



# Equity in Student Access & Success Plan

## FY2021-2025

### **Mission**

The College of Lake County is a comprehensive community college committed to equitable high-quality education, cultural enrichment and partnerships to advance the diverse communities it serves.

### **Vision**

The College of Lake County is a leader in providing innovative education and workforce solutions.

### **Values**

Purpose  
Integrity  
Excellence  
Inclusion  
Unity  
Compassion

# CLC Equity in Student Access & Success Plan Background

The Equity in Student Access & Success Plan is a document to help apply an equity lens to the overarching student success work at CLC. The Equity in Student Access & Success Plan prioritizes full-scale student success improvements that will be most impactful to students who face the greatest inequities within the Lake County Community and the CLC system. While this plan will impact students from many groups, the focus is primarily on Black/African-American, Latinx, and Pell-recipient (low-income) students because these students have the greatest opportunity gaps. The plan has been created for CLC's use and through the college's participation in the Illinois Equity in Attainment initiative of the Partnership for College Completion.

**PCC** Partnership for College Completion

A regional (Northeast Illinois) organization focused on improving graduation outcomes for African-American, Latinx, and Pell-recipient students.

PCC provides supportive networks for higher education, public policy efforts, and public awareness building.

**ILEA** Illinois Equity in Attainment

The signature initiative of PCC brings together 28 two-year and four-year public and private non-profit colleges and universities across the state of Illinois to collectively work toward eliminating racial and socioeconomic achievement gaps by 2025.

**CLC** College of Lake County

Equity is central to CLC's definition of student success: achieving educational attainment for every student by providing personalized, culturally relevant student learning experiences, grounded in equitable practice in an inclusive student-ready environment.

## Current State

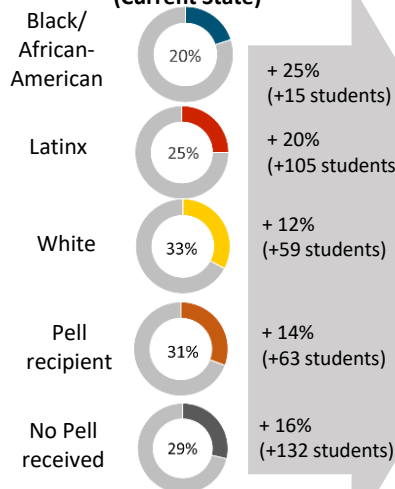
Despite some progress in overall graduation rates, there has been persistent gaps in completion between Black/African-American and Latinx students compared to White students. Pell recipients (low-income students) tend to graduate at about the same rate as their peers who do not receive Pell. All groups have a fairly low graduation rate. CLC has historically investigated this topic and developed several programs to address student success; however, those efforts have been small in scale and limited in impact.

## Future Vision

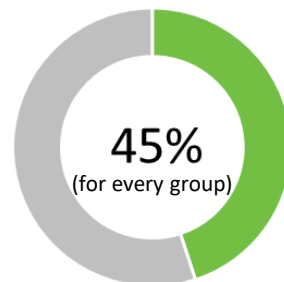
Moving forward CLC will utilize full-scale, personalized, and culturally relevant student experiences to advance the success of all students, while prioritizing efforts that will have the biggest benefit to students facing the greatest inequities. Systemic barriers to students' success will be evaluated and dismantled. This approach will not only allow for dramatic improvements to students' experiences, but also impact large populations of students.

**Graduation Target:**  
**45% graduation rate for full-time fall 2024 entering cohort with no opportunity gaps**  
 This target is used as the overarching goal of the Equity in Student Access & Success Plan. Other targets are designed to contribute to this graduation rate improvement.

Full-time fall 2015 cohort 3-Year Graduation Rate (Current State)



Full-time fall 2024 cohort 3-Year Graduation Rate (Future Target)



# Alignment

The Equity in Student Access & Success Plan is not separate from the Strategic Plan, but instead aligns with the Strategic Plan and fits primarily within the Equity & Inclusion Pillar. Each Equity in Student Access & Success Plan objective is also situated within the Lancer Success Framework. The page for each objective will note how it is aligned with the Strategic Plan and Lancer Success Framework.

