

MORTON COLLEGE STATE OF IL EQUITY PLAN

2025





TABLE OF CONTENTS

INTRODUCTION.....	3
DATA ANALYSIS	4
CAMPUS CLIMATE SURVEYS.....	23
FUTURE VISION	27
INSTITUTIONAL STRATEGIES.....	27
EVALUATION PLAN.....	37
EQUITY PLAN COMMITTEE & ACKNOWLEDGMENTS.....	41





Introduction

In September of 2024, Morton College will celebrate its 100th year of service as a public two-year institution of higher education in the State of Illinois. As the second oldest community college in the state and one of the oldest in the country, the college has provided post-secondary education opportunities to tens of thousands of students for nearly a century. The college's mission "to enhance the quality of life of our diverse community through exemplary teaching and learning opportunities, community service and life-long learning" is a vital asset to the residents of District 527, which encompasses six municipalities - Berwyn, Cicero, Forest View, Lyons, McCook, and Stickney - located in the western suburbs of Chicago.

As we reflect upon our past, and envision our future, principles of diversity, equity, inclusion and accessibility are fundamental to our mission and our purpose as an institution of higher education. Morton College's equity plan was developed to address the needs of our student body and community in order to close gaps in enrollment, retention, completion, for underrepresented groups, including students of color, low-income students, working adult students, rural students, and individuals with disabilities. The college strives to create an equitable, diverse, and inclusive environment for the entire campus community where administrators, staff, students and faculty are committed to holding ourselves accountable to these ideals.

Morton College first Equity Plan was released in Spring of 2020, containing intentional strategies aimed at eliminating institutional achievement gaps in college degree completion for low-income, first generation, Latino and African American students. The Equity Plan was developed under the Illinois Equity and Attainment Initiative (ILEA) with the Partnership for College Completion (PCC). Under the initiative, the college committed to eradicating racial and socio-economic achievement gaps by 2025, while aggressively increasing completion rates on our campus. Since the release of the equity plan, the college has made significant strides in closing the gaps for traditionally underrepresented groups. Building on our current Equity Plan, the IL State Equity Plan 2025 will be a continuation and expansion, more comprehensive and inclusive, containing equity strategies to close equity gaps in our retention and graduation rates for all students.

Institution Mission & DEIA Statement

Recognized by the Illinois Community College Board, Morton College is a comprehensive community college. Morton College's mission is:

To enhance the quality of life of our diverse community through exemplary teaching and learning opportunities, community service, and life-long learning.

Goals:

- Maximize the College's resources to support student learning
- Conduct ongoing assessment of student learning to discover new ways to help students succeed Develop responsive curricula and programs to serve community needs
- Encourage community families to embrace the educational opportunities Morton College provides





- Ensure the enrichment of its educational programs and student-support services by making a commitment to ongoing self-study and assessment

Diversity, Equity, Inclusion, and Accessibility (DEIA) Statement:

Morton College strives to cultivate an inclusive environment and a sense of belonging by embracing the diversity of all stakeholders within its community. This includes the faculty and staff we employ, the students we educate, and the broader community that the college serves. We acknowledge that embracing and promoting diversity not only means acknowledging the benefits that varied perspectives lend to our academic endeavor, but also requires us to ensure that everyone we serve has access to the necessary supports for achieving their educational goals to their fullest potential. To uphold this commitment, Morton College implements policies, practices, and services that promote lifelong learning, support diverse learners, promote mental health and wellness, facilitate access to technology, reduce financial barriers, and prioritize food security.

Mission:

To prepare our diverse student body for life after college, through model teaching, learning experiences, community service and life-long learning.

Vision:

To help our students succeed and realize their full potential in a culture of constant change.

Our students are and remain our priority. Morton College is working to eliminate gaps for students, especially traditionally racially marginalized, low-income, first generation and students who have limited representation and voice. Support services are in place and collectively draw from our administration, faculty and staff. Our employees play key roles adding value to the lives of our students through enrichment and experience.

Morton College stands behind quality education, an education that prepares our students to become leaders in a culture of constant change.

Data Analysis

Morton College assessed the equity gaps for Black, Latino, low-income, adult, rural students, students with disabilities, and underrepresented groups, as identified in 110 ILCS 205/9.16.

A. Analysis of Data Provided by IBHE/ICCB on Current Gaps and Five-Year Trends

Enrollment

The college reviewed enrollment data. Enrollment is analyzed to determine the number of undergraduate students enrolling at Morton College and to measure changes in enrollment over time, overall, and for specific subgroups.





Overall, fall enrollment has declined over the past five years. However, the college has seen an increase in enrollment in the past two years for both full-time and part-time students. In addition, part-time student enrollment is significantly higher than full-time student enrollment.

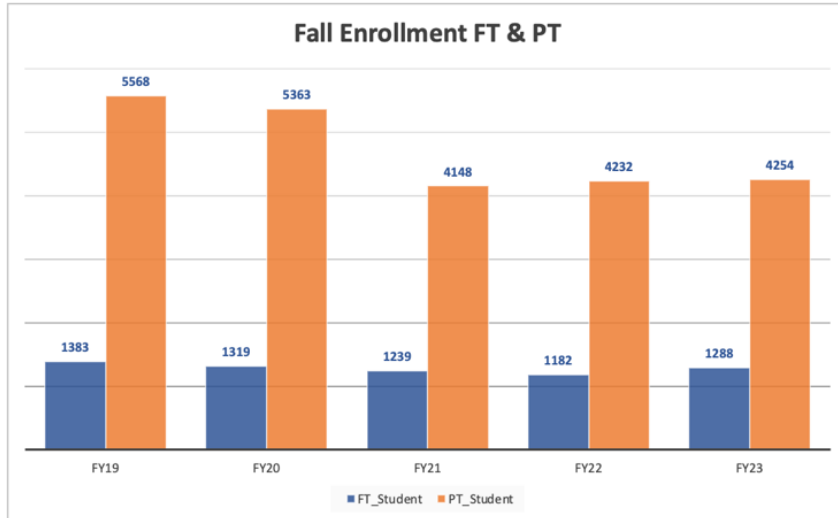


Figure 1. Fall Enrollment Full-time and Part-time Students

Enrollment data of full-time and part-time students disaggregated by gender showed that there are more female students than male students in both subgroups. This trend has been consistent over the past five years.

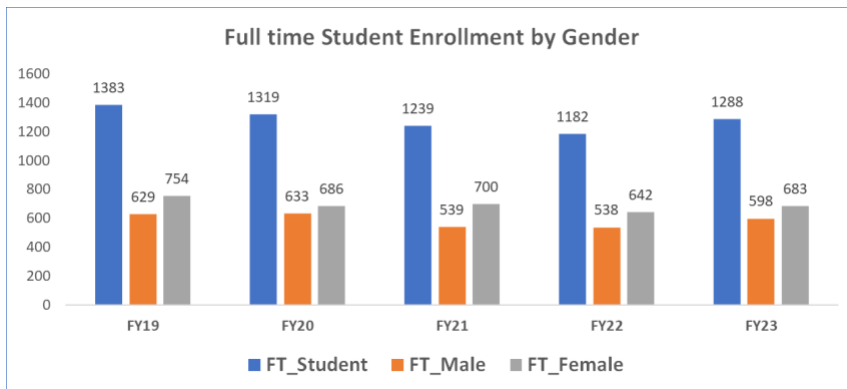


Figure 2. Fall Enrollment Full-time Students, Gender Subgroup



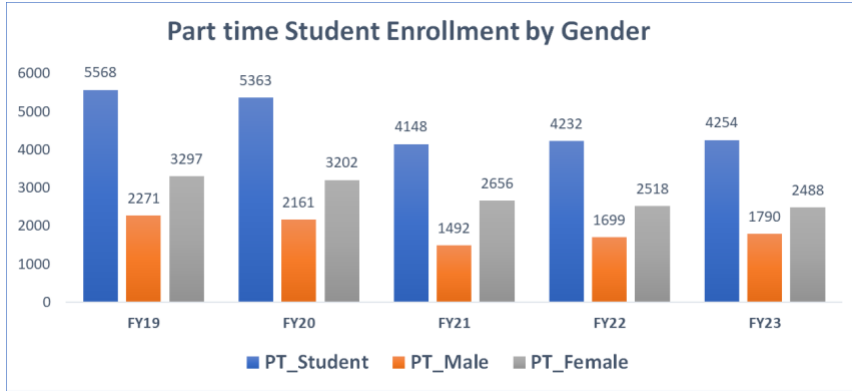


Figure 3. Fall Enrollment Part-time Students, Gender Subgroup

An analysis of enrollment of full-time and part-time students by race/ethnicity confirmed that the majority of the college’s students identify as Hispanic/Latino. Additionally, the college has a large subgroup of students identified as Unknown Race/Ethnicity.

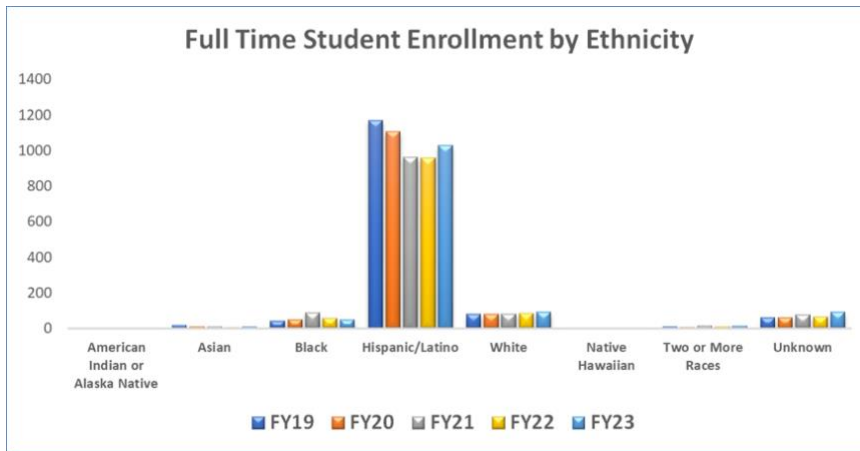


Figure 4. Fall Enrollment Full-time Students, Race/Ethnicity Subgroup

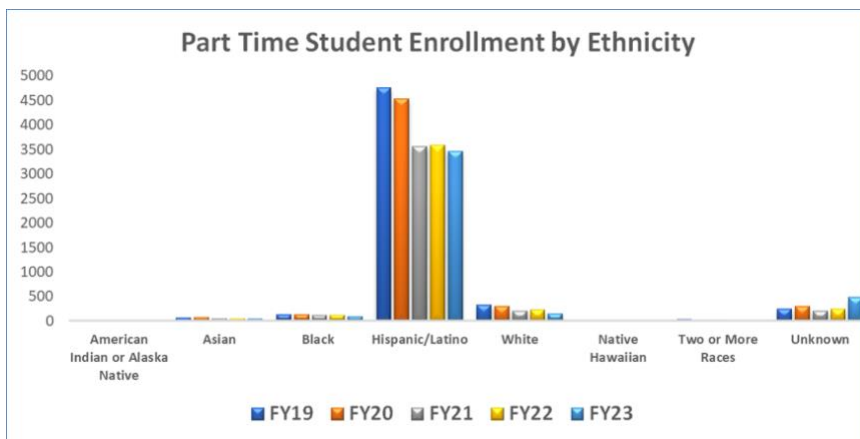


Figure 5. Fall Enrollment Part-time Students, Race/Ethnicity Subgroup





Graduation and Advancement Rates

Morton College examined the rate at which students who entered the institution as full time, first year, degree seeking students graduate from Morton College. Overall graduation rates for the college are as follows:

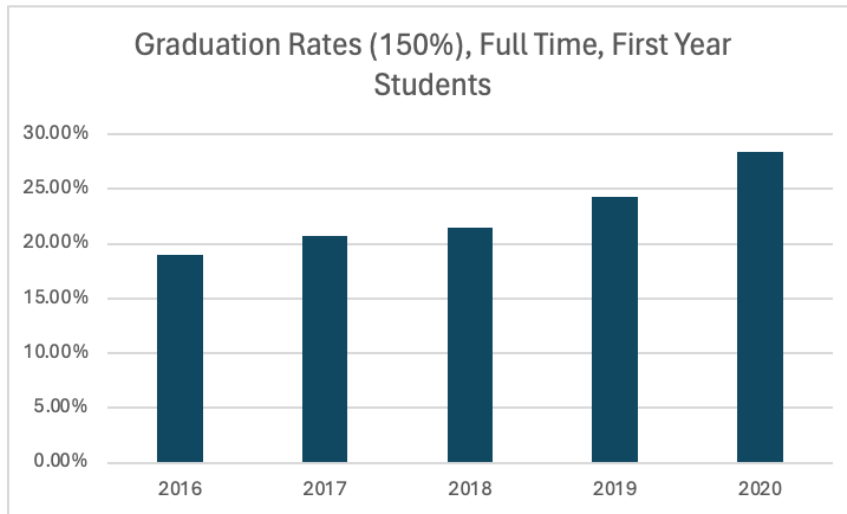


Figure 6. Graduation Rates (150%), Full-time, First Year Students

In review of the graduation rates for full-time, first year students over the past five years, the college identified several gaps among subgroups. There is a disparity between the graduation rates of female and male students. While graduation rates among full time, first year female students have increased over the past five years, the graduation rates for male students remain flat.

