

# ILLINOIS VALLEY COMMUNITY COLLEGE

## *Equity Plan*

*2024-2025*





Students, Faculty, Staff, Administration and Members of the Community,

At Illinois Valley Community College, we are dedicated to our mission of creating opportunities for students and our community by providing access to affordable, high-quality higher education and lifelong learning. As part of that mission, we must always keep at the center our core values of integrity, compassion, accountability, respect and equity to that all students, employees and community members know that they are welcome on our campus

I believe that our commitment to diversity, equity, and inclusion is critical because it fosters the exchange and development of idea, promotes understanding across different identities, dispels racial stereotypes, and prepares our students to be leaders in our community and in an increasingly multicultural and global society.

Having courageous conversations, learning from each other, and committing to removing systemic barriers is essential in our commitment to fostering a diverse educational environment for our students. It is imperative that we treat individuals with deep respect and dignity, especially when their background, culture, opinions, or beliefs are different from our own or when their life circumstances cause them to be marginalized in society. I ask our college community to commit to this, for doing so is essential to achieving our core mission of providing access, as well as academic excellence.

We know that we a great deal of work ahead but I ask our students, employees and community to strive to create an inclusive campus where individuals can feel safe and accepted so that they can be thoughtful and understanding citizens. As we embark on our first DEI plan, we will strengthen our institutional commitment to fostering a diverse, equitable, and inclusive community.

As your president, I am committed to continuing to support a campus culture that reflects our core values and makes us collectively stronger and more resilient and that supports the beautiful tapestry that is our shared experiences. Together, we will work to build a better future for generations to come.

Sincerely,

*Tracy Morris*

Tracy Morris, Ed.D.

President

(she, her, hers)

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## I. Introduction

Public Act 102-1046 (110 ILCS 205/9.16) requires each public institution of higher education and encourages each private institution of higher education to develop and implement an equity plan and practices for its institution that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups, including students of color, low-income students, working adult students, rural students, and individuals with disabilities so that individuals, families, and communities throughout the state can thrive.

Illinois Higher Education Equity Plans and Practices are student-centered practices that are designed to meet the need and support the success of historically underserved and underrepresented students so that all students have the tools they need to succeed. While the framework focuses on populations where the data shows gaps in outcomes - Black, Latinx, low income, rural, women, individuals with disabilities, working adults, and other racially minoritized groups, as outlined in statute - it is designed for sustainable actions across all marginalized populations. Illinois Higher Education institutions commit to practices that support student success and achievement in their academic and career goals while promoting respect, fairness, diversity, equity, inclusion, and access.

Illinois Valley Community College is committed to developing this plan to meet the equity needs of our community and students. This plan will be developed with guidance from the institutional Diversity, Equity, and Inclusion Committee.

### A. Institution vision of Diversity, Equity, Inclusion, and Accessibility

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

Currently, we do not have an adopted single institutional statement. The current statements for these areas include the following:

##### **Charter for DEI Committee:**

*Comprised of faculty, support staff, and administrators, the IVCC Diversity, Equity, and Inclusion (DEI) Committee, fosters, coordinates, facilitates, and expands diversity, equity, and inclusion by creating, championing, and assessing campus initiatives. We are dedicated to creating a safe, open, accessible, and inclusive campus climate for all.*

*A more [detailed charter and rationale](#) was created by the DEI Committee. These aspirations and goals from this plan are further emphasized through the College's Strategic Plan and Diversity Statement, which will form the basis of this plan.*

##### **Board Policy 06.01 Americans with Disabilities Act**

*It is the policy of the Board of Trustees of Illinois Valley Community College to do everything reasonable, necessary and appropriate to comply with the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008.*

## **Board Policy 03.02 Affirmative Action**

*It is the policy of the Board of Trustees of Illinois Valley Community College to comply with the guidelines of Federal Executive Orders #11246 and #11375. IVCC endorses and implements a policy for equal employment opportunity for all individuals regardless of race, color, national origin, disability, age, religion, sex, sexual orientation, genetic information or any legally protected classification. Affirmative action is taken to ensure that this policy is enforced in all phases of the College operation and its maintenance.*

It should be noted that the Board Policies only address the requirement of the law and a true institutional vision for Diversity, Equity, Inclusion and Accessibility may go beyond that scope. This will be a key objective of this plan for the upcoming year.

### **2. Adopted Institution Mission, Vision, Value Statements**

In Fall 2023, the College community engaged in the development of the mission, vision, and core values as one of the first steps in the strategic planning process. Input was gathered from students and employees through various methods and the mission, vision, and core values were finalized by the Strategic Leadership and Planning Council and approved by the Board of Trustees in 2024. Operational definitions of the core values were developed by the Strategic Leadership and Planning Council and voted on by the community and are included following each core value in italics.

#### **MISSION AND VISION STATEMENTS**

##### **VISION:**

Illinois Valley Community College will foster personal and professional growth and well-being for our students and community through growing programs, updated facilities, and educational innovation.

##### **MISSION:**

Illinois Valley Community College is dedicated to creating opportunities for students and our community by providing access to affordable, high-quality higher education and life-long learning.



COLLEGE CORE VALUES

**Achieving Excellence through our Core Values**

**Integrity:**

Integrity is the commitment to honesty and fairness in actions and communication, fostering trust, and upholding ethical principles.

**Compassion:**

Compassion is a caring and empathetic approach to understanding and addressing the College community’s challenges, accompanied by a genuine and caring response.

**Accountability:**

Accountability emphasizes the responsibility of individuals to take ownership of their actions, decisions, and outcomes. It involves a commitment to transparently and proactively fulfill one's duties, meet expectations for deadlines and performance, and acknowledge both successes and setbacks to foster continuous improvement.

**Respect:**

Respect is demonstrated through observable behaviors that include valuing diverse perspectives, treating others with courtesy, actively listening, and fostering an inclusive and collaborative environment.

**Equity:**

Equity involves the purposeful dedication to creating policies and practices that recognize and accommodate the diverse needs of every student and employee so each individual has the opportunity to succeed and engage fully in campus life.

**B. Institutional Vision for Equity**

At this time, equity is being defined as listed above with the core values. As part of this plan, the development of a vision for DEI will be an objective for this plan moving forward, in alignment with the Diversity, Equity, Inclusion, and Accessibility Statements.

**II. Data Analysis**

Assess the equity gaps for Black, Latino, low-income, adult, rural students, students with disabilities, and other represented groups, as identified in 110 ILCS 205/9.16

**A. IBHE/ICCB Data**

IBHE/ICCB provided data on current gaps and five-year trends in enrollment, persistence, advancement, completion, and student loan repayment rates, as collected statewide. These will be examined in more detail in year one of our plan but here are some key metrics that were shared by the ICCB:

ICCB 30+ CREDIT HOUR ACCUMULATION RATE

COLLEGE NAME	Fall 2018 30+ Credit Hour Accumulation Rate	Fall 2019 30+ Credit Hour Accumulation Rate	Fall 2020 30+ Credit Hour Accumulation Rate	Fall 2021 30+ Credit Hour Accumulation Rate	Fall 2022 30+ Credit Hour Accumulation Rate	1 Year % Change in 30+ Credit Hour Accumulation Rate	5 Year % Change in 30+ Credit Hour Accumulation Rate
Illinois Valley	17.92%	25.74%	20.50%	17.01%	19.69%	2.68%	1.77%
State Average	17.42%	17.42%	19.34%	19.32%	20.07%	0.74%	2.65%

## ICCB RETENTION RATE

COLLEGE NAME	Fall 2018 Retention Rate	Fall 2019 Retention Rate	Fall 2020 Retention Rate	Fall 2021 Retention Rate	Fall 2022 Retention Rate	1 Year % Change in Retention Rate	5 Year % Change in Retention Rate
Illinois Valley	63.44%	66.67%	67.75%	66.86%	66.37%	-0.49%	2.93%
State Average	64.98%	62.98%	64.12%	65.07%	66.63%	1.57%	1.65%

## ICCB GRADUATION RATE

COLLEGE NAME	Fall 2016 Graduation Rate	Fall 2017 Graduation Rate	Fall 2018 Graduation Rate	Fall 2019 Graduation Rate	Fall 2020 Graduation Rate	1 Year % Change in Graduation Rate	5 Year % Change in Graduation Rate
Illinois Valley	29.83%	40.60%	37.00%	41.95%	44.53%	2.58%	14.69%
State Average	33.97%	35.76%	35.50%	36.36%	39.15%	2.79%	5.18%

## ICCB ADVANCEMENT RATE

COLLEGE NAME	Fall 2016 Advancement Rate	Fall 2017 Advancement Rate	Fall 2018 Advancement Rate	Fall 2019 Advancement Rate	Fall 2020 Advancement Rate	1 Year % Change in Advancement Rate	5 Year % Change in Advancement Rate
Illinois Valley	55.25%	68.12%	59.48%	64.63%	70.40%	5.76%	15.15%
State Average	63.25%	62.61%	61.76%	61.63%	67.06%	5.43%	3.81%

There is additional data that is provided through the ICCB reporting that is separated by population but that will take more time to work through with our Office of Institutional Research and our DEI Committee.

### B. Institutional Data

The institution is in the beginning stages of evaluating the data related to our equity plan. Provided in the Appendix are the data sets that have been used to date. Additional data will begin to be requested as we work more closely with the Institutional Research Department moving forward.

1. Our first data set reviewed by the DEI Committee relates to the Retention and Graduation Rates (Appendix A). The most recent data is for Fall 2013-2016 data from the Illinois Community College Board.
2. The second measure of data reviewed by the DEI Committee relates to institutional demographics (Appendix B).
3. The third data set reviewed by the DEI Committee relates to Student Success (Appendix C).
4. In 2021, the College conducted the PACE Diversity, Equity, and Inclusion Qualitative report (Appendix D)
5. The College also conducted focus groups, with included questions, practices, and data. (Appendix E).

6. The College has participated in the Higher Learning Commission Student Success Academy cohort, which has provided additional focus group data related to students in the areas of first-generation students, accessibility and neurodiversity, Hispanic students in our leadership programs, student veterans, female students, LGBTQ+ students and TRiO students. (Appendix F)
7. Data that has been requested for baseline data includes the following:
  1. Fall to spring persistence (Appendix G)
  2. Fall to fall persistence (Appendix H)
  3. Completion (Appendix I)

For this data, we will look at it for each of the three categories spliced as follows:

- a. Race/ethnicity
- b. Age
- c. Sex
- d. Pell eligible
- f. Veterans
- g. Single parents

Additional populations that will be examined in more depth in the future include TRiO students and students identifying with a disability. For all items, the data will not include dual credit. Dual credit data will be reviewed separately. These populations are critical in our DEI plan, but tracking and reporting is not readily available at this time.

8. Commission on Equity and Inclusion (CEI), conducted a CEI Engagement Survey. Utilizing college responses as well as BEP achievement and revenue growth metrics, CEI has created a Scorecard as part of its statutory responsibility to assess the State's progress toward reaching its goal of fostering an inclusive, equitable, and competitive business environment. The data presented the findings of their analysis for each State agency and public institution of higher learning ("Entity") for the 2022 fiscal year. It identifies areas of achievement, opportunities for growth, and recommendations for improvement to help enable the State to reach its aspirational goals for diversity in procurement. It also highlights instances of innovation in efforts to diversify procurement within our State. IVCC data is included in the next section.

### **C. Identified Gaps**

Due to staffing changes in leadership and in Institutional Research, the data was not available in time to be fully analyzed to be included in this plan. Additional analysis will be completed by the DEI committee in the 2024-2025 academic year.

The preliminary assessment from the Department of Institutional Effectiveness is as follows:



Category	Analysis
Fall to spring persistence	Overall average rate = 70%
Race/ethnicity	<p>Areas where Fall to Spring persistence &lt;60%:</p> <ul style="list-style-type: none"> <li>-FY19 Asian, Black or African American, and Unknown</li> <li>-FY20 NA</li> <li>-FY21 NA</li> <li>-FY22 Black or African American</li> <li>-FY23 NA</li> </ul> <p>Areas where Fall to Spring persistence between 60 and 67%:</p> <ul style="list-style-type: none"> <li>-FY19 Hispanic/Latino and Native Hawaiian or Other Pacific Islander*</li> <li>-FY20 American Indian or Alaska Native, Black or African American , and Unknown</li> <li>-FY21 Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander*, Two or more races</li> <li>-FY22 Unknown</li> <li>-FY23 Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander</li> </ul>
Race/ethnicity w/ Sex	White females and males are the only student categories where the persistence rate is 67% or greater over the 5 fiscal years, all other race/ethnicity breakdown by sex has one or more fiscal year where the fall to spring persistence rate is less than 67%. Instances where fall to spring persistence is less than 67% for all five fiscal years is Black or African American females.
Race/ethnicity w/ Age	Students reporting as Asian, Black or African American, Hispanic/Latino, Unknown, and White who are 25+ in age all fell below the 67% threshold for four of the five fiscal years. With Black and African American students age 25+ being under in all 5 fiscal years.
Race/ethnicity w/ Pell	Categories where fall to spring persistence is between 60 and 67% for all five fiscal years include students identifying as Black or African American and Hispanic/Latino and who did not receive a Pell award.
Age	Students age 25 or older were retained in all 5 fiscal years at a rate between 60 and 67%, while students under age 25 were retained at a rate above the average of 70%.
Sex	Fall to Spring retention by binary, male/female, categories all falls with in +/-3% of the 70% average for the five fiscal years. (note: ICCB identifies this data point as Gender. Because ICCB started collecting non-binary records in FY22 the data does not include these results.)

Pell eligible	In fiscal years 19, 20, and 22 students who did not receive Pell funds were retained at a lower rate than the average.
Veterans	Overall, Veterans are retained at similar rates to students who are not veterans, with FY2019 being the anomaly at 62%. Active duty Veterans* were retained at 100% in FY21 and 50% in FY22, no other fiscal years included students on active military duty.
Veteran w/ Sex	Female Veterans were retained at lower rates in FY19, FY22, and FY23, with rates of 53%, 64%, and 57%.
Veteran w/ Age	The persistence rate for Veterans varies as compared to their non-veteran peers. One outlier being FY19 where Veterans 25 and older being retained fall to spring at the rate of 55% versus their peers at 63%. Also of note, Veterans under the age of 25 were consistently retained at rates of 80% or greater, except for FY23 where the rate is 67%.
Veteran w/ Pell	Again, the rate comparison varies for Veterans receiving Pell as compared to their peers, with the FY19 persistence for fall to spring being lower than non-Veterans also not receiving Pell, 20% compared to 35%.
Single parents	Single parents are consistently retained at lower rates than non-parents. The single parent fall to spring persistence rate falls between 61 and 67% by fiscal year, where non-parents persistence ranges from 69 to 72%. (note: In FY23 ICCB transitioned to tracking parent status for both married and single parents.)
Single parents w/ Sex	Single parents who identify as female are reattained at lower rates than both their male single parent and all non-parent peers. Single female parents are retained at rates of 60 to 64% and males single parents at rates of 71-86% with the exception of FY23 where males single parents were retained fall to spring at 55%.
Single parents w/ Age	Persistence rates for single parents of all ages consistently falls below the 70% average for all students. With the lowest rage being 47% for FY21 for single parents under the age of 25.
Single parents w/ Pell	Persistence rates for single parents, regardless of receiving Pell award or not, consistently falls below the 70% average for all students.
Disability status	Students who report having a disability are retained fall to spring at similar rates to the overall population. With the lowest rate being 72% in FY22.

Fall to fall persistence	Fall to fall persistence rates for degree seeking students average 66% over the prior 5 fiscal years, with a low of 63% and high of 68% persistence. (note: : Fall 2018-Fall 2022 Cohorts – Fall to Fall Retention-Based off of ICCB data, which includes only degree seeking records.)
Race/ethnicity	<p>Areas where Fall to Spring persistence &lt;55%:</p> <ul style="list-style-type: none"> <li>-Fall 2018 Black or African American</li> <li>-Fall 2019 Two or more races, Unknown</li> <li>-Fall 2020 NA</li> <li>-Fall 2021 Asian</li> <li>-Fall 2022 Asian, Black or African American</li> </ul> <p>Areas where Fall to Spring persistence between 60 and 67%:</p> <ul style="list-style-type: none"> <li>-Fall 2018 Unknown</li> <li>-Fall 20219 NA</li> <li>-Fall 2020 Two or more races</li> <li>-Fall 2021 NA</li> <li>-Fall 2022 NA</li> </ul>
Race/ethnicity w/ Sex	Overall, male students who are Asian, Black or African American, and two or more races are least likely to persist fall to fall. With both Asian and Black or African American males persisting at a 50% rate. And two or more race males persisting at a rate of 42%.
Race/ethnicity w/ Age	When factoring age with race/ethnicity, 25 and older degree seeking students are less likely to persist fall to fall; in particular, Asian, Black or African American, and those who refuse to indicate race or ethnicity.
Race/ethnicity w/ Pell	Categories where persistence fall to fall for race/ethnicity and Pell status are consistent include Asian, Black or African American, and Hispanic/Latino. However, Hispanic/Latino are successful at 67%, Asian at 65%, and Black or African American at 53%. Categories where persistence fall to fall for race/ethnicity and Pell status vary include two or more races and White. Two or more race students who receive Pell are 15% more likely to persist to the following fall. And for White students, 70% of those not receiving Pell award persist, but only 57% for those who do receive Pell.
Age	Persistence of degree seeking students under the age of 25 falls within three percentage points of the average of 66%. However, students ages 25 and older fall below that rate, ranging from 45% to 69%. With the high of 69% being the Fall 2022 cohort.
Sex	Overall persistence from fall to fall is consistent, save for the Fall 2018 cohort of male students where the persistence rate was 55%. (note: ICCB identifies this data point as Gender. Because ICCB started collecting non-binary records in FY22 the data does not include these results.)

Pell eligible	Degree seeking students who did receive Pell fund are less likely to be retained than their peers who did not receive Pell funds. Over the five cohorts, retention of Pell recipient students decreased 9% and non-Pell recipients increased 8%.
Veterans	Students persist fall to fall consistently regardless of being a Veteran, except for the Fall 2020 cohort, with 50% a persistence rate.
Veteran w/ Sex	Veterans consistently achieve persistence rates of 63% or greater regardless of sex. Outliers were the Veteran male Fall 2018 cohort, where 55% persisted.
Veteran w/ Age	Veterans who are age 25 and older are less likely to persist than their younger peers.
Veteran w/ Pell	Veterans are less likely to persist fall to fall regardless of being award Pell funds or not.
Single parents	Students who are single parents are less likely to persist on average, at a 20% rate lower than students reporting as not parents.
Single parents w/ Sex	Degree seeking students who are single parents are less likely to persist fall to fall across the board.
Single parents w/ Age	Degree seeking students who are single parents are less likely to persist fall to fall across the board.
Single parents w/ Pell	Degree seeking students who are single parents and who do not receive Pell students are least likely to persist, with only 19% persisting fall to fall over the five cohorts.
Disability status	The fall to fall persistence rate of degree seeking students who report having a disability were successful at a higher rate than their peers who did not report a disability in 3 of the five cohorts. With the greatest difference being the Fall 2018 cohort, where only 57% of degree seeking students who reported a disability persisted to the following fall versus 63% of degree seeking students who did not report a disability. The percent change of fall to fall persistence for degree seeking students reporting a disability increased nearly 15% over the 5 cohorts.
Completions	File: FY19-23 – Completions, data provided by ICCB.)  Overall: Short-term certificate: +40% Long-term certificate: +171% Associate in Applied Science: +18% Associate – Transfer: -28%

Race/ethnicity	American Indian or Alaska Native: Short-term certificate: +400% Long-term certificate: 0% Associate in Applied Science: 0% Associate – Transfer: -100%	Asian: Short-term certificate: +33% Long-term certificate: +100% Associate in Applied Science: +100% Associate – Transfer: 0%
	Black or African American: Short-term certificate: +200% Long-term certificate: +200% Associate in Applied Science: -100% Associate – Transfer: +500% (note: Black or African American: Associate – Transfer is up, despite overall Associate – Transfer being down.)	Hispanic/Latino: Short-term certificate: +32% Long-term certificate: +290% Associate in Applied Science: +7% Associate – Transfer: -5%
	Native Hawaiian or Other Pacific Islander Short-term certificate: 0% Long-term certificate: --- Associate in Applied Science: 0% Associate – Transfer: ---	Two or more races: Short-term certificate: -40% Long-term certificate: +400% Associate in Applied Science: +300% Associate – Transfer: +400% (note: Two or more races: Short term certs down, where overall is up. Associates – Transfer is up versus overall trend downward.)
	Unknown: Short-term certificate: +256% Long-term certificate: +1,400% Associate in Applied Science: 0% Associate – Transfer: +18%	White: Short-term certificate: +34% Long-term certificate: +130% Associate in Applied Science: +20% Associate – Transfer: -38%
Age	25+: Short-term certificate: +26% Long-term certificate: -30% Associate in Applied Science: +13% Associate – Transfer: -50%	<25: Short-term certificate: +51% Long-term certificate: +373% Associate in Applied Science: +25% Associate – Transfer: -23%
Sex	Female: Short-term certificate: +8% Long-term certificate: +244%	Male: Short-term certificate: +89% Long-term certificate: +102%

Note: Short term certs down by both male/female. All others increasing.	Associate in Applied Science: +3% Associate – Transfer: -30%	Associate in Applied Science:+40% Associate – Transfer: -24%
Pell awardee	Short-term certificate: +100% Long-term certificate: +237% Associate in Applied Science: +27% Associate – Transfer: +2%	
Veterans  Note: Up over 5 fiscal years	Short-term certificate: +140% Long-term certificate: +21% Associate in Applied Science: +150% Associate - Transfer: +75%	
Single parents  Note: Overall up over 5 fiscal years	Short-term certificate: +176% Long-term certificate: +63% Associate in Applied Science: +38% Associate – Transfer: -19%	

The goal will be to have conversations when faculty return to identify targeted gaps and goals. Two primary targets for the upcoming year will include students over the age of 25 and single parents. The persistence and completion numbers for these two populations are significantly lower across all categories and we have identified staff members in the Student Success and Retention area who will be able to target initiatives for these students within their current responsibilities. It will be a critical conversation of the DEI committee in the fall to determine initiatives for year 2 and beyond.

3. Insufficient information was shared to assess the BEP performance of Illinois Valley Community College fully. The data showed that the BEP achievement in FY20 was 0.00%, in FY21 it was 0.00%, and in FY22 it was 0.00%. The data also showed that the Revenue Growth in FY20 was 0.00%, in FY21 it was 0.00%, and in FY22 it was 0.00%.

