



**ILLINOIS EQUITY
IN ATTAINMENT INITIATIVE
EQUITY PLAN**



WAUBONSEE
COMMUNITY COLLEGE

EXECUTIVE SUMMARY

Introduction

Illinois Equity in Attainment Initiative (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, Latinx and African American students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

PCC offers support and resources to more than 30 colleges and universities who have committed to the equity initiative. Waubonsee and other institutions work collaboratively with PCC to set commitments identify evidence-based strategies to utilize on their campuses and scale effective practices.

The mission of Waubonsee Community College boldly encompasses diversity, equity, and inclusion. *Waubonsee Community College provides exceptional learning through accessible, equitable, and innovative education. We are committed to enriching the lives of our students, employees, and community by working together to create opportunities to discover new passions, share knowledge, and embrace diversity.*

Waubonsee partners with all students to ensure their success, advancing equity for our diverse and historically underserved students, developing broad, integrative, specialized, and applied knowledge, and meeting their academic, professional, and personal goals. In addition to working to identify and remove barriers experienced by students related to their academic success at Waubonsee, the college partners with ILEA to establish an equity plan specific, measurable, and supportive of our marginalized populations of students.

The ILEA Equity Plan is intended to serve as a guide for Waubonsee as the college works toward closing the opportunity gaps for our students. Given persistence and the size of opportunity gaps across colleges and universities in Illinois, ILEA seeks to prioritize action on equitable degree completion for students across racial and socioeconomic groups. The ILEA Equity Plan is intended to complement other institutional efforts to increase equity and degree completion including Waubonsee's Retention Plan, Strategic Enrollment Management Plan, and the college's Strategic Plan. Included in this report are charts highlighting degree completion disparities between the following target student groups:

- African American and White Students
- Latinx and White Students
- Students receiving Pell grants and those who are not eligible

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1. INTRODUCTION

1a: ILEA Overview

Despite improvements in high school graduation and college enrollment 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 30 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, first generation, Latinx 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 30 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, African American and Latinx 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 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 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% increase in graduation rates is projected to produce a \$1.7 billion increase in net earnings, \$132 million increase in tax revenue, and \$35 million in public system savings. The progress of the ILEA member colleges and universities will provide a set of best practices 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 –

Waubonsee Community College draws its students from a vast community of learners that includes more than 450,000 residents across a 624-square-mile geographic area. Those residents live in or near 22 municipalities and may attend one of 12 public and several private school districts that draw the outline of the community college district. Since its founding in 1966, the College has provided programs and services to more than 320,000 people.

Waubonsee's network of four campuses increases access to face-to-face learning and services across the district. At our Sugar Grove Campus, students access classrooms, labs, and services via peaceful walkways that wind through a lush canopy of oaks and around beautiful Huntoon Lake. Located in the heart of Illinois' second largest city, our Aurora Downtown Campus offers one-stop student services, transferable general education courses, and signature Associate in Applied Science (AAS) Degree and Certificate Programs. Our Aurora Fox Valley Campus is focused on health care programs, and features state-of-the-art labs that give students hands-on, realistic experience with current equipment and procedures. Located in the southwest portion of Waubonsee's district, our Plano Campus serves as the college's Innovation and Design Center. As such, it houses a variety of programs including welding, computer aided design and drafting, cybersecurity, and more.

The college offers transfer-oriented courses and associate degrees, associate in applied science degrees and certificates in today's most desirable career fields, and a general studies associate degree and certificate designed primarily for students who have chosen to pursue a broad general program. District residents are able to complete their degrees or certificates conveniently, thanks to a multitude of flexible learning options. Asynchronous and synchronous online courses, blended or hybrid courses with online and select classroom meetings, the flex modality, and accelerated courses all provide flexibility for students. The college offers dual credit programs where enrolled students earn both high school and college credit.

