

Chicago State University

Equity Working Group for Black Student Access and Success in Illinois Higher Education

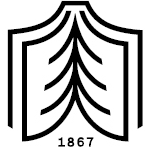
Presentation to the Illinois Board of Higher Education

Strategic Planning Committee

March 12, 2021



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Chicago State University: Founded in 1867 and Always in Motion

- Five colleges – Arts and Sciences, Business, Education, Health Sciences, and Pharmacy – with **over 70 undergraduate and graduate degree and non-degree programs**
- Illinois' **only** four-year U.S. DOE-designated Predominantly Black Institution
- Produces **1 in 10 of Black student graduates statewide**
- Economic Impact: Chicago State University contributes **\$1.6 billion to the Illinois economy annually, supporting 17,525 jobs**
- **Ranked 1st in Illinois and tied 2nd nationwide among public universities for equity** in educating and supporting African American students by the USC Race and Equity Center
- **College of Pharmacy ranked 1st in the Midwest** in graduating diverse students with doctoral degrees in pharmacy by the American Association of Colleges of Pharmacy
- **Ranked 2nd in the nation for the number of African American physics graduates** each year by the American Physics Society
- **1 of only 4 universities nationwide** receiving scholarships for study abroad at CERN Institute

CSU ranked in **top 4%** nationwide among all colleges and universities for economic mobility

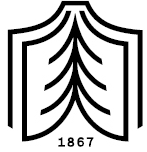
What is a Predominantly Black Institution (PBI)?

Incorporated in the Higher Education Act in 2008*, **Predominantly Black Institutions (PBIs)** are defined as institutions that:

- Serve at least 1,000 undergraduate students;
- Have at least 50% low-income or first-generation degree-seeking undergraduate enrollment;
- Have a low per full-time undergraduate student expenditure in comparison with other institutions offering similar instruction; and,
- Enroll at least 40% African American students.

CSU is Illinois' **only** four-year Predominantly Black Institution, and the **only** four-year PBI in the Midwest

*Higher Education Act of 2008, Pub. L. No. 110-315, § 318, 122 Stat. 3170 (2008)



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Equity Working Group for Black Student Access and Success in Illinois Higher Education

- Origin: CSU creates statewide Equity Working Group

“Chicago State University will begin convening higher education thought partners to collectively identify strategies and policies that eliminate barriers to access and completion for Black students.” President Z Scott

- Working Group Composition: Leaders from secondary and postsecondary education, elected officials and government agencies, business, nonprofits, philanthropic, and community-based organizations

- Support: Civic Consulting Alliance provided a framework and project management support; the Lumina Foundation provided technical assistance through facilitation

- Outcome: **Cross-industry action plan** for increasing Black student enrollment in higher education institutions across Illinois, for closing the race-based gap in college degree attainment, and improving labor market outcomes for Black families

- Phase 1 completed -> Beginning Phase 2: Launch implementation of action plan by April 2021

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Equity Working Group initiative launch covered by Chicago's NPR-affiliate WBEZ

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Education

Chicago State Organizes Statewide Effort To Boost College Success For Illinois' Black Students

Black enrollment at Illinois' public universities and colleges dropped by 25% between 2013 and 2017.

By Kate McGee

July 30, 2020, 1:13 p.m. CT



<https://www.wbez.org/stories/chicago-state-organizes-statewide-effort-to-boost-college-success-for-illinois-black-students/155b8f83-6b84-4853-83e3-b3840636efbc>

