

PARTNERSHIP FOR COLLEGE COMPLETION

Accelerating action to close the graduation gap

Illinois Equity in Attainment



Equity Plan

August 13, 2020

Executive Summary

Introduction

The College of DuPage Institutional Philosophy begins with the following: “College of DuPage believes in the power of teaching and learning. We endorse the right of each person to accessible and affordable opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.” For many years the College has supported and promoted numerous structures, policies and programs aimed at eliminating equity gaps among Black and White students, Latinx and White students and students of low socio-economic backgrounds. Through the new commitment with the Illinois Equity in Attainment Initiative we intend to continue proven practices and implement new strategies to eliminate equity gaps by the year 2025.

Current State

The current equity gap achievement gap between Black and White student completion in 150% of normal time is 15% as of Fall of 2018, representing a decrease of 2% since 2014; between Latinx and White students it is 5%, representing a decrease of 4% since 2014; and between Pell eligible and non-Pell eligible it is 5% decreasing from 8% from 2016 to 2018. The College has seen improvement in Latinx completion rates rising 8% percent over the last 5 years. In relation to Black and White students completion rates have risen 6% from 4% in 2014 to 10% in 2018. Pell eligible completion rates have risen from 17% to 19% from 2016 to 2018.

Future Vision

The College envisions the results of its concentrated and extensive Guided Pathways work, its numerous efforts to support student success, and its alignment with ILEA, as resulting in the elimination of the above-stated equity gaps. Individual student responsibility and hard work also contribute to student success. Successful programming will continue with a constant eye on best practices and proven results at peer institutions. The student voice will continue to be heard on a systematic basis taking into account the unique attributes of the students we serve in District 502. The College’s commitment to sustained scalability of best practices will continue indefinitely.

Institutional Strategies

Enhancement and cohesion of the existing Latino Outreach Center and the Center for Student Diversity and inclusion, including a focus on students with low socio-economic backgrounds, is strategy one. The resulting Center will provide services and support not only for these three populations, but for all students seeking to build a sense of belonging and access to all higher education has to offer.

The second strategy is for professional development for all faculty and staff around equity. The College is committed to providing the education necessary to build cultural competence along a continuum of learning opportunities to help shape a deeper understanding of ourselves as faculty and staff; and our interactions with others. The College will help develop skills in our faculty and staff that help prepare students to live and work in an increasingly diverse society. Helping faculty and staff understand the concept of equity as it relates to equity gaps that exist on our campus and the steps they can take to diminish those gaps through education is the goal.

Executive Summary

The third strategy is in regard to recruitment and hiring of employees. The College will, through an equity lens, identify and adopt policies and practices that will strive to increase staff and faculty demographics that are reflective of the diversity of the student body (with appropriate consideration of candidate qualifications). Research has shown the more a student can see themselves in the administration of their institution the greater their sense of belonging, and in their confidence in seeking the supports they may need.

Evaluation Plan

The College is well-positioned with talent, commitment and technology to conduct thorough monitoring and analysis of the equity strategies and efforts. A significant investment has been made over the course of the past year in state-of-the-art technology to put information at the fingertips of more employees than ever before. It will provide the opportunity to know when initiatives are not being effective and when to scale proven practice. Evaluation of the targeted student populations will be conducted on a timely basis.

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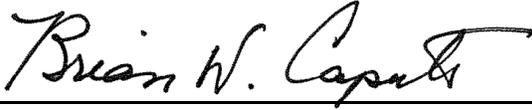
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Signature Page

College of DuPage

Equity Plan – August 13, 2020

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

 [Date] 8/13/20

Dr. Brian Caputo, President

Email received by Jane Smith [Date] 8/14/20 1:11 p.m.

James Benté, Vice President, Planning and Institutional Effectiveness

Email received by Jane Smith [Date] 8/14/20 9:04 a.m.

Dr. Mark Curtis-Chávez, Provost

Email received by Jane Smith [Date] 8/14/20 12:14 p.m.

Dr. Jennifer Cumpston, Dean, Science, Technology, Engineering, and Mathematics

Email received by Jane Smith [Date] 8/14/20 10:27 a.m.

Dr. Diana Del Rosario, Assistant Provost, Student Affairs


_____ [Date] 8/14/20

Anthony Ramos, Assistant Dean, Adjunct Faculty

_____ [Date] _____

Dr. Cynthia Sims, Associate Vice President, Academic Partnerships and Learning Resources

Email received by Jane Smith [Date] 8/17/20 4:47 p.m.

Jane Smith, Director, Pathways for Student Success

Email received by Jane Smith [Date] 8/14/20 7:49 a.m.

Dr. Lisa Stock, Associate Vice President, Academic Affairs

Email received by Jane Smith [Date] 8/14/20 9:48 a.m.

Shannon Toler, Business Professor and Faculty Senate President

1. Introduction

1a: ILEA Overview

Despite improvements in high school graduation and college matriculation rates for Illinois students, there are wide and persistent gaps in college completion rates especially for low-income, and students of color. The launch of the **Illinois Equity in Attainment (ILEA)** marks a major step forward for 28 two-year and four-year public and private non-profit colleges and universities from northeastern Illinois and across the state who are committing to eliminate racial and socio-economic equity 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 equity gaps in college degree completion for low-income, Latinx and Black students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

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

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

- Colleges are responsible for graduating all of their degree-seeking students as quickly and efficiently as possible.
- All students can graduate with college degrees if they have the right information, tools, and supports.
- Equity gaps between low-income, Black, 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 launch of ILEA follows a galvanizing 2017 PCC report, "[Unequal Opportunity in Illinois: A Look at Who Graduates College and Why It Matters](#)," which found that only 33.7 percent of Black 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 Latinx students, 49.3 percent are earning degrees, a gap of 17.1 percentage points. The completion gap between low-income and wealthier students is also alarming: according to Advance Illinois, only 37 percent of low-income students graduate in six years while 75 percent of wealthier students do.

1. Introduction

Increased and more equitable graduation outcomes across the diversity of our state's higher education institutions benefits students, their families and the state of Illinois. A 3% increase in graduation rates is projected to produce \$1.7B increase in net earnings, \$132M increase in tax revenue, and \$35M in public system savings between 2019 and 2025. 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

History

On September 25, 1967, College of DuPage (COD) opened under the leadership of President Rodney K. Berg and Board of Trustees Chairman George L. Seaton. Classes were held in office trailers and at leased suburban sites throughout the newly formed Community College District 502. Driving from class to class, the students, faculty and staff of this "campus-less" community college became affectionately known as road runners, hence the school's nickname, "Chaparrals."

The community college district served by COD has grown significantly over the years. Originally formed from 10 high school districts, District 502 has become the most populous community college district in Illinois, outside of Chicago. More than one million residents from all or part of 51 communities comprise today's District 502, with boundaries encompassing the majority of DuPage County, and parts of Cook and Will counties.

Today, with a fall enrollment of approximately 24,000 students, COD is the largest of 48 publicly-funded Illinois community colleges and the second largest provider of undergraduate education in the state of Illinois.

Facilities

Located 25 miles west of downtown Chicago, COD's Glen Ellyn campus include 13 main buildings with almost two million square feet of space.

In order to create a greater regional presence and make programs and services more accessible to District 502 residents, COD operates four strategically placed regional centers in Addison, Carol Stream, Naperville and Westmont.

In addition, COD has one of the premier outdoor athletic complexes in the nation. The complex includes a football field, baseball field, softball field, and three soccer fields.

Board of Trustees

The Board of Trustees is charged with establishing policy for the financing, governance, operation and administration of the College. Seven voting members are elected from the district at large and a non-voting student trustee is elected by student referendum during spring semester to serve from April to April. The public is invited to attend the meetings.

1. Introduction

Core Statement

COD is guided by its institutional philosophy, mission, vision, and values.

Institutional Philosophy

College of DuPage believes in the power of teaching and learning.

We endorse the right of each person to accessible and affordable opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.

College of DuPage is committed to excellence.

We seek quality in all that we do. To ensure quality, we are committed to continual assessment and self-evaluation.

College of DuPage values diversity.

We seek to reflect and meet the education needs of the residents of our large, multicultural district. To this end, we recognize the need for freedom of expression and that facts, arguments, and judgments should be presented, tested, debated, challenged, deliberated, and probed for their objective truth in the marketplace of ideas. Every College individual owes a duty to exercise his or her own individual judgment; and to permit others to exercise that same freedom of conscience. We recognize the importance of embracing individual differences and cultures and value the contributions made to the College by people of all ethnic and cultural backgrounds. We affirm our role as a catalyst for promoting dialogue and tolerance on issues supporting the common good.

College of DuPage promotes participation in planning and decision making.

We support participatory governance and the involvement of the College community in the development of a shared vision. We believe that all students, employees and residents can make meaningful contributions within a respectful environment that encourages meaningful discourse. We strive to build an organizational climate in which freedom of expression is defended and civility is affirmed.

College of DuPage is a benefit to students and our community.

The needs of our students and community are central to all we do.

Vision

College of DuPage will be the primary college district residents choose for high quality education.

Mission

The mission of College of DuPage is to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education.

Values

Integrity - We expect the highest standard of moral character and ethical behavior.

Honesty - We expect truthfulness and trustworthiness.

Respect - We expect courtesy and dignity in all interpersonal interactions.

Responsibility - We expect fulfillment of obligations and accountability.

Equity – We expect that everyone in our college community has an equal opportunity to pursue their academic, personal and professional goals.

1. Introduction

Educational Programs

As a comprehensive community college, COD meets five key community educational needs through a wide range of programs, degrees, certificates and services:

1. **Transfer Education**
2. **Careers and Technical Education**
3. **Developmental Education**
4. **Continuing Education**
5. **Business Training**

Degrees

COD grants the following seven degrees:

1. **Associate in Arts**
2. **Associate in Science**
3. **Associate in Engineering Science**
4. **Associate in Applied Science**
5. **Associate in General Studies**
6. **Associate in Fine Arts in Art**
7. **Associate in Fine Arts in Music**

Certificates

In addition to associate degrees, College of DuPage offers more than 170 certificates in over 60 areas of study.

