

PARTNERSHIP FOR COLLEGE COMPLETION

Accelerating action to close the graduation gap

Illinois Equity in Attainment Moraine Valley Community College Equity Plan

August 2020

Executive Summary

Building upon years of previous success in serving diverse students, Moraine Valley Community College has developed our Equity Plan with broad stakeholder input, review of internal equity data, and a focus on aligning our efforts with the College's Strategic Plan. Over 2,000 pieces of written feedback from Moraine Valley faculty, staff, and students helped inform this plan. Multiple requests were made for definitions during institutional discussions, and a set of campus-specific definitions has been included with this Equity Plan.

Data indicate some areas of sustained success where near equity already exists; however, there are several opportunities where efforts to close equity gaps will require significant work. Current successes include average fall-to-fall persistence rates for Latino/a/x students compared to White students, as well as the three-year graduation rate for students utilizing Pell funds being almost equal to students not using Pell. Graduation rates, persistence rates, credit accumulation, and average terms enrolled between cohorts show several equity gaps that this plan attempts to close through a large-scale strategies. Examining data trends has allowed a number of targets to be set for closing equity gaps by 2025. For some of the larger equity gaps, we recognize it will be a substantial stretch to achieve complete equity in this timeframe.

Institutional strategies were developed through feedback received from multiple sources. Some strategies monopolize on current successful work at the College. Increasing participation in communities, scaling-up the DREAM mentoring program and initiating a College Readiness Day are aimed at improving early success and engagement of our diverse students. For low-income students, changes in the financial aid book voucher awarding process and receiving early case management is designed to reduce barriers while also increasing proactive approaches for at-risk students. A series of large-scale strategies aimed at closing equity gaps were included to benefit all students and employees. These include scaling-up the intervention prior to allowing students to withdraw, standardizing class start/end times, completing an equity-based policy review, providing more faculty and staff professional development, using equity data for institutional planning, fully implementing the early alert and retention score algorithm, and determining the best structure for supporting diversity, equity, and inclusion work.

Each student-focused initiative will employ a number of different student success metrics to assess effectiveness. The institution-focused initiatives each have different measures aimed at determining the effectiveness of the individual strategies. An annual review of success metrics for the cohort populations will show how Moraine Valley continues to move the needle to close the equity gaps across the institution.

These plans were updated in July 2020 in response to both the COVID-19 pandemic and our acknowledgement of institutionalized racism impacting the minoritized populations Moraine Valley serves. Our commitment to our diverse students and employees is active in this plan, and provides guidance as we seek to bring more equity and equality to our campus and community.

Table of Contents

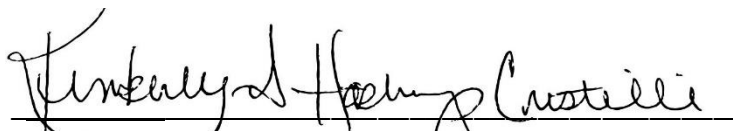
Executive Summary	2
Signature Page	4
Introduction	5
Current State	9
Future Vision	13
Institutional Strategies	16
Evaluation Plan	23
Budget	26
Timeline	27
ILEA Team	28
MVCC Diversity, Equity, & Inclusion Definitions	29
Glossary	35


Signature Page


Moraine Valley Community College

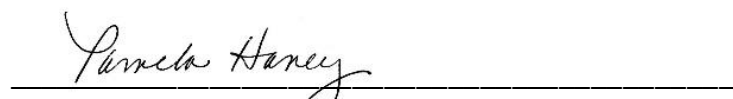
Equity Plan: 2020 - 2025


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


 [Date] 8/18/20
Ms. Kimberly Hastings Cristelli, Chair of the Board of Trustees

 [Date] 8/18/20
Mr. Brian O'Neill of the Board of Trustees

 [Date] 8/18/20
Dr. Sylvia Jenkins, President

 [Date] 8/18/20
Dr. Pamela Haney, Vice President of Academic Affairs

 [Date] 8/18/20
Dr. Normah Salleh-Barone, Vice President of Student Development

 [Date] 8/18/20
Dr. Scott Friedman, Dean of Student Engagement

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 28 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 and African-American students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

Beginning with this initial cohort, PCC will offer direct support and resources to the 28 colleges and universities who have volunteered to be members of ILEA. PCC will work alongside these partner colleges to jointly set commitments, identify appropriate evidence-based strategies to utilize on their campuses, and scale effective practices. PCC will support policy and practice change efforts that have the explicit goal of eliminating racial and socioeconomic degree completion gaps, while increasing institutional college completion rates overall.

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

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

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

The launch of ILEA follows a galvanizing 2017 PCC report, “[Unequal Opportunity in Illinois: A Look at Who Graduates College and Why It Matters](#),” which found that only 33.7 percent of African-American students who start at four-year institutions earn bachelor’s degrees within six years – a rate 32.7 percentage points below that of their White peers. For 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

Moraine Valley Community College (MVCC) is located in Palos Hills, Illinois, with satellite centers in Blue Island and Tinley Park. Founded in 1967, the College serves portions of 26 communities in the southwest suburbs of Chicagoland. The College mission is dedicated to serving the whole person in a learning-centered and community-focused environment. MVCC values teaching, learning, and service with careful attention to our role in the global, multicultural, and diverse world from which our students come. The College motto, *Changing Lives for a Changing World*, helps set our priorities and vision in serving students.

The full detailed facts and figures listed below for the 2018-2019 academic year can be found at: <https://www.morainevalley.edu/about/facts/research/>. MVCC enrolls over 26,000 students annually, and has been the second largest community college in Illinois based on credit hours for many years. The average age of students is 24 years, making MVCC’s student population younger than many peer community colleges. Just under 50% of students identify as White, and 40% of students identify with a minority background (including 10% as African-American and 24% as Hispanic/Latino/a/x). The poverty rate of individuals living within the district boundaries is 11.2%, and only 35% of adult residents hold an Associate’s degree or higher.

MVCC is led by a Board of Trustees with seven elected members representing the district and one student trustee. College executive leadership include President Dr. Sylvia Jenkins and six Vice Presidents. As of Fall 2017, MVCC had 210 full-time faculty, 689 part-time faculty, 29 administrative staff, 147 professional staff, and 263 support staff.