In response to the College’s inquiry, CEI suggests that it access the listing of Illinois BEPs through the CEI BEP Certification Portal. Please also reference the directory of Illinois Master Contracts available through the Chief Procurement Office, General Services, as it serves as a source of joint purchasing agreements that includes BEP vendors. In addition, please refer the small businesses in your area to CEI for assistance garnering BEP certification. CEI further encourages Illinois Valley Community College to refer its prime vendors to the Commission’s Outreach unit to discuss the benefits and opportunities of engaging BEPs in mentorship opportunities. CEI will offer technical support to Illinois Valley Community College to aid in the

pursuit of satisfactory BEP goal performance. Within three months of distributing this Scorecard, CEI will also assist in implementing a revised strategy to cultivate BEP support. IVCC will develop a plan for improving BEP participation in RFP, quotes, and other purchasing opportunities. In addition, the BEP Equity Plan Amendment will be submitted by the June 30<sup>th</sup> deadline with additional information.

#### **D. Barriers**

Identify major barriers in policy and practices that have led to equity gaps for each group identified above.

##### **1. Infrastructure Inventory Table**

As part of the College's participation in the Higher Learning Commission Student Success Academy, a review of potential inhibitors to student success was completed (Appendix F). This qualitative review identified areas that create barriers for students. Determining whether there is a disparity among groups based on these identified issues may lead for targeted initiatives to address these barriers as part of this plan. Some of the barriers that were identified that may be determined to be part of our action plan include a single foundation scholarship deadline, helping students navigate differing policies across instructors, course scheduling that is not consistent or student-friendly, limited onboarding processes, unclear processes for inclusive access textbooks, and a difficult to navigate website.

##### **2. As part of our work with the Higher Learning Commission, there have been institutional practices that are in review (Appendix F). It is being recommended that these areas be examined more closely to see if there are specific areas and gaps within these areas that may be related to equity. In particular, the onboarding process and business office/cashier processes have not yet been measured but the data would need to be reviewed upon collection to determine if these practices have a disproportionate impact on student populations.**

The targets, once identified, will need to be presented to the DEI Committee to set specific targets. The general guideline will be to look at the median scores and the highest performing scores, with the ultimate goal for all groups to meet the standard of the top performing group. However, depending on the gap, this might not be a realistic one-year or three-year goal.

#### **E. Assessment**

Identifying systemic ways to assess the initiatives from this plan is an ongoing action that is needed. As the goals for the plan are developed, there will need to be targets, measures and assessments tied to each area.

### **III. Climate Assessment**

#### **A. Institutional Methods**

The College has been working on climate assessment through multiple forums including the following:

1. Focus groups
2. Student Success Academy Review of Practices and Policies
3. Campus Climate Surveys including the following baseline surveys: CCSSE and Noel Lovitz for students and PACE for employees

#### **B. Administration of Surveys**

Illinois Valley Community College (IVCC) administers the Postsecondary Assessment of Campus Environment (PACE), the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), and Noel-Levitz surveys to garner feedback on campus climate. The PACE survey was last administered at IVCC in 2021 and is administered every three years to evaluate the campus climate and assess employee perceptions. The CCSSE and CCFSSE were most recently administered at IVCC in Spring 2022. Historically, the CCSSE and CCFSSE surveys are conducted every two or three years. The Noel-Levitz Student Satisfaction Inventory (SSI) was administered by IVCC every three or four years. In 2024 IVCC expanded the Noel-Levitz surveys administered to students, requesting feedback via one of the three options: the Student Satisfaction Survey, the Priorities Survey for Online Learners, or the Adult Student Priorities Survey. These surveys play crucial roles in assessing and enhancing the educational environment at IVCC by gathering feedback from both students and employees. The intent of the Office of Institutional Effectiveness is to transition to a rotation where PACE, CCSSE/CCFSSE, and Noel Levitz surveys will be administered consistently every three years.

The Student Success Academy survey was completed in 2023. A survey was deployed to all college community members (staff, faculty, and students) seeking the identification of policies and practices that were burdensome to Student Success. Prior to the Infrastructure Round Table, the Core Team reviewed the 83 survey responses and condensed them down to seven general areas of concern/themes.

#### **C. Summary from Assessment**

The DEI Committee is responsible for assisting in the development and sponsorship of policies, programs, and projects designed to enhance diversity, equity, and inclusion with an emphasis on issues related to—but not limited to—ethnicity, sex and gender, gender identity, sexual orientation, socio-economic status, race, religious affiliation, and disability at IVCC. DEI will serve as a centralized group in support of the College's diversity, equity, and inclusion aspirations and goals. These aspirations and goals are further emphasized through the College's Strategic Plan, DEI Plan, and Diversity Statement—and their importance is supported through outside research findings, as well. This is the preliminary list of identified gaps, as determined by the DEI committee in 2023.



What follows is the assessment on six components of campus climate, as outlined by the DEI Committee in FY 23 and 24, which serves as the basis for the climate assessment. To accomplish these goals, the DEIC focused on the following six (6) key components tied to our Strategic Plan, Core Values, Goals, and Objectives. More complete information is available in the DEI Committee's long charter:

1. **Campus Climate.** The charge of this committee seeks to assess IVCC's campus environment in terms of the attitudes, perceptions, symbols, institutional practices as they relate to diversity, equity and inclusion, and to report how they impact the College's intention to develop an inclusive culture. People in traditional areas of held power do not always recognize the situation that the less powerful are in: "The white American experience certainly is not synonymous or interchangeable with the black American experience. The same goes for heterosexual colleagues not recognizing perceptions of LGBTQ colleagues and students. Middle class vs. low-income... the list of privileged groups misunderstanding less privileged groups goes on and on" (Oglesby 48). Creating a campus where all students can be treated equitably goes beyond encouraging predominantly white students to talk to Latinxs or African-Americans, because this, while encouraging the interaction, does not provide a non-risk environment for the less represented students.
2. At the time of the review, the Core Values were Reach Far (Responsibility, Caring, Honesty, Fairness, and Respect). As the mnemonic suggests; however, as these values promise a commitment to social justice it follows that if we are not considering all of our population, then we are being blind to injustices that result from differences in perspectives and experiences. Cornell and Walsh Stoddard make clear that not addressing these diverse perspectives makes the mission of a liberal education impossible. There are, as they state two justifications for advocating for more diverse campuses: "One is social justice," and... the other involves" both "demographics and the intercultural skills required by an increasingly heterogeneous society" and the "liberal arts notion that good knowledge and thinking results from exposure to many different perspectives" (2006).
  - i. Multicultural Programming. The charge of this committee seeks to ensure the offering of a broad base of cultural experiences within the IVCC community. Programs will include but are not limited to: examining cross cultural communication styles as well as those that highlight the spectrum of cultural richness at IVCC and beyond. Natasha K. Warikoo and Sherry L. Deckman study how institutions of higher learning create experiences emphasizing diversity on college campuses, and note that they must carefully manage their programming and culture to support students and suggest that a combination of approaches work best, such as combining a "power analysis and minority support" approach with an "integration and celebration" one. Multicultural programming, they explain, benefits all students, as both "students of color and [emphasis retained] white students need to think deeply and critically about racial inequality, discrimination, social justice, and power. They both also need to develop tools for engagement and dialogue across racial lines in order to fully take advantage of their deliberately racially integrated campuses" (2014, p. 978)—and their opportunities in the 'real' world, where this integration

exists or does not, deliberately or unconsciously, depending upon the context of the environment.

3. Faculty and Staff Recruitment and Retention. The charge of this committee seeks to support IVCC in its commitment to “increase the diversity of workforce” (HR). This is directly related to IVCC’s goal of “Provid[ing] resources and support systems that cultivate success for our students, employees, and community” (Institutional Goal 2). This is important and very challenging, as Phyllis Braxton-Frierson points out that more than 65% of people are not equipped for even basic Cultural Inclusion training, as they have received “no formal education or training to be more interculturally competent.” Likewise, few people are trained in experience-taking or perspective-sharing. As Daryl G. Smith observes in an article looking at the progress of women in higher education, although many more faculty positions are held by white women and a smaller percentage in administration, some disciplines and higher administrative positions are still very heavily held by white men. Minority men and especially minority women have made the fewest gains. Smith further finds that “Bias, deeply embedded in institutional and societal dynamics, strongly influence the differential ways women and men are evaluated not just by men but by women as well” (p. 819). Likewise, Smith finds much research to support the notion that as women have made these gains, they have “generated some unease about the feminization of higher education” (p. 817). Ann Intili Morey points out that professional development is essential, so that teachers can instruct the students in global perspectives and diversity issues: “A committed and informed faculty is critical to making the types of changes in the curriculum that further the goals of multicultural and global/international education” (p. 33).
4. Student Recruitment and Retention. The charge of this committee seeks to examine recruitment and retention practices and how they impact IVCC’s aspirations for inclusive excellence. Our efforts here will help with the prior strategic plan, which has the first institutional goal of “rais[ing] community appreciation for post-secondary education and the opportunities it provides” by “Promoting IVCC’s educational opportunities so as to optimize enrollments” and the second by developing programming that takes into account “students’ academic, social, emotional, and financial needs.” To this end, DEI recognizes that diversity, equity, and inclusion go beyond merely speaking to someone of another race or religion, and requires repeated exposure to ideologies that teach about and expose people to diverse people, issues, and situations. The issue of recruitment and retention is especially important as some academics have observed a “long term trend [that] suggests that interest in participating in [Higher Education] is waning among [younger] school students,” (Gale, 2011, p. 6720) who, in some areas, are “now more likely to be out of education or employment.”
5. Curriculum Development. The charge of this committee seeks to educate and assist faculty in their efforts to embed diversity, equity and inclusion in the curriculum and co-curriculum. As Intili Morey observes, “Global and international education can prepare students to have the knowledge, the skills, and the attitudes to function effectively in this interconnected world” because “Concurrent with democratic

changes internal to nations is the increasing globalization of economic, cultural, political, and intellectual institutions, along with the increasing interdependence of nations regarding such issues as the environment, world population, and public health. The revolution in technological communications has accelerated this transformation by bringing about a real-time, globally connected world. Thus, nations can no longer afford to be ignorant of other cultures, societies, and political systems” (p. 25). Anthony Walker concurs, stressing that as the American population changes, so does the population of our students, and because “the demography of higher education’s student body continues to diversify,” he notes, “curriculum reform is necessary (2014, p. 78). He sees student success as being dependent upon “winning the battle over how people think. Integrating pedagogies of praxis that emphasize teacher empowerment, culturally proficient curricula, and values of inclusiveness creates possibilities to learn by rethinking, reenacting, and ultimately unlearning the many norms that promote inequitable, unjust practice” (p.77). This diversification is not just in race, gender, or orientation, he mentions, but in academic and cultural preparedness for college, itself. Alumni and Community Outreach. The charge of this committee seeks to engage alumni and community partners in IVCC’s diversity and inclusion initiatives, and when possible, to involve them directly in the planning and implementation of as well as participation in campus events and activities. This must be handled carefully, as Peter Wood (2016) observes that some colleges have seen “a significant drop in financial support... stemming from alumni distaste with how their alma maters have responded to recent student protests” (p. 485). The campus and our community are not situated in a vacuum, and have the ability to influence each other. They do not exist in a neutral territory, either. They exist in a world where people of differences have been silenced, ignored, abused, subordinated, and even executed. They exist in a world where their sexuality has been criminalized, their sanity has been questioned, or their skin color has dictated harsher punishments, longer prison terms, and/or less access to societal resources, like responsive medical care. It is the work of our college—and this committee—to educate people about this, as we educate them academically.

6. From the Student Success Survey, the results were brought forward for the team to review at the 2023 round table event.

The team fine-tuned the seven general areas down to four:

- a. Standard Syllabus Template to establish consistent student expectations from course to course.
- b. Streamlined student onboarding process including technology account setup, orientation, single-signon for students, etc.
- c. Master schedule of course offerings - getting courses on a rotational basis (once every 2 years, once per year, once per semester, etc).
- d. Student-friendly Business Office/Cashier processes.

It should be noted that these climate assessments and possible areas will be brought to the general campus in the fall as part of the ongoing strategic planning, academic strategic planning, and student success committee discussions.

#### IV. Policies, Strategies, Services, and Practices

Based on the data analysis, campus climate assessment, evaluation of any current programs/services, we are just beginning to develop a more integrated, holistic plan of research- or practice-informed policies, services, strategies, and practices to be implemented (or continued) to close equity gaps for minority, low-income, rural, adult, individuals with disabilities, or other marginalized, underrepresented groups.

##### Changes to be Implemented

- A. The new Academic Strategic Plan now includes a stand-alone DEI Goal #5, and this promises to put more attention on DEI.
- B. Academic Strategic Plan Goal #2 also has a direct focus on student success through Guided Pathways and a Master Schedule.
- C. Besides Study Abroad, we have been “internationalizing” current courses with the help of the Midwest Institute, and we have a Global Studies Emphasis students can complete. In the last two years, we revived German as a World Language course. We have also been developing Non-Western courses such as Non-Western Art History and Non-Western Literature.
- D. Based on the results of the data from section 2, the College will develop measurable objectives in each of the following areas in the next multi-year plan, as well as in other institutional plans. Due to staffing changes in leadership and in Institutional Research, this data was not available in time to be included in this plan.

For all items, the data will not include dual credit. Dual credit data will be reviewed separately.

- a) Fall to spring persistence
- b) Fall to fall persistence
- c) Completion

For this data, we will look at it for each of the three categories spliced as follows:

- a) Race/ethnicity
- b) Age
- c) Sex
- d) Trio students
- e) Veterans
- f) Single parents

#### V. Timeline

Action steps for year 1 will be developed by September, with associated timelines. Action plans will be implemented October-June 30, with assessment included. New goals developed no later than April/May of each year moving forward. For the first year,

targeted initiatives for the two identified populations will be developed by August 1 and implemented for the fall semester, with assessment included.

## **VI. Assessment**

Identify approaches to assess near-term and long-term outcomes of the strategies. Include data and metrics that will be collected and reviewed. This will be developed based on the goal. However, the quantitative data will include the three measures for each population (fall to spring; fall to fall; completion). There will also be assessments to be developed through Brightspace so they can become part of our institutional assessment efforts.

## **VII. Institutional Approach**

The institution's approach to the development of the equity plan got a bit of a late start due to several changes in executive leadership, including a new President and vacancies in two of the three vice president roles and in institutional research. That is the primary reason behind some of the less developed goals and initiatives. The College made a significant effort to include staff, faculty, several committees, and other staff to be included in the planning and discussions. It is critical that the student voice be incorporated into the year 2 plan.

As far as institutional buy-in and support for the plan, that has been limited due to the nature and timing of the plan. However, the President has committed to increasing involvement in the development of the future plans, as well as gathering more inclusive voices for support of the plan and implementing the objectives.

## **VIII. Relationship to Other Plans**

Currently, the College is undergoing strategic planning, as well as academic strategic planning. As indicated earlier, there is a designated goal related to DEI in the academic strategic plan. The goal would be that this plan aligns with that DEI academic strategic goal but also provides additional support for and oversight of the campus-wide DEI initiatives. Some of the goals from this plan will eventually be operationalized in departmental annual planning as well. Since there are so many plans in development with the onboarding of a new President, the systems are still being worked through to ensure a smooth and integrated approach to planning and action.

## **IX. Plan for Ongoing Communication**

This plan will be shared over the summer with administration and key stakeholders, as well as the impacted offices to develop the action plan for the objectives related to adult students and single parents. In August, the plan will be shared at the inservice day with a call out for feedback and discussion in August and September, which is when we will start the development of the plan for Year 2 and beyond. Sharing this with students will begin more systemically in the fall with our new Student Government, student clubs and organizations, and the general student population. This plan is definitely a baseline plan and it is the goal of the committee and the administration that this becomes a key part of our institutional planning.

**Appendix A**  
**Fall 2013-2016 Cohort First-time, Full-time Freshmen\***  
**Aggregate Cohort Retention and Graduation Rates**

<b>Race/Ethnicity</b>	<b>Fall 2013-2017 Cohort</b>	<b>2nd Fall Retention</b>	<b>2nd Fall Retention Rate</b>	<i>3rd Fall Retention</i>	<i>3rd Fall Retention Rate</i>	<i>4th Fall Retention</i>	<i>4th Fall Retention Rate</i>	<b>Fall 2013-16 Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
American Indian	1	0	0%	0	0%	0	0%	0	0%
Asian	6	4	67%	3	50%	0	0%	0	0%
Black or African American	22	8	36%	1	5%	1	5%	2	9%
Hispanic/Latino	66	41	62%	17	26%	13	20%	11	17%
Two or more races	10	4	40%	4	40%	2	20%	4	40%
Unknown	67	40	60%	14	21%	10	15%	17	25%
White	640	370	58%	165	26%	101	16%	188	29%
<b>Grand Total</b>	<b>812</b>	<b>467</b>	<b>58%</b>	<b>204</b>	<b>25%</b>	<b>127</b>	<b>16%</b>	<b>222</b>	<b>27%</b>

*\*Source: ICCB 2013-16 FTFT Cohort Data*

**Note: Retention is defined as a student returning to IVCC in subsequent fall semesters. Graduates are defined as any student that graduates during a cohort's timeframe. Race/Ethnic counts vary by cohort year.**

**Fall 2013 Cohort First-time, Full-time Freshmen**

<b>Race/Ethnicity</b>	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Retention</b>	<b>Fall 2014 Retention Rate</b>	<b>Fall 2015 Retention</b>	<b>Fall 2015 Retention Rate</b>	<b>Fall 2016 Retention</b>	<b>Fall 2016 Retention Rate</b>	<b>Fall 2013 Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
Black or African American	5	2	40%	0	0%	1	20%	1	20%
Hispanic/Latino	19	12	63%	3	16%	3	16%	3	16%
Two or more races	3	1	33%	1	33%	0	0%	1	33%
Unknown	4	2	50%	1	25%	0	0%	1	25%
White	162	88	54%	37	23%	21	13%	53	33%
<b>Grand Total</b>	<b>193</b>	<b>105</b>	<b>54%</b>	<b>42</b>	<b>22%</b>	<b>25</b>	<b>13%</b>	<b>59</b>	<b>31%</b>

*\*Source: ICCB 2013-17 FTFT Cohort Data*

**Note: Retention is defined as a student returning to IVCC in subsequent fall semesters. Graduates are defined as any student that graduates during a cohort's timeframe. Race/Ethnic counts vary by cohort year.**

**Fall 2014 Cohort First-time, Full-time Freshmen**

<b>Race/Ethnicity</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Retention</b>	<b>Fall 2015 Retention Rate</b>	<b>Fall 2016 Retention</b>	<b>Fall 2016 Retention Rate</b>	<b>Fall 2017 Retention</b>	<b>Fall 2017 Retention Rate</b>	<b>Fall 2014 Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
Asian	2	1	50%	0	0%	0	0%	0	0%
Black or African American	4	2	50%	1	25%	0	0%	1	25%
Hispanic/Latino	36	21	58%	10	28%	9	25%	6	17%
Two or more races	7	3	43%	3	43%	2	29%	3	43%
Unknown	3	1	33%	0	0%	1	33%	0	0%
White	186	110	59%	47	25%	20	11%	60	32%
<b>Grand Total</b>	<b>238</b>	<b>138</b>	<b>58%</b>	<b>61</b>	<b>26%</b>	<b>32</b>	<b>13%</b>	<b>70</b>	<b>29%</b>

*\*Source: ICCB 2013-17 FTFT Cohort Data*

**Note: Retention is defined as a student returning to IVCC in subsequent fall semesters. Graduates are defined as any student that graduates during a cohort's timeframe. Race/Ethnic counts vary by cohort year.**



**Fall 2015 Cohort First-time, Full-time Freshmen**

<b>Race/Ethnicity</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Retention</b>	<b>Fall 2016 Retention Rate</b>	<b>Fall 2017 Retention</b>	<b>Fall 2017 Retention Rate</b>	<b>Fall 2018 Retention</b>	<b>Fall 2018 Retention Rate</b>	<b>Fall 2015 Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
American Indian	1	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Island	2	2	100%	2	100%	0	0%	0	0%
Black/African American	6	2	33%	0	0%	0	0%	0	0%
Hispanic/Latino	8	7	88%	4	50%	1	13%	2	25%
Unknown	31	23	74%	8	26%	2	6%	9	29%
White	151	87	58%	44	29%	18	12%	33	22%
<b>Grand Total</b>	<b>199</b>	<b>121</b>	<b>61%</b>	<b>58</b>	<b>29%</b>	<b>21</b>	<b>11%</b>	<b>44</b>	<b>22%</b>

*\*Source: ICCB 2013-17 FTFT Cohort Data*

**Note: Retention is defined as a student returning to IVCC in subsequent fall semesters. Graduates are defined as any student that graduates during a cohort's timeframe. Race/Ethnic counts vary by cohort year.**

**Fall 2016 Cohort First-time, Full-time Freshmen**

<b>Race/Ethnicity</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Retention</b>	<b>Fall 2017 Retention Rate</b>	<b>Fall 2018 Retention</b>	<b>Fall 2018 Retention Rate</b>	<b>Fall 2016 Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
Asian/Pacific Island	2	1	50%	1	50%	0	0%
Black/African American	7	2	29%	0	0%	0	0%
Hispanic/Latino	3	1	33%	0	0%	0	0%
Unknown	29	14	48%	5	17%	7	24%
White	141	85	60%	37	26%	42	30%
<b>Grand Total</b>	<b>182</b>	<b>103</b>	<b>57%</b>	<b>43</b>	<b>24%</b>	<b>49</b>	<b>27%</b>

*\*Source: ICCB 2013-17 FTFT Cohort Data*

**Note: Retention is defined as a student returning to IVCC in subsequent fall semesters. Graduates are defined as any student that graduates during a cohort's timeframe. Race/Ethnic counts vary by cohort year.**

**Fall 2017 Cohort First-time, Full-time Freshmen**

<b>Race/Ethnicity</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Retention</b>	<b>Fall 2018 Retention Rate</b>	<b>Fall 2017 Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
Asian/Pacific Island	1	1	100%	0	0%
Black/African American	6	1	17%	0	0%
Hispanic/Latino	6	1	17%	0	0%
Unknown	48	36	75%	0	0%
White	306	210	69%	15	5%
<b>Grand Total</b>	<b>367</b>	<b>249</b>	<b>68%</b>	<b>15</b>	<b>4%</b>

*\*Source: ICCB 2013-17 FTFT Cohort Data*

**Note: Retention is defined as a student returning to IVCC in subsequent fall semesters. Graduates are defined as any student that graduates during a cohort's timeframe. Race/Ethnic counts vary by cohort year.**

# of students Race	Academic Year			
	18	19	20	21
Non-Hispanic	84.03%	82.51%	81.97%	82.53%
Hispanic	15.97%	17.49%	18.03%	17.47%

