

# Lake Land College Equity Plan

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MAY 2024

LAKE LAND  
COLLEGE

# Lake Land College Equity Plan

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## II. Introduction

### A. Institutional vision of Diversity, Equity, Inclusion, and Accessibility, including:

#### 1. *Institutional vision for Equity*

- a. "Developing a community where everyone can thrive"

#### 2. *Adopted Institutional Diversity, Equity, Inclusion, and Accessibility Statements:*

- a. [Diversity, Equity and Inclusion Statement](#): Board Policy

**01.03.01** Lake Land College is committed to developing and maintaining an environment that embraces and actively supports diversity. We aspire to be an institution where the quality of education is enhanced and enriched by an inclusive campus community. We strive to provide dynamic learning and working environments that encourage multiple perspectives and the free exchange of ideas.

**Policies, practices and procedures:** In order to support policies, practices and procedures that promote equitable access, experiences, opportunities and outcomes, we have adopted and incorporated the following guidance from the Association of Community College Trustees.<sup>i</sup>

Educational equity is multifaceted and impacts all facets and all programs in community Colleges. Equity in higher education refers to creating opportunities for equal access and success among historically underrepresented student populations, to ensure:

- i. Proportional participation at all levels of an institution (equitable access);
- ii. Adequate resources directed at closing equity gaps (resource/financial equity);

- iii. Institutional leadership addressing diversity, equity and inclusion issues (adaptive leadership);
  - iv. A welcoming environment in which all diverse students can succeed (racial, gender, gender identity, sexual orientation, military status, incarceration status, ability equity);
  - v. Social mobility and economic success for all learners (social economic equity).
- b. [Neurodiversity Statement](#): Board Policy 01.03.01 At Lake Land College, we recognize and celebrate the variety of learning and thinking abilities that make up neurodiversity. We also value the unique perspectives and insights those with neurodiverse minds bring to our community. We are committed to fostering an inclusive environment that embraces and supports individuals with neurodivergent minds. Diverse minds are an invaluable contribution to the overall innovation, creativity and success of the College as a whole, and we continue to strive to provide environments where all individuals can thrive.
- c. [Accessibility Statement](#): Lake Land College is committed to providing an accessible, inclusive and equitable experience designed for all students, staff, faculty and community members to thrive within the physical and digital campus. This commitment is designed to eliminate barriers, regardless of ability or technology and to cultivate an environment that fosters success and a sense of belonging for the Lake Land College community.

### 3. *Adopted Institutional Mission, Vision and Value Statements*

- a. **Mission Statement:** Board Policy 01.03 Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Our College fulfills this mission through:

- i. University transfer education
- ii. General education
- iii. Technical & career education
- iv. Workforce development
- v. Community and continuing education
- vi. Intellectual and cultural programs
- vii. Support services

- b. **Vision and Values Statement:** Engaging minds, changing lives, through the power of learning. Our College fulfills this vision through its values.

- i. Caring: Showing respect and compassion for others
  - I treat others as equals.
  - I hear and recognize the ideas/beliefs of others.
  - I recognize a job well-done.
  - I respect my own and others' work-life balance.
  - I bring a positive attitude to each situation.
- ii. Communication: Creating an environment that values the open exchange of ideas

- I follow through by returning phone calls and acknowledging correspondence with others, in a timely manner.
  - I listen to feedback to help me grow.
  - I speak directly with those involved.
  - I use the open-door policy.
  - I withhold judgment until the entire idea is expressed.
  - I share all appropriate information that can be shared.
- iii. Teamship: Working together and with others to create a whole greater than the sum of the parts
- I work for the good of the group.
  - I hold myself and others accountable.
  - I celebrate individual and team success.
  - I identify, utilize, and challenge strengths in myself and others.
  - I regularly support team members.
- iv. Innovation: Taking risks to create new opportunities
- I evaluate current processes and constantly look for new and better ways to improve.
  - I solve problems with old and new ideas.
  - I openly voice new ideas.
  - I integrate my experiences into my daily work. I constantly improve.
  - I share with others what I have learned from my past experiences.
- v. Excellence: Consistently achieving the highest level of quality

- I support and encourage personal and professional growth.
- I practice high ethical standards.
- I exhibit passion and enthusiasm in my daily tasks.
- I accept no less than the highest levels of integrity in myself and others.
- I go above and beyond.

#### 4. *Board Policies regarding Equity, Diversity and Inclusion at Lake Land College*

- a. [Admission of Students](#): Board Policy 07.01 Admission requirements are to be published in the College Catalog. All applicants for admission are required to file an official Intent to Enroll form. Students are admitted according to the current residency policy of the College. (See Board Policy No. 07.06.)
  - i. Lake Land College does not deny admission to a person on the basis of race, traits of race, color, sex, age, religion, national origin, ancestry, disability, marital or civil union status, veteran status, sexual orientation, or any basis of discrimination precluded by applicable federal and state statutes. Traits of race includes, but is not limited to, hair texture and protective hairstyles such as braids, locks and twists, per Public Act 102- 1102 - Create a Respectful and Open Workplace for Natural Hair (CROWN) Act, which amended the definition of "race" in the Illinois Human Rights Act effective January 1, 2023.

Lake Land College admits students in the following categories:

- High school graduate.
- Recipient of a GED Certificate.
- Transfer student from an accredited College.
- Non-high school graduate 18 years of age or older.
- Student whose connection with a secondary school is severed. Any student who is 16 years of age or over and has severed connection with a secondary school, as certified in writing by the chief executive officer of the secondary school in which the student has legal residence, is eligible to attend the College in accordance with the policies of the Board.
- A student currently enrolled in a secondary school program may be accepted into a College course(s) if that student qualifies under Lake Land Board Policy 06.19 – Dual Credit Program. If such courses are offered during the regular school day established by the secondary school or are offered for secondary school credit, prior approval of the chief executive officer of the secondary school district must be received.
- Student in a program for a special group.
- A gifted student less than 16 years of age may enroll in course work at Lake Land College. A gifted student is defined as a student who is



judged to possess exceptionally high academic ability by both the secondary school/home school in which the student is enrolled and the College.

- ii. A student must meet the following requirements to enroll as a Lake Land College gifted student:
- Be identified as a gifted student by the secondary school/home school in which the student is enrolled and have approval of the school's chief executive officer on the Gifted Student Admission form.
  - Demonstrate College readiness by meeting College-level placement in two of three areas (reading, English and mathematics) as determined by ACT, SAT or College placement test and meet any minimum placement requirements identified for a specific course.
  - Submit the Gifted Student Admission form with all required approvals to the office of Admissions and Records.
  - Gifted students are limited to enrollment in one academic course during their first term of enrollment and may enroll in two courses each semester thereafter if they maintain a Lake Land College cumulative grade point average (GPA) of 3.0 or higher.

- A gifted student who reaches the age of 16 will follow the requirements in the appropriate category (1-8) above.
- iii. Lake Land College admits as regular degree seeking students only those who:
- Have a high school diploma; and/or
  - Have the recognized equivalent of a high school diploma; and/or
  - Are beyond the age of compulsory school attendance in the State in which the institution is physically located. For Federal Student Aid purposes, Lake Land College admits only the following as regular Title IV eligible students:
    - Those that have a high school diploma; and/or
    - Those that have the recognized equivalent of a high school diploma
- iv. The Financial Aid Office will work with the Admissions office and other relevant sources such as the secondary school of attendance to evaluate the validity of a student's high school completion if the institution or the Secretary has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.
- b. [Accessibility of College Programs and Facilities and Services for Individuals with Disabilities](#): Board Policy 07.36 Lake Land College is committed to providing an accessible, inclusive and equitable experience designed for all

students, staff, faculty and community members to thrive within the physical and digital campus.

- i. This commitment is designed to eliminate barriers, regardless of ability or technology and to cultivate an environment that fosters success and a sense of belonging for the Lake Land College community. It is the policy of the College to provide a digitally and physically accessible campus. The College will comply with all regulations set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Illinois Accessibility Code of 1988, and their amendments.
- ii. Lake Land College employs a Counselor for Student Accommodations & Mental Health Initiatives who is responsible for coordinating support services and accommodations for students with disabilities; assisting students, staff, and the public with concerns regarding compliance and accessibility; working with the Director of Physical Plant to review physical accessibility to the campus; advising the Director of Human Resources about services for staff with a disability; and advising College departments regarding accommodations for visitors who wish to access the College's programs and services. Individuals who wish assistance from College offices must meet the specific conditions established by law for accommodation.
- c. [Affirmative Action/Equal Opportunity](#): **Board Policy 11.01**  
Lake Land College is committed to maintaining a working and learning environment that promotes equal opportunity

and affirmative action and that is free from unlawful discrimination and harassment.

It is the policy of Lake Land College not to engage in discrimination or harassment against any person because of race, color, sex, age, religion, national origin, ancestry, disability, marital or civil union status, veteran status, sexual orientation or any basis of discrimination precluded by applicable federal and state statutes. This policy applies to admission and access to and participation, treatment and employment in the College's programs, activities, and services.

The following campus office is assigned the responsibility for ensuring compliance with this policy as well as federal and state statutes and regulations concerning affirmative action and equal access: Office of the Director of Human Resources (217) 234-5210/Human Resources Office  
Complaint forms and procedures for filing can be obtained through Counseling Services or Human Resources. In addition, these offices will maintain current copies of appropriate laws, regulations, and policies.

- d. [Discrimination and Harassment](#): **Board Policy 11.04** Lake Land College is committed to maintaining a working and learning environment in which all individuals are treated with respect and dignity. Faculty, staff and students have a right to work and learn in an atmosphere that promotes equal opportunity and prohibits discriminatory practices. The College is committed to providing a safe and respectful environment and prohibits harassment based on race, traits of race, color, sex, age, religion, national origin, ancestry, disability, marital status, military status, sexual orientation,

gender-related identity and expression, pregnancy, parental status, order of protection status, unfavorable discharge from military service, or any other basis of discrimination precluded by applicable federal and state statutes, or acts or threats of violence from students, employees, elected officials or third parties including visitors, vendors, consultants and contractors.

Traits of race includes, but is not limited to, hair texture and protective hairstyles such as braids, locks and twists, per Public Act 102-1102 - Create a Respectful and Open Workplace for Natural Hair (CROWN) Act, which amended the definition of "race" in the Illinois Human Rights Act effective January 1, 2023.

i. Definitions:

Unlawful harassment includes unwelcome verbal, written or physical conduct by any one person toward another person based on that person's race, color, sex, age, religion, national origin, ancestry, disability, marital status, military status, sexual orientation, gender-related identity and expression, parental status, pregnancy, order of protection status, unfavorable discharge from military service, or any other basis of discrimination precluded by applicable federal and state statutes, and that has the purpose and effect of creating a hostile or offensive work or academic environment. Lake Land College prohibits and will not tolerate any such harassment or discrimination.

Examples of behavior that would be considered to be

unlawful harassment include but are not limited to the following:

- Racial, ethnic, or sexual slurs or jokes, whether communicated verbally, in writing or electronically.
- The use of racial or ethnic nicknames or stereotyping.
- Vulgar, offensive or obscene language, noises or gestures.
- Display of vulgar, offensive, explicit or obscene pictures, photographs, cartoons, materials or web sites.
- Verbal or physical acts or threats of violence including, but not limited to, aggression, hate crimes, bullying, cyber bullying, cyber intimidation, domestic violence, stalking, or intimidation.
- Actions of sex-based misconduct including, but not limited to sex discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking as addressed in Board Policy 11.04.01 Prohibiting Sex-Based Misconduct.

Employees and students must report all incidents of unlawful harassment. Anyone who believes that they are being harassed by a student, employee or third party at the College, or believes that their employment or academic career is being adversely affected by such conduct should immediately report

such concerns. Employees should report concerns of harassment to their supervisor, next level administrator, another administrator, or the Director of Human Resources. Students should report such concerns to the Director of Human Resources or the Vice President for Student Services. In addition, individuals covered by this policy have a right to file claims of sexual discrimination and harassment with the Illinois Department of Human Rights and/or the Equal Employment Opportunity Commission (EEOC).

ii. Retaliation:

No individual making a complaint, whether formal or informal, will be retaliated against, even if a complaint made in good faith is not substantiated. Witnesses involved in any complaint of harassment will also be protected from retaliation. Whistleblower protections are also available under the State Officials and Employees Ethics Act, the Whistleblower Act, and/or the Illinois Human Rights Act.

iii. Retaliation Charge:

A student or employee who believes they have been subjected to any form of retaliation after filing a complaint or being a witness under this policy may file a complaint of retaliation.

iv. False or Malicious Complaints:

It is a form of harassment to file a knowingly false or malicious complaint of harassment or to knowingly provide false information in the course of an investigation of such complaint. Such conduct is

considered a violation of this Discrimination and Harassment Policy and will subject an employee or student to disciplinary action.

v. Supervisory Responsibility:

Supervisors must strive to maintain a harassment-free College environment by promoting professionalism and by addressing harassment promptly. Supervisors will address any observed or reported incident or complaint of harassment with seriousness and must take prompt action, whether or not a formal written complaint has been filed. Supervisors must immediately consult the Director of Human Resources regarding any harassment complaint reported to them.

vi. Sanctions and Disciplinary Action:

Individuals found to have violated this Policy shall be subject to corrective and disciplinary action up to and including termination from employment, dismissal and/or exclusion from the College and its property. Additionally, an individual who engages in retaliation under the Ethics and Whistleblower Acts may also be subject to fines and/or penalties.

vii. Special Circumstances:

Complaints by an elected official (trustee) against another elected official shall be submitted to the Director of Human Resources. The Director of Board Policy 11.04 Page 4 of 4 Human Resources shall, in consultation with legal counsel for the College, ensure that an independent review is conducted with respect to such allegations.



- viii. Prompt Investigation and Confidentiality:  
Complaints of unlawful harassment are serious violations of College policy. Once a complaint of unlawful harassment has been made, the College has an obligation to promptly investigate the matter. The College will take prompt remedial action to address a substantiated complaint of unlawful harassment. All investigations into claims of unlawful harassment will be conducted respectfully. Every reasonable effort will be made to preserve confidentiality, to the extent practicable. However, in the course of an investigation, it will be necessary to discuss the complaint with the claimed offender, other persons who may have relevant information, and those with a legitimate need to know.

The College has implemented this policy.

