2022-2027 Equity Plan

RockValleyCollege

January 2023 Quarterly Status Report
Keith R. Barnes, Principal Author
Vice President of Equity and Inclusion

Dear Campus and Community,

Since my appointment as President in September 2020, I adopted Diversity, Equity, and Inclusion (DEI) as one of the pillars of my administration. Rock Valley College (RVC) made great strides in establishing an infrastructure to enhance the campus DEI efforts.

- RVC has a Diverse Vendor Enterprise Use policy, Board Policy 5:10.140, which recognizes the importance of utilizing minority, women, and persons with disabilities owned businesses.

- In October 2020, the RVC Board of Trustees doubled down on their support of DEI when they formally adopted Board Policy 4:10.260:

  Rock Valley College is committed to creating and sustaining a diverse, equitable, and inclusive campus where all learners can make progress towards their educational and career goals. Therefore, the College shall establish initiatives, measures, programs, procedures, and curriculum to advance equity and inclusion for students, staff, faculty, administration, vendors and contractors, and other community partners.

- I established an Office of Diversity, Equity, and Inclusion that includes a Cabinet level Vice President of Equity and Inclusion, two full-time DEI Specialists, and an ADA Compliance Coordinator.

- In January 2022, RVC Board of Trustees and the President's Cabinet participated in a DEI workshop during a Board Retreat co-facilitated by Jim Reed, executive director of the Illinois Community College Trustees Association, and Keith Barnes, vice president of Equity and Inclusion at RVC.

Rock Valley College's commitment to advancing its DEI vision, mission, and core values is reflected in the goals throughout the 2022-2024 RVC Strategic Plan. This Equity Plan highlights our efforts to ensure that students from every community within District 511 receive high quality and equitable instruction, support, and campus engagement. We are RVC STRONG when all our students are successful in their educational journey.

Sincerely,

Howard J. Spearman, Ph.D.
RVC President

Greetings RVC Community,

Upon my arrival at RVC in June 2021 to serve as the inaugural Executive Diversity Officer, I utilized a growth mindset to advance the campus Diversity, Equity, and Inclusion effort: 1. Awareness, 2. Education, and 3. Action. RVC brought awareness by administering an Employee Culture Survey in September 2021 and the UCLA HERI Diverse Learning Environments study survey in March 2022. The Institutional Research Office established a solid foundation of reviewing disaggregated student data with the release of a Student Profile and Key Performance Indicator reports. The Cabinet convened a series of townhall meetings to foster a better relationship with RVC students and employees. The Diversity, Equity, and Inclusion Office hosted symposiums on sense of belonging and the challenges African American students confronted that impeded their success.

RVC's commitment to educating the campus on the importance of addressing equity gaps in student enrollment and success outcomes was evident in the sessions offered during Professional and Faculty Development Days. Promoting an Inclusive Community (PAIC) hosted discussions of the book, "From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education" (McNair, Bensimon, & Malcolm-Piqueux, 2020). During the DEI symposiums, the DEI Office invited Dr. Terrell Strayhorn to educate the campus on the correlation between students' sense of belonging and their academic success and Dr. Menah Pratt-Clark who explained the challenges that African American students confront and how to effectively support them. RVC also hosted Dr. Tia Brown McNair, Vice President in the Office of Diversity, Equity, and Student Success for the American Association of Colleges and Universities (AACU) who informed RVC employees on how we can transform the campus into a "student-ready college" during the Fall 2021 Professional Development Day. PAIC continued its work with CAST to promote Universal Design for Learning guidelines among faculty and adjunct instructors.

RVC's efforts to bring awareness and education concerning student equity gaps have little value without executing action steps to combat them. The Academic Affairs Division forged ahead with developmental education reforms. Departments such as the Federal TRiO program, Disability Support Services, Adult Education, Workforce Equity Initiative, and Intercultural Student Services are just a few examples of the support services that RVC offers students from diverse populations. Student equity goals, strategies, and action steps are prominently displayed in the 2022-2027 RVC Strategic Plan. The RVC Equity Plan is another tool the college will use to enhance our efforts to attain equitable student access and success outcomes. RVC remains steadfast to achieving its DEI vision to become a campus and community that embodies trust, equity, and a sense of belonging for every student, employee, and community member.

Keith R. Barnes

RVC Vice President of Equity and Inclusion

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Introduction

The Illinois Board of Higher Education Act was amended in June 2022 when state government officials added a requirement for all higher education institutions to develop and administer a campus equity plan. Federal and state agencies along with higher education professionals across the U.S. continue to examine the best practices to address the equity gaps that exist in student access and success outcomes (Complete College America, 2022, as cited in Weissman, 2022). Rock Valley College, a community college located in Rockford, Illinois, is not immune to these challenges. President Howard Spearman prioritized Diversity, Equity, and Inclusion by making it a pillar of his administration after he was appointed to the position in September 2020. President Spearman created the Office of Diversity, Equity, and Inclusion, and he hired the inaugural Vice President of Equity and Inclusion to facilitate the campus DEI efforts. RVC adopted its 2022-2027 Strategic Plan in September 2022 including a score card that the administration uses to analyze their progress with the help of Studer Education, an external consultant. With the existing initiatives and strategic goals that the college established to close equity gaps, RVC was poised to create this equity plan to fulfill the requirements of the IBHE Act and its strategic priorities.

Current State

With a fall 2021 Hispanic/Latino student total headcount of 24.2%, RVC is approaching the 25% full-time equivalent requirement to become a Hispanic Serving Institution. Male students have lower graduation rates by 10% when compared to female students though the course completion, persistence, retention, and transfer out rates are about the same. Black/African American students have the widest equity gaps in every category except for transfer out rates. Hispanic students have retention and graduation rates that are higher than White students, but they also possess the lowest transfer out rate. Though non-traditional students have higher course completion rates, they possess lower persistence and retention rates when compared to traditional students.

Future Vision

The RVC Equity Plan is assigned under Goal #2 within the fourth pillar of the RVC Strategic Plan that addresses closing student equity gaps. The RVC Equity Plan was created using Targeted Universalism as a framework by selecting appropriate RVC strategic goals and identifying opportunities to close equity gaps in student access and success outcomes. The RVC Equity Plan includes an examination of the student populations that were identified in the IBHE plan including minorities, women, students with disabilities, adult students, and rural students. RVC will provide a more expansive analysis by addressing other student demographics that exhibit equity gaps including low-income students, traditional students, and male students of color.

Institutional Strategies

RVC established various programs and initiatives designed to address equity gaps in student access and success outcomes. Most of these efforts derive from several departments that operate throughout the college. Committees such as Promoting and Inclusive Community (PAIC) have a history of advocating for diverse student populations with lower student access and success outcomes. The Academic Affairs Division and the Student Affairs Division included student equity strategies and action steps within their strategic plans. RVC will also address the equity gaps that exist within the non-credit academic programs.

Evaluating Impact

RVC is enhancing its infrastructure and the mechanisms to gather real time disaggregated data more efficiently from a variety of sources including applicant yield and how frequently students use support services. RVC also developed an evaluation chart to improve how the college tracks and assess the impact of campus initiatives that serve as interventions for the student equity gaps. Using a continuous improvement model, the RVC Equity Council will meet once a quarter with the facilitators for the student equity initiatives to receive status updates and make appropriate revisions to the RVC Equity Plan. The Vice President of Equity and Inclusion will compile this information into an annual campus DEI report.

1A: Rationale for the RVC Equity Plan

Rock Valley College's dedication to addressing equity gaps in student access and success outcomes adheres to the expectations of three external regulatory agencies. Rock Valley College is an affiliate of the Illinois Community College Board (ICCB). "The Illinois Community College System is coordinated by the Illinois Community College Board comprised of citizens appointed by the Governor. Locally elected boards of trustees set policies that guide their colleges in achieving local and statewide goals" (ICCB, 2020a). ICCB established a goal for all Illinois community colleges to promote equitable practices for marginalized student populations.

> *GOAL 1:* Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps (ICCB, 2020a).

Rock Valley College actively engages with the ICCB and stakeholders from community colleges throughout Illinois to achieve this quest for student equity. Some of these entities include the Illinois Council of Community College Administrators, The Illinois Community College Trustees Association, The Illinois Council of Community College Presidents, The Chief Academic Officers Commission, the Chief Student Affairs Officers Commission, and the Illinois Community College Diversity Officers Commission.

Rock Valley College receives its accreditation from the Higher Learning Commission. "The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the United States. HLC is as an institutional accreditor, accrediting the institution as a whole" (HLC, 2022). The HLC established the following equity statement (HLC, 2022).

> The role of equity in accreditation and quality assurance is critical; the COVID-19 pandemic laid bare the inequities existing in and endemic to higher education. To that end, an equity framework should permeate not only all levels of institutions (e.g., students, staff, faculty and governing boards) but also their accreditors (e.g., the Peer Corps and review process). These goals focus on HLC's commitment to modeling fairness, quality and access for all learners and institutions; they also emphasize the importance of all students having equitable access to higher education.

This statement introduced the HLC's commitment to promoting equitable practices as a part of its EVOLVE 2025 Strategic Plan. RVC will participate in its ten-year comprehensive evaluation in 2024 to renew its HLC accreditation. This Equity Plan will provide solid evidence of the continuous improvement that RVC administered to achieve equitable student access and success outcomes.

The Illinois Board of Higher Education (IBHE) is another Illinois agency that provides oversight of Illinois higher education institutions. IBHE expanded upon its

expectation for higher education institutions to identify and create initiatives to close student equity gaps.

> On June 7, 2022, Governor Pritzker signed into law, effective immediately, HB 5464 (P.A. 102-1046), which amends the Illinois Board of Higher Education Act ("Act") in a couple of significant ways. The Act now requires all public institutions of higher education in Illinois to develop and submit to the Illinois Board of Higher Education ("IBHE") an equity plan and practices to increase the access, retention, completion, and student loan repayment rates of minorities, rural students, adult students, women, and individuals with disabilities who are traditionally underrepresented in education programs and activities (Robbins Schwartz, 2022).

Rock Valley College already demonstrated a commitment to fulfilling its obligation to produce equitable student access and success outcomes as evidenced by the components within the 2022-2027 Strategic Plan and the annual Key Performance Indicators Report. RVC created this Equity Plan to fulfill the requirements of the IBHE Act. The Equity Plan will also establish a more efficient process to analyze, record, and evaluate relevant campus departments and initiatives and their impact on closing equity gaps.

1B: Institution Commitment

The Rock Valley College website includes a detailed account of the college's history (RVC, 2020d). RVC was created by a district-wide referendum on October 10, 1964, after a two-year study established the need for a community college. RVC serves Illinois Community College District 511 that includes Boone and Winnebago counties and portions of Stephenson, Ogle, McHenry, and DeKalb counties. RVC serves a district with a total population of 398,928 people. The median household income for the two largest counties in the district is just over $45,500 for Winnebago and $69,272 for Boone with a 14.0% combined poverty rate (American Community Survey, 2019, as cited in Snider, 2021).

RVC has a 217-acre main campus on the northeast side of Rockford, Illinois, the largest city in the district (RVC, 2020d). RVC also operates at the following locations (RVC, 2020b):

- Advance Technology Center in Belvidere, Illinois
- Stenstrom Center for Career Education on the southside of Rockford
- Downtown Rockford location primarily for Adult Education
- Center for Learning in Retirement on the northeast side of Rockford
- Aviation Career Education Center near the Rockford Airport
- Refugee and Immigration Services on the southwest side of Rockford

RVC also has partnerships with high schools located throughout the district to offer students an opportunity to get an early start on earning college credits. Those opportunities include Dual Credit/Dual Enrollment, Running Start (simultaneously earn college degree and high diploma), and a variety of bridge programs.

The RVC Office of Institutional Research and Effectiveness produces an annual fall student profile (see Appendix A). RVC had a fall 2022 Unduplicated Headcount at 5,317 students and a Fiscal Year 2021 Unduplicated Headcount of 8,551 students (ICCB, 2020b). The RVC student profile indicated that 74% of RVC students were in the traditional age range (under 25 years old) and 55% identified as female. The average age for RVC students was 24 years. The three largest student groups by race/ethnicity were White at 57.5%, Hispanic or Latino at 24.2%, and 8.8% for Black or African American. RVC is close to becoming a Hispanic Serving Institution by reaching a 25% full-time equivalent (FTE) enrollment for Hispanic or Latino students as defined by the U.S. Department of Education (n.d.). The profile also indicated that 94.6% of RVC students live in the district, 56% are part-time students, and 23.5% are new and first-time students.

1B.1: RVC Mission, Vision, and Core Values

The RVC Mission Statement, Vision Statement, and Core Values were revised by a mission review committee in 2015, and the Board of Trustees approved the latest versions in 2016 (RVC, 2019). As the college prepares for its 2024 HLC Comprehensive Review, an HLC subcommittee is contemplating revisions to the core values including a more definitive commitment to Diversity, Equity, and Inclusion.