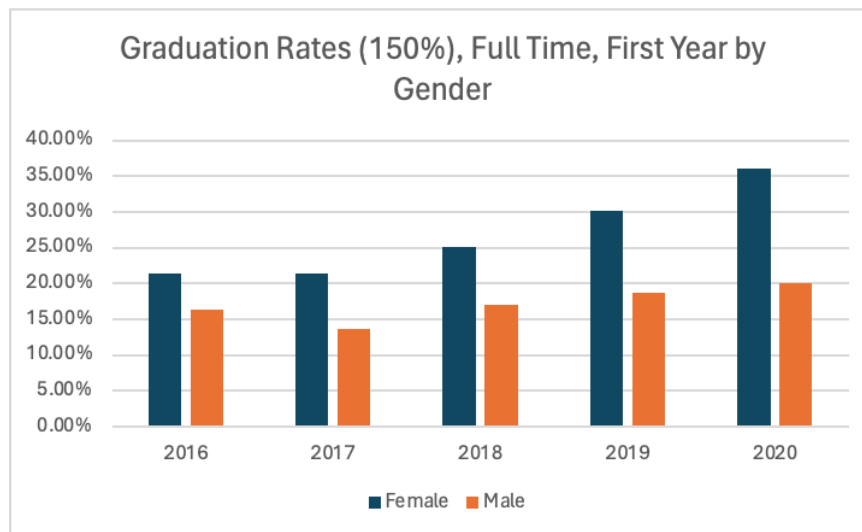


Figure 7. Graduation Rates (150%), Full-time, First Year Students, Gender Subgroup

Graduation rates for full-time, first year White students had an 18% increase over the past five years. In comparison, full-time, first year Hispanic/Latino students have seen a 10% increase





over the past five years, while graduation rates for Black students increased 8%. Despite this overall increase, the graduation rates among Black students dropped significantly in 2017, 2018, and 2019.

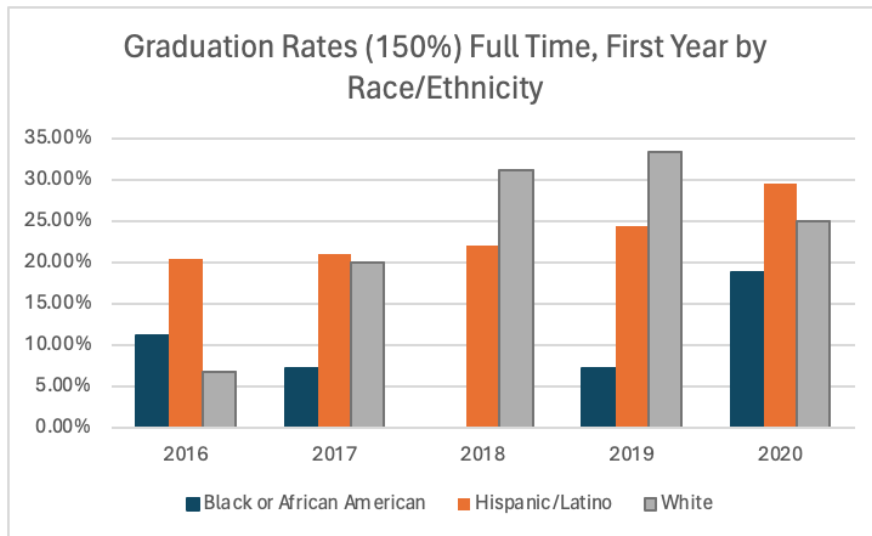


Figure 8. Graduation Rates (150%), Full-time, First Year Students, Race/Ethnicity (Black or African American, White, Hispanic/Latino)

Graduation rates among Unknown Race and Two or More Races showed consistent gains. The college will dive deeper into these demographics to understand why these students continue to outperform other subgroups.

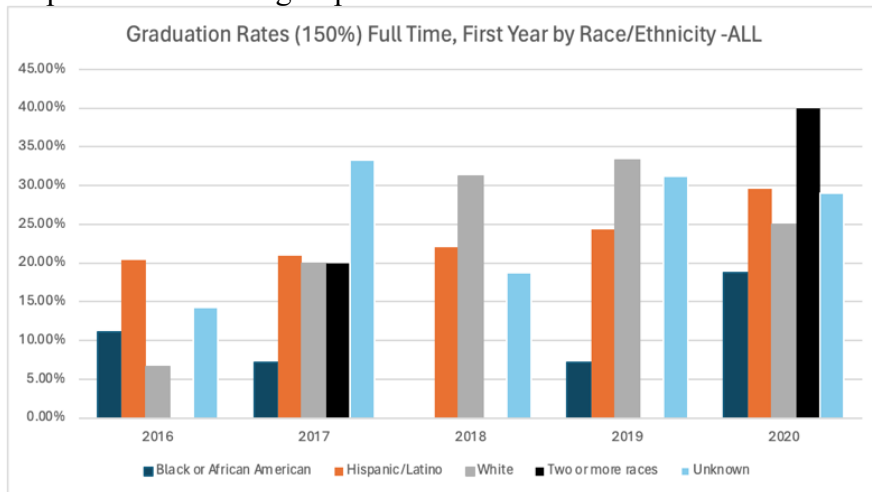


Figure 9. Graduation Rates (150%), Full-time, First Year Students, Race/Ethnicity (All)

Over the last five years, graduation rates among Pell and non-Pell recipients have been very close. In 2020, there was a dip in graduation rates among Non-Pell recipients.



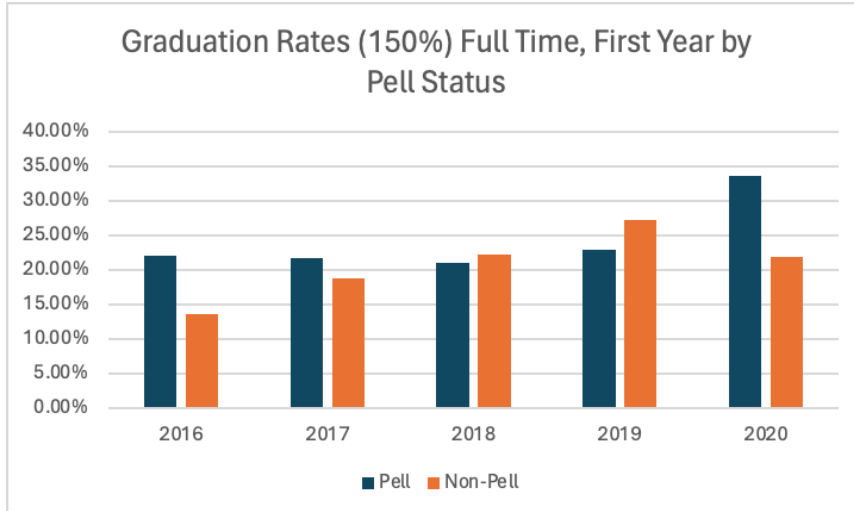


Figure 10. Graduation Rates (150%), Full-time, First Year Students, Pell Status Subgroup

Advancement Rates

Morton College examined the advancement rates to determine the rate at which students graduate from Morton College, transferred to other higher education institutions, or were still enrolled at Morton College. Morton experienced a decline in advancement rates until 2020. In 2020, the advancement rate experienced a huge surge. Overall, the advancement rates for Morton College are as follows:

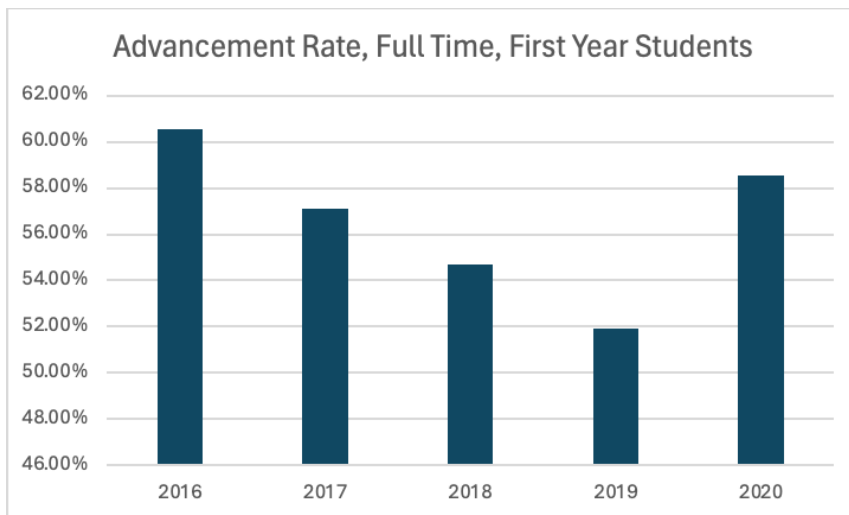


Figure 11. Advancement Rates, Full-time, First Year Students

Retention and Persistence

Persistence - The college reviewed persistence or the proportion of undergraduate students making steady academic progress during one academic year. The college reviewed credit attainment of full time, first year students.

Persistence – Accumulation of at least 30 credits





Credit accumulation of at least 30 credits for full-time, first year White students had over a 31% increase over the past five years. In comparison, full-time, first year Hispanic/Latino students saw a 4.8% increase over the past five years, while rates for Black students increased 4%.

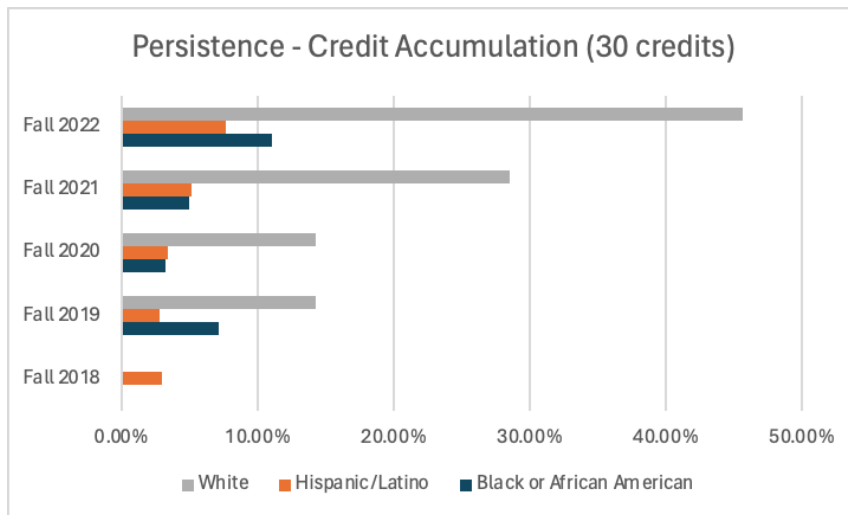


Figure 12. Persistence, Credit Accumulation of at Least 30 Credits

Persistence – Accumulation of at least 24 credits

Credit accumulation of at least 24 credits for full-time, first year White students had a 47.6% increase over the past five years. In comparison, full-time, first year Hispanic/Latino students saw a 9.2% increase over the past five years, while rates for Black students increased 15%.

