

RVC Equity Plan

2024-2027 Equity Plan

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Rock Valley College

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President's Message

Dear Campus and Community,

Since my appointment as President in September 2020, I adopted Diversity, Equity, and Inclusion (DEI) as one of the pillars of my administration. Rock Valley College (RVC) made great strides in establishing an infrastructure to enhance the campus DEI efforts.

- I established an Office of Diversity, Equity, and Inclusion that includes a Cabinet level Vice President of Equity and Inclusion, two full-time DEI Specialists, and an ADA Compliance Coordinator.
- In October 2020, the RVC Board of Trustees adopted a DEI Board Policy 4:10.260:

Rock Valley College is committed to creating and sustaining a diverse, equitable, and inclusive campus where all learners can make progress towards their educational and career goals. Therefore, the College shall establish initiatives, measures, programs, procedures, and curriculum to advance equity and inclusion for students, staff, faculty, administration, vendors and contractors, and other community partners.

- In January 2024, RVC Board of Trustees adopted a new Board Policy for the Americans with Disabilities Act (ADA). Board policy 2:10.120 will address RVC's compliance with the ADA in their physical facilities, online digital presence, and employee, student, and community stakeholder needs.
- In April 2024, the RVC Board of Trustees approved the addition of a second elevator to be constructed at the north end of the Health Sciences Center (HSC) to increase accessibility.

Rock Valley College's commitment to advancing its DEI vision, mission, and core values is reflected in the goals throughout the 2022-2024 RVC Strategic Plan. This Equity Plan highlights our efforts to ensure that students from every community within District 511 receive high quality and equitable instruction, support, and campus engagement. We are RVC STRONG when all our students are successful in their educational journey.

Sincerely,



Howard J. Spearman, Ph.D. RVC President

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VP of Equity and Inclusion's Message

Greetings Rock Valley College Community,

Upon my arrival at RVC in June 2021 to serve as the inaugural Executive Diversity Officer, I utilized a Diversity, Equity, and Inclusion (DEI) growth process to advance the campus diversity, equity, inclusion, and accessibility effort: 1. Awareness, 2. Education, and 3. Action. RVC brought awareness by administering an Employee Culture Survey in fall 2023 and the Viewfinder (Student) Campus Climate Survey in March 2024. The Diversity, Equity, and Inclusion Office hosted symposiums on neurodiversity in September 2023, and food and housing insecurity in March 2024 to culminate our Second Annual Social Justice and Community- based Learning Academy. RVC is finalizing revisions to the ADA Self-Evaluation and Transition plans in our ongoing effort to comply with ADA law and provide adequate accommodations for people with disabilities.

RVC's commitment to educating the campus on the importance of addressing equity gaps in student enrollment and success outcomes was evident in the array of DEI related sessions that were offered during Professional and Faculty Development Days. RVC invited Dr. Terrell Strayhorn to be the keynote speaker for the fall 2023 Professional Development Day where he gave a presentation on the importance of creating a culture of belonging. The DEI Office continued offering "Transform Together" Foundation Level DEI Workshops for employees, where we examine topics around diversity, equity, inclusion, belonging, intercultural competence, and implicit bias.

RVC's efforts to bring awareness and education concerning student equity gaps have little value without executing action steps to combat them. The Academic Affairs Division forged ahead with developmental education reforms. Departments such as the Federal TRIO program, Disability Support Services, Adult Education, Workforce Equity Initiative, and Intercultural Student Services are just a few examples of the support services that RVC offers students from underserved populations. Student equity goals, strategies, and action steps are prominently displayed in the 2022 -2027 RVC Strategic Plan. The RVC Equity Plan is another tool the college will use to enhance our efforts to attain equitable student access and success outcomes. RVC remains steadfast to achieving its DEI vision to become a campus and community that embodies trust, equity, and a sense of belonging for every student, employee, and community member.



Keith R. Barnes, RVC Vice President of Equity and Inclusion

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Introduction

Rock Valley College (RVC) has experienced dramatic decreases in employee levels and student enrollment over the past five years. The unduplicated headcount dropped from 6,092 in fall 2019 to 5,480 in fall 2023 (RVC, 2023a). RVC's capacity to administer and assess efforts to close equity gaps was disrupted due to the Illinois state budget crisis that resulted in two reduction in force (RIF) actions. The RVC Vice President of Human Resources reported an employee turnover rate at 21.2% during Fiscal Year 2018, the highest level in the past 10 years (personal communication, Human Resources (HR) Annual Report, 2023). RVC subsequently had to recover from the impact of the COVID-19 pandemic along with several changes in senior level administrators.

Several RVC departments, committees, and initiatives continued to support and advocate for student equity throughout the more challenging years. Promoting an Inclusive Community (PAIC) was established in 2008 with a mission, "To lead the College community by enhancing and sustaining an institutional culture of equity and social justice that fosters diversity and inclusion" (RVC, 2023d). PAIC was responsible for convening various campus forums on topics addressing equity and inclusion issues. PAIC collaborated with the Student Life Office and the Intercultural Student Services Office to host numerous cultural awareness campus and community events. A group of RVC faculty members invited representatives from CAST, a nonprofit education research and development organization, to host an annual Universal Design for Learning workshop (UDL). "The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, Inc., 2024). Disability Support Services assisted hundreds of students with disabilities in receiving reasonable accommodations. Initiatives including the Perkins Grant for students interested in pursuing Career and Technical Education, Federal TRIO programs, Adult Education, Workforce Equity Initiative, and Intercultural Student Services provided support services for a multitude of students from underserved communities.

The Illinois Board of Higher Education (IBHE) Act was amended in June 2022 when state government officials added a requirement for all higher education institutions to develop and administer a campus equity plan (Robbins Schwartz, 2022). Federal and state agencies along with higher education professionals across the U.S. continue to examine the best practices to address the equity gaps that exist in student access and success outcomes (Complete College America, 2022, as cited in Weissman, 2022).

Rock Valley College, a community college located in Rockford, Illinois, is not immune to these challenges.

President Howard Spearman prioritized diversity, equity, and inclusion by making it a pillar of his administration after he was appointed to the position in September 2020. President Spearman created the Office of Diversity, Equity, and Inclusion, and he hired an inaugural Vice President of Equity and Inclusion to facilitate the campus

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DEI efforts. RVC adopted its 2022-2027 Strategic Plan in September 2022 including a scorecard that the administration uses to analyze their progress with the help of Studer Education, an external consultant on creating a great work culture. With the existing initiatives and strategic goals that the college established to close equity gaps, RVC stakeholders were poised to create this equity plan to fulfill the requirements of the IBHE Act and its strategic priorities. The RVC Equity Plan will highlight the college's efforts and challenges in closing equity gaps in student access and success outcomes during President Spearman's administration.

Institution Vision of Diversity, Equity, Inclusion, & Accessibility

The RVC Mission Statement, Vision Statement, and Core Values were revised by a mission review committee in 2015, and the Board of Trustees approved the latest versions in 2016 (RVC, 2019). As the college prepares for its 2024 Higher Learning Commission (HLC) Comprehensive Review, RVC stakeholders continue to contemplate revising to the RVC Core Values to exhibit a more definitive commitment to diversity, equity, and inclusion.

RVC Mission Statement

Rock Valley College empowers students and community through lifelong learning.

RVC Vision Statement

Rock Valley College empowers the community to grow as a society of learners through well-designed educational pathways, leading to further education, rewarding careers, cultural enrichment, and economic-technological development.

RVC Core Values

- **Learner-Centered Community.** Rock Valley College is dedicated to providing affordable lifelong learning opportunities that foster student success.
- **Mutual Respect.** At all times, Rock Valley College upholds the dignity of each individual by being ethical, respectful, fair, and courteous in communications and actions.
- **Excellence.** Rock Valley College maintains high expectations for teaching and learning and holds itself accountable for promoting continuous improvement.
- **Diversity.** Rock Valley College promotes, celebrates, and embraces differences, including cultural and ethnic diversity and diversity of thought.
- **Collaboration.** Rock Valley College fosters innovative, enriching partnerships within the college community and among others that serve the region.
- **Innovation.** Rock Valley College is a forward-thinking institution that explores creative approaches for the future.
- **Public Trust.** Rock Valley College honors and upholds its commitment to the community through integrity of actions and efficient use of resources.

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Rock Valley College Four Pillars

In January 2021, President Spearman unveiled the four pillars that he established for his administration (see Figure 1). Though the fourth pillar was established as the foundation for RVC's commitment to student equity, the college included equity-minded goals and action steps throughout its strategic plan.

Figure 1: Rock Valley College Four Pillars: Access, Education, Training, & Diversity



- **Pillar I: Access** – Provide district residents with improved accessibility to college, training, and careers.
- **Pillar II: Exceptional Educational Opportunities** – Provide high-quality certificates, degrees, and co-curricular programs to meet district/community and regional needs and improve student success.
- **Pillar III: Exceptional Training Opportunities** – Provide high-quality training and professional development to align to college, district/community, and regional needs and where employees and learners can make progress towards their educational and career goals.
- **Pillar IV: Diversity, Equity, and Inclusion** – Create and sustain a diverse, equitable, and inclusive campus that improves campus culture and accessibility, promotes accountability for the campus DEI effort, and increases the cultural competence of all employees, learners, and other stakeholder groups.
 - **Strategic Goal 1 (DEI Plan):** Improve the campus culture by establishing cultural competence, trust, and a sense of belonging

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among employees and learners, and accessibility to working and learning environments.

- **Strategic Goal 2 (DEI Plan):** Close equity gaps so that students from diverse racial, gender, and socioeconomic backgrounds can access and achieve their academic and career goals.
- **Strategic Goal 3 (DEI Plan):** Employ a culturally competent workforce that reflects student and community demographics.

During an ADA Commission meeting in December 2023, one of the members recommended revisions to the language under Pillar IV: Diversity, Equity, and Inclusion to better reflect RVC's commitment to creating an accessible campus for students, employees, and the community. The Higher Learning Commission Criterion 1 subcommittee members concurred with this recommendation during their February 2024 meeting. A final endorsement was given during the April 2024 Equity Council Meeting. RVC formally adopted the revisions during a May 2024 Cabinet meeting.

RVC Diversity, Equity, & Inclusion Mission, Vision, & Core Values

PAIC drafted the DEI policy, and it was adopted by the RVC Board of Trustees during their October 2020 regular meeting. RVC uses the DEI policy as the DEI mission statement (RVC, 2023b). The Vice President of Equity and Inclusion collaborated with PAIC, DEI Office staff, and a steering committee in the fall of 2021 to develop the DEI strategic goals and create the DEI Vision, Mission, and Core Values for the college.

Vision Statement

A campus and community that embodies trust, equity, and a sense of belonging.

Mission Statement

Rock Valley College is committed to creating and sustaining a diverse, equitable, and inclusive campus where all learners can make progress towards their educational and career goals. Therefore, the College shall establish initiatives, measures, programs, procedures, and curriculum to advance equity and inclusion for students, staff, faculty, administration, vendors and contractors, and other community partners. RVC BOARD POLICY 4:10.260 – DIVERSITY, EQUITY, & INCLUSION

Motto

"Transform our campus, change the world"

Core Values

Cultural Competence

- Equity-mindedness
- Fairness
- Mutual Respect
- Objective Truth

RVC is an equal opportunity educator and employer.

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- Sense of Belonging
- Solidarity

Office of Diversity, Equity, and Inclusion

President Spearman established the Diversity, Equity, and Inclusion Office in June 2021 to advance the strategic priorities of the fourth pillar. The purpose statement states that,

The Office of Diversity, Equity, and Inclusion supports Rock Valley College's mission "to create and sustain a diverse, equitable, and inclusive campus where all learners can progress towards their educational and careers goals" in collaboration with students, employees, and community partners by providing trainings and workshops, hosting campus and community events, supporting relevant student and employee affinity groups, facilitating intergroup dialogue, offering conflict mediation, and regularly assessing college practices and procedures in the pursuit of Cultural Proficiency and Inclusive Excellence (RVC, 2023b).

The DEI Office staff includes the Vice President of Equity and Inclusion and Executive Diversity Officer, the ADA Compliance Coordinator, two DEI Specialists, an Executive Secretary, and two DEI Student Ambassadors. The DEI Office is located on the second floor of the Stenstrom Student Center.

Institutional Vision for Equity

During spring 2024, the Equity Council Steering Committee contemplated the creation of an equity vision statement to reflect RVC's commitment to closing equity gaps in student access and success outcomes. The Equity Council Steering Committee and President Spearman agreed on following the vision for RVC's student equity efforts (see figure 2).

Figure 2: RVC Vision for Student Equity: To eliminate equity gaps in access, learning, and success outcomes for all students, with a particular focus on historically underserved student populations including Black/African American, Hispanic, low-income, rural, non-traditional, and students with disabilities.

In May 2024, the RVC Board of Trustees was given an opportunity to review the equity vision statement during their May 2024 Committee of the Whole meeting. The final draft of the equity vision statement was shared with the other members of the Equity Council before the Cabinet approved it in May 2024.

Analyze Data

The Illinois Community College Board (ICCB) uses a more comprehensive set of institutional categories to measure equity gaps. The Office of Institutional Effectiveness and Research is in the process of consolidating data on both credit and non-credit students within its Key Performance Indicators (KPIs). While the IBHE Act focuses on females, RVC is preparing to adopt equity research findings concerning the importance of analyzing and providing specific support services for men, particularly male students of color (Field, 2021). RVC will also include additional subcategories including rural students and student default rates during the FY 2025 Academic Year to better align its KPIs with the categories in the IBHE Equity Framework.

