



PARKLAND COLLEGE EQUITY PLAN

FY2024 - 2026

**PARKLAND COLLEGE – EQUITY PLAN
FY2024 to FY2026**

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I. Introduction

A. College commitment to diversity, equity, inclusion, and accessibility

1. *Institutional Vision*

At Parkland College, we embrace the values of diversity, equity, inclusion, and accessibility as integral pillars of our academic community. We are committed to creating an environment that allows every individual – students, faculty, and staff – to be respected, valued, and heard.

We value diversity as a community. We recognize that a diverse range of voices and ideas enriches how we engage each other in fulfilling our mission. As an open admissions institution, we welcome all students and actively foster respectful and inclusive learning spaces so that all students regardless of background – race and ethnicity, national origin, family socio-economic status, gender, sexual orientation, accessibility needs and/or prior academic experiences – will experience opportunities to succeed.

We are committed to equity. We want every individual to have the opportunity to thrive and experience their potential at Parkland. But we recognize that students may face barriers that hinder their success, barriers due in part to their identity and background. Thus, to achieve equity in outcomes, we employ a data-driven approach to identify gaps in achievement and barriers to success, and use modifications in policy and practice to mitigate, where possible, obstacles to achievement while intentionally affirming that every student despite the presence of barriers has the potential to learn and succeed.

We practice inclusion by fostering a sense of belonging amongst all who are part of the Parkland community. We want each person to know that they are valued and feel empowered to express ideas and perspectives knowing that their voices will be heard with respect.

We employ accessibility principles as a guide to address physical, technological, and attitudinal issues that limit access to learning and stymie work performance.

Parkland College's commitment to diversity, equity, inclusion, and accessibility goes beyond declarative statements. These values guide our policies, procedures, and processes as we engage the community in learning.

2. *Institutional Statements*

Parkland College's commitment to the values of diversity, equity, inclusion, and accessibility is explicitly expressed in the following publicly posted institutional statements:

a. Mission and Purposes (Policy 1.01)

The mission of Parkland College is to engage the community in learning.

The following purposes are of equal importance in fulfilling the mission of Parkland College:

Serve students by providing

- high-quality and responsive developmental, technical- vocational, transfer, and lifelong educational programs;
- high-quality and responsive support services;
- a climate throughout the college that values and promotes integrity, inquiry, diversity, inclusion, active citizenship, global awareness, and academic freedom;

Serve employees by providing a supportive and responsive work environment;

Serve the larger community by providing services and resources that promote the intellectual, cultural, and economic development of Illinois Community College District 505.

b. Institutional Core Values (Policy 1.02)

As an institution of learning, Parkland College cultivates inquiry, practical application of knowledge, and broad enrichment across our community. The following values are important to the fulfillment of Parkland College's mission to provide programs and services of high quality to our students and community.

- **Honesty and Integrity.** In our daily operations, our classrooms, and all of our interactions, it is essential that we communicate openly, truthfully, and without hypocrisy.
- **Fairness and Just Treatment.** We advocate and strive for respect, equity, and justice in all of our operations and proceedings.
- **Responsibility.** We believe that employees and students are personally and mutually accountable for their actions as they carry out their duties. We understand the need to balance the pursuit of our own well-being with concern for others. Likewise, we understand the importance of balancing personal accountability with graciousness in the acceptance of help from others.
- **Multiculturalism.** We celebrate the diversity in both our community and our world. Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of our people and cultures.
- **Education.** We provide a forum for innovation, critical thinking, open inquiry, and lifelong learning opportunities.
- **Public Trust.** In our efforts to serve the community, we honor the trust placed in us by our citizenry. We also rely on our community to guide and advise us as we continue to serve its needs.

c. Civility statement (Policy 1.02.03)

Our College Core Values of Fair and Just Treatment and Responsibility serve as guide posts for civility. Parkland College is committed to campus wide civility by cultivating a community where the faculty, staff, and students:

- Respect people and property
- Show empathy and tolerance
- Demonstrate concern for and fairness toward others
- Employ critical thinking and patience
- Accept accountability for their own actions

d. Cultural diversity

Parkland College's commitment to cultural diversity entails learning more about and respecting cultures other than our own; emphasizing similarities among cultures and appreciating their differences; sensitizing the faculty, staff, administration, and students to the plurality inherent in the term 'culture'; broadening our own personal definitions of culture; and bridging cultures.

Parkland College will help spread the awareness of cultural diversity to the residents of Illinois Community College District 505 by:

- Respecting the inherent right of all persons to live with dignity and freedom.
- Respecting individual rights of expression.
- Setting a standard for the larger community by promoting sensitivity, communication, and understanding among people with differing beliefs, color, gender, cultures, and backgrounds.
- Encouraging equal opportunity for students, faculty, and staff.
- Providing opportunities (e.g., curriculum development, art exhibits, theatrical presentations, and special events) for increasing our awareness of culture differences and personal lifestyles within our college and within our communities.

e. Equal Education Opportunities (Policies 3.01, 3.02, and 8.26)

Parkland College ensures equal educational opportunities for all students. The college prohibits all forms of discrimination and harassment, including those that violate federal and state laws, or college policy. It will not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, genetic information, gender identity/expression, or sexual orientation in its employment practices or educational programs and activities. It takes appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

f. Equal Employment Opportunity

It is Parkland’s policy, as an Equal Employment Opportunity (EEO) employer, to assure for all persons freedom from discrimination because of race, color, sex, gender, gender expression, national origin, religion, age, veteran status (including Vietnam veteran), marital status, ancestry, disability, or sexual orientation with respect to all aspects of employment, contractual services, and construction of college facilities. Such discrimination threatens the rights, privileges, opportunities, and freedom of all persons, and menaces the institution and foundations of democracy.

II. Data Analysis

A. Institutional Data and Findings

Institutional data are based on the same data sets that are reported to ICCB. Institutional data are, however, more nuanced and informative than state level data. Hence for the purposes of this equity plan, Parkland has chosen to use institutional data.

1. College Student Demographics

based on FY2023 E1 and C1 datasets using IPEDS definition

Chart A.1

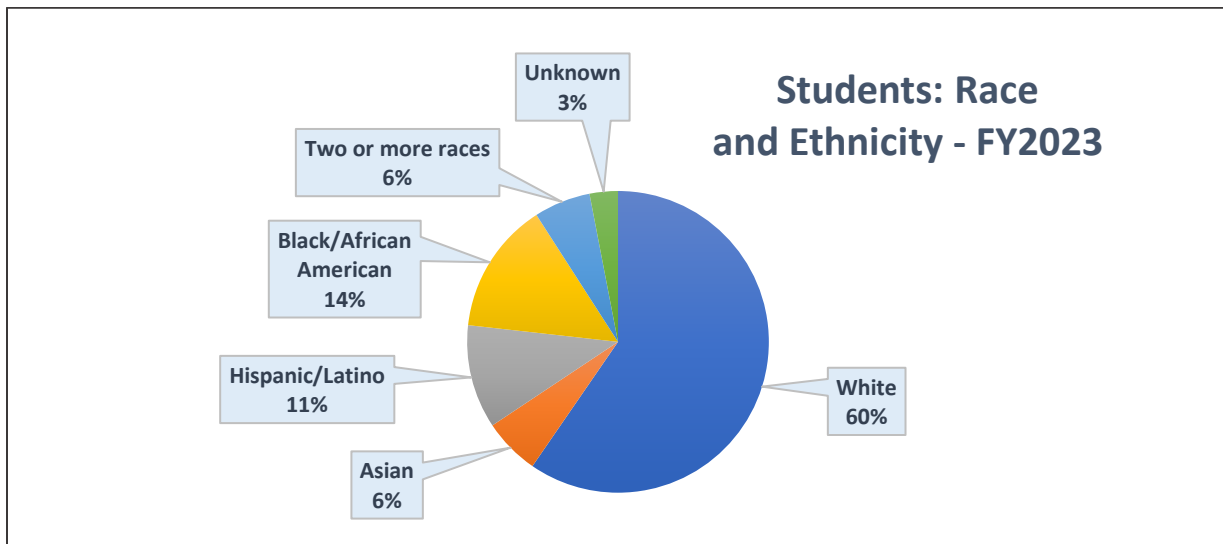
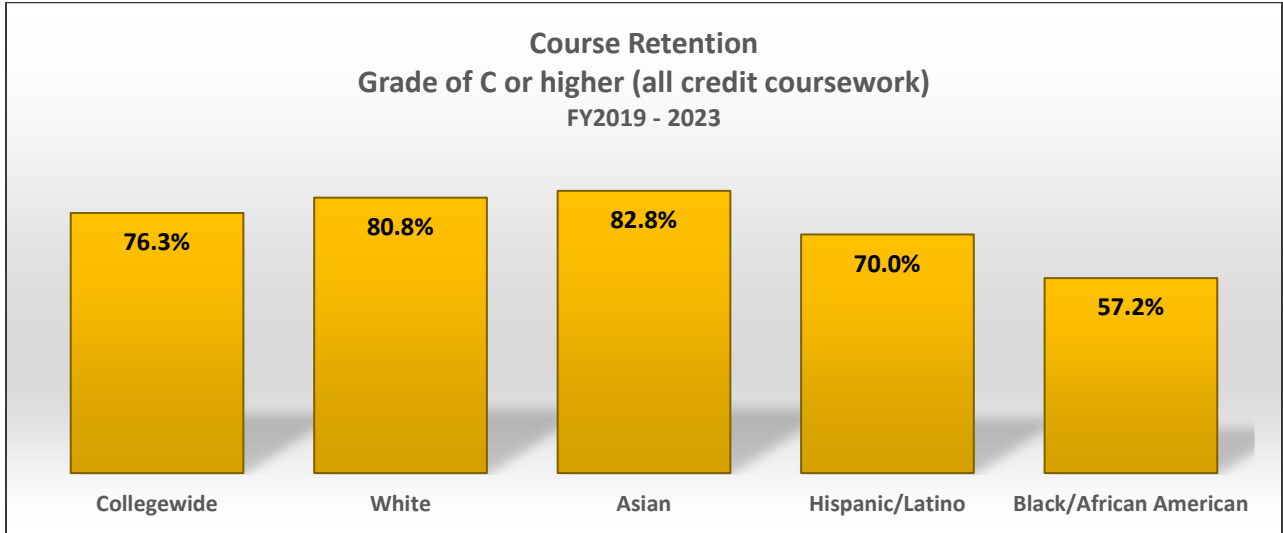


Chart A.1 reflects the race and ethnic distributions of credit students at Parkland College. Student-wise, Parkland is more racially and ethnically diverse than its Community College District 505 of almost 3000 square miles.

2. Course Retention

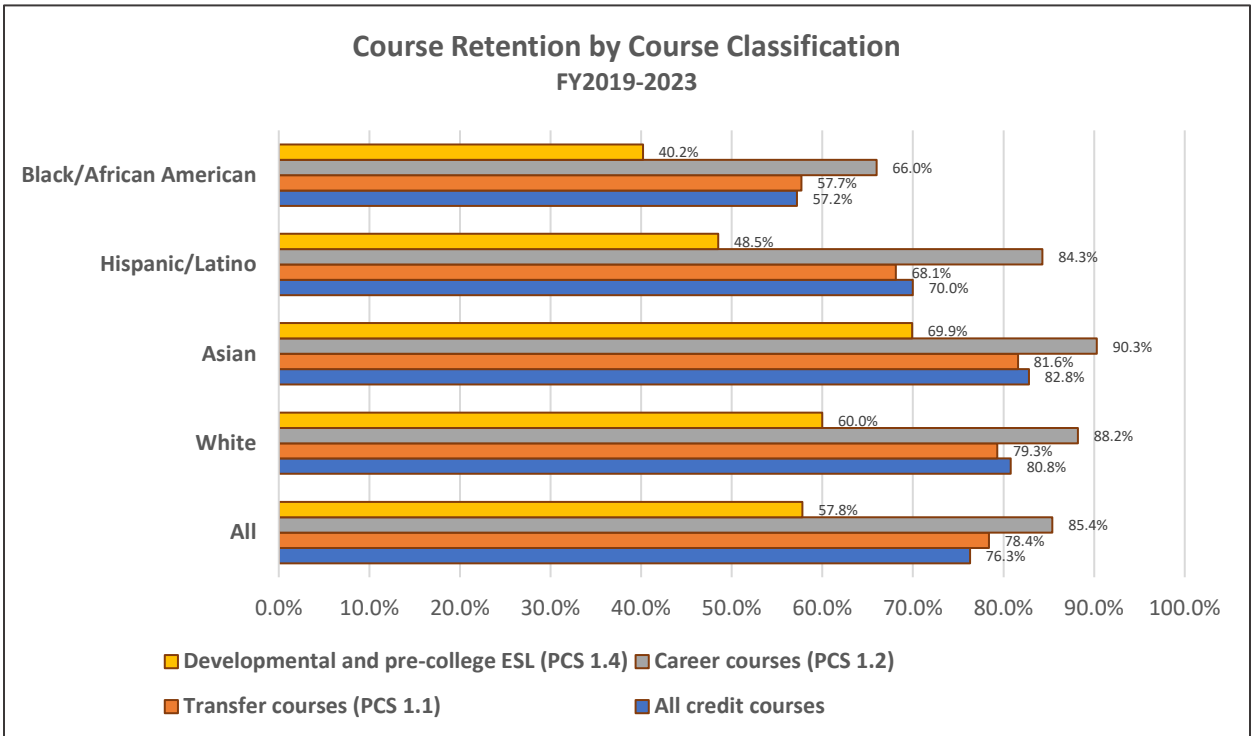
At Parkland College, course retention is measured at the rate students earn a grade of C or higher in attempted coursework.

