

# **PARTNERSHIP FOR COLLEGE COMPLETION**

*Accelerating action to close the graduation gap*

## **Illinois Equity in Attainment Initiative Equity Plan**



**Saint Xavier**  
UNIVERSITY

**2023-2028**

# Executive Summary

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## **Introduction:**

Saint Xavier University (SXU) is an independent, private, non-profit Master's comprehensive institution of higher education accredited by the Higher Learning Commission. SXU's Illinois Equity in Attainment Initiative (ILEA) equity plan stems from our rich heritage and commitment to equality and social justice. Founded by the Sisters of Mercy in 1846, Saint Xavier University continues to be inspired and guided by the fundamental principles and values of our founding Sisters to faithfully respond to the needs of our time. Our mission commits to educating persons to search for truth, to think critically, to communicate effectively, and to serve wisely and compassionately in support of human dignity and the common good. SXU's core values of respect, excellence, compassion, service, hospitality, integrity, diversity and learning for life serve as the foundation of this equity plan. SXU is deeply committed to actualizing our commitment to equity and justice for students of color, Pell-eligible and first-generation student populations. This equity plan will serve as the framework for SXU in guiding our work of closing equity gaps to our low-income, first-generation, Black and Latinx student populations.

## **Current State:**

SXU's ILEA Equity Plan focuses on eliminating disparities among Black, Latinx, and Pell-eligible students. Currently, gaps exist in retention and graduation rates for Black and Latinx students compared to their White peers. Retention rates for Pell-eligible students over the past 5 years indicate the need to analyze and address compounding variables of students' socioeconomic status(es).

SXU has been a Hispanic-Serving Institution (HSI) since 2014 and has ranked among the most diverse regional universities for the last 24 years, according to US News and World Report. The most affordable Catholic university in Illinois, SXU is ranked by US News and World Report as a top regional performer in social mobility for four consecutive years.

Since 2019, SXU has received more than \$10M in Department of Education Title V HSI grant funds, allowing investment in additional staff dedicated to student engagement, retention and success. Between 2017-2021, SXU enrolled four of the largest incoming classes in its 176-year history while producing the strongest student retention rates in a decade for four consecutive years.

However, in Fall 2021, SXU experienced a significant decline in first-to-second year retention for the first time since 2016, falling from 77% (2020) to 71% (2021). Declines were sharper in Black, Latinx and Pell student populations, as described later. A corresponding drop in enrollment exacerbated this retention decline. In Fall 2022, SXU experienced a 4.4% decrease in overall enrollment, including a 13.2% decrease in first-year student enrollment. These

declines suggest that SXU must rethink its approach to retention as a result of the lingering socioeconomic impact of the pandemic on our student population.

While SXU committed to the ILEA initiative in 2019 and began drafting its equity plan, turnover in key personnel and the overall impact of the pandemic resulted in a pause on the completion of the plan. SXU hired its inaugural Chief Diversity Officer to lead the Office of Inclusive Excellence in August 2022, including the completion of the institutional equity plan. Given the recent declines in retention after years of positive momentum SXU views this moment as an opportunity to focus efforts to enhancing student engagement, learning and success.

**Future Vision:**

SXU is one of 25 Illinois institutions committed to eliminating racial and socioeconomic achievement gaps by 2028 prioritizing increasing completion rates on our campuses. We seek to increase retention rates and support college completion rates among our Black, Latinx, and low-income students (as identified by Pell eligibility).

The goal of the Equity Plan and the Illinois Equity in Attainment initiative is to eliminate disparities in fall-to-fall retention and degree completion rates between Black and White students, Latinx and White students, and students based on Pell Grant eligibility, while increasing the overall six-year graduation rate for all full-time students.

**Institutional Strategies:**

In order to close the achievement gaps by 2025 (2028), Saint Xavier University commits to:

- 1) relaunching its Emerging Scholar mentoring program for our Black student population;
- 2) leveraging the additional capacity afforded by the HSI Title V grants, CASA, ENLACE and Conexiones, to continue delivering comprehensive, integrated and consistent support programs from year one of our students' academic careers to graduation;
- 3) eliminating developmental math and demonstrating that this new approach leads to deeper learning in our math course offerings and overall improvement to retention;
- 4) determining strategies to create a more welcoming student experience through the creation of a Belonging Thinktank.

**Evaluation Plan:**

The oversight of SXU's institutional strategies will be the focus of its ILEA committee which includes faculty, staff and student representation. SXU's Chief Diversity Officer will work in tandem with this committee and Institutional Research to ensure that SXU's institutional strategies reflect a commitment to document student learning and improve retention/graduation rates. All with the goal of eliminating disparities and equity barriers among Black, Latinx and Pell-eligible students.

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## Signature Page

### Saint Xavier University Equity Plan: 2023 - 2028

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

 Dr. Laurie M. Joyner, President	[Date] 2/27/23
 Dr. Saib Othman, Provost	[Date] 2/27/23
 Daniel Klotzbach, VP Finance & Administrator/CFO	[Date] 2/27/23
 Dr. Jenny DeVivo, Executive Director of Mission and Heritage	[Date] Feb 27, 2023
 Jorge Arevalo, Director Institutional Effectiveness	[Date] March 6, 2023
 Dr. Gina Rossetti, Interim Dean of Arts and Sciences	[Date] Feb 27, 2023
 Dr. Gwendolyn George, Dean of Nursing	[Date] Feb 27, 2023
 Katy Thompson, Dean of Students	[Date] 2/27/23
 Dr. Aisha Karim, Faculty Senate President	[Date] 3/3/23
 Shavonn Nowlin, Staff Council President	[Date] March 1, 2023
 Jenan Said, Student Government President	[Date] 3/2/2023
 Dr. Natalie Page, Chief Diversity Officer	[Date] 3/1/2023

# 1: Introduction

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## 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 Initiative (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 2028, 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, first generation, Latino and Black students in Illinois by 2028, 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 embraced the Equity Initiative. 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 ILEA

colleges and universities will ensure the road to each degree path is clearly mapped out and communicated, guaranteeing that students can access courses when they need them to maintain momentum in pursuit of their degree.

The launch of the Initiative 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 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 still-wide 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 percent 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**

### **At a Glance:**

Saint Xavier University was founded in Chicago by the Sisters of Mercy in 1846, holding the distinctions of being Chicago's first Catholic university as well as the first Mercy institution of higher learning in the world. Initially serving as a higher education institution for women and the poor, today the Master’s comprehensive, private Catholic institution serves a diverse population of persons who seek a Catholic, Mercy education that prepares them to become successful, productive and compassionate members of society.

### **Demographics:**

Located on the southwest side of Chicago, Saint Xavier University has a total student population of 3520 (both undergraduate and graduate); 32.2 percent are White, 11.9 percent Black and 49.4 percent are Latinx (as of fall 2022). SXU is one of the most diverse universities in the Midwest, with more than 50 percent of the undergraduate population consisting of students of color. Among undergraduates, 54.1% are Pell grant eligible.