# of students Ethnicity	Academic Year			
	18	19	20	21
<b>White, Non-Hispanic</b>	<b>77.22%</b>	<b>74.62%</b>	<b>72.87%</b>	<b>73.44%</b>
<b>Hispanic</b>	<b>15.97%</b>	<b>17.49%</b>	<b>18.03%</b>	<b>17.47%</b>
2 or More, Hispanic	0.20%	0.31%	0.00%	0.24%
Asian, Hispanic	0.04%	0.04%	0.00%	0.11%
Black or African American, Hispanic	0.14%	0.13%	0.00%	0.24%
Hispanic	10.90%	11.89%	17.78%	9.81%
White, Hispanic	4.57%	4.92%	0.25%	6.76%
American Indian or Alaskan Native, Hispanic	0.06%	0.11%	0.00%	0.29%
Native Hawaiian or Other Pacific Islander, Hispanic	0.04%	0.09%	0.00%	0.03%
<b>Unknown</b>	<b>2.37%</b>	<b>3.27%</b>	<b>4.04%</b>	<b>4.11%</b>
<b>Black or African American, Non-Hispanic</b>	<b>2.33%</b>	<b>2.07%</b>	<b>1.73%</b>	<b>1.72%</b>
<b>2 or More, Non-Hispanic</b>	<b>0.76%</b>	<b>1.27%</b>	<b>1.82%</b>	<b>1.83%</b>
<b>Asian, Non-Hispanic</b>	<b>1.00%</b>	<b>0.99%</b>	<b>1.21%</b>	<b>1.11%</b>
<b>American Indian or Alaskan Native, Non-Hispanic</b>	<b>0.27%</b>	<b>0.20%</b>	<b>0.23%</b>	<b>0.21%</b>
<b>Native Hawaiian or Other Pacific Islander, Non-Hispanic</b>	<b>0.10%</b>	<b>0.09%</b>	<b>0.07%</b>	<b>0.11%</b>

Source: ICCB A1 (Academic Year)

Note: These are not cohorts

**Appendix B**

<b>22</b>
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81.75%  
18.25%

<b># of Faculty</b>	<b>Race</b>	<b>Fall</b>
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	Non-Hispanic	98.63%
	Hispanic	1.37%

<b>22</b>
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**71.74%**  
**18.25%**

0.43%  
0.05%  
0.24%  
9.74%  
7.48%  
0.29%  
0.03%  
**4.52%**  
**2.34%**  
**1.84%**  
**0.98%**  
**0.19%**  
**0.13%**

<b># of Faculty</b>	<b>Ethnicity</b>	<b>Fall</b>
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	<b>White, Non-Hispanic</b>	<b>95.25%</b>
	<b>Hispanic</b>	<b>1.37%</b>
	2 or More, Hispanic	0.00%
	Asian, Hispanic	0.00%
	Black or African American, Hispanic	0.00%
	Hispanic	0.00%
	White, Hispanic	1.37%
	American Indian or Alaskan Native, Hispanic	0.00%
	Native Hawaiian or Other Pacific Islander, Hispanic	0.00%
	<b>Unknown</b>	<b>0.00%</b>
	<b>Black or African American, Non-Hispanic</b>	<b>1.85%</b>
	<b>2 or More, Non-Hispanic</b>	<b>0.51%</b>
	<b>Asian, Non-Hispanic</b>	<b>1.02%</b>
	<b>American Indian or Alaskan Native, Non-Hispanic</b>	<b>0.00%</b>
	<b>Native Hawaiian or Other Pacific Islander, Non-Hispanic</b>	<b>0.00%</b>

Source: ICCB C1 (10th Day Fall)

19	20	21	22
98.01%	98.37%	98.74%	97.65%
1.99%	1.63%	1.26%	2.35%

19	20	21	22
<b>96.01%</b>	<b>95.11%</b>	<b>96.23%</b>	<b>95.29%</b>
<b>1.99%</b>	<b>1.63%</b>	<b>1.26%</b>	<b>2.35%</b>
0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%
0.50%	0.54%	0.00%	1.17%
1.49%	1.09%	1.26%	1.18%
0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%
<b>0.00%</b>	<b>0.54%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>1.00%</b>	<b>1.09%</b>	<b>1.26%</b>	<b>1.18%</b>
<b>0.50%</b>	<b>0.54%</b>	<b>0.63%</b>	<b>0.59%</b>
<b>0.50%</b>	<b>1.09%</b>	<b>0.63%</b>	<b>0.59%</b>
<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>

# of students Pell Status	Academic Year					Grand Total
	18	19	20	21	22	
N/A - Not enrolled	0.00%	0.04%	0.23%	0.00%	0.03%	0.06%
Pell Eligible	0.18%	0.94%	0.66%	0.58%	0.45%	0.56%
Pell Recipient	23.38%	10.39%	22.87%	22.43%	22.49%	20.18%
Not Eligible/Recipient	76.44%	88.62%	76.24%	76.99%	77.04%	79.19%

Source: ICCB A1 (Academic Year)

Note: These are not cohorts

AY	Returned next Fall	Black or African American, Non-			
		Hispanic	Hispanic	White, Non- Hispanic	2 or More, Non- Hispanic
2018	No	615 80.95%	99 87.55%	2972 78.75%	33 73.75%
	Yes	139 19.05%	14 12.45%	782 21.26%	12 26.25%
2019	No	652 80.47%	86 91.43%	2706 79.10%	48 76.68%
	Yes	151 19.53%	8 8.57%	685 20.90%	14 23.32%
2020	No	634 79.88%	67 86.47%	2537 79.11%	60 75.13%
	Yes	154 20.12%	10 13.53%	643 20.89%	20 24.87%
2021	No	488 75.10%	59 88.88%	2176 78.28%	55 75.61%
	Yes	156 24.90%	7 11.12%	573 21.72%	17 24.39%

Source: Colleague STAC report; A1

Note: These are not cohorts



<b>American Indian or Alaskan Native, Non-Hispanic</b>	<b>Asian, Non- Hispanic</b>	<b>Native Hawaiian or Other Pacific Islander, Non- Hispanic</b>	<b>Unknown</b>	<b>Not Eligible/ Recipient</b>	<b>Pell Eligible</b>	<b>Pell Recipient</b>
12	42	4	92	2962	9	898
90.51%	85.28%	100.00%	85.61%	79.92%	100.00%	78.10%
1	7	0	15	723	0	247
9.49%	14.72%	0.00%	14.39%	20.08%	0.00%	21.90%
8	40	3	118	3229	34	396
87.07%	92.58%	70.41%	90.64%	79.66%	78.48%	84.72%
1	3	1	12	789	9	77
13.93%	7.425	29.595	9.36%	20.34%	21.52%	15.28%
8	48	1	146	2679	25	787
66.77%	86.33%	34.33%	87.82%	79.99%	85.05%	78.45%
3	7	2	20	369	4	216
33.23%	13.67%	65.67%	12.18%	20.01%	14.95%	21.55%
6	34	3	129	2284	22	644
72.06%	81.72%	74.48%	86.97%	78.75%	100.00%	75.96%
2	8	1	19	581	0	202
27.94%	18.28%	25.52%	13.03%	21.25%	0.00%	24.04%

**Not  
Applicable**

0

0.00%

0

0.00%

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2

100.00%

0

0.00%

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10

100.00%

0

0.00%

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0.00%

0

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0.00%

AY	Degree Type	Black or African American, Non-Hispanic			
		Hispanic	Hispanic	White, Non-Hispanic	2 or More, Non-Hispanic
2018	AA, AS, AES, AGS	31 26.58%	7 30.19%	272 37.15%	0 0.005
	AAS	20 13.44%	6 24.04%	117 13.13%	1 24.52%
	Certificate	71 59.99%	11 45.77%	372 49.72%	3 75.48%
2019	AA, AS, AES, AGS	43 34.93%	1 13.00%	226 37.47%	0 0.00%
	AAS	14 11.44%	3 36.23%	95 14.39%	0 0.00%
	Certificate	65 53.63%	4 50.77%	313 48.14%	6 100.00%
2020	AA, AS, AES, AGS	19 33.41%	1 4.22%	76 31.80%	1 19.80%
	AAS	1 1.74%	1 13.62%	17 6.24%	0 0.00%
	Certificate	40 64.85%	6 82.17%	152 61.96%	4 80.20%
2021	AA, AS, AES, AGS	36 35.08%	2 13.74%	200 34.46%	4 31.92%
	AAS	14 12.17%	2 14.815	105 16.03%	0 0.00%
	Certificate	58 52.765	9 71.445	300 49.51%	9 68.085
2022	AA, AS, AES, AGS	33 31.44%	4 31.51%	208 33.21%	6 51.875
	AAS	16 15.23%	0 0.00%	115 16.70%	1 7.84%
	Certificate	56 53.33%	9 68.49%	319 50.10%	5 40.28%

**NOTE:** Students can earn both an AAS and multiple Certificates in the same year

Source: Colleague XGRE

Note: These are not cohorts

**Appendix B**

<b>American Indian or Alaskan Native, Non-Hispanic</b>	<b>Asian, Non- Hispanic</b>	<b>Native Hawaiian or Other Pacific Islander, Non- Hispanic</b>	<b>Unknown</b>	<b>Not Eligible/ Recipient</b>	<b>Pell Eligible</b>	<b>Pell Recipient</b>
1 19.58%	3 50.43%	0 0.00%	2 19.81%	206 34.26%	1 34.75%	109 36.73%
2 30.42%	1 15.88%	0 0.00%	3 24.69%	90 12.82%	0 0.00%	60 15.77%
3 50.00%	2 33.69%	1 100.00%	7 55.50%	323 52.92%	2 65.25%	145 47.50%
1 34.63%	1 26.11%	0 0.00%	11 53.66%	209 34.91%	8 89.24%	64 41.11%
1 32.68%	1 23.15%	0 0.00%	2 8.43%	74 11.92%	1 10.76%	41 22.75%
1 32.68%	2 50.73%	0 0.00%	8 37.91%	336 53.17%	0 0.00%	63 36.14%
0 0.00%	1 24.80%	0 0.00%	6 82.27%	69 32.90%	2 35.37%	32 30.49%
1 50.00%	0 0.00%	0 0.00%	0 0.00%	7 3.15%	0 0.00%	13 10.51%
1 50.00%	3 75.20%	1 100.00%	1 17.73%	136 63.95%	4 64.63%	65 59.01%
1 25.19%	2 20.88%	0 0.00%	5 48.98%	172 31.77%	0 0.00%	78 41.66%
0 0.00%	1 9.74%	0 0.00%	2 17.45%	89 15.24%	1 18.82%	34 14.34%
2 74.81%	7 69.38%	0 0.00%	3 33.58%	296 52.99%	4 81.18%	88 44.00%
0 0.00%	2 50.58%	0 0.00%	9 39.40%	180 32.47%	0 0.005	82 35.71%
0 0.00%	0 0.00%	1 100.00%	1 3.36%	96 16.22%	0 0.00%	38 14.30%
3 100.00%	2 49.42%	0 0.00%	13 57.24%	290 51.31%	2 100.00%	115 50.00%

**Not  
Applicable**

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2
100.00%
0
0.00%
0
0.00%

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1
9.44%
0
0.00%
3
90.56%

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**Illinois Valley  
Community College  
Oglesby, Illinois**

**PACE Diversity, Equity, and Inclusion Qualitative Report**  
PACE Climate Survey for Community Colleges

**Lead Researchers**

Greyson A. B. Norcross &  
Daniel R. West

**Conducted**

November and December 2021



# PACE CAMPUS CLIMATE SURVEY

An initiative of the Belk Center at NC State

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# Diversity, Equity, and Inclusion Qualitative Analysis

Racial injustice continues to be embedded in systems and institutions across the United States and within higher education. In an effort to facilitate conversations around this topic at community colleges, we provided an opportunity for faculty, staff, and administrators to respond to two qualitative questions that focus on diversity, equity, and inclusion (DEI). The PACE Climate Survey is intended to promote evidence-based decision making across critical issues at community colleges, including topics like this.

The questions are grounded in Bensimon’s Equity-Minded framework as depicted on the University of Southern California Center for Urban Education website (see Figure 1). Equity-mindedness is a way of approaching educational reform that foregrounds the policies and practices contributing to disparities in educational achievement and abstains from blaming students for those accumulated disparities (Dowd & Bensimon, 2015). Community college leaders need to improve practice, inform policy, and extend theory to address racial and other disparities in educational achievement that exist across the higher education ecosystem. For this reason, the two DEI-focused questions are related to the role of leadership in equity-focused work and understanding the institutional challenges that may create barriers to equity on community college campuses.



**Figure 1. Bensimon’s Equity-Minded Framework**

Of the 189 Illinois Valley Community College (IVCC) employees who completed the PACE Climate Survey for Community Colleges (PACE Climate Survey), 99 (52.4%) provided open-ended comments for these two questions.

Please refer to Tables 1 and 2 for the qualitative responses to the two DEI open-ended questions. Please note that responses to open-ended questions are listed in alphabetical order and quoted exactly as written except in instances where the integrity of the report or and/or confidentiality are compromised. Comments are reported without demographics, and any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be removed. Any additional edits for confidentiality are indicated by [ ].

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1-Center for Urban Education | USC. (n.d.). *Equity mindedness*. Retrieved September 28, 2020, from <https://cue.usc.edu/about/equity/equity-mindedness/>

2-Dowd, Alicia C., & Bensimon, M. E. 2015. *Engaging the “race question”: Accountability and equity in U.S. Higher Education*. Teachers College Press.

## **Table 1. Leadership Priority Responses**

Diversity, Equity, and Inclusion Qualitative Question 1: When thinking about your institution's work to promote diversity, equity, and inclusion, what do you think should be institutional leadership's top priority in this next year? (n=92)

**Table 1.**

1. We do offer many programs for diversity in culture, but it does not seem evident in staffing. 2. Enhancing consistency in Payroll and adding part-time employee benefits. I have received conflicting responses regarding payroll and stipend calculation issues. Numerous part time employees have given many years of service, and it seems very limited benefits. My salary is not the issue. In my current faculty position, I have assisted with tasks, discussions, copying, conferences with other disciplines, and students, etc. My current supervisor states my extra time is not recognized, I'm told my time cannot be entered. Continuing education, as required for this position is on my own. Can we clarify this?

A sense of comradery after all the separation from COVID

Admitting we need to make changes.

All of these: diversity, equity, and inclusion should be a top priority.

All the leaders need to understand what it is & why it's important. Training should start with our administration and board, as this would illustrate the commitment and importance of it to the college. Faculty and staff should receive regular professional development opportunities.

As I mentioned in my previous statement, there is absolutely zero effort being made to promote diversity, equity, and inclusion on campus. The leadership simply has to make DEI a priority, otherwise, students and prospective employees will not be interested in applying to this institution. The leadership can focus on such initiatives by first creating a DEI statement and then a plan that has to be implemented. I am aware of the DEI committee researching such plans, so it might be of interest to invite representative from the committee to participate in the creation of the both the statement and the plan. In today's world, to simply not have a DEI statement and/or plan is embarrassing.

Ask employees for ideas and suggestions. Ask the current student population. It is not just theirs to promote or figure this out.

Attracting more students

**Table 1.**

Continue to make it a priority. Think outside the box.

Continue with the programs and discussions the college has begun this past year.

Create a position solely dedicated to DEI. Include DEI initiatives in the top level of the college's strategic planning. Conduct a campus climate survey for DEI. Create a DEI strategic plan.

Creating a culture that values DEI

De-coupling the DEI position from the political science/history faculty position. We need a DEI chair that is JUST focused on diversity, equity and inclusion. For that matter, we need to change DEI to be EDI, putting EQUITY first.

Diversity

Don't know, lots of administration changes.

Drop this libtard, woke, socialist crap and focus on educational curricula leading to good paying jobs. Too many high paid employees here that spend way too much time on this garbage.

Educating faculty about bias and the appropriate way to interact with ALL students, not just those who are friendly and approachable.

Electing a new president.

Embrace Diversity

Employing more individuals with diverse backgrounds to relate with our students.

**Table 1.**

Engagement in the conversation, not just checking the box.

Ensure the work being done is continued.

Evaluate its current policies and make changes to better promote diversity, equity and inclusion.

Explaining what they are doing to promote diversity, equity and inclusion.

Hire the most qualified people possible. Educating individuals about diversity, equity and inclusion is very important. Forcing on people is wrong.

Hiring individuals of color

Hiring minority people to IVCC especially in administration. Treat all people respectfully.

Hiring more diversity

Hiring people of color, no question . . . . then educating the board and administration about why DEI is important. They still think they can let other people 'do it,' and fail to understand even why it's important (or should be) to them--practically. I would like to think they understand the ethics of it, as well, but I am not convinced of that--especially given the fight staff had to get legal bathroom signs for people of all gender identities.

I believe alot of our conversations focus on bringing in diverse employees. However, I don't always believe this is a community where a candidate with diverse qualifications may seem themselves. I believe our focus should be on what diversity lies within our student body and how we foster that.

I don't care about this topic. It's been far too sensationalized in society, making it grow into a monster that is no longer helping the people it's supposed to be helping.

**Table 1.**

I don't know.

I feel plenty included. While it would be nice to have more diversity, I think it's as diverse as it can be given the area of the school and the demographics of the students.

I feel that the college as a whole has been trying to learn more about these topics. In that regard, I think we need to continue with educating our employees about diversity, equity and inclusion. In addition, I feel it is important to ask our stakeholders (students, community, etc.) what we can do to improve the above topics.

I feel this institution does an excellent job.

I have confidence the College will continue to work on this issue despite falling short at times. Because of IVCC's rural location increasing diversity can be a problem when looking to expand the recruitment pool.

I hope the college will continue to lead by example and monitor policies that may make student development uneven.

I think inclusion should be.

I think IVCC is quite inclusive.

I think our institution should continue to hire the most qualified candidates regardless of race, ethnicity, age, religion, etc.

I think the institution has made great strides with professional development, our OER initiatives, and other programs to help students with different needs. However, I feel there is a gap in employing or at least trying to recruit job applications from people of different color and gender. As an institution in a rural area, I understand the difficulty, but our student body is more diverse than our employee body.

I think they go a bit overboard when it comes to diversity.

**Table 1.**

I think they should start by revisiting the stated core values and actually follow them.

I think we are above average in this category, well done.

**Inclusion**

IVCC is as diverse as the area is. Our Hispanic population is large, the second largest group of people in the community, and many Hispanic students are very successful. At least in the chemistry lab. I don't need anymore "doctoring" about inclusion, equity, and diversity. So knock it off. Our students throughout the campus have the opportunity to excel, at least as the physical sciences are concerned, my area of expertise.

Leadership needs to keep the all groups identified involved and valued. Encourage and empower everyone on campus.

Making it local, start with issues here. Think of future issues for the population here, in this area, not at Oakton.

Making sure that while transitioning from general educational goals to institutional learning outcomes we never lose sight of the value of diversity, cultural awareness and social consciousness. Our new academic vice president has demonstrated leadership in this area in the past and he will be happy to do so for IVCC going forward.

No comment

no opinion

None.

Not applicaple

**Table 1.**

Not to put these in faculty development days

Nothing

Nothing.

Organizing community events and utilizing the cultural center would be nice to see.

Our Hispanic enrollment seems to be increasing so I believe we should attempt to seek out more qualified Hispanic instructors.

Pay employees more so quality employees will stay for more than a month or two.

pay raises

promote more women in STEM classes along with minorities

Promoting diversity in the top positions at the school and also among faculty

Provide actionable projects for staff/faculty to work on with students to promote diversity, equity, and inclusion.

Provide child care options to support students, faculty and staff. Use more authentic marketing material that represents larger diversity within the campus.

Put in place a serious DEI plan that shows a real commitment to Equity in hiring, campus climate, and programs. Students of color are being left behind and our staff diversity gets worse each year.



**Table 1.**

Reaching out to prospective students at local high schools and elsewhere to determine their needs and their perceptions of the college.

Recognizing their own biases and working to improve.

Recruiting more diverse employees and students.

Remove the barriers - financial - cultural with first generation students not deeming an education as vital to growth - provide opportunities for diverse/cultural enrichment in the arts - awareness in the media promoting

Staff to inform future students of specific requirements for idphIDPH class.

Stop making the top administration all white males. Hire a recruiter.

Student, faculty, staff recruitment

Support and celebrate the diversity we already represent - regional, Hispanic students and leaders, etc.

The administration should institute a program of DEI in which the areas of diversity, equity and inclusion are driven by students of all racial, ethnic and socio-economic backgrounds, rather than the militant variety of CRT/DEI currently being purveyed by the IVCC faculty and administration.

The only focus should be quality instruction to EVERYONE. One group, race or color should never be the focus. DEI is a racist ideology.

The top priority for DEI should be diversifying our administrative leadership and faculty, as well as providing continuing education on DEI in the classroom. To say we care about diversity while all admins and BOT members are white (and mostly male) seems a contradiction in terms.

**Table 1.**

The top priority should be to figure out a better way to compensate employees to keep the employees here. If you do not have good employees you will not be able to accomplish promoting diversity, equity and inclusion. Also, head administration should be more diverse, and it is in fact not diverse at all.

There seems to be a lot of talk about it but I am not sure what has actually been instituted to move in the right direction. Leadership needs to communicate what we are doing to help this.

Thinking outside the box both in what constitutes DEI and how to address it.

To actively recruit minority students and to actually hire minor faculty, staff, and administrators.

To limit gossip.

Top priority for diversity should be for obese individuals. The desks and chairs are too small for some. The sizes carried in the bookstore do not reflect the sizes of many at IVCC

Try to get students to attend with diverse backgrounds.

Understanding what diversity, equity, and inclusion really means.

Vaccine bias

We have a solid team in place for promoting diversity.

We have begun to take steps in the right direction. We have a long way to go but it is nice to see DEI moves us forward.

We just filled three of three available administrative positions with white middle class men. No one seems interested in the concept of diversity.

**Table 1.**

We need to hire a more diverse faculty and work to retain minority students at higher rates.

Working more closely with students to determine how we can create impactful programs they want to attend.

Working with the DEI team to create a diversity, equity, and inclusion plan for the entire college.

## **Table 2. Institutional Barriers Responses**

Diversity, Equity, and Inclusion Qualitative Question 2: What are the barriers to improving issues of diversity, equity, and inclusion at your institution? (**n=93**)

**Table 2.**

A clear understanding of DEI beyond the typical and obvious.

A lack of a DEI officer or someone who truly understands the challenges and knows how best to address issues of DEI

A lack of interest in seeking input from prospective students, current students, faculty, staff, and lower level administrators and involving those groups in planning.

Administration and red tape.

administrations mindset

Alienation of individuals that do not have the exact box to check. Treat individuals as individuals and diversity, equity and inclusion will follow. Focusing on one group or another does not promote equity.

Awareness that biases exist. Explore process of hiring pool.

Barriers to improving the issues of diversity, equity, and inclusion stem from inherent racism in this area of the state. Lack of collaborative planning, curriculum review, professional development opportunities (I could go on...) all contribute to the problems.

Biggest barrier is thinking in the box.

Closed minds

Close-minded people.

Current lack of diversity

**Table 2.**

Defund this socialist crap!

DEI at IVCC is not student centered. It is nothing more than hard-Left literature and racism training, used to berate and publicly demean faculty members who treat all IVCC students with the same level of respect and professional ethics, without regard for the student's intersectional status. And, to appease the Left-wing members of the IVCC faculty. In order to improve the issues of diversity, equity, and inclusion at IVCC, a large group of diverse students need to be involved in the discussion which is taking place about them. Many, if not most of the IVCC student population would disagree with the conclusions made about them and policies imposed upon them by the IVCC faculty and administration.