Chart A.2



The data on course retention in Chart A.2 indicate equity gaps with Black student achievement lagging 19 percentage points and Hispanic/Latino students 6.3 percentage points behind the collegewide average.

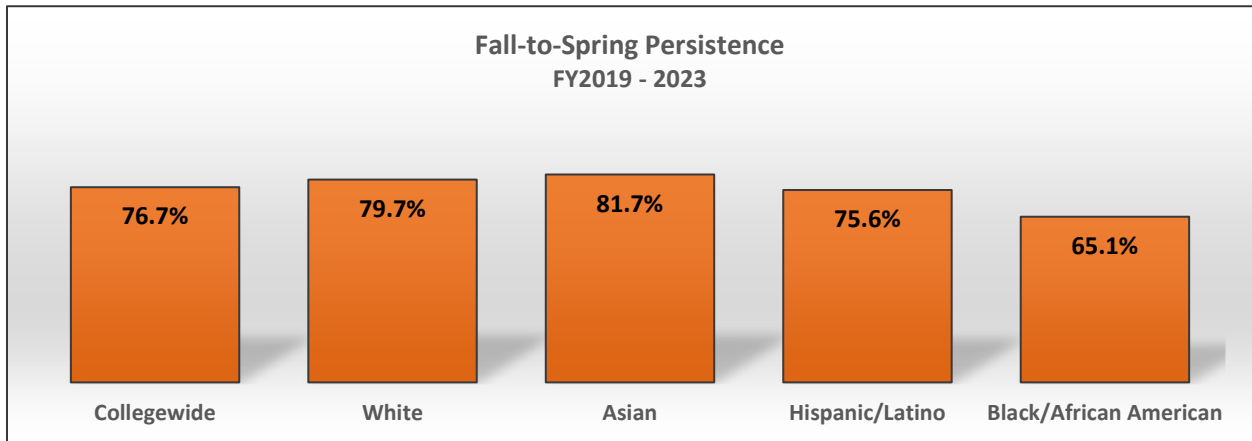
Chart A.3



When course retention data is disaggregated by course classification (Chart A.3), Black and Hispanic students show higher levels of course retention in career courses (PCS 1.2) with course retention rates of 66.0% and 84.3% respectively. Course retention, however, is below the 50% mark for both groups in developmental and pre-college ESL courses.

3. *Persistence – Next Term: Fall-to-Spring*
measuring term-to-term persistence within the same academic year

Chart A.4



4. *Persistence – Year-to-Year: Fall-to-Fall*
based on year-to-year persistence from fall semester in one academic year to fall semester in the following year

Chart A.5

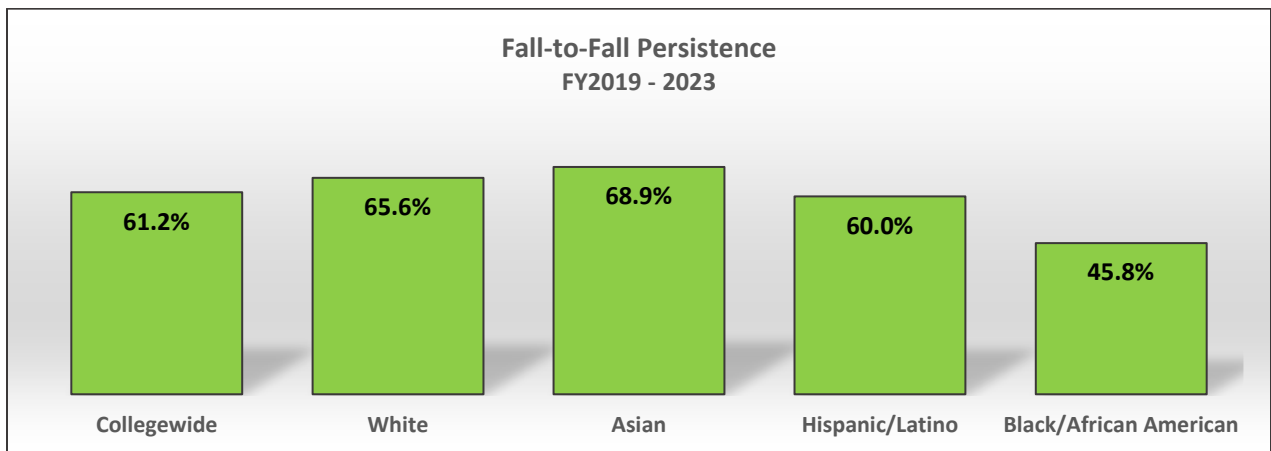
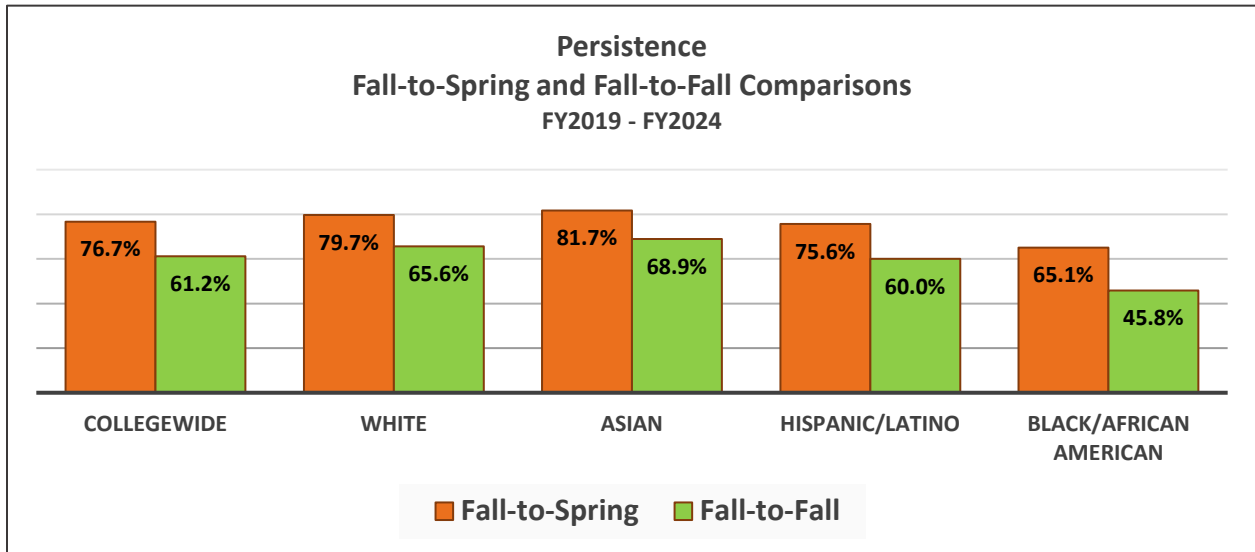


Chart A.6

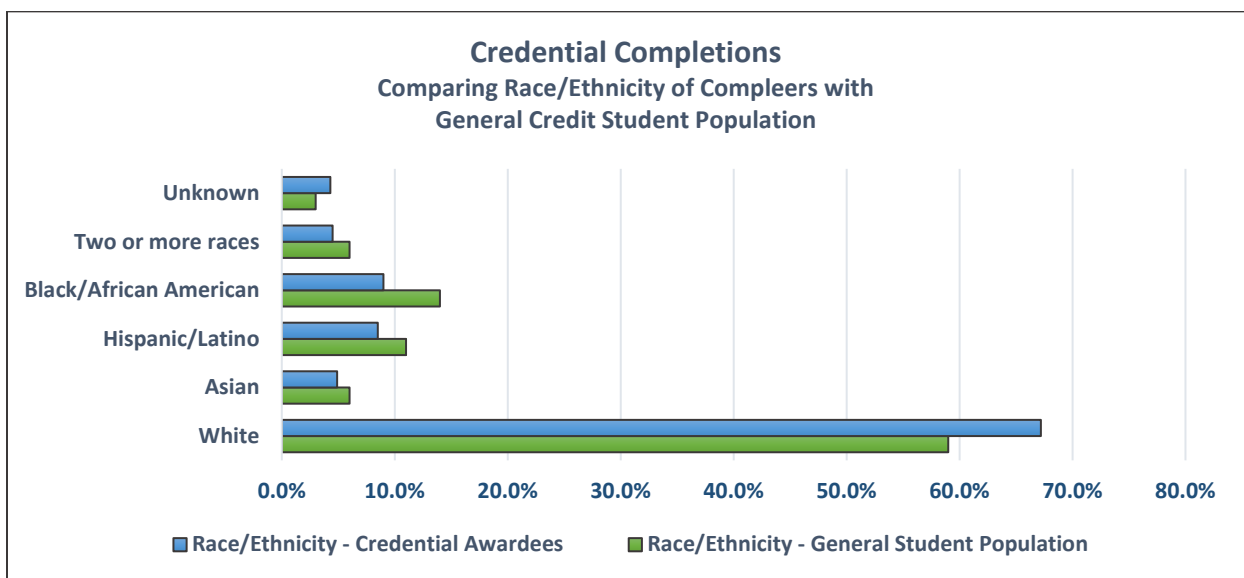


On the one hand, Chart A.4 and Chart A.5 data indicate a clear difference between collegewide persistence rates and those for Black/African American students. On the other hand, Chart A.6 data show that there is near parity between the persistence rates of Hispanic/Latino students and the collegewide average.

5. Completions

From FY2019 to FY2023, Parkland College awarded credentials to 6295 students (unduplicated headcount). This does not include students who successfully transferred without receiving an award from Parkland. Chart A.7 below compares the race/ethnicity of the general student population against the race/ethnicity of credential awardees.

Chart A.7



B. Major Barriers in Policy and Practices and College Responses

Causes for the equity gaps indicated by institutional data can be found, in part, in college policy and practices. Internal college discussions in recent years have identified some major barriers. These barriers and the college's responses are described below.

1. *Traditional Placement Policy and Developmental Education*

Since the mid-1990s, Parkland College has adhered to a strict placement policy of assessing all incoming first-year credit students for college readiness. Test scores on placement tests were used to determine academic readiness in reading, writing, and mathematics. Students deemed not ready for college level coursework were required to take developmental courses in reading, writing, and/or mathematics. These placement policies led to an overrepresentation of Black/Hispanic students in developmental coursework.

Developmental education enrollees generally had lower rates of course retention, persistence on to college level coursework, and credential completion.

College Response: In FY2019, Parkland revised its placement policies to align with ICCB recommendations on using a multiple measures approach. Multiple measures include standardized test scores, institutional placement test scores, high school cumulative GPAs, and/or the completion of an equivalent developmental English or mathematics course while in high school or at another institutionally accredited college or university. Meeting any one of several listed measures allowed for college-level placement in English or mathematics. The revised Placement Manual can be [accessed](#) on the college website. Full implementation of the revised placement policy was delayed until FY2023 due to the pandemic.

2. *Transactional academic advising*

For more than two decades, Parkland required students who had less than 30 earned academic credits to meet with an academic advisor prior to course registration. However, students were not assigned to specific advisors. Advising appointments were largely on a walk-in basis. Students were assigned to any available academic advisor. While this reduced each student's wait time, the student may not meet with an advisor who was familiar with their academic history or academic aspirations. The advising session tended to be transactional, focused primarily on choosing classes for the upcoming semester. Thus, while advising was required for students within their first 30 hours, this did not lead in general to better course pass rates and in-program persistence – and could, in part, account for lower rates of success among underrepresented students.

College Response: The college implemented a new advising model in FY2022 after two years of data review, research, and planning. The new model is based on a case management approach. Every advisor, now designated as an academic success advisor, is assigned to specific academic areas of interest. Every new degree-seeking student is assigned to one academic advisor in their chosen academic pathway. Advisors build relationships with caseload students and encourage them to plan and register early. Advisor familiarity with assigned academic areas also improves quality of advising.

