Sauk Valley Community College

Equity Plan

2023-2024

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Introduction

A. Institution vision of Diversity, Equity, Inclusion, and Accessibility, including:

1. Adopted Institution Diversity, Equity, Inclusion, and Accessibility Statements

2. Adopted Institution Mission, Vision, Value Statements

3. Other institutional statements and goals that support DEIA efforts (such as College, Division, or support areas)

B. Institutional vision for Equity

Analysis of Data

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.

Assess Climate

Policies, Strategies, Services, and Practices

DEI Team

Introduction

Sauk Valley Community College recognizes the challenges of addressing Diversity, Equity, Inclusion, and Accessibility issues and concerns in our heated contemporary national political environment. Despite the challenges, SVCC believes that we have a unique responsibility to provide our students, staff, faculty, and community members with opportunities to explore one another's lives, histories, values, beliefs, ideas, and other aspects of the uniqueness of our personal experiences. To facilitate this, we strive to create an environment that encourages and supports mutual respect, understanding, and a desire to learn both from and with others.

To that end, Sauk Valley Community College has adopted mission, vision, and values statements that we believe stay true to the goals of the founders of the institution as well as the greater Sauk Valley community when they formed the college in 1965.

Mission

Sauk Valley Community College is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development.

Vision

Sauk Valley Community College will be a leader in student achievement while expanding access to higher education across the Sauk Valley region.

Shared Ethical Values

Sauk Valley Community College respects the worth and dignity of all people; stands for integrity and fairness; and encourages responsibility, accountability, and persistence in a caring, supportive environment.

The institutional Shared Ethical Values statement serves as the basis for the college's Diversity, Equity, Inclusion, and Accessibility efforts. This statement is posted in a prominent location on the campus and is frequently used when discussing and participating in DEIA related topics, events, and training.

In addition to the Shared Ethical Values, the current Sauk Valley Community College strategic plan includes three main strategic directions, one of which is dedicated to Access and Inclusion. The goal statement and objectives for the Access and Inclusion strategic direction are consistent with the mission, vision, and values of the institution.

Goal Statement

Sauk Valley Community College is a welcoming and inclusive centralized hub for all learning and training needs across the Sauk Valley region.

Objectives

- Expand access to Adult Education and ESL programming.
- Improve access to SVCC programs for Adult Education and ESL learners.
- Work with regional partners to enhance transportation options to SVCC.
- Promote physical and mental well-being among students and the community through partnerships with area hospitals, health departments, TimelyMD, and other providers.
- Simplify and shorten the registration-to-credential process for students and community members.
- Encourage family and community participation in the Sauk Valley Community College experience.
- Foster a diverse and inclusive learning experience for all students, employees, and community members.
- Create spaces and opportunities for engaging the community through training, forums, and cultural events.

The strategic plan of the institution serves as the focal point for resources, monetary or otherwise, during the five year period in which it guides the college. All departments across the institution are encouraged to budget and utilize resources in ways that advance institutional progress towards the objectives of the strategic plan.

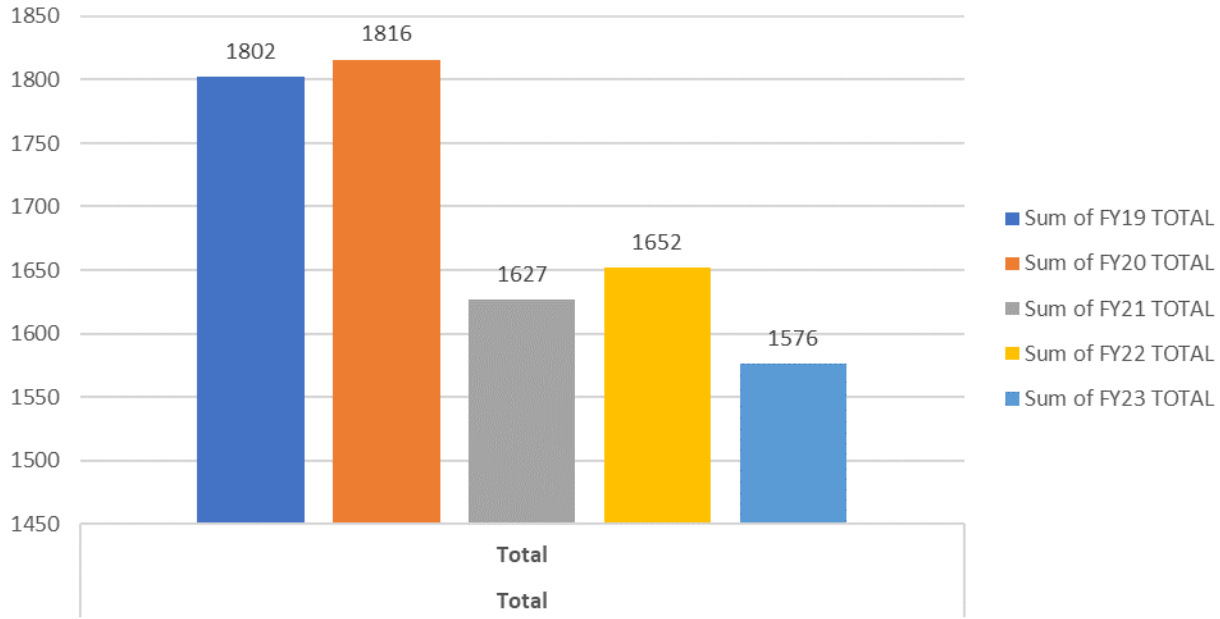
Analysis of Data

Enrollment

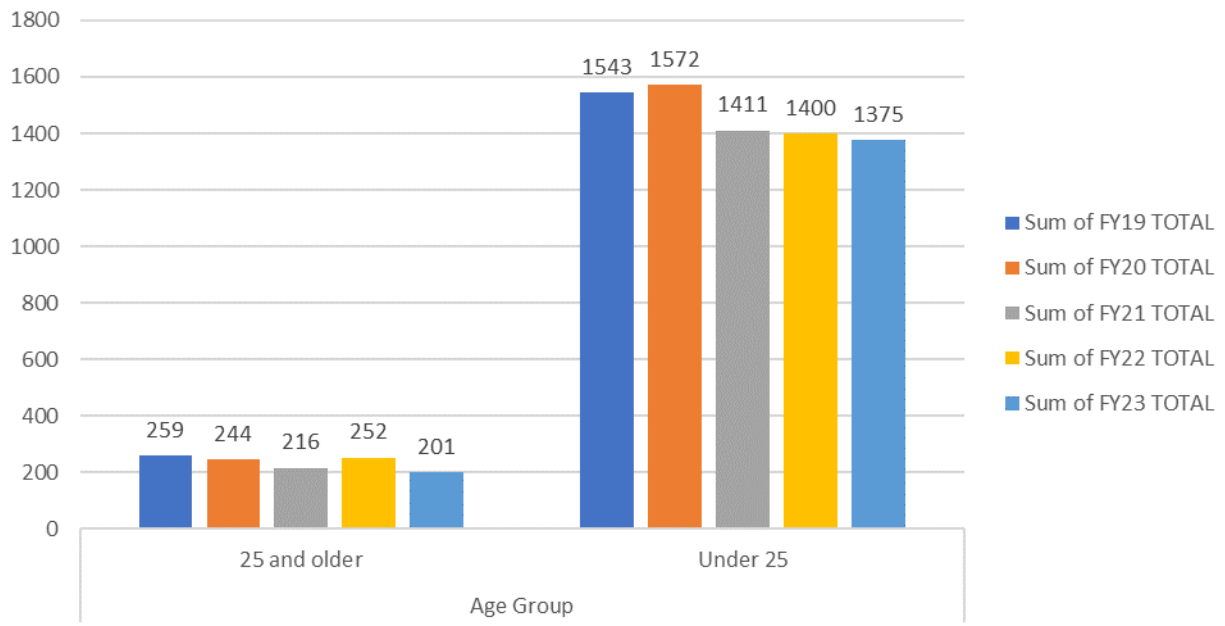
Enrollment serves as the foundational metric for understanding the composition of Sauk Valley Community College's student body. By analyzing enrollment trends among various demographic groups, we can identify disparities in access and representation. Over the past five years enrollment patterns have revealed distinct differences among students from minority backgrounds, marginalized populations, low-income households, rural areas, individuals with disabilities, adult learners, and other underrepresented groups. This section examines enrollment data to uncover disparities and potential barriers to access for these student populations.

Analysis of Trends: Baccalaureate/Career and Technical Instruction

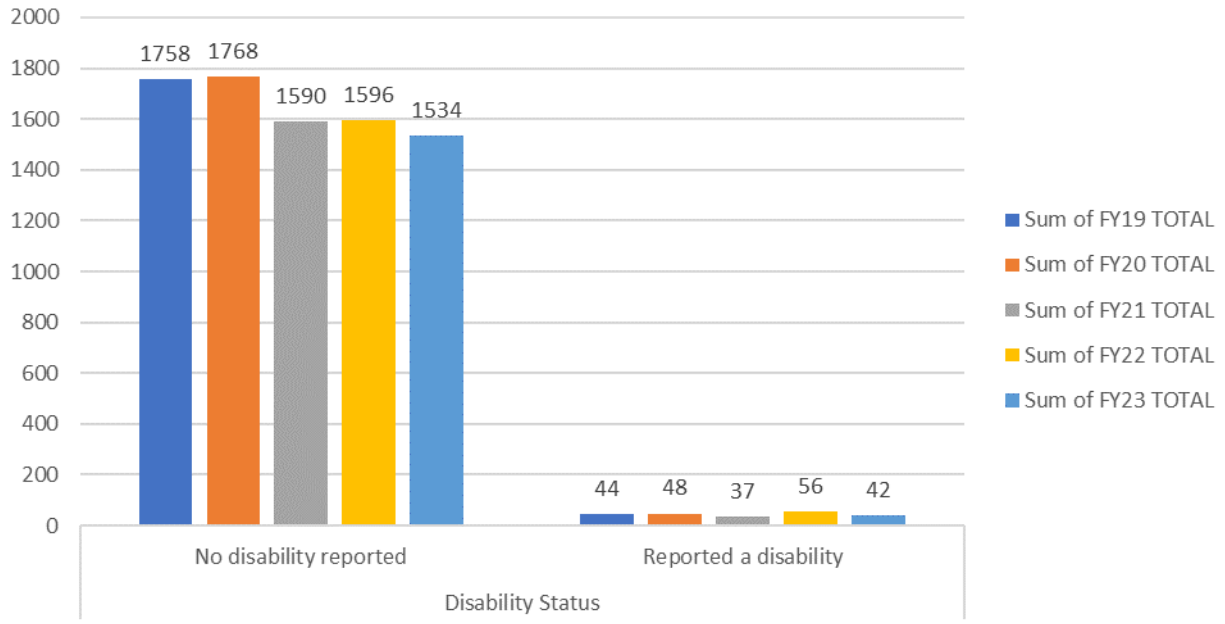
Overall, the college's enrollment has been consistently lower over the past three fiscal years within our Baccalaureate/transfer classification. From FY2022 to FY 2023, Sauk Valley lost -4.6% in enrollment.



Below is a further representation of analysis of enrollment that is specific to baccalaureate subpopulations.



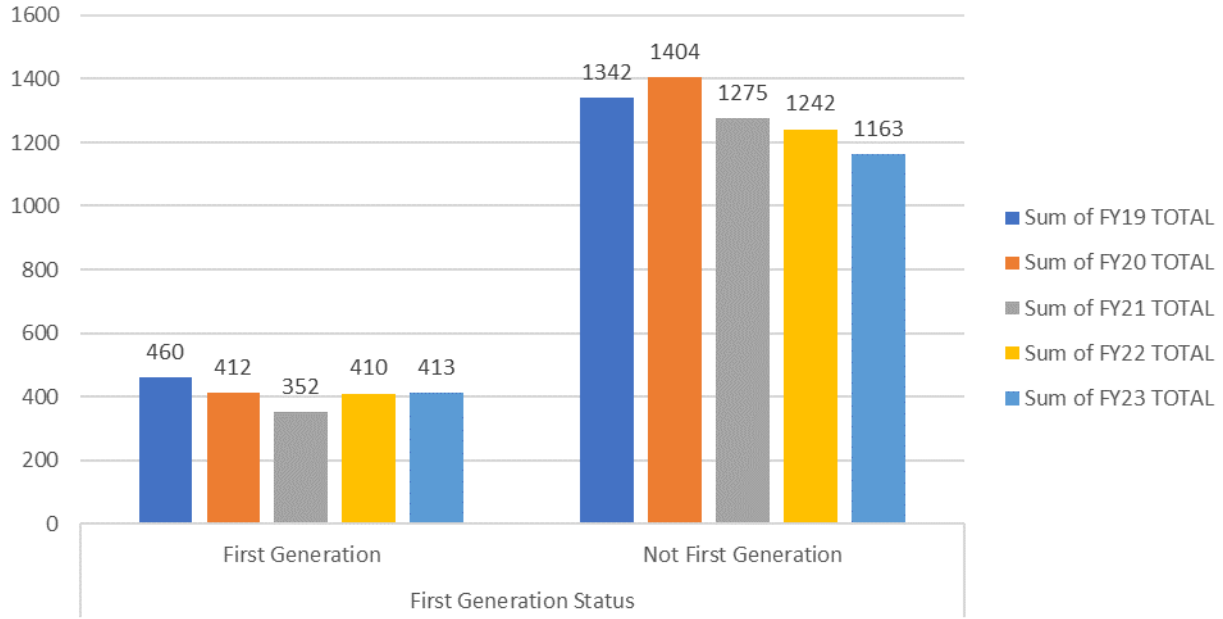
- For individuals under 25 years old, enrollment numbers show a gradual decline over the five time periods. This decline may indicate shifts in demographic trends or other factors affecting enrollment among younger students.
- Enrollment numbers for individuals aged 25 and older also fluctuate over time, with no clear upward or downward trend apparent. However, it's worth noting that the enrollment numbers for this age group generally remain lower than those for individuals under 25.



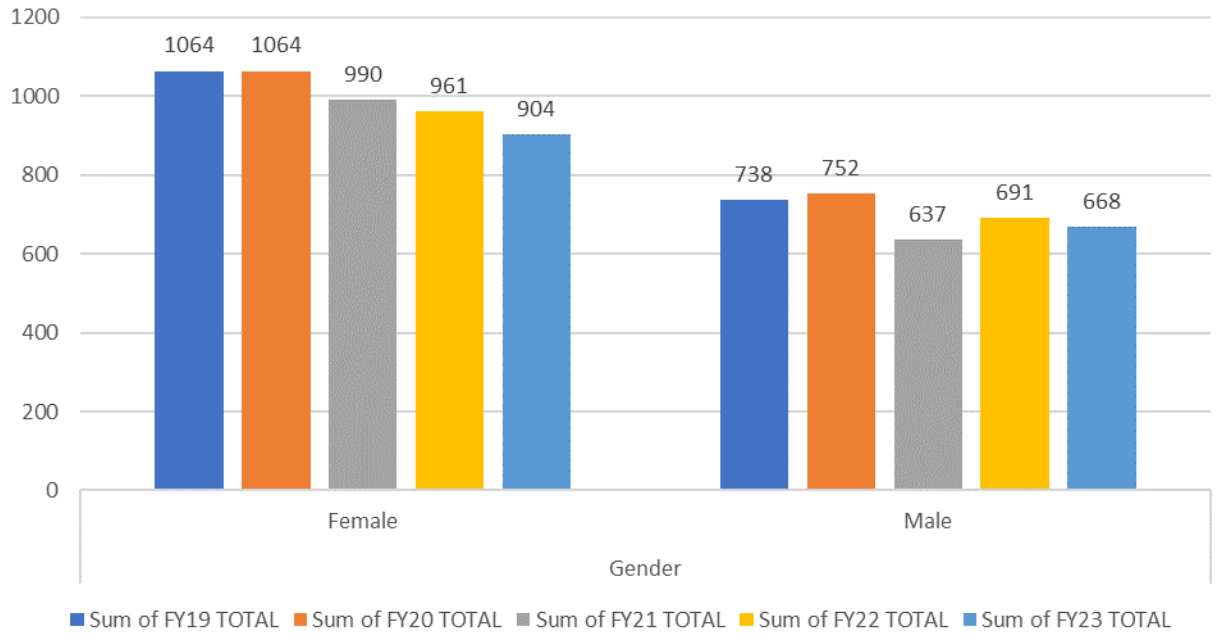
- For individuals who did not report a disability, enrollment numbers show a generally steady or slightly declining trend over the five time periods. This trend may indicate

stability or slight changes in enrollment patterns among students without reported disabilities.

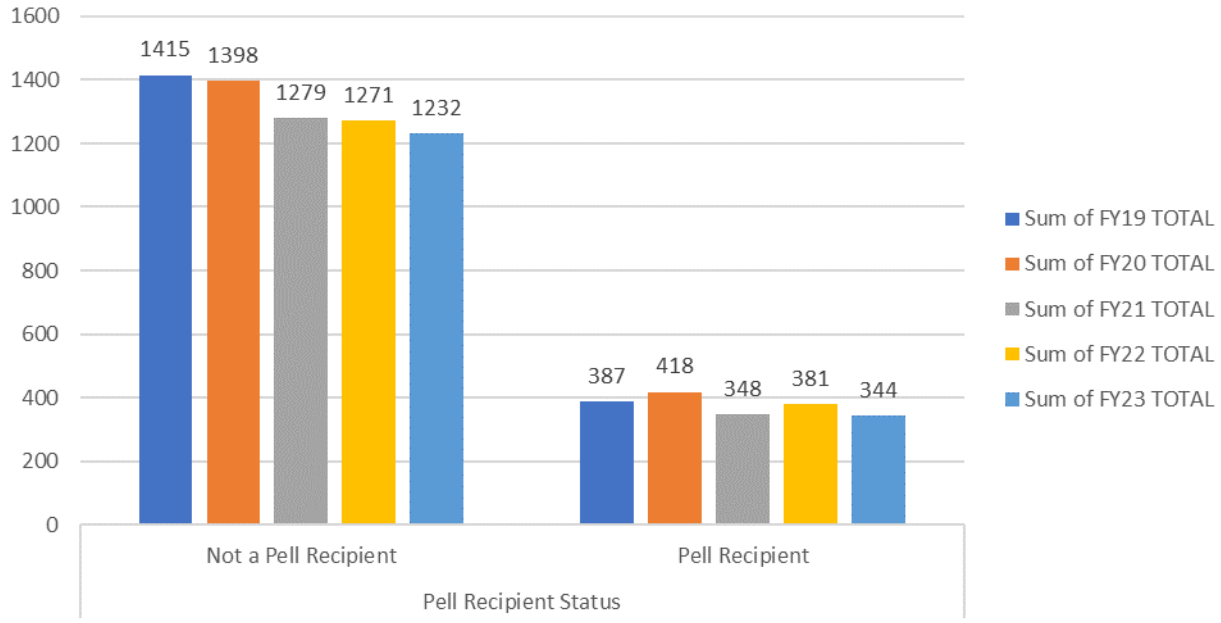
- Enrollment numbers for individuals who reported having a disability fluctuate over time, with no clear upward or downward trend. However, the enrollment numbers for this group generally remain much lower than those for individuals without reported disabilities.



- For first-generation students, enrollment numbers show some fluctuations over the five time periods. While there may not be a clear upward or downward trend, the enrollment numbers for this group remain relatively stable.
- In contrast, enrollment numbers for non-first-generation students also display fluctuations over time with a slight decline overall. However, it's worth noting that the enrollment numbers for this group generally appear higher than those for first-generation students across all time periods.

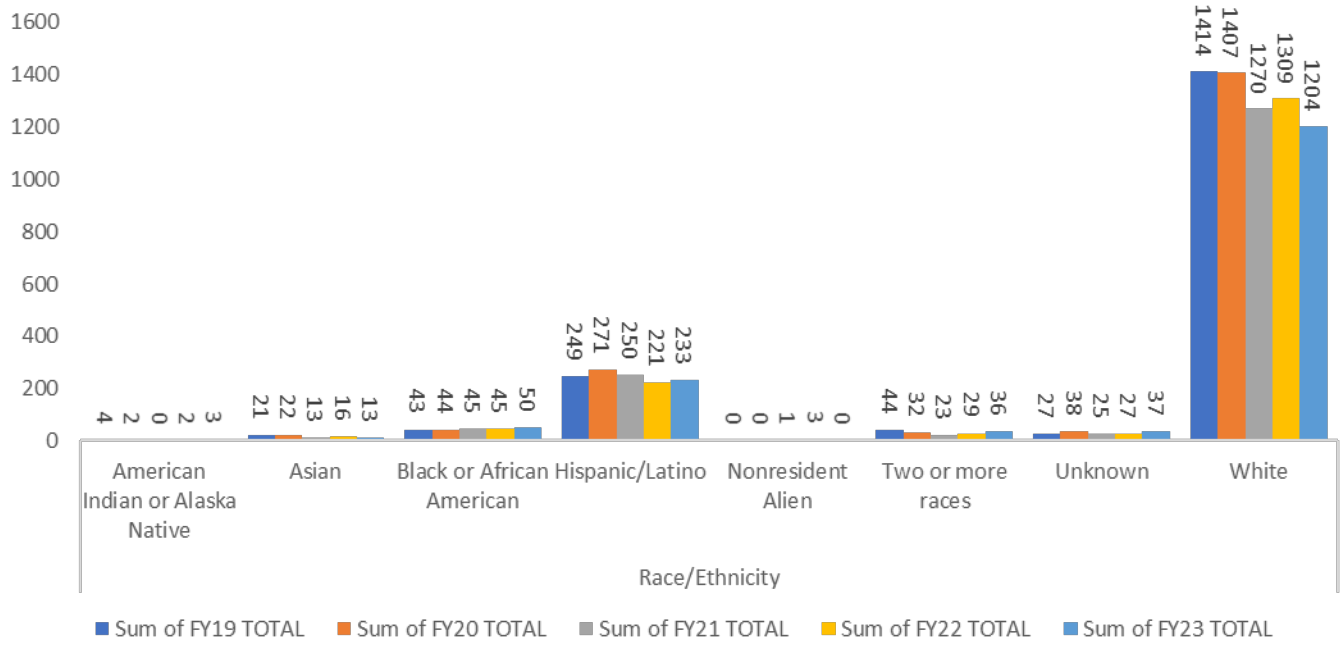


- For female students, enrollment numbers show some change over the five time periods. While there is a slight downward trend, the enrollment numbers for female students remain relatively stable.
- Enrollment numbers for male students also display fluctuations over time. However, it's worth stating that the enrollment numbers for male students generally appear lower than those for female students across all time periods.

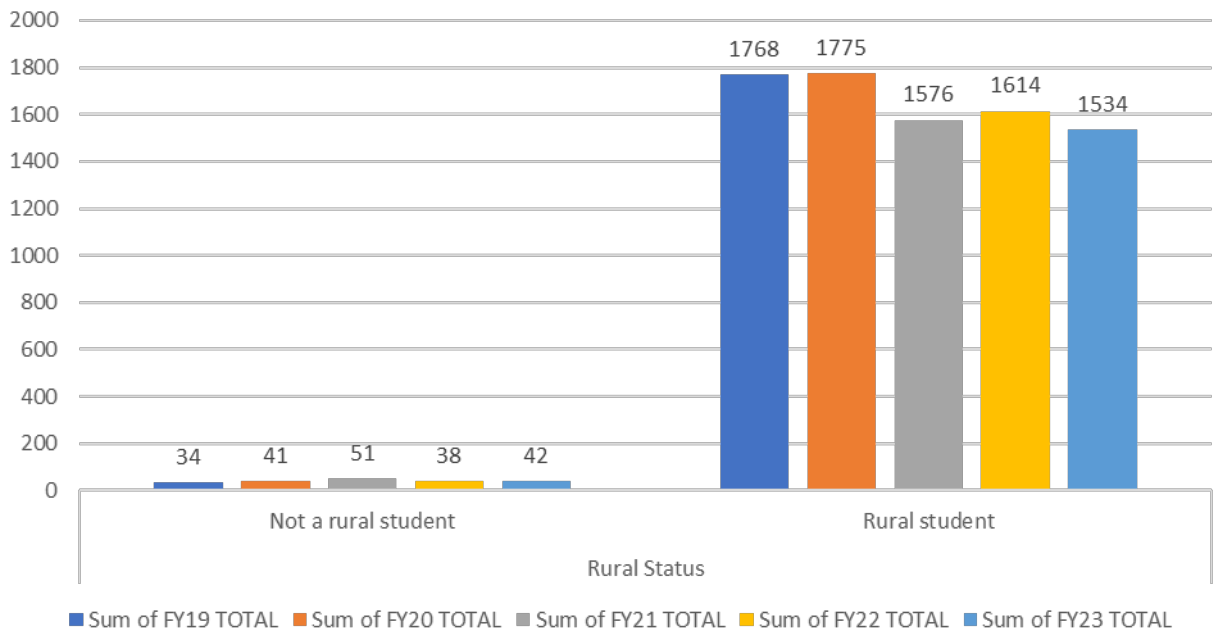


- For students not receiving Pell Grants, enrollment numbers show some variability over the five time periods. While there may be a clear downward trend, the enrollment numbers for non-Pell recipients generally remain relatively stable.

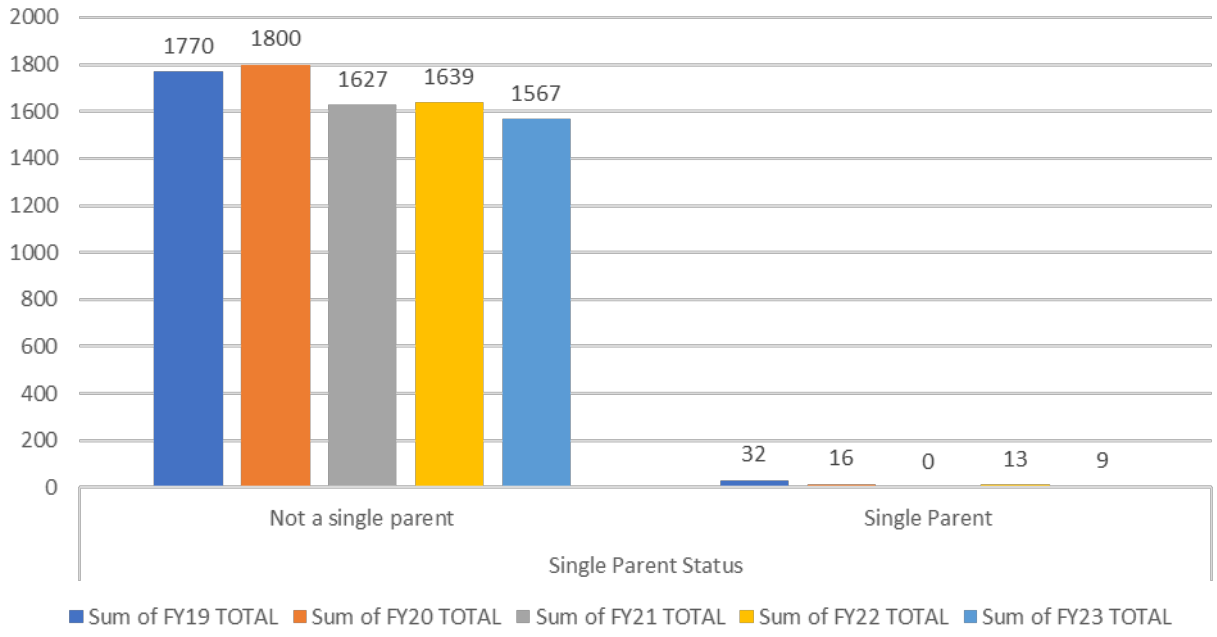
- Enrollment numbers for Pell Grant recipients also display fluctuations over time. However, it's worth noting that the enrollment numbers for Pell recipients generally appear lower than those for students not receiving Pell Grants across all time periods.



