



EQUITY PLAN DATA FROM ICCB's CENTRALIZED DATA SYSTEM

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ICCB DATA COLLECTION PROCESSES

Overview of ICCB's data collection

- i. Provides consistent and reliable data outputs with uniform reporting processes
- ii. ICCB attempts to balance the data needed to fulfill requirements and requests with reducing the reporting burden for colleges
- iii. ICCB uses data for a host of federal and state reporting requirements and to answer stakeholder questions, generate reports, etc.
- iv. Value-add back to the college through the process

ICCB DATA COLLECTION PROCESSES

Types and frequency of submissions

- i. Student-level data is collected on an annual basis. Data from colleges is not real-time.
- ii. Annual files submitted to ICCB handled through Research and Analytics division (student level submissions on fall and annual enrollment, demographics, completions, courses as well as records for faculty and staff employed both in the fall and the academic year)
- iii. Consist of robust and comprehensive error checking to ensure accuracy
 - Completed by RA staff through submission review and direct follow-up with colleges (technical assistance provide by IT division)

R&A - REPORTING IN STATE AND FEDERAL STATUTE

- Integrated Postsecondary Education Data System (IPEDS) Reporting
 - Registration—1 survey, 0 completed by ICCB
 - Fall—3 surveys, 2 completed by ICCB
 - Winter—4 surveys, 3 completed by ICCB
 - Spring—4 surveys, 2 completed by ICCB
- Perkins V, Career and Technical Education
- Workforce Innovation and Opportunity Act
- Dual Credit
- Customized Apprenticeship Programming-Information Technology - DOL Reporting
- Underrepresented Groups Report
- Employment Plan Reports [separate reports for Hispanic (includes Bilingual Needs), African American, Asian American, Native American]
- Illinois Community College Administrator and Faculty Salary and Benefits
- Performance-Based funding for the system

R&A - REPORTING IN STATE AND FEDERAL STATUTE

New Required Reporting in the Last Few Years

- Early Childhood Access Consortium for Equity (ECACE)
- Pipeline for the Advancement of the Healthcare Workforce (PATH)
- Developmental Education Reform Act (DERA)
- Homelessness Act
- Student Parents / Child Care Center Act
- Higher Education in Prison Act
- **Equity Plans**

NON-STATUTE DATA, TABLES, AND REPORTS

- Examples of these items include the following:
 - ICCB Annual Report on Enrollment and Completions
 - ICCB Databook
 - ICCB Metrics – One-Pagers and Detailed Data
 - Achievement Gap
 - Affordability
 - Early College
 - Market Share
 - Student Success
 - ICCB Distance Education Report
 - ICCB Faculty and Staff Salary Report
 - ICCB Fall Enrollment Report
 - ICCB Spring Enrollment Report
 - U.S. Census Post-Secondary Employment Outcomes (PSEO)

ICCB Research and Analytics Web Page

- <http://www2.iccb.org/data/>



Major reports are added to the R&A landing page as they become available.

ICCB Illinois Community College Board
Research & Analytics

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Economic Impact Report
Economic Impact of Illinois Community Colleges
[Click here](#)

Underrepresented Groups Report
Closing the Achievement Gap in Illinois
[Click here](#)

Distance Ed Report
Distance Education in the Illinois Community College System
[Click here](#)

Dual Credit Report
Dual Credit Enrollment in the Illinois Community College System
[Click here](#)

Illinois POSTSECONDARY PROFILES
Illinois Postsecondary Profiles Now Includes New Equity Profiles to Examine Higher Ed Data
This data and accountability website provides stakeholders with a powerful but user-friendly platform to access information on Enrollment, Affordability, Progress, Advancement, and Completion for 2- and 4-year Illinois higher education institutions. Building on the Institutional, Occupational, and Regional Profiles released previously, the new Equity Profiles component released in February 2022 allows data to be easily explored in new ways via student demographics.
[Access the IPP Website](#)
[View the IPP Video](#)

ICCB Centralized Data
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 effectively and efficiently coordinated through ICCB. ICCB utilizes its centralized data system to furnish information for state and federal accountability purposes, promote student and institutional improvement, meet research needs, and formulate policy. By compiling student and staff-level data centrally it ensures continuity and consistency in reporting across the system.

EQUITY PLANS

- In response to the strategies outlined in [A Thriving Illinois](#) (i.e., Illinois Higher Education Strategic Plan) 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).

EQUITY PLANS

- 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.

- 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.*
- Provide any additional relevant institution-specific data that you analyzed.*
- Use IBHE/ICCB data and additional institutional data provided from Parts a and b above to identify gaps to be addressed.*
- Identify major barriers in policy and practices that have led to equity gaps for each group identified above.*
- 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.*

EQUITY PLAN DATA FROM ICCB'S CENTRALIZED DATA SYSTEM

- To assist Illinois community colleges with Equity Plans, ICCB shared data through three methods:
 1. Publicly available statewide and community college-level metric and subgroup data via the Equity Plan Data from ICCB's Centralized Data System webpage.
 2. Non-public community college summary-level metric and subgroup data via ICCB's secure ftp site (accessed by designated community college IR/IT staff).
 3. Non-public community college individual-level metric and subgroup data via ICCB's secure ftp site (accessed by designated community college IR/IT staff).

1- EQUITY PLAN DATA FROM ICCB'S CENTRALIZED DATA SYSTEM WEBPAGE

- Webpage accessible at <https://www.iccb.org/equity-plan-data/>
- Includes:
 - Statewide Equity Metrics Overall and by Subgroup
 - Includes enrollment, persistence, advancement, and completion metrics with statewide overall and subgroup outcomes.
 - Community College Equity Metrics Overall (Enrollment and Completion Metrics only include the Subgroups)
 - Includes enrollment and completion metrics and subgroup outcomes for each community college.
 - The persistence and advancement metrics are considered performance outcomes and must have cell suppression applied for any cell count of less than 5. Thus, for the performance metrics (persistence and advancement)
 - Equity Plan Framework Technical Guide for Section III Analyze Data

Equity Plan Framework
Technical Guide for
Section III Analyze Data

Statewide Equity Metrics
Overall and by Subgroup

Community College
Equity Metrics Overall
(Enrollment and
Completion Metrics only
include the Subgroups)

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Equity Plan Data

Equity Plan Data from ICCB's Centralized Data System

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 subgroup 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. In consultation with IBHE, ICCB created the **Equity Plan Framework - Technical Guide for Section III Analyze Data** to provide purpose, methodologies, and definitions for each equity metric and subgroup. The subgroups include race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent. The goal of the Equity Plan data from ICCB's Centralized Data System and accompanying Technical Guide is to provide consistent and common outcomes and definitions for underrepresented subgroups across Illinois community colleges in examining benchmark data and measuring future progress.

Please use the Technical Guide as a companion resource in interpreting and examining the enrollment, persistence, advancement, and completion data below.

Statewide Equity Metrics Overall and by Subgroup

Select this [link](#) to download the Statewide Equity Metrics with Subgroups. Within the downloaded Excel workgroup, each tab contains an enrollment, persistence, advancement, and completion metric with statewide overall and subgroup outcomes.