3. *Limited awareness of post-secondary choices and career options*

Many students and their families are unaware of the breadth of post-secondary options provided by Parkland College. Almost 70% of first-time Parkland students opt for transfer pathways to earn a traditional bachelor's degree. However, institutional data indicate a transfer rate of less than 40%. Students especially those from underrepresented communities and who may benefit from and succeed in an applied science track have limited awareness of the opportunities that lead directly to career pathways associated with life-sustaining wages.

College Response: Parkland responded with the launch of [Parkland Career Exploration](#) (PCE). PCE is designed to develop and support ongoing career exploration for students in grades 6 through 12. Its mission is to give students the opportunity to explore a variety of careers and pathways, using hands-on career related activities overseen by faculty with expert knowledge in those areas. These opportunities are offered directly to students and in collaboration with District 505 schools.

PCE comprises two major strategic components: One, summer transition programs; and two, career exploration events for 6th to 8th graders and their families. Both initiatives focus on underrepresented populations, largely first-generation college-going from lower-income communities. In Summer 2023, two college success programs were designed and piloted to assist students in their transition from high school to college with an emphasis on career exploration and college-going know-how. The BEST program, Bridge to Education through a Summer Transition, enrolled 25 students who had graduated high school in SY2023 or who were rising seniors and juniors in high school with an interest in college. The Summer Start program enrolled 26 high school students plus adult education GED students. Students came primarily from [minority-majority high schools](#) in Champaign, Urbana, and Rantoul. Based on reviews of the 2023 pilot version, a re-designed version of Summer Start will be offered in Summer 2024.

During the 2023-2024 academic year, Career Exploration events were offered to provide opportunities for students to experience hands-on labs and equipment related to applied science programs including healthcare, construction, automotive technology, surveying, agriculture, and drones. These events also provide opportunities for parents of students interested in exploring options for a career change.

4. *Need for greater inclusivity in the learning environment including the lack of diversity in full-time faculty and staff hiring*

Parkland is committed to racial and cultural diversity. Its student population is 40 - 42% minority (that is, non-white Caucasian). However, institutional data show that full-time employees in general (Chart B.1) and full-time faculty in particular (Chart B.2) do not reflect the racial and ethnic make-up of the student body. Research indicates that, other things being equal, students tend to do better when they can “see themselves” in the faculty and staff teams.

Chart B.1

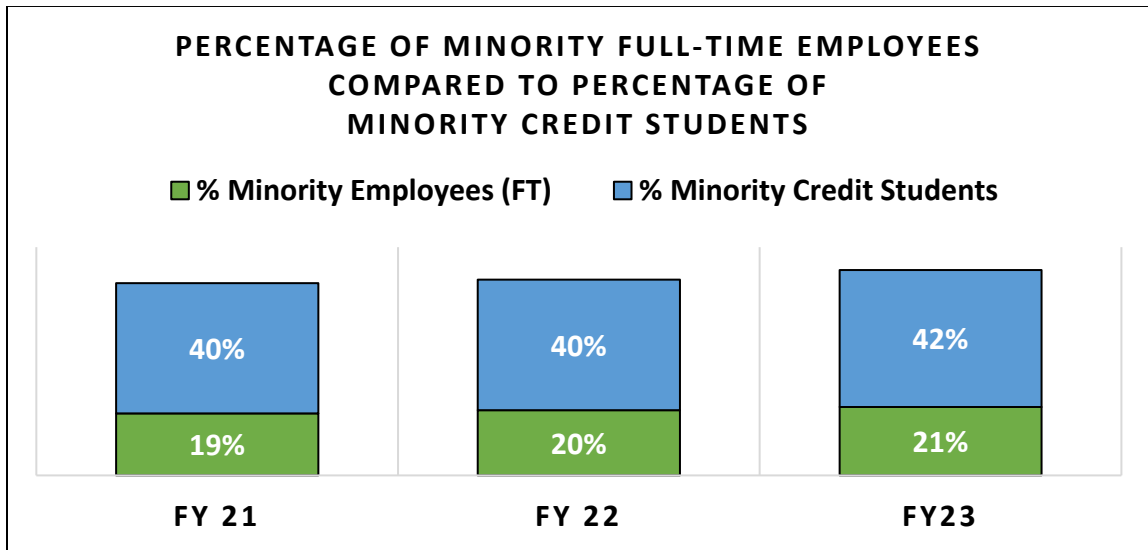
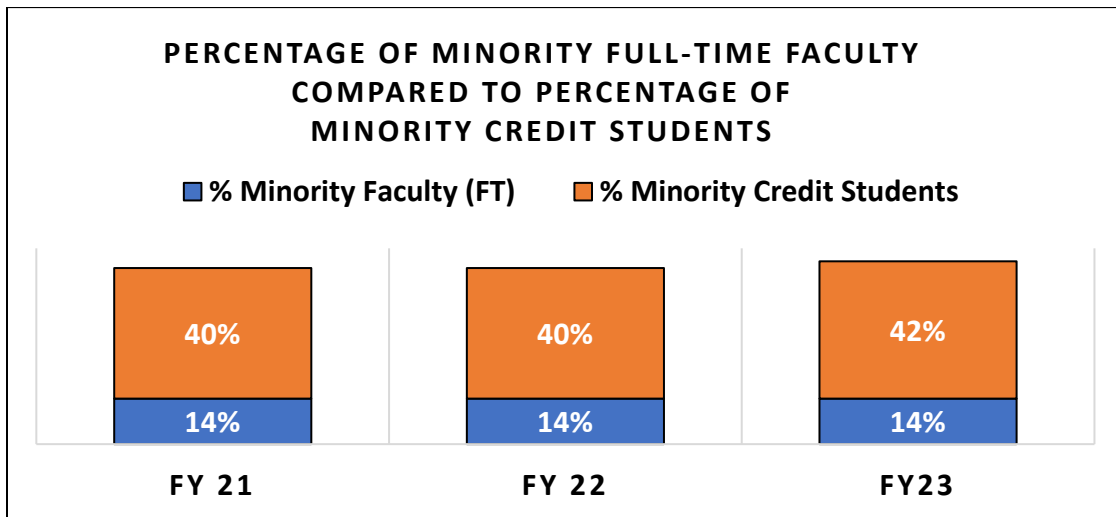


Chart B.2



College Response: In FY2023-2024, Parkland took specific steps to build a more inclusive learning environment to improve student outcomes. The college hired a new full-time faculty as the Inclusive Learning Coordinator to lead this strategic priority. Embedded in this faculty member’s job description is the key function of “acting as a resource to the Vice President for Academic Services, Academic Services Leadership, and faculty search committees in the hiring process to seek colleagues with an understanding of inclusive learning environments and the impact on student accessibility and success.” This faculty member led the initiative to develop and introduce new training and rubric formats to

Parkland faculty and staff involved especially in faculty search processes. Specific elements of the initiative are listed below.

The college under the Vice President for Academic Services' guidance implemented enhancements to the faculty search procedures. The enhancements include the following:

- a. Updated training for search chairs, committee members, and EEO representatives.
- b. Updated training for deans and department managers specific to the use of comprehensive rubrics, the inclusion-based rationale for rubrics, and the use of such rubrics to interrupt implicit bias.
- c. Individualized consultation for creating and editing evaluation materials, including rubrics.

New components of the search process, including related documents, were created or enhanced to align with inclusive frameworks. They include the following items:

For the search committee:

1. Rubric writing guidelines.
2. Application rubrics, including the addition of college-wide supplemental questions addressing the role of community colleges and creating inclusive classroom/learning environments for students.
3. Provision of two campus-wide required SPARK (virtual screening tool) interview questions and rubrics that address the intentionality of inclusive learning environments and connecting course content to lifelong learning.
4. Recommended interview questions and rubrics.
5. Teaching demonstration guidelines and detailed rubric template.
6. Teaching philosophy rubric, consistent across campus.

For the applicants with the objective of helping candidates demonstrate their talents:

7. Teaching philosophy instructions for candidates.
8. Teaching demonstration considerations and resources for candidates.

In addition to working with faculty search committees, the Inclusive Learning Coordinator oversees the college's First Year Experience (FYE) program and acts as the Faculty Champion for Inclusive Learning through the Center for Excellence in Teaching and Learning (CETL). She conducts sessions for faculty in CETL helping faculty to break down assumptions and allow students to learn from where they are. The emphasis is not to lower the academic bar but to help students reach success from whatever step they start their Parkland journey on. The Inclusive Learning Coordinator works with the Summer Start and BEST program teams mentioned in the preceding sections.

5. *Lack of coordinated wrap-around support for underrepresented minority students.*

Over the years, Parkland has undertaken multiple programming initiatives to address student success equity gaps as measured in terms of outcomes data. These include Black

Student SUCCESS workshops, the Together We Achieve academy for black male students, Comadre y Compadre program, the Parkland Academy Team for Latino students, and contextualized learning communities. While many individual students have been helped through these projects, the college has not succeeded in affecting outcomes data in a significant way. One underlying cause is that programming is often initiated by, limited to, and dependent on a specific department or individual. Moving the needle and changing outcomes trajectories require a more coordinated, institutionalized collegewide approach that spans in-class learning and outside-of-class support and involves collaboration with high school partners.

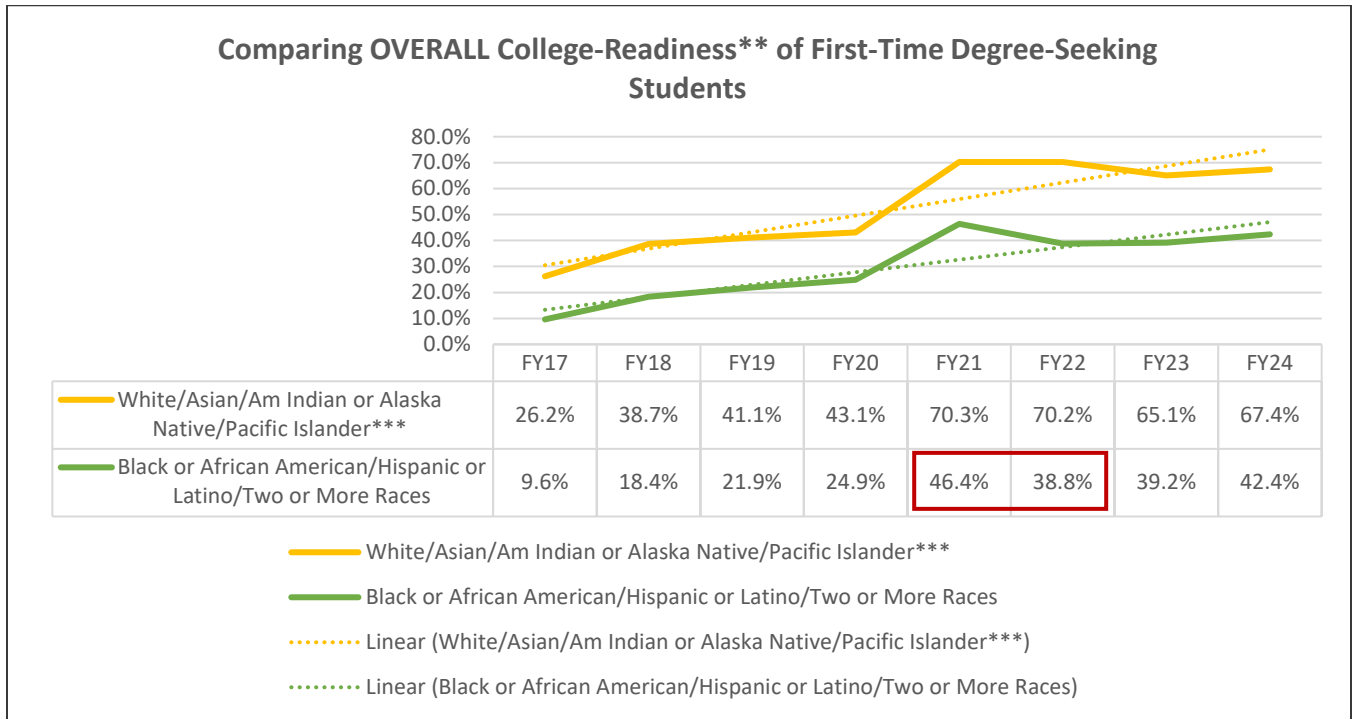
College Response: Parkland will launch the RISE initiative in FY2025. RISE stands for Reaching Intellectual Success and Empowerment. This collegewide priority initiative is to support vulnerable, underrepresented students, primarily Black students, through comprehensive and collaborative academic and social supports. When fully implemented, these supports will begin with high school freshman classes in collaboration with racially/ethnically diverse school districts within District 505. FY2024 has been an active planning year with several working groups from across the campus. Program goals include empowering RISE Scholars through career exploration and planning, building college-going know-how, student engagement activities, and academic support structures.

