Parkland College

2017 Underrepresented Groups Report

March 2017

PARKLAND COLLEGE

Office of Institutional Accountability and Research

Table of Contents

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 graduation rates for under-represented groups.

2. Closing the achievement gap for under-represented groups.

Institutional Effective Practice 1:

The I-Connect Program with Dr. Daniel Ryan.

A) Purpose, Goal or Objective:

The mission of I-Connect is to provide students with intentional support through a personal connection at Parkland College. We have actively recruited students on campus to make them aware of the opportunity to have a personal peer mentor. I-Connect mentors assist students with their personal, social, emotional, and academic transition to college. It is the goal of the program to help students feel more connected to other Parkland students, faculty, support services and other engagement opportunities like athletic events and theatre productions. Mentors are working to expose students to the wonderful opportunities available on campus and hopefully increase the level of student engagement. Mentors participate in a workshop geared towards leadership development, interpersonal skills, and conduct a legacy project throughout the semester. Examples of legacy project topics are assisting students with kids, financial literacy, promotion

of accessible food resources, engaging the mature adults in the community with educational and social opportunities and increasing volunteerism on campus.

B) Date of Implementation:

In the spring 2015 semester, we piloted Faculty and Staff mentors for our students. We had 19 educators on campus volunteer and partner with a student. In the fall 2015 semester, we piloted peer mentoring on campus which employed 16 peer mentors and accepted 42 student mentees. The spring 2016 semester had 20 peer mentors and accepted 67 student mentees to date.

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

I-Connect works to reach students on a social and personal level in multiple ways. We hold social events on campus to encourage students to interact and meet other mentees and mentors. The social events promote a culture of fun and engagement with the campus. I-Connect mentors also maintain personal contact with their mentees through a variety of ways. Mentors and mentees meet in person, talk or text on the phone and communicate through email. As a program we are proactive as well as reactive. We communicate timely updates to the students and send them targeted messages (i.e.: remember to use the Center for Academic Success or the Library when preparing for exams or projects). Mentors react to students individual situations and provide them with guidance and refer them to internal and external resources. I-Connect also utilizes the campus learning system (Cobra Learning) to bring people together and share resources, updates and event postings. The multi-faceted approach seems to work very well for the diverse personal lives of our students.

D) Evidence of Success:

During the fall 2015 semester, the I-Connect program had 16 mentors hired of which 15 of the 16 mentors returned for the subsequent spring semester-- a 93.8% fall to spring persistence rate. Of the 43 student mentees, 37 persisted to the spring 2016 semester resulting in a persistence rate of 88.1%. I-Connect mentors maintained a grade point average of 3.56 during the fall 2015 term. I-Connect maintained a grade point average of 2.89 during the fall 2015 semester. Analyzing the academic progress is a method of assessing the potential success of this young program. As the coordinator of the Dr. Ryan aspires to build upon the foundation of what has been established over the past year and to improve the experience students have with the I-Connect program at Parkland College. The I-Connect program will stay true to the mission of providing students with intentional support through a personal connection at Parkland College

Institutional Effective Practice 2:

The Office of Disability Services at Parkland College with Ms. Kathy Robinson.

A) Purpose, Goal or Objective:

The goal of the Office of Disability Services (DS) is to provide assistance to students in determining, requesting, and using accommodations; to help students understand their abilities, needs, and the resources available to promote their learning, independence, and personal growth; to foster an environment which encourages personal and academic growth and facilitates attainment of their educational goals; and to be an educational resource on disabilities concerns for students, faculty, staff, and the community.

B) Date of Implementation:

Since 2011, we stressed the importance of working closely with the high schools to assure successful transitions to Parkland. The need for a guided transition is stressed in the research, but growing demands for services on campus without additional staff resources have affected our ability to attend as many IEP meetings as we have in the past. To better support our students the Director of Disability Services at Parkland College collaborated with the current Disability Services Specialist to pursue an upgrade to this position that now includes an academic advising component. Information on anticipated outcomes of this newly titled

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

Disability Services continues to maintain group licenses for assistive technology packages that are made available across campus, such as Zoom Text, JAWS and Kurzweil. In 2015 we purchased a P.I.A.F. (pictures in a flash) tactile machine to help visually impaired students use as tactile images for courses. The sensory images were especially useful for the student's geometry and physical geology classes. With a limited budget we continue to maintain a small selection of electronics such as scientific, graphing and talking calculators, and tape recorders, which are offered to students on a limited basis.

A site license was purchased by the Center for Academic Success (CAS) for Read & Write Gold software. This software helps all readers and writers with editing, word prediction, and speech to text features. Read & Write Gold has the potential of having a tremendous impact on the success of students with disabilities. It supports students with reading and writing difficulties and learning disabilities such as dyslexia. The software is loaded and available on all the computers in the DS. We also provide guided training sessions to help students become familiar with the

program. We have an excellent working relationship with CAS and refer students on a regular basis for related services.

Disability Services works with several organizations to identify alternate formatted textbooks. Access Text Network and Learning Ally are organizations that provide college texts in alternate formats.

Disability Services continues our work to maintain solid linkages with the high schools and community organizations that partner to offer disability related services and resources. The Director serves on the Champaign County Transition Team and the Disability Expo steering committee for Champaign County.

