



Southeastern Illinois College  
Equity Plan & Practices  
FY2025

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## Introduction

Southeastern Illinois College (SIC) is an educational community that values diversity and strongly supports cultural differences. More than 4,000 students attend the rural community college each year to seek high-quality higher education and embrace the diverse, multicultural experience of college life. Located in rural southeastern Illinois, the SIC district borders both southern Indiana and western Kentucky. The district and College profile highlights the southern, rurality of the area:

District Profile	Count	% Total	SIC FA23	Count	% SIC
Female	23,733	49.75%	Female	763	54.81%
Male	23,973	50.25%	Male	629	45.19%
Total	47,706	100.00%	Total	1,392	100.00%
16+	39,745	83.31%	16+	1,392	100.00%
Race/Ethnicity			Race/Ethnicity		
African American	964	2.02%	African American	75	5.39%
Asian	191	0.40%	Asian	13	0.93%
Caucasian	44,772	93.85%	Caucasian	1,274	91.52%
Hispanic	785	1.65%	Hispanic	76	5.46%
Native American	51	0.11%	Native American	20	1.44%
Other	81	0.17%	Other	38	2.73%
Pacific Islander	31	0.06%	Pacific Islander	2	0.14%
Two or more	828	1.74%	Two or more	47	3.38%
Disabled	10,315	21.62%	Disabled	71	5.10%
Low SES	18,885	39.59%	Low SES	604	43.39%
Rural	47,706	100.00%	Rural	1,392	100.00%

Source: ICCB Index of Need Tables 2023; Institutional Research Tasklist Reports

## Plan Background & Future Vision

The design of the SIC FY2025 Equity Plan involved many groups around campus including but not limited to the Diversity Committee, the Office of Human Resources, the Division of Institutional Effectiveness, the Office of Institutional Research, the Division of Student Services, and the Equity Gaps Taskforce. The goal of this equity plan is to eliminate disparities in degree completion rates for SIC students with a primary focus on low-income and minority student persistence and success outcomes. SIC will continue to implement the use of educational plans and will continue to promote the Student Retention Project and the Equity Gaps Taskforce to address completion and equity gaps.

Grounded in the 2019 State of Illinois' [statewide initiative](#) to close equity gaps for low-income, first-generation, and students of color, and the 2021 Illinois State Board of Higher Education strategic plan: [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#), this plan is an active response to develop and implement an equity plan that adopts

practices to help close gaps in enrollment, retention, and completion rates for underrepresented groups. As a result, upon implementation, this plan will be used as a framework to solicit much needed future conversations and discussions concerning student equity gaps and the various methods by which they may be eliminated so that students and their communities can thrive. The information and goals contained in the plan will be posted publicly on our website, and become topics for discussion at faculty in-service and other staff developments and trainings.

## **Institution Vision of Diversity, Equity, Inclusion, and Accessibility**

### *Institutional Statements*

SIC's commitment to Diversity, Equity, Inclusion, and Accessibility (DEIA) is strongly cemented into our [2023-2027 Strategic Plan](#). In 2021, The Division of Institutional Effectiveness designed a new institutional planning process and incorporated DEIA pillars into the framework. The new design includes multiple measures, benchmarks, and analytics to ensure a strong commitment to the unique differences of all of our students and employees.

### *2023-2027 Strategic Plan*

1. **Advance student success**
  - 1.1 Promote effective strategic enrollment.
  - 1.2 Engage robust student retention, persistence, and completion methods to increase student success.
  - 1.3 Strengthen institutional student engagement.
  - 1.4 Enhance faculty development.
  - 1.5 Strengthen college and career preparedness and success.
  - 1.6 Provide a holistic approach to student well-being.
  
2. **Strengthen operational efficiency**
  - 2.1 Promote shared governance through planning, policies, and procedures.
  - 2.2 Foster effective creative contemporary marketing.
  - 2.3 Expand data-informed decisions.
  - 2.4 Promote effective board operations.
  - 2.5 Promote sound fiscal management.
  - 2.6 Advance external fiscal support.
  - 2.7 Invest in human resources.
  - 2.8 Modernize technological resources.
  
3. **Foster a supportive, inclusive, and modern learning environment**
  - 3.1 Implement regular safety training and security upgrades.
  - 3.2 Provide sustainable maintenance, infrastructure, and aesthetic upgrades.
  - 3.3 Cultivate a learning environment that accommodates the diversity of all learners.

