ICCB
EQUITY PLAN FRAMEWORK

TECHNICAL GUIDE
FOR
SECTION III ANALYZE DATA

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Compiled by
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INTRODUCTION

In response to the strategies outlined in *A Thriving Illinois* and then codified in recent Equity Plan legislation (P.A. 102-1046 (110 ILCS 205/9.16)), each public institution of higher education is required and each private institution of higher education is encouraged to develop and implement an equity plan and practices for its institution that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups, including students of color, low-income students, working adult students, rural students, and individuals with disabilities so that individuals, families, and communities throughout the state can thrive.

To implement, the Equity Plan Framework was developed in partnership with an Advisory Committee composed of 20 individuals from all sectors of higher education and was co-convened by the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB).

The Equity Plan Framework Section III Analyze Data specifically states:

> **Analyze Data**: *Assess the equity gaps for Black, Latino, low-income, adult, rural students, students with disabilities, and other underrepresented groups, as identified in 110 ILCS 205/9.16.*
>
> A. *IBHE/ICCB will provide data on current gaps and five-year trends in enrollment, persistence, advancement, completion, and student loan repayment rates, as collected statewide.*
>
> B. *Provide any additional relevant institution-specific data that you analyzed.*
>
> C. *Use IBHE/ICCB data and additional institutional data provided from Parts a and b above to identify gaps to be addressed.*
>
> D. *Identify major barriers in policy and practices that have led to equity gaps for each group identified above.*
>
> E. *Assess programs, efforts, curricular, or pedagogical changes that have been implemented to address the equity gaps and their outcomes. Describe any "lessons learned" that inform this plan and the practices/policies recommended.*

Many institutions already have established benchmarks and outcomes with disaggregated data as part of local, state, and/or national equity efforts. To further assist with examining equity gaps and five-year trends (as specified in "A" above), ICCB has generated enrollment, persistence, advancement, and completion data for the community college sector.

This Technical Guide provides the ICCB equity outcomes with accompanying purpose and definitions that can assist institutions with current equity gaps and five-year trends. The goal of this guide is to provide consistent and common outcomes for underrepresented subgroups across Illinois institutions in examining benchmark data and measuring future progress.

For consistency and standardization of measurement, ICCB will be utilizing outcomes provided in the Technical Guide to measure future statewide progress in closing equity gaps.

EQUITY PLAN FRAMEWORK COMMON METRICS PROVIDED BY ICCB

ICCB is providing five-year trend data for **enrollment, persistence, advancement, and completion by institution** from data within the ICCB Centralized Data System. IBHE is generating equity measures for four-year institutions via their IBHE Higher Education Student Information System. IBHE and ICCB have been in close consultation to align equity measures, subgroups, and definitions.

Student loan repayment rates are not collected by IBHE/ICCB and must be captured locally. Student loan repayment rates are available through the National Student Loan Data System (NSLDS), the U.S. Department of Education's (ED) central database for student financial aid. It receives data from schools, agencies that guarantee loans, the Federal Direct Loan program, the Pell Grant program, and other ED programs. NSLDS provides a centralized, integrated view of Title IV loans and Pell grants that are tracked through their entire cycle, from aid approval through closure.

Institutions can access information via the NSLDS website. To access NSLDS data, institutions must be enrolled in the Department of Education's (ED) Student Aid Internet Gateway (SAIG). For additional information or to enroll, visit the SAIG Enrollment Site.

ICCB CENTRALIZED DATA SYSTEM

ICCB collects data from community colleges via ICCB's Centralized Data System. Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the "LDS Act"), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. Illinois Community College System data collection, administrative data matching, and reporting is coordinated through ICCB.

Through the ICCB Centralized Data System, ICCB furnishes information for state and federal accountability purposes, promotes student and institutional improvement, and meets research needs. By compiling student and staff-level data centrally it reduces the reporting burden on community colleges and ensures continuity and standardization.

The information below provides the ICCB equity outcomes with accompanying purpose and definitions that can assist institutions with examining equity gaps and five-year trends.

ICCB EQUITY METRICS

ENROLLMENT METRIC

Enrollment

Purpose: To determine the number of undergraduate students enrolling at the institution of higher education and to measure changes in enrollment over time, overall, and for specific subgroups.

Definition: Annual unduplicated number of undergraduate students enrolled over an academic year overall by instructional category (General Associate Degree, Transfer Degree, Career and Technical Education, General Studies Certificates and Degrees, Vocational Skills, Adult Basic Education, Adult Secondary Education, and English as a Second Language) and full- and part-time status.

Subgroups provided: Race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent status.

Academic Years (AY) provided: AY 2019, AY 2020, AY 2021, AY 2022, and AY 2023

Data Source: ICCB Centralized Data System

PERSISTENCE AND RETENTION METRICS

Persistence

Purpose: To determine the proportion of undergraduate students making steady academic progress during one academic year.

Definition:

Denominator (cohort): Number of students entering the institution as full-time, first-time degree or certificate-seeking students in a particular year.

Numerator: Number of students from cohort (denominator) completing 24 or more and 30 or more semester credit hours within one academic year after entry.

Subgroups provided: Race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent status.

Academic Years (AY) provided: AY 2019, AY 2020, AY 2021, AY 2022, and AY 2023

Data Source: ICCB Centralized Data System

Retention

Purpose: To determine the rate at which undergraduate students return to the entering institution of higher education from fall-to-fall plus those individuals who graduated during the intervening year.

Definition:

Denominator (cohort): Number of students entering the institution as full-time, first-time degree or certificate-seeking students in a particular year.

