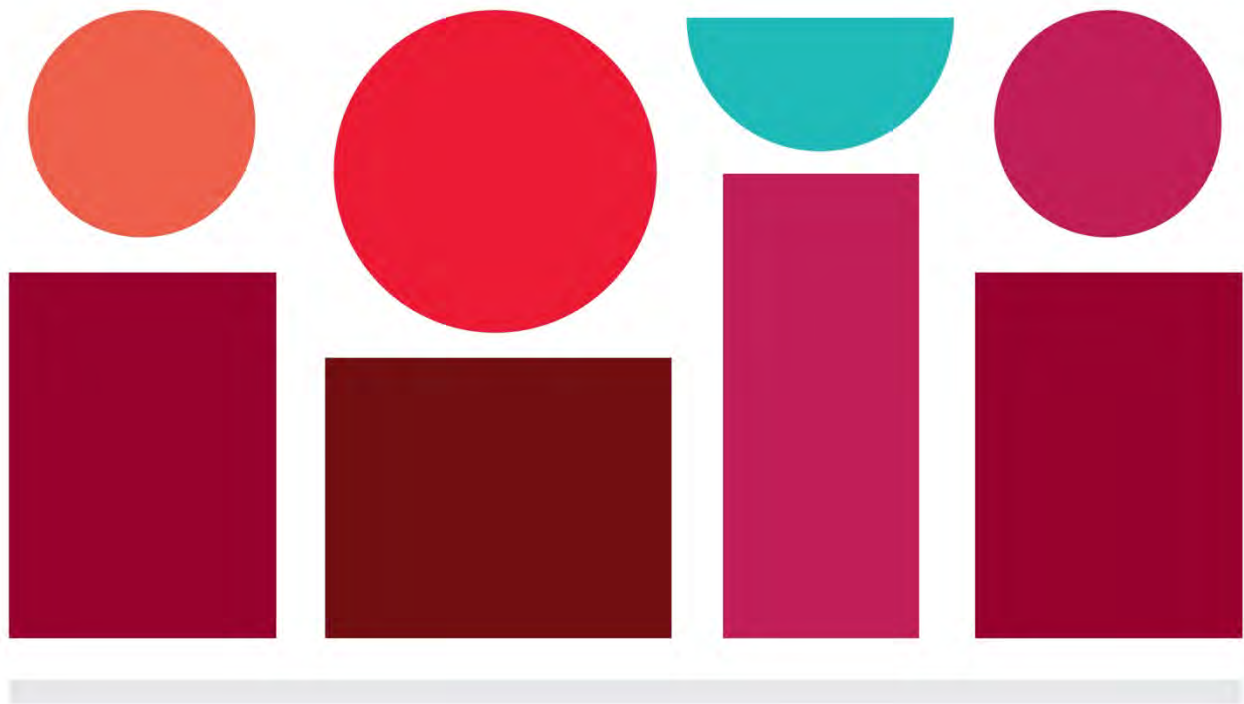Illinois Equity in Attainment

Kennedy-King College
EQUITY PLAN: INSPIRING INNOVATION FOR EQUITY AND IMPACT

August 20, 2020

CITY COLLEGES of CHICAGO
Kennedy-King

PARTNERSHIP FOR
COLLEGE COMPLETION
Accelerating action to close the graduation gap

Executive Summary

Kennedy-King College (KKC) formed both a Strategic Enrollment Management Planning Advisory Committee (SEMPAC) and a corresponding Equity Core Team (ECT) to create the College's Strategic Enrollment Management (SEM) Plan with equity being the primary lens through which our strategies would rest. KKC galvanized its efforts for equity as one of the 28 participating colleges in the Illinois Equity in Attainment (ILEA) Initiative, activating the College's ECT to support the launch of an agreement to close the gap in graduation for students of color by 2025. The results of that transparent and inclusive collaborative effort are illustrated in the Equity Focused SEM Plan.

Introduction

The Equity Focused SEM Plan represents Kennedy-King College's commitment to moving the campus forward by fostering excellence in teaching, learning, scholarship, student-centeredness, and civic engagement through an equity lens. As Kennedy-King College embarks on its 50th Anniversary, the campus looks ahead to a changing landscape in higher education as new global and local realities take shape. Some of the challenges that KKC faces include demographic and population shifts, increased competition for students, and unprecedented patterns of declining state funding support.

Current State

The SEMPAC and the ECT analyzed Kennedy-King College's current state of enrollment via a review of an institutional and environmental data scan. For the 2017-18 academic year, the typical credit student at KKC was female, African-American, aged 16-24, and part-time. Given KKC's specific student demographic, the College is inherently poised to have a profound and positive impact on equity.

The urgency for this planning is in direct response to declining enrollment, retention challenges, and issues of educational equity that our campus currently faces. Due to internal and external factors, enrollment at KKC has been steadily decreasing in recent years, following the College's enrollment peak during the Great Recession. This declining enrollment, coupled with the State's budget situation, has resulted in a greater reliance on tuition to support the College's operations. With regard to external factors, the significant reduction in state funding support makes offering new programs, maintaining, adding facilities, and keeping pace with changing technology needs, extremely challenging. Such circumstances can negatively affect enrollment. KKC recognizes that actions can be taken by the College to improve student recruitment,

retention, engagement, persistence, and completion efforts. The College is committed to holding itself accountable for making necessary enhancements with an Equity Focused SEM Plan that is within its power and scope. Furthermore, it should be noted that Kennedy-King College is located in one of the most impoverished and underserved communities in the state of Illinois. Consequently, the issue of equity is of great importance to KKC. As a result, the College has a strong sense of urgency concerning implementing the Equity Focused SEM Plan in order to meet the needs of students and the community, as a whole.

Through a comprehensive Campus SWOT, the Kennedy-King College community, including students, faculty and staff, identified the following areas of Strength, Weakness, Opportunity and Threat:

Top Ranked Strengths

1. Affordability
2. Accessibility
3. Early College/Dual Credit
4. Workforce Programs
5. Wellness Center
6. Disability Access Center (DAC)
7. STAR Scholar program
8. Veteran Services
9. History/Mission/Namesake
10. WKKC Radio Station
11. Accreditation
12. Childcare Center/Lab school
13. New Stability of Leadership (right people coming together)
14. Centers of Excellence
15. Dedicated Faculty Experience
16. Facilities
17. On Campus Parking

Top Ranked Weaknesses

1. Customer Service (students get the run around) (6)
2. Marketing Deficiencies (poor website, no social media plan, etc)
3. Facility Upkeep (cleanliness + maintenance not inviting or fresh)
4. Staff Development (lack of accountability, complacency, performance management)
5. Poor Brand Awareness (multiple identities)
6. Lack of Diverse/Competitive Program Offerings
7. Assessment
8. Employee Retention (on-boarding, lack of staff appreciation + Dysfunctional structures)
9. Student Retention (no FYE program or Mandatory Orientation program)
10. Lack of Student Engagement (no male success initiative, no student clubs, and no student recognition process)
11. Lack of Collaboration (Silos, no cross training, lack of inclusion)
12. No Bookstore/ Spirit Store
13. Faculty/ Staff resistance to Change
14. No Recruitment Plan
15. Leadership Turnover
16. Security/Safety Campus Morale (Institutional Culture/Lack of Trust)

Top Ranked Opportunities

1. Expand Academic Programming Options
2. Expand Early College Programming
3. Expand Partnerships with Industry and Community
4. Build Stronger Relationships with CPS, Private schools, Charter and Alternative Schools
5. Build a seamless bridge from Adult Education to both Credit and Continuing Education programs.
6. Eliminate "Us" versus "Them" Mentality
7. Reinventing KKC's Brand Identity
8. Expand food pantry program to provide more services to homeless students.
9. Expand Internship Opportunities
10. Build Collaboration with New Englewood High school
11. Create Partnerships with Mental Health Agencies to support student needs.
12. Engage the Returning Citizens with Educational and Training Options.
13. Increase School Pride for a Stronger Campus Culture
14. SEMPAC
15. Expansion of a Student Ambassador Program
16. Increase Utilization of former WYCC Studios

Top Ranked Threats

1. Political Cycle and Implications of direction of CCC by New Mayor every 4 years.
2. Perception of Englewood
3. Population declines in Englewood
4. Increasing population at KKC with Trauma related issues requiring more services dedicated to their needs.
5. Negative History and Reputation of KKC to community
6. Increasing number of students entering KKC who are not "College Ready" placing in developmental math and reading has an impact on persistence and completion.
7. Enrollment-based Budgeting has direct impact on services to our students.
8. Lack of Parity between Colleges creates inequity of resources and high demand academic programs within district.
9. Sole Reliance on State Funding has impacts on the resources for our operations.
10. Poor business procedures and process flows.
11. Increased Verification Process for Students Create Barriers for students to register.
12. Lack of a Dedicated Community Liaison for KKC creates a priority gap.
13. Lack of Parity/Equity of high demand academic programs within district.

Kennedy-King College's Enrollment Data Trends

Kennedy-King College's current state of enrollment was assessed via a review of an institutional and environmental data scan by the SEMPAC. For the 2017-18 academic year, the typical credit student at KKC was female, African-American, aged 18-24, and part-time.

Over the past decade, many changes have occurred in the geographic area served by KKC, including the steady decline of residents in Englewood. Kennedy-King College is the only service area of all seven City Colleges of Chicago losing in population. According to a recent environmental scan, it was determined that the Black community is shrinking in all of the City Colleges of Chicago service areas; however, the KKC service area has seen tremendous declines in African-American residents (2012-2017).

KKC students have a higher rate of food insecurity, a higher rate of housing insecurity, and a higher rate of homelessness. *(#RealCollege Survey)* Finally, the KKC service area also has more residents without a computer and access to the internet than the state average. (*CCC Environmental Scan; Northern Illinois University, Center for Governmental Studies; May 2019*)

Student Profile Snapshot

Increasingly African-American Female

Increasingly Older and Part-Time

Population Trends Snapshot

Increasing Latinx population

Losing Population in Englewood

Declines in African-American Residents in the Service Area

Increase in Adult Households without Children in the Service Area

Social Economic Trends Snapshot

An Increasing Rate of Food Insecurity, Housing Insecurity, and Homelessness

An Increasing Number of Residents without a Computer and Access to the Internet

An Increasing Number of Individuals Not in School and Not Working, also Termed as "Opportunity Youth."

Future Vision

The future of the next generation depends on our ability to educate, empower, and expose students and the community to the tremendous resources available at KKC. KKC will tackle this endeavor while serving students who have the highest rate of food insecurity, housing insecurity, and homelessness in comparison to students enrolled in the other City Colleges of Chicago (#RealCollege Survey 2018). We are committed to eliminating educational disparities and addressing issues of inequity across all facets to support the success of our students and community. KKC has a responsibility to chart a new path with significant goals in mind.

Institutional Strategies

KKC Strategic Goals

I. Enhance Marketing Outreach and Brand Awareness to Improve Recruitment and Enrollment Growth
II. Promote Optimum Student Access, Retention, Completion, and Equity
III. Cultivate Community Engagement and Leverage Corporate Partnerships
IV. Diversify Funding Sources while Maintaining Fiscal Prudency

Consequently, KKC identified five SEM Pathway Goals that will guide our efforts and integrate the equity impact within each strategy across the student life cycle.

KKC SEM Pathway Goals

I. Strengthen Student Access and Retention at Kennedy-King College
II. Expand academic offerings at Kennedy-King College to serve as an intellectual, cultural and workforce hub
III. Increase Marketing, Brand Awareness and Recruitment Efforts at Kennedy-King College
IV. Cultivate and Leverage Community and Corporate partnerships
V. Develop Equity and Inclusion Initiatives to Increase Access and Retention for Students and the Community.

Finally, KKC identified three equity specific goals that directly align with our SEM Pathway Goals.

Equity and Inclusion Goals

       I.   Foster Student Access and Success

      II.   Enhance Financial Literacy and Affordability

    III.   Build a Collaborative and Inclusive Culture

Evaluation Plan

Kennedy-King College has included a Key Performance Indicator for each strategic initiative within our Equity Focused SEM Plan. We outlined the overall Equity Metrics that we will improve upon and the responsible units charged with leading the overall work. KKC also put forth an overall scorecard for enrollment and retention growth that directly aligns with equity attainment as a campus.

Table of Contents

Signature Page

Equity Plan: 2020 - 2025

Members of the Equity Core and Equity Leadership Team have endorsed this Equity Plan:

*[Signature]*_____ [Date]_____

Dr. Gregory Thomas; President

ILEA Equity Core Team

*[Signature]*_____ [Date]_____

Eddie Philips; Vice President for Academic Affairs

*[Signature]*_____ [Date]_____

Tonishea Terry-Jackson, Dean of Enrollment Management

*[Signature]*_____ [Date]_____

Shandrea Holmes; Associate Dean of Instruction

ILEA Equity Leadership Team

*[Signature]*_____ [Date]_____

Dr. Enid Wells, Professor

*[Signature]*_____ [Date]_____

Dr. Zalika Landrum; Associate Dean of Academic Advising

*[Signature]*_____ [Date]_____

Kytonia Reeves, Assistant Professor

1: Introduction

1a: ILEA Overview

Despite improvements in high school graduation and college matriculation rates for Illinois students, there are wide and persistent gaps in college completion rates especially for low-income, first-generation students, and students of color. The launch of the **Illinois Equity in Attainment (ILEA)** marks a major step forward for 25 two-year and four-year public and private non-profit colleges and universities from northeastern Illinois and across the state who are committing to eliminate racial and socio-economic achievement gaps by 2025, while aggressively increasing completion rates on their campuses.

ILEA is the signature initiative of the Partnership for College Completion (PCC), a non-profit organization founded in 2016 to catalyze and champion policies, systems, and practices that ensure all students can graduate from college and achieve their career aspirations. With an initial focus on northeastern Illinois, PCC has set a goal to eliminate institutional achievement gaps in college degree completion for low-income, Latino and African-American students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

Beginning with this initial cohort, PCC will provide direct support and resources to the 25 colleges and universities who have volunteered to be members of ILEA. PCC will work alongside these partner colleges to jointly set commitments, identify appropriate evidence-based strategies to utilize on their campuses, and scale effective practices. PCC will support policy and practice change efforts that have the explicit goal of eliminating racial and socioeconomic degree completion gaps, while increasing institutional college completion rates overall.

By participating in ILEA, partners commit to a core set of principles:
- Colleges are responsible for graduating all of their degree-seeking students as quickly and efficiently as possible.
- All students can graduate with college degrees if they have the right information, tools, and supports.
- Achievement gaps between low-income, Black and Latino students and their higher-income and White peers are unacceptable and should be eliminated.
- These efforts will be undertaken without sacrificing institutional quality or excellence or increasing admission standards.

The ILEA colleges will conduct a deep analysis of their institutional data, develop equity plans that contain annual growth targets, and report progress toward their goals, which will be shared publicly. The colleges will also work to identify obstacles students face and develop programs and policies that break down unnecessary barriers to college graduation.

The launch of ILEA follows a galvanizing 2017 PCC report, "**Unequal Opportunity in Illinois: A Look at Who Graduates College and Why It Matters**," which found that only 33.7 percent of African-American students who start at four-year institutions earn bachelor's degrees within six years – a rate 32.7 percentage points below that of their White peers. For Latinos, 49.3 percent are earning degrees, a gap of 17.1 percentage points. The completion gap between low-income and wealthier students is also alarming: according to Advance Illinois, only 37 percent of low-income students graduate in six years while 75 percent of wealthier students do.

Increased and more equitable graduation outcomes across the diversity of our state's higher education institutions benefits students, their families and the state of Illinois. A 3% increase in graduation rates is projected to produce $1.7B increase in net earnings, $132M increase in tax revenue, and $35M in public system savings. The progress of the ILEA member colleges and universities will provide a set of learnings that the Partnership will document and share with practitioners and policymakers across Illinois, the region and the nation, establishing a path forward that will promote equity in college achievement.

For more information on ILEA, please visit: http://partnershipfcc.org/ilea.

1b: Institution Overview

Kennedy-King College was initially founded as Woodrow Wilson Junior College in 1934 and was renamed Kennedy-King in 1969 to honor two civil rights leaders, Robert F. Kennedy and Martin Luther King Jr.

Mission

Kennedy-King College is dedicated to providing high quality, comprehensive, accessible education and training opportunities that respond to changing community needs and enable individuals to reach their full potential and successfully compete in the global marketplace. Kennedy-King College is committed to improving student learning in all programs and services through an ongoing comprehensive assessment process.

Vision

Kennedy-King College will offer rigorous academic programs, meet the needs of the local workforce, cultivate the values of sustainability, and demonstrate an awareness of its responsibilities in a global society.

Core Values

- Learning
- Excellence
- Accessibility
- Respect
- Integrity

As one of the City Colleges of Chicago, Kennedy-King College provides robust, holistic student support through programs, services, and social engagement opportunities designed to foster student development as well as promote college and career success.

KKC currently offers an Associate in Arts (AA), an Associate in General Studies (AGS), an Associate in Science (AS), 16 Associate in Applied Science (AAS) degrees, 17 advanced certificates, and 24 basic certificates, for a total of 60 credentials. The institution's breadth of programs ensures that students can access a broad liberal arts education, ideal for transfer to a four-year institution or professional preparation, as well as career training that prepares students for the workforce.

KKC serves as an occupational training institution for many of the highest in-demand sectors in the region. KKC possesses two academic Centers of Excellence: Culinary Arts and Hospitality Management and Construction Technology. KKC continues to build relevant and sustainable relationships with community and industry partners and focuses resources on providing students with an excellent education through capital investments, enterprise services, and recruitment of high quality credentialed faculty.