The college also offers noncredit programs that provide individual development and learning, and workforce training services to local organizations and individuals. Adult Basic Education and English Language Acquisition curriculum opens doors to personal achievement for those who need to strengthen their educational foundation.

The percentage of minority students enrolled in credit courses has steadily increased in recent years, currently standing at more than 40%. This change is reflective both of the changing demographics of the college district and of Waubonsee's commitment to accessible and equitable higher education.

From 2010 to 2020, the population in the five counties in Waubonsee Community College's district increased by 41,206. Since 2010, Kendall County experienced an 11.7% population growth and Kane County experienced a 3.7% increase in population, compared to a 6% estimated growth rate across the U.S. and a decline of 1.8% in the State of Illinois.

The diversity of our district demands diversity in the academic programs and student support services we offer, and by extension, the students we enroll. Because of its large population of Latinx students, Waubonsee was designated as a Hispanic-Serving Institution in 2009. Our goal is to make all our policies and processes, particularly those on the front end, as welcoming to students as possible.

Waubonsee has received three consecutive Developing Hispanic-Serving Institutions (Title V) grants from the U.S. Department of Education. These grants provide us with resources and opportunities to serve our large percentage of Hispanic/Latinx, low-income, and disadvantaged students of all backgrounds. The college also participates in other federal Student Support Services programs through multiple TRIO Grants from the Department of Education. The TRIO Student Support Services Program (SSS) provides students with the support they need to successfully complete degree and certificate programs. Student participants include first-generation, low-income, and students with disabilities. Program staff help students design career and academic plans, keep students up to date on scholarships and other resources, and match students with tutors who provide private, individualized help with courses. Workshops are provided, covering both academic and personal topics. Additional opportunities include trips to colleges and universities (as allowed), leadership development, and cultural events on and off campus. Two hundred students are currently served by this program. Pursuing this grant funding has been intentional and is a large part of our strategy to better serve our students.

We are a member in a consortium of local community colleges led by Triton College in River Grove, Illinois, that has developed a TRIUMPH (Triton Undergraduate Men Pursuing Higher Education) program. It is designed to address the significant opportunity gap for minority males who are the first in their family, and often first in their community, to pursue higher education. The TRIUMPH program ensures postsecondary persistence through intensive mentoring and targeted workshops designed to increase social, emotional, and non-cognitive barriers to success. The college formed a TRIUMPH Advisory Council to guide the program.

Waubonsee is committed to diversity, equity, and inclusion, and our deliberate participation in these programs helps us to fulfill our mission of providing education and training services to all members of our community. The college's current

Strategic Plan is centered around three pillars, and the first one, Student Equity and Success, is the foundation of the multi-year plan. In addition, the college added the title of Chief Diversity Officer (CDO) to an existing administrative position, and the role provides diversity, equity, and inclusion leadership to our college community and Executive Leadership Team. In addition, Waubonsee added the role of Senior Diversity, Equity and Inclusion Coordinator, who provides diversity, equity and inclusion initiatives; programming; and training to students, faculty, staff, and the community.

1c: Purpose of the Equity Plan

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

- African American 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.

1d: Campus Engagement Plan

Waubonsee Community College has a long-standing history of faculty, staff, and students working on diversity, equity, and inclusion programming and initiatives throughout the college's existence. This work has manifested in several versions of collaborative teams such as the Diversity Council and the Council for Access and Inclusion (CAI). In addition to teams, our faculty have benefitted greatly from Diversity, Equity, and Inclusion (DEI) trainings, institutes, and initiatives such as Association of College and University Educators (ACUE) inclusive teaching and learning programs designed to train faculty on creating an inclusive and supporting learning environment.

In 2020, Waubonsee Community College appointed its first Chief Diversity Officer to coordinate the college's DEI strategy, services, and programs. The first task given was to work collaboratively with the college's CAI to finalize the Equity Plan. Work on future strategies had already been in progress, and the need to centralize these efforts was essential to advancing the initiatives.