## FY2020-FY2024 Strategic Plan Pillars

Strategic Pillar 1: Access & Success for Students

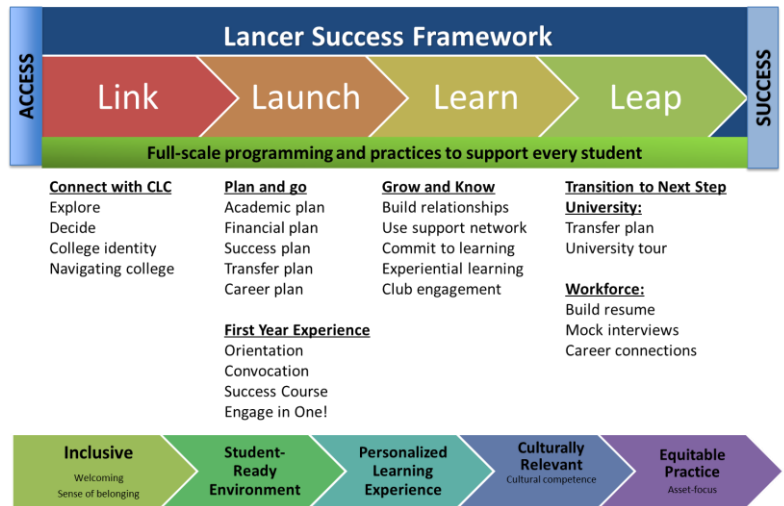
Strategic Pillar 2: Equity & Inclusion

Strategic Pillar 3: Teaching & Learning Excellence

Strategic Pillar 4: Community & Workforce Partnerships

Strategic Pillar 5: Collaborative Culture

Strategic Pillar 6: Strategic Use of Resources



# Statements

## Equity Statement

The College of Lake County (CLC) is committed to being equity-minded in how it supports its students and employees. Also, CLC is dedicated to instill the value of equity in each member of our community. At CLC, equity means providing a high-quality education and employment in a safe, welcoming, and inclusive environment while meeting the particular needs of each community and individual. This value is imparted by providing professional and educational opportunities to instill the value of equity within each CLC community member. To achieve this goal, CLC is committed to ensure that all policies, procedures, and processes are free of barriers and provide a seamless experience to all who come to CLC.

This includes ensuring each student is provided the tools and support to empower them to achieve their academic, career, and personal goals, and that each employee has the tools and opportunities to provide excellent service, excel in their job, contribute to the CLC community, and progress in their professional development. CLC recognizes that equity is not resolved by using a one-size-fits-all approach. CLC is devoted to intentionally designing opportunities for students, faculty, staff, and community members to succeed while supporting each person's unique needs.

## Diversity Statement

The College of Lake County (CLC) is committed to strengthening the diverse communities we serve. We stand to create an environment that names, embraces, and learns from differences through all policies, practices, and values. We encourage expression of one's own identity and foster an atmosphere where we learn from others. CLC is dedicated to meeting the needs of everyone in our community, especially those who have been historically underserved. We are committed to being intentional about having crucial conversations to continually develop cultural competence and humility. At CLC, we celebrate and promote diversity because we believe that everyone benefits from being a part of a global society.

## Inclusion Statement

The College of Lake County (CLC) is inclusive of all members of our diverse college community. We are committed to providing an inclusive environment where students, faculty, and staff can do their best in all of their endeavors. This is reflected through our policies, practices, beliefs, and actions. Inclusiveness at CLC means that each person's input is heard and valued. The College is intentional when creating its entire organizational structure to ensure that there is representation of the diverse community it serves. By seeking input from the community as a whole, especially from people who have been traditionally silenced or ignored, CLC creates meaningful inclusion, leading to college-wide decisions, outcomes, and actions.

# 1. Reengineer student onboarding experiences

**Description:** CLC will review, redesign, and implement college-wide entry processes and first year experiences that provide a personalized, culturally-relevant onboarding for new students entering the college. The first year experience for students encompasses new student orientation, college success courses and tutorials, selection and documentation of an education plan, and other early opportunities for students to learn about CLC and engage at the institution. Student intake processes will also be developed to efficiently route students to relevant resources and experiences.