Community College Equity Metrics Overall (Enrollment and Completion Metrics only include the Subgroups)

Select this [link](#) to download the Community College Equity Metrics Overall (Enrollment and Completion Metrics Only by Subgroup). Note the following:

Only the Enrollment and Completion metrics have subgroup outcomes in the link. The other metrics are considered performance outcomes and must have all subgroups applied for

Webpage File - Statewide Completion Overall and by Subgroup

Statewide file includes five years of trend data for overall and subgroups.

For example: Examine Completions in Associate-Transfer Programs by Race/Ethnicity from FY19 through FY23.

The statewide metrics are in one file and organized by tab for easy analysis of data.

	A	B	C	D	E	F	G	H	I	J	K
	STATE	COMPLETION LEVEL	VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	PERCENT CHANGE 1 YR	PERCENT CHANGE 5 YR
1											
2	Illinois - Statewide	Associate - Transfer	Age Group	25 and older	6,520	6,208	6,176	5,678	5,164	(9.05%)	(20.80%)
3	Illinois - Statewide	Associate - Transfer	Age Group	Under 25	16,163	15,829	15,847	15,767	14,966	(5.08%)	(7.41%)
4	Illinois - Statewide	Associate - Transfer	Age Group	Unknown	1	2	0	9	3	(66.67%)	200.00%
5	Illinois - Statewide	Associate - Transfer	Disability Status	No disability reported	21,468	20,812	20,765	20,191	18,882	(6.48%)	(12.05%)
6	Illinois - Statewide	Associate - Transfer	Disability Status	Reported a disability	1,216	1,227	1,258	1,263	1,251	(0.95%)	2.88%
7	Illinois - Statewide	Associate - Transfer	First Generation Status	First Generation	9,995	9,228	9,332	9,015	7,982	(11.46%)	(20.14%)
8	Illinois - Statewide	Associate - Transfer	First Generation Status	Not First Generation	12,689	12,811	12,691	12,439	12,151	(2.32%)	(4.24%)
9	Illinois - Statewide	Associate - Transfer	Gender	Another Gender	0	0	0	20	50	150.00%	5000.00%
10	Illinois - Statewide	Associate - Transfer	Gender	Female	13,235	12,779	13,407	12,840	11,934	(7.06%)	(9.83%)
11	Illinois - Statewide	Associate - Transfer	Gender	Male	9,449	9,260	8,602	8,559	8,112	(5.22%)	(14.15%)
12	Illinois - Statewide	Associate - Transfer	Gender	Unknown Gender	0	0	14	35	37	5.71%	3700.00%
13	Illinois - Statewide	Associate - Transfer	Pell Recipient Status	Not a Pell Recipient	15,301	15,258	15,434	15,224	14,431	(5.21%)	(5.69%)
14	Illinois - Statewide	Associate - Transfer	Pell Recipient Status	Pell Recipient	7,382	6,781	6,589	6,220	5,702	(8.48%)	(22.77%)
15	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	American Indian or Alaska Native	57	34	38	45	63	40.00%	10.53%
16	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	Asian	1,046	1,009	1,052	1,021	1,055	3.33%	0.86%
17	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	Black or African American	2,320	2,209	2,151	2,057	1,937	(5.83%)	(16.51%)
18	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	Hispanic/Latino	5,225	5,086	5,295	5,186	4,798	(7.48%)	(8.17%)
19	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	Native Hawaiian or Other Pacific Islander	17	20	12	18	17	(5.56%)	0.00%
20	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	Nonresident Alien	250	224	266	228	209	(8.33%)	(16.40%)
21	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	Two or more races	617	615	695	665	686	3.16%	11.18%
22	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	Unknown	551	526	540	550	507	(7.82%)	(7.99%)
23	Illinois - Statewide	Associate - Transfer	Race/Ethnicity	White	12,601	12,316	11,974	11,684	10,861	(7.04%)	(13.81%)
24	Illinois - Statewide	Associate - Transfer	Rural Status	Not a rural student	18,820	18,180	18,382	17,894	16,683	(6.77%)	(11.35%)
25	Illinois - Statewide	Associate - Transfer	Rural Status	Rural student	3,864	3,859	3,641	3,560	3,450	(3.09%)	(10.71%)
26	Illinois - Statewide	Associate - Transfer	Single Parent Status	Not a single parent	21,253	20,669	20,580	20,116	18,861	(6.24%)	(11.25%)
27	Illinois - Statewide	Associate - Transfer	Single Parent Status	Single Parent	1,431	1,370	1,443	1,338	1,272	(4.93%)	(11.11%)
28	Illinois - Statewide	Associate - Transfer	Total	Total	22,684	22,039	22,023	21,454	20,133	(6.16%)	(11.25%)
29	Illinois - Statewide	Associate in Applied Science	Age Group	25 and older	5,791	5,227	5,471	5,188	4,698	(9.44%)	(18.87%)
30	Illinois - Statewide	Associate in Applied Science	Age Group	Under 25	4,341	3,992	4,195	4,173	3,921	(6.04%)	(9.68%)
31	Illinois - Statewide	Associate in Applied Science	Age Group	Unknown	0	0	2	14	1	(92.86%)	100.00%
32	Illinois - Statewide	Associate in Applied Science	Disability Status	No disability reported	9,530	8,624	9,088	8,733	8,026	(8.10%)	(15.78%)
33	Illinois - Statewide	Associate in Applied Science	Disability Status	Reported a disability	602	595	580	642	594	(7.48%)	(1.33%)
34	Illinois - Statewide	Associate in Applied Science	First Generation Status	First Generation	4,280	3,855	4,110	3,878	3,485	(10.13%)	(18.57%)
35	Illinois - Statewide	Associate in Applied Science	First Generation Status	Not First Generation	5,852	5,364	5,558	5,497	5,135	(6.59%)	(12.25%)
36	Illinois - Statewide	Associate in Applied Science	Gender	Another Gender	0	0	0	3	9	200.00%	900.00%
37	Illinois - Statewide	Associate in Applied Science	Gender	Female	5,958	5,502	5,910	5,617	5,217	(7.12%)	(12.44%)
38	Illinois - Statewide	Associate in Applied Science	Gender	Male	4,174	3,717	3,754	3,730	3,387	(9.20%)	(18.85%)

Webpage File – Community College-Level Completion Overall and by Subgroup

Community college file includes five years of trend data for overall and subgroups.

For example: Examine Completions in Associate-Transfer Programs by Race/Ethnicity from FY19 through FY23.

The community college metrics are in one file and organized by tab for easy analysis of data.