RVC Mission Statement

Rock Valley College empowers students and community through lifelong learning.

RVC Vision Statement

Rock Valley College empowers the community to grow as a society of learners through well-designed educational pathways, leading to further education, rewarding careers, cultural enrichment, and economic-technological development.

RVC Core Values

- **Learner-centered Community.** Rock Valley College is dedicated to providing affordable lifelong learning opportunities that foster student success.

- **Mutual Respect.** At all times, Rock Valley College upholds the dignity of each individual by being ethical, respectful, fair, and courteous in communications and actions.

- **Excellence.** Rock Valley College maintains high expectations for teaching and learning and holds itself accountable for promoting continuous improvement.

- **Diversity.** Rock Valley College promotes, celebrates, and embraces differences, including cultural and ethnic diversity and diversity of thought.

- **Collaboration.** Rock Valley College fosters innovative, enriching partnerships within the college community and among others that serve the region.

- **Innovation.** Rock Valley College is a forward-thinking institution that explores creative approaches for the future.

- **Public Trust.** Rock Valley College honors and upholds its commitment to the community through integrity of actions and efficient use of resources.

1B.2: History of Equity Work at RVC

Rock Valley College has experienced many changes in employee levels and student enrollment over the past seven years. Rock Valley College administered two Reduction in Force actions in 2015 and 2017 due to the Illinois budget crisis. The RVC Fiscal Year (FY) 2022 Human Resources (HR) Annual Personnel Report indicated a full-time employee turnover rate at 18.84% in 2016 and 21.23% in 2018. Though the turnover rate dropped to 11.23% in 2020, it increased to 15.34% as of September 2022 primarily because of impact of the COVID-19 pandemic. RVC's fall unduplicated student headcount also dropped from 6,081 in 2018 to 5,224 in 2021 due to numerous factors including the pandemic. RVC's capacity to offer and assess efforts to closes equity gaps was impacted during this challenging period. Given these challenges, the RVC Equity Plan will highlight the college's efforts to achieve equity in student access and success outcomes under President Howard Spearman's administration since September 2020.

Several RVC departments, committees, and initiatives continued to support and advocate for student equity even throughout the more challenging years. Promoting an Inclusive Community (PAIC) was created, "To lead the College community by enhancing and sustaining an institutional culture of equity and social justice that fosters diversity and inclusion" (RVC, 2020f). PAIC was responsible for convening various campus forums on topics addressing equity and inclusion issues. PAIC collaborated with the Student Life Office and the Intercultural Student Services Office to host numerous cultural awareness campus and community events. A group of RVC faculty members invited representatives from CAST to host an annual Universal Design for Learning workshop. "The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, Inc., 2022). Disability Support Services assisted hundreds of students with disabilities in receiving reasonable accommodations. Initiatives including the Perkins Grant for students interested in pursuing Career and Technical Education, Federal TRiO programs, Adult Education, and the Workforce Equity Initiative provided support services for scores of low-income and first-generation students and other eligible district residents.

1B.3: Rock Valley College Four Pillars

In January 2021, President Howard Spearman unveiled the four pillars that he established for his administration. Though the fourth pillar was established as the foundation for RVC's commitment to student equity, the college included equity-minded goals and action steps throughout its strategic plan.

Figure 1

Rock Valley College Four Pillars under President Spearman's Administration

- **Pillar I: Access** - Provide district residents with improved accessibility to college, training, and careers.

- **Pillar II: Exceptional Educational Opportunities** - Provide high-quality certificates, degrees, and co-curricular programs to meet district/community and regional needs and improve student success.

- **Pillar III: Exceptional Training Opportunities** - Provide high-quality training and professional development to align to college, district/community, and regional needs and where employees and learners can make progress towards their educational and career goals.

- **Pillar IV: Diversity, Equity, and Inclusion** - Create and sustain a diverse, equitable, and inclusive campus that improves campus culture, promotes accountability for the campus DEI effort, and increases the cultural competence of all employees, learners, and other stakeholder groups.

1B.4: Office of Diversity, Equity, and Inclusion

President Spearman established the Diversity, Equity, and Inclusion Office in June 2021 to advance the strategic priorities of the fourth pillar. The Purpose Statement states that (RVC, 2020c),

> The Office of Diversity, Equity, and Inclusion supports Rock Valley College's mission "to create and sustain a diverse, equitable, and inclusive campus where all learners can progress towards their educational and careers goals" in collaboration with students, employees, and community partners by providing trainings and workshops, hosting campus and community events, supporting relevant student and employee affinity groups, facilitating intergroup dialogue, offering conflict mediation, and regularly assessing college practices and procedures in the pursuit of Cultural Proficiency and Inclusive Excellence.

The DEI Office staff includes the Vice President of Equity and Inclusion, the ADA Compliance Coordinator, two Diversity, Equity, and Inclusion Specialists, an administrative assistant, and two student ambassadors. The DEI Office is located on the second floor of the Student Center.

1C: Rock Valley College DEI Mission, Vision, and Core Values

During the process to develop the DEI strategic goals in the fall of 2021, the Vice President of Equity and Inclusion collaborated with PAIC, the DEI Office staff, and a steering committee to develop the DEI Vision and Core Values. PAIC drafted the DEI policy adopted by the RVC Board of Trustees in October 2020. RVC uses the DEI board policy as its DEI mission statement (RVC, 2020c).

Vision Statement

A campus and community that embodies trust, equity, and a sense of belonging.

Mission Statement

Rock Valley College is committed to creating and sustaining a diverse, equitable, and inclusive campus where all learners can make progress towards their educational and career goals. Therefore, the College shall establish initiatives, measures, programs, procedures, and curriculum to advance equity and inclusion for students, staff, faculty, administration, vendors and contractors, and other community partners.

ROCK VALLEY COLLEGE BOARD POLICY 4:10.260 - DIVERSITY, EQUITY, & INCLUSION

Motto

"Transform our campus, change the world"

Core Values

- Cultural Competence
- Equity-mindedness
- Fairness
- Mutual Respect
- Objective Truth
- Sense of Belonging
- Solidarity

1D: Purpose of the Equity Plan

The motivation for Rock Valley College to create a student equity plan extends beyond meeting state mandates and fulfilling the requirements to maintain its HLC accreditation. RVC recognizes that student equity gaps exist within its access, course success, persistence, retention, and completion data. RVC embraces its responsibility to become a "student-ready" community college by investing the time, resources, and support services to make certain that all its students are successful and feel a sense belonging on campus. The RVC Equity Plan serves as a comprehensive quarterly report that evaluates the impact of existing initiatives and future action steps to achieve equitable student access and success outcomes.

1E: Campus Engagement Plan

The Vice President of Student Affairs arranged a series of discussions concerning equity gaps in student access, success, and engagement. The Vice President of Liberal Arts and Adult Education (Chief Academic Officer) facilitated a review of faculty development in culturally responsive instruction and course completion rates. The Academic Affairs Division also implemented developmental education reform to give more students the option of enrolling in college level gateway courses during their first year. The Vice of President of Human Resources convened meetings to examine efforts to diversify the workforce, particularly among faculty and adjunct instructors. The Vice President of Equity and Inclusion led efforts to analyze and identify opportunities to improve campus culture and sense of belonging. The Vice President of Institutional Effectiveness supported these efforts with disaggregated data while utilizing best practices and information from various campus stakeholders to finalize the 2022-2027 RVC Strategic Plan.

The RVC Board of Trustees approved the appointment of Studer Education Expertise and Solutions in October 2022 to consult RVC administrators on effectively executing the strategic plan and improving the campus climate. Studer Education agreed to meet with RVC administrators once a quarter to review the college's progress in achieving its strategic goals. The strategic plan was presented to the RVC Board of Trustees during their January 2022 Retreat. President Spearman convened a series of townhall meetings with the Cabinet in the spring of 2022 to unveil the strategic plan to

employees and students and gather their feedback. The RVC Cabinet worked with Studer Education to create a "score card" in the summer of 2022 to track the college's progress in achieving its strategic goals. The 2022-2027 RVC Strategic Plan was unveiled in September 2022 during the fall Professional Development Day.

The Vice President of Equity and Inclusion compiled all the goals, tactics, and actions items in the RVC Strategic Plan that addressed student equity gaps along with other relevant information and campus data to form the RVC Equity Plan. Though RVC is not a member institution, the format created by the Illinois Equity in Attainment Initiative was used as a template to develop the RVC Equity Plan.

In October 2018, the Partnership launched the Illinois Equity in Attainment Initiative (ILEA), our signature effort to galvanize direct and urgent action with a group of two-year and four-year, public and private non-profit colleges and universities across the state. These 25 institutions publicly commit to the PCC's goal to eliminate racial and socioeconomic achievement gaps by 2025 and aggressively prioritize increasing completion rates on their campuses (Partnership for College Completion, 2022).

The Vice President of Equity and Inclusion discussed the components of the plan with various campus stakeholders during the fall 2022 semester to gather their feedback. The Vice President of Equity and Inclusion shared a draft of the RVC Equity Plan with President Spearman in December 2022. The RVC Equity Plan was unveiled to campus and community stakeholders in January 2023 including the President's Cabinet and the Board of Trustees.

Persistence, Retention, Graduation, and Transfer Out Rates

The RVC Office of Institutional Research and Effectiveness created Key Performance Indicators (KPIs) that are aligned with the IBHE Public Agenda Goal to increase educational attainment. The KPIs were established to:
1. Raise the success of students at each stage of the P-20 pipeline, and 2. Eliminate achievement gaps (RVC, 2020). The RVC Office of Institutional Research and Effectiveness produces the following annual KPI Summary Reports:
- Persistence and Retention Rates
- Graduation Rates
- Transfer-out Rates

The Academic Affairs Division requests additional data from the Office of Institutional Research and Effectiveness that measures course success (DFWI) rates. The following information was taken from the RVC KPI 2022 Summary Reports (see Appendix B & Appendix C).

Persistence Rates

Over the past five years, overall fall to spring persistence has dropped 1.3% from 72.8% to 71.5%. Disaggregated persistence rate data in Table 1 suggest:

Enrollment Status
- Full-time students consistently persist at a higher rate than part-time students.
- Persistence rates have decreased for full-time students over the five-year period reported.
- Persistence rate for part-time students have decreased over the same time period.

Gender
- Female and Male persistence rates have decreased since FY2017

Race/Ethnicity
- The persistence rate of Black/African American students decreased by 2.2 percentage points over the five-year period reported.
- The persistence rate of Hispanic/Latino students decreased by 1.6 percentage point over the five-year period.
- The persistence rate of Asian students has decreased to the lowest level in the five-year period.

Retention Rates

Over the past five years, fall to fall retention has a small decrease of 0.2%, but is not as high as it was for FY2018 and FY2019. The pandemic may be the cause of improvements of retention. Disaggregated retention rate data in Table 3 suggest:

Enrollment Status
- Full-time students are consistently retained at a higher rate than part-time students.
- Retention rates have demonstrated a small increase for part-time students over the five-year period reported. Retention rates for full-time students have a decrease of 1.2%.

Gender
- Retention rates for female students have a small increase over the five-year period reported, with a low of 50.8% in FY2017 and a high of 56.0% in FY2018.
- Retention rates for male students has decreased 1.4% over the five year period.

Race/Ethnicity
- While Black/African American students had been improved by 0.2
- Hispanic students have been retained at a higher rate than white students over the five-year period.

Findings and Conclusions: Eliminating Achievement Gaps

Eliminating achievement gaps would be determined by persistence and retention rates that reflect successful progress toward educational goals for all students. As such, the minimum expectation is that gaps in persistence and retention rates between subgroups will narrow over time.

The achievement gap between Black/African American and White students have demonstrated and improvement over the five-year period for retention. The persistence and retention gap between Hispanic/Latino and Black/African American peers has increased over the five-year period. Hispanic/Latino students' retention is typically higher than White students.

Figure 2

Current Results on Eliminating Achievement Gaps

Expectation: ⬇
Decrease achievement gaps over time

Race/Ethnicity	Persistence	Retention
Black/African-American and White	🔺	🔻
Black/African and Hispanic/Latino	🔺	🔺
Hispanic/Latino and White	🔺	NA*

*Hispanic students are retained at a higher rate than white students.

Graduation Rates

Annual and Multiyear Aggregate and Disaggregate Data

The IPEDS graduation rate tracks the progress of students who began their studies as full-time, first-time degree/certificate-seeking students to determine if they complete a degree or certificate within 150% of normal time. As such, students who have attended another postsecondary institution or begun their studies on a part-time basis are not included in the overall graduation rate. As identified previously in Figure 1, 38% of RVC entering students were counted as "full-time, first-time" in 2020.