Student Demographics

Total: ≈ 24,000

Race/Ethnicity

Asian: 12%

Black: 7%

Latinx: 27%

White: 48%

Two or More: 3%

Other: 3%

Gender

Male: 46%

Female: 53%

Unknown: 1%

Age

New High School Graduates (≤18): 24%

Young Adults (19-24): 45%

Adults (24-54): 28%

Older Adults (55+): 3%

Status

New to COD: 22%

Continuing (from prior term): 52%

Returning (after break in enrollment): 8%

High school student: 10%

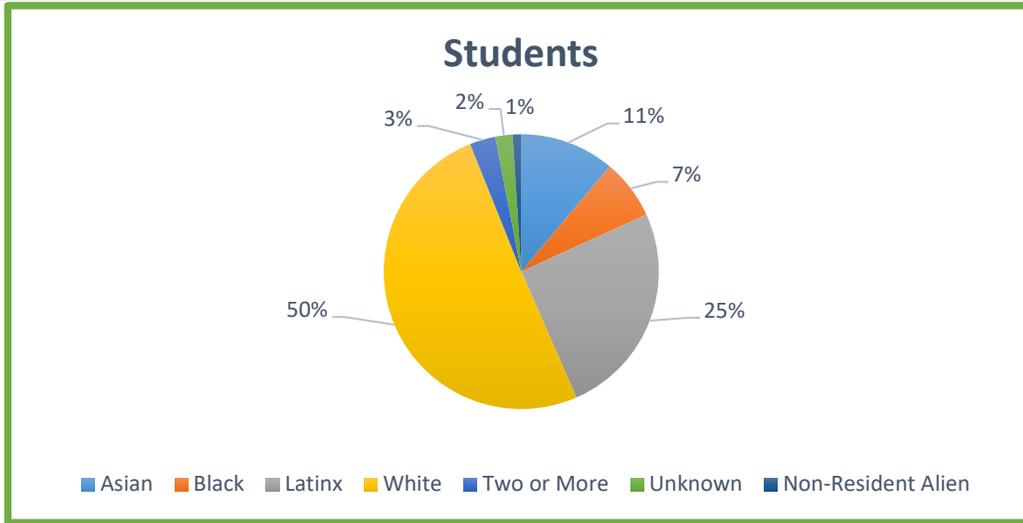
Adult Ed: 8%

Full/Part-Time

Full-time: 33%

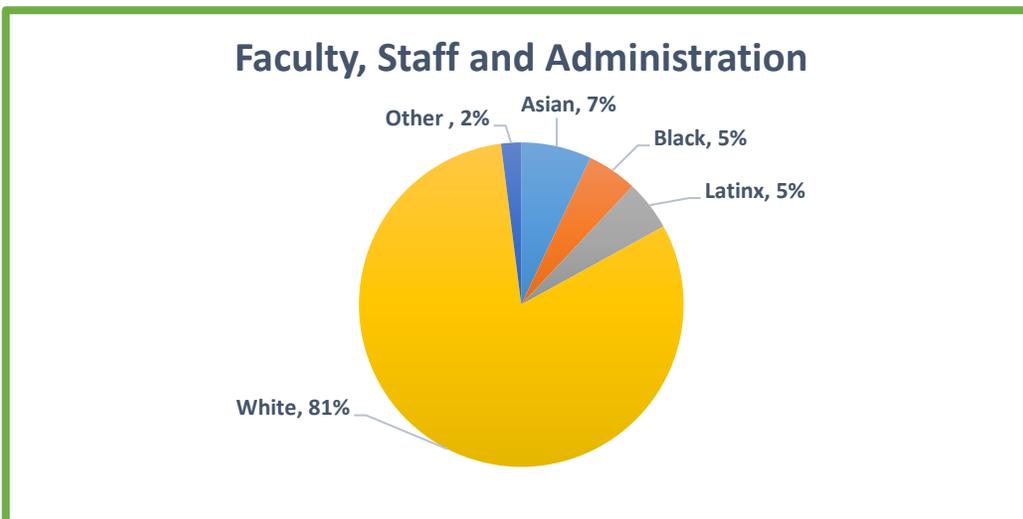
Part-time: 67%

1. Introduction



Staff Profile

	Total	Asian	Black	Latinx	White	Other
Teaching Faculty (Full-Time & Adjunct)	1391	8%	4%	3%	83%	2%
Professional & Technical	416	6%	5%	6%	81%	2%
Academic Support	22	4%	18%	4%	73%	1%
Clerical	307	5%	6%	8%	78%	3%
Administrative	38	3%	10%	3%	84%	0%
Custodial/Maintenance	114	3%	4%	24%	64%	5%



Environmental Situation

1. Introduction

As a result of a comprehensive environmental scan conducted as part of the strategic planning process, COD has identified 15 key or high impact trends in eight taxonomy areas:

Competition

1. Partnerships with feeder schools

Demographics

2. Increasing poverty level
3. Increasing ethnic diversity

Economics

4. Illinois budget deficit
5. Skills Gap

Education

6. Underprepared students

Labor Force

7. Demand for healthcare workers

8. Shortage of middle-skill workers

Politics

9. Accountability in higher education
10. Affordability in higher education
11. Higher education funding in Illinois

Lifestyle/Social Values

12. Digital technology
13. Longer life expectancy

Technology

14. Increased demand for tech skills
15. Increased mobile devices

1c: Equity Statement

College of DuPage Equity Statement

Student access and success in higher education continue to be impacted by the effects of systemic inequities.

College of DuPage believes in the right to a high-quality education in an equitable and inclusive environment.

Through intentional design, the College will ensure that each student receives the information, resources, and supports necessary to achieve their educational goals.

1d: Purpose of the Equity Plan

This Equity Plan is intended to serve as a roadmap for outlining how College of DuPage will work toward closing gaps in degree attainment for low-income, Black, and Latinx students. Due to the persistence and size of achievement gaps across colleges and universities in Illinois, this initiative prioritizes urgent action on equitable degree completion outcomes for students across racial and socioeconomic groups. Below please find the degree completion disparities between the following target student groups:

- Black and White students
- Latinx students and White students
- Students receiving Pell grants and those not receiving Pell grants

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

College of DuPage formed a Student Success Council in the spring of 2013. That team worked diligently for four years. One of the major initiatives, in addition to significant student research, was developing and implementing a more engaging new student onboarding program, which proved to be successful in terms of increased persistence and success. Subsequently, the Guided Pathways framework was adopted in fall of 2017 and spearheaded by new leadership.

1. Introduction

It began with a year-long education and engagement phase, followed by major initiatives such as: adopting new technology for student success, i.e. Hobson’s Starfish, Ellucian Analytics, and a new curriculum management. Twelve “navigators” were hired to carry out the “keep students on path” pillar of Pathways, with more expected to be hired in the next few years.

College of DuPage is committed to greater equity, diversity and inclusion of underrepresented populations in our campus community through the development of proactive, strategic, and sustained initiatives for progressive institutional change.

The College expects to achieve a significant impact on improving equity and eliminating achievement gaps through its major, campus-wide initiative – Guided Pathways. Practices proven to improve student success are underway: the mapping of all academic programs, a new First Year Experience is being developed; the technology necessary to discover barriers and conduct effective decision-making through an equity lens has been acquired; and, to insure students are learning, the addition of a Director of Assessment and heightened faculty engagement has strengthened systematic assessment of student learning outcomes.

In terms of the College’s participation in ILEA fitting in with our larger institutional goal of Guided Pathways, Gretchen Schmidt, Executive Director of Pathways for the American Association of Community Colleges put it succinctly: “Why Pathways? For social justice, because it will help underserved students in our country to become more successful in higher education.” Because, “Equality is not equity. Not all students need the same thing. We need to ask students what they need.” And, “Education is the vehicle out of poverty. By helping first-generation students, and low income students, and students of color complete credentials to make a living wage we will break the intergenerational cycle of poverty.” Gretchen was invited to campus in April of 2018 and spoke to the campus community on Pathways and Equity.

1e: Campus Engagement Plan

Numerous employees across all constituency groups have been involved in various diversity, inclusion, and equity initiatives throughout the college over the course of many years. Our most recent Pathways structure includes an Equity and Access Team. That Team is seeking to increase membership by a greater number of underrepresented employees, as it currently is lacking in that regard. The decision to join ILEA has resulted in numerous discussions around what it means to ensure equity for all students. The ILEA Leadership Team is expanding to include the Pathways Equity and Access Team. As the plan is being written, meetings among team members and other college stakeholders are being held and will continue throughout the process, involving more and more employees along the way.

Below are listed the existing contributors to equity and access on our campus, along with the newer participants to the ILEA endeavor. The plan to engage the entire campus community in the plan is outlined below. It is the intent of the ILEA team to garner the support and facilitation of this engagement through members of each of the constituency groups named below.

Initial Development Phase Participants

1. Introduction

Name	Title	Interaction
Dr. Brian Caputo	President	Meetings, email
Dr. Mark Curtis-Chávez	Provost	Meetings, email
Dr. Lisa Stock	AVP, Academic Affairs	Meetings, email, phone
Dr. Diana Del Rosario	Asst. Provost, Student Affairs	Meetings, email
Jim Benté	VP, Planning and Inst. Effective.	Email
Jim Kostecki	Dir., Research and Analytics	Meetings, email
Anthony Ramos	Asst. Dean, Adjunct Faculty	Meetings, email
Dr. Cynthia Sims	Asst. Provost	Meetings
Saraliz Jimenez	Mgr., Latino Outreach Center	Email
David Swope	Mgr., Ctr for Diversity & Incl.	Email
Henry Hinkle	Research Analyst	
Tara Leszczewicz	Professor, Biology	Meetings
Dr. Jennifer Cumpston	Dean, STEM	
Faon Grandinetti	Director, Assessment Student Learning	
Katherine Norris	Registrar, Student Records	
Diane Szakonyi	Manager, Learning Support Services	

Broad Campus Engagement Plan

Activity	Facilitator/Audience	Date
Official Communication from the President – dissemination of the Plan to the College community	Campus Community	11/22/2020
Draft Equity Plan and Survey for feedback sent to all employees and students.	Equity and Access Team/employees and students	Week of 2/10/2020
Board of Trustees Presentation	Board of Trustees	6/25/2020
Cabinet Presentation	Cabinet	8/24/2020
Pathways Steering Committee	PSC Members	2/6/2020
PSC Executive Council	PSC EC Members	TBA
Plan Presentations to Key Campus Organizations	Faculty Senate	TBA
	Instruction Committee	TBA
	Managerial Staff	TBA
	Classified Staff	TBA
	Shared Governance Committee	7/15/2020
	Student Leadership Council	TBA
	Provost Council	TBA
Open Forums	SSC Atrium	TBA
	HSC Atrium	TBA
	TEC Lobby	TBA

1. Introduction

The student voice and the employee voice were obtained in the following manner:

Equity Statement Feedback

The Equity Statement was developed by the College's Equity and Access Team, which includes representation from faculty, staff, and administrators. The team also includes one student representative. After creating initial versions of the Equity Statement and Equity Plan early in spring 2020 semester, the drafts were shared with all employees and students via an email from the College President in February. Although the survey results indicated that the draft Equity Statement was well-received overall, the Equity and Access Team made improvements to the Statement based on employee feedback.