C. Assessment of College Responses to Equity Gaps

Currently existing data is used to assess the college responses to address equity gaps as listed in preceding Section B.

1. *Placement using Multiple Measures - Impact on What Counts as College Readiness*
 - a. Placement policy and college-readiness. Parkland launched its implementation of statewide multiple measures to assess the college readiness of first-time credential-seeking students starting in FY2021 and reaching full-implementation by FY2023. The data collected on overall college readiness in Chart C.1 below indicates that the multiple measures approach significantly increased the percentage of students placing directly into college-level classes, thereby lowering the total percentage of students designated as “developmental.” Equity gaps between the percentage of white/Asian/American Indian/Pacific Islanders and Black/Hispanic/Two or More Races who are deemed college-ready remain. However, the multiple measures approach has clearly increased the percentage of students from the Black/Hispanic/Two or More Races group who are college-ready from 9.6% in FY2017 to 42.4% in FY2024 (see Chart C.1). The trend line is going in the right direction.

Chart C.1



- *FY21 and FY22 are the COVID years when pandemic-related restrictions allowed only partial implementation of multiple measures and the college experienced substantial declines in enrollment. Denoted by the red box.*
- *** Overall college readiness is defined as no developmental coursework placements in reading, writing, or mathematics.*
- **** Demographic grouping based on traditional performance on college placement tests*

However, when college-readiness data is further disaggregated by areas of academic skills – reading, writing, and mathematics – the equity gaps become more apparent. See charts C.2, C.3, and C.4 below.

Chart C.2

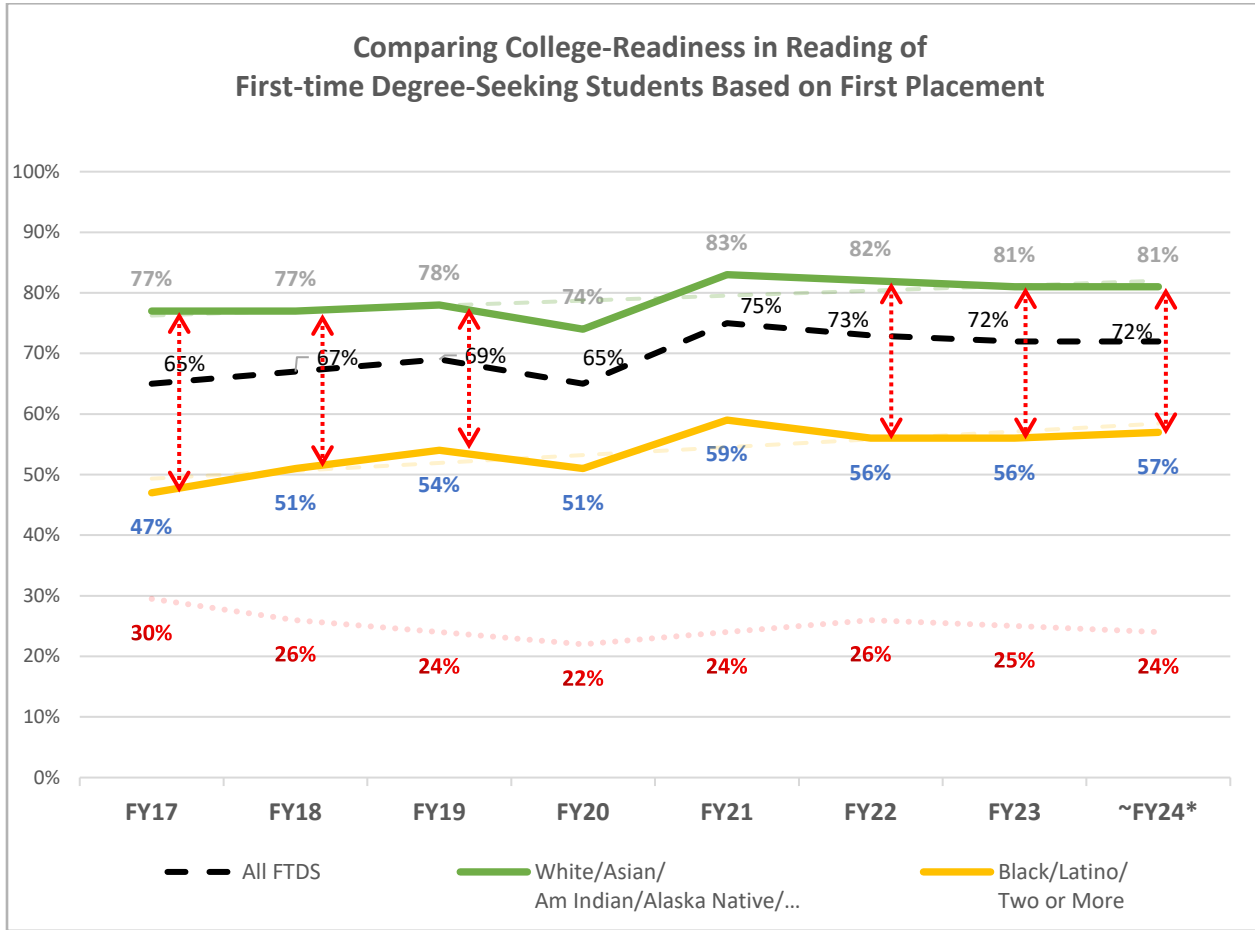
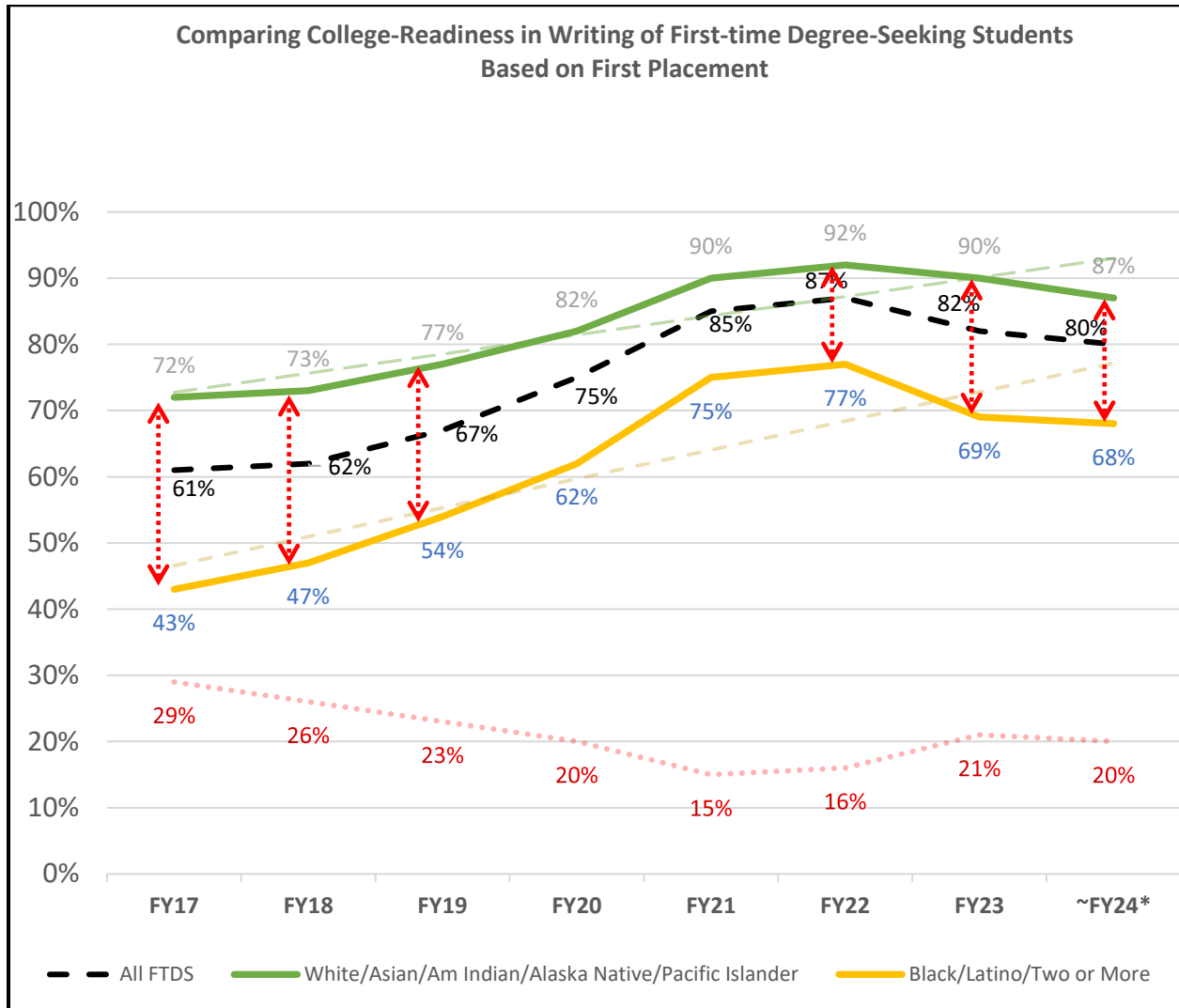


Chart C.2 indicates that multiple measures reduced the percentage of Black and Latino students who placed into developmental reading. However, the equity gaps between white/Asian and black/Hispanic students in college readiness hovered consistently around the 24-25% mark from before the implementation of multiple measure to after. In other words, multiple measures did not reduce the apparent gaps in readiness.

Chart C.3

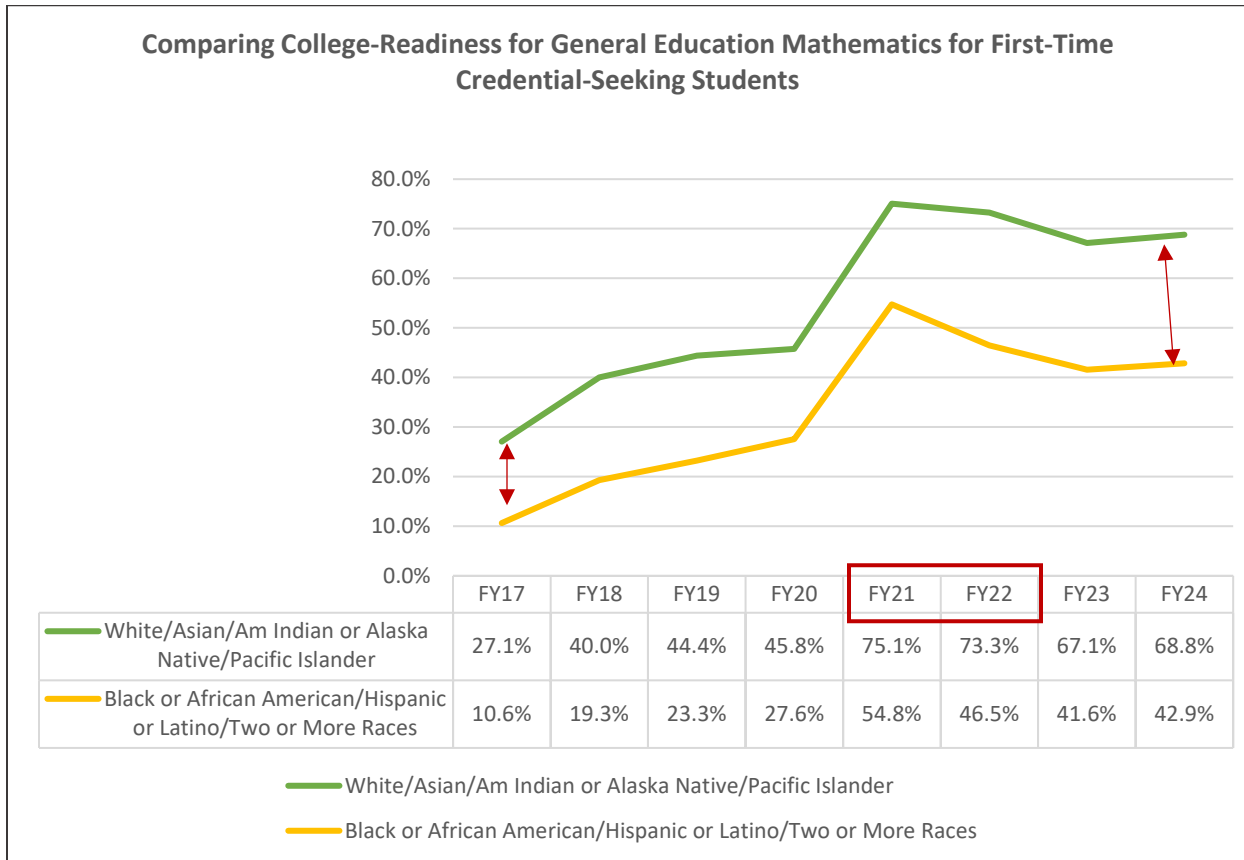


By contrast, Chart C.3 indicates that multiple measures to assess college readiness in writing has improved not only the percentage of Black/Hispanic/2 or More Races students placing directly into Composition I (a.k.a. ENG 101) but also narrowed the equity gap between this group and the white/Asian group.