## UNDERGRADUATE STUDENT DEMOGRAPHICS 2022 FALL FINAL

UNDERGRADUATE STUDENT DEMOGRAPHICS 2022 FALL FINAL											
FULL/PART - TIME	F'17	S'18	F'18	S'19	F'19	S'20	F'20	S'21	F'21	S'22	F'22
Full - Time	2638	2391	2713	2479	2725	2526	2878	2515	2848	2522	2752
Part - Time	304	306	242	243	232	223	202	273	253	251	229
<b>TOTAL</b>	<b>2942</b>	<b>2697</b>	<b>2955</b>	<b>2722</b>	<b>2957</b>	<b>2749</b>	<b>3080</b>	<b>2788</b>	<b>3101</b>	<b>2773</b>	<b>2981</b>
GENDER	F'17	S'18	F'18	S'19	F'19	S'20	F'20	S'21	F'21	S'22	F'22
Female	1883	1722	1876	1764	1839	1727	1972	1807	1954	1763	1870
Male	1059	975	1079	958	1118	1022	1108	981	1147	1010	1111
<b>% FEMALE</b>	<b>64.0%</b>	<b>63.8%</b>	<b>63.5%</b>	<b>64.8%</b>	<b>62.2%</b>	<b>62.8%</b>	<b>64.0%</b>	<b>64.8%</b>	<b>63.0%</b>	<b>63.6%</b>	<b>62.7%</b>
ETHNICITY	F'17	S'18	F'18	S'19	F'19	S'20	F'20	S'21	F'21	S'22	F'22
White, Non-Hispanic	1209	1137	1193	1127	1173	1106	1134	1049	1056	970	961
Black, Non-Hispanic	340	303	348	316	331	305	364	315	371	313	353
Hispanic	1107	999	1154	1063	1223	1129	1368	1234	1482	1315	1474
Asian	93	86	87	77	78	78	82	72	63	65	66
Hawaiian/Pacific Islander	3	3	3	1	2	2	1	2	1	1	2
American Indian/Alaska Native	4	5	3	2	3	2	2	1	3	2	2
Multi-Racial	87	78	70	60	65	59	67	59	70	62	73
International	1	0	1	1	0	0	0	0	0	0	0
Other*	0	0	0	0	0	0	0	0	0	0	0
Unknown	97	86	96	75	82	68	62	56	55	45	50
<b>% White</b>	<b>41.1%</b>	<b>42.2%</b>	<b>40.4%</b>	<b>41.4%</b>	<b>39.7%</b>	<b>40.2%</b>	<b>36.8%</b>	<b>37.6%</b>	<b>34.1%</b>	<b>35.0%</b>	<b>32.2%</b>
<b>% African American</b>	<b>11.6%</b>	<b>11.2%</b>	<b>11.8%</b>	<b>11.6%</b>	<b>11.2%</b>	<b>11.1%</b>	<b>11.8%</b>	<b>11.3%</b>	<b>12.0%</b>	<b>11.3%</b>	<b>11.8%</b>
<b>% Hispanic</b>	<b>37.6%</b>	<b>37.0%</b>	<b>39.1%</b>	<b>39.1%</b>	<b>41.4%</b>	<b>41.1%</b>	<b>44.4%</b>	<b>44.3%</b>	<b>47.8%</b>	<b>47.4%</b>	<b>49.4%</b>

### HSI Designation:

In 2014, the University became a federally-designated Hispanic-Serving Institution (HSI), as defined by more than 25% of enrolled students identifying as Hispanic. Saint Xavier University is the only HSI among other Mercy colleges. Since 2010, SXU's undergraduate Hispanic population has tripled.

### 1c: Commitment to Diversity, Equity and Inclusion:

As a Mercy community, SXU acknowledges the work that must be done to address and eradicate structural and systemic barriers that create and perpetuate inequity. We acknowledge the need for continuous learning and advocacy to create a welcoming, inclusive and high-achieving environment that reflects our Mercy mission and core values.

SXU belongs to all in its community, regardless of race, color, ethnicity, creed, religion, gender, gender identity, abilities, age, sexual orientations, nationality, socioeconomic background, or immigration status. Faculty, staff, and students are engaged in creating a climate of purposeful and inclusive excellence by cultivating equity and providing opportunities for meaningful connections and service among diverse people, ideas, and perspectives, in search of truth and the common good.

Recognized as the most affordable Catholic university in Illinois, SXU has been recognized as a Best Value school by US News and World Report for five consecutive years. SXU has been



intentional in its efforts to provide high-quality, transformative opportunities for our students, with a focus on institutional financial aid and scholarship support to make those experiences attainable. Ninety-five percent of our students receive scholarship support from SXU. SXU continually receives recognition from US News and World Report for diversity (24 consecutive years [since 2000]) and social mobility (four consecutive years [since 2020]).

Furthering its commitment to diversity, equity and inclusion, in August of 2022, Saint Xavier hired its first Chief Diversity Officer. SXU's CDO will help to ensure diversity, equity, and inclusion are prioritized and embedded across Saint Xavier's university operations. Overall, diversity, equity, and inclusion are at the heart of Saint Xavier's heritage and strengthen our academic and learning environments, which prepare students to work as responsible global citizens and live by Catholic and Mercy values.

### **1d: Purpose of the Equity Plan**

The ILEA Equity Plan is intended to serve as a roadmap for how Saint Xavier will work toward closing gaps in degree attainment for low-income, Black, and Latinx students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, the Illinois Equity in Attainment Initiative seeks to prioritize 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 and White students
- ✦ Latinx students and White students
- ✦ Students receiving Pell grants and those who are not eligible

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

### **1e: Campus Engagement Plan**

As part of the initial equity plan work in 2019, the equity planning team included key campus stakeholders, including a cross section of students, staff, faculty, and administration. Building on this foundational work, in 2022 the CDO convened a new committee, comprised of administrators, staff, faculty and students across the University to strategize and discuss the direction of SXU's equity plan. Because of the recent and steep seven percent drop in retention, this committee decided early on that retention should be the focus of the equity plan. Additionally, since the initial 2019 planning, SXU had also been awarded three, multi-year Department of Education HSI grants. The committee agreed that grant –funded initiatives should

be the cornerstone to many of the equity planning initiatives, especially since the grant goals were written to align with the goals of the 2019 ILEA draft.

Once the committee agreed on the institutional strategies, the committee shared institutional strategy focus areas with the senior leadership team, faculty senate and staff council. After a period of review and comment, the ILEA committee began drafting the equity plan guided by institutional data. Once the first draft was completed, the equity plan was again reviewed by the senior leadership team, faculty senate, staff council, and student government association for feedback. The overall feedback from all of our internal stakeholders was that our equity plan should focus on institutional retention and graduation rates among the set target group.

This is a living document and therefore will continue to be reviewed throughout the five years of this equity plan. Updates to this equity plan will be reported to the President, Provost, Faculty Senate, Staff Council, Student Government Association and Office of Inclusive Excellence.

## 2. Current State

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SXU is committed to analyzing disaggregated equity data, including by race and Pell-eligibility. The following table outlines our 6-Year graduation rates for Black, Latinx and White students over the past six years. We have also included benchmark figures for peer institutions controlling for national private institutions with Carnegie Class Master Small, Medium and Large with Moderately Selectivity.

**6-year graduation rates**

<b>Cohort</b>	<b>TOTAL</b>	<b>BLK</b>	<b>LATIN</b>	<b>WHITE</b>	<b>TOT %</b>	<b>BLK %</b>	<b>LATIN%</b>	<b>SXU WHITE %</b>	<b>SXU DIFF BLK-WHITE</b>	<b>SXU DIFF HISP-WHITE</b>	<b>National Peer Institutions BLK %</b>	<b>National Peer Institutions LATIN %</b>
2011F	582	109	147	282	52.4%	35.8%	42.9%	63.8%	-28.0%	-21.0%	38.88%	42.36%
2012F	473	67	132	218	57.1%	32.8%	49.2%	69.7%	-36.9%	-20.5%	41.37%	48.73%
2013F	594	105	225	218	55.6%	39.0%	53.8%	65.6%	-26.5%	-11.8%	39.47%	52.73%
2014F	566	89	236	187	55.1%	37.1%	54.7%	64.2%	-27.1%	-9.5%	39.27%	53.98%
2015F	620	90	292	193	51.3%	27.8%	45.2%	71.5%	-43.7%	-26.3%	38.11%	48.94%
<b>Composite</b>	<b>2835</b>	<b>460</b>	<b>1032</b>	<b>1098</b>	<b>54.1%</b>	<b>34.8%</b>	<b>49.4%</b>	<b>66.8%</b>	<b>-32.0%</b>	<b>-17.3%</b>		

## 2a. Black Students

Black student enrollment at SXU has been relatively steady. However, disparities in retention from year 1-year 2 between Black and White students exist. After steady improvement closing this gap in year 1- year 2 retention, SXU experienced a substantial decline in Fall 2021, with the year 1- year 2 retention rate for Black students slipped from 73.3% to 55.9%, a full 20 percentage points behind White students (77.5%).