Next, a sample of current students was surveyed for additional input on the revised Equity Statement in March. Although the students approved of many of the concepts in the Statement as well as the draft Statement overall, the concept of "systemic inequities" was confusing or concerning for some of them. Thus, the Equity and Access Team developed the following plan for continued work around the Equity Statement:

- The College will provide additional opportunities for discussion of the Equity Statement and Plan in 2020. During these sessions, we will gather additional feedback on the statement and begin to educate our College community regarding inequities at COD, in higher education, and across the U.S. The Equity Statement may be revised at a later date based on the information gathered during these sessions.
- The Equity and Access Team will develop language to frame the statement and educate the College community regarding concepts such as "systemic inequities." This additional information will be provided on the College website alongside the Equity Statement.

Equity Plan Feedback

Survey respondents generally approved of the three strategies included in the draft Equity Plan. However, results were used to improve other areas of the Equity Plan. Language was further clarified to more thoroughly explain the Plan's focus on low-income, Black, and Latinx students, while also highlighting the College's dedication to other groups that are impacted by systemic inequities. Feedback from students underscored the adoption of the third strategy – Recruiting and Hiring Employees through an Equity Lens. The Equity Plan will be shared and implemented as outlined above. Additional opportunities for input from faculty, staff, and students will also be made available during the 2020-2021 academic year.

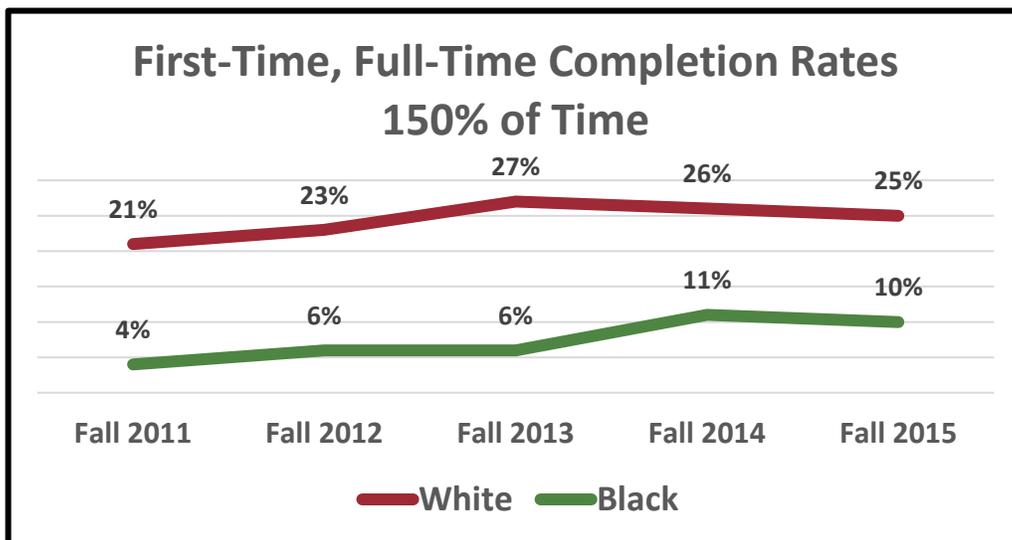
2. Current State

2a: Black Students

The equity gap between Black and White students is 15% for the Fall of 2018. As concerning as this is, the College has seen a 4% increase in completion rates over the past 5 years. There are numerous current and past initiatives that are believed to have had a positive effect on our students' ability to complete a degree or certificate. The most notable of those initiatives can be found below.

FIRST-TIME, FULL-TIME COMPLETION RATES – 150% OF TIME (Fall 2018)

Cohort	White	Black	Gap
Fall 2011	21%	4%	-17%
Fall 2012	23%	6%	-17%
Fall 2013	27%	6%	-21%
Fall 2014	26%	11%	-15%
Fall 2015	25%	10%	-15%



- The Center for Student Diversity and Inclusion (CSDI) was established in the Fall of 2014 to:
 - develop, implement, and evaluate programs and services that support our Black student population in their personal and academic growth and development throughout their experiences at College of DuPage;
 - provide opportunities for students to participate in campus activities and events, in conjunction with a quality education;
 - monitor, mentor, nurture, and coach our community of students to become their best; and,
 - identify, examine, and recommend organizational changes that remove barriers to inclusion and promote student success.
- Inclusive Excellence Peer Mentoring Program matches first-year or first-time College of DuPage students with continuing students (20 credits or more) to help:

2. Current State

- **ACHIEVE** academic excellence and belonging at College of DuPage.
- **ENCOURAGE** students to embrace college life, while recognizing the importance of overcoming various demands to successfully pursue their goals.
- **DEVELOP** a student's path of success and increase their knowledge about the resources at COD and in the professional environment.
- There are currently 30 mentees in the program of different races and ethnicities

Each year the program seeks interested students who wish to be Mentors and / or first time students who may benefit from this initiative as a Mentee. The program provides training, workshops, guest speakers, and an interactive support network that provides for an engaging and enjoyable experience. Mentor and Mentee assignments are limited to a first come basis each year and trained Mentors who participate will receive a stipend award. The program began in the spring of 2018 with students and mentors.

3. Black Student Alliance was founded in January 2015. The vision of BSA is to bring awareness to Black culture at COD while fostering academic success, civic involvement, and professionalism. The mission is to achieve the vision through meetings, events, advocacy, mentorship, outreach, and much more. The goal of BSA is to bring a much needed voice to the Black community at College of DuPage. "We want to provide a platform for all of our voices, a support system for academic and professional success, a sense of unity among our community, and much more!" Currently, the club has over 20 members.
4. The Black Student Leadership Conference Focuses on Black high school juniors and seniors. This annual conference endeavors to expose youth to vital aspects of academic pursuit, leadership, and community / cultural awareness. We host approximately 350 students from 25 area high schools each year.
5. The College partners with the local Black sorority, Delta Sigma Theta of Glen Ellyn, in offering the Empowering Males to Build Opportunities for Developing Independence (EMBODI). Delta Sigma Theta sponsors 125 scholarships for students annually, College of DuPage enrolls, on average, 10% of the scholarship recipients. A conference is held each year at the College.
6. Student Life has organized a Living Leadership MLK Day of Service activity with the Aurora Interfaith Food Pantry over the last few years.
7. Black History Month programming typically includes: music, film, speakers, and discussions. A sampling of specific events is noted below:
 - The Annual African American Read-In, patterned after the National African American Read-In, the nation's first and oldest event dedicated to diversity in literature. The Read-In features student, faculty and staff volunteer readers presenting their favorite selections from Black/African American books, essays, music and poetry collections, as well as brief biographical sketches of the authors.

2. Current State

- College of DuPage Entrepreneurship Club (CODEC) hosted “From Black Migration to Black Businesses and Beyond” led by faculty advisor and professor Dr. Peter James who explored how the Black migration inspired businesses in the Black communities and utilized that dialogue as inspiration for anyone seeking to start a business.
 - A Black Student Alliance club panel discussion is a regular event.
 - The Expressions Competition is an event where students are invited to submit an essay, a story, a piece of art or music, a poem, or any other form of expression.
8. College of DuPage’s 2nd Annual 2020 Hip-Hop Summit scheduled for April 8-16, 2020 was cancelled due to the pandemic. The Summit promotes the understanding of the intersections of Hip Hop culture, social justice, and societal issues related to race, ethnicity, and class through various lectures, presentations, media, films, discussion, readings, and literature. Hip-Hop culture is expressed through featured artists, authors, and culminates in a “Rhythm and Flow” style student MC Battle. The summit also provides professional development opportunities for faculty to engage with interdisciplinary hip-hop scholars, and to gain tools to infuse hip-hop into their curriculum.
 9. The CSDI presents at New Student Orientation, since 2015 engagement with the Center is up 15%. Interaction between the CSDI and the adjacent student service areas regarding welcoming Black students has increased engagement as well.
 10. Several other initiatives such as Black lecture presentations which average 30 students, Inclusive Excellence enrichment series with over 100 attendees in the last 3 years, and Crucial Conversation forums in partnership with Student Life have seen 40 attendees over the last 2 years.
 11. CSDI provides Inclusive Excellence workplace skills training. The Center sends over 100,000 messages to Black high school students through the 100 Black Men organization every fall and spring. The Center conducts mailings to Black households in District 502 – over 15,000 homes every fall and spring. And, the staff participates in college fairs targeting Black students in the District. All efforts are to further expand community relations and welcome new students of color to the College.
 12. The Office for Diversity and Inclusion and the Counseling, Advising and Transfer Center will offer 15 students the Historically Black College and University Tour, an opportunity to travel to Nashville, TN for a tour of Historically Black Colleges and Universities **on March 29 – April 1, 2020**. Students will tour Fisk University, Meharry Medical College, Tennessee State University, and Vanderbilt University and engage in cultural experiences. *(This trip was cancelled due to COVID-19 and is being rescheduled for spring of 2021).*
 13. In the Learning Community, **“Shaping African American History...and Yourself”** students learn college-level success skills through engaging with the content of Black history. This 16 week course is planned for Fall 2020. Students will learn about the challenges, struggles, and progress of Black people in North America, and think about how to shape their own individual stories to fit into that larger fabric. Field trips will be required. This learning community will be open to all students, but the target audience is new Black male students, particularly athletes. We will coordinate the timing of the outside activities with the football team in particular, and will work with Brian Johnson, Student Athlete Enrichment Coordinator and the Athletic Counselors to help identify problems and potential solutions to them.