RVC Annual Data Suggest:
- Thirty-six percent (36%) of the full-time, first-time students entering RVC in Fall 2017 completed a degree or certificate by 2020 (i.e., within 150% of normal time).
- Female students graduated at a much higher rate (41%) than male students (31%).
- Black/African American students graduated at a much lower rate (18%) than their Hispanic/Latino peers (35%) and white peers (40%).

RVC Multiyear Data Suggest:
- Cohorts entering since 2013 have demonstrated a general increase in overall graduation rates across the five-year period.
- Female students consistently graduate at higher rates than their male peers
- Hispanic students rebounded to their highest rate over the previous five years.
- Black/African American students have consistently graduated at a lower rate than their Hispanic and white peers.

RVC and National Comparison Data Suggest:

- RVC's overall graduation rate had increased to its highest level (36%) and greater than the national average (31%) over the last five years.
- The average graduation rates for RVC men had steadily increased to its highest level (31%) in 2020, and slightly more the national average (30%) in 2020. Graduation rates of RVC women demonstrated an overall increase over the five-year period to 41% and exceeded the national average (32%) in 2020.

Findings and Conclusions: Eliminating Achievement Gaps

Expectations for eliminating achievement gaps include narrowing group disparities over time (i.e., one group improves at a faster rate than the other to close the gap, not one group improves while the other declines in performance) and having gaps smaller than or equal to those demonstrated at the national level (see Figure 3).

The subgroup data within this report indicate that a gender gap exists with female students consistently having higher graduation rates than their male peers. Even though graduation rates for males have increased in 2020 there is still a 10% difference between males and females. The graduation rate disparity between men and women at RVC is much larger than the achievement gap demonstrated at the national level. This gap should be monitored carefully as new data become available to ensure that it decreases while both male and female students experience increasing rates.

The subgroup data within this report also indicates that gaps exist between racial/ethnic groups. The gap between graduation rates for Hispanic students and their white peers had been improving, but the last two years the gap is up to 5%. Black/African American graduation rates have increased 10% over the time period, but the gap between their white peers is still 22%. This disparity is larger than the achievement gap demonstrated at the national level. The differences in graduation rate between Hispanic and White students is better than the national average but should continue to be monitored, and the differences between Black/African American and White students should be addressed and monitored.

Figure 3

Current Results on Eliminating Achievement Gaps

Expectations	Results

	Gap
Gender	
Male and Female	⬆
Race/Ethnicity	
Black/African-American and White	⬆
Hispanic/Latino and White	⬆

Narrow RVC achievement gaps over time

	Gap
Gender	
Male and Female	≥
Race/Ethnicity	
Black/African-American and White	≥
Hispanic/Latino and White	≤

Reduce RVC achievement gaps so that they are smaller than or equal to the size of the national gap
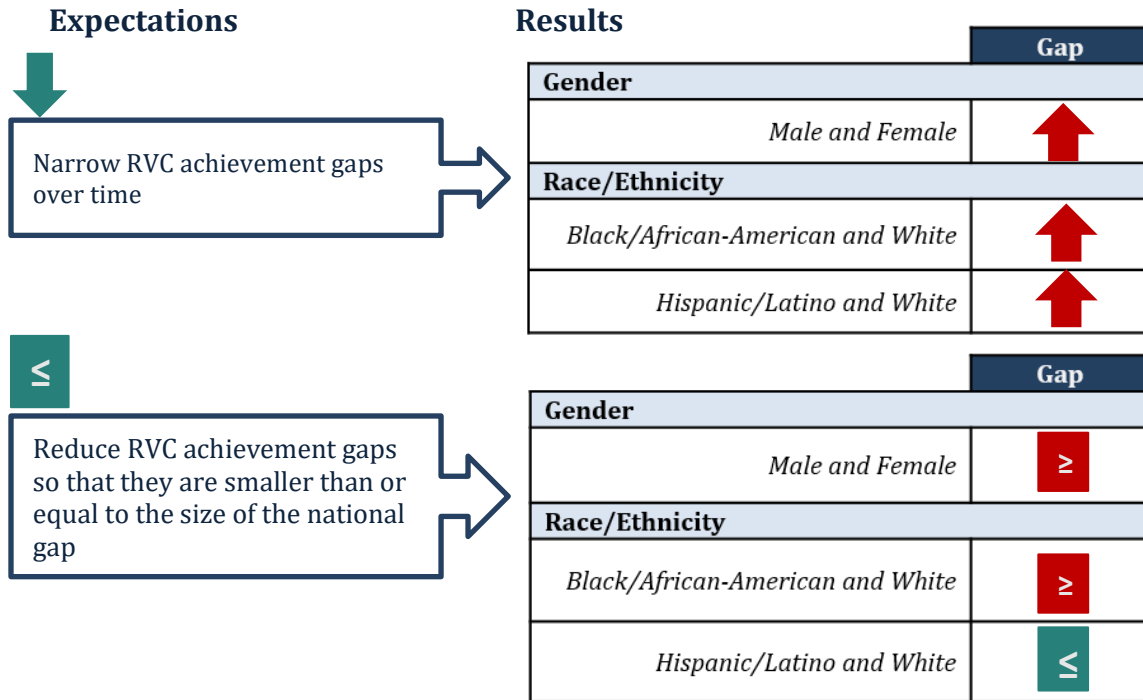
Transfer Out Rates

Gender

The most recent disaggregated data on transfer out rates is located in Figure 4.

- Between 2016 and 2020, the rate for both men and women increased to their highest levels in the five-year period.
- In 2020, the transfer-out rate for RVC women were lower than the peer rate and higher than the national rate. Men had a higher rate than the national and peer medians.
- The transfer-out rates for both men and women decreased in FY 2021.

Race/Ethnicity

- Over the five years reported, RVC transfer-out rates had increased to the highest level (31%) for Black/African American students in FY 2020. Hispanic students have decreased to their lowest point (10%). The transfer-out rate is at the highest level (21%) for White students.
- The Black/African American students transferred out at a substantially higher rate (31%) than all other comparison groups during FY 2020.

- Hispanic students have a lower transfer-out rate (10%) than all other comparison groups in FY 2020.
- The transfer-out rates dropped dramatically for both Black/African American and White students but increased slightly for Hispanic/Latino students during FY 2021.

Figure 4

Disaggregated Transfer-out Rates: First-time, Full-time Students
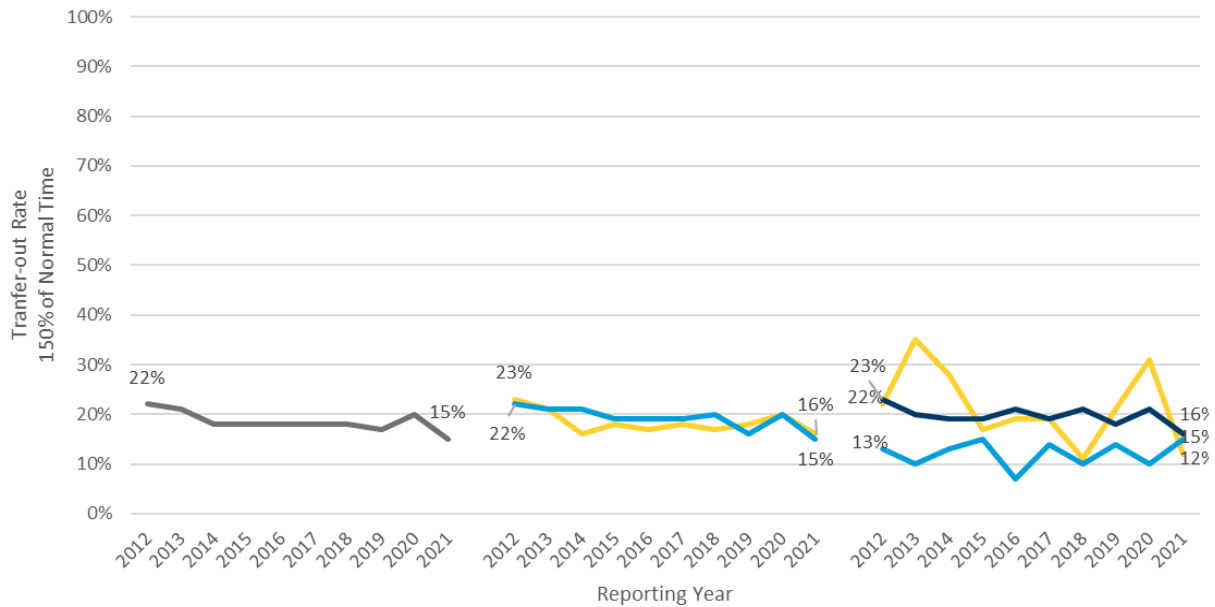
Note: Transfer-out refers to students who transfer without earning a credential.

Legend: Overall, Male, Female, Black / African American, Hispanic / Latino, White
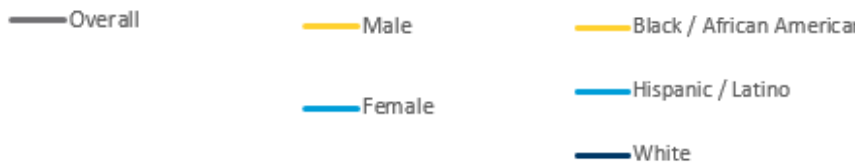
Source: Office of Institutional Research – Retention Application – Retention Report

Course Completion Report

The most recent Course Completion Report included an examination of 16,735 grades that RVC students received in credit courses during the fall 2022 semester (see Appendix D). The completion rate was defined as the total number of grades that students earned between an A and a C letter grade. The overall completion rate was 75.49%, the rate for full-time students was 78.6%, but it was only 69.59% for part-time students. Non-traditional students over the age of 24 years had a rate of 78.32% while

traditional age students were at 74.82 percent. Black/African American students had the lowest rate at 56.44% followed by American Indian and Alaska Native at 62.96% and 70.59% for Hispanic and Latino students. First time students had a lower rate at 63% in comparison to 79.62% for all other students. The rate for Pell eligible students was 73.34% in comparison to 76.21% for non-Pell eligible students.

Other Relevant Equity Data

- RVC's most recent three-year Cohort Default Rate (CDR) was 4.2% for 2019, down from 7.4% in 2018, and 10.6% in 2017 (Federal Student Aid, 2022). The Student Financial Aid Office is exploring how it can disaggregate the CDR data for the RVC Equity Plan.

- Academic Affairs is planning to collect disaggregated data on race and ethnicity and gender equity in STEM studies, limited admission programs, and online courses for the Equity Plan.

- The fall 2022 Full-time Equivalency (FTE) for Hispanic Students was 24.7 percent. RVC is close to reaching the 25% threshold to become a Hispanic Serving Institution.

- RVC is re-examining how to collect data on non-traditional and rural students to establish access and success metrics and provide enhanced support services.

Key Findings

      The RVC Institutional Research and Effectiveness Office established a sound foundation to collect disaggregated data on equity gaps within student access and success outcomes. RVC currently disaggregates most of the data by race and ethnicity, gender, age, and region or zip code. RVC does not disaggregate student data to determine differences in gender across race and ethnicity categories. RVC does not ask students to disclose their disability status on the admissions application out of respect for their confidentiality. Instead, RVC relies on data from students who request an accommodation through the Disabilities Support Services Office. RVC needs to establish profiles for non-traditional students and students who live in rural areas to sufficiently track their academic progress. RVC is still exploring efficient methods to track enrollment in limited admissions and STEM studies. RVC is upgrading its Customer Relationship Management System (CRM), and this effort will strengthen its capacity to collect real-time disaggregated enrollment and support services usage data. RVC also is developing better methods to track enrollment and success data for non-credit programs.

      Current RVC disaggregated data reveals several key findings. RVC is extremely close to achieving a Hispanic student Full-time Equivalency (FTE) enrollment of 25% to become a Hispanic Serving. Although there were no significant differences by gender in every other category, females graduated at much higher rates when compared to

males. Black/African American students displayed the widest equity gaps in every category except the transfer-out rate. Non-traditional students have higher persistence and retention rates, but lower course completion rates. The KPIs did not record completion and transfer-out rates by age or zip codes. The data from the Course Completion Report indicated that RVC should increase academic support services and outreach during students' first year of enrollment, particularly for Black/African American part-time, and traditional age students.

Goal

The primary goal of the RVC Equity Plan is to determine whether the college is achieving its strategic goals and metrics to eliminate equity gaps in student access and success outcomes in accordance with the IBHE Act. Disaggregated student data will be collected on the following student demographics:

- Minorities [Race and Ethnicity]
- Women [Gender Disaggregated by Race/Ethnicity, Age, and Location]
- Adult Students [Traditional and Non-Traditional]
- Students with Disabilities [Students Registered with DSS]
- Rural Students [Less than 5000 Residents and 2000 Housing Units]

The RVC Equity Plan will expand on existing equity data in the RVC Student Profile and the RVC KPI Status Reports. Current RVC equity data includes some analysis of students eligible for a Federal Pell Grant to measure student access and success outcomes by socioeconomic status. With the RVC Equity Plan, RVC stakeholders and external partners will have access to a detailed and inclusive record of every RVC student equity initiative. The RVC Equity Plan will function as a living document that will be appropriately revised after each quarterly RVC Equity Council meeting in accordance with RVC board policies and college administrative procedures.