### Black Students Key Metrics

#### Black Student Retention Year 1 to Year 2

Cohort (Black)	RETAIN 1Y TO 2Y	RETAIN 1Y TO 2Y (White)	<i>National Peers (Black)</i> <i>RETAIN 1Y to 2Y</i>
2016F	58.2%	80.0%	61.87%
2017F	66.7%	82.1%	64.72%
2018F	67.0%	84.7%	64.31%
2019F	74.4%	80.5%	66.37%
2020F	73.3%	88.0%	64.93%
2021F	55.9%	77.5%	N/A

#### Black Student Retention Year 1 to Year 3

Cohort (Black)	RETAIN 1Y TO 3Y	RETAIN 1Y TO 3Y (White)	<i>National Peers (Black)</i> <i>RETAIN 1Y to 3Y</i>
2015F	43.3%	75.6%	48.16%
2016F	49.4%	69.3%	51.39%
2017F	50.0%	75.1%	47.54%
2018F	53.2%	76.2%	51.02%
2019F	50.0%	72.6%	49.01%
2020F	53.3%	80.4%	N/A

Also, alarming are significant patterns of disparity for Black students compared to their White peers in six-year graduation rates. The fall 2015 cohort revealed a 27.8% 6-year graduation rate for Black students compared to 45.2% for Latinx and 71.5% for White student populations. The 6-year graduation rate for Black students in the 2015 cohort trails SXU's national peers by ten percentage points.

**Black Student 6-year Graduation Rates**

<b>Cohort (Black)</b>	<b>Grad Rate 6Y</b>	<b>Grad Rate 6Y (White)</b>	<b><i>National Peers (Black) Grad Rate 6Y</i></b>
<b>2011F</b>	35.8%	63.8%	<i>38.88%</i>
<b>2012F</b>	32.8%	69.7%	<i>41.37%</i>
<b>2013F</b>	39.0%	65.6%	<i>39.47%</i>
<b>2014F</b>	37.1%	64.2%	<i>39.27%</i>
<b>2015F</b>	27.8%	71.5%	<i>38.11%</i>

## 2b: Latinx Students

Comprising close to 50 percent of its undergraduate student population, the retention and graduation rates of Latinx students is a key area of focus for SXU. Even prior to obtaining HSI grant funding, SXU had seen incremental improvement in the retention and graduation rates of Latinx undergraduates. Leveraging additional resources provided through the DOE HSI grants, SXU has the potential to meaningfully impact retention and graduation rates for all populations across campus.

Overall, SXU's year 1- year 2 retention rates for Latinx students has aligned with national peer group data, even exceeding national peer group trends between 2018F-2020F. However, the year 1- year 2 retention rates for Latinx students lags behind the retention rate of White students at SXU. Notably, year 1- year 2 retention rates for Latinx students experienced a drop in 2021F.

### Latinx Key Metrics

#### Hispanic Student Retention Year 1 to Year 2

Cohort	RETAIN 1Y TO 2Y	RETAIN 1Y TO 2Y (White)	<i>National Peers (Hisp) RETAIN 1Y to 2Y</i>
2016F	70.5%	80.0%	72.08%
2017F	69.7%	82.1%	70.65%
2018F	73.1%	84.7%	71.82%
2019F	76.1%	80.5%	70.99%
2020F	74.4%	88.0%	71.62%
2021F	70.7%	77.5%	N/A

### Hispanic Student Retention Year 1 to Year 3

Cohort	RETAIN 1Y TO 3Y	RETAIN 1Y TO 3Y (White)	<i>National Peers (Hisp) RETAIN 1Y to 3Y</i>
2015F	56.2%	75.6%	56.73%
2016F	59.7%	69.3%	59.21%
2017F	61.2%	75.1%	58.64%
2018F	64.1%	76.2%	58.93%
2019F	65.7%	72.6%	59.41%
2020F	63.7%	80.4%	N/A

The six-year graduation rate of the most recent cohort of Latinx students [2015 Fall] not only lags behind White students (71.5% compared to 45.2%) but, like the year 1- year 2 retention rate, has sharply dipped from the prior cohort [2014 Fall] (54.7% to 45.2%) after consecutive years of improvement. This represents a 26.3% differential between White and Latinx students' six-year graduation rate.

### Hispanic Student 6-year Graduation Rates

Cohort	Grad Rate 6Y	Grad Rate 6Y (White)	<i>National Peers (Hisp) Grad Rate 6Y</i>
2011F	42.9%	63.8%	42.36%
2012F	49.2%	69.7%	48.73%
2013F	53.8%	65.6%	52.73%
2014F	54.7%	64.2%	53.98%
2015F	45.2%	71.5%	48.94%

## 2c: Students receiving Pell Grants

### Pell/Non-Pell Comparison

As noted in the tables below, Students eligible to receive Pell Grants experienced barriers in their educational pathways that significantly impacted fall-to-fall persistence rates and six-year graduation rates, as compared to non-Pell eligible students from the same cohorts.

#### Pell vs Non-Pell Student Retention Year 1 to Year 2

Cohort	Y1 to Y2 Retention (Pell)	Y1 to Y2 Retention (Non-Pell)
2016F	68.4%	77.7%
2017F	69.4%	80.8%
2018F	73.0%	81.0%
2019F	76.3%	79.8%
2020F	75.7%	80.6%
2021F	68.5%	73.6%

#### Pell vs Non-Pell Student Retention Year 1 to Year 3

Cohort	Y1 to Y3 Retention (Pell)	Y1 to Y3 Retention (Non-Pell)
2016F	57.2%	67.8%
2017F	60.2%	72.8%
2018F	64.2%	70.8%
2019F	61.7%	73.1%
2020F	64.6%	69.9%



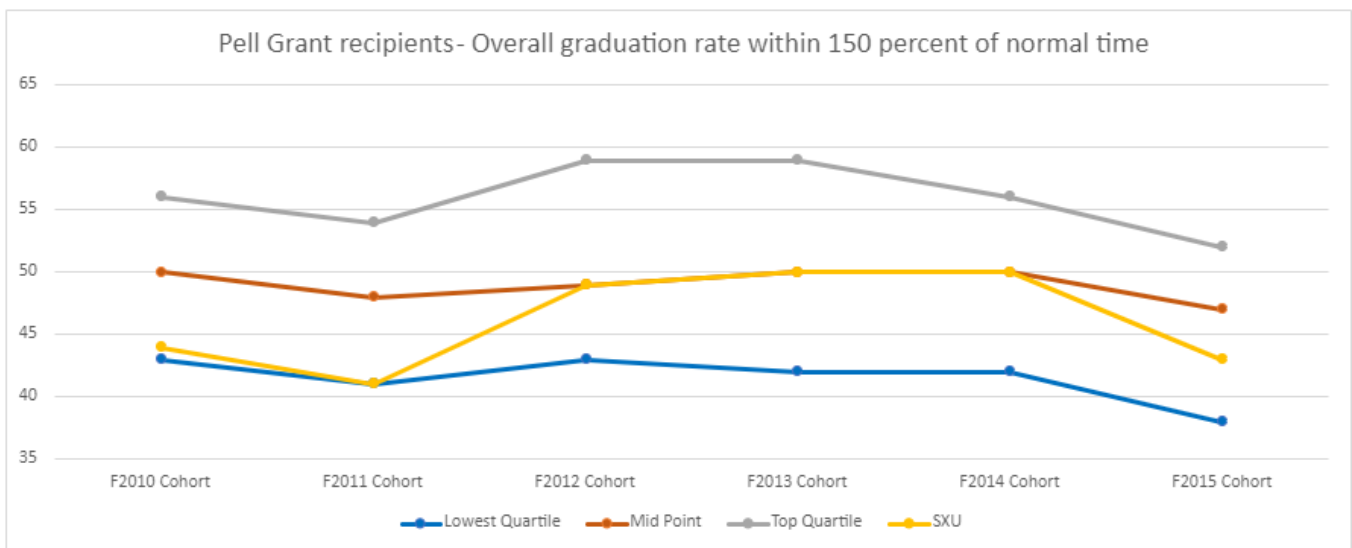
**Pell vs Non-Pell 6-year Graduation Rates**

