

Parkland College
2019 Underrepresented Groups Report
February 2019



Office of Institutional Accountability and Research

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Institutional Effective Practices

The following institutional effective practices at Parkland College are aimed at college accessibility, affordability, and completion of our under-represented students.

Institutional Effective Practice 1:

A) Purpose, Goal or Objective:

Historically, African-American males enrolled as incoming freshmen have been at higher risk for attrition when compared to the general student population. Together We Achieve (TWA) was established as a first-year learning community for African American men who are first-time college students at Parkland to help improve their retention. Students in this community take classes together with extra support to adjust to the demands of college life and complete assignments with excellence.

B) Date of Implementation:

The first cohort was established in the 2010-11 academic year.

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

There are three major parts of the program, recruitment, academic support, and engagement.

Recruitment

Students are selected as potential program participants before they attend on-campus orientation and are invited to participate. During orientation, they meet with a TWA advisor. During their advising appointment, they are given a detailed description of the program and answers any questions they or their parents have about the benefits of

TWA. If the student chooses to participate, they fill out the registration materials and are enrolled in the TWA cohort classes.

Academic Support

We created a set schedule of core courses that all the students enroll as a cohort. They include: Reading, English, First Year Experience 101, Political Science, and Study Skills.

All the faculty that teach these courses have received extra training to provide additional support for these young men in and out of the classroom. The TWA faculty and advisors communicate weekly concerning the student's progress so we can act quickly to help a student if they are struggling to succeed.

We provide the students with proactive advising. Student are required to meet with their advisor or academic coach weekly for the first 8 weeks of the semester. If students are performing well, they do not need to meet as frequently for the rest of the semester.

If needed, students are provided with extra tutoring in the Center for Academic Success.

Engagement

We schedule several events and activities to help each student bond with their peers in the cohort as well as help them connect to the campus and college life. We have a welcome event during the first week of classes. We have cookout early in the semester and they can bring family and friends. Faculty and Deans also attend the cookout.

They attend various black student success project events. The TWA students also participate in a student club for young black men called Brother-2-Brother where they

can meet other peers and discuss topics of interest. We collaborate with other student life organizations and encourage the students to attend their events to help the students build a community at Parkland College. At the end of the first semester, we have a formal lunch and award ceremony. Some students also request and are matched with a peer mentor that will provide additional support as they transition to college life.

D) Evidence of Success:

Eighty-five percent of the students that participated in Fall 2017 successfully completed the semester and enrolled in classes for Spring 2018 with an average GPA of 2.36. Many of the students have developed positive relationships with the TWA faculty and staff and continue to ask for support as needed. Faculty regularly communicated with advisors and coaches so we could be proactive in providing support during the fall semester. Students have reported in evaluations that they would not have been successful without all the support provided by their advisors and instructors. The students have suggested some improvements and would like more regular support in the Spring semester both with advising and having more TWA student events so they can keep in touch with their peer group. We plan to implement these items in the 2018-19 academic year.

Institutional Effective Practice 2:

Title IX Pregnancy Support Program

A) Purpose, Goal or Objective:

The purpose of the Title IX Pregnancy program is to provide advocacy and support to pregnant Parkland students. The goal is to enhance students' ability to complete their academic goals remain successful in classes during their pregnancy delivery, and recovery while encouraging continued enrollment to complete their academic goal.

B) Date of Implementation:

Program's first cohort was started in August 2016.

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

Provide a case management structure to ensure pregnant students are given opportunities to make-up missed work and held accountable for any work missed due to pregnancy or miscarriage/abortion related-absences, leave of absence or delivery. Students complete an intake form and program agreement contract, with Dean of Students, supply pregnancy documentation, meet with Wellness Center Coordinator and meet with their faculty to show their program card. According to agreement, students call office of the Dean of Students to report any absences due to pregnancy complications. Faculty of record are notified of excused pregnancy-related absences and length of time until student plans to return to class. Students must meet with faculty within a week upon returning to campus/logging back into on-line class to set up plan to complete missed course work.

Extended absences or leave of absences are based on recommendation/doctor's notes on letterhead submitted to Dean's Office. Return to classes whether, from leave of absence or post-delivery are based on doctor's release statement. Regular contact with students in person, by email and phone calls help facilitate issues throughout the semester. Collaborative communication with instructor and student, department chair and/or program manager to coordinate plans to complete missed assignments and find alternative means to meet students' accountabilities if necessary. This is supported through case management and advocacy from the Wellness Center and Office of Dean of Students. These interactive process discussions are important facets for needed flexibility in order to meet Title IX compliance standards. While this program is based on meeting Title IX compliance, it is also focused on assisting pregnant students in accessing all resources which increase this groups course retention, semester to semester persistence and academic goal completion. Indeed, students' comments to program staff have centered on feeling validated and supported in handling challenges to remaining in school from pregnancy through delivery. One student said, "I feel like this college wants me to beat the odds and have my baby and finish my program."

D) Evidence of Success:

During the fiscal year July 1, 2017 through June 30, 2018, the Office of the Dean of Students registered and worked with a total of fifty-six students; of those students, thirty-four were enrolled in credit courses and twenty-two were enrolled in GED classes. The thirty-four pregnant students completed a total of four hundred and ten

credit hours in the 2017-18 academic year and there were 5 graduates and 2 known transfers. A review of the students' records indicates that sixteen of the thirty-four students continued their enrollment post- delivery. The average grade point for these students was 2.357 with half of that groups GPA's ranging between 2.5 to 3.8.

Dollars and Staff Years Budgeted: Please see Table 1

Faculty and Staff with Disabilities: Please see Table 2.