## Alignment

Strategic Pillar 1: Access & Success for Students – Student Momentum

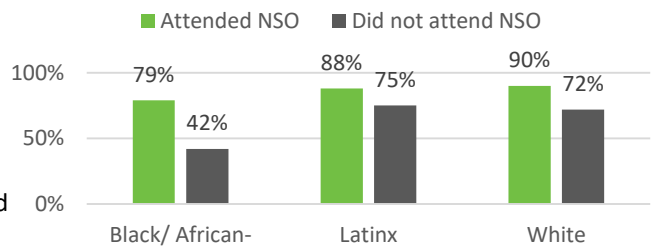
Strategic Pillar 2: Equity & Inclusion – Policy & Procedure

Lancer Success Framework: Link & Launch

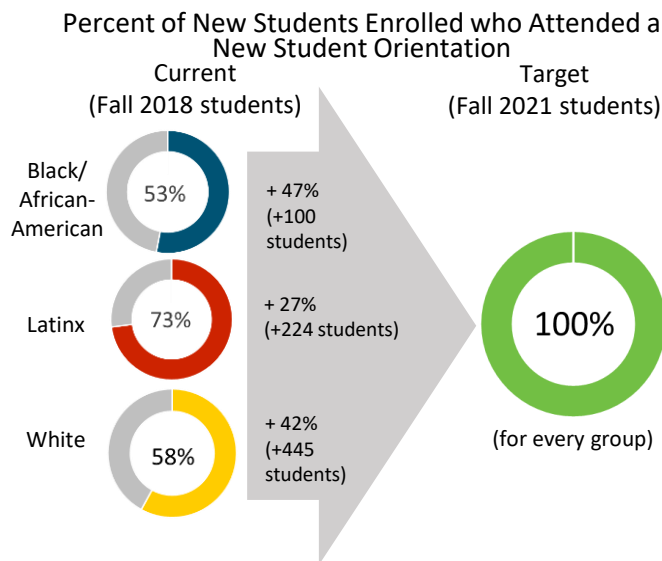
## Rationale

- Qualitative feedback from faculty, staff, and students indicated a need for better communication to students about the available resources as well as early identification of a clear educational plan.
- Internal research shows that CLC students who participate in new student orientation are more likely to be retained from their first to second semester.
- However, current capacity limits the students required to participate in new student orientation to those who graduated from high school within the past two years. This practice unintentionally, but disproportionately, affects Black/African-American students who are more likely to take a break between high school and college compared to Latinx and White students.
- First-year experiences are recognized nationally as high-impact practices for student success (AAC&U).

First-to-second Term Retention Rates of Students Attending and Not Attending New Student Orientation



## Targets



## Timeline of strategies

Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
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1. Reengineer onboarding experiences	1a.	Design intake	Implement redesigned intake and application process to route students to relevant FYE and services			
	1b.	Research/ Review NSO, FYE	Design personalized FYE for all	Implement personalized, culturally relevant onboarding and FYE and associated policies for all students		

# 2. Enhance opportunities for credit accumulation

**Description:** CLC will use multiple strategies to improve means by which students can accumulate credit hours and progress toward a credential at CLC. The strategies include improving processes for granting credit for prior learning at entry, changing developmental education to allow for earlier access to credit-bearing English and math courses, coordinating class schedule structures that facilitate more students attending full-time instead of part-time, expanding co-enrollment programs for Adult Education and high school students, and enacting teaching and learning strategies that can reduce withdrawal rates. Institutional policies and practices associated with awarding credits, advising students on credit hour load, and developmental education will be reviewed as these opportunities are enhanced.