- Enrollment numbers vary among the different racial and ethnic groups, with some groups showing more consistent trends over time while others display more fluctuation.
- White students make up the largest proportion of enrollment across all time periods, with decreasing but relatively stable enrollment numbers.
- Black or African American students also maintain relatively stable enrollment numbers over time, with slight fluctuations.
- Hispanic/Latino students exhibit some increasing fluctuations with enrollment numbers, overall steady between 2019 to 2023.
- Asian students generally show stable enrollment numbers, although significantly lower than the baseline of 2019 with 21 students.
- Other racial and ethnic groups, such as American Indian or Alaska Native, Nonresident Alien, Two or more races, and Unknown, may have smaller enrollment numbers and difficult to discuss any trends in relation to the small changes. .



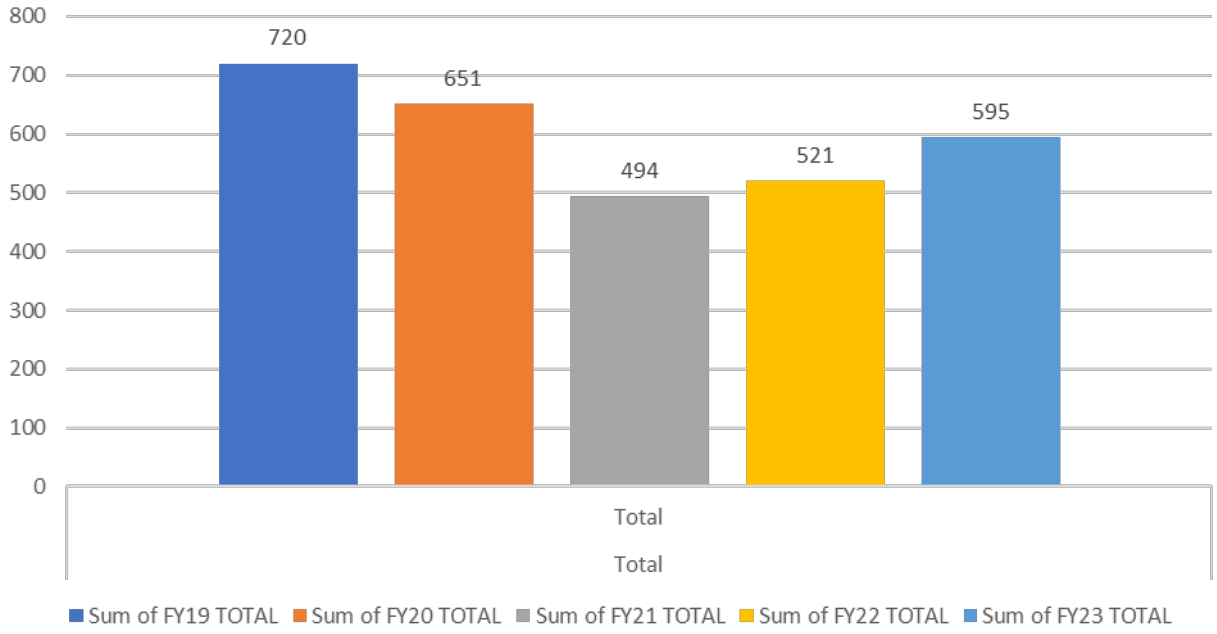
- Enrollment numbers vary between the two groups, with non-rural students generally constituting a smaller proportion of enrollment compared to rural students.
- Non-rural students have lower enrollment numbers but show relatively stable trends over time with minor fluctuations.
- Rural students generally have higher enrollment numbers but may also exhibit more fluctuations over the five time periods.



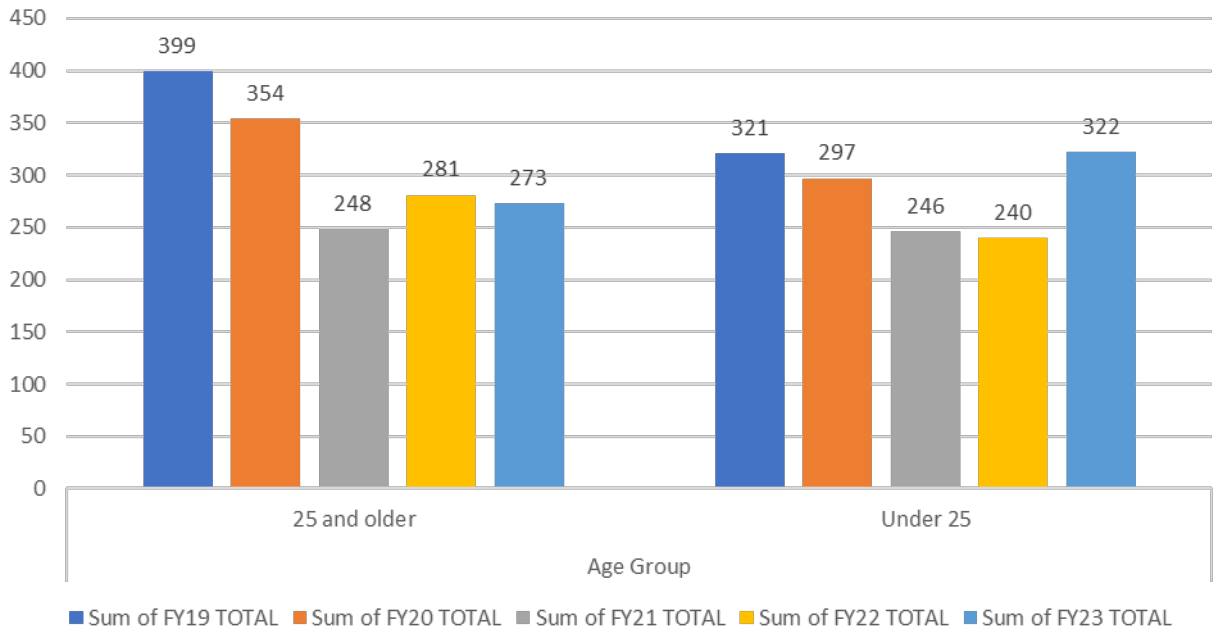
- Enrollment numbers vary between the two groups with individuals who are not single parents constituting the majority of enrollment.

- Individuals who are single parents typically have very low enrollment numbers. The enrollment numbers for single parents, this data element recently started to be collected around the beginning of 2019 so the data consistently have been low.

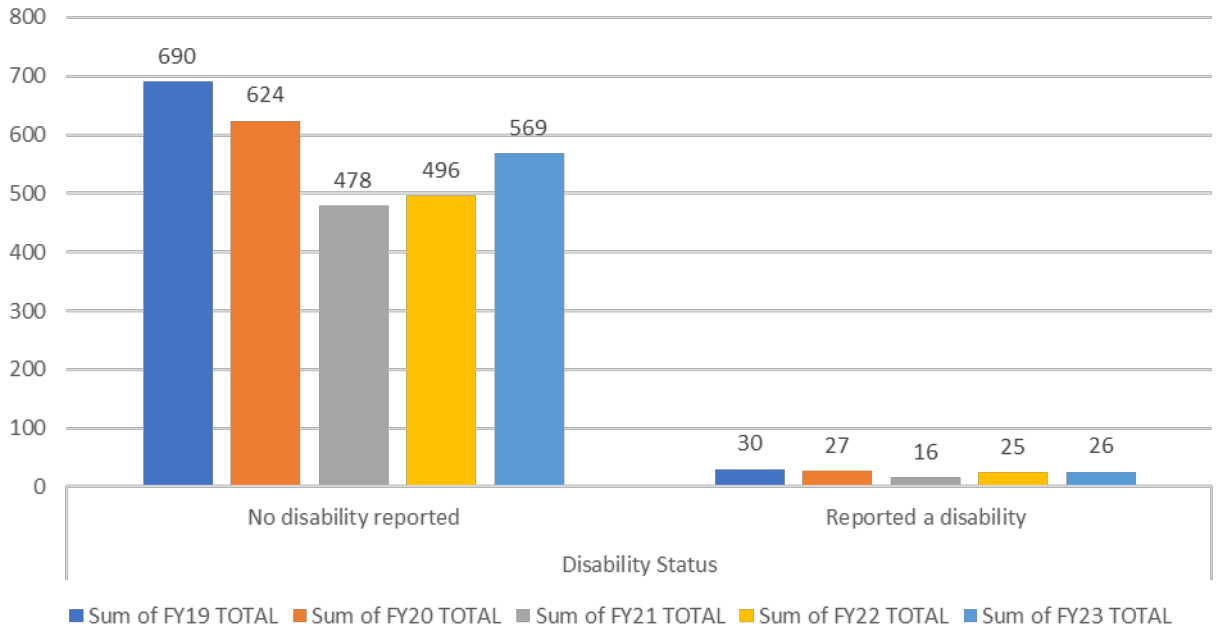
Overall, the college's enrollment has been consistently lower over the past three fiscal years overall within our Career and Technical Instruction as compared to the Baccalaureate enrollments, however the enrollment has been seeing a steady increase year after year since 2020. From looking at the change in enrollment between FY 2022 to FY2023, Sauk Valley saw a 14.2% increase in CTE enrollment.



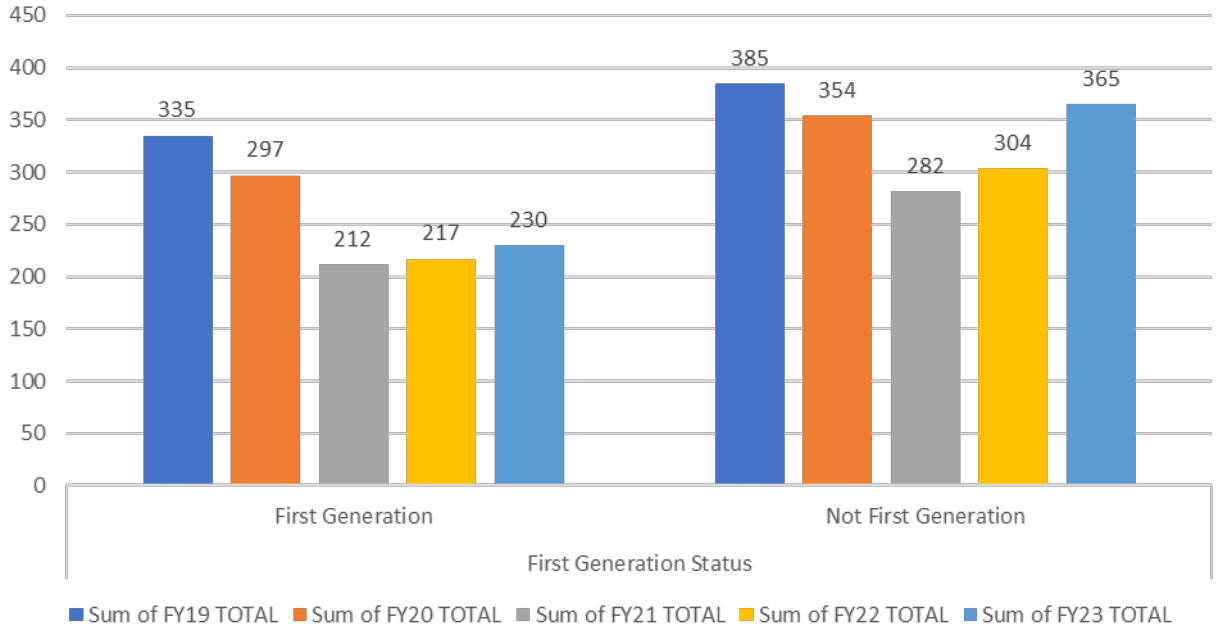
Below is a further representation of analysis of enrollment that is specific to the career and technical instruction subpopulations.



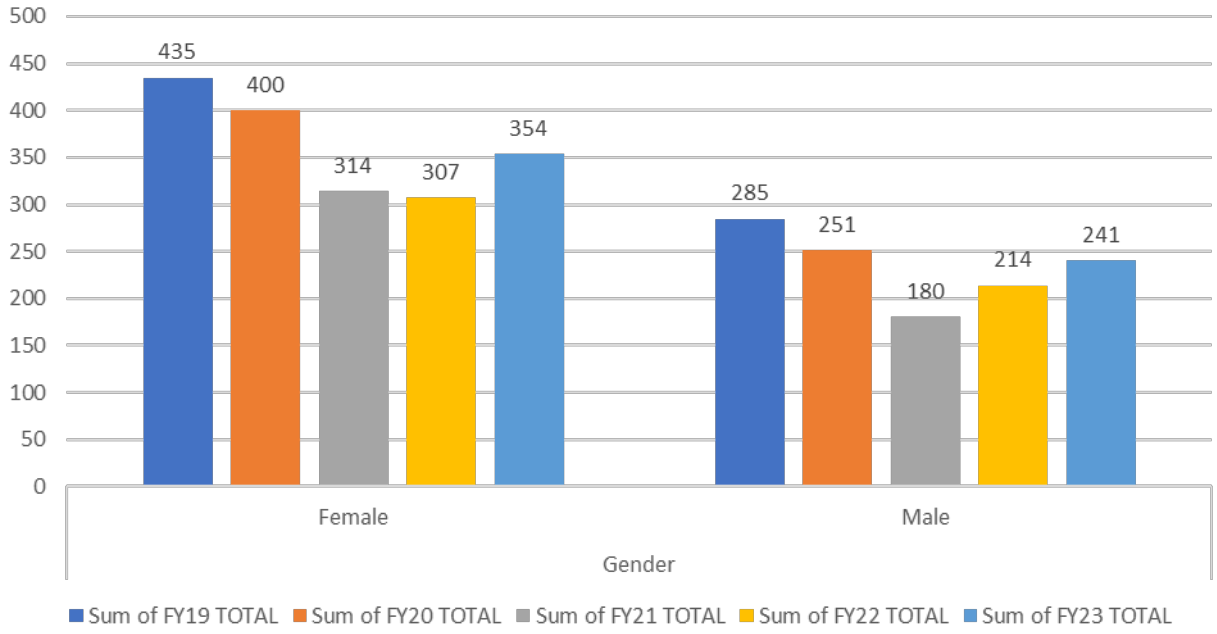
- Enrollment numbers vary between the two age groups, there is nearly an equal balance between the size of “Under 25” and “25 and older”.
- Individuals aged 25 and older generally have lower enrollment numbers, but enrollment figures have fluctuated over the past five years.
- Students under 25 typically have higher enrollment numbers but have also demonstrated fluctuations the past five years. This past year saw the largest increase in enrollment for 2023.



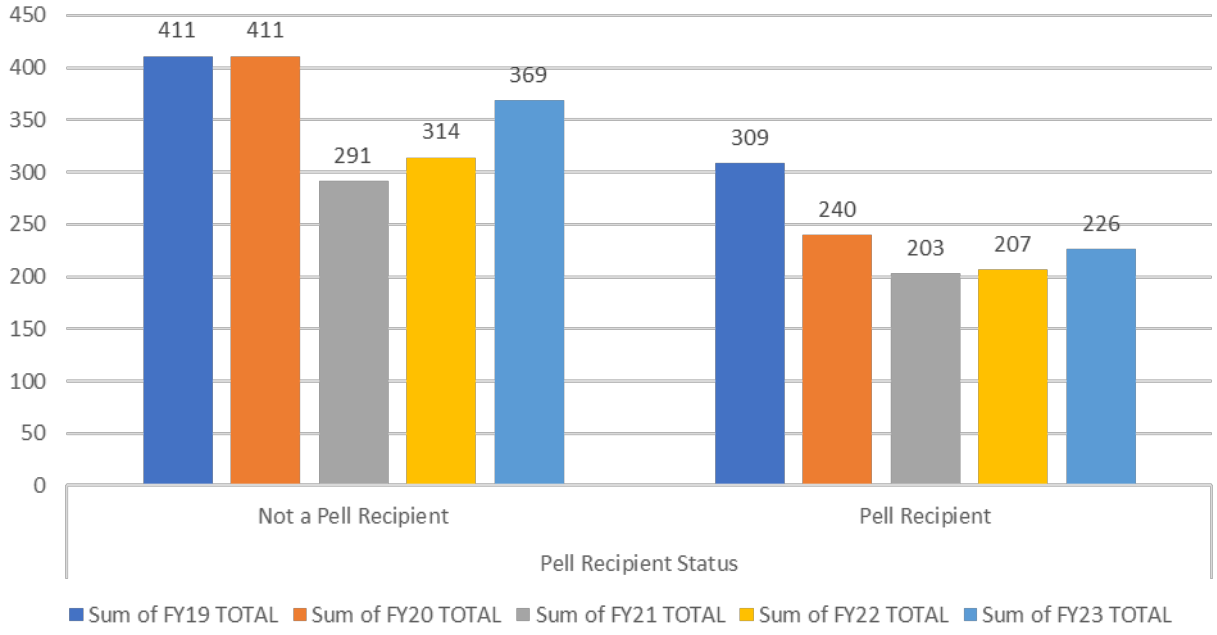
- Enrollment numbers vary between the two groups, with individuals who reported no disability as the majority of enrollment compared to those who reported a disability.
- Individuals who reported no disability generally have higher enrollment numbers, but enrollment figures show more drastic changes over time.
- The students who reported a disability typically have significantly lower enrollment numbers but have remained relatively stable over the five years.



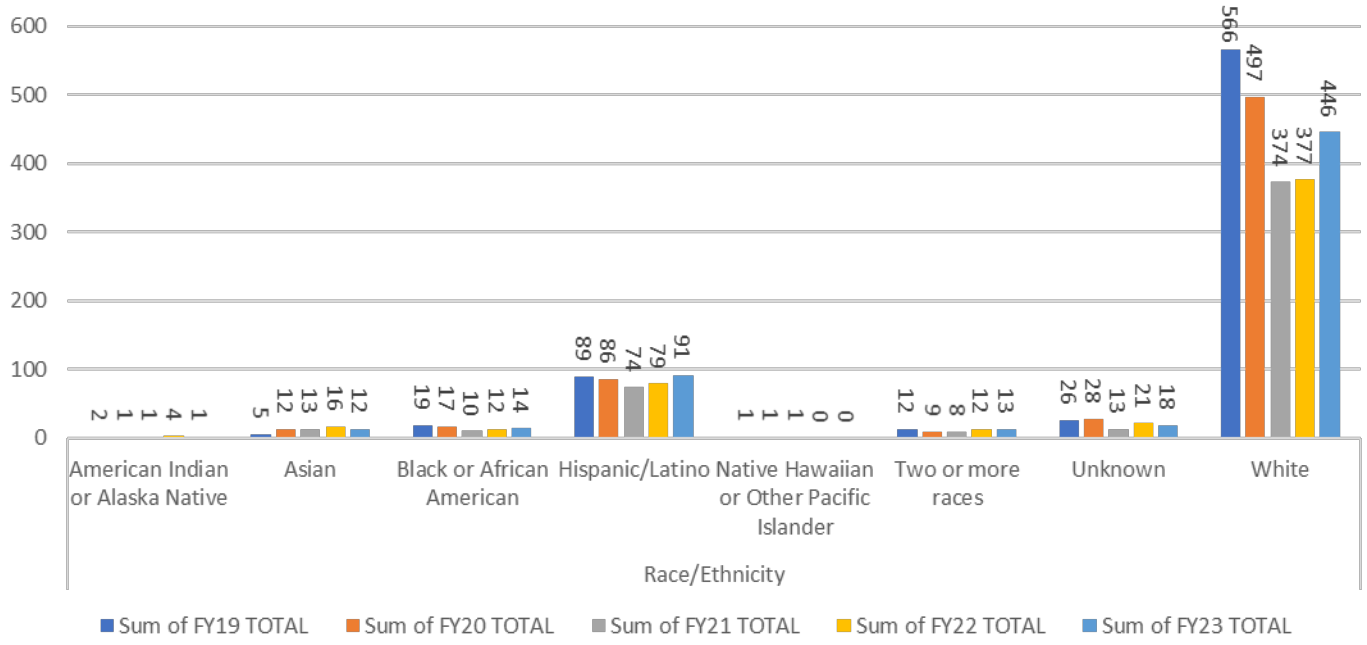
- Individuals who are not first-generation typically make up the majority of enrollment compared to first-generation students.
- Both first-generation and not non-first-generation follow the same shift in enrollment as evident by the total enrollment shift following the pandemic. Generally, both represent a stable enrollment within career and technical education.



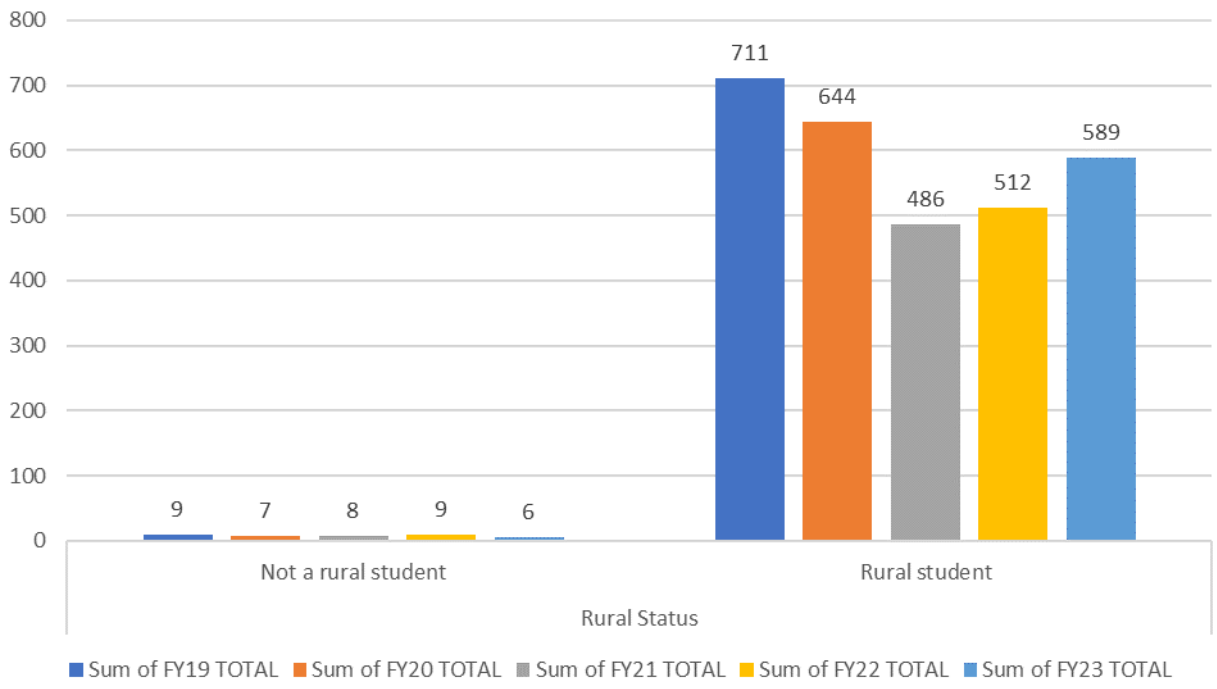
- Enrollment numbers vary between the two gender groups, with females typically making up a larger proportion of enrollment compared to males within career and technical education.
- Female students generally have higher enrollment numbers, but both male and female students are looking to recover in 2023 at a similar rate of 15.3% increase in female and 12.6% increase in male students.



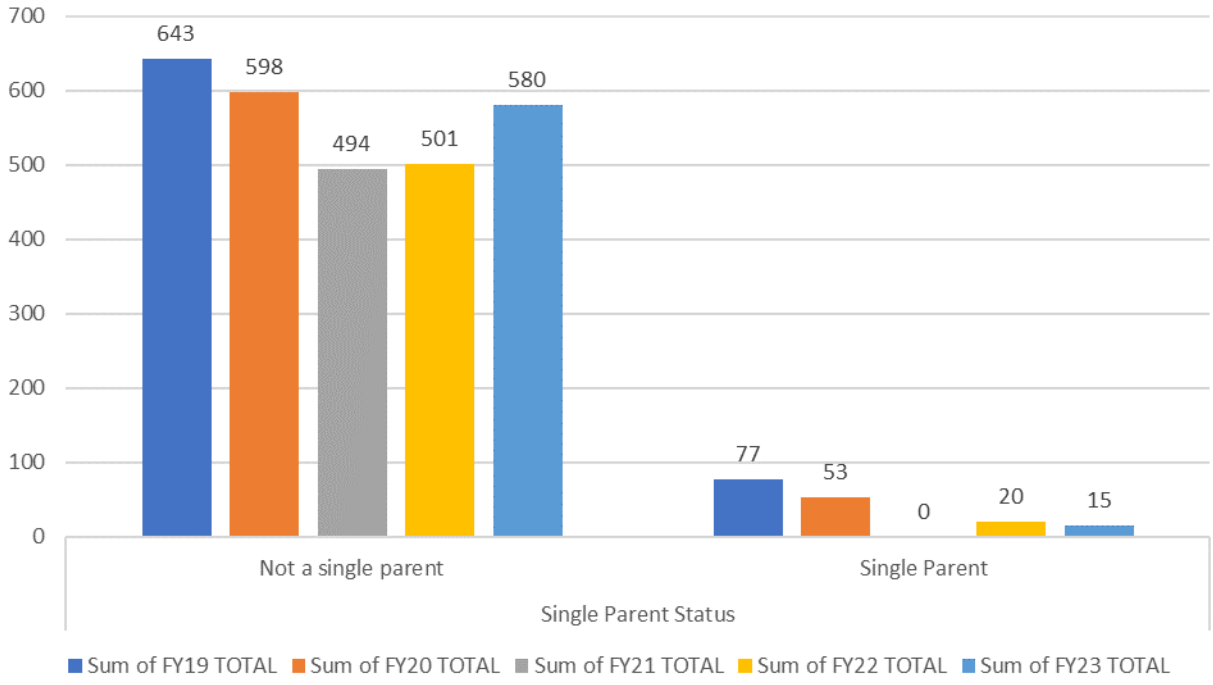
- Enrollment numbers vary between the two groups with individuals who are not Pell recipients typically as a larger group of student enrollment compared to students who are Pell recipients.
- Not Pell recipient students generally have higher enrollment numbers than Pell recipient students. In 2023 not pell recipient students in career and technical education have been increasing at a higher rate than pell recipient students. However, Pell students do seem to have stabilized.