A. IBHE and ICCB Data Analysis

The following information was taken from [Illinois Community College Board \(ICCB\) Equity Plan Data \(ICCB, 2024\)](#). RVC experienced a major decrease in enrollment into Adult Basic Education (-66.59%), English as a Second Language (-62.33%), and Vocational Skills (-60.81%) instruction across all of the institutional categories and just about every subgroup over a five-year period. One major exception was Black/African American participants who had a +47.06% enrollment increase in Vocational Skills instruction. Adult Secondary Education instruction had a +112.17% increase in enrollment including strong gains among people 25 and older (+141.38%), females (+168.63%), and Hispanic Students (+124.39%) over a five-year period.

Though the drop in overall percentage of students who enrolled in Baccalaureate/Transfer instruction was significant (-17.79%), it was more evident with White (-26.56%) and Rural (-25.45%) students in comparison to Black/African who saw a +2.23% increase, Hispanic/Latino who had a slight decrease (-.08%), and Non-Rural (-17.31%) students. Career and Technical Education (CTE) instruction had an overall decrease in enrollment of -16.27% over a five-year period with Not First Generation (-35.66%), Male (-21.12%), Pell Eligible (-25.71%), White (-26.63%), Rural (-33.53%) students showing more pronounced drops. Black/African American students has a significant increase in CTE enrollment (+21.26%) while Hispanic (-0.25%), Asian (-1.89%), and First Generation (-0.96%) students had a slight decrease over the same period of time.

The ICCB Equity Plan Data (2024) also included completion rates for students who earned either an Associate Transfer or an Associate in Applied Science degree along with students who earned either a Long-Term and Short-Term Certificate.

- The overall completion rate dropped for students earning an Associate Transfer degree (-11.23%) with higher decreases for Non-Traditional (-18.34%), First Generation (-19.37%), Male (-19.60%), Pell Eligible (-28.11%), and White (-20.62%) students over five-year period.

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- Students of color had positive gains in completion rates for Associate Transfer Degrees, most notably Asian (+26.32%), Black/African American (+11.76%), and Hispanic/Latinos (+14.62%) over the same time period.
- The Associate in Applied Science degrees had a significantly higher overall decrease in its completion rate over a five-year period (-25.67%).
- Black/African American student completion rate remained constant while Hispanic/Latino students had a +4.17% increase for an Associate in Applied Science degree over the same period of time.
- The overall completion rate for Long-Term Certificates dropped by -25.67% over the past five years. This decrease was evident across all the subgroups with a higher number of completers.
- The percentage of students earning a Short-Term Certificate increased modestly at (+.48%) during the same time period with substantial positive gains for Black/African American (+81.48%) and Hispanic/Latino (+91.67%) students, and students who reported a disability (+43.75%).
- The percentage of Short-Term Certificates dropped significantly for 25 and older (-11.04%), Not First-Generation (-13.66%), Pell Eligible (-27.43), and White (-26.42) students.

B. RVC Data Analysis

The Office of Institutional Research and Effectiveness produces a [Student Profile](#) every fall and spring semester that provides information describing students enrolled in Arts, Sciences, and Career Education (ASCE) credit courses at RVC (RVC, 2023e). The report is divided into two sections – a Quick Facts page and a Profile Summary. The Quick Facts page provides a visual brief of multiyear comparison and term data. The Profile Summary is designed to address the following questions in more detail: 1. Who is currently attending RVC? 2. Who are the students attending RVC for the first time (i.e., new RVC students)? 3. Who are the students taking college classes for the first time (i.e., first-time students)?

The Office of Institutional Research and Effectiveness establishes KPI summary reports that are aligned with the IBHE Public Agenda Goal to increase educational attainment (RVC, 2023c). The KPIs were established to: 1. Raise the success of students at each stage of the P-20 pipeline, and 2. Eliminate achievement gaps. The RVC Office of Institutional Research and Effectiveness produces the following annual KPI Summary Reports:

- Persistence and Retention Rates
- Graduation Rates
- Transfer-Out Rates

The Academic Affairs Division and the Career and Technical Education and Workforce Development Division request additional data from the Office of Institutional Research and Effectiveness that measures Course Completion Data (DFWI) rates in credit courses. The latest RVC Key Performance Indicators and Data Briefs are accessible on the RVC [Institutional Research and Effectiveness Website](#)

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The Office of Institutional Research and Effectiveness also developed a process to produce disaggregated Persistence and Retention Reports. RVC does not ask students to identify their disability status during the admissions application process out of respect for their privacy. The Disability Support Services Office provides an annual list of students who requested a reasonable accommodation, and RVC relies on this data to measure the persistence and retention rates for students with a disability. RVC does not ask students to self-disclose their socioeconomic status during the admissions application process. Instead, RVC relies on Federal Pell Eligibility data from the Free Application for Federal Student Aid (FAFSA) to measure persistence and retention rates for low-income students.

C. Equity Gaps to be Addressed

The RVC Spring 2024 Student Profile (see Appendix A) indicated that the average student age has declined between spring 2020 and spring 2024 from 24 to 23 years. The percentage of students identifying as racial/ethnic minorities increased from 34% in the spring 2020 to 41% in the spring 2024. Hispanic/Latino students most notably increased their percentage of the total student population by +3.1% with a fall student headcount enrollment from 1,351 (22%) in 2019 to 1,379 (25.1%) in 2023 according to the ICCB Databook [Excelencia in Education \(2024\)](#) and the [Hispanic Association of Colleges and Universities \(2024\)](#) both listed RVC as a Hispanic Serving Institution in March 2024 with a 25.3% Full-time Equivalency (FTE). The percentage of students who identify as women continued to outpace the percentage who identify as men though the gap decreased from 12% in spring of 2020 to 9% in the spring of 2024.

The RVC Persistence Report provided some additional information about student enrollment rates (see Appendix C). The Disabled Student Headcount remained constant from 300 (5.5%) in fall 2020 semester to 302 (5.7%) in the fall 2022 semester. The Pell Eligible Student Headcount dropped from 1,270 (23.6%) in the fall 2020 semester to 1,169 (22%) in the fall 2022 semester. The Non-Traditional Student Headcount dropped slightly from 1,336 (24.8%) in the fall 2020 semester to 1,291 (24.4%), while the

Traditional Student Headcount dropped from 4,046 (75.1%) to 3,999 (75.5%) during the same time period. The First-Generation Student Headcount dropped sharply from 2,227 (41.3%) in the fall 2020 semester to 2,000 (37.8%) in the fall 2022 semester.

The 2022 KPI Report included retention and persistence rates between FY 2018 and FY 2022 (See Appendix B). Black/African American students had the lowest persistence rate at 55.7% followed by Hispanic/ Latino students at 69.8% in comparison to White students with 73.2% and the overall rate at 70.5% in FY 2022. Students of color (non-White) experienced the largest percentage drop from FY 2018 to FY 2022 while White students experienced a slight drop of only 1.4%. Asian students had the largest persistence rate decline at 8.2% followed by Black/African American students at 7.1%. Non-Traditional students had a lower persistence rate 63.8% in comparison to Traditional students at 72.6%.

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Black/African American students had the lowest retention rate at 43.6%, and they had the largest decrease of all the demographic groups (-9.2%) between FY 2018 and FY 2022. The retention rates for female and Asian students both dropped by -4.2% during the same period of time. Males (53%) had a higher retention rate in comparison to females (51.8%) during FY 2022. Hispanic/Latino students had the highest retention rate at 55.4% during FY 2022 in comparison to the other race/ethnicity groups.

Traditional students possessed a higher retention rate with 54% in comparison to Non-Traditional students at 47% during FY 2022. Though their graduation rate increased by 10 percentage points over five cohorts, Black/African American students (18%) still lag far behind the RVC average (36%) for the FY 2017 to FY 2020 first-time and full-time cohort.

The Vice President of Institutional Effectiveness & Communications provided the latest disaggregated data on completion and transfer rates during the January 2024 State of the College presentation (See Appendix B). Though the three-year graduation rate for first-time full-time Black/African American students increased from 13% in FY 2013 to 20% in FY 2022, they were 22% below White students. Hispanic students were 12% below White students with a 30% completion rate. Women had a 41% completion rate in FY 2022, 9% higher than men. Black/African American students had the highest transfer-out rate at 21% in FY 2022, followed by White students with 13%, and Hispanic students at 6%.

The most recent Course Completion Report included an examination of 16,735 grades that RVC students received in credit courses during the fall 2022 semester (see Appendix E). The completion rate was defined as the total number of grades that students earned between an A and a C letter grade. Black/African American students had the lowest rate at 56.44% followed by American Indian and Alaska Native at 62.96% and 70.59% for Hispanic/Latino students.

Figure 3: Summary of Key Findings

1. The enrollment percentage for students of color increased to 41% over the past five years, particularly Black/African American Students in Vocational Skills, CTE instruction, and Short-term Certificates. Hispanics had the largest gains in the percentage of students enrolled in Adult Secondary Education instruction and Short-term Certifications.
2. RVC was identified as a Hispanic Serving Institution in March 2024 with a 25.3% FTE for Hispanic Students.
3. Hispanic/Latino students had the highest retention rate at 55.4% during FY 2022 in comparison to the other race/ethnicity groups.
4. Hispanic/Latino students had a -10% gap in graduation rate and a -7% gap in transfer-out rate in comparison to White students.
5. The First-Generation Student Headcount dropped sharply from 2227 (41.3%) in the fall 2020 semester to 2000 (37.8%) in the fall 2022 semester.
6. Non-Traditional students had a FY 2022 persistence rate at 63.8% (-9.9% lower than Traditional students) and a retention rate at 47% (-7% lower than traditional students).

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7. Black/African students lag far behind White students in persistence at 55.7% (-17.5% gap), retention at 37.4% (-17.7% gap), graduation at 18% (-22% gap), and course completion at 65.65% (-17.73%) in FY 2022.
8. Black/African American students had a 21% transfer-out rate, 13% for White students, and 6% for Hispanic students.
9. The persistence and retention rates for students with disabilities (75% and 59.3%) were larger than non-disabled (71.08% and 52.17%), and Pell eligible students had larger rates (77.8% and 57.7%) in comparison to non-Pell Eligible students (69.47% and 51.13%) in FY 2022.
10. RVC is in the process of adding data on loan default rates and rural students to the Key Performance Indicators (KPIs).

D. Major Barriers to Policies and Practices

One of the main causes for equity gaps in student success outcomes at RVC is the generally low level of academic proficiency for traditional students after they graduate from high school. The Illinois Report Card (2022-2023) defines proficiency as “...students’ success in achieving levels within standardized testing that indicate proficiency in English language arts (ELA), math, or science (para. 2). For example, Clark and Barone (2023) wrote a news article that provided a summary of the 2023 Illinois Report Card for Rockford Public School 205, the largest K-12 school system in RVC’s district:

The 2023 snapshot of academic progress shows the Rockford Public School (RPS) District with a 69% graduation rate, versus the state average of 87.6%. Students showed a 32% proficiency in science (state average: 51%), 24% passing 8th-grade Algebra, and 75% of 9th-grade students “on track.” The report showed 17.8% of students with proficiency in English and Language Arts, below the state average of 34.6%, but an improvement over 16% in 2022. In mathematics, Rockford students had an 11.3% proficiency rate, below the state average of 26.9%, but an improvement over 2022’s 10.9% (para. 2-4).

Illinois reported a 30.4 overall proficiency score for 2023. The 2023 overall proficiency score for RPS was 17.8 with Black students at 8.1, Hispanic students at 13, male students at 15.4, low-income students at 11.6, and students with disabilities at 6.6 (Illinois Report Card, 2022-2023). All of the proficiency scores for each subgroup under RPS were below the corresponding average scores for Illinois. Belvidere Public Schools, with the second largest school system in the district, had similar results with a 20.6 overall proficiency score for 2023.

RVC contended with several other factors that contributed to the equity gaps in student success outcomes. Medlin (2018) wrote about the negative impact of the Illinois budget crisis on community college operations that resulted in “...forced layoffs, scaled back programs, and raised tuition (para. 6).” RVC initiated two RIF actions in 2015 and 2017 as a result of the Illinois budget crisis and declining student enrollment. Cherney (2022) detailed how the COVID-19 crisis intensified the challenges of enrolling community college students and providing them adequate instructional and support services. These factors were particularly evident for

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students who desired to enroll into the Adult Education programs to either learn English as a Second Language (ESL) or earn a General Education Degree (GED). Other circumstances contributed to a host of common challenges for RVC students from underserved communities. Those challenges include, but are not limited to, a lack of adequate financial resources to pay for college, food and housing insecurity, competing work responsibilities, childcare issues (particularly for single parents), and limited access to transportation.

E. Programs, Efforts, Curricular, or Pedagogical Changes

RVC initiated several changes within its instructional services to enhance student enrollment, course management, and academic support services. President Spearman separated instructional services into two divisions under the leadership of two vice presidents in FY 2023 to provide more adequate administration:

- Academic Affairs (including transfer degree programs and adult education)
- Career Technology and Education (CTE) and Workforce Development (including continuing education and certificate programs)

RVC suspended placement testing during the COVID crisis when the college switched to all online instruction. The initial results of course completion reports in college level gateway math and English courses showed no major decline in success rates, even for students who would normally place in developmental classes. In the spring of 2021, RVC administrators began the process of eliminating mandatory standardized placement testing and implementing multiple measures for placement into college-level gateway courses with supplemental academic support including embedding tutors and co-requisite supplemental instruction. RVC administrators adopted this administrative procedure on the eve of Illinois passing the Development Education Reform Act in March 2021.

