

PARTNERSHIP FOR COLLEGE COMPLETION

Accelerating action to close the graduation gap

**Illinois Equity in Attainment
Kishwaukee College
Equity Plan
Fiscal Year Annual Report**

30 September 2021

Strategy Evaluation Plan

Strategy 1	Intercultural Center
Population Impacted	African American and Latinx
Evaluation	Intercultural Center opening on campus attendance during COVID: 39 students, our President, 4 Senior Leadership administrators, and 10 other staff members. The event was also live streamed through YouTube and Zoom. 95% of attendees reported the event provided an opportunity to learn about culture.
Accomplishments	The physical space for the Intercultural Center has been completed, with coordination by the Coordinator of Student Outreach and Intercultural Center. In addition, student workers and an Associate Dean with Diversity, Equity and Inclusion responsibilities assist with delivering programs and services. A grand opening was held to coincide with a samba performance, the first Hispanic Heritage Month event. The cultural competency training (strategy #2) for students will be delivered through this space. A grand opening of the space for the campus community coincided with the beginning of Hispanic Heritage Month in September.
Cost	\$22,000

Strategy 2	Cultural Competency Training
Population Impacted	African American and Latinx
Evaluation	<p>Institutional Cultural Competency Learning Outcomes-In FY 2020-2021 162 students were assessed for cultural competency (150 through O of I, 12 through Co-Curricular programs). Globally, 93.21% (N=151) met the outcome. 6.79% (N=11) did not meet the outcome.</p> <p>Co-Curricular Learning Outcomes- Safe Colleges micro aggression training-Safe Colleges implicit bias in workplace-Co-Curricular sub-totals: 83.33% met outcomes (N=10) and 16.33% did not meet outcomes (N=2)</p> <p>Instructional sub-totals: 94% met outcomes (N=141) and 6% did not meet outcomes (N=9)</p> <p>Culturally Responsive Pedagogy participation-52 faculty members and 10 instructional staff. Attendees indicated a willingness to apply learning to practice.</p> <p>Code #1 participation-52 faculty members and instructional staff and Code #2 participation—46 faculty members and instructional staff. Evaluation- 91.67% indicate the ability to apply what was learned on campus and 83.34% understand others' identities better because of this training.</p>
Accomplishments	A plan to deliver cultural competency training to faculty and staff, including culturally responsive pedagogy has been developed and funded for FY22.
Cost	\$2000 (Culturally Responsive Pedagogy workshop-Meagan Pollock)

Strategy 3	Hiring Practices Process
Population Impacted	African American and Latinx
Evaluation	<p>The college increased the number of Hispanic/Latinx applicants for staff positions from 10 in 2020 to 22 in 2021. Hiring for this group increased from 4 in 2020 to 12 in 2021. The number of Black/African American applicants declined from 14 in 2020 to 11 in 2021. The number of Blacks/African Americans also decreased from 9 in 2020 to 6 in 2021.</p> <p>The number of Hispanic/Latinx applicants for faculty positions increased from 1 in 2020 to 3 in 2021. Hiring for this group increased from 1 in 2020 to 3 in 2021. The number of Black/African American applicants was 3 in 2020 and 2021. The number of Blacks/African Americans hired for faculty positions was 3 in both 2020 and 2021.</p> <p>The college increased the number of Hispanic/Latinx applicants for student worker positions from 5 in 2020 to 7 in 2021. Hiring for this group increased from 5 in 2020 to 7 in 2021. The number of Black/African American applicants increased from 0 in 2020 to 6 in 2021. The number of Blacks/African American student workers increased from 0 in 2020 to 6 in 2021.</p>
Accomplishments	<p>Several mandates regarding hiring have been put into place to increase diversity among faculty and staff. One is to include a diversity, equity, and inclusion competency in the Knowledge, Skills, and Abilities section of position descriptions and job postings. In addition, HR works with search committees to include at least one question to identify cultural competency in interviewees.</p> <p>A new component will include efforts for targeted recruiting to Black/African American and Latinx students as well as Pell Grant recipients to increase the number of student workers from those populations.</p>
Cost	\$0

Strategy 4	Wrap-Around Services
Population Impacted	Pell Grant Recipients
Evaluation	<p>Course Success</p> <ol style="list-style-type: none"> 1. Students affiliated with TRIO SSS for fall 2020 and spring 2021 pass rates were 76%, 4.2% higher than students who were not affiliated with the TRIO SSS program. Retention for TRIO SSS students was also 7% higher than those not affiliated with the TRIO SSS Program. 2. The study table group of students for fall 2020 and spring 2021 had a success rate of 82.3% compared to those who were not affiliated where the success rate was 71.8% 3. The At-risk students for fall 2020 and spring 2021 success rate was 61.5%, lower than the 71.8% benchmark. Unfortunately, we do not have a comparable for this group since the data from this program was from the first year. The 61.5% will be used as a benchmark for future data analysis of this group. <p>Persistence & Completion</p>

	<ol style="list-style-type: none"> 1. Students affiliated with TRIO SSS persisted to fall 2021 more than the student table and at-risk group of students. 2. The TRIO SSS group of students persisted and completed at a 77.3% rate compared to other students who persisted and completed at a rate of 56.7%, this being 21% higher than the average progress rate for all completers.
Accomplishments	The intrusive wrap-around case management provided to TRIO SSS students resulted in the highest persistence and completion. A benchmark for at risk student completion was developed in Year 1 of this strategy. The benchmarks will be used as a comparison for improvement from intervention in FY22.
Cost	\$87, 500