3.4 Promote a social climate of acceptance and inclusion on campus.

**4. Promote community and economic development**

- 4.1 Enhance partnerships with business and industry.
- 4.2 Strengthen community engagement.
- 4.3 Expand workforce development.
- 4.4 Increase outreach enrollment.
- 4.5 Serve as a cultural hub.

All efforts for student success, including DEIA initiatives, stem from our master strategic plan and guide our process for incorporating an inclusive and equitable learning environment for all learners. In addition, SIC has adopted the following statements concerning diversity, equity, inclusion, and accessibility throughout the campus.

**Diversity Standards for Programs and Courses- Curriculum Committee**

*Our instructors are dedicated to fostering an inclusive learning environment that embraces diverse perspectives. Each voice in the classroom enriches the discussion with its unique experiences, values, and beliefs. It is imperative for students to recognize and honor the individuality of their peers, fostering a culture of mutual learning characterized by civility and respect. Unwavering respect for the academic setting, the pursuit of academic credentials, and individual identities is paramount. For any inquiries concerning nondiscrimination policies, please direct them to the Executive Dean of Student Services.*

Furthermore, in 2019, the College formed the Diversity Committee-- a permanent standing committee dedicated to the framework of diversity, equity, and inclusion throughout campus. The following defines the Diversity Committee's roles and responsibilities for the campus community:

**Mission:** *The Diversity Committee provides guidance and recommends initiatives that foster a welcoming and respectful campus climate that demonstrates respect for diverse cultures, backgrounds, and ideas.*

**Description:** *The Diversity Committee, with representation from across campus, meets annually and as needed throughout the academic year.*

**Responsibilities:**

- *The Committee advocates for the ongoing diversification of the College's student body, faculty and staff;*
- *The Committee promotes diversity and inclusivity awareness through education, training, and mentoring support;*

- *The Committee serves as a resource for college leadership in developing thoughtful management and goals related to diversity;*
- *The Committee develops annual strategic initiatives in alignment with the College's strategic plan; and*
- *The Committee monitors the process and progress of diversity and inclusion initiatives on campus.*

## **Institutional Mission, Vision, Value Statements**

As part of the new planning process and the new Strategic Plan, the institution adopted new Mission, Vision, Values, and Institutional Priorities in December 2022. All statements were carefully constructed to reflect an inclusive campus community while aspiring for future growth.

**Mission:** *Southeastern Illinois College promotes quality, accessible, and accountable learning that is responsive to student and community needs.*

**Vision:** *Our vision is to provide excellent educational and service-focused leadership for our region to inspire personal growth, cultivate community connections, and prepare for a transforming 21st century society.*

**Values:** *Integrity, Student-focused, Inclusion, Compassion.*

### **Institutional Priorities:**

#### *Teaching and Learning*

- We prioritize a commitment to life-long learning by providing quality learning opportunities inside and outside the classroom for students, faculty, staff and community.

#### *Service to the Community*

- We prioritize the needs of our community by actively collaborating with stakeholders to promote economic growth, workforce development, and community enrichment.

#### *Accessibility*

- We prioritize availability to our stakeholders by creating an inclusive, equitable environment that fosters the educational and social wellbeing of all.

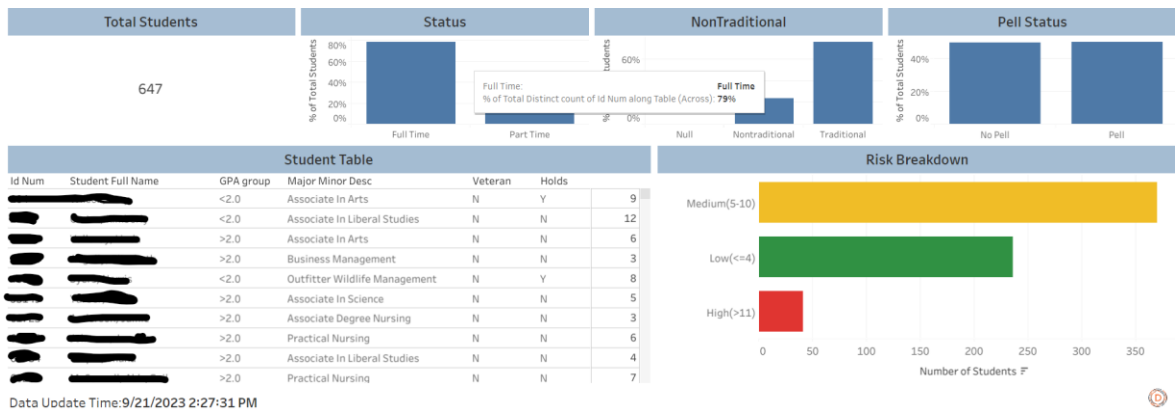
#### *Accountability*

- We prioritize sound stewardship by ensuring our actions faithfully serve the best interests of our students and community.