### III. Analyze Data

#### A. Data Assessment:

To assess equity gaps for Black, Latinae, low-income, adult, rural students, students with disabilities, and other underrepresented groups, as identified in 110 ILCS 205/9.16., the team brought in members of the Institutional Effectiveness team to evaluate the data.

#### 1. *Data & Metrics 2019-2023*<sup>ii</sup>

- a. See *Data Table 1* for submitted data.

Data Table 1.

\*For raw data see [Appendix I](#)

| Marginalized Group or Status            | Percent Change from 2019-2023 |                 |                                |                  |                         |                        |                         |
|---|-------------------------------|-----------------|--------------------------------|------------------|-------------------------|------------------------|-------------------------|
|   | Enrollment                    | Retention Rates | Graduation Rates W/I 150% Time | Transfer Degrees | Applied Science Degrees | Long-Term Certificates | Short-Term Certificates |
| 25 and older                            | -62                           | -4.74           | 5.2                            | -16.96           | -20.75                  | 12.66                  | -45.55                  |
| Disability                              | 98.96                         | -2.94           | -20.49                         | 0                | -47.83                  | 21.57                  | 25                      |
| First Generation                        | -23.95                        | 0.67            | -0.63                          | 7.45             | 4.35                    | 86.21                  | 38.14                   |
| Female                                  | -17.16                        | 1.89            | -0.05                          | 17.03            | -8.49                   | 148.92                 | 114.19                  |
| Other/Unknown<br>Genders                | 900                           | n/a             | n/a                            | n/a              | n/a                     | n/a                    | n/a                     |
| Non-Native English<br>Speakers          | 1063                          | n/a             | n/a                            | n/a              | n/a                     | n/a                    | n/a                     |
| Low Income/Financial<br>Insecurity      | -20.87                        | -3.05           | -2.12                          | -32.23           | -22.13                  | 87.32                  | 5.71                    |
| Native<br>American/Indigenous<br>Tribes | -95                           | n/a             | n/a                            | -100             | 0                       | 0                      | -40                     |

|   | Percent Change from 2019-2023 |                 |                              |                  |                         |                        |                         |
|---|-------------------------------|-----------------|------------------------------|------------------|-------------------------|------------------------|-------------------------|
| Marginalized Group or Status              | Enrollment                    | Retention Rates | Graduation Rates W/150% Time | Transfer Degrees | Applied Science Degrees | Long-Term Certificates | Short-Term Certificates |
| Black or African American                 | -68                           | 0               | -3.56                        | -62.69           | -57.14                  | 4.27                   | -57.4                   |
| Asian                                     | -83                           | 20              | -33.33                       | -66.67           | -60                     | 42.86                  | -82.35                  |
| Hispanic/Latinae                          | -63.35                        | 0.13            | -12.44                       | -62.5            | 0                       | 33.33                  | -49.05                  |
| Native Hawaiian or Other Pacific Islander | -69.23                        | n/a             | n/a                          | 0                | 0                       | -100                   | -100                    |
| Two or more races                         | -58                           | 28.26           | 15.44                        | 50               | 125                     | 350                    | -9.68                   |
| Rural                                     | -43.35                        | -0.51           | 2.97                         | -5.2             | -11.91                  | 51.27                  | -36.36                  |
| Single Parent                             | 5850                          | n/a             | n/a                          | 3100             | 3600                    | 6000                   | 4500                    |
| Veterans                                  | n/a                           | n/a             | n/a                          | n/a              | n/a                     | n/a                    | n/a                     |
| International <sup>iii</sup>              | 64                            | (2024) 98.33    | 100                          | n/a              | n/a                     | n/a                    | n/a                     |
| Adult Education <sup>iv</sup>             | 9.26                          | n/a             | n/a                          | n/a              | n/a                     | n/a                    | n/a                     |

## B. Other Relevant Data

### 1. *Enrollment Gaps:*

- a. Overall, between FY2019 and FY2023, Lake Land College experienced a 37% decrease in enrollment of students seeking associate or certificate degrees overall.
- b. The data shows the largest decreases in enrollment are students in marginalized groups.
- c. While the population of racially or ethnically marginalized students at Lake Land College hovers around 8% of enrollees, enrollment for these populations has decreased 50% or more compared to a 39% decrease for white students.
- d. The non-native, English-speaking population has experienced a significant increase of more than 1063% in enrollment at Lake Land College throughout the five-year timespan.
- e. Adult Education has also seen a 9.26% overall increase in students within this time frame, with especially significant increases from some marginalized populations including:
  - i. 69.23% more Black/African American Students
  - ii. 175% more Hispanic/Latinae Students

### 2. *Student Outcomes:*

- a. When examining course completion rates by race/ethnicity, the data shows that Black/African-American students are significantly less likely to complete their courses than other groups.
  - i. Throughout the past four years (FY21 through FY24), the successful completion of courses (receiving a C or better) for Black/African-American students averages

to be 64% compared to 90% for Asian students, 79% for Hispanic/Latinae students, and 85% for white students.

- b. Other significant changes in retention include a decrease of 5% in retention for people 25 and older and a decrease of 3% in retention for low-income/financially insecure students during this time period.
- c. Notable to the data is that international students have seen a 64% enrollment increase in the given time frame and have a more than 98% retention rate as of 2024.<sup>v</sup>
- d. Though limited data is available for veteran students, throughout the referenced time frame (2019-2023), 114 students utilizing education benefits with the VA have graduated from the College.<sup>vi</sup>

### **3. Completions:**

- a. When examining the percent change in the number of students completing an associate degree between FY2019 and FY2023, there are marked decreases across the majority of subgroups.
- b. The only subgroups experiencing an increase in the number of transfer associate degrees in this time-frame are:
  - i. students under 25 (1%)
  - ii. first generation (7%)
  - iii. females (17%)
  - iv. two or more races (50%).
- c. Similar results can be found with the number of students completing an associate degree in applied science with a 4% increase for first generation students and a 125% increase for students of two or more races.

#### **4. Considerations/Contextual Factors**

- a. Important to note is that the data utilized in this information includes information collected before, during and after COVID-19 precautions were implemented. This had a strong impact on enrollment and other factors in higher education.
- b. Though the Lake Land College district is the second largest in the state, the main College campus exists in a rural area in which much of the population includes common defining factors, one of which is race. Thus, the data supporting the included percentages and numbers is based on limited amounts of provided data.
- c. Other defining factors such as veteran status, disabilities or single-parent status must be self-disclosed with the College, thus the data on these areas is often limited at best.

#### **C. Identified Gaps to be Addressed**

1. When it comes to enrollment, the data shows a notable gap between marginalized groups versus nonmarginalized ones, particularly in areas of race and ethnicity.
2. According to the data, students complete long-term certificates with a higher success rate than short-term ones.
3. Overall, notable increases in areas such as single parents and other/unknown genders can be attributed to expanding awareness and collection of data.

#### **D. Barriers Leading to Equity Gaps**

##### **1. Overall College Accessibility**

- a. The admission process to Lake Land College is considered cumbersome according to already-enrolled students, leading to potential barriers for those attempting to enroll.

- b. A significant number of students enter their first year in College with little to no knowledge or support regarding navigating a College experience.<sup>vii</sup>
- c. Nontraditional students entering or returning to College face many barriers regarding technological advancements and other areas of change since their initial experiences.
- d. As Lake Land College is both primarily a commuter school and boasts the second largest geographic region in the state, transportation is a significant barrier for many students who may lack reliable methods of transportation to the College.
- e. Technological accessibility creates barriers for a significant number of individuals entering the student body as many do not have initial knowledge or resources in this regard.

## **2. Resource Accessibility**

- a. Many students lack reliable and effective internet access for online classwork.
- b. The College lacks a nondenominational prayer/mediation space for religious or spiritual practices during College hours.
- c. The area lacks local access to licensed professionals capable of performing protective hairstyles and providing products for textured hair.
- d. Lack of access to local and affordable childcare resources is a significant barrier for many students and employees at the College.
- e. Testing and Tutoring need to be expanded to provide more support and assistance in specific areas to provide equitable support for underrepresented groups.

- f. In light of new construction and development at the Effingham extension center, testing and tutoring practices must be made available with particular emphasis on underrepresented student populations.
- g. Students tend to encounter barriers to studying or forming study habits due to previous time commitments.
- h. Inequities exist for Lake Land College students, employees and visitors who are safer and/or more comfortable using gender-neutral restrooms.

### 3. *Classroom/Instructional Practices*

- a. Students can encounter barriers to success in classrooms with attendance policies that restrict their abilities to fully engage with or at times even complete a class due to unavoidable circumstances such as illness/injury, family emergencies, transportation issues or other unexpected situations.
- b. Course materials, demonstrations and instructional tools lack many examples of inclusive skin and body types.
- c. Despite efforts to ensure accuracy and relevance, there are instances where instructional materials may contain outdated or offensive language.
- d. Available degree and certificate programs must adapt to assess and advance students based on their demonstrated mastery of skills and knowledge.
- e. Dual Credit must continue to be updated to reflect new laws.



#### 4. *Specific Support for Marginalized Groups*

- a. Based on student outcomes data, Lake Land College will develop strategies for enhancing successful course completion rates for marginalized students.
- b. Significant enrollment and retention gaps exist for Native American/Indigenous students.
- c. Equity gaps exist for students with disabilities, especially in the area of retention according to the data.
- d. Inequities between College work groups have been brought to the College's attention, particularly concerning the distribution of employee benefits and initiatives per the 2024 Equity Plan Questionnaire.
- e. Barriers exist in employee understanding of DEIB concepts and Accessibility needs.

#### E. Efforts Underway to Support Marginalized Groups

Available resources supporting equity and inclusion include but are not limited to:

##### 1. *Student Support Resources:*

- a. [Department of Corrections and Juvenile Justice Centers](#)
  - i. Lake Land College is one of three Colleges in the state to support educational programs for incarcerated individuals.
  - ii. The College also supports continuing education after students are released from incarceration.
- b. [Dual Credit](#)
  - i. Dual Credit is a partnership between Lake Land College and district high schools that provides students the opportunity to earn College credit prior

to high school graduation. Dual credit courses are offered in the convenience of the high school classroom during the regular high school day. In addition to the convenience of gaining College credit during their regular school day, dual credit students experience the benefits of time savings, reduced College costs, College preparation, and early Lake Land College registration.

- c. Emergency Funds
  - i. [Student Emergency Fund](#)
  - ii. [Employee Caring Fund](#)
  - iii. [LGBTQIA+ Student Emergency Fund](#)
- d. [Lactation Room](#)
  - i. This location allows those who are breastfeeding to experience calm, quiet and privacy in doing so.
- e. [Laker Food Pantry](#)
  - i. This resource is available to both students and employees.
- f. [LGBTQIA+ Safe Zone Programs](#)
  - i. These three-tiered programs with a fourth student-centered component allow members of the campus community to voluntarily educate and identify themselves as Allies to the LGBTQIA+ community, thus increasing equity and inclusion on campus.
- g. [Library](#)
  - i. Library fines have been removed from practice for students and employees.
  - ii. Students have access to various technology and school supplies for check-out, such as:
    - 01. Laptops

- 02. Mobile Wi-Fi hotspots
- 03. Graphing Calculators
- 04. Free multimedia databases

h. [Military-Affiliated Support](#)

i. Military-Affiliated students have access to a number of resources, including a dedicated financial aid counselor as well as an established Veteran’s Lounge within the Learning Resource Center on campus.

i. [Office of Student Accommodations](#)

i. In this office, students can request reasonable accommodations based upon varying needs due to recognized disabilities. Documentation is considered preferable but not critical to determining student eligibility for accommodations.

j. [Perkins Program](#)

i. The Perkins Program provides support to help students enrolled in Workforce Ready programs successfully complete an associate in applied science degree or certificate. Support may include tool loan or rental, purchasing scrubs or kits and assistance with learning supplies.

k. [Scholarships:](#)

i. The following scholarships directly serve marginalized populations.

| Scholarship                        | Equity Connection   |
|------------------------------------|---|
| Jack & Jennifer Jansen Scholarship | Preference given to students who have been in foster care.              |
| H.D. Harmison Scholarship          | Recipient(s) may be non-traditional students as defined by the College. |

|   |   |
|---|---|
| William H. "Bill" Harris Memorial Annual Scholarship          | Preference is given to a student Veteran.   |
| Frank Brummer Scholarship                                     | The scholarship is to be awarded to help students in financial need with preference to Hispanic students. |
| John Richard Terwilliger Memorial Endowed Scholarship         | Preference given to non-traditional female students.  |
| Mehdi Mourad International Student Endowed Scholarship        | Preference is given to an international student.  |
| Sandra Cohan Linn Memorial Scholarship                        | Preference given to those that have passed the GED test, are a single parent, and are full time students. |
| Quast Sowa Family Fund  | Donor's preference is to students from underrepresented groups.   |
| Coles-Moultrie Electric Co-op Scholarship                     | Preference is given to a veteran.   |
| Barbara Arthur Memorial Annual Scholarship                    | Preference is given to single parents.  |
| Janice O'Neal and Ian Wildman Memorial Annual Scholarship     | Preference is given to female students.   |
| Dan Kelleher Memorial Scholarship in Memory of Sammy Kelleher | Awarded to students who have children.  |
| Kevin Moore Memorial Scholarship                              | Preference to a graduate of Effingham County Drug Court.  |
| Mattoon Lions Club Endowed Scholarship                        | Preference to visually/hearing impaired student(s) from Mattoon.  |
| Lerna Lions Club Scholarship                                  | Preference to student(s) with a physical impairment such as hearing, sight, or diabetes.                  |

|  |   |
|--|---|
| Second Chance Scholarship                                | For formerly incarcerated students with the Illinois Department of Corrections. |
| The Joshua Glenney Memorial Annual Scholarship           | Recipients are preferably an international student or a minority student.       |
| Chapter KQ/MF of the PEO Sisterhood Cont. Ed Scholarship | Preference given to a woman.  |

l. [Student Resources Guide](#)

i. This webpage, as well as the physical brochure, includes many different resource areas on campus and in the community in one easily-accessible guide for students.

m. [Student Wellness Center](#)

i. The Lake Land College Student Wellness Center is available to all students and staff free of charge. The center includes a College nurse who is available to discuss and answer any questions in regards to physical disorders or health-related circumstances and to provide emergency first aid treatment as well as various medical services. The Student Wellness Center also employs a full-time licensed Mental Health Practitioner who is available to meet with students and help connect them to the internal and external resources they may need to address any mental health concerns.

n. [Textbook Rental](#)

i. Students are able to rent rather than purchase textbooks through the Laker Nest Bookstore on

campus, thus lessening the socio-economic barriers due to costly textbooks.

o. [TRIO Student Support Services](#)

i. TRIO Student Support Services is a program with the sole purpose of helping students in need succeed at Lake Land College. TRIO is funded by the U.S. Department of Education to help students complete their academic goals and graduate from Lake Land College. The program, along with its counselors and advisors work with each student individually, providing and connecting students with a wide variety of support services, events and activities. TRIO provides one-on-one meetings with staff, informative workshops and access to educational, social and cultural opportunities available only to TRIO participants. All of TRIO services are free to eligible students

ii. Students who are eligible for TRIO Student Support Services must be pursuing an associate degree or certificate and meet at least one of the following requirements:

01. Be a first-generation College student, which means neither parent or legal guardian graduated from a four-year institution; or
02. Meet certain income requirements, like being eligible for a Pell grant; or
03. Be a student who is eligible for Student Accommodations at Lake Land College.

p. [Tutoring and Testing Center](#)

- i. This area offers free tutoring in multiple subjects as well as overall homework and study skills.
- ii. Remote tutoring is also available, and technology and materials have been implemented to better serve those seeking assistance from remote locations.
- iii. The Tutoring and Testing Center has a school supply pantry available for students in need of class materials.

q. [WIOA](#)

- i. LWIA 23 aims to develop and support a skilled talent base as well as data-driven solutions that integrate education, workforce, and economic development resources across systems to provide businesses, individuals and communities with the opportunity to prosper and contribute to growing the regional and state economies.