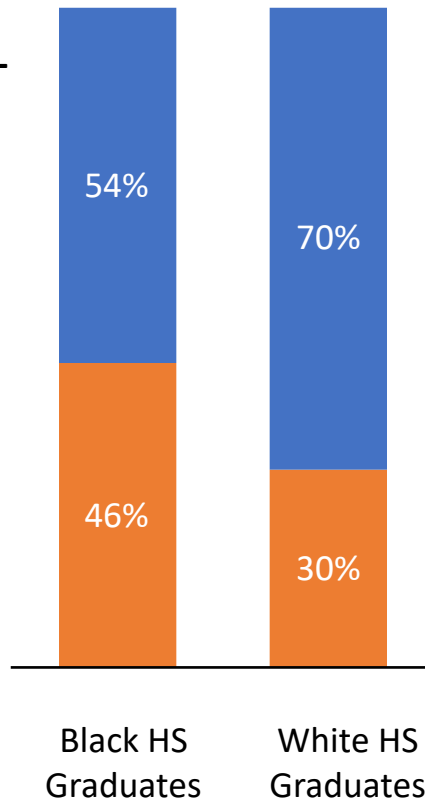


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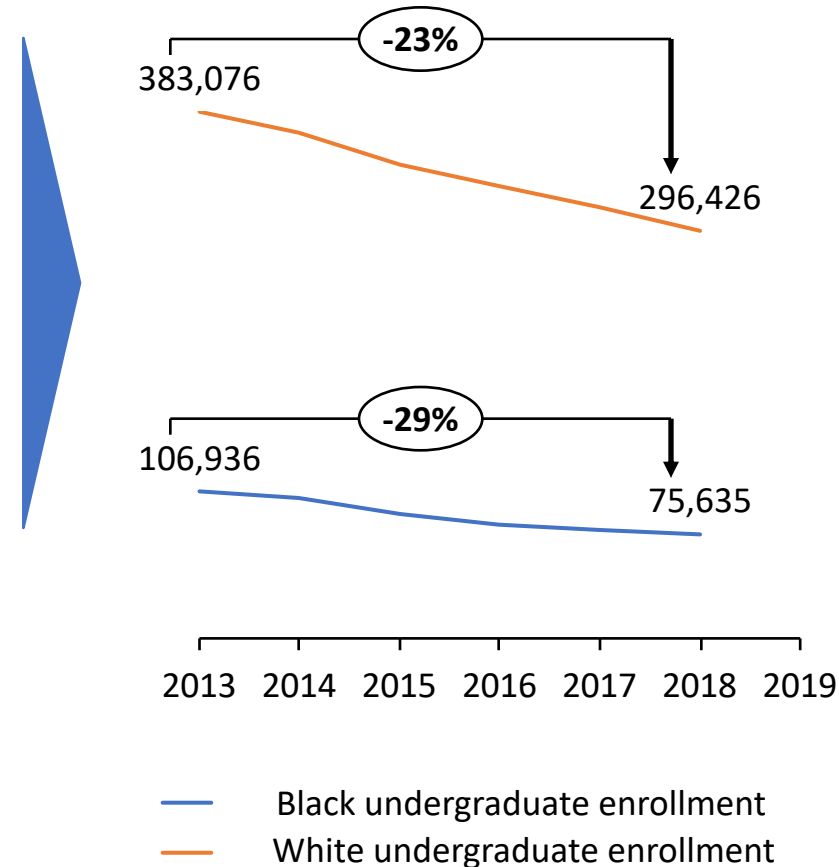
Black undergraduate enrollment in Illinois is declining

12-month college enrollment rates for IL high school graduates, 2018
100% = 135,420 IL HS graduates

 Enroll in postsecondary
 Do not enroll



Undergraduate enrollment trends for Black and White students in IL, 2013-2018



- Nearly **half** of all Black high school graduates do not enroll in post-secondary in the 12 months following graduation.
- While overall undergraduate enrollment in IL has declined 16% since 2013, enrollment has declined disproportionately for Black students (29%).

Data on college enrollment rates for high school graduates comes from a data match between ISBE, IBHE, and NSC on 2017 and 2018 IL high school graduates. Data on enrollment trends comes from IPEDS 2013-2018 Fall Enrollment Trends Data.

Equity gaps exist for Black students at every step of the way through higher education

	<u>Black Individuals</u>	<u>White Individuals</u>		<u>Black Individuals</u>	<u>White Individuals</u>
HS Graduation Rate	75%	91%	First-year full-time retention	64%	82%
Post-secondary enrollment among HS graduates	54%	70%	Part-time retention	34%	41%
First-Year-Full-Time Retention Rate	62%	82%	Developmental <i>Publics</i> education placement	15%	5%
Graduation Rate	36%	54%	<i>Community Colleges</i>	65%	40%
Unemployment Rate	17%	9%	Transfer student retention	69%	78%



Applying these rates to 100 Black high schoolers = **the higher education system would graduate only 9 Black students from college**, vs. 28 White students.