The RVC Equity Plan replaced the use of the term "minority" with appropriately referencing students by their racial identities. Black/African American students will receive particular attention since they displayed the widest equity gaps in every category except transfer out rates. While the IBHE Act focuses on females, equity research also indicates a need to analyze and provide specific support services for men particularly male students of color (Field, 2021). The RVC Equity Plan will define adult students as non-traditional students who are 25 years or older. RVC data indicated that traditional age students who are younger than 25 years old achieved a lower course success rate in comparison to non-traditional students, and this result requires a deeper analysis. The RVC Equity Plan will rely on registration data from the Disability Support Services Office to track students with disabilities. Finally, the RVC Equity Plan will adopt U.S. Census guidelines (2022) by defining "rural students" as those individuals who reside in an area within District 511 with a population below 5000 people and less than 2000 housing units.

Vision

The RVC Equity Plan will operate under the "Targeted Universalism" framework created by Dr. john a. powell (he intentionally uses all lower-case letters in his name to support unity and balance in the universe) and the Othering and Belonging Institute at the University of California, Berkeley. Powell explained how,

Targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal (Othering and Belonging Institute, 2019).

Instead of focusing on specific student demographics, the RVC Equity Plan will begin by setting comprehensive access, persistence, retention, success, and loan default metrics applicable to all RVC students. The action steps will include both comprehensive interventions that will benefit all RVC students while utilizing specific initiatives for targeted student populations with a history of equity gaps who may be experiencing unique challenges that impact their capacity to be successful.

Pillar #4 of the RVC Strategic Plan addresses Diversity, Equity, and Inclusion, and it includes three distinct DEI strategic goals (see figure 5). The RVC Equity Plan will serve as a blueprint that RVC stakeholders will use to achieve Goal 2 in the RVC DEI Strategic Plan. While the action steps in the other two DEI goals may also have some impact on equity gaps in student access and success outcomes, they address unique subject matter that warrant separate plans. The long-term goal is to merge the three plans into a comprehensive RVC DEI Annual Report.

Figure 5

Rock Valley College 2022 to 20227 Diversity, Equity, and Inclusion Strategic Goals

Pillar IV: Diversity, Equity, and Inclusion - Create and sustain a diverse, equitable, and inclusive campus that improves campus culture, promotes accountability for the campus DEI effort, and increases the cultural competence of all employees, learners, and other stakeholder groups.
Strategic Goal 1 (DEI Plan): Improve the campus culture by establishing cultural competence, trust, and a sense of belonging among employees and learners.
Strategic Goal 2 (DEI Plan): Close equity gaps so that students from diverse racial, gender, and socioeconomic backgrounds can access and achieve their academic and career goals.
Strategic Goal 3 (DEI Plan): Employ a culturally competent workforce that reflects student and community demographics.

Table 2 shows a breakdown of the RVC Equity Plan Score Card. The RVC Equity Plan Score Card was created using the same format as the RVC Strategic Plan Score Card. The RVC Equity Score Card begins with universal or comprehensive goals followed by appropriate equity goals. Two of the universal goals were taken directly from the RVC Strategic Plan Score Card while the others were created specifically for the RVC Equity Plan. Appropriate metrics along with a timeline to complete them will be assigned to each goal.

Table 2

Rock Valley College Equity Score Card

1 = Alert	2 = Caution	3 = Met Goal	4 = Stretch Goal	5 = Super Stretch Goal	
RVC Universal and Equity Goals					
Goal Type	**Strategic Goal**	**5 Year Target**	**Scale**	**FY 2022 Outcomes**	**FY 2023 Goal**
1. Universal RVC Goal in Score Card	Provide district residents with improved accessibility to credit programs and certificates.	Sustain 110,000 credit hours annually through 2027.	5 = 130,000 and above 4 = 120,000-129,999 3 = 110,000-119,999 2 = 100,000-109,999 1 = below 100,000	111,994.5 credit hours	110,000 credit hours
1.1 RVC Equity Goal	Increase Hispanic student enrollment in academic programs that offer credit.	Increase full-time equivalency rate for Hispanic students to 25% for RVC to become an HSI by 2027.	5 = above 30% 4 = above 25% 3 = at 25% 2 = above 20% 1 = below 20%	24.7%	25% Hispanic Student FTE
1.2 RVC Equity Goal	Increase student equity in STEM studies	5% enrollment increase in appropriate diverse student populations by 2027	5 = above 10% 4 = above 7% 3 = above 5% 2 = below 5% 1 = zero	TBA	TBA
1.3 RVC Equity Goal	Increase student equity in limited admissions academic programs	5% enrollment increase in appropriate diverse student populations by 2027	5 = above 10% 4 = above 7% 3 = above 5% 2 = below 5% 1 = zero	TBA	TBA
2A Universal RVC Goals in Score Card	Improve student readiness, academic success, and sense of belonging.	Improve IPEDS outcome measures success rate (certificate/ degree completion, still enrolled, transfer-out) to 65% by 2027.	5 = above 62% 4 = 60-62% 3 = 57-59% 2 = 54-56% 1 = below 54%	61% completed, enrolled, or transferred	63% completed, enrolled, or transferred

2B Universal RVC Goals in Score Card	Improve student readiness, academic success, and sense of belonging.	Improve on-time completion rate to 20% for first-time, full-time cohort by 2027.	5 = above 21% 4 = 19-21% 3 = 16-18% 2 = 13-15% 1 = under 13%	14% on-time completion	16% on-time completion
2.1 RVC Equity Goal	Close equity gaps so that students from all backgrounds can access and achieve their academic and career goals.	Close equity gaps in graduation and transfer-out rates to zero (no difference) by 2027.	5 = below 10% 4 = 10 - 11% 3 = 12 - 13% 2 = 14 - 15% 1 = above 15%	Largest Gap is 16% (Black/ African American), 11% (Hispanic)	no gaps > 12%
2.2 RVC Equity Goal	Reduce equity gaps in course completion rates.	Increase course completion rates for all student populations to above 70% by 2027.	5 = above 80% 4 = above 75% 3 = above 70% 2 = above 65% 1 = below 65%	Black/ African American students 56.44%, American Indian at 62.96%	60% for Black/ African American Students and 65% for American Indian Students
Additional Equity Goal Metrics					
3. Universal RVC Goal	Maintain current Cohort Student Loan Default Rate (CDR)	Maintain CDR rate at or below 5% through 2027	5 = 0 4 = below 3% 3 = below 5% 2 = below 10% 1 = above 10%	Overall CDR at 4.2%	Overall CDR below 5%
3.1 RVC Equity Goal	Close equity gaps in the Cohort Student Loan Default Rate	TBA	TBA	TBA	TBA

Institutional Strategies

RVC adopted a variety of institutional strategies to achieve its equity goals (see Table 1). RVC relies on three campus units to achieve these institutional strategies: departments, committees, and project teams. Several RVC departments devote a sizable portion of their efforts towards initiatives and practices that were designed to close equity gaps in student access and success outcomes. A list of those departments includes:

- Adult Education
- Diversity, Equity, and Inclusion
- Disability Students Services
- Federal Perkins Program
- Federal TRiO Programs
- Intercultural Student Services
- Workforce Equity Initiative

For several years, RVC relied on Promoting an Inclusive Community (PAIC), a campus DEI and social justice committee, to advance many of the campus equity efforts. RVC also established several initiatives including daylong leadership programs for Black and Hispanic high school students, cultural-based students clubs and organizations, faculty development programs such as the Universal Design for Learning, and an array of student support services to advance the campus student equity effort. RVC in the process of either piloting or restarting several initiatives and developing a more effective tracking and evaluation method to determine whether they contribute to closing student equity gaps.

Table 3

Rock Valley College Academic Affairs Strategic Plan Equity Action Steps

RVC Academic Affairs Strategic Plan Equity Action Steps
1.1.1.1. Expand summer bridge offerings to include new bridge programs and specific initiatives to attract students from diverse racial, gender, and socioeconomic populations.
1.1.2.4. Promote current scholarship opportunities with students. Increase the number of students from diverse racial, gender, and socioeconomic backgrounds who apply for and receive scholarship funds.
1.1.2.6. Increase the number of students from diverse racial and socioeconomic student populations who apply for federal and state student aid programs by the priority deadline.
3.1.2.5. Implement strategies to increase success rates of non-traditional adults.
3.2.1.4. Reduce racial, gender, and socioeconomic equity gaps in course completion rates.
3.4.1.2. Increase race, ethnicity, and gender equity in STEM studies

3.4.1.3. - Increase race, ethnicity, and gender equity in limited admission programs.
4.1.2.7. - Reduce racial, socioeconomic, and gender student equity gaps in online courses and programs.

Table 4

Rock Valley College Strategic Enrollment Management Plan Equity Action Steps

Student Enrollment Management Plan Action Steps
Develop and improve educational pathways transition from High Schools (traditional students, credit and non-credit)
1.1.3. Develop and improve educational pathways transition from High Schools (traditional students, credit and non-credit) for Hispanic Serving Institution
1.1.3. Develop and improve educational pathways transition from High Schools (traditional students, credit and non-credit) for Hispanic Serving Institution
1.2.0. Developing and improving educational pathways for non-traditional students (credit and non-credit) by improving DSS Digital Accessibility
3.1.2.5. Implement strategies to increase success rates of non-traditional adults.
2.1.4. - Review EVR process to support "no shows" prevention and post support – disaggregate (align with Academic Plan).
2.1.6. - Review and improve Early Alert process and timeliness. Review potential for Mandatory Early Alert reporting.
2.1.7. - Explore ways to reduce student debt issues, payment improvements and options.

Evaluation Plan

Rock Valley College relies on various methods to evaluate the effectiveness of campus programs and initiatives. RVC will utilize a continuous improvement process to plan, executive, and assess the effectiveness of action steps and initiatives identified in the RVC Equity Plan (see Figure 5). The RVC Equity Plan will include an evaluation chart to keep track of the programs and initiatives (see Table 6).

Figure 5

Rock Valley College Equity Plan Continuous Improvement Process
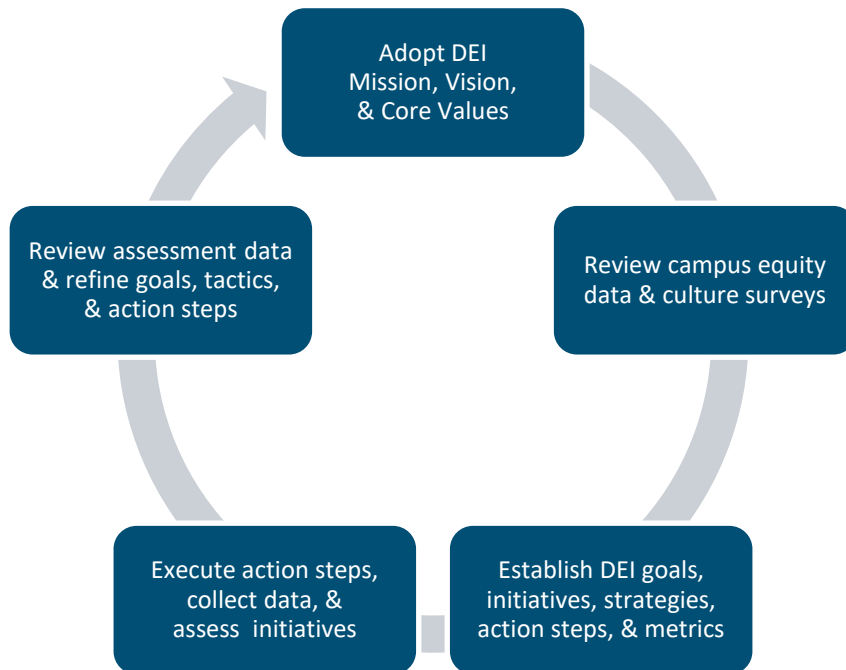
Table 6

Rock Valley College Equity Plan Evaluation Chart

RVC Strategic Goals Pillar Alignment						
RVC Equity Goals Alignment: [Access, Retention, Success]						
Status Scale: Not Started, Exploring, In progress, Completed (metric achieved)						
Equity Program or Initiative	Facilitator(s)	Target Student Population	Cost	Metric(s)	Status	

The assessment protocol for the RVC Equity Plan involves quarterly RVC Equity Council meetings with the facilitators for the programs and initiatives to get progress updates and review relevant information. The RVC Equity Council will convene in January, May, and September to assess and revise the components of the RVC Equity

Plan. The Vice President of Equity and Inclusion will compile the updated information into a quarterly Equity Plan Status Report. The Equity Plan Status Report will be shared with key campus units (see RVC Equity Council section) before it is released to the campus and external partners.