The RVC Board of Trustees voted to move forward with a \$52 million construction project in January 2024 to build a downtown location in Rockford, Illinois.

The buildings are a few blocks from a main Rockford Mass Transit District bus hub, and it helps fulfill part of the college's mission to improve access and equity, said RVC President Howard Spearman. "We were really thinking about how do we become accessible to the community that's underrepresented, underemployed in the Rockford area," Spearman said. "So now we're simply giving a neighborhood — a people — an opportunity to be successful, and allowing Rock Valley College to be that avenue for them" (Haas, 2023).

Construction on the downtown campus will begin in FY 2025, and it is scheduled to be completing before the start of the fall 2026 semester.

Academic Affairs devoted time and resources to address equity and belonging within the classroom. RVC hired a professional development specialist FY 2023 to assist faculty and adjunct instructors with increasing the quality of their pedagogy, curriculum development, and course management. RVC hosts two Professional Development Days, a Faculty Development Day, and new faculty and adjunct

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instructor cohort development initiatives to cover an array of topics including equity-mindedness, sense of belonging, Universal Design for Learning (UDL), and culturally responsive teaching. The academic deans review course completion reports with faculty and adjuncts instructors every semester to track the success of their students and identify opportunities for continuous improvement. A group of faculty and instructors are using the Quality Matters process to improve the quality of instruction and success outcomes for students enrolled in online and hybrid courses.

The CTE and Workforce Development Division administered several initiatives to pursue equity in student access and success outcomes. Summer Manufacturing and Readiness Technology (SMART) Camp was created to generate interest in the world of automation and fabrication during a one-week, non-credit summer camps to allow middle school students to explore the career areas of welding, mechatronics, CNC machining, and the principles of entrepreneurship. Grant-funded programs such as Workforce Equity Initiative (WEI) and Perkins provide financial support, academic advising, and limited wraparound services to support students from underserved communities. RVC hosted an inaugural Women in Technology and Manufacturing Symposium in February 2024 to inspire women and girls in the region to pursue a career in a Science, Technology, Engineering, and Mathematics (STEM) field. CTE and Workforce Development Division is exploring with the Career Services Office the creation of a case manager position to help students solidify a pathway into high demand skilled trade and other CTE related positions. RVC was awarded a \$400,000 FY2024 Trade School Grant to expand opportunities for young adults residing in underserved communities to pursue skilled trade careers.

The Student Affairs Division established several procedural changes and added several initiatives to address student equity gaps. RVC decided in FY 2021 to transition from an antiquated customer relationship management (CRM) system. By using the Salesforce CRM software, the college is hoping to utilize a more integrated system to enter and analyze student enrollment, support services, and success data. The Admissions Office hired a Diverse Admissions Recruiter during FY 2024 to target potential students from underserved communities, particularly students of color and non-traditional students. The Academic Advising Office transitioned into a case management model where students are supported by a designated advisor based their academic program. The First Year Experience Office launched ASPIRE in summer 2023, an initiative designed to help new students from underserved communities demystify the collegiate experience. The Student Life Office re-established the Black Male Completion Program in fall 2023 to provide holistic support and leadership development for male students of color. Intercultural Student Services appointed a Student Navigator Generalist during FY 2023 to support students in need of wraparound services. The Dean of Students Office hired two personal and success counselors to offer short-term and referral mental health services for students. One of the counselors also serves as a liaison for students experiencing housing insecurity.

Other RVC units administered changes to policies, procedures, and practices that have an impact on equity in student access and equity outcomes. RVC hired an ADA Compliance Coordinator who led the effort to update the ADA Self-Evaluation and

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Transition plan including written administrative procedures for students to file a formal complaint. The RVC Board of Trustees adopted an ADA Policy in January 2024 to solidify the college's support for people with disabilities. The RVC Foundation Office awarded \$600,435 in scholarships to 326 students for the 2023-2024 Academy Year.

The scholarship recipients had a gender and racial/ethnic makeup that reflected RVC's overall student demographics. The RVC Foundation Office recently intensified its efforts to increase donations to the Student Relief Fund for students who have found themselves in unexpected, financial crisis due to sudden job loss, medical crisis, housing insecurity, domestic abuse, and other emergency situations. To date, the RVC Foundation awarded 45 requests for emergency funds totaling \$33,165 during FY 2024.

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Assessment Climate (Campus Climate Survey)

Rock Valley College offers an array of opportunities to engage students, employees, and community members on topics related to diversity, equity, inclusion, and accessibility. The lecture series, forums, and symposiums routinely include debrief sessions including a review of the results from evaluations.

Figure 4.1: Formal Campus Climate Surveys

Survey or Forum Type	Date of Most Recent Activity	Frequency of Survey
Community College Survey of Student Engagement (CCSSE)	March 2023	Every Other Year
UCLA Higher Education Research Institute (HERI) & Cooperative Institutional Research; Program: Diverse Learning Environments Survey (DLE)	March 2022	Changed to Viewfinder due to the large amount of time it took students to complete the survey
Insight into Diversity Viewfinder Campus Climate [Student] Survey	March 2024	Every Two to Three Years
RVC Employee Culture Survey	Fall 2023	Every Other Year with Pulse Surveys

Figure 4.2: Division and Department Assessment Efforts

Survey or Forum Type	Date of Most Recent Activity	Frequency of Survey
Perkins Grant Special Populations Survey (A pre and post survey for dual credit/sense of belonging and efficacy)	Spring 2024	Every Year
Academic Department Course Success Student Surveys	Spring 2024	Every Semester
Federal and State Grant (involving evaluation of support services for students)	Spring and Summer 2024	Annual Reports

Figure 4.3: Campus and Community Forums

Survey or Forum Type	Date of Most Recent Activity	Frequency of Survey
Gardner Institute Equity in Retention Academy	Summer and Fall 2021	Discontinued Institution Membership
RVC K-20 Collaborative Forum (Collaboration with the President's Cabinet and Studer Education Consulting)	April 2023	Rolling Basis

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DEI Symposium (DEIA related Topics: Student Sense of Belonging, African American Student Success, Food and Housing Insecurity, Financial Literacy/Racial Wealth Gap, and Neurodiversity)	March 2024	Every fall and spring
Professional and Faculty Development Day (keynote speakers and concurrent sessions on a variety of DEIA topics)	March 2024	PDD Every September and March/April, and FDD every January
Community Forums and Collaborations: (Past Topics: Poverty Simulations, Housing Justices, Rockford Sense of Belonging Taskforce, Women in Technology and Manufacturing, Rockford Eliminate Racism 815)	April 2024	Rolling Basis
DEI Podcasts	Spring 2024	Monthly Episodes
RVC Book Reads (Topics: Equity-mindedness, Poverty, Sense of Belonging)	Spring 2024	Every Fall and Spring
Caskey Lecture Series	April 2024	Annual Event
First Tuesdays Faculty Lecture Series (some DEI related topics)	May 2024	Monthly during the fall and spring semesters
Promoting an Inclusive Community (PAIC) [campus DEI Team]	April 2024	Monthly Meetings
ADA Commission	May 2024	Monthly Meetings
Hispanic Serving Institution Committee	May 2024	Monthly Meetings
Academic Plan, CTE and Workforce Develop Plan, and Strategic Enrollment Management Plan Status Report Meetings	April 2024	Quarterly
RVC Board of Trustees; Committee of the Whole Meetings	May 2024	Quarterly Updates and Review of State of the College Address during the Annual BOT Retreat in January
Leadership Meetings with Studer Education Consulting (to improve campus culture)	March 2024 (next visit in July 2024)	Quarterly meetings with the Cabinet and Administrators

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Figure 4.4: DEIA Relevant Training Sessions

Survey or Forum Type	Date of Most Recent Activity	Frequency of Survey
High School Counselor Breakfast (DEI related breakout sessions)	Fall 2023	Annual Event
“Transform Together” Foundation and Advance Level DEI Workshops	Spring 2024	Rolling Basis
Golden Eagle Leadership Academy	FY 2024	Annual Event
HR Supervisor Training	Fall 2024	Rolling Basis
Search and Screen Implicit Bias Training	Spring 2024	Rolling Basis
Caring Campus Initiative		

Findings from the Campus Climate Assessment

This synopsis is a brief review of the key findings from two campus climate surveys that included specific examinations of diversity, equity, inclusion, accessibility and belonging: 1. 2023 RVC Employee Culture Survey and the 2. Spring 2024 Viewfinder (student) Campus Climate Survey. The Historical Organizational-Level Results from the 2023 RVC Employee Culture Survey are located in Appendix F using a four-point weighted average score. The 2023 survey results showed improvements in just about every category included the diversity, equity, inclusion, and accessibility related inquiries. The areas in need of continuous improvement included greater sense of belonging at the College (2.90), greater validation from the College for employee’s work (2.88), and being respected by the Cabinet and other senior administrators (2.93). The responses for the diversity, equity, inclusion, and accessibility related statements had some to highest increases in average scores in comparison to the 2021 results.

The college recently received the results for the Viewfinder Culture Survey that was administered to students in March 2024 (See Appendix G). According to the Viewfinder website (2024), the survey was,

... designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for students, faculty, staff, and administrators. They provide insight into what shapes the experiences and perceptions of diverse individuals on campus to help institutions create an environment where everyone feels safe, welcome, valued, and respected.

Viewfinder utilizes a Likert scale and a five-point weighted average score. RVC is in the process of establishing a schedule the review the data with students and employees and create a set of action items for continuous improvement.

The preliminary results from the Viewfinder Survey indicated how students overall believe that the campus is diverse (4.22) and inclusive (4.11), and faculty created a safe and welcoming environment for everyone in the classroom (4.23). Most students stated how they were interacting with people from all backgrounds in the classroom

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on campus (4.16), and how they felt safe among other students while expressing their views and opinions in the classroom (4.03). Students called for more truthful and honest internal communication and practices (3.98), courses that actively foster a greater appreciation for diversity (3.95), and more faculty who are willing to accept their point of view even if they disagree with them (3.96). Students wanted the leadership to be more accountable for the campus climate (3.93), a more effective process for their voice to be heard, and more opportunities where the president engages with students from different cultural and personal backgrounds (3.83). Half of the respondents express how they experienced microaggressions and only 54.8% felt a sense of belonging on campus. Based on comments in the written feedback sections, students desire more places on campus to build community and a sense of belonging.

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Policies, Strategies, Services, & Practices

The RVC Equity Plan will operate under the “Targeted Universalism” framework created by Dr. John A. Powell (he intentionally uses all lower-case letters in his name to support unity and balance in the universe) and the Othering and Belonging Institute at the University of California, Berkeley. Powell explained how,

Targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal (Othering and Belonging Institute, 2019).

The RVC Equity Plan will begin by setting comprehensive access, persistence, retention, success, and loan default metrics applicable to all RVC students. The action steps will include both comprehensive interventions that will benefit all RVC students while utilizing specific initiatives for targeted student populations with a history of equity gaps who may be experiencing unique challenges that impact their capacity to be successful.

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RVC Strategic Plan Scorecard

The complete scorecard for all of the goals in the RVC Strategic Plan is located on the [RVC Leadership Website](#) under the “Latest Quarterly Update” button. Table 1 shows scorecard for the Pillar IV: DEI strategic goals. The DEI scorecard measures RVC’s efforts to close equity gaps in student success outcomes. The scorecard also addresses RVC’s goal to increase the percentage of contractual dollars award to Business Enterprise Programs (businesses owned by minorities, women, people with disabilities, and veterans).

Rock Valley College Scorecard for DEI Goals

Rock Valley College Strategic Goal: Close equity gaps so that students from all backgrounds can access and achieve their academic and career goals.

