

Parkland College

2015 Underrepresented Groups Report

February 2015



Office of Institutional Accountability and Research

Table of Contents

Table of Contents2
Institutional Effective Practices.....3
 The Parkland College Academy Team.....3
 First Year Experience6
Dollars and Staff Years Budgeted.....9
Faculty and Staff with Disabilities.....10

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:

The Comadre y Compadre Program with Mr. Moises Orozco and Mr. Villicaña and Eduardo Coronel.

A) Purpose, Goal or Objective:

In the fall of 2013, Latina/ enrollment represented 5% of the total Parkland College student population. Their persistence rate, historically, has been around 35%, which is the lowest among other racial and ethnic groups. To address the low persistence rate of Latina/o students, a group of multi-departmental staff and faculty formed the Parkland Academy Team. PAT members implemented multiple small-scale pilots that were successful in increasing the persistence and achievement of Latina/o students at Parkland College. The data generated from these pilots became the foundation for the formation of the Comadre y Compadre Program.

The purpose of the Comadre y Compadre Program (CCP) is to provide a welcoming and supportive campus environment for first-term Latina/o students. The objective of the CCP is two-fold. First, the Comadre y Compare Program provides individualized peer-to-peer mentorship between returning Latina/o students and first-term Latina/o students at Parkland College. This peer-to-peer mentorship is intended to enhance incoming Latina/o students' academic achievement and improve persistence rates. The second objective of the CCP is to engage in community outreach efforts throughout the Parkland College's 505 district. These outreach efforts are intended to inform prospective Latina/o students and their parents about the numerous programs of study available to the community ranging from ESL courses to transfer programs.

B) Date of Implementation:

In late spring of 2014, both Program Coordinators were hired to oversee and run the day-to-day operations of the Comadre y Compadre Program. Over the summer of 2014, these Program Coordinators began to recruit mentees to be part of the CCP. A total of 125 first-term Latina/o students were contacted during Student Orientation and Advising. Of the 125 incoming Latina/o students, 65 participated in the Comadre y Compadre Program. Program Coordinators also recruited, interviewed, and selected 10 Latina/o mentors to be part of the program. All 10 mentors received a half-day of training the week before fall 2014 course instruction began. The CCP went into full operation mode the first week of course instruction during the fall 2014 semester.

C) Description of Program Elements or Strategies that Make the Program Successful:

The success of the Comadre y Compadre Program can be attributed to several factors. First, the multi-departmental representation within the Parkland Academy Team created a collaborative environment that enabled Program Coordinators and mentors to provide mentees with direct and immediate referrals to campus resources. Members in the Parkland Academy Team consist of the following campus departments and units: Admissions; Center for Academic Success (CAS); Counseling and Advising; Grants and Contracts; Human Resources; Social Sciences; and Student Life. Second, the half-day training of all mentors became an invaluable tool in establishing clear objectives, aims, and expectations for the program and mentor. Third, Program Coordinators and mentors utilized a variety of ways to establish contact with mentees. For example, Program Coordinators and mentors used the following: registration sessions; phone calls; text messages; emails; mail; social media (e.g., Facebook, Snapchat); and mentor office hours to establish a working relationship with mentees. Lastly, a number of social, academic, and leadership events were hosted to increase mentee participation in the program.

D) Evidence of Success:

During the fall 2014 semester, between 10 CCP mentors and 2 Program Coordinators there were over 750 different type of contacts about, but not limited to, tutoring with the Center for Academic Success, communicating with instructors, managing their GPA, scholarships, *campus involvement*, the *Career Center*, and *professional development*. These contacts were in-person, email, phone, text messaging, social media, and letter form. Of the 65, 59 CCP mentees completed the fall semester. With respect to fall 14 semester completion, 90% of Comadre y Compadre Program mentees began and completed the

entire semester. Of those that completed the fall semester, the median GPA was 2.56. The median GPA for CCP mentees is close to the overall campus median GPA of 2.67.

The most significant achievement for the Comadre y Compadre Program is the next term persistence rate. Of the 59 CCP mentees, 51 registered for courses in the spring 2015 semester. A total of 86.4% of CCP mentees persisted to the next semester. CCP mentee persistence rate far exceeded the next term enrollment of all first-term credit students of 55.6% at Parkland College. The next-term persistence of CCP mentees also surpassed the persistence rate of all ethnic and racial groups (i.e., Asian (64.3%), American Indian (30%), Black or African American (46.5%), White (65.8%)), in particular of Latina/o students (39.9%).