In a series of meetings, listening sessions, and presentations, the plan and future strategies were discussed, and members of the board of trustees, students, faculty, staff, and community members were able to weigh in with their thoughts and feedback. The strategies were also outlined to the college's Executive Leadership Team, the President's Cabinet, and during the annual State of the College address.

On a monthly basis, members of CAI meet to regularly hear updates regarding the equity plan and provide critical feedback in a collaborative manner.

2. CURRENT STATE

As a public community college, Waubonsee explicitly embraces a mission built on providing exceptional learning through accessible, equitable, and innovative education. We are committed to enriching the lives of our students, employees, and community by working together to create opportunities to discover new passions, share knowledge, and embrace diversity. The mission resonates directly with the community Waubonsee serves. We understand that our students are not equally prepared for college, and that is a challenge we are striving to overcome as an institution with strategic equitable efforts.

Annually, Waubonsee Community College compiles data in order to reflect upon our impact in terms of program excellence and service delivery. The college has reflected on the current state and recent outcomes of students across racial/ethnic groups and socioeconomic status in a number of ways.

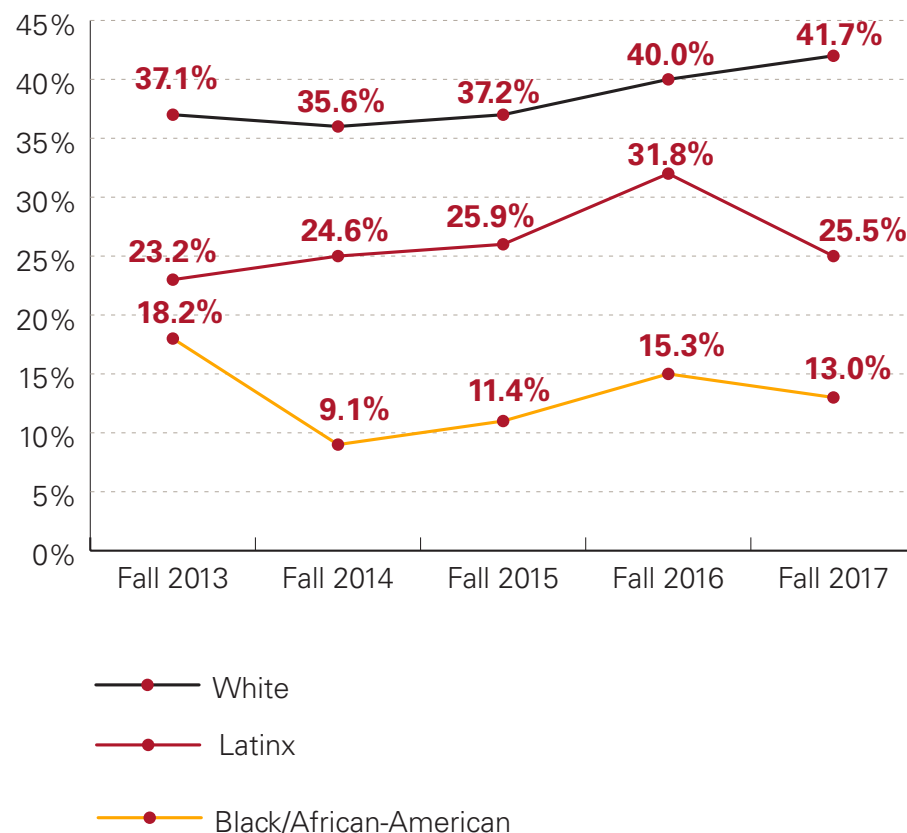
The Current State section provides an overview of recent student data to show the equity gaps that exist between the focus ILEA student populations.

2a: African American Students and 2b: Latinx Students

While the graduation rate gap between Black/African American students and White students has been as high as 25% in fall 2017, the gap has been as low as 19% in fall 2013. The graduation rates among Latinx students and White students have also seen significant gaps. However, these gaps have not been as wide as those between African American and White students in recent years.

