

# Building Blocks for Equity... Literally

College Changes Everything  
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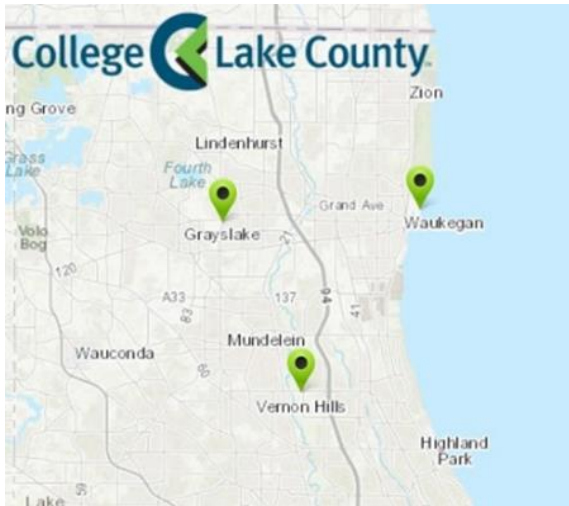
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# Outline

- College of Lake County (CLC) Overview
- Foundational Background
  - Equity
  - Student Success Definition
  - Student Success Framework
- Lego Challenge
- Group Discussion
- Q&A

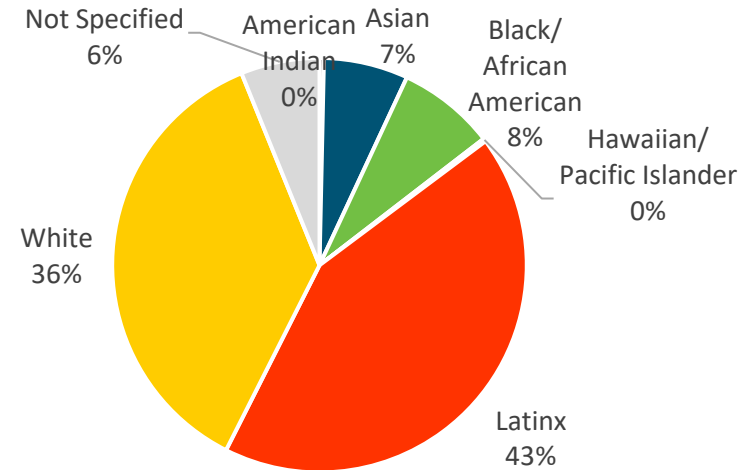
# College of Lake County (CLC) Overview



- 700,000 residents of Lake County, IL
- 50 minutes north of Chicago, IL
- 8,000 FTE annually
- 20,000+ unique students served annually
- 35,000 community members served annually
- 220 full-time faculty, 757 part-time faculty, 589 staff

- **65-70%** part-time
- **65-75%** transfer and **25-35%** career and technical education focus among college students
- About **1/3** of students are adult learners (25+ years old)
- More female than male
- Diverse in race and ethnicity of students

College Student Race/Ethnicity, Fall 2023



## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



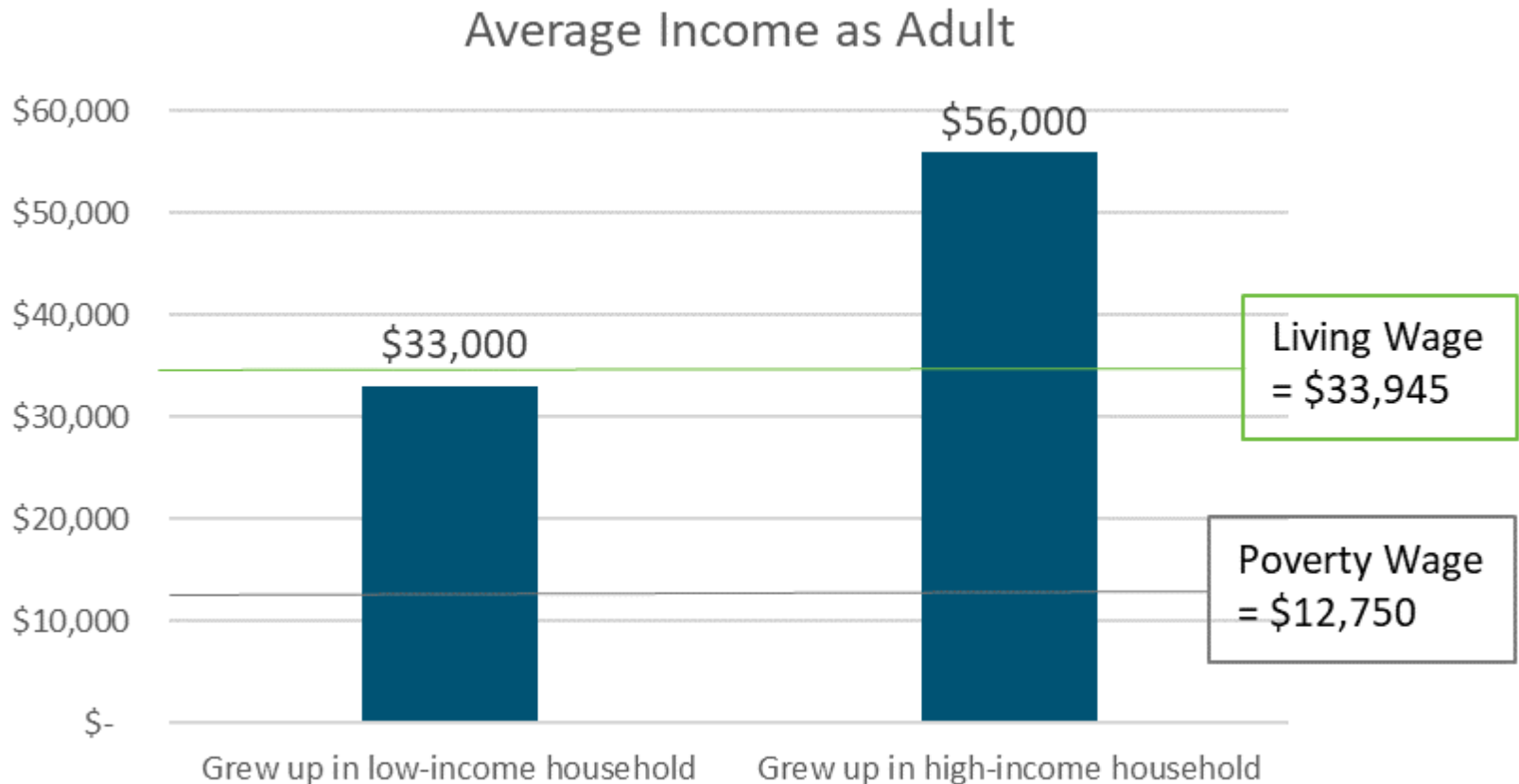
**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