Institutional DEIA Goals and Efforts

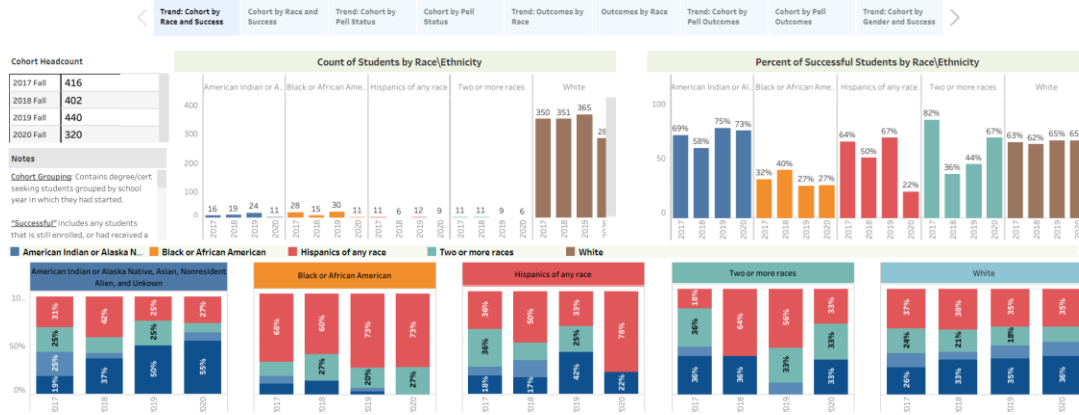
*Student Retention Project*

In 2021, the Division of Institutional Effectiveness launched two separate projects to study, as practice, diversity, equity, inclusion, and accessibility on campus. The first was the Student Retention Project which culminated in a student retention data dashboard designed to help advisors and student support professionals view in real-time student retention scores. The scores are based on weighted student success factors including demographics, Pell status, Veteran status, previous or cumulative GPA, and first-time status, to name a few. The analytics involved scored students’ predictive ability to retain and succeed. Though not an absolute science, the retention dashboard has allowed the College to better understand student retention behavior and created a solid foundation for the College to pursue a second more detailed venture into DEIA and student success outcomes. Below is an example of the Student Retention Dashboard with all personally identifiable information removed.



*Equity Gaps Dashboard*

The second project was undertaken shortly after completing the Student Retention Dashboard. This project focused on student equity gaps including student success measures such as retention and completion. The Equity Gaps Dashboard became a two-year project resulting in the largest data build in College history. Simply put, the Equity Gaps Dashboard is a disaggregated view of student retention and completion. Though still in the early phases of deciding and deciphering what data to disaggregate, the current dashboard breaks retention and completion data by race/ethnicity, socioeconomic status, and gender. The dashboard itself contains nine tabs of measurements with summary data based on the student success outcomes of retention and completion. The Equity Gaps Dashboard is a public-facing data dashboard and can be found on our [Equity Gaps page](#). Below is an example screenshot of the Equity Gaps Dashboard.



The following supporting statements are fully disclosed on our Equity Gaps webpage. Our efforts to continue to enhance our commitment to DEIA are also included.