Program Coordinators also provided mentors and mentees with the opportunity to participate in professional and leadership building opportunities. Program Coordinators submitted a total of 5 conference proposals to showcase the impact of the Comadre y Compadre Program at regional and national conferences. One conference proposal was accepted and CCP mentors were able to serve as panelists at regional conference in Kansas City, Missouri.

Furthermore, Program Coordinators made a strong effort to connect with the local Latina/o community and share how Parkland College could serve their educational and professional aspirations. In total, eight strategically planned community outreach events in Parkland's District 505 took place in the fall 2014 semester in Arcola, Champaign, Gilman, Rantoul, and Urbana. These outreach efforts generated over 400 contacts with prospective Latina/o students and their families.

The next phase of the CCP program is two-fold. First, Program Coordinators will be heavily engaging CCP mentees who are below or on the border of a "C" average GPA during the mid-term period of the spring 2015 semester. This new initiative is intended to reduce the number of mentees that received a GPA below the 2.0 threshold during the fall 2014 semester (n=17). Second, Program Coordinators will be promoting CCP mentees into leadership roles, which enables the program to sustain itself. One CCP mentee has already been hired to serve as a mentor for a new cohort of first-term Latina/o students at Parkland College in the spring of 2015.

Institutional Effective Practice 2:

The First Year Experience II program with Dr. Dan Ryan.

A) Purpose, Goal or Objective:

The First Year Experience II (FYE II) project was created and funded through an IDEAS grant at Parkland College. Dr. Daniel Ryan was the first individual to be hired as the First Year Experience II Coordinator. The intent of FYE II is to further expand and enhance the previous FYE initiative (SOAR, Fall Convocation, learning communities, PSY 109) to a more cohesive and comprehensive program for the continued success of our students.

The FYE II coordinator is responsible for Parkland's student success course PSY 109 and the I-CONNECT mentoring program. The coordinator teaches and assesses the student learning outcomes of the course as well as trains, recruits, and provides structure and support to faculty teaching the course.

The mission of the I-CONNECT Mentoring program is to provide students with intentional support through a personal connection at Parkland College. Two parts comprise the program which targets first-time, first-semester students: (1) a pilot of a *faculty and staff* mentoring and (2) a pilot *peer* mentoring program. The peer mentor will recruit, train, and support experienced Parkland College students to be potential peers.

A goal of the program is to ensure all students are continually aware of opportunities available through the First Year Experience office. As such, Parkland's college success course was changed from PSY 109 to FYE 101: *Strategies for College Success* to more accurately communicate the mission of the course. The FYII coordinator is also integral in the freshman student orientation (SOAR) program on campus.

The purpose of the FYE 101 course, I-CONNECT mentoring program, and the FYE II office is to enhance the student experience, engagement, and success at Parkland College. The FYE 101 course allows students to become more engaged with fellow students, faculty, and staff and enriches their opportunities throughout campus. Our qualitative data show that when students engage with campus faculty and other students their increase their ability to succeed.

There are efforts underway to address challenges related to academic preparedness as students are educated on best practices associated with academic workload, study skills, career exploration and leveraging available student services. Many resources are available at Parkland College to assist a student within their academic career. The FYE

office makes concerted efforts to consistently educate and connect students with various student services.

Goals of the FYE II Initiative:

- To improve academic performance and college success of first time degree seeking students in their first year (FYE 101).
- To increase campus engagement and academic integration of first time degree seeking students in their first year (I-CONNECT).
- To increase the overall effectiveness of the First Year Experience by enhancing student retention, persistence and completion.
- To successfully integrate a non-cognitive assessment tool into the FYE 101 course.
- To offer a FYE 101 section specific to the student veterans on campus (Fall 2015)
- To offer a FYE 101 section specific to the Latino and Latina students in spring 2016.

Timeline:

Fall 2014

- PSY 109 had 305 students enrolled in PSY 109 Fall 2014
- Four sections of PSY 109 were taught in the fall semester (Pathways, Frontloaded, Open Enrollment, Athletes sections). The frontloaded section of PSY 109 is a pilot program aimed at providing students with developmental coursework placements who enroll in mid-semester courses and opportunity to have an intense “frontloaded” experience to help address academic and non-cognitive skills needed to succeed in college.
- Parkland’s curriculum committee approved the name change from PSY 109 to FYE 101 Strategies for College Success starting in the summer / fall 2015.
- Conducted a textbook and curriculum review and identified an alternative textbook for review.