## ***2. Instructional/Curricular Implementations***

a. Accessible Technology

- i. Hyflex technology allows for more flexibility in teaching and learning as students can simultaneously participate in-person and online.

b. [Adult Education](#)

- i. The College's Adult Education programs include GED, ESL and other areas of support, leading many students to not only earn a GED, but to go on and pursue a College career.

c. Campus Read

- i. In 2022, the College implemented a Campus Read program, which includes curricular integration into

- coursework and interdepartmental collaboration on initiatives regarding it.
- d. Community and College Services Awareness Committee
    - i. Raising awareness of information on resources within the College and external agency partners committed to assisting all students with a focus on underrepresented populations and at-risk students. Through information sharing and networking, our vision is to keep updated and accurate communication to use in serving students as well as to collaborate on how to overall best serve any current or future students in need of assistance.
    - ii. A community resources group exists that provides not only ESL support, but areas of various support to Adult Education students.
  - e. Corequisite Courses
    - i. Corequisites in both Math and English coursework have been established.
    - ii. Lake Land College was the first in the state to eliminate developmental education math courses.
  - f. IEL Program
    - i. The College is one of few community Colleges to support an Intensive English Language program to support English language learners.
  - g. International Orientation Course
    - i. The College's International program features an International Orientation Course designed to assist international students in acclimating to campus culture.
  - h. Language Services



i. The College’s Workforce Development Center is offering Language services.

i. [Online Courses](#)

i. A number of programs can be completed entirely online, including:

|   |                                |                                  |                      |
|---|--------------------------------|----------------------------------|----------------------|
| <b><u>ALL ONLINE OFFERINGS</u></b>              | Court Reporting/Captioning     | Accounting                       | Entrepreneurship     |
| Office Support Specialist-Variou Concentrations | Programmable Logic Controllers | Medical Coding                   | Electronic Marketing |
| Marketing                                       | Management                     | Computer Applications Specialist | Professional Sales   |

j. Open Educational Resources (OERs)

i. OERs have seen wider use among instructors within the campus community providing less of a socio-economic barrier for students with financial instability.

k. [PATH Grant](#)

i. This grant creates, supports and expands the opportunities of individuals in nursing and other select healthcare pathways by giving individuals the opportunity to earn credentials and degrees to enter or advance in their careers in the healthcare industry.

l. [RANGE Program](#)

i. Made possible through an Illinois Community College Board (ICCB) Innovative Bridge and Transition grant, the RANGE program will provide wrap around

support services to 15 select freshmen STEM students to ensure their success both during their time at Lake Land College and when they transfer.

m. Schedule Flexibility

i. Block scheduling options have been made available to increase schedule flexibility for those with prior time commitments. Examples from various areas of study include:

01. Allied Health

1. BNA Hybrid Program
2. Medical Assistant Hybrid Program

02. Technology

1. Tech2Day

n. Strategies for Success

i. This informational course allows students to develop skills and knowledge to support their ability to succeed in College.

o. Youth CTE Programming

i. Summer College for Youth and Teens with Tools are both endeavors designed to introduce youth to Lake Land College at a young age while demonstrating the value of the skills they can learn at College.

**3. *Employee and Communication Developments***

a. Accessibility

i. An Accessibility Task Force has been established and is active throughout College practices.

ii. Many instructors have improved accessibility to their course materials by making them available online and/or in different formats.<sup>viii</sup>

iii. The President's Office has improved accessibility to their meeting documents such as agendas and minutes for both visual and screen reader accessibility.

b. Classroom Inclusive Practices

Multiple faculty and staff members have attested to implementing more inclusive classroom practices, such as:<sup>ix</sup>

i. Sharing pronouns during introductions and including them on course materials

ii. Intentionally including information about marginalized communities in instructional materials

iii. Inclusive sizes for t-shirts are ordered to respect different bodies. In one example, shirts up to size 4x were distributed, and 10% of the population asked for sizes outside the range typically offered.

iv. Some instructors allow students to unofficially switch to online work if they have a situational disability, like car breaking down or having a surgery, until they can rejoin the class.

v. Include contact information on syllabus for key offices on campus that will provide help to students.

vi. Utilizing free options for class content, such as films or videos.

vii. Instructions are repeated and reminders are sent to students.

viii. A combination of text, audio, and video materials are provided to provide for different learning styles.

ix. In addition to textbook and printed reading material, students may watch documentaries that can be accessed from YouTube for online students or

students who cannot make it to class the days videos are shown.

- x. Flexibility in assignment deadlines is available to accommodate students' varying schedules and commitments.
- xi. Some instructors post assignments at least 3 weeks before they are due. Some instructors may offer extensions to students who cannot meet the deadline due to extenuating circumstances.
- xii. Feedback from students on teaching methods and materials to make improvements is solicited from students.
- xiii. Students are asked for feedback regarding teaching and clarity of assignments so teaching and instructions can be adapted for better communication.
- xiv. Surveys are conducted to understand the needs and challenges of students, ensuring anonymity and promoting honesty.
- xv. A variety of assessment methods are given to students to allow them to demonstrate their understanding of course material. Written, verbal, video formats are accepted, so students can choose how to demonstrate mastery of material.
- xvi. Use colors that are easy to read for online content.
- xvii. Instructors only utilize documentaries and movies that have closed captioning.
- xviii. Encouraging students to utilize different modalities to access office hours so they can save time and money by not driving to campus.

- xix. Set up Zoom office hours for students who cannot make it to regularly scheduled office hours.
- xx. Small groups and then large groups are utilized for discussions to give each student a chance to participate and share ideas.
- xxi. Instructors create several assignments where students work in small groups to share ideas in a low-pressure environment. Instructors choose different groups for each assignment so students get to know their classmates and begin to feel comfortable in the class.
- xxii. Learning material is connected to real-world situations to make it relevant for all students.
- xxiii. Synchronous lectures, videos, readings, and interactive activities, including small and large group discussions, are combined to engage students.
- xxiv. Students are individually recognized for their progress and any concerns are addressed at the individual level.
- xxv. Create one-on-one sessions with students to go over their first assignment together, so they know expectations and establish a comfort level with the instructor.
- xxvi. Personalized feedback is offered on every assignment.
- xxvii. Assignments are given to recognize and counteract personal and systemic biases in teaching practices and content.

- xxviii. Students have access to a forum to ask questions anonymously, which encourages participation from those who may be hesitant to speak up.
- xxix. Content and examples from a variety of cultures and global viewpoints are utilized.
- xxx. Technology that supports diverse learning needs, including text-to-speech software, closed captions, video transcripts, and AI is encouraged, when applicable.
- xxxi. For fuel conservation-students are allowed to access required media at home if it is available.
- xxxii. Use language that respects all individuals and avoids bias.
- xxxiii. Providing a safe space outside of class for students to talk to me privately.
- xxxiv. Some instructors provide snacks to students who come to their office and express hunger (and lack of finances)
- xxxv. Many instructors continuously pursue education on equity, inclusion, and accessibility practices through webinars and conferences.
- xxxvi. Encourage student participation in decision-making processes about their learning. This includes choices in project topics and ways to demonstrate learning.

c. Cultural Diversity Awareness

- i. As part of growing recognition and awareness efforts, many faculty and staff have reported a greater awareness of recognizing the benefits of a culturally diverse staff.<sup>x</sup>

- d. DEIB Coordinator
  - i. Within the last fiscal year (2023-24) the College created a position for and hired a Coordinator for Diversity, Equity, Inclusion and Belonging.
- e. Employee Engagement, Communication and Inclusion Task Force
  - i. This task force was developed to work towards defining and applying the values of communication, engagement and inclusion as they pertain to the College's Strategic Plan and ongoing initiatives.
- f. Equitable Training Opportunities
  - i. Training continues to be made available with a more prominent DEIB/A lens, including new hire trainings as well as regularly-scheduled staff development trainings such as:
    - 01. LGBTQIA+ Safe Zone Ally Training
    - 02. LGBTQIA+ Safe Zone Advocate Training
    - 03. LGBTQIA+ Safe Zone Trainer Training
    - 04. Accessibility Training
    - 05. Race-Centric Panel and Discussion
    - 06. Disability Awareness Panel and Discussion

#### **IV. Assess Climate (Campus Climate Surveys):**

- A. To assess the campus climate, Lake Land College implements a number of surveys and data-gathering activities. For students, the Ruffalo Noel-Levitz Student Success Inventory (SSI) survey and the Community College Survey of Student Engagement (CCSSE) survey are both conducted on a recurring three-year cycle. These surveys include questions regarding students' perceptions of campus and DEIB/A practices, such as "How often have you had serious conversations with students who differ from

you?” and “How much does the College emphasize encouraging contact among students from different economic, social, and racial or ethnic background?”

In both surveys, students have the option to identify themselves based upon various demographics such as race, gender and other areas.

- B. Lake Land College conducted the PACE College Climate Employee Survey to all employees for the first time as a baseline survey in the spring of 2023 and followed up with inviting employees to participate in small group discussions of the survey results in the fall of 2023. 225 employees (41.8% of eligible employees) completed the survey and 35 employees participate in small group discussions of the survey findings. This survey is planned to be repeated every two to three years. The College plans to utilize survey results to develop and implement strategies to address challenges identified through survey results.

The College is exploring the option of the Department of Corrections conducting their own employee survey as well.

1. The 46 standard questions included in the PACE Climate Survey align with four climate factors which include:
  - a. Institutional Structure focuses on the mission, leadership, structural organization, decision-making, and communication within the institution.
  - b. Supervisory Relationships provide insight into the relationship between employees and their supervisors, as well as employees’ abilities to be creative and express ideas related to their work.
  - c. The Teamwork climate factor explores the spirit of cooperation that exists within teams.
  - d. The Student Focus climate factor considers the centrality of students to the actions of the institution as well as the



extent to which students are prepared for post-institution endeavors.

2. The student success questions portion of the PACE College Climate Employee Survey encompasses 12 questions focused on four key areas of student success as defined by [The Aspen Institute College Excellence Program](#). These key areas include:
  - a. Completion ensures that students earn associate degrees or other meaningful credentials including bachelor degrees after transferring to four-year Colleges and universities.
  - b. Equity as it relates to access in learning, completion, and labor market success for underserved populations (i.e., low-income, minority, etc.).
  - c. Labor Market as it relates to graduates finding and maintaining employment with a life sustaining wage after completing a degree or credential and using labor market outcomes to improve programs.
  - d. Learning involves setting high expectations for what students should learn, measure whether they are doing so, and using that information to engage faculty in improving teaching and curricula.

## V. Policies, Strategies, Services, & Practices:

- A. See Table 2<sup>xi</sup> for barriers corresponding to goals that will be implemented to overcome said barriers.