Budget

The Vice President of Finance leads the effort to develop a proposed RVC budget for the upcoming fiscal year in collaboration with the President's Cabinet. The budget process begins in December when the Vice President of Finance gathers requests for additional personnel, capital expenditures, and operating expenses. After the January deadline to submit budget requests, the Vice President of Finance meets with the President to develop a proposed RVC budget for the next fiscal year. The Vice President of Finance presents the proposed RVC budget to the RVC Board of Trustees during the April Committee of the Whole meeting. The RVC Board of Trustees adopts the RVC budget during the May or June Regular meeting before the start of the new fiscal year in July. A Notice of Public Hearing is published in local news outlets and the community is given an opportunity to participate in a public proceeding about the final budget in June.

Rock Valley College will utilize two methods to determine the operating cost of implementing the RVC Equity Plan. RVC currently has several offices where equity initiatives are a prominent component of their staff's roles and responsibilities. Those offices include (see Table 7):

Table 7

Rock Valley College Equity Plan Fiscal Year 2023 Budget Estimate

Department	Personnel
Office of Diversity, Equity, and Inclusion	• Vice President • Two DEI Specialists, • ADA Compliance Coordinator • Administrative Assistant • Two DEI Student Ambassadors
Disability Student Services	• Director • Coordinator • Two DSS Specialists • Two Sign Language Interpreters • One Administrative Assistants
Federal TRiO Programs	• Director • Two Project Directors • Two Advisors • Project Coordinator • Three Administrative Assistants
Intercultural and International Student Services	• Coordinator • Administrative Assistant
Workforce Equity Initiative	• Coordinator • Job Placement Specialist • Two Student Life Coaches • Administrative Assistant
Estimated Total Budget for FY 2023 = $2,677,730	

RVC administers various other programs and initiatives that address equity gaps in student access and success equity outcomes. The RVC Equity Plan will improve how it records these efforts and their budget amounts to conduct cost-benefit analysis.

The Vice President of Equity and Inclusion spent the fall 2022 semester compiling existing campus data and talking to different campus stakeholders to write a draft of the RVC Equity Plan. The RVC Equity Plan will be formally presented to the RVC President's Cabinet and the RVC Board of Trustees in January 2023. The RVC Equity Plan is a living document, and the VP of Equity and Inclusion will participate in quarterly meetings with the RVC Equity Council and other key RVC stakeholders to revise and update the data, strategic priorities, and action steps.

Figure 6

Rock Valley College Equity Plan Implementation Timeline

2022

- Assess existing equity initiatives
- Complile relavant disaggregated equity data
- Connect with appropriate RVC stakeholders
- Create the first draft of equity plan
- Finalize RVC Equity Team.
- Submit a first draft of the equity plan to RVC president

2023 to 2025

- Present equity plan to the RVC President's Cabinet and the RVC Board of Trustees
- Finalize tragets and metrics for each action items
- Prioritize action items in the equity plan.
- Initiate pilot projects
- Release final draft of equity plan to RVC stakeholders, ICCB, and IBHE
- Meet quarterly to assess progress of each action item
- Prep for HLC Comprehensive Evaluation

2026 to 2027

- Continue to meet quarterly to assess progress of each action item
- Host campus forum for a final assessment of equity plan initiatives and their impact on closing equity goals
- Identify student equity priorities for the next RVC strategic plan processs

Rock Valley College Equity Council	
Howard Spearman, Ph.D.	President and Ex-Officio Member
Appropriate Members of the President's Cabinet	
Keith R. Barnes	Vice President of Equity and Inclusion
Joseph Agbeko	Dean of Adult and Developmental Education
Ken Coleman, Ed.D.	Dean of Advising and Retention
Terrica Huntley	Dean of Students
Yohanes Honu, Ph.D., Ed.D.	Dean of Math and Sciences
David Schneider	Dean of Enrollment Services
TBA	Two Faculty Representatives
Key Campus Stakeholders	
Academic Council	
Academic Affairs, Student Affairs, and Non-Credit Student Support Units	
Board of Trustees	
Deans Council	
Institutional Research	
President's Cabinet	
Promoting an Inclusive Community (PAIC)	
Student Government Association	

Signature Page

Rock Valley College Equity Plan
2022 to 2027

We hereby endorse the adoption of the RVC Equity Plan.

_____   _____
Howard J. Spearman, Ph.D., President   Date

_____   _____
Keith R. Barnes, Vice President of Equity, and Inclusion   Date

_____   _____
Patrick Peyer, Ed.D., Vice President of Student Affairs   Date

_____   _____
Amanda Smith, Ed.D. Vice President of   Date
Liberal Arts and Adult Education

_____   _____
Heather Snider, Vice President of   Date
Institutional Effectiveness and Communication

_____   _____
Hansen Stewart, Ph.D. Vice President of   Date
Industry Partnerships and Community Engagement

_____   _____
Kenneth Coleman, Ph.D., Dean of Advising and Retention   Date

_____   _____
Terrica Huntley, Dean of Students   Date

_____   _____

Joseph Agbeko, Dean of Adult and   Date
Developmental Education

_____   _____

Yohanes Honu, Ph.D. & Ed.D., Dean of Math   Date
and Sciences

_____   _____

Dave Schneider, Dean of Enrollment Services   Date

_____   _____

Rachel Boge, Co-Chairperson   Date
Promoting an Inclusive Community (PAIC)

_____   _____

Suzanne Miller, Co-Chairperson   Date
Promoting an Inclusive Community (PAIC)

NOTE: The Signature Page will be completed in February 2023 before the RVC Equity Plan is posted on the RVC Website.

Glossary

Adult Students = non-traditional students who indicate that they are of an age above 24 years.

Gender = for the purpose of the RVC Equity Plan, gender will be defined as male and female in accordance with the IBHE Act.

> *Note:* RVC recognizes that there are employees and students who are gender non-binary, and their identities will be analyzed and reflected in other sections of the RVC DEI strategic plan.

Racial Identity = students who identify as one of the race or ethnicity categories as defined by the Integrated Postsecondary Educational Data System or IPEDS.

Rural Students = students who reside in a municipality inside District 511 with a population size that is at or below 5000 people and less than 2000 housing units as defined by the U.S. Census (2022).

Students with Disabilities = The RVC Equity Plan will use the definition for disability as defined in the Americans with Disabilities Act (ADA) Title II Requirements.

Traditional Students = students who indicated that they are of an age below 25 years.

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Rock Valley College
Fall 2022 Student Profile

RockValleyCollege

FALL 2022

Student Profile

ARTS, SCIENCES, & CAREER EDUCATION (ASCE) – 20233L

OFFICE OF INSTITUTIONAL RESEARCH & EFFECTIVENESS
BOARD OF TRUSTEES: COMMITTEE OF THE WHOLE MEETING

BACKGROUND

This report provides information describing students enrolled in Arts, Sciences, and Career Education (ASCE) credit courses at Rock Valley College (RVC) in the Fall 2022 term. The report is divided into two sections – a Quick Facts page and a Profile Summary. The Quick Facts page provides a visual brief of multiyear comparison and term data. The Profile Summary is designed to address the following questions in more detail:

1. Who is currently attending RVC?
2. Who are the students attending RVC for the first time (i.e., new RVC students)?
3. Who are the students taking college classes for the first time (i.e., first time students)?

Data to inform this Student Profile report are captured with compliance submissions made to the Illinois Community College Board (ICCB), specifically, A1 (Annual Enrollment) and E1 (14th Day Census Enrollment for Fall). Student profile data pull ASCE credit students from these more general submissions and are used to develop this Student Profile report.

CONTENTS

QUICK FACTS

Student Profile – Fall 2022 (20233L)
Multiyear Comparisons of Key Demographics

Unduplicated Head Count   5,317

Average Student Age

Average Student Age

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Average Age	24	24	24	24	24

Gender
(% of population)

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Male	46	45	42	43	45
Female	54	55	58	57	55
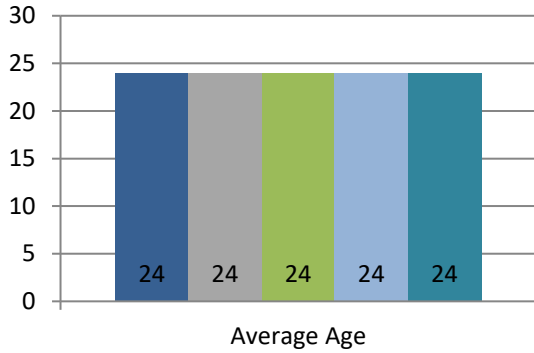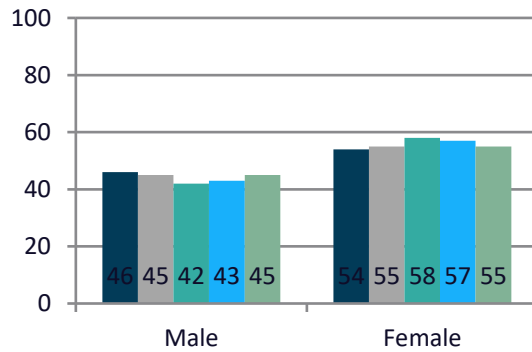
Minority Enrollment[1]
(% of population)

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Minority Enrollment	36	35	35	39	39
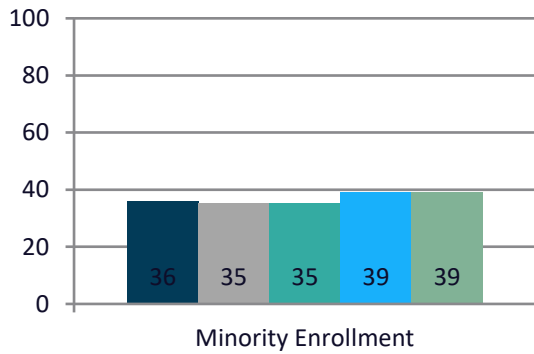
First-time Student Enrollment [2]
(% of population)

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First-time Student Enrollment	17	17	22	24	23
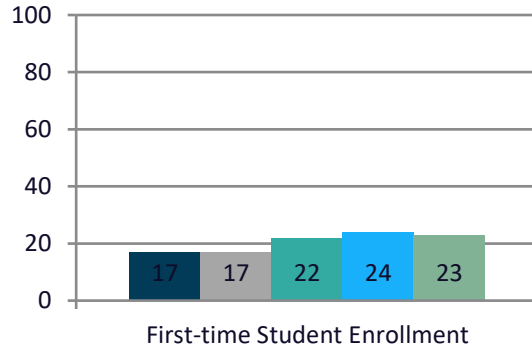
Full-time/Part-time Student Enrollment[3] (% of population)

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-time	45	46	44	46	44
Part-time	55	54	56	54	56
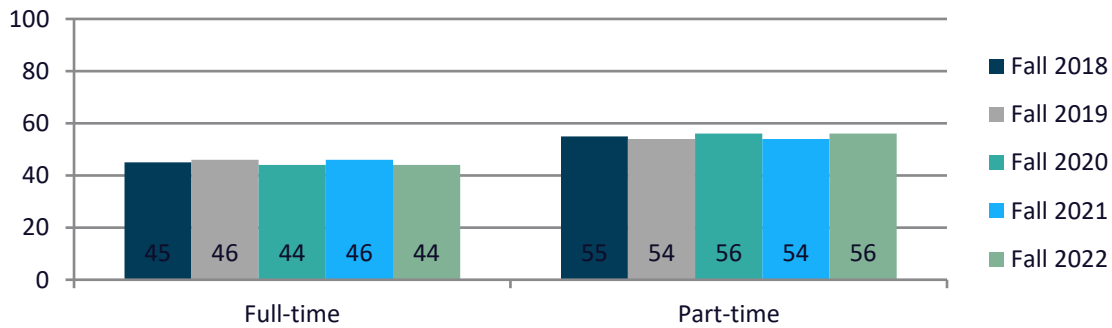
[1] Minority enrollment includes students identifying themselves as belonging to two or more racial groups.
[2] Per ICCB definition, students are considered to be "first-time" if this is the first term in which 50% or more of their coursework is at the college level. This includes students who moved from remedial coursework to the college level.
[3] Full-time students are those enrolled within a given term for 12 or more credit hours; part-time students are enrolled in less than 12 credit hours.

PROFILE SUMMARY

Current (Fall 2022) RVC Students

Table 1 summarizes the age, gender, and race/ethnicity composition of the overall group of students enrolled, new RVC students[4], and first-time college-level students[5]. Highest degree previously earned, residency status, and primary curriculum also are included.

