%
FA 2022	12, 48%		67, 54%	58, 55%	35, 59%	4, 44%		13, 37%	14, 45%	9, 45%
FA 2023	13, 52%		67, 54%	61, 58%	35, 59%			13, 37%	16, 52%	9, 45%
FA 2024	14, 56%		67, 54%	64, 60%	35, 59%			13, 37%		9, 45%

Cohort	Degree in 4 Years (n, %)									
	First-time students					Transfer students				
	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	2, 14%	1, 25%	44, 37%	24, 31%	28, 45%	2, 25%	1, 50%	16, 45%	11, 38%	10, 50%
Fall 2020	3, 21%	2, 50%	44, 37%	27, 35%	28, 45%	3, 38%		16, 45%	12, 41%	10, 50%
Fall 2021	4, 29%		44, 37%	30, 38%	28, 45%	4, 50%		16, 45%	13, 45%	10, 50%
Fall 2022	5, 36%		44, 37%	33, 42%	28, 45%			16, 45%	14, 48%	10, 50%
Fall 2023	6, 42%		44, 37%	36, 46%	28, 45%			16, 45%	15, 52%	10, 50%
Fall 2024			44, 37%		28, 45%			16, 45%		10, 50%
Cohort	Degree in 5 Years (n, %)									
	First-time students					Transfer students				
	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	4, 32%	1, 33%	54, 46%	28, 38%	32, 50%	2, 36%	2, 40%	19, 50%	11, 42%	12, 54%
Fall 2020	5, 42%	2, 66%	54, 46%	31, 43%	32, 50%	3, 43%		19, 50%	12, 46%	12, 54%
Fall 2021	6, 50%		54, 46%	34, 47%	32, 50%	4, 57%		19, 50%	13, 50%	12, 54%
Fall 2022			54, 46%	37, 51%	32, 50%			19, 50%	14, 54%	12, 54%
Fall 2023			54, 46%		32, 50%			19, 50%		12, 54%
Fall 2024			54, 46%		32, 50%			19, 50%		12, 54%
Cohort	Degree in 6 Years (n, %)									
	First-time students					Transfer students				
	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black/African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	3, 21%	2, 52%	61, 49%	29, 38%	39, 53%	2, 29%	1, 50%	18, 50%	10, 37%	12, 55%
Fall 2020	4, 29%		61, 49%	32, 42%	39, 53%	3, 43%		18, 50%	12, 44%	12, 55%
Fall 2021	5, 36%		61, 49%	35, 46%	39, 53%	4, 57%		18, 50%	14, 52%	12, 55%
Fall 2022	6, 42%		61, 49%	38, 50%	39, 53%			18, 50%	16, 59%	12, 55%
Fall 2023	7, 50%		61, 49%	41, 54%	39, 53%					
Fall 2024			61, 49%		39, 53%					

4. Institutional Strategies

The following institutional strategies are applicable and available to all Blackburn students. Given the historical inequities impacting the academic success of Black/African-American, Latino/a, and Pell Grant recipient demographic groups, these programs are intentionally designed to help significantly impact equity in degree completion for these three particular student groups.

Strategy 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.

Strategy 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)

Strategy 3: The Beaver Bearings 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 amount 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

Strategy 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.

5. Evaluation Plan

Strategy	Assessment Measure	Description of Method	Timeframe
Beaver Boost	Quantitative; reduce DFI rates in selected courses	Conduct review of end-of-course grades from term to term	Semester, Fall 2019 (existing courses) and expand to other courses by Fall 2020
Beaver Access	Quantitative & Qualitative; Assess students' utilization of services provided and students' knowledge of services available	1. Usage-based logs 2. For knowledge of service, survey of students at year end	Annual, to begin Fall 2020
Beaver Bearings	Quantitative & Qualitative; Assess students' utilization of services provided and students' knowledge of services available and academic/financial expectations	1. Usage-based logs 2. For knowledge of service, survey of students at year end 3. Assignment with reflection component that can be graded with rubric on financial literacy (random selection)	Annual, to begin Fall 2020
Academic Advising	Quantitative & Qualitative; Reduce difference between attempted hours among student groups; Obtain student feedback on advising experience	1. Compare attempted hours and earned hours at various points and among student groups 2. Focus groups	Annual, to begin Fall 2021

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Strategy 1 (Beaver Boost)	Reallocate existing funding in Y1; additional funding required in Y2 and beyond as additional courses are added	Redirect funding to equity-based approaches and tied to strategic plan goals.	Target portion of any new base operating funding to strategic plan as pertains to retention and enrollment.
Strategy 2 (Beaver Access)	Utilize existing funds in Benevolent Beaver program; If the fund is low, seek additional funds from donors	Existing source from donors	Target additional donors to increase fund as pertains to equity initiatives as tied to the strategic plan
Strategy 3 (Beaver Bearings)	Reallocate existing funding in Y1; additional funding required in Y2 and beyond	New revenue source is needed - additional funds to be allocated from alternate source for remaining Pell population)	Target portion of any new base operating funding to strategic plan as pertains to retention and enrollment.
Strategy 4 (Academic Advising)	Reallocate existing funding in Y1; additional funding required in Y2 and beyond	Existing operating funds	Target portion of base operating funding to strategic plan as pertains to retention and enrollment.