District is roughly 90 percent white and pay isn't strong enough to lure individuals from the outside

Do not appear to actively promote or seek to diversify faculty, staff and student populations.

Don't know, which I did

Everyone has their own singular perception of diversity, equity, and inclusion. They view it as how it affect them personally.

Faculty are allowed to force their leftist and other "political" views on staff and faculty. Anyone expressing a view in any other direction is not taken seriously, outrightly condemned, considered ignorant or worse yet - considered to be a racist.

Faculty that are too set in their ways.

financial and mental issues.

hyper sensitive faculty members

I am not aware of any barriers to diversity at IVCC.

**Table 2.**

I am unaware of any barriers.

I can't list all the barriers, but one major barrier is the lack of diversity in the leadership lends itself to a lack of understanding others, whoever those others might be. Because it is an institution, it is difficult to change beliefs, values, processes and procedures.

I don't see any.

I don't think there are any.

I personally believe that there is an aggressive approach being taken by some people to force these issues. This makes people defensive.

I see that as being a problem. we are a small rural area and I believe the college has a good amount of diversity.

I think the barriers are the lack of students with diverse backgrounds.

I think they are doing a good job.

If there isn't a diverse pool of applicants, that could be a barrier. If there is prejudice among the hiring team, that could be a barrier.

It's not a shiny toy administrators can point to, so its not clear how committed they are to its value.

IVCC is located in a rural community which makes it difficult to attract a diverse and talented workforce so I can't fault the administration for falling short at times. At least they keep trying.

Jerry Corcoran

**Table 2.**

Lack of administrative leadership in this area

Lack of full awareness and appreciation of the issues at some levels.

Lack of money spent recruiting.

Lack of topdown support needed to change the culture

Leadership doesn't think it's a problem or a priority.

Leadership, administration and DEI leadership -- specifically the ability communication with one another. This impedes all DEI initiatives, from planning to actually serving students.

Local community is predominantly white

Lots of talk and no action.

My barrier could just be my supervisor for my first position!

No comment

no opinion

none

None.

None.



**Table 2.**

Not applicable

Not aware of any.

not sure!

Not sure. Our area limits us, I feel, because we are predominantly white and therefore we don't meet the criteria for grant assistance, in order to help this population. Without additional funding assistance, we are limited on what we can do and who we can help

Nothing

nothing

Number of students enrolled.

Other than our rural location may be a factor in recruiting much diversity amongst candidates for teaching, administrative and staff positions, our employee demographics closely match the demographics of our students. Noel Levitz and CCSSE surveys are helpful in knowing more about student perceptions in this regard so we need to move on themes when recognized. We should probably highlight this area more in the way of campus/community updates going forward and the fact that our Student Services vice president is co-leading the DEI committee speaks volumes about our commitment to the cause.

Our culture

Our location is a barrier, but it might be helpful to look into more ways in advertising our job openings to more diverse areas.

overall diversity is low in the region

**Table 2.**

past history of disengagement

Region. It's a local community college in middle America. I'm sure that if there were more diverse folk in the area that they would be just as included as everyone else. I have faith that IVCC would be accepting of anyone who walked through their doors

Same as above.

Seems like there's too many discussions and not enough action to promote these areas.

Shoving DEI down our throats without listening to other's opinions.

Some in leadership positions are not themselves knowledgeable on the topics.

Some of the general public is wanting control over what is taught in the college to discourage diversity, equity, and inclusion.

Some students have language barrier.

The "old boy's network" is alive and well at IVCC, with institutionalized sexism and racism being serious problems.

The "upper" management is not with the times, very tunnel in their thinking.

The administration's lack of understanding of all the issues affected by DEI practices (or the lack of them) and how those issues influence campus culture and students' experience of the college.

The area is not that diverse.

**Table 2.**

The area that we live in (low diversity, conservative politicians, etc), money, and time to educate about the importance of diversity, equity, and inclusion.

The arrogant attitudes of some of the faculty who are pushing this.

The Board and president.

The chair of the DEI committee is a huge barrier. Not the VP co-chair, to be specific. DEI needs to be student-centered first so that we can then strategically plan how to implement student needs at the college level.

The college lacks a welcoming atmosphere.

the communities the college serve are what they are - not diverse and inclusive of those in their familial environment/neighborhood

The demographics of our district are mostly homogeneous

The fact that there are fewer and fewer full time positions each year. It's hard to get anyone to care about IVCC when they are part-time or adjunct.

The idea that we are a diverse institution

The lack of communication and care for the true concerns.

The leadership itself is the barrier as there has been no interest in engaging with DEI plan at this school. If the leadership continue to hire only white, cisgender men, they are signaling that they simply do not care about improving the current climate at this institution.

The location of our institution and the location in which we post our position openings.

**Table 2.**

The most significant barrier I personally have experienced is the lack of transparency and communication from administration. It has been typical to not receive any response whatsoever to emails, phone calls, etc. regarding important department issues. This creates an uncomfortable atmosphere of frustration and isolation which makes for a poor working environment.

The only barriers are the attitudes and beliefs of the past. We must persevere and improve our awareness and policies that will level the opportunities to learn and grow.

The Ottawa Center in my opinion is not seen as part of the main campus. In my opinion, we are a separate entity and not included as we should be. Again this is my opinion!

The steamrolling approach some of the DEI committee members are taking. People need to be brought along in expanding their thoughts and values, not bullied into believing one mindset.

The students need a huge depth of hand holding and taking care of after all the isolation of COVID- much more than ever realized

This area in general is not very diverse.

Upper Admin

Vaccine mandate

We are already overextended with the issues we face.

## Focus Groups

There will be student focus groups in the following areas:

Accessibility and Neurodiversity Students

Student Veterans

Black Students

Latinx Students

LGBTQ+ Students

Low-income (TRIO) Students

Female Students

We have identified people who have agreed to lead the focus groups. A committee member will take notes. Student services will provide food/drinks.

Here are the questions that have received IRB approval. Remember to never underestimate the power of your silence as a moderator.

1. Why did you choose to attend IVCC?

*Probe:*

1. *Please tell me more.*

2. As a (insert status, for example, first generation college student, student with a disability, female, African American, etc.), what have your experiences at IVCC been like?

*Probes:*

1. *Please tell me more.*
2. *Please give me an example.*
3. *How did that make your feel?*
4. *Walk me through the whole experience step-by-step. What happened first?*
5. *When you say \_\_\_\_, what exactly do you mean?*

3. As a (insert status), have you experienced any form of discrimination or bias, however small? Please explain.

*Probes:*

1. *How did that make your feel?*
2. *Walk me through the whole experience step-by-step. What happened first?*
3. *When you say \_\_\_\_, what exactly do you mean?*

4. As a (insert status), what has or has not helped you feel welcomed and included at IVCC?

*Probes:*

1. *Please give me an example.*

2. *How did that make you feel?*
5. As a (insert status) IVCC student, how do you see yourself represented on campus and in the classroom?  
*Probes:*
  1. *Please tell me more.*
  2. *Please give me an example.*
  3. *When you say \_\_\_\_\_, what exactly do you mean?*
6. As a (insert status), what could IVCC employees do to make you and people like you feel more welcomed and included?  
*Probes:*
  1. *Please tell me more.*
  2. *Please give me an example.*
  3. *When you say \_\_\_\_\_, what exactly do you mean?*
7. As a (insert status) what campus resources are you aware of that have helped you to succeed at IVCC?
8. As a (insert status) what campus resources would you like to see made available that would help you to succeed at IVCC?  
*Probes:*
  1. *Please tell me more.*
  2. *When you say \_\_\_\_\_, what exactly do you mean?*
9. If someone like you was thinking about attending IVCC, what advice would you give them?
10. As a (insert status), do you have any specific recommendations for improving the culture at IVCC?  
*Probe:*
  1. *When you say \_\_\_\_\_, what exactly do you mean?*
11. Is there anything else you would like to share about your experiences at IVCC?

The Diversity, Equity, and Inclusion Committee at Illinois Valley Community College is conducting research on perceptions of the campus culture. I am inviting you, as an IVCC student, to share your experiences in a focus group discussion. Your feedback will identify ways in which the college can improve the campus culture to be more inclusive, inviting, and accepting. Information shared during the focus group will be reported anonymously.

The focus group will take no more than 90 minutes. Participating students will sign a consent to participate and discuss a series of campus culture questions. Refreshments will be served.

Please respond if you are interested in participating and we will schedule a time to meet.

Appendix E

Student Group	Sponsor	Focus Group Moderator	Additional Personnel	Date	Time
Hispanic Leadership Team	Aseret Loveland/Sara Escatel	Aseret Loveland/Sara Escatel	Kathy Hart	1-Dec	12:00pm
TRiO	Chris Herman	Mark Grzybowski	Kathy Hart	2-Dec	12:15pm

Question	Themes
<a href="#">1 Why IVCC</a>	affordability; location; transfer option; small community/class size
<a href="#">2 IVCC Experiences</a>	acceptance; asked to speak for entire community in classroom; Ethnic/Race disparity; generally positive; inclusion; limited diversity; HLT group involvement makes experience positive
<a href="#">3 Experiences Discrimination or Bias</a>	can't hide/have to represent entire culture in the classroom
<a href="#">4 Welcomed and Included</a>	brief communication is best; College welcome events; encouraged to engage; safe; welcomed
<a href="#">5 Represented</a>	limited classroom diversity; represented by staff; represented by events; more DEI
<a href="#">6 More Welcomed</a>	teachers: introductions and name pronunciation
<a href="#">7 Resource Awareness</a>	Services: PS, tutoring; Staff: Tina Hardy, Diane Scoma, Sara Escatel, Crystal Credi
<a href="#">8 Suggested Resources</a>	College/Community involvement, community fridge, Spanish language handouts/guides/signs, Spanish speaking employees
<a href="#">9 Advice</a>	Encourage: involvement/PS participation/teacher connections/student leadership, Enrollment timing/tools; Ask/Use services; general encouragement
<a href="#">10 Recommendations</a>	More involvement; More Queer student support;
<a href="#">11 Additional Comments</a>	Physical plant: improve signage/maps; Involve Ottawa Center;



**Group**

HLT

PS

**Contextual Notes**

everyone participating; students moved seating to create a circle instead of rows; all participating, energized; skipped Q5; combined Q7 and Q8 for timing purposes -- feeling rushed by hour time limit; revisited Q5 at end; short responses; some nervousness in participants; all participated, some minimally;

Session	Participant Code	Response
HLT	3	close to home; Hispanic visit day helped
HLT	5	affordability; transfer option, easier to come to IV than a 4 year college
HLT	6	same (affordability; transfer option, easier to come to IV than a 4 year college)
HLT	4	affordability; community, liked that family would know my name; attend IV to verify major choice
HLT	1	family keen on \$0 debt, takes a couple of classes at a time, much cheaper option than first choice
HLT	2	close to home, flexible with family schedule, friends attend
PS	4	free
PS	2	affordable
PS	3	better understanding of Financial Aid through IV than other college(s)
PS	5	local, less cost
PS	6	affordable

Theme1	Theme2	Theme3
location	recruitment event	
affordability	transfer option	
affordability	transfer option	
affordability	small community/class size	
affordability		
location	flexibility	small community/class size
affordability		
affordability		
affordability		
affordability	location	
affordability		

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Session	Participant Code	Response	Theme1	Theme2	Theme3	<a href="#">Return to Summary</a>
HLT	1	culture shock, went from a fully Hispanic area to partial Hispanic, stood out and diversity became more apparent	culture shock	limited diversity @ IVCC		
HLT	3	immediate difference in acceptance from peers and school at IV compared to HS; HLT; sees diversity all over school	acceptance	Student group: HLT	sees diversity	
HLT	6	feels good to have HLT group, is informed of events, nice they care and have respect	acceptance	Student group: HLT		
HLT	5	more sense of community at IV compared to HS	inclusion			
HLT	1	finding more people like us	inclusion			
HLT	2	at IV feels comfortable, never felt like a minority - also as a mom -- not treated differently	inclusion	acceptance		
HLT	3	no bad experiences, expected more Hispanic students on day 1, surprised there were only 2 in class	limited classroom diversity			
HLT	4	increased diversity at IV vs HS, also sees 1 or 2 Hispanics per class	limited classroom diversity			
HLT	2	wishes HS would encourage attending college more; grow Hispanic community at IVCC through recruitment leading to better jobs	increase recruitment	develop community		
HLT	3	classroom experience: shared during a current event discussion about "white woman syndrome," another student disagreed, felt like expectation was "Angry Hispanic" and felt super... 4 fills in: intimidated, 3 agrees with use of "intimidated"... when their stance was disregarded	asked to represent entire culture in classroom	classroom: disregarded		
HLT	1	intimidated instantly since I came from a Hispanic community, felt better when discovered the HLT	asked to represent entire culture	Student group: HLT		
HLT	6	course experience: Intercultural Communication: was expected to speak on behalf of the entire community -- "feels weird" (others agree)	asked to represent entire culture in classroom			
HLT	2	encouraged others to share experiences and how it makes you feel to be put in the situation of representing an entire community, "be proud and share"	asked to represent entire culture in classroom			
HLT	3	feels safer at IVCC than HS where Hispanic students had to connect and make a stand	IV safer			
HLT	6	Whites don't know what we've been through; shared example of neighbors being racist	Ethnic/Race disparity			
HLT	1	White friends made fun of her food	Ethnic/Race disparity			
PS	6	positive	general, positive			
PS	4	nice - accomodated, not questioning me as a person, don't feel judged	acceptance			
PS	1	comfortable	general, positive			
PS	3	inlusive, (after prompt for more info) see more types of people, don't feel judged, was bullied/teased in HS and not experiencing that at IV as we are adults and are nicer to others as adults	inclusion	general, positive		

Session	Participant	Response	Theme1	Theme2	Theme3	<a href="#">Return to Summary</a>
HLT	4	experienced racism since Kindergarten in public schools, especially with only speaking Spanish, racist comments on the streets and the President [45] allowed people to not have to hide their racism; stated affects of racism are greater than others know, shared experience of racism on vacation -- realize POC cannot hide and have to deal with repercussions they shouldn't	Can't hide			
HLT	3	only in classroom when having to represent entire culture	asked to represent entire culture in classroom			
HLT	1	friends making fun of Hispanics in front of them; had friend with data who got deported; things compound - "Do I hid my culture?"	Can't hide	battle fatigue		
PS	3	nodding no	no discrimination			
PS	4	nodding no	no discrimination			

Session	Participant Code	Response	Theme1
HLT	4	HS not welcomed by confederate flag, haven't experiences that here, feels like a weight is lifted, feels welcomed, hasn't had to think about safety here; continues to be vocal for the greater good	welcomed
HLT	6	HS protests revealed how classmates feel	
HLT	5	wearing things causes issues at HS, e.g. durags, no experiences with confederate flag or clothing at IV	welcomed
HLT	4	National Coming Out Day -- IV studetns talking and laughing about the event on campus	peers: negative
HLT	6	the environment is better here between cultures, between Black and Hispanic students	inclusion
PS	4	all classes emailed mentioning PS, didn't know they participate already and was still encouraged to join	encouraged to engage
PS	6	encourage to participate in PS; enjoys PS social events	encouraged to engage
PS	3	Wellness Week - appreciated texts encouraging attendance; enjoyed meet and greet; shorter text and known sender helps with feeling welcomed	encouraged to engage
PS	4	agrees with text needing to be brief in messaging re events	brief communication
PS	5	new student welcome week made me feel welcomed	College welcome events
PS	3	when the college hands out free stuff, esp since first term was online due to COVID; doing pretty good so far with first term oncampus	free swag

**Theme2**

safe

**Theme3**

**Note Taker Thoughts**

something we have zero policy over, but still is a success

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safe

no theme re not IVCC related

something we have zero policy over, but still is a success

Ethnic/Race connections

PS events

College welcome events

brief communication

Session	Participant Code	Response	Theme1	Theme2	Theme3	<a href="#">Return to Summary</a>
HLT	4	classes only have 1 or 2 Hispanics; feels represented with campus events; wants to	limited classroom diversity	represented by events	more DEI	
HLT	5	represented positively	represented positively			
HLT	1	seeing Hispanic staff makes you feel comfortable	represented by staff			
HLT	4	life and career support from Sara; 5 added: and Aseret	represented by staff			
PS	4	people who try hard even though things go against them	efforts recognized			



Session	Participant Code	Response	Theme1	Theme2	Theme3
HLT	6	intervene and report when staff sees something happen; talk about current and local events in classroom (marches/deaths/protests/etc.)	nonviolent crisis intervention	current/local events: discuss in classroom	
HLT	6	other colleges allowed students to come to the area when the death happened, I didn't find out about the protest until 2 hours before and had class -- allow students to participate in marches/protests and share when back in the classroom	classroom: participation	community involvement	
HLT	1	ESL students need translators/guides/signage	Physical space: Spanish signage	Employees: Spanish speaking	Handouts/Guides: Spanish language
HLT	4	Teachers: learn how to pronounce names correctly; small things make you feel comfortable, don't White-wash my name	teachers: name pronunciation		
HLT	5	teachers don't say my name	teachers: name pronunciation		
HLT	2	I know to get to know teachers by sitting in the front of class, raising your hand; make the teacher know your name	teachers: name pronunciation		
HLT	5	I do sit in the front	teachers: name pronunciation		
HLT	4	have a math teacher who doesn't say anyone's name	teachers: name pronunciation		
HLT	6	had a class that didn't do introductions	teachers: class introductions		
HLT	5	also had class without introductions, makes it hard to get to know other students	teachers: class introductions		
HLT	1	peers laughed when teacher pronounced my name wrong	teachers: name pronunciation		
HLT	4	willing to correct teachers, knows it takes a couple of times to get it right	teachers: name pronunciation		
HLT	6	shared story of people who changed their Hispanic name to an easier for Whites to pronounce American name	teachers: name pronunciation		
HLT	2	shared story of people who changed their Hispanic name to an easier for Whites to pronounce American name	teachers: name pronunciation		
PS	4	favorite teacher goes around silently, but knows everyone's names and asks about weekend -- this is how to make people feel welcomed	teachers: know students		
PS	6	teachers getting to know students, ask how things are going, if students need help, and help ensure success	teachers: know students	teachers: support student success	

classroom: participation  
community involvement  
current/local events: discuss in classroom  
Employees: Spanish speaking  
Handouts/Guides: Spanish language  
nonviolent crisis intervention  
Physical space: Spanish signage  
teachers: class introductions  
teachers: class introductions  
teachers: know students  
teachers: know students  
teachers: name pronunciation  
teachers: name pronunciation  
teachers: name pronunciation  
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teachers: name pronunciation  
teachers: name pronunciation  
teachers: name pronunciation  
teachers: name pronunciation  
teachers: support student success

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<b>Session</b>	<b>Participant Code</b>	<b>Response</b>
HLT	1	Project Success
HLT	4	Tina Hardy
HLT	2	Tina Hardy and Project Success
HLT	4	Aseret and Sara
PS	3	Tutoring, daily
PS	5	Diane Scoma
PS	2	Tina Hardy
PS	3	Tina Hardy - emotional support regarding personal life and classroom schedule changes; "Tina teaches you how to be a students." "I'm more on track and held accountable."
PS	5	Tina and PS - classroom visits re services offered were helpful

**Theme1**

Useful service: PS

Useful staff: Tina Hardy

Useful staff: Tina Hardy

Useful staff: Aseret Loveland

Useful service: Tutoring

Useful staff: Diane Scoma

Useful staff: Tina Hardy

Useful staff: Tina Hardy

Useful staff: Tina Hardy

**Theme2**

Useful service: PS

Useful staff: Sara Escatel

Useful service: PS

**Theme3**

Useful staff: Crystal Credi

Classroom informational visits from service areas

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Session	Participant Code	Response	Theme1	Theme2	Theme3
HLT	1	Spanish guides and speakers	Physical space: Spanish signage	Employees: Spanish speaking	Handouts/Guides: Spanish language
HLT	4	connect ELS peers with someone who went through the same experience	Community Involvement		
HLT	5	combat loneliness by getting people involved	Community Involvement		
HLT	1	connect with Hispanic student at other college; enjoyed student pannels	Intercollege Involvement		
PS	4	community fridge for lunches	Food service: community fridge		
PS	3	Having food on campus, I don't have time to go home; meet others or have buddy for accountability, "force us to make friends," more support for staying on task	Food service: vendor on campus	College involvement/accountability: social/peer	
PS	4	(MG circled back to "community fridge" idea) trust lunch to not be eaten or have a concierge service	Food service: community fridge		

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Session	Participant	Response
HLT	2	Go for it.
HLT	1	Be on top of when to enroll and do it early to pick teachers
HLT	4	Use RateMyProfessor
HLT	1	connect with Hispanic student at other college; enjoyed student pannels
HLT	6	be fouced, don't think college is like HS
HLT	4	get involved, be a student leader
PS	5	call to get more information
PS	3	engage with PS, lost both parents as a teen and needs help navigating college processes
PS	4	pay attention to teachers who hold you accountable, "those are the ones who really care"

**Theme1**

General encouragement  
 Enrollment: timing  
 Enrollment: tools  
 Use services  
 General encouragement  
 Encourage: Involvement  
 Ask  
 Encourage: PS participation  
 Encourage: teacher connections

**Theme2**

Encourage: Student leader

**Theme3**

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Session	Participant	Response
HLT	2	More events on campus, like local bands/culture
HLT	6	Partner with community for events
HLT	1	Engage the Hispanic community -- invite to events IV hosts
HLT	5	connect with Hispanic student at other college; enjoyed student pannels
HLT	2	Host multiple/regular/ongoing caring/sharing session for feedback from diverse campus community
PS	5	showcasing Art Student art, the Art department is secluded; finish off murals in the tunnels as final art project assignment
PS	2	be more inclusive to queer students; GSA isn't active; provide opportunities for queer students
PS	3	I agree (re support queer students)
PS	5	I agree (re support queer students)

**Theme1**

More cultural events  
Community Involvement  
Community Involvement  
Intercollege Involvement

More feedback sessions

Showcase department work: Art

More queer student support

More queer student support  
More queer student support

**Theme2**

Encourage: Involvement

**Theme3**

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**Session Participant Code**

HLT NA

PS 3

PS 6

PS 2

PS 5

PS 4

PS 4

PS 3



## Response

update maps - they're confusing, map doesn't look correct, design with ease seeing-ability

first time on campus this term, often lost and can't direct others

saw 2 gender focused courses and took both; saw diverse history classes, was told we don't offer those, but they were still listed - which is confusing

suggested offering more student-centered events at OTC; OTC does a good job of sharing main campus events

concerned about: Masks: teachers not wearing masks, I said something, was told teachers get to choose whether or not to wear mask; concerned with number of employee cases

concerned about: student club advisors should go to meetings with students, but don't; we are kids but also adults, need checking in on

teachers need to think about different kinds of learners, I'm a hands-on learner, took a class where the teacher did lecture only; include different kinds of learners, I work a lot and still struggle

**Theme1**

Physical plant: maps

Physical plant: maps

Course catalog: offer what we list

OTC: more student events

Safety: Mask mandate clarity

Student clubs: Advisor participation

Classroom: Inclusive learning

**Theme2**

Physical plant: signage

OTC: markets MC events

**Theme3**

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Session	Participant Code	Response	Theme1	Theme2	Theme3
HLT	NA				
PS	NA				



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## Illinois Valley Community College, IL Illinois Valley Community College Student Success Project

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**Participation Start:** 7/1/2022

**Participation End:** 10/31/2024

**Date Completed:** 10/31/2024

**Team Lead:** Mark Grzybowski

**Team Member(s):** Gary Roberts

Patrice Hess

Crystal Credi

Aseret Loveland

Jon Hubbell

Dawn Watson

Michael Pecherek

Melissa Killian

**Primary Mentor(s):** Bob Haas

**Scholar(s):** Janice Denton

This report reflects the activity of Illinois Valley Community College in Student Success. It is not an official document of the Higher Learning Commission.