<b>Cohort</b>	<b>Graduation Rate 6Y (Pell)</b>	<b>Graduation Rate 6Y (Non Pell)</b>
2011F	40.9%	66.4%
2012F	48.9%	68.3%
2013F	49.3%	65.0%
2014F	50.0%	64.4%
2015F	42.1%	67.3%

### Benchmarking for PELL Grant Graduate Rates

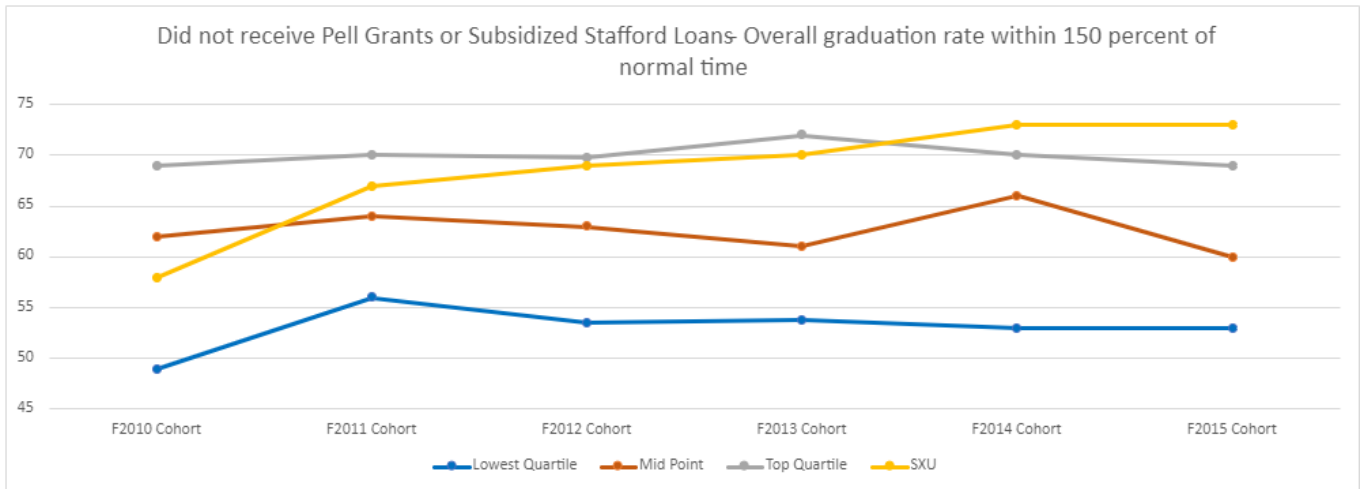
The following chart is a comparison of 21 Illinois Private Peer Institutions Graduation Rate for **PELL** grant recipients over 6 years:

Compared with Illinois peer groups, the graduation rates of Pell-eligible students aligned with the median level of peers, until a recent decline in SXU's 2015 cohort.



The following is a comparison of 21 Illinois Private Peer Institutions Graduation Rate for **Non-PELL** grant recipients over 6 years

Compared to the graduation rates of Pell-eligible students, SXU exceeds the top quartile of our peer group for graduation rates of non-Pell students.



As noted in the tables below, Black and Hispanic Pell-eligible students experienced additional barriers in their educational pathways that significantly impacted fall-to-fall persistence rates and six-year graduation rates, as compared to Pell-eligible White students from the same cohorts.

### Black PELL Grants / White PELL Grants Comparison

#### Black with Pell Grants vs White with Pell Grants Student Retention Year 1 to Year 2

Cohort	Y1 to Y2 Retention (Black Pell)	Y1 to Y2 Retention (White Pell)
2016F	58.6%	72.6%
2017F	63.3%	78.9%
2018F	63.0%	84.9%
2019F	75.0%	81.8%
2020F	71.0%	90.3%
2021F	57.3%	77.4%

#### Black with Pell Grants vs White with Pell Grants Student Retention Year 1 to Year 3

Cohort	Y1 to Y3 Retention (Black Pell)	Y1 to Y3 Retention (White Pell)
2016F	48.3%	61.6%
2017F	46.9%	73.2%
2018F	49.3%	79.1%
2019F	47.1%	70.5%

2020F	55.1%	79.0%
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**Black with Pell Grants vs White with Pell Grants 6-year Graduation Rates**

<b>Cohort</b>	<b>Graduation Rate 6Y (Black Pell)</b>	<b>Graduation Rate 6Y (White Pell)</b>
2011F	30.2%	55.7%
2012F	30.9%	61.6%
2013F	39.3%	59.3%
2014F	32.4%	59.3%
2015F	28.6%	60.3%

**Hispanic with PELL vs White with PELL Grants Comparison**

**Hispanics with Pell vs White with Pell Student Retention Year 1 to Year 2**

<b>Cohort</b>	<b>Y1 to Y2 Retention (Latinx Pell)</b>	<b>Y1 to Y2 Retention (White Pell)</b>
2016F	69.5%	72.6%
2017F	66.2%	78.9%
2018F	73.0%	84.9%
2019F	75.2%	81.8%
2020F	74.2%	90.3%
2021F	68.3%	77.4%

**Hispanics with Pell vs White with Pell Student Retention Year 1 to Year 3**

<b>Cohort</b>	<b>Y1 to Y3 Retention (Latinx Pell)</b>	<b>Y1 to Y3 Retention (White Pell)</b>
2016F	58.3%	61.6%
2017F	57.4%	73.2%
2018F	64.3%	79.1%
2019F	63.6%	70.5%
2020F	64.1%	79.0%

**Hispanics with Pell vs White with Pell 6-year Graduation Rates**

<b>Cohort</b>	<b>Graduation Rate 6Y (Latinx Pell)</b>	<b>Graduation Rate 6Y (White Pell)</b>
2011F	38.5%	55.7%
2012F	49.0%	61.6%
2013F	51.5%	59.3%
2014F	51.7%	59.3%
2015F	40.6%	60.3%

## 3. Future Vision

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### **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 and White students, between Latinx and White students, and between lower-income and higher-income students (as indicated by Pell receipt).

### **The COVID Impact:**

When it comes to eliminating disparities in degree completion rates between Black and Latinx students compared to their White counterparts, as well as disparities between Pell eligible and non-Pell eligible students, COVID-19 only widened inequity gaps. This broadens the context for SXU's recent decline in enrollment and retention after years of steady progress in closing the gaps. According to the Persistence and Retention Report (National Student Clearinghouse Research Center, 2021), 26 percent of students who started college prior to COVID-19 did not return. Black and Latinx student populations were more adversely impacted by COVID-19 than any other student population group (Ann & Dominguez-Villegas, 2022). A study by the University of California, Latino, Policy and Politics Initiatives (2022) states that almost a third of Black and Latinx students had canceled their plans to continue their post-secondary education in the fall of 2020.