We recognize that effective student success strategies must reflect the different needs of our African American and Latinx students. A strategic effort is underway to address both sets of needs with targeted efforts to impact ongoing academic and non-academic student success programs to sustain and build upon the ongoing success of our African American and Latinx students.

150% Graduation Rate by Race/Ethnicity



Race/Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate
White	569	37.1%	550	35.6%	557	37.2%	517	40.0%	482	41.7%	492	39.6%
Black/African American	55	18.2%	66	9.1%	70	11.4%	72	15.3%	54	13.0%	58	12.1%
Latinx	302	23.2%	321	24.6%	344	25.9%	336	31.8%	310	25.5%	341	25.8%

2c: Students receiving Pell Grants

The federal Pell Grant helps to financially enable lower-income students to gain access to educational opportunities that can increase their likelihood for social mobility and economic success. However, we have found that Pell Grant recipients are less likely to graduate when compared to non-Pell Grant recipients.

Strategies

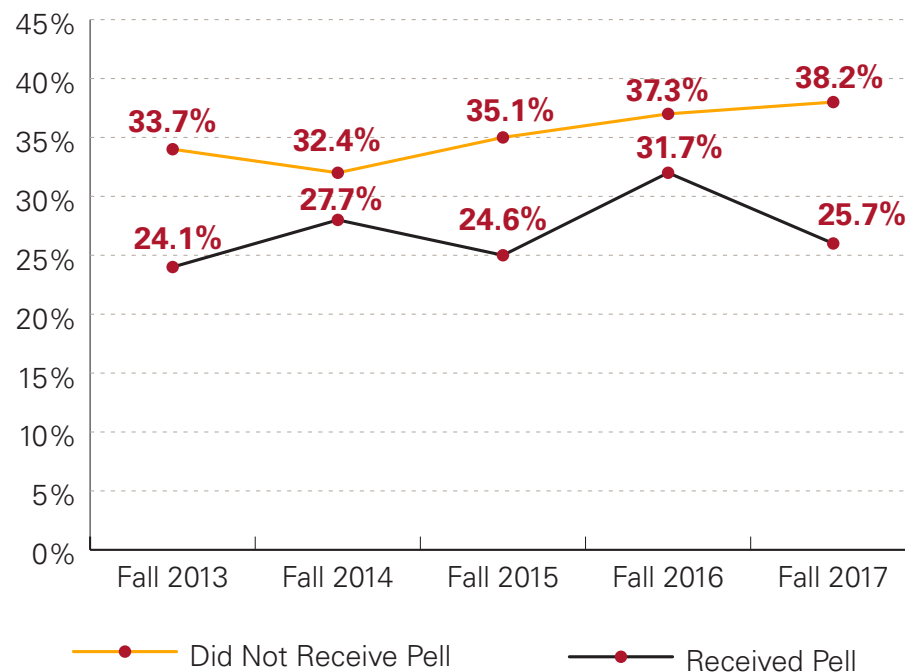
Over the years, there have been a variety of strategies implemented with the hope of closing equity gaps at Waubonsee. These have ranged from single events to on-going programs aimed at direct support of our most marginalized communities. Two examples are the college's Connect4Success coaching program and the TRIUMPH mentoring program.

Connect4Success student success coaching program

Students served per academic year: 1,450 historically served

The mission of Waubonsee's Connect4Success (C4S) program was to increase first- and second-year student retention and completion through a case management model of proactive support. The program was created in 2015 from Waubonsee's Title V grant (grant cycle 2015-2021). The program assigned eligible students to a student success coach, who supported a caseload of 250 students during their time at Waubonsee. Eligible students met one or more of the following qualifications: Pell-eligible, tested into developmental coursework, and/or had a racial or ethnic background that was non-White and non-Asian. Coaches used predictive analytics, a noncognitive assessment, and weekly and one-off communication with the support of an advising-tracking software. The program focused on three goals: connection, empowerment, and reducing barriers to educational attainment.