## Progress Update 3

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## Progress Update 3

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### **Q: Review of Practices and Policies**

#### **How are these practices and policies evaluated or reviewed?**

A: A survey was deployed to all college community members (staff, faculty, and students) seeking the identification of policies & practices that were burdensome to Student Success. Prior to the Infrastructure Round Table, the Core Team reviewed the 83 survey responses and condensed them down to seven general areas of concern/themes.

At the Round Table, we then fine tuned the seven general areas down to four, which were:

- 1) Standard Syllabus Template so as to establish consistent student expectations from course to course.
- 2) Streamlined student onboarding process - technology account setup, orientation, single sign on for students, etc.
- 3) Master schedule of course offerings - getting courses on a rotational basis (once every 2 years, once per year, once per semester, etc).
- 4) Student-friendly Business Office/Cashier processes.

### **Q: Who reviews the practices and policies?**

A: The appropriate department/division that owns said processes or practices would be in charge of being the primary reviewer. As an institution, we are presently reviewing ALL Board of Trustee policies and administrative procedures to better streamline the review process.

Over the past year, the divisions of Academic Affairs and Student Services have undergone a reorganization, which has led to discussions and recommendations regarding practices across the divisions.

**Q: What is the process for ensuring practices and policies that are shared on various communication platforms are current and consistent?**

A: We have developed a new process that will review ALL policies and practices every four years. As previously noted, we have just begun this review. It begins at the Vice-Presidential and Presidential levels and leads up to the Board of Trustree Planning Committee for approval. We currently have the luxury of having a new President at our institution, whose background includes Compliance related to policies and practices that govern the daily operation of our institution.

**Q: Summary**

**Overall, to what degree do your practices and policies support the success of your current student body? Have your practices and policies aligned and kept pace with your mission, vision, values?**

A: Our practices and policies have not kept pace. We are currently undergoing strategic planning at a variety of levels on our campus: strategic marketing, strategic enrollment, academic strategic planning, and facility master planning. The end result will be, among other things, that we will have a current policy/procedure manual.

Reviewed by **Gary Roberts** on 10/22/2023 10:36 AM.

## Consolidated Response

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**Q: What remains unclear or what questions do you still have about the institution's analysis from the current inventories?**

A: The idea of surveying the college community to sort out polices and practices that might be negatively impacting student success is sound and should lead to improvements.

I am curious about the following:

- What was the overall response rate to the survey (83 / number invited to respond)? Is this rate strong enough to draw conclusions from the responses?
- How did the respondent demographics compare to the college community demographics? Are any groups over/under represented in the responses?
- What do the differences (if any) in responses among the subgroups reveal? For example, did all subgroups indicate the need for a standard syllabus template? Did all subgroups indicate a need for a streamlined student onboarding process?

There is a saying that goes something like "a good solution to the correct problem is far better than an outstanding solution to the wrong problem." The four areas you selected certainly seem worthwhile regardless of the survey results - but it might be worth making sure these are "right problems" for a concerted effort.

This site at CCRC might provide a resource for an onboarding redesign, using the Ask-Connect-Inspire-Plan framework:

<https://ccrc.tc.columbia.edu/easyblog/acip-reimagining-onboarding.html#:~:text=The%20Ask%2DConnect%2DInspire%2D,creating%20a%20first%2Dterm%20sch>  
(<https://ccrc.tc.columbia.edu/easyblog/acip-reimagining-onboarding.html#:~:text=The%20Ask%2DConnect%2DInspire%2D,creating%20a%20first%2Dterm%20sch>)

The idea of reviewing all policies every 4 years is a good one - it will insure policies are up-to-date. If you have not already done so, it might also be useful to review (and update if needed) your policy for approving policies just to be sure it is current, especially since there is a new leader at the college.

### **Janice Denton, Scholar:**

Bob asks great questions that should help ensure you have targeted the policies and practices that will have most impact on student success.

I wonder what evidence the Team was able to collect that showed there are problems in these 4 areas. Is it all anecdotal? If so, in the future, what tangible evidence might there be that would perhaps be a more direct indication of a problem and allow it to be identified sooner?

Did you ask your students what policies and practices had caused them problems? If not, this might be a useful perspective.

**Q: What are some critical things to which the institution should pay attention as it works to complete the data collection and analysis of the first three Student Success Academy inventories?**

**A: Inventory 1:**

- Focused on student demographics and some shifts IVCC noticed, especially in Hispanic, ELL, economically disadvantaged, and first-generation students.
- IVCC indicated it might be useful to track student intent upon entry, and cited a limitation of the SIS because it can store only the initial intent.
- IVCC demonstrated a capacity to analyze course pass rates by various demographic factors
- IVCC indicated its IR department was undergoing some restructuring
- IVCC listed a number of student success initiatives (bridge, embedded tutoring, etc.)
- Mentors suggested
  - further disaggregation using college major or full/part-time status (for example, how do business students perform compared to health students; how do full-time students perform compared to part-time students)
  - consider "stacking" demographics to gain further insight (for example, how do Pell and Minority students perform compared to non-Pell, non-Minority)
  - listing the "n" for various student subgroups along with the percentage of students.
  - look for ways to improve the "during the class session" student engagement to supplement the multiple out-of-classroom supports in place to help students succeed.

**Inventory 2:**

- IVCC noted the student success (retention and persistence) responsibilities seem to fall on staff and administration with some faculty involvement. IVCC is planning to recruit faculty supporters to champion student success and engage faculty in the success effort.
- IVCC noted a specific challenge with International students (limited housing or transportation available)
- In general, initiatives that have been implemented lack a formal review process; IVCC is not sure how well they work / how much they help improve student success. IVCC is in the process of developing a way to evaluate these.
- IVCC noted a change in Presidential Leadership.
- Mentors suggested/asked:
  - Continue to get faculty engaged in success initiatives
  - Connect with other Illinois Colleges to see if anything can be learned from their efforts
  - Has IVCC uncovered any emerging populations / subgroups that might inform success initiatives or indicate pockets of students that are not appropriately served?
  - Continue to provide consistent data collection and share the results
  - Think about how to manage the moving parts in the project



Critical things to watch / suggestions not already included above:

- It might be useful to track success for international students separately, especially if this is a growing subset of IVCC's population.
- Continue to improve documentation, data dissemination and analysis
- Finalize initiative "program review" - even if it is not perfect to start with; getting started can be helpful.
- Keep plugging away! Even small steps eventually can add up to make noticeable differences in student success.

Overall, IVCC is on track to collect and provide consistent data that can inform improvement efforts. Getting the entire college engaged is a struggle for most colleges; recognizing this challenge is an important step.

Other resources to check if you haven't already:

[Complete College America \(https://completecollege.org/\)](https://completecollege.org/).

[National Center for Inquiry and Improvement \(https://ncii-improve.com/advancing-equity-through-pathways/\)](https://ncii-improve.com/advancing-equity-through-pathways/).

Please do not hesitate to reach out if needed: haasr@mtc.edu; 740-725-4078

**Janice Denton, Scholar:**

Bob's summary lays out quite nicely the work that remains and perhaps it might be a starting point for the Team to divide the work up into subgroups. This might help ensure all three inventories are being worked on in parallel and help bring all the pieces together.

Reviewed by **Janice Denton** on 11/19/2023 06:49 PM.



# INFRASTRUCTURE INVENTORY TABLE

Initiative and Infrastructure Roundtable • March 3-4, 2022

Potential Inhibitor to Student Success	Why	Student Success Issue	Considerations
IVCC FDN Scholarship Timeline	Students unable to fund their education.	Does not intuitively follow the enrollment cycle of a nontrad adult student. Even difficult for traditional student because we are open enrollment institution with flexible starts.	Alter the deadline.
Inconsistent classroom policies from instructor to instructor	Students unsure which policies to follow.	Academic & class freedom allows instructors the ability to create class policies. Some differ from course to course (attendance required vs. recommended for example).	Follow a consistent set of guidelines without infringing upon academic freedom.
Course schedule of offerings not entirely student friendly	Students unable to build a cohesive and seamless schedule.	Required courses conflicting with one another.	Master schedule redo (in progress).
International Student Onboarding	Intl students brought to a rural community without having their basic needs met.	Arriving late to the US, enrolling last minute, VISA issues, etc.	Onboarding process needs to be developed.

Review of eCampus	Students confused about the process; some looking for physical copy of texts.	Some students begin class without having acquired the required materials.	Going back to a traditional bookstore model? Opt-out option?
Difficult to navigate website	Makes for difficulties in providing clear and concise information to students.	The website is our storefront window. Clear messaging and an easily navigable site should be musts.	Perform a communications audit.
<b>Potential Inhibitor to Student Success</b>	<b>Why</b>	<b>Student Success Issue</b>	<b>Considerations</b>
Connecting students with external resources.	Students are enrolling with greater needs now than ever – housing insecurity, food insecurity, financial stress.	If students have too many external needs, they will become distracted with their education.	Invest in resources dedicated to assisting students with these matters.
Seamless and coherent recruitment, admission, orientation, and tech setup	The easier it is to onboard students, the more likely they will be prepared on day 1 and as such, taking the 1 <sup>st</sup> steps towards achieving success.	Decentralized practices.	Improved coordination across departments.


Appendix G

<b>Fiscal Year</b>	<b>Total</b>	<b>Retained Fall to Spring</b>	<b>Percent Retained Fall to Spring</b>
19	2771	1925	69%
21	2176	1547	71%
22	2238	1538	69%
23	2353	1635	69%
20	2637	1856	70%
	Average		70%

VARIABLE	SUBGROUP	Fall 2018 Total	Persisted Fall-Spring FY2019	Persistence Rate FY19
Age Group	25 and older	843	525	62%
Age Group	Under 25	1928	1400	73%
Disability Status	No disability reported	2636	1824	69%
Disability Status	Reported a disability	135	101	75%
First Generation Status	First Generation	488	348	71%
First Generation Status	Not First Generation	586	470	80%
Gender	Female	1566	1094	70%
Gender	Male	1205	831	69%
Pell Recipient Status	Not a Pell Recipient	2058	1389	67%
Pell Recipient Status	Pell Recipient	713	536	75%
Race/Ethnicity	American Indian or Alaska Native	6	5	83%
Race/Ethnicity	Asian	26	15	58%
Race/Ethnicity	Black or African American	60	31	52%
Race/Ethnicity	Hispanic/Latino	498	319	64%
Race/Ethnicity	Native Hawaiian or Other Pacific Islander	3	2	67%
Race/Ethnicity	Nonresident	---	---	---
Race/Ethnicity	Two or more races	38	27	71%
Race/Ethnicity	Unknown	58	33	57%
Race/Ethnicity	White	2082	1493	72%
Rural Status	Not a rural student	123	102	83%
Rural Status	Rural student	2648	1823	69%
Single Parent Status	Not a single parent	2625	1836	70%
Single Parent Status	Single Parent	146	89	61%
Veteran Status	Active Duty	---	---	---
Veteran Status	Not a Veteran	2726	1897	70%
Veteran Status	Veteran	45	28	62%

Fall 2019 Total	Persisted Fall-Spring FY2020	Persistence Rate FY20	Fall 2020 Total	Persisted Fall-Spring FY2021	Persistence Rate FY21	Fall 2021 Total	Persisted Fall-Spring FY2022	Persistence Rate FY22	Fall 2022 Total
793	524	66%	591	392	66%	589	364	62%	605
1844	1332	72%	1585	1155	73%	1649	1174	71%	1748
2511	1748	70%	2060	1459	71%	2130	1460	69%	2226
126	108	86%	116	88	76%	108	78	72%	127
450	360	80%	760	535	70%	826	595	72%	1093
584	462	79%	984	712	72%	933	644	69%	870
1471	1026	70%	1265	885	70%	1284	882	69%	1365
1166	830	71%	904	658	73%	933	644	69%	970
1940	1296	67%	1612	1140	71%	1668	1120	67%	1811
697	560	80%	564	407	72%	570	418	73%	542
6	4	67%	4	3	75%	2	2	100%	5
32	23	72%	20	17	85%	27	19	70%	28
40	25	63%	33	21	64%	53	26	49%	61
488	332	68%	386	252	65%	448	320	71%	540
1	1	100%	3	2	67%	4	3	75%	6
---	---	---	---	---	---	---	---	---	1
51	37	73%	38	24	63%	48	34	71%	52
112	70	63%	91	66	73%	101	67	66%	94
1907	1364	72%	1601	1162	73%	1555	1067	69%	1566
112	98	88%	103	89	86%	99	89	90%	108
2525	1758	70%	2073	1458	70%	2139	1449	68%	2245
2514	1773	71%	2030	1455	72%	2092	1447	69%	2210
123	83	67%	146	92	63%	146	91	62%	143
---	---	---	1	1	100%	4	2	50%	---
2593	1821	70%	2134	1516	71%	2205	1515	69%	2325
44	35	80%	41	30	73%	29	21	72%	28

Persisted Fall-Spring FY2023	Persistence Rate FY23
374	62%
1261	72%
1534	69%
101	80%
780	71%
614	71%
943	69%
682	70%
1226	68%
409	75%
4	80%
20	71%
40	66%
371	69%
4	67%
1	100%
36	69%
69	73%
1090	70%
93	86%
1542	69%
1545	70%
90	63%
---	---
1615	69%
20	71%



<b>Retained Fall to Spring</b>	<b>FY19</b>			
<b>Race/Ethnicity and Gender</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>
<b>American Indian or Alaska Native</b>	<b>6</b>	<b>5</b>	<b>83%</b>	<b>6</b>
Female	3	3	100%	3
Male	3	2	67%	3
<b>Asian</b>	<b>26</b>	<b>15</b>	<b>58%</b>	<b>32</b>
Female	14	8	57%	22
Male	12	7	58%	10
Unknown	---	---	---	---
<b>Black or African American</b>	<b>60</b>	<b>31</b>	<b>52%</b>	<b>40</b>
Female	24	10	42%	19
Male	36	21	58%	21
Unknown	---	---	---	---
<b>Hispanic/Latino</b>	<b>498</b>	<b>319</b>	<b>64%</b>	<b>488</b>
Female	301	191	63%	297
Male	197	128	65%	191
Non-binary	---	---	---	---
Unknown	---	---	---	---
<b>Native Hawaiian or Other Pacific Islander</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>1</b>
Female	2	1	50%	1
Male	1	1	100%	---
<b>Nonresident</b>	---	---	---	---
Male	---	---	---	---
<b>Two or more races</b>	<b>38</b>	<b>27</b>	<b>71%</b>	<b>51</b>
Female	20	15	75%	23
Male	18	12	67%	28
<b>Unknown</b>	<b>58</b>	<b>33</b>	<b>57%</b>	<b>112</b>
Female	32	19	59%	56
Male	26	14	54%	56
Unknown	---	---	---	---
<b>White</b>	<b>2082</b>	<b>1493</b>	<b>72%</b>	<b>1907</b>
Female	1170	847	72%	1050
Male	912	646	71%	857
Non-binary	---	---	---	---
Unknown	---	---	---	---
<b>Race/Ethnicity and Age</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>
<b>American Indian or Alaska Native</b>	<b>6</b>	<b>5</b>	<b>83%</b>	<b>6</b>
25 and older	4	4	100%	3
Under 25	2	1	50%	3
<b>Asian</b>	<b>26</b>	<b>15</b>	<b>58%</b>	<b>32</b>
25 and older	12	6	50%	15
Under 25	14	9	64%	17
<b>Black or African American</b>	<b>60</b>	<b>31</b>	<b>52%</b>	<b>40</b>
25 and older	26	15	58%	14
Under 25	34	16	47%	26
<b>Hispanic/Latino</b>	<b>498</b>	<b>319</b>	<b>64%</b>	<b>488</b>

25 and older	191	114	60%	193
Under 25	307	205	67%	295
<b>Native Hawaiian or Other Pacific Islander</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>1</b>
25 and older	2	1	50%	---
Under 25	1	1	100%	1
<b>Nonresident</b>	---	---	---	---
Under 25	---	---	---	---
<b>Two or more races</b>	<b>38</b>	<b>27</b>	<b>71%</b>	<b>51</b>
25 and older	6	4	67%	7
Under 25	32	23	72%	44
<b>Unknown</b>	<b>58</b>	<b>33</b>	<b>57%</b>	<b>112</b>
25 and older	21	14	67%	31
Under 25	37	19	51%	81
<b>White</b>	<b>2082</b>	<b>1493</b>	<b>72%</b>	<b>1907</b>
25 and older	581	367	63%	530
Under 25	1501	1126	75%	1377
<b>Race/Ethnicity and Pell</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>
<b>American Indian or Alaska Native</b>	<b>6</b>	<b>5</b>	<b>83%</b>	<b>6</b>
Not a Pell Recipient	5	4	80%	4
Pell Recipient	1	1	100%	2
<b>Asian</b>	<b>26</b>	<b>15</b>	<b>58%</b>	<b>32</b>
Not a Pell Recipient	24	13	54%	24
Pell Recipient	2	2	100%	8
<b>Black or African American</b>	<b>60</b>	<b>31</b>	<b>52%</b>	<b>40</b>
Not a Pell Recipient	35	16	46%	28
Pell Recipient	25	15	60%	12
<b>Hispanic/Latino</b>	<b>498</b>	<b>319</b>	<b>64%</b>	<b>488</b>
Not a Pell Recipient	353	211	60%	332
Pell Recipient	145	108	74%	156
<b>Native Hawaiian or Other Pacific Islander</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>1</b>
Not a Pell Recipient	2	1	50%	1
Pell Recipient	1	1	100%	---
<b>Nonresident</b>	---	---	---	---
Not a Pell Recipient	---	---	---	---
<b>Two or more races</b>	<b>38</b>	<b>27</b>	<b>71%</b>	<b>51</b>
Not a Pell Recipient	21	13	62%	32
Pell Recipient	17	14	82%	19
<b>Unknown</b>	<b>58</b>	<b>33</b>	<b>57%</b>	<b>112</b>
Not a Pell Recipient	45	23	51%	91
Pell Recipient	13	10	77%	21
<b>White</b>	<b>2082</b>	<b>1493</b>	<b>72%</b>	<b>1907</b>
Not a Pell Recipient	1573	1108	70%	1428
Pell Recipient	509	385	76%	479

FY20		FY21			FY22		
Ret F-S	% Ret F-S	21 Total	Ret F-S	% Ret F-S	22 Total	Ret F-S	% Ret F-S
4	67%	4	3	75%	2	2	100%
2	67%	---	---	---	---	---	---
2	67%	4	3	75%	2	2	100%
23	72%	20	17	85%	27	19	70%
17	77%	15	13	87%	18	13	72%
6	60%	4	3	75%	8	5	63%
---	---	1	1	100%	1	1	100%
25	63%	33	21	64%	53	26	49%
10	53%	9	5	56%	24	13	54%
15	71%	24	16	67%	27	13	48%
---	---	---	---	---	2	0	0%
332	68%	386	252	65%	448	320	71%
202	68%	242	163	67%	260	190	73%
130	68%	141	87	62%	183	126	69%
---	---	---	---	---	---	---	---
---	---	3	2	67%	5	4	80%
1	100%	3	2	67%	4	3	75%
1	100%	3	2	67%	1		0%
---	---	---	---	---	3	3	100%
---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---
37	73%	38	24	63%	48	34	71%
15	65%	22	14	64%	24	16	67%
22	79%	16	10	63%	24	18	75%
70	63%	91	66	73%	101	67	66%
35	63%	43	33	77%	48	34	72%
35	63%	48	33	69%	51	32	63%
---	---	---	---	---	2	1	50%
1364	72%	1601	1162	73%	1555	1067	69%
744	71%	931	655	70%	909	616	68%
620	72%	667	506	76%	635	445	70%
---	---	---	---	---	---	---	---
---	---	3	1	33%	11	6	55%
Ret F-S	% Ret F-S	21 Total	Ret F-S	% Ret F-S	22 Total	Ret F-S	% Ret F-S
4	67%	4	3	75%	2	2	100%
1	33%	2	1	50%	1	1	100%
3	100%	2	2	100%	1	1	100%
23	72%	20	17	85%	27	19	70%
9	60%	3	2	67%	7	3	43%
14	82%	17	15	88%	20	16	80%
25	63%	33	21	64%	53	26	49%
6	43%	11	3	27%	16	3	19%
19	73%	22	18	82%	37	23	62%
332	68%	386	252	65%	448	320	71%

127	66%	120	71	59%	151	104	69%
205	69%	266	181	68%	297	216	73%
1	100%	3	2	67%	4	3	75%
---	---	2	1	50%	---	---	---
1	100%	1	1	100%	4	3	75%
---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---
37	73%	38	24	63%	48	34	71%
4	57%	3	3	100%	12	7	58%
33	75%	35	21	60%	36	27	75%
70	63%	91	66	73%	101	67	66%
20	65%	15	10	67%	18	11	61%
50	62%	76	56	74%	83	56	67%
1364	72%	1601	1162	73%	1555	1067	69%
357	67%	435	301	69%	384	235	61%
1007	73%	1166	861	74%	1171	832	71%
<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>21 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>22 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>
4	67%	4	3	75%	2	2	100%
3	75%	2	2	100%	1	1	100%
1	50%	2	1	50%	1	1	100%
23	72%	20	17	85%	27	19	70%
17	71%	16	14	88%	20	13	65%
6	75%	4	3	75%	7	6	86%
25	63%	33	21	64%	53	26	49%
14	50%	22	12	55%	30	12	40%
11	92%	11	9	82%	23	14	61%
332	68%	386	252	65%	448	320	71%
203	61%	257	165	64%	317	211	67%
129	83%	129	87	67%	131	109	83%
1	100%	3	2	67%	4	3	75%
1	100%	2	1	50%	3	2	67%
---	---	1	1	100%	1	1	100%
---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---
37	73%	38	24	63%	48	34	71%
24	75%	24	16	67%	24	18	75%
13	68%	14	8	57%	24	16	67%
70	62%	91	66	73%	101	67	66%
55	60%	76	55	72%	80	51	64%
15	71%	15	11	73%	21	16	76%
1364	72%	1601	1162	73%	1555	1067	69%
979	69%	1213	875	72%	1193	812	68%
385	80%	388	287	74%	362	255	70%