Our first institutional strategy is the Beaver Boost. The purpose of the program is to decrease DFW rates for Black/African-American students, as well as all students, in select courses to improve course success rates and length of time to complete graduation requirements. If new courses with high DFW rates are identified, additional funding resources will need to be sourced to fund the additional co-requisite courses. This will be a scaled program which will require existing funds to be reallocated to the specific needs of the Beaver Boost program. To ensure that this program is financially sustainable, its funding will be tied to the strategic plan.

Our second institutional strategy is the Beaver Access program. The purpose of the program is to offer increased academic access to Latino/a students, as well as all students, during personal or family emergencies. The program will rely on funding available through the existing Benevolent Beaver program. Therefore, the funding will need to be supplemented by gifts from existing donors. To ensure that this program is financially sustainable, its funding will also be tied to the strategic plan.

Our third institutional strategy is the Beaver Bearings program. Its purpose is to reduce institutional barriers by acclimating students to the financial and academic expectations of college. This will be a scaled program which will require existing funds to be reallocated to the specific needs of the Beaver Bearings program for the first year and additional funding streams will be necessary for the second year and beyond. To ensure that this program is financially sustainable, its funding will be tied to the strategic plan.

Our fourth institutional strategy is to adopt an Advising Model that better serves students through more effective, targeted, trained advising and provides an equitable process for assisting in their degree completion plans. Its purpose is to create a system whereby only faculty and staff who want to advise do so. This will be a scaled program that requires modifications to the current advising model and will require some funding for training and ongoing support for advisors. To ensure that this program is financially sustainable, its funding will be tied to the strategic plan.

7. Timeline

The ILEA strategies have been incorporated in the Blackburn Strategic Plan as well as the institutional Retention Plan. Currently, a team focusing on developing the institutional Retention Plan is meeting on a regular basis to develop the steps needed to operationalize and implement all of the components in the Retention Plan, including the ILEA strategies. We plan to have those steps documented by the end of spring 2020, so that implementation can begin in fall 2020. We foresee, given recent world-wide events with the Coronavirus, that our initial timeline (depicted in the Evaluation section of this plan) will have to be revised as we determine more of the longer-term implications and impact of the pandemic.

8. ILEA Team

ILEA Core Team	
John McClusky	Interim President
Greg Meyer	Interim Provost
Kristi Nelms	Director of Institutional Research
Eda Watts	Director of Diversity, Student Success and Inclusion (Resigned December 2019)
Ed Boamah	Faculty, Mathematics
Karen Dillon	Faculty, English & Communication
Laura Zucca-Scott	Faculty, Education (Resigned June 2019)
Julie Murray-Jensen	President (Resigned December 2019)
ILEA Strategy Team	
Cindy Rice	Faculty, Education
Vladimir Fleurimond	Faculty, Business & Economics
Natasha Casey	Faculty, English & Communication
Karissa Chism	Assistant Director, Financial Aid
Rachel Stull	Director, Retention, Orientation & Disability Services
Marsh-Allen Smith	VP of Student Affairs (Resigned January 2020)
Angie Morenz	Dean of Work
Key Campus Leaders Consulted for Equity Plan Development	
Barbara Clark	Academic Support
Ed Zalisko, Chris Morin, Karl Luth	Natural Science
Laura Wiedlocher, Michelle Stacy, Cindy Rice	Social Science
Karen Dillon, Naomi Crummey, Carter Aiken	Humanities

8. Glossary

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

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

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

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

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

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

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

Leading Indicator – A metric that has evidence of being a predictor of a specific outcome. A leading indicator is often referred to as an early momentum indicator. We are interested in tracking a set of metrics that have evidence of predicting degree completion and measuring progress toward that goal. For community colleges, these metrics include: credits accumulated first fall, credits accumulated first year, gateway course completion, and fall 1 to fall 2 persistence. For 4-year universities, these metrics include: credits accumulated first fall, credits accumulated first year, gateway course completion in year 1, fall 1 to fall 2 persistence, credits accumulated by end of second year, and fall 2 to fall 3 persistence.