**Purpose:** *The purpose of the Equity Gaps Dashboard is to provide visualization of data analysis that clearly identify noticeable data gaps in our student success outcomes. This demonstrates an institutional commitment to secure academic equity for all students.*

**Our Pledge:** *As we find ourselves in the early stages of our first encounter with data visualization, and real-time analytics, with a keen interest in developing meaningful improvements for student success outcomes, the College also recognizes the magnitude of the task before us and what will appear at times to be slow progress toward change. As a small, rural community college located in a broadband internet desert with a shrinking population and growing rates of students not attending nor desiring a post-secondary credential, we view this as our Mission for a public good. The ability to do good when given extraordinary power to do so is the story of American higher education. Our story is no different than the thousands across our vast country. Ensuring those voices are heard is just a start.*

Equity Gaps Taskforce

Shortly after the data build was completed, the Division of Institutional Effectiveness quickly noticed the project was much larger than Institutional Research and sought additional resources such as the forming of an Equity Gaps Taskforce in the fall of 2023. The taskforce is a nine-person working group comprised of employees from all over campus including faculty, student support services, tutoring, Title III, TRIO, and Institutional Research. The following statements were adopted by the taskforce and define its role and relationship to overcoming student equity gaps.

**Student Equity Gaps Taskforce Mission:** *To ensure equitable student success outcomes for all students, to ensure policies, procedures, and practices are in place that advance the achievement of all students with an emphasis on closing student success gaps for students from traditionally underrepresented groups that are identified as disproportionately impacted in higher education.*



**Purpose:** *To ensure an institutional commitment to equitable student success.*

Currently, the Taskforce meets twice per academic term and is charged with identifying student equity gaps and designing intervention techniques to help close the gaps. More on the processes, practices, and interventions designed by the Taskforce will be discussed later in the Plan.

### Integrated Technology Department

Most recently, the Division of Institutional Effectiveness began an initiative to modernize the Information Technology (IT) department. In large part, this entailed combining IT with Online Learning Educational Technology (OLET) to form a new department, Integrated Technology. The redesign also included a new focus on inclusive learning environments and a re-focus on the diverse needs of our students and staff. Moreover, a new mission statement was written and adopted by Integrated Technology staff which focused on the inclusivity of technology services. A new [Strategic Plan](#) was also written and provides the framework necessary to ensure the department is focused on the supportive and inclusive nature of technology.

**IT Mission Statement:** *The Office of Integrated Technology will provide technological leadership and expertise to all users to enhance the diversity of all learners and College operations, and ensure the full accessibility and inclusivity outlined in the College Mission.*

### Integrated Technology Strategic Plan, 2024-2027

#### **Empower Student Success**

##### ***Align IT goals to institutional student success outcomes***

Partner with student services to better understand RPC needs and services

Ensure ERP meets the needs of student support

Leverage committees to sync goals and plans to IT operation

##### ***Support data-driven decision-making***

Maintain KPI dashboards that align with continuous improvement and student success

Foster growth and relationship with Institutional Effectiveness

Use data science to move from descriptive data to prescriptive data

##### ***Utilize integrated technology to enhance student equity***

Partner with disability services to enhance accessibility

Monitor and maintain dashboard creation for student equity gaps

Embrace Institutional Research

##### ***Optimize organizational structure to better serve students***

Establish service delivery standards

Track progress, measure delivery

Automate device management

### **Enhance Enterprise Infrastructure**

#### ***Ensure collaboration with departments to drive institutional and departmental visions***

- Create success teams to work with functional areas
- Align plans, ideas, and develop framework of cooperation
- Knowledge share with departments to empower end user's creativity

#### ***Create continuous quality improvement processes to better identify needs***

- Establish a modern IT structure that follows established practices
- Create measurements for help ticket analytics
- Create service-level agreements for IT support requests based upon best practices

#### ***Maintain an IT roadmap designed to display key functions***

- Prioritize cybersecurity diagram
- Highlight key strategic responsibilities
- Project IT needs and capabilities

#### ***Design an effective ERP strategy that allows for a modern learning campus***

- Complete all ERP updates on time
- Develop application provisioning based upon roles and permissions
- Assess current capabilities
- Proactively manage updates as part of policy-driven change management

### **Secure the Institution with Risk Management**

#### ***Create formal cybersecurity framework***

- Create policy-based, formal IT security program founded upon best practices
- Generate annual vulnerability training
- Provide meaningful reporting to Cabinet including annual report

#### ***Proactively manage ERP security and patches***

- Maintain compliant operations including patch management and analytics
- Mandate process improvement controls for users
- Train users on data security and management

#### ***Establish best practices for change management policy***

- Ensure standardized methods and procedures are used to enable beneficial change
- Create processes that will maintain or improve service stability and availability
- Develop annual review of policy

#### ***Continue proactive approach to cybersecurity***

- Maintain security objectives for data integrity, privacy, and network security
- Ensure cyber insurance coverage