Data from Quick Facts and tables within this section indicate that the majority of students enrolled in Fall 2022 classes are:
- Traditional age,
- Female,
- White,
- In district,
- Enrolled in transfer programs, and
- Enrolled part time.

<u>Table 1</u>: Fall 2022 Student Demographics

	FULL-TIME STUDENTS			PART-TIME STUDENTS			TOTAL HEADCOUNT (% OF TOTAL)		
	OVER ALL	NEW	1ST TIME	OVER ALL	NEW	1ST TIME	OVER ALL	NEW	1ST TIME
Age									
Traditional (24/under)	2,035	812	735	1,902	412	365	3,937 (74.0)	1,224 (86.1)	1,100 (89.7)
Non-traditional (25+)	307	60	36	1,073	138	91	1,380 (26.0)	198 (13.9)	127 (10.4)
Gender									
Male	1,074	413	375	1,310	278	234	2,384 (44.8)	691 (48.6)	609 (49.6)
Female	1,268	459	396	1,665	272	222	2,933 (55.2)	731 (51.4)	618 (50.4)
Race/ Ethnicity									
Asian	101	39	34	93	*	*	194 (3.7)	49 (3.5)	42 (3.4)
American Indian or Alaska Native	*	*	*	*	*	*	* (0.5)	* (0.6)	* (0.6)
Black or African American	154	78	71	312	91	69	466 (8.8)	169 (11.9)	140 (11.4)
Hispanic or Latino	557	228	198	730	161	145	1,287 (24.2)	389 (27.4)	343 (28.0)
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	* (0.1)	* (0.1)	* (0.2)
White	1,377	471	419	1,680	259	208	3,057 (57.5)	730 (51.3)	627 (51.1)

[4] New students include first time students in college-level work, new transfer students, and new pre-college students. Pre-college students have at least 50% of their coursework in Adult Basic Education, Adult Secondary Education, English as a Second Language, or remedial education.
[5] First-time college-level students have not previously enrolled at a college or university with at least 50% of their coursework at the college level. This category includes students who have moved to college level from pre-college or general studies/vocational skills and is a subset of new students.

| | FULL-TIME STUDENTS | | | PART-TIME STUDENTS | | | TOTAL HEADCOUNT (% OF TOTAL) | | |
	OVER ALL	NEW	1ST TIME	OVER ALL	NEW	1ST TIME	OVER ALL	NEW	1ST TIME
Non-resident Alien**	*	*	*	*	*	*	* (0.2)	* (0.1)	* (0.1)
Two or more races	*	*	*	59	*	*	82 (1.5)	* (0.8)	* (0.7)
Unknown/Choose Not to Respond	100	40	37	86	*	*	186 (3.5)	63 (4.4)	58 (4.7)

Table 1: Fall 2022 Student Demographics (continued)

| | FULL-TIME STUDENTS | | | PART-TIME STUDENTS | | | TOTAL HEADCOUNT (% OF TOTAL) | | |
	OVER ALL	NEW	1ST TIME	OVER ALL	NEW	1ST TIME	OVER ALL	NEW	1ST TIME
Highest Level of Education									
College—Bachelor's degree/More	2	*	*	44	*	*	46 (0.9)	* (*)	* (*)
College—Less than Bachelor's degree	39	*	*	174	*	*	213 (4.0)	* (0.9)	* (0.9)
High School/GED	1,513	813	723	1,944	518	427	3,457 (65.0)	1,331 (93.6)	1,150 (93.7)
None	775	54	44	791	*	*	1,566 (29.5)	74 (5.2)	63 (5.13)
Other/Unknown	*	*	*	*	*	*	35 (0.7)	* (.3)	* (0.2)
Residency Status									
In-district***	2,220	812	731	2,812	500	419	5,032 (94.6)	1,312 (92.3)	1,150 (93.7)
Out-of-district****	48	30	*	148	49	36	196 (3.7)	79 (5.6)	61 (4.9)
Reciprocal Agreements and Chargebacks	74	30	*	*	*	*	89 (1.7)	31 (2.2)	* (1.3)
Primary Curriculum									
Arts & Sciences (Transfer)	1,871	687	614	2,236	441	348	4,197 (79.3)	1,128 (78.9)	962 (78.7)
Career Education	467	184	156	630	118	104	1,097 (20.7)	302 (21.1)	260 (21.3)

*Source: Student Profile Application based on A1/E1 submissions to ICCB; Note: Percentages may not add to 100% due to rounding. *Groups with less than 30 members are not reported; **Students temporarily in the U.S. on a Visa; ***Includes out-of-district and out-of-state military students; ****Includes out-of-district, out-of-state, and foreign students whether or not they are employed within the RVC district.*

Table 2 provides information about student class level. Most students (54.0%) are freshmen, having completed fewer than 30 semester hours and not currently enrolled in high school. Approximately one third of all students (32.0%) are sophomores, and 11.7% are concurrently enrolled in high school and college.

Table 2: Overall Enrollment by Student Level Classification

STUDENT LEVEL CLASSIFICATION	FULL-TIME	PART-TIME	OVERALL TOTAL	% OF TOTAL
High School	269	352	621	11.7
Freshmen	1,378	1,492	2,870	54.0
Sophomores	678	1,026	1,704	32.0
Unclassified[6]	17	105	122	2.3
TOTAL	2,342	2,975	5,317	100.0

Source: Student Profile Application based on A1/E1 submissions to ICCB

Table 3 provides information about the enrollment status of the overall student group for Fall 2022 and the previous four fall terms. These data indicate that 59.4% of the students currently enrolled at the College are continuing or returning students and 26.7% are new to the college (first-time, transfer, or pre-college).

Table 3: Overall Enrollment by Enrollment Status

ENROLLMENT STATUS	TOTAL HEADCOUNT				
	2018	2019	2020	2021	2022
First time students in college-level work	1,040 (17.1)	992 (20.0)	1,182 (21.8)	1,241 (23.8)	1,227 (23.1)
New transfer students	214 (3.5)	197 (3.3)	78 (1.4)	170 (3.3)	172 (3.2)
New pre-college students	306 (5.0)	256 (4.3)	191 (3.5)	41 (0.8)	36 (0.4)
Continuing *(students enrolled at RVC in previous term)*	3,007 (49.5)	3,381 (55.4)	2,885 (53.2)	2,423 (46.4)	2,380 (44.8)
Returning *(students previously enrolled at RVC, but not in immediately preceding term)*	823 (13.5)	699 (8.6)	424 (7.8)	836 (16.0)	774 (14.6)
High school students *(includes dual credit and dual enrollment)*	363 (6.0)	337 (6.9)	400 (7.4)	360 (6.9)	621 (11.7)
Students with degree beyond associates	328 (5.4)	115 (1.5)	260 (4.8)	153 (2.9)	107 (2.0)
TOTAL	6,081	5,977	5,420	5,224	5,317

Source: Student Profile Application based on A1/E1 submissions to ICCB

New RVC Students
New students include first-time students in college level coursework, new transfer students, and new pre-college students. Data within this report indicate that the majority of new students are traditional age (86.1%), white (51.3%), enrolled in transfer programs (78.9%), and live in the RVC district (92.3%).

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[6] Students are "unclassified" by the ICCB if they do not meet minimum requirements for entrance as regular college-level students or they already have a Bachelor's Degree or Associate Degree but are taking courses at the same level or lower.

First-time College-level Students

First-time college-level students are a subset of new students and may include students who have moved from the pre-college level to the college level. First-time student enrollment for the Fall 2022 term is 1,227. Data within this report indicate that most first-time students enrolled in Fall 2022 are traditional age (89.7%), white (51.1%), enrolled in transfer programs (78.7%), and live in the RVC district (93.7%). These students also tend to be enrolled full time (66.8%).

Group Comparisons

Table 1 shows demographic characteristics of the overall group of students enrolled as compared to those of the new and first-time students within that overall group. These data provide the following comparisons:

> NEW STUDENT CATEGORIES
> **First-time student in college-level coursework**
> Has not previously enrolled in college-level classes with 50 percent or more of their coursework at the college level
>
> **New pre-college student**
> Has not previously enrolled at a college or university with 50 percent or more of their coursework below the college level
>
> **New Transfer Student**
> Attending RVC for the first time and has previously earned academic credit at another institution

- Overall, most students are enrolled part time (56.0%); however, new students and first-time students tend to be enrolled full time (61.3% and 62.8%, respectively).

- The majority of all three groups are traditional age. However, the percentage of traditional age students in the new student group (86.1%) and first-time student group (89.7%) are noticeably larger than that of the overall group (74.0%). Similarly, as indicated in Table 4, the average ages of students in the new student and first-time student groups are noticeably lower than that of the overall group.

- Overall, RVC enrolled more women (55.2%) than men (44.8%). The gap is narrower for new students (51.4% women and 48.6% men) and first-time students (50.4% women and 49.6% men).

- The first-time student group and new student group are more racially/ethnically diverse than the overall student group.

- The percentage of transfer degree program enrollments is nearly equal for all three groups.

Table 4: Multi-year Comparison of Average Age

	2018	2019	2020	2021	2022
Overall	23.9	23.2	23.9	23.8	23.5
New	20.4	19.8	21.1	21.2	21.2
First Time	19.1	19.2	20.4	20.6	20.6

Source: Student Profile Application based on A1/E1 submission to ICCB

Key Performance Indicators
Persistence and Retention Rates

RockValleyCollege

Key Performance Indicator (KPI)

Persistence and Retention Rates

January 2022

BACKGROUND

Key Performance Indicators (KPI)
Rock Valley College (RVC) has identified KPI to inform the college community about institutional health and development. The College KPI are presented in five categories aligned to Illinois Board of Higher Education (IBHE) Public Agenda Goals. College KPI categories include *Educational Attainment, Access, and Success*; *Affordability*; *Educational Quality*; *Accountability*; and *Addressing Regional Economic Needs.*

Persistence and Retention Rates are KPI aligned to the College category of *Educational Attainment, Access, and Success*, as well as the category of *Educational Quality*. As a measure of *Educational Attainment*, this category is aligned to the IBHE Public Agenda Goal to raise the number of people with postsecondary credentials and improve transitions along the educational pipeline. As a measure of *Educational Quality*, this category is also aligned to the IBHE Public agenda goal to improve transitions along the educational pipeline.

Persistence and Retention Rate Data
Persistence Rate is defined as the percent of students enrolling in consecutive fall and spring terms (e.g., Fall 2020 and Spring 2021). Retention Rate is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2020 and Fall 2021). Both rates are calculated by dividing the number of students enrolled in both terms by the number of students enrolled in term one, less completers who subsequently left the college. These completers are not included in the calculation because they have achieved their community college goal and are not expected to return for subsequent terms. Data to inform this report were pulled from the College's student database (Colleague) and are based on enrollment as of the 14th day of each term. Comparison data are from the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS).

RESULTS

Persistence
Table 1 represents the persistence rates for RVC students overall and disaggregated by demographic subgroups, including enrollment status (full time or part time), gender, race/ethnicity, and age (traditional or nontraditional).

Table 1: RVC Student Persistence Rates by Various Demographic Groups (Fall-to-Spring - %)

Fiscal Year:	FY17 (Fall 2016)	FY18 (Fall 2017)	FY19 (Fall 2018)	FY20 (Fall 2019)	FY21 (Fall 2020)	Change (FY17-FY21)
Overall	72.8	73.4	72.8	73.0	71.5	-1.3
Status[7]						
Full time	85.3	86.9	85.8	84.0	83.8	-1.5
Part time	62.8	63.3	62.8	63.6	61.9	-0.9
Gender						
Male	73.3	72.8	73.7	71.1	70.9	-2.4
Female	72.4	73.8	72.2	74.5	71.8	-0.6
Race/Ethnicity						
American Indian / Alaska Native	69.2	60.8	55.6	71.7	66.0	-3.2
Asian	78.6	78.8	81.0	81.1	73.8	-4.8
Black / African American	61.1	62.8	59.5	59.8	58.9	-2.2
Hispanic / Latino	70.1	73.0	70.6	71.2	68.5	-1.6
Native Hawaiian / Other Pacific Islander	*	*	*	*	*	--
White	74.6	74.9	74.9	74.8	74.6	0
Age[8]						
Traditional	75.1	75.4	74.8	75.1	73.5	-1.6
Nontraditional	66.3	67.2	67.0	66.0	65.2	-1.1

Source: Office of Institutional Research Persistence Application
*Percentages are not reported for group sizes of 30 or less

Over the past five years, overall fall to spring persistence has dropped 1.3% from 72.8% to 71.5%. Disaggregated persistence rate data in Table 1 suggest:

Enrollment Status
- Full-time students consistently persist at a higher rate than part-time students.
- Persistence rates have decreased for full-time students over the five-year period reported.
- Persistence rate for part-time students have decreased over the same time period.