## Alignment

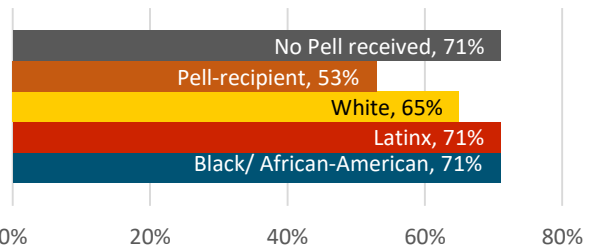
Strategic Pillar 1: Access & Success for Students – Student Momentum, Affordability, and Flexibility

Lancer Success Framework: Launch, Learn

## Rationale

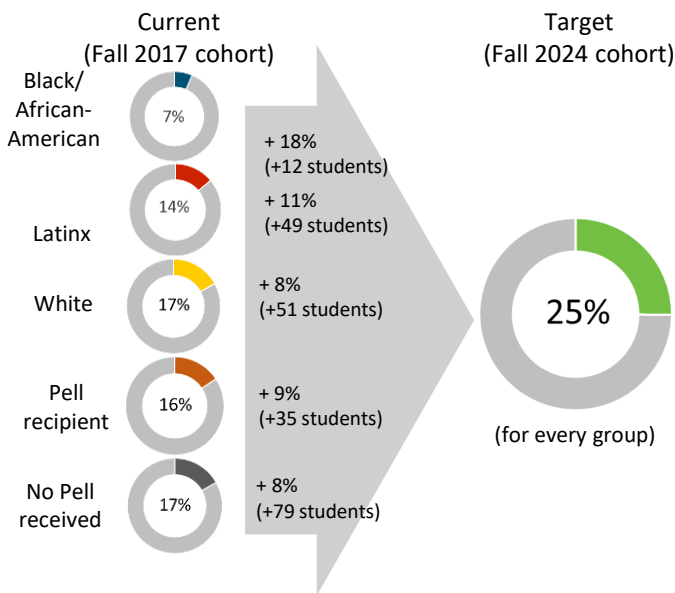
- Black/African-American, Latinx, and Pell-recipient (low-income) students accumulate fewer credits that count toward a credential in their first year compared to White students and students who did not receive Pell.
- This is in part because Black/African-American and Latinx students are more likely to be part-time compared to White students.
- These students (and Pell recipients) are also more likely to place into developmental courses, which can delay students' entry into classes bearing credits that count toward their credential.
- Qualitative feedback from the college community recommended or noted existing projects to improve likelihood of students attending full-time and to accelerate progress to courses with credit counting toward a credential.
- Credit accumulation is an important momentum point that correlates to longer-term graduation success.

% Enrolled Part-Time, Fall 2018

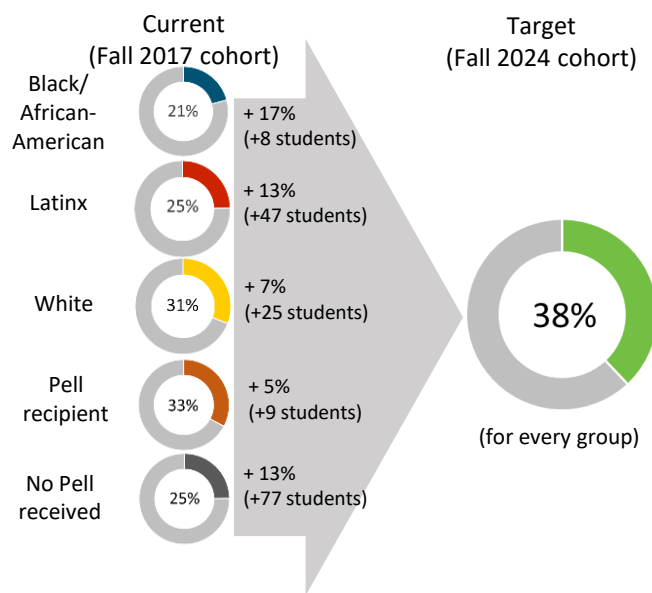


## Targets (credit accumulation needed to reach graduation rate goals)

% of Full-time Students Earning 30+ credits in 1<sup>st</sup> year



% of Part-time Students Earning 15+ credits in 1<sup>st</sup> year



## Timeline of strategies

	Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025	
2. Enhance opportunities for credit accumulation	2a.	Design revised transfer credit process and policy	Implement revised transfer credit process and policy				
	2b.	Implement English co-requisite change, Math general education pathway change, and transitional Math & English in high schools; assess and revise if needed					
		Review Math pre-requisites	Implement Math pre-requisite changes				
	2c.	Research class schedule	Design responsive schedule	Implement responsive class schedule including relevant experiential learning			
	2d.	Review Adult Ed ICAPS	Expand ICAPS opportunities				
	2e.	Review dual credit options	Design expanded dual credit	Implement expanded dual credit offerings			
2f.		Research teaching practices	Design teaching practices for CLC	Implement and assess teaching practices			