The faculty and staff of KKC, at the main campus—which includes Washburne Culinary Arts and Hospitality Institute (WCHI), Adult Education, and Continuing Education programming—and one active satellite location—Dawson Technical Institute (DTI)— work to ensure that each of its more than 6,000 students per fiscal year complete their programs and are prepared to advance their academic career or compete in the global marketplace.

The 40-acre main campus consisting of 5 buildings and more than 500K square feet features several unique classrooms and multi-functional spaces including but not limited to an Auto Tech Lab, HVAC Lab, Radio Station, Professional-Grade TV Station, Performance Theater, and Black Box Theatre. KKC serves over 5,500 students annually with approximately 3,648 credit students, 1,266 Adult Education students and 844 Continuing Education students.

The chart below highlights each of our instructional areas that includes Credit, Adult Education and Continuing Education by percent of ethnicity.
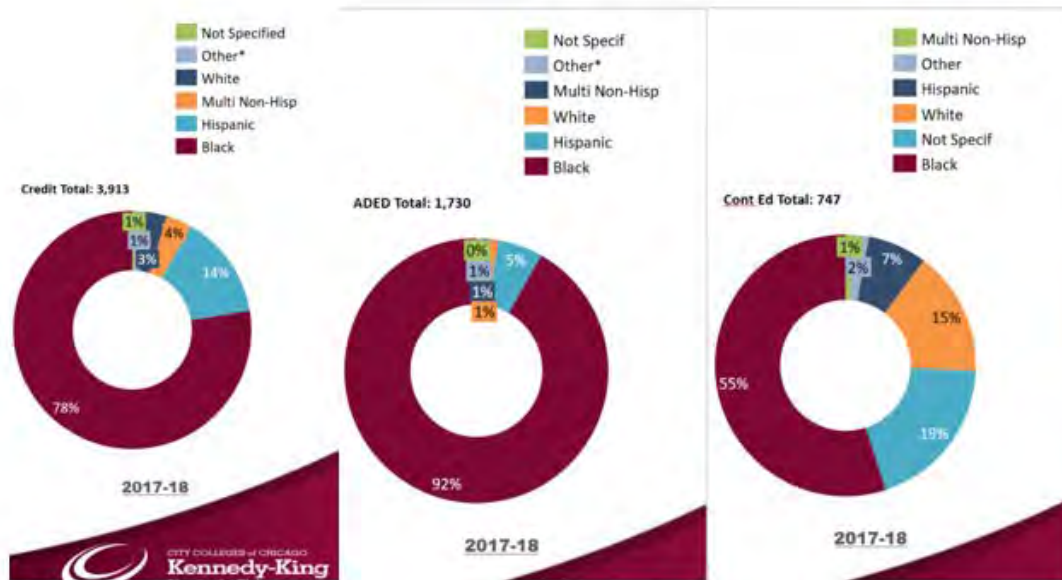
1c: Equity Statement

Kennedy-King College has a mission-driven commitment to equity and inclusion, as evidenced by our diverse student population. The importance of the work at KKC goes beyond our classrooms and our local community. KKC serves as an indispensable asset in the region to increase and preserve access to higher education, particularly for students of color, low-income, and other historically underrepresented backgrounds. As a Predominantly Black Institution (PBI), KKC prepares students who may not otherwise have access to higher education for workforce and transfer opportunities.

Predominantly Black Institutions (PBIs) Defined

Predominately Black Institutions (PBIs) were first recognized by Congress in 2007 and were incorporated into the reauthorization of the Higher Education Act (HEA) in 2008. PBIs are defined as institutions with a minimum undergraduate enrollment of 1000 students, 40% full-time enrollment (FTE) are African - American, and 50% of full-time degree seeking students are low-income or first generation college students.

(Higher Education Act of 1965, Amended 2008, Title III, 20 U.S.C. §1136a)

Despite years of national and local policy efforts, there are still disparities in college access, enrollment, and completion among low-income students who are disproportionately African-American and Latinx. An institution should ensure that educational opportunities are equitable regardless of race, gender, age, disability, or economic circumstance. However, equality does not mean equity.

Equality doesn't mean Equity
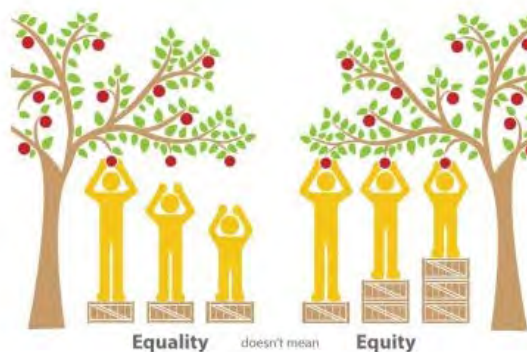
Kennedy-King College was diligent and deliberate in our Strategic Enrollment Management planning process to embed student equity and inclusion into all aspects of our SEM goals, priorities, and targets. The KKC SEM Plan identifies equity impacts on all strategies and action items across the student life cycle.

1d: Purpose of the Equity Plan

The ILEA Equity Plan is intended to serve as a roadmap for outlining how Kennedy-King College will work toward closing gaps in degree attainment for low-income, first generation, African-American, and Latinx students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, this initiative prioritizes urgent action on equitable degree completion outcomes for students across racial and socioeconomic groups. Below please find the degree completion disparities between the following target student groups:

- African-American and White students
- Latino students and White students
- Students receiving Pell grants and those not receiving Pell grants

The Equity Plan is intended to complement other institutional efforts to increase equity and degree completion, which is evidenced in our Equity Focused SEM Plan.

1e: Campus Engagement Plan

The KKC Strategic Enrollment Management Planning Advisory Committee (SEMPAC) consists of a very diverse cross-section of KKC employees and students representing the major divisions of the College. The broad range of representation was designed to foster inclusion, collaboration, transparency, and to allow input from staff, administration, faculty, and students. KKC placed a premium on faculty, staff, and student feedback in the development of this initiative via direct participation from various campus community members. Given the paramount importance of the work of this Committee, the President thought it was important that each Cabinet member serve on the SEMPAC and he chaired the SEMPAC, along with the Dean of Enrollment Management, who served as co-chair. Through the SEM SharePoint website, the SEMPAC actively seeks to inform members through surveys and campus-wide meetings. The SEMPAC

membership represents twelve executive cabinet members, eleven student services staff, ten faculty, four student liaisons, four district partners and the student body. The SEMPAC held twenty-two hours of meetings, analyzed nearly 400 slides of data, conducted a campus SWOT, and completed various activities regarding goal setting, strategy development and equity. Our student's input was embedded into the fabric of this process as we used a mixed method that included direct student input as members of SEMPAC Committee, student satisfaction survey data and focus group data.

Additionally, the KKC Equity Core Team (ECT) consisted of the Vice President of Academic Affairs, Dean of Enrollment Management, Director of Strategic Initiatives, and Director of Academic Support Services, along with an extended team that included the Dean of Student Services, Associate Dean of Academic Advising, and two academic faculty members. Consequently, Kennedy-King College students participated and were embedded in our committees and provided indelible insight throughout the planning process. Overall the equity team attended three ILEA Equity Summit meetings, hosted numerous core team meetings to discuss strategies and goals as well as conducted the Achieving the Dream (ATD) Institutional Capacity Assessment tool (ICAT) Survey. Finally, our campus hosted an ICAT debriefing meeting with approximately 50 members of the campus community to discuss the results of the seven capacities that ATD determined that an institution needs to be successful in meeting goals to improve student success and build a student-focused culture. The seven capacities include Leadership/Vision, Data/Technology, Equity, Engagement/Communication, Teaching/Learning, Strategy/Planning, and Policies/Practices (*See Appendix for a list of meetings conducte*d).

2. Current State

Equity Impact Data

Over the last decade, KKC experienced extreme declines in overall enrollment across all instruction areas. The data shows that African-American student enrollment in credit programs fell 56% between 2008-2018, while we saw an increase in Latinx population during that same period.

Credit Enrollment
10-year Trend, by Ethnicity

Legend:
- Not Specified
- Other*
- White
- Multi Non-Hisp
- Hispanic
- Black

Values by year:
- 2008-09: 7,170
- 2009-10: 7,907
- 2010-11: 7,341
- 2011-12: 7,432
- 2012-13: 7,102
- 2013-14: 6,928
- 2014-15: 5,789
- 2015-16: 4,796
- 2016-17: 4,189
- 2017-18: 3,913

-56% %Δ Black
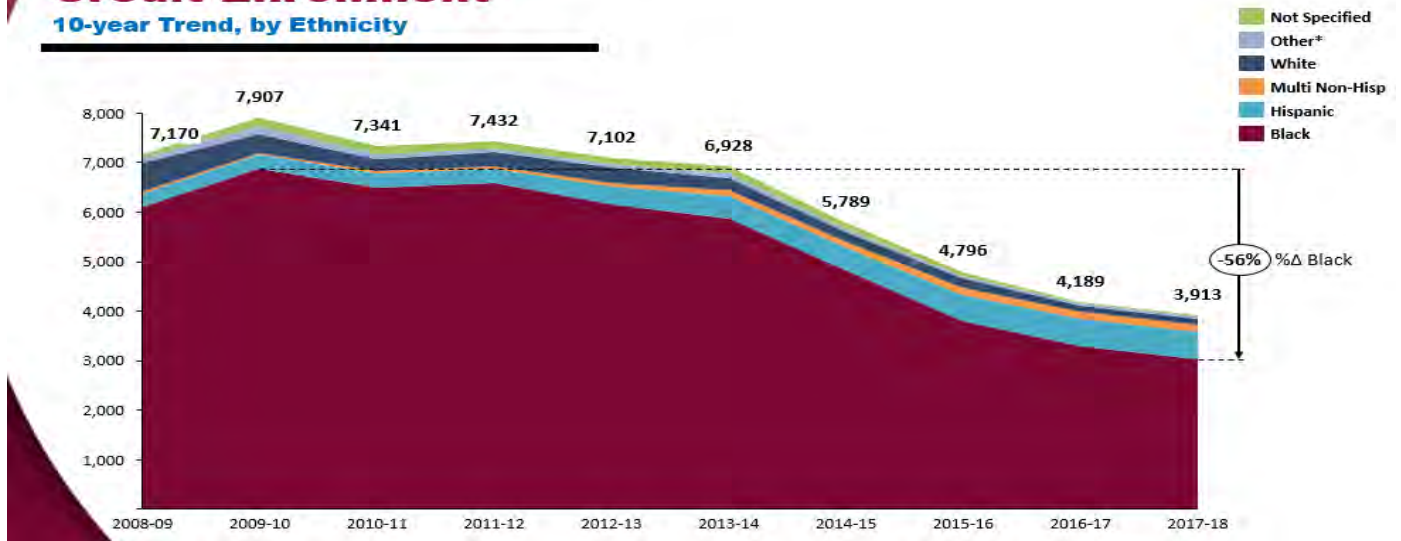
The proportion of credit enrollment by ethnicity groups shows that the shift in African-American student representation saw the largest change over the past five years and the shift in Latinx student representation doubled during that period.

Credit Enrollment
Proportion of Enrollment, by Ethnicity

Legend:
- Not Specified
- Other*
- White
- Multi Non-Hisp
- Hispanic
- Black

Credit Total: 7,170 — 2008-09
- 85% Black
- 1% Not Specified
- 1% Other*
- 8% White
- 0% Multi Non-Hisp
- 4% Hispanic

Credit Total: 6,929 — 2013-14
- 85% Black
- 2% Not Specified
- 1% Other*
- 3% White
- 2% Multi Non-Hisp
- 7% Hispanic

Credit Total: 3,913 — 2017-18
- 78% Black
- 1% Not Specified
- 1% Other*
- 3% White
- 4% Multi Non-Hisp
- 14% Hispanic
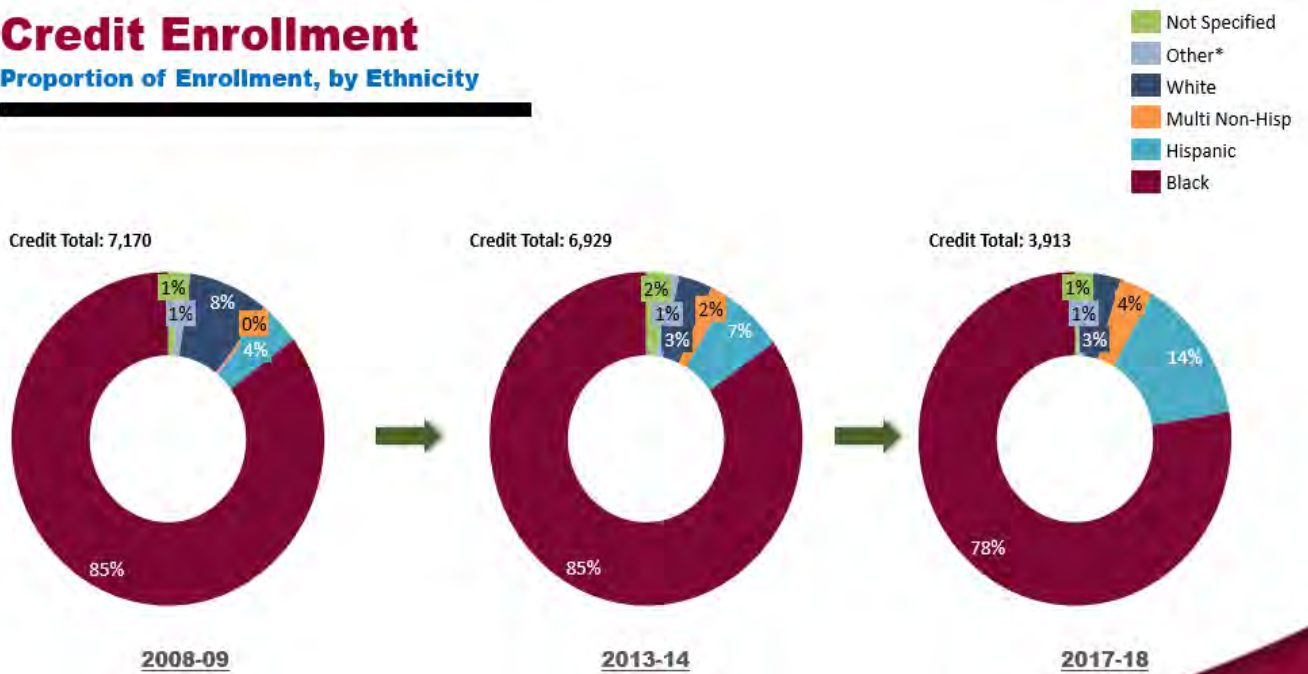
Additionally, while overall enrollment in Adult Education dropped from 4,449 students in 2008 to 1,710 students in 2018 the proportion of African-American students grew from 80% to 92%. Comparatively, Latinx decreased 50% from 10% proportion of Adult Education students to 5% during the same period.

Adult Ed Enrollment
Proportion of Enrollment, by Ethnicity

Legend: Not Specif, Other*, Multi Non-Hisp, White, Hispanic, Black

ADED Total: 4,449 — 2008-09: 0%, 8%, 0%, 1%, 10%, 80%

ADED Total: 3,531 — 2013-14: 0%, 0%, 1%, 0%, 1%, 97%

ADED Total: 1,730 — 2017-18: 0%, 1%, 1%, 1%, 5%, 92%
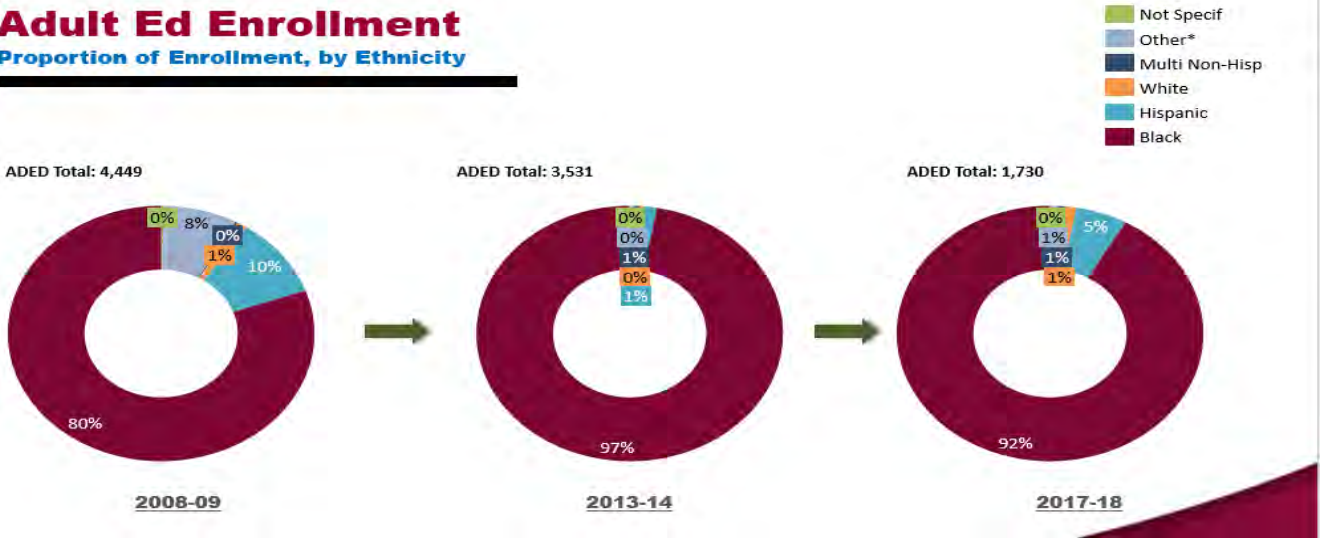
Finally, the African-American student enrollment declines for our Continuing Education programs shifted the proportion of enrollment from 62% African-American in 2008 to 55% in 2018. Comparatively, the Latinx proportion of enrollment grew from 6% in 2008 to 19% in 2018.