Conduct annual cybersecurity audit including CrowdStrike data

### **Exemplify Operational Excellence**

#### ***Pursue professional development opportunities to enhance knowledge***

- Promote training and shared governance
- Enhance innovation to improve work productivity
- Be proactive with training and opportunities

#### ***Make data part of the operation***

- Define and collect KPIs
- Create actionable MIS reports for work optimization
- Utilize dashboards and data visualization for support services

#### ***Leverage technology to maximize operational productivity***

- Strengthen management practices
- Train end-users on systems procedures
- Help automate processes and eliminate manual duties

#### ***Make accessibility a priority for all of campus***

- Train staff on ADA compliance and accessibility
- Promote culture of respect and dignity
- Work with DEI committee and facilitate an awareness of acceptance

## **Institutional Vision for Equity**

Below is the Institutional Vision for Equity as adopted by the Diversity Committee:

*At Southeastern Illinois College, we are committed to fostering an inclusive and equitable environment guided by our core values of integrity, student-focused initiatives, inclusion, and compassion. Our strategic planning endeavors are deeply rooted in these values, ensuring that every student, regardless of background or ability, receives the support and opportunities they need to thrive. In seeking to meet our mission, and specifically address these principles, our efforts can be summarized across a number of areas, including our retention efforts supported by Title III, our efforts to recruit a more diverse applicant pool that is equitable to our student population, to promote diversity in resources and education among faculty and staff, and to continually address student needs for inclusion fellowship and include student voices in future planning. At Southeastern Illinois College, we believe that by embracing these efforts, we can create a community where every student feels valued and empowered to succeed.*

## **Analyze Data**

The College currently has access to two forms of data to analyze for the study of student equity. The first is data provided by the Illinois Community College Board (ICCB). This data consists of five-year trends in enrollment, persistence, advancement, completion, and student loan repayment rates, as collected and dispersed statewide to each community college. At this time, the Equity Gaps Taskforce has not had adequate time to review the data to use as part of the institutional planning process for FY25, but plans to incorporate the ICCB data into the next round of DEIA planning for FY26.

The second form of data is institutional data previously mentioned in the Introduction. The institutional data consists of a Student Retention Dashboard designed in 2021 and a Student Equity Gaps Dashboard that was completed in the summer of 2023. Both dashboards are an integral part of the College's internal student success review process and both are essential for Southeastern Illinois College (SIC) to continue its support of equitable student outcomes.

## Identified Gaps

Utilizing the supplied ICCB data and our institutional Equity Gaps Dashboard, the Equity Gaps Taskforce has identified two gaps to address for FY25, *Success by Pell Status* and *Outcomes by Race*. Both gaps were identified using the Equity Gaps Dashboard. More specifically, Pell Status at SIC is the identifier for Low Socioeconomic Status (Low SES) students whereas *Outcomes by Race* demonstrated a large gap in success rates for minority students. For the Equity Gaps Dashboard, success rates include *No Success in the First Term* and *Fall to the Next Term* retention rates. The gaps are identified in the charts below.

### Outcomes by Pell Status (%)

#### Awarded Pell

Cohort	Deg/Cert	Still Enrolled	Left
2017	36	24	39
2018	35	21	44
2019	35	24	41
2020	43	17	40
2021	36	30	33

### Outcome by Pell Status (%)

#### Not Awarded Pell

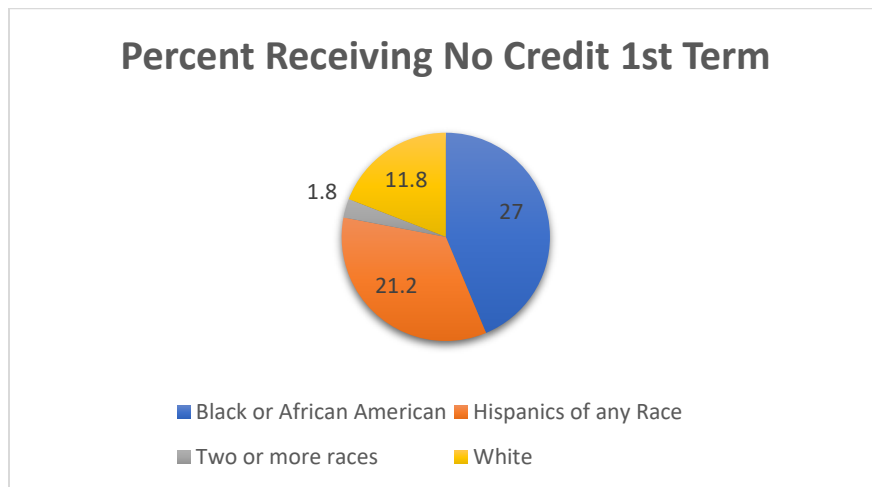
Cohort	Deg/Cert	Still Enrolled	Left
2017	38	23	38
2018	39	19	36
2019	53	14	34
2020	51	13	35
2021	49	26	24