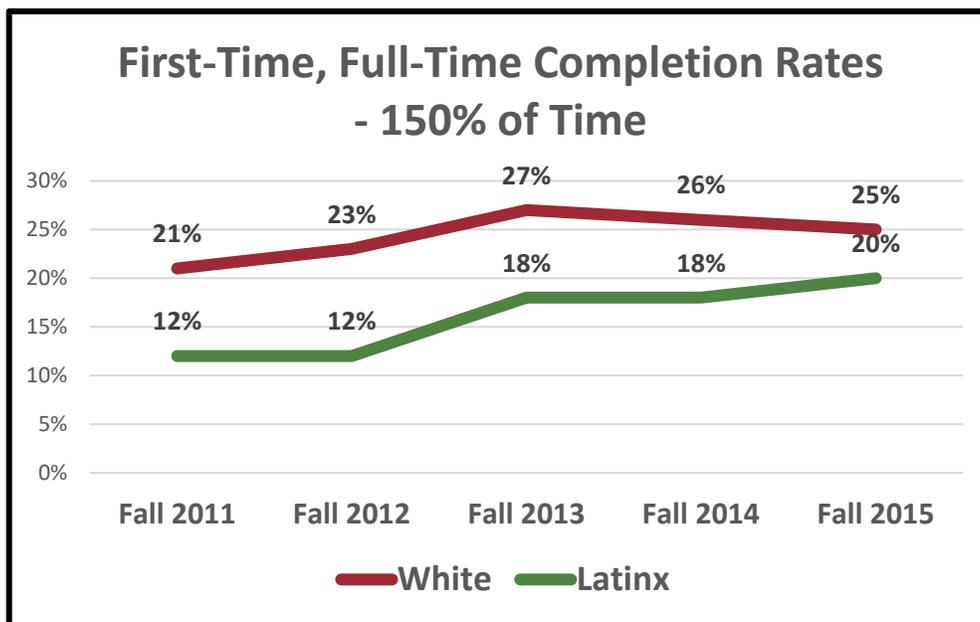
2. Current State

2b: Latinx Students

The achievement gap between Latinx and White students is 5% for the Fall of 2018. As concerning as this is, the College has seen an 8% increase in completion rates of over the past 5 years. There are numerous current and past initiatives that are believed to have had a positive effect on our students' ability to complete a degree or certificate. Most notable are...

FIRST-TIME, FULL-TIME COMPLETION RATES-150% OF TIME (Fall 2018)

Cohort	White	Latinx	Gap
Fall 2011	21%	12%	-9%
Fall 2012	23%	12%	-11%
Fall 2013	27%	18%	-9%
Fall 2014	26%	18%	-8%
Fall 2015	25%	20%	-5%



1. The Latino Outreach Center assists students in achieving their educational goals by offering extensive support services, mentoring/coaching and referrals. Via one-on-one mentoring or group mentoring the goal of the center is to retain and transition Latinx students beyond College of DuPage. Our focus is to be an extension of "la familia" while students pursue their education through relationship building that provides individual support, guidance and advocacy for the student and their families.

Parental support for the student while attending College of DuPage is critical to their success. We also provide support to the parents through informational one-on-one meetings to aid in college navigation and understanding. The parent is encouraged to play an important role in the young person's life while allowing the student room to grow and become independent. The Center serves all students who walk through the door and provide a sense of community in a large institution. Center staff also provides referrals to local organizations and resources, and educational support while attending College of DuPage.

2. Current State

2. During each of the last 6 years the Center, in collaboration with *Dare to Dream: Get Educated*, have hosted over 500 8th grade girls and their mothers/guardians each year on campus. Dare to Dream is a non-profit organization that works with Latinx middle school and high school students to encourage and support their efforts to graduate from high school, to encourage college enrollment, and to introduce them to college and career role models. The daylong event exposes young ladies and their moms to career and campus life. The highlight of the event is the keynote speaker which has a motivational message for the young ladies. The event has multiple workshops and sessions for the students and their mothers that promote and educate on the importance of higher education and careers.
3. Peer relationships are important and in collaboration with the Center for Diversity and Inclusion, a Mentoring Program has been implemented. The program currently has 30 students.
4. Hispanic Heritage Month is a time to celebrate the diversity within the Latinx Community. Cultural and educational events are held between September 15th and October 15th in collaboration with various related departments. Participation by the college community is encouraged and promoted through social media outlets and on-campus promotional materials. Latinx students help organize and promote the events on campus. This allows the Latinx pride to shine through their efforts. Approximately 700 plus students, faculty, staff and community members are impacted by the multiple events.
5. The Latino Ethnic Awareness Association (LEAA) creates and promotes unity on-campus among all students not only Latinx students. The group works to engage students by providing opportunities for growth and development, leadership and networking skills.
6. Student Life Fair – representation from over 100 clubs and organizations gather to showcase their purpose and welcome new students with the hopes of convincing them to participate.
7. The Latino Student Visit Day exposes high school students to the college and motivational speaker(s). Performances by local entertainment are highlighted and exposes the young people to talent.
8. The first-ever Latino Leaders Lunch was held on campus November, 2019. The purpose of the event was to reach out to local Latinx leaders and community organizations in order to build partnerships, and to get the word out about the many outstanding efforts taking place at the College on behalf of Latinx students. Attendees: 68
9. Friendsgiving 4th Annual took place in November, 2019 in collaboration with the Center for Student Diversity and Inclusion. The event brings together International students, students, staff and faculty to celebrate a traditional Thanksgiving. The event is enjoyed by all and is open to the college to build relationships and reduce the stress of the busy school year and the holiday. Attendees: 40
10. A Taste of the Holidays from Around the World - December 2019 – in collaboration with Sodexo food service. Food from around the world was served at different stations in the cafeteria. Over 100 students, faculty and staff participated.

2. Current State

11. A new retention initiative has been developed and 1,000 unduplicated Latinx students have been identified who have not completed a degree or certificate and have been enrolled since Fall 2017. The list contains students enrolled in classes in 2017FA, 2018SP, 2018FA and 2019SP (students are included even if they dropped all classes or failed all of them for a particular semester), and have not yet completed a degree or certificate at College of DuPage. The students' total completed undergraduate credit hours also are greater than 30 (for all semesters – not just the four semesters listed above), and the GPA is 2.0 or higher.

The Center for Student Diversity and Inclusion and the Latino Outreach Center seek to improve campus climate by providing transformative learning experiences to the COD community that result in an appreciation for diversity and cross-cultural engagement. We offer a variety of programs, interactive classes, and workshops that provide tools that will allow students to develop the life skills needed to thrive in a diverse society.

One of the primary goals is to reduce the completion rate gap that exists between racially underrepresented and White students as well as students who are economically challenged. Our programs provide opportunities for students to network and build support systems of resources, staff, and their peers from all over campus. By encouraging and supporting students through programs that enhance the COD experience we will enhance the success of our students and enhance our commitment to creating a caring, inclusive campus.

2c: Students receiving Pell Grants

The achievement gap between Pell and Non-Pell recipients is 5% for the Fall of 2018. As concerning as this is, the College has seen a 2% increase in completion rates over the past 2 years. There are numerous current and past initiatives that are believed to have had a positive effect on our students' ability to complete a degree or certificate.

FIRST-TIME, FULL-TIME COMPLETION RATES-150% OF TIME

Cohort	Pell	Non-Pell
2013	17%	25%
2014	19%	26%
2015	19%	24%

Current initiatives to support low socio-economic students are:

1. Each year the College's Phi Theta Kappa chapter participates in a project known as the "College-Wide Project" and for the fall 2015 project the chapter researched the need for a food pantry on campus. They spent the semester meeting with local experts and college administration, conducting surveys of current students and faculty/staff and working with service learning students on the need and feasibility of opening a pantry. The research alone found that 100 out of 750 College of DuPage students reported having access to only 1-2 full meals a day or less than a full meal a day. Phi Theta Kappa wanted to support the campus community members by giving them the brain "fuel" they need to succeed while at the College of DuPage and therefore created the FUEL Pantry which opened in 2017. "Many college students who experience food insecurity struggle to reach milestones such as year-to-year persistence and certificate or degree completion."-*Higher Education Today*.

2. Current State

The Fuel Pantry is for all students, faculty, and staff facing food insecurity and in need of assistance. No proof of need is necessary. The Fuel Pantry is located next to the COD Bookstore in SRC 1000 and accepts non-perishable food donations at any time of the year. In addition, tax deductible cash donations can be made through the COD Foundation.

2. The College is also hosting the Illinois Higher Education Food Insecurity Summit on March 13, 2020. Colleges and universities will come together with state and local agencies to discuss ideas and best practices on addressing hunger on campus. Dr. Donna Beegle, President of Communication Across Barriers, is the keynote speaker and a panel of experts will address various ways in which students' needs can be met. Attendance is anticipated to be 125 people. *(This event was not held due to COVID-19; we hope to hold it in the spring of 2021).*

3. A committee was formed in Fall 2018 to research and implement best practices in relation to Open Educational Resources (OER). A symposium was held on campus with 250 guests from around the State of Illinois who are either members or interested in adopting OER on their campuses.

Since the start of the OER effort conservatively \$150,000 has been saved by students in the last three years. Faculty are also using other cost-saving measures such as assigning older editions, selecting texts that are available in digital formats, and choosing texts that have a rental option. In addition to steadily increasing the number of classes using OER, a goal of the College is to offer a full Associate of Arts degree with OER.

A January 2020 report to the Board of Trustees outlined the projected results for the ten grant applications the College received totaling 48 hours of reassigned time for 13 faculty members for OER development expected to result in \$400,000 in savings in Fall 2020 and \$700,000 in Spring 2021 for students.

The College is involved in several professional development initiatives, such as a partnership with OpenStax, 17 faculty members who attended the OpenEd conference this year, acquisition of Pressbooks with training, and further professional development on textbook publishing.

SPARC (the Scholarly Publishing and Academic Resources Coalition) works to enable the open sharing of research outputs and educational materials in order to democratize access to knowledge, accelerate discovery, and increase the return on our investment in research and education. SPARC estimated that OER savings worldwide was \$1 billion between 2013-2018.

4. The COD Succeeds Scholarship was created with the intent of identifying students who are not the recipients of the high-level criteria level Presidential, Board of Trustees, or Dean awards. These students are academically successful, but are in need of additional support to ensure continued success and achieving next level of their journey. The criteria for the COD Succeeds Scholarship have a GPA between 2.5-3.0 GPA (either COD GPA, if a continuing student, or HS GPA, if new) and have a financial gap. First generation and minority students are also prioritized. The goal is to provide support to students who are at greater risk of being a retention concern, to help them stay enrolled and on-track by lifting a financial barrier to continued success. The first ever COD Succeeds Scholarship Award breakfast was held in December, 2019 with 120 attendees.