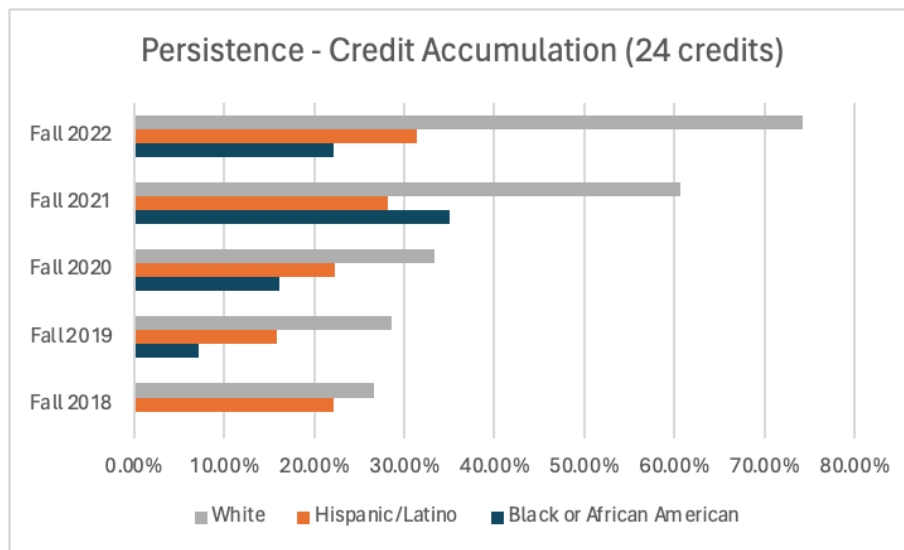


Figure 13. Persistence, Credit Accumulation of at Least 24 Credits by Race/Ethnicity

Persistence – Accumulation of at least 24 credits – All Race/Ethnicity



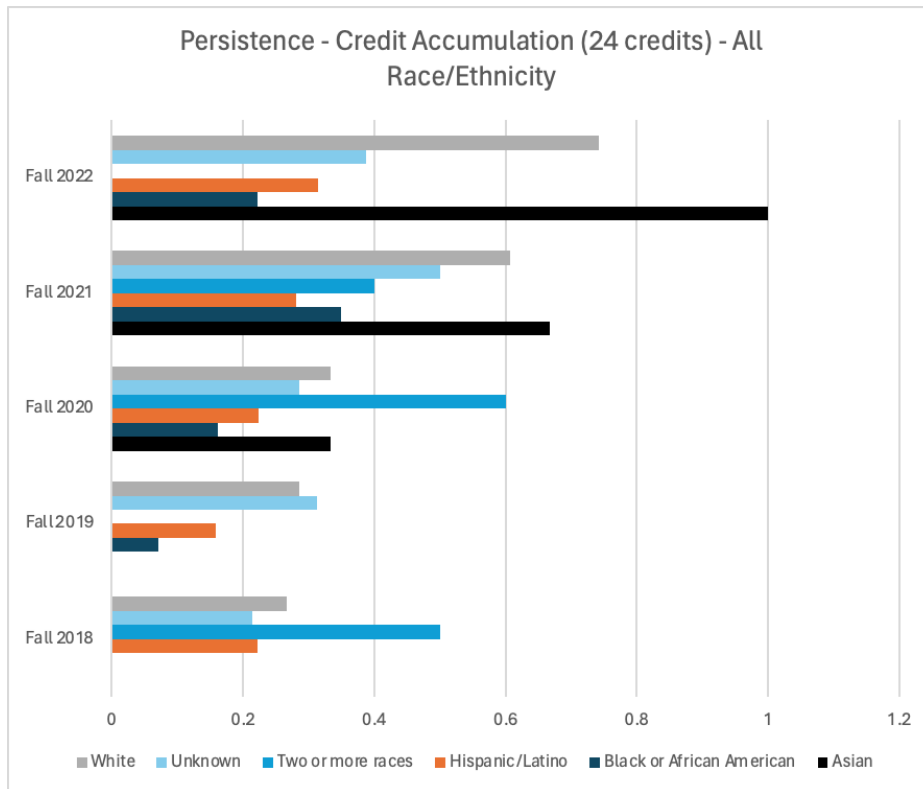


Figure 14. Persistence, Credit Accumulation of at Least 24 Credits by Race/Ethnicity (All)

Retention

Retention was examined to determine the rate at which full-time, first year students return to Morton College from fall-to-fall plus those individuals who graduated.

Overall, Morton observed a drop in retention rates in 2019 and 2020; however, retention rates increased in 2021 and 2022.

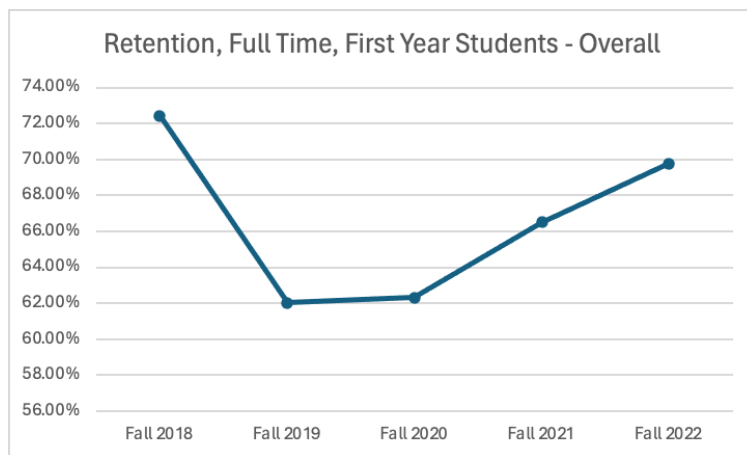


Figure 15. Retention, Full-time, First Year Students

Retention rates among race/ethnicity subgroups are flat. Hispanic/Latino students have the highest retention rates among subgroups while Black students have the lowest retention.



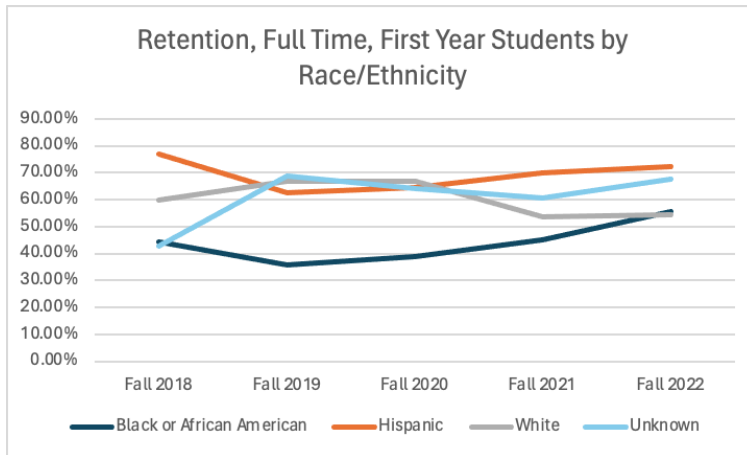


Figure 16. Retention, Full-time, First Year Students by Race/Ethnicity

Fall-to-Fall Retention Full Time vs Part Time

Fall-to-fall retention among full-time students hovers around 60% each year. Fall-to-fall retention among part-time students remains around 40% each year.

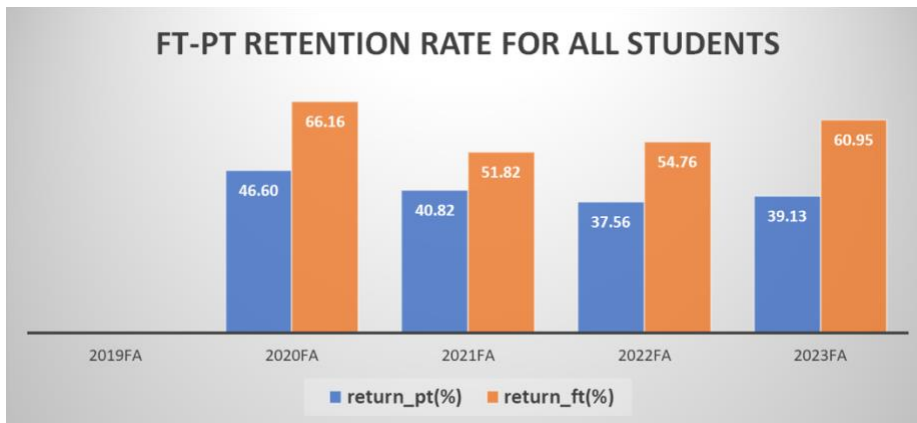


Figure 17. Retention, Fall-to-Fall, Full-time vs. Part-time

Note: The data illustrates the percentage of students who were enrolled as full-time students in the current fall term and returned as full-time students in the next fall term, as well as the percentage of students enrolled as part-time in the current fall term and returned as part-time students in the next fall term.

Spring-to-Fall Retention

In addition to fall-to-fall retention, the college examined spring-to-fall retention.

Out of the total 3122 first-time students in the Spring 2023 term, 1578 students are continuing into the Fall 2023 term. Among 3122 students, 720 students are full-time, and 2396 students are part time.

	Spring 2023	Fall 2023	% Retained
Total	3122	1578	50.5%

Table 1. Spring 2023 to Fall 2023 Retention





B. Analysis of Relevant Institution-Specific Data

Current Equity Plan Analysis

Under Morton College’s current equity plan, the college has been working towards several equity initiatives that have impact institution wide. Strategy 1, Strategy 3, and Strategy 5 will be discussed further below. Please see Morton College Equity Plan 2020-2025 [here](#) for an entire list of strategies.

Strategy 1: Reduction of the Number of Students Requiring Remedial Coursework

Morton College successfully reduced the number of students placed into developmental math. In 2020-2021, 43% of new students placed into developmental math, which is down from 67% in 2016-2017 and 53% in 2019-2020. In 2021-2022 the percentage dropped further to 35% of new students placing into developmental math. This success is the result of several initiatives such as college-readiness options at the high school, dual-credit offerings, and multiple-measures math placement. Morton College offers several dual credit/dual enrollment offerings for high school students including college algebra, statistics, calculus III, and differential equations. In addition, the high school has adopted Morton’s developmental math modular sequence as a course for high school seniors that if successfully completed allows students to place directly into college-level courses.

Multiple Measures Placement: The statewide multiple measures initiative has also helped students place directly into a college-level course. Placement is now based on other factors such as GPA (Grade Point Average), SAT/ACT scores, high school level course completion and grades instead of just relying on placement tests.

Math Co-Requisite: There are several strategies in place to reduce the amount of time it takes for a student to complete college level coursework. One strategy is our co-requisite model, that pairs the highest level of developmental mathematics with a college-level math course. Initial data analysis of the co-requisite model is showing positive results. The overall success of MAT 097/105 students in MAT 105 is lower than non-co-requisite students at 70% and 76%, respectively. In MAT 102, the 096/102 co-requisite students had equal overall success compared to non-co-requisite students with success rates of 70%. This parity in success rates is an achievement since the co-requisite students were assessed to have lower math ability.

Success Rate by Co-Requisites (Fall 2019 to Summer 2022)		
MAT 105: C or Better Rate		
	% (n)	
MAT 097/105 Term	Co-Requisite Students	Non-Co-Req Students
Fall	65% (266)	73% (407)
Spring	73% (255)	80% (225)
Summer	81% (48)	87% (53)
Overall	70%	76%

Table 2. MAT 097/105 Success Rate by Co-Requisites (FA19 to SU22)





MAT 096/102 Term	MAT 102: C or Better Rate	
	Co-Requisite Students	Non-Co-Req Students
Fall	63% (185)	69% (419)
Spring	74% (218)	69% (456)
Summer	92% (13)	100% (19)
Overall	70%	70%

Table 3. MAT 096/102 Success Rate by Co-Requisites (FA19 to SU22)

Math Co-Requisite - Race/Ethnicity: The number of non-Hispanic students in co-requisite sections is generally too small to make definitive conclusions. The trends seen so far will be discussed.

In MAT 105, of the non-Hispanic students, White students showed a different trend, so their success rates are separated in the table below. None of the non-Hispanic groups have adequate sample size to make firm conclusions. However, there is a suggestion of similar success rates between Hispanic students and non-Hispanic students. The one exception is White men who are trending toward higher success rates than other groups.

In MAT 102, the non-Hispanic students showed the same trend, and their success rates are all combined in the table below. The non-co-requisite MAT 102 sections showed equal success rates between Hispanic students and non-Hispanic students. The co-requisite students were small, but the data so far suggest that non-Hispanic students might have lower success rates compared to Hispanic students.