According to the Illinois Board of Higher Education (2022), when disaggregated by race/ethnicity, there is more than a 20-percentage point gap in fall-to-fall retention between African American undergraduates (62.0%) and their white peers (83.8%). Throughout the pandemic, between Fall 2020 and Fall 2022, approximately 1,200 students in SXU's undergraduate base did not return. Compounding this decline, SXU estimates at least 1,000 students who had previously stopped out before the pandemic have delayed their return due to COVID-19 disruptions.

### **Interim Performance Benchmark Goals**

As a result of the COVID-19 impact on retention and graduation rates, for each of the key metrics being measured (Year 1 to Year 2 retention, Year 1 to Year 3 retention and 6-year graduation rates), we have used as the base, the most recent year and the goal the best year from the last 3 years, including a year prior to the start of the Pandemic.

## 5-year Goals

### Black Students

BLACK STUDENTS	BASE	2023-2024 (AY)	2024-2025 (AY)	2025-2026 (AY)	2026-2027 (AY)	2027-2028 (AY)	Best Last 3Y
Fall 1 to Fall 2 Retention	55.9%	59.6%	63.3%	67.0%	70.7%	74.4%	74.4%
Fall 1 to Fall 3 Retention	53.3%	53.3%	53.3%	53.3%	53.3%	53.3%	53.3%
Six-Year Graduation Rate	27.8%	30.0%	32.3%	34.5%	36.8%	39.0%	39%

### Hispanics

LATINX STUDENTS	BASE	2023-2024 (AY)	2024-2025 (AY)	2025-2026 (AY)	2026-2027 (AY)	2027-2028 (AY)	Best Last 3Y
Fall 1 to Fall 2 Retention	70.7%	71.78%	72.86%	73.94%	75.02%	76.10%	76.1%
Fall 1 to Fall 3 Retention	63.7%	64.10%	64.50%	64.90%	65.30%	65.70%	65.7%
Six-Year Graduation Rate	45.2%	47.10%	49.00%	50.90%	52.80%	54.70%	54.7%

### PELL Grant Recipients

PELL GRANT STUDENTS	BASE	2023-2024 (AY)	2024-2025 (AY)	2025-2026 (AY)	2026-2027 (AY)	2027-2028 (AY)	Best Last 3Y
Fall 1 to Fall 2 Retention	68.5%	70.06%	71.62%	73.18%	74.74%	76.30%	76.3%

Fall 1 to Fall 3 Retention	64.6%	64.60%	64.60%	64.60%	64.60%	64.60%	64.6%
Six-Year Graduation Rate	42.1%	43.68%	45.26%	46.84%	48.42%	50.00%	50%



## 4. Institutional Strategies

### 4a: Black Students

#### Strategy 1: Mentoring Society: Emerging Scholars

The Emerging Scholars program promotes retention and academic success for Black students at Saint Xavier University. The program is committed to providing relevant experiences that will help Black students succeed academically, professionally and socially through development in the following areas: education (retention, persistence to graduation), leadership, social, community involvement and cultural awareness. The Emerging Scholars program also expands efforts to recruit Black students as undergraduates and to increase first-to-second year retention and six-year graduation rates of that population.

This program will identify and invite all Black students focusing on the importance of academic and professional preparedness, progression toward degree completion, financial aid understanding, and personalized engagement

The Emerging Scholars program has been in existence since 2019. However, this program was greatly impacted by the pandemic and placed on hiatus at the conclusion of the AY 2021-2022. The data below pinpoint a sharp decline in retention after 2020 from 73.3 percent to an alarming 56.8 percent during this time period. This includes a noticeable decline in comparison to their Latinx and White counterparts.

As a result, the relaunch and furthering of the Emerging Scholars program will be critical in closing equity gaps of retention and graduation rates among our Black student population.

FIRST TERM	N	% RETAIN 2YR	Black	% RETAIN 2yr	Latinx	% RETAIN 2YR	WHITE	% RETAIN 2YR
2012F	473	75.5%	67	62.7%	132	74.2%	218	78.4%
2013F	594	74.9%	105	61.0%	225	76.0%	218	80.3%
2014F	566	71.9%	89	56.2%	236	74.2%	187	75.9%
2015F	620	73.9%	90	56.7%	292	70.9%	193	85.5%
2016F	616	72.1%	79	58.2%	288	70.5%	205	80.0%
2017F	602	74.4%	60	66.7%	294	69.7%	201	82.1%
2018F	703	76.2%	94	67.0%	334	73.1%	235	84.7%
2019F	668	77.5%	86	74.4%	327	76.1%	215	80.5%
2020F	721	77.7%	90	73.3%	410	74.4%	184	88.0%
2021F	747	71.0%	111	56.8%	426	70.9%	173	78.0%
<b>AVERAGE</b>	<b>631</b>	<b>74.5%</b>	<b>87</b>	<b>63.3%</b>	<b>296</b>	<b>73.0%</b>	<b>203</b>	<b>81.3%</b>

#### **4b: Latinx Students--Title V Grants**

**Strategy 1: Leverage the additional capacity afforded by the CASA & ENLACE Title V grants to continue delivering comprehensive, integrated and consistent support programs from year 1 of students' academic careers to graduation.**

Saint Xavier University's strategy for retention among Latinx students is being addressed by the additional initiatives, resources and support systems that have been put into place as a result of the CASA and ENLACE Title V HSI grants awarded in 2019 and 2021 respectively. Both grants were created to strengthen SXU's capacity to enhance educational outcomes by eliminating equity gaps and increasing retention and graduation rates for Latinx and lower-income students.

The goals, objectives, and activities captured in the CASA and ENLACE grants were developed to address the significant institutional problems identified through ILEA foundational work and the university's own strategic planning process, including:

1. maximizing student success through improved retention, progression, and completion rates
2. creating clear and integrated academic and career pathways for students to reach their educational and career goals, in service of the common good
3. creating a culture of equity based on the integration of best practices and culturally validating and inclusive high-impact educational opportunities across the curriculum.

SXU's 2019 CASA grant follows the Loss/Momentum Framework developed through the Completion by Design Initiative (2015). The Loss/Momentum Framework challenges institutions to understand the student experience from the perspective of the student and guides them to address student needs at critical pinch points by aligning structures, programs, and services in a coordinated, campus-wide effort. The framework focuses on four factors that typically determine student success – Connection, Entry, Progress, and Completion – in order to strategically build momentum to improve student outcomes. Guided pathways, or intentional pipelines toward student success from college entry to completion, are created to eliminate barriers to graduation. Such pathways combined with comprehensive, integrated support programs empower students by assisting them in determining majors and careers and have shown statistically significant positive effects on persistence and degree completion.