For students entering MVCC in 2012, a four-year review showed that 60% of students were pursuing a transfer degree, 20% were pursuing a career/technical degree or certificate, and 20% of students were studying as a student-at-large. MVCC offers four transfer degrees including the Associate in Arts, Associate in Science, Associate in Fine Arts, and Associate in Engineering Science. 34 Associate of Applied Science degrees and approximately 100 certificates are offered spanning career and technical areas such as Art, Business, Computer Technologies, Education, Health Sciences, Mechanical Technologies, Public Services, and American Sign Language. During the 2017-2018 academic year, MVCC awarded over 3,600 degrees and certificates, and was number one in the nation in volume of interdisciplinary Associate in Science degrees awarded.

Moraine Valley is a member of the League for Innovation in the Community College, and is one of only 12 community colleges in the nation recognized as a Vanguard Learning College. MVCC was selected for the 2015 *Advancing Diversity Award of Excellence* from the American Association of Community Colleges, and received the 2018 *Central Region Equity Award* from the Association of Community College Trustees. Diversity and inclusion have long been woven across the institutional framework from operations to professional development and throughout our Strategic Plan, within the classroom, and within campus initiatives. The College recognizes that a shift in focus toward equity-based approaches has the potential to build upon our years of success in this arena as an incubator in closing equity gaps on our campus. In increasing our commitment to this work, topics on diversity, equity, and inclusion in the 2019-2024 College Strategic Plan were made more prominent and both equity and inclusion were added to the College's Core Values.

1c: Purpose of the Equity Plan

The ILEA Equity Plan is intended to serve as a roadmap for outlining how Moraine Valley Community College will work toward closing gaps in degree attainment for low-income, first generation, 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:

- African-American and White students
- Latino/a/x 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.

1d: Campus Engagement Plan

Since joining the ILEA initiative, Moraine Valley has worked to create excitement and engagement around these efforts. The College published a news release about joining these efforts in October 2018. An initial introduction to ILEA was provided to the faculty and staff through the all employee newsletter, *The Valley View*. Campus lead, Dr. Scott Friedman, provided an overview to the faculty and staff at the January 2019 employee in-service program. This overview included background on the PCC and ILEA, and also shared some baseline campus equity data, described the timeline of next steps, and opened a call for volunteers. More than 70 employees expressed an interest in participating in ILEA efforts, and the College's Completion Commitment (which is a committee that focuses on data-driven retention and completion initiatives) volunteered to support ILEA efforts during the first year.

The Achieving the Dream *Institutional Capacity Assessment Tool* (ICAT) survey was completed by 247 faculty and staff at MVCC. An email announcement and reminder about the importance of completing the ICAT were sent to all employees from the President's email address, leading to a high response rate. 60 attendees participated in the ICAT debrief session on March 1st, 2019 (including 7 students, 19 faculty, and 34 staff and administrators). Feedback was used to help prioritize an initial set of equity strategies.

On October 1st, 2019 the entire afternoon of Staff Development Day was reserved for discussions on equity. The afternoon started with a panel in which our students openly shared about issues of access, resource inequities, and ways in which faculty and staff could better engage diverse students. After that, Dr. Friedman led over 400 faculty and staff members through two discussion-based exercises. The first session had tables discuss a series of definitions for diversity, equity, and inclusion-related terms. Each table was given copies of 3-4 terms, and employees were asked to discuss the options and provide feedback on what definition was the best fit for the campus. More than 300 individual comments were collected so that definitions could be revised to align with the culture and context of MVCC. In the second exercise, Dr. Friedman led the groups through discussion on three questions related to: 1) areas where improvement is needed in serving our diverse and low-income students, 2) where the College is succeeding in supporting diverse students, and 3) what resources and training are needed to continue our efforts. Over 730 comments were provided, and these comments have helped to both confirm equity strategies being recommended by the Core Team, and also identify additional equity-focused opportunities.

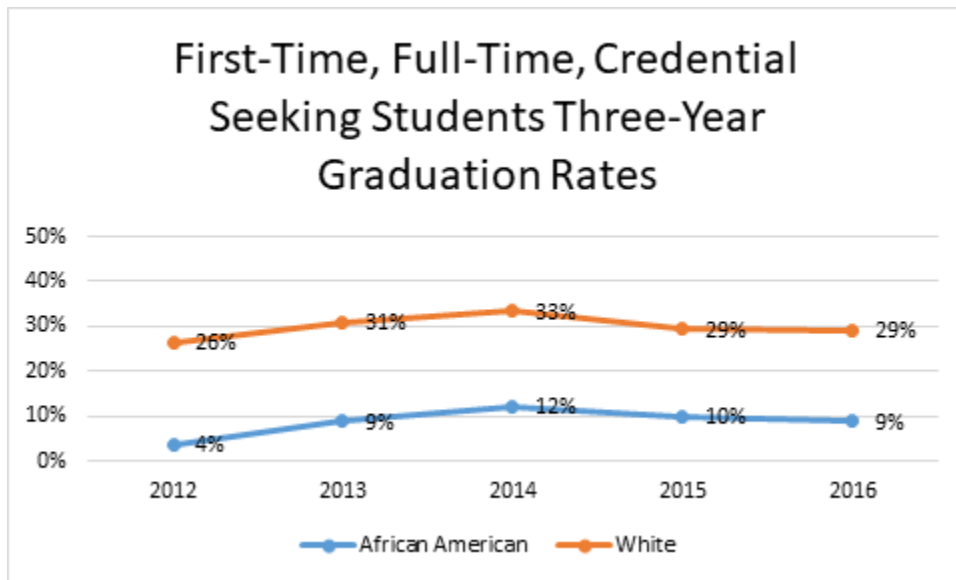
During the January 9th, 2020 All Employee In-Service, Dr. Friedman was asked to provide a status update and timeline of next steps. Dr. Friedman thanked the MVCC faculty, staff, and students for their superior participation in ILEA activities. The College's Executive Leadership Team understands the value of strengthening our commitment to equity, and has strategically allocated time at all employee events to continue these important discussions.

2. Current State

The Current State section provides an overview of recent student data to show the equity gaps that exist between the focus ILEA student populations.

2a: African-American Students

The three-year graduation rates for African-American and White students is detailed in the chart below. While significant graduation gains have been made between 2012-2016, the College recognizes the gap of 20%.