Success Rate by Co-Requisites and Ethnicity (Spring 2019 to Summer 2022)		
MAT 097/105 Group	MAT 105: C or Better Rate	
	Co-Requisite Students	Non-Co-Req Students
Hispanic Men	63% (233)	74% (248)
Hispanic Women	75% (253)	77% (294)
Non-Hispanic, White Men	71% (14)*	97% (31)*
Non-Hispanic, White Women	73% (11)*	74% (23)*
Other Non-Hispanic Men	69% (13)*	76% (25)*
Other Non-Hispanic Women	71% (14)*	88% (16)*
Unknown Ethnicity, Men	73% (22)*	87% (23)*
Unknown Ethnicity, Women	75% (8)*	64% (25)*





Overall	70%	76%
* number of students in group too small to make inferential conclusions		

Table 4. MAT 097/105 Success Rate by Co-Requisites and Ethnicity/Race (SP19 to SU22)

Success Rate by Co-Requisites and Ethnicity (Spring 2019 to Summer 2022)		
MAT 096/102 Group	MAT 102: C or Better Rate	
	Co-Requisite Students	Non-Co-Req Students
Hispanic Men	67% (129)	69% (283)
Hispanic Women	76% (218)	71% (458)
Non-Hispanic Men	28% (18)*	64% (55)
Non-Hispanic Women	62% (29)*	74% (47)
Unknown Ethnicity, Men	50% (12)*	69% (26)*
Unknown Ethnicity, Women	80% (10)*	68% (25)*
Overall	70%	70%
* number of students in group too small to make inferential conclusions		

Table 5. MAT 096/102 Success Rate by Co-Requisites and Ethnicity/Race (SP19 to SU22)

Math Booth Camp: Students attend a two-week math bootcamp as a refresher on math skills. After successful completion, students can enroll in the co-requisite course or a college-level course. These strategies provide students with an accelerated path to college-level courses.

English Co-Requisite: The success of ENG 088/101 students in ENG 101 has improved overtime. In the most recent academic year 2021-22, the co-requisite students reached a success rate equal to the non-co-requisite students. In 2021-22, 67% of co-requisite students earned a C or better in ENG 101, compared to 68% of non-corequisite students. This parity in success rates is an achievement since the co-requisite students were assessed to have lower initial reading and writing ability. The table below outlines overall ENG 101 success rates with and without the co-requisite from Spring 2020 to Spring 2022.

ENG 101 Success Rate by Co-Requisites (Spring 2020 to Spring 2022)		
ENG 088/101 Year	ENG 101: C or Better Rate	
	Co-Requisite Students	Non-Co-Req Students
2019-20	58%	73%
2020-21	63%	68%
2021-22	67%	68%
3-Year Average	64%	69%

Table 6. ENG 088/101 Success Rate by Co-Requisites (SP20 to SP22)





Strategy 2: Improving Student Support Services

As part of the Community College Survey of Student Engagement (CCSSE), students were asked “how satisfied are you with the services?” Morton College saw an increase in student satisfaction for all services from 2014 to 2018 and again to 2022, to differing degrees (Figure 18). Academic Advising was one of the highest rated services with 89% of students being ‘very’ or ‘somewhat’ satisfied. Advising has shown consistent improvement over time. The data also suggests there is still room for improvement. When you look at Latino students separate from non-Latino students, there is a discrepancy in their satisfaction. Non-Latino students are generally less satisfied with student services, including academic advising.

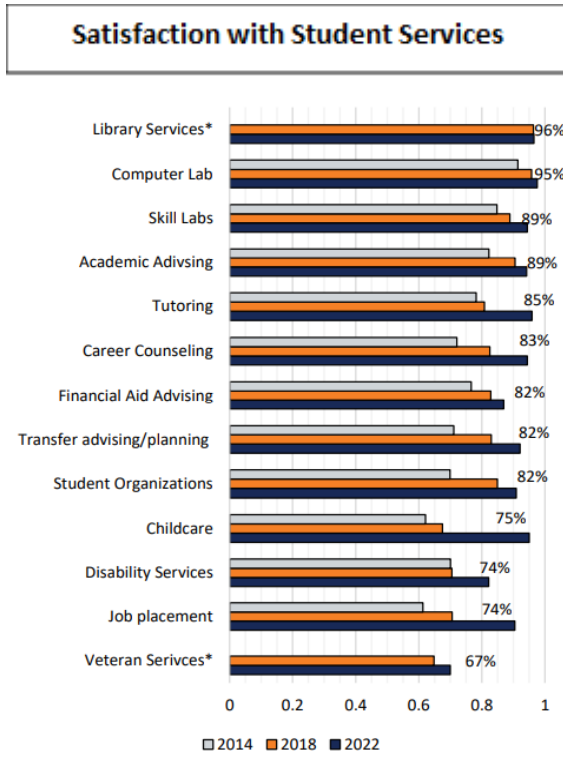


Figure 18: Average levels of student satisfaction with each service 2014-2022. The above figure illustrates the percentage of student responses indicating they were somewhat or very satisfied during the academic year. (*) indicates data was not collected in 2014.

Strategy 5: Creating an Inclusive Climate

In Spring 2022, Morton College participated in the Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE). This year there was a separate pilot survey administered containing questions on Race/Ethnicity. The purpose was to understand student and faculty experiences with racism, inclusion, and belonging. A total of 300 students and 52 faculty responded to the race/ethnicity questions.

Most students who responded indicated they had been advised by someone of the same race/ethnicity as them and took at least one class with an instructor who is the same





race/ethnicity. However, students also said the race/ethnicity of a counselor or faculty member is not important to them.

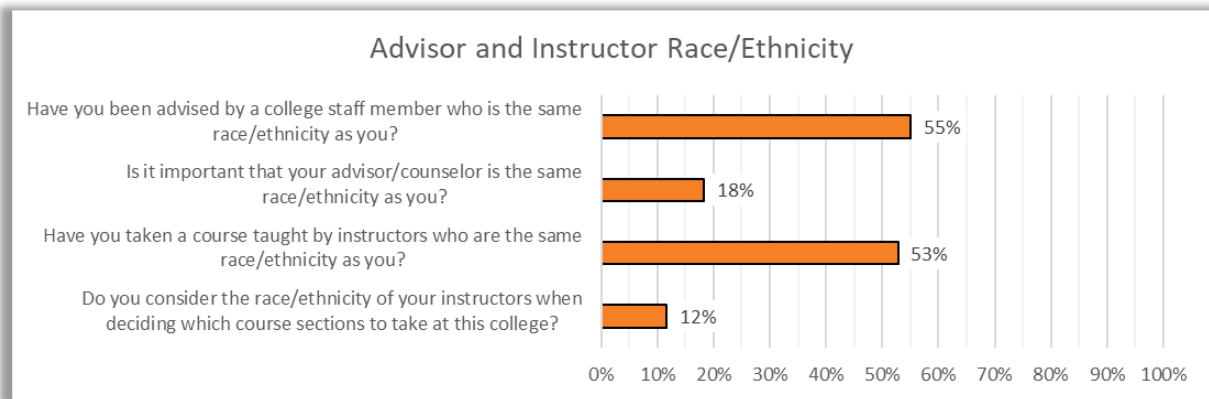


Figure 19: Student responses to four key diversity questions. This figure shows the percentage of student responses in the affirmative to the three questions about staff and faculty diversity at Morton College

Morton College is making strong progress towards becoming an inclusive college community. Overall, 90% of students polled and 90% of faculty agreed that there is currently a culture of caring at this college. 84% of students said they felt like they belonged at Morton College.

In total, 67% of faculty and 65% of students indicated they witnessed racism in their communities outside of Morton College. In contrast, most of both faculty (69%) and students (68%) indicated that they never witnessed racism at Morton College, indicating that Morton is promoting a good, and inclusive culture.

During the current academic year, how often have you witnessed racism in your community outside of this college?

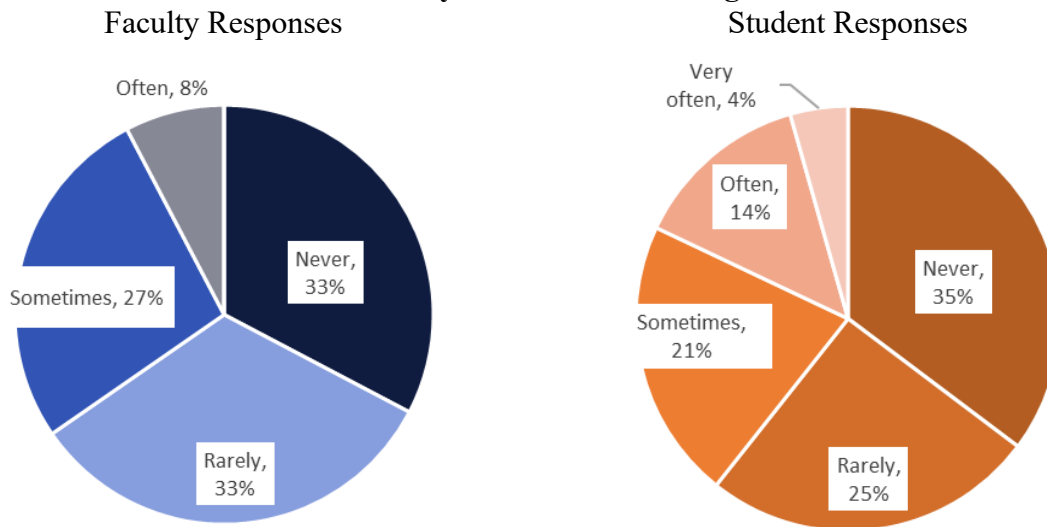


Figure 20





During the current academic year at this college, how often have you witnessed racism?

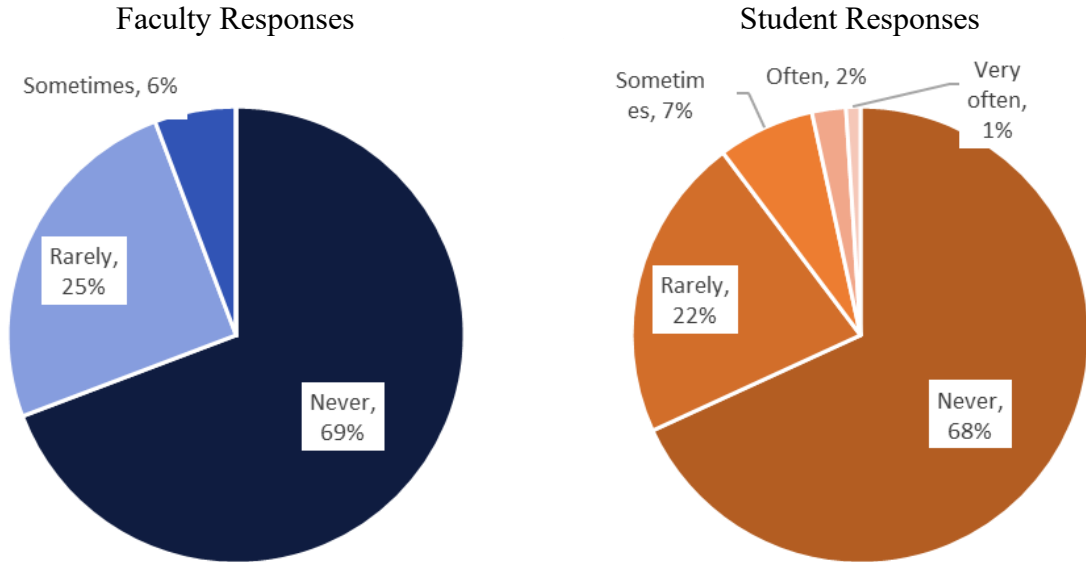


Figure 21

In the community, 47% of students indicated that they experienced racism directed at them. The prevalence is much lower on campus. The vast majority of both faculty and students have indicated that they never have experienced racism directed towards them at Morton College.

During the current academic year, how often has racism been directed toward you in your community outside of this college?

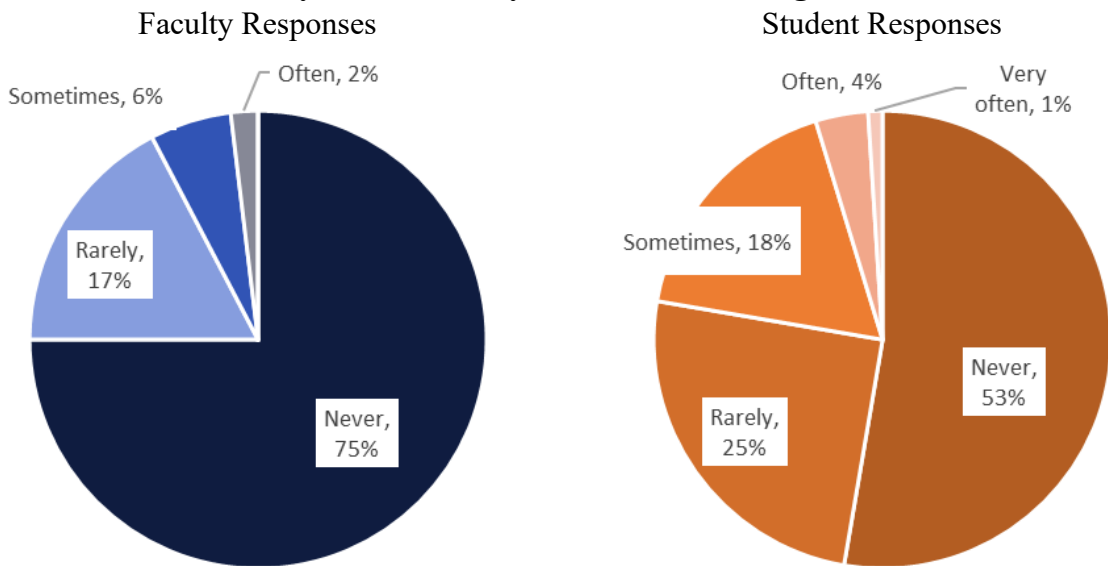


Figure 22





During the current academic year at this college, how often has racism been directed toward you?