- Enrollment numbers vary among the different racial and ethnic groups, with White students being the largest proportion of enrollment compared to other groups.
- White students generally have higher enrollment numbers with the increase in CTE enrollment having a higher proportion directly from the white student race/ethnicity.
- Other racial and ethnic groups, such as Hispanic/Latino, Asian, Black or African American, and Two or more races, typically have lower enrollment numbers compared to White students however all of which have very little fluctuations and remain overall stable.



- Non-rural students generally have very low enrollment numbers, but enrollment figures have not really fluctuated over time.
- Rural students typically have higher enrollment numbers and their trend follows closely with our college's overall enrollment shift for career and technical education.

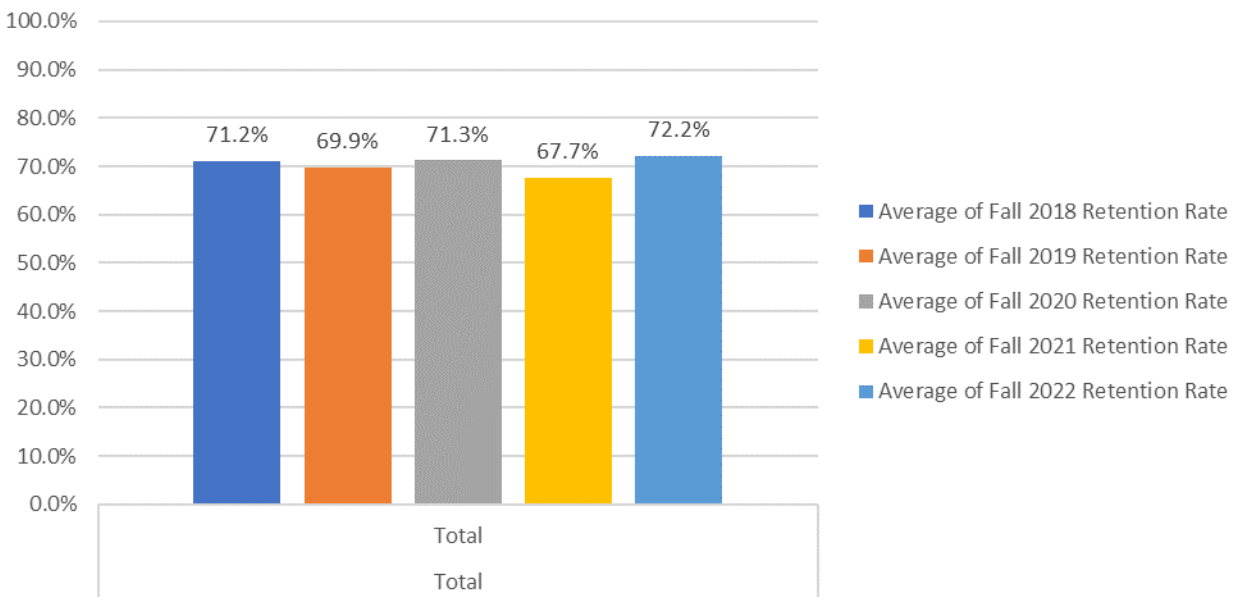


- Not single parent students have higher enrollment numbers and the enrollment fluctuations matched very similarly to the overall shift in career and technical education..
- Single parent students typically have lower enrollment numbers, the enrollment for single parent enrollments in career and technical education have consistently decreased from the past five years.

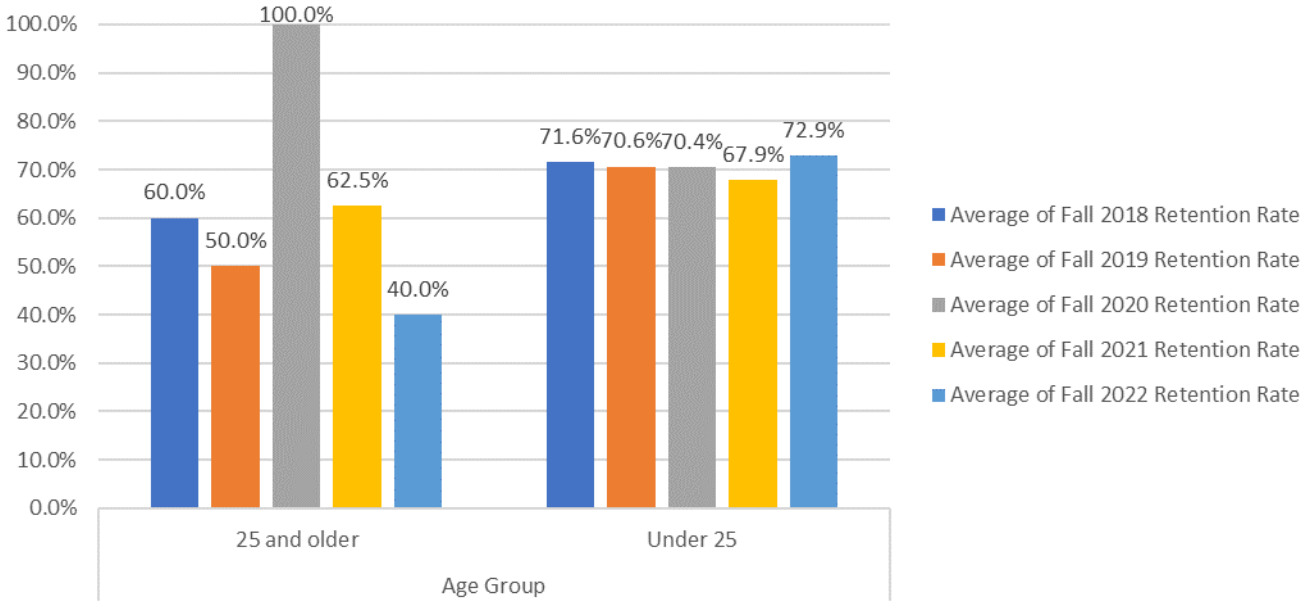
Persistence

Persistence measures the ability of students to continue their education from one term to the next or from one academic year to the next. Understanding persistence rates among different demographic groups is crucial for assessing the college's ability to support student success and retention. By examining persistence rates, we can identify whether certain student populations face challenges in remaining enrolled and progressing toward their educational goals. This section delves into persistence data to identify any disparities in retention rates and to explore potential factors contributing to these differences.

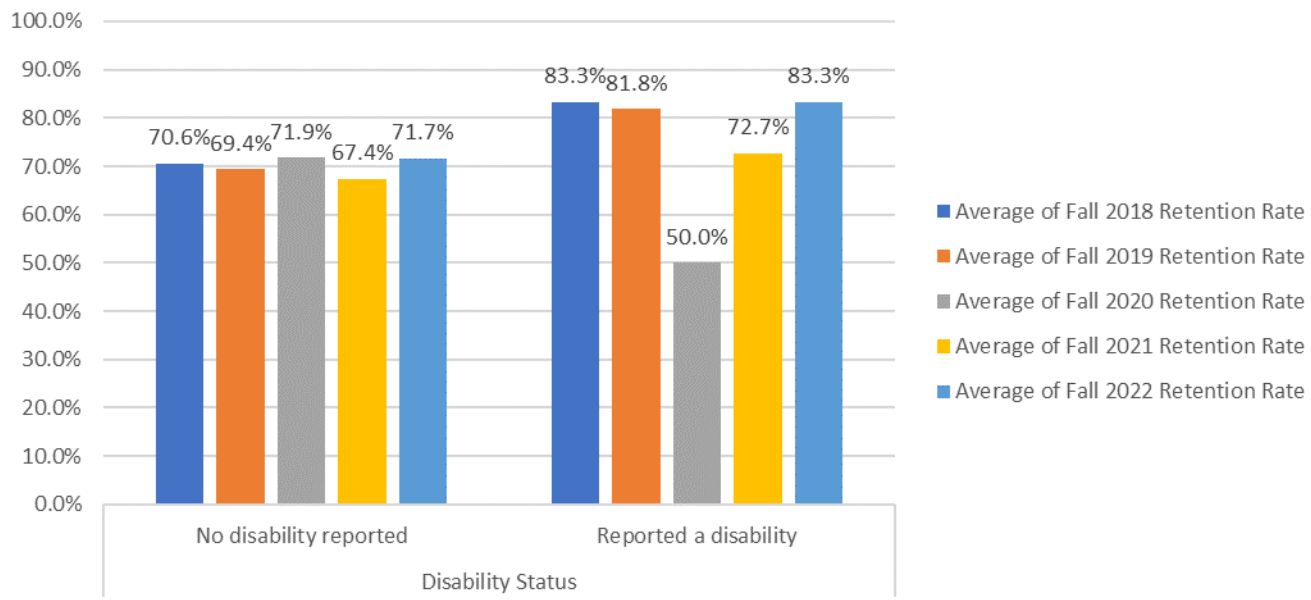
Analysis of Trends:



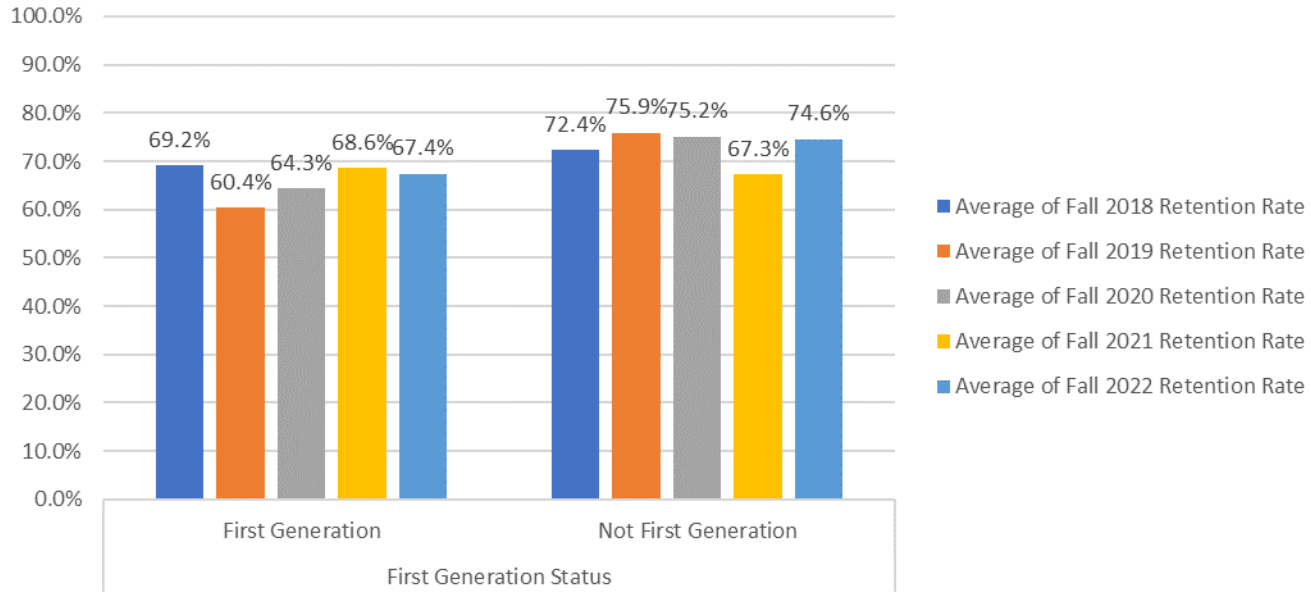
- Persistence for Sauk Valley Community college students is at an all time high in FY2023.
- Overall, the college is at 72.2% persistence which is 6.6% increase or 4.5% percentage points up since 2022.



- According to the data shown below, our students aged “Under 25” have a higher persistence rate than that of students “25 and Older”.
- Although the population of our student body is much smaller in the “25 and Older” age range, we can clearly see that with the more variability in the rates and significantly lower percentages that an inequity exists with age.

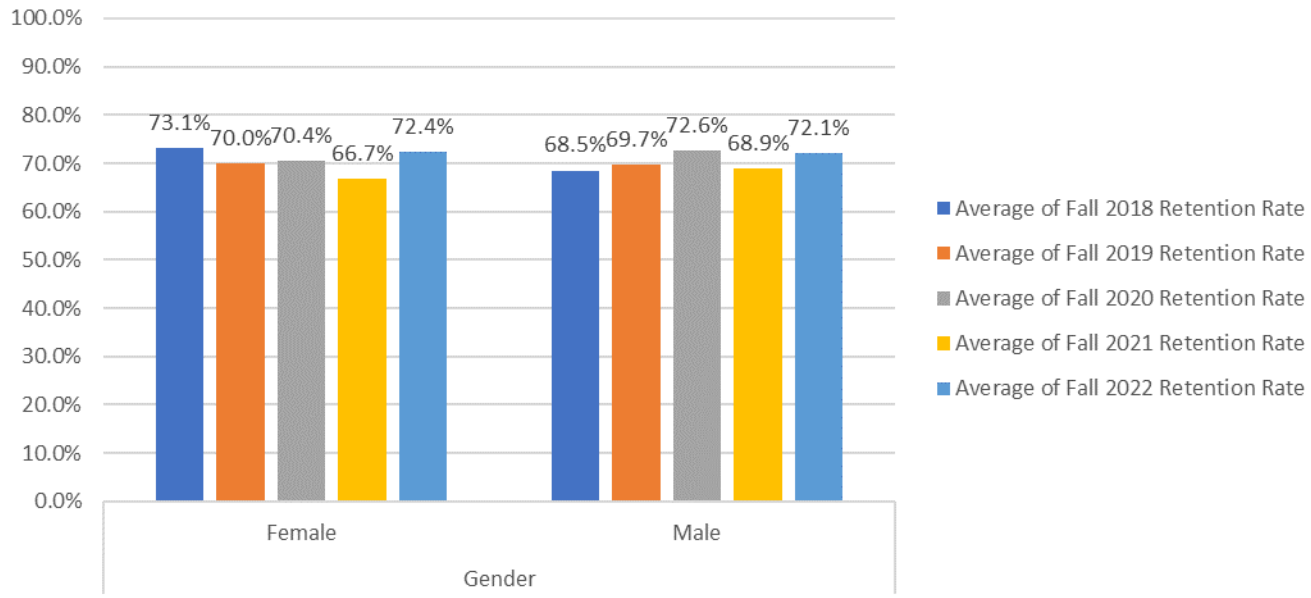


- Persistence rates for students who reported no disability range from 67.4% to 71.9% over the five time periods showing minor fluctuations but remaining relatively stable.
- Persistence rates for students who reported a disability show more fluctuation, ranging from 50.0% to 83.3%. There is a significant drop in persistence rate in the third time period (50.0%), followed by increases in the following years. Students with a reported disability do equate to a very small population in comparison.

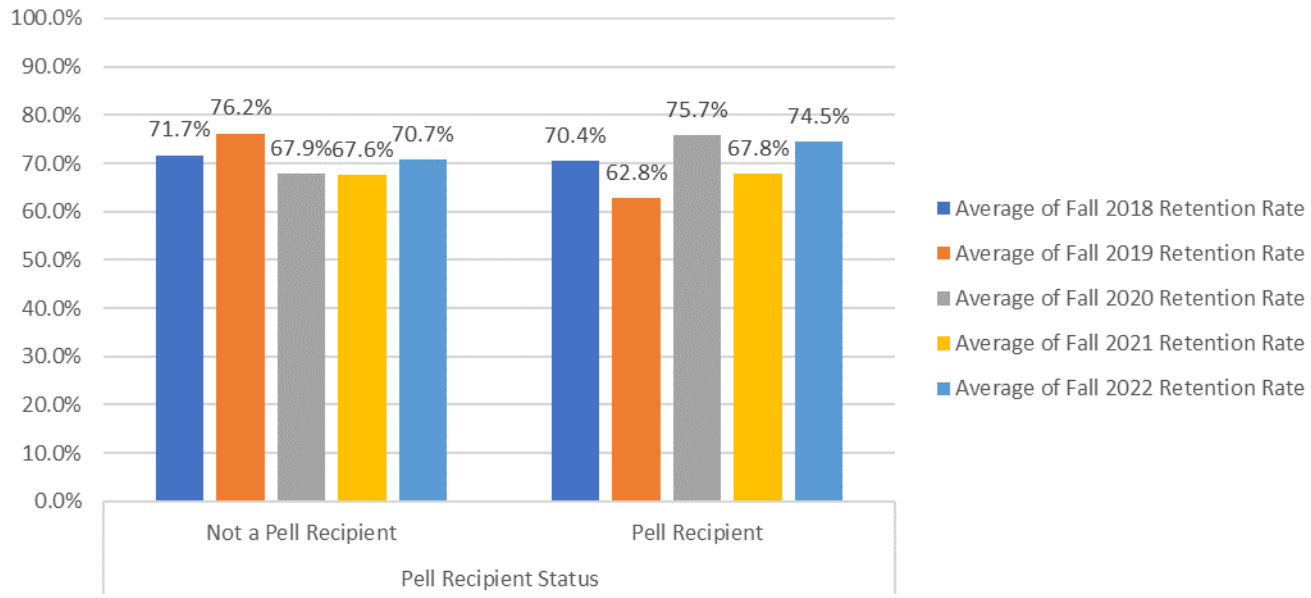


- Persistence rates for first-generation students range from 60.4% to 69.2% over the five year period but remaining relatively stable.

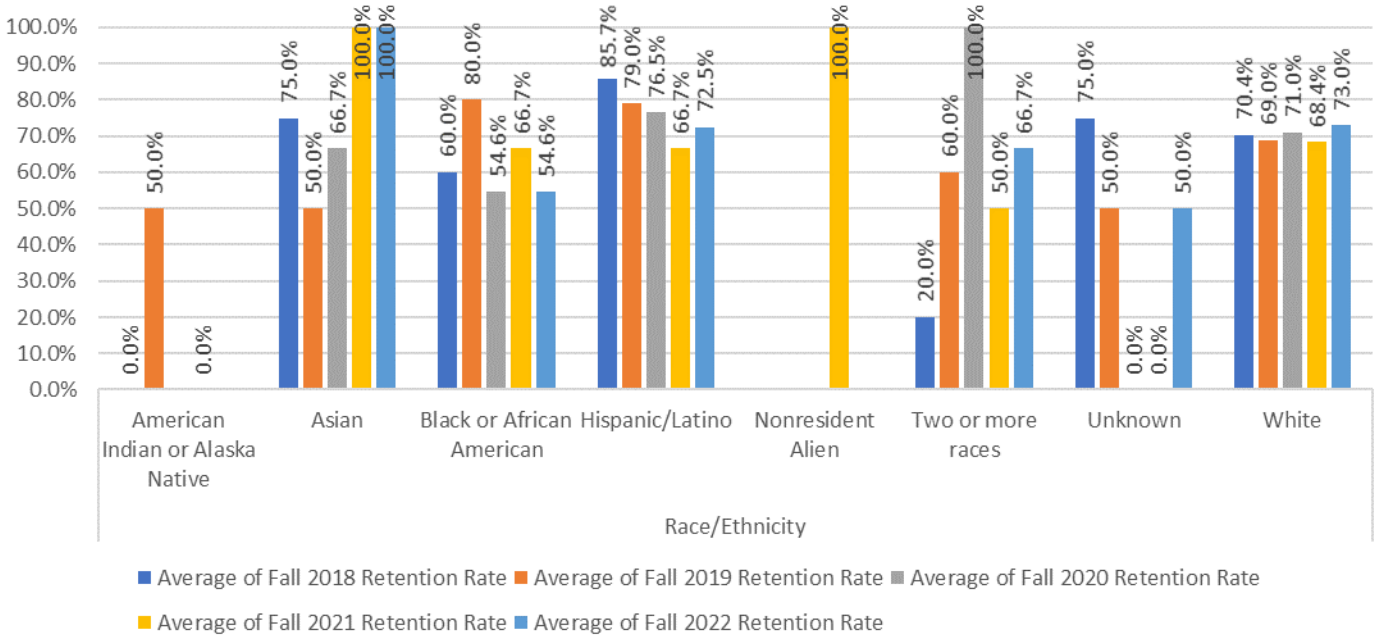
- Persistence rates for non-first-generation students range from 67.3% to 75.9%, overall students that are not first-generation have a consistently higher persistence rate than first-generator students.



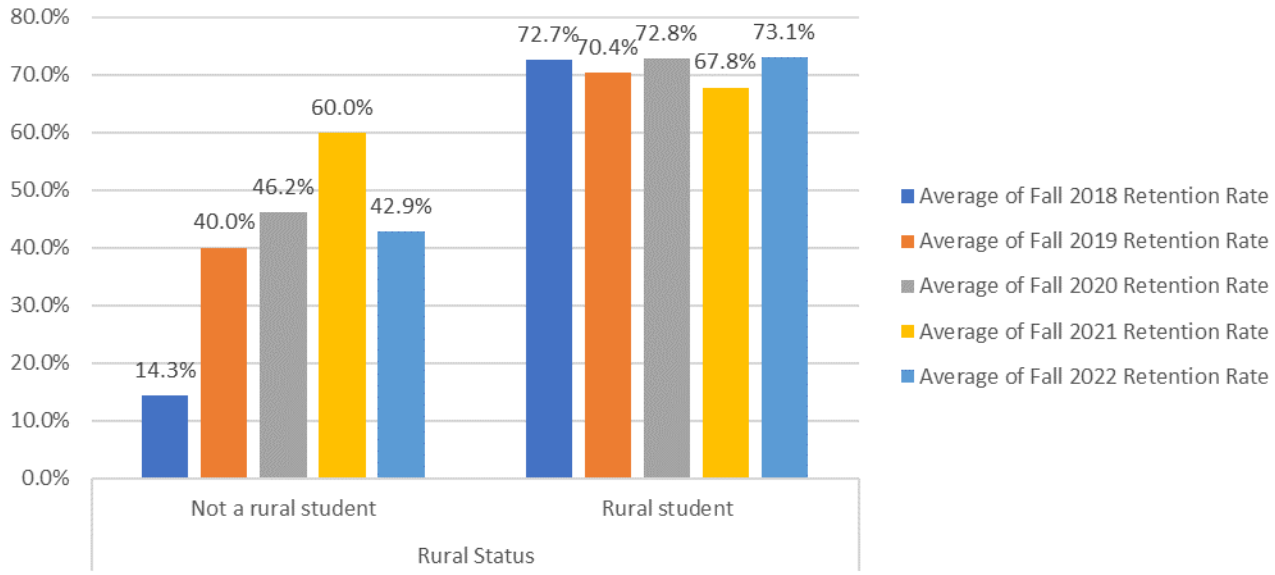
- Persistence rates for female students range from 66.7% to 73.1% over the five year period.
- Persistence rates for male students range from 68.5% to 72.6%, generally female students have a slightly higher persistence rate overall, but male persistence rates have stayed more consistent over time.



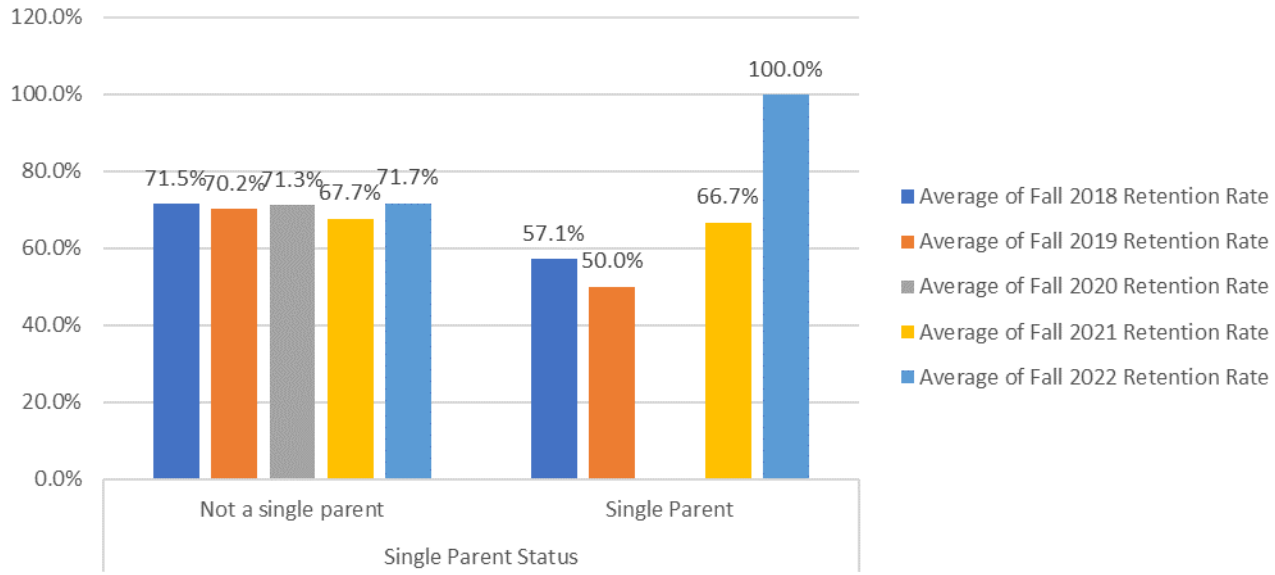
- Persistence rates for pell recipients had fluctuated between 62.8% and 75.7% over the past five year periods. The number of students who are pell recipients is much smaller than not pell recipients in turn showing much more variability.
- Non-Pell recipient students generally are between 67.6% and 76.2%, the persistence rate seems to be much more stable than in comparison to the pell recipients.



- Asian students consistently exhibit high persistence rates across all time years, with rates ranging from 50.0% to 100.0%.
- Hispanic/Latino students also demonstrate relatively high persistence rates, particularly at the beginning of the time period, although there is some fluctuation over time. Their persistence rates range from 66.7% to 85.7%.
- Black or African American students show moderate persistence rates, with some variability across the five year period. Their rates range from 54.6% (lowest in 2021 and 2023) to 80.0%, suggesting a mix of challenges and successes in persisting through their academic journey.
- White students generally exhibit consistent persistence rates, hovering around the 70% mark throughout the years, with rates ranging from 68.4% to 73.0%.
- American Indian or Alaska Native students, as well as students of Two or more races, show more inconsistent patterns in persistence rates, with several instances of missing or zero values, indicating no students or too small of sample sizes.
- Nonresident Alien students and students with Unknown racial/ethnic backgrounds also display inconsistencies in the data, with many instances of missing values or rates of zero.



- Over time, the persistence rates of non-rural students show a slight increase, reaching 42.9% by the final time period. Despite this improvement, the gap between non-rural and rural students remains significant.
- In contrast, rural students maintain consistently high persistence rates throughout the time period. Their persistence rates range from 67.8% to 73.1%, showcasing remarkable consistency compared to the fluctuating rates of non-rural students.