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

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

9. Appendix – Historical Data

First-Year Students

Cohort	Credits accumulated first fall (at least 15)					Credits accumulated first year (at least 30)				
	Black or African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black or African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
	# and % achieving at least 15 credits					# and % achieving at least 30 credits				
Fall 2014	21, 6 (29%)	6, 0 (0%)	132, 75 (57%)	102, 46 (45%)	65, 40 (62%)	16, 4 (25%)	5, 2 (40%)	105, 65 (62%)	78, 39 (50%)	55, 35 (64%)
Fall 2015	28, 9 (32%)	3, 1 (33%)	121, 64 (53%)	105, 51 (49%)	54, 28 (52%)	24, 6 (25%)	3, 0 (0%)	106, 65 (61%)	91, 45 (49%)	48, 30 (63%)
Fall 2016	27, 12 (44%)	8, 3 (38%)	120, 71 (59%)	111, 39 (35%)	58, 35 (60%)	21, 8 (38%)	8, 4 (50%)	96, 77 (80%)	87, 65 (75%)	50, 36 (72%)
Fall 2017	18, 8 (44%)	12, 5 (42%)	106, 71 (67%)	86, 46 (53%)	59, 43 (73%)	14, 5 (36%)	10, 5 (50%)	86, 63 (73%)	68, 34 (50%)	51, 42 (82%)
Fall 2018	20, 5 (25%)	6, 5 (83%)	120, 74 (62%)	115, 67 (58%)	52, 31 (60%)					
Average	35%	39%	60%	48%	61%	31%	35%	69%	56%	70%

Cohort	Fall 1 to Fall 2 persistence					Credits accumulated by end of second year (at least 60)				
	Black or African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	Black or African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
	# & %					# and % achieving at least 60 credits				
Fall 2014	21, 11 (52%)	6, 3 (50%)	132, 89 (67%)	102, 60 (59%)	65, 49 (75%)	9, 3 (33%)	3, 1 (33%)	81, 58 (72%)	51, 31 (61%)	47, 33 (70%)
Fall 2015	28, 16 (57%)	3, 2 (67%)	121, 79 (65%)	105, 65 (62%)	54, 38 (70%)	13, 4 (31%)	3, 1 (33%)	76, 51 (67%)	59, 33 (56%)	37, 25 (68%)
Fall 2016	27, 13 (48%)	8, 5 (63%)	120, 69 (58%)	111, 60 (54%)	58, 34 (59%)	12, 5 (42%)	4, 1 (25%)	67, 45 (67%)	55, 30 (55%)	33, 23 (70%)
Fall 2017	18, 13 (72%)	12, 9 (75%)	106, 74 (70%)	86, 55 (64%)	59, 47 (80%)					
Average	57%	64%	65%	60%	71%	35%	30%	69%	57%	69%

FIRST YEAR STUDENTS

Cohort	Fall 2 to Fall 3 persistence				
	Black or African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2014	21, 5 (24%)	6, 3 (50%)	132, 65 (49%)	102, 38 (37%)	65, 40 (62%)
Fall 2015	28, 12 (43%)	3, 1 (33%)	121, 72 (60%)	105, 56 (53%)	54, 35 (65%)
Fall 2016	27, 11 (41%)	8, 3 (38%)	120, 64 (53%)	111, 53 (48%)	58, 30 (52%)
Average	36%	40%	54%	46%	60%

4 Year Graduation Rates

4 Year Rates	FA08		FA09		FA10		FA11		FA12		FA13		FA14		Average	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	Black/African-American	13	15%	10	10%	22	9%	12	8%	12	8%	5	20%	21	23%	14
Latino/a	3	67%	2	0%	3	33%	3	67%	4	25%	3	0%	6	33%	3	32%
White	149	32%	128	35%	119	37%	120	43%	113	38%	104	26%	132	41%	127	36%
Students of Color	22	18%	17	6%	31	16%	21	19%	20	19%	11	18%	35	23%	23	18%
Pell-Eligible	73	25%	71	27%	88	32%	68	38%	79	25%	54	28%	102	30%	78	29%
Not Pell-Eligible	98	37%	75	35%	62	50%	73	56%	56	46%	61	26%	65	48%	72	42%
Cohort	171	30%	146	32%	150	33%	141	39%	135	34%	115	27%	167	37%	150	33%