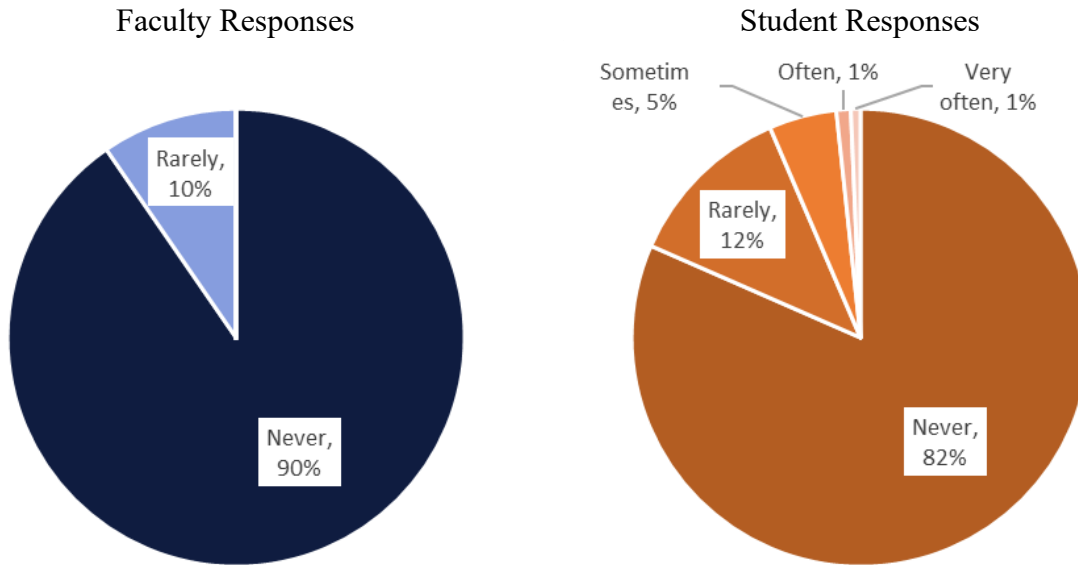


Figure 23

Other Institutional Initiatives

Gateway Courses Success Rates (ENG 101 / MAT 102 / MAT 105)

The fall success rates for ENG 101, Rhetoric I, MAT 102, General Education Mathematics, and MAT 105, College Algebra, were analyzed for the last five years. The data shows that the success rate hovers right around 70%. See figure 24 below. This includes the success rate of students placed using multiple measures and those placed in the co-requisite along with the college-level course.



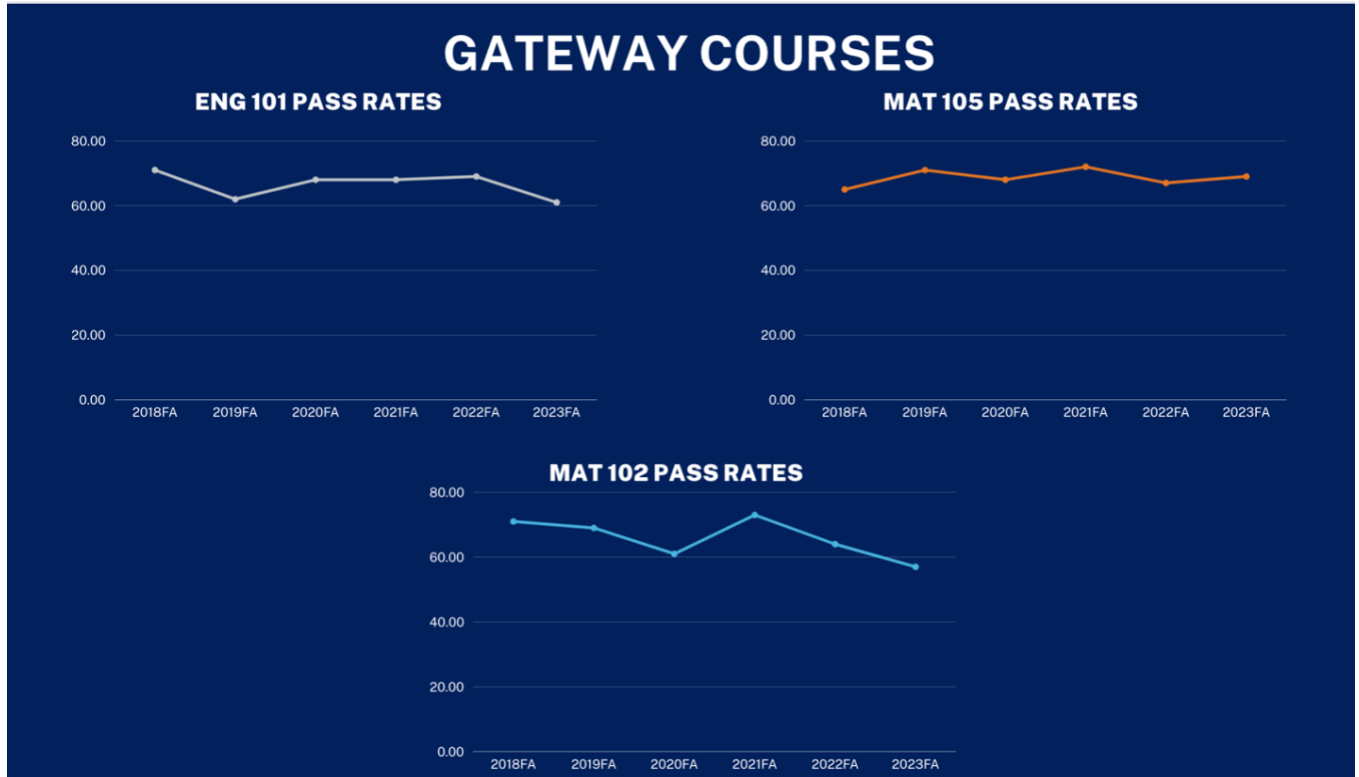


Figure 24

C. Identify Gaps to be Addressed (based on Parts A and B)

Based on the data analysis, the following gaps were identified:

1. Graduation rates gap among full-time, first year male as compared to full-time, first year female students.
2. Graduation rates gap among full-time, first year Black or African American students as compared to full-time, first year White and/or full-time, first year Hispanic/Latino students.
3. Gap identified among full-time, first year Hispanic/Latino students and full-time, first year Black or African American students as compared to full-time, first year White students for credit accumulation of 30 credits.
4. Gap identified among full-time, first year Hispanic/Latino students and full-time, first year Black or African American students as compared to full-time, first year White students for credit accumulation of 24 credits.
5. Low retention rates among full-time, first year Black or African American students compared to full-time, first year Hispanic/Latino or full-time, first year White students.
6. Low retention rates among part-time students compared to full-time students.

D. Major Barriers in Policy and Procedures

Morton College identified major barriers in institutional policies, procedures and practices that may have led to equity gaps described below:



1. Challenges with Data Collection – Race/Ethnicity and Gender
During the data analysis process, the institutional research team recognized several areas for improvement regarding how data is collected. For example, there were many students classified as “Unknown Gender” or “Unknown Race/Ethnicity.” The college needs to rectify this data and identify who these students are.
2. Challenges with Data Collection – Underrepresented Groups
The Institutional Research team also identified challenges with identifying certain underrepresented groups. For example, single parents and first-generation students are identified using FAFSA information; however, the college has a significant number of students who are undocumented and are not eligible for FAFSA. The college needs to identify an alternate data collection method.
3. Gateway Courses - Additions
The college has identified several other courses that are normally taken by first year students and may contribute to the overall success of students. In addition to ENG 101, MAT 102, and MAT 105, students also take MAT 141, Statistics, and SPE 101, Speech. For students on the STEM path, MAT 201, Calculus, and CHM 105, General Education Chemistry are required and usually taken within the first year. Success rates for these courses should be examined.
4. Assumptions about Black or African American Students
Many Black or African American students are also athletes at the college; however, many of these students are not in the full-time, first year cohort. Further analysis found that roughly 3% of full-time, first year, Black or African American students are student athletes.

E. Assessment of Programs, Efforts, Curricular, or Pedagogical Changes Implemented

CSS 100 - College Study Seminar

The college assessed the College Study Seminar course. Students taking CSS-100 were more likely to be retained than students who did not take CSS-100. Over the five years from Fall 2017 to Spring 2022, both the Fall-to-Spring and Spring-to-Fall retention rates were over 8 percentage points higher for students taking CSS-100 compared to other degree-seeking students. The only exception to this pattern is during 2020 and this benefit was likely lost due to the COVID-19 pandemic.

Fall to Spring Retention

Overall, students taking CSS-100 were more likely to be retained from fall to spring than students who did not take CSS-100.

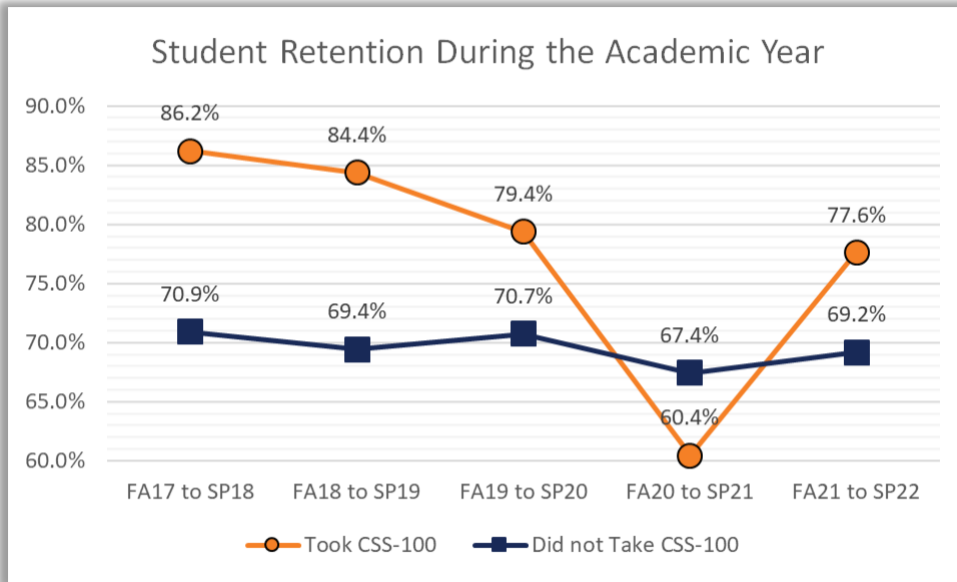


Figure 25. The percentage of students retained in Spring term after taking CSS 100 during the previous Fall term. Data only includes degree-seeking students enrolled in OE, UP, and LSD programs.

Spring to Fall Retention

Overall, students taking CSS-100 were more likely to be retained from spring to fall than students who did not take CSS-100.

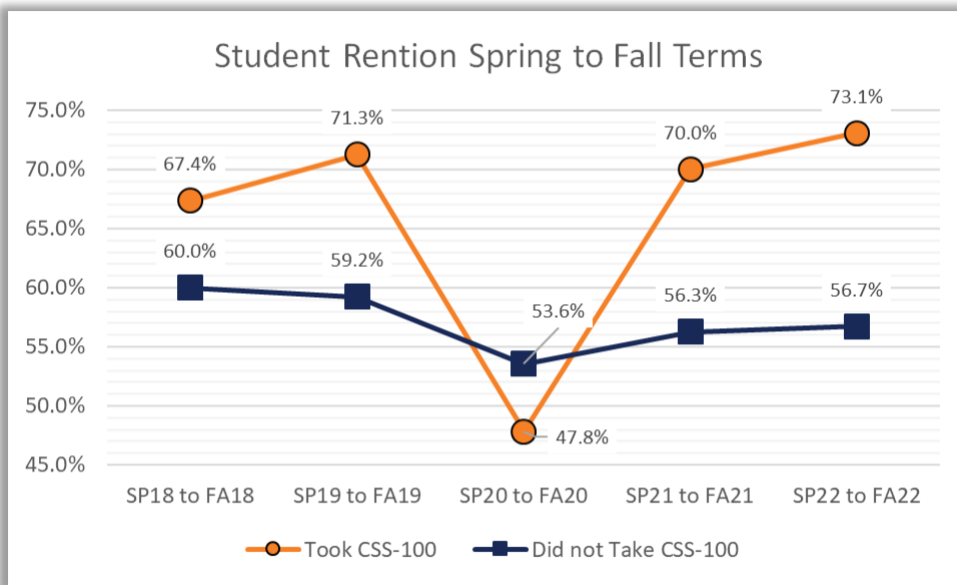


Figure 26. The percentage of students retained in Fall term after taking CSS 100 during the previous Spring term. Data only includes degree-seeking students enrolled in OE, UP, and LSD programs.