The two Pell Status charts present five years of trend data for students who did or did not receive Pell. The two most recent years, 2020-2021, demonstrate students who were awarded Pell (low SES) complete a degree or certificate an average of 9 points lower than students who do not receive Pell. Furthermore, Low SES students are more likely to leave without completing their program of study or are still enrolled, which only increases their time to completion shortening their Pell status for the remainder of their program.

**No Credit 1st Term (%)**

Cohort	Black or African American	Hispanics of any Race	Two or more races	White
2017	21	0	0	17
2018	13	50	9	12
2019	7	0	0	10
2020	55	56	0	12
2021	39	0	0	8
Average	27	21.2	1.8	11.8

The above **No Credit 1<sup>st</sup> Term** chart was selected by the Equity Gaps Taskforce as it is the most succinct representation of student completion by race/ethnicity. The chart identifies on average Black or African American students do not complete their first term of study at almost 2.5 times the rate of their White counterparts. Also, on average, minority students are almost two times more likely to not complete their first term of study. This data demonstrates that almost right out of the gate, minority students are marginalized with the already heavy burden of college completion. The pie chart below is another representation of the data.



The Equity Gaps Taskforce established that first-term success was instrumental in college completion and should become the focus for intervention techniques designed and targeted for minority success. Additionally, the Taskforce agreed that first-term success sets the stage for retention, persistence, and completion necessary for college success.

**Barriers**

Identified Barriers to success for Low SES and minority first-term success rates.

- Financial stress/unmet financial need

- Lack of motivation/stress
- Family issues/hardships
- Prioritization of interests
- Personal issues
- Employment needs
- Food insecurities
- Transportation issues
- No or limited support at home

### **Pedagogical Changes Implemented to Address Equity Gaps**

- The Title III Learning Coordinator administers monthly “Academic Alert” emails to faculty
- Topics include: Peer Instruction, Turn a Bad Semester Around, Ways to Make Your Students Feel Welcome.
- Fall 2023 Title III Learning Coordinator presented at staff development. Joint presentation with Mental Health Counselor, “Responding to Student Distress.”

### **Assess Climate**

Another feature of the College’s Equity Plan will be to conduct a campus climate survey in the fall of 2024. The College has contracted with the Higher Education Data Sharing Consortium (HEDS) to administer a Diversity and Equity Campus Climate survey. The survey will be conducted annually and used to gain insight into perceptions of the institution’s overall climate, and perceptions on how the institution supports diversity and equity, and to learn about any possible experiences with discrimination and harassment. The results from the survey will be included in the updates to the FY25 Plan.

### **Policies, Strategies, Services, & Practices**

To help facilitate closing equity gaps for marginalized or other underrepresented groups on campus, College leadership along with the Equity Gaps Taskforce is planning to set forth real and tangible objectives for equitable outcomes. As previously mentioned, SIC set out to engage equity gaps in early 2020. The pandemic, along with technological challenges, slowed our progress but also created a unique opportunity to focus on student success measures in ways that were not permissible previously. The immediate goal has been to design data dashboards that are both real-time and interactive. As with most small, rural community colleges, the ability to design modern data analysis necessary for deep data dives presents both a financial and overall resource hardship. Thus, the institutional “Know-how” is limited and often unattainable in rural areas.

With those restraints in mind, the College recognized that the first step to understanding equity gaps and the lack of achievement they illustrate was to put the proper team in place that could build data designs and thus be shared across campus to bring awareness and ownership to student outcomes. For the College, the Student Retention Dashboard and the Equity Gaps Dashboard are the first steps in the long process of overcoming decades of relegated student success outcomes. To ensure future engagement to improve

identified equity gaps, multiple departments and committees across campus have collaborated to put forth multiple measures for improving our student success measures.