The Office of Disability Services has established good relationships with each academic program to enhance student learning and strengthen teaching effectiveness. We work closely with several key campus units for frequent student referrals. We rely heavily on the Counseling and Academic Advising Center for referring students for counseling support and crisis intervention services and general academic guidance. We will continue to rely on the Counseling and Advising Center for advisor training, and The Center for Academic Success for assistance with advising, but we believe that adding this service to our department will better assist those students who need special consideration when making their schedules.

Additionally, we have partnerships with nearly every department on campus. We regularly consult with math department faculty to determine appropriate accommodations for students approved for math accommodations. During the fall semester, we reviewed other college practices for accommodating students with math-related disabilities, and adopted a *math accommodation* as a best practice, which replaced a *calculator accommodation.* The goal was to

give students approved for math accommodations the full benefit of a level playing field in the classroom as much as possible. The math accommodation allows for the most appropriate option of either the use of a calculator, multiplication chart, or other related formula chart that both supports the student and provides faculty an appropriate option to assess skill level.

We work closely with the Natural Sciences and Health Professions departments to ensure that students receive the services needed, and the faculty is confident that the lab and clinical requirements are met in accordance with the medical standards by which they are bound.

The Center for Academic Success offers a regular schedule of tutoring, writing support, and study skills related support. We also make regular referrals to the Financial Aid Office where students are often in need of additional procedural assistance and questions. We have installed a screen reader in this area to assist students who require longer website explanations.

D) Evidence of Success:

Regarding average semester grade point average (GPA), the non-disabilities student cohort consistently had a higher mean GPA than the corresponding students with disabilities cohort. Students with disabilities showed a slight increase in from Fall 2014 (2.5) to Spring 2016 (2.7) compared to non-disabilities cohort which remained the same over the same time period at 2.9.

Course success is defined as the percentage of students who receive grades of C or better in their courses. In general, the cohort of students without disabilities had higher course success rates than the disabilities cohort. From FY2014 – 2016, the student disability cohort course success rate grew from 66.9% to 68.2% while the non-disability cohort grew from 75.2% to 78.2%. The overall course retention was also reflective of the same trend. The disabilities cohort grew from 73.9% (FY2014) to 75.6% (FY2016) while the non-disabilities retention rate grew

from79.6% to 82.1%. Total percentage of students withdrawing declined for both cohorts from FY2014 to 2016. The disability cohort had a higher rate of course withdrawals compared to the non-disability cohort. The disability cohort rate declined from 17.4% to 16.4% and the non-disability cohort also declined from 12.7 to 11.7%.

When comparing the completion rates of the two cohorts from FY2014 – 2016, data show the disability cohort had a higher rate than the non-disability cohort. The disability cohort had a completion rate of 20.2% compared to the non-disability group with 8.3%. Students were only reported once as having a completion across all years.

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 2015 AND 2016

Programs	Designated Or Other Program	Staff Years Budgeted FY15	FY16	Total Dollars Budgeted FY15	FY16	FY16 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted State FY15	FY16	Other FY15	FY16	FY 2015 - 2016 1-Year Change Dollars Budgeted State	Other
PARKLAND COLLEGE												
Center for Excellence in Teaching and Learning - 22000	O	3.00	3.00	216,991	216,029	-962	0	0	216,991	216,029	0	-962
Disability Services (Student Support/Counseling)- 30300	O	3.50	2.50	199,893	207,865	7,972	0	0	199,893	207,865	0	7,972
Prof Scholar / Faculty Fellow (Faculty Diversity Initiative)	D	2.00	2.00	18,000	18,000	0	0	0	0	18,000	0	18,000
Voc Ed - Perkins- 55201	D	2.00	2.00	376,938	355,937	-21,001	0	0	376,938	355,937	0	-21,001
Intensive English Program- 15400	O	7.00	6.00	346,057	256,203	-89,854	0	0	346,057	256,203	0	-89,854
TRIO/Student Support Services- 55310	D	3.00	3.00	343,230	281,511	-61,719	0	0	343,230	281,511	0	-61,719
College For Kids program*** - 42500	D	1.00	1.00	64,921	63,549	-1,372	0	0	64,921	63,549	0	-1,372
Adult Education - 23000	O	8.00	6.00	202,054	158,154	-43,900	0	0	202,054	158,154	0	-43,900
Academic Development Center/Title III 24000	D	5.25	5.25	377,999	361,739	-16,261	0	0	377,999	361,739	0	-16,261
Center for Academic Success 10200	O	5.50	5.50	271,707	274,275	2,568	0	0	271,707	274,275	0	2,568
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	1.00	1.00	114,589	114,589	0	0	0	114,589	114,589	0	0
Parkland Academy Team	D	0.00	0.00	53,943	0	-53,943	0	0	53,943	0	0	-53,943
GRAND TOTALS		41.25	37.25	$2,591,323	$2,312,851	-$278,471.57	$0	0	$2,573,323	2,312,851	0	-260,472

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.

----- Data Not Available

Parkalnd College
Parkalnd 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	
Type of Disability	Faculty/Staff	Other
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	NA	NA

EMPLOYEES RECEIVING SERVICES	Unduplicated Count	
Type of Disability	Faculty/Staff	Other
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	NA	NA

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).