2. Current State

2d: Developmental Education Performance Improvement Efforts

The **English-Accelerated Learning Program (ALP)** at College of DuPage is an example of careful short-term and long-term assessment of data that informs decision-making and curricular changes within academic initiatives. In AY 2015-16, the Developmental English program first piloted an accelerated co-requisite model of Developmental and College Writing. This pilot was initiated due to increasing nationwide evidence that developmental writing students, if placed directly in college-level Composition with well-designed supplemental instruction and non-cognitive supports, would demonstrate improved outcomes in comparison with a placement system where College Composition enrollment is delayed until after Developmental Writing has been completed.

Institutional Research was asked to begin tracking comparative ALP student outcomes from the onset of the pilot (which we slowly began to scale, ultimately doubling the number of sections over 2 years, as early positive data on the program trickled in). But we felt it was important to assess student outcomes longitudinally before scaling fully, to rigorously examine effects not only on course success and completion, but comparative outcomes in Composition II, in all subsequent college-level coursework, in overall institutional retention, and in mean GPA.

At the close of ALP's third pilot year in AY 2017-18, there was a statistically robust cohort of students who had taken ALP and subsequently completed up to three additional college semesters. Institutional research was able to demonstrate that the ALP cohort, in comparison with students enrolled in non-ALP gateway Developmental Writing, and despite their lower overall testing scores (students with any of our three designated levels of Writing placement were accepted into ALP—gateway Developmental Writing accepted only the top scorers), outperformed or equaled the comparison group across almost every metric—perhaps most strikingly, cumulative persistence in college up to 3 terms later (either enrolled at COD, enrolled elsewhere, or completed their COD credential) was increased by 12%. In comparison with students placed directly into College Composition, ALP students' College Composition completion was increased 10%, with success rates equal to slightly greater than college-ready peers despite even more dramatically divergent placement scores. Cumulative persistence in college up to three terms later also increased by 4% over college-ready peers—a meaningful improvement in an at-risk population normally demonstrating high attrition.

As a last step before taking ALP off pilot status and codifying its curriculum through internal and state accreditation processes, in Spring 2018, the program's Faculty Chair (who was not an ALP instructor herself) conducted one-hour in-person focus groups with all currently enrolled ALP students. These focus groups helped additionally pinpoint curricular approaches and modifications students judged as most critical to success. In fall 2018, ALP faculty wrote the official Active Course Files and Student Learning Outcomes for ALP, taking both quantitative and qualitative results into account. The revised permanent curriculum was approved by the College's Curriculum Committee as well as ICCB in early spring 2019, and will undergo ongoing research examination and continuous improvement.

Curricular Changes in Math

After the passage of the Postsecondary Workforce Readiness (PWR) Act in 2016, the College of DuPage called a meeting with area high school administrators and mathematics teachers to begin co-creating a transitional math course for the quantitative literacy pathway for placement into General Education Mathematics, Math 1218, with three other courses, Math 1100, 1102, and 1115, accessible through secondary pathways. (Math 1218 is an IAI transfer-approved course; the latter set of courses is not.)

2. Current State

An initial transitional math pilot ran in the 2017-2018 school year with 29 seniors and 40 juniors from York High School. In the 2018-2019 school year, the pilot was expanded to include 20 area high schools with approximately 1,800 students taking the course.

Project-based learning is mandated by the PWR Act. It aims to use real-world applications to stimulate interest in mathematics and teach the course objectives. Most high school transitional math instructors are not trained in the style of instruction, and we are finding that additional professional development is necessary to support it. The State is creating training materials, and the professional development opportunity for transitional math instructors at the College we hoped to host in the summer of 2020 this and cancelled due to COVID-19. The STEM Division is meeting with the high schools to plan symposia for this same purpose over the course of the 2020-2021 academic year.

The advising component of the course is proving to be a very important student motivator. Currently, it is accomplished on two fronts. First, a faculty liaison is visiting high schools and discussing the differences between high school and college. Second, many high schools are participating in field trips to campus. During the visits, students complete a mid-year ALEKS test, take a campus tour, and listen to guest speakers from admissions, counseling, the learning commons, and student life. In the current school year, over 900 high school students will be hosted. Initial reports from transitional math teachers indicate the field trip is a good motivator for students. It also develops familiarity with a college campus and college expectations, thus lessening a significant barrier for first-generation college students.

To facilitate the development of the course, the math department has organized a series of five symposia throughout the academic year to meet with high school teachers and administrators. Attendance at these meetings is high, and feedback is constructive.

Pilot Results

Although students in the York High School pilot were a year behind the target population for the course (having not previously taken intermediate algebra), the results of the 2017-2018 course were positive. 100% of seniors who completed the transitional course placed into at least one college-level math course: 24% placed into Math 1218, 55% placed into Math 1102 or 1115, and 31% placed into Math 1100. A significantly higher rate of placement into Math 1218 is expected for students who have completed the intermediate algebra prerequisite.

2e Other Campus Wide Efforts and Metrics

Placement Testing Task Force

A committee of twenty people consisting of Deans, Research and Planning, Library, Counseling and Advising, Learning Commons, faculty members, the Registrar, and of course, Testing Center staff addressed placement testing concerns and policies from September of 2015 through May of 2018. The COMPASS test was discontinued in 2016. Through the work of the committee Accuplacer was chosen as the replacement for reading and writing testing. High school grade point average of 2.6 on a 4 point scale was also approved as a way to place into college level English classes. ALEKS was chosen as the replacement for math testing.

Adaptive questioning is used to quickly and accurately determine exactly what the student knows and is ready to learn. This means that the tests are unique for every student and will expose your particular strengths and weaknesses. It is not a multiple choice test. All questions are free response.

2. Current State

After completing the un-proctored ALEKS Math Placement Test 1, the student receives a detailed pie chart of current mathematical knowledge, and will have the opportunity to refresh on mathematical topics in the Prep and Learning Module to help prepare for the proctored math placement tests and courses. Students have up to three attempts at the proctored ALEKS Math Placement Test.

Center for Student Success

The Center for Student Success Navigators, (12 hired in the spring of 2019), provide ongoing assistance that encourages student persistence and completion in academic programs by:

- Partnering with assigned students through a case management approach from enrollment to completion.
- Working together with students to assess their needs, including financial obstacles, and create an individual support plan that incorporates the use of campus resources to promote success.
- Providing ongoing monitoring and support using a proactive approach to amplify students' strengths, clarify goals and assist in limiting barriers to success.
- Providing information on College policies and procedures.
- Connecting students to on campus workshops, guest speakers and events.

Student metrics on performance during the Fall 2019 semester and persistence to the Spring 2020 semester are consistently higher for students who engaged with a Navigator versus those contacted by a Navigator who did not engage.

Navigator Passive versus Active Caseload Participants by Race/Ethnicity:

Across the board, the success rates for students Active in the caseload were higher than students who were Passive, i.e. did not engage with the Navigator.

Measure	Latinx	Black
All in Caseload		
Course Success Gap	3%	15%
Term GPA Gap	.13	.65
Fall '19 to Spring '20 Persistence Gap	2%	10%
Passive versus Active		
Passive Course Success Rate	65%	51%
Active Course Success Rate	75%	66%
Passive Term GPA	2.33	1.81
Active Term GPA	2.64	2.38
Passive Fall '19 to Spring '20 Persistence Rate	76%	69%
Active Fall '19 to Spring '20 Persistence Rate	89%	82%

In addition, the gaps between Latinx and White, and Black and White decreased almost across the board, with the exception of the withdrawal rates being slightly higher for both groups, and the gap grew slightly for Black in the number of courses enrolled.

2. Current State

Active Cases	Latinx Gap		Black Gap	
Average # Enrolled Courses 2019FA	0.1	↑	0.4	↓
Average # Enrolled Credits 2019FA	0.3	↑	1.1	↑
Average Success Rate 2019FA	5%	↑	14%	↑
Average Withdrawal Rate 2019FA	0%	↓	-3%	↓
Average Term GPA 2019FA	0.30	↑	0.56	↑
Persistence Rate	0%	↑	7%	↑
Retention Rate	-2%	↑	1%	↑

All in Caseload	All	White	Latinx	Black
N	3,431	1,569	983	335
Average # Enrolled Courses 2019FA	3.6	3.7	3.5	3.5
Average # Enrolled Credits 2019FA	11.6	11.9	11.1	11.0
Average Success Rate 2019FA	70%	72%	69%	57%
Average Withdrawal Rate 2019FA	10%	11%	10%	12%
Average Term GPA 2019FA	2.53	2.64	2.45	2.02
Persistence Rate	82%	83%	81%	74%
Retention Rate	97%	96%	97%	96%
Passive Cases	All	White	Latinx	Black
N	2,175	1,000	617	213
Average # Enrolled Courses 2019FA	3.6	3.7	3.3	3.6
Average # Enrolled Credits 2019FA	11.4	11.7	10.7	10.9
Average Success Rate 2019FA	66%	67%	65%	51%
Average Withdrawal Rate 2019FA	12%	12%	11%	13%
Average Term GPA 2019FA	2.38	2.46	2.33	1.81
Persistence Rate	79%	80%	76%	69%
Retention Rate	96%	96%	96%	95%
Active Cases	All	White	Latinx	Black
N	1,256	569	366	122
Average # Enrolled Courses 2019FA	3.8	3.8	3.7	3.5
Average # Enrolled Credits 2019FA	12.1	12.2	11.9	11.1
Average Success Rate 2019FA	78%	80%	75%	66%
Average Withdrawal Rate 2019FA	7%	7%	7%	11%
Average Term GPA 2019FA	2.8	2.94	2.64	2.38
Persistence Rate	89%	89%	89%	82%
Retention Rate	98%	97%	99%	97%

2. Current State

Intentional Support for Underrepresented Students in STEM Fields

College of DuPage was awarded the National Science Foundation's Louis Stokes Alliance for Minority Participation (LSAMP) in STEM Alliance Implementation grant, named in honor of former congressman Louis Stokes. The grant was accepted and funded for FY2020 to FY2024. Over the next several years, grant activities will focus on improving minority student retention in STEM majors through mentoring, research participation by COD students at the four-year universities, cohort-building activities, and actively guiding students in order to intervene if they are struggling. A student success coach is funded to conduct the intrusive interventions.

The LSAMP grant is an alliance grant involving seven 4-year institutions with Elmhurst College providing primary leadership. Other participating universities include: Benedictine University, Concordia University Chicago, Dominican University, Lewis University, North Central College, and Saint Xavier University. College of DuPage is the only community college to be involved in the project. This strong focus on involving students from groups traditionally underrepresented in the STEM fields is intended to help students ultimately become successful professionals in the STEM field and, be prepared towards graduate school and beyond.