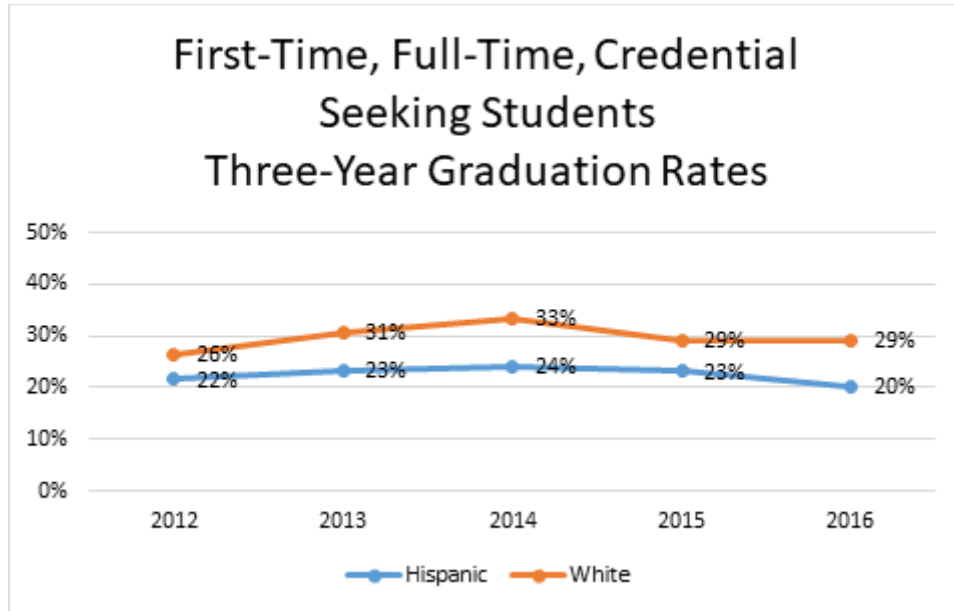


When reviewing fall-to-fall persistence data, equity gaps exist for both part-time and full-time students compared to White students. The average year-to-year persistence for African-American student cohorts starting in Fall 2013 through Fall 2017 is 34% for part-time and 44.4% for full-time students. For White students during the same timeframe, average persistence rates are 42.4% for part-time and 64.2% for full-time students. This results in significant gaps of approximately 8% and 20%.

2b: Latino/a/x Students

The three-year graduation rates for Latino/a/x and White students is detailed in the chart below. Since 2012, the three-year graduation rate shows a widening gap in the success of our

Latino/a/x students. In 2016, this gap increased to a larger difference at 9% as compared to White students.

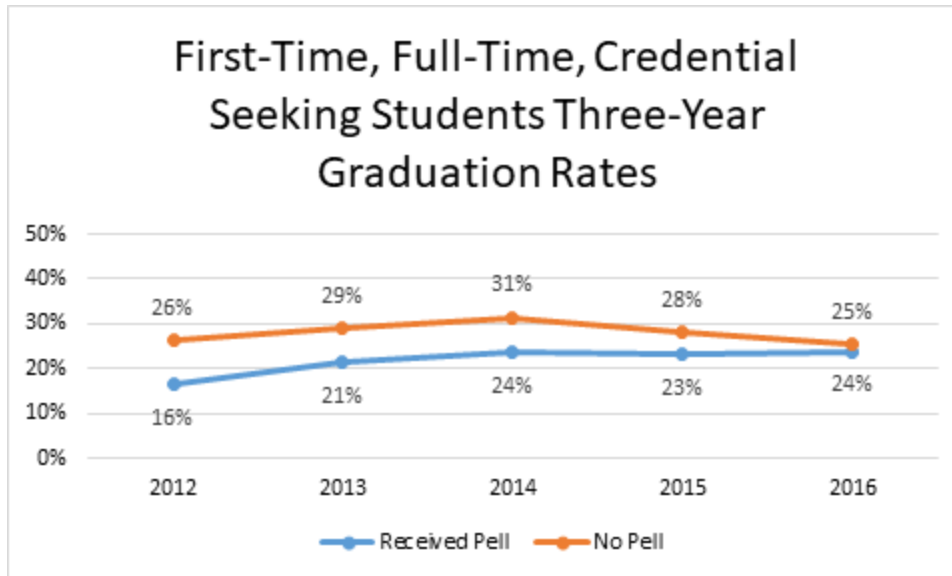


Fall-to-fall persistence data indicates an area of success. The average year-to-year persistence for Latino/a/x student cohorts starting in Fall 2013 through Fall 2017 is 44.6% for part-time and 63.4% for full-time students. For White students during the same timeframe, average persistence rates are 42.4% for part-time and 64.2% for full-time students. Despite the gaps in three-year graduation rates, it appears that gaps have been consistently closed for persistence rates amongst our Latino/a/x students.

2c: Students Receiving Pell Grants

The three-year graduation rates for student utilizing Pell vs. students not using Pell is detailed in the chart below. Since 2012, there has been a consistent narrowing of the gap. In 2016, this gap was almost completely closed, and our Pell eligible students had almost the same three-year graduation rate as our students that do not use Pell funding.

Average fall-to-fall persistence rates for student cohorts utilizing Pell funding, starting Fall 2013 through Fall 2017, was 50.4% for part-time and 61.4% for full-time students.



Recent Success Strategies

In the past several years, Moraine Valley has undertaken significant efforts aimed at better engaging, retaining, and graduating our students. These efforts dovetail upon a longstanding completion-focused campaign entitled “Agree to Degree.” The Agree to Degree commitment is an effort to encourage new students to make an early pledge toward finishing the credential they were just starting. The success of Agree to Degree has resulted in additional largescale efforts that have helped improve retention and completion rates amongst our students.

One major initiative was the College’s decision to begin a Retention Conference in 2015. The inaugural conference provided many opportunities for faculty and staff to discuss innovative ways to more actively engage and retain our students. Additional Retention Conferences have helped encourage continued momentum, and have grown in size significantly in the number of participating employees. The ongoing retention-focused message has been a guiding post for many faculty and staff in reflecting on the work we did in the past and being innovative in the work that we need to do in the future. The Retention Conferences have spurred several department-level continuous improvement plans, and even resulted in the development of a Retention Academy where faculty and staff completed data-driven retention projects in their respective areas.

