

Parkland College

2013 Underrepresented Groups Report

April 2013



Office of Institutional Accountability and Research

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Institutional Effective Practices

The following institutional effective practices at Parkland College are aimed at increasing educational attainment of under-represented students. Each practice addresses Goal 1 of the Illinois Public Agenda for College and Career Readiness by focusing on two areas:

1. Increasing the number of graduates in certificate and associate degree programs.
2. Improving the student transitions of: (1) high-school to college; (2) community college to four-year universities; and (3) community college to workforce.

Institutional Effective Practice 1:

Office of Disability Services intensive work with students, Director Cathy Robinson

Background Information:

The Office of Disability Services at Parkland College provided direct services to 621 students during the 2012-2013 academic years. In an effort to capture a clearer demographic picture of the students who self-identify with Disability Services, we worked with the Institutional Research and Accountability office at Parkland College for data summaries to determine the fall-to fall persistence rates. Additionally, we wanted to determine if intentional follow up meetings positively impacted students' rates of persistence.

The fall-to-fall persistence rates of students with disabilities were as follows:

- Fall '10 - Fall '12: 51.9% (N= 27 out of total cohort size of 52)
- Fall '11 - Fall '12: 53.8% (N= 14 out of total cohort size of 26)
- Note: Cohort is comprised of first-time degree seeking students with a reported disability attending Parkland on a full *and* part-time basis. The degree-seeking cohort consists of students working towards an associate degrees and not a certificate.

Though the cohort size is smaller, the fall-to-fall persistence rate showed a slight increase (+1.9%) over the past two years. It's not conclusive data but does show a positive trend thus far. Cohort tracking will continue to be used to demonstrate whether follow-up meetings impact these rates.

The following institutional effective practice was designed to help Parkland College students with disabilities reach their full potential with the self-advocacy process. For the past 4 years The Office of Disability Services used a two-question survey to assess student's recollection of their high school accommodations. The survey was administered at the end of the intake meeting. We concluded: (1). students were not able to articulate clear responses for each question, and (2). staff was often asked to assist and guide students through the responses, making the information invalid. We determined that in order to help students with disabilities transition to college, our intake process required some revisions that included developing a step by step form that summarizing departmental procedures and student responsibilities and allowing for a short discussion of the differences between high school and college accommodations.

The new intake summary form was piloted in November of 2011 and revised in February 2012 to include key informational points from the Colleges' student orientation program; attended by these students. Students are required to initial after each procedure/policy explained to them, and receive a copy of the intake summary to share with family members. Acknowledging a variety of student learning styles, the 2-page intake summary was also developed into a video.

Once the semester begins, students are scheduled for at least three follow-up meetings to discuss the effectiveness of their academic accommodations and to possibly identify additional campus resources. While over half of these students attend all three meetings, we also see a high number who continue to schedule meetings throughout the semester without prompts of any kind. We informally surveyed these students and

learned that the follow up meetings reminded them of their meetings with counselors and case managers in high school. Students felt the meetings gave them a chance to talk more about advocating for their disability, rights and accommodations; all areas key to successfully transitioning to college.

The Office of Disability Services continues to exam best practices geared for success and persistence, and look forward to reporting additional results next year.

Institutional Effective Practice 2:

Black Student SUCCESS Project; Project Director: Donna Tanner-Harold

Background information:

The intent of the Black Student SUCCESS Project is to increase the number of Parkland College graduates. The premise, in part, is based on Dr. Vincent Tinto's Student Departure Theory. This theory states that academic integration (the student's academic performance) and societal integration (participation in college life) are keys to persistence of college students and the more students are academically and socially involved, the more likely they are to persist and graduate. Tinto cites four conditions within institutions of higher education that promote student retention and success:

- Student involvement
- Institutional commitment
- Academic and social support
- Learning

A) Purpose, goal or objective:

The Black Student SUCCESS Project seeks to:

- Establish high academic expectations
- Increase positive outlook toward school and promote positive self-esteem
- Provide creative learning opportunities
- Establish key personal connections

The purpose of the project is to provide African-American students with added social and academic support and opportunities to learn, engage, interact and develop. The goal is to increase the enrollment, retention and success of African-Americans students by way of earning a credential. This group, historically, has been underprepared and underserved in higher education.

Projected outcomes of successful completion of this project include:

- Increased connection to Parkland College and the community
- Increased involvement with faculty, staff and peers

B) Date of implementation:

The project began in the fall of 2008 and has continuously served students through spring 2012. Plans for fall 2013 are underway.