# Lake County Socioeconomic Mobility



Source: [Opportunity Atlas](#)

# CLC Student Success Definition

Achieving educational attainment for **every** student by providing **personalized, culturally relevant** student learning experiences, grounded in **equitable** practice in an **inclusive, student-ready** environment.

# Lancer Success Framework

ACCESS

SUCCESS

Link

Launch

Learn

Leap

Full-scale programming and practices to support every student

## Connect with CLC

Explore  
Decide  
College identity  
Navigating college

## Plan and go

Academic plan  
Financial plan  
Success plan  
Transfer plan  
Career plan

## First Year Experience

Orientation  
Convocation  
Success Course  
Engage in One!

## Grow and Know

Build relationships  
Use support network  
Commit to learning  
Experiential learning  
Club engagement

## Transition to Next Step

### University:

Transfer plan  
University tour

### Workforce:

Build resume  
Mock interviews  
Career connections

**Inclusive**

Welcoming  
Sense of belonging

**Student-Ready  
Environment**

**Personalized  
Learning  
Experience**

**Culturally  
Relevant**  
Cultural competence

**Equitable  
Practice**  
Asset-focus



# Lego Vehicle Challenge

# Game: Lego Vehicle Challenge

In your team, you will have **3 minutes** to construct a vehicle that you think will do the best job of getting from the start to finish.

A representative from your team will briefly explain your approach and test your vehicle on the track.

We will test each team's vehicle and see which makes it the furthest.

# Game: Lego Vehicle Challenge

1. How did you feel making your vehicle?
2. What do you make of the teams having different blocks? Did you notice that other teams had different blocks? How did you feel when you did notice?
3. What barriers did your team face? How did this mimic our students' experiences?
4. How did you feel working within the structure (a road for cars with start and finish line and 3 minutes to prepare with whatever resources you had been given)?
  - How did you feel about the special rule after the activity started?
5. What assets did you have? Did you use them?

# Building Vehicles with Constructivism

- A constructivist approach suggests that learning is a continual process of meaning making; it is how individuals make sense of their experiences (Amineh & Asl, 2015).
- Therefore, constructivism is a pedagogical/theoretical paradigm that describes an active and communal process of creating meaning and understanding to reach higher levels of thinking (Piaget, 1977; Resnick, 2018; Vygotsky, 1986).
- Unbalance vs. Balance
- How did you feel making your vehicle?
- How did you feel when you found out other groups had other pieces?
- Is there anything you wish you knew before you started building?

# CLC 120: College Success Seminar

## 1<sup>st</sup> year student context & discussions

- Cultural Norms
  - Vehicle = Car
- College & Classroom Norms
  - High school and CLC
  - Similarities/Differences between Classes
- Community Cultural Wealth (Yosso, 2005)
  - Pieces=cultural wealth/assets
  - What is seen as an asset in college?
  - How do you know?
  - Why, in your experiences, isn't it an asset in college?

# What is CLC Doing About This?

Equity, Diversity,  
Inclusion, &  
Antiracism  
Statements

Strategic Plan

CLC Initiatives

Student Success  
Definition & Lancer  
Success Framework

Equity in Student  
Access & Success  
Plan

Professional  
Development for  
faculty and staff

Resources through Achieving the Dream, Partnership  
for College Completion, and Excelencia in Education

# Questions & Answers