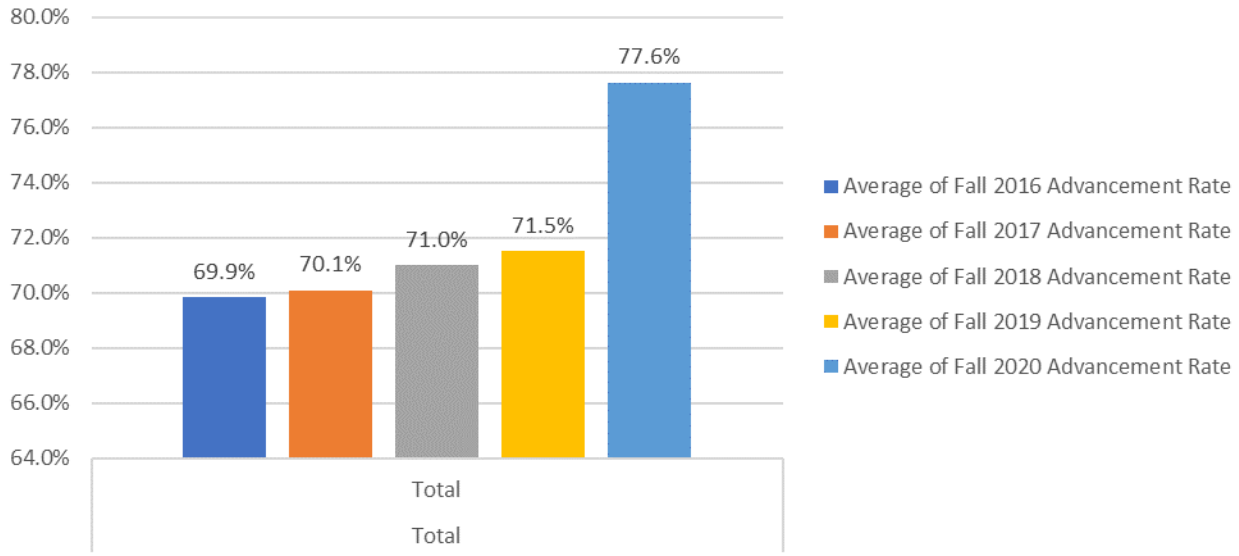
- The data presents a notable disparity in persistence rates between students who are not single parents and those who are single parents.
- Students who are not single parents consistently maintain higher persistence rates across all time periods compared to single parents. At the baseline, the persistence rate for non-single parents is 71.5%, while for single parents, it is 57.1%.
- Despite some fluctuations, non-single parents generally exhibit a higher level of persistence throughout the time periods, with rates ranging from 67.7% to 71.7%. In

contrast, single parents face more variability, with a significant drop to 50.0% in the second time period and a subsequent increase to 100.0% in the final time period.

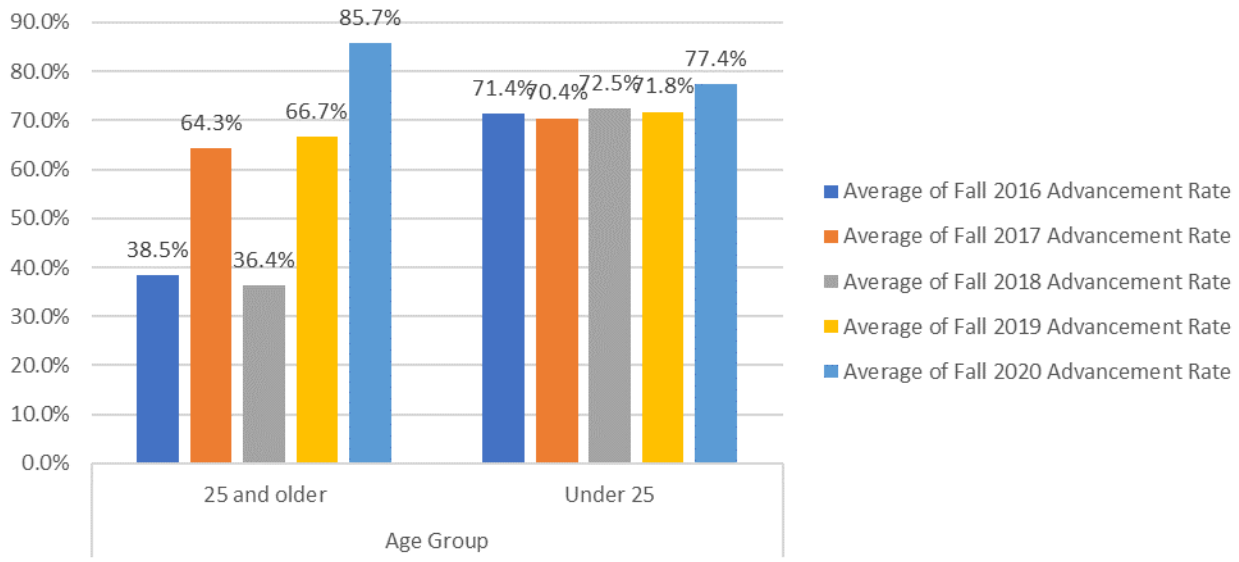
Advancement

Advancement metrics track the progress of students as they move through their educational journey, including transfer to four-year institutions or completion of advanced degrees. Examining advancement rates among various demographic groups allows us to assess the college's effectiveness in preparing students for further educational and career opportunities. By analyzing advancement data, we can identify whether certain student populations encounter barriers to progression and explore strategies to support their advancement. This section examines advancement rates to uncover disparities and assess the college's role in facilitating student success beyond the associate degree level.

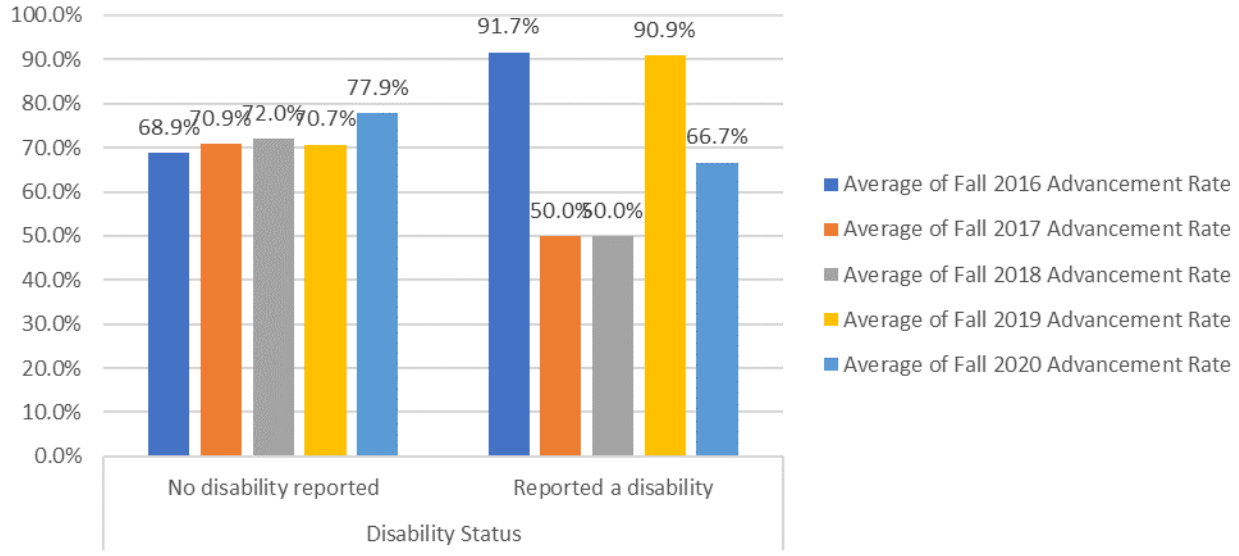
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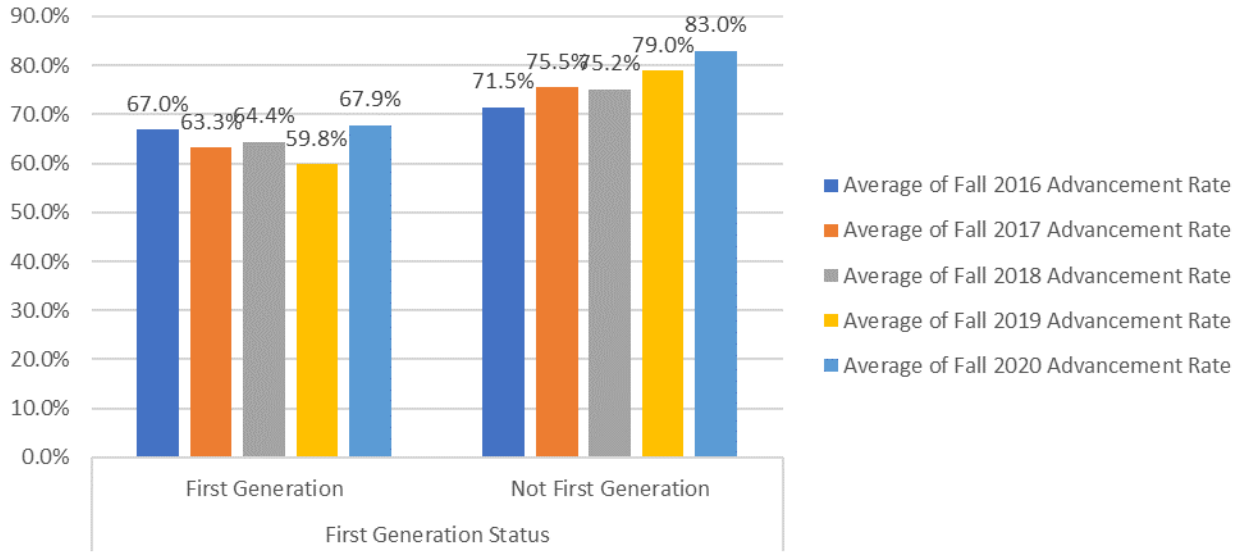
- Advancement rates have shown consistent improvement over the past five years indicating positive trends in student success.
- The most significant increase in advancement rates occurs in the last time year for 2020 with an 8.5% jump to 77.6% from 71.5% in 2022.



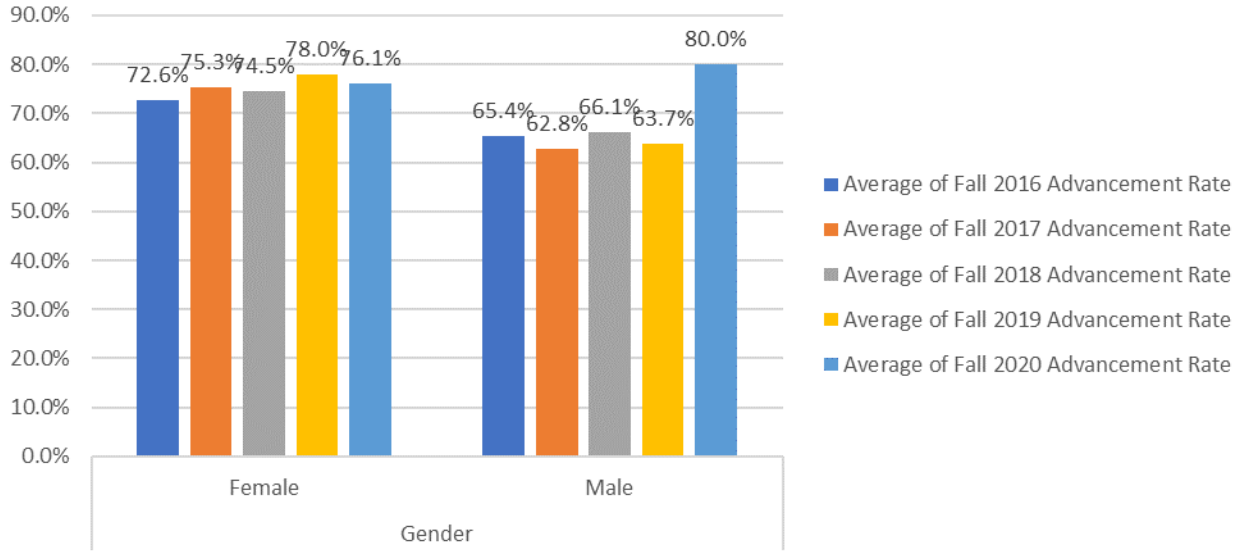
- Advancement rates for students aged 25 and older range from 36.4% to 85.7% over the five years showing a lot of fluctuations throughout. These fluctuations could be due to working with a smaller proportion of our overall student enrollment.
- The advancement rates for under 25 students range from 70.4% to 77.4%, generally remaining within a narrower range compared to the older age group.



- Advancement rates for students who reported no disability range from 68.9% to 77.9% over the five years between 2016 and 2020, showing some fluctuation but overall a steady increase.
- Advancement rates for students who reported a disability shows a lot more variability ranging from 50.0% to 91.7%. The significant fluctuations for students with a reported disability is probably due to the smaller sample size of enrollment.

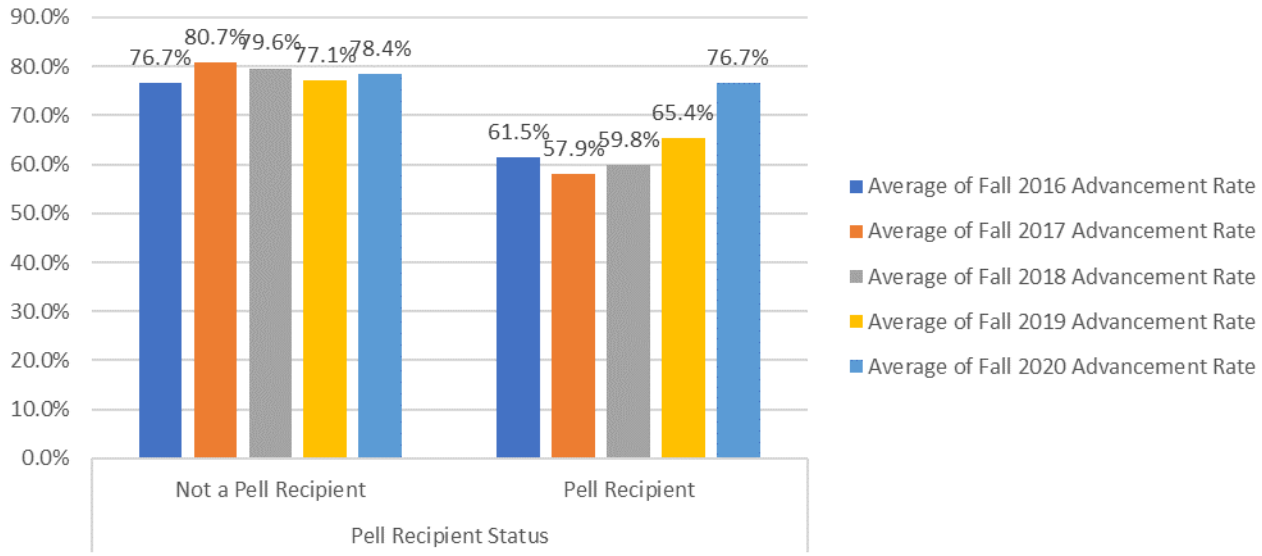


- Advancement rates for first-generation students range from 59.8% to 67.9% over the five years, showing some dip in percentages between 2017 and 2019, but showing the highest rate in the most recent year of 2020.
- Advancement rates for not first-generation students range from 71.5% to 83.0%, generally having higher rates compared to the first-generation students population.

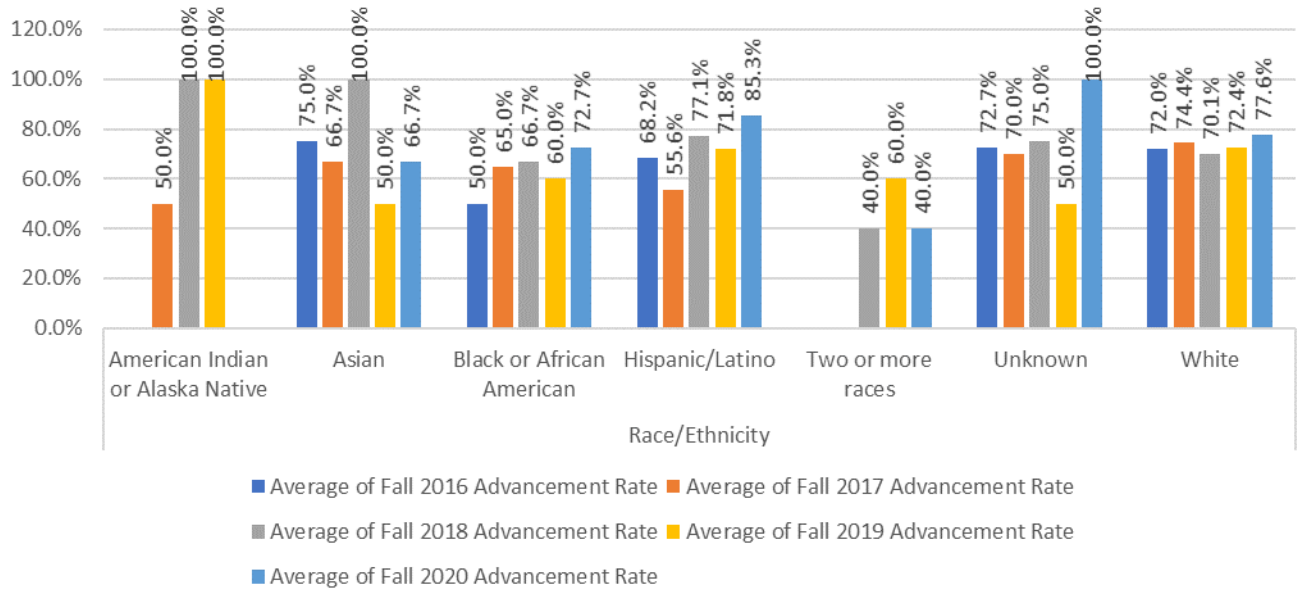


- Advancement rates for female students range from 72.6% to 78.0% over the five year period, the rates seem to steadily increase from 2016 to 2020 although the highest year was in 2019 with a slight drop to 2020.

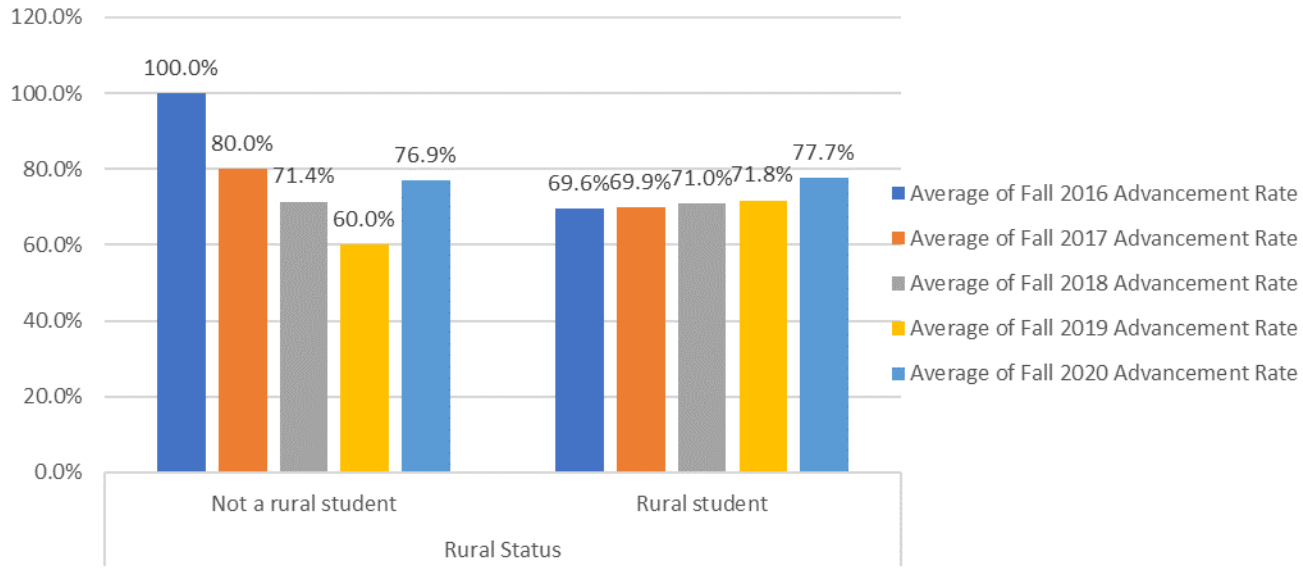
- Advancement rates for male students range from 62.8% to 80.0%, this population shows a significant increase in 2020 to 80.0% with all of the other years staying relatively consistent around a 64.5% average..



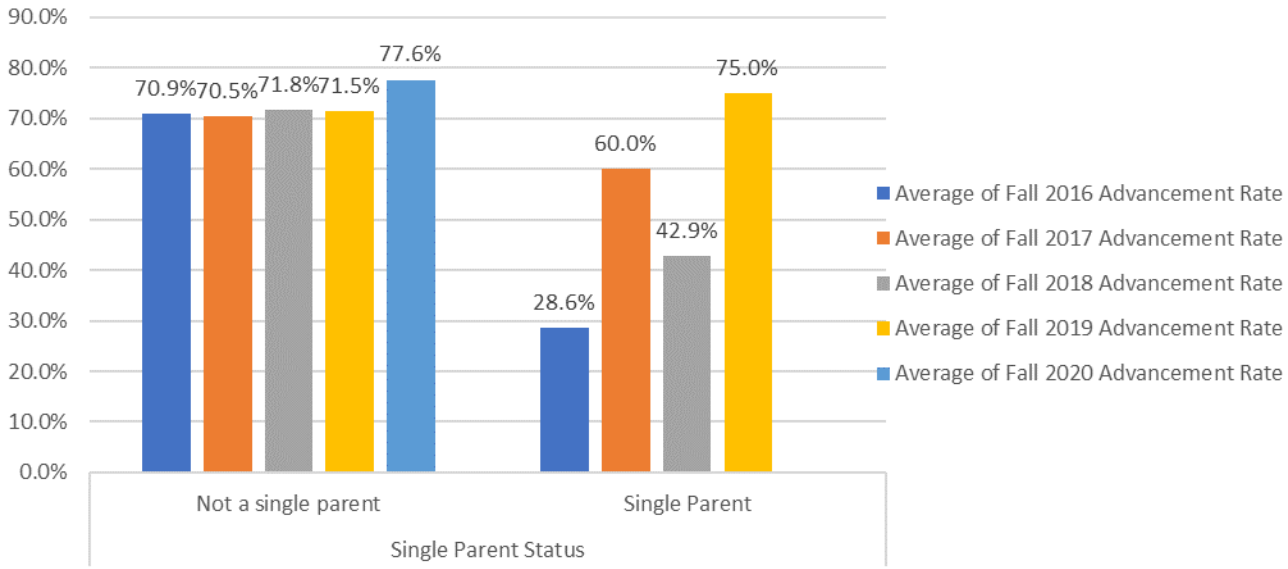
- Advancement rates for non-pell recipients range from 76.7% to 80.7% over the five year period, showing a slight decline since 2017, but no year reaching lower than the initial base year. .
- Advancement rates for Pell recipients range from 57.9% to 76.7%. It is worth noting that the advancement rates for pell recipients consistently are lower than non-pell recipients and that the highest year in 2020 reaching 76.7 just reaches the lowest that non-pell recipients showed.



- American Indian or Alaska Native: The data shows inconsistencies with missing years due to low/ no enrollments represented within that population. It's challenging to draw conclusions about advancement trends for this group.
- Asian: Advancement rates for Asian students vary with fluctuations over the five years.. While some years show higher rates (75.0% and 100.0%), others have some of the lowest rates (50.0% and 66.7%).
- Black or African American: Advancement rates for Black or African American students have seemingly been steadily increasing, ranging from 50.0% to 72.7% over the past five years. The highest advancement rate for this population was in 2020 of 72.7%.
- Hispanic/Latino: Advancement rates for Hispanic/Latino students show many ups and downs but generally were moving upwards, ranging from 55.6% to 85.3% over the five years.
- White: Advancement rates for White students show very stable trends with rates increasing to 2020 with the highest rate being 77.6%.



- Advancement rates for students who are not rural range from 60.0% to 100.0% over the five years. While the rates drop every year leading to the significant drop in 2019 to the lowest of 60.0%, the rate increased to 76.9% in 2020 the year after.
- The advancement rates for rural students range from 69.6% to 77.7%, there was a consistent increase in the rates every year leading to the highest rate of 77.7% in 2020.



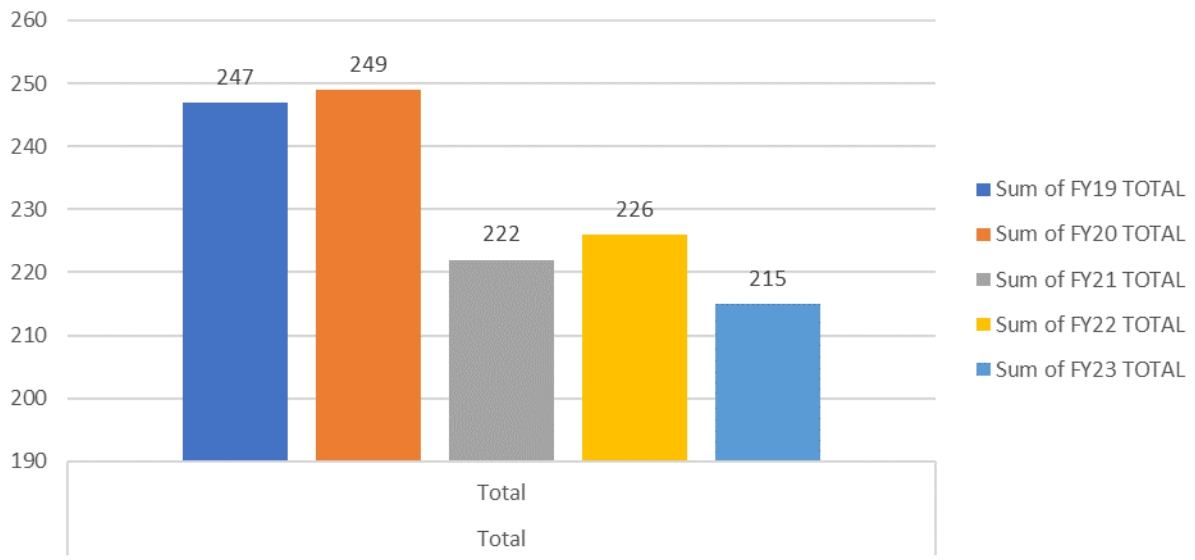
- Advancement rates for individuals who are not single parents range from 70.5% to 77.6%, the rates have a slight upward trend over the five years.
- The advancement rates for single parents exhibit significant fluctuations ranging from 28.6% to 75.0%. Overall in the most recent year, 2020, the rates have reached consistent levels with those of non-single parents.