C) Description of program elements or strategies that make the program successful:

Efforts are made to ensure that all programs are relevant, positive and consistent with the purpose of the project. Programs are brief, typically one hour and are open to all students. Students do not have to pre-register. Workshops are interactive and a light lunch is served. The following is a sampling of the personal development, career and academic workshops, activities and events over the past four years:

Activities

- Talent Show
- Poetry Slam
- Black History Month events
- Discussion Groups on topics such as "AIDS and the Black Community" and "Black Male/Female Relationships"

Workshops

- Conflict Resolution
- How to Interact with the Police
- Understanding your Learning Style
- Test Anxiety
- Math Anxiety
- Setting and achieving goals
- Effective Communication
- Controlling Anger before it Controls You
- Substance Abuse
- Time Management
- Career

Speakers

- University of Illinois at Urbana-Champaign athletes (basketball, football and track)
- Local minority business owners
- Local successful minority men and women (attorneys, teachers, etc.)
- Former Parkland students who transferred and graduated from four year colleges and universities
- Parkland College faculty and staff

Other

Leadership Conferences

Participation at events at the University of Illinois

D) Evidence of success

The Black Student SUCCESS Project has increasingly collaborated with a variety of student groups, faculty and staff over the years, which has allowed the project the ability to serve more students and expand the variety and types of programs. At the end of each event, students are given the opportunity to provide feedback. Through an anonymous form, they rate the event and offer suggestions, comments and ideas for future programs. Satisfaction has consistently been rated as good or excellent. Attendance in 2008 averaged in the teens and has increased through the years. Attendance now averages around 40 students and is one of the most popular, well attended activities on campus. A few programs and instructors now offer course credit for attendance.

Dollars and Staff Years Budgeted: Please see Table 1

Faculty and Staff with Disabilities: Parkland does not currently track this information.

Illinois Community College Board

TABLE 1

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2011 AND 2012

Programs	Designated Or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY12 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2011 - 2012 1-Year Change Dollars Budgeted		
		FY11	FY12	FY11	FY12		FY11	FY12	FY11	FY12	State	Other	
PARKLAND COLLEGE												0	0
Center for Excellence in Teaching and Learning - 22000	O	3.00	3.00	189,206	182,310	-6,896	0	0	189,206	182,310	0	-6,896	
Disability Services (Student Support/Counseling)- 30300	O	3.50	3.50	194,693	186,617	-8,076	0	0	194,693	186,617	0	-8,076	
Diversity/Prof Scholar (Faculty Hiring Initiative)	D	4.00	4.00	189,140	189,140	0	0	0	189,140	189,140	0	0	
Voc Ed - Perkins- 55201	D	2.00	2.00	401,388	381,565	-19,823	0	0	401,388	381,565	0	-19,823	
Intensive English Program- 15400	O	7.00	7.00	270,957	294,745	23,788	0	0	270,957	294,745	0	23,788	
TRIO/Student Support Services- 55320	D	3.00	3.00	233,506	56,153	-177,353	0	0	233,506	56,153	0	-177,353	
College For Kids program*** - 42500	D	1.00	1.00	60,065	51,257	-8,808	0	0	60,065	51,257	0	-8,808	
Adult Education - 23000	O	8.00	8.00	160,680	167,768	7,088	0	0	160,680	167,768	0	7,088	
Academic Development Center/Title III 24000	D	5.25	5.25	75,099	343,716	268,617	0	0	75,099	343,716	0	268,617	
Center for Academic Success 10200	O	5.50	5.50	291,333	292,206	873	0	0	291,333	292,206	0	873	
Club Latino	D	0.00	0.00	500	500	0	0	0	500	500	0	0	
English Conversation Club (International Cultures)	D	0.00	0.00	500	500	0	0	0	500	500	0	0	
International Students Association	D	0.00	0.00	500	500	0	0	0	500	500	0	0	
Sister-to-Sister	D	0.00	0.00	500	500	0	0	0	500	500	0	0	
Black Student SUCCESS Project	D	0.00	0.00	3,000	3,000	0	0	0	3,000	3,000	0	0	

Parkland College does not currently collect this information

Supplemental Question on Employees with Disabilities

If available, please indicate the number of college employees using the following categories faculty/staff or other individuals (e.g, administrators) with Disabilities employed and served that are not included in the student tables. Count each individual only once based upon their primary disability.

EMPLOYEES Type of Disability	Unduplicated Count	
	Faculty/Staff	Other
Learning	NA	
ADHD	NA	
Psychological	NA	
Developmental	NA	
Mobility	NA	
Blind/Low Vision	NA	
Deaf/Hard of Hearing	NA	
Systemic/Chronic Health Problems	NA	
Other	NA	
Total	0	0

EMPLOYEES RECEIVING SERVICES Type of Disability	Unduplicated Count	
	Faculty/Staff	Other
Learning	NA	
ADHD	NA	
Psychological	NA	
Developmental	NA	
Mobility	NA	
Blind/Low Vision	NA	
Deaf/Hard of Hearing	NA	
Systemic/Chronic Health Problems	NA	
Other	NA	
Total	0	0

File naming convention: DDDCC Employees with Disabilities

Where DDD = district number (e.g., Chicago Wilbur Wright = 508)

and CC = college number (e.g. Chicago Wilbur Wright = 07) will be 01 for most colleges.