ENG 101 Placement Rates – a comparison over the span of 8 years

	FY17	FY18	FY23	FY24
White/Asians	72%	73%	90%	87%
Black/Hispanic	43%	47%	69%	68%
Equity Gap	29%	26%	21%	20%

Chart C.4



By contrast, the application of the multiple measures approach in assessing college-readiness for mathematics appears to have increased the readiness equity gap between white/Asian students and black/Hispanic students. Chart C.4 indicates that gap in terms of who are college-ready for general education math between the two groups has actually been exacerbated by the use of multiple measures.

Again, within each demographic group, the use of multiple measures in assessment placed a higher percentage of students into college-level general education mathematics. However, white and Asian students appear to have benefitted more from multiple measures than Black and Hispanic students: in FY2017, the equity gap between the two groups was 17.5%; in FY2024, the gap increased to 26%.

Summary

Parkland College initiated the use of statewide multiple measures to assess the college readiness of first-time students in FY2021 and reached full implementation by FY2023. This implementation took place alongside other changes which together led to an overall numerical decrease in developmental coursework enrollments in all demographic groups.

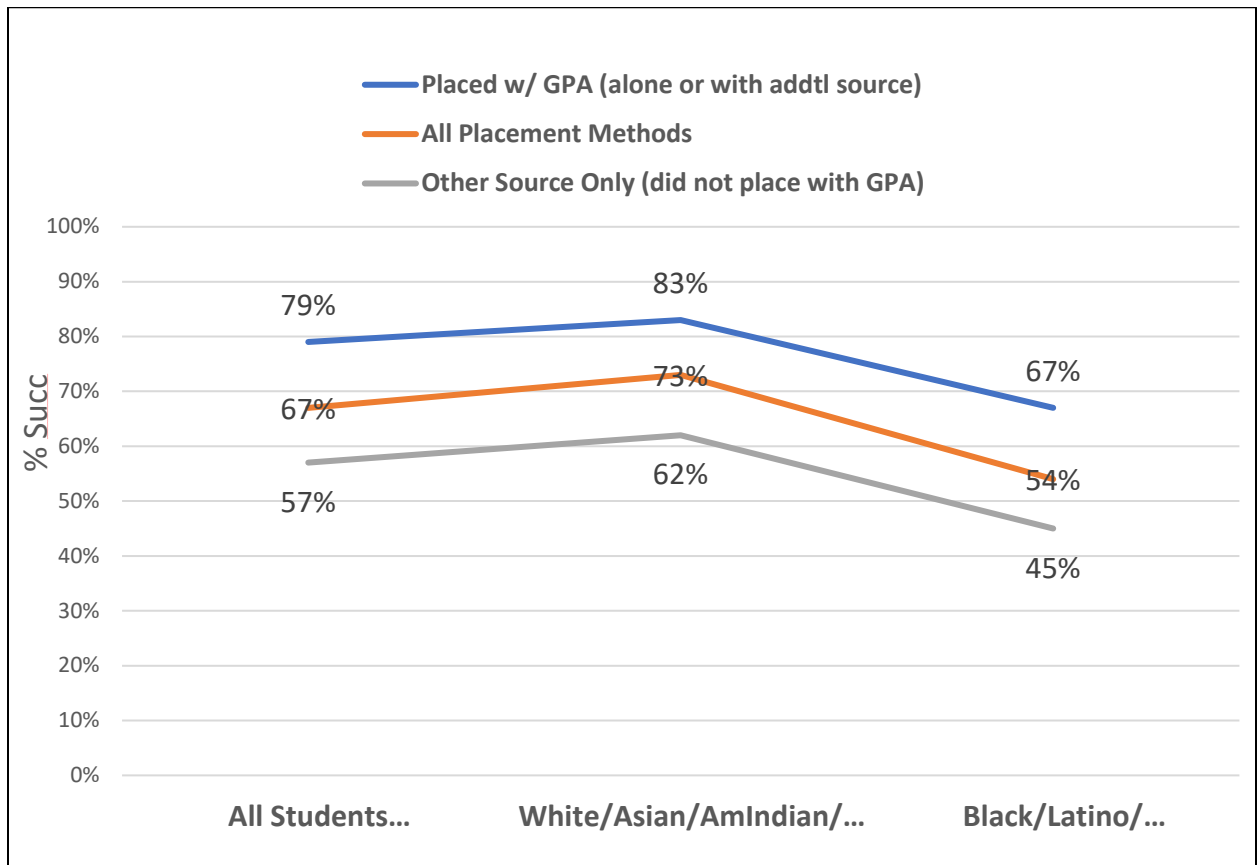
These changes included the removal of required enrollment in developmental reading; the introduction of co-requisite coursework in English and mathematics for students placing into developmental education; and an increased student interest in short-term career-focused technical certificates which do not have English or mathematics as required courses.

b. Impact of Multiple Measures on Student Success in English.

Institutional data on student success in college level English (ENG 101 – Composition I) provides some insights into whether and how the multiple measures approach has impacted student success in ENG 101.

Chart C.5

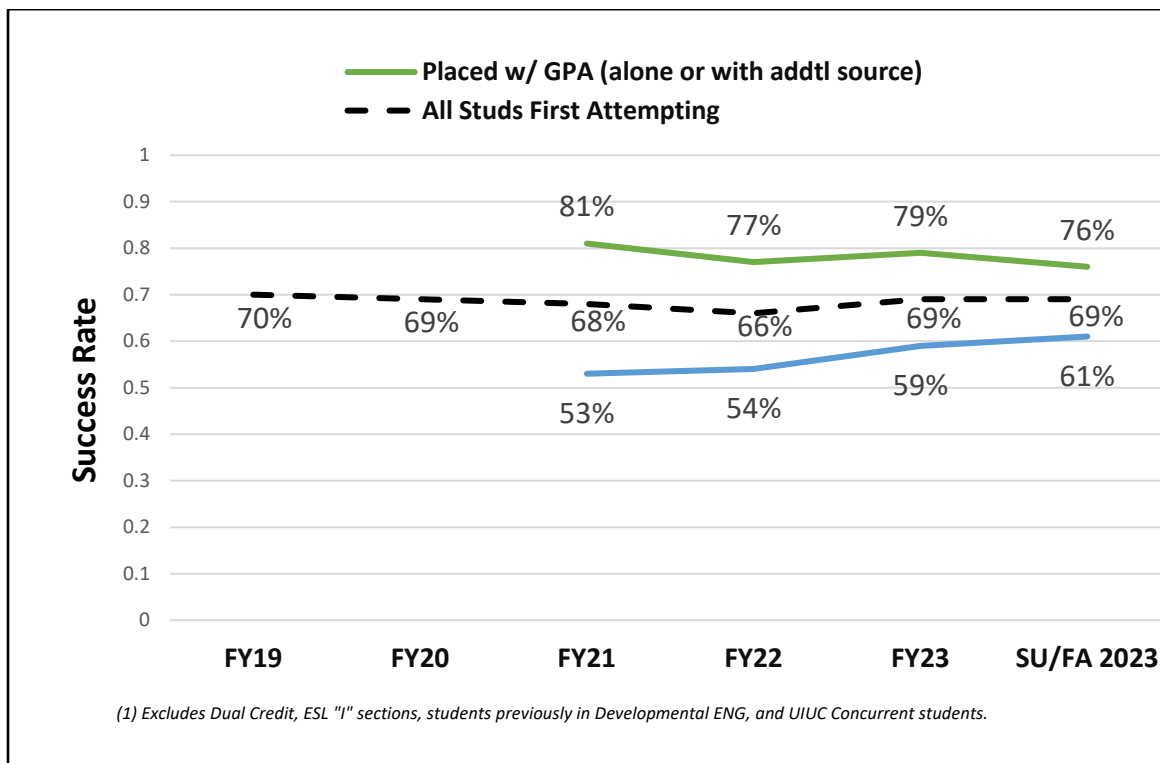
Comparing ENG 101 Success Rates Between Different Placement Sources
 Students First Attempting ENG 101 with direct placement into ENG 101
 2020FA – 2023FA Combined



The Chart C.5 data comparing the success rates of students in their first attempt of ENG 101 show that students who placed into ENG 101 with high school GPA (with or without additional placement sources) have a higher success rate than students who place in without the application of high school GPA. In this sense, high school GPA as a proxy for

consistent academic performance over four years is clearly a better predictor of ENG 101 success.

Chart C.6 Success Rates in ENG 101 Composition I



However, as Chart C.6 indicates, the average success rate in ENG 101 (denoted by the dotted line) has not significantly changed. On the one hand, the implementation of multiple measures for placement has not improved the overall success rate in ENG 101. On the other hand, it should be noted that the application of multiple measures has not negatively impacted the success rate either. In fact, the multiple measures approach has allowed more students to take ENG 101 in their first year without having to first complete a developmental English course. This is an important forward step in accelerating students’ time to completion.

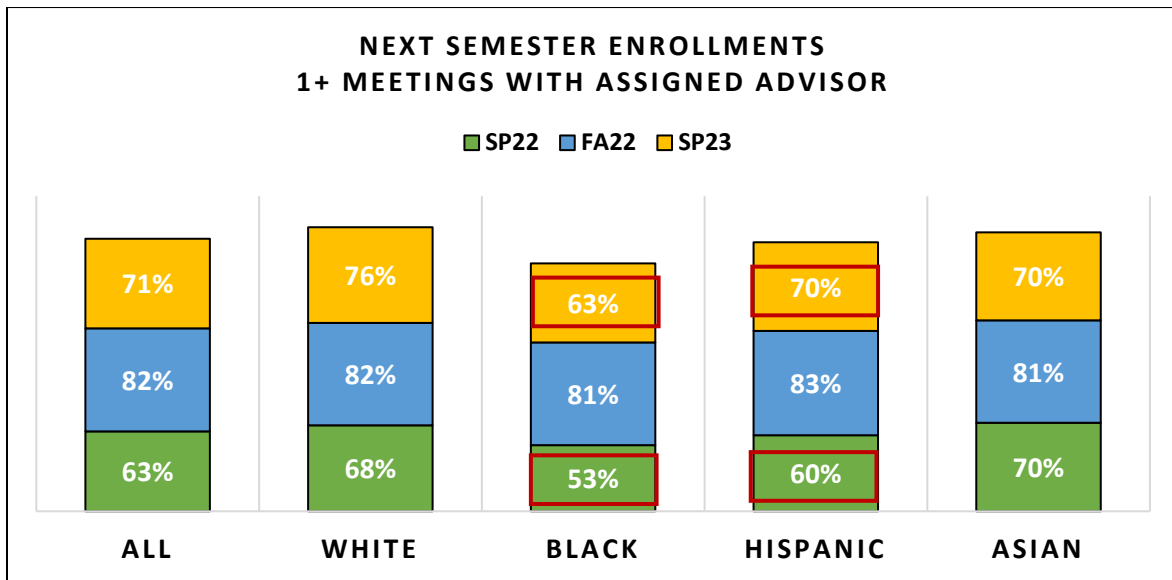
2. *New Advising Model – Impact of a Case Management Approach on Student Success*

Institutional data based on the first two years (FY2022 – FY2023) of case management approach show a definite overall positive impact on students*. Indicators include an increase in next-semester enrollment. In spring 2023, 71% of students who met with an advisor enrolled for the following fall semester compared to only 50% of students who did not meet with their assigned advisor.

* Students assigned to an academic success advisor are degree-seeking. They do not include non-credit students, dual credit students, or selective admissions in-program health professions students.

The data when disaggregated by race and ethnicity indicate that the new advising approach has an even more positive impact on the success of Black and Hispanic students. 53% of Black students advised in Spring 2022 enrolled for classes in Fall 2022. 63% of Black students advised in Spring 2023 returned in Fall 2023. Improvements to the case management advising approach brought about a 10% increase from one calendar year to another. Likewise, 60% of Hispanic students advised in Spring 2022 enrolled in Fall 2022. 70% of Hispanic students advised in Spring 2023 enrolled in Fall 2023. This is highlighted by the red boxes in Chart C.7.

CHART C.7



The table below shows that the average number of advising meetings has increased across all student groups when we compare fall-to-fall and spring-to-spring. The increase in average visits is more accentuated among Black and Hispanic students.