Continuing Ed Enrollment
Proportion of Enrollment, by Ethnicity

Legend: Multi Non-Hisp, Other, Hispanic, White, Not Specif, Black

Cont Ed Total: 1,795 — 2008-09: 0%, 2%, 5%, 24%, 6%, 62%

Cont Ed Total: 1,185 — 2013-14: 0%, 3%, 8%, 32%, 1%, 55%

Cont Ed Total: 747 — 2017-18: 1%, 2%, 7%, 15%, 19%, 55%
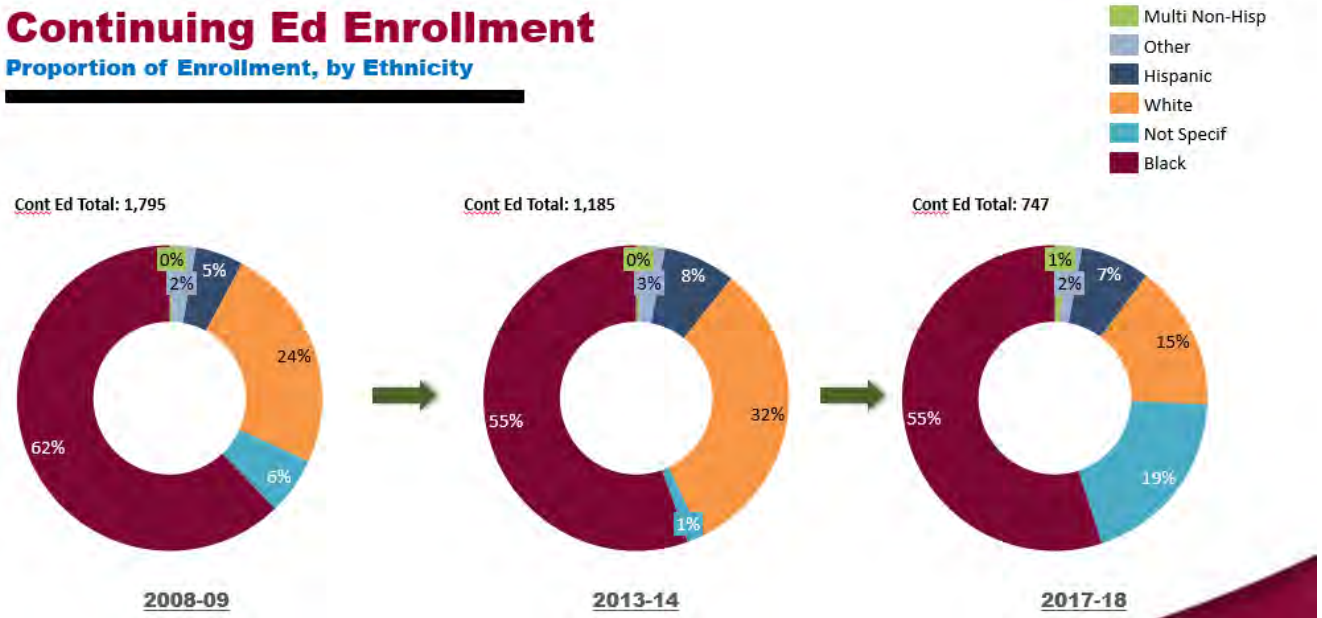
Root Causes for population shifts in KKC Enrollment

The reasons for these drastic changes in our overall enrollment portfolio are directly related to the direct shifts in population during that same period within the Kennedy-King College service area that includes the following zip code ranges:

Credit Enrollment
Map of Top 10 Credit ZIPs

- 60609 – New City (Back of the Yards/Canaryville)
- 60653 – Oakland, North Grand Boulevard, south Douglas
- 60649 – South Shore
- 60629 – Chicago Lawn, West Lawn
- 60628 - Roseland, Pullman, West Pullman
- 60636 - West Englewood
- 60619 - Chatham, south Greater Grand Crossing, SW South Shore
- 60637 - Woodlawn, south Hyde Park, south Washington Park
- 60621 - Englewood, east Greater Grand Crossing
- 60620 - Auburn Gresham, north Wash Heights
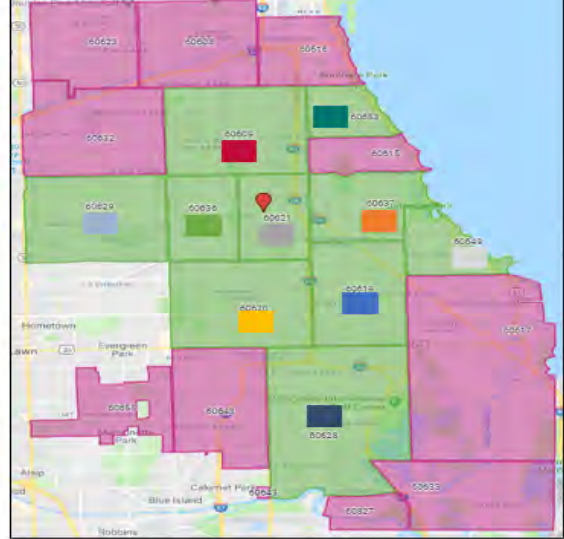
According to U.S. Census data during the past five years, the Kennedy-King Services area saw overall decreases in the African-American population and increases in Latinx and Asian populations as evidenced by our enrollment trends. KKC outlined new strategies to intentionally recruit and market to the growing LatinX community as well as to expand support services for our existing students.

Race/Ethnicity Change 2012–2017
Kennedy King

Source: U.S. Census Bureau
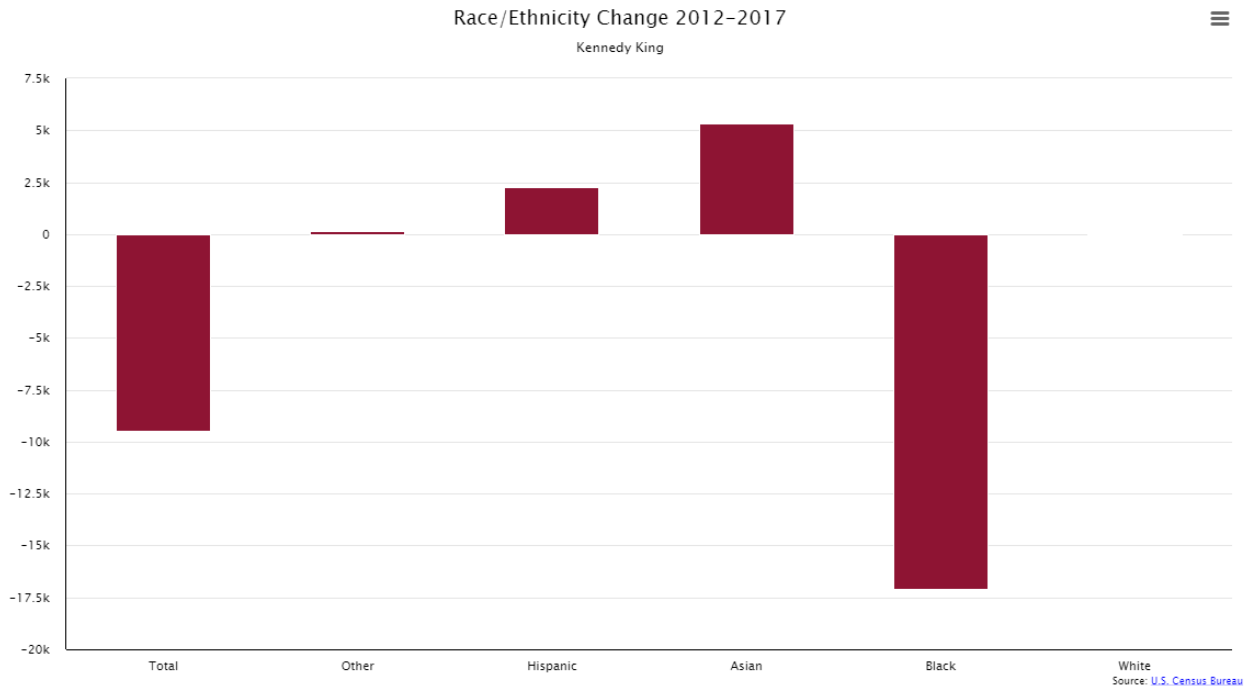
Degree Attainment Trends for Minority Students

Cohort	College	Degree or Certificate within 4 years*									
		Part-time					Full-time				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2012	KK	9%	28%	75%	12%	23%	20%	34%	84%	22%	61%
Fall 2013	KK	15%	40%	31%	15%	32%	23%	46%	61%	27%	41%
Fall 2014	KK	6%			9%	9%	20%	40%	61%	24%	48%
Fall 2015	KK	6%	12%		16%	7%	26%	41%	87%	34%	55%
Fall 2016	KK	3%	6%	29%	12%	9%	22%	54%	86%	37%	56%

It is critical to note that the degree completion rates for minority students are significantly lower than non-minority students. Comparatively, completion rates for Pell-eligible grant students are also lower than non-Pell-eligible students.

Cohort	College	Gateway course completion									
		English					Math				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2014	KK	20%	30%		40%	20%	7%	13%		8%	12%
Fall 2015	KK	33%	36%	17%	18%	33%	13%	13%	17%	14%	10%
Fall 2016	KK	26%	37%		29%	27%	12%	22%		15%	10%
Fall 2017	KK	26%	33%		29%	27%	13%	16%		15%	9%
Fall 2018	KK	11%	23%		14%	14%	9%	17%		9%	13%

Course Completion Trends for Minority Students

Additionally, the course completion rate for Math courses for minority students is less than those of non-minority students.

Credit Accumulation Trends for Minority Students

Cohort	College	Institutional credits accumulated first fall									
		Part-time students earning at least 7 CH (# and %)					Full-time students earning at least 15 CH (# and %)				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2014	KK	12%	44%		16%	14%	7%	24%	57%	8%	26%
Fall 2015	KK	9%	17%		14%	4%	20%	36%	80%	23%	39%
Fall 2016	KK	12%	13%		16%	6%	19%	46%	85%	22%	45%
Fall 2017	KK	12%	30%		17%	10%	21%	32%	90%	22%	48%
Fall 2018	KK	12%	36%		14%	19%	25%	30%	90%	26%	40%

Finally, the percent of part-time students earning at least 7 credits has improved over the last two years (Fall 2017, 2018) for Latinx students and the percent of African-American full-time students earning at least 15 credits has improved in the same period. The percent of non-minority full-time students earning 15 credits exceeds that of African-American and Latinx students, though the number of non-minority students upon which that is based is smaller.

Root Causes for KKC Minority Student Data Trends

Based on the SAT Performance by Race/Ethnicity and Percent Met/Exceeded data from the Illinois State Board of Education, less than 20% of African-American students met or exceeded performance in reading and math and less than 35% of Latinx population met or exceeded for both reading and math. This is in comparison to Asian students who both met or exceeded in Math at 50% and White students who met or exceeded in Reading and Math at 60%. It is important to assure that minority students are provided with fundamental and formalized support during the initial orientation, college success courses and gateway courses in order to nurture their seamless transition with both resources and academic support.

SAT Performance by Race/Ethnicity: Percent Met/Exceeded – 2018

Kennedy King

Source: Illinois State Board of Education
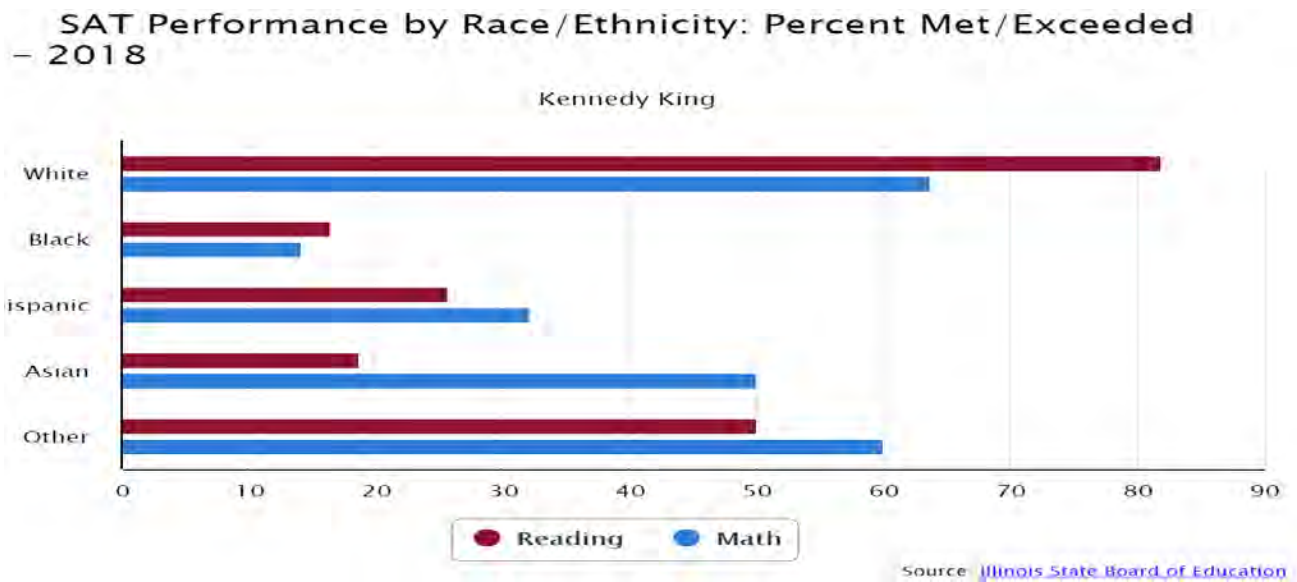
The trend shows that roughly 300 students per year who attended KKC between 2013-2016 needed remediation. Most recent Illinois State Board of Education (ISBE) data from 2016 shows that of the 2,415 High School graduates that roughly 462 attended community college at KKC and nearly 62% of those students needed course remediation. It is important that KKC put in place strategies that provide students with strong academic support through tutoring and advising to support their academic success. Furthermore, as an open access institution, KKC has no control over how many students will enroll who are in need of developmental education. Within outlined retention strategies, it is identified that it is critical to continue to support programs like Ladder Up to assist students at no cost who may test into developmental courses and continue to work closely with CPS to provide opportunities for students to take courses in our Early College experience while they are in High School to bypass placement testing by meeting our English and Math requirements before enrolling.

HS Graduates, Community College Enrollment and Remediation

Kennedy King

Source: Illinois State Board of Education
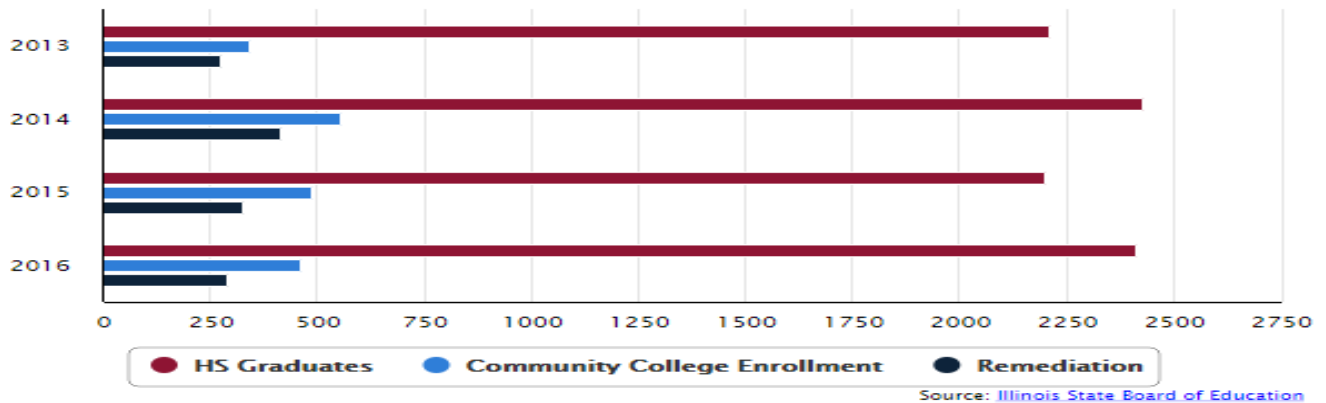
Digital and Technology Divide Data

Based on the City Colleges of Chicago Environmental Scan performed by NIU in May 2019 it is evident that there is a Digital Divide related to those who have access to computers and the internet and those who do not. The percentage of residents in the KKC service area without a computer was nearly twice that of those within the State and likewise for those with no internet. From an equity standpoint, this is important to note because such social challenges can affect people taking advantage of public services and resources. It is evident that even as technology overall becomes more affordable there is a clear digital divide between rich and poor communities. This kind of equity divide can have larger implications within education as it can hinder students in low-income communities and schools from learning tech skills that are crucial to success in today's economy and an ever-growing technology workforce. Furthermore, as noted by the Bureau of Labor Statistics there is another growing divide directly related to the digital divide that shows that Black and Latinx make up very small percentages of the workforce in the growing fields within Information Security, Computer Programmers, Software Developers, and Network Administrators. It is important to note many career paths within Information Technology require shorter-term certificates that can provide income earnings that are above the median annual wage in a market that is projected to grow nearly 12% over the next ten years. Based on the growing digital divide KKC developed the specific strategy to expand our academic offerings in Information Technology to included courses and programming in Apple iOS, Cloud Security, Game Design, Cybersecurity, Web Development and a host of IT academies including Google, Amazon Web Services and Cisco Networking. Additionally, we have invested a state of the art IT Innovation Hub for our students and community to learn in a digital space equivalent to industry standards.

