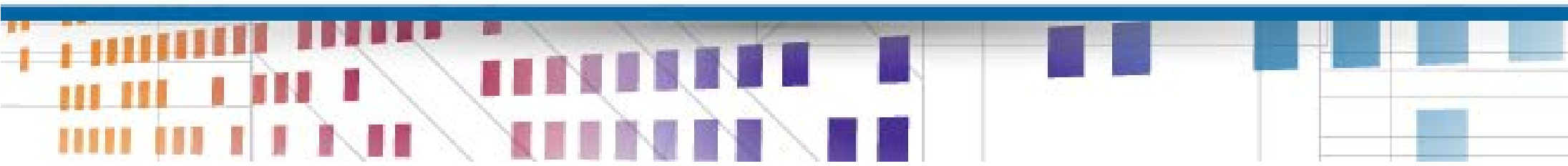City Colleges of Chicago

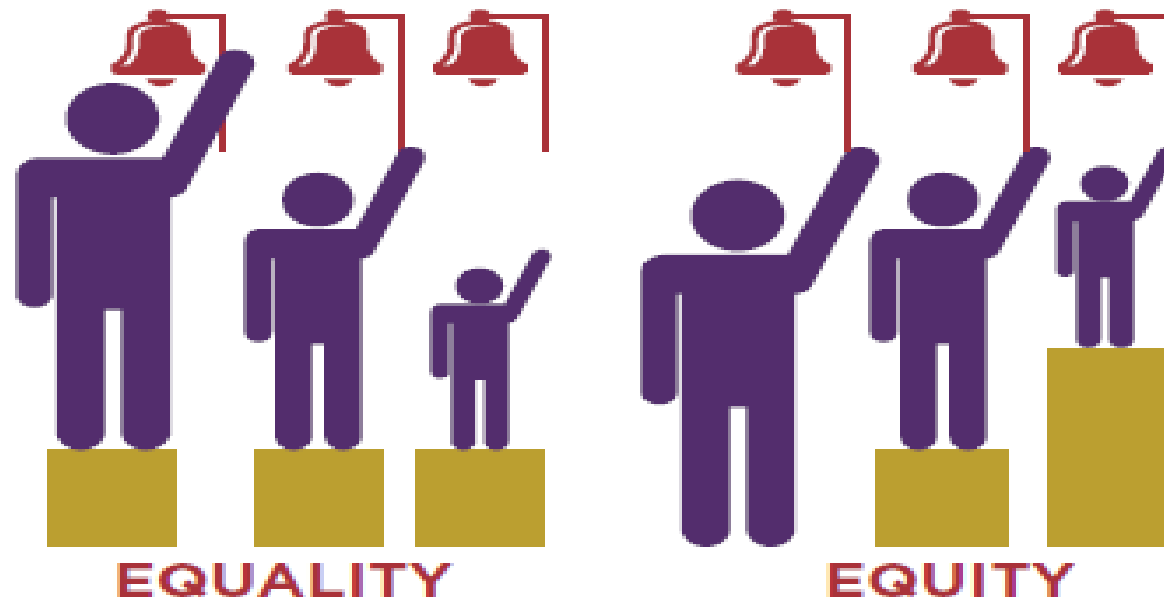# Reshaping the College with Equity in Mind

Wilbur Wright College

MINORITY SERVING COMMUNITY COLLEGES:

UNITING FOR STUDENT SUCCESS

PRESENTER: NICOLE REAVES

Equality vs. Equity

"Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental" -W.E.B. Du Bois

ALIGNMENT OF GOALS

WRIGHT COLLEGE GOALS	EQUITY PLAN	CCC REINVENTION GOALS
Increase completion and successful transfer of students of color and low-income	**1** Increase student access to and participation in high-impact practices	Increase the number of students earning college credentials of economic value
Increase student retention/persistence of students of color and low-income	**2** Increase course completion, retention, and graduation rates for low income, first generation, adult learners and/or minority students	Increase the rate of transfer to bachelor's degree programs following City Colleges graduation
Increase student success in remedial/developmental courses of students of color and low-income	**3** Increase achievement of learning outcomes for underserved students using direct assessment measures	Drastically improve outcomes for students requiring remediation
Close the equity gaps	**4** Increase student understanding of guided learning pathways that incorporate HIPs and the value to workforce preparation and engaged citizenship (i.e., completion with purpose)	Increase the number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