DISTRICT COLLEGE	COLLEGE NAME	COMPLETION LEVEL	VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	PERCENT CHANGE 1 YR	PERCENT CHANGE 5 YR
		Associate - Transfer	Age Group	25 and older	36	38	24	33	28	(15.15%)	(22.22%)
		Associate - Transfer	Age Group	Under 25	190	160	172	156	163	4.49%	(14.21%)
		Associate - Transfer	Disability Status	No disability reported	212	196	193	184	185	0.54%	(12.74%)
		Associate - Transfer	Disability Status	Reported a disability	14	2	3	5	6	20.00%	(57.14%)
		Associate - Transfer	First Generation Status	First Generation	137	129	114	110	92	(16.36%)	(32.85%)
		Associate - Transfer	First Generation Status	Not First Generation	89	69	82	79	99	25.32%	11.24%
		Associate - Transfer	Gender	Female	136	126	118	136	122	(10.29%)	(10.29%)
		Associate - Transfer	Gender	Male	90	72	78	53	69	30.19%	(23.33%)
		Associate - Transfer	Pell Recipient Status	Not a Pell Recipient	153	137	129	136	142	4.41%	(7.19%)
		Associate - Transfer	Pell Recipient Status	Pell Recipient	73	61	67	53	49	(7.55%)	(22.88%)
		Associate - Transfer	Race/Ethnicity	American Indian or Alaska Native	0	0	1	0	1	100.00%	100.00%
		Associate - Transfer	Race/Ethnicity	Asian	3	0	1	1	3	200.00%	0.00%
		Associate - Transfer	Race/Ethnicity	Black or African American	9	5	12	5	9	80.00%	0.00%
		Associate - Transfer	Race/Ethnicity	Hispanic/Latino	3	2	5	7	1	(85.71%)	(66.67%)
		Associate - Transfer	Race/Ethnicity	Two or more races	4	8	7	4	8	100.00%	100.00%
		Associate - Transfer	Race/Ethnicity	Unknown	0	0	0	0	6	600.00%	600.00%
		Associate - Transfer	Race/Ethnicity	White	207	183	170	172	163	(5.23%)	(21.26%)
		Associate - Transfer	Rural Status	Not a rural student	19	12	26	25	25	0.00%	31.58%
		Associate - Transfer	Rural Status	Rural student	207	186	170	164	166	1.22%	(19.81%)
		Associate - Transfer	Single Parent Status	Not a single parent	216	187	189	180	179	(0.56%)	(17.13%)
		Associate - Transfer	Single Parent Status	Single Parent	10	11	7	9	12	33.33%	20.00%
		Associate - Transfer	Total	Total	226	198	196	189	191	1.06%	(15.49%)
		Associate in Applied Science	Age Group	25 and older	90	99	89	69	82	18.84%	(8.89%)
		Associate in Applied Science	Age Group	Under 25	133	104	133	108	147	36.11%	10.53%
		Associate in Applied Science	Disability Status	No disability reported	217	197	216	174	225	29.31%	3.69%
		Associate in Applied Science	Disability Status	Reported a disability	6	6	6	3	4	33.33%	(33.33%)
		Associate in Applied Science	First Generation Status	First Generation	166	150	140	119	152	27.73%	(8.43%)
		Associate in Applied Science	First Generation Status	Not First Generation	57	53	82	58	77	32.76%	35.09%
		Associate in Applied Science	Gender	Female	135	133	166	108	141	30.56%	4.44%
		Associate in Applied Science	Gender	Male	88	70	56	69	88	27.54%	0.00%
		Associate in Applied Science	Pell Recipient Status	Not a Pell Recipient	149	121	154	129	159	23.26%	6.71%
		Associate in Applied Science	Pell Recipient Status	Pell Recipient	74	82	68	48	70	45.83%	(5.41%)
		Associate in Applied Science	Race/Ethnicity	American Indian or Alaska Native	0	1	0	1	0	(100.00%)	0.00%
		Associate in Applied Science	Race/Ethnicity	Asian	0	0	4	0	1	100.00%	100.00%
		Associate in Applied Science	Race/Ethnicity	Black or African American	6	7	5	6	8	33.33%	33.33%
		Associate in Applied Science	Race/Ethnicity	Hispanic/Latino	1	3	1	5	4	(20.00%)	300.00%
		Associate in Applied Science	Race/Ethnicity	Two or more races	7	1	2	1	8	700.00%	14.29%
		Associate in Applied Science	Race/Ethnicity	Unknown	1	0	0	0	0	0.00%	(100.00%)

EQUITY PLAN FRAMEWORK – TECHNICAL GUIDE FOR SECTION III ANALYZE DATA

- In consultation with IBHE, ICCB created the Equity Plan Framework – Technical Guide for Section III Analyze Data to:
 - Provide purpose, methodologies, and definitions, and data source for each equity metric and subgroup.
 - The subgroups include race/ethnicity, age (under 25 and 25 and older), gender, rural status, disability status, first generation status, Pell status, and single parent.

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

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.

2 - COMMUNITY COLLEGE SUMMARY-LEVEL EQUITY PLAN DATA VIA ICCB FTP SITE

- In addition to the downloadable data and other resources on the webpage, ICCB shared the community college-level files for all equity metrics (including persistence and advancement) and subgroups via ICCB's secure ftp site. No cell suppression is applied.
- Community college-level, summary-level files on the ftp site include (for each file "DDD" = District Number & "CC" = College Number):
 - **Enrollment Files**
 - College-level individual summary: *DDDCC_EQUITY_ENROLLMENT_SUMMARY_MULTIFY.xlsx*
 - **Completions Files**
 - College-level individual summary: *DDDCC_EQUITY_COMPLETIONS_SUMMARY_MULTIFY.xlsx*
 - **Graduation/Advancement Rate**
 - Grad Rate College-level individual summary: *DDDCC_EQUITY_GRADRATE_SUMMARY_MULTIFY.xlsx*
 - Adv Rate College-level individual summary: *DDDCC_EQUITY_ADVRATE_SUMMARY_MULTIFY.xlsx*
 - **Persistence and Retention**
 - 30+ Credit Hour Accumulation college-level individual summary: *DDDCC_EQUITY_CRACCUM30_SUMMARY_MULTIFY.xlsx*
 - 24+ Credit Hour Accumulation college-level individual summary: *DDDCC_EQUITY_CRACCUM24_SUMMARY_MULTIFY.xlsx*
 - Fall-to-Fall Retention college-level individual summary: *DDDCC_EQUITY_RET_SUMMARY_MULTIFY.xlsx*

FTP Site File – Community College- Level Retention Rate Overall and by Subgroup

Community college file includes five years of trend data for overall and subgroups.

For example: Examine Retention Rate by Race/Ethnicity from FY19 through FY23.