Digital Divide Data

Kennedy-King

No Computer: 23%

Computer w/o Internet: 14%

Computer w/ Internet : 62%

Illinois

Computer w/o Internet: 8%

No Computer: 13%

Computer w / Internet: 79%
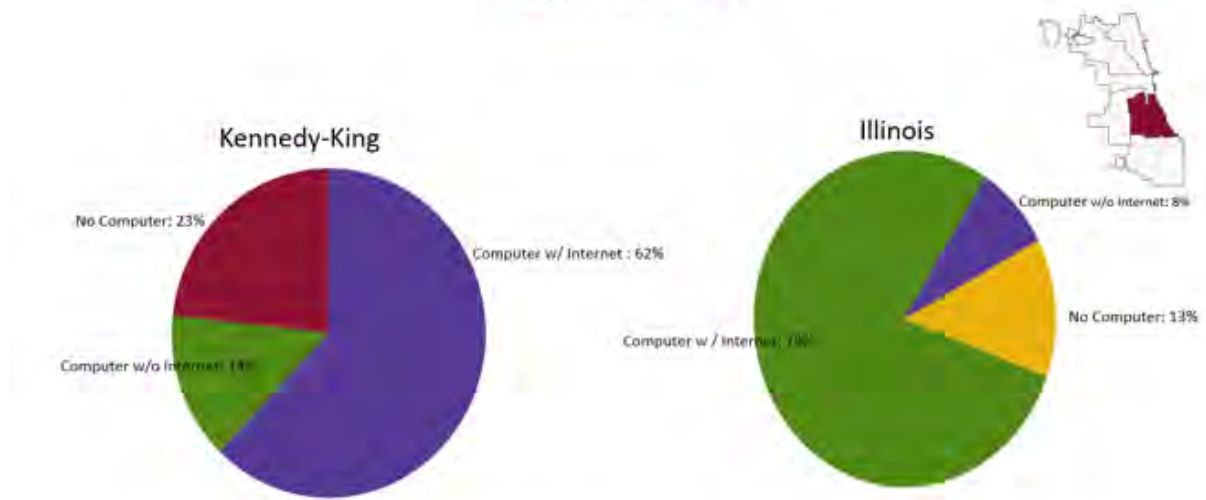
SOURCE: CCC Environmental Scan; Northern Illinois University, Center for Governmental Studies; May 2019

Technology Divide in the Workforce

Occupation	Male	Female	White	Black	Asian	Hispanic
Information Security Analysts	76%	24%	76.8%	12.3%	8.5%	6.8%
Computer System Analysts	63%	37%	66.5%	10%	20.4%	7.9%
Computer Programmers	79%	21%	68.8%	9.3%	19.4%	7.8%
Software Developers, Applications and Systems Software	81%	19%	58.6%	3.9%	35.4%	5.3%
Network & Computer Systems Administrators	79%	21%	75.8%	12.1%	8.5%	9.3%

Source: Bureau Labor of Statistics, *Labor Force Statistics from the Current Population* (2018)

COMPARISON TO TWO-YEAR COLLEGES

In comparison to the overall rates for students attending a two-year college in 2018, Kennedy-King College has a higher rate of food insecurity, a higher rate of housing insecurity, and a higher rate of homelessness (Figure 5).

Comparison of Basic Needs Insecurity
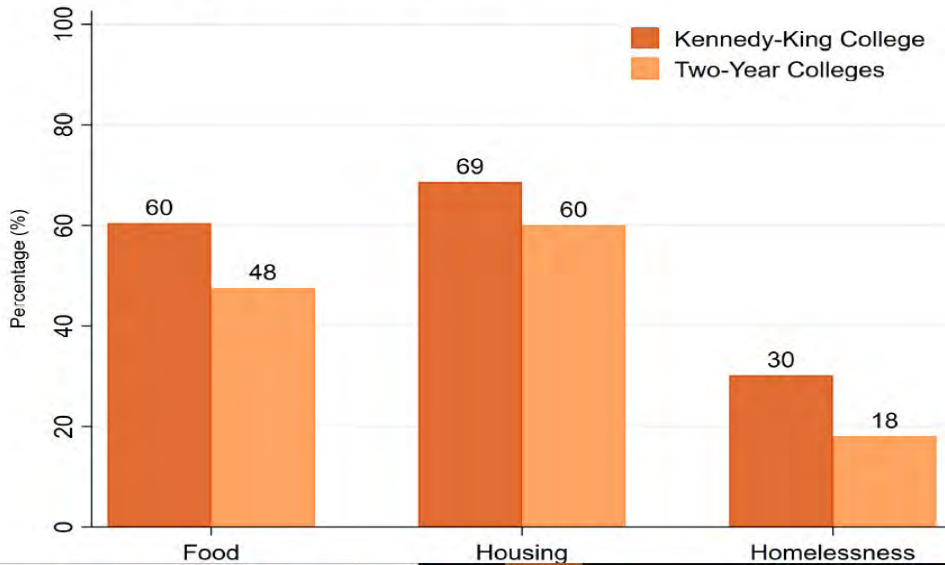
The majority of Kennedy-King College students who responded to the # RealCollege Survey (78%) experienced at least one of the following forms of the basic needs insecurities in the past year.

Intersections of Food Insecurity, Housing Insecurity, and Homelessness among KKC Survey Respondents
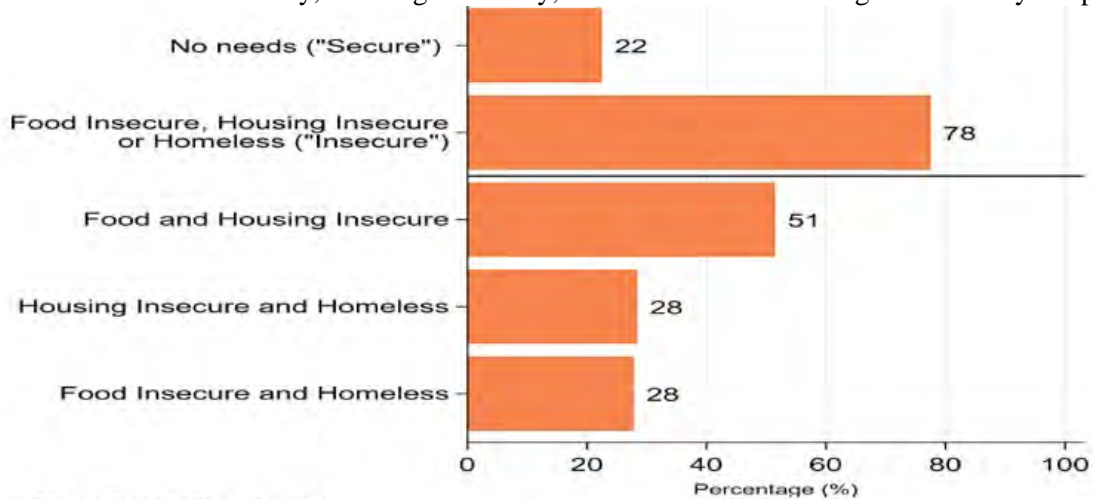
Source: 2018 #RealCollege Survey

Student Outcome Trend Data

Black Males

	2012	2013	2014	2015
	1,411	1,442	1,209	854
Drop Out	53%	54%	52%	54%
Transfer Out	11%	9%	9%	7%
Retained	3%	3%	2%	3%
Non-term Cert	7%	7%	6%	3%
Terminal Cert	7%	7%	6%	6%
Degree	19%	20%	26%	27%

Hispanic Males

	2012	2013	2014	2015
	115	138	136	138
Drop Out	44%	43%	44%	38%
Transfer Out	6%	7%	7%	6%
Retained	3%	3%	2%	4%
Non-term Cert	9%	9%	6%	10%
Terminal Cert	20%	13%	15%	18%
Degree	17%	25%	26%	25%

Black Females

	2012	2013	2014	2015
	2,622	2,480	2,102	1,499
Drop Out	48%	50%	50%	49%
Transfer Out	16%	13%	11%	10%
Retained	4%	3%	3%	3%
Non-term Cert	5%	5%	6%	6%
Terminal Cert	1%	1%	1%	1%
Degree	26%	28%	30%	32%

Hispanic Females

	2012	2013	2014	2015
	110	154	138	135
Drop Out	40%	34%	30%	39%
Transfer Out	7%	8%	7%	4%
Retained	3%	2%	5%	3%
Non-term Cert	12%	10%	8%	9%
Terminal Cert	10%	8%	9%	3%
Degree	28%	38%	41%	43%

Legend: Drop Out · Transfer Out · Retained · Non-term Cert · Terminal Cert · Degree

SOURCE: OpenBook, Student Navigator, Student Terms Cube, accessed 01/12/19

CITY COLLEGES of CHICAGO Kennedy-King

SEM Cohort Student Outcomes
3-year Outcomes, by Gender/Ethnicity

Number of Graduation Credits Earned at time of drop out/transfer out

	0	01-15	16-30	31-45	46-60	60+
FA12 Dropout/Transfer Out (FA12-SU15, n = 2,798)	11%	34%	20%	13%	11%	11%
FA13 Dropout/Transfer Out (FA13-SU16, n = 2,745)	12%	32%	21%	14%	11%	10%
FA14 Dropout/Transfer Out (FA14-SU17, n = 2,244)	12%	33%	21%	14%	11%	9%
FA15 Dropout/Transfer Out (FA15-SU18, n = 1,643)	13%	33%	21%	15%	11%	8%

Legend: 0 · 01-15 · 16-30 · 31-45 · 46-60 · 60+

CITY COLLEGES of CHICAGO Kennedy-King
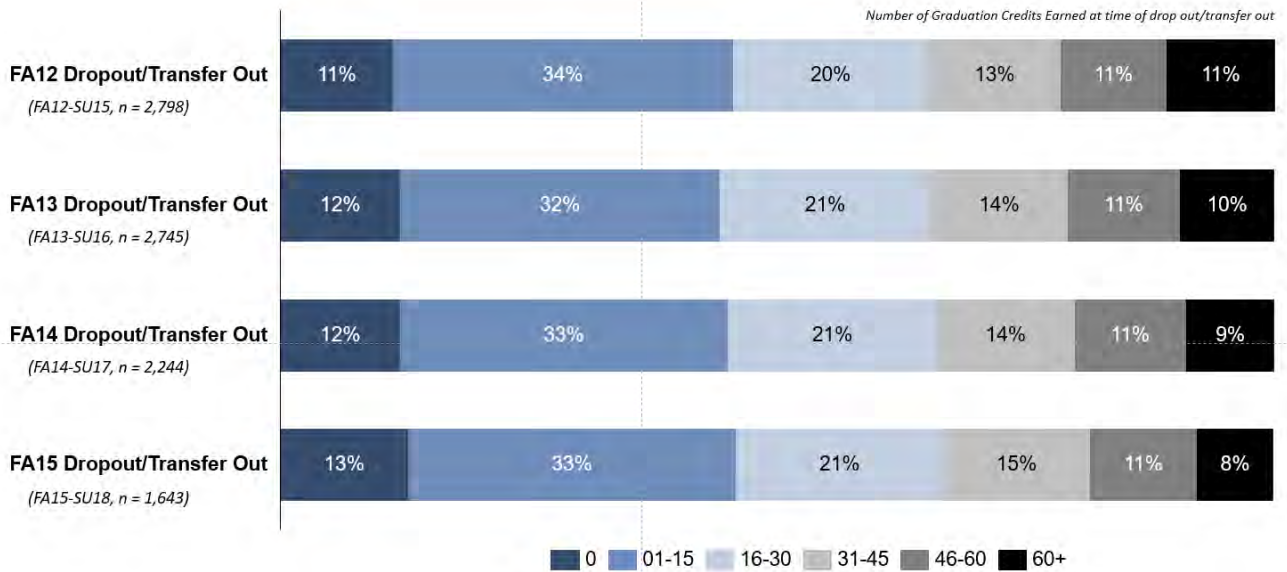
SOURCE: OpenBook, Student Navigator, Student Terms Cube, accessed 01/12/19

SEM Cohort Student Outcomes
Drop Outs/Transfer Outs, by Grad Credits Earned

Life Expectancy Data Trends

Public health researchers completed a recent study that suggests that along the Red Line rail service someone born in Streeterville, a neighborhood on the Northside of Chicago, can expect to live for an average of 90 years. Someone born in Englewood, the neighborhood on the Southside where KKC resides, can only expect to live to 60 years of age. This trend demonstrates the most significant life expectancy gap in the United States.

African-Americans make up nearly 95% of the population in parts of the Englewood community; issues of resource disparities are evident by the numbers of empty lots, dilapidated and boarded up houses; revealing the lack of opportunities compared to the differences just 20 minutes north (The Economist).

2017 Behavioral Health Hospitalizations per 10,000 Population

KKC's Zip code (60621)

Data Source: Chicago Health Atlas, Chicago Department of Health, 2018
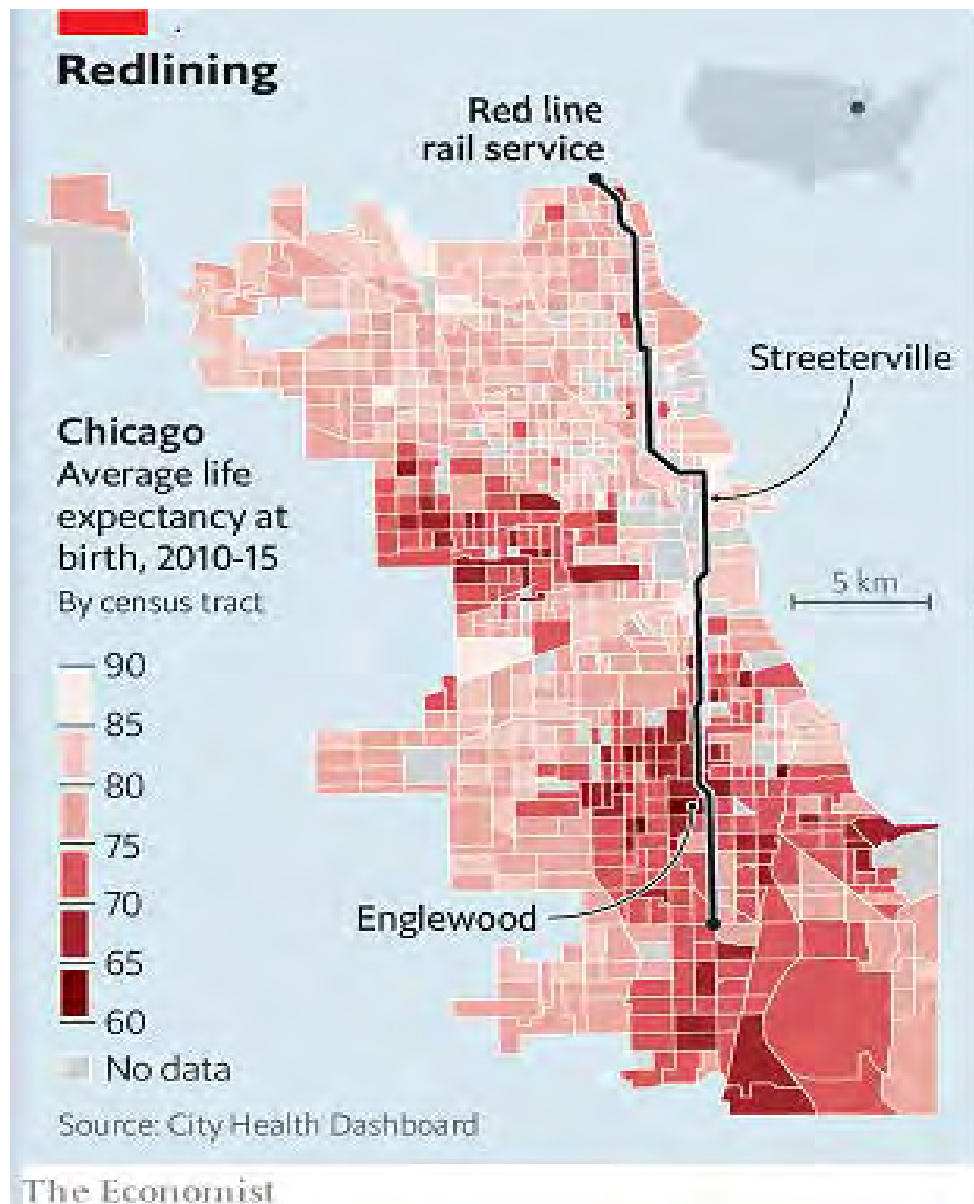
Based on data from Chicago Health Atlas it shows that cases of Behavioral and Mental Health hospitalizations are double in the 60621 zip code, which represents the service area for KKC. As we address the increased cases of students dealing with mental health needs and we seek partnership for wrap-around services to support them, we are also exploring ways to infuse trauma informed approaches in our strategies by utilizing our under-utilized facilities in the creative arts. KKC will, through our focus on Creative Arts, work to apply art in a therapeutic context. Our focus on Creative Arts will help to address social and emotional learning in developing our students as individuals beyond the realm of the classroom. There is research to support that learning literary, or media arts, visual arts, theatre, dance or music, and etc. has tremendous intrinsic benefits to the lasting development for young people's social and emotional skills and well-being (Arts Education and Social-Emotional Learning Outcomes among K-12 Students).