Table 2.

| Barrier                              | Goal |
|--------------------------------------|------|
| <i>Overall College Accessibility</i> |      |

|   |  |
|---|--|
| <p>1. Aspects of the College admission process may be challenging, potentially creating obstacles for prospective enrollees.</p>                              | <p>The College will continue its collaborative approach to actively engaging stakeholders across departments and roles to explore, assess, and address various facets of the enrollment process-seeking solutions that identify, improve, modify, or remove aspects of the enrollment process that may pose barriers for prospective enrollees. The College has a team working on the onboarding process through the Guided Pathways Strategic Enrollment Management (GPSEM) plan.</p> |
| <p>2.A significant number of students enter their first year in College with little to no knowledge or support regarding navigating a College experience.</p> | <p>Lake Land College administration will work with campus-wide areas to develop resources on the exploratory nature of the Guided Pathways system and better facilitate first-year students' development and discovery processes. This should include incorporation of inclusive practices to benefit students from all backgrounds and perspectives.</p>  |

|   |   |
|---|---|
| <p>3. Nontraditional students entering or returning to College face many barriers regarding technological advancements and other areas of change since their initial experiences.</p>       | <p>Lake Land College plans to implement an onboarding process for nontraditional students entering or re-entering the student body.</p>   |
| <p>4. Transportation is a significant barrier for many students as Lake Land College is primarily a commuter school, and many individuals lack reliable methods of transportation.</p>      | <p>Transportation options for students will be reviewed and options will be considered to improve equitable experiences for students whose ability to attend class or campus activities is affected by lack of reliable transportation.</p>   |
| <p>5. Technological accessibility creates barriers for a significant number of individuals entering the student body as many do not have initial knowledge or resources in this regard.</p> | <p>Lake Land College plans to develop a Basic Computer Skills training program to improve College-wide digital accessibility.</p>   |
| <p>6. Nearly 50% of high school students in the College district do not pursue higher education.</p>  | <p>The College plans to evaluate and connect marketing and retention efforts to the goals to address the average of 50% of high school students who seek placement in the workforce rather than a College career. Areas supporting this initiative include:</p> <ul style="list-style-type: none"> <li>i. Summer Programs</li> <li>ii. ERCA</li> <li>iii. LIFT</li> </ul> |

| <i>Resource Accessibility</i>  |   |
|--|---|
| 7.Lack of nondenominational prayer/mediation space for religious or spiritual practices during College hours.  | Campus will be evaluated for a space to convert to a nondenominational prayer/mediation area for religious or spiritual practices during College hours.   |
| 8.Lack of local access to licensed professionals capable of performing protective hairstyles and providing products for textured hair.                         | The College will explore options to have health and hygiene resources available for marginalized students, such as products for those with textured hair or international students less familiar with the area. |
| 9.Access to and affordability of childcare is a significant barrier for many students and employees at the College.  | Local or similarly accessible childcare options for students and employees will be explored to provide equitable access to classes and campus resources for those with children in their care.                  |
| 10.Testing and Tutoring need to be expanded to provide more support and assistance in specific areas to provide equitable support for underrepresented groups. | Testing will provide expanded resources for HESI prep to overcome barriers for underserved populations such as individuals with financial insecurity as well as best practices for placement-legislation.       |

|  |   |
|--|---|
| <p>11. In light of new construction and development at the Effingham extension center, testing and tutoring practices must be made available with particular emphasis on underrepresented student populations.</p> | <p>Tutoring services at the Effingham Technology Center will be expanded, with additional emphasis on Workforce/Career and Technical Education Students in addition to student populations already being served.</p> <p>Remote tutoring will be expanded for students with transportation needs, online students, and others who could benefit from these services.</p> |
| <p>12. Students tend to encounter barriers to studying or forming study habits due to previous time commitments.</p>   | <p>Self-Paced Study Modules will be developed in areas such as</p> <ul style="list-style-type: none"> <li>i. Nursing</li> <li>ii. Math</li> <li>iii. HESI</li> </ul>  |
| <p>13. Inequities exist for Lake Land College students, employees and visitors who are safer and/or more comfortable using gender-neutral restrooms.</p>   | <p>An audit of current campus and extension center restrooms will be conducted, and the results will be assessed for proper placement and installation of additional gender-neutral restrooms.</p>  |
| <p><i>Classroom/Instructional Practices</i></p>  |   |

|  |  |
|--|--|
| <p>14. Students can encounter barriers to success in classrooms with attendance policies that restrict their abilities to fully engage with or at times even complete a class due to unavoidable circumstances such as illness/injury, family emergencies, transportation issues or other unexpected situations.</p> | <p>While honoring instructors' academic freedom, Administration will work with Academic Council and/or other appropriate groups to review and recommend equitable policies to ensure student attendance policies are as equitable as possible.</p> <p>Administration and faculty members will also collaborate to investigate current trends related to student absenteeism and class attendance.</p>  |
| <p>15. Course materials, learning aids, models, mannequins, demonstrations and instructional tools lack many examples of inclusive skin and body types.</p>  | <p>The College will facilitate discussions with faculty on how curriculum and program materials will be updated to include cultural, ethnicity/race and related information and representation.</p> <p>A College-wide audit will be conducted of course materials, and efforts will be made to improve inclusivity and representation. This effort should address interdisciplinary influences and embrace educational paradigms that influence the understanding of inclusivity in teaching and learning.</p> |

|  |   |
|--|---|
| <p>16. Despite efforts to ensure accuracy and relevance, there are instances where instructional materials may contain outdated or offensive language.</p> | <p>It is imperative to address instances where instructional materials may contain outdated/offensive language through collaborative review processes, such as those facilitated by the Academic Council or another appropriate body will undertake a joint effort to understand existing trends and help formulate recommendations for a suitable response for the college to uphold the integrity and inclusivity of our educational environment. An intentional audit will be conducted through a DEIB lens to identify instructional materials that need to be updated or modified.</p> <p>The College will make resources available to instructors to ensure the quality and accuracy of learning materials as well as trainings and other educational materials being made available for instructors to stay up-to-date on current information and terminology.</p> |
|--|---|

|  |  |
|--|--|
| <p>17. Available degree and certificate programs must adapt to assess and advance students based on their demonstrated mastery of skills and knowledge.</p>      | <p>Lake Land College plans to strategically explore and develop policies and programs that would support competency-based education in the disciplines appropriate to accommodate this skills-mastery learning model.</p>  |
| <p>18. Dual Credit must be continuously updated to reflect new laws.</p>   | <p>Dual Credit staff and faculty will continue to develop and implement new strategies to best integrate changes to dual credit laws.</p>  |
| <p><b><i>Specific Support for Marginalized Groups</i></b></p>  |  |
| <p>19. Based on student outcomes data, Lake Land College will develop strategies for enhancing successful course completion rates for marginalized students.</p> | <p>The College will review options to establish and maintain a College-wide student group based on marginalized communities. Other group options based on specific populations will also be explored.</p>  |
| <p>20. Significant enrollment and retention gaps exist for Native American/Indigenous students.</p>  | <p>Lake Land College will have an acknowledgement in place stating that the College campus is located on ground that was taken from many indigenous Americans, including but not limited to the Očhéthi Šakówiŋ, Kiikaapoi, Kaskaskia and Myaamia nations.</p> <p>This Land Acknowledgement will also include curricular integration into classroom and College practices.</p> |



|   |   |
|---|---|
| <p>21. Equity gaps exist for students with disabilities, especially in the area of retention according to the data.</p>   | <p>The College will conduct an audit of all campus doors to ensure accessibility, and handicap-accessible options will be made available where they are needed.</p>   |
| <p>22. Inequities between College work groups have been brought to the College's attention, particularly concerning the distribution of employee benefits and initiatives per the 2024 Equity Plan Questionnaire.</p> | <p>The administration will analyze existing board policies for equity issues, and work closely with legal experts to ensure that College benefits and incentives are equitably accessible to all of Lake Land College's valued employees.</p> |
| <p>23. Barriers exist in employee understanding of DEIB concepts and Accessibility needs.</p>   | <p>The College will update Board Policy 05.37 to include mandatory, annual DEIB and accessibility training for employees with the goal of providing more inclusive and equitable experiences for students and colleagues.</p>                 |

B. Lake Land College has established the following timeline with appropriate milestones based upon reasonable resource availability.

1. 1-Year Goals

- a. Lake Land College administration will work with Admissions staff to remove barriers to the College admission process. The College has a team working on the onboarding process

through the Guided Pathways Strategic Enrollment Management (GPSEM) plan.

- b. Lake Land College administration will work with campus-wide areas to develop resources on the exploratory nature of the Guided Pathways system and better facilitate first-year students' development and discovery processes. This should include incorporation of inclusive practices to benefit students from all backgrounds and perspectives.
- c. Campus will be evaluated for a space to convert to a nondenominational prayer/mediation area for religious or spiritual practices during College hours.
- d. Testing will provide expanded resources for HESI prep to overcome barriers for underserved populations such as individuals with financial insecurity and best practices for placement-legislation.
- e. Tutoring services at the Effingham Technology Center will be expanded, with additional emphasis on Workforce/Career and Technical Education Students and student populations already being served. Remote tutoring will be expanded for students with transportation needs, online students, and others who could benefit from these services.
- f. Administration will work with Academic Council and/or other appropriate groups to review and recommend equitable policies to ensure equitable student attendance policies while maintaining instructors' academic freedom.
- g. A College-wide audit will be conducted of course materials, and efforts will be made to improve inclusivity and representation.

- h. An intentional audit will be conducted through a DEIB lens to identify instructional materials that need to be updated or modified. The College will make resources available to instructors to ensure the quality and accuracy of learning materials as well as trainings and other educational materials being made available for instructors to stay up-to-date on current information and terminology.
- i. Dual Credit staff and faculty will continue to develop and implement new strategies to best integrate changes to dual credit laws.
- j. Lake Land College will have an acknowledgement in place stating that the College campus is located on ground that was taken from many indigenous Americans, including but not limited to the Očhéthi Šakówiŋ, Kiikaapoi, Kaskaskia and Myaamia nations. This Land Acknowledgement will also include curricular integration into classroom and College practices.
- k. The College will conduct an audit of all campus doors to ensure accessibility, and handicap-accessible options will be made available where they are needed.
- l. The College will update Board Policy 05.37 to include mandatory, annual DEIB and accessibility training for employees to provide more inclusive and equitable experiences for students and colleagues.

## 2. 5-Year Goals

- a. Lake Land College plans to implement an onboarding process for nontraditional students entering or re-entering the student body.
- b. Lake Land College plans to develop a Basic Computer Skills training program to improve College-wide digital

accessibility. The College plans to evaluate and connect marketing and retention efforts to the goals to address the average of 50% of high school students who seek placement in the workforce rather than a College career.

Areas supporting this initiative include:

- i. Summer Programs
  - ii. ERCA
  - iii. LIFT
- c. Health and hygiene resources for marginalized students, such as those with textured hair or international students less familiar with the area, will be made more readily available, such as protective hairstyles and products.
  - d. An audit of current campus and extension center restrooms will be conducted, and the results will be assessed for proper placement and installation of additional gender-neutral restrooms.
  - e. Lake Land College plans to develop programs and policies surrounding competency-based education.
  - f. The College will review options to establish and maintain a College-wide student group based on marginalized communities. Other group options based on specific populations will also be explored.
  - g. The College plans to evaluate the institution's adopted Vision and Values statements via an equity lens with specific emphasis on student perception.
  - h. The administration will analyze existing board policies for equity issues and work closely with legal experts to ensure that College benefits and incentives are equitably accessible to all of Lake Land College's valued employees.

### 3. Indefinite Goals

- a. Transportation options for students will be reviewed and options will be considered to improve equitable experiences for students whose ability to attend class or campus activities is affected by lack of reliable transportation.
  - b. Accessible or local childcare options for students and employees will be explored to provide equitable access to classes and campus resources for those with children in their care.
- C. The goals defined in this plan will be established and implemented as applicable to the timeline, and data and metrics will continue to be collected and assessed on the schedule established by this plan.
- D. Early development steps of Lake Land College's Equity Plan included collaborative efforts between the Vice President for Student Services, the Director of Human Resources and the Coordinator for Diversity, Equity, Inclusion and Belonging.

Upon establishment of a firmer understanding of what information was needed, [Institutional Effectiveness](#) colleagues, including the Director of Data Analytics and the Director of Institutional Research and Reporting, were brought in to assist with data collection and development of plans to solicit ongoing feedback and College-wide collaboration.

Upon further establishment and drafting of sections related to these areas, a secondary team of faculty, staff and student stakeholders was assembled including employees from a variety of areas of the College.

The primary team also developed an [anonymous questionnaire](#) which was distributed electronically to all faculty and staff at the institution including the following questions based upon the plan's guidelines:

1. What curricular or pedagogical changes have you made in your work to better serve underrepresented students? Please share even seemingly small adjustments.
  2. What curricular or pedagogical changes have you noticed could be implemented to better serve underrepresented students?
  3. What areas of academic or student support (including basic needs) have you noticed strong needs in?
  4. What faculty/staff diversity efforts, financial assistance or policy changes do you feel would best benefit current and future students?
  5. Are there any other areas of need you have noticed regarding underrepresented students?
- E. This plan relates directly to [Lake Land College's 2023-27 Strategic Plan](#)
1. Focus Areas 1 and 2 in the Strategic Plan specifically address Student Equity and Success via Teaching and Learning as well as Processes and Student Support respectively.
    - a. Focus Area 1 includes the following.
      - i. Goal Statements:
        01. A. Provide effective and innovative instruction for traditional and non- traditional students.
        02. B. Offer programs, multiple modalities and flexible schedules that meet student and community demand for a 21ST century workforce.
      - ii. Priority Objectives:
        01. Research, design, and implement high quality, innovative teaching and learning solutions to support new and re-imagined modalities and flexible student schedules.

02. Ensure students leave Lake Land with essential skills for employment.
03. Implement associate degree, diploma and targeted short-term technical programs, certificates, and credentials to meet 21ST Century workforce demands.
04. Employ innovative practices to support students and reduce time in remedial coursework.

b. Focus Area 2 Includes the following:

i. Goal Statements:

01. Improve retention, persistence and completion.
02. Close equity gaps and support student access and affordability.

ii. Priority Objectives:

01. Provide and connect students to the technology tools, support and service delivery options that will ensure more user-friendly and equitable student access and outcomes.
02. Operationalize the separate Strategic Enrollment Management Plan within the Guided Pathways framework to elevate recruitment, retention and completion.
03. Enhance predictive modeling to support student success and the Guided Pathways framework.
04. Provide and connect students to wrap-around services to holistically support students and

their human experiences, with an emphasis on mental health.

05. Design strategies to more effectively communicate with students and prospective students.
06. Identify and redesign College processes and practices to eliminate pain points and unnecessary barriers for student access and success.
07. Implement an institutional diversity, equity, inclusion and belonging plan to provide a welcoming, safe and supportive environment for all students.
08. Engage unserved and underserved populations.

2. Focus Area 3 of the Strategic Plan addresses Institutional and Employee Excellence in the following ways:

a. Goal Statements

- i. Invest strategically in personnel, facilities, technology and equipment.
- ii. Support and engage employees through enhanced communication and inclusive practices.

b. Priority Objectives

- i. Enhance employee engagement, communication and a sense of belonging (inclusion).
- ii. Expand data-driven decision making and assessment to support employee, academic and institutional accountability.
- iii. Modernize equipment, facilities and grounds to support a diverse learning environment.



- iv. Strengthen support for faculty and staff technology tools and professional development to improve student learning experiences, including leadership development.
- v. Become a preferred employer by providing a flexible working environment, paying competitive wages, and offering valued benefits.
- vi. Emphasize innovative, future- focused planning at every level of the College.
- vii. Celebrate internally and showcase externally the advantage of a Lake Land educational experience.

F. Plans to solicit ongoing feedback include:

- 1. A three-year survey cycle in which the following surveys will be administered:
  - a. Year 1 – Ruffalo Noel-Levitz survey
  - b. Year 2 – CCSSE survey
  - c. Year 3 – DEIB/A in-house survey
  - d. The PACE College Climate Employee Survey will also be conducted Bi-annually
- 2. An employee feedback system called “Leave Your Voice” in which current Lake Land College employees are able to submit suggestions, ideas or concerns to College leadership.