DISTRICT COLLEGE	COLLEGE NAME	VARIABLE	SUBGROUP	Fall 2018 Cohort Total	Fall 2018 Total Retained Fall to Fall	Fall 2018 Retention Rate	Fall 2019 Cohort Total	Fall 2019 Total Retained Fall to Fall	Fall 2019 Retention Rate	Fall 2020 Cohort Total	Fall 2020 Total Retained Fall to Fall	Fall 2020 Retention Rate	Fall 2021 Cohort Total	Fall 2021 Total Retained Fall to Fall	Fall 2021 Retention Rate	Fall 2022 Cohort Total	Fall 2022 Total Retained Fall to Fall	Fall 2022 Retention Rate	1 Year % Change in Retention Rate	5 Year % Change in Retention Rate
		Age Group	25 and older	8	1	12.50%	10	4	40.00%	8	3	37.50%	12	7	58.33%	19	11	57.89%	-0.44%	45.39%
		Age Group	Under 25	176	110	62.50%	227	138	60.79%	294	192	65.31%	344	218	63.37%	352	243	69.03%	5.66%	6.53%
		Disability Status	No disability reported	180	109	60.56%	229	141	61.57%	292	189	64.73%	340	217	63.82%	351	244	69.52%	5.69%	8.96%
		Disability Status	Reported a disability	4	2	50.00%	8	1	12.50%	10	6	60.00%	16	8	50.00%	20	10	50.00%	0.00%	0.00%
		First Generation Status	First Generation	122	69	56.56%	161	93	57.76%	211	133	63.03%	207	124	59.90%	208	138	66.35%	6.44%	9.79%
		First Generation Status	Not First Generation	62	42	67.74%	76	49	64.47%	91	62	68.13%	149	101	67.79%	163	116	71.17%	3.38%	3.42%
		Gender	Female	84	49	58.33%	104	71	68.27%	172	112	65.12%	184	118	64.13%	177	115	64.97%	0.84%	6.64%
		Gender	Male	100	62	62.00%	133	71	53.38%	130	83	63.85%	172	107	62.21%	194	139	71.65%	9.44%	9.65%
		Pell Recipient Status	Not a Pell Recipient	91	63	69.23%	116	77	66.38%	195	134	68.72%	223	143	64.13%	232	171	73.71%	9.58%	4.48%
		Pell Recipient Status	Pell Recipient	93	48	51.61%	121	65	53.72%	107	61	57.01%	133	82	61.65%	130	83	63.85%	-1.04%	8.10%
		Race/Ethnicity	American Indian or Alaska Native	1	0	0.00%	1	0	0.00%	1	1	100.00%	0	0	---	1	0	0.00%	---	0.00%
		Race/Ethnicity	Asian	1	0	0.00%	0	0	---	1	1	100.00%	1	1	100.00%	5	5	100.00%	0.00%	100.00%
		Race/Ethnicity	Black or African American	13	6	46.15%	7	4	57.14%	15	8	53.33%	8	4	50.00%	4	0	0.00%	-50.00%	-46.15%
		Race/Ethnicity	Hispanic/Latino	6	3	50.00%	8	5	62.50%	9	6	66.67%	10	7	70.00%	16	8	50.00%	-20.00%	0.00%
		Race/Ethnicity	Native Hawaiian or Other Pacific Islander	0	0	---	2	1	50.00%	0	0	---	0	0	---	0	0	---	---	---
		Race/Ethnicity	Nonresident Alien	0	0	---	0	0	---	1	1	100.00%	0	0	---	0	0	---	---	---
		Race/Ethnicity	Two or more races	4	2	50.00%	1	0	0.00%	18	11	61.11%	22	13	59.09%	17	11	64.71%	5.61%	14.71%
		Race/Ethnicity	Unknown	0	0	---	0	0	---	1	0	0.00%	3	1	33.33%	11	2	18.18%	-15.15%	---
		Race/Ethnicity	White	159	100	62.89%	218	132	60.55%	256	167	65.23%	312	199	63.78%	317	228	71.92%	8.14%	9.03%
		Rural Status	Not a rural student	15	6	40.00%	15	9	60.00%	19	12	63.16%	28	11	39.29%	30	20	66.67%	19.35%	12.63%
		Rural Status	Rural student	169	105	62.13%	222	133	59.91%	283	183	64.66%	328	214	65.24%	333	234	70.27%	5.03%	8.14%
		Single Parent Status	Not a single parent	178	108	60.67%	225	138	61.33%	297	192	64.65%	340	216	63.53%	344	239	69.48%	5.95%	8.80%
		Single Parent Status	Single Parent	6	3	50.00%	12	4	33.33%	5	3	60.00%	16	9	56.25%	27	15	55.56%	-0.69%	5.56%
		Total	Total	184	111	60.33%	237	142	59.92%	302	195	64.57%	356	225	63.20%	371	254	68.46%	5.26%	8.14%

3 - COMMUNITY COLLEGE STUDENT-LEVEL EQUITY PLAN DATA VIA ICCB FTP SITE

- In addition to the downloadable data and other resources on the webpage and community college-level files for all equity metrics (including persistence and advancement) and subgroups via ICCB's secure ftp site, ICCB generated the equity metrics and subgroups at the student-level as well.
- Community college-level, summary-level files on the ftp site include (for each file “DDD” = District Number & “CC” = College Number):
 - **Enrollment Files**
 - Microdata File: *DDDCC_EQUITY_ENROLLMENT_MICRO_MULTIFY.xlsx*
 - **Completions Files**
 - Microdata File: *DDDCC_EQUITY_COMPLETIONS_MICRO_MULTIFY.xlsx*
 - **Graduation/Advancement Rate**
 - Microdata File: *DDDCC_EQUITY_GRADRATE_MICRO_MULTIFY.xlsx*
 - **Persistence and Retention**
 - Microdata File: *DDDCC_EQUITY_CRACCUM_RET_MICRO_MULTIFY.xlsx*

FTP Site File – Student-Level Persistence and Retention Rates Overall and by Subgroup