FY23		
23 Total	Ret F-S	% Ret F-S
5	4	80%
2	1	50%
3	3	100%
<b>28</b>	<b>20</b>	<b>71%</b>
21	15	71%
7	5	71%
---	---	---
<b>61</b>	<b>40</b>	<b>66%</b>
28	16	57%
33	24	73%
---	---	---
<b>540</b>	<b>371</b>	<b>69%</b>
303	201	66%
232	169	73%
1		0%
4	1	25%
<b>6</b>	<b>4</b>	<b>67%</b>
4	2	50%
2	2	100%
<b>1</b>	<b>1</b>	<b>100%</b>
1	1	100%
<b>52</b>	<b>36</b>	<b>69%</b>
30	21	70%
22	15	68%
<b>94</b>	<b>69</b>	<b>73%</b>
53	40	75%
40	29	73%
1		0%
<b>1566</b>	<b>1090</b>	<b>70%</b>
924	647	70%
630	434	69%
2	2	100%
10	7	70%
23 Total	Ret F-S	% Ret F-S
5	4	80%
3	2	67%
2	2	100%
<b>28</b>	<b>20</b>	<b>71%</b>
7	5	71%
21	15	71%
<b>61</b>	<b>40</b>	<b>66%</b>
15	7	47%
46	33	72%
<b>540</b>	<b>371</b>	<b>69%</b>

200	126	63%
340	245	72%
6	4	67%
---	---	---
6	4	67%
1	1	100%
1	1	100%
52	36	69%
10	7	70%
42	29	69%
94	69	73%
22	15	68%
72	54	75%
1566	1090	70%
348	212	61%
1218	878	72%
<b>23 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>
5	4	80%
4	3	75%
1	1	100%
28	20	71%
23	16	70%
5	4	80%
61	40	66%
33	18	55%
28	22	79%
540	371	69%
402	266	66%
138	105	76%
6	4	67%
6	4	67%
---	---	---
1	1	100%
1	1	100%
52	36	69%
27	17	63%
25	19	76%
94	69	73%
78	57	73%
16	12	75%
1566	1090	70%
1237	844	68%
329	246	75%

Retained Fall to Spring	FY19			FY20		
Veteran and Gender	19 Total	Ret F-S	% Ret F-S	20 Total	Ret F-S	% Ret F-S
<b>Active Duty</b>	---	---	---	---	---	---
Female	---	---	---	---	---	---
Male	---	---	---	---	---	---
<b>Not a Veteran</b>	<b>2726</b>	<b>1897</b>	<b>70%</b>	<b>2593</b>	<b>1821</b>	<b>70%</b>
Female	1551	1086	70%	1457	1015	70%
Male	1175	811	69%	1136	806	71%
Non-binary	---	---	---	---	---	---
Unknown	---	---	---	---	---	---
<b>Veteran</b>	<b>45</b>	<b>28</b>	<b>62%</b>	<b>44</b>	<b>35</b>	<b>80%</b>
Female	15	8	53%	14	11	79%
Male	30	20	67%	30	24	80%
<b>Veteran and Age</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>
<b>Active Duty</b>	---	---	---	---	---	---
25 and older	---	---	---	---	---	---
Under 25	---	---	---	---	---	---
<b>Not a Veteran</b>	<b>2726</b>	<b>1897</b>	<b>70%</b>	<b>2593</b>	<b>1821</b>	<b>70%</b>
25 and older	810	507	63%	770	508	66%
Under 25	1916	1390	73%	1823	1313	72%
<b>Veteran</b>	<b>45</b>	<b>28</b>	<b>62%</b>	<b>44</b>	<b>35</b>	<b>80%</b>
25 and older	33	18	55%	23	16	70%
Under 25	12	10	83%	21	19	90%
<b>Veteran and Pell</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>
<b>Active Duty</b>	---	---	---	---	---	---
Not a Pell Recipient	---	---	---	---	---	---
Pell Recipient	---	---	---	---	---	---
<b>Not a Veteran</b>	<b>2726</b>	<b>1897</b>	<b>70%</b>	<b>2593</b>	<b>1821</b>	<b>70%</b>
Not a Pell Recipient	2027	1373	68%	1917	1278	67%
Pell Recipient	699	524	75%	676	543	80%
<b>Veteran</b>	<b>45</b>	<b>28</b>	<b>62%</b>	<b>44</b>	<b>35</b>	<b>80%</b>
Not a Pell Recipient	31	16	52%	23	18	78%
Pell Recipient	14	12	86%	21	17	81%

FY21			FY22			FY23	
21 Total	Ret F-S	% Ret F-S	22 Total	Ret F-S	% Ret F-S	23 Total	Ret F-S
1	1	100%	4	2	50%	---	---
---	---	---	2	1	50%	---	---
1	1	100%	2	1	50%	---	---
<b>2134</b>	<b>1516</b>	<b>71%</b>	<b>2205</b>	<b>1515</b>	<b>69%</b>	<b>2325</b>	<b>1615</b>
1252	874	70%	1271	874	69%	1358	939
875	638	73%	913	629	69%	949	666
---	---	---	---	---	---	3	2
7	4	57%	21	12	57%	15	8
<b>41</b>	<b>30</b>	<b>73%</b>	<b>29</b>	<b>21</b>	<b>72%</b>	<b>28</b>	<b>20</b>
13	11	85%	11	7	64%	7	4
28	19	68%	18	14	78%	21	16
<b>21 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>22 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>23 Total</b>	<b>Ret F-S</b>
1	1	100%	4	2	50%	---	---
1	1	100%	2		0%	---	---
---	---	---	2	2	100%	---	---
<b>2134</b>	<b>1516</b>	<b>71%</b>	<b>2205</b>	<b>1515</b>	<b>69%</b>	<b>2325</b>	<b>1615</b>
567	377	66%	568	351	62%	586	360
1567	1139	73%	1637	1164	71%	1739	1255
<b>41</b>	<b>30</b>	<b>73%</b>	<b>29</b>	<b>21</b>	<b>72%</b>	<b>28</b>	<b>20</b>
23	14	61%	19	13	68%	19	14
18	16	89%	10	8	80%	9	6
<b>21 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>22 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>23 Total</b>	<b>Ret F-S</b>
1	1	100%	4	2	50%	---	---
---	---	---	3	1	33%	---	---
1	1	100%	1	1	100%	---	---
<b>2134</b>	<b>1516</b>	<b>71%</b>	<b>2205</b>	<b>1515</b>	<b>69%</b>	<b>2325</b>	<b>1615</b>
1589	1123	71%	1645	1104	67%	1790	1212
545	393	72%	560	411	73%	535	403
<b>41</b>	<b>30</b>	<b>73%</b>	<b>29</b>	<b>21</b>	<b>72%</b>	<b>28</b>	<b>20</b>
23	17	74%	20	15	75%	21	14
18	13	72%	9	6	67%	7	6



<b>% Ret F-S</b>
---
---
---
<b>69%</b>
69%
70%
67%
53%
<b>72%</b>
57%
76%
<b>% Ret F-S</b>
---
---
---
<b>69%</b>
61%
72%
<b>71%</b>
74%
67%
<b>% Ret F-S</b>
---
---
---
<b>69%</b>
68%
75%
<b>71%</b>
67%
86%

<b>Retained Fall to Spring</b>	<b>FY19</b>			<b>FY20</b>	
<b>Parent Status and Gender</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>	<b>Ret F-S</b>
<b>Not a single parent</b>	<b>2625</b>	<b>1836</b>	<b>70%</b>	<b>2514</b>	<b>1773</b>
Female	1437	1017	71%	1362	955
Male	1188	819	69%	1152	818
Non-binary	---	---	---	---	---
Unknown	---	---	---	---	---
<b>Single Parent</b>	<b>146</b>	<b>89</b>	<b>61%</b>	<b>123</b>	<b>83</b>
Female	129	77	60%	109	71
Male	17	12	71%	14	12
<b>Parent Status and Age</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>	<b>Ret F-S</b>
<b>Not a single parent</b>	<b>2625</b>	<b>1836</b>	<b>70%</b>	<b>2514</b>	<b>1773</b>
25 and older	728	458	63%	693	455
Under 25	1897	1378	76%	1821	1318
<b>Single Parent</b>	<b>146</b>	<b>89</b>	<b>61%</b>	<b>123</b>	<b>83</b>
25 and older	115	67	58%	100	69
Under 25	31	22	71%	23	14
<b>Parent Status and Pell</b>	<b>19 Total</b>	<b>Ret F-S</b>	<b>% Ret F-S</b>	<b>20 Total</b>	<b>Ret F-S</b>
<b>Not a single parent</b>	<b>2625</b>	<b>1836</b>	<b>80%</b>	<b>2514</b>	<b>1773</b>
Not a Pell Recipient	2039	1382	68%	1927	1290
Pell Recipient	586	454	77%	587	483
<b>Single Parent</b>	<b>146</b>	<b>89</b>	<b>61%</b>	<b>123</b>	<b>83</b>
Not a Pell Recipient	19	7	37%	13	6
Pell Recipient	127	82	65%	110	77

	FY21			FY22			
% Ret F-S	21 Total	Ret F-S	% Ret F-S	22 Total	Ret F-S	% Ret F-S	23 Total
71%	2030	1455	72%	2092	1447	69%	2210
70%	1139	810	71%	1153	802	70%	1242
71%	884	641	73%	918	633	69%	950
---	---	---	---	---	---	---	3
---	7	4	57%	21	12	57%	15
67%	146	92	63%	146	91	62%	143
65%	126	75	60%	131	80	61%	123
86%	20	17	85%	15	11	73%	20
% Ret F-S	21 Total	Ret F-S	% Ret F-S	22 Total	Ret F-S	% Ret F-S	23 Total
71%	2030	1455	72%	2092	1447	69%	2210
66%	477	315	66%	483	293	61%	500
72%	1553	1140	73%	1609	1154	72%	1710
67%	146	92	63%	146	91	62%	143
69%	114	77	68%	106	71	67%	105
61%	32	15	47%	40	20	50%	38
% Ret F-S	21 Total	Ret F-S	% Ret F-S	22 Total	Ret F-S	% Ret F-S	23 Total
71%	2030	1455	72%	2092	1447	69%	2210
67%	1584	1122	71%	1645	1111	68%	1773
82%	446	333	75%	447	336	75%	437
67%	146	92	63%	146	91	62%	143
46%	28	18	64%	23	9	39%	38
70%	118	74	63%	123	82	67%	105

FY23	
Ret F-S	% Ret F-S
1545	70%
864	70%
671	71%
2	67%
8	53%
90	63%
79	64%
11	55%
Ret F-S	% Ret F-S
1545	70%
305	61%
1240	73%
90	63%
69	66%
21	55%
Ret F-S	% Ret F-S
1545	70%
1207	68%
338	77%
90	63%
19	50%
71	68%

Completion Y/N (Multiple Items)

Count of ID Row Labels	Column Labels					Grand Total
	19	21	22	23	20	
<b>NA</b>	<b>1112</b>	<b>950</b>	<b>880</b>	<b>890</b>	<b>1100</b>	<b>4932</b>
Female	609	558	468	488	580	2703
Male	503	384	398	390	519	2194
Non-binary				1		1
Unknown		8	14	11	1	34
<b>No</b>	<b>846</b>	<b>629</b>	<b>700</b>	<b>718</b>	<b>781</b>	<b>3674</b>
Female	472	380	402	422	445	2121
Male	374	246	289	288	336	1533
Non-binary				1		1
Unknown		3	9	7		19
<b>Yes</b>	<b>1925</b>	<b>1547</b>	<b>1538</b>	<b>1635</b>	<b>1856</b>	<b>8501</b>
Female	1094	885	882	943	1026	4830
Male	831	658	644	682	830	3645
Non-binary				2		2
Unknown		4	12	8		24
<b>Grand Total</b>	<b>3883</b>	<b>3126</b>	<b>3118</b>	<b>3243</b>	<b>3737</b>	<b>17107</b>

Appendix H

<b>Fall to Fall Retention by Cohort</b>	<b>Fall 2018</b>		<b>Fall 2019</b>		<b>Fall 2020</b>	
Yes, Retained F2F	269	63%	272	67%	271	68%
No, Not Retained F2F	155	37%	136	33%	129	32%
<b>Grand Total</b>	<b>424</b>		<b>408</b>		<b>400</b>	

Fall 2021		Fall 2022		Grand Total	
227	67%	300	66%	1339	66%
114	33%	152	34%	686	34%
<b>341</b>		<b>452</b>		<b>2025</b>	

VARIABLE	SUBGROUP	Fall 2018 Cohort Total	Fall 2018 Total Retained Fall to Fall
Age Group	25 and older	24	11
Age Group	Under 25	400	258
Age Group	Unknown	0	0
Disability Status	No disability reported	403	257
Disability Status	Reported a disability	21	12
First Generation Status	First Generation	131	76
First Generation Status	Not First Generation	293	193
Gender	Female	232	163
Gender	Male	192	106
Gender	Unknown Gender	0	0
Pell Recipient Status	Not a Pell Recipient	396	250
Pell Recipient Status	Pell Recipient	28	19
Race/Ethnicity	American Indian or Alaska Native	0	0
Race/Ethnicity	Asian	3	3
Race/Ethnicity	Black or African American	13	5
Race/Ethnicity	Hispanic/Latino	59	39
Race/Ethnicity	Native Hawaiian or Other Pacific Islander	1	1
Race/Ethnicity	Two or more races	1	1
Race/Ethnicity	Unknown	7	4
Race/Ethnicity	White	340	216
Rural Status	Not a rural student	4	2
Rural Status	Rural student	420	267
Single Parent Status	Not a single parent	411	261
Single Parent Status	Single Parent	13	8
Veteran	Not a Veteran	421	267
Veteran	Veteran	3	2
Total	Total	424	269



Fall 2018 Retention Rate	Fall 2019 Cohort Total	Fall 2019 Total Retained Fall to Fall	Fall 2019 Retention Rate	Fall 2020 Cohort Total	Fall 2020 Total Retained Fall to Fall	Fall 2020 Retention Rate	Fall 2021 Cohort Total
45.83%	20	11	55.00%	16	10	62.50%	8
64.50%	388	261	67.27%	384	261	67.97%	332
---	0	0	---	0	0	---	1
63.77%	383	253	66.06%	380	258	67.89%	327
57.14%	25	19	76.00%	20	13	65.00%	14
58.02%	123	77	62.60%	139	93	66.91%	151
65.87%	285	195	68.42%	261	178	68.20%	190
70.26%	192	132	68.75%	220	145	65.91%	174
55.21%	216	140	64.81%	178	124	69.66%	166
---	0	0	---	2	2	100.00%	1
63.13%	223	160	71.75%	249	182	73.09%	215
67.86%	185	112	60.54%	151	89	58.94%	126
---	1	1	100.00%	0	0	---	0
100.00%	4	4	100.00%	4	3	75.00%	4
38.46%	6	6	100.00%	6	4	66.67%	11
66.10%	62	41	66.13%	80	51	63.75%	65
100.00%	0	0	---	0	0	---	3
100.00%	13	5	38.46%	7	4	57.14%	12
57.14%	10	3	30.00%	15	12	80.00%	20
63.53%	312	212	67.95%	288	197	68.40%	226
50.00%	13	11	84.62%	9	8	88.89%	18
63.57%	395	261	66.08%	391	263	67.26%	323
63.50%	404	270	66.83%	391	269	68.80%	341
61.54%	4	2	50.00%	9	2	22.22%	0
63.42%	402	268	66.67%	394	268	68.02%	336
66.67%	6	4	66.67%	6	3	50.00%	5
63.44%	408	272	66.67%	400	271	67.75%	341

Fall 2021 Total Retained Fall to Fall	Fall 2021 Retention Rate	Fall 2022 Cohort Total	Fall 2022 Total Retained Fall to Fall	Fall 2022 Retention Rate	1 Year % Change in Retention Rate	5 Year % Change in Retention Rate
4	50.00%	33	23	69.70%	19.70%	23.86%
224	67.47%	419	277	66.11%	-1.36%	1.61%
0	0.00%	0	0	---	---	---
218	66.67%	427	282	66.04%	-0.62%	2.27%
10	71.43%	25	18	72.00%	0.57%	14.86%
106	70.20%	268	171	63.81%	-6.39%	5.79%
122	64.21%	184	129	70.11%	5.90%	4.24%
115	66.09%	207	136	65.70%	-0.39%	-4.56%
112	67.47%	235	158	67.23%	-0.24%	12.03%
1	100.00%	10	6	60.00%	-40.00%	---
150	69.77%	281	200	71.17%	1.41%	8.04%
78	61.90%	171	100	58.48%	-3.43%	-9.38%
0	---	1	1	100.00%	---	---
1	25.00%	5	2	40.00%	15.00%	-60.00%
9	81.82%	17	4	23.53%	-58.29%	-14.93%
45	69.23%	85	59	69.41%	0.18%	3.31%
2	66.67%	0	0	---	---	---
8	66.67%	6	4	66.67%	0.00%	-33.33%
15	75.00%	9	6	66.67%	-8.33%	9.52%
148	65.49%	329	224	68.09%	2.60%	4.56%
13	72.22%	38	30	78.95%	6.73%	28.95%
215	66.56%	414	270	65.22%	-1.35%	1.65%
228	66.86%	438	293	66.89%	0.03%	3.39%
0	---	14	7	50.00%	---	-11.54%
223	66.37%	451	299	66.30%	0.07%	-2.88%
4	80.00%	1	1	100.00%	-20.00%	-33.33%
228	66.86%	452	300	66.37%	-0.49%	2.93%

Retained Fall to Fall	Fall18 Cohort		
Race/Ethnicity and Gender	Total	Ret F-F	% Ret F-F
<b>American Indian or Alaska Native</b>	---	---	---
Male	---	---	---
<b>Asian</b>	<b>3</b>	<b>3</b>	<b>100%</b>
Female	2	2	100%
Male	1	1	100%
Unknown Gender	---	---	---
<b>Black or African American</b>	<b>13</b>	<b>5</b>	<b>38%</b>
Female	3	2	67%
Male	10	3	30%
Unknown Gender	---	---	---
<b>Hispanic/Latino</b>	<b>59</b>	<b>39</b>	<b>66%</b>
Female	26	19	73%
Male	33	20	61%
Unknown Gender	---	---	---
<b>Native Hawaiian or Other Pacific Islander</b>	<b>1</b>	<b>1</b>	<b>100%</b>
Female	1	1	100%
Male	---	---	---
<b>Two or more races</b>	<b>1</b>	<b>1</b>	<b>100%</b>
Female	1	1	100%
Male	---	---	---
<b>Unknown</b>	<b>7</b>	<b>4</b>	<b>57%</b>
Female	6	4	67%
Male	1	0	0%
<b>White</b>	<b>340</b>	<b>216</b>	<b>64%</b>
Female	193	134	69%
Male	147	82	56%
Unknown Gender	---	---	---
Race/Ethnicity and Age	Total	Ret F-F	% Ret F-F
<b>American Indian or Alaska Native</b>	---	---	---
Under 25	---	---	---
<b>Asian</b>	<b>3</b>	<b>3</b>	<b>100%</b>
25 and older	---	---	---
Under 25	3	3	100%
<b>Black or African American</b>	<b>13</b>	<b>5</b>	<b>38%</b>
25 and older	2	0	0%
Under 25	11	5	45%
<b>Hispanic/Latino</b>	<b>59</b>	<b>39</b>	<b>66%</b>
25 and older	---	---	---
Under 25	59	39	66%
<b>Native Hawaiian or Other Pacific Islander</b>	<b>1</b>	<b>1</b>	<b>100%</b>
Under 25	1	1	100%
<b>Two or more races</b>	<b>1</b>	<b>1</b>	<b>100%</b>
25 and older	---	---	---
Under 25	1	1	100%

<b>Unknown</b>	<b>7</b>	<b>4</b>	<b>57%</b>
25 and older	2	1	50%
Under 25	5	3	60%
<b>White</b>	<b>340</b>	<b>216</b>	<b>64%</b>
25 and older	20	10	50%
Under 25	320	206	64%
Unknown	---	---	---
<b>Race/Ethnicity and Age</b>	<b>Total</b>	<b>Ret F-F</b>	<b>% Ret F-F</b>
<b>American Indian or Alaska Native</b>	---	---	---
Pell Recipient	---	---	---
<b>Asian</b>	<b>3</b>	<b>3</b>	<b>100%</b>
Not a Pell Recipient	3	3	100%
Pell Recipient	---	---	---
<b>Black or African American</b>	<b>13</b>	<b>5</b>	<b>38%</b>
Not a Pell Recipient	12	5	42%
Pell Recipient	1	0	0%
<b>Hispanic/Latino</b>	<b>59</b>	<b>39</b>	<b>66%</b>
Not a Pell Recipient	56	37	66%
Pell Recipient	3	2	67%
<b>Native Hawaiian or Other Pacific Islander</b>	<b>1</b>	<b>1</b>	<b>100%</b>
Not a Pell Recipient	1	1	100%
Pell Recipient	---	---	---
<b>Two or more races</b>	<b>1</b>	<b>1</b>	<b>100%</b>
Not a Pell Recipient	1	1	100%
Pell Recipient	---	---	---
<b>Unknown</b>	<b>7</b>	<b>4</b>	<b>57%</b>
Not a Pell Recipient	6	3	50%
Pell Recipient	1	1	100%
<b>White</b>	<b>340</b>	<b>216</b>	<b>64%</b>
Not a Pell Recipient	317	200	63%
Pell Recipient	23	16	70%

Fall19 Cohort			Fall20 Cohort			
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total
1	1	100%	---	---	---	---
1	1	100%	---	---	---	---
4	4	100%	4	3	75%	4
2	2	100%	3	2	67%	3
2	2	100%	---	---	---	1
---	---	---	1	1	100%	---
6	6	100%	6	4	67%	11
1	1	100%	2	1	50%	3
5	5	100%	4	3	75%	8
---	---	---	---	---	---	---
62	41	66%	80	51	64%	65
28	20	71%	43	27	63%	37
34	21	62%	36	23	64%	27
---	---	---	1	1	100%	1
---	---	---	---	---	---	3
---	---	---	---	---	---	---
---	---	---	---	---	---	3
13	5	38%	7	4	57%	12
7	4	57%	3	2	67%	5
6	1	17%	4	2	50%	7
10	3	30%	15	12	80%	20
4	1	25%	6	5	83%	10
6	2	33%	9	7	78%	10
312	212	68%	288	197	68%	226
150	104	69%	163	108	66%	116
162	108	67%	125	89	71%	110
---	---	---	---	---	---	---
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total
1	1	100%	---	---	---	---
1	1	100%	---	---	---	---
4	4	100%	4	3	75%	4
---	---	---	---	---	---	---
4	4	100%	4	3	75%	4
6	6	100%	6	4	67%	11
---	---	---	---	---	---	1
6	6	100%	6	4	67%	10
62	41	66%	80	51	64%	65
2	2	100%	5	3	60%	---
60	39	65%	75	48	64%	65
---	---	---	---	---	---	3
---	---	---	---	---	---	3
13	5	38%	7	4	57%	12
---	---	---	---	---	---	2
13	5	38%	7	4	57%	10