Early Credit Accumulation Gaps

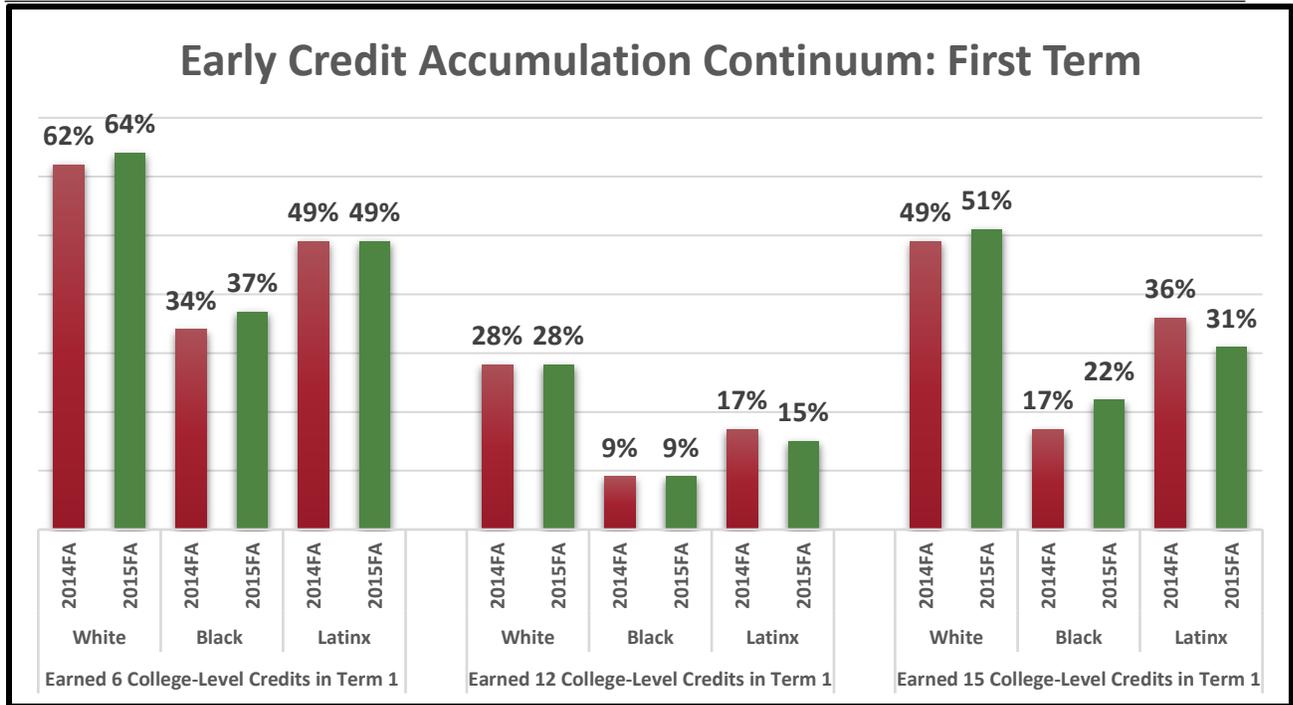
The Early Credit Accumulation Gaps between Black and White students range from -45% to -92% along the early credit accumulation continuum, and Latinx students and White students range from -21% to -66% along the early credit accumulation continuum.

College of DuPage Anti-Racist Action Initiative

The COD Anti-Racism Action Initiative brings together members of the COD community seeking to improve conversations about race, racism, and oppression in the classroom and across campus. This initiative has collaboratively designed a guide that serves as a resource for COD faculty, staff and administrators on topics such as:

- Anti-bias education
- Allyship
- Culturally responsive pedagogy
- Equity-driven change in higher education
- Social justice

2. Current State

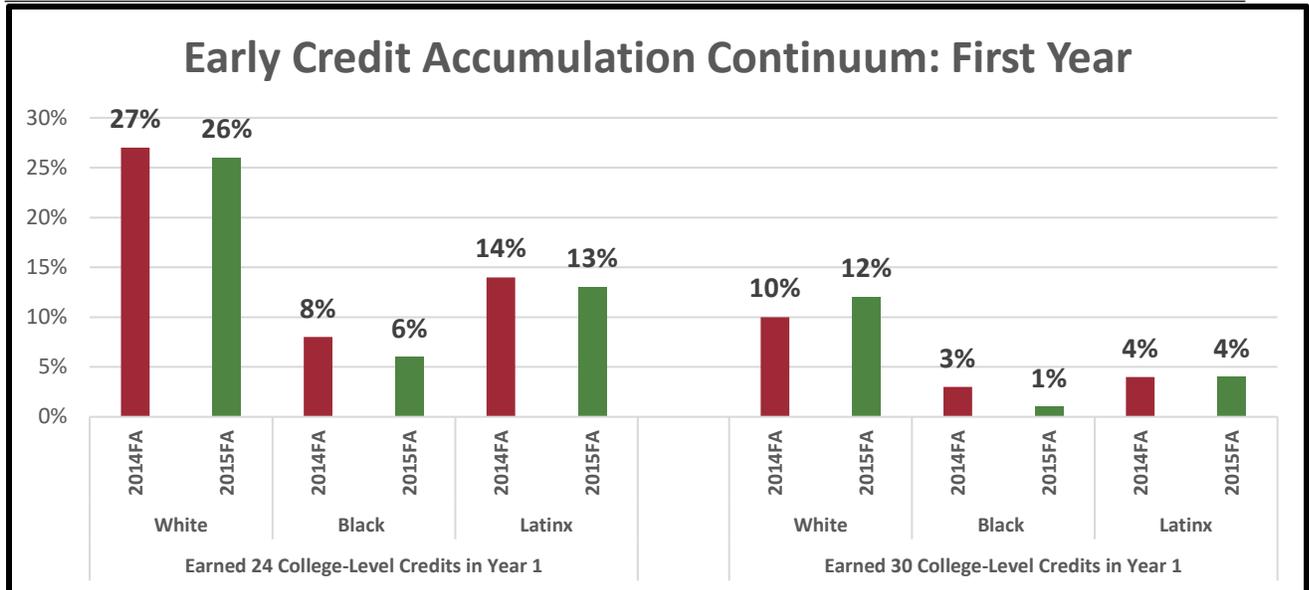


Earned 6 College-Level Credits in Term 1		
	2014FA	2015FA
White	62%	64%
Black	34%	37%
Latinx	49%	49%

Earned 12 College-Level Credits in Term 1		
	2014FA	2015FA
White	28%	28%
Black	9%	9%
Latinx	17%	15%

Earned 15 College-Level Credits in Term 1		
	2014FA	2015FA
White	49%	51%
Black	17%	22%
Latinx	36%	31%

2. Current State



Earned 24 College-Level Credits in Year 1		
	2014FA	2015FA
White	27%	26%
Black	8%	6%
Latinx	14%	13%

Earned 30 College-Level Credits in Year 1		
	2014FA	2015FA
White	10%	12%
Black	3%	1%
Latinx	4%	4%

3. Future Vision

Goal

The goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates on our campus between Black and White students, between Latinx and White students, and between low-income and higher income students (as indicated by Pell receipt). Individual student responsibility and hard work also contribute to student success.

Student Success

Race/Ethnicity	Target (by Spring 2021)
Black Students	Increase student success by 4%
Latinx Students	Increase student success by 4%

Math and English Completion in the First Year

Subject	Target (by Spring 2021)
College Mathematics	Increase Math completion in students first year by 5%
College English	Increase English completion in students first year by 5%

Persistence

Terms	Target (by Spring 2021)
Overall Fall to Fall	5% Increase
Overall Fall to Spring	5% Increase

Interim Benchmark Goals

INTERIM BENCHMARK GOALS FULL-TIME 3 YEAR COMPLETION RATES					
Cohort/Measured	Black	Latinx	White	Pell	Non-Pell
Fall 2016/(Fall 2019 Actual)	10%	22%	29%	22%	27%
Fall 2017/(Fall 2020)	15%	23%	29%	23%	27%
Fall 2018/(Fall 2021)	18%	24%	29%	24%	27%
Fall 2019/(Fall 2022)	21%	25%	29%	25%	28%
Fall 2020/(Fall 2023)	24%	27%	29%	27%	28%
Fall 2021/(Fall 2024)	26%	28%	29%	28%	29%
Fall 2022/(Fall 2025)	29%	29%	29%	29%	29%

Note: A fully updated Interim Benchmark Goals report will be available upon request. The report will include measures for Leading Credit Accumulation, Gateway Course Completion, and Fall to Fall Persistence, in addition to the table above. The goals are reflective of College of DuPage’s commitment to elimination of the equity gaps among our underrepresented and under-resourced student populations. These goals are aspirational, and will take into account special unforeseen circumstances such as the one all institutions are currently experiencing during COVID-19. Goals will be evaluated each year and revised as necessary with the ultimate goal of parity in attainment for all students.

4. Institutional Strategies

The College of DuPage is in the midst of implementing Guided Pathways. The transformation has been underway since the fall of 2017 with over 100 faculty, staff and students involved on working teams and oversight. Major initiatives under that umbrella are expected to benefit all students in their journey toward achieving their educational goals and are in alignment with our Institutional Goals and Objectives. The current initiatives are:

- 12 “Navigators” hired in April of 2019 to support students onboarding and “staying on path” – making a significant difference with student retention
- The hiring of additional Navigators is expected in future years depending upon budget constraints
- Program maps for 295 degree and certificate programs have been completed
- Building transfer program maps for 74 transfer programs
- Planning for a First Year Experience program to be implemented summer of 2022
- Counseling and Advising Redesign to be completed and implemented by fall of 2021
- Data Acquisition, Access and Analysis/Interpretation for Decision-Making
 - New data warehouse built to support inquiries and analysis
 - Hobson’s Starfish acquired to support individualized support for students and to identify and intervene with at-risk students
 - CourseLeaf acquired to streamline curriculum and catalog

The strategies outlined above are mentioned to illustrate the College’s current commitment to supporting student retention and completion. The two additional major strategies stated below will round out what is considered to be a significant commitment to serving and supporting our Black, Latinx and Pell eligible students on their path to completion.

4a: Black Students

Strategy 1: Center for Diversity, Equity and Inclusion

The Center for Diversity, Equity and Inclusion will be the welcoming and support center for all students, and, in particular, the underrepresented students we serve. As stated in the College’s Institutional Philosophy – “... We endorse the right of each person to accessible and affordable opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.” And, “... We recognize the importance of embracing individual differences and cultures and value the contributions made to the College by people of all ethnic and cultural backgrounds.”