5 Year Target: Close equity gaps in graduation and transfer-out rates to zero (no difference) by 2027.

Latest Outcome (FY2022): Black/African American Students -22 Grad & +8 Transfer

Hispanic -12 Grad & -7 Transfer

Scale-

5 = below 10%

4= (Stretch Goal) = 10 - 11%

3 = Met Goal) 12 - 13%

2 = (Caution) 14 - 15%

1 = (Alert) above 15%

Rock Valley College Strategic Goal: Reduce equity gaps in course completion rates

5 Year Target: Increase course completion rates for all student populations to above 70% by 2027.

Latest Outcome (Spring 2024): Black/African American at 65%
American Indian/Alaskan Native at 63.65%

Scale:

5 = above 80%

4= (Stretch Goal) = above 75%

3=(Met Goal)= above 70%

2 =(Caution) above 65%

1=(Alert) = below 65%

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Pillar IV: Diversity, Equity and Inclusion

Goal 1: Improve the campus culture by establishing cultural competence, trust, and a sense of belonging among employees and learners

5 Year Goal- Increase score on the Cultural Survey item, "I would recommend RVC as a great place to work" to 3.50 by 2027

Latest Outcome(FY24) 3.04/4.0

Scale:

5=above 3.29

4(Stretch Goal)= 3.15-3.29

3 (Met Goal)=3.0-3.14

2(Caution)=2.85-2.99

1(Alert)=Below 2.85

Goal 1: Improve the campus culture by establishing cultural competence, trust, and a sense of belonging among employees and learners

5 Year Goal: Increase score on the Cultural Survey composite "Trust in Leadership" to 3.54 by 2027.

Last Outcome(FY24) 3.0/4.0

Scale:

5=above 3.14

4(Stretch Goal)=3.0-3.14

3(Met Goal)=2.85-2.99

2(Caution)=2.70-2.84

1(Alert)=below 2.70

Goal 1: Improve the campus culture by establishing cultural competence, trust, and a sense of belonging among employees and learners

5 Year Goal: Increase the amount of RVC contractual dollars awarded to Business Enterprise Partner(BEP) vendors to between 10% and 20% by 2027

Latest Outcome: TBD during FY25

Scale:

5=30% or more

4(Stretch Goal)=20%-29.99%

3(Goal Met)=10%-19.99%

2(Caution)=5%=9.99%

1(Alert)=0.499%

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Goal 3: Employ a culturally competent workforce that reflects student and community demographics

5 Year Goal: Narrow equity gaps between employee and community demographics by 2027

Latest Outcome(FY2023): Gaps are greater than 12% for Hispanic/Latino Administrators(13%), Supervisory Staff (17%), Full-time Faculty (15%), and Part-time Faculty (13%)

Scale:

5=Below 10%

4(Stretch Goal)=10-11%

3(Goal Met)=12%-13%

2(Caution)= 14%-15%

1(Alert)= Above 15%

RVC recently formed a steering committee to create a new set of strategic enrollment management goals during FY 2025. Like other higher education institutions across the U.S., RVC is preparing for the anticipated high school enrollment cliff.

The consensus view is that America will hit a peak of around 3.5 million high-school graduates sometime near 2025. After that, the college-going population is expected to shrink across the next five to 10 years by as many as 15 percentage points. For many colleges, like those in regions of the country that have experienced decades of declining birth rates, the fallout has been painfully self-evident for years (Bauman, 2024).

RVC will continue with its efforts to recruit and retain traditional students who recently graduated from high school. President Spearman set a strategic priority in April 2024 involving a greater focus on enhancing pathways for students who completed Adult Education and non-credit programs and non-traditional students with limited post-secondary education to enroll in RVC degree and certificate programs. This new strategic enrollment focus will position RVC to recover from the anticipated loss in the percentage of traditional student enrollment in the next three years and achieve its goal of sustaining 110,000 credit hours annually through 2027.

RVC will also focus on improving student persistence, retention, completion, and transfer rates in degree and certificate programs to increase enrollment. The results of the data analysis clearly illustrate how Black/African American students experience the largest level of equity gaps across every key performance indicator. Hispanic students lag behind White students in persistence, completion, and transfer out rates. Though RVC offers an array of services and practices that support underserved communities, RVC is contemplating a more integrated and targeted approach to support African American and Hispanic students.

In stories detailing inequities, from post-graduation income gaps to programming that places Black students in less upwardly mobile career tracks, the news consistently demonstrates that our higher education system is not equitably serving Black learners (Stout, 2023).

RVC is an equal opportunity educator and employer.

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RVC offers a variety of support services and instructional strategies to improve student success outcomes for all students including students of color. The Vice President of Equity and Inclusion is advocating for a more intensive focus on providing support services and engagement opportunities for Black/African American and Hispanic/Latino students during their first year of enrollment.

By highlighting when student trajectories begin to diverge, this research points to possible mechanisms giving rise to inequities in outcomes and indicates important junctures when students need support. Because the achievement of key academic milestones disproportionately benefits Black and Hispanic students, allocating resources to help students achieve those milestones will likely contribute to narrowing equity gaps in degree attainment (Lin, Fay, & Fink, 2020).

The RVC Scorecard currently include goals to improve on-time completion rates for first-time, full-time cohorts and improve IPEDS outcome measures (certificate/degree completion, still-enrolled, transfer-out). However, the outcome measures are lagging indicators of student success.

Belfield, Jenkins, and Fink (2019) studied the leading indicators for community college improvement. Students who pass early (first-year) momentum metrics (EMM) including passing gateway math and English courses, earning 24 or more credit hours in the first year, and completing a transfer degree are predictors of longer term academic and career success (Belfield, Jenkins, & Fink, 2019; Lin, Fay, & Fink, 2020).

This research suggests that key opportunities to address racial/ethnic equity gaps occur early in students' postsecondary trajectories. Allocating resources and developing supports to help students enter programs of study early, gain credit momentum, and achieve other milestones may be a promising approach to college-wide efforts to close longer-term gaps in student outcomes (Lin, Fay, & Fink, 2020).

RVC recently initiated several interventions that will be useful in closing racial equity gaps in student outcomes. Those efforts include case management advising, the Black Male Completion Initiative, ASPIRE New Student Orientation targeting underserved students. Though the RVC Scorecard includes milestones for closing equity gaps, the college considering a more targeted effort to support Black/African American students in achieving early momentum metrics.

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Equity Plan Strategic Alignment

The RVC Equity Plan will comprise of strategic goals and action items that are embedded in the four divisional strategic plans. The RVC Equity Plan strategic priorities aligns with Pillar V: Diversity, Equity, and Inclusion strategic goals, and support the RVC College and DEI vision, mission, and core values.

Figure 5: Equity Plan Alignment throughout RVC

- I. RVC Mission, Vision, and Core Values
- II. RVC DEI Mission, Vision, and Core Values
- III. RVC Pillar IV – DEI
- IV. DEI Goals
 1. Goal 1: Campus Climate
 2. Goal 2: Student Equity Outcomes
 3. Goal 3: Campus Workforce Diversity
- V. Plans
 1. Academic Affairs Plan (Transfer Degrees and Adult Education)
 2. Student Enrollment Management Plan
 3. CTE and Workforce Development Plan
 4. Professional Development Plan
- VI. Equity Plan – encompasses all of the above

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Equity Plan Development Process

The Vice President of Equity and Inclusion compiled all the goals, tactics, and actions items in the RVC Strategic Plan that addressed student equity gaps along with other relevant information and campus data to form the RVC Equity Plan. Though RVC is not a member institution, the format created by the Illinois Equity in Attainment Initiative was used as a template to develop the RVC Equity Plan.

In October 2018, the Partnership launched the Illinois Equity in Attainment Initiative (ILEA), our signature effort to galvanize direct and urgent action with a group of two-year and four-year, public and private non-profit colleges and universities across the state. These 25 institutions publicly commit to the PCC's goal to eliminate racial and socioeconomic achievement gaps by 2025 and aggressively prioritize increasing completion rates on their campuses (Partnership for College Completion, 2022).

The Vice President of Equity and Inclusion discussed the components of the plan with various campus stakeholders during the fall 2022 semester to gather their feedback. The Vice President of Equity and Inclusion shared a draft of the RVC Equity Plan with President Spearman in December 2022. The RVC Equity Plan was unveiled to campus and community stakeholders in January 2023 including the President's Cabinet and the Board of Trustees. The Vice President of Equity and Inclusion I convened a series of forums and held several meetings with key RVC Stakeholders throughout the spring 2024 including Equity Council meetings in January and April to revise the current Equity Plan that the college adopted in January 2023.

Figure 6: RVC Equity Council & Key Stakeholders

Rock Valley College Equity Council

- Howard Spearman, Ph.D., President and Ex-Officio Member
- Keith R. Barnes, Vice President of Equity and Inclusion and Point Person
- President's Cabinet
- Dean's Council (Vice Presidents and Deans from Academic Affairs, Career and Technical Education (CTE) and Workforce Development, and Student Affairs)

2024 Equity Plan Revision Subcommittee

- Dr. Lisa Mehlig, Ex Director of Outcomes Assessment/HLC Liaison Dr. Cindi Schaefer, Dean of Early College
- Dr. Danielle Hardesty, Faculty
- Rhonda Hutter, Academic Program Specialist

Key Campus Stakeholders

- Academic Council (faculty)
- Academic Affairs, Student Affairs, and Non-Credit Student Support Units
- RVC Board of Trustees

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- Institutional Research and Effectives
- RVC Foundation Office
- Professional Development Specialists (Human Resources and Academic Affairs)
- Promoting an Inclusive Community (PAIC) [campus DEIA committee]
- Student Government Association Executive Leadership Council

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Appendix A: Quick Facts – Multiyear Comparisons of Key Demographics

The unduplicated headcount for Spring 2024 is 5,628 students

The average student age has declined from 24 to 23 years old

Average Age

Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
24	24	24	23	23

Most students identify as women, but the percentage has decreased

Gender (% of population)

Spring 2020 (Men)	44
Spring 2020 (Women)	56
Spring 2021 (Men)	42
Spring 2021 (Women)	58
Spring 2022 (Men)	42
Spring 2022 (Women)	58
Spring 2023 (Men)	45
Spring 2023 (Women)	55
Spring 2024 (Men)	45
Spring 2024 (Women)	54

The percentage of students identifying as racial/ethnic minorities has increased

Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
34	35	35	39	41

Only 4% of students are considered first-time students new to higher education.

Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
4%	6%	5%	5%	4%

Most students are enrolled part-time (less than 12 credit hours), and the percentage of part-time students is increasing.

Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
56	57	53	63	64

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Most students have a primary curriculum in Liberal Arts and Sciences, but the percentage has declined.

Spring 2020 (LAS)	76
Spring 2020 (CTE)	24
Spring 2021 (LAS)	78
Spring 2021 (CTE)	22
Spring 2022 (LAS)	78
Spring 2022 (CTE)	22
Spring 2023 (LAS)	80
Spring 2023 (CTE)	20
Spring 2024 (LAS)	74
Spring 2024 (CTE)	26

Appendix B: Key Performance Indicator (KPI) Report

Data Set 1: RVC Student Persistence Rates by Various Demographic Groups (Fall-to-Spring Percentage)

RVC Student Persistence Rates by Various Demographic Groups (Fall to Spring %)

Source: Office of Institutional Research and Persistence Application

*Percentages as not reported for group sizes of 30 or less

Overall:

FY 18 (Fall 2017)	FY19 (Fall 2018)	FY20 (Fall 2019)	FY21 (Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
73.4	72.8	73	71.5	70.5	-2.9

Status:

Full-time

FY 18 (Fall 2017)	FY19 (Fall 2018)	FY20 (Fall 2019)	FY21 (Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
86.9	85.8	84	83.8	81.5	-5.4

Status: Part-Time

FY 18 (Fall 2017)	FY19 (Fall 2018)	FY20 (Fall 2019)	FY21 (Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
63.3	62.8	63.6	61.9	61.3	-2

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Gender

Male

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
72.8	73.7	71.1	70.9	70.6	-2.2

Female

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
73.8	72.2	74.5	71.8	70.4	-3.4

Race/Ethnicity-

American Indian/Alaskan Native

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
73.8	72.2	74.5	71.8	70.4	-3.4

Asian

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
78.8	81	81.1	73.8	70.6	-8.2

Black/African American

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
62.8	59.5	59.8	58.9	55.7	-7.1

Hispanic/Latino

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
73.0	70.6	71.2	68.5	69.8	-3.2

Native Hawaiian/Other Pacific Islander

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
*	*	*	*	*	--

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White

FY 18 (Fall 2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
74.9	74.9	74.9	74.8	73.2	-1.4

Age

Traditional (Traditional Students are age 24 and younger, and nontraditional students are over the age of 24)

FY 18 (Fall 2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
75.1	75.4	74.8	75.1	72.6	-2.5

Nontraditional (Traditional Students are age 24 and younger, and nontraditional students are over the age of 24)

FY 18 (Fall 2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
67.2	67	66	65.2	63.8	-3.4

Data Set 2: RVC Student Retention Rates by Various Demographic Groups (Fall-to-Fall Percentage)

RVC Student Persistence Rates by Various Demographic Groups (Fall to Spring %)

Source: Office of Institutional Research and Persistence Application

*Percentages as not reported for group sizes of 30 or less

Overall:

FY 18 (Fall 2017)	FY19 (Fall 2018)	FY20 (Fall 2019)	FY21 (Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
54.3	54.8	51.1	50.8	52.3	-2

Rock Valley College

Status Full-time/Part-time

Status: Full-time

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
63.2	65.5	61.0	60.0	61.6	-1.6

Status: Part-Time

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
48.1	47.1	43.3	44.1	45.3	-2.8

Gender

Gender- Male

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
52.3	54.8	48.1	49.8	53	0.7

Gender- Female

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
56.0	54.5	53.6	51.6	51.8	-4.2

Race/Ethnicity

Race/Ethnicity- American Indian/Alaskan Native

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
44.9	28.6	56.8	43.9	43.6	-1.3

Race/Ethnicity- Asian

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
56.3	64.6	61.5	55.1	52.1	-4.2

Race/Ethnicity- Black/African American

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
46.6	45.2	39.5	41.9	37.4	-9.2

Rock Valley College

Race/Ethnicity- Hispanic/Latino

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
55.5	58.1	53.2	54.6	55.1	-0.4

Race/Ethnicity- Native Hawaiian/Other Pacific Islander

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
*	*	*	*	*	--

Race/Ethnicity- White

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
55.5	53.8	51.1	50.4	53.6	-1.9

Age (Traditional/Nontraditional)

Age- Traditional (Traditional Students are age 24 and younger, and nontraditional students are over the age of 24)

FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
55.7	56.9	52.4	52.6	54	-1.7

Age- Nontraditional (Traditional Students are age 24 and younger, and nontraditional students are over the age of 24)