G. Information will be shared with staff, students, faculty and the community via:

- 1. Multimedia signs such as digital signage and flyers
- 2. Laker Hub and Canvas notifications
- 3. Announcements at All-Staff and other meetings
- 4. Press releases to local media outlets
- 5. Social media sites such as Facebook, Instagram, LinkedIn, etc.

Appendix I: Raw Data

| Enrollment of Baccalaureate/Transfer Students by Demographic |   |               |               |               |               |               |                                      |                                      |
|--|---|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE   | SUBGROUP                                  | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE<br>1 YEAR | TOTAL<br>PERCENT<br>CHANGE<br>5 YEAR |
| Age Group  | 25 and older                              | 1623          | 1540          | 452           | 326           | 299           | (8.28%)                              | (81.58%)                             |
|  | Under 25                                  | 3315          | 3237          | 2850          | 2773          | 2663          | (3.97%)                              | (19.67%)                             |
| Disability Status  | No disability reported                    | 4866          | 4696          | 3235          | 3044          | 2890          | (5.06%)                              | (40.61%)                             |
|  | Reported a disability                     | 72            | 81            | 67            | 55            | 72            | 30.91%                               | 0.00%                                |
| First Generation Status                                      | First Generation                          | 1145          | 1207          | 1003          | 818           | 830           | 1.47%                                | (27.51%)                             |
|  | Not First Generation                      | 3793          | 3570          | 2299          | 2281          | 2132          | (6.53%)                              | (43.79%)                             |
| Gender   | Another Gender                            | 0             | 0             | 0             | 0             | 4             | 400.00%                              | 400.00%                              |
|  | Female                                    | 1957          | 2091          | 1823          | 1731          | 1649          | (4.74%)                              | (15.74%)                             |
|  | Male                                      | 2981          | 2686          | 1479          | 1368          | 1307          | (4.46%)                              | (56.16%)                             |
|  | Unknown Gender                            | 0             | 0             | 0             | 0             | 2             | 200.00%                              | 200.00%                              |
| Pell Recipient Status  | Not a Pell Recipient                      |               | 4199          | 2850          | 2672          | 2558          | (4.27%)                              | (41.92%)                             |
|  | Pell Recipient                            | 534           | 578           | 452           | 427           | 404           | (5.39%)                              | (24.34%)                             |
| Race/Ethnicity   | American Indian or Alaska Native          | 14            | 11            | 7             | 8             | 6             | (25.00%)                             | (57.14%)                             |
|  | Asian                                     | 30            | 35            | 33            | 27            | 21            | (22.22%)                             | (30.00%)                             |
|  | Black or African American                 | 836           | 648           | 118           | 89            | 91            | 2.25%                                | (89.11%)                             |
|  | Hispanic/Latino                           | 255           | 250           | 113           | 107           | 105           | (1.87%)                              | (58.82%)                             |
|  | Native Hawaiian or Other Pacific Islander | 3             | 4             | 1             | 2             | 2             | 0.00%                                | (33.33%)                             |
|  | Nonresident Alien                         | 33            | 25            | 19            | 19            | 19            | 0.00%                                | (42.42%)                             |
|  | Two or more races                         | 109           | 123           | 89            | 84            | 83            | (1.19%)                              | (23.85%)                             |
|  | Unknown                                   | 122           | 103           | 38            | 56            | 33            | (41.07%)                             | (72.95%)                             |
|  | White                                     | 3536          | 3578          | 2884          | 2707          | 2602          | (3.88%)                              | (26.41%)                             |
| Rural Status   | Not a rural student                       | 302           | 321           | 208           | 86            | 98            | 13.95%                               | (67.55%)                             |
|  | Rural student                             | 4636          | 4456          | 3094          | 3013          | 2864          | (4.95%)                              | (38.22%)                             |
| Single Parent Status   | Not a single parent                       | 4938          | 4777          | 3302          | 3018          | 2881          | (4.54%)                              | (41.66%)                             |
|  | Single Parent                             | 0             | 0             | 0             | 81            | 81            | 0.00%                                | 81.00%                               |
|  | Total                                     | 4938          | 4777          | 3302          | 3099          | 2962          | (4.42%)                              | (40.02%)                             |

| Enrollment of Career and Technical Instruction Students by Demographic |  |               |               |               |               |               |                                      |                                      |
|--|--|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE   | SUBGROUP                                     | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group  | 25 and older                                 | 3328          | 3349          | 1263          | 1705          | 2099          | 23.11%                               | (36.93%)                             |
|  | Under 25                                     | 1585          | 1457          | 985           | 984           | 1137          | 15.55%                               | (28.26%)                             |
| Disability Status  | No disability reported                       | 4802          | 4713          | 2172          | 2607          | 3135          | 20.25%                               | (34.71%)                             |
|  | Reported a disability                        | 111           | 93            | 76            | 82            | 101           | 23.17%                               | (9.01%)                              |
| First Generation<br>Status   | First Generation                             | 833           | 792           | 658           | 653           | 654           | 0.15%                                | (21.49%)                             |
|  | Not First Generation                         | 4080          | 4014          | 1590          | 2036          | 2582          | 26.82%                               | (36.72%)                             |
| Gender   | Another Gender                               | 0             | 0             | 0             | 0             | 2             | 200.00%                              | 200.00%                              |
|  | Female                                       | 1327          | 1383          | 1032          | 1028          | 1069          | 3.99%                                | (19.44%)                             |
|  | Male   | 3586          | 3423          | 1216          | 1661          | 2164          | 30.28%                               | (39.65%)                             |
|  | Unknown Gender                               | 0             | 0             | 0             | 0             | 1             | 100.00%                              | 100.00%                              |
| Pell Recipient Status  | Not a Pell Recipient                         | 4144          | 4023          | 1672          | 2123          | 2626          | 23.69%                               | (36.63%)                             |
|  | Pell Recipient                               | 769           | 783           | 576           | 566           | 610           | 7.77%                                | (20.68%)                             |
| Race/Ethnicity   | American Indian or Alaska Native             | 11            | 20            | 6             | 5             | 7             | 40.00%                               | (36.36%)                             |
|  | Asian  | 32            | 20            | 14            | 14            | 13            | (7.14%)                              | (59.38%)                             |
|  | Black or African American                    | 1159          | 1048          | 234           | 428           | 537           | 25.47%                               | (53.67%)                             |
|  | Hispanic/Latino                              | 346           | 359           | 112           | 167           | 183           | 9.58%                                | (47.11%)                             |
|  | Native Hawaiian or Other Pacific<br>Islander | 6             | 2             | 0             | 0             | 1             | 100.00%                              | (83.33%)                             |
|  | Nonresident Alien                            | 9             | 9             | 8             | 5             | 5             | 0.00%                                | (44.44%)                             |
|  | Two or more races                            | 81            | 108           | 65            | 65            | 101           | 55.38%                               | 24.69%                               |
|  | Unknown                                      | 105           | 114           | 27            | 61            | 72            | 18.03%                               | (31.43%)                             |
|  | White  | 3164          | 3126          | 1782          | 1944          | 2317          | 19.19%                               | (26.77%)                             |
| Rural Status   | Not a rural student                          | 556           | 632           | 281           | 328           | 278           | (15.24%)                             | (50.00%)                             |
|  | Rural student                                | 4357          | 4174          | 1967          | 2361          | 2958          | 25.29%                               | (32.11%)                             |
| Single Parent Status   | Not a single parent                          | 4910          | 4805          | 2247          | 2462          | 3025          | 22.87%                               | (38.39%)                             |
|  | Single Parent                                | 3             | 1             | 1             | 227           | 211           | (7.05%)                              | 69.33%                               |
|  | Total  | 4913          | 4806          | 2248          | 2689          | 3236          | 20.34%                               | (34.13%)                             |

| Enrollment of General Associate Degree Students by Demographic |  |               |               |               |               |               |                                      |                                      |
|--|--|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE   | SUBGROUP                                     | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group  | 25 and older                                 | 1790          | 1506          | 261           | 235           | 186           | (20.85%)                             | (89.61%)                             |
|  | Under 25                                     | 300           | 236           | 228           | 186           | 199           | 6.99%                                | (33.67%)                             |
| Disability Status  | No disability reported                       | 2077          | 1721          | 474           | 403           | 367           | (8.93%)                              | (82.33%)                             |
|  | Reported a disability                        | 13            | 21            | 15            | 18            | 18            | 0.00%                                | 38.46%                               |
| First Generation<br>Status                                     | First Generation                             | 163           | 159           | 181           | 151           | 145           | (3.97%)                              | (11.04%)                             |
|  | Not First Generation                         | 1927          | 1583          | 308           | 270           | 240           | (11.11%)                             | (87.55%)                             |
| Gender   | Female                                       | 363           | 403           | 381           | 312           | 304           | (2.56%)                              | (16.25%)                             |
|  | Male   | 1727          | 1339          | 108           | 109           | 81            | (25.69%)                             | (95.31%)                             |
| Pell Recipient Status  | Not a Pell Recipient                         | 1917          | 1584          | 306           | 270           | 231           | (14.44%)                             | (87.95%)                             |
|  | Pell Recipient                               | 173           | 158           | 183           | 151           | 154           | 1.99%                                | (10.98%)                             |
| Race/Ethnicity   | American Indian or Alaska Native             | 10            | 7             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
|  | Asian  | 10            | 9             | 6             | 8             | 1             | (87.50%)                             | (90.00%)                             |
|  | Black or African American                    | 707           | 595           | 41            | 38            | 22            | (42.11%)                             | (96.89%)                             |
|  | Hispanic/Latino                              | 223           | 203           | 24            | 17            | 14            | (17.65%)                             | (93.72%)                             |
|  | Native Hawaiian or Other Pacific<br>Islander | 4             | 2             | 0             | 0             | 1             | 100.00%                              | (75.00%)                             |
|  | Nonresident Alien                            | 0             | 1             | 0             | 0             | 2             | 200.00%                              | 200.00%                              |
|  | Two or more races                            | 37            | 30            | 14            | 16            | 13            | (18.75%)                             | (64.86%)                             |
|  | Unknown                                      | 67            | 63            | 3             | 3             | 7             | 133.33%                              | (89.55%)                             |
|  | White  | 1032          | 832           | 401           | 339           | 325           | (4.13%)                              | (68.51%)                             |
| Rural Status   | Not a rural student                          | 164           | 135           | 49            | 27            | 22            | (18.52%)                             | (86.59%)                             |
|  | Rural student                                | 1926          | 1607          | 440           | 394           | 363           | (7.87%)                              | (81.15%)                             |
| Single Parent Status   | Not a single parent                          | 2087          | 1740          | 488           | 366           | 320           | (12.57%)                             | (84.67%)                             |
|  | Single Parent                                | 3             | 2             | 1             | 55            | 65            | 18.18%                               | 20.67%                               |
|  | Total  | 2090          | 1742          | 489           | 421           | 385           | (8.55%)                              | (81.58%)                             |

| Enrollment of General Studies Students by Demographic |                        |               |               |               |               |               |                                      |                                      |
|---|------------------------|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE  | SUBGROUP               | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group   | 25 and older           | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
| Disability Status                                     | No disability reported | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
| First Generation<br>Status                            | First Generation       | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
| Gender  | Female                 | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
| Pell Recipient Status                                 | Not a Pell Recipient   | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
| Race/Ethnicity  | White                  | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
| Rural Status  | Rural student          | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
| Single Parent Status                                  | Not a single parent    | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
|   | Total                  | 1             | 1             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |

| Adult Basic Education Enrollment by Demographic |                                  |               |               |               |               |               |                                      |                                      |
|---|----------------------------------|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE  | SUBGROUP                         | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group                                       | 25 and older                     | 131           | 98            | 116           | 67            | 78            | 16.42%                               | (40.46%)                             |
|   | Under 25                         | 107           | 99            | 78            | 116           | 127           | 9.48%                                | 18.69%                               |
| Disability Status                               | No disability reported           | 238           | 197           | 194           | 183           | 205           | 12.02%                               | (13.87%)                             |
| First Generation Status                         | First Generation                 | 18            | 17            | 24            | 19            | 20            | 5.26%                                | 11.11%                               |
|   | Not First Generation             | 220           | 180           | 170           | 164           | 185           | 12.80%                               | (15.91%)                             |
| Gender  | Female                           | 139           | 118           | 121           | 94            | 116           | 23.40%                               | (16.55%)                             |
|   | Male                             | 99            | 79            | 73            | 89            | 88            | (1.12%)                              | (11.11%)                             |
|   | Unknown Gender                   | 0             | 0             | 0             | 0             | 1             | 100.00%                              | 100.00%                              |
| Pell Recipient Status                           | Not a Pell Recipient             | 237           | 197           | 194           | 181           | 204           | 12.71%                               | (13.92%)                             |
|   | Pell Recipient                   | 1             | 0             | 0             | 2             | 1             | (50.00%)                             | 0.00%                                |
| Race/Ethnicity                                  | American Indian or Alaska Native | 1             | 2             | 2             | 1             | 2             | 100.00%                              | 100.00%                              |
|   | Asian                            | 6             | 2             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
|   | Black or African American        | 10            | 10            | 11            | 9             | 10            | 11.11%                               | 0.00%                                |
|   | Hispanic/Latino                  | 33            | 20            | 28            | 23            | 14            | (39.13%)                             | (57.58%)                             |
|   | Two or more races                | 7             | 3             | 3             | 3             | 6             | 100.00%                              | (14.29%)                             |
|   | Unknown                          | 4             | 5             | 4             | 11            | 7             | (36.36%)                             | 75.00%                               |
|   | White                            | 177           | 155           | 146           | 136           | 166           | 22.06%                               | (6.21%)                              |
| Rural Status                                    | Not a rural student              | 3             | 2             | 3             | 0             | 2             | 200.00%                              | (33.33%)                             |
|   | Rural student                    | 235           | 195           | 191           | 183           | 203           | 10.93%                               | (13.62%)                             |
| Single Parent Status                            | Not a single parent              | 238           | 197           | 194           | 182           | 204           | 12.09%                               | (14.29%)                             |
|   | Single Parent                    | 0             | 0             | 0             | 1             | 1             | 0.00%                                | 100.00%                              |
| Total   | Total                            | 238           | 197           | 194           | 183           | 205           | 12.02%                               | (13.87%)                             |