Average advisor meetings per student per semester

	Fa21	Sp22	Fa22	Sp23
White	0.59	0.50	0.68	0.51
Black	0.76	0.91	0.98	0.97
Hispanic	0.64	0.63	0.87	0.79
Asian	0.78	0.79	0.88	0.81
Two or More Races	0.59	0.64	0.81	0.63
Other/Unknown	0.76	0.67	0.89	0.78
Total	0.64	0.61	0.77	0.64

The table below summarizes the demographics of the students meeting with assigned advisors which correspond well with the racial/ethnic distributions in the Parkland student population.

	FY 22-23 Advisees	FY 23 General Student Population
White	59%	60%
Black	16%	14%
Hispanic	11%	11%
Asian	5%	6%
Two or More Races	6%	6%
Other/Unknown	4%	3%

Data indicates that the change in advising modeled encourages students to engage with their advisors and has overall improved enrollment rates for minority students. If this continues, the case management approach has the potential to significantly narrow the gaps in outcomes achievement between student demographic groups.

3. *Parkland Career Exploration – Impact of Summer Bridge Programs*

The Parkland Career Exploration initiative was launched in Summer 2023 with the BEST and Summer Start programs. Programming goals include increasing awareness of career pathways among high school students who might otherwise not consider community college (or any other post-secondary option) as an avenue to a living wage while developing college-going know-how. The targeted participant audience is low-income, minority students with an emphasis on African American young men. Long term data on its effectiveness in the narrowing of equity gaps is not yet available. However, available snapshot data from the initial launch of the 2023 BEST and Summer Start programs is promising.

There were in total 50 seats available in both programs. The college received 138 applications. Applicant demographics show strong interest from target populations.

Chart C.8

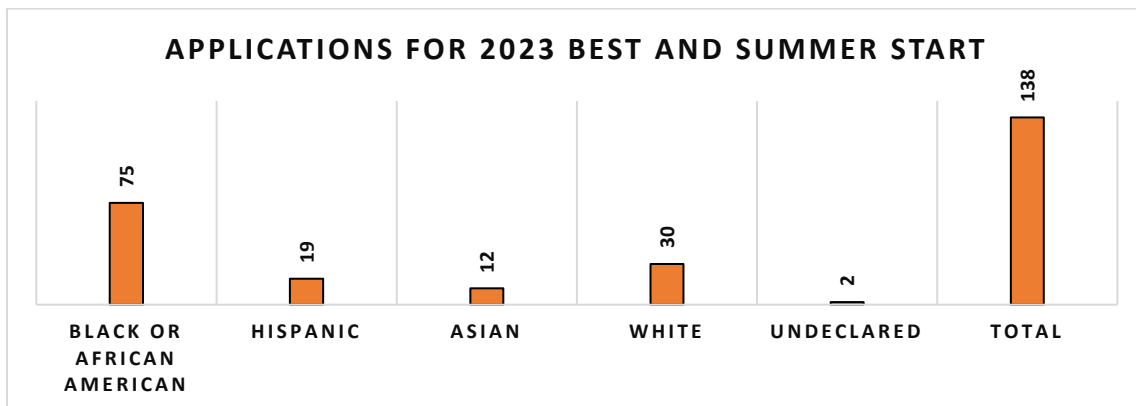
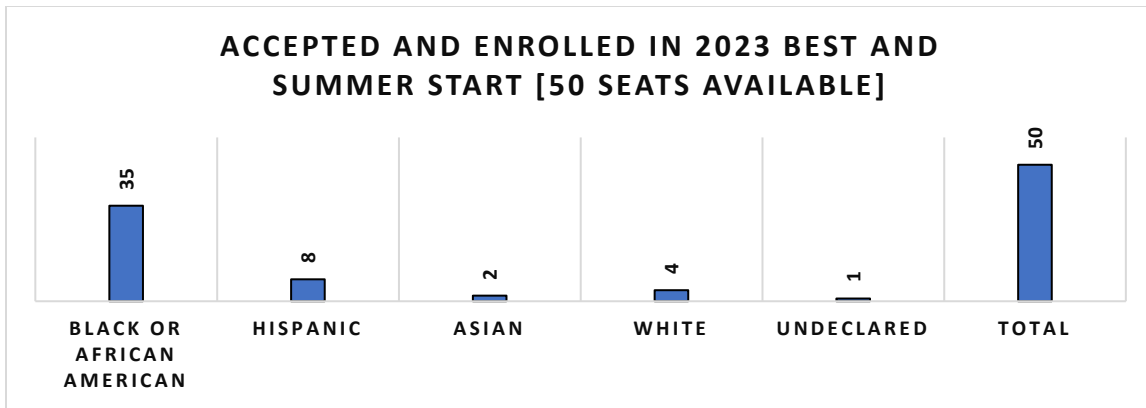


Chart C.9



Outcomes for the 2023 participants:

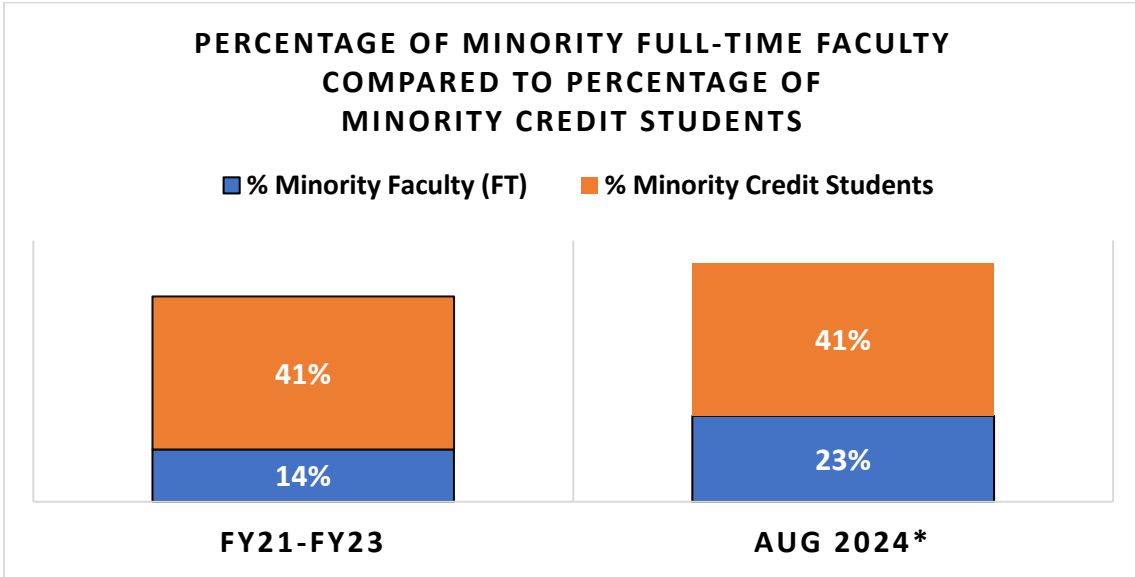
Program Completion	47
Participants in Dual Credit in Fall 2023	3
Participants Enrolled at Parkland in Fall 2023	12
Participants Enrolled at Parkland in Spring 2024	8

The 2023 Summer programs have provided the momentum for improving and expanding the initiative. In 2024, two Summer Start programs will be offered for incoming high school juniors and seniors. In 2025, in addition to Summer Start programs for incoming high school juniors and seniors, Parkland will offer Summer Start programs for incoming freshman and sophomores. Participants for the latter will be recruited from students who attend career exploration events for 6th to 8th graders.

We hope that these programs will help high school-aged youth especially those from underrepresented groups in low-income households identify viable career pathways at Parkland College. Early preparation for college is a long term strategy for closing equity gaps at the college level.

4. *Inclusive Search Processes for Faculty – Impact on Diversity of the Newest FT Faculty*
 Modifications to faculty search processes with the objective of introducing more inclusive procedures have led to increased diversity of applicants interviewed, hiring offers extended, and hiring offers accepted. As a result, the FY2025 class of new faculty who will begin at Parkland in August 2024 will be more racially/ethnically diverse than in the past decade.

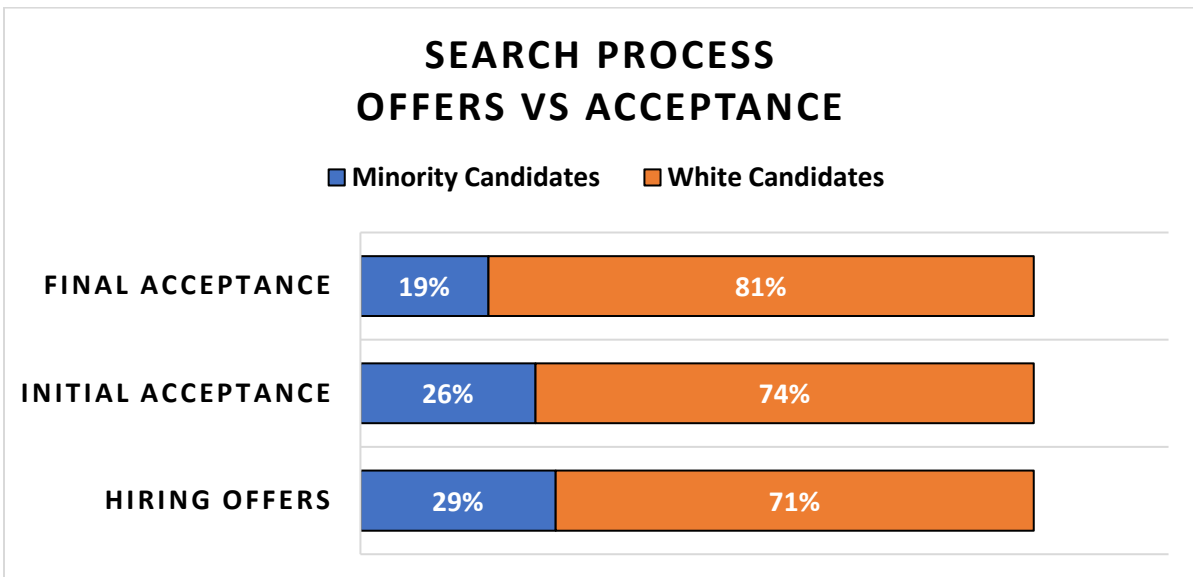
Chart C.10



* This is an unofficial count and does not include additional personnel changes within FY2024-2025.

While the modified search processes widened the diversity of the applicant pool and initial offers to finalists, the college learned that unexpected factors may impede hoped-for progress. Nevertheless, efforts to diversify the composition of full-time faculty is headed in the right direction.

Chart C.11



5. *RISE – a Coordinated Approach to Empower Minority Student Success*

The project RISE – Reaching Intellectual Success and Empowerment – is a college priority. FY2024 has been a visioning and planning year for the initiative. Led by the Dean of Students, Dr. Marietta Turner, this is an intentional cross-campus initiative that knits together multiple strands of college support, in and out of the classroom. The planning working groups (WG) include an Enrollment WG; a Summer Bridge and Orientation WG; a Pre-college Pathway Identification and Non-Academic Support WG; College Academic Support WG; and a Student Engagement and Co-Curricular Support WG. The WG teams are drawn from several Student Services and Academic Services departments. Faculty are involved helping to ensure that this is an initiative that ties classroom instruction and student learning with outside of the class supports.

The RISE WGs have articulated a framework for the project. This framework calls for close collaboration with area high schools especially those located within the Champaign-Urbana metropolitan statistical area. These high schools are minority-majority in terms of their student populations, with more than 50 % of students coming from low-income backgrounds. The framework is presented in Chart C.12 below. Full implementation will take 2 – 3 years. No assessment data is currently available.