150% Graduation Rate by Pell Status



Pell Status	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate
Received Pell	336	24.1%	372	27.7%	370	24.6%	350	31.7%	338	25.7%
Did Not Receive Pell	653	33.7%	612	32.4%	655	35.1%	654	37.3%	570	38.2%

Program impact was measured through an assessment plan for goals and outcomes that were included in the program's design. Assessment included short post-meeting surveys and an end-of-the-year survey. Additionally, annual grant reports included student retention and completion in comparison to overall college data and eligible non-participants. Compared to an overall college-wide retention rate of 46% between Fall 2019 and Fall 2020, C4S participants were retained at 59%--13% higher than non-participants. This is especially significant because the program has historically retained students 13-15% above non-participants and was able to maintain past retention rate success during the pandemic.

When the numbers are disaggregated for Latinx student participants in C4S, the program's success becomes even clearer; Latinx student participants were retained 24% above Latinx non-participants. From Fall 2019 to Fall 2020, Latinx C4S participants were retained at 59%, compared to Latinx non-participants at 35%.

TRIUMPH Mentoring Program

The Transforming and Impacting Undergraduate Men Pursuing Higher Education (TRIUMPH) is a student-focused action program addressing challenges that male students of color face as they navigate college academically and socially. The goal is to establish trust in order for them to tell their story and triumph towards success. The TRIUMPH Program for male students of color empowers students by providing increased academic, personal and professional support through mentoring and other services.

TRIUMPH students are called scholars. Each scholar is paired with a mentor either from the community or from Waubensee faculty/staff. They are required to spend one hour per week engaging with their mentor. All scholars are issued a journal to document their continued growth in and outside of the program. The goal is to help male students of color realize and understand their potential and goals despite perceived social and cultural barriers. Students are invited to workshops that discuss topics such as time management, conflict resolution, financial literacy, and much more.

Rationale

National research found that more than two-thirds of minority males who start as freshmen never graduate, which is worst among both sexes and all racial/ethnic groups in higher education. According to a Center for Community College Student Engagement report, African American and Latinx males report having higher aspirations to earn a community college certificate or degree than their white peers, but only 5% of African American males and Latinos attending community colleges earn certificates or degrees within three years, as opposed to 32% of white males.

Goals

- Connect students with male faculty, staff, and community members.
- Help minority male students realize and understand their potential and goals despite perceived social and cultural barriers.
- Create a collegial environment that will help to develop a sense of trust and encouragement.
- Retain minority male students in the group at Waubensee Community College.
- Increase the certificate/degree completion and/or transfer rates of minority male students at Waubensee Community College.

Learning Outcomes

As a result of being in the program, the students will be able to demonstrate a deeper understanding of the following skills:

- **Emotion Management** – Students will be able to demonstrate when they need help and seek it, assume responsibility for actions, and appreciate hard moments' purpose in their development.
- **Conflict Resolution** – Students will be able to demonstrate appreciation of and respect for diverse communities, the ability to understand the consequences of their actions, and apply different techniques of resolution.
- **Time Management** – Students will be able to identify best practices in setting up appointments, the importance of punctuality, and the advantage of using time efficiently.
- **Financial Literacy** – Students will be able to make informed and effective financial decisions through the understanding of their finances.
- **Utilizing Resources** – Students will be able to engage in critical self-reflection and make choices in their own best interest, gather information from a variety of sources, and make informed choices regarding both their personal and professional lives.
- **Goal Setting** – Students will be able to understand the importance of goal setting and planning for a successful future.
- **Writing/Public Speaking** – Students will be able to demonstrate the importance of appropriate speaking and writing styles based on the setting and audience, and recognize communication is essential for impressions.
- **Self-Knowledge** – Students will be able to create a positive vision of self, engage in opportunities for self-improvement and growth, appreciate and respect individual differences, and exhibit confidence when confronted with new information that is unknown and unexamined.

