

## 2025-2026 IMSA Equity and Excellence Dashboard

North Star: Fostering belonging, becoming more culturally equipped, closing equity gaps and elevating impact

The Equity and Excellence dashboard is a tool used by IMSA to gauge progress on a three-year Equity and Excellence plan that requires a commitment across departments over the academic year. Progress and strategies are monitored by a DEI Leadership Team. Targets are intended to be challenging as we strive for continuous improvement. We will provide a report each two months on data available in order to reflect on our strategies and shift where applicable.

| Ultimate Outcome                                                                                                                                                         | Indicators                                                      | Actual<br>06/30/2025                                                                                                            | Target<br>06/30/2026                                                                                                             | Actual<br>6/30/2026                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| All colleagues feel empowered to bring their best self in service to each other, students, and beyond.                                                                   | Staff and faculty indicate that IMSA's culture is inclusive     | 3.22                                                                                                                            | 3.54                                                                                                                             | 3.64                                                                                                                             |
|                                                                                                                                                                          | Staff and faculty indicate that IMSA's culture is equitable     | 3.01                                                                                                                            | 3.31                                                                                                                             | 3.37                                                                                                                             |
| Staff and faculty are diverse and culturally competent.                                                                                                                  | Retention of employees is consistent across diverse backgrounds | White - 90%<br>People of Color - 81%<br>Male - 89%<br>Female - 83%                                                              | White -90%<br>People of Color -90%<br>Male - 90%<br>Female - 90%                                                                 | White -91%<br>People of Color -86%<br>Male - 91%<br>Female - 86%                                                                 |
|                                                                                                                                                                          | Staff and faculty's cultural competence is improving            | IDI 105 (2023)                                                                                                                  | IDI 110                                                                                                                          | IDI 99                                                                                                                           |
| All students experience a sense of belonging, safety in their identities, and support to fulfill their potential and achieve personal and academic success.              | Student Sense of Teacher Support                                | Overall - 61%<br>Black - 55%<br>Hispanic - 57%                                                                                  | Overall - 67%<br>Black - 61%<br>Hispanic - 63%                                                                                   | Overall - 64%<br>Black - 53%<br>Hispanic - 58%                                                                                   |
|                                                                                                                                                                          | Students earn a C or higher in their academic courses.          | Overall - 80%<br>CLED - 67%<br>Overall Math - 83%<br>CLED Math - 72%                                                            | Overall - 85%<br>CLED - 75%<br>Overall Math - 88%<br>CLED Math - 80%                                                             | Overall - 79%<br>CLED - 66%<br>Overall Math - 83%<br>CLED Math - 71% <sup>1</sup>                                                |
|                                                                                                                                                                          | Students have a strong sense of belonging at IMSA.              | Overall - 48%<br>Black - 38%<br>Hispanic - 41%                                                                                  | Overall - 53%<br>Black - 42%<br>Hispanic - 44%                                                                                   | Overall - 54%<br>Black - 51%<br>Hispanic - 50%                                                                                   |
|                                                                                                                                                                          | Students' cultural competence is improving                      | N/A                                                                                                                             | IDI 84                                                                                                                           | IDI 90                                                                                                                           |
| IMSA's impact is far-reaching, providing transformative educational opportunities to students statewide, with a specific focus on closing equity gaps in STEM education. | Number of counties served                                       | 55                                                                                                                              | 60                                                                                                                               | 60                                                                                                                               |
|                                                                                                                                                                          | Number of people served at Hubs and online                      | Students - Aurora: 2,124<br>Educators - Aurora: 372<br>Students - Online/Hubs/Other: 1,045<br>Educators - OnlineHubs/Other: 202 | Students - Aurora: 2,200<br>Educators - Aurora: 400<br>Students - Online/Hubs/Other: 1,100<br>Educators - Online/Hubs/Other: 225 | Students - Aurora: 2,216<br>Educators - Aurora: 439<br>Students - Online/Hubs/Other: 2,723<br>Educators - Online/Hubs/Other: 178 |
|                                                                                                                                                                          | % participation of CLED students in outreach programs           | Black - 10%<br>Hispanic - 12%<br>Rural - 4%<br>CLED - 27%                                                                       | Black - 11%<br>Hispanic - 13%<br>Rural - 4.4%<br>CLED - 30%                                                                      | Black - 12%<br>Hispanic - 16%<br>Rural - 3%<br>CLED - 31%                                                                        |

<sup>1</sup> The proportions of students earning a C or higher in their academic courses are based on final first and second semester grades. Please note that as of 06/30/2026, there are still a large number of incomplete grades, so the final numbers may differ once the incomplete grades are finalized.