Completion

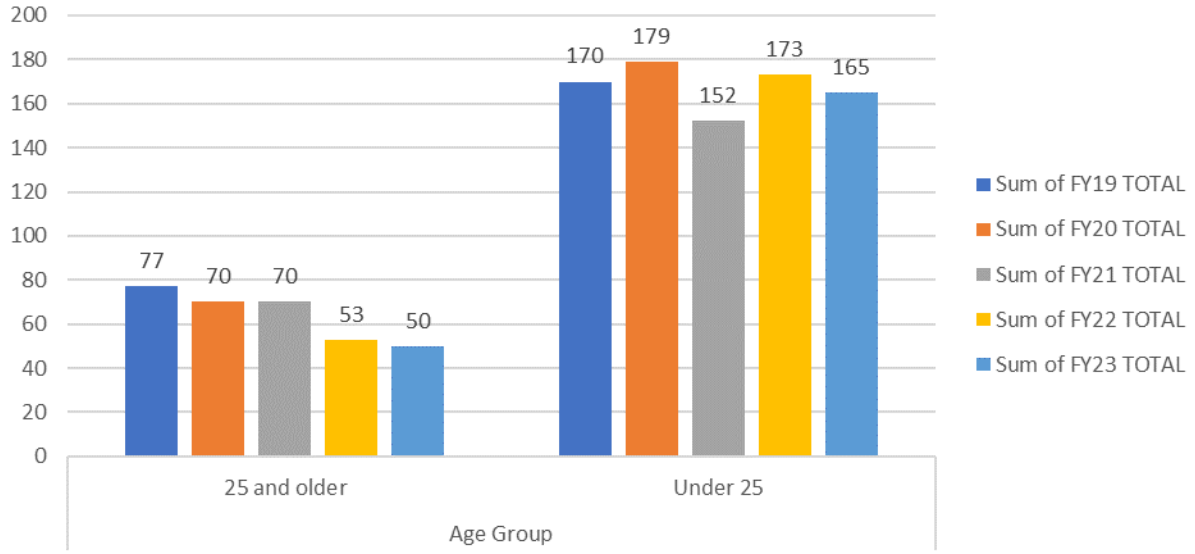
Completion rates measure the proportion of students who successfully achieve their educational goals, such as graduation or certificate attainment. Understanding completion rates among different demographic groups is essential for evaluating the college's ability to support student achievement and equity in educational outcomes. By analyzing completion data, we can identify disparities in graduation rates and explore interventions to improve outcomes for underserved student populations. This section examines completion rates to identify equity gaps and to inform strategies for enhancing student success and degree attainment.

Analysis of Trends:

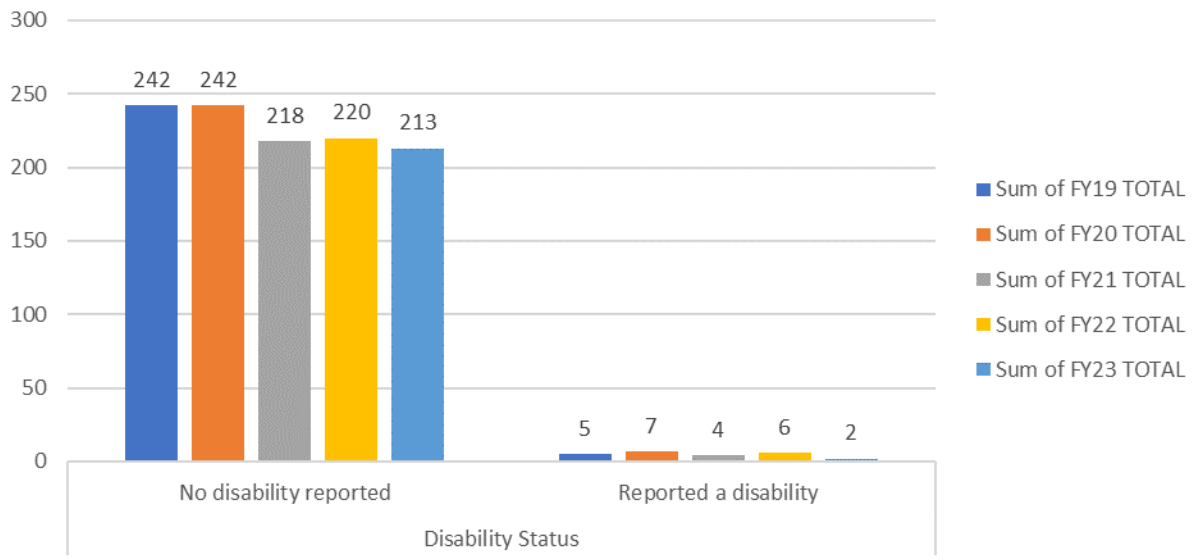
Associate Level:



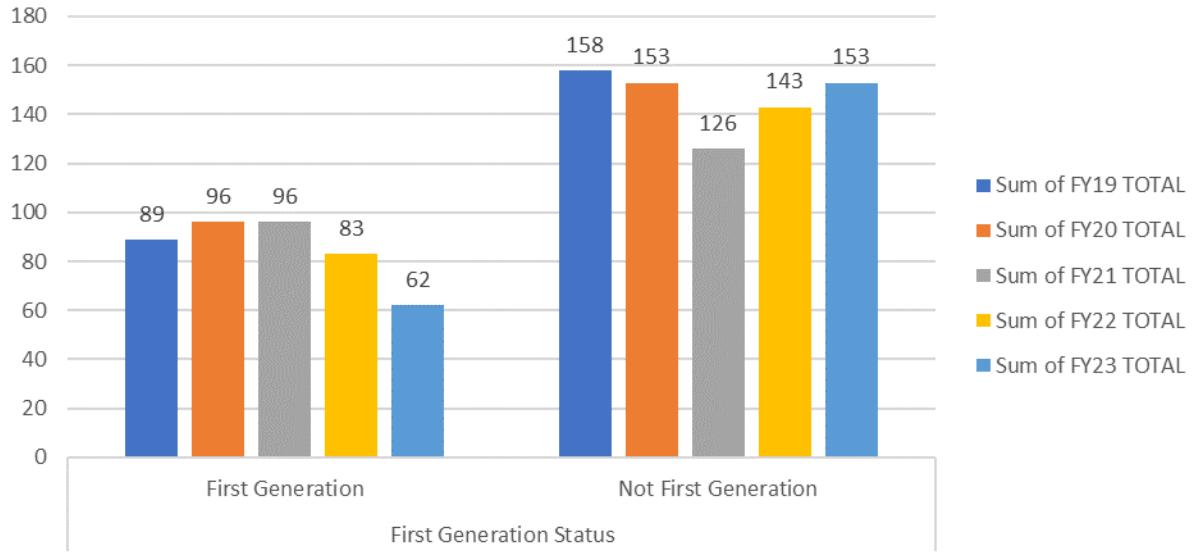
- Completions for the associate degrees range from 215 to 249 over the five year period.
- Although the number of completions has seen a decline from pre-covid years in FY2020, it seems that the past three years worth of completions has stayed consistent.



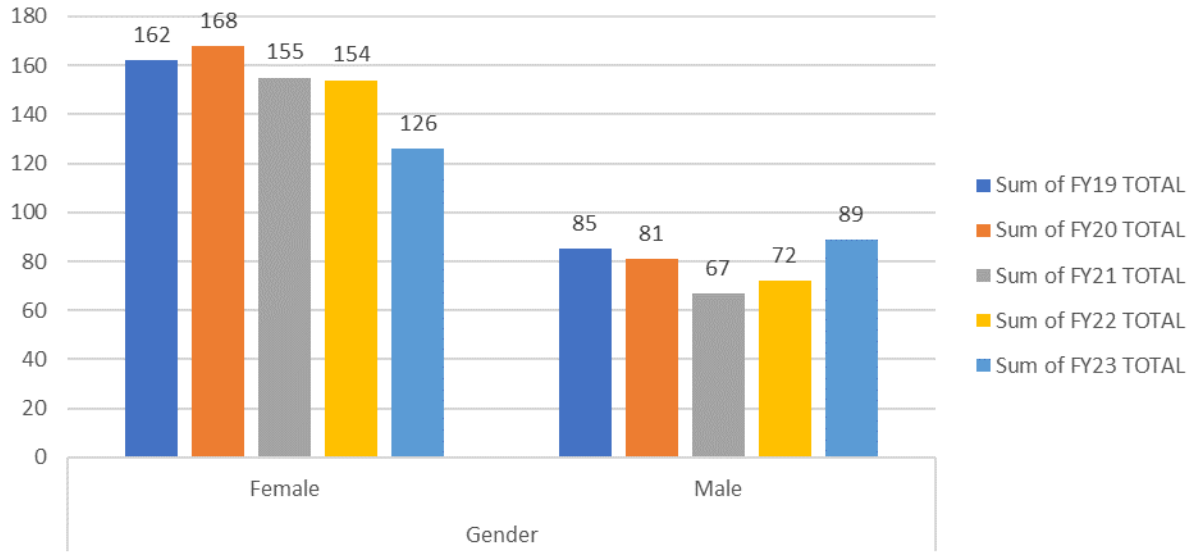
- Completions for students aged 25 and older range from 50 to 77 over the five time periods. It does seem that completions of Associate degrees have been experiencing a consistent downward trend.
- Completions for students under 25 range from 152 to 179, this population appears to show a consistently higher number of completions but also remains steady year after year.



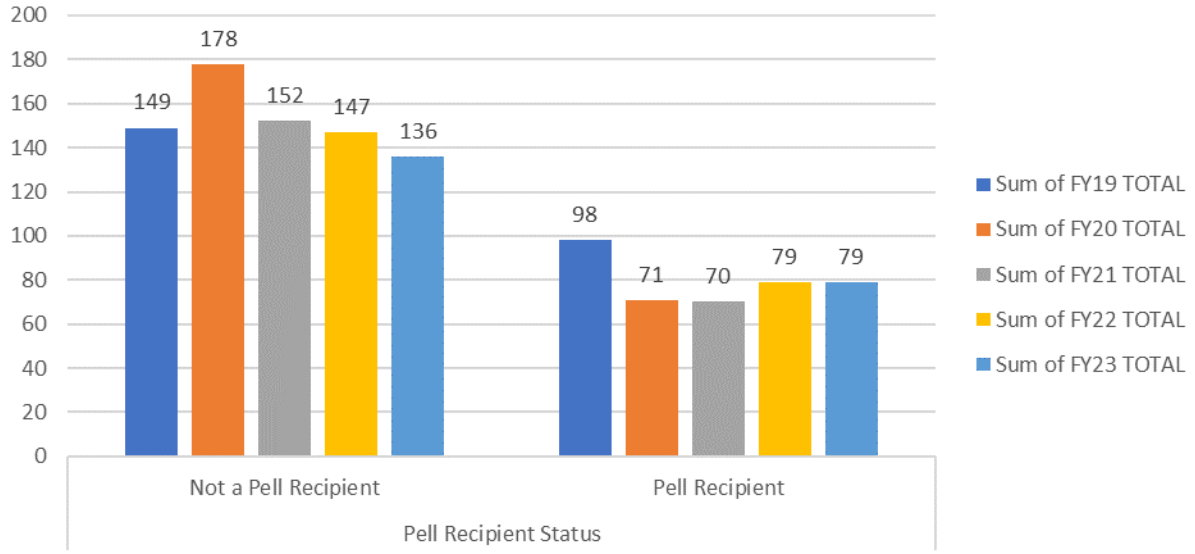
- Completions for individuals with no reported disability range from 213 to 242 over the five years. Overall this population is showing a decline in completions year after year.
- Completions for individuals who reported a disability are always much lower and range from 2 to 7.



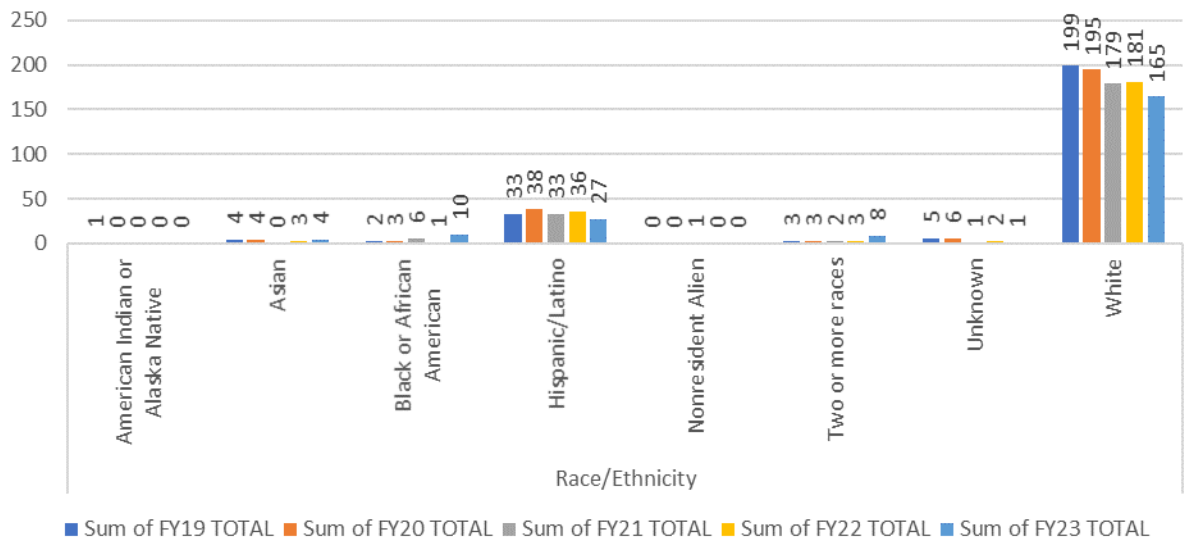
- Completions for first-generation students range from 62 to 96 over the five time periods, indicating some fluctuation but generally remaining within a relatively narrow range. These rates have been continually dropping over the last three years from 96 in FY21 to the lowest of 62 in FY23.
- Completions for students who are not first-generation range from 126 to 158. However, they show higher rates compared to first-generation students.



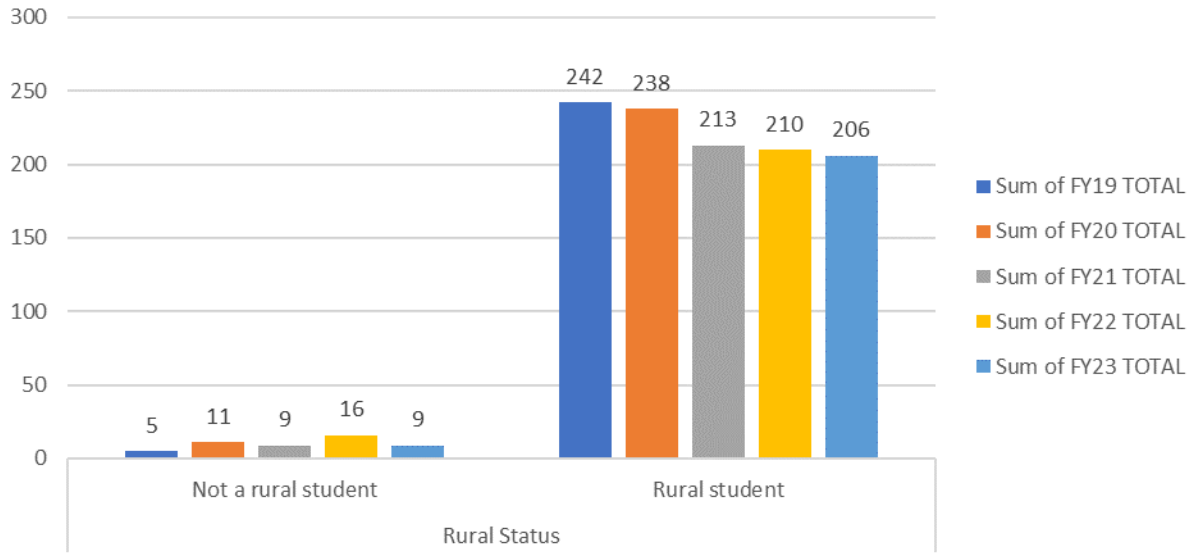
- Completions for female students range from 126 to 168 over the five year period indicating a slight decline overall with 126 being the lowest recorded completion number in FY23.
- Completions for male students range from 67 to 89. This population seems to be recovering and has been increasing since FY21, however they exhibit a lower number compared to female students.



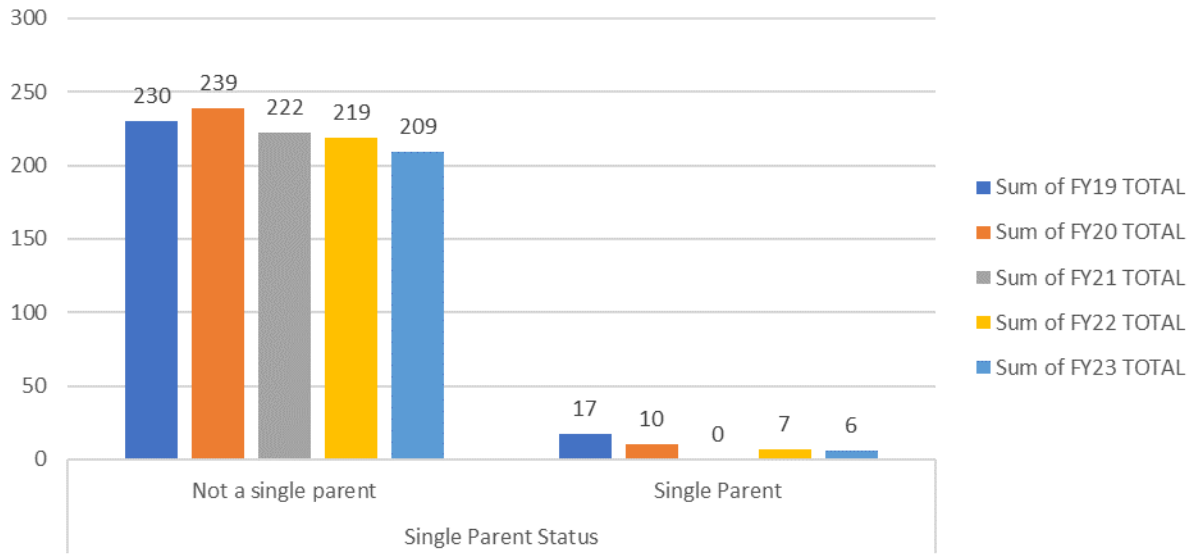
- Completions for students who are not Pell recipients range from 136 to 178 over the five year period. Ever since FY20 we have been seeing a trend of decline in the number of completions for non-pell recipients.
- Completions for Pell recipients also show very little in terms of fluctuations the past 5 years ranging from 70 to 98. However, they generally exhibit lower rates compared to students who are not Pell recipients.



- Among the groups provided, White students generally exhibit higher completions compared to other racial and ethnic groups, with completion rates ranging from 165 to 199 over the five year period.
- Other racial and ethnic groups, such as Asian and Hispanic/Latino, also show some numbers in completions, ranging from 3 to 38 for Asian students and from 27 to 38 for Hispanic/Latino students.
- African American students have been stable over the five year period, however saw a large increase in FY23 with 10 completions.

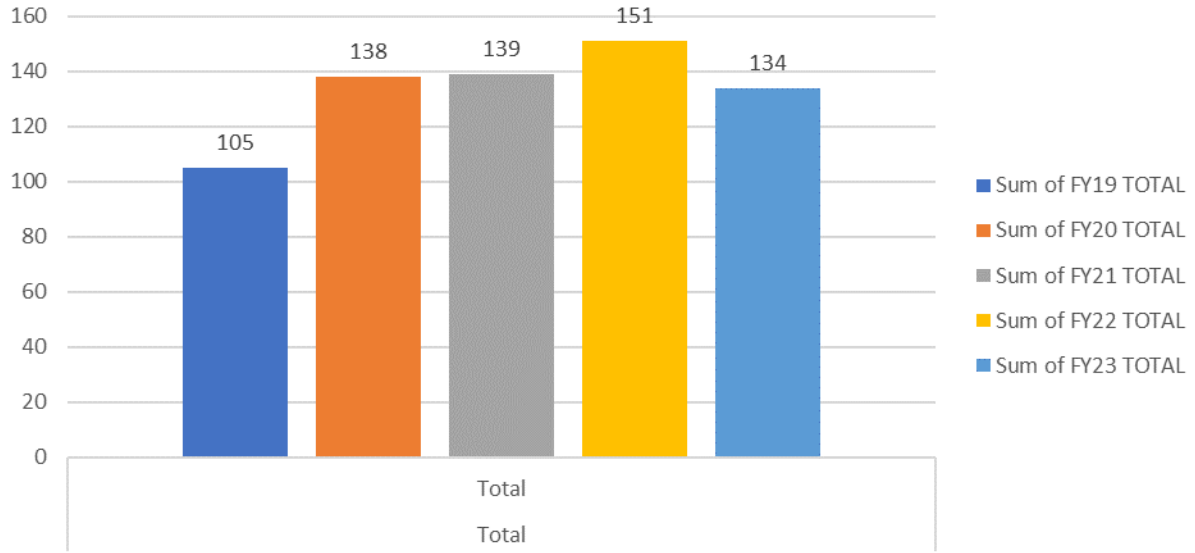


- Completions for students who are not rural students range from 5 to 16 over the five year period. Sauk Valley has very low representation from students that are non-rural in completions.
- Completions for rural students show a steady decline, ranging from 206 to 242 over the past five years, with 206 being in FY23. However, they show higher rates compared to students who are not rural students.

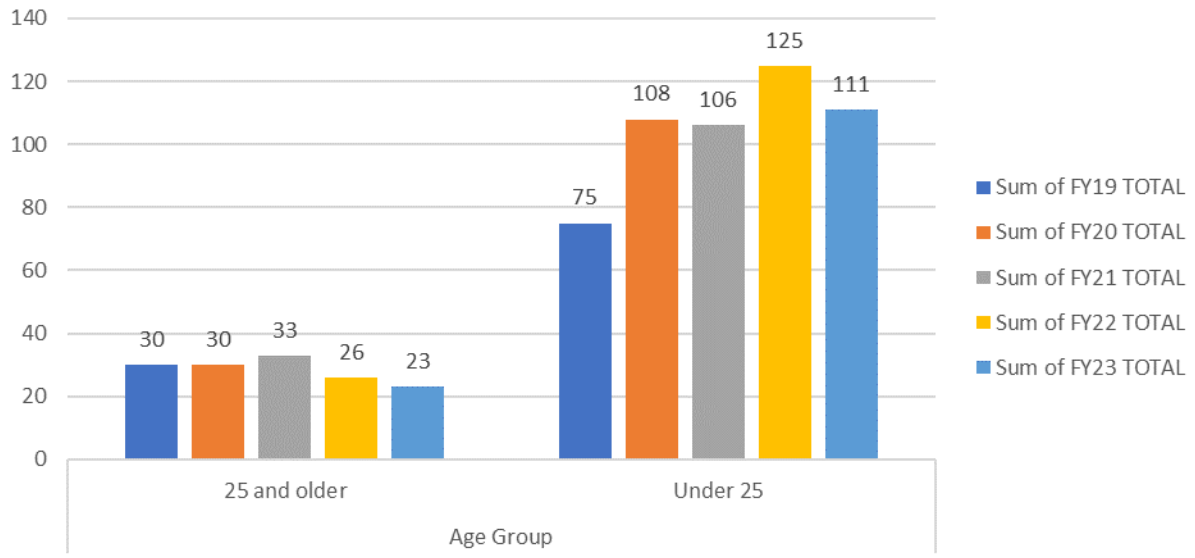


- Completions for individuals who are not single parents range from 209 to 239 over the five years, indicating some fluctuation but generally on a trend of decline since FY20.
- Completions for single parents also show fluctuations, ranging from 0 to 17. However, they have much lower completions compared to individuals who are not single parents.

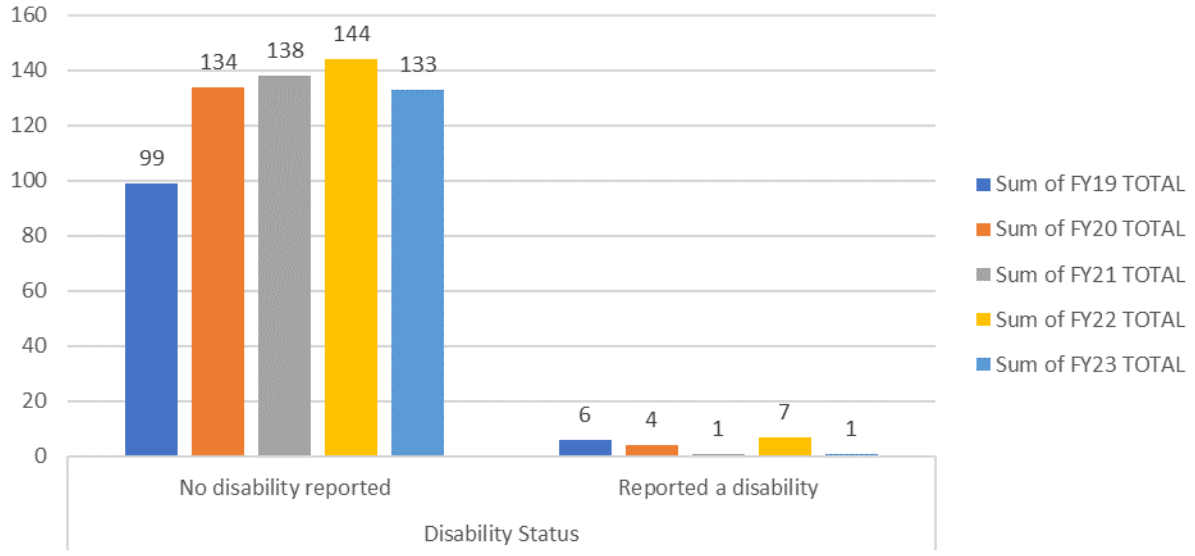
Long-term Certificate:



- Completions for students who earned a long term certificate have been on an increase for the past five year periods overall ranging from 105 in FY19 to 151 in FY22.

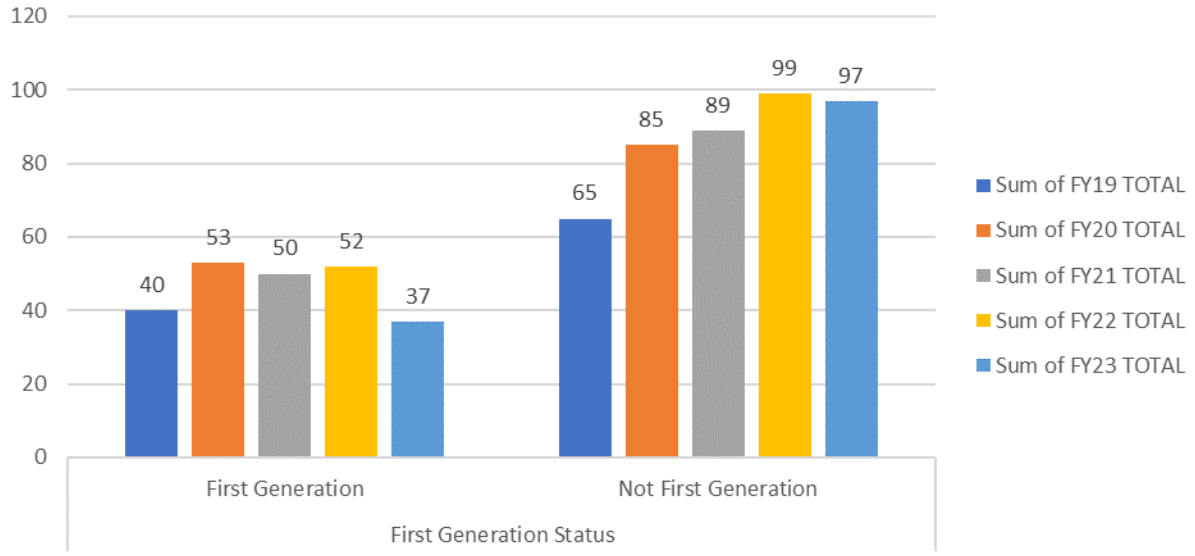


- Completions for students 25 and older are shown to fluctuate within a narrow range, from 23 to 33. The highest completion rate is 33 in fiscal year 2021, however since then we have seen a consistent decline to our lowest number of 23 students in fiscal year 2023.
- Completions for completions of students 25 and under also fluctuate over the five year period but within a higher range from 75 to 125. There seems to be no clear trend during this time period and seems to overall be increasing.