Although Black students make up **16%** of Illinois' population ages 18-24, they only make up **10-11% of degrees conferred**.

Black Illinois residents participate in the labor force at 69%, compared to 82% of White residents.

Sources: 1. ISBE Illinois State Report Card, Graduation Rates, 2019 2. Data match between ISBE, IBHE, and NSC on 2017 and 2018 IL high school graduates. 3. IBHE "Assessing Equity in Illinois Higher Education," 2020. 4. IPEDS Graduation Rate, 2018; 5. [Illinois Current Population Survey](#), IDES



Foundation for our work: Address the root causes of equity gaps for Black students at every step of the path through higher education

Mission Statement:

The Equity Working Group will identify actions needed to close equity gaps to enable Black students, families and communities to thrive and survive in Illinois.

We will create a multi-sector plan for collective action that answers the following questions:

- How can we address systemic racism that shows up in our policies and change those policies to be equitable?
- How can we collaborate and work jointly to knock down barriers that have prevented our system from serving students and families equitably?



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Members of the Equity Working Group

Co-Chairs:

Zaldwaynaka Scott, Esq., President at Chicago State University

Hon. Elgie Sims, Illinois State Senator, 17th District Illinois State Senate

Karen Freeman-Wilson, President and Chief Executive Officer at Chicago Urban League

John Atkinson, Executive Vice President and Managing Director at Willis Towers Watson; Board Chair at Illinois Board of Higher Education

Corporate / private sector represented by: AT&T, Advocate Aurora Health, Deloitte US, John Deere, Hyatt Corporation, Spark Foundry, Willis Towers Watson, Cleveland Avenue

Educational institutions represented by: Chicago Public Schools, Chicago State University, University of Illinois System, City Colleges of Chicago, National Louis University, Bradley University, Illinois State University, Northern Illinois University, Governors State University, Northeastern Illinois University, Southern Illinois University System, Illinois Central College

Philanthropy, community-based organizations, and advocates represented by: Joyce Foundation, Circle of Service Foundation, Metropolitan Family Services, Chicago Urban League, Coppin Memorial AME Church, Illinois Justice Project, Partnership for College Completion, Education Trust, Women Employed, Cleveland Avenue Foundation for Education

Public offices and agencies represented by: Illinois State House of Representatives, Illinois State Senate, City of Chicago, Illinois Board of Higher Education, Illinois Community College Board, Illinois Student Assistance Commission



at&t

Chicago
Public
Schools



Deloitte.

TheJoyce
Foundation



The Education Trust

The Equity Working Group is applying this framework to understand root causes and potential interventions

Dropout points for Black students, prioritized by the largest divergence, will be considered...

- The Fact Pack analysis will provide a common understanding of the detail for the dropout points



- ✓ Transition to post-secondary education
- ✓ Enrollment patterns
- ✓ Persistence to completion
- ✓ Labor market outcomes

...within seven focus areas and their drivers...

AFFORDABILITY

INSTITUTIONAL FUNDING

INSTITUTIONAL PREPAREDNESS & SUPPORT

ENROLLMENT AND PROGRAM CHOICE

CLIMATE AND CULTURE

STUDENT WELL-BEING

CONNECTION TO CAREER

...for each part of the ecosystem, leading to a solution to drive outcomes.

- High School and alternative paths to secondary completion
- Community colleges
- Four-year colleges and universities
- State legislature
- Employers
- Community-based organizations
- Philanthropy



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Each Focus Area was assessed for potential interventions

1 | AFFORDABILITY

Can a student cover costs associated with enrolling, completing college and preparing for a career?

2 | INSTITUTIONAL FUNDING

What incentives are created from funding?

3 | INSTITUTIONAL PREPAREDNESS & SUPPORT

How are placement and service models impacting student success?

4 | ENROLLMENT AND PROGRAM CHOICE

How are institutions supporting students to enroll?

5 | CLIMATE AND CULTURE

How is community built for students and graduates so that everyone feels welcome?