| Enrollment of English as a Second Language by Demographic |                           |               |               |               |               |               |                                      |                                      |
|---|---------------------------|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE  | SUBGROUP                  | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group   | 25 and older              | 7             | 26            | 14            | 33            | 113           | 242.42%                              | 1514.29%                             |
|   | Under 25                  | 4             | 5             | 1             | 5             | 15            | 200.00%                              | 275.00%                              |
| Disability Status   | No disability reported    | 11            | 31            | 15            | 38            | 128           | 236.84%                              | 1063.64%                             |
| First Generation Status                                   | First Generation          | 0             | 0             | 0             | 0             | 3             | 300.00%                              | 300.00%                              |
|   | Not First Generation      | 11            | 31            | 15            | 38            | 125           | 228.95%                              | 1036.36%                             |
| Gender  | Female                    | 6             | 24            | 9             | 18            | 50            | 177.78%                              | 733.33%                              |
|   | Male                      | 5             | 7             | 6             | 20            | 78            | 290.00%                              | 1460.00%                             |
| Pell Recipient Status                                     | Not a Pell Recipient      | 11            | 31            | 15            | 37            | 128           | 245.95%                              | 1063.64%                             |
|   | Pell Recipient            | 0             | 0             | 0             | 1             | 0             | (100.00%)                            | 0.00%                                |
| Race/Ethnicity  | Asian                     | 2             | 3             | 2             | 3             | 4             | 33.33%                               | 100.00%                              |
|   | Black or African American | 0             | 1             | 1             | 1             | 10            | 900.00%                              | 1000.00%                             |
|   | Hispanic/Latino           | 7             | 24            | 9             | 33            | 66            | 100.00%                              | 842.86%                              |
|   | Nonresident Alien         | 2             | 2             | 2             | 0             | 46            | 4600.00%                             | 2200.00%                             |
|   | Unknown                   | 0             | 0             | 0             | 0             | 1             | 100.00%                              | 100.00%                              |
|   | White                     | 0             | 1             | 1             | 1             | 1             | 0.00%                                | 100.00%                              |
| Rural Status  | Not a rural student       | 0             | 1             | 0             | 0             | 0             | 0.00%                                | 0.00%                                |
|   | Rural student             | 11            | 30            | 15            | 38            | 128           | 236.84%                              | 1063.64%                             |
| Single Parent Status                                      | Not a single parent       | 11            | 31            | 15            | 38            | 128           | 236.84%                              | 1063.64%                             |
| Total   | Total                     | 11            | 31            | 15            | 38            | 128           | 236.84%                              | 1063.64%                             |

| Vocational Skills Enrollment by Demographic |  |               |               |               |               |               |                                      |                                      |
|---|--|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE                                    | SUBGROUP                                     | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group                                   | 25 and older                                 | 4,859         | 2,971         | 5,724         | 1,929         | 1,035         | (46.35%)                             | (78.70%)                             |
|   | Under 25                                     | 346           | 264           | 395           | 174           | 174           | 0.00%                                | (49.71%)                             |
| Disability Status                           | No disability reported                       | 5,198         | 3,230         | 6,116         | 2,099         | 1,206         | (42.54%)                             | (76.80%)                             |
|   | Reported a disability                        | 7             | 5             | 3             | 4             | 3             | (25.00%)                             | (57.14%)                             |
| First Generation<br>Status                  | First Generation                             | 54            | 53            | 101           | 37            | 37            | 0.00%                                | (31.48%)                             |
|   | Not First Generation                         | 5,151         | 3,182         | 6,018         | 2,066         | 1,172         | (43.27%)                             | (77.25%)                             |
| Gender                                      | Female                                       | 1,673         | 898           | 1,662         | 456           | 205           | (55.04%)                             | (87.75%)                             |
|   | Male   | 3,532         | 2,337         | 4,457         | 1,647         | 1,004         | (39.04%)                             | (71.57%)                             |
| Pell Recipient Status                       | Not a Pell Recipient                         | 5,201         | 3,235         | 6,117         | 2,101         | 1,206         | (42.60%)                             | (76.81%)                             |
|   | Pell Recipient                               | 4             | 0             | 2             | 2             | 3             | 50.00%                               | (25.00%)                             |
| Race/Ethnicity                              | American Indian or Alaska Native             | 10            | 5             | 12            | 7             | 4             | (42.86%)                             | (60.00%)                             |
|   | Asian  | 73            | 42            | 42            | 38            | 34            | (10.53%)                             | (53.42%)                             |
|   | Black or African American                    | 431           | 212           | 321           | 266           | 204           | (23.31%)                             | (52.67%)                             |
|   | Hispanic/Latino                              | 250           | 112           | 216           | 146           | 127           | (13.01%)                             | (49.20%)                             |
|   | Native Hawaiian or Other Pacific<br>Islander | 5             | 1             | 6             | 2             | 2             | 0.00%                                | (60.00%)                             |
|   | Nonresident Alien                            | 0             | 0             | 0             | 0             | 1             | 100.00%                              | 100.00%                              |
|   | Two or more races                            | 74            | 49            | 94            | 25            | 28            | 12.00%                               | (62.16%)                             |
|   | Unknown                                      | 1,090         | 601           | 1,208         | 269           | 43            | (84.01%)                             | (96.06%)                             |
| Rural Status                                | White  | 3,272         | 2,213         | 4,220         | 1,350         | 766           | (43.26%)                             | (76.59%)                             |
|   | Not a rural student                          | 1,950         | 1,347         | 1,908         | 853           | 532           | (37.63%)                             | (72.72%)                             |
| Single Parent Status                        | Rural student                                | 3,255         | 1,888         | 4,211         | 1,250         | 677           | (45.84%)                             | (79.20%)                             |
|   | Not a single parent                          | 5,205         | 3,235         | 6,119         | 2,099         | 1,193         | (43.16%)                             | (77.08%)                             |
| Total                                       | Single Parent                                | 0             | 0             | 0             | 4             | 16            | 300.00%                              | 1600.00%                             |
|   | Total  | 5,205         | 3,235         | 6,119         | 2,103         | 1,209         | (42.51%)                             | (76.77%)                             |



| Graduation Rates within 150% time by First Time Student Cohorts |   |   |   |   |   |   |                                    |                                    |
|---|---|---|---|---|---|---|------------------------------------|------------------------------------|
| VARIABLE  | SUBGROUP                                  | Fall 2016 Cohort Graduation Rate w/in 150% Time | Fall 2017 Cohort Graduation Rate w/in 150% Time | Fall 2018 Cohort Graduation Rate w/in 150% Time | Fall 2019 Cohort Graduation Rate w/in 150% Time | Fall 2020 Cohort Graduation Rate w/in 150% Time | 1 Year % Change in Graduation Rate | 5 Year % Change in Graduation Rate |
| Age Group   | 25 and older                              | 41.46%  | 39.62%  | 48.00%  | 36.36%  | 46.67%  | 10.30%                             | 5.20%                              |
|   | Under 25                                  | 52.13%  | 47.00%  | 49.25%  | 47.56%  | 53.85%  | 6.29%                              | 1.72%                              |
| Disability Status   | No disability reported                    | 51.30%  | 46.96%  | 50.14%  | 47.97%  | 53.92%  | 5.95%                              | 2.63%                              |
|   | Reported a disability                     | 59.38%  | 35.48%  | 25.00%  | 26.32%  | 38.89%  | 12.57%                             | (20.49%)                           |
| First Generation Status   | First Generation                          | 43.81%  | 39.27%  | 40.48%  | 36.53%  | 43.17%  | 6.64%                              | (0.63%)                            |
|   | Not First Generation                      | 54.47%  | 49.84%  | 52.56%  | 52.26%  | 58.33%  | 6.07%                              | 3.86%                              |
| Gender  | Female                                    | 53.95%  | 46.54%  | 49.87%  | 47.60%  | 53.91%  | 6.31%                              | (0.05%)                            |
|   | Male                                      | 49.15%  | 46.59%  | 48.47%  | 46.15%  | 53.16%  | 7.01%                              | 4.01%                              |
| Pell Recipient Status   | Not a Pell Recipient                      | 56.92%  | 53.00%  | 54.00%  | 54.26%  | 60.34%  | 6.08%                              | 3.42%                              |
|   | Pell Recipient                            | 43.29%  | 37.57%  | 42.16%  | 37.75%  | 41.18%  | 3.43%                              | (2.12%)                            |
| Race/Ethnicity  | American Indian or Alaska Native          | 0.00%   | ---   | ---   | 0.00%   | ---   | ---                                | ---                                |
|   | Asian                                     | 83.33%  | 0.00%   | 33.33%  | 100.00%   | 50.00%  | (50.00%)                           | (33.33%)                           |
|   | Black or African American                 | 21.74%  | 10.71%  | 10.00%  | 16.67%  | 18.18%  | 1.52%                              | (3.56%)                            |
|   | Hispanic/Latino                           | 44.44%  | 33.33%  | 26.09%  | 25.81%  | 32.00%  | 6.19%                              | (12.44%)                           |
|   | Native Hawaiian or Other Pacific Islander | ---   | ---   | 0.00%   | ---   | ---   | ---                                | ---                                |
|   | Two or more races                         | 37.50%  | 41.67%  | 23.53%  | 33.33%  | 52.94%  | 19.61%                             | 15.44%                             |
|   | Unknown                                   | 56.25%  | 33.33%  | 50.00%  | 50.00%  | 50.00%  | 0.00%                              | (6.25%)                            |
| Rural Status  | White                                     | 52.54%  | 48.40%  | 52.59%  | 49.43%  | 55.61%  | 6.17%                              | 3.07%                              |
|   | Not a rural student                       | 35.29%  | 30.00%  | 27.78%  | 23.08%  | 18.52%  | (4.56%)                            | (16.78%)                           |
|   | Rural student                             | 51.94%  | 46.94%  | 49.73%  | 47.34%  | 54.91%  | 7.58%                              | 2.97%                              |
| Single Parent Status  | Not a single parent                       | 51.61%  | 46.56%  | 49.21%  | 46.94%  | 53.55%  | 6.61%                              | 1.94%                              |
| Total   | Total                                     | 51.61%  | 46.56%  | 49.21%  | 46.94%  | 53.55%  | 6.61%                              | 1.94%                              |

| Retention Rates for First Time Fall Student Cohorts by Demographic |   |                                 |                                 |                                 |                                 |                                 |                                   |                                   |
|--|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|-----------------------------------|-----------------------------------|
| VARIABLE   | SUBGROUP                                  | Fall 2018 Cohort Retention Rate | Fall 2019 Cohort Retention Rate | Fall 2020 Cohort Retention Rate | Fall 2021 Cohort Retention Rate | Fall 2022 Cohort Retention Rate | 1 Year % Change in Retention Rate | 5 Year % Change in Retention Rate |
| Age Group  | 25 and older                              | 60.00%                          | 46.34%                          | 44.44%                          | 55.17%                          | 55.26%                          | 0.09%                             | (4.74%)                           |
|  | Under 25                                  | 70.71%                          | 66.13%                          | 70.65%                          | 74.29%                          | 71.03%                          | (3.26%)                           | 0.32%                             |
| Disability Status  | No disability reported                    | 70.80%                          | 65.33%                          | 69.90%                          | 73.68%                          | 71.03%                          | (2.65%)                           | 0.22%                             |
|  | Reported a disability                     | 60.71%                          | 60.00%                          | 58.82%                          | 66.67%                          | 57.78%                          | (8.89%)                           | (2.94%)                           |
| First Generation Status  | First Generation                          | 60.87%                          | 57.25%                          | 54.79%                          | 62.72%                          | 61.54%                          | (1.18%)                           | 0.67%                             |
|  | Not First Generation                      | 74.15%                          | 69.19%                          | 76.55%                          | 77.13%                          | 73.83%                          | (3.29%)                           | (0.32%)                           |
| Gender   | Female                                    | 69.61%                          | 64.97%                          | 66.02%                          | 71.66%                          | 71.50%                          | (0.16%)                           | 1.89%                             |
|  | Male                                      | 71.31%                          | 65.25%                          | 73.56%                          | 75.68%                          | 68.87%                          | (6.81%)                           | (2.44%)                           |
| Pell Recipient Status  | Not a Pell Recipient                      | 73.73%                          | 71.20%                          | 74.38%                          | 77.22%                          | 75.16%                          | (2.06%)                           | 1.43%                             |
|  | Pell Recipient                            | 65.68%                          | 57.55%                          | 61.13%                          | 66.07%                          | 62.63%                          | (3.45%)                           | (3.05%)                           |
| Race/Ethnicity   | American Indian or Alaska Native          | ---                             | 0.00%                           | ---                             | 33.33%                          | 50.00%                          | 16.67%                            | ---                               |
|  | Asian                                     | 80.00%                          | 66.67%                          | 100.00%                         | 100.00%                         | 100.00%                         | 0.00%                             | 20.00%                            |
|  | Black or African American                 | 50.00%                          | 46.43%                          | 33.33%                          | 33.33%                          | 50.00%                          | 16.67%                            | 0.00%                             |
|  | Hispanic/Latino                           | 69.57%                          | 50.00%                          | 58.33%                          | 58.82%                          | 69.70%                          | 10.87%                            | 0.13%                             |
|  | Native Hawaiian or Other Pacific Islander | 100.00%                         | ---                             | ---                             | ---                             | ---                             | ---                               | ---                               |
|  | Nonresident Alien                         | ---                             | ---                             | ---                             | 50.00%                          | 83.33%                          | 33.33%                            | ---                               |
|  | Two or more races                         | 50.00%                          | 56.52%                          | 62.50%                          | 71.43%                          | 78.26%                          | 6.83%                             | 28.26%                            |
|  | Unknown                                   | 75.00%                          | 100.00%                         | ---                             | 100.00%                         | 40.00%                          | (60.00%)                          | (35.00%)                          |
|  | White                                     | 71.73%                          | 66.76%                          | 71.36%                          | 74.84%                          | 70.61%                          | (4.22%)                           | (1.12%)                           |
| Rural Status   | Not a rural student                       | 44.44%                          | 23.08%                          | 36.00%                          | 47.06%                          | 57.89%                          | 10.84%                            | 13.45%                            |
|  | Rural student                             | 71.07%                          | 65.80%                          | 70.89%                          | 74.15%                          | 70.56%                          | (3.59%)                           | (0.51%)                           |
| Single Parent Status   | Not a single parent                       | 70.42%                          | 65.10%                          | 69.62%                          | 73.95%                          | 71.03%                          | (2.92%)                           | 0.61%                             |
|  | Single Parent                             | ---                             | ---                             | ---                             | 55.56%                          | 51.61%                          | (3.94%)                           | ---                               |
| Total  | Total                                     | 70.42%                          | 65.10%                          | 69.62%                          | 73.45%                          | 70.24%                          | (3.22%)                           | (0.18%)                           |