5 Year Graduation Rates

5 Year Rates	FA08		FA09		FA10		FA11		FA12		FA13		Average	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	Black/African-American	13	15%	10	20%	22	9%	12	17%	12	33%	5	80%	13
Latino/a	3	100%	2	0%	3	67%	3	67%	4	25%	3	0%	3	42%
White	149	40%	128	45%	119	45%	120	53%	113	53%	104	35%	126	46%
Students of Color	22	23%	17	18%	31	19%	21	24%	20	24%	11	45%	21	26%
Pell-Eligible	73	32%	71	35%	88	33%	68	40%	79	43%	54	41%	74	37%
Not Pell-Eligible	98	43%	75	47%	62	55%	73	58%	56	57%	61	31%	73	49%
Cohort	171	38%	146	41%	150	40%	141	48%	135	49%	115	36%	148	42%

6 Year Graduation Rates

6 Year Rates	FA08		FA09		FA10		FA11		FA12		Average	
	n	%	n	%	n	%	n	%	n	%	n	%
	Black/African-American	13	15%	10	20%	22	9%	12	17%	12	42%	14
Latino/a	3	100%	2	0%	3	67%	3	67%	4	25%	3	49%
White	149	41%	128	45%	119	48%	120	54%	113	56%	130	49%
Students of Color	22	23%	17	18%	31	19%	21	29%	20	29%	22	25%
Pell-Eligible	73	34%	71	35%	88	33%	68	40%	79	47%	78	38%
Not Pell-Eligible	98	44%	75	48%	62	55%	73	60%	56	59%	75	53%
Cohort	171	39%	146	42%	150	42%	141	48%	135	52%	153	45%

TRANSFER STUDENT GRADUATION RATES BY DEMOGRAPHIC GROUP

Less than 4 Year Graduation Rates

Less than 4 Year Rates	FA09		FA10		FA11		FA12		FA13		FA14		FA15		Average	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	Black/African-American	5	60%	7	14%	9	22%	7	0%	5	0%	14	14%	10	0%	8
Latino/a	3	0%	1	100%	0	0%	1	0%	0	0%	2	50%	1	100%	1	36%
White	38	53%	38	24%	22	27%	47	45%	40	43%	33	33%	39	36%	37	37%
Students of Color	11	27%	9	22%	10	30%	8	0%	5	0%	17	18%	13	15%	10	16%
Pell-Eligible	23	30%	27	15%	23	22%	34	24%	23	30%	37	24%	37	30%	29	25%
Not Pell-Eligible	26	62%	23	30%	10	40%	26	58%	22	45%	16	44%	20	40%	20	46%
Cohort	49	47%	50	22%	33	27%	60	38%	45	38%	53	30%	57	33%	50	34%

4 Year Graduation Rates

4 Year Rates	FA09		FA10		FA11		FA12		FA13		FA14		Average	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Black/African-American	5	60%	7	29%	9	33%	7	0%	5	40%	14	21%	8	31%
Latino/a	3	0%	1	100%	0	0%	1	100%	0	0%	2	50%	1	42%
White	38	61%	38	45%	22	36%	47	47%	40	48%	33	48%	36	47%
Students of Color	11	27%	9	33%	10	40%	8	13%	5	40%	17	29%	10	30%
Pell-Eligible	23	35%	27	37%	23	39%	34	32%	23	39%	37	41%	28	37%
Not Pell-Eligible	26	69%	23	48%	10	40%	26	58%	22	55%	16	50%	21	53%
Cohort	49	53%	50	42%	33	36%	60	43%	45	47%	53	43%	48	44%

5 Year Graduation Rates

5 Year Rates	FA09		FA10		FA11		FA12		FA13		Average	
	n	%	n	%	n	%	n	%	n	%	n	%
Black/African-American	5	80%	7	29%	9	33%	7	0%	5	40%	7	36%
Latino/a	3	0%	1	100%	0	0%	1	100%	0	0%	1	40%
White	38	61%	38	47%	22	41%	47	47%	40	55%	37	50%
Students of Color	11	36%	9	33%	10	40%	8	13%	5	40%	9	32%
Pell-Eligible	23	39%	27	41%	23	43%	34	32%	23	52%	26	42%
Not Pell-Eligible	26	69%	23	48%	10	40%	26	58%	22	55%	21	54%
Cohort	49	55%	50	44%	33	42%	60	43%	45	53%	47	48%

6 Year Graduation Rates

6 Year Rates	FA09		FA10		FA11		FA12		Average	
	n	%	n	%	n	%	n	%	n	%
Black/African-American	5	80%	7	29%	9	33%	7	14%	7	39%
Latino/a	3	0%	1	100%	0	0%	1	100%	1	50%
White	38	63%	38	47%	22	41%	47	47%	36	50%
Students of Color	11	36%	9	33%	10	40%	8	25%	10	34%
Pell-Eligible	23	43%	27	41%	23	43%	34	32%	27	40%
Not Pell-Eligible	26	69%	23	48%	10	40%	26	62%	21	55%
Cohort	49	57%	50	44%	33	42%	60	45%	48	47%