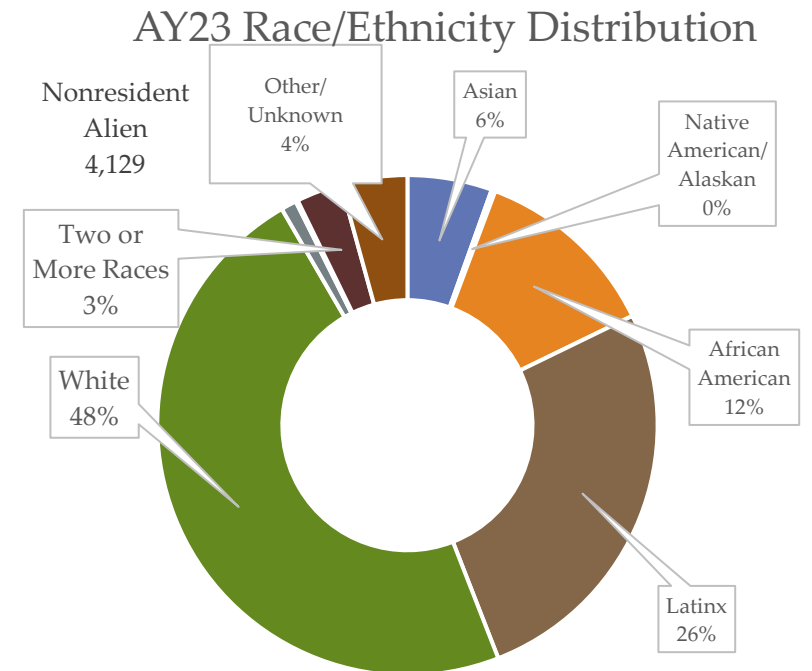
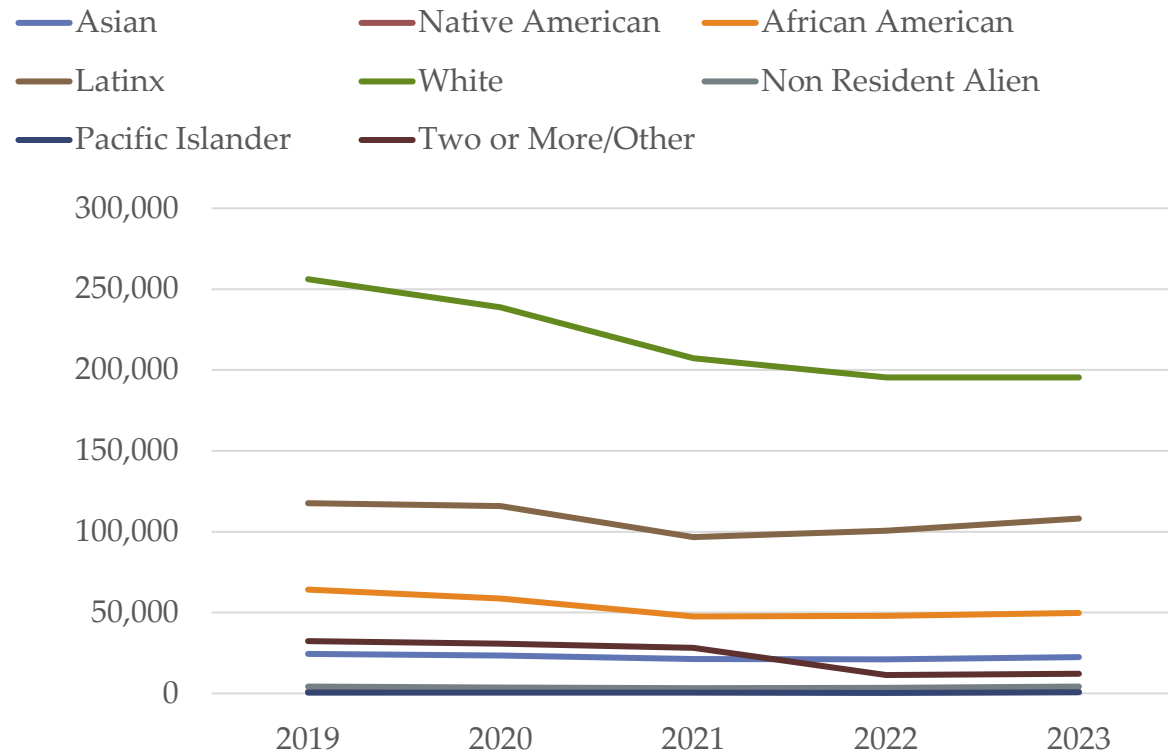
Student-level file includes five years of trend data, subgroups, and outcomes for each metric.

SSN and CC Student ID are provided to allow connection of the student-level equity outcomes to internal community college datasets.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
DISTRICT_COLLEGE	COLLEGE_NAME	FY	FALL_COHORT	SSN	STUDENTID	RACE_ETHNICITY	GENDER	AGE_GROUP	PELL_RECIPIENT_STATUS	FIRST_GENERATION_STATUS	DISABILITY_STATUS	SINGLE_PARENT_STATUS	RURAL_STATUS	CR_ACCUM_30+	CR_ACCUM_24+	RETAINED_F2F
											No	Not a				
		19	Fall18	XXXXXXXX	XXXXXXX	Asian	Male	Under 25	Pell Recipient	First Generation	disability reported	single parent	Rural student	0	0	0
		19	Fall18	XXXXXXXX	XXXXXXX	Black or African American	Male	Under 25	Not a Pell Recipient	Not First Generation	No disability reported	Not a single parent	Not a rural student	1	1	1
		19	Fall18	XXXXXXXX	XXXXXXX	White	Female	Under 25	Not a Pell Recipient	First Generation	No disability reported	Not a single parent	Rural student	0	0	0
		19	Fall18	XXXXXXXX	XXXXXXX	White	Male	Under 25	Not a Pell Recipient	Not First Generation	No disability reported	Not a single parent	Not a rural student	0	0	0
		19	Fall18	XXXXXXXX	XXXXXXX	White	Female	Under 25	Pell Recipient	First Generation	No disability reported	Not a single parent	Not a rural student	0	0	0
		19	Fall18	XXXXXXXX	XXXXXXX	White	Male	Under 25	Not a Pell Recipient	First Generation	No disability reported	Not a single parent	Rural student	0	1	0
		19	Fall18	XXXXXXXX	XXXXXXX	White	Male	Under 25	Pell Recipient	First Generation	Reported a disability	Not a single parent	Rural student	0	1	1
		19	Fall18	XXXXXXXX	XXXXXXX	White	Female	Under 25	Not a Pell Recipient	Not First Generation	No disability reported	Not a single parent	Rural student	0	1	1
		19	Fall18	XXXXXXXX	XXXXXXX	White	Female	Under 25	Pell Recipient	First Generation	No disability reported	Not a single parent	Rural student	0	0	0
		19	Fall18	XXXXXXXX	XXXXXXX	White	Female	Under 25	Pell Recipient	First Generation	No disability reported	Single Parent	Rural student	0	0	1
		19	Fall18	XXXXXXXX	XXXXXXX	White	Male	Under 25	Not a Pell Recipient	First Generation	No disability reported	Not a single parent	Rural student	1	1	1

ANNUAL STUDENT ENROLLMENTS BY RACE/ETHNICITY IN ILLINOIS COMMUNITY COLLEGES

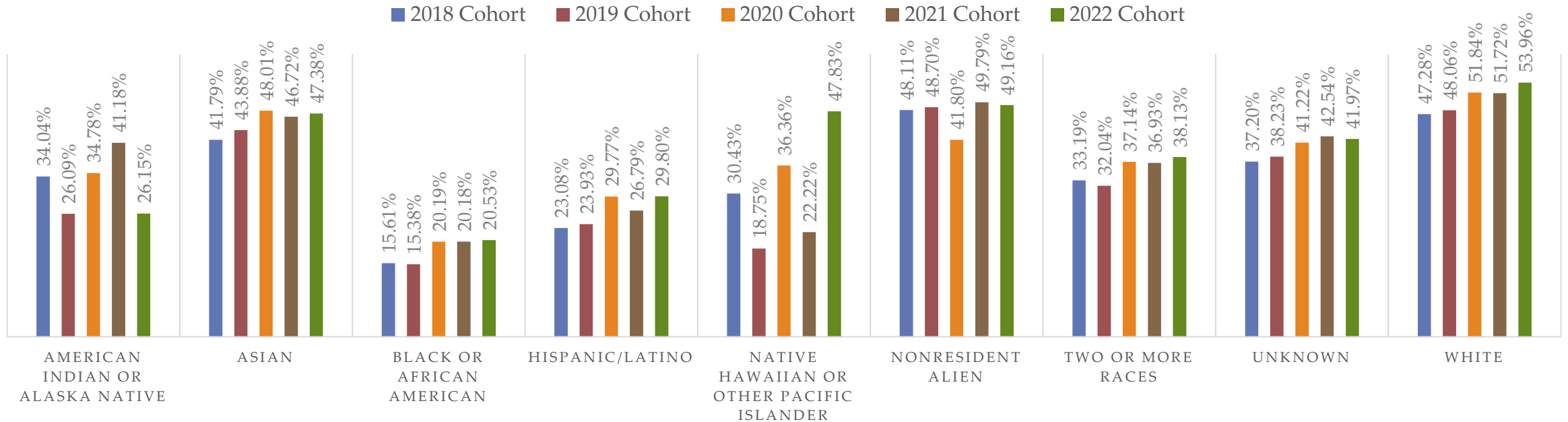
- More than one-half (52%) of the 2023 student population in the Illinois Community College System identified as non-White students.
- Latinx students in the Illinois Community College System grew 12 percent from 2021 to 2023, while African American students increased by 4 percent during the same timeframe. White students decreased 6 percent.