Wright College

Developmental Math Course Completion Rate

Table 1. Developmental Math Success Rate by Race/Ethnicity, FY 2015

Race/Ethnicity	# enrolled in Math 99	# successfully completed Math 99	% successfully completed Math 99	Percentage point gap compared to the course success rate for all students
TOTAL	**1,877**	**1,070**	**57.01%**	
White	302	189	62.58%	+5.58%
Black	210	96	45.71%	-11.29%
Hispanic	1,189	669	56.27%	-0.74%
Asian	101	68	67.33%	+10.32%
Other Ethnicity	75	48	64.00%	+6.99%

Data Observation #1

Asian and Other Ethnicity students have the two lowest developmental math course enrollments. Hispanic students have the largest.

Data Observation #2

With a developmental math course completion rate that is more than 11 percentage points below the all student average, Black students experience the largest equity gap.

Prepared by the Center for Urban Education
cue.usc.edu

Wright College

Developmental English Course Completion Rate

Table 2. Developmental English Course Success Rate by Race/Ethnicity, FY 2015

Race/Ethnicity	# enrolled in English 100	# successfully completed English 100	% successfully completed English 100	Percentage point gap compared to the course success rate for all students
TOTAL	**1,178**	**795**	**67.49%**	
White	144	98	68.06%	+0.57%
Black	176	101	57.39%	-10.10%
Hispanic	740	524	70.81%	+3.32%
Asian	66	42	63.64%	-3.85%
Other Ethnicity	52	30	57.69%	-9.79%

Data Observation #1

Asian and Other Ethnicity students have the two lowest developmental English course enrollments. Hispanic students have the largest.

Data Observation #2

With a developmental English course completion rate that is more than 10 percentage points below the all student average, Black students experience the largest equity gap.