Co-Requisite Success

Math: The goal of co-requisite sections is to reach the same degree of college-level success as non-co-requisite sections. Grades in Math are found to vary by term; therefore, a fair comparison





holds term constant. Success rates in MAT courses tend to be highest in the Summer and lowest in the Fall. Within each term, the success of MAT 097/105 students in MAT 105 is lower than non-co-requisite students, which demonstrates room for improvement. This is qualified by the gender equity analysis detailed in the next section. Women are finding more benefit from co-requisite MAT 105 sections than men. In MAT 102, the 096/102 co-requisite students had equal overall success compared to non-co-requisite students. This parity in success rates is an achievement since the co-requisite students were assessed to have lower initial math ability.

Success Rate by Co-Requisites		
MAT 105: C or Better Rate % (n)		
MAT 097/105 Term	Co-Requisite Students	Non-Co-Req Students
Fall	65% (266)	73% (407)
Spring	73% (255)	80% (225)
Summer	81% (48)	87% (53)
Overall	70%	76%

Figure 27. Success Rate for MAT 097/105 by Co-Requisites

MAT 102: C or Better Rate % (n)		
MAT 096/102 Term	Co-Requisite Students	Non-Co-Req Students
Fall	63% (185)	69% (419)
Spring	74% (218)	69% (456)
Summer	92% (13)	100% (19)
Overall	70%	70%

Figure 28. Success Rate for MAT 096/102 by Co-Requisites

Campus Climate Surveys

In 2022, Morton College conducted the Community College Survey of Student Engagement (CCSSE) to assess student engagement. The CCSSE survey is administered by the University of Texas at Austin to evaluate five areas of student engagement: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty, Interaction, and Support for Learning. The CCSSE Survey gives the college the ability to gain a better understanding of its overall score compared to national and state averages that identify areas of strength and improvement. The college aims to meet or exceed national and state averages in each category of student engagement.

Morton College has participated in this survey in 2009, 2011, 2014, 2018, and 2022. In the most recent survey, the college met the benchmark of the national average in Active and Collaborative Learning, Student Effort, Academic Challenge, and Support for Learners. On the other hand, the Student-Faculty Interaction was lower than other areas, which indicated a greater need for focus in the future. The survey also revealed that second-year students generally scored higher than first-year students, which suggested additional focus on improving first-year engagement in introductory courses was needed. Additionally, the survey results indicated that among all





services available to students, the most prominent services highly rated by students were Academic Advising and Financial Aid. These services increased by 29% from 2014 to 2022.

Please see page 16 to review the results conducted in 2022 for the pilot survey administered containing questions on Race/Ethnicity. The purpose of administering the survey was to understand student and faculty experiences with racism, inclusion, and belonging. Our ILEA Equity plan strategy 5 called for a campus climate survey.

Student Retention

When students were asked if they planned to take classes again at Morton College, 60% of responses indicated they intended to take classes again within the next 12 months. In terms of completing their academic goals, 18% indicated they would complete their academic goals by the end of the term. Students who completed their academic goals were not expected to continue at Morton College. Students who have not completed their academic goals planned to return (73%), were confident they would not return (4%), or were unsure of their plans (23%). Among these students, 99% of students who were uncertain or had no plans of returning reported having a positive experience at Morton College.

In order to successfully retain students, it is important to understand the factors that would cause a student to leave school prior to completing their course of study. One of the factors that students cited was related to “lack of finances” as the top reason for leaving school prior to completing their education. Other reasons included full-time employment, transferring, and caring for dependents. Students reported they would be “very likely” to leave due to working full time or lacking sufficient finances. Over 80% of students indicated they would leave due to financial issues regardless of the actual source of their tuition dollars (personal income, scholarships, grants, etc.).

Uncertain students indicated they felt they were academically unprepared, which suggests methods to improve retention. Focusing on improving the fit between a student’s coursework and their ability labels would set them up to succeed and may improve confidence in returning. Increasing student use of support services, such as tutoring, may also improve the likelihood they will return.

Equity

The majority of students at Morton College are of traditional age. Most students who identify as Latino/Hispanic (68%) reported also being First-Generation college students. Their White (32%) and Black/African American (28%) counterparts made up a smaller number of First-Generation students.

Most students surveyed indicated they intend to obtain an associate’s degree (87%), focus on self-improvement (74%), and/or eventually transfer to a 4-year institution (70%). Other Illinois community colleges and community colleges nationally followed a similar trend. Among students who identify as Latino/Hispanic at Morton College, obtaining their associate’s degree (87%) and self-improvement (73%) are cited as their primary goals. While pulled from small sample sizes, the majority of Black/African American students polled indicated their goal is to transfer to a 4-year institution (93%) or self-improvement (91%). Among White students, it was





obtaining an associate's degree (86%), transferring (74%), or self-improvement (73%). The difference in desire to transfer may be due to students' ultimate goals: Black and White students had the highest proportion of responses indicating they are student athletes (20% and 9% respectively) compared to 2% of Latino/Hispanic students. A total of 94% of student athletes plan to transfer to a 4-year institution compared to 71% of non-athletes. This would explain the apparent increase in emphasis on transferring as these students may prioritize their collegiate athletic careers.

Further analyzing satisfaction with student services, students who identified as Latino/Hispanic were the only dataset of appropriate size (>100 responses) that were grouped into Latino/Hispanic. The majority of both Latino/Hispanic students and non-Latino/Hispanic students were generally satisfied with Academic Advising, Library Resources, and Financial Aid. The remaining services indicated students, regardless of racial or ethnic identity, were dissatisfied. General satisfaction among Latino/Hispanic students at Morton also outpaced non-Latino/Hispanic student satisfaction with a given service in all except Student Organizations. Non-Latino/Hispanic student satisfaction was higher in Student Organizations. This suggests that while these students are generally satisfied with Morton College services, there is room for improvement with the possibility of expanding student organization offerings. There is also room for improvement in providing services to non-Latino/Hispanic students.

Student Services

Morton College saw an increase in the use of Academic Advising, Financial Aid, Transfer Advising, Career Counseling, and Tutoring from 2014-2022. Morton College also saw its largest decrease in use in the Computer Lab during this span (-20%). This decline could be a result of 2020 COVID-19 pandemic policies that required at-home technology for distance learning. Students likely saw increased access to personal computers thus decreasing their need to use campus computers. Other services that saw major declines that were likely due to pandemic-related changes to remote learning include: Disability Services, Skills Labs, Childcare, and Student Organizations. It is likely that students did not use these services as they were not on campus.

The college saw an increase in student satisfaction for all services. The largest increases in satisfaction were for Career Counseling, Transfer Advising, Tutoring, and Student Organizations. Overall, Academic Advising, Financial Aid, and Library Services were the highest rated whereas Veteran Services and Childcare were the lowest. This may be due to usage patterns as every student is likely to use the top three rated services whereas only a select few students will use Veteran Services or Childcare.

Students rated most services as "very important." Academic Advising was seen as the absolute most important with 96% classifying it as important. Along with Academic Advising, Financial Aid, Transfer Advising, Tutoring, and Childcare all increase their importance over the last 8 years. Student Organizations carried an average rating of "important" across the 8 years from 63% of students surveyed. However, 37% indicated it was not important at all. It seems these students mainly want to focus on services that will directly assist them in achieving their academic and career goals. It is possible that this value may increase if Morton were to promote the benefits of joining clubs.





Other Resources

There is a significant connection between faculty and students regarding their agreement on the amount of time students spend preparing for class each week. This information is beneficial to faculty to make them aware of student lifestyles and commitments to guide their course to meet student needs without overwhelming them with excess work. Students indicated that some of their commitments include work and caring for children or other relatives.

It is equally important to understand other factors that impact the student's engagement. Students revealed they spend between 1-5 hours per week traveling to and from Morton College, regardless of their status, 60% of part-time students and 66% of full-time students. Compared to other community colleges, the national score reflected 45% of students did not have a commute to campus whereas 18% of Morton College students indicated they do not have what they consider to be a commute.

A vast majority of Morton College students (73%) did not need assistance acquiring food. However, 27% reported some form of food insecurity with 15% getting help and 12% reported they needed help but could not get any. Moreover, 70% of students indicated they did not need help with paying for housing or utilities in the last 12 months and the overwhelming majority had secure housing (not homeless). However, 25% needed help with housing and 29% needed help with paying for utilities. The college was only able to help 3% of students with housing and 7% with utilities. These results suggest additional resources and information should be available to students to increase awareness of the support the college can provide.

General Education Outcome

Based on the results of the student survey, most of the students (>85%) indicated their experiences contributed at least some to meeting the general education outcomes at Morton College. Most students reported their class experiences contributed most to them developing knowledge and skills in "thinking critically and analytically." In comparison to other small colleges in 2022, Morton students' experience contributed more towards meeting the general education outcomes in all categories, except "Learning Effectively." Although students indicated a lower contribution on "Learning Effectively," it was not statistically different than either students at small colleges or their 2022 peer cohort. Overall, this positive development suggests Morton College students are outpacing their peers in these categories and achieving the general education outcomes at higher rates.

Commitment to Assessment on Student Engagement

Morton College is committed to conducting ongoing assessment on student engagement to effectively track engagement and implement changes that will help institute change that positively impacts the overall student experience. The college plans to conduct the CCSSE in the fall semester of 2024 and continue to collect student feedback annually. The survey results will assist the college to better understand the progress it has made in specific areas. The 2022 survey results indicated a greater need for improving the first-year experience, increasing non-Latino/Hispanic support services, expanding awareness of services and resources.

The college will plan alongside the following departments to effectively conduct and communicate the survey to the college community: Institutional Research, Institutional





Advancement, Information Technology, and Student Services. Communication regarding the survey will be sent by email, Panther Portal, Blackboard, and other major internal communication platforms. The college will also depend on staff, faculty, and student leaders to encourage survey participation. Once all information is collected, the college will then review and assess survey responses as well as address and share results with the college community. The college plans to repeat this process annually to track and measure progress of institutional changes and overall campus climate.

Future Vision

Morton College is unequivocally committed to improving access to our educational institution for traditionally underrepresented groups, including students of color, low-income students, working adult students, rural students, and individuals with disabilities. By providing access and equipping individuals with the vital and necessary resources they need to succeed, the college is empowering communities. We recognize that institutional and systematic change does not occur overnight and much less in isolation. The institution is committed to placing diversity, equity, inclusion and accessibility at the core of our college.

Our equity work will not only transform our institution but also the communities we serve. Although, for decades the college has invested in several initiatives and programs aimed at reducing racial disparities, gaps continue to persist. The equity plan outlines seven ambitious strategies to eliminate barriers and increase access. Our vision is to eliminate graduation and enrollment gaps for any group and/or individual. This vision will only be accomplished by working collectively as an institution and also working collaboratively with the state of IL.

The Morton College Equity Plan will be integrated with the institutions strategic plan and enrollment plan. The strategies will be aligned with our strategic plan goals to ensure our commitment to diversity, equity, inclusion and accessibility.

Institutional Strategies

Policies, Strategies, Services, & Practices

Morton College plans to implement the following seven strategies to help close the equity gaps identified in section III (data analysis).

1. Transform developmental education

- Reevaluate Accuplacer for the English test, currently a student can retake up to 3 times but then cannot retest for a few years.
- Reduce the number of students requiring remedial coursework.

Currently, our students are placed in English via a test administered via Accuplacer. While a student is allowed to take the test up to three times, after that, they will not be allowed to retest for a few years. To increase equity for our students who may have language barriers, we will reevaluate the current test for accessibility and make updates as needed.