Strategy 5	Math Success Program
Population Impacted	African American, Latinx, Pell Grant Recipients
Evaluation	<p>FY21 (AY2020-2021)- 696 unique students were served.</p> <p>Through tutoring and tutor.com =393</p> <p>Through embedded tutors=232</p> <p>Through workshops =31</p> <p>Through long term case management =21</p> <p>Through placement interventions =16</p> <p>Through math support group =3</p> <p>FA2020 data showed 75% pass rate for those using the math lab compared to 65% college as a whole.</p>
Accomplishments	FA20 data shows embedded tutors in the STEM developmental mathematics course had a significant impact. For Latinx students, a passing rate of 92.9%, compared to 60.9% passing in sections without the embedded support resulted. While the passing rate between sections with and without embedded tutors for African American students in the same sections, showed no difference (75% passing), the embedded tutors show a promise in preventing failures in the class for African American students, with the small sample showing 0% failures in embedded tutor sections, compared to 18.8% of students failing in sections without embedded tutors.
Cost	\$99,450 (funded through Bridges and Transition Grant)

Strategy 6	Office of Instruction Retention Project
Population Impacted	African American, Latinx, Pell Grant Recipients
Evaluation	Targeted student retention and completion data based on courses using retention action plans. Pilot to develop program structure and resources. Five students and four instructional staff participated in a pilot. Pilot findings: Need for a Mentoring Manual to accompany training; orientation

	with training for mentors, and more structured events for mentor/mentee interaction.
Accomplishments	Development of a team to research, select and facilitate the implementation of high-impact retention strategies across all courses. Pilot consisted of 5 students and 4 instructional staff members. Mentoring manual and new mentor Orientation topics identified for implementation in FA21.
Cost	\$500

Reflection & Next Steps:

The college has determined the planned strategies for fiscal year 2022, as well as identified those that are now systematized into the college’s operations and ready to continue. Strategy 2 Cultural Competency Training, Strategy 3 Hiring Practices, and Strategy 4 Wrap-around Services have been scaled and integrated into the processes of the college. These three strategies will be retired from our Equity Plan, with annual monitoring of data for consistent improvement. Professional Development in Cultural Competency will be overlapping with the Intercultural Center programming (Strategy 1), especially for students. Staff training has been integrated into the annual fall three-day Inservice, as well as the Professional Development Day in the spring and our Probationary Faculty Seminar tracks for non-tenured faculty.

The foci of the next year are Strategy 1 Intercultural Center, Strategy 5 Math Success Center, and Strategy 6 Office of Instruction Retention Project. The Intercultural Center is open with programming which includes the following four facilitated conversations on diversity and equity: Situating the Self, Building Community, Power Dynamics of Difference, and Engaging Systems of Oppressions. In addition, the Center will host the diversity awareness month activities, the series of current events titled Dialogues, a new Intercultural Club, as well as new student affinity group organizations (ex. Black Male Initiative). In addition, there is a plan to provide training to faculty on facilitating difficult conversations using the Peace Circle Process, an alternative to contemporary meeting processes that often rely on hierarchy, win-lose positioning, and victim/rescuer approaches to problem solving discussions.

The programming under the Math Success Center will be expanded to support all mathematics courses, as the requirement to complete a college level course remains a barrier to completion for our targeted populations. We are expanding our content embedded tutor program to include all mathematics courses and have included the option for an embedded success coach into the mathematics and English courses to support the learning management technology literacy of students. In addition to institutionalizing the position of Mathematics Success Coordinator and expanding the embedded tutors, a Lead Mathematics Tutor has been hired to assist with training embedded tutors, delivering services in the STEM mathematics courses, and establishing a mathematics support group for students. Finally, all students in mathematics courses have been provided with free calculators and mathematics textbooks through our textbooks loan program. This has been funded through our American Relief Funds allocation. These projects will be sustained through our current textbook loan process at the college. The implementation of the retention alert for faculty adds a new dimension to connect students with advising and other resources. The Debt Relief program has been changed to increase use and efficiency.

The Retention Project (#6) Mentoring Pilot will be expanded to include more instructional staff and students, with a mentoring handbook to be completed as a resource for mentors and mentees. Orientation has been developed to facilitate the training of mentors and on-boarding mentees for the current academic year. While we are not adding new strategies to our plan, we are expanding the Retention Project beyond the Mentoring Program to include improved success in developmental mathematics, College Algebra, and English Composition II, our highest risk courses at the college for identified populations. Increasing developmental and entry-level college mathematics success rates are a priority with the following new interventions beginning during the 2021-2022 academic year: Mandatory follow-up with faculty member for students who earn less than 70% on first assessment; Requirement for all students to meet with a tutor until first assessment completed; Redesign developmental mathematics courses to strengthen alignment to quantitative literacy/statistics and college algebra courses, and Create a co-requisite course option for quantitative literacy and statistics courses.

The addition of disaggregated data by our equity populations (African America, Latinx, and Pell Eligible) to key performance indicators for developmental mathematics, College Algebra, English Composition II, and completion of gateway college-level mathematics courses in our annual data book for fiscal year 2022 will expand our data warehouse. This data will be reviewed annually by our PCC Team, with referrals for intervention creation when needed. Also, retention data for our at-risk courses at the section level will be shared with each faculty member to start discussions about equity gaps in their sections.

Finally, we are starting phase one of implementing the AACC Guided Pathways Model at our college. Having clear, structured, and prescriptive, meta-major mapped pathways combined with intrusive intervention when someone deviates from the planner sequence will increase the retention and completion of our students.