Chart C.12

PARKLAND COLLEGE
PRIORITY INITIATIVE

RISE - PROJECT FRAMEWORK

	9th Grade	10th Grade	11th Grade	12th Grade	Transition Summer 3 weeks 3 days/week 3.5 hrs/day	College Semester 1	College Semester 2 & Summer	Post Year 1
Career Planning	<p>Career Exploration</p> <ul style="list-style-type: none"> • Assessments • Engage Family • Connect to PC • Departments & Faculty <p>Facilitating Pathway Understanding</p> <ul style="list-style-type: none"> • Students & Families 	<p>Continue to Refine Career Exploration Work and Course Work Plans</p> <p>Moving Them (Students) Along Pathways</p>	<p>Further Refine & Solidify Career Planning</p>				<p>Begin Career & Post PC Planning</p> <p>Explore Internships & Summer Opportunities</p>	<p>Support for Prepping & Implementing Post PC Milestones</p> <ul style="list-style-type: none"> • Career Work • Transfer Work • Transfer Exploration
Pre-College Parkland Relationship Building	<p>Orchestrating Time on Campus</p> <ul style="list-style-type: none"> • Builds comfort & sense of belonging 	<p>Continue Building the on Campus Opportunities</p>		<p>Introduce Non-Academic Opportunity on Campus</p>	<p>Review campus Non-Academic Supports/ Resources for self-advocacy and self-care</p>			
College Readiness	<p>Help with Pathway Based Course Taking</p> <p>Support Unit 4 Counselor & Staff in Success Conversations</p> <ul style="list-style-type: none"> • Attendance, etc. 	<p>Begin College Entrance Conversation with Student & Family</p> <ul style="list-style-type: none"> • Finances • Academic Preparedness • Course Taking <p>Look at and Plan for Early College Opportunities</p>	<p>Create College Readiness Plan</p> <p>Continue Course Taking Work Along Pathway</p> <p>Enrolling or Preparing for Early College as applicable</p> <p>Continue College Planning Work with Families</p> <ul style="list-style-type: none"> • Begin College Expectations work (Pre-FYE) 	<p>Early College Course Taking</p> <p>Solidify PC plans for Post High School</p> <ul style="list-style-type: none"> • Application • FAFSA • Scholarships <p>Continue College Planning Work with Families</p> <ul style="list-style-type: none"> • Begin College Expectations work (Pre-FYE) 	<p>Tech Preparedness</p> <p>Additional College Readiness Work Where Necessary</p> <p>College Behavior Expectations</p>	<p>Part I FYE Course</p> <p>Provide other non-academic supports outside of FYE</p>	<p>Part II FYE Course</p>	
Academic Supports		<p>Continue Support</p>	<p>Continue Support</p>	<p>Continue Supports for Readiness</p>		<p>Structure Academic Support Work</p> <ul style="list-style-type: none"> • Learning Commons & others 	<p>Add Needed Support Structures</p>	
College Orientation and Relationships					<p>Orientation Work</p> <ul style="list-style-type: none"> • Physical Orientation • Structural Orientation • Services Orientation • Engagement Orientation • Family Engagement <p>Develop Advisor Relationships</p> <p>Begin Mentoring Relationships</p>	<p>Continue Relationship Building</p> <ul style="list-style-type: none"> • Advisor & Mentor <p>Faculty Relationship Building Work</p> <p>Communication Work</p> <p>Academic Plan Work</p>	<p>Adjusting Academic Plans</p> <p>Continue Relationship Building</p> <ul style="list-style-type: none"> • Advisor & Mentor 	<p>Assist with End of PC Structures</p> <p>Continue FYE concepts</p>
Student Engagement		<p>Encourage involvement with clubs, student council, co-curricular activities, etc. at the High school</p>	<p>Encourage involvement with clubs, student council, co-curricular activities, etc. at the High school</p>			<p>Student Engagement Structure</p> <ul style="list-style-type: none"> • Resilience • Belonging 	<p>Leadership Academy for this Cohort Begins</p>	

III. Campus Climate Survey

Parkland College plans to conduct a campus climate survey no earlier than FY2026. The reason for not conducting a campus climate survey immediately is due to the college's recent change in executive leadership. Dr. Thomas Ramage retired in December 2022 after serving as the college's president for 15 years. Dr. Pamela Lau assumed responsibilities as president in January 2023. Since coming into office, she has put in place a new Strategic Plan for Excellence. As part of a concerted effort to implement the strategic plan, several collegewide priority initiatives have been identified. These priority initiatives are designed to empower student success, address equity gaps in outcomes data, build a more inclusive learning environment, diversify employee and especially faculty ranks, and reach out to area low-income individuals and households with post-secondary opportunities. Conducting a campus climate survey before the initiatives have been effectively launched would be premature.

IV. An Integrated Equity Plan

A. A Framework for Equity Work

Parkland College's integrated plan to empower student success and close equity gaps is anchored in its Strategic Plan for Excellence 2024 – 2028. This plan was approved by its Board of Trustees in May 2023. It was based on input and feedback gathered from several months of cross-campus discussions.

The [Strategic Plan](#) is powered by a vision that the college's student-focused programming will enable all students to experience social and economic mobility while thriving in a rapidly changing environment. The plan comprises five strategic goals:

1. Empower our students.
2. Enhance teaching and learning.
3. Enrich our community.
4. Invest in our employees.
5. Secure our future.

The college identified five collegewide priority initiatives for 2024-2028. These priority initiatives are intended to focus college efforts and generate momentum toward fulfilling strategic goals. These initiatives, listed below, are integral components of the college's integrated equity plan.

1. Parkland Career Exploration

Focus: 6-12 graders and families in the community

2. Building Inclusive Learning Environments

Focus: Faculty development support to close outcome gaps

3. Empower Black Students – RISE initiative

Focus: Coordinated intentional support for underrepresented students with a specific focus on Black students

4. Strategic Community Engagement

Focus: Outreach to adults and families living below ALICE or poverty income thresholds

5. Structured Professional Development

Focus: Revitalizing the Center for Excellence in Teaching and Learning to support faculty and staff

PARKLAND COLLEGE
STRATEGIC PLAN FOR EXCELLENCE
 2024 - 2028

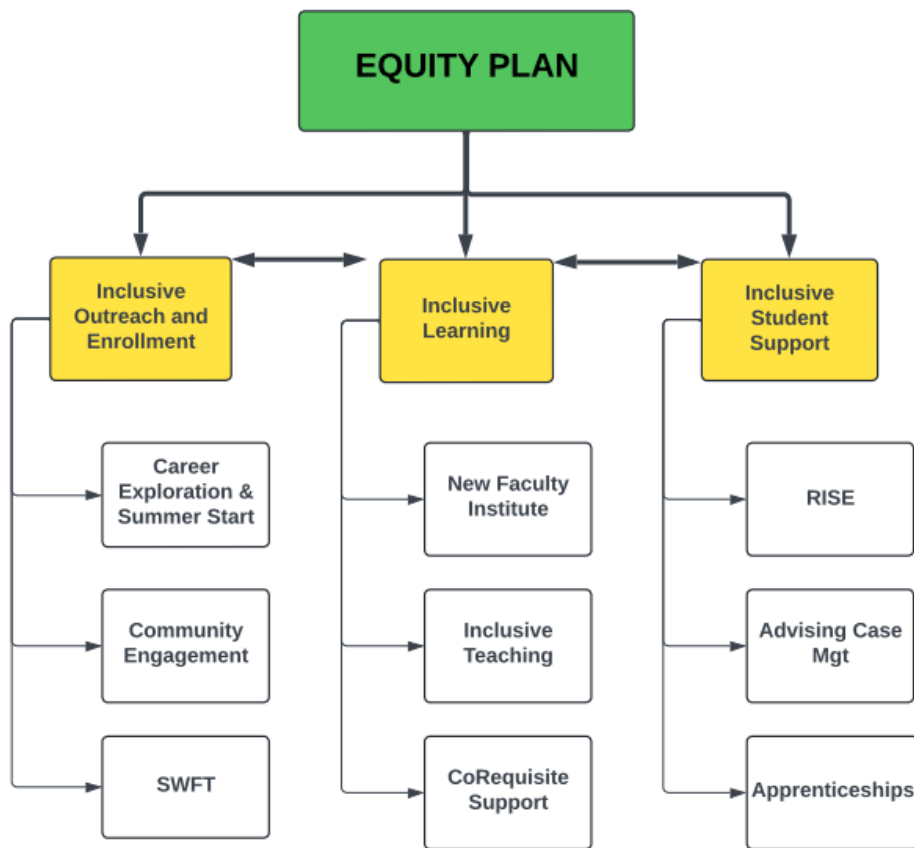


Parkland’s Equity Plan builds off this 2024-2028 Strategic Plan and its collegewide priority initiatives. It consists of three broad cross-cutting themes: inclusive outreach and enrollment; inclusive learning in the classroom; and inclusive student support. Some equity-

focused programs are on-going major initiatives; others are new with the implementation of the Strategic Plan. Most initiatives primarily address one cross-cutting theme with inevitable overlaps with the other two themes.

**PARKLAND COLLEGE
EQUITY PLAN: Primary Initiatives*
2024 - 2026**

In fulfillment of a vision that college programming will focus on empowering student success to enable "all students to experience social and economic mobility while thriving in a rapidly changing environment."



* Most initiatives encompass more than one cross-cutting theme.

B. Continuing Equity-focused Programming

1. *Multiple Measures Placement and Curricular Adaptations (see II.B.1 and II.B.1)*

The multiple measures approach to measuring the college readiness of incoming students in the areas of reading, writing, and mathematics has been fully implemented at Parkland College since FY2023. This approach has reduced the numbers of students, minority

students included, placing into developmental course sequences especially in the areas of reading and writing.

However, the faculty recognize that placement is but one factor in the pathway success equation. It is equally important to help students complete gateway English and mathematics within the first year of college. To this end, English and mathematics faculty will expand co-requisite offerings, allowing students with developmental coursework placements to enroll in the college level gateway class with required additional support (the so-called co-requisite approach). The college received a DERA grant which allows the use of award funds to fully cover the cost of co-requisite sections for FY2024 and FY2025.

English: The Humanities Department will continue to offer corequisite sections for ENG 101.

Continued implementation timeline:

- Fall 2024: Four co-requisite sections for English Composition I
- Spring 2025: Two co-requisite sections for English Composition I
- The Humanities Department plans to expand corequisite sections as needed to meet demand in the coming years.

Assessment: Faculty will use final grades as a summative measure. By IAI standards, success is based on earning a grade of C or better. Specifically, the department will use the following data points: pass rates; subsequent enrollment in ENG 102; pass rates in ENG 102.

Mathematics: The Mathematics Department will expand the numbers of corequisite sections offered.

Continued implementation timeline:

- Fall 2024: 8 sections of corequisite sections with one for General Education Mathematics, three for Introduction to Applied Statistics, and four for College Algebra
- The Mathematics Department will expand corequisite sections as needed based on student success and demand.

Assessment: Faculty will use final grades as a summative measure. Success is based on earning a grade of C or better.

2. *Case Management Academic Advising (see II.B.2 and II.B.2)*

Parkland College implemented a [new academic advising model](#) in FY2022. This model uses a case management approach with each advisor specializing in an academic area of interest. Data from the initial two years indicate that this approach has improved students' overall persistence and engagement with advisors. This is particularly so among students of color.

Implementation timeline: The case management academic advising model is fully operational. Quality reviews are on-going with as-needed additions and modifications to student support procedures and processes. The addition of an early alert system is under consideration.

Assessment: Outcomes assessment data will use the following success measures: course retention, overall grade point averages, academic standing, persistence (term-to-term and year-to-year), and completion. The data will also be disaggregated by student demographics including race and ethnicity, Pell eligibility, and gender.

3. *Support for Workforce Training (SWFT) and SWFT+ Healthcare*

Parkland College’s [SWFT](#) program oversees several grant-funded scholarship programs. SWFT focuses on providing tuition/fees scholarships, academic advising, and intrusive life management and employment preparation support for low-income minority students who are preparing for in-demand high wage jobs in the community. SWFT programs include the following:

SWFT/Support for Workforce Training (supported by the state’s WEI/Workforce Equity Initiative grant: SWFT is a supportive scholarship program for selected short-term certifications in high demand training programs that prepare individuals to secure employment in a job with a wage 30% above the local living wage threshold or to enter a pathway aligned with regional workforce gaps. Program completion data for 2023 includes the following:

<u>SWFT – 2023 Outcomes</u>	% of	
	Number	goal
Enrolled students (unduplicated)	149	115%
Enrolled African American	123	166%
Student completers	121	134%
Completers employed at 30% above living wage`	98	151%
Completers transition to additional postsecondary	13	65%

SWFT + Healthcare (supported by the state’s PATH/Pipeline for the Advancement of the Healthcare Workforce grant): SWFT+ Healthcare is supported by state funds to create, support, and expand opportunities of individuals in select healthcare pathways to obtain credentials that allow them to enter and/or advance their careers in the healthcare industry. Additionally, the program aims to address the shortage of workers in the healthcare industry. The program’s targeted population includes incumbent workers; new entering students on a nursing or healthcare pathway; and low-income, first-generation, and minority students.

Program completion data for 2023 includes the following:

SWFT+ HEALTHCARE FY2023 Outcomes	Total Enrolled at Parkland	Incumbent Workers	PATH fund recipients	Total Completers
Emergency Medical Technician	135	4	11	67
Emergency Medical Services (Paramedic)	11	9	2	7
Licensed Practical Nurse	33	16	13	15
Medical Assistant	24	7	10	10
Magnetic Resonance Imaging	4	0	0	1
Nurse Assistant	126	1	24	109
Occupational Therapy Assistant	29	9	12	16
Registered Nurse	207	64	37	70
Radiologic Technology	32	7	8	13
Respiratory Care Therapy	18	6	3	6
Sterile Processing Technician	12	0	1	23
Surgical Technology	33	12	14	8

135

Implementation Timeline – New Program: In FY2025, the SWFT program anticipates administering CEJA Hub funds that will prepare workers for identified clean energy jobs in partnership with the Champaign County Regional Planning Commission Workforce Development LWIA office and FirstFollowers, a Champaign-based reentry program. The targeted population will include formerly incarcerated individuals and low-income, minority, incumbent, and dislocated workers.