# 3. Provide professional development leading to equity-based practices

## Description

CLC will provide professional development for faculty and staff to orient employees to foundational concepts of equity, provide examples and guidance of equity-based practices, and collaborate to shepherd colleagues to integrate equity into their daily work. Equity training will also coincide with training on the college's data warehouse so that reports and dashboards showcased to faculty and staff will provide disaggregated student data relevant to the equity concepts discussed in other trainings and important to current efforts. This strategy will support employees with intentional, scaffolded opportunities designed to lead to direct application of knowledge so that any employee, regardless of prior experience, can grow professionally and gain the knowledge and resources to ground their work in equity-based practices.

## Alignment

Strategic Pillar 2: Equity & Inclusion – Professional Development, Data-informed Decisions

Strategic Pillar 3: Teaching & Learning – Professional Development

Lancer Success Framework: Link, Launch, Learn, Leap

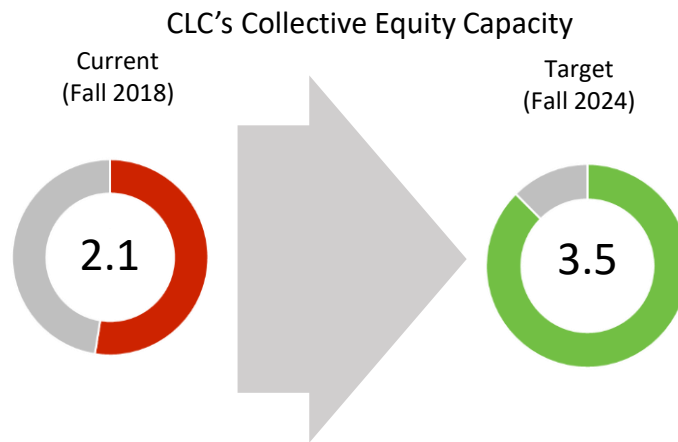
## Rationale

- Qualitative feedback from the college community suggested that professional development around equity, and particularly role-specific examples of equitable practice were needed.
- CLC's 2018 pilot ICAT survey revealed Equity to be the lowest-rated capacity for the institution (2.1 out of 4).
- Further understanding and use of disaggregated data was another theme that emerged through faculty and staff feedback; a strategy specifically around data warehouse (DWH) training was developed to help build other's capacity to view disaggregated data.

Equity Capacity (Fall 2018 ICAT rating)

# 2.1

## Target



## Timeline of strategies

		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025		
3. Provide professional development leading to equity-based practices	3a	Research equity training	Prepare internal equity trainers	Implement college-wide foundational equity training; phased in					
	3b	Design equity behaviors		Communicate / train on equity behaviors					
	3c	Design equity-focused teaching & learning PD		Implement culturally-relevant instructional design, curriculum development, and assessment training in conjunction with new LMS					
	3d	Design DWH training	Implement DWH training	Design DWH training	Implement DWH training	Design DWH training	Implement DWH training	Design DWH training	Implement DWH training
	3e	Design cross-training		Implement cross-training on student supports for faculty & staff					

# 4. Reimagine the student support model

## Description

CLC will create a barrier-free environment by reviewing systems and removing instances of power, privilege, and inequity in policies, procedures, and processes. This objective will focus on redesigning the college’s model of student support services and processes as well as related policies so that institutionalized causes of student inequities are eliminated. This work will result in a cohesive student support model and a set of policies that maximizes opportunity for success for students across demographic groups.