Wright College

Graduation Rates

Table 3. Three-Year Graduation Rate by Race/Ethnicity, FY 2015

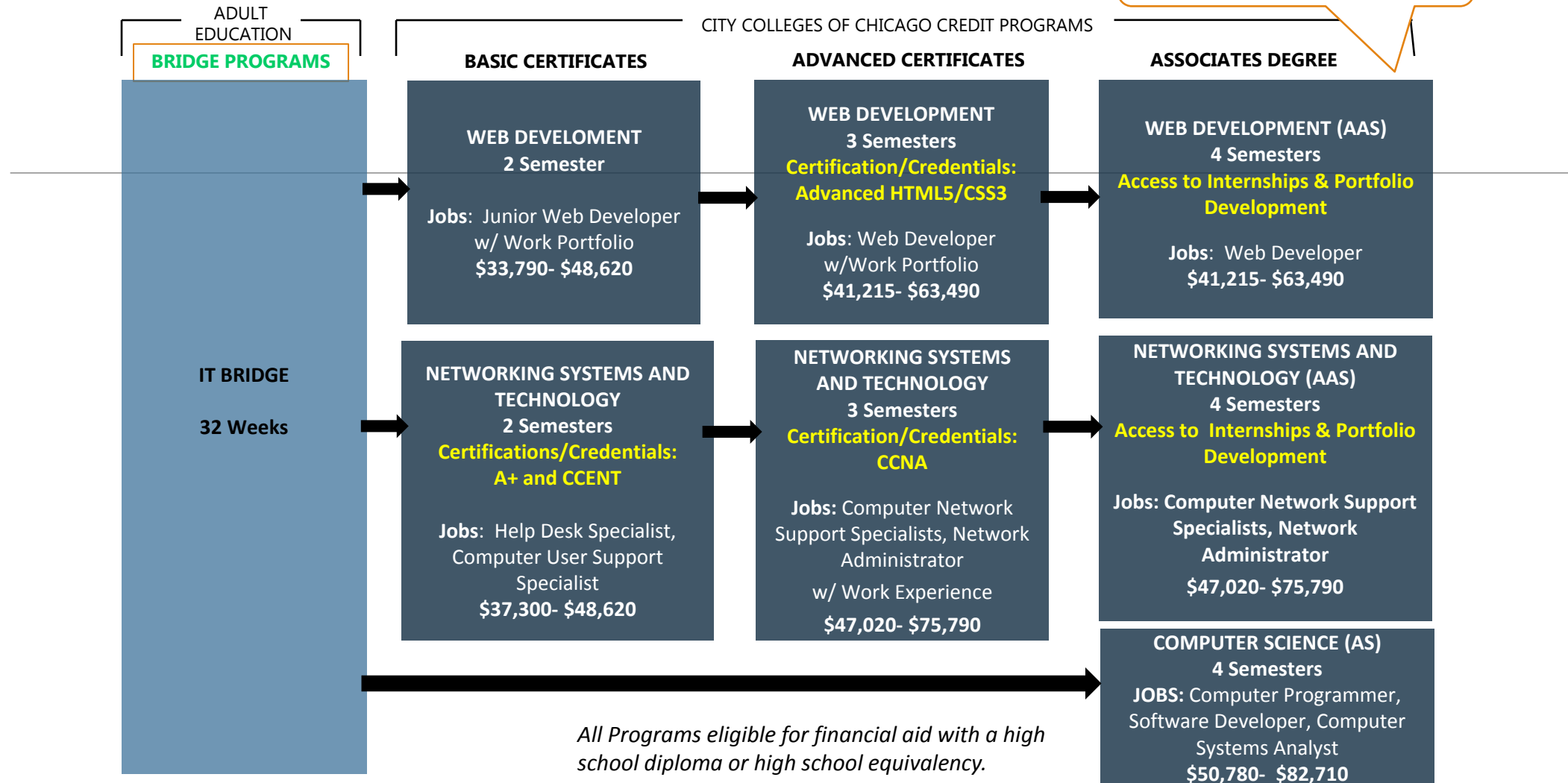| Race/Ethnicity	# entered in Fall 2012	# completed degree or certificate within three years	% completed degree or certificate within three years	Percentage point gap compared to degree/certificate completion rate for all students
TOTAL	**1,163**	**169**	**14.53%**	
White	255	62	24.31%	+9.78%
Black	190	11	5.79%	-8.74%
Hispanic	595	65	10.92%	-3.61%
Asian	95	27	28.42%	+13.89%
Other Ethnicity	28	4	14.29%	-0.25%

Data Observation #1

Asian and Other Ethnicity students have the two lowest Fall 2012 enrollment numbers. Hispanic students have the largest.

Data Observation #2

With a graduation completion rate that is nearly 9 percentage points below the all student average, Black students experience the largest equity gap.

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Fall 2016 City Colleges of Chicago: Information Technology Pathway

ALL AS and AAS programs articulate to DePaul, IIT and Robert Morris

ADULT EDUCATION

BRIDGE PROGRAMS

CITY COLLEGES OF CHICAGO CREDIT PROGRAMS

BASIC CERTIFICATES **ADVANCED CERTIFICATES** **ASSOCIATES DEGREE**

IT BRIDGE

32 Weeks

WEB DEVELOMENT
2 Semester

Jobs: Junior Web Developer w/ Work Portfolio
$33,790- $48,620

WEB DEVELOPMENT
3 Semesters
Certification/Credentials: Advanced HTML5/CSS3

Jobs: Web Developer w/Work Portfolio
$41,215- $63,490

WEB DEVELOPMENT (AAS)
4 Semesters
Access to Internships & Portfolio Development

Jobs: Web Developer
$41,215- $63,490

NETWORKING SYSTEMS AND TECHNOLOGY
2 Semesters
Certifications/Credentials: A+ and CCENT