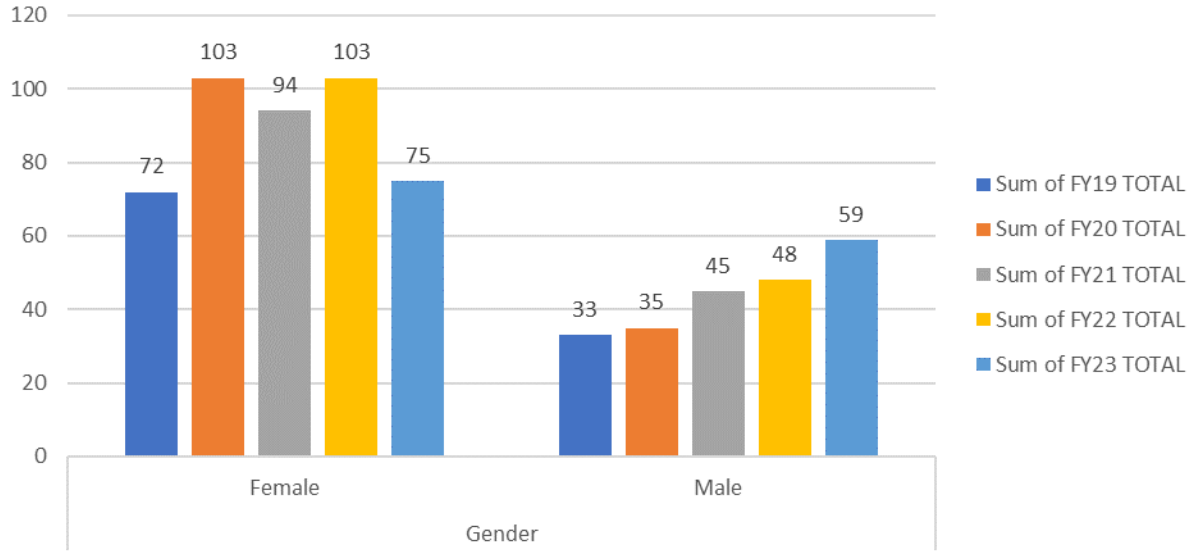


- Completions for students with no disability show a general upward trend, increasing from 99 to a peak of 144 in fiscal year 2022 before slightly decreasing to 133 the next year.

- Completions for students with a reported disability are much lower and show significant fluctuations ranging from a high of 7 to a low of 1.

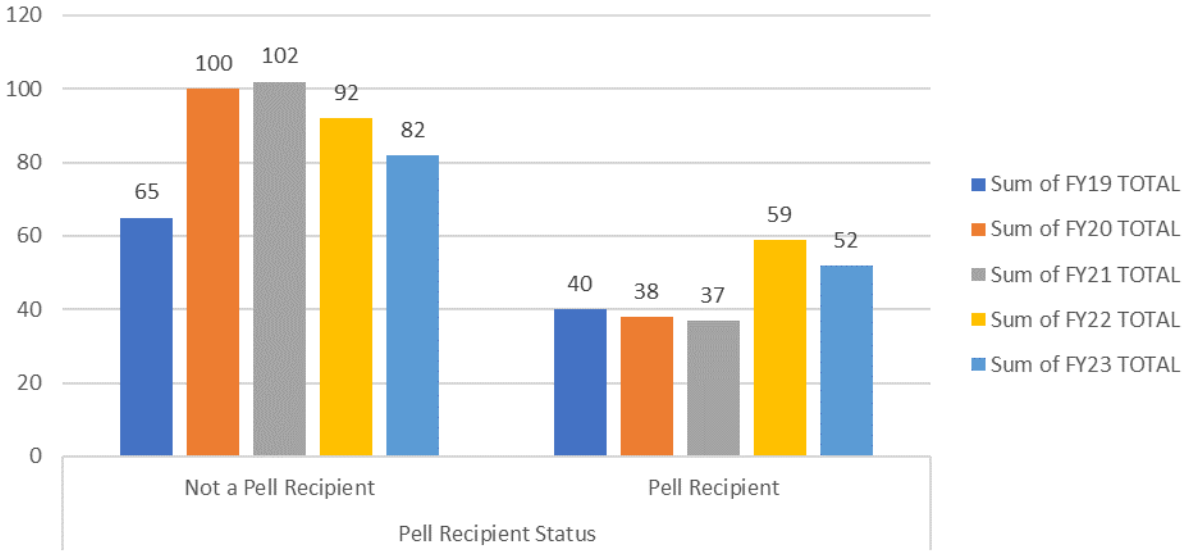


- Completions for first generation students show some fluctuations ranging from 37 to 53 over the past five year periods. The highest completion rate is 53 in fiscal year 2020 and the lowest is 37 in the most recent year of 2023 overall showing a decline in the most recent years.
- The number of completions for students who were not first generation are higher and more stable than the first generation student cohort ranging from 65 to 99. The data shows a consistent upward trend reaching a peak in 2022 with just a slight decrease in the last year of 2023.

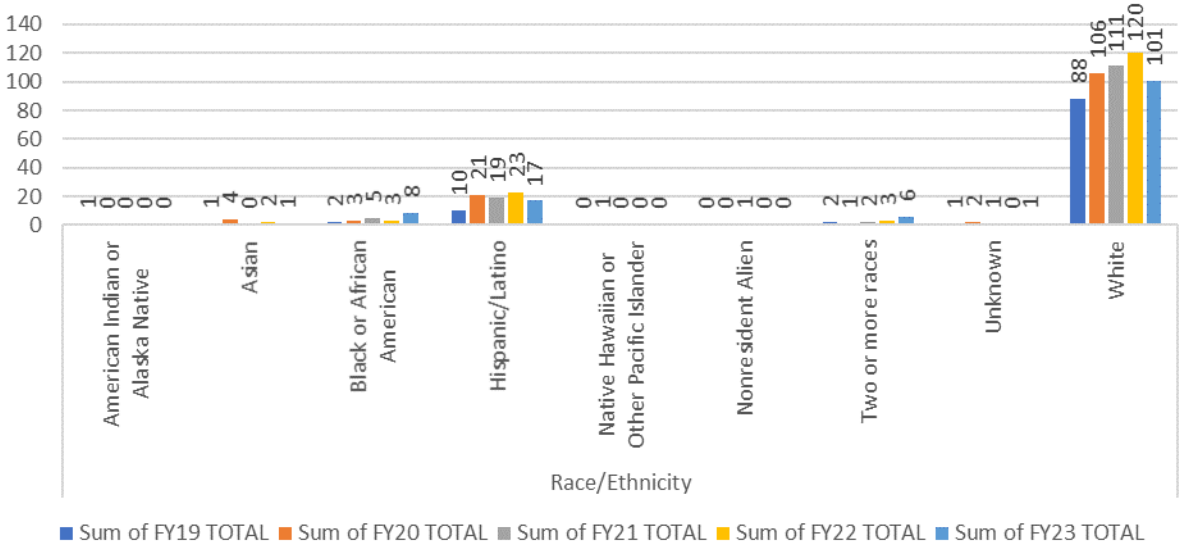


- The number of completions for female students show an upward trend initially, peaking at 103 twice, followed by a steep decline to 75 in 2023.

- Completions for male students also show an overall upward trend. The highest completion rate is 59 in the most recent year of 2023 and the lowest is 33. There is a significant increase in the final year from 2022 to 2023 from 48 to 59 completions.

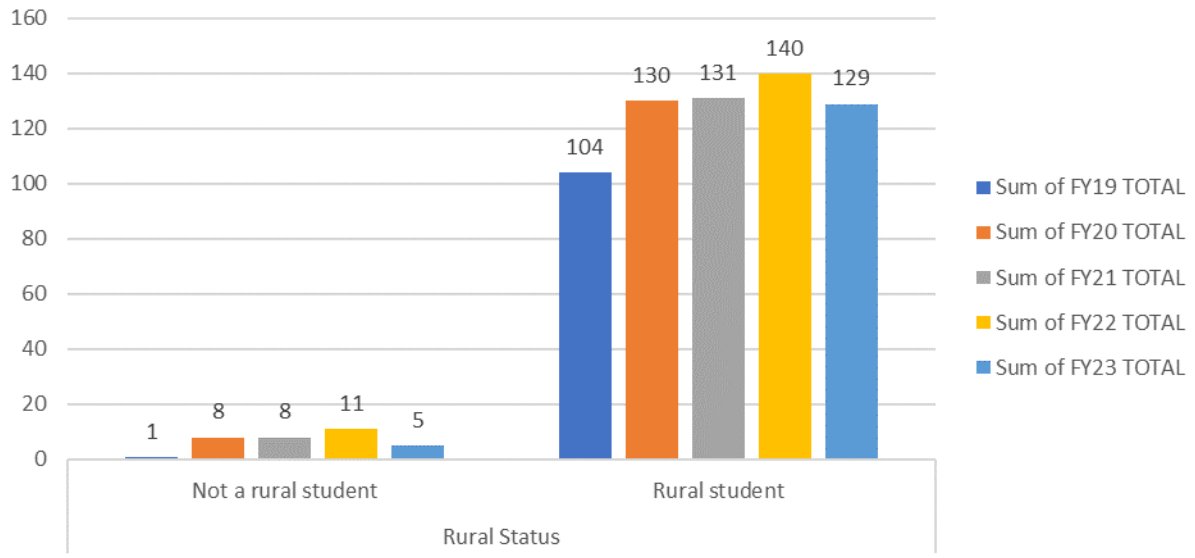


- Completions for non-Pell recipients show fluctuations over the five year period but generally higher figures than those for pell recipients, peaking at 102 and reaching the lowest point at 65. During the most recent years non-pell recipients have seen a consistent decline.
- The number of completions for Pell recipients are consistently lower than non-Pell students but show a significant increase towards the final two years of this period peaking at 59 in 2022.

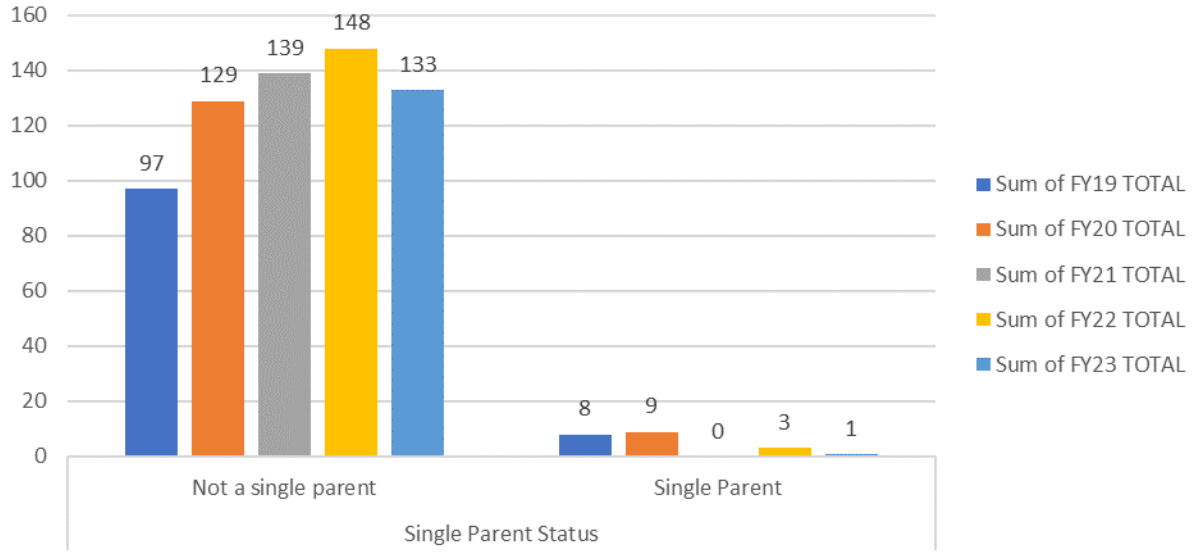


- The trend shows a gradual increase in completions for african-american students starting from two in 2019 and peaking at eight in 2023. This positive trend indicates some improvements in support and retention efforts for Black or African American students over time.

- The number of completions is relatively high compared to other minority groups with a peak of 23 completions in 2022. There is only a slight decrease in completions in the last year of 2023.
- White students have the highest number of completions overall, peaking at 120 in 2022 before dropping slightly to 101 in 2023.



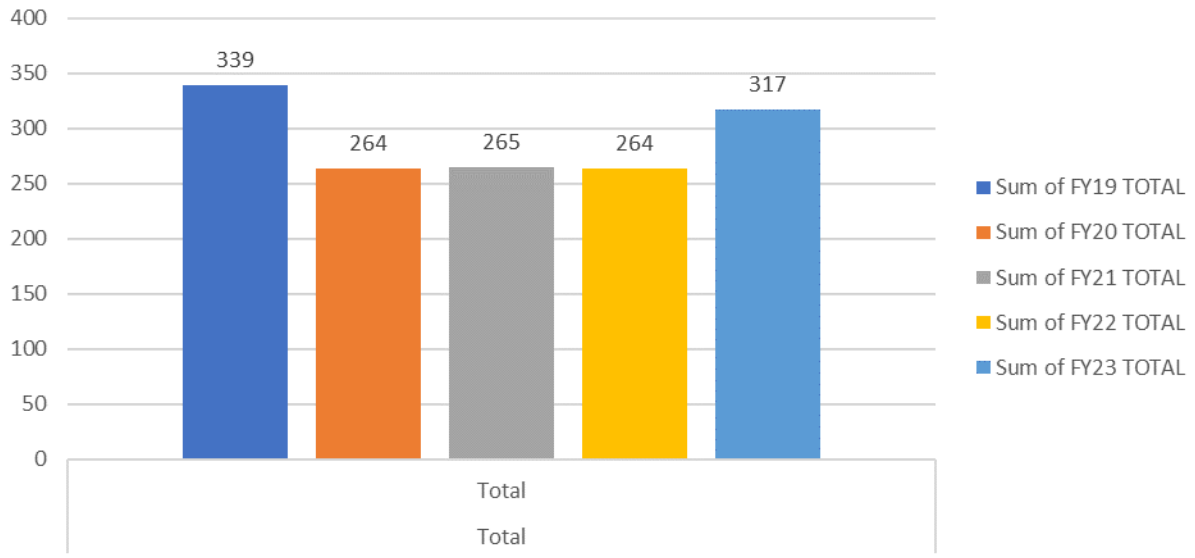
- For rural students the trend shows a stable and slightly increasing trend when it peaked in 2022 before a minor decline in 2023.
- For non-rural students the trend is more not really clear or predictable but the peak occurred in 2022 with 11 completions and decreased in 2023 to 5 student completions.



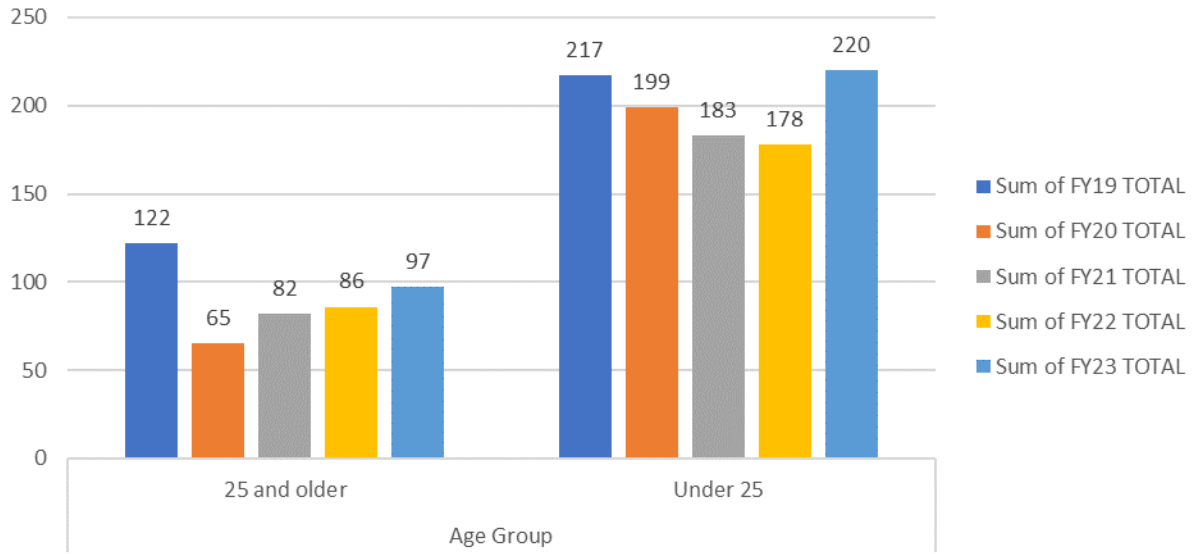
- Non-single parents show a more positive trend with increasing completions over time, peaking in 2022 before a slight decline in 2023 of 133.

- Single parents show a much lower number and pattern of fluctuating completions and suggesting more persistent barriers to completing their studies.

Short-term Certificate:

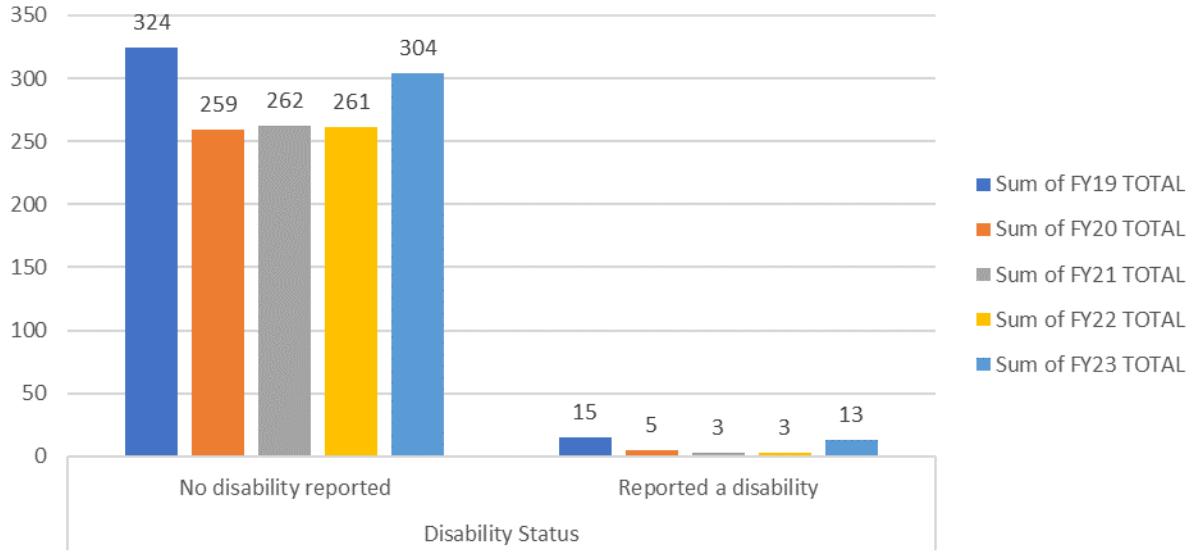


- Initially within the five year period, short term certificates were at the high with 339 in 2019 when the trend declined between 2020 and 2022 but remained stable. In 2023, the number of completions increased again to 317.

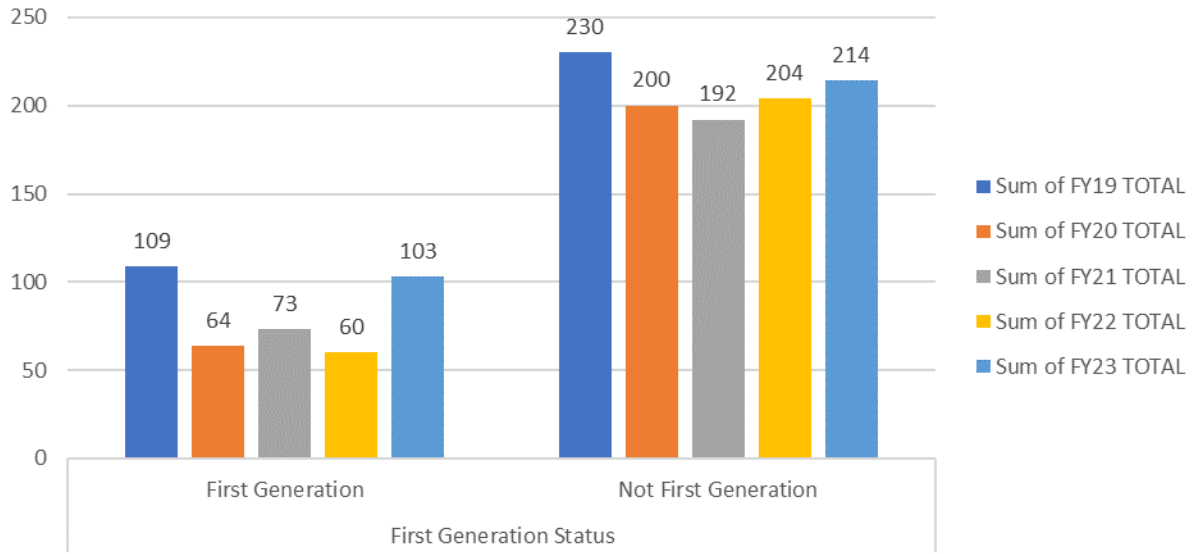


- Completions for students 25 and older are shown to fluctuate from 65 to 122 over the past five year period. The highest completion rate is 122 in fiscal year 2019 and the lowest in 2020, however since then we have seen a consistent upward trend.

- Completions students 25 and under also fluctuate over the five year period but within a higher range from 178 to 220. There was a constant trend downward from 2019 to 2022, but then in 2023 jumped to the high of 220.

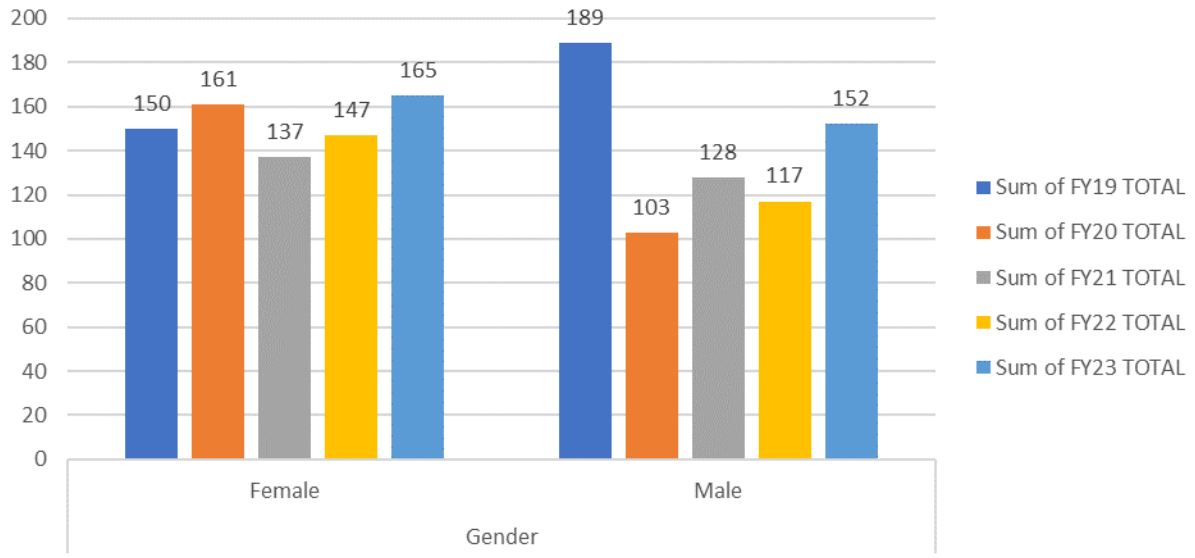


- Completions for students with no disability show some fluctuation over the past five years starting at a high of 324 in 2019, dropping down but remaining steady from 2020 to 2022, and increasing to 304.
- Completions for students with a reported disability are much lower and show a similar trend to students with no disability. The competitions ranged from 3 to 15, with 2023 being the second highest year.

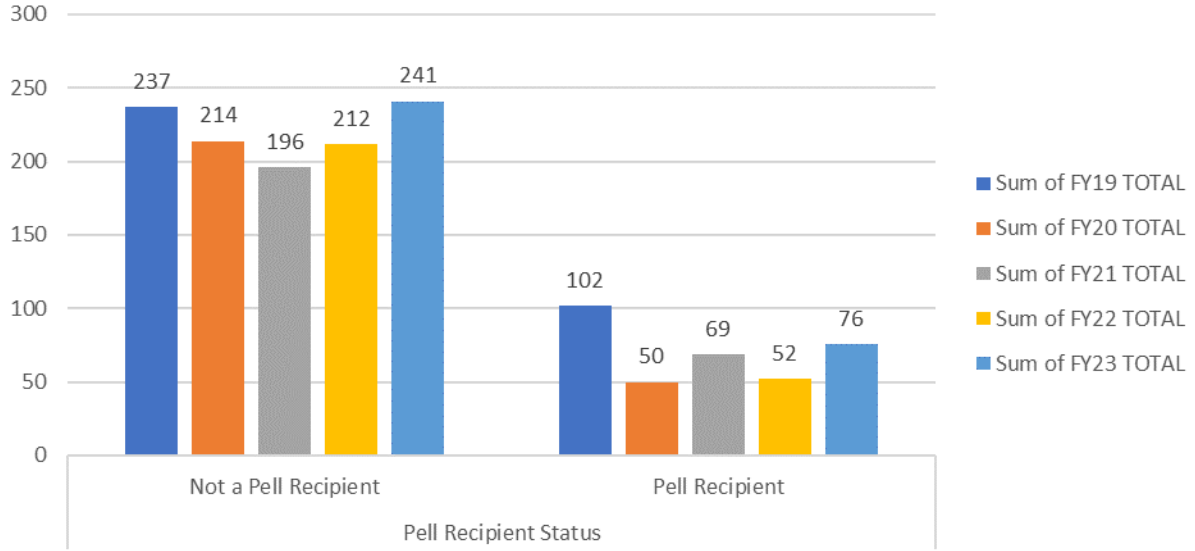


- Completions for first generation students show some fluctuations ranging from 60 to 109 over the past five year periods. The highest completion rate is 109 in fiscal year 2019 and the lowest is 60 in 2022. In 2023 the number jumped back up to 103 to be the second highest count of completions in the five year period.