3. Future Vision

Goal

The goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates on our campus between African-American and White students, between Latinx and White students, and between lower-income and higher-income students (as indicated by Pell receipt).

Interim Benchmark Goals

Kennedy-King College students are impacted by the long-standing college enrollment and completion crisis for Black and Latinx students who are confronted by issues of access challenges and affordability. Consequently, through both our SEM and Equity focused goals, KKC will start reversing these trends with intentional strategies and priorities.

KKC will increase our credits accumulated rate by 3% in the first fall and 5% in the first year respectively over a five-year period based on initiatives put in place through our Equity Focused SEM Plan.

Cohort	Credits accumulated first fall									
	Part-time students (at least 7)					Full-time students (at least 15)				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2020	12%	36%		14%	19%	25%	17	90%	26.00%	40%
Fall 2021	12.60%	36.60%		14.60%	19.60%	25.60%	17.60%	90%	26.60%	40.60%
Fall 2022	13.20%	37.20%		15.20%	20.20%	26.20%	18.20%	90%	27.20%	41.20%
Fall 2023	13.80%	37.80%		15.80%	20.80%	26.80%	18.80%	90%	27.80%	41.80%
Fall 2024	14.40%	38.40%		16.40%	21.40%	27.40%	19.40%	90%	28.40%	42.40%
Fall 2025	15.00%	39.00%		17.00%	22%	28%	20%	90%	29%	43%

Cohort	Credits accumulated first year									
	Part-time students (at least 15)					Full-time students (at least 30)				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2020	12%	16%		15%	5%	8%	23	90%	10.00%	17%
Fall 2021	13.00%	17.00%		16.00%	6.00%	9.00%	24.00%	90%	11.00%	18.00%
Fall 2022	14.00%	18.00%		17.00%	7.00%	10.00%	25.00%	90%	12.00%	19.00%
Fall 2023	15.00%	19.00%		18.00%	8.00%	11.00%	26.00%	90%	13.00%	20.00%
Fall 2024	16.00%	20.00%		19.00%	9.00%	12.00%	27.00%	90%	14.00%	21.00%
Fall 2025	17.00%	21.00%		20.00%	10%	13%	28%	90%	15%	22%

KKC will increase the Gateway course completion rate in English and Math for African-American, Latinx, Pell, and Non-Pell students using the previous five-year average as the achievement benchmark for each category.

Cohort	Gateway course completion									
	English					Math				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2020	11%	23%		14%	14%	9%	17%		9%	13%
Fall 2021	13.40%	24.76%		16.40%	16.04%	9.36%	17.80%		9.64%	13.44%
Fall 2022	15.80%	26.52%		18.80%	18.08%	9.72%	18.60%		10.28%	13.88%
Fall 2023	18.20%	28.28%		21.20%	20.12%	10.08%	19.40%		10.92%	14.32%
Fall 2024	20.60%	30.04%		23.60%	22.16%	10.44%	20.80%		11.56%	14.76%
Fall 2025	23%	32%		26%	24.20%	10.80%	21.60%		12.20%	15.20%

KKC will increase fall-to-spring persistence in all categories, including African- American, Latinx, and Pell and Non-Pell students by 4% over the next five years.

Cohort	Fall to Spring persistence									
	Part-time students					Full-time students				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2020	42%	13%		41%	42%	69%	73%	82%	70%	66%
Fall 2021	42.80%	13.80%		41.80%	42.80%	69.80%	73.80%		70.80%	66.80%
Fall 2022	43.60%	14.6		42.60%	43.60%	70.60%	74.60%		71.60%	67.60%
Fall 2023	44.40%	15.50%		43.40%	44.40%	71.40%	75.40%		72.40%	68.40%
Fall 2024	45.80%	16.20%		44.20%	45.20%	72.20%	76.20%		73.20%	69.20%
Fall 2025	46%	17%		45%	46%	73%	77%		74%	70%

KKC will increase fall-to-fall persistence in all categories, including African-American, Latinx, and Pell and Non-Pell students by 3% over the next five years.

Cohort	Fall 1 to Fall 2 persistence									
	Part-time students					Full-time students				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2020	24%	37%		20%	7%	40%	58%		45%	31%
Fall 2021	24.60%	37.60%		20.60%	7.60%	40.60%	58.60%		45.60%	31.60%
Fall 2022	25.20%	38.2		21.20%	8.20%	41.20%	59.20%		46.20%	32.20%
Fall 2023	25.80%	38.80%		21.80%	8.80%	41.80%	59.80%		46.80%	32.80%
Fall 2024	26.40%	39.40%		22.40%	9.40%	42.40%	60.40%		47.40%	33.40%
Fall 2025	27%	40%		23%	10%	43%	61%		48%	34%

KKC will increase the rate of degree and certificate attainment within five years by 4% for each category respectively for part-time and full-time African-American, Latinx, Pell, and Non-Pell students.

| Cohort | Degree in 4 years | | | | | | | | | |
| | Part-time students | | | | | Full-time students | | | | |
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2020	3%	6%		12%%	9%	22%	54%		37%	56%
Fall 2021	3.80%	6.80%		12.80%	9.80%	22.80%	54.80%		37.80%	56.80%
Fall 2022	4.60%	7.60%		13.60%	10.60%	23.60%	55.60%		38.60%	57.60%
Fall 2023	5.40%	8.40%		14.40%	11.40%	24.40%	56.40%		39.40%	58.40%
Fall 2024	6.20%	9.20%		15.2%%	12.20%	25.20%	57.20%		40.20%	59.20%
Fall 2025	7%	10.00%		16%	13%	26%	58%		41%	60%

4. Institutional Strategies

Kennedy-King College identified within its Equity Focused SEM Plan five distinct goals to address the unequal opportunities that exist for students to earn a degree or enter the workforce.

1) **Access and Retention**
   - It is evident based on the student outcome trends that there is a need for a more robust first year experience program to decrease the number of students who are dropping out within the first 0-30 credit hours.
   - Based on the Food Insecurity & Home Insecurity data it is further evident that KKC students more than any other group of students attending two year colleges are faced with basic needs related to survival. While there may be other factors facing our students related to retention, this is a strategy that is extremely critical that would put forth partnerships for more wrap around services to support students experiencing homelessness and food insecurities. Our strategies related to access and retention are focused on nurturing students for successful outcomes.
   - We did priortize strategies related to financial literacy to address challenges that students face with the financial aid verification process, satisfactory academic progress as well the number of students with deliquent accounts who are unable to reenroll.

2) **Expand Academic Offerings**
   - With the massive enrollment declines over the past ten years it is important that KKC put forth strategies to expand academic offerings in stackable credentials that can meet the workforce demands.
   - Environmental data revealed that the KKC service area has more residents without a computer, a smartphone or internet access than any of the other City Colleges of Chicago therefore KKC has prioritized IT related courses and programs for expansion that includes Apple iOS, Cloud Security, Game Design, Cybersecurity, Web Development and a host of IT Academies including Google, Amazon Web Services and Cisco Networking. Additionally, we have invested a state of the art IT Innovation Hub for our students and community to learn in a digital space equivalent to industry standards.

3) **Increase Marketing & Brand Awareness**
   - Through our Campus-Level SWOT Analysis (see Appendix 10b), Marketing was one of the top weaknesses identified in order for KKC to grow capacity in some of our existing programs. As a comprehensive community college, we will work to highlight the full gamut of our diverse program offerings.

- It is evident that the high school population is decreasing. The largest population that are not in school and are not working are aged 16-24. We have an opportunity to attract this population through direct outreach and marketing.

4) **Cultivate & Leverage Partnerships**
   - As a community college in the current fiscal climate of higher education, KKC will need to develop, build and maintain partnerships in order to maximize its resources.
   - Partnerships that include community, corporate, workforce and social service organizations will be a crucial factor to assist the KKC campus and Englewood community in seeking collective thought to address some of the social challenges, and job placement issues that our students and residents face.

5) **Equity & Inclusion**
   - KKC recognizes that since the majority of its students are African-American & Latinx and that all work done to close the acheivement and attainment gaps impact equity; however as a campus KKC is committed to focusing on increasing financial literacy, improving customer service and intentional methods to attract and retain more students of color. As a campus, this is a fundamental priority that will remain at the forefront of all initiatives and strategic priorities to fulfill the campus mission and vision.

Institutional Constraints and Challenges to Address

Brand Awareness

KKC has poor brand awareness in the Englewood Community and within the City of Chicago as it relates to our value, understanding our audience, social listening, and engaging our market proactively with consistent messages that resonate with community needs.

Career Placement

KKC needs to enhance the support of our students in their search for internships and job placement across numerous academic and career and technical education programs to boost return on investment.

Communication

KKC does not have a robust communication plan in place for student contact from the point of interest through to completion. We lack a cohesive communication strategy for both transactional and nurturing engagement through the enrollment funnel and student life cycle.

Males of Color

Previously KKC did not have a strategic plan of action to support male students of color who have the highest attrition rate on our campus and within the district. We have created specific initiatives to address this issue including mentoring, early alert and intervention tactics to support

this population. The overall enrollment trend data showed that the largest portion of enrollment loss by ethnicity was African-American and by gender was male. Thus, males of color will need intentional support to be successful at KKC.

Marketing

KKC does not have an integrated marketing plan, nor does the College have a sufficient marketing budget or staff at the campus level to support and guide this effort for sustainable impact.

Policies and Procedures

KKC should conduct a comprehensive review of college systems, policies, and practices that have an impact on issues of equity, retention, and success. Some policies and practices that affect equity and affordability for first-generation and minority students to consider, include but are limited, to academic probation, dismissal, payment deadlines, and payment plans.

Technology Usage and Emerging Platforms

KKC has outdated technology in classrooms and labs, and many members of our student community lack basic computer literacy, which affects enrollment and makes the college less competitive with our counterparts.

Known technology issues include the following:

- **Lack of seamless online Application Management** – KKC has an online application, but there are still barriers with the processing time and workflow for getting a student through the enrollment funnel. In addition, the Enrollment Services team encounters issues that cause students to wait between thirty to forty-five minutes for processing due to the system workflows.
- **Lack of a Customer Relationship Management (CRM) system** - KKC does not have an electronic system to track prospective students through the enrollment process with clear and transparent communications. While we know that multiple contacts with prospective students are essential, to keep students engaged through to enrollment, we lack the infrastructure and systems to maintain best practice. Since KKC does not have a robust CRM system, all interactions with students are manual, duplicative, and lack unique customization. These system limitations directly affect our ability to effectively market our programs and build awareness for students and relevant community stakeholders.
- **Non-credit Application and Registration -** There are difficulties with the registration process for non-credit classes. There is a need to streamline the process of enrolling and paying courses to ensure real time access.

Under-utilized Facilities

KKC has several spaces on campus that are either not utilized at all or are under-utilized, including the College's state-of- the-art TV Studio, TV and film production capacities, theater,

box office, pool, gym and empty spaces occupied by former programs. KKC has a host of spaces to generate student-centered engagements and community equity that are not in use.

X-Factor – Implications of Competitor Advantages

- The number of higher education institutions-public, private, for profit and non-profit-continues to expand.
- Many for-profit institutions have significantly more money to market and advertise to promote their programs.
- The growth of online education and online degrees and certificate programs directly affects our market share.
- Competitors are offering flexible options for scheduling and course delivery, including more online and shorter track programs, as well as weekend and evening options.
- Competitors are providing degree completers – adults who started but never finished a degree, with more flexible offerings to allow them to obtain their degree or certificate while working and taking care of a family, including extended childcare hours.
- Training institutes, nontraditional non-profit organizations, and community-based training groups offer a host of certificate and workforce readiness programs.

Equity Impact Categories include:

Credit Accumulation -Fall (CA-Fall)

Credit Accumulation First Year (CA-FY)

Gateway Completion (GWC)

Fall to Spring Retention (F2S R)

Fall to Fall Retention (F2F R)

4 year Completion (4YC)

GOAL 1 — Access & Retention

Primary KPI Impacted: Fall-to- Spring Credit Retention of 1st Year Credit Students					
Strategy	**Year One**	**Year Two**	**Year Three**	**Equity Impact Categories**	**KPI**
Strategy 1a Develop a New First Year Experience program for all first time full and part-time students.	Revamp, Realign, and pilot mandatory new student orientation program.	Revamp, realign and pilot a mandatory college success course for a supportive meaningful transition to KKC.	Expand 'Early Alert monitoring to track student progress before the end of term for all gateway courses.	: F2FR F2SR	Increase the term-to-term retention rate of new students.
Strategy 1b Improve retention of men of color.	Re-establish the "Kingmen" male success initiative at KKC to support and nurture men of color.	Create and implement workshops/ programming geared toward men of color. Create a recruitment plan to increase enrollment of men of color	Increase mentoring of men of color through increased partnerships with established mentoring organizations Increase tutoring initiatives for men of color including peer tutoring.	GWC F2SR F2FR 4YC	Increase retention of men of color term to term Increase gateway course completion.
Strategy 1c Increase wrap around services for students dealing with external barriers including but not limited to social and financial barriers.	Develop and expand KKC Food Pantry to assist students with food insecurities.	Develop a KKC Farmers Market program that occurs weekly by collaborating with Growing Home local Englewood farm.	Develop robust partnerships with service organizations to address childcare, homelessness, food insecurities, environmental trauma, and mental health.	(All) CA Fall CA-FY GWC F2SR F2FR 4YC	Eliminate at least one social barrier to students completing school.
Strategy 1d Develop a "coaching approach" advising model to guide, support, and improve new student success.	Develop a program pathway pledge to assist students with defining their goals and aspiration to remain on track.	Develop a Peer Advising Program to engage students in relevant discussion for reenrollment.	Integrate ECMC Project Success tools to assist students with staying on track.	(All) CA Fall CA-FY GWC F2SR F2FR 4YC	Increase 4-year student outcome measures.
Strategy 1e Improve educational quality for all students that support classroom engagement through faculty engagement.	Assure that all new faculty are supported in a training series that introduces teaching methods and practices. Increase the number of faculty credentialed to teach online and/or hybrid courses to expand and improve course offerings.	Assure that new faculty development resources and training are integrated into FDW to support classroom engagement. Create and implement PT faculty Orientation Create and implement a faculty teaching excellence program Engage all faculty in Gateway courses to use Early Alert tracking. Provide embedded tutors for all Gateway courses.		CA Fall CA-FY GWC F2SR F2FR 4YC	Increase year-to-year Community College Survey of Student Engagement (CCSSEE) benchmark on Student-Faculty Interaction – Different Font. Improve Classroom engagement academic excellence.

GOAL 2 Expand Academic Offerings

KPI's Include: 4YR Student Outcome Measures+ Credit, Adult + Continuing Unduplicated Headcount, Credit Hour Production					
Strategy	**Year One**	**Year Two**	**Year Three**	**Equity Impact Categories**	**KPI**
Strategy 2a Increase capacity within the Center of Excellence for Washburne Culinary & Hospitality Institute (WCHI). ROI: Hospitality is one of the fastest growing industries and plenty of sustainable opportunities for employment	Increase targeted promotion to LatinX adult and high school students for Spanish Culinary Arts program.	Increase targeted promotion to the adult population to build more awareness of Baking and Pastry program.	Create an intentional partnership with an industry partner to develop a signature Hospitality program with hotel suite build out and design.	CA Fall CA-FY	Increase enrollment capacity for WCHI.
Strategy 2b Increase capacity within the Center of Excellence for Dawson Technical Institute (DTI) utilizing Workforce Equity Grant.	Explore program capacity for evening and weekend courses within DTI.	Decrease barriers for completion by providing scholarships to students who may stop out.	Promote DTI programs to actively diversify the construction industry.	CA Fall CA-FY 4YC	Increase overall enrollment and placement at DTI.
Strategy 2c Develop a new Center of Excellence for Creative Arts	Build infrastructure for CECA related programs for the academic approval process. Establish a CECA Advisory Board.	Establish industry related partnerships to support the Center. Expand entrepreneurial opportunities for alternative revenue.	Build awareness for CECA through a print, digital and social footprint to promote the new Center offerings, purpose, and benefits to campus, community and partners.	CA Fall CA-FY GWC F2SR F2FR 4YC	Increase Credit enrollment to 60 new students within the first year of CECA (40 FT and 20 PT).
Strategy 2d Develop new IT Innovation Hub programs to support program expansion and utilize the Workforce Equity Grant	Build physical infrastructure to support the new IT Innovation Hub. Seek WIOA approval for programs to assist with financial barriers to enrollment. Identify students who can benefit from scholarship support.	Establish industry related partnerships to support the Hub's growth and development, including an Advisory Board. Decrease barriers for completion by providing scholarships to students who may stop out for financial reasons.	Build awareness for the IT Innovation Hub to promote new programs that include Apple iOS, Cloud Security, Cyber Security, Data Container Management, and Game Design programs. Promote the new IT Innovation Hub programs to bring awareness to the field.	CA Fall CA-FY GWC F2SR F2FR 4YC	Increase the number of students enrolling in IT related programs to bridge the digital divide. Increase the number of students placed in IT related fields.

