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

http://www2.iccb.org/data/
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).
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.
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**


- 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**
In response to the strategies outlined in A Thriving Illinois and codified in recent Equity Plan legislation (PA. 105-1046 (110 ILCS 205/9.16)), each public institution of higher education is required 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, individually, these groups 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:

Statewide Equity Metrics Overall and by Subgroup

Community College Equity Metrics Overall (Enrollment and Completion Metrics only include the Subgroups)
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.
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.
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 fall-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.
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
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 2018 Retention Rate | Fall 2019 Cohort Total | Fall 2019 Total Retained | Fall 2019 Retention Rate | Fall 2020 Cohort Total | Fall 2020 Total Retained | Fall 2020 Retention Rate | Fall 2021 Cohort Total | Fall 2021 Total Retained | Fall 2021 Retention Rate | Fall 2022 Cohort Total | Fall 2022 Total Retained | Fall 2022 Retention Rate | Fall 2023 Cohort Total | Fall 2023 Total Retained | Fall 2023 Retention Rate
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<td>0.64%</td>
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<td>0</td>
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<td>100.00%</td>
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<td>100.00%</td>
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<tr>
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<td>46.15%</td>
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<td>50.00%</td>
<td>8</td>
<td>5</td>
<td>62.50%</td>
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<td>16</td>
<td>8</td>
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<td>1</td>
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<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>1</td>
<td>1.00%</td>
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<tr>
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<td>4</td>
<td>2</td>
<td>50.00%</td>
<td>1</td>
<td>0</td>
<td>0.00%</td>
<td>18</td>
<td>11</td>
<td>61.11%</td>
<td>22</td>
<td>13</td>
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<td>17</td>
<td>13</td>
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<td>14.71%</td>
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<td>109</td>
<td>60.67%</td>
<td>215</td>
<td>138</td>
<td>63.90%</td>
<td>297</td>
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<td>64.65%</td>
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<td>216</td>
<td>63.53%</td>
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<td>16</td>
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<tr>
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</tbody>
</table>
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.
• 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.
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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2018 Cohort</th>
<th>2019 Cohort</th>
<th>2020 Cohort</th>
<th>2021 Cohort</th>
<th>2022 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>34.04%</td>
<td>41.18%</td>
<td>48.01%</td>
<td>46.72%</td>
<td>47.28%</td>
</tr>
<tr>
<td>Asian</td>
<td>26.09%</td>
<td>15.38%</td>
<td>23.93%</td>
<td>23.08%</td>
<td>15.61%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>26.15%</td>
<td>20.19%</td>
<td>29.77%</td>
<td>29.77%</td>
<td>30.53%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>41.79%</td>
<td>51.82%</td>
<td>52.45%</td>
<td>51.82%</td>
<td>52.45%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>15.61%</td>
<td>15.38%</td>
<td>20.19%</td>
<td>20.19%</td>
<td>20.53%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>43.88%</td>
<td>30.43%</td>
<td>22.22%</td>
<td>47.83%</td>
<td>47.83%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>23.08%</td>
<td>30.43%</td>
<td>22.22%</td>
<td>47.83%</td>
<td>47.83%</td>
</tr>
<tr>
<td>Unknown</td>
<td>48.70%</td>
<td>48.70%</td>
<td>48.70%</td>
<td>48.70%</td>
<td>48.70%</td>
</tr>
<tr>
<td>White</td>
<td>34.78%</td>
<td>48.01%</td>
<td>38.23%</td>
<td>41.80%</td>
<td>41.97%</td>
</tr>
</tbody>
</table>

Data Source: ICCB Centralized Data System
• 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).

Data Source: ICCB Centralized Data System
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).
**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**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2018 Cohort</th>
<th>2019 Cohort</th>
<th>2020 Cohort</th>
<th>2021 Cohort</th>
<th>2022 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>56.72%</td>
<td>48.94%</td>
<td>45.45%</td>
<td>48.02%</td>
<td>48.28%</td>
</tr>
<tr>
<td>Asian</td>
<td>75.37%</td>
<td>74.22%</td>
<td>77.27%</td>
<td>63.64%</td>
<td>70.59%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>46.76%</td>
<td>45.45%</td>
<td>44.88%</td>
<td>48.02%</td>
<td>46.76%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>57.58%</td>
<td>54.90%</td>
<td>60.18%</td>
<td>63.64%</td>
<td>70.59%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>57.58%</td>
<td>55.91%</td>
<td>60.18%</td>
<td>63.64%</td>
<td>70.59%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>57.58%</td>
<td>54.44%</td>
<td>51.34%</td>
<td>63.64%</td>
<td>64.06%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>63.21%</td>
<td>60.92%</td>
<td>56.64%</td>
<td>64.06%</td>
<td>63.64%</td>
</tr>
<tr>
<td>Unknown</td>
<td>69.51%</td>
<td>70.95%</td>
<td>59.00%</td>
<td>64.06%</td>
<td>63.64%</td>
</tr>
<tr>
<td>White</td>
<td>75.29%</td>
<td>77.27%</td>
<td>70.59%</td>
<td>64.06%</td>
<td>72.23%</td>
</tr>
</tbody>
</table>

Data Source: ICCB Centralized Data System
• 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.

Data Source: ICCB Centralized Data System
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/
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