| 24 or more Credit Hour Accumulation by Fall Cohort and Student Demographic |  |  |  |  |  |  |   |   |
|--|--|--|--|--|--|--|---|---|
| VARIABLE   | SUBGROUP                                     | Fall 2018 24+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2019 24+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2020 24+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2021 24+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2022 24+<br>Credit Hour<br>Accumulation<br>Rate | 1 Year %<br>Change in<br>24+ Credit<br>Hour<br>Accumulation<br>Rate | 5 Year %<br>Change in<br>24+ Credit<br>Hour<br>Accumulation<br>Rate |
| Age Group  | 25 and older                                 | 60.00%   | 46.34%   | 48.15%   | 41.38%   | 63.16%   | 21.78%  | 3.16%   |
|  | Under 25                                     | 64.99%   | 62.63%   | 65.36%   | 66.09%   | 63.65%   | (2.44%)   | (1.34%)   |
| Disability Status  | No disability reported                       | 66.29%   | 62.40%   | 64.98%   | 65.89%   | 65.12%   | (0.77%)   | (1.17%)   |
|  | Reported a disability                        | 28.57%   | 48.57%   | 52.94%   | 38.10%   | 40.00%   | 1.90%   | 11.43%  |
| First Generation<br>Status   | First Generation                             | 52.17%   | 52.04%   | 52.51%   | 49.70%   | 50.68%   | 0.97%   | (1.50%)   |
|  | Not First Generation                         | 69.81%   | 66.86%   | 70.36%   | 70.24%   | 68.97%   | (1.27%)   | (0.84%)   |
| Gender   | Female                                       | 62.08%   | 60.09%   | 62.67%   | 64.31%   | 64.63%   | 0.33%   | 2.55%   |
|  | Male   | 67.90%   | 63.84%   | 66.87%   | 65.88%   | 62.53%   | (3.34%)   | (5.36%)   |
| Pell Recipient Status  | Not a Pell Recipient                         | 69.82%   | 68.89%   | 69.84%   | 72.21%   | 68.19%   | (4.02%)   | (1.62%)   |
|  | Pell Recipient                               | 57.76%   | 52.99%   | 55.47%   | 50.89%   | 56.57%   | 5.67%   | (1.19%)   |
| Race/Ethnicity   | American Indian or Alaska Native             | ---  | 0.00%  | ---  | 33.33%   | 50.00%   | 16.67%  | ---   |
|  | Asian  | 20.00%   | 66.67%   | 50.00%   | 50.00%   | 100.00%  | 50.00%  | 80.00%  |
|  | Black or African American                    | 46.67%   | 39.29%   | 28.57%   | 16.67%   | 38.89%   | 22.22%  | (7.78%)   |
|  | Hispanic/Latino                              | 52.17%   | 40.00%   | 41.67%   | 70.59%   | 42.42%   | (28.16%)  | (9.75%)   |
|  | Native Hawaiian or Other Pacific<br>Islander | 100.00%  | ---  | ---  | ---  | ---  | ---   | ---   |
|  | Nonresident Alien                            | ---  | ---  | ---  | 100.00%  | 83.33%   | (16.67%)  | ---   |
|  | Two or more races                            | 50.00%   | 43.48%   | 43.75%   | 57.14%   | 65.22%   | 8.07%   | 15.22%  |
|  | Unknown                                      | 100.00%  | 100.00%  | ---  | 0.00%  | 20.00%   | 20.00%  | (80.00%)  |
| Rural Status   | White  | 66.57%   | 64.17%   | 67.36%   | 66.18%   | 65.37%   | (0.81%)   | (1.20%)   |
|  | Not a rural student                          | 66.67%   | 30.77%   | 40.00%   | 41.18%   | 31.58%   | (9.60%)   | (35.09%)  |
| Single Parent Status   | Rural student                                | 64.81%   | 62.31%   | 65.61%   | 65.63%   | 64.45%   | (1.18%)   | (0.36%)   |
|  | Not a single parent                          | 64.86%   | 61.78%   | 64.68%   | 66.05%   | 64.14%   | (1.91%)   | (0.72%)   |
| Total  | Single Parent                                | ---  | ---  | ---  | 27.78%   | 51.61%   | 23.84%  | ---   |
|  | Total  | 64.86%   | 61.78%   | 64.68%   | 65.01%   | 63.62%   | (1.38%)   | (1.23%)   |

| 30 or more Credit Hour Accumulation by Fall Cohort and Student Demographic |  |  |  |  |  |  |   |   |
|--|--|--|--|--|--|--|---|---|
| VARIABLE   | SUBGROUP                                     | Fall 2018 30+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2019 30+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2020 30+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2021 30+<br>Credit Hour<br>Accumulation<br>Rate | Fall 2022 30+<br>Credit Hour<br>Accumulation<br>Rate | 1 Year %<br>Change in<br>30+ Credit<br>Hour<br>Accumulation<br>Rate | 5 Year %<br>Change in<br>30+ Credit<br>Hour<br>Accumulation<br>Rate |
| Age Group  | 25 and older                                 | 30.00%   | 17.07%   | 37.04%   | 17.24%   | 23.68%   | 6.44%   | (6.32%)   |
|  | Under 25                                     | 36.12%   | 33.87%   | 36.76%   | 33.12%   | 35.65%   | 2.53%   | (0.47%)   |
| Disability Status  | No disability reported                       | 36.67%   | 33.87%   | 37.56%   | 33.02%   | 36.01%   | 2.98%   | (0.67%)   |
|  | Reported a disability                        | 17.86%   | 14.29%   | 5.88%  | 14.29%   | 20.00%   | 5.71%   | 2.14%   |
| First Generation<br>Status   | First Generation                             | 27.05%   | 21.19%   | 30.59%   | 21.30%   | 22.62%   | 1.32%   | (4.43%)   |
|  | Not First Generation                         | 39.43%   | 39.15%   | 39.66%   | 36.23%   | 40.19%   | 3.95%   | 0.75%   |
| Gender   | Female                                       | 32.73%   | 31.32%   | 33.98%   | 30.52%   | 35.11%   | 4.60%   | 2.39%   |
|  | Male   | 39.49%   | 35.03%   | 39.82%   | 34.80%   | 34.99%   | 0.19%   | (4.50%)   |
| Pell Recipient Status  | Not a Pell Recipient                         | 40.55%   | 41.01%   | 40.36%   | 37.59%   | 39.43%   | 1.85%   | (1.12%)   |
|  | Pell Recipient                               | 29.37%   | 23.08%   | 30.36%   | 22.32%   | 28.28%   | 5.96%   | (1.09%)   |
| Race/Ethnicity   | American Indian or Alaska Native             | ---  | 0.00%  | ---  | 0.00%  | 0.00%  | 0.00%   | ---   |
|  | Asian  | 0.00%  | 66.67%   | 50.00%   | 50.00%   | 100.00%  | 50.00%  | 100.00%   |
|  | Black or African American                    | 26.67%   | 17.86%   | 4.76%  | 0.00%  | 11.11%   | 11.11%  | (15.56%)  |
|  | Hispanic/Latino                              | 21.74%   | 23.33%   | 8.33%  | 29.41%   | 9.09%  | (20.32%)  | (12.65%)  |
|  | Native Hawaiian or Other Pacific<br>Islander | 0.00%  | ---  | ---  | ---  | ---  | ---   | ---   |
|  | Nonresident Alien                            | ---  | ---  | ---  | 100.00%  | 16.67%   | (83.33%)  | ---   |
|  | Two or more races                            | 37.50%   | 13.04%   | 25.00%   | 28.57%   | 30.43%   | 1.86%   | (7.07%)   |
|  | Unknown                                      | 75.00%   | 75.00%   | ---  | 0.00%  | 20.00%   | 20.00%  | (55.00%)  |
| Rural Status   | White  | 36.93%   | 34.39%   | 39.20%   | 33.17%   | 37.33%   | 4.16%   | 0.40%   |
|  | Not a rural student                          | 33.33%   | 23.08%   | 24.00%   | 17.65%   | 15.79%   | (1.86%)   | (17.54%)  |
| Single Parent Status   | Rural student                                | 36.02%   | 33.16%   | 37.25%   | 32.82%   | 35.55%   | 2.73%   | (0.47%)   |
|  | Not a single parent                          | 35.96%   | 32.99%   | 36.77%   | 32.71%   | 35.86%   | 3.15%   | (0.09%)   |
| Total  | Single Parent                                | ---  | ---  | ---  | 22.22%   | 16.13%   | (6.09%)   | ---   |
|  | Total  | 35.96%   | 32.99%   | 36.77%   | 32.43%   | 35.05%   | 2.62%   | (0.90%)   |

| Transfer Associate degree Completions by Student Demographic |  |               |               |               |               |               |                                      |                                      |
|--|--|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE   | SUBGROUP                                     | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group  | 25 and older                                 | 224           | 215           | 74            | 105           | 186           | 77.14%                               | (16.96%)                             |
|  | Under 25                                     | 293           | 288           | 280           | 289           | 296           | 2.42%                                | 1.02%                                |
| Disability Status  | No disability reported                       | 506           | 495           | 342           | 380           | 471           | 23.95%                               | (6.92%)                              |
|  | Reported a disability                        | 11            | 8             | 12            | 14            | 11            | (21.43%)                             | 0.00%                                |
| First Generation<br>Status                                   | First Generation                             | 94            | 79            | 88            | 92            | 101           | 9.78%                                | 7.45%                                |
|  | Not First Generation                         | 423           | 424           | 266           | 302           | 381           | 26.16%                               | (9.93%)                              |
| Gender   | Female                                       | 229           | 233           | 203           | 204           | 268           | 31.37%                               | 17.03%                               |
|  | Male   | 288           | 270           | 151           | 190           | 214           | 12.63%                               | (25.69%)                             |
| Pell Recipient Status  | Not a Pell Recipient                         | 396           | 391           | 262           | 315           | 400           | 26.98%                               | 1.01%                                |
|  | Pell Recipient                               | 121           | 112           | 92            | 79            | 82            | 3.80%                                | (32.23%)                             |
| Race/Ethnicity   | American Indian or Alaska Native             | 1             | 0             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
|  | Asian  | 3             | 4             | 2             | 4             | 1             | (75.00%)                             | (66.67%)                             |
|  | Black or African American                    | 67            | 96            | 14            | 28            | 25            | (10.71%)                             | (62.69%)                             |
|  | Hispanic/Latino                              | 32            | 24            | 7             | 21            | 12            | (42.86%)                             | (62.50%)                             |
|  | Native Hawaiian or Other Pacific<br>Islander | 0             | 2             | 0             | 0             | 0             | 0.00%                                | 0.00%                                |
|  | Nonresident Alien                            | 8             | 3             | 6             | 4             | 4             | 0.00%                                | (50.00%)                             |
|  | Two or more races                            | 10            | 7             | 5             | 11            | 15            | 36.36%                               | 50.00%                               |
|  | Unknown                                      | 9             | 8             | 1             | 5             | 6             | 20.00%                               | (33.33%)                             |
|  | White  | 387           | 359           | 319           | 321           | 419           | 30.53%                               | 8.27%                                |
| Rural Status   | Not a rural student                          | 36            | 30            | 21            | 22            | 26            | 18.18%                               | (27.78%)                             |
|  | Rural student                                | 481           | 473           | 333           | 372           | 456           | 22.58%                               | (5.20%)                              |
| Single Parent Status   | Not a single parent                          | 517           | 503           | 354           | 380           | 451           | 18.68%                               | (12.77%)                             |
|  | Single Parent                                | 0             | 0             | 0             | 14            | 31            | 121.43%                              | 3100.00%                             |
| Total  | Total  | 517           | 503           | 354           | 394           | 482           | 22.34%                               | (6.77%)                              |

| Associate in Applied Science degree Completions by Student Demographic |                           |               |               |               |               |               |                                      |                                      |
|--|---------------------------|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE   | SUBGROUP                  | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group  | 25 and older              | 159           | 133           | 136           | 170           | 126           | (25.88%)                             | (20.75%)                             |
|  | Under 25                  | 228           | 214           | 162           | 190           | 206           | 8.42%                                | (9.65%)                              |
| Disability Status  | No disability reported    | 364           | 333           | 285           | 345           | 320           | (7.25%)                              | (12.09%)                             |
|  | Reported a disability     | 23            | 14            | 13            | 15            | 12            | (20.00%)                             | (47.83%)                             |
| First Generation Status  | First Generation          | 115           | 117           | 99            | 123           | 120           | (2.44%)                              | 4.35%                                |
|  | Not First Generation      | 272           | 230           | 199           | 237           | 212           | (10.55%)                             | (22.06%)                             |
| Gender   | Female                    | 212           | 203           | 190           | 206           | 194           | (5.83%)                              | (8.49%)                              |
|  | Male                      | 175           | 144           | 108           | 154           | 138           | (10.39%)                             | (21.14%)                             |
| Pell Recipient Status  | Not a Pell Recipient      | 265           | 224           | 202           | 240           | 237           | (1.25%)                              | (10.57%)                             |
|  | Pell Recipient            | 122           | 123           | 96            | 120           | 95            | (20.83%)                             | (22.13%)                             |
| Race/Ethnicity   | Asian                     | 5             | 3             | 1             | 1             | 2             | 100.00%                              | (60.00%)                             |
|  | Black or African American | 7             | 6             | 4             | 6             | 3             | (50.00%)                             | (57.14%)                             |
|  | Hispanic/Latino           | 11            | 9             | 6             | 11            | 11            | 0.00%                                | 0.00%                                |
|  | Nonresident Alien         | 0             | 1             | 3             | 1             | 2             | 100.00%                              | 200.00%                              |
|  | Two or more races         | 4             | 6             | 6             | 10            | 9             | (10.00%)                             | 125.00%                              |
|  | Unknown                   | 4             | 2             | 0             | 8             | 2             | (75.00%)                             | (50.00%)                             |
|  | White                     | 356           | 320           | 278           | 323           | 303           | (6.19%)                              | (14.89%)                             |
| Rural Status   | Not a rural student       | 26            | 19            | 20            | 18            | 14            | (22.22%)                             | (46.15%)                             |
|  | Rural student             | 361           | 328           | 278           | 342           | 318           | (7.02%)                              | (11.91%)                             |
| Single Parent Status   | Not a single parent       | 387           | 346           | 298           | 309           | 296           | (4.21%)                              | (23.51%)                             |
|  | Single Parent             | 0             | 1             | 0             | 51            | 36            | (29.41%)                             | 3600.00%                             |
| Total  | Total                     | 387           | 347           | 298           | 360           | 332           | (7.78%)                              | (14.21%)                             |