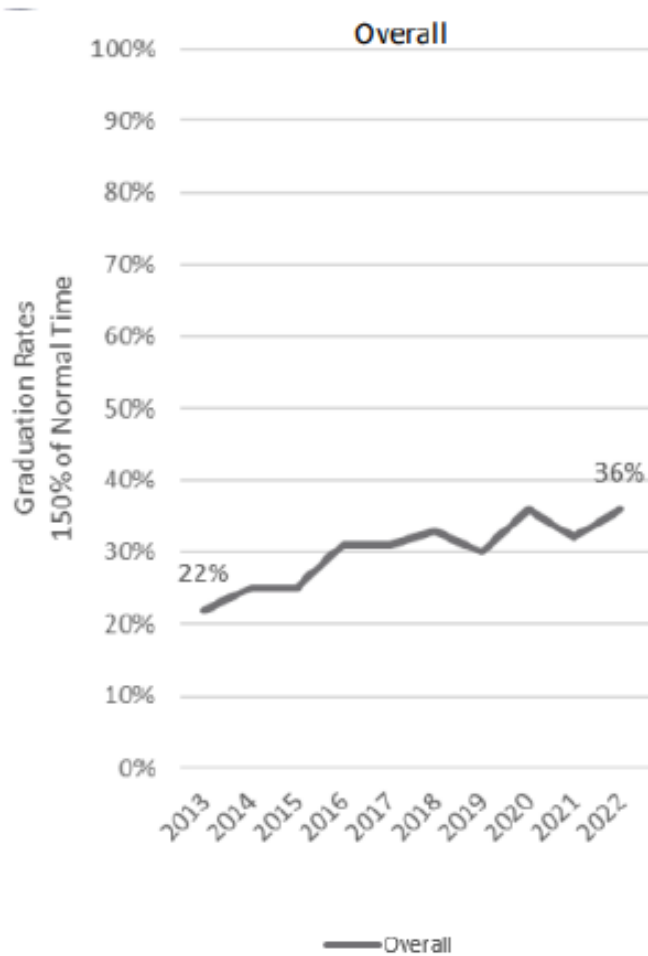
FY 18 (Fall2017)	FY19 (Fall 2018)	FY20(Fall 2019)	FY21(Fall 2020)	FY22 (Fall 2021)	Change (FY18-22)
50.0	48.5	47.2	45.2	47.0	-3

Rock Valley College

Graph 1: Disaggregated Three-Year Graduation Rates (First-Time, Full-Time Students)

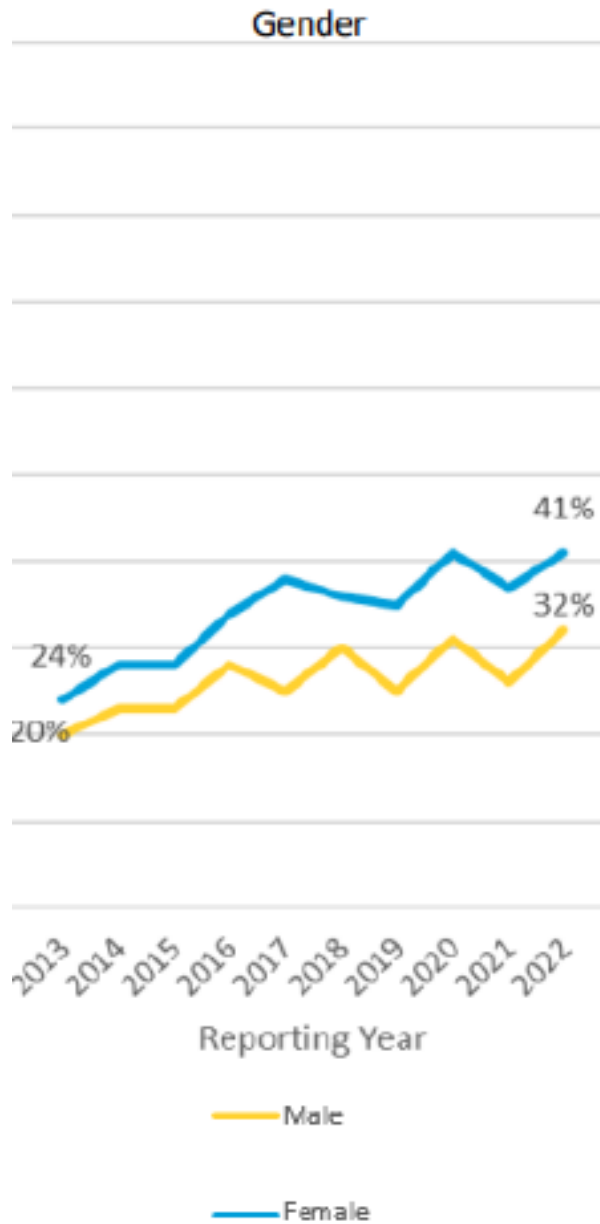
Source: Integrated Post-Secondary Education Data Systems (IPEDS)- Graduation Rates.

The graph below shows the overall graduation rates from 2013-2022 (150% Normal Time)



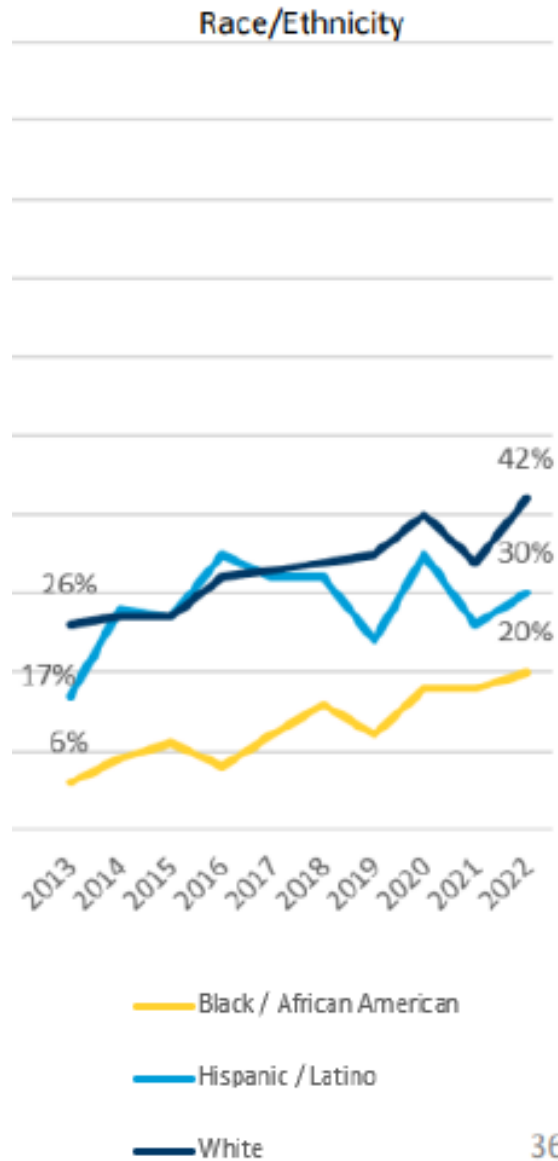
Rock Valley College

The graph below shows the graduation rates based on gender from 2013-2022 (150% Normal Time)



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The graph below shows the graduation rates based on Race/Ethnicity from 2013-2022 (150% Normal Time)



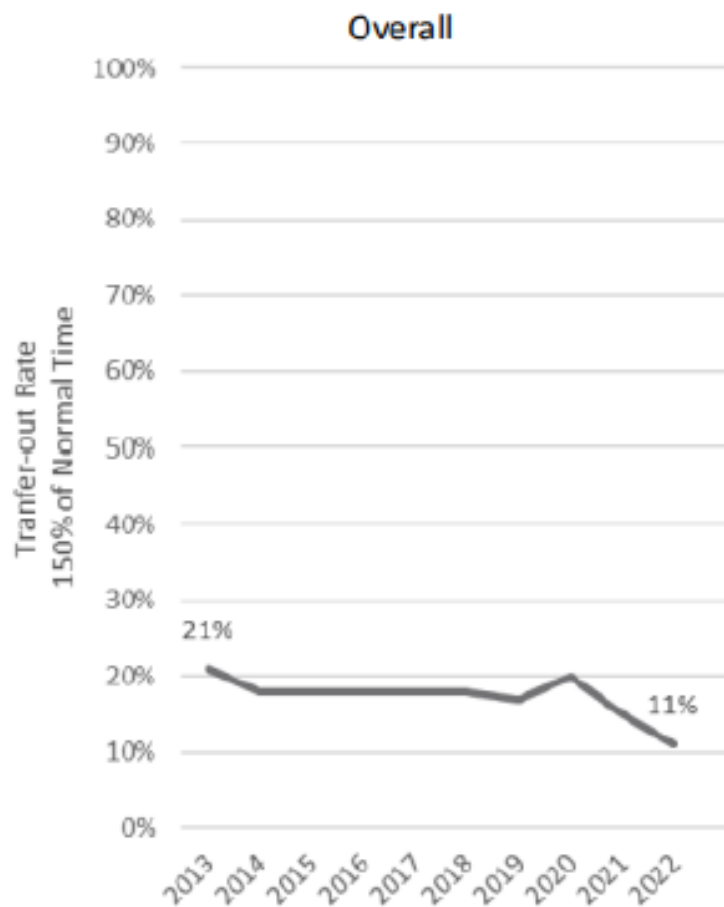
Rock Valley College

Graph 2: Disaggregated Transfer Out Rates (First-Time, Full-Time Students)

Source: Integrated Post-Secondary Education Data Systems (IPEDS)- Graduation Rates.

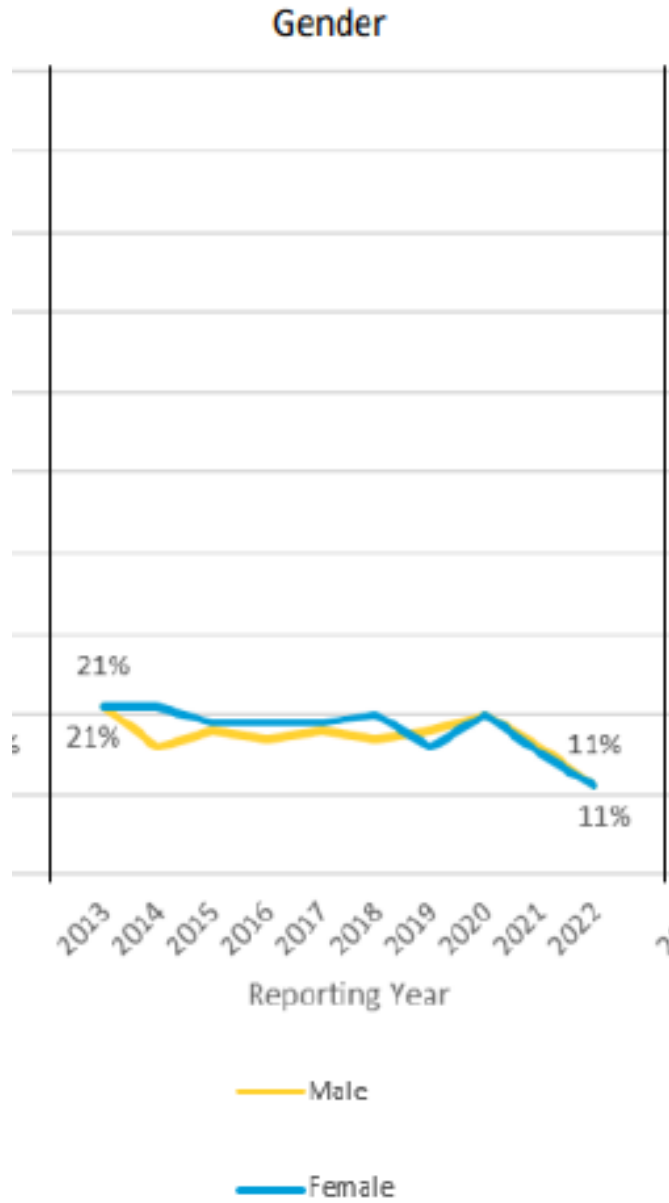
The graph below shows the overall transfer out rate (150% of Normal Time.)

Note: Transfer-out refers to students who transfer without earning a credential.



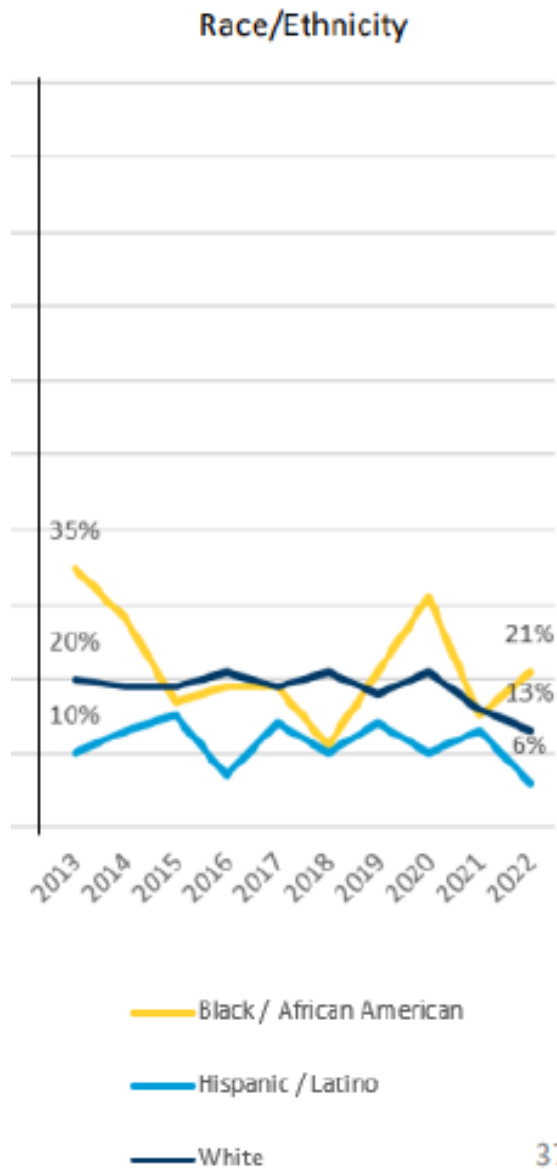
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The graph below shows the transfer out rate based on Gender (150% of Normal Time.)