Gender
- Female and Male persistence rates have decreased since FY2017

Race/Ethnicity
- The persistence rate of Black/African American students decreased by 2.2 percentage points over the five-year period reported.
- The persistence rate of Hispanic/Latino students decreased by 1.6 percentage point over the five-year period.
- The persistence rate of Asian students has decreased to the lowest level in the five-year period.

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[7] Full-time students are enrolled in 12 credits or more, and part-time students are enrolled in less than 12 credit hours.
[8] Traditional students are age 24 and younger, and nontraditional students are over the age of 24.

Age
- Traditional students consistently persist at a higher rate than nontraditional students.

Retention
Table 2 represents the first-time student retention rates for students at RVC and comparison Illinois community colleges. As such, the percentage of first-time, full-time and first-time, part-time students enrolling in consecutive fall terms are provided. Data within Table 2 characterize first-time students as defined by IPEDS[9]. RVC data suggest:
- First-time, full-time students are consistently retained at a higher rate than first-time, part-time students.
- Over the past five years, retention rates have ranged between 65% and 70% for first-time, full-time students and between 39% and 46% for first-time, part-time students.
- RVC consistently has retention rates at or above the peer average for both full-time and part-time cohorts.

Table 2: Multiyear Comparison of Retention Rates (Fall-to-Fall - %) of First-time Students: RVC and Comparison Illinois Community Colleges

Entering Cohort:	FY16 (Fall 2015)		FY17 (Fall 2016)		FY18 (Fall 2017)		FY19 (Fall 2018)		FY20 (Fall 2019)	
Retained:	FY17 (Fall 2016)		FY18 (Fall 2017)		FY19 (Fall 2018)		FY20 (Fall 2019)		FY21 (Fall 2020)	
Status:	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
RVC	68	50	65	47	68	55	70	56	64	48
Peer Average	64	42	65	46	66	45	66	46	64	45
RVC Rank (of 8)	2	2	2	4	2	1	1	1	4	3
Comparison Community Colleges										
Black Hawk	62	37	61	43	64	40	63	37	63	38
Heartland	57	39	65	49	67	46	69	48	67	45
Illinois Central	73	51	72	45	71	38	69	45	66	47
Lincoln Land	59	39	65	42	64	47	68	51	65	57
Parkland	66	50	62	42	64	49	63	46	63	39
Richland	64	31	65	50	67	43	62	52	63	50
Southwestern	68	47	64	48	65	49	66	44	63	42

Source: IPEDS Data Center

Table 3 represents the retention rates for all RVC students, including those who are not classified as first-time students. As such, the rates represent all students enrolling in consecutive fall terms. Table 3 also disaggregates the same data by subgroups, including enrollment status (full time or part time), gender, race/ethnicity, and age (traditional or nontraditional).

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[9] A first-time student is one "who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attend college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school)."

Table 3: RVC Student Retention Rates by Various Demographic Groups (Fall-to-Fall - %)

Fiscal Year:	FY17 (Fall 2016)	FY18 (Fall 2017)	FY19 (Fall 2018)	FY20 (Fall 2019)	FY21 (Fall 2020)	Change (FY17-FY21)
Overall	51.0	54.3	54.8	51.1	50.8	-0.2
Status[10]						
Full time	61.2	63.2	65.5	61.0	60.0	-1.2
Part time	43.2	48.1	47.1	43.3	44.1	0.9
Gender						
Male	51.2	52.3	54.8	48.1	49.8	-1.4
Female	50.8	56.0	54.8	53.6	51.6	0.8
Race/Ethnicity						
American Indian / Alaska Native	53.1	44.9	28.6	56.8	43.9	-9.2
Asian	60.2	56.3	64.6	61.5	55.1	-5.1
Black / African American	41.7	46.6	45.2	39.5	41.9	0.2
Hispanic / Latino	52.8	55.5	58.1	53.2	54.6	1.8
Native Hawaiian / Other Pacific Islander	*	*	*	*	*	--
White	50.9	55.5	53.8	51.1	50.4	-.05
Age[11]						
Traditional	52.9	55.7	56.9	52.4	52.6	-0.3
Nontraditional	45.5	50.0	48.5	47.2	45.2	-0.3

Source: Office of Institutional Research Retention Application
*Percentages are not reported for group sizes of 30 or less

Over the past five years, fall to fall retention has a small decreased of 0.2%, but is not as high as it was for FY2018 and FY2019. The pandemic may be the cause of improvements of retention. Disaggregated retention rate data in Table 3 suggest:

Enrollment Status
- Full-time students are consistently retained at a higher rate than part-time students.
- Retention rates have demonstrated a small increase for part-time students over the five-year period reported. Retention rates for full-time students have a decrease of 1.2%.

Gender
- Retention rates for female students have a small increase over the five-year period reported, with a low of 50.8% in FY2017 and a high of 56.0% in FY2018.
- Retention rates for male students has decreased 1.4% over the five year period.

Race/Ethnicity
- While Black/African American students had been improved by 0.2
- Hispanic students have been retained at a higher rate than white students over the five year period.

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[10] Full-time students are enrolled in 12 credits or more, and part-time students are enrolled in less than 12 credit hours.
[11] Traditional students are age 24 and younger, and nontraditional students are over the age of 24.

<u>Age</u>
- Traditional-age students are consistently retained at a higher rate than their nontraditional peers. Traditional-age students have decreased over the past five years.
- Retention rates for nontraditional students have decreased over the past five years.

FINDINGS AND CONCLUSIONS

Persistence and retention are examined as institutional KPI which provide information about the College's efforts in the areas of *Educational Attainment, Access, and Success* and *Educational Quality*. Specifically, data within this summary report support decision making about efforts to raise success and improve transitions within the educational pipeline, as well as eliminate achievement gaps. The pandemic appears to have caused a disruption in retention. The data in this report suggest the following about these two areas:

Raising Success and Improving Transitions within the Educational Pipeline
Raising success and improving transitions within the educational pipeline would be determined by persistence and retention rates that reflect students' successful completion of courses and progress toward educational goals. The minimum expectation of persistence and retention rates would be that they would increase over time.

Data in this report indicate stability in the overall persistence rate, indicating that the College has maintained its capacity to re-enroll students from fall to spring. Data indicate an overall decrease in retention rate from FY2017 to FY2021, indicating that the College has not improved its capacity to re-enroll students from fall to fall. Further improvements in persistence and retention for all students would enhance students' movement through the educational pipeline to graduation, transfer, or other goal completion.

<u>Figure 1</u>: Current Results on Raising Success within the Education Pipeline

Expectation: ⬆ Increase rates over time	Persistence		Retention	
	Overall ⬇		Overall ⬇	
	Full-time	**Part-time**	**Full-time**	**Part-time**
	⬇	⬇	⬇	⬆

Eliminating Achievement Gaps
Eliminating achievement gaps would be determined by persistence and retention rates that reflect successful progress toward educational goals for all students. As such, the minimum expectation is that gaps in persistence and retention rates between subgroups will narrow over time.

The achievement gap between Black/African American and White students have demonstrated and improvement over the five year period for retention. The persistence and retention gap between Hispanic/Latino and Black/African American peers has increased over the five-year period. Hispanic/Latino students' retention is typically higher than White students.

Figure 2: Current Results on Eliminating Achievement Gaps

	Persistence	Retention
Race/Ethnicity		
Black/African-American and White	⬆	⬇
Black/African and Hispanic/Latino	⬆	⬆
Hispanic/Latino and White	⬆	NA*

Expectation: ⬇
Decrease achievement gaps over time

*Hispanic students are retained at a higher rate than white students.

Key Performance Indicators
Graduation Rate

R⊛ckValleyCollege

Key Performance Indicator (KPI)

Graduation Rate February 2022

BACKGROUND

Key Performance Indicators (KPI)
Rock Valley College (RVC) has identified KPI to inform the college community about institutional health and development. The College KPI are presented in five categories aligned to Illinois Board of Higher Education (IBHE) Public Agenda Goals. College KPI categories include *Educational Attainment, Access, and Success*; *Affordability*; *Educational Quality*; *Accountability*; and *Addressing Regional Economic Needs*.

Graduation Rate is a KPI aligned to the College category of *Educational Attainment, Access, and Success*. This category is aligned to the IBHE Public Agenda Goal to increase educational attainment and is defined by efforts to raise success at each stage of the education pipeline and eliminate achievement gaps.

Graduation Rate Data
Data to inform this report have been captured and reported to the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS) and the Illinois Community College Board (ICCB). Graduation rates represent the percent of a cohort (full-time, first-time degree/certificate-seeking students)[12] that successfully graduated within a specific time interval. Such rates can represent different lengths of time as not all students complete within the same timeframe. In data reported within this summary, three specific timeframes are identified and defined as follows:

- Normal Time – Two years is identified as the "normal" amount of time for graduation at the associate degree level.
- 150% of Normal Time – Three years for a two-year program.
- 200% of Normal Time – Twice as long as normal time or four years for a two-year program.

GRADUATION RATE RESULTS

Graduation Rate by Completion Time Data
Figure 1 represents the percentage of full-time, first-time students graduating within each specified timeframe. Students represented within Figure 1 began their program in Fall 2017. Graduation rates by

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[12] Students that have already attended another postsecondary institution or who began their studies on a part-time basis are not included in IPEDS graduation rate data.

completion time are provided for RVC, comparison Illinois Community Colleges, and the nation. Figure 1 also shows the percentage of entering students counted as full-time, first-time students in 2019.

As Figure 1 indicates, more students graduate across all comparison groups as time passes. For example, 11% of RVC full-time, first-time students graduated in normal time (2 years), and an additional 19% graduated between two (2) and three (3) years for a total of 30% graduating within 150% of normal time. Further, an additional 3% graduated between three (3) and four (4) years for a total of 33% graduating within 200% of normal time.

Figure 1: Graduation Rates by Completion Time of Students Who Began in Fall 2017 (RVC, Comparison IL Community Colleges, National Comparison)
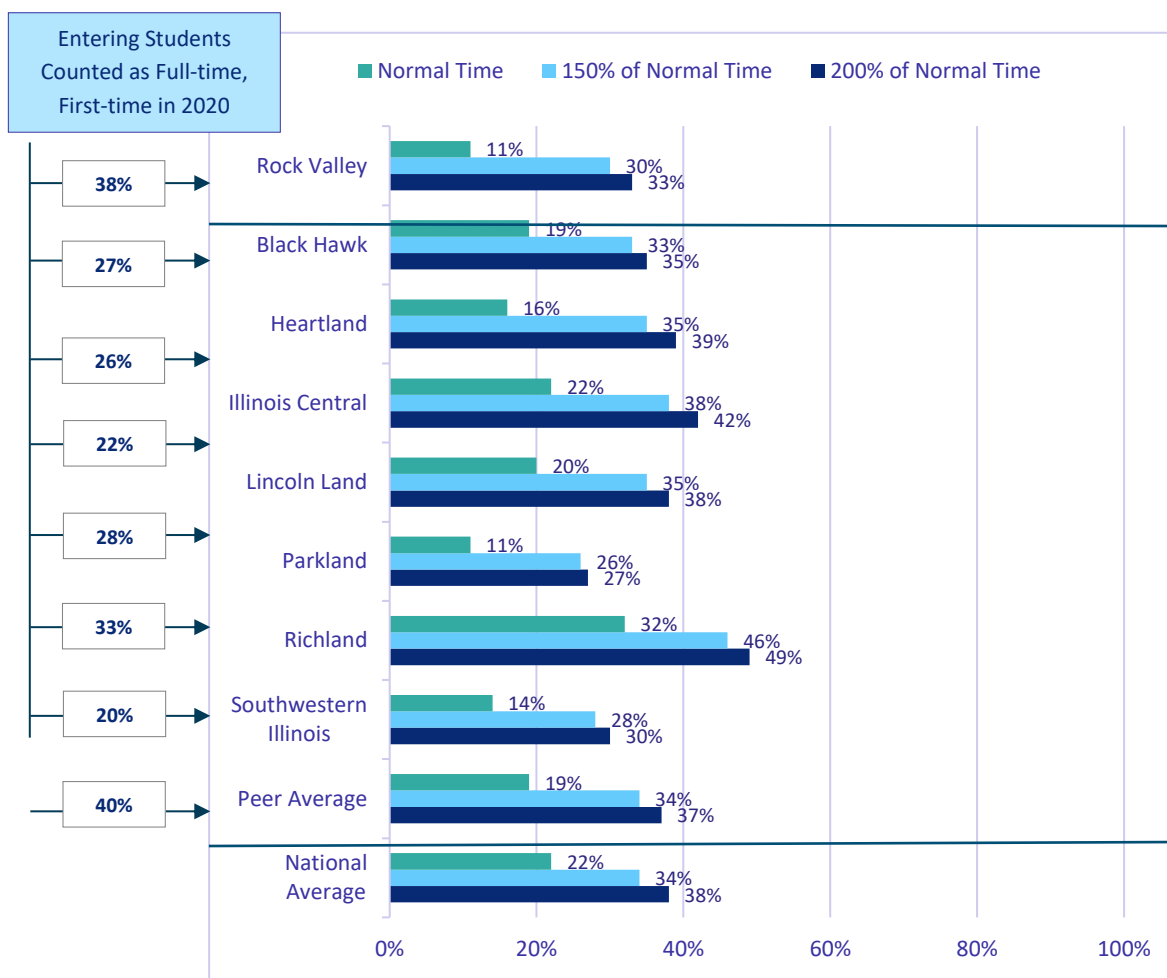
Source: College Navigator and Integrated Postsecondary Education Data System (IPEDS)

Data in Figure 1 indicate:
- Eleven percent (11%) of the RVC cohort graduated within normal time. This is lower than the peer average of 19% and the national average of 22%.
- Thirty percent (30%) of the RVC cohort graduated within 150% of normal time. This is lower than the peer average of 34% and the national average of 34%.
- Thirty-three percent (33%) of the RVC cohort graduated within 200% of normal time. This is less than the peer average (37%) and the national average of 38%.