GOAL 3 — Increase Marketing & Brand Awareness

KPI's Impacted include: Credit, Adult + Continuing Unduplicated Headcount, Credit Hour Production					
Strategy	**Year One**	**Year Two**	**Year Three**	**Equity Impact**	**KPI**
Strategy 3a. Develop an integrated marketing plan in collaboration with the CCC Marketing Department	Develop a Brand Identity for targeted audiences. Establish a marketing budget. Work with Marketing to Develop a Ways to Pay Campaign to help promote financial literacy.	Develop key marketing priorities. Create a segmented communication plan for each stage of the enrollment funnel for both transactional correspondence and nurturing.	Create an intentional partnership with an industry partner to develop a signature Hospitality program with increased marketing and brand awareness. Integrate "Ways to Pay" promotion into enrollment cadence for new and returning current students. Integrate ECMC tools within student enrollment experience to assist with literacy.	CA Fall CA-FY GWC F2SR F2FR 4YC	Increase campus visibility in the community with strategic marketing assets. Decrease the number of students dropped for non-payment. Develop a comprehensive marketing plan that focuses on strengthening campus visibility during relevant times during the enrollment cycle including but not limited to campus view book, ways to pay resources etc.
Strategy 3b Increase recruitment efforts to Latinx and Adult (credit) students through robust outreach efforts.	Work collaboratively with CPS schools with a high concentration of Latinx students. Develop promotion to centers of influence in the community geared toward adult (credit) population.	Outline an awareness communication strategy from the point of interest to enrollment. Create On Campus information sessions occurring in the evening and on weekends for the adult population.	Develop a College Level recruitment plan with a calendar of events for the year. Develop a self-guided tour manual as well as a virtual tour experience to support students learning more about KKC programs. Integrate a fully functional CRM to communicate from the point of inquiry to enrollment.	CA Fall F2SR F2FR 4YC	Increase recruitment efforts targeted at the LatinX student population. Increase outreach efforts targeted at under-employed and un-employed adults. Target opportunity youth "16-24."
Strategy 3c Develop Short-term Marketing Campaigns to build awareness for existing KKC programs and New initiatives.	Using Workforce Equity grant funds, build awareness through print digital and social media promotional collateral highlighting the benefit of pursuing Workforce programs in Construction, HVAC, Automotive, and IT related programs. Develop new awareness campaign and press release for New Center of Excellence and New IT Innovation Hub.	Build a digital awareness campaign via email to prospects who have not enrolled for the past two years at KKC. Build landing pages to track interest regarding Centers of Excellence as well as HVAC and Automotive.	Have an annual short-term multi-platform awareness campaign building awareness of existing KKC programs via the print, web, and social media platforms	CA Fall F2SR F2FR 4YC	Increase organic traffic to the KKC website and increase new and returning student enrollment.
Strategy 3d Develop a campus-level social media marketing strategy for CTE and Credit programs.	Outline an annual social media calendar with corresponding content to build out a transparent social marketing strategy.	Manage analytics to support the efficacy of this strategy to increase student engagement.	Integrate social media plan into the marketing and recruitment plan for continuity.	CA Fall F2SR F2FR 4YC	Increase followership and engagement with social content.

GOAL 4 Cultivate & Leverage Partnerships

KPI's Impacted include: Credit, Adult + Continuing Unduplicated Headcount, Credit Hour Production					
Strategy	**Year One**	**Year Two**	**Year Three**	**Equity Impact**	**KPI**
Strategy 4a. Develop strategic partnerships with industry and corporate stakeholders.	Create new and evaluate existing advisory boards to support Centers of Excellence and academic hubs that include WCHI, DTI, CECA, and IT Innovation hub.	Increase experiential learning options for KKC students with DuSable Museum, Cinespace Studios, Goodman Theatre, Hyatt Black and FEMA to name a few partners.	Expand partnership opportunities for professional development incubator space and utilization of our performance art spaces.	CA Fall CA FY GWC	Increase relevant corporate partnerships for sponsorships, scholarships and in-kind donations to the campus.
Strategy 4b Increase partnerships with relevant social service organizations that can deliver wrap-around services for KKC students.	Develop an intentional partnership with: A Safe Haven for homelessness, Kennedy Forum for mental health and Metropolitan Family Services for financial sustainability and Lift Chicago to support students who are parents	Create meaningful impact programming for both new and returning students Expand Intentional Partnership with CPS Parent University help parents to become more empowered through intentional workshops on campus.	Integrate "Ways to Pay" promotion into enrollment cadence for new and returning current students. Integrate ECMC tools within student enrollment experience to assist with literacy.	F2SR F2FR 4YC	Increase retention and completion through reducing social and economic enrollment barriers
Strategy 4c Develop a KKC Community Advisory Committee (CAC)	Establish membership and meetings for the KKC CAC to gain advice from community members on strategic plans for the College.	Mobilize KKC CAC as a strategic force for change within Englewood and throughout the Southside.	Develop a cadence of meeting topics and issues to address collectively.	CA Fall CA-FY GWC F2SR F2FR 4YC	Increase brand awareness through community brand management Provide a platform for shared collaboration for community programs, initiatives and forums.

GOAL 5 — Equity & Inclusion

KPI(s) Impacted : Fall-to-Spring Credit Retention, Fall-to-Spring Credit Retention of 1st Year Credit Students, Taking & Passing College Level English in 1st Year, Taking & Passing College Level Math in 1st Year, Adult Education Level Gains					
Strategy	**Year One**	**Year Two**	**Year Three**	**Equity Impact**	**KPI**
Strategy 5a. Develop robust Customer Service Standards that boost student experiences across all service areas.	Develop a campus-wide service model that promotes quality service and staff accountability to our campus community.	Implement a campus-wide training for all staff on an annual basis to assure continuous improvement in our service standard.	Establish an employee recognition program that acknowledges staff who are delivering the "Wow" Service to our campus community.	CA Fall CA-FY GWC F2SR F2FR 4YC	Increase the Net Promoter score for students and staff.
Strategy 5b Develop financial literacy workshops that assist students with completing the FAFSA.	Develop quarterly FAFSA workshops supported by tele counseling initiatives to new and returning students to encourage completion of the FAFSA.	Create training tools for staff to support students at all service departments with answers to Frequently Asked Questions (FAQ's)	Integrate ECMC Project Success tools into regular enrollment cadence for new and returning students to support financial literacy.	CA Fall CA-FY GWC F2SR F2FR 4YC	Increase the number of students applying for and completing the FAFSA per year.
Strategy 5c Mobilize recruitment efforts to special populations to increase both traditional and non-traditional paths to college.	Create a targeted recruitment plan to special populations that includes: 1st Generation, LatinX, Minority Males, Justice Involved Youth and Veterans	Create target population territory management strategy linked to Careers and Technical education programs and non-profit organizations.	Develop feeder organizations, partnerships, and pipelines for individual population students.	CA Fall CA-FY GWC F2SR F2FR 4YC	Increase brand awareness and enrollment of unique population targeted groups
Strategy 5d Increase Support for special population students.	Develop a Latinx Outreach Coordinator to support the growing targeted population. Support students with Disabilities by implementing ADA compliance evaluation audit across campus to assess accessibility for students.	Increase individual academic tutoring for gateway courses for targeted populations.	Develop engagement opportunities for KKC's mostly female and part-time population to take one more class.	CA-FY GWC F2SR F2FR	Increase Retention Increase Credit Hour production
Strategy 5e Increase the number of Adult Education Gateway Scholars.	Develop a grade level/academic promotion plan to increase the number of students scoring or moving-up to the adult secondary-level (ASE)	Develop an Adult Education recruitment plan and feeder system from Adult Education to College Credit Courses.	Explore and develop a plan to target and identify all eligible college success	CA Fall CA-FY GWC	Increase TABE Level 5 scoring by 30% Increase Adult Education Enrollment to 50 students per year.

5. Evaluation Plan

The evaluation of our Equity focused SEM Plan is to ensure that Kennedy-King College has a blueprint for assessing each of the strategies on a regular and on-going basis.

In order for KKC to implement this plan, there is a need for structured accountability, regular reporting, and a shared expectation for success.

To that end, each strategy has an accountable unit that pulls together stakeholders to operationalize tactics that are outlined, assessment criteria that will be used as the Key Performance Indicator (KPI) along with the timeline for achieving milestones and ultimate measurable outcomes.

GOAL 1 Access & Retention

Equity Objective:
> Identify areas of gaps in persistence and completion exist for students of color and create integrated plan to reduce and eliminate gaps.

Strategy 1	Develop a New First Year Experience program for all first time full and part-time students.		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Revamp and Realign a Mandatory New Student Orientation Program.	Dean of Enrollment Management	Increase term-to-term retention rate of new students.	Fall 2020 Start; Ongoing
Revamp College Success Course for supportive meaningful transition to KKC.	Dean of Instruction	Increase term-to-term retention rate of new students.	Fall 2021 Start; Ongoing
Expand 'Early Alert monitoring to track student progress prior to end of term.	Dean of Student Services	Increase term-to-term retention rate of new students.	Fall 2022 Start; Ongoing
Strategy 1b	**Improve retention of males of color.**		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Develop a new male success initiative at KKC to support and nurture men of color.	Dean of Student Services/Director of Student Activities	Increase term-to-term retention rate of new students.	Fall 2020 Start; Ongoing
Increase the number of workshops/ programming geared toward men of color.	Dean of Student Services/Director of Student Activities	Increase term-to-term retention rate of new students.	Fall 2021 Start; Ongoing
Increase mentoring of men of color through increased partnerships with established mentoring organizations.	Dean of Student Services	Increase term-to-term retention rate of new students.	Fall 2022 Start; Ongoing

Strategy 1c	Increase wrap around services for students dealing with social service challenges		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Develop and expand KKC Food Pantry to assist students with food insecurities	Dean of Student Services/Director of Student Activities	Increase term-to-term retention rate of new students.	Fall 2019; Ongoing
Develop a KKC Farmers Market program that occurs weekly by collaborating with Growing Home, local Englewood farm.	President/Dean of Enrollment Management/Dean of Student Services/	Increase term-to-term retention rate of new students.	Fall 2021 Start; Ongoing
Develop robust partnerships with service organizations to address: childcare, homelessness, food insecurities, environmental trauma, and mental health	President/Dean of Enrollment Management/Dean of Student Services/	Increase term-to-term retention rate of new students.	Spring 2022; Ongoing
Strategy 1d	**Develop an intrusive advising model to support student access and success**		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Develop a pathway pledge to assist students with defining their goals and aspirations to stay on track.	Associate Dean of Academic Advising/ Dean of Instruction	Increase 4 year completion rates for part-time/full-time students	Fall 2020 Start; Ongoing
Develop a Peer Advising Program to engage students in relevant discussion for reenrollment.	Associate Dean of Academic Advising,	Increase Early Alert to students 0-30 hours /Increase fall-to-fall retention/Increase the credit hour production for both part- time and full-time students annually.	Fall 2021 Start; Ongoing
Integrate ECMC Project Success tools to assist students with staying on track.	Dean of Enrollment Management/Dean of Student Services/Associate Dean of Academic Advising	Increase student completion rates	Fall 2022 Start; Ongoing
Strategy 1e	**Develop a New Faculty Development to support classroom pedagogy and teaching standards**		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Assure that all new faculty are supported in a training series that introduces teaching methods and practices.	VP of Academic Affairs/Dean of Instruction	Increase year-to-year Community College Survey of Student Engagement (CCSSEE) benchmark on Student-Faculty Interaction.	Fall 2021 Start; Ongoing
Develop robust new faculty development to support classroom pedagogy and teaching standards.	VP of Academic Affairs/Dean of Instruction		Fall 2022 Start; Ongoing

GOAL 2 — Expand Academic Offerings

Equity Objective: Clearly identify gaps in academic achievement and create tailored and comprehensive plans to reduce these gaps.

Strategy 2a	Increase enrollment capacity within the Center of Excellence for Washburne Culinary & Hospitality Institute (WCHI)		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Increase targeted promotion to Latinx adult and high school students for Spanish Culinary Arts program.	Enrollment Management/Marketing	Increased fall-to-fall persistence of part-time and full-time LatinX students.	Fall 2020 Start; Ongoing
Increase targeted promotion to adult population to build more awareness of Baking and Pastry program.	Enrollment Management/Marketing	Increased enrollment of all populations	Fall 2020 Start; Ongoing
Create intentional partnership with industry partner to develop a signature Hospitality program with hotel suite build out and design.	President/Enrollment Management/Marketing/WCHI	Increased enrollment of all populations	Spring 2021 Start; Ongoing
Create a coordinator for Latinx Outreach and Success to support needs of the growing population at KKC.	Administrative Leadership (President's Cabinet)	Increased enrollment of Latinx population, Increased fall-to-fall persistence of part-time and full-time LatinX students.	Fall 2022 Start; Ongoing

Strategy 2b	Increase capacity within the Center of Excellence for Dawson Technical Institute (DTI) utilizing Workforce Equity Grant		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Decrease barriers for completion by providing scholarship to students who may stop out.	Dean of DTI/Enrollment Management; Financial Aid	Increase Fall to Fall persistence and completion	Fall 2020 Start; Ongoing
Promote DTI programs to actively diversify the construction industry.	Dean of DTI/Dean of Enrollment Management/Marketing	Increase Enrollment	Spring 2021 Start; Ongoing
Explore program capacity for evening and weekend's course within DTI.	Dean of DTI/VP of Academic Affairs	Increase Enrollment	Spring 2021 Start; Ongoing

Strategy 2c	Develop new Center of Excellence for Creative Arts		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Build infrastructure for CECA related programs for the academic approval process.	CECA Taskforce, Dean of Instruction, Faculty	Increase Credit enrollment to 60 new students within first year of CECA (40 FT and 20 PT)	Fall 2020 Start/Ongoing
Expand entrepreneurial opportunities for alternative revenue.	CECA Taskforce/President	Increase awareness of cultural opportunities on campus for the community	Fall 2020 Start; Ongoing

Tactics/Activities	Accountable Unit	Assessment	Timeline
Build awareness for CECA through a print, digital and social footprint to promote the new Center offerings, purpose, and benefits to campus, community and partners.	Dean of Enrollment Management/Marketing	Increase Enrollment	Spring 2021 Start; Ongoing

Strategy 2d	Develop new IT Innovation Hub programs to support program expansion and utilize the Workforce Equity Grant		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Build physical infrastructure to support new IT Innovation Hub.	President/VP Academic Affairs/Director of Community Education/Director of IT		Spring 2020 Start; Ongoing
Establish industry related partnerships to support the Hub's growth and development including an Advisory Board.	President/VP Academic Affairs/Director of Community Education/Director of IT	Increased number of students placed in IT related fields/Increased year 1-year 2 retention	Summer 2020 Start; Ongoing
Decrease barriers for completion by providing scholarship to students who may stop out for financial reasons.	WEI Taskforce/Enrollment Management; Financial Aid/Business Office	Increase completion rates for part-time/full-time students	Fall 2020 Start; Ongoing
Build awareness for the IT Innovation Hub to promote new programs that include Apple iOS, Cloud Security, Cyber Security, Data Container Management and Game Design programs.	VP Academic Affairs/Director of Community Education/Dean of Enrollment Management/Marketing	Increase number of students enrolling in IT related programs to bridge the digital divide.	Summer 2020 Start; Ongoing
Promote the new IT Innovation Hub programs to bring awareness to the field	Director of Community Education/Dean of Enrollment Management/Marketing	Increase number of students enrolling in IT related programs to bridge the digital divide.	Summer 2020 Start; Ongoing

GOAL 3 Increase Marketing & Brand Awareness

Equity Objective:	Identify areas of gaps brand management that attract students of color and create integrated plan to reduce and eliminate gaps.

Strategy 3b	Increase recruitment efforts to LatinX and Adult (credit) students through robust outreach efforts.		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Work collaboratively with CPS schools with high concentration of Latinx students.	Enrollment Management; Recruitment/Testing/Financial Aid	Increase Fall-to-Fall persistence and completion for Latinx Pell+ Non-Pell Students/Increase outreach efforts targeted at under-employed and un-employed adults.	Fall 2020 Start; Ongoing
Create On Campus information sessions occurring in the evening and on weekends for the adult population.	Enrollment Management; Recruitment/Testing/Financial Aid	Increase outreach efforts targeted at under-employed and un-employed adults for Latinx and Adult underrepresented students.	Spring 2021 Start; Ongoing
Develop a self-guided tour manual as well as a virtual tour experience to support students learning more about KKC programs.	Enrollment Management; Recruitment/Testing/Financial Aid	Increased enrollment of all populations to target %	Fall 2020 Start; Ongoing
Integrate a fully functional CRM to communicate from point of inquiry to enrollment	Dean of Enrollment Management/Director of IT	Increased enrollment of all populations to target %	Fall 2024 Start; Ongoing

Strategy 3c	Develop Short-term Marketing Campaigns to build awareness for existing KKC programs and New initiatives.		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Using Workforce Equity grant funds, build awareness through print digital and social media promotional collateral highlighting the benefit of pursuing Workforce programs in Construction, HVAC, Automotive and IT related programs.	WEI Taskforce/Dean of Enrollment Management/Marketing	Increase traffic to the KKC website to increase enrollment of CTE programs to targeted %.	Fall 2020 Start; Ongoing
Develop new awareness campaign and press release for New Center of Excellence and New IT Innovation Hub	CECA Taskforce/IT Hub Taskforce/ WEI Taskforce/President	Increase awareness of cultural and academic opportunities on campus for the community	Spring 2021 Start; Ongoing
Build a digital awareness campaign via email to prospects who have not enrolled for past two years at KKC.	Dean of Enrollment Management/Marketing	Increased enrollment of all populations to target %	Spring 2021 Start; Ongoing

Tactics/Activities	Accountable Unit	Assessment	Timeline
Have an annual short-term, multi-platform awareness campaign building awareness of existing KKC programs via print, web, and social media platforms	Dean of Enrollment Management/Marketing	Increased enrollment of all populations to target %	Fall 2020 Start; Ongoing

Strategy 3d	Develop campus-level social media marketing strategy for both CTE and Credit programs.		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Outline annual social media calendar with corresponding content to build out a transparent Social Marketing strategy.	Dean of Enrollment Management/Marketing	Increased enrollment of all populations to target %	Summer 2020 Start; Ongoing
Manage analytics to support the efficacy of this strategy to increase student engagement.-	Dean of Enrollment Management/Marketing	Increased enrollment of all populations to target %	Fall 2020 Start; Ongoing
Integrate social media plan into the marketing and recruitment plan for continuity.	Dean of Enrollment Management/Marketing	Increased enrollment of all populations to target %	Spring 2021 Start; Ongoing

GOAL 4 Cultivate & Leverage Partnerships

Equity Objective: Identify relevant stakeholders to collaborate and collaborate with to reduce and eliminate gaps for students of color.