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The graph below shows the transfer out rate based on Race/Ethnicity (150% of Normal Time.)



Rock Valley College

Appendix C: 2023 Persistence Report

Source Office of Institutional Research Persistence Application Persistence Report

Term 1- 20233L enrollment as of 8/29/22

Term 2- 20236L enrollment as of 1/31/2023

Overall:

20233L Students	20236L Students	Graduated and left RVC	Students who persisted	Persistence %
5290	5323	189	3637	71.30

NOTE: Persistence Percent = $\frac{\text{Students Who Persisted}}{\text{Term1StudentCount} - \text{Students Who Graduated and left the college after Term1}}$.

Full-time/ Part Time Persistence

Term 1 FT Count	2328
Term 1 PT Count	2962
FT Grads	75
PT Grads	114
FT Persisters	1871
PT Persisters	1766
FT Rate	83.04
PT Rate	62.01

*FT Persisters/Term1FTCount - FT Grads **PT Persisters/Term1PTCount - PT Grads

Persistence by Gender

Term 1 Females Count	2913
Term 1 Male Count	2376
Female Grads	114
Male Grads	74
Female Persisters	1970
Male Persisters	1667
Female Persist Rate	70.38
Male Persist Rate	72.42

*FemalePersisters/(Term1FemaleCount - Female Graduates)

**MalePersisters/(Term1MaleCount - Male Graduates)

Rock Valley College

Persistence by Age

Term 1 Nontraditional	1291
Term 1 Traditional	3999
Nontraditional Grads	57
Traditional Grads	132
Traditional Persisters	796
Nontraditional Persisters	2841
Traditional Persist Rate	64.51
Nontraditional Persist Rate	73.47

NOTE: Age is calculated as of the 10th day of Term1

*NonTrad: students over the age of 24 **Trad: students age 24 and younger

+NonTrad %: Term1NonTradCount - NonTradGrads

++Trad %: Term1TradCount - TradGrads

Persistence Rate by Intent

Term 1 Students

Prepare for Transfer	3593
Improve work skills	104
Prepare for future job	771
Prepare for GED/Base skills	12
Personal Interest	804
Unknown	6

Graduates

Prepare for Transfer	137
Improve work skills	5
Prepare for future job	39
Prepare for GED/Base skills	0
Personal Interest	8
Unkown	0

Persisters

Prepare for Transfer	2505
Improve work skills	62
Prepare for future job	477
Prepare for GED/Base skills	8
Personal Interest	579
Unkown	6

Rock Valley College

Persistence by Intent Rates

Prepare for Transfer	72.5%
Improve work skills	62.6%
Prepare for future job	65.2%
Prepare for GED/Base skills	66.7%
Personal Interest	72.7%
Unknown	100%

Persistence Rate by Primary Race/Ethnicity

American Indian/Alaska Native

Term 1 Students	Graduates	Persisters	Rate
43	1	27	64.3%

Asian

Term 1 Students	Graduates	Persisters	Rate
220	9	154	73.0%

Black

Term 1 Students	Graduates	Persisters	Rate
480	20	249	54.1%

Hispanic

Term 1 Students	Graduates	Persisters	Rate
1283	36	871	69.8%

Native Hawaiian Other Pacific Islander

Term 1 Students	Graduates	Persisters	Rate
12	0	11	83.3%

Nonresident Alien

Term 1 Students	Graduates	Persisters	Rate
12	0	11	91.7%

Unknown

Term 1 Students	Graduates	Persisters	Rate
194	7	137	73.3%

Rock Valley College

White

Term 1 Students	Graduates	Persisters	Rate
3052	116	2183	74.4

Persistence Rate by Location

FALC

Term 1 Students	Graduates	Persisters	Rate
0	0	0	0

LOCN

Term 1 Students	Graduates	Persisters	Rate
0	0	0	0

Main

Term 1 Students	Graduates	Persisters	Rate
3268	109	2429	76.9%

Other

Term 1 Students	Graduates	Persisters	Rate
3715	137	2491	69.6%

SAML

Term 1 Students	Graduates	Persisters	Rate
40	0	32	80%

Note: Students may attend classes at more than one location within a given term. Therefore, when interpreting data in this table it is important to know that each student could be counted for multiple locations if he or she had been enrolled in classes at multiple locations; adding rows in this table will not necessarily equal the overall number of students who persisted identified in the Overall Persistence table above. Within each location, however, the count of students is unique. Therefore, if a student took two classes at Main Campus and one class at Stenstrom, the student would be counted once for Main Campus and once for Stenstrom.

Rock Valley College

Persistence Rate by Instruction Method

DCR

Term 1 Students	Graduates	Persisters	Rate
253	0	129	51%

DIS

Term 1 Students	Graduates	Persisters	Rate
3456	118	2606	78.1%

HYB

Term 1 Students	Graduates	Persisters	Rate
0	0	0	0

INT

Term 1 Students	Graduates	Persisters	Rate
0	0	0	0

LAB

Term 1 Students	Graduates	Persisters	Rate
319	5	273	86.9%

Other

Term 1 Students	Graduates	Persisters	Rate
76	4	54	75.0

DCR: Dual Credit

DIS: Discussion/Lecture: Includes DIS(cussion), SEM(inar) and LEC(ture) methods

HYB: Hybrid: Includes OTH (Hybrid) and DCA(Discussion/Computer Assisted) methods

INT: Internet

LAB: Laboratory Experience

OTH: All other methods: Includes FEX (Field Experience), IDS (Independent Study), ISP (Internship), OEX (Other Special Experience) and STM (Stored Media).

Rock Valley College

Persistence by Student Status

Term 1-1 st Year* Count	3247
Term 1-2 nd Year** Count	2043
1 st Year Grads	36
2 nd Year Grads	153
1 st Year Persisters	2115
2 nd Year Persisters	1522
1 st Year Rate+	65.87
2 nd Year Rate++	80.53

NOTE: Cumulative Credit Hours includes Credits earned through the end of Term 1; does not include CE or Transfer credits

*1stYr: ≤ 32 Cum Credit Hours

**2ndYr: > 32 Cum Credit Hours

+1stYr %: $1stYrCount - 1stYrGrads$

++2ndYr %: $2ndYrCount - 2ndYrGrads$

Rock Valley College

Persistence by Disability

Term 1 Disabled Count	302
Term 1 Not Disabled Count	4988
Disabled Grads	14
Not Disabled Grads	175
Disabled Persisters	216
Not Disabled Persisters	3421
Disabled Persisters Rate	75.00
Not Disabled Persisters Rate	71.08

* $\text{DisabledPersisters}/(\text{Term1DisabledCount} - \text{Disabled Graduates})$

** $\text{NotDisabledPersisters}/(\text{Term1NotDisabledCount} - \text{NotDisabled Graduates})$

Persistence by Pell Eligibility

Term 1 Eligible Count	1169
Term 1 Not Eligible Count	4121
Eligible Grads	45
Not Eligible Grads	144
Eligible Persisters	874
Not Eligible Persisters	2763
Eligible Persisters Rate	77.76
Not Eligible Persisters Rate	69.47

* $\text{EligiblePersisters}/(\text{Term1EligibleCount} - \text{Eligible Graduates})$

** $\text{NotEligiblePersisters}/(\text{Term1NotEligibleCount} - \text{NotEligible Graduates})$

Persistence by First-Generation

Term 1 First Gen Count	2000
Term 1 Not First Gen Count	3281
Term 1 Unknown	9
First Gen Grads	81
Not First Gen Grads	108
Unkown Grads	0
First Gen Persisters	1435
Not First Gen Persisters	2196
Unknown Persisters	6
First Gen Persist Rate	74.78
Not First Gen Persist Rate	69.21
Unknown Persist Rate	66.67

* $\text{FirstGenPersisters}/(\text{Term1FirstGenCount} - \text{FirstGen Graduates})$

** $\text{NotFirstGenPersisters}/(\text{Term1NotFirstGenCount} - \text{NotFirstGen Graduates})$

*** $\text{FirstGenUnknPersisters}/(\text{Term1FirstGenUnknCount} - \text{FirstGenUnkn Graduat})$

Rock Valley College

Persistence by Market Area

Central

Term 1 Count	Grads	Persisters	Persist Rate
23113	82	1517	68.00

Northeast

Term 1 Count	Grads	Persisters	Persist Rate
864	29	643	77.01

Northwest

Term 1 Count	Grads	Persisters	Persist Rate
1355	44	947	72.23

Southeast

Term 1 Count	Grads	Persisters	Persist Rate
63	0	51	80.95

Southwest

Term 1 Count	Grads	Persisters	Persist Rate
414	24	282	72.31

ZODOS

Term 1 Count	Grads	Persisters	Persist Rate
281	10	197	72.69

Totals

Term 1 Count	Grads	Persisters	Persist Rate
5290	189	3637	71.30

*Persisters/(Term1Count - Graduates)

**Central = all Rockford zip codes; Northeast = Caledonia, Capron, Garden Prairie, Belvidere, and Poplar Grove; Northwest = Shirland, Durand, Pecatonica, Rockton, Roscoe, South Beloit, Loves Park, and Machesney Park; Southeast = Monroe Center and Cherry Valley; Southwest = Oregon, Davis Junction, Byron, and Seward; ZODOS = zip code out-of-district or out-of-state;

Rock Valley College

Persistence by Zip Code

61100

Term 1 Count	Grads	Persisters	Persist Rate
0	0	0	0

61101

Term 1 Count	Grads	Persisters	Persist Rate
179	5	102	58.62

61102

Term 1 Count	Grads	Persisters	Persist Rate
198	7	128	67.02

61103

Term 1 Count	Grads	Persisters	Persist Rate
231	9	145	65.32

61104

Term 1 Count	Grads	Persisters	Persist Rate
160	1	96	60.38

61105

Term 1 Count	Grads	Persisters	Persist Rate
0	0	0	0

61106

Term 1 Count	Grads	Persisters	Persist Rate
0	0	0	0

61107

Term 1 Count	Grads	Persisters	Persist Rate
444	18	309	72.54

61108

Term 1 Count	Grads	Persisters	Persist Rate
443	22	282	66.98

61109

Term 1 Count	Grads	Persisters	Persist Rate
388	17	259	69.81

61110

Term 1 Count	Grads	Persisters	Persist Rate
1	0	1	100

Rock Valley College

61112

Term 1 Count	Grads	Persisters	Persist Rate
0	0	0	0

61114

Term 1 Count	Grads	Persisters	Persist Rate
266	3	192	73

61125

Term 1 Count	Grads	Persisters	Persist Rate
2	0	2	100

61126

Term 1 Count	Grads	Persisters	Persist Rate
1	0	1	100

Totals

Term 1 Count	Grads	Persisters	Persist Rate
2313	82	1517	68

*Persisters/(Term1Count - Graduates)

Persistence by First Gen

Term 1 First Gen Count	2000
Term 1 Not First Gen Count	3281
Term 1 Unknown Count	9
First Gen Grads	300
Not First Gen Grads	445
Unknown Grads	1
First Gen Persisters	901
Not First Gen Persisters	1483
Unknown Persisters	5
First Gen Persist Rate	53.00
Not First Gen Persist Rate	52.29
Unknown Persist Rate	62.50

Rock Valley College

Appendix D: 2023 Retention Report

Office of Institutional Research Retention application

Term 1-20233L enrollment as of 8/29/22

Term 2-20243L enrollment as of 8/19.2023

Overall Retention

20233L Students	20243L Students	Graduated and Left RVC	Retained Students	Retention %
5290	5079	746	2389	52.57

NOTE: Retention Percent = Retained Students/Term1StudentCount - Students Who Graduated and left the college after Fall Term, Spring Term or Summer Term.