A recurring comment from the inaugural Retention Conference was the need to redesign some of our processes for new students. As a result, a team of stakeholders from departments across the campus worked for over two years to completely revise the entire new student onboarding experience. Major tasks included improving the admission application, revising timelines for new students, reorganizing where New Student Orientation was housed, completely revamping New Student Orientation, improving communications to new students, increasing collaboration

across departments, and implementing new technologies. In concert with this work, additional changes were made that positively benefited new students. Changes to the placement testing timeline, categorization of new students by academic goal, and a shift in which students were required to enroll in our COL-101 first year experience course all have been designed to better prepare new students for success.

In response to the COVID-19 pandemic, departments across the College responded quickly to support students. To protect the health and safety of staff and students, the majority of college services moved remote instead of being suspended. Additional funds were allocated through the Moraine Valley Foundation to support students struggling with financial emergencies. Available technology was reallocated for student check-out to help ensure continuity in learning during the unprecedented shift to remote instruction. Significant care was taken in encouraging diverse and low-income students to submit applications for CARES Act funds. As the College prepares for the fall semester, additional efforts are underway to expand access to technology, increase available mental health resources, and inform students about the many services and resources that they can easily connect with via phone or virtually.

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 African-American and White students, between Latino/a/x and White students, and between low-income and higher income students (as indicated by Pell receipt).

Interim Benchmark Goals

Moraine Valley set the completion rate targets below based on trend data for first-time, full-time cohorts starting in fall 2012 through fall 2016. Fall-to-Fall persistence rates have been provided for cohorts starting in fall 2014 through fall 2018. Credit accumulation rates show the average credits earned by each population during the three-year period with cohorts starting in fall 2012 through fall 2016. For three-year cohorts starting in fall 2012 through fall 2016, the average number of terms enrolled has been provided. For the populations below, targets have been set for both trend-indicated and stretch goals. Stretch goals specify a complete closure of the equity gap.

Notes About the Data and Goals Below:

1. Rates denoted with an “*” designate that near equity exists between current cohorts.
2. The cohort outcomes data for completion rates runs approximately three years behind. For example, a new cohort starting in fall 2020 will not have completed the three-year completion cycle until after graduation in May 2023. So, we will not know whether Moraine Valley has successfully achieved many goals until approximately 2028.
3. Completion rates only include successful graduates, and do not include additional successful transfer students.
4. Fall-to-Fall persistence rates include only new students taking college credit courses and those in degree programs. Special populations, such as high school dual credit and Adult Basic Education, are removed from this statistic.
5. Fall-to-Fall persistence data runs approximately one year behind.
6. Comparative Fall-to-Fall persistence data for non-Pell students is not yet available.
7. Credit accumulation does not include Pell due limited available data.
8. Average number of terms enrolled does not include Pell due to limited available data.
9. Please refer to Section 2: Current State for historical trend data.
10. As of July 2020, it is too early to factor in the impact of COVID-19 on these metrics.

3a: African-American Students

Completion Rates:

Current three-year completion rate (fall 2016 cohort): 9% (vs. 29% for White students)

Trend-indicated goal for fall 2025 cohort: 15%

Stretch goal for fall 2025 cohort: 31%

Fall-to-Fall Persistence Rates:

Current average rate for part-time students: 34% (vs. 42.4% for White students)

Current average rate for full-time students: 44.4% (vs. 64.2% for White students)

Trend-indicated goal for fall 2025 cohort: 36% for part-time and 48% for full-time

Stretch goal for fall 2025 cohort: 43% for part-time and 67% for full-time

Credit Accumulation and Number of Terms Enrolled:

The average credit accumulation for African-American student cohorts during the review period was 16 earned hours versus 35.75 hours for White students. African-American students stayed enrolled on average 2.65 terms, while White students stayed enrolled an average of 4 terms. It is recommended that the Core Team and campus experts dig deeper into this data to set additional goals aimed at closing these gaps.

3b: Latino/a/x Students

Current three-year completion rate (fall 2016 cohort): 20% (vs. 29% for White students)

Trend-indicated goal for fall 2025 cohort: 28%

Stretch goal for fall 2025 cohort: 31%

Fall-to-Fall Persistence Rates:

Current average rate for part-time students: 44.6% (vs. 42.4% for White students)*

Current average rate for full-time students: 63.4% (vs. 64.2 % for White students)*

Trend-indicated goal for fall 2025 cohort: 46% for part-time and 65% for full-time

Stretch goal for fall 2025 cohort: 67% for full-time; part-time equity to be maintained

Credit Accumulation and Number of Terms Enrolled:

The average credit accumulation for Latino/a/x student cohorts during the review period was just under 30 earned hours versus 35.75 hours for White students. Latino/a/x students stayed enrolled on average 3.9 terms, while White students stayed enrolled an average of 4 terms. It is recommended that the Core Team and campus experts dig deeper into this data to set additional goals aimed at closing these gaps.

3c. Students Receiving Pell

Current three-year completion rate (fall 2016 cohort): 24% (vs. 25% for students without Pell)*

Trend-indicated goal for fall 2025 cohort: 29%

Stretch goal for fall 2025 cohort: 30%

Fall-to-Fall Persistence Rates:

Average rate for part-time students: 50.4%

Average rate for full-time students: 61.4%

Trend-indicated goal for fall 2025 cohort: 53% for part-time and 63% for full-time

4. Institutional Strategies

1. Diverse Students Based on Race/Ethnicity (with a focus on African-American and Latino/a/x student populations)

Strategy A: Increasing Access for Low Participation Communities

- Timeline: Ongoing
- Stakeholders: Enrollment Services, Marketing & Communications, community members
- Description: 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.

Previous work has been led by the Dean of Enrollment Services to engage community leaders in discussions about how to share with residents opportunities offered by Moraine Valley. Targeted marketing efforts, listening sessions, a mayor's breakfast, community meetings, and even a turkey giveaway during the Thanksgiving holiday have helped to bring more awareness to these communities. Significant efforts have been completed to increase contact with prospective students at community high schools and during the application process. The College recognizes there are large opportunities to increase access to higher education by continuing to engage these communities and learn more about what services we can best provide.

- Resources Needed: additional data on prospective students within these communities; focus on College investments in these communities; connecting residents to potential employment opportunities; training for Moraine Valley staff on how to best serve residents of these communities

Strategy B: DREAM (Directing Results through Educational and Academic Mentoring) Program Scale-Up

- Timeline: Ongoing
- Stakeholders: Multicultural Student Affairs, new students, mentors
- Description: 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.

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.