The Center for Diversity, Equity and Inclusion will be developed as an integration and expansion of the existing Latino Outreach Center and the Center for Student Diversity and Inclusion. Additional services will be made available and targeted to the third population of Pell eligible students. Existing staff will be housed in the Center, combining talent and resources. Suitable space will be identified and occupied in the first year with the development of plans for growth to be written and submitted for approval in years two and three.

4. Institutional Strategies

A sample of services to be housed in the Center are:

- Academic support and referrals
- Social and cultural activities and experiences
- Leadership opportunities
- Mentoring and coaching programs
- Resource materials
- Academic programming related to diversity, equity, access and inclusion

Strategy 2: Professional Development – Equity Training for Faculty, Staff and Students

The College is committed to providing the education necessary to build cultural competence among an array of learning opportunities to help shape a deeper understanding of ourselves as faculty and staff; and our interactions with others. The College will help develop skills in our faculty and staff that will prepare students to live and work in an increasingly diverse society. Helping faculty and staff understand the concept of equity as it relates to equity gaps that exist on our campus and the steps they can take to diminish those gaps through education is the goal.

Professional development at the College is currently comprised of one faculty member dedicated at 75% reassigned time. The expansion of these efforts to provide Equity training for all faculty, staff and students will require additional resources in the form of additional staff support from the College, additional reassigned time, educational materials such as books and publications, supplies, surveys, inventories, speakers, consultants and instructors.

A particular instance of professional development showing a correlation to increasing student success is the training provided to the Navigators. Through the use of the Learning and Study Strategies Inventory (LASSI) and one on one interviews, the Navigators know equitable services provided to each individual student can make a difference. Navigators can discern academic support issues, financial barriers, mental health issues, child care needs, etc. Navigators also have student information at their fingertips and can pinpoint students with gaps between tuition and financial aid, enabling them to reach out to students and address these issues head on. Early metrics from the Navigators indicate that the training is positively correlated to student performance:

Fall 2019 to Spring 2020 Navigator Caseload Performance

- Active students are those students who met with a Navigator.
- Passive students are those who were contacted but who did not interact with a Navigator.
- The measures reflect consistently higher metrics for the Active versus the Passive students that may be correlated to their interaction with the Navigators.

4. Institutional Strategies

Values	Active	Passive	Grand Total
N	1,256	2,175	3,431
Average # Enrolled Courses 2019FA	3.8	3.6	3.6
Average # Enrolled Credits 2019FA	12.1	11.4	11.6
Average Success Rate 2019FA	78%	66%	70%
Average Withdrawal Rate 2019FA	7%	12%	10%
Average Term GPA 2019FA	2.80	2.38	2.53
Persistence Rate	89%	79%	82%
Retention Rate	98%	96%	97%

Strategy 3: Employee Recruitment and Hiring Practices through an Equity Lens

The College proactively posts open positions to many diversity-oriented job boards and local sources and invites diverse candidates to apply to positions via email. In addition, the College attends diversity focused career fairs when available. All hiring managers and search committee participants are required to complete diversity training.

The College has an internal practice that at two stages of the search process at least 18% of the candidate pools are diverse. The first stage is in the pool of applicants that meet minimal qualifications and the second is the pool of applicants identified for interviewing.

Current employee recruitment and hiring practices will be examined to further identify areas for improvement. Human Resources staff, College leadership, hiring managers, search committees and others will be involved in the research of best practices in this area and the writing of recommendations and an implementation plan.

New policies and practices through an equity lens will be adopted in order to increase staff and faculty demographics to better reflect the diversity of the student body (with appropriate consideration of candidate qualifications). The Director of Research and Analytics has been invited to join this team. A regular cycle of data on the recruitment and retention of staff of color will be produced and monitored. Research has shown the more a student can see themselves in the institution’s faculty and administration the higher their sense of belonging, and their confidence in seeking the supports they need. (“Someone Who Looks Like Me”: Promoting the Success of Students of Color by Promoting the Success of Faculty of Color”, Benitz, James, Joshua, Perfetti and Vick. Liberal Education, Spring 2017, American Association of Colleges and Universities. “College Students Sense of Belonging: A Nationwide Perspective” Maithreyi, Gopalan, Brady. 2019, SAGE Journal).

College of DuPage Fall 2019

Race/Ethnicity	Students	Faculty/Staff/Administration/Clerical
Black	7%	6%
Latinx	27%	5%
White	48%	82%

Note: 18% of Academic Support Personnel are Black, and 24% of Custodial Staff are Latinx
It is clear there is improvement to be made in our ratio of faculty- and staff-to-students based upon race and ethnicity.

4. Institutional Strategies

4b: Latinx Students

Strategy 1: Center for Diversity, Equity and Inclusion (see 4a. above Strategy 1 above)

Strategy 2: Professional Development – Equity Training for Faculty, Staff and Students (see 4a. Strategy 2 above)

4c: Pell Recipients

Strategy 1: Center for Diversity, Equity and Inclusion (see 4a. Strategy 1 above)

Strategy 2: Professional Development – Equity Training for Faculty, Staff and Students (see 4a. Strategy 2 above)

5. Evaluation Plan

It is an exciting time at College of DuPage in terms of improvements in the College's ability to monitor, assess, and analyze student performance and the viability of programming. Several major technology acquisitions are in the works:

ASR Analytics facilitates tying together disparate data sources to use the information holistically and effectively. A significant part of the implementation and services provided is the development of a data warehouse and customized dashboards. The tool provides assistance to improve and develop structures and systems that maximize institutional effectiveness.

Hobson's Starfish is a comprehensive system that takes in student demographic data, prior academic performance, and current academic performance and makes predictions about how successful students are expected to be. It provides the information Navigators need to identify and intervene with at-risk students, make referrals to campus resources, and help students stay on their path. The system includes retention solutions – "start to finish" including case management, predictive analytics and effective communications.

Blackboard Outcomes is a tracking system for documenting the achievement of student learning outcomes. It provides the ability to assess at the classroom level, program level and institutional level through general education learning outcomes.

Ellucian Analytics gives us the ability to view data from many different perspectives in a very user-friendly environment and will be made available widely across campus.

Student Planning is the Ellucian Colleague tool acquired to assist students with educational plan development, and is growing in usage and is a much more user-friendly tool for students than what was provided in the past.

CourseLeaf delivers higher education management software for catalog, curriculum and scheduling to improve an institution's academic management system.

With all of these tools at the College's disposal, there is a clear expectation that all efforts in support of eliminating equity gaps can be monitored. The information will inform significant decision-making and the College will eliminate ineffective practices, and implement proven practices at scale.

5. Evaluation Plan

Goal	Associated Activities/Tasks	Measurement	When	Owner
1. Increase the percentage of First Fall Credit Accumulation across all equity demographics (PT/FT, Ethnicity, Pell) by 2% by Fall 2021	Faculty In-Service, Faculty Professional Development, Program Maps, Redesigned Advising, First Year Experience (all associated Pathways and ILEA events)	New students enrolled in fall, credential-seeking, including Dual Credit students who matriculated to college (excluding Transfer In students)	Yearly	Equity Team, Senior Leadership, Evaluation Team
2. Increase the percentage of First Year Credit Accumulation across all equity demographics by 3% by Fall 2021	Enhance advising to ensure all students receive consistent and aligned advisement.	New students enrolled in fall, credential-seeking, including Dual Credit students who matriculated to college. (excluding Transfer In students)	Yearly	Equity Team, Senior Leadership, Evaluation Team
3. Increase the percentage of Gateway Course Completion across all equity demographics by 3% by Fall 2021	Leverage cohort management informed by data to ensure that students are placed at the highest level possible, enrolled, connected with academic support services, retained from fall to spring, and progress to the next level gateway course.		Yearly	Equity Team, Senior Leadership, Evaluation Team
4. Increase the percentage of Persistence from Fall to Spring across all equity demographics by 3% by Spring 2022	First Year Experience and restructured advising that prioritizes new student advising, student service utilization, and course progression.	New credential-seeking students in fall (excluding Transfer In students)	Yearly	Equity Team, Senior Leadership, Evaluation Team

5. Evaluation Plan

5. Increase the percentage of Persistence from Fall to Fall across all equity demographics to at least 50%	Restructure advising to prioritize first year students and the progression from spring to fall enrollment.	New students enrolled in credential-seeking, including Dual Credit students who matriculated to college (excluding Transfer In students)	Yearly	Equity Team, Senior Leadership, Evaluation Team
6. Increase the percentage of Completion in three years or 150% of time across all equity demographics to at least 20%	Early course accumulation will increase the 150% completion rate.	IPEDS graduation rate and IPEDS retention rate of current cohorts.	Yearly	Equity Team, Senior Leadership, Evaluation Team

Tasks	Instrument	Objectives	Measurement Timeline	Owner
Task 1: Faculty In-Service	Attendance/survey results of workshops. Results of assessment inventories.	100% commitment to employ new strategies in the classroom to support students	Yearly	Equity Team, Senior Leadership, Evaluation Team
Task 2: New Faculty and Staff Development programming	Attendance, surveys, positive change in student satisfaction surveys	100% attendance at workshops and events by all constituency groups	Each Semester	Equity Team, Senior Leadership, Evaluation Team
Task 3. FYE – COD Experience	Student Engagement surveys	75% satisfaction scores	Each Semester	Equity Team, Senior Leadership, Evaluation Team

Outputs	Instrument or Evidence	Timeline	Owner
Output 1: Identify and understand equity gaps	SWOT and data analysis Student Focus Groups	First Year	Equity Team
Output 2: Increase the representation of staff to better reflect the COD student population by a target of 5% by Fall 2021	HR Data. Form team to work with HR to improve and implement policies that will support and promote this desired output.	First year-Fifth year	Senior Leadership