Mentoring and Journals

Each student in the program is paired with a mentor for the duration of the program and is required to spend one hour per week engaging in positive mentoring activities. All of the students are issued a journal to document their growth from when they started. Items they are instructed to include in the journal are reactions to the guest speakers, weekly meetings, and activities. These journals are designed for them to share with their mentors and add to the dialogue conducted individually.

Activities/Meetings

- Educational Planning/Academic Rigor
- Financial Literacy/Managing Money
- Public Speaking and Writing
- S.M.A.R.T. Goals
- Performing and Fine Arts
- Being a Minority in Corporate America

Requirements

- Waubonsee Community College Minority Male Student
- Enrolled in a Minimum of 6 College Credit Hours
- Be in Good Standing with the College

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

Interim Benchmark Goals — Degree Completion Rates

Our interim benchmark goals were calculated based on a five-year average, and then we added 2% each year to our underrepresented groups to focus on closing those opportunity gaps over time.

	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Fall 2024 cohort	Fall 2025 cohort
Black/African American	13%	15%	17%	19%	21%	23%	25%	27%
Hispanic/Latinx	26%	28%	30%	32%	34%	36%	38%	40%
Received Pell	26%	28%	30%	32%	34%	36%	38%	40%

4. INSTITUTIONAL STRATEGIES

Waubonsee Community College will execute five strategies specifically to improve persistence and to close the gap on completion rates. After a thorough review of institutional data; ILEA core team member discussions; and input from college faculty, staff, and students, these five strategies were selected:

1. Developmental Education Reform
2. Disaggregated Data Analysis
3. Diverse Hiring Plan
4. Latinx Student Engagement
5. African American Student Engagement

Developmental Education Reform

- **Purpose:** To increase developmental education and gateway English and math completion rates for minoritized student groups, particularly African American and Latinx students.
- **Timeline:** Ongoing
- **Stakeholders:** Academic Support Division, Faculty, African American and Latinx students
- **Description:** African American and Latinx students are overrepresented in Developmental Education courses at Waubonsee Community College. The purpose of developmental education reform is to support students' educational momentum by providing avenues for avoiding developmental education and/or the amount of time spent in remediation. Specifically, the college has the following goals:
Strategic Goal 1: To ensure the college's placement process accurately measures students' college readiness and results in appropriate course assignments.
Strategic Goal 2: To improve student completion of developmental educational through the design of additional curricular acceleration options.

Disaggregated Data Analysis

- **Purpose:** To increase faculty understanding of disaggregated data to close opportunity gaps across our student populations while providing them with strategies to connect the data to their daily work in the classroom.
- **Timeline:** Ongoing
- **Stakeholders:** Faculty, staff, students
- **Description:** This work supports the college's Strategic Plan, specifically our first pillar of Student Equity and Success, and has been operationalized in the Educational Affairs Plan with the following goal: With a focus on equity, increase student persistence and completion of intended goals for all students. The intended impact is to close opportunity gaps for minoritized student groups.

Diverse Hiring Plan

- **Purpose:** One of the top priorities for Waubonsee Community College's Board of Trustees, the President, and the Executive Leadership Team is to develop and implement a strategy to increase diverse hiring.
- **Timeline:** Ongoing
- **Stakeholders:** Human Resources staff, hiring managers, and prospective hires
- **Description:** Waubonsee Community College is committed to creating and maintaining an equitable environment that welcomes, values, respects, and supports individuals and communities who affirm human dignity. The college provides opportunities for engagement, learning, growth, and transformation to foster a diverse, equitable, and inclusive institution. Students will benefit from learning in a racially and ethnically diverse environment. Disaggregated data will be utilized to ensure that diverse racial hiring occurs across all levels of employment, from entry-level to administrative and tenured faculty ranks. Additionally, Waubonsee's Chief Diversity Officer and Human Resources Recruitment Manager have been collaborating to create a Hiring Manager Bias Training that is scheduled to launch Fall 2022.

