Parkland College

2018 Underrepresented Groups Report

March 2018

PARKLAND COLLEGE

Office of Institutional Accountability and Research

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Institutional Effective Practices

The following institutional effective practices at Parkland College are aimed at the recruitment, academic success, and completion of under-represented students.

Institutional Effective Practice 1:

Comprehensive Support of Latino Students at Parkland College with Professor Charles Larenas

Purpose, Goal or Objective:

The use of Club Latino, a student organization, for student success of present Parkland College Latinos and recruitment of the local Latino population. There is significant research demonstrating the importance of engagement in student groups supporting student completion. Club Latino is comprised of about 95% comprised of Latino students. The Latino students who participate in Club Latino have greater student success and are more prone to completing a career or successfully transferring to a 4-year institution. Club Latino accomplishes this by creating an atmosphere where the students support one another by creating study groups, as well as by having peers they can count on. Furthermore, a focus of the student group is to invite or go to the local Latino high school, middle school, and elementary students to talk to them about the importance of education and of having college on their radar. Club Latino members talk about the benefits that they see from higher education, how hard they work, what their schedules look like, the obstacles they have overcome, and also highlight their majors.

B) Date of Implementation:

Club Latino has been a success for many years but the following report focuses on the activities from FY 2016-17.

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

Activities involve working closely with Latino students to get them engaged in various activities on and off campus related to their academic and vocational goals.

D) Evidence of Success:

During the 2016/7 academic year, 40 different Latino students participated in Club Latino. About 35 out of the 40 students who participated in the student group have graduated, transferred, or continue to attend Parkland College. The Club meetings themselves consisted of anywhere from 7 to 22 students attending per weekly meeting. 12 club members assisted the Dental Hygiene program with translations services so that the Dental Hygiene program students could put on an outreach event for the local Latino community. Their outreach event had fallen through, and the club members were integral in allowing the event to be successful.

Club Latino hosted 15 junior and seniors from Urbana High School for a half day college visit/tour. They also visited Central High School in Champaign and talked to about 22 Latino students. At Edison Middle School in Champaign, they met with all of the Latino students, about 30, during their lunch times. Furthermore, they visited two third grade classes at a local Dual Language school, each consisting of about 12 Latino students. During the February staff development day, the club members also visited all the Dual Language classrooms at Leal Elementary School in Urbana visiting with about 70 Latino students in all.

Another important support system for the Latino students at Parkland College is the ability to work for the Parkland College Migrant Education Program, PCMEP. Last year, 39 out of 85 employees of the program were Latinos who had attended Parkland or were concurrently attending. The students held various positions, including: recruiter; parent liaison; clerical; data management; paraprofessional. The positions allow some to reinforce skills that completely

match up with their majors, or future professions, such as a parent liaison who is in a social work program or the data management employee who already has a job in a finance related field lined up when she graduates in May, with the position she held for two years being the most significant "business" related experience she included on her resume. Furthermore, the director of the program was called on to be a reference for the job she obtained where her PCMEP duties were ideal examples of what the employer was needing. Another Parkland College graduate, who had graduated with a Bachelor's degree in Criminal Justice in May, used her PCMEP experience to secure an alternative teaching license and secure a teaching job in Urbana this school year. For many of these Latino students, the PCMEP is an opportunity to be exposed to a professional position, with professional expectations for the first time. It is an opportunity for continued growth as an individual, while learning about the expectations and realities of the professional world, which most of them would not have been familiar with prior to the summer positions. The mother of a student who worked as a recruiter was surprised that he had it in him to communicate with parents in order to identify and recruit students who qualified for the program, but he definitely did.

Institutional Effective Practice 2:

TRiO / Support Services at Parkland College with Director, Mary Catherine Denmark

A) Purpose, Goal or Objective:

TRiO/Student Support Services is a federally-funded grant program designed to assist 180 students retain, persist, and graduate within 4 years of entry into the program, The TRiO/SSS program serves student who are first-generation, low-income and/or students with disabilities.

Goals/Objectives

- 55% of all participants served in the reporting year by the TRiO/SSS program will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at Parkland College and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

- 75% of all enrolled TRiO/SSS participants serviced by the TRiO/SSS project will meet the performance level required to stay in good academic standing at the Parkland College.

- 20% of new participants served each year will graduate from Parkland College with an associate's degree or certificate within four years.

- 10% of new participants served each year will graduate from Parkland College with an associate's degree or certificate within four years and transfer to a four-year institution within four years.

B) Date of Implementation:

The TRIO/SSS grant originated at Parkland College in 1997. The data collected for this report is for services dates September 2015- August 2016. This is the most recent data available submitted to the federal government.

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

Services offered TRiO/SSS participants include intrusive academic advising, graduation audits and plans, tutoring, assistance with completing the FAFSA, mid-term grade checks and implementing intervention service based on that information, goal setting, and workshops to enhance academic skills.

D) Evidence of Success:

Goals/Objectives Results

- 72% of all participants served in the reporting year by the TRiO/SSS program will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at Parkland College and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

- 88% of all enrolled TRiO/SSS participants serviced by the TRiO/SSS project will meet the performance level required to stay in good academic standing at the Parkland College.

- 22% of new participants served each year will graduate from Parkland College with an associate's degree or certificate within four years.

- 10% of new participants served each year will graduate from Parkland College with an associate's degree or certificate within four years and transfer to a four-year institution within four years.

Dollars and Staff Years Budgeted: Please see Table 1

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