Numerator: Number of students returning to the community college from fall-to-fall plus those individuals who graduated during the intervening year.

Subgroups provided: Race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent status.

Academic Years (AY) provided: Fall 2018 to Fall 2019 (AY 2019), Fall 2019 to Fall 2020 (AY 2020), Fall 2020 to Fall 2021 (AY 2021), Fall 2021 to Fall 2022 (AY 2022), and Fall 2022 to Fall 2023 (AY 2023)

Data Source: ICCB Centralized Data System

ADVANCEMENT METRICS

Graduation Rate

Purpose: To determine the rate at which students graduate from the entering institution of higher education.

Definition:

Denominator (cohort): Number of students entering the institution as full-time, first-time degree or certificate-seeking students in a particular year.

Numerator: Number of students completing their program within a time period equal to one and a half times (150%) the normal period of time.

Subgroups provided: Race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent status.

Academic Years (AY) provided: AY 2019 (Fall 2017 cohort thru AY 2019), AY 2020 (Fall 2018 cohort thru AY 2020), AY 2021 (Fall 2019 cohort thru AY 2021), AY 2022 (Fall 2020 cohort thru AY 2022), and AY 2023 (Fall 2021 cohort thru AY 2023)

Data Source: ICCB Centralized Data System

Advancement Rate

Purpose: To determine the rate at which students graduate from the entering higher education institution, transferred to other higher education institutions, or were still enrolled at the entering institution of higher education.

Definition:

Denominator (cohort): Number of students entering the institution as full-time, first-time degree or certificate-seeking students in a particular year.

Numerator: Number of students completing their program, transferred to other higher education institutions, or were still enrolled at the institution of higher education within a time period equal to one and a half times (150%) the normal period of time.

Subgroups provided: Race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent status.

Academic Years (AY) provided: AY 2019 (Fall 2017 cohort thru AY 2019), AY 2020 (Fall 2018 cohort thru AY 2020), AY 2021 (Fall 2019 cohort thru AY 2021), AY 2022 (Fall 2020 cohort thru AY 2022), and AY 2023 (Fall 2021 cohort thru AY 2023)

Data Source: ICCB Centralized Data System and National Student Clearinghouse

COMPLETION METRIC

Completers

Purpose: To determine how many students receive undergraduate degrees and certificates annually and over time.

Definition: Annual number of overall completions as well as disaggregation of completions by Associate/Transfer Degrees, Associate in Applied Science, Long-Term Career and Technical Education Certificate, and Short-Term Career and Technical Education Certificate.

Subgroups provided: Race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent status.

Academic Years (AY) provided: AY 2019, AY 2020, AY 2021, AY 2022, and AY 2023

Data Source: ICCB Centralized Data System

ICCB SUBGROUP DEFINITIONS

Race/Ethnicity

- Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

- American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

- Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- Black or African American - A person having origins in any of the black racial groups of Africa.

- Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

- Nonresident Alien - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

- Unknown - The category used to report students or employees whose race and ethnicity are not known.

- Two or more races - A person who identifies themselves as not Hispanic and identifies themselves by more than one race.

Age

- Under 25 - students under the age of 25.

- 25 and older - students 25 and older.

- Unknown - students age unknown.

Gender

- Male - students reported as male.

- Female - students reported as female.

- Another Gender - another gender (non-binary) is when gender information is known but does not fall into either of the mutually exclusive binary categories provided (Male or Female).

- Unknown Gender - unknown gender is when gender is not collected/reported for the student.

Rural Status

- Rural student – student zip code of primary residence is in a rural area. Specifically, rural area is identified as:

  o All non-metropolitan counties
  o All metropolitan census tracts with Rural-Urban Commuting Area (RUCA) code 4-10
  o Large area Metropolitan census tracts of at least 400 sq. miles in area with population density of 35 or less per sq. mile with RUCA codes 2-3.

- Not a rural student – student zip code of primary residence is not in a rural area.

More background on the rural definition source and additional resources:

The rural definition derives from the Federal Office of Rural Health Policy (FORHP). FORHP has coordinated activities related to rural health care within the U.S. Department of Health and Human Services (HHS) for over 30 years. Part of the Health Resources and Services Administration (HRSA), FORHP has department-wide responsibility for analyzing the possible effects of policy on the residents of rural communities and provides grant funding at the state and local levels to increase access to high quality health care.

More background on the rural definition can be found at - https://www.hrsa.gov/rural-health/about-us/what-is-rural

Zip code files with rural designation are available at - https://www.hrsa.gov/rural-health/about-us/what-is-rural/data-files

Disability Status

- Reported a disability – student reported as having a disability. Disability is defined as an individual who has a physical or mental impairment that subsequently limits one or more of the major life activities of such individual or has a record of such impairment or both.

- No disability reported – no disability reported for the student.

First Generation Status

- First Generation - student in the first-generation of their family to attend college.

- Not First Generation - student is not in the first-generation of their family to attend college.

Pell Status

- Pell Recipient - student identified as a Pell recipient (Pell grant awarded and dollars disbursed).

- Not a Pell Recipient - student not identified as a Pell recipient.

Single Parent Status

- Single Parent - a single parent (including single pregnant individuals) is defined as an individual that is:
    - Unmarried with a minor child/children under the age 18 years old, or
    - Legally separated from a spouse with a minor child/children under the age 18 years old, or
    - Single and legal guardian with a minor child/children under the age 18 years old

- Not a single parent – individual not identified as a single parent.