Latinx Student Engagement

- **Purpose:** To increase Latinx student engagement to increase retention, persistence, and completion/graduation rates of Latinx students
- **Timeline:** Ongoing
- **Stakeholders:** Latinx students, Latinx Resource Center, faculty, staff
- **Description:** Waubonsee's Latinx Resource Center is an identity-based center that provides resources, support services, and education experiences to support students' academic and social success.

By September 30, 2025, increase the proportion of first-time Latinx students (full-time and part-time) retained from first fall enrollment to fall of the next year by 10% (includes graduates and transfers).

By September 30, 2025, increase the proportion of first-time Latinx students (full-time and part-time) retained from first fall enrollment to fall of the 3rd year by 10% (includes graduates and transfers).

By September 30, 2025, increase the proportion of first-time Latinx students graduating within 150% of the normal by 5%.

African American Student Engagement

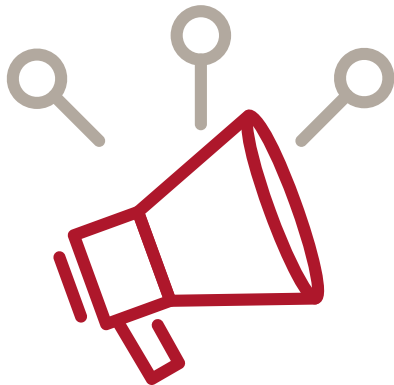
- **Purpose:** To increase African American student engagement to increase retention, persistence, and completion/graduation rates of African American students
- **Timeline:** Ongoing
- **Stakeholders:** African American students, faculty, staff
- **Description:** A collaborative care committee of faculty, staff and students will be formed with a mission of identifying resources and recommending wrap-around care for African American students that will contribute to increasing their retention, persistence, and completion/graduation rates. This committee will intentionally use current college resources and initiatives and recommend specific plans of care for this population. Some resources have already been identified, such as the Admissions process, New Student Orientation, Case Management process with counselors and advisors, and also college navigators and student organizations.

5. EVALUATING IMPACT

When evaluating our Equity Plan, we will implement the PDSA model (Plan, Do, Study, Act). Two times per year, our ILEA core team will complete the following form to report progress updates. The updates will be informed by both summative and formative (quantitative and qualitative data) and student feedback.

The PDSA model is a continuous cycle of improvement:

- Plan – Define actions and set budgets
- Do – Implement actions and collect results
- Study – Analyze the results to ensure the goal is being achieved
- Act – Reflect on meaning and implement adjustments if necessary



Plan	Project Name	
	Project Sponsor	
	Project Manager	
	Launch Date	
	Brief Description of Project	
	Objective	
	Assumptions	
Do	What activities will/have occurred to support this project?	
Study	Evaluation Methodology and Timeline	
	Evaluation Results	
	Summary of Lessons Learned	
Act	Recommendations / Next Steps	

6. BUDGET

The annual college budget process ensures the connection to Waubonsee’s strategic plan, a commitment to student equity and success. The strategies outlined in the Equity Plan will be reviewed regularly, and recommendations regarding budget needs, both personal and programmatic, will be made by the ILEA core team in consultation with the Executive Leadership Team. Several strategies are funded through multiple sources including the Title V Developing Hispanic-Serving Institutions Grant.