ILLINOIS COMMUNITY COLLEGE STUDENT PERSISTENCE (24+ HOURS IN AN ACADEMIC YEAR) BY RACE/ETHNICITY

- Overall, the Illinois Community College Persistence has increased more than 6% over the last five years.
- While Persistence Rates continue to increase for African Americans and Hispanic/Latino students, achievement gaps persist compared to White students (with 2022 cohort, a 33% gap for African Americans and 24% gap for Hispanic/Latino).

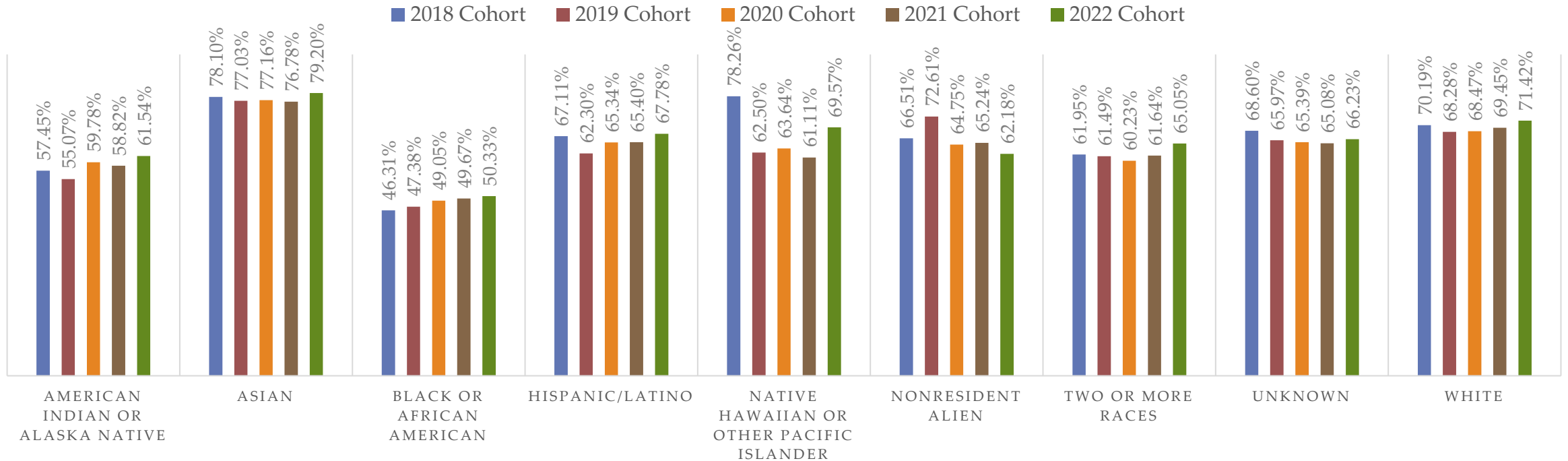
FULL-TIME, FIRST-TIME DEGREE OR CERTIFICATE-SEEKING STUDENTS COMPLETING 24 OR MORE CREDIT HOURS WITHIN ONE ACADEMIC YEAR AFTER ENTRY



ILLINOIS COMMUNITY COLLEGE STUDENT RETENTION (FALL TO FALL) BY RACE/ETHNICITY

- Overall, the Illinois Community College Retention has increased by 2% over the last five years.
- Achievement gaps persist compared to White students (with 2022 cohort, a 21% gap for African Americans and 4% gap for Hispanic/Latino).

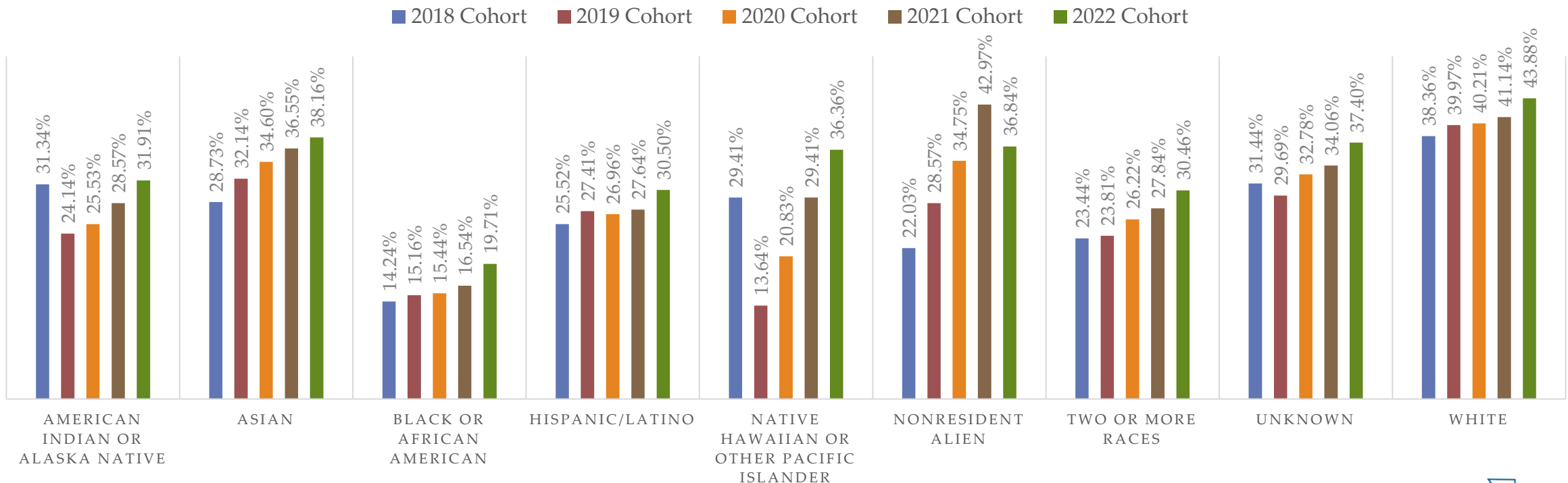
FULL-TIME, FIRST-TIME DEGREE OR CERTIFICATE-SEEKING STUDENTS FALL TO FALL RETENTION



ILLINOIS COMMUNITY COLLEGE STUDENT GRADUATION RATE BY RACE/ETHNICITY

- Overall, the Illinois Community College Graduation Rate has increased by 6% over the last five years.
- While Graduation Rates continue to increase for African Americans and Hispanic/Latino students, Achievement gaps persist compared to White students (with 2022 cohort, an 24% gap for African Americans and 13% gap for Hispanic/Latino).