Jobs: Help Desk Specialist, Computer User Support Specialist
$37,300- $48,620

NETWORKING SYSTEMS AND TECHNOLOGY
3 Semesters
Certification/Credentials: CCNA

Jobs: Computer Network Support Specialists, Network Administrator
w/ Work Experience
$47,020- $75,790

NETWORKING SYSTEMS AND TECHNOLOGY (AAS)
4 Semesters
Access to Internships & Portfolio Development

Jobs: Computer Network Support Specialists, Network Administrator
$47,020- $75,790

All Programs eligible for financial aid with a high school diploma or high school equivalency.

COMPUTER SCIENCE (AS)
4 Semesters
JOBS: Computer Programmer, Software Developer, Computer Systems Analyst
**$50,780- $82,710**

CERTIFICATIONS/CREDENTIALS signify exams or industry credentials that students should be able to earn after completing the required City Colleges course work.

JOBS listed are a sampling of the types of jobs students can get in the salary range after completing a certificate or degree. Data source for **SALARY ranges:** Economic Modeling Specialists International Quarter 4 Data Set: February 2016.

Estimated number of **SEMESTERS** for each program assumes students take 12 or more credit hours per semester. Additional entrance and completion requirements for Individual programs are listed in the City Colleges of Chicago Academic Catalog.

EQUITY-MINDEDNESS

Institutions and practitioners are accountable
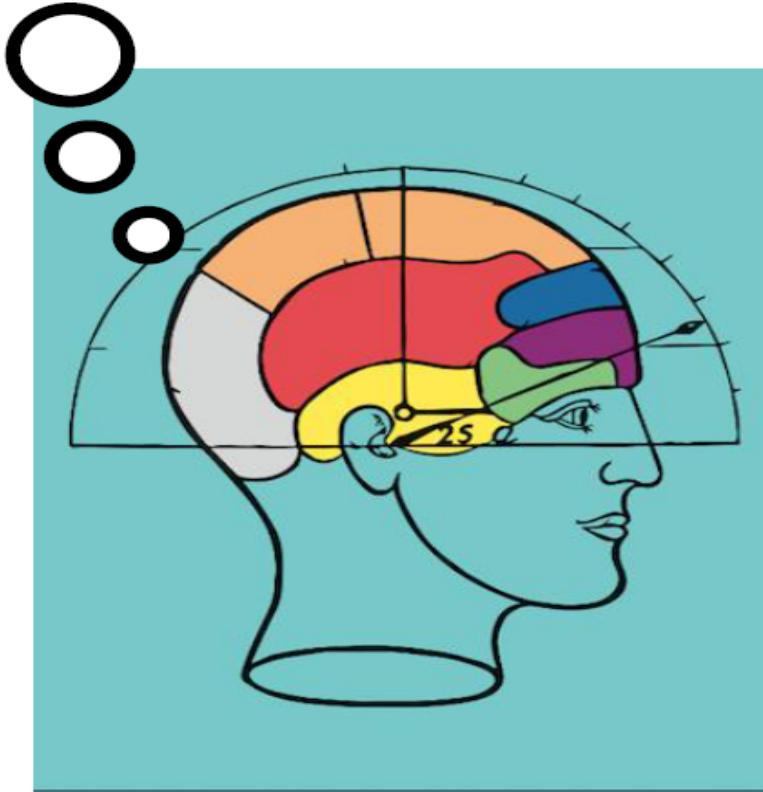
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Becoming Equity-Minded Practitioners:

- Noticing racial inequities

- Acknowledging that practices may not be working

- Understanding inequity as a dysfunction of structures, policy, and practices

- Questioning assumptions, recognizing stereotypes

References

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❖ Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, and Estela Mara Bensimon. (2015)
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