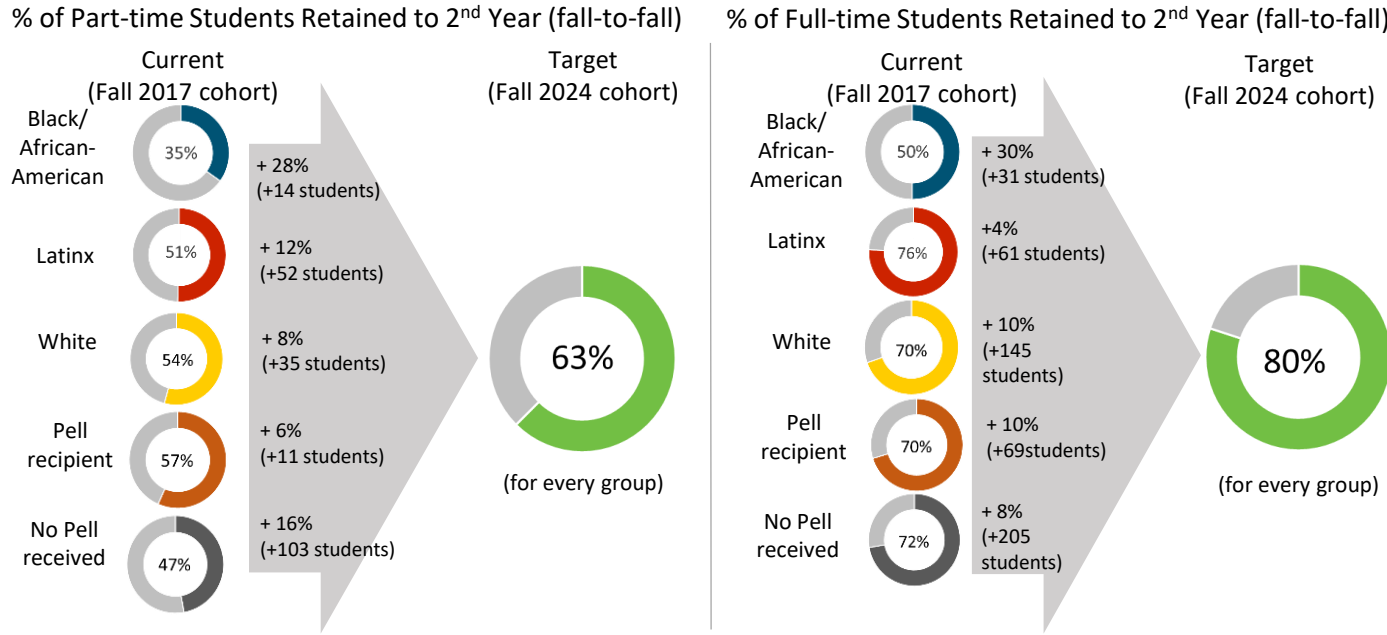
## Alignment

- Strategic Pillar 1: Access & Success for Students – Student Momentum
- Strategic Pillar 2: Equity & Inclusion – Policy & Procedure
- Lancer Success Framework: Link, Launch, Learn, Leap

## Rationale

- While the college has a large system of support services with dedicated staff, the college lacks a holistic and integrated model connecting the services into a cohesive, easily navigable system for students.
- In focus groups and input sessions held during spring 2019, students consistently reported that they felt unaware the college offers certain services, and that they did not know what certain offices provided. Staff referenced flexible or revised policies at institutional and classroom levels that would be more responsive to students, including low-income students and students of color.
- Students of color and low-income students tend to have lower retention rates, as show in the targets below.

## Targets (retention needed to reach graduation rate goals)



## Timeline of strategies



# 5. Resource students for success

## Description

CLC will improve efforts to assist students with financial resources and social services that can impact their academic success. This objective includes a significant research component for the college to better learn the needs and experiences of its students, including experiences outside of the classroom. CLC will develop a comprehensive picture of student resource needs which may include assistance with finances, childcare, food, housing, internet access, and transportation, among others.