Over the past 4 years, Morton College has been overhauling its approach to developmental education to reduce the number of students requiring remedial coursework. In math, Morton





College has created a dual credit and dual enrollment program. The success of the program was initially indicated by the fact that in academic year (AY) 18, Morton College offered only 109 students' dual credit in math, while in AY 2019 that number increased to 893 students. Morton College has also collaborated with the district high school to create a senior-year college readiness high school course that allows successful students to circumvent all developmental coursework at the College. This program began in the 2018-2019 academic year. Morton College aided the high school district in its plan to create a Postsecondary and Workforce Readiness Act Course with the goal is to create a four-year high school math class to smooth the transition to college and reduce remediation credits. Morton College has created a co-requisite system that pairs the highest level of developmental mathematics with a college-level math course, Math 102. The goal is to allow many students who place into developmental math the opportunity to immediately earn college credit in mathematics. Morton also expanded tutoring for math, added an accelerated path through dev-ed math via a summer or early-semester bootcamp, and implemented an emporium model.

In English, Morton College has reduced its developmental English sequence from five to three courses. In practice, this has meant that some students who do not meet a minimum threshold of college readiness will attend adult education courses with specialized instruction. Morton College's English faculty have also created a co-requisite model. This means that students who test into the highest of three developmental English courses will simultaneously attend a developmental English and college-level English course. The result will be a much faster integration into college credit coursework in general.

While data shows that these multiple measures in both disciplines have been helpful, we still have work to do when it comes to reducing the number of students requiring remedial coursework and then persisting on into college-level courses.

2. Identify financial barriers that hinder enrollment, retention, and graduation.

- Develop a financial aid program for financial literacy and knowledge.
- Explore a locked tuition program.
- Eliminate unnecessary fees.

Currently, our Financial Aid office conducts 4-6 workshops a month for FAFSA/Alternative application assistance. The FAFSA/Alternative Workshops focus on getting assistance to complete the application online and/or creating an FSA ID. The alternative application workshop explains the application process for undocumented students. From January to April 2024, the office has hosted 17 workshops. They also host informational workshops that explain SAP, Scholarships, and Financial Aid Awareness informational workshops that explain the Financial Aid process. In addition, they hosted a 2024-2025 FAFSA Completion Event, an FSA ID Event, and High School Senior night. Student attendance at the FAFSA/Alternative Application workshops ranges from 5-10 students per session. Parents usually come with the student to help complete the application. For the 2024-2025 FAFSA Completion Event, about 50 students in attendance while 20 attended the FSA ID Event. This strategy plans to continue the current workshops while also developing a financial aid program for financial literacy and knowledge to present at the high school to increase enrollment by highlighting the lower financial burden that comes from starting your higher education at the community college level.





In an attempt to increase our enrollment, retention, and graduation numbers, we will explore a locked in tuition program. When a student enrolls, they would be locked into the current tuition rate for three years if they stay full-time, do not stop out, and graduate. Finally, we will continue to evaluate our current fees and eliminate unnecessary fees for students whenever possible.

3. Redesigning course offerings

- Increase course availability by identifying new course times and dates, modalities, sequences, and schedules to optimize student options.
- Reassess the College Study Seminar (CSS) course.
- Create more student cohorts and learning communities.
- Offer faster-pace programs to complete certificates in a shorter time.
- Develop new innovative, fast-pace in demand career programs.
- Create a system for Credit Accumulation Tracking for student use.

Community college students often need flexibility in their course offerings to balance their coursework with their outside lives. Through our data analysis, we identified a need, especially for our adult and career and technical learners, to offer more classes outside of the traditional morning/early afternoon hours. We also need to make sure the course offerings in the catalog are reflected in the semester schedules. The College Study Seminar (CSS) course is focused on providing students with the tools they need to be successful in college by highlighting keys skills such as studying and note taking along with the available resources at the college. Currently, this course is not required for all students. We plan to reassess details of the course such as total credit hours and course modalities along with updated curriculum to make it an accessible option for all incoming students. We have seen success with the corequisite model in our devEd English and math courses. We would like to extend these cohorts outside of those disciplines such as pairing our CSS course with another general education course. We will investigate accelerated timelines for our existing programs and adding in-demand programs that we do not currently offer. We will develop a system within our Panther Portal that will allow a student to track their own credit accumulation as a way to motivate them to stay full-time and work towards graduation.

4. Invest in Student Support Services: Mental Health & Establishment of Culture of Care

- Intentional development of first year programming including improvements in the onboarding process for new students, especially first-generation students, providing workshops educating parents on the college experience, a pre-orientation for low-income students, and becoming more culturally responsive. Also, developing new resources such as a peer/alumni mentorship program to connect new students with current or former students on a similar path.
- Develop a transfer center to be intentional in assisting students towards their transfer and/or employment goals. This will include transfer from ELA/HSE to college credit course, devEd students to college credit courses, transfer students to their four-year institution, and CTE students to internships and/or permanent employment.
- Expand the focus of advising to include educating students on available degree programs/ paths, corequisite courses, devEd options, academic terminology, and





reasons for stop out or D/F/W courses along with instructions on how to navigate their student portal.

- Expand on campus childcare options by expanding the current on-campus daycare. Use our Early Childhood Education center for possible afternoon times and/or off campus partnerships.
- Expand services in the panther pantry. Diversify Food Offerings; Collaborate with local food banks and grocery stores. Consider dietary restrictions and cultural preferences to ensure inclusivity. Integrate Education and Support Services. Offer programming through the pantry such as nutrition education workshops, cooking demonstrations, and budgeting tips to empower students to make healthy food choices and manage their finances effectively.
- Develop a single point of contact model for our culture of care initiatives to identify and connect students to our services.
- Invest in support services for male students. Host lunches and workshops with speakers and topics focused on the different male demographics represented at the college (Latino, Black, student athlete, etc.). Sponsor activities on campus to encourage male students to engage outside of the classroom.

The college offers a variety of student-support services such as student success coaches, two full-time behavioral health counselors, accommodation services, career services, student activities, and financial aid in our new One-Stop Center. The space offers students a central location to access all their out-of-class needs. The first three sub-strategies will expand on the work already being done in the One-Stop to serve students by reducing possible barriers to academic progress. The college is also focused on creating a culture of care for students' basic needs such as child care and food insecurity through our on-campus child learning center and the Panther Pantry. Sub-strategies four and five focus on expanding these services to serve more students. Our culture of care initiative also provides for students in financial need through our student emergency fund, the Panther Digital Initiative, and the Transportation Assistance Program. Currently, many of the services are supported by different people in different departments, making it difficult for a student to navigate. Therefore, we plan to develop a single point of contact model for the culture of care initiatives to simplify the process for students and allow them to access the aid they need.

5. Recruit and Retain Diverse Staff and Faculty

- Faculty and staff professional development.
- Mandatory equity hiring training for search members.

Equity-focused professional development opportunities are made available to faculty and staff via regular, in-service programming. Faculty, staff, and administration are also invited to attend the Illinois Equity and Attainment Initiative (ILEA) summits hosted in the fall and spring along with other outside conferences and workshops. There is also regular, required training via human resources that complies with the Illinois Human Rights Act. We will continue to share and encourage these opportunities as a way to create an environment where all feel welcome and included.





Morton College aims to attract a diverse pool of highly qualified candidates who are committed to advancing the colleges' mission and vision within the college community and beyond. Morton College places a significant emphasis on its hiring practices to ensure that the faculty, staff, and administrators are not only highly qualified but also diverse and capable of contributing to a supportive and enriching learning environment. These practices are designed to attract professionals who are committed to excellence in education, innovation, and community engagement. The hiring process at Morton College typically begins with a clear definition of the role, including essential qualifications, desired experience, and specific skills. This clarity helps to attract candidates who are a good fit for the position and the college's culture. To reach a wide and diverse pool of applicants, the college advertises vacancies on various platforms, including higher education job boards and professional associations. Once applications are received, a selection committee, often comprised of faculty and/or staff from relevant departments, reviews the candidates' qualifications and selects those who best meet the criteria for interviews. The interview process is thorough, including not just assessments of the candidates' knowledge and expertise, but also their ability to contribute to the college's mission and values. Morton College may also incorporate teaching demonstrations and portfolio reviews as part of the selection process, especially for faculty positions. Following the interviews, the committee makes a recommendation for hiring, ensuring that the chosen candidate is well-suited to contribute positively to the Morton College community. Committee selection now prioritizes diversity in all its forms, including but not limited to age, race, gender, and academic discipline. This approach ensures that multiple perspectives are represented in the hiring process, leading to more balanced and fair decision-making. The college is working on implementing training for all committee members to enhance their understanding of unconscious bias and to equip them with the skills needed to conduct equitable candidate evaluations. This training is crucial for fostering an environment where all candidates are judged based on their qualifications and potential contributions to the college community.

6. Establish an Inclusive Campus Climate

- Increase cultural programming: Hispanic Heritage month. Highlight celebrations and traditions from multiple countries.
- Improve Accessibility
 - Provide more entry options to campus buildings that are closer to the parking lot. Maintain disability accessibility options throughout campus such as elevators, ramps, and lifts.
 - Provide updated signage for improved navigation of the campus buildings and services.
 - Ensure that all campus communications and resources are available in multiple languages to accommodate diverse linguistic backgrounds.
 - Provide interpretation and translation services, as needed, to ensure equitable access to information and support services.
- Create an Undocumented Student Resource Center on campus that serves as a hub for undocumented students to access information, support, and resources. Staff the center with knowledgeable advisors who can provide guidance on navigating legal, financial, and academic challenges.





7. Re envision Data Collection and Analysis

- Revamp our student application. Update the dual credit and dual enrollment demographics to align with the updated application.
- Reassess course evaluations for errors, question quality, and data applicability. Develop new ideas to increase student participation.
- Update our data-collection process to identify Early Momentum Metrics to track progress regularly and consistently towards our longer-term goals.
- Increase the accessibility of the data internally and externally via the website.

After completing the data analysis for this plan, it became clear that we had some unclarity and gaps in our equity data. This strategy is designed to update our data collection process from students by adding more self-reporting options to our application such as demographics, personal preferences (pronouns, preferred name, etc.), and their specific student needs. This, along with collecting more information from our dual credit and dual enrollment students, will help clarify our demographic reporting and help other strategies identify additional support to meet our new students' needs. We will also identify early momentum metrics to track from semester to semester to consistently assess progress such as persistence, retention, and credit accumulation.

B: Timeline with appropriate milestones

Year 1 (FA24-SU25)

Strategy	3 months	6 months	9 months	12 months
Transform developmental education	Obtain a copy of the Accuplacer English exam and ask the English faculty to review and suggest updates. Continue to implement multiple measures of math placement to reduce remedial coursework.	Update Accuplacer exam if possible. If not, identify new options to takes its place. Continue to implement multiple measures of math placement to reduce remedial coursework.	Review possible English placement exam options and select the best option for our students. Continue to implement multiple measures of math placement to reduce remedial coursework.	Implement new placement exam. Continue to implement multiple measures of math placement to reduce remedial coursework.
Identify financial barriers that hinder enrollment, retention, and graduation.	Identify a team to begin creation of financial literacy course. Begin discussions with the business office and financial aid	Finalize course topics and materials. Schedule presentations at the high school. Continue discussions and involve other	Continue presentations at the high school and offer sessions at the college. Assess how the program would affect the FY26 budget. Determine if any fees can be eliminated and	Evaluate success of the course. Adjust the topics and materials as necessary. Determine if the program is feasible. If not, propose an





	about a possible locked tuition. Compile a list of current fees.	relevant stakeholders. Determine why fees are collected and how they are used.	update the FY26 budget accordingly.	alternative option to pursue.
Redesigning course offerings	Schedule round table discussions between advising and the faculty to help optimize course availability. Ask faculty teaching CSS for course redesign input. Initiate a conversation with MIS about adding a credit-tracking feature to the portal.	Submit proposed schedule changes for FA25 to the scheduling office. Submit any changes to the course catalog and/or the curriculum committee. Draft a new CSS syllabus. Create implementation timeline for new feature.	Schedule round table discussions between advising, department chairs, and their deans about accelerated certificates and new programs as well as possible cohort and learning community creation. Implement timeline for new feature.	If new programs were identified, create necessary documentation to take to the curriculum committee in FA25. Add any new cohorts or learning communities to the FA25 schedule. Implement the new feature in the portal.
Invest in Student Support Services: Mental Health & Establishment of Culture of Care	Create committees dedicated to first-year programming and the transfer process. Meet with the Dean of Advising to discuss expansion of success coach responsibilities. Meet with relevant stakeholders to initiate conversations about expanding the child learning center.	All committees will continue meeting to outline and prioritize goals. Outline and prioritize the new success coach responsibilities. Identify a pantry workshop speaker and book them for SP25. Obtain board approval for point of contact job position	All committees will continue meeting to outline and prioritize goals. Create training materials for the student success coaches. Offer new pantry food offerings and host the planned workshop. Hire a point of contact. Host events for male students.	Finalize plans for first-year programming to begin in the FA25 semester. Present outline of plan for transfer center. Begin training student success coaches on expanded responsibilities. Update the campus community on any other expansions or opportunities. Look at early momentum metrics as they