10	3	30%	15	12	80%	20
2	0	0%	2	1	50%	---
8	3	38%	13	11	85%	20
312	212	68%	288	197	68%	226
16	9	56%	9	6	67%	5
296	203	69%	279	191	68%	220
---	---	---	---	---	---	1
<b>Total</b>	<b>Ret F-F</b>	<b>% Ret F-F</b>	<b>Total</b>	<b>Ret F-F</b>	<b>% Ret F-F</b>	<b>Total</b>
1	1	100%	---	---	---	---
1	1	100%	---	---	---	---
4	4	100%	4	3	75%	4
1	1	100%	2	1	50%	1
3	3	100%	2	2	100%	3
6	6	100%	6	4	67%	11
2	2	100%	4	3	75%	3
4	4	100%	2	1	50%	8
62	41	66%	80	51	64%	65
20	12	60%	31	21	68%	25
42	29	69%	49	30	61%	40
---	---	---	---	---	---	3
---	---	---	---	---	---	2
---	---	---	---	---	---	1
13	5	38%	7	4	57%	12
8	3	38%	6	3	50%	5
5	2	40%	1	1	100%	7
10	3	30%	15	12	80%	20
6	3	50%	9	8	89%	12
4	0	0%	6	4	67%	8
312	212	68%	288	197	68%	226
186	139	75%	197	146	74%	167
126	73	58%	91	51	56%	59

Fall21 Cohort		Fall22 Cohort			Overall	
Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
---	---	1	1	100%	2	2
---	---	1	1	100%	2	2
1	25%	5	2	40%	20	13
1	33%	3	2	67%	13	9
0	0%	2	0	0%	6	3
---	---	---	---	---	1	1
9	82%	17	4	24%	53	28
3	100%	2	1	50%	11	8
6	75%	13	3	23%	40	20
---	---	2	0	0%	2	0
45	69%	85	59	69%	351	235
25	68%	34	22	65%	168	113
19	70%	51	37	73%	181	120
1	100%	---	---	---	2	2
2	67%	---	---	---	4	3
---	---	---	---	---	1	1
2	67%	---	---	---	3	2
8	67%	6	4	67%	39	22
4	80%	4	3	75%	20	14
4	57%	2	1	50%	19	8
15	75%	9	6	67%	61	40
8	80%	2	1	50%	28	19
7	70%	7	5	71%	33	21
147	65%	329	224	68%	1495	996
73	63%	162	107	66%	784	526
74	67%	159	111	70%	703	464
---	---	8	6	75%	8	6
Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
---	---	1	1	100%	2	2
---	---	1	1	100%	2	2
1	25%	5	2	40%	20	13
---	---	1	0	0%	1	0
1	25%	4	2	50%	19	13
9	82%	17	4	24%	53	28
0	0%	2	0	0%	5	0
9	90%	15	4	27%	48	28
45	69%	85	59	69%	351	235
---	---	6	5	83%	13	10
45	69%	79	54	68%	4	3
2	67%	---	---	---	4	3
2	67%	---	---	---	4	3
8	67%	6	4	67%	39	22
1	50%	1	1	100%	3	2
7	70%	5	3	60%	36	20

15	75%	9	6	67%	61	40
---	---	---	---	---	6	2
15	75%	9	6	67%	55	38
147	65%	329	224	68%	1495	996
3	60%	23	17	74%	73	45
144	65%	306	207	68%	1421	951
0	0%	---	---	---	1	0
<b>Ret F-F</b>	<b>% Ret F-F</b>	<b>Total</b>	<b>Ret F-F</b>	<b>% Ret F-F</b>	<b>Total</b>	<b>Ret F-F</b>
---	---	1	1	100%	2	2
---	---	1	1	100%	2	2
1	25%	5	2	40%	20	13
0	0%	4	2	50%	11	7
1	33%	1	0	0%	9	6
9	82%	17	4	24%	53	28
3	100%	7	2	29%	28	15
6	75%	10	2	20%	25	13
45	69%	85	59	69%	351	235
17	68%	42	28	67%	174	115
28	70%	43	31	72%	177	120
2	67%	---	---	---	4	3
2	100%	---	---	---	3	3
0	0%	---	---	---	1	0
8	67%	6	4	67%	39	22
3	60%	2	1	50%	22	11
5	71%	4	3	75%	17	11
15	75%	9	6	67%	61	40
9	75%	4	4	100%	37	27
6	75%	5	2	40%	24	13
147	65%	329	224	68%	1495	996
115	69%	222	163	73%	1089	763
32	54%	107	61	57%	406	233



<b>% Ret F-F</b>
<b>100%</b>
100%
<b>65%</b>
69%
50%
100%
<b>53%</b>
73%
50%
0%
<b>67%</b>
67%
66%
100%
<b>75%</b>
<b>100%</b>
<b>66%</b>
<b>56%</b>
70%
42%
<b>66%</b>
68%
64%
<b>67%</b>
67%
66%
75%
<b>% Ret F-F</b>
<b>100%</b>
100%
<b>65%</b>
0%
68%
<b>53%</b>
0%
58%
<b>67%</b>
77%
75%
<b>75%</b>
<b>75%</b>
<b>56%</b>
67%
56%

66%
33%
69%
67%
62%
67%
0%
<b>% Ret F-F</b>
100%
100%
65%
64%
67%
53%
54%
52%
67%
66%
68%
75%
100%
0%
56%
50%
65%
66%
73%
54%
67%
70%
57%

Retained Fall to Fall	Fall18 Cohort			Fall19 Cohort		
Veteran Status and Gender	Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F
<b>Not a Veteran</b>	<b>421</b>	<b>267</b>	<b>63%</b>	<b>402</b>	<b>268</b>	<b>67%</b>
Female	231	163	71%	189	129	68%
Male	190	104	55%	213	139	65%
Unknown Gender	---	---	---	---	---	---
<b>Veteran</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>6</b>	<b>4</b>	<b>67%</b>
Female	1	0	0%	3	3	100%
Male	2	2	100%	3	1	33%
Veteran Status and Age	Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F
<b>Not a Veteran</b>	<b>421</b>	<b>267</b>	<b>63%</b>	<b>402</b>	<b>268</b>	<b>67%</b>
25 and older	23	10	43%	19	11	58%
Under 25	398	257	65%	383	257	67%
Unknown	---	---	---	---	---	---
<b>Veteran</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>6</b>	<b>4</b>	<b>67%</b>
25 and older	1	1	100%	1		0%
Under 25	2	1	50%	5	4	80%
Veteran Status and Pell	Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F
<b>Not a Veteran</b>	<b>421</b>	<b>267</b>	<b>63%</b>	<b>402</b>	<b>268</b>	<b>67%</b>
Not a Pell Recipient	394	249	63%	221	158	71%
Pell Recipient	27	18	67%	181	110	61%
<b>Veteran</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>6</b>	<b>4</b>	<b>67%</b>
Not a Pell Recipient	2	1	50%	2	2	100%
Pell Recipient	1	1	100%	4	2	50%

Fall20 Cohort			Fall21 Cohort			Fall22 Cohort	
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
394	268	68%	336	223	66%	451	299
219	145	66%	173	114	66%	207	136
173	121	70%	162	108	67%	234	157
2	2	100%	1	1	100%	10	6
6	3	50%	5	4	80%	1	1
1		0%	1		0%	---	---
5	3	60%	4	4	100%	1	1
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
394	268	68%	336	223	66%	451	299
15	9	60%	8	4	50%	33	23
379	259	68%	327	219	67%	418	276
---	---	---	---	---	---	---	---
6	3	50%	5	4	80%	1	1
1	1	100%	---	---	---	---	---
5	2	40%	5	4	80%	1	1
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
394	268	68%	336	223	66%	451	299
245	180	73%	212	147	69%	280	199
149	88	59%	124	76	61%	171	100
6	3	50%	5	4	80%	1	1
4	2	50%	3	2	67%	1	1
2	1	50%	2	2	100%	---	---

t
<b>% Ret F-F</b>
66%
66%
67%
60%
100%
---
100%
<b>% Ret F-F</b>
66%
70%
66%
---
100%
---
100%
<b>% Ret F-F</b>
66%
71%
58%
100%
100%
---

Retained Fall to Fall	Fall18 Cohort			Fall19 Cohort		
Parent Status and Gender	Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F
<b>Not a single parent</b>	<b>411</b>	<b>261</b>	<b>64%</b>	<b>404</b>	<b>270</b>	<b>67%</b>
Female	220	156	71%	190	131	69%
Male	191	105	55%	214	139	65%
Unknown Gender	---	---	---	---	---	---
<b>Single Parent</b>	<b>13</b>	<b>8</b>	<b>62%</b>	<b>4</b>	<b>2</b>	<b>50%</b>
Female	12	7	58%	2	1	50%
Male	1	1	100%	2	1	50%
Parent Status and Age	Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F
<b>Not a single parent</b>	<b>411</b>	<b>261</b>	<b>64%</b>	<b>404</b>	<b>270</b>	<b>67%</b>
25 and older	18	7	39%	16	9	56%
Under 25	393	254	65%	388	261	67%
Unknown	---	---	---	---	---	---
<b>Single Parent</b>	<b>13</b>	<b>8</b>	<b>62%</b>	<b>4</b>	<b>2</b>	<b>50%</b>
25 and older	6	4	67%	4	2	50%
Under 25	7	4	57%	---	---	---
Parent Status and Pell	Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F
<b>Not a single parent</b>	<b>411</b>	<b>261</b>	<b>64%</b>	<b>404</b>	<b>270</b>	<b>67%</b>
Not a Pell Recipient	387	245	63%	223	160	72%
Pell Recipient	24	16	67%	181	110	61%
<b>Single Parent</b>	<b>13</b>	<b>8</b>	<b>62%</b>	<b>4</b>	<b>2</b>	<b>50%</b>
Not a Pell Recipient	9	5	56%	---	---	---
Pell Recipient	4	3	75%	4	2	50%

Fall20 Cohort			Fall21 Cohort			Fall22 Cohort	
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
391	269	69%	341	227	67%	438	293
213	143	67%	174	114	66%	195	129
176	124	70%	166	112	67%	233	158
2	2	100%	1	1	100%	10	6
9	2	22%	---	---	---	14	7
7	2	29%	---	---	---	12	7
2	0	0%	---	---	---	2	0
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
391	269	69%	341	227	67%	438	293
13	9	69%	8	4	50%	23	18
378	260	69%	332	223	67%	415	275
---	---	---	1	0	0%	---	---
9	2	22%	---	---	---	14	7
3	1	33%	---	---	---	10	5
6	1	17%	---	---	---	4	2
Total	Ret F-F	% Ret F-F	Total	Ret F-F	% Ret F-F	Total	Ret F-F
391	269	69%	341	227	67%	438	293
247	182	74%	215	149	69%	280	200
144	87	60%	126	78	62%	158	93
9	2	22%	---	---	---	14	7
2	0	0%	---	---	---	1	0
7	2	29%	---	---	---	13	7

t	Average
<b>% Ret F-F</b>	
<b>67%</b>	67%
66%	68%
68%	65%
60%	87%
<b>50%</b>	46%
58%	49%
0%	38%
<b>% Ret F-F</b>	
<b>67%</b>	67%
78%	58%
66%	67%
---	0%
<b>50%</b>	46%
50%	50%
50%	41%
<b>% Ret F-F</b>	
<b>67%</b>	67%
71%	70%
59%	62%
<b>50%</b>	46%
0%	19%
54%	52%



<b>Count of Y/N Retained F2F</b>	<b>Column Labels</b>					
<b>Row Labels</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>Grand Total</b>
No	155	136	129	114	152	686
Yes	269	272	271	227	300	1339
<b>Grand Total</b>	<b>424</b>	<b>408</b>	<b>400</b>	<b>341</b>	<b>452</b>	<b>2025</b>



51301	Illinois Valley	Long-term Certificate	Rural Status
51301	Illinois Valley	Long-term Certificate	Rural Status
51301	Illinois Valley	Long-term Certificate	Single Parent Status
51301	Illinois Valley	Long-term Certificate	Single Parent Status
51301	Illinois Valley	Long-term Certificate	Veteran
51301	Illinois Valley	Long-term Certificate	Veteran
51301	Illinois Valley	Long-term Certificate	Veteran
<b>51301</b>	<b>Illinois Valley</b>	<b>Long-term Certificate</b>	<b>Total</b>
51301	Illinois Valley	Associate in Applied Science	Age Group
51301	Illinois Valley	Associate in Applied Science	Age Group
51301	Illinois Valley	Associate in Applied Science	Disability Status
51301	Illinois Valley	Associate in Applied Science	Disability Status
51301	Illinois Valley	Associate in Applied Science	First Generation Status
51301	Illinois Valley	Associate in Applied Science	First Generation Status
51301	Illinois Valley	Associate in Applied Science	Gender
51301	Illinois Valley	Associate in Applied Science	Gender
51301	Illinois Valley	Associate in Applied Science	Gender
51301	Illinois Valley	Associate in Applied Science	Pell Recipient Status
51301	Illinois Valley	Associate in Applied Science	Pell Recipient Status
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Race/Ethnicity
51301	Illinois Valley	Associate in Applied Science	Rural Status
51301	Illinois Valley	Associate in Applied Science	Rural Status
51301	Illinois Valley	Associate in Applied Science	Single Parent Status
51301	Illinois Valley	Associate in Applied Science	Single Parent Status
51301	Illinois Valley	Associate in Applied Science	Veteran
51301	Illinois Valley	Associate in Applied Science	Veteran
51301	Illinois Valley	Associate in Applied Science	Veteran
<b>51301</b>	<b>Illinois Valley</b>	<b>Associate in Applied Science</b>	<b>Total</b>
51301	Illinois Valley	Associate - Transfer	Age Group
51301	Illinois Valley	Associate - Transfer	Age Group
51301	Illinois Valley	Associate - Transfer	Disability Status
51301	Illinois Valley	Associate - Transfer	Disability Status
51301	Illinois Valley	Associate - Transfer	First Generation Status
51301	Illinois Valley	Associate - Transfer	First Generation Status
51301	Illinois Valley	Associate - Transfer	Gender
51301	Illinois Valley	Associate - Transfer	Gender
51301	Illinois Valley	Associate - Transfer	Pell Recipient Status
51301	Illinois Valley	Associate - Transfer	Pell Recipient Status
51301	Illinois Valley	Associate - Transfer	Race/Ethnicity
51301	Illinois Valley	Associate - Transfer	Race/Ethnicity

51301	Illinois Valley	Associate - Transfer	Race/Ethnicity
51301	Illinois Valley	Associate - Transfer	Race/Ethnicity
51301	Illinois Valley	Associate - Transfer	Race/Ethnicity
51301	Illinois Valley	Associate - Transfer	Race/Ethnicity
51301	Illinois Valley	Associate - Transfer	Race/Ethnicity
51301	Illinois Valley	Associate - Transfer	Rural Status
51301	Illinois Valley	Associate - Transfer	Rural Status
51301	Illinois Valley	Associate - Transfer	Single Parent Status
51301	Illinois Valley	Associate - Transfer	Single Parent Status
51301	Illinois Valley	Associate - Transfer	Veteran
51301	Illinois Valley	Associate - Transfer	Veteran
51301	Illinois Valley	Associate - Transfer	Veteran
<b>51301</b>	<b>Illinois Valley</b>	<b>Associate - Transfer</b>	<b>Total</b>

SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL
25 and older	142	123	136
Under 25	195	197	217
Unknown	0	0	0
No disability reported	317	310	343
Reported a disability	20	10	10
First Generation	56	48	118
Not First Generation	281	272	235
Female	206	204	183
Male	131	116	168
Unknown Gender	0	0	2
Not a Pell Recipient	293	255	291
Pell Recipient	44	65	62
American Indian or Alaska Native	0	1	2
Asian	3	5	7
Black or African American	3	7	8
Hispanic/Latino	60	62	60
Native Hawaiian or Other Pacific Islander	0	1	0
Two or more races	5	6	7
Unknown	9	5	10
White	257	233	259
Not a rural student	6	7	3
Rural student	331	313	350
Not a single parent	320	300	330
Single Parent	17	20	23
Active duty military		2	
Not a Veteran	327	305	344
Veteran	10	13	9
<b>Total</b>	<b>337</b>	<b>320</b>	<b>353</b>
25 and older	40	47	61
Under 25	40	23	215
No disability reported	75	66	266
Reported a disability	5	4	10
First Generation	14	15	84
Not First Generation	66	55	192
Female	39	41	172
Male	41	29	104
Not a Pell Recipient	61	38	196
Pell Recipient	19	32	80
American Indian or Alaska Native	1	1	1
Asian	1	0	2
Black or African American	1	1	2
Hispanic/Latino	10	11	38
Two or more races	0	1	6
Unknown	0	1	8
White	67	55	219

Not a rural student	2	0	6
Rural student	78	70	270
Not a single parent	72	60	262
Single Parent	8	10	14
Active duty military		0	
Not a Veteran	78	68	267
Veteran	2	2	9
<b>Total</b>	<b>80</b>	<b>70</b>	<b>276</b>
25 and older	70	76	82
Under 25	52	47	51
No disability reported	119	114	130
Reported a disability	3	9	3
First Generation	40	38	53
Not First Generation	82	85	80
Female	72	88	67
Male	50	35	66
Unknown Gender	0	0	0
Not a Pell Recipient	81	57	99
Pell Recipient	41	66	34
American Indian or Alaska Native	1	1	0
Asian	1	0	1
Black or African American	3	3	3
Hispanic/Latino	15	13	15
Native Hawaiian or Other Pacific Islander	0	0	0
Two or more races	0	1	0
Unknown	1	3	2
White	101	102	112
Not a rural student	10	8	25
Rural student	112	115	108
Not a single parent	106	106	121
Single Parent	16	17	12
Active duty military		0	
Not a Veteran	118	121	127
Veteran	4	2	6
<b>Total</b>	<b>122</b>	<b>123</b>	<b>133</b>
25 and older	56	37	43
Under 25	244	226	231
No disability reported	275	255	260
Reported a disability	25	8	14
First Generation	72	63	88
Not First Generation	228	200	186
Female	188	167	175
Male	112	96	99
Not a Pell Recipient	236	183	196
Pell Recipient	64	80	78
American Indian or Alaska Native	1	0	1
Asian	2	3	2

Black or African American	1	5	3
Hispanic/Latino	43	39	43
Two or more races	0	3	4
Unknown	11	8	7
White	242	205	214
Not a rural student	4	2	4
Rural student	296	261	270
Not a single parent	289	258	267
Single Parent	11	5	7
Active duty military		0	
Not a Veteran	296	255	269
Veteran	4	8	5
<b>Total</b>	<b>300</b>	<b>263</b>	<b>274</b>

FY22 TOTAL	FY23 TOTAL	PERCENT CHANGE 1 YR	PERCENT CHANGE 5 YR
127	179	40.94%	26.06%
201	295	46.77%	51.28%
1	1	0.00%	100.00%
313	448	43.13%	41.32%
16	27	68.75%	35.00%
99	208	110.10%	271.43%
230	267	16.09%	(4.98%)
181	222	22.65%	7.77%
146	247	69.18%	88.55%
2	6	200.00%	600.00%
256	387	51.17%	32.08%
73	88	20.55%	100.00%
2	4	100.00%	400.00%
1	4	300.00%	33.33%
8	9	12.50%	200.00%
46	79	71.74%	31.67%
0	0	0.00%	0.00%
4	3	(25.00%)	(40.00%)
10	32	220.00%	255.56%
258	344	33.33%	33.85%
6	18	200.00%	200.00%
323	457	41.49%	38.07%
300	428	42.67%	33.75%
29	47	62.07%	176.47%
	2	---	---
317	459	144.79%	140.37%
12	14	116.67%	140.00%
<b>329</b>	<b>475</b>	<b>44.38%</b>	<b>40.95%</b>
69	28	(59.42%)	(30.00%)
240	189	(21.25%)	372.50%
279	199	(28.67%)	165.33%
30	18	(40.00%)	260.00%
101	111	9.90%	692.86%
208	106	(49.04%)	60.61%
193	134	(30.57%)	243.59%
116	83	(28.45%)	102.44%
211	153	(27.49%)	150.82%
98	64	(34.69%)	236.84%
1	1	0.00%	0.00%
2	2	0.00%	100.00%
5	3	(40.00%)	200.00%
42	39	(7.14%)	290.00%
5	4	(20.00%)	400.00%
9	14	55.56%	1400.00%
245	154	(37.14%)	129.85%



6	1	(83.33%)	(50.00%)
303	216	(28.71%)	176.92%
292	204	(30.14%)	183.33%
17	13	(23.53%)	62.50%
	0	---	---
302	214	70.86%	0.91%
7	3	42.86%	21.43%
<b>309</b>	<b>217</b>	<b>(29.77%)</b>	<b>171.25%</b>
88	79	(10.23%)	12.86%
56	65	16.07%	25.00%
134	128	(4.48%)	7.56%
10	16	60.00%	433.33%
56	66	17.86%	65.00%
88	78	(11.36%)	(4.88%)
61	74	21.31%	2.78%
82	70	(14.63%)	40.00%
1	0	(100.00%)	0.00%
106	92	(13.21%)	13.58%
38	52	36.84%	26.83%
0	1	100.00%	0.00%
0	2	200.00%	100.00%
0	0	0.00%	(100.00%)
16	16	0.00%	6.67%
1	0	(100.00%)	0.00%
1	3	200.00%	300.00%
1	1	0.00%	0.00%
125	121	(3.20%)	19.80%
19	21	10.53%	110.00%
125	123	(1.60%)	9.82%
128	122	(4.69%)	15.09%
16	22	37.50%	37.50%
	1	---	---
140	137	97.86%	116.10%
4	6	150.00%	150.00%
<b>144</b>	<b>144</b>	<b>0.00%</b>	<b>18.03%</b>
42	28	(33.33%)	(50.00%)
233	188	(19.31%)	(22.95%)
248	196	(20.97%)	(28.73%)
27	20	(25.93%)	(20.00%)
85	105	23.53%	45.83%
190	111	(41.58%)	(51.32%)
176	131	(25.57%)	(30.32%)
99	85	(14.14%)	(24.11%)
193	151	(21.76%)	(36.02%)
82	65	(20.73%)	1.56%
0	0	0.00%	(100.00%)
2	2	0.00%	0.00%

4	6	50.00%	500.00%
35	41	17.14%	(4.65%)
6	4	(33.33%)	400.00%
8	13	62.50%	18.18%
220	150	(31.82%)	(38.02%)
7	5	(28.57%)	25.00%
268	211	(21.27%)	(28.72%)
264	203	(23.11%)	(29.76%)
11	13	18.18%	18.18%
	0	--	--
271	213	78.60%	71.96%
4	3	75.00%	75.00%
<b>275</b>	<b>216</b>	<b>(21.45%)</b>	<b>(28.00%)</b>

<b>Completions</b>	<b>Count</b>
FY19	839
FY20	776
FY21	1036
FY22	1057
FY23	1052
<b>Grand Total</b>	<b>4760</b>