As mentioned in the Data Analysis section, the College has identified two data equity gaps to target for intervention and hopeful improvement for FY25.

Gap	Measurement	Gap	Strategies to Close Gaps	Operational Strategies
Low SES	Students by Pell status and outcome	Low SES students have much lower success rates and much higher still enrolled rates versus non-Pell students	Free tutoring; wraparound services; student success coach	Identify low SES cohort with Starfish; monitor academic progress;
1 <sup>st</sup> term Success	Student by race ethnicity and success first-term	Black or African American students have much lower 1 <sup>st</sup> term success rates when compared to their student counterparts	Host outreach events; increase recruitment and retention efforts; manage with SEM;	Identify cohort with Starfish; monitor academic progress; retention specialist to identify new strategies to recruit; Upward Bound high school liaison strategies to recruit low-SES and minority students.

## Equity Plan Implementation & Goals

### Strategic Enrollment Management

Strategic Enrollment Management (SEM) is a sub-committee of the Strategic Planning Committee. In 2023, the sub-committee was formed to create a new enrollment management plan that would identify trends, data gaps, and recruitment efforts for sustainability. As the plan is still in the process of being adopted and approved by the Strategic Planning Committee, more details will be provided in the spring 2025 update. The plan will contain detailed efforts to increase enrollment and student success using metrics to track students through enrollment, persistence, and completion.

### Create Awareness

One of the main, functional goals of any plan to close equity gaps is to first create awareness. Since the outset of forming the Diversity Committee in 2019, the Committee has engaged in many activities to bring awareness of cultural adversity hosting speakers and/or presentations on DEI, partnering with the library to highlight books written by African American authors, Hispanic authors, and other non-white authors, recognizing cultural months, such as Black History Month and Latin American History.

Additionally, the Equity Gaps Taskforce has adopted awareness as one of its main goals. As the data dashboards are visual interpretations of data, one of the features then is to bring visual awareness to the unconscious bias permeating student success. As all faculty and staff are acutely hopeful and encouraging of student success, most are not aware of the differences that exist for student populations. The data demonstrates in a very real way that factors affecting student success are inherited and increasingly itinerant.

### Climate Survey

Beginning in the fall term of 2024, SIC will partner with HEDS to implement a Climate Survey to gauge campus awareness in terms of DEIA, along with collecting baseline data to better understand and address growth opportunities. Analysis from the survey will help the College create Key Performance Indicators (KPIs) to measure and track adherence and improvement.

### Retention Efforts

Now that the Faculty Support Hours changed from “office hours,” Tutoring will work with Student Support Services, and other student success teams across campus to continue to monitor and track student retention including that of marginalized student populations. Starfish retention software will also be upgraded to the premium package so more data analysis including dashboards can be created to better understand student cohorts and other factors affecting student retention. Additionally, more initiatives will be focused on retaining students.

#### *Retaining Students:*

- 1 credit hour EMP course for athletes and team working on homework with Student Success Coach.

#### *Taking care of basic needs:*

- provide access to meal cards and fuel cards;
- provide access to clothing closet and shoe drive.



*Chart of Implementation and Goals*

Technique	Objective	Near term	Long Term	Metrics
SEM	Create enrollment management plan to sustain enrollment activities	Sustain enrollment drop off since COVID. Increase male enrollment. Increase minority enrollment	Increase overall college enrollment including marginalized populations	10th day, demographic enrollment, low SES, RPC data, applications, marketing campaigns
Awareness	To raise campus awareness of cultural diversity and equity related outcomes	Present equity gaps at staff development	Create campus aware and engaged in DEIA activities	Events, Conversations, Presentations on data, marketing, and recruitment
Climate Survey	To gauge campus climate and gain understanding of campus community	Use climate survey to better understand perceptions of diversity	Create benchmarks for ensuring the campus is accepting and tolerant	Satisfaction of overall campus climate, extent to which students feel safe and welcomed, student sense of accountability from administration
Retention Efforts	Utilize Starfish & Retention dashboard to increase student retention	Stabilize retention efforts and student drops	Taskforce on student retention, persistence, and completion to improve our baseline data	Data contained in Equity Gaps dashboard, also data in Retention Dashboard.