Approximately 80 diverse and low-income students participated in the DREAM program during the 2018-2019 academic year. Over 98% of these students were from minority racial/ethnic backgrounds. 88% of the students were retained from fall to spring, and they had a fall average GPA of 2.832. The College has publicly articulated the need to scale-up the DREAM program, and has put out a call for additional mentors to help with this valuable initiative.

- Resources Needed: Additional mentors, updated marketing materials, staffing to support the scale-up

Strategy C: College Readiness Day

- Timeline: Began Spring 2020
- Stakeholders: Student Services, prospective high school students, high school partners
- Description: 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.
- Resources Needed: Funds for giveaways, lunch, and bus transportation.

2. Low-Income Students (including students eligible for Pell)

Strategy A: Financial Aid Automatic Book Voucher Awarding

- Timeline: Began Spring 2020
- Stakeholders: Financial Aid, students, Bookstore
- Description: 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.
- Resources Needed: No additional resources required

Strategy B: Advisor/Counselor Case Management

- Timeline: Pilot Begins Fall 2021
- Stakeholders: Student Engagement, Academic Advisors and Counselors, new students
- Description: 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.
- Resources Needed: Training for Academic Advisors and Counselors

3. Equity-Based Strategies Designed to Improve Outcomes for All Students

Strategy A: Intervention Required Prior to Withdrawing

- Timeline: Begins Spring 2021
- Stakeholders: Students, faculty, Student Success, Information Technology (IT), Institutional Research & Planning (IR)
- Description: 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.

The current challenge is to determine how to best leverage existing and emerging technology at the College to scale-up this promising practice without it being heavily dependent upon the limited staffing that are available. During spring 2020, functionality was activated in the Colleague student information system to start collecting reasons for student withdrawal. Data will be analyzed to review the types of reasons provided by students and any patterns for these reasons. At the same time, the Starfish pilot is occurring with a small group of students. Evaluation of Starfish outcomes will provide a better idea of how the technology is working in the pilot group, as well as the scale-up on-campus. Discussions will continue throughout 2020 to decide upon the next stage of this intervention for spring 2021.

- Resources Needed: Colleague data, Starfish data, Withdrawal Project team members

Strategy B: Standardizing Class Start/End Times

- Timeline: 2020-2022
- Stakeholders: Academic Scheduling, Academic Services, faculty, deans
- Description: In January 2018, the Scheduling Office conducted a research project to examine the effect of current class scheduling practices on retention and degree completion. Quantitative scheduling pattern information was gathered from the Ad Astra scheduling software and Colleague student information system. Qualitative information was gathered from Academic Advisors and Counselors. Findings indicated that the class schedule included over 250 distinct meeting patterns. Reasons for the high number of meeting patterns included using nonstandard section start/end times, nonstandard day of the week patterns and the practice of offering hybrid classes during traditional peak classroom times. Advisors and Counselors noted that required interdepartmental courses often conflicted each semester which interferes with a student's ability to complete certificate/degree requirements.

Information gathered also indicated that some student populations had a harder time than others in completing program requirements. Roadblocks related to scheduling included timing, availability, and overlaps between classes. For example, some programs only offer a limited number of evening classes, while other classes are offered only online or during daytime formats. These conflicts often result in reduced course load for students.

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.

- Resources Needed: Additional funds will be needed so that Ad Astra can complete another review of class scheduling to determine effectiveness of improvements made

Strategy C: Equity-Based Policy Review

- Timeline: Began 2020-Ongoing
- Stakeholders: Entire campus
- Description: 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.
- Resources Needed: Ad Hoc Work Groups to complete reviews and recommend changes, Executive Leadership Team discussions and approval of changes

Strategy D: Faculty and Staff Professional Development

- Timeline: Began Spring 2020-Ongoing
- Stakeholders: Center for Teaching & Learning (CTL), Faculty Development Committee, Staff Development Committee, faculty, staff, and administrators
- Description: 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.
- Resources Needed: Campus stakeholders to present professional development sessions and CTL trainings, funds for speakers and external professional development

Strategy E: Using Equity Data for Planning

- Timeline: 2021-2022
- Stakeholders: Institutional Effectiveness, Institutional Research & Planning, PIE submitters and collaborators

- Description: 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. 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.
- Resources Needed: Training for PIE developers and their teams, equity data disaggregated at the departmental level to help identify equity gaps that will inform the PIE projects

Strategy F: Early Alert/Predictive Retention Scores

- Timeline: Spring 2020-Ongoing
- Stakeholders: Student Success, faculty, students, Student Engagement
- 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.

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.

- Resources Needed: Moraine Valley was successful in securing a Title III grant to pay for the implementation of Starfish, and the system must be institutionalized through College funds after the Title III funding has ended.

Strategy G: Structure for Supporting Diversity, Equity, & Inclusion Work

- Timeline: 2020-2021
- Stakeholders: Executive Leadership Team, ILEA Core Team
- 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 .
- Resources Needed: TBD

5. Evaluation Plan

The College will report annually on metrics related to time to degree completion, persistence, and other data that demonstrates our efforts at closing equity gaps. A summary for the measurement/evaluation for each strategy is listed below. Each of the respective strategy owners/teams will be asked to provide a more detailed evaluation plan so that updates can be collected annually.

1. Diverse Students Based on Race/Ethnicity

Strategy A: Increasing Access for Low Participation Communities

- Measurement/Evaluation Plan: Prospect/applicant conversion rate, high school participation rate, and community participation rate.

Strategy B: DREAM (Directing Results through Educational and Academic Mentoring) Program Scale-Up

- Measurement/Evaluation Plan: Average term GPA, retention, and completion metrics will continue to be evaluated for each DREAM cohort of students. In addition, the College will utilize cohort tracking to disaggregate the DREAM students by race/ethnicity and Pell status.

Strategy C: College Readiness Day

- Measurement/Evaluation Plan: The participants will complete a pre/post survey regarding their knowledge of basic college definitions and next steps to become a student. Once the students have applied, they will be tracked within our student information system so that we can review matriculation and enrollment, first semester retention and GPA, and long-term completion rates. Since the students will be coded, we will be able to stratify by race/ethnicity and Pell status.

2. Low-Income Students (including students eligible for Pell)

Strategy A: Financial Aid Automatic Book Voucher Awarding

- Measurement/Evaluation Plan: As part of this process change, the College will be able to compare the number of students approved for vouchers under the old policy vs. the new policy.