<b>Completions by Race/Ethnicity</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
American Indian or Alaska Native	3	3	4	3	6	19
Asian	7	8	12	5	10	42
Black or African American	8	16	16	17	18	75
Hispanic/Latino	128	125	156	139	175	723
Native Hawaiian or Other Pacific Islander		1		1		2
Two or more races	5	11	17	16	14	63
Unknown	21	17	27	28	60	153
White	667	595	804	848	769	3683
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Age</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
25 and older	308	283	322	326	314	1553
Under 25	531	493	714	730	737	3205
Unknown				1	1	2
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Gender</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
Female	505	500	597	611	561	2774
Male	334	276	437	443	485	1975
Unknown Gender			2	3	6	11
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Pell</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
Not a Pell Recipient	671	533	782	766	783	3535
Pell Recipient	168	243	254	291	269	1225
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Veteran</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
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Active Duty Military		2			3	5
Not a Veteran	819	749	1007	1030	1023	4628
Veteran	20	25	29	27	26	127
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Parent Status</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
Not a single parent	787	724	980	984	957	4432
Single Parent	52	52	56	73	95	328
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Disability</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
No disability reported	786	745	999	974	971	4475
Reported a disability	53	31	37	83	81	285
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by FY</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
ST Certificates	337	320	353	329	475
LT Certificates	80	70	276	309	217
AAS	122	123	133	144	144
Assoc Transfer	300	263	274	275	216
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>

<b>Completions by Race/Ethnicity</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
<b>ST Certificates</b>	<b>337</b>	<b>320</b>	<b>353</b>	<b>329</b>	<b>475</b>
American Indian or Alaska Native	0	1	2	2	4
Asian	3	5	7	1	4
Black or African American	3	7	8	8	9
Hispanic/Latino	60	62	60	46	79
Native Hawaiian or Other Pacific Islander		1		0	
Two or more races	5	6	7	4	3
Unknown	9	5	10	10	32
White	257	233	259	258	344
<b>LT Certificates</b>	<b>80</b>	<b>70</b>	<b>276</b>	<b>309</b>	<b>217</b>
American Indian or Alaska Native	1	1	1	1	1
Asian	1	0	2	2	2
Black or African American	1	1	2	5	3
Hispanic/Latino	10	11	38	42	39
Native Hawaiian or Other Pacific Islander		0		0	
Two or more races	0	1	6	5	4
Unknown	0	1	8	9	14
White	67	55	219	245	154
<b>AAS</b>	<b>122</b>	<b>123</b>	<b>133</b>	<b>144</b>	<b>144</b>
American Indian or Alaska Native	1	1	0	0	1
Asian	1	0	1	0	2
Black or African American	3	3	3	0	0
Hispanic/Latino	15	13	15	16	16
Native Hawaiian or Other Pacific Islander		0		1	
Two or more races	0	1	0	1	3
Unknown	1	3	2	1	1
White	101	102	112	125	121
<b>Assoc Transfer</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
American Indian or Alaska Native	1	0	1	0	0
Asian	2	3	2	2	2
Black or African American	1	5	3	4	6
Hispanic/Latino	43	39	43	35	41
Native Hawaiian or Other Pacific Islander		0		0	
Two or more races	0	3	4	6	4
Unknown	11	8	7	8	13
White	242	205	214	220	150

<b>Completions by Age Group</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
<b>ST Certificates</b>	<b>337</b>	<b>320</b>	<b>353</b>	<b>329</b>	<b>475</b>
25 and older	142	123	136	127	179
Under 25	195	197	217	201	295
Unknown				1	1
<b>LT Certificates</b>	<b>80</b>	<b>70</b>	<b>276</b>	<b>309</b>	<b>217</b>
25 and older	40	47	61	69	28
Under 25	40	23	215	240	189
Unknown				0	0
<b>AAS</b>	<b>122</b>	<b>123</b>	<b>133</b>	<b>144</b>	<b>144</b>
25 and older	70	76	82	88	79
Under 25	52	47	51	56	65
Unknown				0	0
<b>Assoc Transfer</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
25 and older	56	37	43	42	28
Under 25	244	226	231	233	188
Unknown				0	0

<b>Completions by Gender</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
<b>ST Certificates</b>	<b>337</b>	<b>320</b>	<b>353</b>	<b>329</b>	<b>475</b>
Female	206	204	183	181	222
Male	131	116	168	146	247
Unknown Gender			2	2	6
<b>LT Certificates</b>	<b>80</b>	<b>70</b>	<b>276</b>	<b>309</b>	<b>217</b>
Female	39	41	172	193	134
Male	41	29	104	116	83
Unknown Gender			0	0	0
<b>AAS</b>	<b>122</b>	<b>123</b>	<b>133</b>	<b>144</b>	<b>144</b>
Female	72	88	67	61	74
Male	50	35	66	82	70
Unknown Gender			0	1	0
<b>Assoc Transfer</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
Female	188	167	175	176	131
Male	112	96	99	99	85
Unknown Gender			0	0	0

<b>Completions by Pell</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
<b>ST Certificates</b>	<b>337</b>	<b>320</b>	<b>353</b>	<b>329</b>	<b>475</b>
Not a Pell Recipient	293	255	291	256	387
Pell Recipient	44	65	62	73	88
<b>LT Certificates</b>	<b>80</b>	<b>70</b>	<b>276</b>	<b>309</b>	<b>217</b>

Not a Pell Recipient	61	38	196	211	153
Pell Recipient	19	32	80	98	64
<b>AAS</b>	<b>122</b>	<b>123</b>	<b>133</b>	<b>144</b>	<b>144</b>
Not a Pell Recipient	81	57	99	106	92
Pell Recipient	41	66	34	38	52
<b>Assoc Transfer</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
Not a Pell Recipient	236	183	196	193	151
Pell Recipient	64	80	78	82	65

<b>Completions by Veterans</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
<b>ST Certificates</b>	<b>337</b>	<b>320</b>	<b>353</b>	<b>329</b>	<b>475</b>
Active Duty Military		2			2
Not a Veteran	327	305	344	317	459
Veteran	10	13	9	12	14
<b>LT Certificates</b>	<b>80</b>	<b>70</b>	<b>276</b>	<b>309</b>	<b>217</b>
Active Duty Military		0			0
Not a Veteran	78	68	267	302	214
Veteran	2	2	9	7	3
<b>AAS</b>	<b>122</b>	<b>123</b>	<b>133</b>	<b>144</b>	<b>144</b>
Active Duty Military		0			1
Not a Veteran	118	121	127	140	137
Veteran	4	2	6	4	6
<b>Assoc Transfer</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
Active Duty Military		0			0
Not a Veteran	296	255	269	271	213
Veteran	4	8	5	4	3

<b>Completions by Parent Status</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
<b>ST Certificates</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
Not a single parent	289	258	267	264	203
Single Parent	11	5	7	11	13
<b>LT Certificates</b>	<b>80</b>	<b>70</b>	<b>276</b>	<b>309</b>	<b>217</b>
Not a single parent	72	60	262	292	204
Single Parent	8	10	14	17	13
<b>AAS</b>	<b>122</b>	<b>123</b>	<b>133</b>	<b>144</b>	<b>144</b>
Not a single parent	106	106	121	128	122
Single Parent	16	17	12	16	22
<b>Assoc Transfer</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
Not a single parent	289	258	267	264	203
Single Parent	11	5	7	11	13

<b>Completions by Disability Status</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
<b>ST Certificates</b>	<b>337</b>	<b>320</b>	<b>353</b>	<b>329</b>	<b>475</b>
No disability reported	317	310	343	313	448
Reported a disability	20	10	10	16	27
<b>LT Certificates</b>	<b>80</b>	<b>70</b>	<b>276</b>	<b>309</b>	<b>217</b>
No disability reported	75	66	266	279	199
Reported a disability	5	4	10	30	18
<b>AAS</b>	<b>122</b>	<b>123</b>	<b>133</b>	<b>144</b>	<b>144</b>
No disability reported	119	114	130	134	128
Reported a disability	3	9	3	10	16
<b>Assoc Transfer</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>
No disability reported	275	255	260	248	196
Reported a disability	25	8	14	27	20



<b>Total</b>
<b>1814</b>
<b>952</b>
<b>666</b>
<b>1328</b>
<b>4760</b>

<b>Total</b>
<b>1814</b>
9
20
35
307
1
25
66
1351
<b>952</b>
5
7
12
140
0
16
32
740
<b>666</b>
3
4
9
75
1
5
8
561
<b>1328</b>
2
11
19
201
0
17
47
1031

<b>Total</b>
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707
1105
2
<b>952</b>
245
707
0
<b>666</b>
395
271
0
<b>1328</b>
206
1122
0

<b>Total</b>
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808
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<b>952</b>
579
373
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<b>666</b>
362
303
1
<b>1328</b>
837
491
0

<b>Total</b>
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1482
332
<b>952</b>

659
293
<b>666</b>
435
231
<b>1328</b>
959
369

<b>Total</b>
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1752
58
<b>952</b>
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929
23
<b>666</b>
1
643
22
<b>1328</b>
0
1304
24

<b>Total</b>
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1281
47
<b>952</b>
890
62
<b>666</b>
583
83
<b>1328</b>
1281
47

<b>Total</b>
<b>1814</b>
1731
83
<b>952</b>
885
67
<b>666</b>
625
41
<b>1328</b>
1234
94

<b>Completions by Race/Ethnicity and Gender</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>American Indian or Alaska Native</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>19</b>
Female	1	2	4	1	1	9
Male	2	1		2	5	10
<b>Asian</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>5</b>	<b>10</b>	<b>42</b>
Female	6	5	11	4	10	36
Male	1	3		1		5
Unknown Gender			1			1
<b>Black or African American</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>75</b>
Female	6	6	8	7	5	32
Male	2	10	8	10	12	42
Unknown Gender					1	1
<b>Hispanic/Latino</b>	<b>128</b>	<b>125</b>	<b>156</b>	<b>139</b>	<b>175</b>	<b>723</b>
Female	76	75	76	91	99	417
Male	52	50	79	45	75	301
Unknown Gender			1	3	1	5
<b>Native Hawaiian or Other Pacific Islander</b>		<b>1</b>		<b>1</b>		<b>2</b>
Female		1		1		2
<b>Two or more races</b>	<b>5</b>	<b>11</b>	<b>17</b>	<b>16</b>	<b>14</b>	<b>63</b>
Female	4	7	12	9	11	43
Male	1	4	5	7	3	20
<b>Unknown</b>	<b>21</b>	<b>17</b>	<b>27</b>	<b>28</b>	<b>60</b>	<b>153</b>
Female	6	13	15	19	27	80
Male	15	4	12	9	32	72
Unknown Gender					1	1
<b>White</b>	<b>667</b>	<b>595</b>	<b>804</b>	<b>848</b>	<b>769</b>	<b>3683</b>
Female	406	391	471	479	408	2155
Male	261	204	333	369	358	1525
Unknown Gender					3	3
<b>Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Race/Ethnicity and Age</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>American Indian or Alaska Native</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>19</b>
25 and older		3	4	2	1	10
Under 25	3			1	5	9
<b>Asian</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>5</b>	<b>10</b>	<b>42</b>
25 and older	5	3	4	1	1	14
Under 25	2	5	8	4	9	28
<b>Black or African American</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>75</b>
25 and older	3	8	12	4	5	32
Under 25	5	8	4	13	13	43
<b>Hispanic/Latino</b>	<b>128</b>	<b>125</b>	<b>156</b>	<b>139</b>	<b>175</b>	<b>723</b>
25 and older	37	30	38	34	43	182
Under 25	91	95	118	105	132	541
<b>Native Hawaiian or Other Pacific Islander</b>		<b>1</b>		<b>1</b>		<b>2</b>

25 and older		1		1		2
<b>Two or more races</b>	<b>5</b>	<b>11</b>	<b>17</b>	<b>16</b>	<b>14</b>	<b>63</b>
25 and older	2	4	6	6	5	23
Under 25	3	7	11	10	9	40
<b>Unknown</b>	<b>21</b>	<b>17</b>	<b>27</b>	<b>28</b>	<b>60</b>	<b>153</b>
25 and older	8	7	12	8	13	48
Under 25	13	10	15	20	47	105
<b>White</b>	<b>667</b>	<b>595</b>	<b>804</b>	<b>848</b>	<b>769</b>	<b>3683</b>
25 and older	253	227	246	270	246	1242
Under 25	414	368	558	577	522	2439
Unknown				1	1	2
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Race/Ethnicity and Pell</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>American Indian or Alaska Native</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>19</b>
Not a Pell Recipient	3	1	1	1		6
Pell Recipient		2	3	2	6	13
<b>Asian</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>5</b>	<b>10</b>	<b>42</b>
Not a Pell Recipient	7	5	9	5	3	29
Pell Recipient		3	3		7	13
<b>Black or African American</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>75</b>
Not a Pell Recipient	8	14	12	10	11	55
Pell Recipient		2	4	7	7	20
<b>Hispanic/Latino</b>	<b>128</b>	<b>125</b>	<b>156</b>	<b>139</b>	<b>175</b>	<b>723</b>
Not a Pell Recipient	99	70	100	74	119	462
Pell Recipient	29	55	56	65	56	261
<b>Native Hawaiian or Other Pacific Islander</b>		<b>1</b>		<b>1</b>		<b>2</b>
Pell Recipient		1		1		2
<b>Two or more races</b>	<b>5</b>	<b>11</b>	<b>17</b>	<b>16</b>	<b>14</b>	<b>63</b>
Not a Pell Recipient	4	7	9	7	8	35
Pell Recipient	1	4	8	9	6	28
<b>Unknown</b>	<b>21</b>	<b>17</b>	<b>27</b>	<b>28</b>	<b>60</b>	<b>153</b>
Not a Pell Recipient	16	13	23	19	53	124
Pell Recipient	5	4	4	9	7	29
<b>White</b>	<b>667</b>	<b>595</b>	<b>804</b>	<b>848</b>	<b>769</b>	<b>3683</b>
Not a Pell Recipient	534	423	628	650	589	2824
Pell Recipient	133	172	176	198	180	859
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Veteran and Gender</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>Active Duty Military</b>		2			3	5
Male		2			3	5
<b>Not a Veteran</b>	<b>819</b>	<b>749</b>	<b>1007</b>	<b>1030</b>	<b>1023</b>	<b>4628</b>
Female	498	495	585	604	554	2736
Male	321	254	420	423	463	1881
Unknown Gender			2	3	6	11
<b>Veteran</b>	<b>20</b>	<b>25</b>	<b>29</b>	<b>27</b>	<b>26</b>	<b>127</b>
Female	7	5	12	7	7	38
Male	13	20	17	20	19	89
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Veteran and Age</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>Active Duty Military</b>		2			3	5
25 and older		2			1	3
Under 25					2	2
<b>Not a Veteran</b>	<b>819</b>	<b>749</b>	<b>1007</b>	<b>1030</b>	<b>1023</b>	<b>4628</b>
25 and older	292	260	302	309	293	1456
Under 25	527	489	705	720	729	3170
Unknown				1	1	2
<b>Veteran</b>	<b>20</b>	<b>25</b>	<b>29</b>	<b>27</b>	<b>26</b>	<b>127</b>
25 and older	16	21	20	17	20	94
Under 25	4	4	9	10	6	33
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Veteran and Pell</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>Active Duty Military</b>		2			3	5
Not a Pell Recipient		2			3	5
<b>Not a Veteran</b>	<b>819</b>	<b>749</b>	<b>1007</b>	<b>1030</b>	<b>1023</b>	<b>4628</b>
Not a Pell Recipient	652	517	759	745	755	3428
Pell Recipient	167	232	248	285	268	1200
<b>Veteran</b>	<b>20</b>	<b>25</b>	<b>29</b>	<b>27</b>	<b>26</b>	<b>127</b>
Not a Pell Recipient	19	14	23	21	25	102
Pell Recipient	1	11	6	6	1	25
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Parent and Gender</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>Not a single parent</b>	<b>787</b>	<b>724</b>	<b>980</b>	<b>984</b>	<b>957</b>	<b>4432</b>
Female	453	454	544	553	486	2490
Male	334	270	434	428	465	1931
Unknown Gender			2	3	6	11
<b>Single Parent</b>	<b>52</b>	<b>52</b>	<b>56</b>	<b>73</b>	<b>95</b>	<b>328</b>
Female	52	46	53	58	75	284
Male		6	3	15	20	44
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Parent and Age</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>Not a single parent</b>	<b>787</b>	<b>724</b>	<b>980</b>	<b>984</b>	<b>957</b>	<b>4432</b>
25 and older	264	238	276	265	239	1282
Under 25	523	486	704	718	717	3148
Unknown				1	1	2
<b>Single Parent</b>	<b>52</b>	<b>52</b>	<b>56</b>	<b>73</b>	<b>95</b>	<b>328</b>
25 and older	44	45	46	61	75	271
Under 25	8	7	10	12	20	57
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>

<b>Completions by Parent and Pell</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Total</b>
<b>Not a single parent</b>	<b>787</b>	<b>724</b>	<b>980</b>	<b>984</b>	<b>957</b>	<b>4432</b>
Not a Pell Recipient	656	524	765	741	752	3438
Pell Recipient	131	200	215	243	205	994
<b>Single Parent</b>	<b>52</b>	<b>52</b>	<b>56</b>	<b>73</b>	<b>95</b>	<b>328</b>
Not a Pell Recipient	15	9	17	25	31	97
Pell Recipient	37	43	39	48	64	231
<b>Grand Total</b>	<b>839</b>	<b>776</b>	<b>1036</b>	<b>1057</b>	<b>1052</b>	<b>4760</b>



Completions by Parent and Gender by Completion Type	FY19					ST Cert
	ST Cert	LT Cert	AAS	Assoc Tr	Total	
<b>Not a single parent</b>	<b>320</b>	<b>72</b>	<b>106</b>	<b>289</b>	<b>787</b>	<b>300</b>
Female	189	31	56	177	453	189
Male	131	41	50	112	334	111
Unknown Gender						
<b>Single Parent</b>	<b>17</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>52</b>	<b>20</b>
Female	17	8	16	11	52	15
Male						5
<b>Grand Total</b>	<b>337</b>	<b>80</b>	<b>122</b>	<b>300</b>	<b>839</b>	<b>320</b>

Completions by Parent and Age by Completion Type	FY19					ST Cert
	ST Cert	LT Cert	AAS	Assoc Tr	Total	
<b>Not a single parent</b>	<b>320</b>	<b>72</b>	<b>106</b>	<b>289</b>	<b>787</b>	<b>300</b>
25 and older	131	32	54	47	264	108
Under 25	189	40	52	242	523	192
Unknown						
<b>Single Parent</b>	<b>17</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>52</b>	<b>20</b>
25 and older	11	8	16	9	44	15
Under 25	6	0	0	2	8	5
<b>Grand Total</b>	<b>337</b>	<b>80</b>	<b>122</b>	<b>300</b>	<b>839</b>	<b>320</b>

Completions by Parent and Pell by Completion Type	FY19					ST Cert
	ST Cert	LT Cert	AAS	Assoc Tr	Total	
<b>Not a single parent</b>	<b>320</b>	<b>72</b>	<b>106</b>	<b>289</b>	<b>787</b>	<b>300</b>
Not a Pell Recipient	284	61	80	231	656	249
Pell Recipient	36	11	26	58	131	51
<b>Single Parent</b>	<b>17</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>52</b>	<b>20</b>
Not a Pell Recipient	9	0	1	5	15	6
Pell Recipient	8	8	15	6	37	14
<b>Grand Total</b>	<b>337</b>	<b>80</b>	<b>122</b>	<b>300</b>	<b>839</b>	<b>320</b>

FY20				FY21					
LT Cert	AAS	Assoc Tr	Total	ST Cert	LT Cert	AAS	Assoc Tr	Total	ST Cert
60	106	258	724	330	262	121	267	980	300
32	71	162	454	160	159	56	169	544	155
28	35	96	270	168	103	65	98	434	143
				2	0	0	0	2	2
10	17	5	52	23	14	12	7	56	29
9	17	5	46	23	13	11	6	53	26
1	0	0	6	0	1	1	1	3	3
70	123	263	776	353	276	133	274	1036	329

FY20				FY21					
LT Cert	AAS	Assoc Tr	Total	ST Cert	LT Cert	AAS	Assoc Tr	Total	ST Cert
60	106	258	724	330	262	121	267	980	300
37	60	33	238	118	51	71	36	276	106
23	46	225	486	212	211	50	231	704	193
									1
10	17	5	52	23	14	12	7	56	29
10	16	4	45	18	10	11	7	46	21
0	1	1	7	5	4	1	0	10	8
70	123	263	776	353	276	133	274	1036	329

FY20				FY21					
LT Cert	AAS	Assoc Tr	Total	ST Cert	LT Cert	AAS	Assoc Tr	Total	ST Cert
60	106	258	724	330	262	121	267	980	300
37	57	181	524	282	192	96	195	765	244
23	49	77	200	48	70	25	72	215	56
10	17	5	52	23	14	12	7	56	29
1	0	2	9	9	4	3	1	17	12
9	17	3	43	14	10	9	6	39	17
70	123	263	776	353	276	133	274	1036	329

FY22				FY23					
LT Cert	AAS	Assoc Tr	Total	ST Cert	LT Cert	AAS	Assoc Tr	Total	Total
292	128	264	984	428	204	122	203	957	3475
181	48	169	553	188	124	55	119	486	2004
111	79	95	428	234	80	67	84	465	1466
0	1	0	3	6	0	0	0	6	5
17	16	11	73	47	13	22	13	95	233
12	13	7	58	34	10	19	12	75	209
5	3	4	15	13	3	3	1	20	24
309	144	275	1057	475	217	144	216	1052	3708

FY22				FY23					
LT Cert	AAS	Assoc Tr	Total	ST Cert	LT Cert	AAS	Assoc Tr	Total	Total
292	128	264	984	428	204	122	203	957	3475
54	73	32	265	146	18	59	16	239	1043
238	55	232	718	281	186	63	187	717	2431
0	0	0	1	1	0	0	0	1	1
17	16	11	73	47	13	22	13	95	233
15	15	10	61	33	10	20	12	75	196
2	1	1	12	14	3	2	1	20	37
309	144	275	1057	475	217	144	216	1052	3708

FY22				FY23					
LT Cert	AAS	Assoc Tr	Total	ST Cert	LT Cert	AAS	Assoc Tr	Total	Total
292	128	264	984	428	204	122	203	957	3475
207	101	189	741	366	150	89	147	752	2686
85	27	75	243	62	54	33	56	205	789
17	16	11	73	47	13	22	13	95	233
4	5	4	25	21	3	3	4	31	66
13	11	7	48	26	10	19	9	64	167
309	144	275	1057	475	217	144	216	1052	3708

<b>Sum of ASSOC_TRANSF_TOTAL</b>	<b>Column Labels</b>					
<b>Completions by Status</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>Grand Total</b>
51301	300	263	274	275	216	1328
<b>Grand Total</b>	<b>300</b>	<b>263</b>	<b>274</b>	<b>275</b>	<b>216</b>	<b>1328</b>