**Operational Plan for Results**

Identified Gap	Current Status	Area of Focus	Current Metric	Planned Action	Goal	Budget Impact	Result
Low SES	Equity Gaps Dashboard identified Low SES students complete deg/cert program at lower rates than their counterparts.	Equity Gaps Taskforce selected to focus on retention rate for Low SES students to increase deg/cert completion rates.	Low SES retention = 61%; Non Low SES = 67%	Create cohort using Starfish Retention Software to track and monitor Low SES students. Utilize Title III staff, Trio, Student Services to increase Low SES services and awareness	65%	\$3,000 to purchase Starfish Analytics- <b>Completed</b>	To be updated SP25

<b>1<sup>st</sup> Term Success</b>	Equity Gaps Dashboard identified minority students completing the first term at much lower rates than non-minority students	Equity Gaps Taskforce was selected to focus on minority student's first-term success rates.	Black or African American 1st term success rate = 73%; Hispanic of Any Race 1st term success rate = 79%; White 1st term success rate = 88%	Create cohort using Starfish Retention Software to track and monitor minority student retention; Academic support measures in place to improve persistence; Tutors; Success Coach; Trio Services, and peer mentoring.	Black or African American = 75%; Hispanic of Any Race = 84%	\$1,000 to host events.	To be updated SP25
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**Timeline**

**Student Equity Gaps Taskforce  
Master Calendar 2024-2025**

Month	January	February	March	April	May	June
<b>Co-chairs</b>	Compose and finalize taskforce membership  Work with cabinet for approval of members, set dates for meetings. Send out taskforce email	Set agenda for meeting	Create list of noticeable equity gaps to target and present to taskforce	Discuss report with members.	Statewide Equity report due May 31	
<b>Taskforce</b>		Feb. 2, 9am first meeting	Meeting March 12. Discuss and Identify Gaps. After identifying gaps,	Meeting April 26 9am to discuss proposals, and recommendations to close gaps. Work	No meeting	No meeting

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		Taskforce introductions. Understanding equity gaps	select 2-3 for focus areas. Discuss report.	with Title 3 on recommendations for closing gaps		
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Month	July	August (FA24)	September	October	November	December
<b>Co-chairs</b>	Meet with IT support specialists to ensure equity gaps dashboards are updated properly	Contract with HEDS for survey completion	Review taskforce recommendations	Follow-up with closing-the-gap techniques	Facilitate reports with taskforce members	Present report to BOT, place on website
<b>Taskforce</b>	No meeting	Meeting Aug. 30, 9 am. Select equity gaps and intervention techniques to present to the appropriate committee(s)	Administer HEDS Survey to campus.  Adopt closing gap techniques for a pilot study	Analyze survey results	Report on HEDS survey Due November 29	

Month	January 2025	February	March	April	May	Summer
<b>Co-chairs</b>	Prep for SP25 meeting	Prep for Equity Plan report to ICCB	Work on updates to Equity Plan	Work on updates to Equity Plan	Submit FY26 Equity Plan	Review data metrics for closing gaps, adjust if needed
<b>Taskforce</b>	Full taskforce meeting at end of January to discuss intervention techniques	Review metrics for intervention techniques	Work on updates to Equity Plan	Work on updates to Equity Plan	No meeting	

## Diversity, Equity, Inclusion, & Accessibility Team

<b>Diversity Committee</b>	
Erica Griffin	Co-Chair
Sky Fowler	Co-Chair
Dr. Kyla Burford	Executive Dean of Student Services
Paul Cummins	Communication, Faculty
Angie Dunk	Trio SSS Adviser
Mariah Holder	Upward Bound Project Director
Jessi Wright	Chemistry, Faculty

<b>Equity Gaps Taskforce</b>	
Dr. Chris Barr	Co-Chair
Dr. Tyler Billman	Co-Chair
Angie Dunk	Trio SSS Adviser
Mariah Holder	Upward Bound Project Director
Amanda Payne	Senior Director for Curriculum
Todd Spellman	Student Success Coach, Faculty
Kaje Questelle	Trio Retention Specialist

<b>Leadership</b>	
Dr. Jonah Rice	President
Dr. Karen Weiss	In-coming President/VP of Academic & Student Services
Lisa Hite	Chief Financial Officer
Dr. Chris Barr	Executive Dean of Institutional Effectiveness
Dr. Tyler Billman	Executive Dean of Academic Services
Dr. Kyla Burford	Executive Dean of Student Services