Full-time/ Part Time Retention

Term 1 FT Count	2328
Term 1 PT Count	2962
FT Grads	427
PT Grads	319
FT Retained	1184
PT Retained	1205
FT Rate	62.18
PT Rate	45.59

*FT Retained/Term1FTCount - FT Grads

**PT Retained/Term1PTCount - PT Grads

Retention by Gender

Term 1 Females Count	2913
Term 1 Male Count	2376
Female Grads	442
Male Grads	303
Female Retained	1321
Male Retained	1068
Female Retention Rate	53.46
Male Retention Rate	51.52

*FemalesRetained/(Term1FemaleCount - Female Graduates)

**MalesRetained/(Term1MaleCount - Male Graduates)

Rock Valley College

Retention by Age

Term 1 Nontraditional Count	1291
Term 1 Traditional	3999
Non-Traditional Grads	192
Traditional Grads	554
Non-Traditional Retained	546
Traditional Retained	1843
Non-Traditional Rate	49.68
Traditional Rate	53.50

NOTE: Age is calculated as of the 10th day of Term1

*NonTrad: students over the age of 24 **Trad: students age 24 and younger

+NonTrad %: $\frac{\text{Term1NonTradCount}}{\text{NonTradGrads}}$

++Trad %: $\frac{\text{Term1TradCount}}{\text{TradGrads}}$

Rock Valley College

Retention by Intent

Term 1 Students

Prepare for Transfer	3593
Improve work skills	104
Prepare for future job	771
Prepare for GED/Base skills	12
Personal Interest	804
Unkown	6

Graduates

Prepare for Transfer	467
Improve work skills	13
Prepare for future job	123
Prepare for GED/Base skills	1
Personal Interest	142
Unkown	0

Retained

Prepare for Transfer	1735
Improve work skills	36
Prepare for future job	327
Prepare for GED/Base skills	5
Personal Interest	282
Unkown	4

Persistence by Intent Rates

Prepare for Transfer	55.5%
Improve work skills	39.6%
Prepare for future job	50.5%
Prepare for GED/Base Skills-	45.5%
Personal Interest	42.6%
Unknown	66.7%

Rock Valley College

Retention by Race/Ethnicity

American Indian/Alaska Native

Term 1 Count	Grads	Retained	Retention Rate
43	7	13	36.1%

Asian

Term 1 Count	Grads	Retained	Retention Rate
220	30	108	56.8

Black

Term 1 Count	Grads	Retained	Retention Rate
480	51	167	38.9

Hispanic

Term 1 Count	Grads	Retained	Retention Rate
1283	164	611	54.6

Native Hawaiian Other Pacific Islander

Term 1 Count	Grads	Retained	Retention Rate
6	0	3	50%

Nonresident Alien

Term 1 Count	Grads	Retained	Retention Rate
12	1	10	90%

Unknown

Term 1 Count	Grads	Retained	Retention Rate
194	27	88	52.7%

White

Term 1 Count	Grads	Retained	Retention Rate
3052	466	1389	53.7%

Rock Valley College

Retention by Location

FALC

Term 1 Count	Grads	Retained	Persist Rate
0	0	0	0

LOCN

Term 1 Count	Grads	Retained	Retention Rate
0	0	0	0

Main

Term 1 Count	Grads	Retained	Retention Rate
3268	496	1627	58.7

Other

Term 1 Count	Grads	Retained	Retention Rate
3715	553	1564	49.5%

SAML

Term 1 Count	Grads	Retained	Retention Rate
40	12	18	64.3

Note: Students may attend classes at more than one location within a given term. Therefore, when interpreting data in this table it is important to know that each student could be counted for multiple locations if he or she had been enrolled in classes at multiple locations; adding rows in this table will not necessarily equal the overall number of retained students identified in the Overall Retention table above. Within each location, however, the count of students is unique. Therefore, if a student took two classes at Main Campus and one class at Stenstrom, the student would be counted once for Main Campus and once for Stenstrom.

Retention by Instruction Method

DCR

Term 1 Count	Grads	Retained	Retention Rate
253	1	56	22.2%

DIS

Term 1 Count	Grads	Retained	Retention Rate
3456	553	1750	60.3%

HYP

Term 1 Count	Grads	Retained	Retention Rate
0	0	0	0

INT

Term 1 Count	Grads	Retained	Retention Rate
0	0	0	0

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LAB

Term 1 Count	Grads	Retained	Retention Rate
319	60	173	66.8%

Other

Term 1 Count	Grads	Retained	Retention Rate
76	12	44	68.8%0

DCR: Dual Credit

DIS: Discussion/Lecture: Includes DIS(cussion), SEM(inar) and LEC(ture) methods

HYB: Hybrid: Includes OTH (Hybrid) and DCA(Discussion/Computer Assisted) methods

INT: Internet

LAB: Laboratory Experience

OTH: All other methods: Includes FEX (Field Experience), IDS (Independent Study), ISP (Internship), OEX (Other Special Experience) and STM (Stored Media).

Retention by Disability

Term 1 Disabled Count	302
Term 1 Not Disabled Count	4988
Disabled Grads	44
Not Disabled Grads	702
Disabled Retention	153
Not Disabled Retention	2236
Disabled Retention Rate	59.30
Not Disabled Retention Rate	52.17

*DisabledRetained/(Term1DisabledCount - Disabled Graduates)

**NotDisabledRetained/(Term1NotDisabledCount - NotDisabled Graduates)

Retention by Pell Eligibility

Term 1 Eligible Count	1169
Term 1 Not Eligible Count	4121
Eligible Grads	165
Not Eligible Grads	581
Eligible Retention	579
Not Eligible Retention	1810
Eligible Retention Rate	57.67
Not Eligible Retention Rate	51.13

*EligibleRetained/(Term1EligibleCount - Eligible Graduates)

**NotEligibleRetained/(Term1NotEligibleCount - NotEligible Graduates)

Rock Valley College

Retention by Market Area

Central

Term 1 Count	Grads	Retained	Retention Rate
2313	320	1057	53.04

Northeast

Term 1 Count	Grads	Retained	Retention Rate
864	147	428	59.69

Northwest

Term 1 Count	Grads	Retained	Retention Rate
1355	170	428	59.69

Southeast

Term 1 Count	Grads	Retained	Retention Rate
63	7	30	53.57

Southwest

Term 1 Count	Grads	Retained	Retention Rate
414	59	148	41.69

ZODOS

Term 1 Count	Grads	Retained	Retention Rate
281	34	124	52.10

Totals

Term 1 Count	Grads	Retained	Retention Rate
5290	746	2389	52.57

*Retained/(Term1Count - Graduates)

**Central = all Rockford zip codes; Northeast = Caledonia, Capron, Garden Prairie, Belvidere, and Poplar Grove; Northwest = Shirland, Durand, Pecatonica, Rockton, Roscoe, South Beloit, Loves Park, and Machesney Park; Southeast = Monroe Center and Cherry Valley; Southwest = Oregon, Davis Junction, Byron, and Seward; ZODOS = zip code out-of-district or out-of-state;

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Retention by Zip Code

61100

Term 1 Count	Grads	Retained	Retention Rate
0	0	0	0

61101

Term 1 Count	Grads	Retained	Retention Rate
179	17	72	44.44

61102

Term 1 Count	Grads	Retained	Retention Rate
198	28	86	50.59

61103

Term 1 Count	Grads	Retained	Retention Rate
231	33	92	46.46

61104

Term 1 Count	Grads	Retained	Retention Rate
160	13	69	46.94

61105

Term 1 Count	Grads	Retained	Retention Rate
0	0	0	0

61106

Term 1 Count	Grads	Retained	Retention Rate
0	0	0	0

61107

Term 1 Count	Grads	Retained	Retention Rate
444	67	227	60.21

61108

Term 1 Count	Grads	Retained	Retention Rate
443	75	196	53.26

61109

Term 1 Count	Grads	Retained	Retention Rate
388	47	190	55.72

61110

Term 1 Count	Grads	Retained	Retention Rate
1	1	0	0

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61112

Term 1 Count	Grads	Retained	Retention Rate
0	0	0	0

61114

Term 1 Count	Grads	Retained	Retention Rate
266	39	123	54.19

61125

Term 1 Count	Grads	Retained	Retention Rate
2	0	3	100

61126

Term 1 Count	Grads	Retained	Retention Rate
1	0	0	0

Totals

Term 1 Count	Grads	Retained	Retention Rate
2313	320	1057	53,04

*Retained/(Term1Count - Graduates)

Rock Valley College

Appendix E: Spring 2024 Course Completion Report

Term- 20246L

Location- All Locations

Divisions- All Divisions

Department- All Departments

Subjects- All Subjects

+Total count includes students with grades of A, B, C, D, F, W, or I in the course.

**C or Better count includes students with grades of A, B, or C in the course.

Overall Completion Rate

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
11824	3008	14832	79.72%	20.28%

Full-Time/Part Course Completion Rate

Full-Time Course Completion Rate

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
7470	1648	9118	81.93%	18.07%

Part-Time Course Completion Rate

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
4354	1360	5714	76.20%	23.80%

Gender Course Completion Rate

Gender (Female) Course Completion Rate

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
6310	1675	7985	79.02%	20.98%

Gender (Male) Course Completion Rate

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
5514	1333	6847	80.53%	19.47%

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Traditional/Nontraditional Course Completion Rates(Age>24)

Traditional Course Completion Rates(Age>24)

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
2535	496	3031	83.64%	16.36%

Traditional (Age<=24)

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
9289	2512	11801	78.71%	21.29%

Race and Ethnicity

American Indian/Alaska Native

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
68	39	107	63.55%	36.45%

Asian

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
498	107	605	82.31%	17.69%

Black/African American

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
818	428	1246	65.65%	34.35%

Hispanic/Latino

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
2949	899	3848	76.64%	23.36%

Native Hawaiian/Other Pacific Islander

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
16	6	22	72.73%	27.27%

Non-Resident

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
102	24	126	80.95%	19.05%

Unknown

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
473	130	603	78.44%	21.56%

White

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
6900	1375	8275	83.38%	16.62%

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First Time Student in College Coursework Completion Rates

First-Time Students

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
708	314	1022	69.28%	30.27%

All Other Students

ABC Count	DFWI Count	Total Count	ABC Rate	DFWI Rate
11116	2694	13810	80.49%	19.5` %

Deliver Method

Face to Face

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
7081	1585	8666	81.71%	18.29%

Hybrid

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
674	171	845	79.76%	20.24%

Online

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
4069	1252	5321	76.47%	23.53%

Student Status

First Year- <=32 CrHRS

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
5232	2181	7413	70.58%	29.41%

Second Year

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
6592	827	7419	88.85%	11.15%

Disability Course Completion Rates

Disabled

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
12	4	16	75%	25%

Not Disabled

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
11812	3004	14816	79.72	20.28%

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Pell Eligible

Eligible

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
3026	793	3819	79.24%	20.76%

Not Eligible

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
8798	2215	11013	79.89%	20.11%

Market Area Completion Rate

Central

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
4795	1542	6337	75.67%	24.33%

Northeast

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
2315	483	2798	82.74%	17.26%

Northwest

ABC Count	DFWI Count	Total Count	ABC Rate	DFWI Rate
2974	724	3698	80.42%	19.58%

Southeast

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
171	35	206	83.01%	16.99%

Southwest

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
807	120	927	87.06%	12.94%

ZODOS

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
762	104	866	87.99%	12.01%

Zip Code Completion Rates

61101

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
323	130	453	71.30%	28.70%

61102

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
358	130	453	71.30%	28.70%

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61103

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
467	138	605	77.19%	22.81%

61104

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
287	99	386	74.35%	25.65%

61107

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
997	293	1290	77.29%	22.71%

61108

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
915	281	1196	76.51%	23.49%

61109

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
761	278	1039	73.24%	26.76%

61114

ABC Count**	DFWI Count	Total Count+	ABC Rate	DFWI Rate
685	184	869	78.83%	21.17%

61125

ABC Count	DFWI Count	Total Count	ABC Rate	DFWI Rate
2	4	6	33.33%	66.67%

Appendix F: 2023 Employee Culture Survey Results

Historical Organizational-level Results: Item Mean Change by Survey Administration

Category: BoT

Supports the values of Rock Valley College.

2021	2023	Change
-	2.96	-

Supports the mission of Rock Valley College

2021	2023	Change
-	3	-

Supports the strategic direction of Rock Valley College

2021	2023	Change
-	2.96	-

Supports the Cabinet Leaders of Rock Valley College

Rock Valley College

2021	2023	Change
-	3	-

Makes decisions that support the best interests of Rock Valley College

2021	2023	Change
-	2.78	-

Makes decisions to support the growth of Rock Valley College

2021	2023	Change
-	2.91	-

Represents Rock Valley College well in the communities we serve

2021	2023	Change
-	2.86	-

Category: Cab

Supports the needs of our students.

2021	2023	Change
3.22	3.27	+0.05

Support the needs of faculty and staff

2021	2023	Change
2.78	2.85	+0.07

Respond to diversity, equity and inclusion, and social justice issues in a timely and appropriate manner.

2021	2023	Change
3.02	3.17	+0.15

Have a clear vision for direction of the College

2021	2023	Change
2.89	3.09	+0.20

Category: Imsup

Supports my professional growth.

2021	2023	Change
3.26	3.38	+0.12

Supports my personal growth.

2021	2023	Change
3.22	3.30	+0.08

Treats workers fairly.

2021	2023	Change
3.24	3.36	+0.12

Provides me with timely feedback regarding the quality of my work.

2021	2023	Change
3.14	3.22	+0.08

Values my input when I offer an opinion

2021	2023	Change
3.26	3.44	+0.08

Gives me an appropriate amount of autonomy and independence to do my job.

Rock Valley College

2021	2023	Change
3.41	3.51	+0.10

Category: R

I feel respected by the Cabinet.

2021	2023	Change
-	2.91	-

I feel respected by senior administrators.

2021	2023	Change
2.70	2.93	+0.23

I feel respected by my immediate supervisor.

2021	2023	Change
3.33	3.41	0.08

I feel respected by my staff colleagues.

2021	2023	Change
3.30	3.36	+0.06

I feel respected by my faculty colleagues.