CASA LOGIC MODEL				
Inputs	Activities	Outputs	Measurable Outcomes	Long-Term Impact
Institutional commitment to student success Institutional Research SXU Center for Instructional Design and Technology Institutional facilities, technology, materials and supplies Curriculum development expertise Institutional commitment to equitable attainment and student outcomes (ILEA, strategic plan pillars) External Evaluator ESCALA Certification Program Title V funding	<b>Personal Financial Literacy</b> <ul style="list-style-type: none"> <li>Personal Financial Literacy Course</li> <li>Financial Management and Literacy apps</li> </ul> <b>Student Success Academy (SSA)</b> <ul style="list-style-type: none"> <li>Summer Bridge, Transitions labs</li> <li>Case Management Advising</li> <li>Progress Monitoring with Early Alert</li> </ul> <b>Learning Center Enhancement</b> <ul style="list-style-type: none"> <li>Integrated Learning Assistants (LAs)</li> </ul> <b>Sophomore Engagement</b> <ul style="list-style-type: none"> <li>Service Day</li> <li>Resource Fair</li> <li>Express Workshops</li> </ul> <b>Personal and Career Development</b> <ul style="list-style-type: none"> <li>Career Development/Exploration</li> </ul> <b>High Impact Practice Framework</b> <ul style="list-style-type: none"> <li>Culturally relevant HIP integration</li> <li>Student ePortfolios</li> </ul> <b>Faculty Innovators in Teaching (FIT) Program</b> <ul style="list-style-type: none"> <li>Intercultural Pedagogies Training</li> <li>ESCALA Certification</li> </ul>	Number taking Personal Financial Literacy Course and utilizing supports (Coach, apps) Number who complete SSA activities Number on academic probation receiving individualized early intervention Number visiting Learning Center Specialists Percent of students successfully completing courses with LAs Number participating in Sophomore experiences Number of undecided students in career development exploration Percentage of faculty integrating HIPs in curriculum Percentage of students implementing ePortfolios Number of faculty participating in FIT activities	Reduction in holds for financial reasons Increased access to emergency financial aid resources Reduction in dropouts/stop-outs for financial reasons Reduction students on academic probation during first-year Improved success rates of students for first-year level courses Improved fall-to-spring retention rates Improved first-to-second year retention rates Improved retention rate of undecided students Increased faculty adoption of HIPs trained around intercultural and inclusive pedagogies	Reduction in student loan default rates Increased college readiness for first-year students Increased graduation rate Institutionalized CASA program with clear and integrated pathways for students, framed in a culture of equity and culturally validating HIPs Improved pedagogy based on student cultural funds of knowledge Fewer barriers for Hispanic and other low-income student groups Elimination of equity gaps between Hispanic and non-Hispanic white students Increased recognition of social capital and asset-based, rather than deficit-based mentality
<b>Rationale:</b> Integrated supports must be aimed around critical loss points during students' academic experience (Completion by Design 2015); to guide students toward determining majors and careers, showing positive effects on persistence and degree completion (Bailey et al 2016).				
<b>External Factors:</b> The presence or absence of financial aid plays a key role in retention for Hispanic and low-income students. Inclusive institutional climate and recognition of cultural assets, as opposed to deficits has positive impact on retention rates of Hispanic and low-income students.				

Building on CASA, SXU's ENLACE program follows the Culturally Engaging Campus Environments (CECE) Model, which emphasizes that a college student's access to a culturally engaging campus environment is positively correlated with individual influences on success, such as sense of belonging, academic self-efficacy, and intent to persist, and ultimately increased retention and persistence to graduation. The model identified five variables associated with culturally engaging campus environments that exhibit a positive and statistically significant relationship with sense of belonging outcomes: collectivist culture, cultural validation, cultural familiarity, proactive philosophies, and holistic support.

**ENLACE LOGIC MODEL**

Inputs	Activities	Outputs	Measurable Outcomes	Long-Term Impact
Institutional commitment to student success Institutional Research SXU Center for Instructional Design and Technology Institutional facilities, technology, materials and supplies Student Success Academy Center for Inclusive Excellence Commitment to equitable attainment and student outcomes (ILEA, strategic plan) External Evaluator ESCALA Certification Program Title V funding	<p><b>Faculty Development</b></p> <ul style="list-style-type: none"> <li>• Intercultural Pedagogies Training (Equity Grants)</li> <li>• ESCALA Certification</li> </ul> <p><b>Spanish Language Curricular and Co-Curricular Offerings</b></p> <ul style="list-style-type: none"> <li>• Expansion of Spanish in the Professions offerings</li> <li>• Spanish language Student Media Content</li> </ul> <p><b>Integration and Assessment of Technology for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>• Best practices workshops</li> <li>• Disaggregated assessment of efficacy</li> </ul> <p><b>Holistic and Humanized Supports</b></p> <ul style="list-style-type: none"> <li>• Spanish language individual and group counseling</li> </ul> <p><b>Career Planning Supports (CPP1)</b></p> <ul style="list-style-type: none"> <li>• Employer Development Outreach</li> <li>• Industry Advisory Board</li> </ul> <p><b>Personal Financial Literacy (CPP2)</b></p> <ul style="list-style-type: none"> <li>• Personal Financial Literacy Course</li> <li>• Financial Literacy Coach</li> </ul>	Number of faculty participating in faculty development (Equity Grants and ESCALA) Increase the number of students leveraging bilingualism through the Spanish in the Professions course offerings Spanish language newspaper and radio programming Increased use of technology that models and fosters self-regulated learning strategies Creation of rubric for inclusive and equitable assessment of technology for diverse learners Individual and group Spanish language counseling sessions Number of Latinx students in internships and work-based experiences Number of partnerships with in-demand industries Number taking Personal Financial Literacy Course and utilizing supports Financial Literacy Coach	Increased faculty adoption of intercultural and inclusive pedagogies Improvement of measures of support for overall well-being of students, support managing non-academic responsibilities and positive interactions with faculty Increased adoption of technology that models and fosters self-regulated learning strategies Improved first-to-second year retention rates Improved second-to-third year retention rates Increased graduation rates Reduction in holds for financial reasons Reduction in dropouts/stop-outs for financial reasons	Improved pedagogy framed in social capital and asset-based, rather than deficit based mentality Institutionalized Enlace program evidenced by a culture of equity and culturally-validating curricular and co-curricular experiences Fewer barriers for Latinx and other low-income student groups Elimination of equity gaps between Latinx and white students Reduction in student loan default rates Organizational culture that enhances the racial and ethnic identity of students through community engagement, positive campus climate and support programs

**Rationale:** For Latinx students to succeed, institutions must produce equitable academic outcomes and a culture that enhances racial and ethnic identity development (Rios 2019).

**External Factors:** Family, finances, employment, academic preparation and initial academic disposition impact college success outcomes (Museus 2016).

#### 4c: Math Success Project

##### Strategy 1: Elimination of developmental math.

Since 2014, one in three incoming first-year students has been placed into developmental Math. Of the students placed into developmental math, the majority were students of color. Given institutional data that suggests that the majority of Black and Latinx students are Pell-eligible, the elimination of developmental math supports our Pell-eligible population by increasing course-efficiency and eliminating non-credit bearing courses for which students are required to pay that delay entrance to credit-bearing courses required for graduation.

As revealed in the table below, students of color were not served well by this approach, and the data reveals profound gaps between White and Black and Latinx students. In the course of our inquiry, we learned of troubling additional factors: 1) the emporium model is based on a computerized, self-paced model that leaves the students to work on their own through each module and 2) the placement exam was 58 questions—far from best practice—which is closer to 20 questions.