| Long-Term Certificate Completions by Student Demographic |  |               |               |               |               |               |                                      |                                      |
|--|--|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE   | SUBGROUP                                     | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group  | 25 and older                                 | 395           | 487           | 165           | 340           | 445           | 30.88%                               | 12.66%                               |
|  | Under 25                                     | 126           | 318           | 314           | 314           | 374           | 19.11%                               | 196.83%                              |
| Disability Status  | No disability reported                       | 507           | 787           | 461           | 642           | 801           | 24.77%                               | 57.99%                               |
|  | Reported a disability                        | 14            | 18            | 18            | 12            | 18            | 50.00%                               | 28.57%                               |
| First Generation<br>Status                               | First Generation                             | 87            | 118           | 145           | 146           | 162           | 10.96%                               | 86.21%                               |
|  | Not First Generation                         | 434           | 687           | 334           | 508           | 657           | 29.33%                               | 51.38%                               |
| Gender   | Female                                       | 139           | 309           | 324           | 317           | 346           | 9.15%                                | 148.92%                              |
|  | Male   | 382           | 496           | 155           | 337           | 473           | 40.36%                               | 23.82%                               |
| Pell Recipient Status                                    | Not a Pell Recipient                         | 450           | 655           | 339           | 522           | 686           | 31.42%                               | 52.44%                               |
|  | Pell Recipient                               | 71            | 150           | 140           | 132           | 133           | 0.76%                                | 87.32%                               |
| Race/Ethnicity   | American Indian or Alaska Native             | 0             | 2             | 0             | 1             | 0             | (100.00%)                            | 0.00%                                |
|  | Asian  | 7             | 5             | 4             | 6             | 4             | (33.33%)                             | (42.86%)                             |
|  | Black or African American                    | 117           | 140           | 17            | 79            | 112           | 41.77%                               | (4.27%)                              |
|  | Hispanic/Latino                              | 30            | 59            | 10            | 46            | 40            | (13.04%)                             | 33.33%                               |
|  | Native Hawaiian or Other Pacific<br>Islander | 1             | 0             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
|  | Nonresident Alien                            | 1             | 2             | 8             | 4             | 4             | 0.00%                                | 300.00%                              |
|  | Two or more races                            | 4             | 9             | 7             | 17            | 18            | 5.88%                                | 350.00%                              |
|  | Unknown                                      | 10            | 13            | 0             | 16            | 12            | (25.00%)                             | 20.00%                               |
|  | White  | 351           | 575           | 433           | 485           | 629           | 29.69%                               | 79.20%                               |
| Rural Status   | Not a rural student                          | 8             | 69            | 26            | 59            | 43            | (27.12%)                             | 437.50%                              |
|  | Rural student                                | 513           | 736           | 453           | 595           | 776           | 30.42%                               | 51.27%                               |
| Single Parent Status                                     | Not a single parent                          | 521           | 805           | 479           | 601           | 759           | 26.29%                               | 45.68%                               |
|  | Single Parent                                | 0             | 0             | 0             | 53            | 60            | 13.21%                               | 6000.00%                             |
| Total  | Total  | 521           | 805           | 479           | 654           | 819           | 25.23%                               | 57.20%                               |

| Short-Term Certificate Completions by Student Demographic |  |               |               |               |               |               |                                      |                                      |
|---|--|---------------|---------------|---------------|---------------|---------------|--------------------------------------|--------------------------------------|
| VARIABLE  | SUBGROUP                                     | FY19<br>TOTAL | FY20<br>TOTAL | FY21<br>TOTAL | FY22<br>TOTAL | FY23<br>TOTAL | TOTAL<br>PERCENT<br>CHANGE 1<br>YEAR | TOTAL<br>PERCENT<br>CHANGE 5<br>YEAR |
| Age Group   | 25 and older                                 | 1,844         | 1,976         | 280           | 662           | 1,004         | 51.66%                               | (45.55%)                             |
|   | Under 25                                     | 320           | 238           | 118           | 174           | 317           | 82.18%                               | (0.94%)                              |
| Disability Status   | No disability reported                       | 2,152         | 2,213         | 387           | 822           | 1,306         | 58.88%                               | (39.31%)                             |
|   | Reported a disability                        | 12            | 1             | 11            | 14            | 15            | 7.14%                                | 25.00%                               |
| First Generation<br>Status                                | First Generation                             | 118           | 63            | 89            | 124           | 163           | 31.45%                               | 38.14%                               |
|   | Not First Generation                         | 2,046         | 2,151         | 309           | 712           | 1,158         | 62.64%                               | (43.40%)                             |
| Gender  | Female                                       | 148           | 220           | 131           | 212           | 317           | 49.53%                               | 114.19%                              |
|   | Male   | 2,016         | 1,994         | 267           | 624           | 1,004         | 60.90%                               | (50.20%)                             |
| Pell Recipient Status                                     | Not a Pell Recipient                         | 2,094         | 2,171         | 348           | 766           | 1,247         | 62.79%                               | (40.45%)                             |
|   | Pell Recipient                               | 70            | 43            | 50            | 70            | 74            | 5.71%                                | 5.71%                                |
| Race/Ethnicity  | American Indian or Alaska Native             | 5             | 8             | 2             | 4             | 3             | (25.00%)                             | (40.00%)                             |
|   | Asian  | 17            | 8             | 4             | 6             | 3             | (50.00%)                             | (82.35%)                             |
|   | Black or African American                    | 770           | 760           | 75            | 186           | 328           | 76.34%                               | (57.40%)                             |
|   | Hispanic/Latino                              | 210           | 225           | 32            | 85            | 107           | 25.88%                               | (49.05%)                             |
|   | Native Hawaiian or Other Pacific<br>Islander | 4             | 3             | 0             | 0             | 0             | 0.00%                                | (100.00%)                            |
|   | Nonresident Alien                            | 0             | 0             | 0             | 2             | 0             | (100.00%)                            | 0.00%                                |
|   | Two or more races                            | 31            | 32            | 6             | 19            | 28            | 47.37%                               | (9.68%)                              |
|   | Unknown                                      | 60            | 74            | 8             | 42            | 36            | (14.29%)                             | (40.00%)                             |
|   | White  | 1,067         | 1,104         | 271           | 492           | 816           | 65.85%                               | (23.52%)                             |
| Rural Status  | Not a rural student                          | 272           | 419           | 43            | 154           | 117           | (24.03%)                             | (56.99%)                             |
|   | Rural student                                | 1,892         | 1,795         | 355           | 682           | 1,204         | 76.54%                               | (36.36%)                             |
| Single Parent Status                                      | Not a single parent                          | 2,164         | 2,214         | 398           | 809           | 1,276         | 57.73%                               | (41.04%)                             |
|   | Single Parent                                | 0             | 0             | 0             | 27            | 45            | 66.67%                               | 4500.00%                             |
| Total   | Total  | 2,164         | 2,214         | 398           | 836           | 1,321         | 58.01%                               | (38.96%)                             |



## Amendment I: Business Enterprise Program



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### Illinois Equity Plan Framework - Amendment Business Enterprise Program

This amendment to the [Equity Plan Framework](#) serves to add language pertaining to the Business Enterprise Program (BEP). The amendment adds to the framework the collection of information from universities and community colleges to address BEP procurement activities that support, promote, and encourage the economic development of minorities, women, and persons with disabilities participating in procurement as prime vendors and subcontractors. The BEP goal for the state is 30%, and the intent of this amendment is to gather information from universities and colleges to help meet this goal. For more information go to: [Business Enterprise for Minorities, Women, and Persons with Disabilities Act \[30 ILCS 575\]](#). For additional context you can access the most recent [BEP report for FY2023](#).

This BEP amendment may be submitted as a part of the university or community college equity plan, which is due on May 31, 2024, or separately. If submitted separately, the **BEP amendment portion is due to either the IBHE or the ICCB no later than June 30, 2024**. Respondents may answer questions directly on this form or provide a supplemental document.

Each institution must respond to the questions listed below. Your responses to the amendment must be submitted to the appropriate state agency. For Illinois community colleges submit responses to: [ICCB.EquityPlans@illinois.gov](mailto:ICCB.EquityPlans@illinois.gov) and for universities submit to: [Equityplans@ibhe.org](mailto:Equityplans@ibhe.org). Also, if you have questions submit them to the same email addresses listed above.

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Community College / University: | Lake Land College                 |
| Procurement (BEP) Contact:      | Dylan Cole, Assistant Comptroller |
| Email:                          | dcole@lakelandcollege.edu         |
| Telephone:                      | 217-234-5546                      |

1. *Attach copies of your two most recent BEP Compliance Plans and Annual Expenditure Reports.*

Please find included the two most recent BEP Compliance Plans along with our Annual Expenditure Reports.

2. *Does your institution do business with firms owned by minorities, women, and persons with disabilities that are not BEP certified? What steps has your institution taken to help get these vendors certified? What impact would certification of these vendors have on meeting your BEP goal?*

Lake Land College has awarded contracts and/or agreements with organizations that are 1) BEP certified and 2) business that are owned by minorities, women, and persons with disabilities that are not BEP certified.

Lake Land College compares our monthly vendor expenditure list against the BEP certified list to complete our reporting process. We have encouraged suppliers/vendors to become certified and have built an action item to increase our involvement in the certification process.

3. *Provide a **comprehensive description** of outreach, training, technical support, and other efforts your institution has instituted or plans to institute to meet the 30% BEP goal. This description should include, at a minimum, a summary of actions, a timeline, and expected outcomes.*

Training & Support – (Target Completion 12/31/2024) Lake Land College will develop and implement a vendor program that includes information and support for any vendors that are interested in becoming BEP certified. We'll provide an overview of the program in all bid requests and send a letter to active suppliers and vendors encouraging them to seek BEP certification if they are eligible.

Board of Trustee Awareness (Target Completion October 2024 Board of Trustees Meeting)

The Vice President for Business Services will provide an annual report to our Board of Trustees on Lake Land College's performance against the 30% BEP aspiration goal. We will also provide periodic updates on steps the Lake Land College procurement team has taken to try and improve BEP participation.

Internal Policy/Procedure Audit (Target Completion 12/31/2024) It has been a few years since the current procedures and board policy (10.22.02) have been reviewed. The Lake Land College procurement team will review both documents and if needed, update procedures and submit any changes to the board policy by year end.

Internal System/Data Challenges (Target Completion 12/31/2024) As noted in Section 4, there are some challenges with efficiently tracking potential expenditures with BEP certified vendors/suppliers. As part of the internal policy and procedure audit listed above, we'll evaluate information tracking and if applicable, implement and/or request system modifications.

4. *Provide a list of challenges that your institution has faced in procuring with BEP certified vendors and meeting the State's 30% BEP vendor participation goal.*

Rural – Lake Land college is the second largest geographic region in the State of Illinois confirming the very rural nature of our footprint. As a result, the pool of available BEP certified contractors/vendors limited. We are always open to providers outside our region especially if it increases the likelihood of obtaining a BEP certified vendor but in most cases, the bids are cost prohibitive simply because of proximity.

BEP Certification Challenges – We encourage providers who could qualify for BEP certification to apply for BEP certification. The two primary challenges that have been expressed to the procurement team when encouraging certification is 1) the lengthy application process and 2) concerns with making information public.

Financial Stewardship/Procurement Process – The procurement process, as instituted by our Board of Trustees, seeks to find the most cost-effective, qualified vendor/supplier for a given project or expenditure. As indicated by our results, BEP certified vendors/suppliers have successfully won Lake Land College contracts but they have been the most cost-effective provider. In cases where a BEP Certified vendor was not successful (If there was even one who submitted a bid.) it was not in Lake Land's best financial interest to award the bid.

Internal System/Data Challenges – We utilize the BEP certified list to compare our expenditures with vendors who are BEP certified. We have no insight into subcontractors who might be BEP certified nor do we have an efficient process to analyze our credit card expenditures for possible BEP certified vendors/suppliers.

5. *Provide any other information that you would like to provide to convey a better understanding of your college or university BEP efforts.*

Lake Land College fully supports and is aware of the BEP aspirational goals. If, upon conclusion of a bid process, all things are equal, Lake Land College would consider BEP certification as a tie breaking decision point.

The Lake Land College procurement team is comprised of:

- Vice President for Business Services
- Administrative Assistant to Vice President
- Comptroller
- Assistant Comptroller
- Facilities Planning Manager

## Endnotes

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<sup>i</sup> Equity Action Agenda for Community College Governance, ACCT Diversity, Equity and Inclusion Committee, 2018

<sup>ii</sup> Data and information in this section is pulled from Illinois Community College Board records previously submitted to them by Lake Land College, likely including but not limited to the College's A1 and E1 reports that are pulled from the College's student record system and submitted to ICCB annually.

<sup>iii</sup> International Studies Programmatic data, May 2024

<sup>iv</sup> 2019-2023 DAISI—Data and Information System Illinois reports

<sup>v</sup> International Studies Programmatic data, May 2024

<sup>vi</sup> Financial Aid & Veteran Services Advisor Recorded Data 2024

<sup>vii</sup> 2024 Lake Land College Equity Plan Questionnaire

<sup>viii</sup> 2024 Lake Land College Equity Plan Questionnaire

<sup>ix</sup> 2024 Lake Land College Equity Plan Questionnaire

<sup>x</sup> 2024 Lake Land College Equity Plan Questionnaire

<sup>xi</sup> 2024 Lake Land College Equity Plan Questionnaire