	<p>Ask the Panther Pantry committee to start discussions around expanded offerings. Create a job description for the point of contact for the culture of care. Create a calendar of events to support male students.</p>	<p>and post the position. Host events for male students.</p>		<p>apply to our male students and assess if focused programming was a success.</p>
<p>Recruit and Retain Diverse Staff and Faculty</p>	<p>Continue to offer PD opportunities to faculty and staff. Create equity training materials or identify readily available materials or online resources for training.</p>	<p>Continue to offer PD opportunities to faculty and staff. Begin offering training sessions.</p>	<p>Continue to offer PD opportunities to faculty and staff. Continue training.</p>	<p>Continue to offer PD opportunities to faculty and staff. Continue training,</p>
<p>Establish an Inclusive Campus Climate</p>	<p>Meet with student activities to help plan cultural programming. Meet with facilities and other stakeholders to begin discussions on updated signage and accessibility. Ask the Undocumented Student Liaison to create a committee tasked with forming a resource center.</p>	<p>Finalize an events calendar for SP25. Finalize designs and content for new signage. Begin conversations on how best to provide interpretation and translation services. Continue conversations on the resource center. In collaboration with IR and the</p>	<p>Host events as scheduled. Order new signage. Present an interpretation/translation plan for the One Stop. Present a proposal for an Undocumented Student Resource Center. Finalize the course evaluation, program it, and offer it to students in SP25.</p>	<p>Schedule events for AY 25/26. Install signage. Finalize plans for new services and the resource center for FA25.</p>





<p>Re envision Data Collection and Analysis</p>	<p>Identify questions needed to update the student application. Identify early momentum metrics. Obtain copies of the course evaluations. Identify what updates need to be made to the website.</p>	<p>Create a new application and share with IR and the equity committee for feedback. Begin tracking early momentum metrics at the end of FA24. Inclusive Climate equity subcommittee, propose edits to the course evaluations and obtain feedback. Update the website with current data and these strategies.</p>	<p>Program the new application into the system and run quality control checks. Share FA24 early momentum metrics and adjust strategies as needed. Schedule and host data sharing sessions and focus groups.</p>	<p>Make the new application available for students. Collect SP25 metrics, share, and adjust.</p>
---	---	---	---	--

Year 2 (FA25-SU26)

Strategy 1: Evaluate devEd data from year 1 and adjust current methods as needed.

Strategy 2: Continue to offer the financial literacy course. If a locked tuition program was feasible, implement the program. If not, continue to investigate alternatives.

Strategy 3: Assess the success of the new schedules, course offerings, cohorts, and learning communities implemented at the end of the fall and spring semesters. Make changes as needed.

Submit any new programs to the curriculum committee in the fall for approval for AY 26/27.

Strategy 4: Implement first-year programming. Create the transfer center within the One Stop Center. Implement new student success coach responsibilities. Assess updates to the Panther Pantry and Child Learning Center. Continue programming for male students if progress is seen in the data from year 1.

Strategy 5: Continue offering professional development and training as needed.

Strategy 6: Host events as scheduled at the end of year 1. Create the Undocumented Student Resource Center within the One Stop Center or Student Union.

Strategy 7: Continue collecting and assessing data. Make additional edits to the student application as needed. Edit course evaluations as needed.

Years 3 (FA26-SU27) & 4 (FA27-SU28)

Collect and assess data on all 7 strategies.





Year 5 (FA28-SU29)

Use data to evaluate the success of the equity plan and to inform new strategies moving forward.

C: Approaches to assess near- and long-term outcomes of the strategies.

We recognize that equity work requires time and the commitment from every single individual at the institution. To ensure progress has been made towards achieving the plan's goals, we commit ourselves to conducting a continuous assessment and evaluation. The evaluation method applied will be a combination of the implementation of programs, an increase or decrease of graduation, retention, and persistence rates, and participation in programs and utilization of services. We believe these metrics are an important representation and indication of the progress made towards the plan.

D: Approach to Plan development and how the campus was included.

A core team comprised of executive leadership, administrators, and faculty, led by the Associate Provost and Vice President of Student Services, developed the outline, and wrote the final document. Our Institutional Research team, under the guidance of the Dean of Arts and Sciences, created a data report to inform our efforts for the creation of the strategies outlined above. This data was then shared with the campus equity committee, comprised of administrators, faculty, and staff, who suggested additional strategies and practices to support those ideas. Multiple data-sharing sessions were made available to the full and part time faculty and staff along with focus groups for our students to provide feedback.

A subcommittee, led by a full-time faculty member in sociology, was formed to write the institution's Diversity, Equity, Inclusion, and Accessibility Statement. The statement was presented to the core team writing this plan, the equity committee and the President's cabinet for edits and then submitted to the Board of Trustees for final approval and adoption.

E: Relationship of this plan to others:

Morton College's mission is to enhance the quality of life of our diverse community through exemplary teaching and learning opportunities, community service, and life-long learning. Our strategic plan sets student success as our core focus by strengthening efficient operations, developing new academic programs, and strengthening current ones among a few of its strategies. This plan builds on these objectives with targeted, data-informed strategies to provide all students the same opportunities for success. Additionally, this plan also builds upon the college's current equity plan established in 2020 through our involvement in ILEA Initiative with the Partnership for College Completion. Strategies 1, 2, 4, 5, and 6 of this plan are extensions of the ILEA equity plan. With subcommittees already in place for those strategies, we will not be starting from scratch. Our sub strategies outlined here can build upon work that is already being done which should lead to noticeable change in our early momentum metrics while we wait for some of the longer-term strategies to develop.

F: Ongoing feedback solicitation and data/progress sharing strategies

Our equity committee and its subcommittees are ongoing and will continue to meet and work towards the strategies outlined here and in the ILEA Equity Plan. We will continue to hold data-sharing sessions and focus groups with representatives from all areas of the campus. Regular updates will be shared via during faculty engagement day, professional development days, email, the campus portal, and the college website.





Evaluation Plan

1. Transform developmental education
 - English placement process has been reviewed including evaluation of the following:
 - Placement tool (Accuplacer, other options)
 - Process for students (Currently a student can retake up to 3 times but then cannot retest for a few years.)
 - Reduce the number of students requiring remedial coursework by 10% in English and math over the next five years. Currently, 50% of students place into English developmental coursework. For math, 43% of students place into developmental coursework.
2. Identify financial barriers that hinder enrollment, retention, and graduation.
 - Develop a financial aid program for financial literacy and knowledge.
 - Explore a locked tuition program. When a student enrolls, they would be locked into the current tuition rate for three years if they stay full-time, do not stop out, and graduate.
 - Eliminate unnecessary fees.
3. Redesigning course offerings
 - Increase course availability by identifying new course times and dates, modalities, sequences, and schedules to optimize student options.
 - Perform an audit of current course offerings, schedules, and programs to evaluate efficiency and optimization of student completion.
 - Track College Study Seminar (CSS) course momentum.
 - Track the number of full-time, first year students who completed college-level CSS in the first year.
 - Increase the number of student cohorts and learning communities to ten (10) learning communities over the next five years (Currently two (2) learning communities per year).
 - Track the number of learning communities created over the next five years.
 - Track the number of student cohorts created over the next five years.
 - Track gateway course momentum
 - Track the number of full-time, first year students who completed college-level English in the first year.
 - Track the number of full-time, first year students who completed college-level math in the first year.
 - Track the number of full-time, first year students who completed college-level English and math in the first year.
 - Track credit momentum
 - Track the number of part-time students who completed 6 or more college-level credits in the first semester.





- Track the number of part-time students who completed 9 or more college-level credits in the first semester.
- Track the number of full-time, first year students who completed 12 or more college-level credits in the first semester.
- Track the number of full-time, first year students who completed 15 or more college-level credits in the first semester.
- Track the number of full-time, first year students who completed 24 or more college-level credits in the first year.
- Track the number of full-time, first year students who completed 30 or more college-level credits in the first year.

4. Invest in Student Support Services: Mental Health & Establishment of Culture of Care

- Intentional development of first year programming including improvements in the onboarding process for new students, especially first-generation students, providing workshops educating parents on the college experience, and becoming more culturally responsive. Provide at least six (6) programming opportunities (workshops, webinars, trainings) for students and/or their families in the next academic year to impact at least 50 new students and/or their families.
 - Track the number of programming opportunities provided to students and/or their families over the academic year
 - Track the number of students who participate in program offerings.
- Develop a transfer center to be intentional in assisting students towards their transfer and/or employment goals.
 - Track whether a transfer center has been created by Fall 2025.
- Expand the focus of advising to include educating students on available degree programs/ paths, corequisite courses, devEd options, academic terminology, and reasons for stop out or D/F/W courses along with instructions on how to navigate their student portal.
 - Track the number of students participating in advising sessions.
 - Pre- and post-survey of students on knowledge of degree programs/ paths, corequisite courses, devEd options, academic terminology, and reasons for stop out or D/F/W courses along with instructions on how to navigate their student portal.
- Invest in support services for male students. Host four (4) lunches and/or workshops with speakers and topics focused on the different male demographics represented at the college (Latino, Black, student athlete, etc.). Sponsor activities on campus to encourage male students to engage outside of the classroom.
 - Track the number of workshops hosted for male students.
 - Track the number of students participating in male-focused programming sessions.
 - Survey of male students with a focus on a sense of belonging.

5. Recruit and Retain Diverse Staff and Faculty

- Offer two (2) professional development opportunities for faculty and staff focused on equity and diversity.





- Track the number of equity-focused professional development sessions offered over the academic year.
 - Track the number of participants in the equity-focused professional development sessions offered over the academic year.
 - Host two (2) equity hiring training for committee search members.
 - Track the number of equity-focused hiring training sessions offered over the academic year.
 - Track the number of participants in the equity-focused hiring training sessions offered over the academic year.
6. Establish an Inclusive Campus Climate
- Increase cultural programming to four (4) programs focused on diverse cultures over the academic year.
 - Track the number of cultural programs offered over the academic year.
 - Improve Accessibility
 - Provide more entry options to campus buildings that are closer to the parking lot. Maintain disability accessibility options throughout campus such as elevators, ramps, and lifts.
 - Provide updated signage for improved navigation of the campus buildings and services.
 - Ensure that all campus communications and resources are available in multiple languages to accommodate diverse linguistic backgrounds.
 - Track the implementation of at least four (4) campus documents in Spanish by Spring 2025:
 - Student Application
 - Course Evaluations for ESL and Adult Education courses.
 - Other documents as needed.
 - Provide interpretation and translation services, as needed, to ensure equitable access to information and support services.
 - Create an Undocumented Student Resource Center on campus that serves as a hub for undocumented students to access information, support, and resources. Staff the center with knowledgeable advisors who can provide guidance on navigating legal, financial, and academic challenges.
7. Re envision Data Collection and Analysis
- Revamp our student application.
 - Add additional demographic options to student application.
 - Update the dual credit and dual enrollment demographics to align with the updated application.
 - Explore an additional intake form to capture additional information from students
 - Consider a process to allow students to update information annually.
 - Update our data-collection process to identify Early Momentum Metrics to track progress regularly and consistently towards our longer-term goals (see early momentum metrics above).





- Reassess course evaluations for errors, question quality, and data applicability. Develop new ideas to increase student participation.
 - Track the completion of the review of the course evaluation questions.
- Increase the accessibility of the data internally and externally via the website.
 - Track the completion of a dashboard to share at least ten (10) data points with internal and external stakeholders.

The Office of the Provost and the Student Services Division will oversee the ongoing data, results, and improvements in the evaluation process for the equity plan. Progress will be evaluated at the conclusion of year one, then year three and again at year five.





Equity Plan Committee & Acknowledgments

The Morton College – Equity Plan committee is composed of the following individuals:

Murneka Davis, Executive Director of Human Resources

Dr. Sara Helmus, Chemistry Faculty and MC-SUCCESS STEM Grant Program Coordinator

Michelle Herrera, Associate Dean of Academic Services

Gabriela Mata, Director of College Community Experience

*Dr. Marisol Velazquez, Associate Provost & Vice President of Student Services

Brandie Windham, Dean of Arts and Sciences

** Lead/Main equity plan contact person.*

The college and the committee are deeply grateful to everyone who participated in the process of developing the equity plan. We are thankful for your contributions, honesty, and passion for our students and community.



MORTON **MC** COLLEGE



3801 S. Central Ave.
Cicero, IL 60804



(708) 656-8000



morton.edu