FULL-TIME, FIRST-TIME DEGREE OR CERTIFICATE-SEEKING STUDENTS COMPLETING WITHIN 150% OF NORMAL TIME

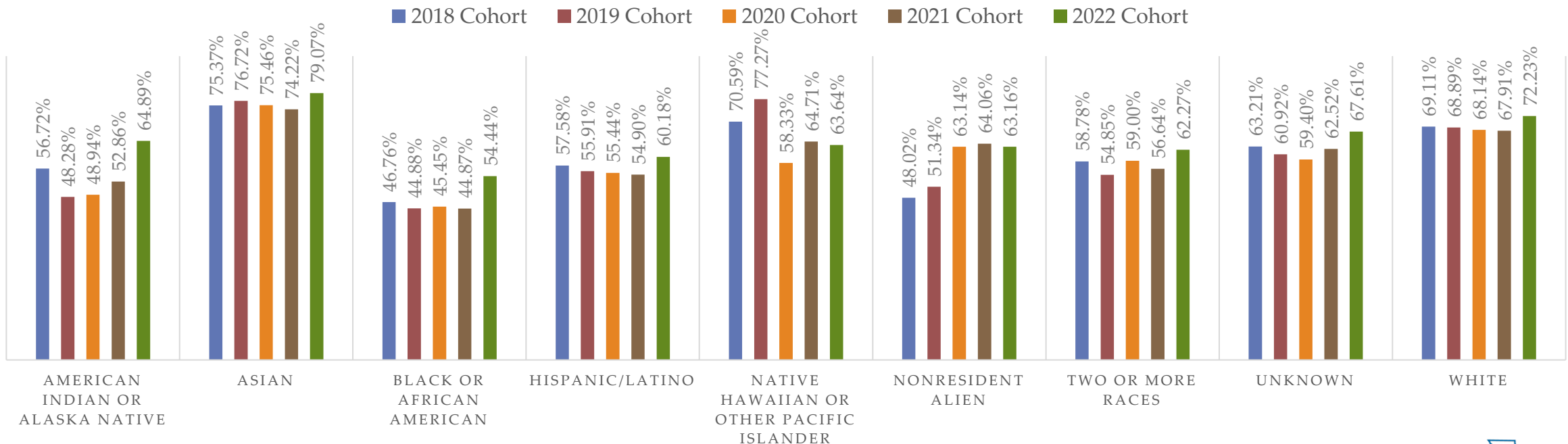


Data Source: ICCB Centralized Data System

ILLINOIS COMMUNITY COLLEGE STUDENT ADVANCEMENT RATE BY RACE/ETHNICITY

- Overall, the Illinois Community College Advancement Rate has increased by 3% over the last five years.
- While Advancement Rates continue to increase for African Americans and Hispanic/Latino students, Achievement gaps persist compared to White students (with 2022 cohort, an 18% gap for African Americans and 12% gap for Hispanic/Latino).

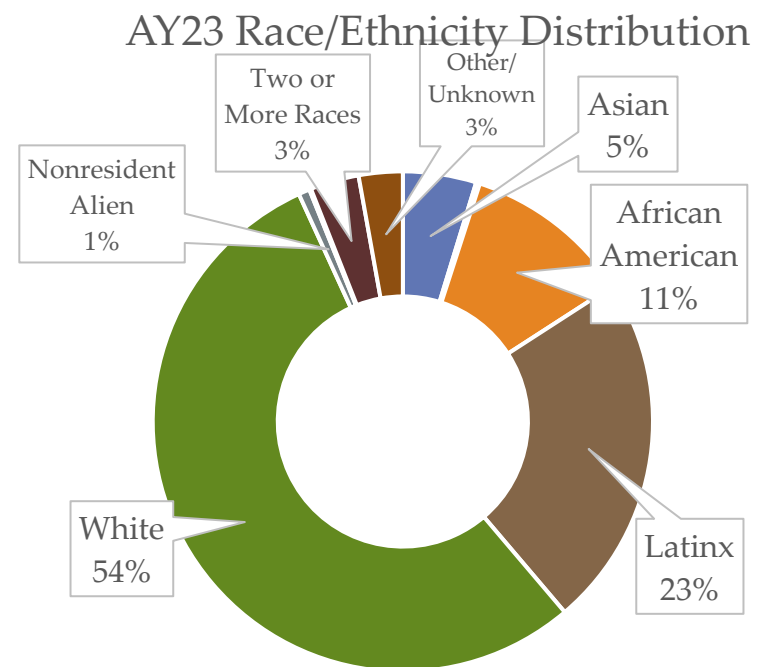
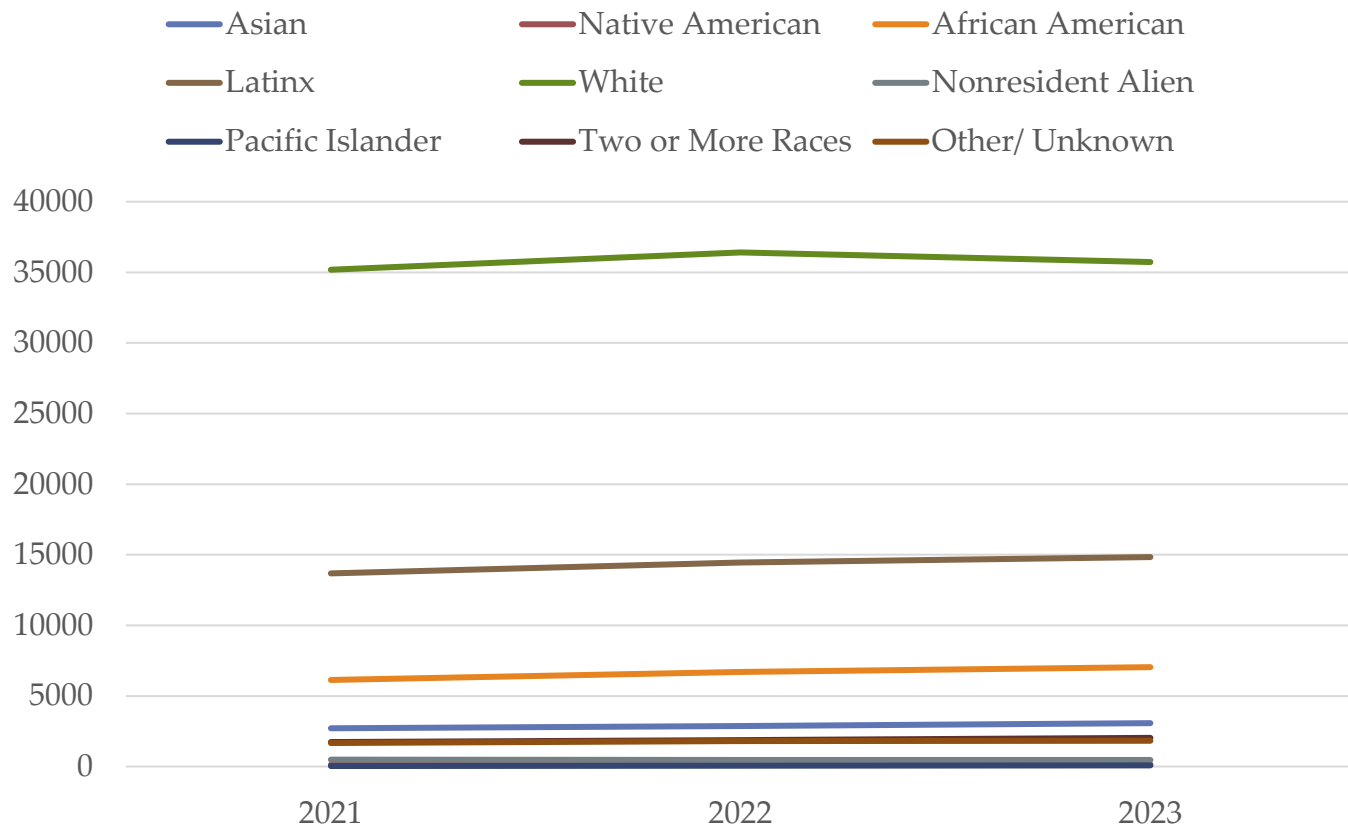
FULL-TIME, FIRST-TIME DEGREE OR CERTIFICATE-SEEKING STUDENTS COMPLETING, TRANSFERRING, OR PERSISTING WITHIN 150% OF NORMAL TIME