2021	2023	Change
3.05	3.14	+0.09

I feel respected by students.

2021	2023	Change
3.29	3.38	0.09

I believe the work I do is meaningful.

2021	2023	Change
-	3.59	-

Category: IBS

I believe the work I do is meaningful.

2021	2023	Change
-	3.59	-

There is a culture of teamwork and cooperation at RVC

I believe the work I do is meaningful.

2021	2023	Change
2.60	2.92	+0.32

I understand my work impacts the success of RVC.

2021	2023	Change
3.34	4.49	+0.14

I am encouraged to share my opinions and viewpoints.

2021	2023	Change
2.75	3.09	+0.34

The College operates in a socially acceptable manner.

2021	2023	Change
2.85	3.13	+0.28

My colleagues have the best interests in mind for our students.

2021	2023	Change
3.19	3.30	+0.11

I feel a sense of belonging at the college.

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2021	2023	Change
2.75	2.90	+0.15

I have job security at RVC.

2021	2023	Change
2.76	2.92	+0.16

I enjoy working at RVC.

2021	2023	Change
3.19	3.32	+0.13

I feel my work is valued by the College.

2021	2023	Change
2.74	2.88	+0.14

Category: DEI-1

Hiring and promotion practices.

2021	2023	Change
2.83	3.03	+0.20

Training and development practices.

2021	2023	Change
2.78	3.05	+0.27

Student recruiting practices.

2021	2023	Change
2.95	3.14	+0.19

Student engagement and support practices.

2021	2023	Change
3.02	3.23	+0.21

Category: DEI-2

People of all racial backgrounds.

2021	2023	Change
3.11	3.29	+0.18

People of all ethnic backgrounds.

2021	2023	Change
3.11	3.22	+0.17

People of all gender identities.

2021	2023	Change
3.14	2.28	+0.14

People with disabilities.

2021	2023	Change
3.14	3.28	+0.14

People in the LGBTQ+ Community.

2021	2023	Change
3.17	3.30	+0.13

People of all religious beliefs.

2021	2023	Change
3.16	3.26	+0.10

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Active service members and veterans.

2021	2023	Change
3.28	3.39	+0.11

People of all ages.

2021	2023	Change
3.24	3.32	+0.08

Category: DEI-3

The College actively works to resolve inequalities on campus.

2021	2023	Change
2.73	3.04	+0.31

The College rewards those who participate in diversity, equity and inclusion efforts.

2021	2023	Change
		+

The College has an appreciation for cultural differences.

2021	2023	Change
2.96	3.24	+0.28

Campus administration regularly speak about the value of diversity.

2021	2023	Change
2.89	3.25	+0.36

Programs on campus promote education and appreciation of cultural differences.

2021	2023	Change
3.01	3.29	+0.28

The College creates opportunities for me to learn from people whose cultural identities and beliefs differ from my own.

2021	2023	Change
2.85	3.21	+0.36

I understand the process to file a discrimination or sexual assault/harassment complaint.

2021	2023	Change
3.06	3.14	+0.08

I believe the process to file a discrimination or sexual assault/harassment complaint works effectively.

2021	2023	Change
2.86	3.00	+0.14

I feel comfortable participating in difficult conversations with people whose beliefs differ from my own.

2021	2023	Change
3.03	3.09	+0.06

Category: PD

I have a development plan in place that will help me grow professionally.

2021	2023	Change
2.83	2.91	+0.08

I have the opportunity to develop in my current role.

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2021	2023	Change
2.83	2.97	+0.14

I have the opportunity to advance into other roles within the College.

2021	2023	Change
2.49	2.67	+0.18

Category: Work

The amount of work assigned to me is reasonable.

2021	2023	Change
2.92	2.96	+0.04

The work assigned to me matches my skill set.

2021	2023	Change
3.19	3.26	+0.07

I have a healthy work-life balance

2021	2023	Change
2.92	2.96	+0.04

Category: Comm

Cabinet does a good job keeping me informed.

2021	2023	Change
2.52	2.66	+0.14

Cabinet communicates with me the way I want

2021	2023	Change
2.59	2.68	+0.09

My supervisor does a good job of keeping me informed.

2021	2023	Change
-	3.09	-

My supervisor communicates with me the way I want.

2021	2023	Change
-	3.16	-

I have good interpersonal communication skills with my colleagues.

2021	2023	Change
-	3.33	-

Category: Overall

I am proud to work at RVC

2021	2023	Change
3.20	3.34	+0.14

I would recommend my immediate work environment as a great place to work.

2021	2023	Change
-	3.13	-

I would recommend RVC as a great place to work.

2021	2023	Change
2.85	3.04	+0.19

Appendix G: 2024 Viewfinder Student Campus Climate Survey Results

Preliminary Survey Results

**Questions that students might not have understood well enough to answer honestly.

Q59 To what extent do you agree or disagree with the following statements about RVC's overall campus climate?

I would recommend my campus to high school students

% strongly agree/agree	Weighted Average
83.07	4.26

Our Campus is diverse

% strongly agree/agree	Weighted Average
80.97	4.22

I would recommend my campus to someone considering going to college.

% strongly agree/agree	Weighted Average
80.86	4.24

I am satisfied with the quality of the education I am receiving.

% strongly agree/agree	Weighted Average
77.51	4.13

Our campus is inclusive.

% strongly agree/agree	Weighted Average
75.33	4.11

I am satisfied overall with faculty.

% strongly agree/agree	Weighted Average
74.19	4.13

Support for my advancement and success is evident in my classes

% strongly agree/agree	Weighted Average
73.37	4.09

Goals of the college are relevant to preparation for the world students will graduate into

% strongly agree/agree	Weighted Average
71.43	4.01

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Diversity is a core value of our institution's mission

% strongly agree/agree	Weighted Average
68.38	3.98

Our campus collaborates with outside communities and employers to see what RVC can do to help with their interests and needs**

% strongly agree/agree	Weighted Average
63.8	3.95

Courses I have taken actively foster an appreciation for diversity.

% strongly agree/agree	Weighted Average
62.98	3.95

Faculty accept my points of view even if they disagree with them.

% strongly agree/agree	Weighted Average
61.36	3.96

Public announcements regarding internal communications and practices are honest and truthful.

% strongly agree/agree	Weighted Average
60.38	3.98

RVC's well-being is more important than donor requests, investment concerns, or political interests.**

% strongly agree/agree	Weighted Average
58.33	3.92

Leaders are held to appropriate measures of accountability and responsibility for campus climate.

% strongly agree/agree	Weighted Average
53.93	3.93

The process by which my voice can be heard is effective.

% strongly agree/agree	Weighted Average
53.39	3.84

The President effectively engages with people who share my cultural/personal background.**

% strongly agree/agree	Weighted Average
45.53	3.83

Our school puts too much emphasis on diversity.

% strongly agree/agree	Weighted Average
31.9	3.03

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Q.60: To what extent do you agree or disagree with the following statements about your classroom experience at RVC.

The faculty creates a safe and welcoming environment for everyone in the classroom.

% strongly agree/agree	Weighted Average
81.77	4.23

Students of all backgrounds are interacting together in the classroom on campus.

% strongly agree/agree	Weighted Average
77.42	4.16

I feel safe among other students expressing my views and opinions in the classroom.

% strongly agree/agree	Weighted Average
71.77	4.03

Q61: To what extent do you agree or disagree with the following statements about your overall learning experience at RVC

There is a sense of belonging.

% strongly agree/agree	Weighted Average
54.82	3.67

My school/life balance is appropriate.

% strongly agree/agree	Weighted Average
53.06	3.49

My workload is too heavy.

% strongly agree/agree	Weighted Average
31.2	3.09

There are too many expectations of me.

% strongly agree/agree	Weighted Average
21.66	2.79

I have experienced microaggressions on campus

% strongly agree/agree	Weighted Average
18.35	2.46

This is a hostile study/learning environment.

% strongly agree/agree	Weighted Average
14.9	2.22

I want to leave campus

% strongly agree/agree	Weighted Average
13.33	2.11

Appendix H: Business Enterprise Program (BEP) Amendment Response

Community College / University: Rock Valley College

Procurement (BEP) Contact: Karen Kerr

Email: k.kerr@rockvalleycollege.edu

Telephone: (815) 921-4419

1. Attach copies of your two most recent BEP Compliance Plans and Annual Expenditure Reports.

Attached: FY22 BEP Annual Report, FY23 BEP Annual Report, FY23 Compliance Plan Projection, FY24 Compliance Plan Projection

2. Does your institution do business with firms owned by minorities, women, and persons with disabilities that are not BEP certified? What steps has your institution taken to help get these vendors get certified? What impact would certification of these vendors have on meeting your BEP goal?

Yes, Rock Valley College does business with these populations. When we learn that one of our vendors is one of these populations, our Business Services Department (BSE) inquires whether the vendor is BEP certified. If the vendor is not certified, BSE speaks with them about their intention to certify, the benefits if they are not considering certifying, and the process to certify. BSE provides them with the contact information for BEP and offers to help in any way they can, including setting up a meeting between the vendor and the BEP representative.

Rock Valley College hosts our community's Small Business Development Center (SBDCRVC). When we work with clients who are interested in contracting with government entities, we will make a referral to the nearest APEX Accelerator, which is at DuPage College. This APEX Accelerator is part of our State of Illinois network that supports small business owners and entrepreneurs and is funded through the SBA. The role of the APEX Accelerator is to provide support and training that will lead to certification to do business with government entities. We also share information on training, events, and resources with our clients directly.

3. Provide a comprehensive description of outreach, training, technical support, and other efforts your institution has instituted or plans to institute to meet

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the 30% BEP goal. This description should include, at a minimum, a summary of actions, a timeline, and expected outcomes.

RVC BSE partnered with five local government agencies in November of 2023 to host a vendor expo titled Cutting the Red Tape. All six agencies targeted BEP and diverse vendors to spread awareness and interest in the event. The goal was to increase vendors' understanding of the bidding procedures with each agency.

Vendor turn-out was positive, and vendors who spoke with RVC Purchasing staff were genuinely grateful for the discussions. The event was considered a positive impact for the community and for the vendors. RVC BSE plans to partner again with the other agencies while being mindful of the event timing to better maximize the impact. The next expo is expected to be within 2024.

In 2024 BSE revised the vendor experience on the Rock Valley College website. Previously, the means for vendors to request to be notified of bid opportunities was a cumbersome form that did not clearly identify the vendor's interests nor their BEP certification status. After the revisions made in the Spring of 2024, vendors answer four simple questions, including identifying any BEP or similar certifications. This information is captured in our bid notification database. As additional support to vendors, the form directs vendors to the CEI website if they'd like to learn more about BEP certification.

The SBDCRVC provides outreach, training opportunities, resources, and direct client business advising to small business owners and entrepreneurs in Boone and Winnebago Counties. Part of the direct service is to assess the business as it is on that day and determine what the goals are and how the business owner may achieve those goals. Our clients represent people from all walks of life and are mainly those who have operated a business for some time or are more established. For start-ups or persons who are at the concept stage, we make referrals to Think Big's business bootcamp, which offers training designed to assist these persons in establishing a business. The SBDCRVC also works closely with area community organizations and municipalities to ensure we are adequately supporting our small business owners and entrepreneurs. The SBDCRVC's direct client service includes business advising on many topics including acquisition and referral, financial review, digital presence, and sharing information and resources when appropriate and meaningful.

Other BSE initiatives to improve BEP tracking and spend at RVC include:

- Adding a BEP section to our New Vendor Form. This is expected to be completed in Fall 2024, and will improve data for tracking.
- Conducting an on-going survey of our current vendors to capture accurate BEP data into our system. This is expected to commence in Fall 2024 and will be on-going. This will improve data for tracking.

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- Provide a training resource directly on the RVC website for vendors interested in learning the bid process. This project is expected to commence in Fall 2024 and will improve vendor understanding of bid opportunities and how to submit responses.
4. Provide a list of challenges that your institution has faced in procuring with BEP certified vendors and meeting the State's 30% BEP vendor participation goal.
- The number of BEP vendor bid submittals remain low despite efforts to include as many as possible in bid release notifications.
 - The lack of a reliable and substantive vendor recording system is a major cause for difficulty in recognizing diverse vendors and their awarded contracts.
 - Vendors find the requisite BEP Utilization Form confusing and difficult to complete. This response reduced the efficacy of the form.
 - Some vendors who likely qualify for BEP certification have informed RVC that they do not want to go through the paperwork of the certification process.
 - Often when BEP vendors do submit bids they come in higher than non-BEP vendors. Community Colleges must award to lowest responsible bidder and while we aspire to award to BEP vendors, the option is often not one we can include in our award process. IE: the statutes and Acts are in conflict.
5. Provide any other information that you would like to provide to convey a better understanding of your college or university BEP efforts.

Rock Valley College keeps a score card to monitor our progress in achieving the college strategic goals (see Table 1). One of the action items in the score card is assigned to Pillar IV: Diversity, Equity, and Inclusion, Goal #1: Improve the campus culture by establishing cultural competency, trust, equity, and a sense of belonging among employees and learners. RVC created the following metric for BEP vendors:

- Increase the amount of RVC contractual dollars awarded to Business Enterprise Partner (BEP) recognized vendors to between 10% and 20% by 2027.

RVC established a super stretch goal of 30% or more of contractual dollars awarded to BEPs to align with Illinois statewide goal. RVC plans to monitor all contractual dollars awarded to vendors (including amounts that fall below \$25,000).