Assessment: SWFT programs are grant-funded. Assessment is prescribed by the outcomes data specified in mandatory grant reporting.

4. *Apprenticeships and Partnerships with Employers*

Parkland College has prioritized apprenticeships as an effective approach to partnering with employers to train students for high demand, high wage jobs. Apprenticeships are a win-win solution for both students and employers. Students gain valuable experience and knowledge while employers get to shape and invest in their future workforce. Parkland currently offers apprenticeships for technicians in the areas of agriculture and construction equipment, automotive technology, diesel technician, fiber optics installation, industrial maintenance, and warehouse and logistics. Two national companies – Caterpillar Logistics and Kraft Heinz – have recently taken apprenticeships to a different level. They offer paid apprenticeships to incumbent workers who use paid work time to gain education and training. This opens the opportunity for promotions within the company. These are equity-focused efforts that result in diversifying the workforce from within.

C. New Equity-Focused Priority Initiatives

Additional equity-directed initiatives were introduced in the college with the implementation of the 2024-2028 Strategic Plan for Excellence (see Section IV.A.). While they have already been discussed in preceding sections, they are described in this section with their implementation timelines and data points for outcomes assessment.

1. *Parkland Career Exploration (see II.C.3)*

Problem statement: Parkland Career Exploration with its summer bridge programming as well as career exploration events for 6th to 8th graders is designed to address the following perceived needs:

- Low college enrollment from racially diverse and low-income populations from district high schools.
- Lack of opportunities for students in 9th to 12th grade to engage with their home community college (i.e., Parkland).
- Lack of high school students' understanding of career opportunities available to them.
- Need for digital literacy and academic skills support among targeted population.
- Need for summer programming that can provide a safe alternative for students in the targeted population.

Summer bridge programming – Implementation timeline:

Starting in Summer 2023, the college offered two programs: one, the BEST program for graduating high school seniors; and, two, Summer Start for high school juniors and seniors. Based on evaluation data and feedback, program leaders decided to combine the two programs into one – Summer Start.

- Summer 2024: Offer two two-week Summer Start sessions for incoming juniors and seniors with 28 seats per session in the month of June. The morning schedule for each day will focus on study skills and college resources while the afternoon schedule will provide hands-on exploration of various careers.
- Summer 2025: Summer Start will be expanded to include four two-week sessions for each year of high school. The intent is to reach 400 students. Freshman and Sophomores will do hands-on career activities and academic success programming, while Juniors and Seniors will have employer visits, career guidance, and transitional math and English or assessment prep. These activities will be supported through state grant funds (Dual Credit and Trades grants).
- Beyond 2025: Parkland plans to sustain Summer Start at the 2025 levels – 400 students per summer – with the majority of enrollment coming from targeted populations.
- In FY2025, Parkland will create a new Office of Career and Community Engagement (CCE). The Summer Start programming will come under the CCE portfolio.

Assessment:

- Short-term: Participants will come from the targeted population. Summer 2024 data: 143 applicants were submitted for two Summer Start programs. 86% of the applicants are students of color. 56 applicants have been selected. 100% of those offered Summer Start seats are students of color.
- Short-term: Participating juniors will enroll in dual credit opportunities either in their high schools or participate in the Early College and Career Academy on Parkland's campus
- Short-term: Participating seniors will enroll in Parkland College the fall semester following summer programming and enter with an identified a career pathway
- Long-term: Student performance including course retention, overall grade point averages, academic standing, persistence (term-to-term and year-to-year), and completion with comparisons to college averages and to demographic group averages.
- Long-term: Transfer-oriented students will at minimum complete the General Education Core Curriculum (GECC) before transferring. Career-oriented students will at minimum complete a short-term training certificate and at best complete an associate in applied science and enter the workplace on a full-time salaried basis.

2. *Center for Excellence in Teaching and Learning – Faculty and Staff Development*

Parkland College has a long standing Center for Excellence in Teaching and Learning (CETL). It was established in 1996 and has established a strong record of empowering professionals to address the challenges of teaching and supporting student success while fostering the scholarship of teaching and student service. However, in recent years, CETL has experienced leadership turnovers which in turn has affected the consistency of its professional development work.

Given the central role that effective professional development plays in mission fulfillment, the college set the revitalization of CETL and support for faculty and staff as a college priority with its new Strategic Plan.

Implementation Timeline:

FY2023-2024:

- Hire a CETL director and an Inclusive Learning Coordinator.
- Update online resources for faculty
- Name Faculty Champions for the areas of flexible technology; supporting students' skills for success; diversity, equity, and inclusion; and faculty mentoring and adjunct faculty. Faculty Champions are go-to experts who facilitate workshops in their areas of expertise and work one-on-one with faculty.

- Host Professional Development Day – an in-house conference day with tours of learning spaces and breakout sessions on student success.

FY2024-2025:

5. Launch a New Faculty Institute (NFI) for the 20 new faculty. The Institute will include a three-day in-person orientation as well as self-paced orientation modules covering topics such as support for teaching; use of teaching and college technology; accessibility issues; student support; and Human Resources functions. The NFI is a vital aspect of establishing an inclusive working environment for the new faculty as well as nurturing inclusive learning in the classroom. Its work is a key extension of the work in hiring faculty from across the diversity spectrum.
6. Hire a new coordinator of staff professional development. This position will coordinate training for non-instructional employees to ensure each has what is needed to do their work and contribute to an inclusive and supportive work environment.

3. *The RISE Project (See II.B.5; II.C.5)*

Problem statement: Over the years, Parkland has undertaken multiple programming initiatives to address student success equity gaps as measured in terms of outcomes data. These include Black Student SUCCESS workshops, the Together We Achieve academy for black male students, Comadre y Compadre program, the Parkland Academy Team for Latino students, and contextualized learning communities. While many individual students have been helped through these projects, the college has not succeeded in affecting outcomes data in a significant way. One underlying cause is that programming is often initiated by and dependent on a specific department or individual. Moving the needle and changing outcomes trajectories require a more coordinated, institutionalized collegewide approach that spans in-class learning and outside-of-class support and involves collaboration with high school partners.

College Response: The RISE project is a cross-campus support project to empower success among vulnerable, underrepresented students with a special focus on lower income, Black students. RISE stands for Reaching Intellectual Success and Empowerment. In FY2023-2024, five working groups whose membership came from academic and student services departments developed a conceptual framework for the project. This framework is presented in Section II.C.5, Chart C.12 on page 26.

Implementation Timeline:

FY2024-2025: RISE will be launched through summer activities with a focus on new Black and Hispanic students starting in Fall 2024. Planned programming for RISE Scholars includes:

- June 26, 2024: RISE Family Fun Night to market and recruit participants
- July 2024: RISE Enrollment Express
- August 7-8, 2024: RISE Orientation
- All RISE participants will enroll for FYE 101 Strategies for College Success
- Wrap-around academic support through the Learning Commons
- RISE Scholars mentoring
- Participation in the Leadership Academy

Full implementation of RISE involves close partnership with area high schools. The long term goal is to develop pathways for seamless transition into Parkland, especially for students in the targeted group. RISE leadership will begin work with one local school district to develop student career awareness, choice of career pathways, and appropriate dual credit options. We anticipate this to be a multi-year collaboration in planning and enactment. Over time, the RISE Parkland-High School project will be repeated at other area high schools.

Assessment:

- Short-term: Participants from targeted populations
- Long-term: RISE Scholars' performance including course retention, overall grade point averages, academic standing, persistence (term-to-term and year-to-year), and completion with comparisons to college averages and to demographic group averages.
- Long-term: Transfer-oriented RISE students will at minimum complete the General Education Core Curriculum (GECC) before transferring. Career-oriented RISE students will at minimum complete a short-term training certificate and at best complete an associate in applied science and enter the workplace on a full-time salaried basis.

4. *The Community Engagement Project*

Problem statement: In 2021, 39.2% of households in Parkland College's 12-county District 505 were living at ALICE or below income levels. In the district's larger counties of Champaign, Ford, Piatt, and Douglas, the percentage is higher at 43%. ALICE is the United Way's acronym for Asset Limited, Income Constrained, Employed. ALICE households earn above the Federal Poverty Level but struggle to afford basics. This results in tough choices like housing versus childcare, impacting their quality of life. Many ALICE individuals are unaware of how Parkland College programs enhance opportunities for economic and personal growth. For instance, a Parkland College credential can increase lifetime earnings by \$600,000. Some ALICE households are familiar with Parkland College as a workforce developer but cannot engage due to resource constraints, academic challenges, or other real and perceived barriers. Increasing their awareness, familiarity, and use of Parkland's higher educational benefits could boost economic growth for ALICE households in District 505.

Audience: The ALICE population within Parkland’s service area is primarily comprised of four-subcommunities, which have both divergent and overlapping needs.

- Latinx Communities
- African American/Black Communities
- Immigrant Communities
- Rural/Perimeter Communities

College Response: Parkland College will set up an Office of Community Engagement with the goal of identifying target communities, and developing and implementing strategies to establish stronger community connections throughout District 505 with particular emphasis on ALICE communities.

Implementation Timeline:

FY2023-2024: The Community Engagement Working Group convened to discuss the topic of community engagement. The working group had robust conversations about the current gaps and strategies to bridge them.

FY2024-2025:

- Establish and hire a new position to direct the Office of Community Engagement. This individual will be charged with the implementation of the recommendations from the working group. Their responsibilities involve executing new programming as well as connecting and supporting successful existing college efforts designed to meet the needs of the target audiences.
- Set up a Parkland College presence at the following summer events:
 - Juneteenth Celebration in Douglass Park in Champaign
 - Champaign County Fair
 - CU Days in Douglass Park in Champaign
- Identify at least 6 additional community events to attend.
- Develop Parkland 101 slide deck and presentation materials to take into rural and underserved communities. Schedule at least 10 presentations throughout the year.
- Implement the Parkland Champions program with a content strategy for keeping Champions in the loop about how they can engage with and advocate for Parkland within the community.
- Establish more robust and detailed goals for reaching the target communities.

Assessment: Develop a system to track contacts at community engagement activities to see how many enroll at Parkland’s credit and non-credit learning opportunities and eventually how many enter into career pathways that lead to life-sustaining wages.

D. Outcomes Assessment

At Parkland College, all data for outcomes assessment is provided by the Office of Institutional Accountability and Research (IAR). An IAR research analyst works with every data requestor in preparation outcomes data reports and analysis.

Each Fall semester, IAR provides the college president with student outcomes report for the preceding five FYs. The data points in the report include: course retention (based on earning a grade of C or better); persistence – term-to-term and year-to-year; completion. The data provides the college average in each category, with disaggregation by race/ethnicity; gender; enrollment status – fulltime or parttime; Pell eligibility; student residency; PCS code – 1.1, 1.2, and 1.4; instructional modality.

Departments and project leaders request IAR for outcomes data specific to their initiatives. Projects are set up in consultation with IAR to facilitate data extraction for evaluation purposes.

Parkland has Client Relationship Management/CRM software which allows us to store prospect contact information, follow-up with appropriate messaging, and track whether the contact results in enrollment.

E. Shared Governance and Coordination of Efforts

Parkland College ensures collegewide ownership of its equity-focused priority initiatives through its organizational hierarchy and shared governance structures.

1. The college president oversees the work related to the Equity Plan.
2. The vice presidents as members of the executive leadership team are each responsible for the implementation and evaluation of one or more college priority initiatives. Each vice president is responsible for establishing communication channels within their divisions. They invite participation in and solicit feedback related to the priority initiatives.
3. The president convenes a monthly meeting of the Advisory Council on Accessibility, Inclusivity, and Diversity (ACAID). The vice presidents and 14 leaders and faculty from different departments are members of ACAID. ACAID reviews progress on priority initiatives and associated outcomes data. ACAID members share information with their colleagues and direct reports.
4. Reports on equity-related initiatives are shared with College Council, a forum of department leaders that meets regularly to discuss collegewide issues as part of shared governance.

F. Other Institutional Plans

As mentioned, Parkland College’s Equity Plan is anchored in its Strategic Plan for Excellence. The Equity Plan complements the college’s [Strategic Enrollment Management \(SEM\) Plan](#). The SEM Plan identifies six audiences depicted in the graphic below to focus recruitment efforts. The plan also delineates student success and retention goals especially with underrepresented minority students.



G. Feedback Solicitation

In addition to the aforementioned communication channels, the college will use its campus climate survey to solicit feedback on its equity-related initiatives. The next campus climate survey is scheduled for FY2026.