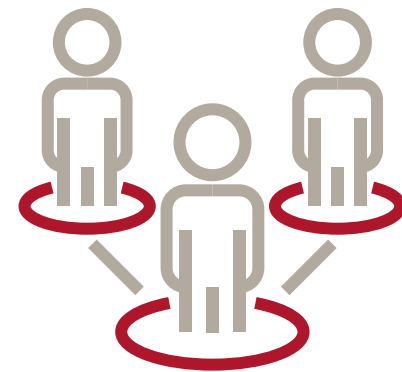
Investment in personnel charged with centralizing Waubonsee’s Equity Plan and DEI programming and initiatives have already been made in the creation of new positions at the college. In 2020, the Chief Diversity Officer position was approved and funded. Additionally, in 2021, the Senior Diversity, Equity, and Inclusion Coordinator role was created. Programmatic investments at the college supporting DEI efforts continue to increase annually through the following initiatives:

- Cultural Programming Months
- Sustained Dialogues
- Common Read Program
- Campus and Community Trainings



7. ILEA CORE TEAM

ILEA Core Team	
Yesenia Cadena	Human Resource Recruitment Manager
Marleigha Evans	Senior Diversity, Equity, and Inclusion Coordinator
Dr. Bernard Little	Chief Diversity Officer and Executive Dean for Academic Support
Dr. Stacey Randall	Dean for Institutional Effectiveness and Title V Project Director
ILEA Leadership Team	
Dr. Christine Sobek	President
Doug Minter	Vice President of Finance and Administration
Dr. Diane Nyhammer	Vice President of Educational Affairs
Dr. Jamal Scott	Vice President of Strategy and Community Development
Dr. Melinda Tejada	Vice President of Student Development and Executive Director of the Foundation
Dr. Bernard Little	Chief Diversity Officer and Executive Dean for Academic Support



8. GLOSSARY

Cohort - A method of grouping students to compare across a number of access, performance, persistence and completion indicators.

Completion Gap – The difference in college completion rates between student groups at the same college or university.

Diversity - The intentional appreciation of differences expressed in countless forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

Equity - The practice of intentionally working to ensure that individual or social circumstances are not obstacles to achieving one's potential. This is reflected through our policies and processes at the college which acknowledge the need to actively remove barriers and create opportunities for success for each individual within the Waubonsee community.

Equity Plan – A roadmap that outlines how each ILEA cohort member plans to close gaps in degree attainment for low-income, African American, and Latinx students.

Graduation Rate – The percentage of students that complete their degree.

Illinois Equity in Attainment Initiative (ILEA) – A Partnership for College Completion (PCC) initiatives that aims to close gaps in degree attainment among different racial and socioeconomic groups at 30 two-year and four-year public and private non-profit colleges and universities in the state of Illinois.

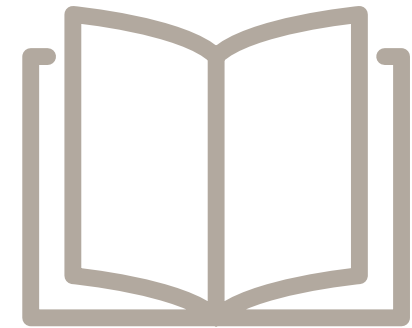
Inclusion – The intentional commitment to being a college where individual differences are welcomed, honored, and respectfully heard, and where all individuals feel a sense of belonging at Waubonsee.

Institutional Strategy – A reform strategy that affects at least 50% of the total student population that it aims to serve.

Lagging Indicator – A metric that represents the measurement of a specific output over time.

Leading Indicator – A metric that has evidence of being a predictor of a specific outcome.

150% Time – Refers to students' time to degree.





Waubonsee does not discriminate on the basis of any individual's actual or perceived race, color, creed, religion, gender, gender identity, sex, sexual orientation, age, national origin, ancestry, veteran's status, military status, unfavorable discharge from military service, marital status, order of protection status, pregnancy, disability, citizenship status or any other characteristic protected by law in its programs or activities. Inquiries regarding this policy may be directed to: Michele Needham, Title IX/ADA/Section 504 Coordinator, Route 47 at Waubonsee Drive, Sugar Grove, IL 60554, compliance@waubonsee.edu.