Data Source: ICCB Centralized Data System

ANNUAL STUDENT COMPLETIONS BY RACE/ETHNICITY IN ILLINOIS COMMUNITY COLLEGES

- African American student completions increased 15% from 2021 to 2023 while Latinx student completions 8 percent during the same timeframe.
- White student completions increased 2 percent from 2021 to 2023.



OTHER POTENTIAL ICCB-RELATED DATA RESOURCES

- ICCB Perkins Power BI Dashboard (Career and Technical Education)
 - Available at <http://www2.iccb.org/pods2/>
 - Includes federal accountability metric data with disaggregation by demography and other special populations.
- Illinois Postsecondary Profiles
 - Available at <https://illinoispostsecondaryprofiles.com/>
- Census (and other data sources) Data for Each Community College District
 - 2011-2023 available at <https://www2.iccb.org/data/research-tools/district-census-data/>
 - Includes population by race/ethnicity and gender, at-risk (corrections, disability, high school attainment level, and immigrants), English Not Primary Language in Household, and adults in poverty.

MORE ON ILLINOIS POSTSECONDARY PROFILES (IPP)

- <https://illinoispostsecondaryprofiles.com/>

illinois
POSTSECONDARY
PROFILES

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An Introductio...
illinois
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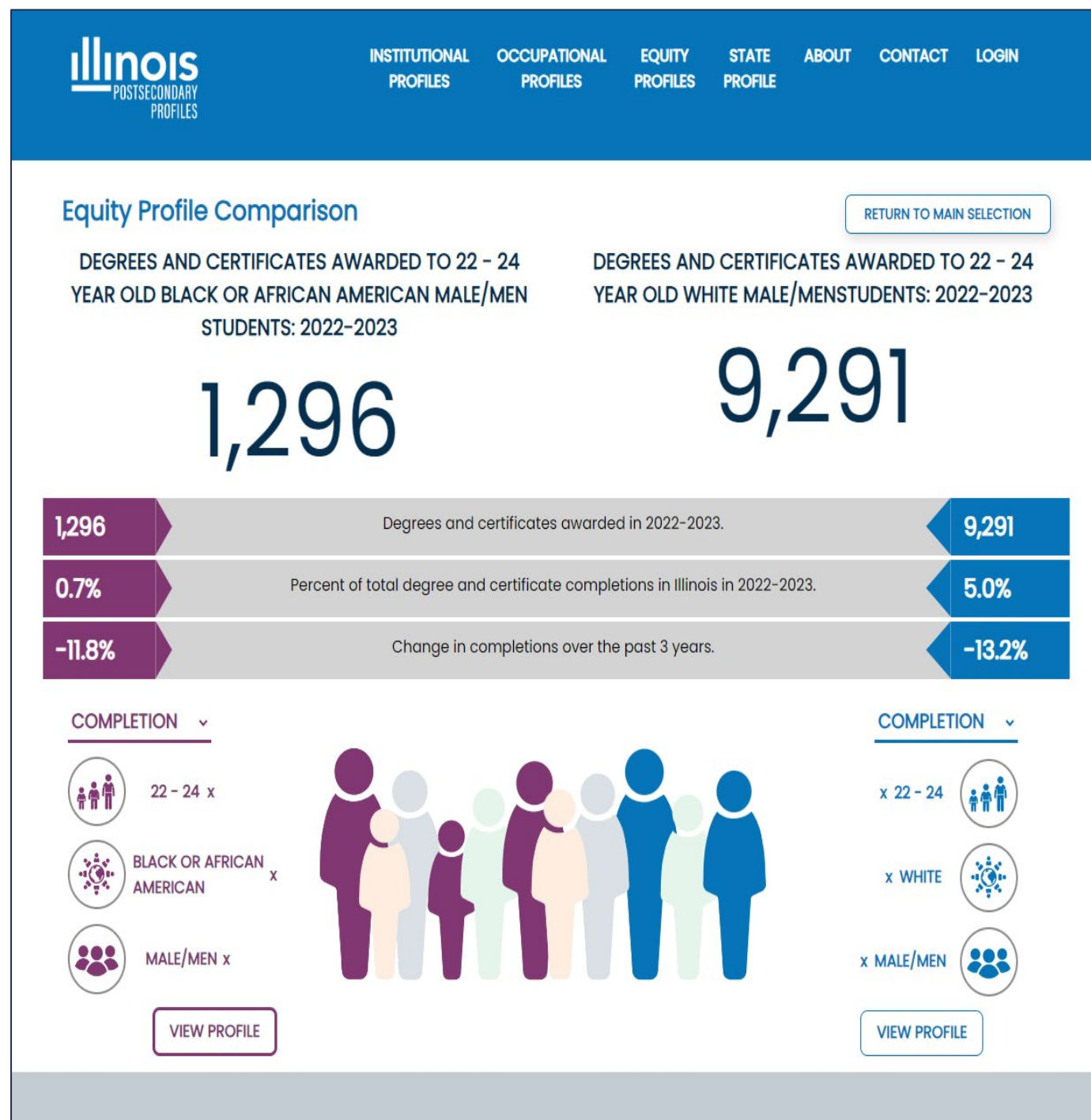
IPP Institutional Data Profiles

- Provides data from ICCB's Centralized Data System and metric methodologies/definitions are aligned with data provisioned for Equity Plans.
- Limitations currently include older data, suppression of data with low cell counts, and exclusion of some student subgroups.
- Plans for additional subgroups and more actional data in future years.



IPP Equity Data Profiles

- Provides data driving from ICCB's Centralized Data System.
- Currently, data path into Equity is from a statewide perspective with “drill-down” into program-level data.
- Plans for enhancements based on feedback solicited from the system and guidance from external stakeholders.
- New IPP trainings for the system are forthcoming.





EQUITY PLAN DATA FROM ICCB's CENTRALIZED DATA SYSTEM

Nathan Wilson
ICCB Deputy Director for Research and Information Technology

Jay Brooks
ICCB Associate Deputy Director for Research and Analytics

March 13, 2024