FR COHORTS-2014-2021	N	% ENROLL IN DEV MATH IN YR1	% PASS DEV MATH IN YR1 (OF THOSE WHO ENROLL)	% PASS COLLEGE MATH IN YR1 (TOTAL COHORT)
Black or African American	699	50.1%	66.6%	30.6%
Hispanic	2607	33.8%	76.2%	46.3%
White	1593	25.6%	86.4%	63.1%

##### Percentage of Student with PELL grant taking Developmental Math.

Academic Year	Number of students taking Developmental Math	Percentage with PELL grants
2014-15	213	67.1%
2015-16	345	66.4%
2016-17	348	66.7%
2017-18	141	61.7%
2018-19	305	65.6%
2019-20	191	69.1%
2020-21	176	63.1%
2021-22	232	68.5%

For AY 22-23, we leveraged a five-year, \$4.8M grant from the Department of Education, which is known as the *Conexiones* grant, calling for a reduction in the reliance on developmental Math. The Interim Dean of CAS, along with the previous Interim Provost, went one additional step:

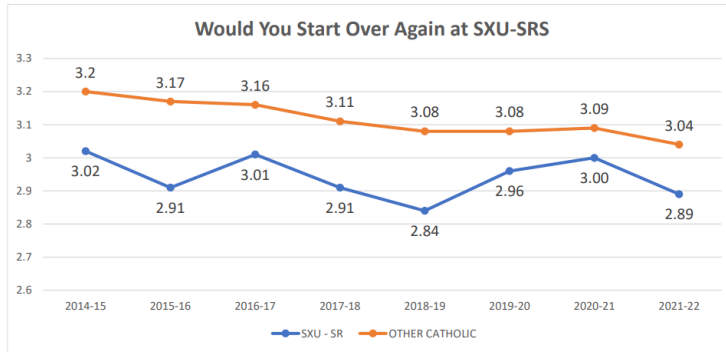
they called for the complete elimination of developmental Math by Fall, 2023. With the support of a consultant, whom we came to know through the Partnership for College Completion, we are running a pilot in Fall, 2022 with a section of college algebra, which follows a co-requisite model. In Spring, 2023, we will run another pilot using the statistics course. By fall, 2023, we will also eliminate the exclusive use of a placement exam, relying instead on the high school GPA, and if needed, a Math Bootcamp, which will provide a refresher for students with essential Math skills. Based on these factors, students will either enter the course that is a co-requisite or they will enter the course that is not tied to the corequisite lab. The success of this program will include the ongoing analysis of standardized learning objectives to demonstrate mastery of key math concepts. Eliminating our previous reliance on developmental Math will cease the endless loop in which students were trapped, closing the equity gaps among our Black, Hispanic and low-income student populations.

#### **4d: Belonging Think Tank Project**

##### **Strategy 1: Determine strategies to create a more welcoming student experience.**

Some of our recent National Survey of Student Engagement (NSSE) data suggests that our students' sense of belonging is in decline. Students' belonging is key to their overall success. Belonging is associated with students not dropping out of school, psychologically adjusting to college, and academic achievement. Data from our most recent NSSE survey shows that when asking our seniors whether they would start over again at SXU they have been in decline in the last year and fall consistently below our peer comparison group over the last 8 years. To address this concern, we will create an institutional belonging think tank with the purpose of brainstorming solution options to improve our student's experience at SXU. This belonging think tank will include faculty, staff, and students that will meet to brainstorm and create strategies that can be implemented to improve our student belonging. SXU's Schmitt Scholar Leaders will be invited to lead this initiative, during its first year (academic year 22-23). The Schmitt Scholars are identified campus leaders who receive scholarships from the Arthur J Schmitt Foundation, which is dedicated to ethical leadership development, allowing them to advance a specific program that will assist their institution and/or community.

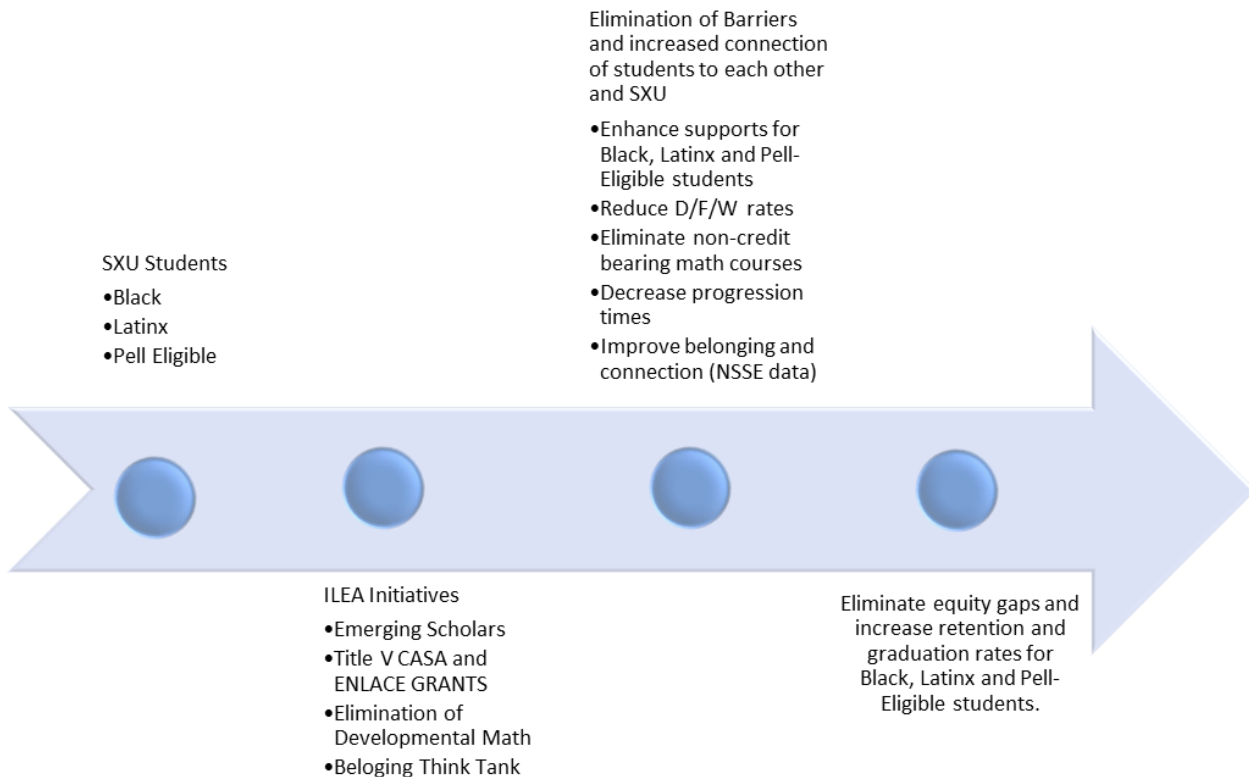
## Start Over Again: SRS



The SXU metric for graduating seniors is not where it needs to be and this has been the case over the past seven years. What can we do to improve this?

## 5. Evaluation Plan

The goal of SXU's ILEA plan is to increase the retention and attainment of Black, Latinx and Pell-eligible students. The model below illustrates how SXU will leverage the equity plan initiatives to remove barriers and eliminate equity gaps.





The Evaluation Plan for the ILEA equity plan includes continuous and ongoing evaluation processes to measure the extent to which the program meets annual performance indicators. The Evaluation Plan will include performance feedback indicators to support adjustments throughout each year of the plan. The ILEA evaluation plan includes quantifiable baseline data and annual performance indicators for each initiative to accurately measure success of achieving annual goals, along with internal monitoring by the CDO, ILEA Equity Plan Advisory Committee, Institutional Research, initiative stakeholders (as outlined in the table below), and students, faculty and staff through existing university-wide governance structures and committees. The CDO sits on the Senior Leadership team and will provide regular status updates to university leadership and other institutional stakeholders.