Spring 2015

- A thorough assessment of the PSY 109 program will be used to strengthen the curriculum.
- A continuation of partnerships with many student service offices during the spring semester to pilot some offerings to see what will be the best path forward towards strengthening partnerships for the fall 2015.

- A new textbook will be utilized starting in the Summer/Fall 2015: Your College Experience written by leading scholars on the First Year Experience and Student Success Courses by John N. Gardner, Betsy Barefoot and Negar Farakasih.
- A session was held in January 2015 in the Center for Teaching and Learning titled: What's Next for the First Year Experience.
- A session was held in February 2015 in the Center for Teaching and Learning entitled: Supporting First Generation Student Success.
- A session was held in February 2015 in the Center for Teaching and Learning titled: Increasing Connections with First Year Students on Campus.

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 2013 AND 2014

Programs	Designated Or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY14 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2013 - 2014 1-Year Change Dollars Budgeted	
		FY13	FY14	FY13	FY14		State	FY14	Other	FY14	State	Other
PARKLAND COLLEGE												
Center for Excellence in Teaching and Learning - 22000	O	3.00	3.00	200,186	198,651	-1,535	0	0	200,186	198,651	0	-1,535
Disability Services (Student Support/Counseling)- 30300	O	3.50	3.50	205,055	205,787	732	0	0	205,055	205,787	0	732
Prof Scholar / Faculty Fellow (Faculty Diversity Initiative)	D	4.00	3.00	189,140	151,010	-38,130	0	0	189,140	151,010	0	-38,130
Voc Ed - Perkins- 55201	D	2.00	2.00	369,649	338,974	-30,675	0	0	369,649	338,974	0	-30,675
Intensive English Program- 15400	O	7.00	7.00	290,913	306,369	15,457	0	0	290,913	306,369	0	15,457
TRIO/Student Support Services- 55320	D	3.00	3.00	281,511	331,859	50,348	0	0	281,511	331,859	0	50,348
College For Kids program*** - 42500	D	1.00	1.00	64,899	63,517	-1,382	0	0	64,899	63,517	0	-1,382
Adult Education - 23000	O	8.00	8.00	194,312	193,363	-949	0	0	194,312	193,363	0	-949
Academic Development Center/Title III 24000	D	5.25	5.25	391,421	394,161	2,740	0	0	391,421	394,161	0	2,740
Center for Academic Success 10200	O	5.50	5.50	317,214	322,808	5,594	0	0	317,214	322,808	0	5,594
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
Innternational 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
First-Year-Experience Program	O	0.00	1.00	0	114,589	114,589	0	0	0	114,589	0	114,589
Parkland Academy Team	D	0.00	0.00	0	53,943	53,943	0	0	0	53,943	0	53,943
Together-We-Achieve	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Transfer Center (HECA Grant)-206302	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Women's Program/Services -101411	O	0.00	0.00	0	0	0	0	0	0	0	0	0
Cooperative Learning Center -101166 or 101167?	D	0.00	0.00	0	0	0	0	0	0	0	0	0
TRIO/Educational Talent Search *** -206328	D	0.00	0.00	0	0	0	0	0	0	0	0	0
GRAND TOTALS		42.25	42.25	\$2,509,300	\$2,680,031	\$170,731	\$0	\$0	\$2,509,300	\$2,680,031	\$0	170,731

SOURCE OF DATA: Underrepresented Groups Report Submission

D: Programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.

O: Programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

Parkland College

Parkland College does not 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	Unduplicated Count	
	Faculty/Staff	Other
Type of Disability		
Learning	NA	NA
ADHD	NA	NA
Psychological	NA	NA
Developmental	NA	NA
Mobility	NA	NA
Blind/Low Vision	NA	NA
Deaf/Hard of Hearing	NA	NA
Systemic/Chronic Health Problems	NA	NA
Other	NA	NA
Total	0	0

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

Detailed definitions of specific types of disabilities are provided with the ICCB SD record layout. (College MIS Coordinators have copies of the SD record and related edit checks).