RVC Equity Plan
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Annual and Multiyear Aggregate and Disaggregate Data

The IPEDS graduation rate tracks the progress of students who began their studies as full-time, first-time degree/certificate-seeking students to determine if they complete a degree or certificate within 150% of normal time. As such, students who have attended another postsecondary institution or begun their studies on a part-time basis are not included in the overall graduation rate. As identified previously in Figure 1, 38% of RVC entering students were counted as "full-time, first-time" in 2020.

Table 1 represents RVC and national average percentages of full-time, first-time students graduating overall, by gender, and by race/ethnicity.

Table 1: Graduation Rates of Full-time, First-time Adjusted Cohorts[13] (RVC and National Average)

Percent Graduated Within 3 years (150%)										
Fall Term Entered (graduated)	Cohort	Overall Completers	Gender		Race/Ethnicity					
			Male	Female	American Indian[1]	Asian	Black/ African American	Hispanic	White	Two or More Races
2013	RVC	31	28	34	*	*	8	35	32	*
-2016	Nation	30	29	31	23	32	19	27	33	23
2014	RVC	31	25	38	*	*	12	32	33	*
-2017	Nation	31	31	32	24	34	21	28	35	25
2015	RVC	33	30	36	*	*	16	32	34	*
-2018	Nation	31	31	32	24	34	21	28	35	25
2016	RVC	30	25	35	*	*	12	24	35	*
-2019	Nation	33	32	34	21	37	23	29	37	24
2017	RVC	36	31	41	25	58	18	35	40	*
-2020	Nation	31	30	32	29	40	21	27	35	26

Source: Integrated Postsecondary Education Data System (IPEDS)
Group size is less than or equal to 30

RVC Annual Data Suggest:
- Thirty-six percent (36%) of the full-time, first-time students entering RVC in Fall 2017 completed a degree or certificate by 2020 (i.e., within 150% of normal time).
- Female students graduated at a much higher rate (41%) than male students (31%).
- Black/African American students graduated at a much lower rate (18%) than their Hispanic/Latino peers (35%) and white peers (40%).

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[13] The adjusted cohort is defined in the IPEDS reporting process as students who come to RVC with the intention to complete a degree or certificate, attend RVC for the first time in the fall term (or immediately preceding summer), have no college experience (unless as a high school student), and attend RVC full-time for that first term attended. Students may be removed from the initial cohort before calculating graduation rates for the following reasons: death or total and permanent disability, service in the armed forces, service with a foreign aid service of the federal government, or service on official church mission.

RVC Multiyear Data Suggest:
- Cohorts entering since 2013 have demonstrated a general increase in overall graduation rates across the five-year period.
- Female students consistently graduate at higher rates than their male peers
- Hispanic students rebounded to their highest rate over the previous five years.
- Black/African American students have consistently graduated at a lower rate than their Hispanic and white peers.

RVC and National Comparison Data Suggest:
- RVC's overall graduation rate had increased to its highest level (36%) and greater than the national average (31%) over the last five years.
- The average graduation rates for RVC men had steadily increased to its highest level (31%) in 2020, and slightly more the national average (30%) in 2020. Graduation rates of RVC women demonstrated an overall increase over the five year period to 41%, and exceeded the national average (32%) in 2020.
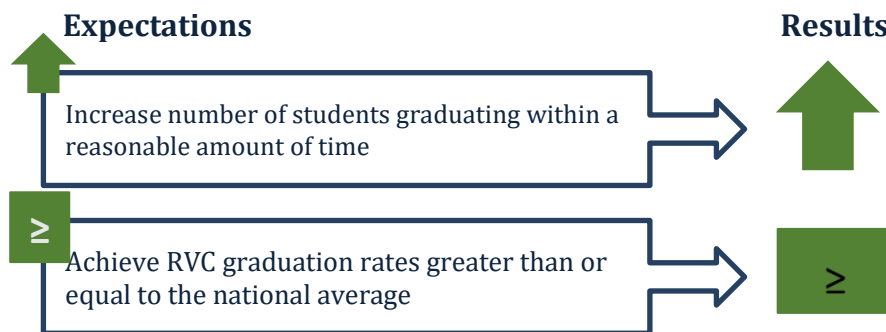
FINDINGS AND CONCLUSIONS

Graduation Rate is examined as an institutional KPI which provides information about the College's efforts in the area of Educational *Attainment, Access, and Success.* Specifically, data within this summary report support decision making about efforts to raise success at each stage of the education pipeline and to eliminate achievement gaps. These data suggest the following about these two efforts:

Raising Success within the Education Pipeline
Within the context of this KPI, raising success within the education pipeline would be determined by a sufficient number of students graduating within a reasonable amount of time. Specifically, the expectation is that the percentage of RVC students graduating within 150% of normal time would increase over time (Figure 2). RVC Graduation rates (36%) have demonstrated an overall increase (5%) over the past five years, and is higher than the national average (31%).

In addition, the expectation would be that RVC graduation data would be comparable to national and local comparison groups (See Figure 2). The percentages of RVC students graduating within 200% of normal time and 150% of normal time are lower than the peer and national averages. The percentage of students graduating from RVC within normal time falls below the national average and is lower than all but one peer institution. This suggests that, while RVC students are completing their credentials, they are less likely than their peers at other community colleges to complete within normal time.

Figure 2: Current Results on Raising Success within the Education Pipeline

Expectations   **Results**

Increase number of students graduating within a reasonable amount of time

≥ Achieve RVC graduation rates greater than or equal to the national average   ≥

Eliminating Achievement Gaps

Expectations for eliminating achievement gaps include narrowing group disparities over time (i.e., one group improves at a faster rate than the other to close the gap, not one group improves while the other declines in performance) and having gaps smaller than or equal to those demonstrated at the national level (see Figure 3).

The subgroup data within this report indicate that a gender gap exists with female students consistently having higher graduation rates than their male peers. Even though graduation rates for males has increased in 2020 there is still a 10% difference between males and females. The graduation rate disparity between men and women at RVC is much larger than the achievement gap demonstrated at the national level. This gap should be monitored carefully as new data become available to ensure that it decreases while both male and female students experience increasing rates.

The subgroup data within this report also indicate that gaps exist between racial/ethnic groups. The gap between graduation rates for Hispanic students and their white peers had been improving, but the last two years the gap is up to 5%. Black/African American graduation rates have increased 10% over the time period, but the gap between their white peers is still 22%. This disparity is larger than the achievement gap demonstrated at the national level. The differences in graduation rate between Hispanic and White students is better than the national average but should continue to be monitored, and the differences between Black/African-American and White students should be addressed and monitored.

> **NOTE:**
> Findings related to graduation rate data should be considered along with transfer rate data before concluding success or failure. Some subgroups are more likely than others to transfer without earning a credential.

Figure 3: Current Results on Eliminating Achievement Gaps
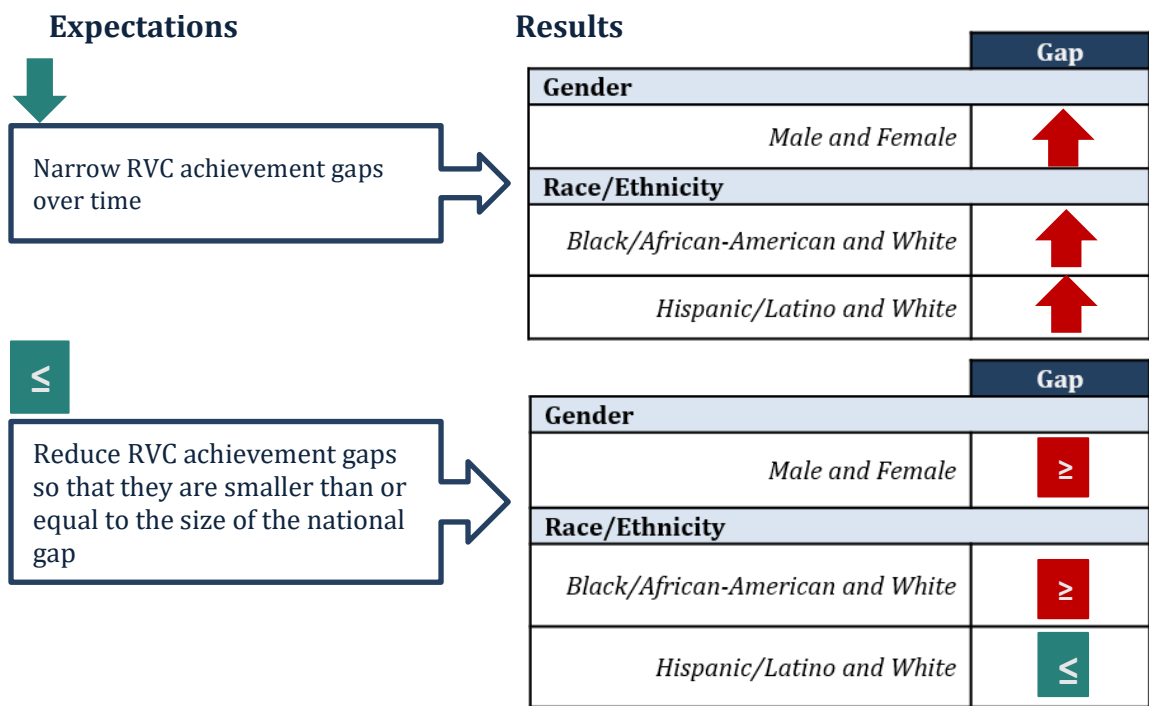
RVC Course Completion Report

RockValleyCollege
Office of Institutional Research
Completion Application
Course Completion Report

			TERM:		2023SL
			LOCATION:		* – All Locations
			DIVISION:		* – All Divisions
			DEPT:		* – All Departments
			SUBJECT:		* – All Subjects

	ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
Overall Completion Rates					
	12,634	4,101	16,735	75.49%	24.51%
FT/PT Course Completion Rates					
FT	8,615	2,345	10,960	78.60%	21.40%
PT	4,019	1,756	5,775	69.59%	30.41%
Gender (M/F) Course Completion Rates					
F	6,746	2,360	9,106	74.08%	25.92%
M	5,888	1,741	7,629	77.18%	22.82%
Traditional/NonTraditional Course Completion Rates					
Non-Traditional(Age > 24)	2,518	697	3,215	78.32%	21.68%
Traditional (Age <= 24)	10,116	3,404	13,520	74.82%	25.18%
Race/Ethnicity Course Completion Rates					
AN - American Indian/Alaska Native	85	50	135	62.96%	37.04%
AS - Asian	555	168	723	76.76%	23.24%
BL - Black/African American	749	578	1,327	56.44%	43.56%
HIS - Hispanic/Latino	2,907	1,211	4,118	70.59%	29.41%
HP - Native Hawaiian/Other Pacific Islander	20	5	25	80.00%	20.00%
NRA - NonResident	43	7	50	86.00%	14.00%
UN - Unknown	492	173	665	73.98%	26.02%
WH - White	7,783	1,909	9,692	80.30%	19.70%
First Time Student in College Coursework Course Completion Rates					
First Time Students	2,615	1,536	4,151	63.00%	37.00%
All Other Students	10,019	2,565	12,584	79.62%	20.38%
Delivery Method (Face to Face, Hybrid, Online) Course Completion Rates					
F	7,435	2,073	9,508	78.20%	21.80%
H	725	346	1,071	67.69%	32.31%
O	4,474	1,682	6,156	72.68%	27.32%

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+Total count includes students with grades of A, B, C, D, F, W or I in the course.
**C or Better count includes students with grades of A, B, or C in the course.