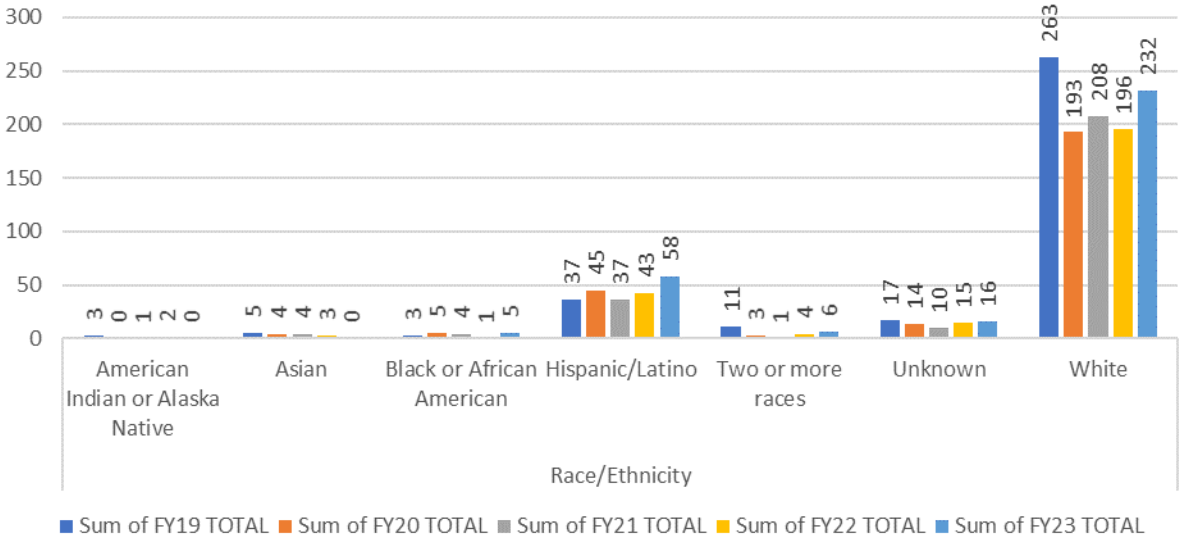
- The number of completions for students who were not first generation are higher and more stable than the first generation student cohort ranging from 65 to 99. The data shows a consistent upward trend reaching a peak in 2022 with just a slight decrease in the last year of 2023.



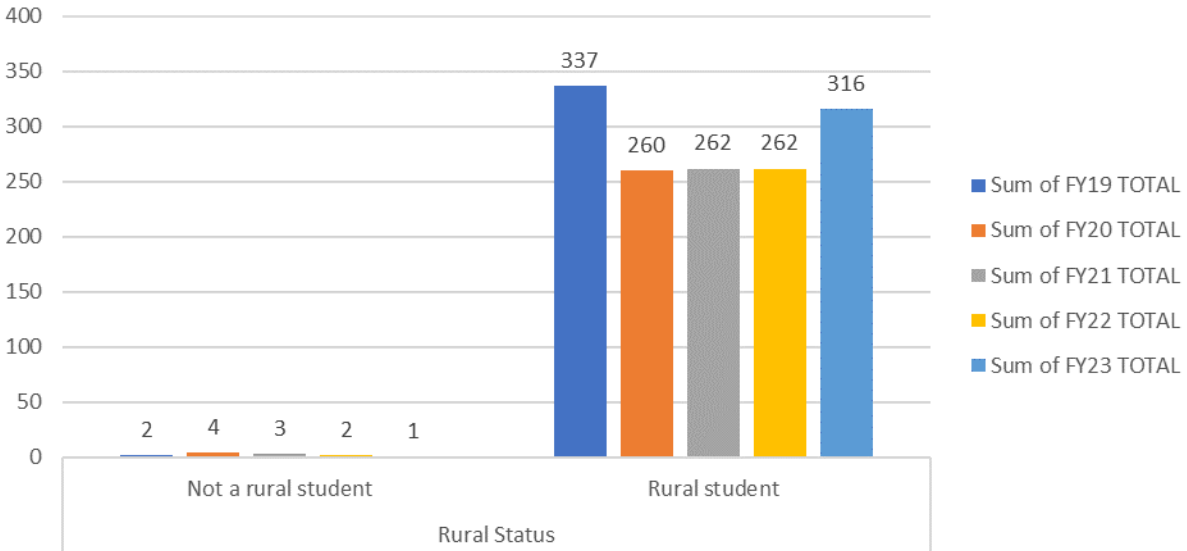
- The number of completions for female students showed an upward trend initially, peaking at 161 in 2020 followed by a large decline, however then started climbing from 137 in 2021 to the highest number of 165 in 2023.
- Completions for male students show significant fluctuations over the five year period. The highest completion rate is 189 in 2019 and the lowest immediately following that year in 2020. Following that, there has been a general trend of increasing completions for male students up to the most recent year in 2023 with 152.



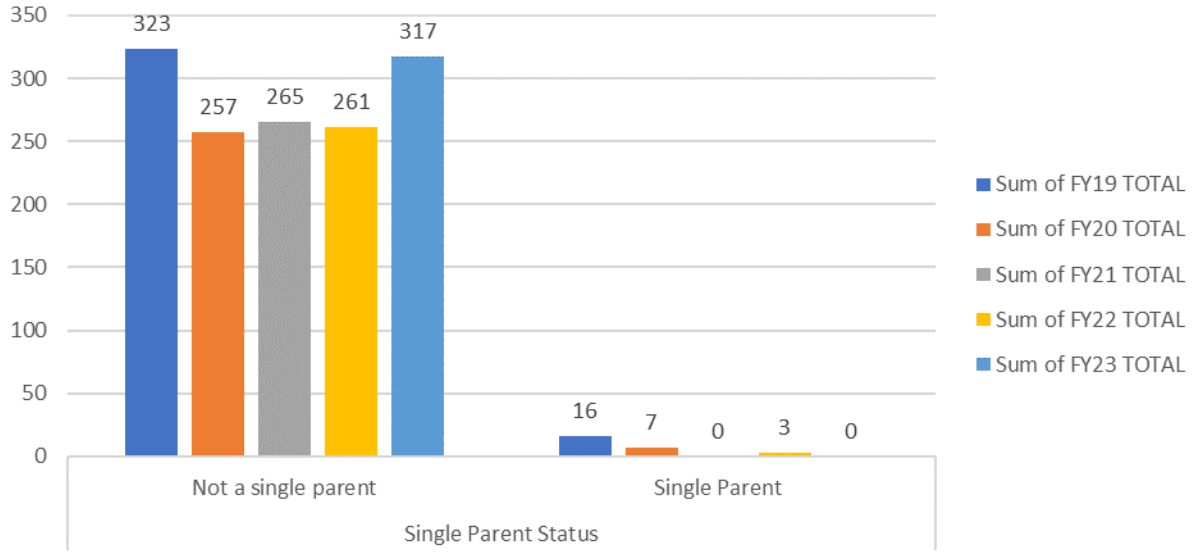
- Completions for non-Pell recipients show fluctuations over the five year period but generally higher figures than those for pell recipients, peaking at 241 in 2023 and reaching the lowest point at 196 in 2021. During the most recent years non-pell recipients have seen a consistent upward trend.
- The number of completions for Pell recipients are consistently lower than non-Pell students and show much more variability peaking at 102 in 2019, but the second highest being in the most recent year of 2023 with 76.



- The trend shows that the number in completions for african-american students is very stable in short term certificates and has very little fluctuations.
- The number of completions is relatively high compared to other minority groups with a peak of 58 completions in 2023. There is an evident upward trend in the number of completions with hispanic students in short term certificates.
- White students have the highest number of completions overall, peaking at 263 in 2019 before dropping significantly to 193 after that.



- For rural students the trend shows the peak early in the five year period in 2019 at 337, but dropping and staying stable the next three years until another significant increase in 2023 with 316 completions.
- For non-rural students the number is very low, not many completions have been recorded for non-rural students in short term certificates to say if any trend is present.

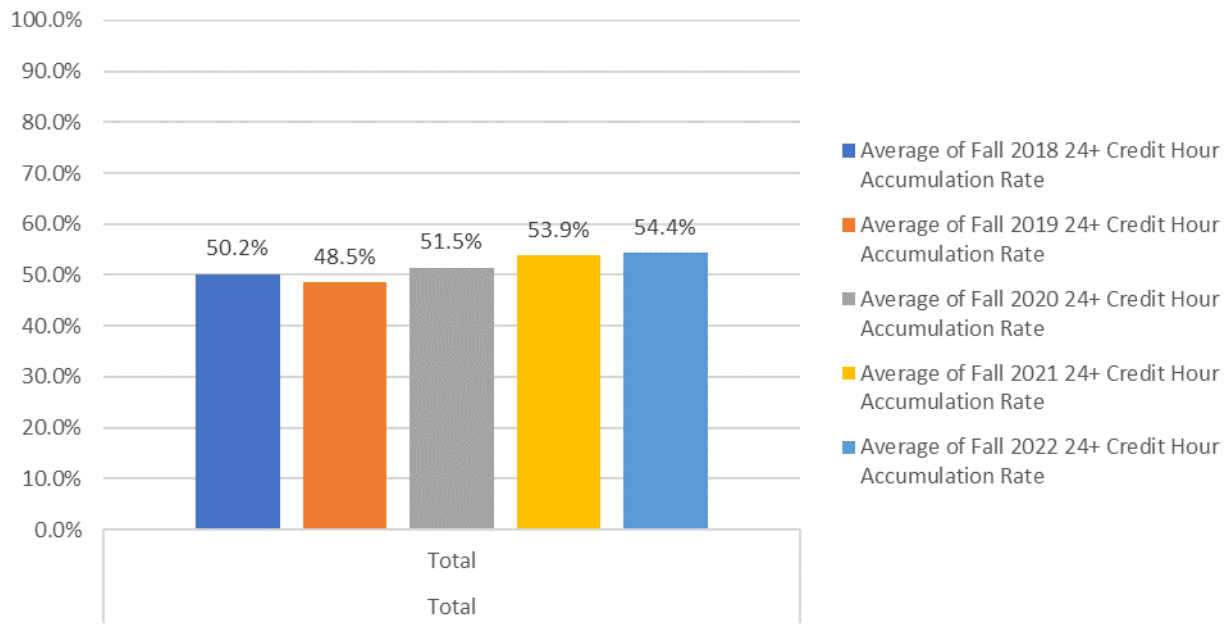


Non-single parents show a more positive trend with increasing completions over time, peaking in 2019 but remaining relatively stable between 2020 to 2022, with another large increase in 2023 to 317 completions.
Single parents show a much lower number and pattern of persistent decline over the five year period suggesting more persistent barriers to completing their studies.

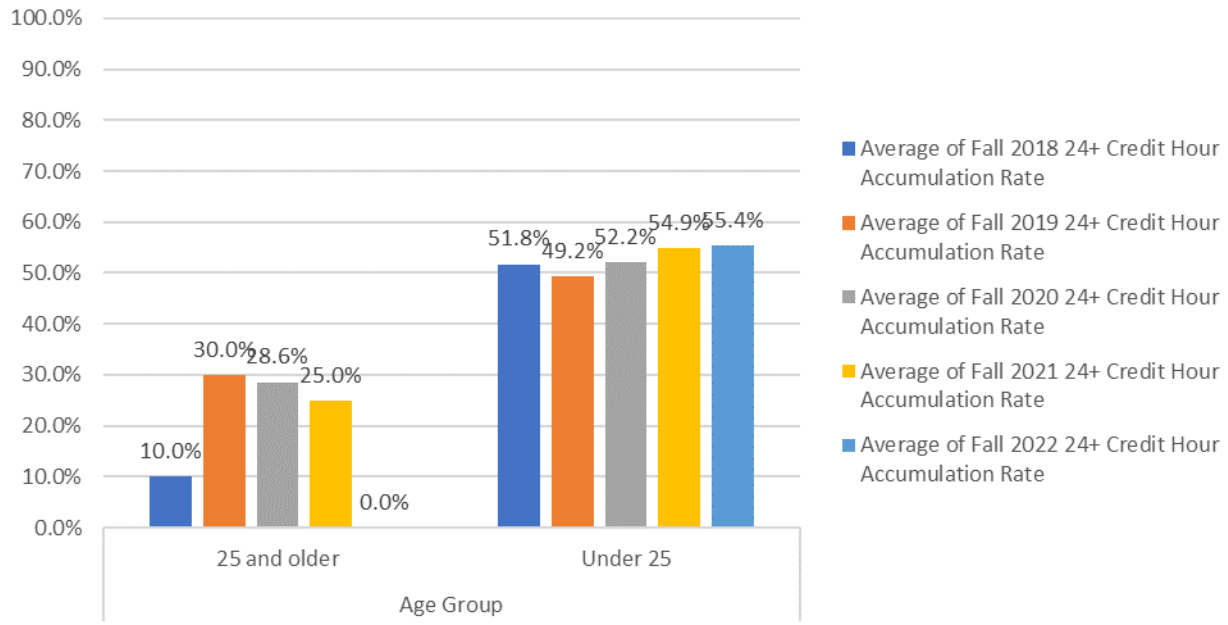
Cumulative Credit Hours (+24 Hours)

College credit accumulation rate, measuring the number of credit hours students complete per academic year, is a crucial metric for assessing progress towards degree completion and academic success. Understanding the accumulation rates among different demographic groups is essential for identifying disparities and barriers to timely degree attainment.

Analysis of Trends:



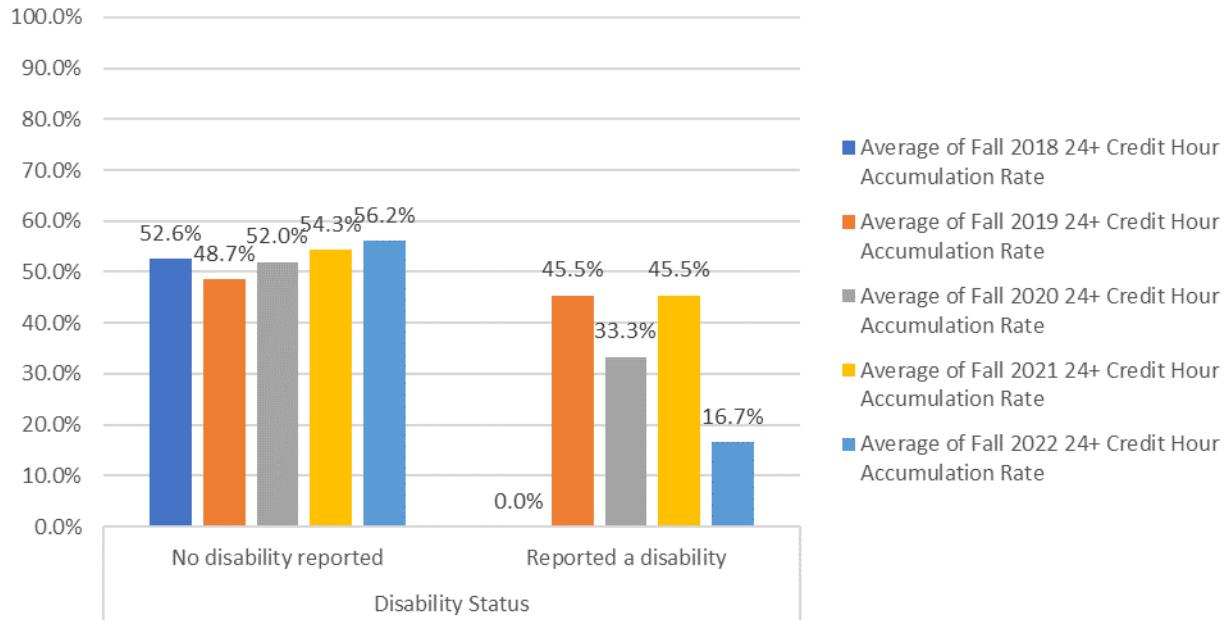
- The data shows a general upward trend in cumulative credit hours earned over the past five years, starting from 50.2% and steadily increasing to 54.4%. This indicates that a larger proportion of individuals are accumulating more than 24 credit hours per year, which could suggest increased enrollment or a higher workload undertaken by students.



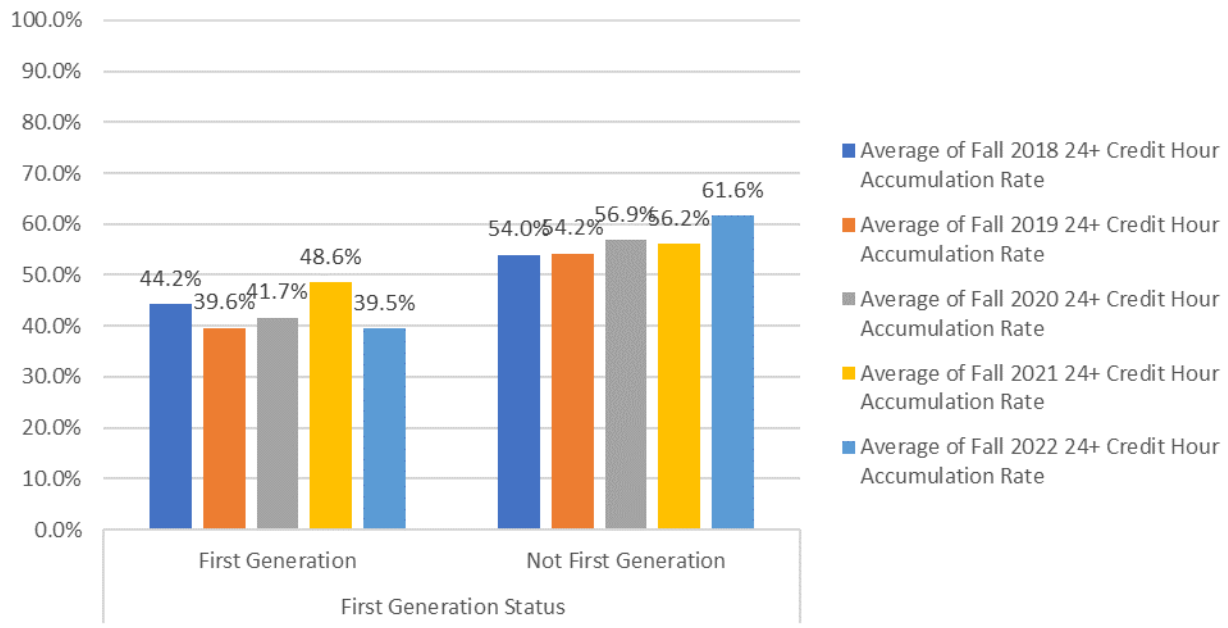
- There is a lot of fluctuation in the data for this age group of 25 and older students. The percentage of individuals earning more than 24 credit hours per year starts at 10.0%,

then increases significantly to 30.0%, followed by a slight decrease to 28.6%. However, in the last two data points, there is a notable decline to 25.0% and finally to 0.0%.

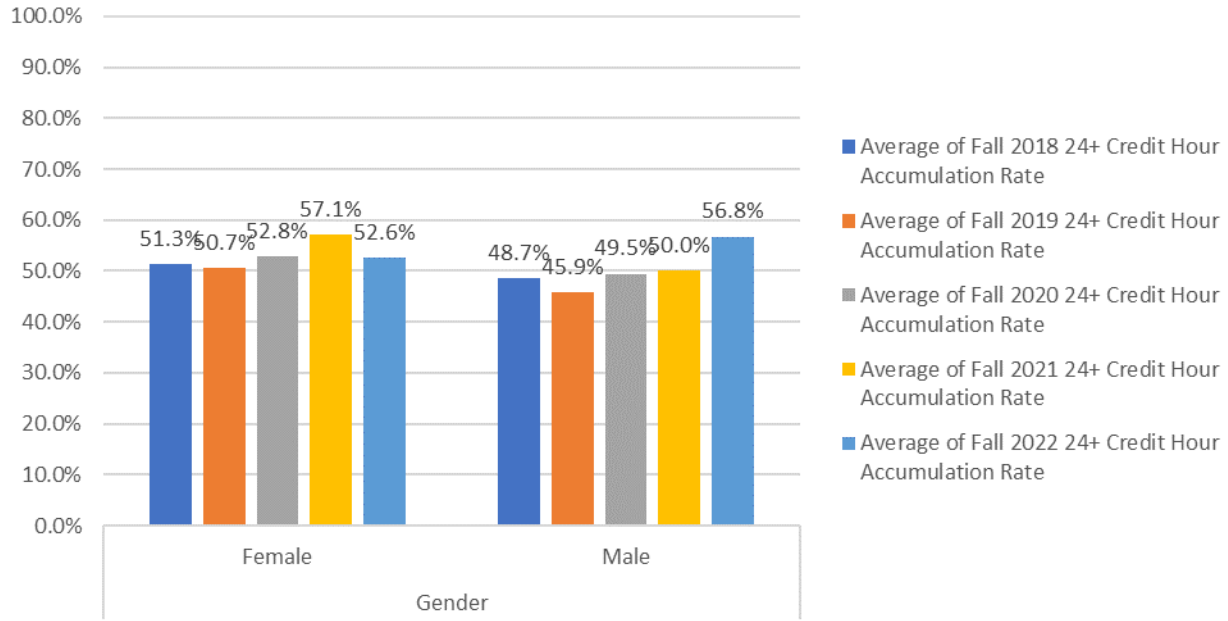
- The data for individuals under 25 shows a more stable trend compared to the older age group. The percentage of individuals earning more than 24 credit hours per year starts at 51.8%, fluctuates slightly between 49.2% and 52.2%, and then shows a slight increase to 54.9% and 55.4% in the last two years.



- The percentages for no reported disability show a generally increasing trend over time. Starting at 52.6%, there is a slight decrease to 48.7%, but the trend then turns upward, reaching 52.0%, 54.3%, and finally 56.2%.
- The percentages for individuals who reported a disability show a more variable trend. Starting at 0.0%, the percentage increases to 45.5%, then decreases to 33.3%, rises again to 45.5%, and finally drops significantly to 16.7%.



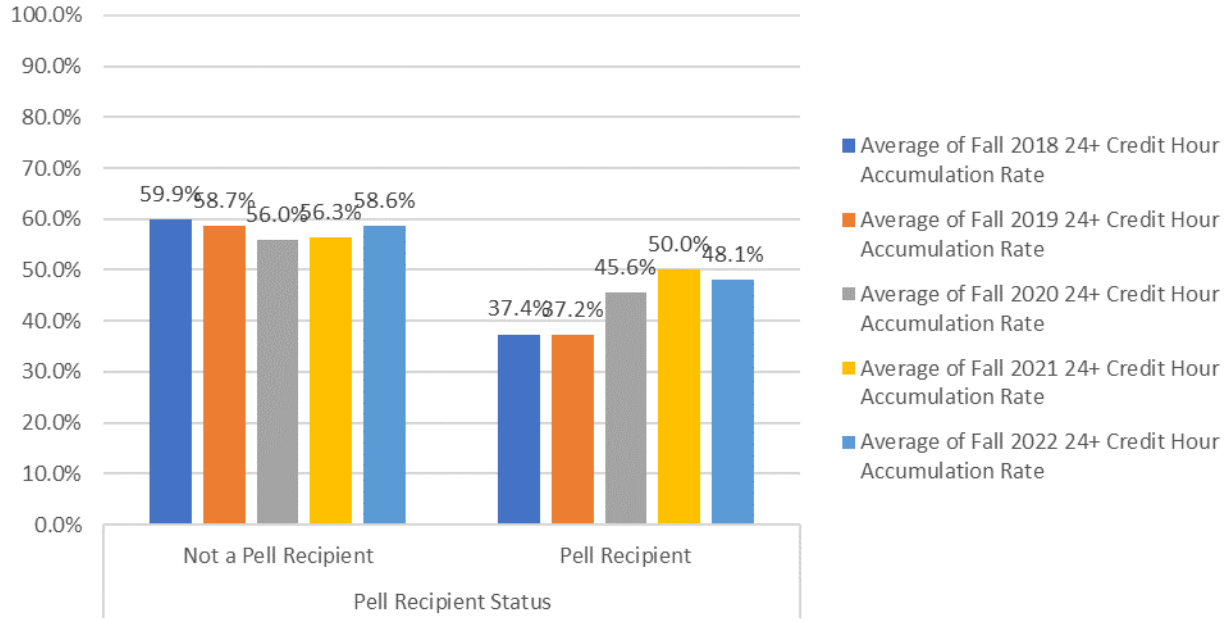
- The percentages for first generation students show fluctuations over the period. Starting at 44.2%, there is a decrease to 39.6%, followed by a slight increase to 41.7%. This is followed by a more significant increase to 48.6%, but then a drop to 39.5%.
- The percentages for students who are not first generation show a more stable and upward trend. Starting at 54.0%, there is a small increase to 54.2%, followed by further increases to 56.9%, a slight decrease to 56.2%, and a final rise to 61.6% in 2022.



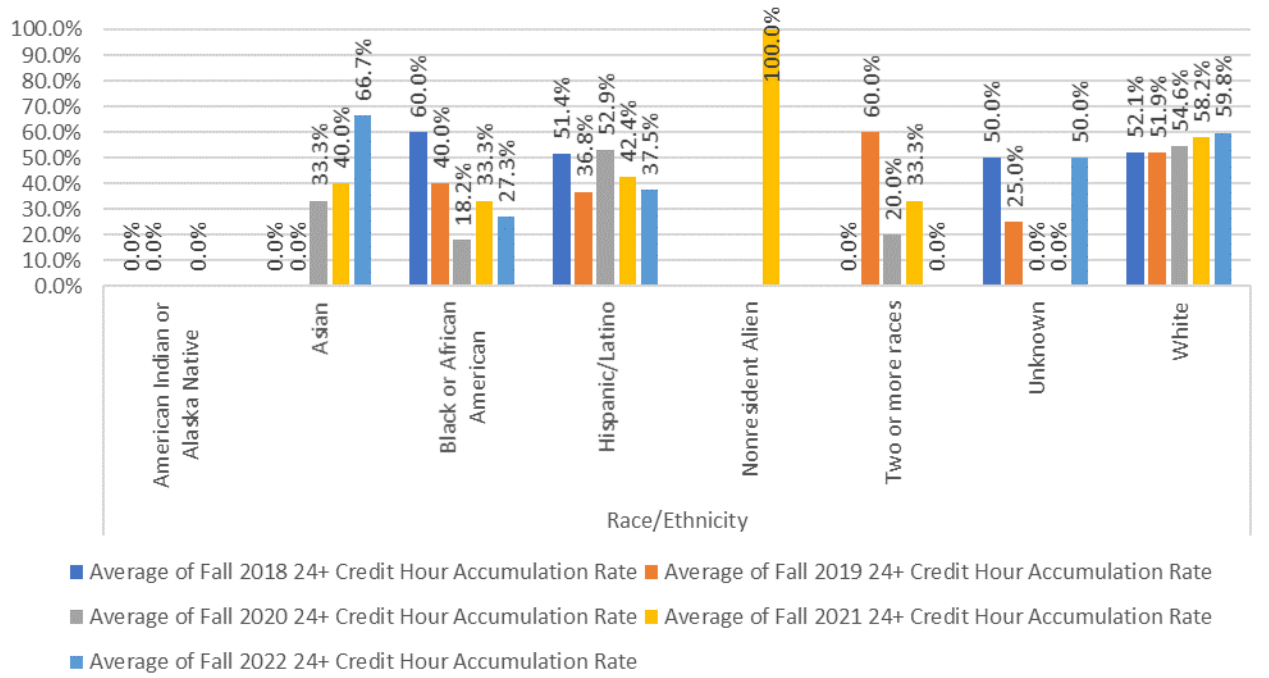
- The percentages for female students show a generally increasing trend over the five year period. Starting at 51.3%, there is a slight decrease to 50.7%, followed by a steady

increase to 52.8%, then a more significant rise to 57.1%. However, the trend shows a small decline to 52.6% in the final data point.