Strategy 4a	Develop strategic partnerships with industry and corporate stakeholders		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Create new and evaluate existing advisory boards to support Centers of Excellence and academic hubs that include WCHI, DTI, CECA, and IT Innovation hub.	Administrative Leadership (President's Cabinet) and relevant taskforce members from WCHI, CECA, IT, & WEI.	Increased enrollment of all populations/Increase relevant corporate partnerships	Summer 2020 Start; Ongoing
Increase experiential learning options for KKC students with DuSable Museum, Cinespace Studios, Goodman Theatre, Hyatt Black and FEMA to name a few partners.	Administrative Leadership (President's Cabinet) and relevant taskforce members from WCHI, CECA, IT, & WEI.	Increased Placement opportunities/Increase in fall to fall persistence of part-time and full-time students of color	Fall 2021 Start; Ongoing
Expand partnership opportunities for professional development incubator space and for utilization of our performance arts spaces.	Administrative Leadership (President's Cabinet) and relevant taskforce members from CECA.	Increased enrollment of all populations to target %	Fall 2021 Start; Ongoing

Strategy 4b	Increase partnerships with relevant social service organizations that can deliver wrap-around services for KKC students.		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Expand Intentional Partnership with CPS Parent University help parents to become more empowered through intentional workshops on campus	Administrative Leadership (President's Cabinet)/Dean of Enrollment Management and relevant KKC campus stakeholders	Increased enrollment of all populations to target %	Spring 2021 Start; Ongoing
Develop intentional partnership with A Safe Haven for homelessness, Kennedy Forum for mental health and Metropolitan Family Services for financial sustainability and Lift Chicago to support students who are parents.	Administrative Leadership (President's Cabinet) and relevant KKC campus stakeholders.	Increase retention and completion through reducing social economic enrollment barriers	Fall 2020 Start; Ongoing

Tactics/Activities	Accountable Unit	Assessment	Timeline
Integrate "Ways to Pay" promotion into enrollment cadence for new and returning current students. Integrate ECMC tools within student enrollment experience to assist with literacy.	Enrollment Management; Recruitment/Testing/Financial Aid	Increased enrollment of all populations to target %/Increased fall to fall persistence rate	Fall 2020 Start; Ongoing

Strategy 4c	Develop a KKC Community Advisory Committee (CAC)		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Establish membership and meetings for the KKC CAC to gain advice from community members on strategic plans for the College.	Administrative Leadership (President's Cabinet)/KKC CAC Taskforce	Increased brand awareness through community brand management/increase net promoter score	Fall 2020 Start; Ongoing
Develop a cadence of meeting topics and issues to address collectively.	Administrative Leadership (President's Cabinet)/KKC CAC Taskforce	Increased brand awareness through community brand management/increase net promoter score	Fall 2020 Start; Ongoing
Mobilize KKC CAC as a strategic force for change within Englewood and throughout the Southside.	Administrative Leadership (President's Cabinet)/KKC CAC Taskforce	Increased brand awareness through community brand management/increase net promoter score	Spring 2021 Start; Ongoing

GOAL 5 Equity & Inclusion

Equity Objective: Identify areas of gaps in services support and engagement for students of color and create integrated plan to reduce and eliminate gaps.

Strategy 5a	Develop robust Customer Service Standards that boost student experiences across all service areas		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Develop campus wide service model that promotes quality service and staff accountability to our campus community.	Administrative Leadership (President's Cabinet) and relevant Department Heads	Increase Net Promoter score for students and staff/Increased CCSSE Survey for Engagement/	Fall 2020 Start; Ongoing
Implement a campus-wide training for all staff on an annual basis to assure continuous improvement in our service standard.	Administrative Leadership (President's Cabinet) and relevant Department Heads		Fall 2020 Start; Ongoing
Establish an employee recognition program that acknowledges staff who are delivering "Wow" Service to our campus community.	Administrative Leadership (President's Cabinet) and relevant Department Heads		Spring 2021 Start; Ongoing
Strategy 5b	Develop financial literacy workshops that assist students with completing the FAFSA		
Tactics/Activities	**Accountable Unit**	**Assessment**	**Timeline**
Create training tools for staff to support students at all service departments with answers to Frequently Asked Questions (FAQ's).	Enrollment Management; Financial Aid/Recruitment/Admissions	Increase Net Promoter score for students and staff/Increased CCSSE Survey for Engagement/	Fall 2020 Start; Ongoing
Develop quarterly FAFSA workshops supported by tele counseling initiatives to new and returning students to encourage completion of the FAFSA.	Enrollment Management; Financial Aid/Recruitment/Admissions	Increase retention and completion through reducing social economic enrollment barriers	Spring 2020 Start; Ongoing

Tactics/Activities	Accountable Unit	Assessment	Timeline
Integrate ECMC Project Success tools into regular enrollment cadence for new and returning students to support financial literacy.	Enrollment Management; Recruitment/Testing/Financial Aid	Increased enrollment of all populations to target %/Increased fall to fall persistence rate	Fall 2020 Start; Ongoing

Strategy 5c	Increase outreach to special population students to learn more about options for enrollment.

Tactics/Activities	Accountable Unit	Assessment	Timeline
Establish intentional recruitment for 1st Generation, LatinX, Minority Males, Justice Involved Youth and Veterans.	Enrollment Management; Recruitment	Increased enrollment of all populations to target %	Fall 2020 Start; Ongoing
Mobilize recruitment efforts to special populations who have non-traditional paths to college.	Enrollment Management; Recruitment	Increased enrollment of all populations to target %	Fall 2020 Start; Ongoing
Develop feeder organizations, partnerships and pipelines for special population students.	Enrollment Management; Recruitment	Increased enrollment of all populations to target %	Spring 2021 Start; Ongoing

Strategy 5d	Increase Academic Support and Engagement to special population students.

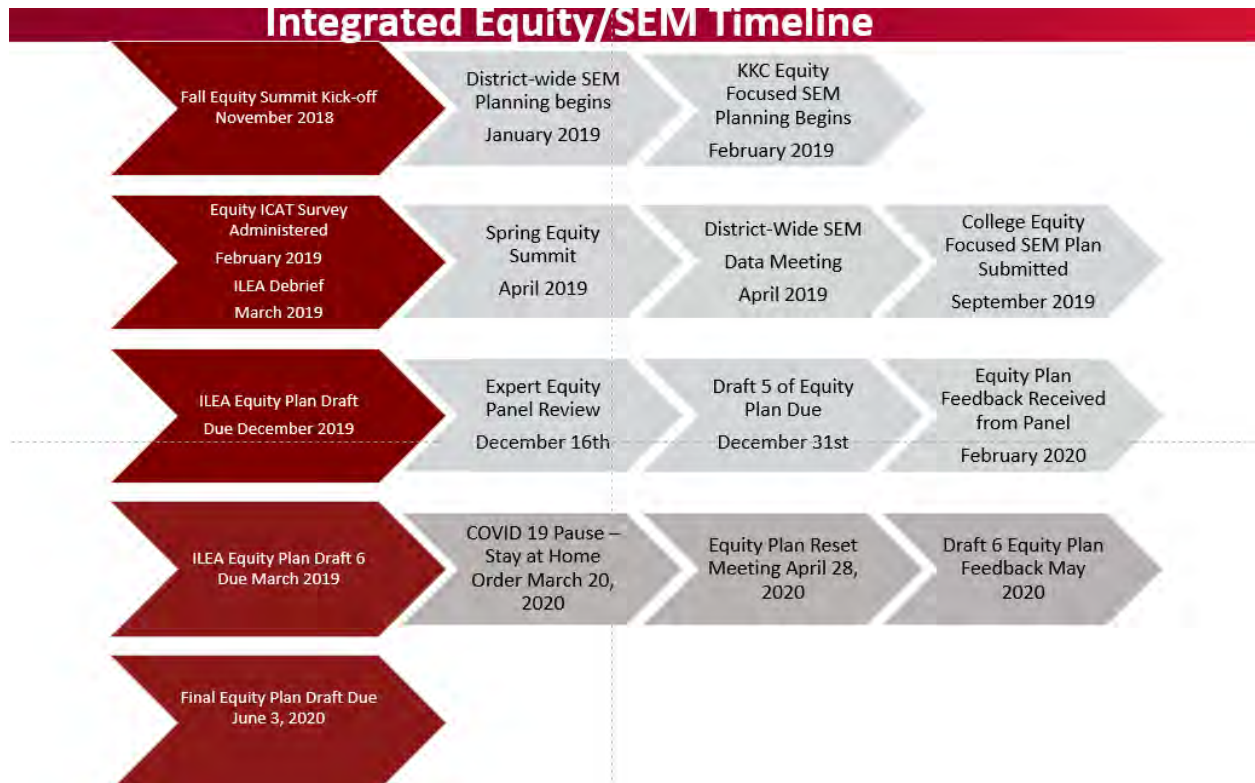| Tactics/Activities	Accountable Unit	Assessment	Timeline
Increase individual academic tutoring for gateway courses for targeted populations.	Student Services/Academic Affairs	Increased Retention/Increased Credit Hour Production and Increased Gateway course completion	Summer 2020 Start; Ongoing
Develop a LatinX Outreach Coordinator to support the growing targeted population.	Student Services; Academic Advising, Student Activities/ DAC Center	Increased Retention/Increased Credit Hour Production	Summer 2022 Start; Ongoing
Develop engagement opportunities for KKC's mostly female and part-time population	Student Services; Academic Advising/Student Activities/	Increased Retention/Increased Credit Hour Production	Fall 2020 Start; Ongoing
Develop engagement opportunities for KKC's students who are parents.	Student services/Academic Advising/Student Activities/Athletics	Increased Retention/Increased Credit Hour Production	Fall 2020 Start; Ongoing

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Strategy #1a	Reallocation of existing funding to leverage the support of First Year Experience (FYE)	Redirect 5% of existing Enrollment Management Budget to support FYE program development.	Target portion of any new base operating fund to sustain plan
Strategy #1b	No new resources are needed to develop this initiative	N/A	Establishing and sustaining a male success initiative will need to have the support of Student Services, Academic Affairs, and Enrollment Management to target and direct students appropriately. This initiative will also need the support of SGA for activities and programming.
Strategy #1c	No resources are needed.		Greater Chicago Food Depository provides food and supplies, and Student Services support the staffing of the pantry
Strategy #1d	No budget implications for this strategy	N/A	Resources needed can be supported through the work-study program.
Strategy #1e	No budget implications for this strategy	N/A	This is a train-the-trainer model (no new resources will be needed to sustain this strategy)

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Strategy #2a	No budget implications for this strategy	Existing	This strategy will be absorbed into regular functions of Enrollment Management
Strategy #2b	Utilize Marketing Budget from EWI Grant to promote DTI programs	New	This strategy will be funded by the EWI Marketing budget, and some of the efforts will outlive the grant for longer-term promotional efforts.
Strategy #2c	There will be a need to make a budget request to launch phases of this initiative	New	This strategy will require some new resources to upgrade and maintain CECA studio equipment.
Strategy #2d	There will be a need to make a budget request to launch phases of this initiative	New	This strategy will require some new resources to build out and maintain IT Hub equipment.

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Strategy #3a	Reallocation of existing funding to leverage support of marketing efforts	Existing	Target portion of any new base operating fund to sustain the plan.
Strategy #3b	No budget implications for this strategy	Existing	This strategy will be absorbed into regular functions of Enrollment Management
Strategy #3c	No budget implications for this strategy	Existing	This strategy will be absorbed into regular functions of Enrollment Management
Strategy #3d	No budget implications for this strategy	Existing	This strategy will be absorbed into regular functions of Enrollment Management
Institutional Strategy	**Budget Implications**	**Revenue Source (New/Existing)**	**Sustainability Plan**
Strategy #4a	No budget implications for this strategy	Existing	This strategy will be absorbed into regular College Priorities.
Strategy #4b	No budget implications for this strategy	Existing	This strategy will be absorbed into regular College Priorities.
Strategy #4c	No budget implications for this strategy	Existing	This strategy will be absorbed into regular College Priorities.
Institutional Strategy	**Budget Implications**	**Revenue Source (New/Existing)**	**Sustainability Plan**
Strategy #5a	Reallocation of existing funding to leverage training.	Existing	This strategy will be absorbed into regular functions strategic priorities of the college.
Strategy #5b	No budget implications for this strategy	Existing	This strategy will be absorbed into regular College Priorities.
Strategy #5c	No budget implications for this strategy	Existing	This strategy will be absorbed into regular functions of Enrollment Management
Strategy #5d	Reallocation of existing resources to fund the creation of a Latinx outreach coordinator	Existing	Target portion of any new base operating fund to sustain the plan.

7. Timeline

Integrated Equity/SEM Timeline

Fall Equity Summit Kick-off
November 2018

District-wide SEM Planning begins
January 2019

KKC Equity Focused SEM Planning Begins
February 2019

Equity ICAT Survey Administered
February 2019
ILEA Debrief
March 2019

Spring Equity Summit
April 2019

District-Wide SEM Data Meeting
April 2019

College Equity Focused SEM Plan Submitted
September 2019

ILEA Equity Plan Draft
Due December 2019

Expert Equity Panel Review
December 16th

Draft 5 of Equity Plan Due
December 31st

Equity Plan Feedback Received from Panel
February 2020

ILEA Equity Plan Draft 6
Due March 2019

COVID 19 Pause – Stay at Home Order March 20, 2020

Equity Plan Reset Meeting April 28, 2020

Draft 6 Equity Plan Feedback May 2020

Final Equity Plan Draft Due
June 3, 2020

8. ILEA Team

ILEA Equity Core Team (ECT)	
Dr. Eddie Phillips *	Vice President for Academic Affairs
Tonishea Terry-Jackson*	Dean of Enrollment Management
Shandria Holmes	Director of Academic Success
Patrick Gipson	Director of Strategic Initiatives
Christian Collins	Vice Chancellor for Institutional Effectiveness
ILEA Leadership Team	
Dr. Gregory Thomas *	President of Kennedy-King College
Dr. Zalika Landrum	Associate Dean of Academic Advising
Dr. Enid Wells	Professor
Kyatonia Reeves	Assistant Professor
Key Campus Leaders Consulted for Equity Plan Development	
Members of KKC Cabinet	
Baha Awadallah	Executive Director - Business Operations
Lucretzia Jamison	Dean- Dawson Technical Institute
Darby Johnsen	Dean-Instruction
Dr. Jason Lafferty	Dean- Washburne Culinary Institute

❖ Represents member of KKC Cabinet in addition to ILEA ECT Team

Members of KKC SEMPAC	
Abe Thompson, Operations Director-WKKC, Instructor	Kira Humphrey, College Recruiter
Anthony Stoll, Tutor	Kenyon Douglass, Director - Transfer Center
Ashleigh Ballard, Director - Financial Aid,	Leslie Jones, College Administrative Assistant
Christine Basco, Manager- IT,	Lisa Cockerham, Project Director DTI
Daniel Forbes, Tutor - Academic Support	Michael Crawford, Dean, Student Services Michael Johns, Director-Student Activities
Dr. Enid Wells, Asst. Professor, Media Communications	Renodder Holder-Brown, Perkins Coordinator
Falechia Turman, Instructor/Lecturer	Robert Graham, Director - Auxiliary Services
Dr. Gene Smith, Asst. Professor, Music	Rolondo Chacon, College Advisor
Giano Cromley, Asst. Professor, English	Tanisha Earwin, Early College Coordinator
Dr. Henry Horace, Dean-Adult Education	Warren Edwards, College Advisor
Jacqueline Graham- Sylvestal, Asst. Professor Dr. Jacqueline Hester, Director – Community Education	Melissa Champs, Director - Admissions and Recruitment
Lonnie Washington, Director of IT Melvin Allen, AV C - Enrollment Management	Nathaniel Ward, Community Affairs Liaison
Monique Harvey- Student Government Vice President '18-19	Vashon Jordan Jr. – KKC STAR Scholar Ambassador
Glenda Flores- KKC STAR Scholar Ambassador	Lyne Baimey- KKC STAR Scholar Ambassador

9. Glossary

Cohort – A way of grouping students to compare across a number of access, performance, persistence, and completion indicators. In the Excel file that accompanies these documents and is used to set disaggregated early momentum and degree completion targets in service of eliminating gaps among target student groups, cohort refers to when students entered the college/university (e.g. Fall 2019 cohort is the student group that entered the institution in the fall of 2019). Secondarily, we also refer to the ILEA cohort as the group of 25 member colleges and universities.