Strategy B: Advisor/Counselor Case Management

- Measurement/Evaluation Plan: Retention and completion metrics will be evaluated for the pilot Case Management students. These metrics will be compared to the incoming new student cohort, as well as to the entire population of Pell eligible new students. The College will also attempt to evaluate metrics regarding the level of engagement with each Advisor/Counselor based on student appointments and follow through when referred to other campus resources.

3. Equity-Based Strategies Designed to Improve Outcomes for All Students

Strategy A: Intervention Required Prior to Withdrawing

- Measurement/Evaluation Plan: Spring 2020 withdrawal data will be analyzed along with the goals and outcomes of Starfish.

Strategy B: Standardizing Class Start/End Times

- Measurement/Evaluation Plan: Classroom utilization report, reduction in class overlaps, review of the average credit load.

Strategy C: Equity-Based Policy Review

- Measurement/Evaluation Plan: Metrics will be developed through an equity-based lens by each Work Group.

Strategy D: Faculty and Staff Professional Development

- Measurement/Evaluation Plan: Every campus workshop and training session uses a standard survey format. The stakeholders will explore whether a more comprehensive equity scorecard/assessment could be utilized to examine improvements in cultural competency over time. The overall retention and completion-based equity metrics will also demonstrate some movement of cultural competency.

Strategy E: Using Equity Data for Planning

- Measurement/Evaluation Plan: Each PIE contains metrics for evaluating the success of the PIE project.

Strategy F: Early Alert/Predictive Retention Scores

- Measurement/Evaluation Plan: The functional team will begin by tracking the number of cases raised through the Starfish pilot occurring at our Blue Island center. Both graduation and retention metrics will be evaluated through numerous cohorts, as well as through additional metrics that have been created within Starfish. The pilot group will

help us determine how academic outcomes compare for students participating in different early alert and Title III student success strategies. Where possible, data will be disaggregated by race/ethnicity and Pell status to examine what equity gaps and success outcomes are occurring through the different strategies.

Strategy G: Structure for Supporting Diversity, Equity, & Inclusion Work

- Measurement/Evaluation Plan: To be determined.

6. Budget

Institutional Strategy	Budget Implications	Funding Source	Sustainability Plan
1A- Access for Low Participation Communities	Welcoming marketing that mirrors these communities; training	Varies based upon strategy approaches	To be determined
1B- DREAM Program Scale-Up	Requires new marketing materials; possible additional staff support	Multicultural Student Affairs budget	To be determined
1C- College Readiness Day	Swag items; lunch; bus transportation	Currently shared between three budgets	Dedicated funds will need to be provided in the Dean of Student Services budget
2A- Automatic Book Voucher Awarding	No major implications	N/A	Has already been institutionalized into Financial Aid procedures
2B- Advisor/Counselor Case Management	Additional staffing may be required	Funds for up to two additional Adjunct positions was allocated	Staffing will be evaluated annually based on student success outcomes
3A- Withdrawal Intervention	To be determined	To be determined	To be determined
3B- Standardizing Class Start/End Times	Funds for additional Ad Astra meeting pattern analysis	To be determined	After the next Ad Astra utilization study, the College will determine next steps
3C- Equity-Based Policy Review	No major implications	N/A	Depends upon outcome of Strategy 3G
3D- Professional Development	Depends upon professional development needs	Reallocate funds within the CTL budget based upon priorities	CTL budget contains dedicated funding for professional development
3E- Using Equity Data for Planning	No major implications	PIE plans generally do not have budgetary implications	Varies based upon departmental initiatives
3F- Early Alert/Predictive Retention Scores	Funds for annual maintenance fees	After the Title III grant ends, the cost will be institutionalized	As part of the Title III grant obligations, the College will maintain Starfish
3G- Structure for Supporting DEI Work	To be determined	To be determined	To be determined

7. Timeline

Strategy	SP20	FA20	SP21	FA21	SP22	FA22	SP23	FA23	SP24	FA24	SP25	FA25
1A- Access for Low Participation Comm.												
1B- DREAM Program Scale-Up												
1C- College Readiness Day			TBD									
2A- Automatic Book Voucher Awarding												
2B- Advisor/Counselor Case Management												
3A- Withdrawal Intervention			TBD									
3B- Standardizing Class Start/End Times												
3C- Equity-Based Policy Review												
3D- Professional Development												
3E- Using Equity Data for Planning				Proposed								
3F- Early Alert/ Predictive Retention												
3G- Structure for Supporting DEI Work				TBD								
		Planning Phase										
		Implementation Phase										
		No Activity										
	TBD	Start Date TBD										

8. ILEA Team

ILEA Core Team	
Dr. Sylvia Jenkins	President
Dr. Pamela Haney	Vice President of Academic Affairs
Dr. Normah Salleh-Barone	Vice President of Student Development
Dr. Scott Friedman	Dean of Student Engagement
Dr. Sadya Khan	Director of Institutional Research & Planning
Neil Barker	Professor, Integrated Systems Technology
Tianna Richards	Coordinator of Multicultural Student Affairs
ILEA Leadership and Support	
Aaron Roe	Assistant Director of Institutional Research
Dawn Fredrickson	Senior Administrative Assistant to the President
Key Campus Leaders Consulted during Equity Plan Development*	
Executive Leadership Team	
Dr. Charmaine Sevier	Manager of Diversity & Employment
Dr. Chet Shaw	Dean of Student Services
Dr. Darryl Williams	Dean of Enrollment Services
Dr. Jo Ann Jenkins	Dean of Student Success
Dr. Kiana Battle	Dean of Career Programs
Dr. Troy Swanson	Library Faculty, Faculty Association President
Lynn Doulas	Bookstore Coordinator, Support Staff Assoc. President
Dr. Kristine Christensen	Management Information Systems Faculty, Director of Faculty Development
Dr. Ryen Nagle	Dean of Science, Business, and Computer Technologies
Dr. Thomas Dow	Communications Faculty, Department Chair
Dr. LoShay Willis	Assistant Dean of Career Programs
Dr. Nina Shoman-Dajani	Assistant Dean of Learning Enrichment and College Readiness
Dr. Panos Hadjimitsos	Assistant Dean of Science, Business, and Computer Tech.
Sumeet Singh	Academic Advisor, Department Chair
Clare Briner	Director of Marketing and Communications
Alexandria Terrazas	Assistant Dean of Student Success
Adrienne Stewart	Director of Multicultural Student Affairs
Dr. Amy Williamson	Psychology Faculty, Department Chair
Mattie Payne-Mallory	Director of TRIO Student Support Services
Georgina Murphy	Director of Nursing
Mason Folsom	Student Trustee, 2018-2019
Andrew Williams	Student Trustee, 2019-2020
Lauren Hassen	Student Trustee, 2020-2021
*Along with our many student participants and faculty/staff stakeholders	

9. MVCC Diversity, Equity, & Inclusion Definitions

Note: The working definitions below were developed based upon both the prep for the Fall 2019 Staff Development Day activity and the feedback received in response. The original sources that inspired these revised definitions are listed after each term.