## Alignment

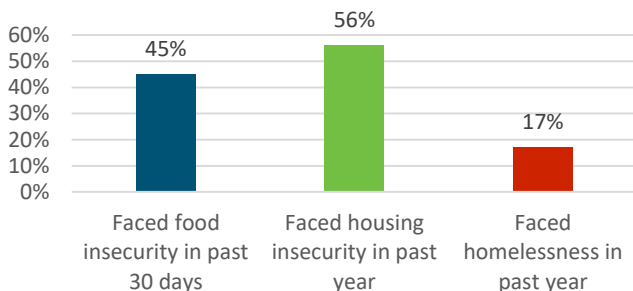
Strategic Pillar 1: Access & Success for Students – Student Momentum, Affordability

Lancer Success Framework: Link, Launch, Learn, Leap

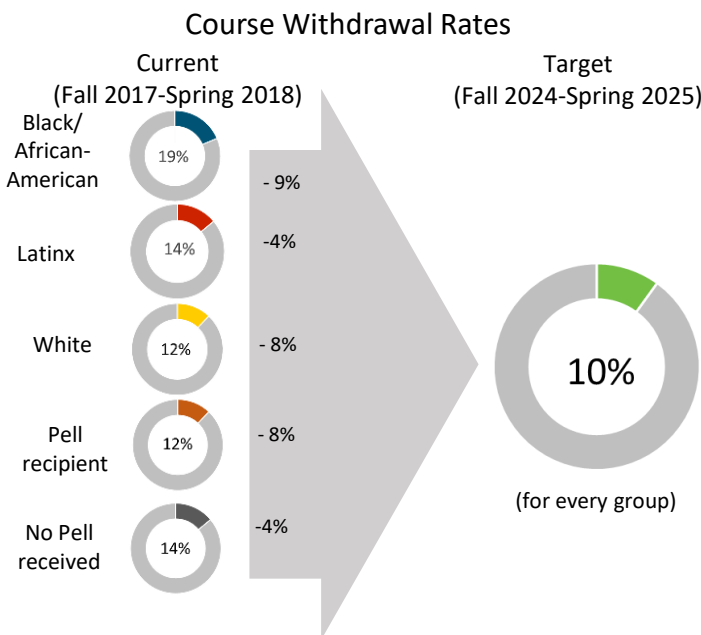
## Rationale

- National data suggests that food and housing insecurity pose challenges to significant numbers of students (see graph).
- Among students who withdrew from all classes in fall 2017, 42% cited personal reasons for withdrawing (just as many as those citing academic concerns), and 10% cited financial reasons. Personal and financial reasons for withdrawing are more often cited by Latinx and African-American students compared to white students, making this a key equity issue for the college to explore.
- These populations have higher withdrawal rates (18.7% for African-American students and 14.0% for Latinx students in fall 2017-spring 2018) compared to white students (12.1% withdrawal rate in fall 2017-spring 2018).

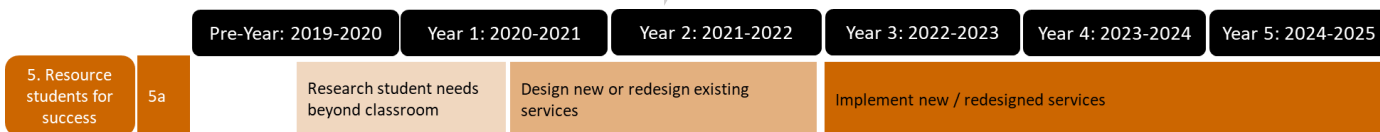
National Data on Housing & Food Insecurity among 2-year and 4-year College Students



## Targets



## Timeline of strategies





# 6. Strengthen student transition opportunities

## Description

CLC will strengthen pathways for students to transfer to four-year institutions or to find employment directly after completing a credential. This effort will draw on improved connections to external transfer partners and local employers so that students experience seamless transitions as they leap into the next phase of their education or employment.

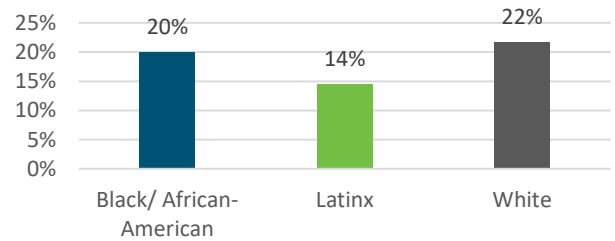
## Alignment

Strategic Pillar 4: Community & Workforce Partnerships - enrollment & talent pipelines and workforce alliances  
 Lancer Success Framework: Launch, Leap