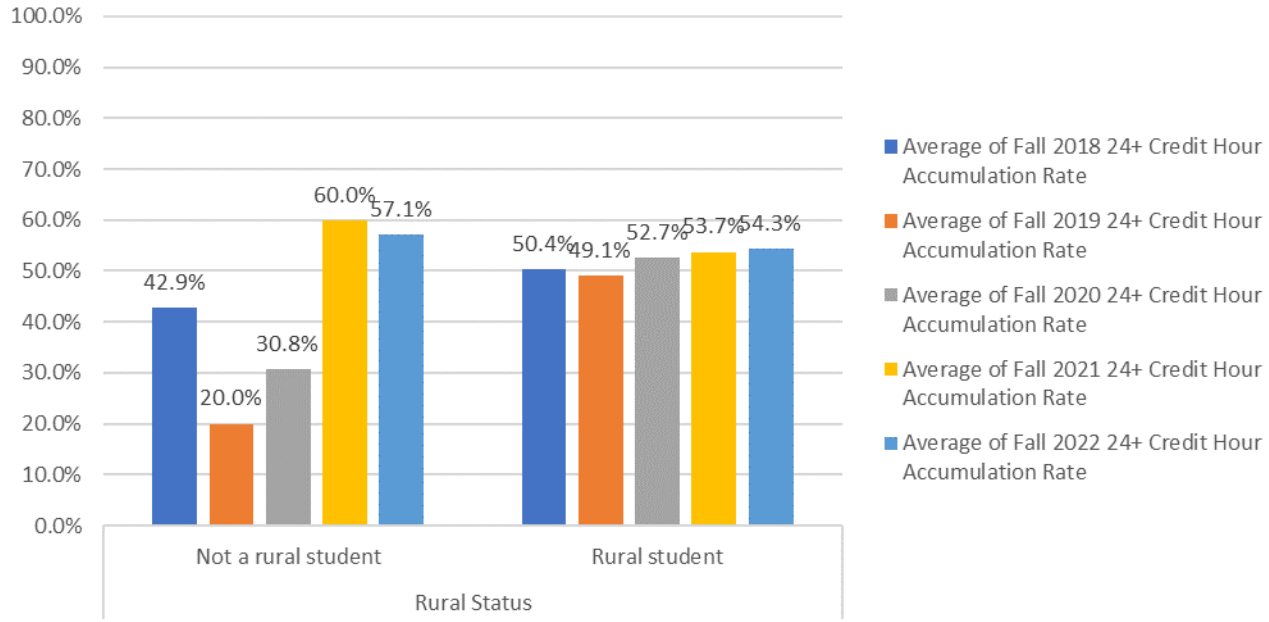
- The percentages for male students also show a generally upward trend. Starting at 48.7%, there is a decrease to 45.9%, followed by increases to 49.5%, 50.0%, and finally a significant rise to 56.8%. Overall male students tend to show lower percentages of accumulation than their female counterparts.



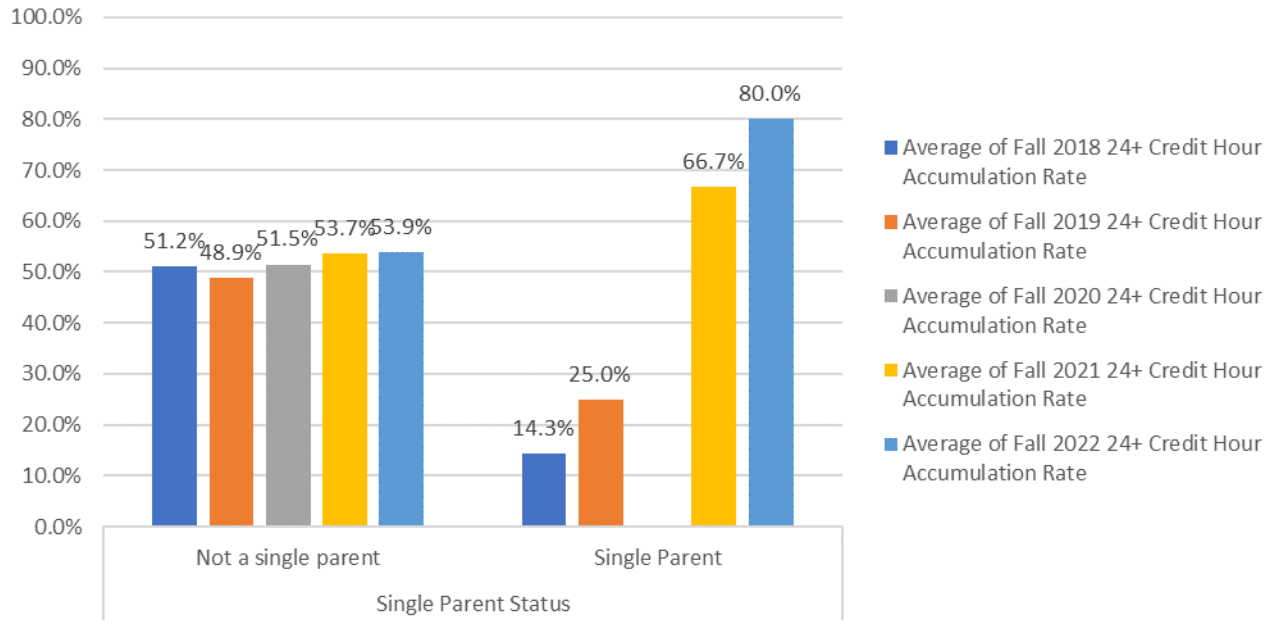
- The percentages for students who are not Pell recipients show slight overall fluctuation but remain relatively high and stable. Starting at 59.9%, there is a small decrease to 58.7%, followed by a further decrease to 56.0%. Then, there is a slight increase to 56.3%, ending with an increase to 58.6%.
- The percentages for Pell recipients show a different trend with more fluctuations. Starting at 37.4%, there is a slight decrease to 37.2%, followed by a significant increase to 45.6%. This trend continues upward to 50.0%, but then there is a slight decrease to 48.1%.



- White students show a consistent upward trend, indicating stable academic progress and support. Asian students show significant improvement, suggesting increased engagement starting in 2020.
- Black or African American, Hispanic/Latino, and students of two or more races show much more fluctuation in their rates indicating they change much more rapidly due to smaller populations but also could be better supported through more consistent support.



- The percentages for non-rural students show significant fluctuations. Starting at 42.9%, there is a notable decrease to 20.0%, followed by an increase to 30.8%, then a substantial rise to 60.0%, and a slight decrease to 57.1% in the final period.
- The percentages for rural students show more stability and a general upward trend. Starting at 50.4%, there is a slight decrease to 49.1%, followed by increases to 52.7%, 53.7%, and finally 54.3%.



- The percentages for students who are not single parents show slight fluctuations but generally remain stable and high. Starting at 51.2%, there is a slight decrease to 48.9%, followed by increases to 51.5%, 53.7%, and finally 53.9%.
- The percentages for single parents show significant fluctuations and a dramatic improvement over the period as this is a much smaller cohort of students. Starting at 14.3%, there is an increase to 25.0%, followed by a data gap, then a substantial rise to 66.7%, and finally reaching 80.0%.

Student Loan Repayment Rates

Student loan repayment rates provide insights into the financial well-being of graduates and their ability to manage student loan debt after leaving Sauk Valley Community College. Examining repayment rates among different demographic groups allows us to assess whether certain student populations face disproportionate challenges in repaying their loans. By analyzing repayment data, we can identify disparities in loan repayment rates and explore initiatives to support borrowers from underrepresented backgrounds. This section examines student loan repayment rates to identify equity gaps and to inform strategies for promoting financial stability among graduates.

Following the COVID pandemic, student loan repayments and interest rates were paused and created a window in which we only had 5 students within the past five years that have entered into default. Tracking those students would be redacted due to the small sample size in this report. In the future years of tracking with this plan and the payments resuming for federal aid we will be able to provide better data as the years continue.

Major Barriers in Policy and Practices

The data presented above reveals various trends in enrollment, persistence, advancement, completion and credit hour accumulation across various demographic groups. Here are the major barriers in policy and practices that may have led to the equity gaps as identified by each group.

Age Group

25 and Older

- **Barriers:**
    - **Rigid Scheduling:** traditional course schedules may not accommodate older students who have work and other family responsibilities.
    - **Limited Support Services:** Older students might need different types of support (i.e. career counseling, childcare services) that are not adequately provided.
    - **Financial Barriers:** Older students may have different financial situations, such as family responsibilities, making it harder to afford tuition without sufficient financial aid or flexible payment plans.

Under 25

- **Barriers:**
    - **Transition Struggles**: Younger students may struggle with the transition from high school to college, needing more academic support systems.
    - **Financial Constraints:** Many younger students rely on financial aid, and inadequate support can affect their ability to complete their studies.

Disability Status

Reported Disability

- **Barriers:**
    - **Lack of Self-Reporting:** Many students who would qualify for and benefit from Disability Support services do not register with the office.
    - **Inadequate Accommodations:** Poorly implemented accommodations can hinder academic success.

- **Lack of Training:** Faculty and Staff may not be adequately trained to support students with disabilities.

First Generation Students

First Generation:

- **Barriers:**
  - **Limited Knowledge for College:** First generation students are unfamiliar with navigating institutions of higher education and their processes.
  - **Financial Challenges:** Students who are first generation are more likely to come from lower income families and face more constraints with finances.
  - **Lack of Social Connections:** First generation students often do not have social networks that are able to assist them with navigating college and dealing with the unique struggles associated with college life and education.

Gender

Female:

- **Barriers:**
  - **Balancing Responsibilities:** Female students, especially those that are also mothers, struggle to find a balance between academics, work, and family responsibilities.
  - **Support Services:** Lack of adequate support services such as childcare can impede their academic progress.

Male:

- **Barriers:**
  - **Student Engagement:** Male students may be less likely to seek out help from any support services on campus and be much less engaged in the campus community.
  - **Enrollment:** The college has struggled, like most institutions of higher education, with attracting and enrolling male students.

Pell Recipients:

- **Barriers:**
  - **Financial Constraints:** Even with the consideration of having the pell grants, financial aid may not fully cover all of the “need” for students such as the cost of attendance which will lead to financial stress.
  - **Work:** Pell recipient students are required to work part-time or full-time jobs, which will detract away from academic studies.

Race/Ethnicity:

Minority Groups

- **Barriers:**

- **Systemic Inequity:** Inequities in educational access and quality will still affect these groups regardless of what the higher education institution can do to address.
- **Cultural Barriers:** Lack of cultural training and awareness in communities can lead to sense of bias.
- **Lack of Diversity in Staff and Faculty:** Students may struggle to connect with faculty and staff at the institution who do not look like them or share similar backgrounds, experiences, and challenges.

Rural Status:

- **Barriers:**
  - **Access:** Limited access to academic and extracurricular activities compared to more urban institutions.
  - **Isolation:** Geographic isolation can limit engagement and the support available to students who on average have to drive at least 30 minutes to the college.
  - **Services:** Limited access to mental health and physical health services, public transportation, and childcare.

Single Parents:

- **Barriers:**
  - **Time Commitments:** Balancing academic responsibilities with parenting can be a struggle.
  - **Support Services:** Inadequate services, such as affordable childcare, can hinder academic progress and success in higher education.

Recommendations:

Flexible Learning Options: Offering more online and evening courses with part-time programs to accommodate diverse schedules and responsibilities.

Enhanced Financial Supports: Increasing the availability of scholarships, grants, and emergency funds to help to reduce financial stress and barriers to students in achieving access to higher education.

Comprehensive Support Services: Provide targeted student support services, including childcare options in the community, counseling, and tutoring tailored to the needs of different groups.

Faculty and Staff Training: Ensure faculty and staff are trained in cultural competence, disability accommodations, and equity based practices and policies.

Data Driven Interventions: Use data to identify at-risk students and implement timely interventions to support their academic goals.

Facilities: Ensure that as areas of the college are updated, accessibility is factored into design decisions.

Assess Climate

. Describe the institution's methods or approaches used to assess the campus climate and culture, include the campus community's perceptions and experience of diversity, equity, belonging, inclusion and other relevant factors. This must include describing the institution's process for engagement with, at a minimum, staff, faculty, students-including those who are minorities, from marginalized and underrepresented populations, low-income, rural, are with disabilities, adult students, other underrepresented backgrounds. The institution may also include processes to engage local perspectives of key partners providing services to minority, marginalized, and underrepresented populations. Partners may include but are not limited to education, community, policy makers, and employers. Examples of methods or approaches used may include formal campus climate surveys, online surveys, focus groups, etc. Institutions should consider accessibility to ensure inclusion of all minority, marginalized, and underrepresented populations.

Sauk Valley Community College uses a wide variety of approaches to assess the campus climate and culture. The Campus Climate Survey has been sent out on bi-annual basis. On a yearly basis the College completes the Underrepresented Groups report for TRIO Student Support Service and Disability Services. The Noel Levitz Student Satisfaction Inventory is completed on a bi-annual basis. All new students participate in New Student Orientation where students are provided access to the Calm app and TimelyMD to ensure that all students have access to on demand heath resources to support both their mental and physical well being 24 hours a day. All degree seeking students take a First Year Experience course where they….

Student Activities involves and supports students in extracurricular activities which helps develop life skills such as critical thinking, effective leadership, problem solving, decision making, goal setting, cultural appreciation and the ability to relate with people who are different from oneself.

Student Activities aligns with the college's mission by supporting:

- Teaching and scholarship: providing leadership trainings, educational and cultural programs as well as opportunities for students to serve in college committees that enhance the college experience. It is through these educational programs and opportunities that students receive the needed support, learn about responsibility, experience success, and assume leadership roles within the college and in the community.
- Engagement in lifelong learning, public service, and economic development: promoting a sense of community. Student clubs and organizations provide students with the opportunities to make meaningful connections and work as a team practicing problem solving, communication, critical thinking, leadership, and cultural competency. It is through learning about community affiliations, fundraising as a group, and participating in volunteer activities or community service that students can experience a sense of belonging, and feel empowered to make a difference.

The functions carried by Student Activities help create a positive impact on students and draw potential students to the institution by offering a welcoming and comfortable environment where students do not feel isolated and can grow and develop socially while having fun with peers.

SVCC's Student Activities/Cross-Cultural Coordinator also connects students to college and community services and provides interpreting and translation (English/Spanish) services as needed, serves as the Undocumented Student Resource Liaison, and advises the Association of Latin American Students (A.L.A.S.).

To create a welcoming environment, biweekly A.L.A.S. meetings are held and educational and cultural programs are offered, including cultural celebrations, field trips, opportunities to attend Hispanic leadership conferences, as well as Spanish Conversational sessions to help students build connections with Spanish learners.

In addition, the Student Activities/Cross-Cultural Coordinator arranges English Language Learners' high school visits to SVCC per request and offers the Families United for a Strong Education (F.U.S.E.) Program. F.U.S.E. is a bilingual program offered to Hispanic English Language Learners from Sterling, Rock Falls and Dixon. F.U.S.E.'s goal is to assist families in setting higher educational goals, improving their quality of life, and increasing communication between family members which helps build stronger family units as well as stronger communities. Families get exposed to Hispanic presenters who motivate them to overcome barriers that limit their success and exposes them to higher educational opportunities while uniting them as a family. Many F.U.S.E. participants have enrolled in SVCC's Adult Education classes, completed programs, and some 8th graders are starting to sign up for SVCC's Impact Program which will offer students a future in higher education without the financial stress.

SVCC's Student Activities/Cross-Cultural Coordinator also assists with the Bilingual Impact Program nights providing translation and interpreting services and as a member of the Sauk Valley Area Chamber of Commerce's Hispanic Business Leaders Committee has helped organize community programs that increase awareness of higher education in the Latino/Hispanic family such as Sterling/Rock Falls Fiesta Day Parade, Educational Programs, and Hispanic Resource Fairs.

B. Indicate how often campus climate surveys or assessments are administered and when the most recent climate assessment was completed. If an assessment has not yet been undertaken or is underway, indicate when it will be completed, and data analyzed.

The campus climate survey is completed on a bi-annual basis. Most recently the survey was completed in the Spring 2023 semester.

C. Summarize the key findings of the campus climate assessment that will inform your Equity Plan and Practices.

The Campus Climate Survey

Question 4: The College provides extracurricular programs and events to increase awareness and respect for diverse cultures. 22.39% selected Disagree, Strongly Disagree, or I don't know. Ideas: More events/marketing. How to guide. Increase for other cultural clubs, etc. Highlight more in orientation. Planners with contact information for Student Activities. Include in the website remodel- FAQ location.

Question 6: Please indicate the extent to which you agree or disagree with the following statements: In class, I have heard faculty negatively express stereotypes based on social identity (e.g. race, gender, disability, religious affiliation, sexual orientation). Neutral, agree, strongly-agree 22.73% Provide a variety of training opportunities for faculty and staff. online/kick-off/ campus wide meetings

Question 7: Inside the classroom 32.84%, Outside the classroom 38.81% Students are introduced and then lack re-exposure. How can we expand in these courses and others look at orientation, FYE, and CSS. Marketing increase of events. Invite YWCA for Racial Injustice training. Consider a mandatory human diversity course requirement.

Question 8&9: Have you experienced either of the following at SVCC?Racial or ethnic separation (i.e. self-segregation). In common areas (such as the cafeteria, library, hallways, or lounge areas). 4% Indicated, experience racial separation in commons areas. Yellow table, identify ways to make this more inclusive of the whole college by having a variety of individuals sit at the table.

Question 11: Please indicate the extent to which you agree or disagree with the following: Students at SVCC tend to socialize mainly with other students who are of the same…Race 65.15%, Age 81.82%, Gender Identity 63.64% Look at hosting events at a variety of times of day to provide programing for all- Increase marketing of events.

Question 14: Please indicate the extent to which you agree or disagree with each of the following statements: As a student, SVCC has informed me about… How a witness should respond to an incident of discrimination/harassment/bullying 33.33% Orientation and Marketing (QR codes on posters and planners), FAQ section of the website revamp - How to respond to an incident of discrimination/ sexual harassment/ bullying/ segregation.

Policies, Strategies, Services, and Practices

Sauk Valley Community College is responding to the needs of its increasingly diverse student body, community, staff, and faculty with several strategies and projects. These efforts will take place over the next few months and years, with some already in progress. In addition to some concrete actions that we believe will help mitigate various well-being and success gaps that we

see between different demographic groups, we will also be taking the time to better understand our students and community along with the unique challenges and needs that they face in achieving their educational goals.

I. First Year Experience Course

Beginning in April of 2024, Sauk Valley Community College started the process of revamping its First Year Experience course. This course, which is required for all degree-seeking students, covers a variety of topics over an eight-week period. The goal for the FYE working group is to have a new design and curriculum to the college's Curriculum Committee for approval in the fall of 2024. This will allow the college to launch the new curriculum in FYE courses in the fall of 2025. While the course currently contains a module on Diversity and Inclusion, part of the working group's goal is to collaborate with members from the college's DEI committee to ensure the new DEI component of the course is effective, up-to-date, and meets the goals of the institution. This, however, is just one facet of the revamp. The working group will make additional curricular changes that will take into account success rates for various demographic groups, feedback from student focus groups, and survey data. Additionally, all instructors who teach FYE will be required to be trained on the new curriculum and design, using a training developed by the working group. The end product will be a course that improves outcomes for all SVCC students and provides them with opportunities to better understand and relate to their peers.

II. Navigate360 Software

The college purchased Navigate360 in the spring of 2024, with implementation and rollout scheduled to occur during the summer and fall of 2025. Navigate360 will replace the college's Advising, Financial Aid, TRIO, Admissions, Fitness Center, and Learning Commons scheduling and queuing systems as well as the early alert and service referral systems. With Navigate, the college will be able to better respond to student needs in real time, track student progress and success in their courses, and facilitate the flow of students between departments. When combined with the data from the Noel-Levitz College Student Inventory (required to be completed by all students at orientation) our advisors and counselors will be better able to provide meaningful, timely, and effective remediations for students, ideally before students reach a crisis point in their courses, finances, personal life, etc. Having this information available to our advising and counseling teams is crucial as more than 90% of SVCC students are low-income, first-generation, or have a documented disability. These are the students who can best benefit from early and timely interventions by staff and faculty.

III. Process Mapping

With the implementation of the Navigate360 software, the SVCC Student Services division will continue its process mapping project that was begun in 2023. The goal of this project is to identify the pain points that students experience in the process of applying to and becoming a Sauk student, as well as pain points that exist while students progress towards degree completion. This will involve the offices of Admissions, Advising, Testing Services, Disability Support, Financial Aid, Athletics,

TRIO Student Support Services, and the Business Office. Academics, the Learning Commons, ITS, the SVCC Foundation, Research and Planning, and Instructional Design will also be able to provide input regarding the final output of this project, which will be the streamlining and simplifying of the application to credential pipeline at SVCC. As part of this project, orientation has already been identified as a component of the enrollment process that could benefit from being reworked. A working group is currently being established that will enhance the orientation experience at SVCC, with a tentative implementation date of fall 2025. It is Student Services area's goal to continue to find opportunities for improving the student experience at SVCC. These efforts are being couched in the idea that student success, from the beginning of the application process to the eventual receipt of the credential, is negatively affected by unnecessary barriers to access.

IV. Counseling Services and Peer Mentoring

Mental health counseling services and peer mentoring support have been greatly expanded at SVCC in the time since the college received a Title III grant in 2019. This means that the college was already largely in compliance with the recent mental health legislation in the state. While the college continues to strive for compliance, with a mental health working group evaluating compliance annually at the institution, the institution has now turned its attention to continuing to improve counseling and other mental health and wellness related services. As part of these efforts, the college has made the Fitness Center at the institution free to all enrolled students. Peer mentoring services have recently been expanded, with a dedicated peer mentoring center being established near the campus cafeteria in the 2023 academic year. SVCC counselors also continue to experiment with group sessions, and are actively working with outside agencies to make appropriate referrals for students. Students have also been given free access to the Calm app, which many students have reported using for help with sleeping, staying focused, or reflecting. These services are in high demand as SVCC serves a highly rural and underserved portion of the state. Mental health services are insufficient across the region, which underscores and highlights the importance of the services offered on SVCC's campus to the success of students.

V. Universal Design

Sauk Valley Community College has committed to the idea of universal design, particularly in our instructor's use of Canvas, the college's Learning Management System. The college employs two instructional designers. Together with faculty and the Disability Support Office at Sauk they have worked to create a culture of accessibility at the college. Evidence of this can be seen in the way SVCC faculty have focused their efforts to make all of their teaching materials as accessible as possible. As of May 2024, the college's accessibility score in Canvas was 98.5%, which means that nearly all of SVCC's online course materials are accessible to all of our students. Additionally, in 2023 the college won the Universal Access Award from Simple Syllabus. Sauk was highlighted as an institution that has "optimized class syllabi to ensure all students, regardless of disabilities, have an opportunity to consume the information needed to succeed." The college is also undergoing an update of the college's website, with accessibility and universal design being at the forefront of the plans for the new site.

VI. Professional Development and Training

Beginning in 2020, the college began hosting regular DEI training for faculty and staff. During the 2021-2022 academic year, four such training sessions were hosted to kick off our efforts. The goal of most training up to this point has been DEI awareness and education. SVCC recognizes that, as a rural, majority-white college, we have an obligation to help better educate our faculty, staff, and students about the lives and experiences of those who come from diverse and disparate backgrounds. As these trainings have progressed, the college has been surveying faculty and staff regarding the training they would like to receive in the future. These surveys have led us to provide training specific to the LGBTQIA+ community, students with disabilities, and neurodivergent students. The college has also provided training to faculty and staff about how to have difficult conversations in the classroom or with colleagues. As faculty and staff have become more comfortable with the college's DEI efforts, this allows the professional development committee and the DEI committee to provide more substantial and advanced training and topics, with the next phase of training focusing on curriculum design. For these training the college will utilize outside consultants and our own area experts. One example of an SVCC program that has already created a more diverse and inclusive curriculum is Criminal Justice (CJS). In response to the Black Lives Matter and criminal justice reform movements, our CJS faculty have modified the curriculum and course materials to include a stronger focus on community policing, bias training, as well as the history and lasting effects of mass incarceration. Additionally, as programs complete the required Program Review process, departments will be asked to reflect on their DEI efforts as well as the extent to which DEI related topics and materials are included in their curricula.

VII. Equity Data Usage

During the 2024-2025 academic year, one of the goals of the DEI Committee at SVCC is to better incorporate the usage of equity data into our committees and program review structure. While equity data is currently used in the program review process at SVCC, many faculty and staff feel poorly equipped to discuss the data in a meaningful way. Going forward, the college's Research and Planning office, in conjunction with the DEI committee, will be providing greater guidance to departments regarding their equity data. The goal of this practice is to help faculty and staff become more comfortable with reviewing data and, as a result of the data reviewed, develop strategies for closing any potential equity gaps. The DEI committee will also be regularly reviewing IPEDS, Ruffalo Noel-Levitz CSI, Ruffalo Noel-Levitz SSI, campus climate surveys, and department level data. The DEI committee will then work with other committees and departments to ensure that gaps and other data concerns are investigated, and potential solutions are explored.

VIII. Impact Program

The Impact Program at SVCC is a last-dollar scholarship program that aims to ensure every high school student in the Sauk Valley Region has access to a quality, affordable education. The program will cover all tuition and fees for students who complete the required number of community service hours during high school and then proceed to

graduate from an area high school. The first main cohort of Impact students will arrive at SVCC in the fall of 2026. One of the main goals of the DEI Committee is to begin studying demographic data from prospective Impact students and, eventually, enrolled Impact students to determine if any equity gaps exist in enrollment, success, and retention. To this end, the DEI committee plans to work closely with the college foundation and Impact team during the 2024-2025 academic year to determine what data is already being collected, what data can be collected going forward, and how we can collaborate with other college departments to ensure that equitable access is afforded to Impact students during their high school years and while they attend Sauk.

DEI Team:

Mandy Aldridge, Academic Advisor

Celina Benson, ECE Academic Advisor

Dianna Brevitt, Faculty

Rae Brunner, Faculty

Sandra Geiseman, Director of Disability Support Services

Riley Gober, TRIO Advisor

Stephanie Jacobs, Director of TRIO

Dallas Knack, Marketing Coordinator

Sasha Logan, Dean of Business, Career and Technical Education

Sarah Partington, Student Recruiting/Dual Credit Coordinator

Aaron Roe, Director of Research and Planning

Ana Salgado, Coordinator of Student Activities/Cross-Cultural Services

Kathryn Snow, Director of Human Resources

Joe Strabala-Bright, Dean of Student Services