Completion Gap – The difference in college completion rates between student groups at the same college or university. ILEA is focused on the completion gap between African-American and White students, Latinx and White students, and low-income and higher income students (as indicated by Pell receipt).

Equity – A campus culture and environment in which every student receives the supports they need to complete their degree equitably and in a timely manner when compared to their peer in other racial or socioeconomic groups. PCC is interested in supporting ILEA cohort

members as they refine how they support African-American, Latinx, and low-income students on their campuses. This can include redesigning existing supports, creating new supports and eliminating seen and unseen barriers for student success.

Equity Plan – A roadmap that outlines how each ILEA cohort member plans to close gaps in degree attainment for low-income, African-American, and Latinx **students.** The ILEA Equity Plan will describe how each cohort member plans to close gaps in degree attainment for the target student groups.

Graduation Rate – The percentage of students that complete their degree. For students enrolled in community college, completing their degree in 2 years is 100% time and completing their degree in 3 years is 150% time. For students enrolled in a four-year institution, completing their degree in 4 years is 100% time and completing their degree in 6 years is 150% time. There are specific time to degree periods for analysis, goal setting, and reporting within the Equity Plan for different target populations (e.g. entering freshmen, transfer students, part-time students.

Illinois Equity in Attainment (ILEA) – A Partnership for College Completion (PCC) initiative that aims to close gaps in degree attainment among different racial and socioeconomic groups at 25 two-year and four-year public and private non-profit colleges and universities in the state of Illinois. We aim to accomplish this goal by supporting, convening, and providing targeted resources, training, and support to the 25 ILEA cohort members, and facilitating the process of developing and executing on a campus-wide equity plan.

Lagging Indicator – A metric that represents the measurement of a specific output over time. For ILEA, an example of a lagging indicator is a graduation rate, by time to degree and particular student population. Graduation rates are our ultimate goal
Leading Indicator – A metric that has evidence of being a predictor of a specific outcome. A leading indicator is often referred to as an early momentum indicator. We are interested in tracking a set of metrics that have evidence of predicting degree completion and measuring progress toward that goal. For community colleges, these metrics include credits accumulated first fall, credits accumulated first year, gateway course completion, and fall one to fall two persistence. For 4-year universities, these metrics include credits accumulated first fall, credits accumulated first year, gateway course completion in year 1, fall 1 to fall 2 persistence, credits accumulated by end of second year, and fall 2 to fall 3 persistence.
Institutional Strategy – A reform strategy that affects at least 50% of the total targeted student population that it aims to serve. For ILEA, we are interested in implementing institutional strategies we believe they have the requisite scale to significantly impact equity in degree completion.

150% Time – Refers to students' time to degree. 150% time refers to the percentage of students that complete their degree within three years for associate degree seekers and within six years for bachelor's degree seekers.

10. Appendix

10a: KKC SEMPAC List of Meetings

January

- **1.23.19**
  CCC District-Wide Strategic Enrollment Management Kick-Off Meeting

February

2.15.19 1:00pm-3:30pm

KKC SEMPAC Kickoff Meeting
- ✓ SEM 101, History of SEM
- ✓ Understanding Data Bias
- ✓ Defining our Urgency for SEM
- ✓ Campus SWOT

2.22.19 9:30am-11:00am

Meeting 2 KKC SEMPAC
- ✓ Defining our Framework: Loss and Momentum
- ✓ Enrollment Funnel 101
- ✓ Campus SWOT Deep Dive

March

3.8.19 9:30am-11:00am

Meeting 3 KKC SEMPAC
- ✓ SWOT "Deep Dive" Activity
- ✓ Ranking of SWOT Themes
- ✓ Internal Pairing SO and WO
- ✓ Review 10 year Credit Enrollment Demographic Trend

3.15.19 9:30am-11:00am

Meeting 4 KKC SEMPAC
- ✓ Overview of Adult Education
- ✓ Overview of Continuing Education
- ✓ (Review 10-year Enrollment Demographics Trend for Adult and Continuing Education

3.22.19 3:00pm-5:00pm

Meeting 5 KKC SEMPAC
- ✓ SEM Review Kahoot Activity #1
- ✓ Overview of Academic Focus Areas
- ✓ Explaining Degree Options
- ✓ Difference between Academic Plans and Academic Programs
- ✓ Review Enrollment by Focus Area

3.29.19 3:00pm-5:00pm

Meeting 6 KKC SEMPAC
- ✓ SEM Review Kahoot Activity #2
- ✓ Continued Review Enrollment by Focus Area
- ✓ Review of Course Success Data by highest enrolled courses

April

4.12.19 9:00am-4:00pm

CCC District-Wide Strategic Enrollment Management Meeting
- ✓ Environmental Scan Data

4.26.19 9:30am-11:00am

Meeting 6 KKC SEMPAC
- ✓ SEM Review Kahoot Activity #3
- ✓ Environmental Scan Data Review
- ✓ Group Data Activity
  - o Identify major data trends
  - o What opportunities exist?
  - o What can we do?

May

5.10.19 9:30am-12:00pm

Meeting 8 KKC SEMPAC
- ✓ SEM Review Kahoot Activity #4
- ✓ Course Success Data Review
- ✓ Review Retention Data
  - o 3yr Cohort Success

5.17.19 9:30am-12:00pm

Meeting 9 KKC SEMPAC
- ✓ SEM Review Kahoot Activity #5
- ✓ Continued Success Data Review
  - o 3yr Cohort Success
- ✓ Student Satisfaction Data Overview
  - o CSSE
  - o Value Proposition Data

5.31.19 9:30am-12:00pm

Meeting 10 KKC SEMPAC
- ✓ SEM Review Kahoot Activity #6
- ✓ Student Focus Group Research Review
- ✓ Review Top Ranked SWOT
- ✓ Preliminary Goal Setting

June

6.7.19 9:30am-12:00pm

Final Meeting KKC SEMPAC
- ✓ SEM Review Kahoot Activity #7
- ✓ SEMPAC Reflection + Notables
- ✓ Final Goal Setting

July

Writing Period

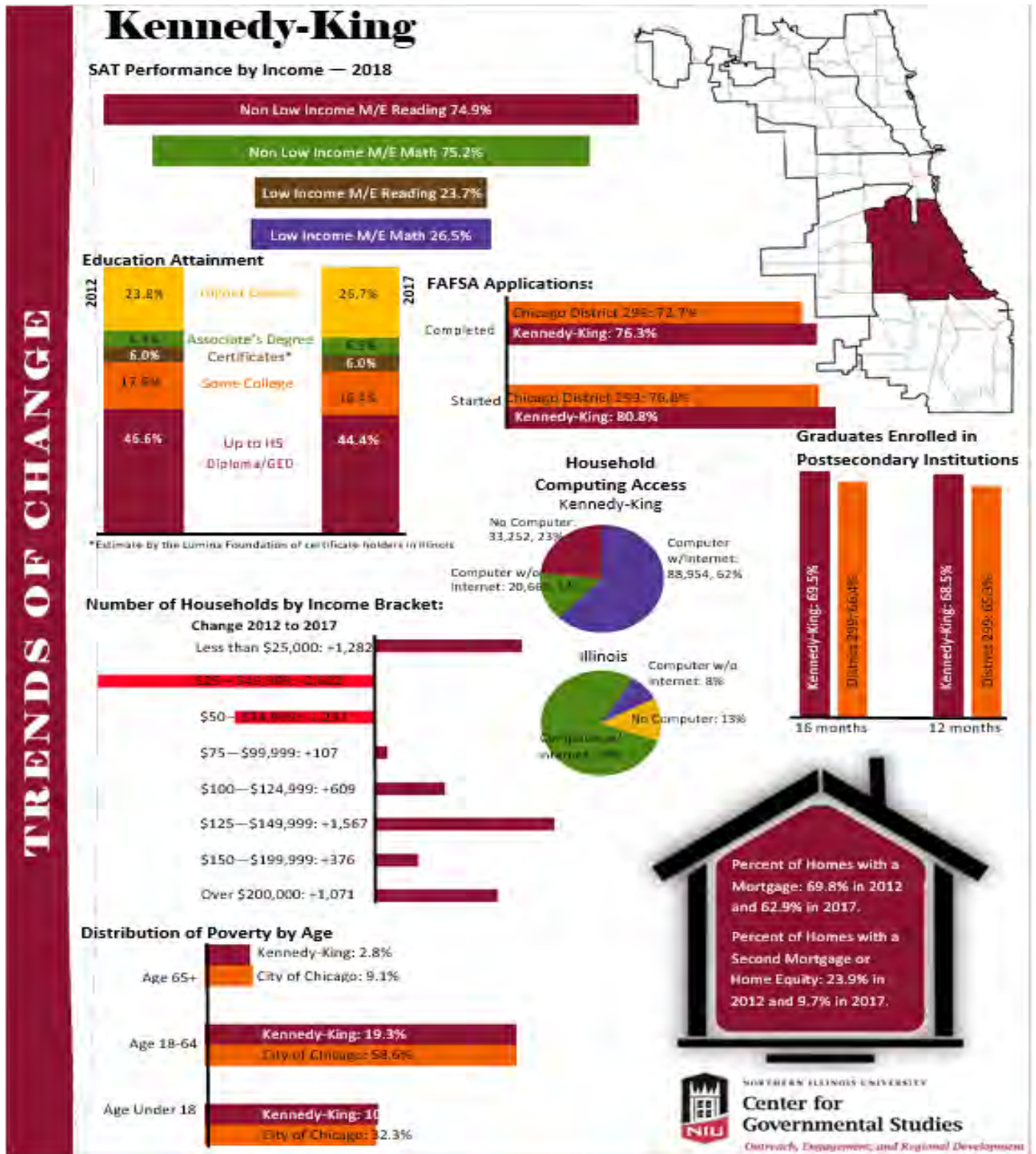**August**

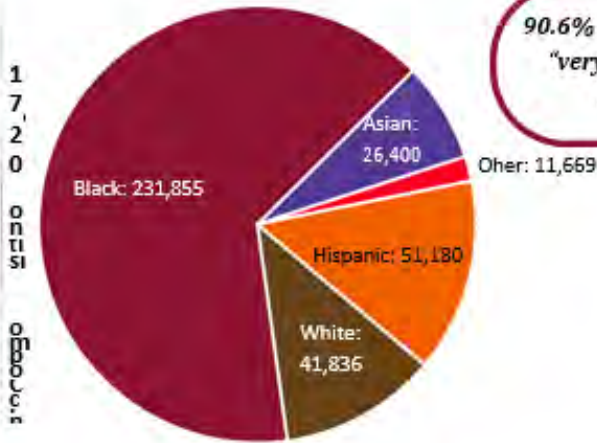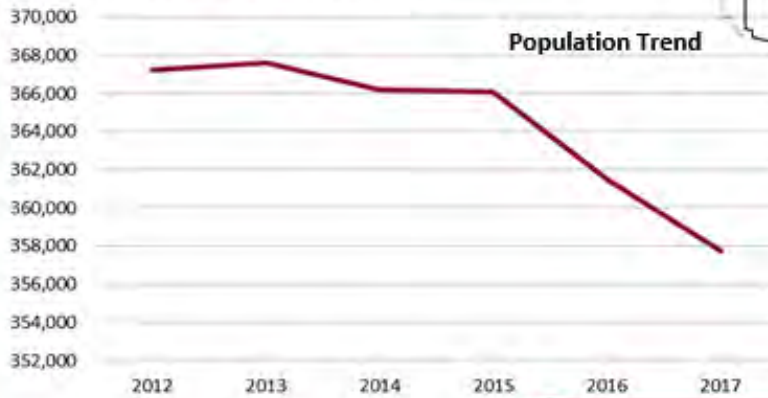**Final SEM Plan Submitted**

10b: KKC SWOT Analysis Results

KKC Issues Identified during Campus SWOT Analysis				
• Lack of KKC Marketing Plan. • Physical facilities (appearance, signage) • Market the benefits of attending KKC to the community. • Better serve the adult student population and market to them • Communication and marketing to district employers in need of credential and professional enhancement • Training needs of district employers • Workforce development opportunities • Recruitment and outreach to the growing Latinx community • Customer relations technology • Marketing deficiencies including but not limited to the website is not easily navigable, advertising not visible in the city, etc. • Collaboration across campus and within the City Colleges ecosystem needs to be improved.	• Develop new high demand programs • Market the benefits of attending KKC to high schools • Enhance outreach to adult student populations and market to them • Increase KKC yield of high school graduates • Form partnerships with businesses to develop joint programs • Develop partnerships with high schools to create joint programs • Form partnerships with community groups, non- profits, churches, etc. to develop joint programs to meet community needs • Training needs of district employers • Recruitment and outreach to the growing Latino community • Create transition/matriculation of Adult Ed and Continuing Education non-credit students • Improve the non-credit registration process • Offer more late start courses • Enhance online courses and program offerings	• Review advising office structure • Assist students with financial challenges • Make better use of scholarships and the CCC Foundation • College-wide strategy and service standards to improve the quality of student interactions • Additional support for students with non-cognitive challenges • KKC enhance Developmental ED program • Offer flexible course delivery options to meet the needs of part-time and adult students • Support further education of students who receive certificates • Improve Student Life Activities • Need a campus bookstore/spirit store. • Improve business procedures and process flows. • Address issues of trauma with more support and referral services for students. • □	• Determine why students drop courses • Expand/re-envision Student Career Services office • Review advising office structure • Physical facilities (appearance, signage, etc.) • Student success in high-enrolled, high- impact courses • Professional development and support for faculty and Staff • Assist students with financial challenges • Better serve the adult student population and market to them • College-wide strategy and service standards to improve the quality of student interactions • Provide additional support for first-year students • Student concern that they do not know early in the term if they are doing poorly in a course • Support further education of students who receive certificates	• Expand/re- envision Student Career Services office • Assist students with financial challenges • Review advising office structure • Increase the utilization of severely under-utilized facilities on campus. • Expand Student Ambassador Program. • Expand food pantry options for our students and communities to address issues of food insecurities and homelessness among students.

Kennedy-King

TRENDS OF CHANGE

SAT Performance by Income — 2018

Non Low Income M/E Reading 74.9%

Non Low Income M/E Math 75.2%

Low Income M/E Reading 23.7%

Low Income M/E Math 26.5%

Education Attainment

2012 / 2017

	2012	2017
Diploma*	23.8%	26.7%
Associate's Degree	6.1%	6.3%
Certificates*	6.0%	6.0%
Some College	17.6%	16.1%
Up to HS Diploma/GED	46.6%	44.4%

*Estimate by the Lumina Foundation of certificate-holders in Illinois

Number of Households by Income Bracket:

Change 2012 to 2017

- Less than $25,000: +1,282
- $25 — $49,999: -2,602
- $50 — $74,999: -1,231
- $75 — $99,999: +107
- $100 — $124,999: +609
- $125 — $149,999: +1,567
- $150 — $199,999: +376
- Over $200,000: +1,071

Distribution of Poverty by Age

Age 65+
- Kennedy-King: 2.8%
- City of Chicago: 9.1%

Age 18-64
- Kennedy-King: 19.3%
- City of Chicago: 58.6%

Age Under 18
- Kennedy-King: 10
- City of Chicago: 32.3%

FAFSA Applications:

Completed
- Chicago District 299: 72.7%
- Kennedy-King: 76.3%

Started
- Chicago District 299: 76.8%
- Kennedy-King: 80.8%

Household Computing Access

Kennedy-King
- No Computer: 33,252, 23%
- Computer w/o Internet: 20,688, 14%
- Computer w/Internet: 88,954, 62%

Illinois
- Computer w/o Internet: 8%
- No Computer: 13%
- Computer w/Internet: ...

Graduates Enrolled in Postsecondary Institutions

16 months
- Kennedy-King: 69.5%
- District 299: 66.4%

12 months
- Kennedy-King: 58.5%
- District 299: 65.3%

Percent of Homes with a Mortgage: 69.8% in 2012 and 62.9% in 2017.

Percent of Homes with a Second Mortgage or Home Equity: 23.9% in 2012 and 9.7% in 2017.

NORTHERN ILLINOIS UNIVERSITY
Center for Governmental Studies
Outreach, Engagement, and Regional Development

Kennedy-King

Population Trend

370,000
368,000
366,000
364,000
362,000
360,000
358,000
356,000
354,000
352,000

2012 2013 2014 2015 2016 2017

17,720 onus ompoccn

90.6% of residents speak English "very well" and 12.0% speak English & Spanish.

Black: 231,855

Asian: 26,400

Oher: 11,669

Hispanic: 51,180

White: 41,836

Racial/Ethnic Change, 2012-17

Other	144
Hispanic	2,239
Asian	5,332
Black -17,106	
White	-87

Population by Age Group—2017

Age Group	Population
Over 85	5,753
Age 80-84	5,899
Age 75-79	8,116
Age 70-74	10,970
Age 65-69	15,997
Age 60-64	20,338
Age 55-59	21,728
Age 50-54	22,214
Age 45-49	20,702
Age 40-44	21,726
Age 35-39	22,857
Age 30-34	26,300
Age 25-29	29,988
Age 20-24	30,197
Age 15-19	25,478
Age 10-14	22,495
Age 5-9	22,273
Under 5	24,737

Citizenship Status

■ 2012 ■ 2017

	U.S. Citizen	Naturalized Citizen	Not a U.S. citizen
2012	86.9%	5.1%	8.1%
2017	88.0%	4.4%	7.6%

50,075 Commute In

104,575 Commute Out

59