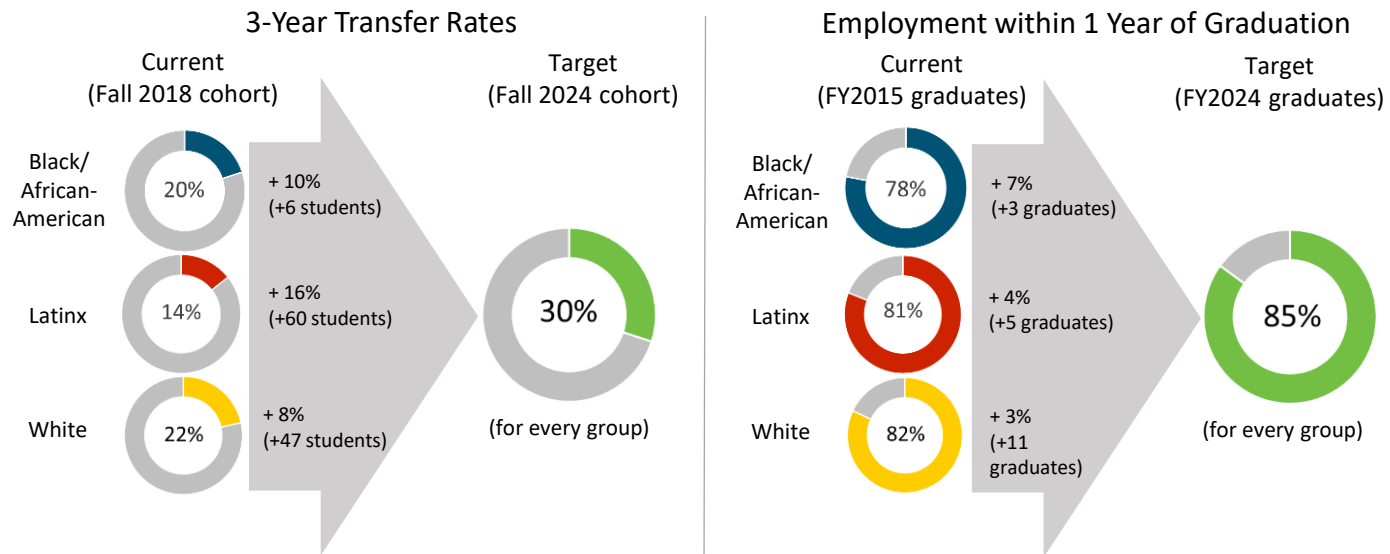
## Rationale

- Latinx students have significantly lower (8% lower) transfer-out rates compared to White students, despite being just as likely as White students to pursue transfer programs.
- Black/African-American students who graduate and do not transfer have a lower likelihood of finding employment (78% employed) within one year of completing compared to White (82% employed) and Latinx (81% employed) students.
- Qualitative feedback from the college community suggested that stronger transfer and employment partnerships would not only improve these outcomes for students, but also help attract new students and motivate them to complete.
- The ILEA network includes some of CLC's top destinations for transfer students (NIU, UIC, UIUC) and provides an opportunity to partner with these institutions who have also committed to improving equitable student outcomes.

Fall 2015 Starting Cohort Transfer Rates after 3 Years



## Targets



## Timeline of strategies

		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
6. Strengthen transition opportunities	6a			Research transfer barriers & identify partners in ILEA	Design improved transfer paths with ILEA partners	Implement improved transfer paths with ILEA partners	
	6b			Research employment opportunities	Design improved employment paths	Implement improved employment paths	

**CLC's ILEA / Equity Plan Team**

**Dr. Lori Suddick**, President

**Karen Hlavin**, Vice President, Student Development

**Dr. Ali O'Brien**, Vice President, Community & Workforce Partnerships

**Dr. Arlene Santos-George**, Dean, Adult Education and ESL Division

**Erin Fowles**, Dean, Enrollment Services

**Theresa Ruiz-Velasco**, World Languages Department Chair and Spanish Professor

**Michelle Carter**, Library Co-Department Chair and Instructor

**Nick Branson**, Asst. Director, Student Success Strategy

**Beverly Phelps**, Multicultural Student Center Coordinator / Diversity Council

**Jesse Morales**, Adult Education Operations & Compliance Manager / Diversity Council