Definitions:

- **Employee Culture of Inclusion Index:** Average score of the items on the Gallup Culture of Inclusion Index overall (X out of 5). Each of the following items is scored on a five point scale from strongly disagree (1) to strongly agree (5): At work, I am treated with respect; My workplace is committed to building the strengths of each faculty and staff member; and If I raised a concern about ethics and integrity, I am confident my employer would do what is right.
- **Employee Culture of Equity Index:** Average score of the items on the Gallup Culture of Equity Index overall. Each of the following items is scored on a five point scale from strongly disagree (1) to strongly agree (5): My institution is fair to everyone; I am paid fairly for the work I do; and I have the same opportunities for advancement as other colleagues in my organization.
- **Employee Retention Rate:** The total number of employees of each demographic who still worked at IMSA as of June 30, 2025 divided by the total number of employees of that demographic who worked at IMSA at any point during FY25. Comparison Groups: White/person of color and Female/Male.
- **Staff and Faculty's Cultural Competence is Improving:** The Intercultural Development Inventory assesses faculty and staff cultural competence by providing a framework for understanding individuals' and groups' approaches to cultural differences. The IDI measures this competence using the Intercultural Development Continuum (IDC), which identifies stages from monocultural mindsets to intercultural mindsets. By comparing pre- and post-training results, we can see how EE Plan strategies have shifted individuals and groups along the IDC, indicating improved cultural competence.
- **Students have a strong sense of teacher support at IMSA.** The average percentage of students who respond "A lot" or "All" to the items on the *Challenge Success* Teacher Support Scale overall and for Black/African American and Hispanic/Latino students. Each of the following items is scored on a five-point scale from strongly disagree (1) to strongly agree (5): Teachers care whether or not you come to school; Teachers are willing to help students with homework; Teachers think mistakes are okay; Teachers treat students with respect; Teachers think every student can be successful; Teachers respect the opinions or beliefs of others even when different from their own; Teachers really care about students; Teachers value and listen to students' ideas; and Teachers have given up on some students (reverse coded - "None" or "A Few").
- **Students earn a C or higher in all of their academic courses for the semester.** The proportion of students who earn a C or higher in all of their academic courses each semester overall and for Culturally, Linguistically, and Economically Diverse (CLED) students. CLED students are students from the following demographic categories: Black/African American, Hispanic/Latino, Eligible for Free or Reduced Lunch, and/or from rural areas. Quarter grades will vary from end-of-semester grades.
- **Students have a strong sense of belonging at IMSA.** The average percentage of students who respond "Quite True" or "Completely True" to the *Challenge Success* Belonging Scale overall and for Black/African American and Hispanic/Latino students. Each of the following items is scored on a five point scale from strongly disagree (1) to strongly agree (5): I can really be myself at this school.; I feel accepted at this school.; I feel like a real part of this school.; I feel proud of belonging to this school.; I wish I were in a different school. (reverse coded); Other students here like me the way that I am.; and Sometimes I feel I don't belong at this school. (reverse coded).
- **Students' Cultural Competence is Improving:** The Intercultural Development Inventory assesses the cultural competence of the IMSA Class of 2028 cohort during their sophomore, junior and senior years to monitor the improvement over the three year EE Plan. The IDI measures this competence using the Intercultural Development Continuum (IDC), which identifies stages from monocultural mindsets to intercultural mindsets. By comparing pre- and post-training results, we can see how EE Plan strategies have improved cultural competence. A score of 84 correlates to level 2 of 5 competency levels.
- **Number of Counties Served:** Number of students and educators participating in outreach programs and PD by county.
- **Number of People Served at Hubs and Online:** Number of students and educators who participated in events in person at our Aurora Campus, in online programs or at other hubs/sites.
- **Participation of CLED students in outreach programs.** These numbers are based on named participants. There are 3,169 student participants in total (including both named and unnamed participants). Out of those, 1,816 students (57%) are named participants. Out of those, we have data on race for 1401 students ( $1401/1816 = 77\%$ ). Of these, 163 are Hispanic or Latino (12%) and 138 are Black or African American (10%). Out of the 1,816 named participants, we have data on home county for 1778 students (98%). Out of these, 75 come from rural counties in Illinois (4%). Out of the 1,816 named participants, we have data on both race and county for 1376 students (76%). Of these, 371 are classified as CLED (27%, based on race and rurality). Socioeconomic status is not available in event data, so we are unable to capture low income participants.