<b>Overall Objective: Increase retention and graduation rates among Black, Hispanic and Pell eligible students as compared to White students and non-Pell eligible students.</b>		
<b>Strategy 1: Relaunch the Emerging Scholars Program</b>		
Method(s)	Responsible Personnel	Goals Addressed
(1) SXU will follow our cohorts and monitor their retention and graduation rates. (2) Identify strategies to lessen equity gaps.	Chief Diversity Officer, Emerging Scholars Advisory committee and mentors	1. Enhance support for Black students 2. Improve student success for our Black student population 3. Reduce high rates of D/F/W
<b>Strategy 2: Leverage additional capacity resulting from HSI Title V grants</b>		
Method(s)	Responsible Personnel	Goals Addressed
(1) SXU will follow our cohorts and monitor their retention and graduation rates. (2) Identify strategies tied to our grant objectives to lessen equity gaps.	Executive Director of Diversity, Equity and Inclusion Title V grant staff	1. Enhance support for Latinx students 2. Improve student success for our Latinx student populations 3. Reduce high rates of D/F/W
<b>Strategy 3: Elimination of Developmental math</b>		
Method(s)	Responsible Personnel	Goals Attention
Establish an implementation plan to decommission developmental math courses Identify the infrastructure needed to support embedded support in all college-level math courses	Developmental Committee  Interim Dean, CAS	1. Elimination of developmental math 2. Increase in student grades 3. Decrease time to progress through math pathway

<b>Strategy 4: Create a Belonging Think Tank to create a more welcoming student experience</b>		
<b>Methods</b>	<b>Responsible Personnel</b>	<b>Goals Attention</b>
1. Establish a cross section of students, faculty, staff to brainstorm ways we can provide a stronger sense of belonging among our students. 2. Monitor NSSE belonging survey results	Chief Diversity Officer ILEA Equity Plan Advisory Committee	1. Implement recommendations from belonging think tank 2. Improve belonging students experience as monitored in subsequent NSSE surveys

## 6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Emerging Scholars	\$12,000 for off-campus activities.	Funded through existing institutional endowment funds  Increased segmented alumni appeals for support of these initiatives.	Continued SXU budget support for mentoring, induction ceremony pins, badges for commencement, and activities related to community-building and retention efforts.
Title V Grants	\$5M allocated to retention and success initiatives to support Latinx and Low-Income, First-Generation students.	Existing funding source	Grant initiatives will be measured for impact and institutionalization planned for most effective initiatives that will continue to improve retention and graduation rates.
Math Project	\$12,000 consultant funded through the <i>Conexiones</i> grant.	Grant-funded	This academic year, the consultant's team is working with the department to overhaul Math education. Consultant is working with full team to align practices and policies to eliminate equity gaps.
Belonging Think Tank	Zero budget	N/A	Once the team of Schmitt Scholars, in conjunction with the CDO, determines the full scope of the project, University leadership will then determine how to institutionalize the project.

## 7. Timeline

<b>Strategy One:</b>	<b>Relaunch Emerging Scholars program</b>
<b>Timeline</b>	Beginning January 2023 and each academic year for the duration of the equity plan (August-May)
<b>Planning &amp; Implementation</b>	<ul style="list-style-type: none"> <li>-Create Advisory Council Committee</li> <li>-Create Emerging Scholars Relaunch</li> <li>-Solicit Black Faculty/Staff/ Alumni mentors</li> <li>-Create meeting time and events</li> </ul>
<b>Sustainability &amp; Scalability</b>	Evaluation for sustainability and scalability will occur at the end of each semester through close examination of retention and graduation data. Surveys will also be given at the end of each semester to determine the effectiveness of programming. Both of these tools will determine the future direction and needs for this program.
<b>Strategy Two:</b>	<b>Title V grants</b>
<b>Timeline</b>	Initiatives have been implemented, beginning on 10/01/2019.
<b>Planning &amp; Implementation</b>	The goals, objectives, and activities captured CASA and ENLACE were developed to address the significant institutional problems aligned with SXU’s strategic planning process and ILEA.
<b>Sustainability &amp; Scalability</b>	Evaluation for sustainability and scalability will occur as the grants progress. Initiatives that have a direct impact on outcomes will be institutionalized.
<b>Strategy Three:</b>	<b>Elimination of developmental math</b>
<b>Timeline</b>	AY 22-23
<b>Planning &amp; Implementation</b>	AY 22-23
<b>Sustainability &amp; Scalability</b>	This is a pilot program. Sustainability and scalability will be determined by evaluation of program success.
<b>Strategy Four:</b>	<b>Belonging think tank</b>
<b>Timeline</b>	January 2023-May 2023

<p><b>Planning &amp; Implementation</b></p>	<ul style="list-style-type: none"> <li>-Create cross section of university to create a brainstorming think tank</li>   <li>-Create list of recommendations</li>   <li>-Create Belonging Committee to implement recommendations</li>   <li>-Follow retention/student experience data</li> </ul>
<p><b>Sustainability &amp; Scalability</b></p>	<p>Evaluation for sustainability and scalability will occur at the end of the brainstorming think tank. The results from this will be implemented through a belonging advising committee comprised of faculty, students and staff. Additionally, review of our NSSE belonging survey data will be used to measure belonging and overall satisfaction with SXU, year-over-year and as compared to SXU's NSSE comparator group.</p>

## 8. ILEA Team

### **ILEA Core Team**

Jorge Arévalo, Director of Institutional Effectiveness Institutional Research & Planning

Alison Chandler, Assistant VP SEM & Student Success

Vincent Davis, Faculty Specialist, Communication

Dr. Jenny DeVivo, Executive Director for Mission & Heritage

Dean Gwendolyn George, Dean of Nursing and Health Sciences

Dr. Imelda Macias, Executive Director Diversity, Equity & Inclusion

Erin Mueller, Associate VP University Advancement

Dr. Keith O'Neill, Associate Dean of /students and Title IX

Dr. Natalie Page, Chief Diversity Officer

Nancy Ortiz-Romero, Director of Student Support

Dean Gina Rossetti, Interim Dean, College of Arts and Sciences

Katie Soso, CNT Faculty Associate

### **Senior Leadership Team:**

Dr. Laurie M. Joyner, President

Dr. Saib Othman, Provost

Daniel Klotzbach, VP Finance & Administration/CFO

Maggie Eaheart, Chief of Staff

Kathleen Carlson, Director of Institutional Research; Special Assistant to President

Brian Hotzfield, Assoc VP SEM & Student Success

Erin Mueller, Associate VP University Advancement

Deborah Rapacz, Associate VP for Marketing & Communication

Dr. Natalie Page, Chief Diversity Officer

Dr. Jenny DeVivo, Executive Director for Mission & Heritage

Matthew Cunningham, J.D., Director of Athletics

Katy Thompson, Dean of Students

## 9. Glossary

**Equity** –Practitioners and institutions take personal and institutional responsibility for student success, mindful of practices that privilege race and socioeconomic factors, and critically assess and alter practices that inhibit student success.

**Equity Plan** – The point of emphasis is not on “fixing students,” but on practitioners and institutions questioning their own assumptions, recognizing the stereotypes that harm student success, and engaging in continuous improvement to create change.

**Illinois Equity in Attainment Initiative (ILEA)** – As realized at Saint Xavier, identify the performance gaps for Black, Latinx, and Pell Grant students, focusing on eliminating them by 2025.

**Leading Indicator** –Metrics assumed to be associated with specified outcomes, which are also known prior to the occurrence and measurement of the specified outcomes. As it pertains to this project, one leading indicator is mid-term grades, as they relate then to the first semester GPA.

**Early Momentum Indicator** – This indicator pertains to the progress toward degree, and as it manifests itself in this initiative, it could be the number of completed hours in the First-Year, particularly with performance in the Mercy Core, which is reflective of the student’s momentum toward degree completion.

**Lagging Indicator** – This indicator measures student outputs, and as it pertains to the initiative, one is the impact of the first semester GPA as an indicator of first to-second-semester retention.

**Cohort** – A specific student group with particular attributes entering the university at the same time.

**Graduation Rate** – Percentage of a cohort who earns a BA degree

**150% Time** – Applies to graduation rates whereby the time for degree completion is 150% of the expected amount of time. For a four-year program, the 150% time is a six-year graduation rate.

**Completion Gap** – Equity gaps in graduation rates and related metrics between specified groups of students.

**Institutional Strategy** – A course of action designed to realize the retention and graduation rate goals articulated in the plan, while also noting the resources needed for its success.