Achievement Gaps- Achievement gaps indicate persistent disparity in educational outcomes. They occur when one group of students (such as students grouped by race/ethnicity, gender, etc.) outperforms another group and the difference in average scores for the two groups is statistically significant.

Inspired by: Susan Ansell, *Education Week* (2011), and National Center for Education Statistics (2019)

At-Risk- At-risk college students are often identified as those who are socially, financially, or academically underprepared or under supported. These factors may make students more vulnerable to a higher probability of failing academically or dropping out of school.

Inspired by: Craig Vivian, *The Educational Forum* (2005), and The Glossary of Education Reform (2013)

Bias- Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that is considered to be unfair. Biases may be held by an individual, group, or institution.

Inspired by: Office of Diversity and Outreach, University of California, San Francisco (n.d.)

College Ready- The term college ready refers to students who exhibit the academic and social maturity for enrolling in college-level coursework. Examples of college readiness include: graduation from high school, completion of courses that colleges require for the acquisition of academic skills, and demonstration of basic literacy skills. College readiness can also be aspirational in nature toward ensuring that students have the foundational skills and knowledge to enroll in credit-bearing coursework without remediation.

Inspired by: Joann Horton, *Intl. Journal of Process Education* (2015), and David Conley, Education Policy Improvement Center and Bill & Melinda Gates Foundation (2007)

Cultural Competence- Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, backgrounds, and traditions. This competence allows individuals to recognize facets of diversity in a manner that

affirms and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

Inspired by: National Association of Social Workers, *Standards and indicators for cultural competence in social work practice*, (2015)

Cultural Intelligence- Cultural intelligence is the ability to adapt to and function effectively with people from different cultural backgrounds. This capability can be developed and improved through learning about cultures, reflecting on one's own beliefs and attitudes, and practicing cross-cultural skills.

Inspired by: Thomas Hunt, *Cultural Intelligence and the Proposed Cultural Understanding and Diversity Competencies in Health Information Management Education Curricula*, *American Health Information Management Assoc.*, (2019), and David Thomas and Kerr Inkson, *Cultural intelligence: Living and working globally*, p. 174 (2009)

Culture- An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a racial, ethnic, religious, social, or other group. Culture is dynamic in nature, and is often transmitted to succeeding generations.

Inspired by: National Center for Cultural Competence, Georgetown University (n.d.)

Disadvantaged Student- Disadvantaged students are those whose family, social, or economic circumstances may hinder their ability to learn, develop, participate in school, and/or achieve successful academic outcomes.

Inspired by: Rand Corporation (n.d.), and Code of Federal Regulations, 34 CFR 606.7 (2011)

Discrimination- It is the policy of Moraine Valley Community College not to discriminate on the basis of race, color, age, sex, religion, national or ethnic origin, disability, creed, ancestry, marital status, sexual orientation, gender identity, gender expression, arrest record, military status or unfavorable military discharge, citizenship status, or other legally protected characteristics or conduct in its educational programs, activities or employment practices.

MVCC Board of Trustees Policy Manual, Section 300 (2016)

Diversity- Acknowledging, understanding, appreciating, embracing and integrating individual differences and similarities by deliberately fostering a climate of respect that affirms the value and contributions of each individual on our campus. Individual differences and similarities may include, but are not limited to: age, race, religion, disability, national origin, gender, ethnicity, sexual orientation, marital status, socioeconomic status or class, geography, learning styles, language, culture, political ideology, values, and experiences.

MVCC, Diversity and inclusion (n.d.)

Effort-Outcome Gap- Often experienced by students from minority backgrounds, the result of having to put forth more effort in attempting to compensate for a pervasive combination of academic and institutional barriers to educational success.

Inspired by: Thomas Greene, C. Nathan Marti, & Kay McClenny, *Journal of Higher Education*, 79(5) (2008)

Equality- Evenly distributed access to resources and opportunity necessary for a safe and healthy life; uniform distribution of access that may or may not result in equitable outcomes.

University of Houston, Diversity, Equity and Inclusion Terms (n.d.)

Equity- A campus culture and environment in which every student receives the supports they need to achieve equitable student success outcomes in a timely manner when compared to their peer in other racial, socioeconomic, or other groups.

Inspired by: Illinois Equity in Attainment (2019)

Equity Gap- Statistically based differences in student success outcomes for particular groups of students. These gaps in opportunity and treatment may be driven by allocation of resources, policy decisions, and institutional practices. While decisions may have been intended for fair treatment, some have unequal and profound impacts particularly on students of color and low-income students.

Inspired by: Strategic Plan and Equity Plan Glossary, Whatcom Community College (n.d.), and Jermaine Toney and Hillary Rodgers, *Voices for Racial Justice, 16 solutions that deliver equity and excellence in education* (2011)

Explicit Bias- With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups. Positive or negative preferences for a particular group are conscious. Overt racism and racist comments are examples of explicit biases.

U.S. Department of Justice Community Relations Service, Toolkit for policing: *Understanding bias: A resource guide* (n.d.)

Implicit Bias- The unconscious attitudes, stereotypes, and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group. This behavior can be in direct contradiction to a person's espoused beliefs and values and is often an unconscious action by the perpetrator.

Inspired by: Anti-Defamation League, *Race, Perception and Implicit Bias* (n.d.)

Inclusion- Authentically recognizing the worth and dignity of all people by bringing traditionally excluded and/or underrepresented individual and groups into processes, activities, and

decision/policy making in a way that increases awareness, content knowledge, cognitive sophistication, interaction with individuals within the system, and genuine sharing of power.

Inspired by: Portland Community College, Diversity Definitions (n.d.); and Ferris State University, Diversity and Inclusion Definitions (n.d.)