6 | STUDENT WELLBEING

What services/support are available and how are students connected to these resources?

7 | CONNECTION TO CAREER

Are students connected to employment to make a living and equitable wage?



The Equity Working Group met once a month to center around data and discuss potential solutions for the student ecosystem

Meeting Topic	Meeting 1 – Sept 10th	Meeting 2 – October 15th	Meeting 3 – November 12th	Meeting 4 – December 15 th	Meeting 5 – January 21 st	Meeting 6 – Feb 25 th
	<ul style="list-style-type: none"> Overview of equity mission, framework Path through transition from high school to college (section 1 of fact pack) 	<ul style="list-style-type: none"> Enrollment patterns (section 2 of fact pack) 	<ul style="list-style-type: none"> Retention and persistence towards college completion (section 3 of fact pack) Student panel 	<ul style="list-style-type: none"> Labor market outcomes (section 4 of fact pack) Formation of action plan 	<ul style="list-style-type: none"> Review of strategies and initiatives developed over meetings 1-4 	<ul style="list-style-type: none"> Prepare for launch of change roadmap

Approach utilized:

- Developed a **common understanding** of the issues through a review of data analysis
- Met in breakout groups by sector to talk through **what it will take the move the needle**
- Through the generous support of the Lumina Foundation**, discussions were facilitated by HCM Strategists, experts in education and equity
- Recommendations were created from all Working Group members in discussions, and we are currently finalizing the Action Plan with **actionable solutions for each sector**





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Next steps to ensure the work is a living initiative -> Phase 2

- ✓ **A Director will be brought on to lead the work going forward**, housed at the Institute for Solutions of Urban Populations at CSU, part of the Illinois Innovation Network
- ✓ **A comprehensive communication and rollout plan for the Action Plan release** is currently being enacted

Action Plan Release

- Campaign for financial support to support the retention of a Director
- Report is designed and officially released, targeting April
- Media release strategy is initiated with materials for Members to amplify the work
- With report release, Members to share announcement, secure coverage, and discuss recommendations with colleagues and sector networks



Planning Implementation

- A Director is brought on to lead the Equity Working Group long-term implementation efforts, to be housed at the Institute for Solutions of Urban Populations
- The IBHE strategic planning process is incorporating the EWG Action Plan to help inform several work groups, including one focused on closing equity gaps by designing the system to better meet student needs



Managing Implementation

- Using broad metrics developed in the Action Plan, track progress for recommendations
- Appoint Members and industry leaders to cross-sector Advisory Board to develop strategies and hold sectors accountable
- Re-convene the group bi-annually to update members on progress and share successes
- Publish the implementation process annually



The Institute for Solutions of Urban Populations addressing social determinants of health & well-being





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The plan has actionable solutions for each focus area

Overview of directives in the Action Plan:

AFFORDABILITY

- Make existing financial aid more accessible to Black families
- Accessible barrier-reduction grants to help Black students persist and complete college

INSTITUTIONAL FUNDING

- Ensure that institutional funding for public universities and community colleges is equitable

INSTITUTIONAL PREPAREDNESS & SUPPORT

- Provide additional institutional supports for Black first-generation students, Black students from low-income backgrounds, Black adult learners, and others for whom the transition to college might be more difficult

ENROLLMENT & PROGRAM CHOICE

- Reform developmental education to shorten time-to-degree
- Make the admissions process more inclusive
- Provide robust, culturally competent advising for Black students

CLIMATE & CULTURE

- Examine campus policies to improve Black student safety and inclusion on campus

STUDENT WELL- BEING

- Provide culturally competent mental health services for Black students on campus and in the workplace

CONNECTION TO CAREER

- Build a stronger bridge between college and career by improving career supports
- Hiring practices to prioritize closing equity gaps in the workforce



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Actionable solutions specific for two-year and four-year institutions (1 of 5)

AFFORDABILITY

Financial aid:

- Increase culturally relevant financial aid outreach, targeting Black schools and families
- Conduct comprehensive internal audits of financial aid and reprioritize to center equity
- Collect, share, and utilize data on MAP, both for the applicants who receive MAP and those who do not

Barrier reduction:

- Collect institutional data on additional student financial need and grant distribution, and develop in-house early alert systems to identify students who need additional financial resources
- Make institutional barrier-reduction grants more accessible for Black students
- Implement debt-forgiveness for returning students who have small remaining balances
- Form partnerships with other sectors to direct emergency funds to Black students most in need

INSTITUTIONAL FUNDING

Resource allocation:

- Distribute emergency budget funds using an equity lens
- Where budget cuts must be made, distribute cuts equitably, not evenly
- Create an evidence-based funding formula for public universities that prioritizes Black students
- Gather data over time to evaluate the effectiveness of reforms

Actionable solutions specific for two-year and four-year institutions (2 of 5)

Overall change management:

- Launch a sustained effort to engage Black students in redesigning programs and processes

Dual credit:

- Build new dual credit partnerships with local high schools that center equity
- Make existing dual credit programs more inclusive by eliminating common barriers to access
- Leverage digital infrastructure from the COVID-19 pandemic to increase access for dual credit at high schools and colleges that do not offer courses on-site
- Require reporting on racial representation, student eligibility requirements, and student success metrics from all dual credit partnerships; follow state-determined racial equity targets for enrollment in dual credit programs
- Explore ways to increase the number of teachers qualified to teach dual credit courses, especially in underserved communities

Pathways:

- Commit resources to the development of existing bridge programs
- Invest in transfer pathways for Black students

Developmental education:

- Use multiple placement criteria to avoid unnecessarily enrolling Black students in developmental courses
- Transition to more effective models of developmental education



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ENROLLMENT & PROGRAM
CHOICE

Actionable solutions specific for two-year and four-year institutions (3 of 5)

Admissions and recruitment:

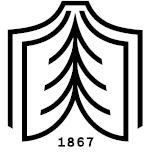
- Revise admissions criteria to be more inclusive, including implementing test-optional practices
- Strengthen recruitment practices to better support Black students through training and targeted, personalized support
- Increase targeted, culturally competent outreach to Black high school students and communities
- Expand summer college programs and academic boot camps for Black students

Anti-racist and culturally competent advising:

- Reframe advisor role to focus on proactively ensuring students graduate
- Train all advisors in cultural competency and implicit bias
- Have advisors make academic, financial, and wellness plans for Black advisees
- Make advisors' caseloads manageable

Transfers:

- Develop educational and advising policies that will help Black transfer and returning students to progress
- Build out systems of predictive analytics using institutional data to create early alert systems
- Form more transfer agreements between 2- and 4-year institutions



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CLIMATE & CULTURE

Actionable solutions specific for two-year and four-year institutions (4 of 5)

Policies:

- Commit to regularly examining school use of campus and/or local police
- Commit to examining student codes of conduct and implementing state standards
- Use campus climate and culture assessments and micro-surveys to guide policy changes

Communities:

- Fund on-campus Black communities
- Remove barriers for Black students to engage with all student spaces on campus
- Collect data and track on retention, persistence, and completion rates for Black students who participate in Black student communities

Hiring:

- Prioritize diversity in faculty hiring



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STUDENT WELL-BEING

CONNECTION TO
CAREER

Actionable solutions specific for two-year and four-year institutions (5 of 5)

Mental health:

- Require mental health providers to be licensed therapists and trained in cultural competencies and implicit bias
- Require all faculty and staff to be trained in culturally competent and anti-racist mental health awareness

Career support:

- Allocate resources to career centers
- Connect Black students with mentors who will help guide them through college and into the workforce
- Provide career-field specific scholarships for Black students pursuing specific career paths

Collaboration with corporate:

- Increase collaboration between university faculty and workforce/industry partners:
 - Build partnerships to give Black students more opportunities to interact with employers on campus
 - Build cross-sector partnerships to connect Black students to careers



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Close and Questions

“

The death of George Floyd has further widened a wound in America that never seems to heal. We must consider the real work that will bring meaningful change. Now more than ever, our students are needed to be developed into community leaders to provide new directions towards social justice for lasting change.

- Zaldwaynaka Scott, Esq.

June 1, 2020 statement from President Scott regarding George Floyd's murder and Chicago State University's decision to lead an Equity Working Group

Stay in Touch

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