5. Evaluation Plan

<p>Output 3: Develop, plan, secure funding, and pilot programs</p>	<p>Evaluate the list of programs described in the Current State section to determine viability and continuation of programming or the need for new programming.</p>	<p>First year–Fifth year</p>	<p>Equity Team, Evaluation Team</p>
<p>Output 4: Analyze the impact of equity pilot programs</p>	<p>Track attendance for programming, track attendee progress and completion rates.</p>	<p>Second year- Fifth year</p>	<p>Equity Team, Senior Leadership, Evaluation Team</p>
<p>Output 5: Create a warm and welcoming environment that affirms identities, honors cultures, and values prior knowledge from individuals’ experience</p>	<p>Institutional climate survey, student satisfaction surveys increased overall score to at least national average by Spring 2023; within term retention and success rate improvements, completion improvements</p>	<p>Fifth year</p>	<p>Equity Team, Senior Leadership, Evaluation Team</p>
<p>Output 6: Execute three or more scaled programs that serve greater than 50% of COD Black, Latinx and Pell eligible student populations</p>	<p>Scaled programs will be executed based on results from the objectives listed in table above.</p>	<p>Fourth and Fifth year</p>	<p>Equity Team, Senior Leadership, Evaluation Team</p>

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Est. 5 Year	Sustainability Plan
Strategy 1 Establish a Comprehensive Center for Equity, Culture and Inclusion	Staffing and Center relocations and expansion	Combination of New and Existing Budget		Build operating budget that includes salaries, operating expenses, etc., into annual budget on an ongoing basis.
Existing Latino Outreach Center and Center for Student Diversity and Inclusion Salaries	2 Managers 1 Full-Time Administrative Assistant 1 Student Worker Benefits for all staff	\$188,103 \$45,012 \$22,800	\$940,515 \$225,060 \$114,000	There is a clear expectation that funding for this Center will continue as long as there is a proven need for, and results from, utilization of its services.
Existing Latino Outreach Center and Center for Student Diversity and Inclusion Operating Expenses	Contractual Services	\$45,000	\$225,000	
	Supplies	\$11,700	\$ 58,500	
	Travel/Conferences	\$27,250	\$136,250	
	Staff Services/Other	\$11,000	\$ 55,000	
Center Staffing	Staff Growth	\$22,000	\$110,000	
Total		\$372,865	\$1,864,325	Maintain and Expand

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Est. 5 Year	Sustainability Plan
Strategy 2 Professional Development – Equity Training for Faculty, Staff and Students		New Budget		Monitor student success rates, behavior, incidents, etc., to measure the extent to which ongoing training is necessary.
Educational Materials	Books, publications, supplies	\$10,000	\$50,000	There is a reasonable expectation for continued funding based upon realized increases in student success metrics and reduced/eliminated incidents of inequities.
	Surveys, Inventories	\$ 5,000	\$25,000	
Personnel	Speakers	\$14,000	\$70,000	
	Consultants	\$25,000	\$125,000	
CTE Faculty Inclusive Classroom Training	Consultants/ Speakers/ Presenters	Perkins V* \$20,000	\$100,000	Plan as part of the Perkins Grant support for continued CTE faculty training

6. Budget

Hire Manager of CTE Adjunct Faculty Support for Inclusive Classroom Training	New Manager to provide training	Perkins V* \$60,000	\$300,000	Plan as part of the Perkins Grant support for continued CTE adjunct faculty training
Exploring a position to be the point person for advocacy and resources for special populations.	Full-time Position	Perkins V* \$70,000	\$350,000	As part of the regular budget this position will continue to be supported.
Total		\$204,000	\$1,020,000	Maintain and Expand

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Est. 5 Year	Sustainability Plan
Strategy 3 Employee Recruitment and Hiring Practices through an Equity Lens		Existing		Continue to prioritize the Human Resources equity work from inception, through the five years of the ILEA plan, and beyond.
Use existing resources to coordinate equity and diversity activities for employment and hiring across the College	Human Resources Staff, College Leadership, hiring managers, search committees, etc.	\$36,000 (40% of a current salary)	\$180,000	There is a reasonable expectation and commitment to continuing, if not expanding, support for this strategy.
Determine additional materials needed for professional development, updated recruiting materials, increased advertising in non-traditional venues, mentorship program, etc.	Human Resources Staff, College Leadership, hiring managers, search committees, etc.	\$50,000	\$250,000	There is a reasonable expectation and commitment to continuing, if not expanding, support for this strategy.
Implement improvement plan	Human Resources Staff, College Leadership, hiring managers, search committees, etc.	Use existing resources.		Progress in this area will lay the groundwork for possible expansion.
Total		\$86,000	\$430,000	
Grand Total		\$662,865	\$3,314,325	

7. Timeline

Objective and Strategy Timeline

	Pre Years: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
4a., 4b., 4c. Strategy 1 Center for Diversity, Equity & Inclusion	<p>Spring 2020-Identify space suitable for combining the Latino Outreach Center (LOC) and the Center for Student Diversity and Inclusion (CSDI). Develop a plan for student identification and outreach.</p> <p>Summer 2020-Prepare new space for move in of the LOC and the CSDI.</p>	<p>Fall 2020 – Invite students to use the services of the new Center for Diversity, Equity and Inclusion, track student traffic, nature of interactions, and performance of students.</p> <p>Spring 2021 – Develop new programming based upon data analytics of students. Continue tracking student engagement and performance. Continue to offer current best practices.</p> <p>Summer 2021 – Spring 2025 – Continue to engage in professional development, best practices to continuously improve services to students. Continue to track student engagement and performance.</p>				
	<p>Spring/Summer 2020 – Form a team and develop a plan. Incorporate the student voice, i.e. Noel-Levitz, CCSSE, focus groups, etc., continuously into the training and development of the curriculum.</p>	<p>Fall 2020 – Equity Training for Faculty to include equity in the classroom topics. Perkins Grant funding to support CTE Faculty inclusive classroom training. Hiring of a full-time manager for CTE adjunct faculty inclusive classroom support. Hire a coordinator for resources and advocacy to resolve student barriers.</p>	<p>Fall 2021/Spring 2022 – Equity Training for Students</p>	<p>Fall 2022/Spring 2023 – Incorporate Equity Training into new hire orientations.</p>	<p>Fall 2023/Spring 2024 – Incorporate the student voice, i.e. Noel-Levitz, CCSSE, focus groups, etc., continuously into the training and development curriculum.</p>	<p>Fall 2024/Spring 2025 – Continuously improve professional development opportunities and offer them on a consistent basis to all constituency groups.</p>
		<p>Spring 2021 – Equity Training for Staff</p>				
4a., 4b., 4c., Strategy 2 Professional Development – Equity Training for Faculty, Staff and Students						
4a., 4b., 4c., Strategy 3 Application of an equity lens to faculty and staff recruitment and hiring practices	<p>Spring 2020/Fall 2020 - Research current employee recruitment and hiring practices in order to determine areas for improvement. Special attention to recruiting strategies and interviewing questions is important. Establish clear hiring goals and monitor progress. Expect hiring managers to be responsible for keeping diversity a priority.</p>	<p>Fall 2020/Spring 2021 - Through an equity lens identify and adopt policies and practices that will strive to have staff and faculty demographics reflect the diversity of the student body.</p>	<p>Fall 2021/Spring 2022 – Implement a mentoring program that serves to develop leaders among staff. Implement a targeted recruitment plan.</p>	<p>Fall 2022/Spring 2023 – Track progress toward goals and adjust policies and practices accordingly. Take advantage of the professional development offered in Strategy 2. All hiring managers would have participated as soon as it was made available. Hire a chief diversity officer.</p>	<p>Fall 2023/Spring 2024 – Review and assess progress, make adjustments as necessary.</p>	<p>Fall 2024/Spring 2025 – Review and assess progress, make adjustments as necessary, goals will have been met.</p>

8. ILEA Team

ILEA Core Team	
Lisa Stock	AVP, Assessment & Student Success
Jane Smith	Director, Pathways for Student Success
ILEA Leadership Team	
Brian Caputo	President
Jim Benté	VP, Planning & Inst. Effectiveness
Jennifer Cumpston	Dean, STEM
Mark Curtis-Chávez	Provost
Diana Del Rosario	Asst. Provost, Student Affairs
Anthony Ramos	Asst. Dean, Adjunct Faculty
Cynthia Sims	AVP, Acad. Partnerships & Lrng Res.
Shannon Toler	Professor and Faculty Senate President
Key Campus Leaders Consulted for Equity Plan Development	
Saraliz Jimenez	Manager, Latino Outreach Center
David Swope	Manager, Center for Student Diversity & Inclusion
Members of the Pathways Equity & Access Team (combination of the ILEA Leadership Team and the Pathways Steering Committee)	
Cheryl Baunbach-Caplan	Adjunct Faculty Counselor, CODAA Pres.
Devin Chambers	Full-Time Counselor
Faon Grandinetti	Dir., Assessment & Student Learning
Saraliz Jimenez	Mgr., Latino Outreach Center
Jim Kostecki	Dir., Research and Analytics
Tara Leszczewicz	Full-Time STEM Professor
Nina Menis	Mgr., Institutional Advancement
Nathania Montes	Interim Dean of Students
Katherine Norris	Mgr, Student Records and Registration & Registrar
Regina Rogers	Adjunct Faculty
Jill Salas	Assistant Professor and Equity and Access Team Chair
David Swope	Mgr., Center for Student Diversity & Inclusion
Diane Szakonyi	Mgr., Learning Support Services

9. Glossary

Cohort – A way of grouping students to compare across a number of access, performance, persistence, and completion indicators. In the Excel file that accompanies these documents and is used to set disaggregated early momentum and degree completion targets in service of eliminating gaps among target student groups, cohort refers to when students entered the college/university (e.g. Fall 2019 cohort is the student group that entered the institution in the fall of 2019). Secondarily, we also refer to the ILEA cohort as the group of 29 member colleges and universities.

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

Early Credit Accumulation - nine measures of students' progress in their first year predict student completion in subsequent years, and thus how suitable these early momentum metrics are as leading indicators of the effectiveness of institutional reforms. The nine measures are:

- Completed 6 or more college-level credits in the first semester (6 credits S1)
- Completed 12 or more college-level credits in the first semester (12 credits S1)
- Completed 15 or more college-level credits in the first year (15 credits Y1)
- Completed 24 or more college-level credits in the first year (24 credits Y1)
- Completed 30 or more college-level credits in the first year (30 credits Y1) Gateway Course Momentum
- Completed college-level English in the first year (English Y1)
- Completed college-level math in the first year (Math Y1)
- Completed both college-level English and math in the first year (English & math Y1) Persistence Momentum
 - Fall to spring persistence in the first year

Equity –We expect that everyone in our college community has an equal opportunity to pursue their academic, personal and professional goals.

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

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

9. Glossary

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

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

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

Institutional Strategy – A reform strategy that affects at least 50% of the total targeted student population that it aims to serve. Institutional strategies should have the requisite scale to significantly impact equity in degree completion.

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