Institutional Racism- Policies and practices within and across institutions that, intentionally or not, produce outcomes that chronically favor, or put a racial group at a disadvantage. Examples of institutional racism can be found in school disciplinary policies in which students of color are punished at much higher rates than their white counterparts, in the criminal justice system, and within many employment sectors. It should be noted that beyond racism, institutional systems of oppression also work to similarly disadvantage other minority groups.

Inspired by: Aspen Institute, *Glossary for understanding the dismantling structural racism/promoting racial equity analysis* (n.d.)

Low-Income- The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount. While Moraine Valley may consider a student low-income upon qualifying for Pell Grant funds, the 2019 150% poverty level is set at \$18,735 per year for a single individual.

Inspired by: U.S. Department of Education, Office of Postsecondary Education, Federal TRIO Programs Current-Year Low-Income Levels (2019)

Microaggression- Commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile and/or derogatory slights. These messages may be sent verbally ("You speak good English."), nonverbally (clutching one's purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots). Such communications are usually outside the level of conscious awareness of perpetrators, and focus on facets including race, gender, disability, age, sexual orientation, and other identities.

Inspired by: Portland Community College, Diversity Definitions (n.d.)

Minoritized- A social group that is devalued by and within societal constructs and systems. This devaluing encompasses how the group is represented, what degree of access to resources it is granted, and how the unequal access is rationalized through the creation and history of majority ideologies, dynamics, and structures. The term minoritized goes beyond the simple definition of minority which focuses solely upon the number of the group within a given population.

Inspired by: Shaun Harper, Race without racism: How higher education researchers minimize racist institutional norms, *The Review of Higher Education*, 36(1), (2012); and Ozlem Sensoy and Robin DiAngelo, *Is everyone really equal?: An introduction to key concepts in social justice education* (2012)

Minority Group- A group of people distinctive in ethnicity, race, color, economic class, gender identity or expression, nationality, sex, ability, religion, and/or other status. While a minority in strictly numerical terms is any subgroup that constitutes less than half of the whole group, in practice, a minority is a part of a population differing from others in some characteristic and is often subjected directly or indirectly to good or bad differential treatment.

Inspired by: University of Wisconsin La Cross, Diversity Terminology (n.d.); and Merriam-Webster Dictionary (n.d.)

Oppression- A system of inequality, privilege, and dominance based on characteristics including skin color, physicality, anatomy, mental capacity, language, dress, roles, emotionality, sexuality, spirituality, and/or other attributes not greatly represented in the population. Prejudice + Power = Oppression.

Inspired by: Loyola University Chicago, Executive Council on Diversity & Inclusion (n.d.); and University of Wisconsin La Cross, Diversity Terminology (n.d.)

Positionality- The recognition that where we stand in relation to others in society shapes what we see, know, think, feel, and understand about the world. This is a constructed position that impacts what we believe about race, gender, spirituality, social class, and other aspects of human identities.

Inspired by: Ozlem Sensoy and Robin DiAngelo, *Is everyone really equal?: An introduction to key concepts in social justice education* (2012); Frances Maher and Mary ay Tetreault, *Anthropological Quarterly* 66(3) (1993); and Omar Avci, *Journal of Education and Training Studies* 4(6) (2016)

Prejudice- A prejudgment or preconceived opinion, feeling, or belief, usually negative, usually based on stereotypes, that includes feelings such as dislike or contempt and is often enacted as discrimination or other negative behavior typically based on unsupported generalizations/stereotypes that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics. OR: A set of negative personal beliefs about a group that leads to prejudgment of individuals from that group, or the group in general, regardless of individual differences among members of that group.

Inspired by: Portland Community College, Diversity Definitions (n.d.); and Strategic Plan and Equity Plan Glossary, Whatcom Community College (n.d.)

Privilege- A right, advantage, benefit, or immunity granted to or enjoyed by members of a given category of people (based on race, color, religion, class, gender, sexual orientation, ability, etc.) that may not be available to people outside of that category; regardless of intentions.

Inspired by: University of Wisconsin La Cross, Diversity Terminology (n.d.)

Social Justice- Social justice is both a process and goal that includes a vision of society in which the distribution of resources is equitable and all members can feel physically and

psychologically safe and secure. Social justice involves democratic and participatory actors who work toward full and equal participation of all groups in a society. When achieved, social justice is mutually shaped, respectful of human diversity, inclusive, collaborative, and affirming of human agency.

Inspired by: Maurianne Adams, et al, *Teaching for Diversity and Social Justice: A Sourcebook*, (1997); and Lee Anne Bell, *Theoretical foundations for social justice education, Teaching for diversity and social justice* (2016)

Socioeconomic Status (SES)- The position of persons in a society, most often based on a combination of occupational, economic, and educational factors. Socioeconomic status can be applied to an individual or group, and often reveals inequities in access to resources, as well as issues of privilege, power, and control. Other factors, including ethnicity, gender, literacy level, and cultural characteristics influence socioeconomic status.

Inspired by: Oxford University Press, Oxford Reference (n.d.); and American Psychological Association (n.d.)

Student Success- A student integrating into the academic and social aspects of college, as indicated by the student's growth in global knowledge, critical thinking, creativity, technological and academic knowledge and progression toward completing courses, advancing their career, achieving new skills, and/or completing a credential.

Inspired by: J Bean, Dropouts and turnover: The synthesis and test of a casual model of student attrition, *Research in Higher Education* 12(2) (1980); and Vincent Tinto, *Leaving college: Rethinking the causes and cures of student attrition* (1993)

Tolerance- The capacity for, or the practice of, recognizing and respecting the beliefs or practices of others. The ability or willingness to tolerate the existence of opinions or behavior that one does not necessarily agree with. Tolerance is one step on the progression from ignorance/rejection to acceptance/embrace.

University of Wisconsin La Cross, Diversity Terminology (n.d.)

Underrepresented- Insufficient or disproportionately low representation of a group or groups which may include backgrounds such as gender, identity, orientation, age, ethnicity, income, first generation, disability statuses, etc.

Inspired by: Pima Community College, Diversity, Equity and Inclusion Plan (2017)

10. ILEA 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 member colleges and universities.

Completion Gap – The difference in college completion rates between student groups at the same college or university. ILEA is focused on the completion gap between African-American and White students, 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 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, 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 28 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 28 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.