

Parkland College
2020 Underrepresented Groups Report



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:

TRiO/Support Services at Parkland College

A) Purpose, Goal or Objective

TRiO/Student Support Services is a federally-funded grant program designed to assist 180 students persist, excel, and graduate within four years of entry into the program.

The TRiO/SSS program serves students who are first-generation, low-income and/or receive accommodations for disabilities.

Standardized Objectives

- 55% of all participants served in the reporting year by the TRiO/SSS project 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 by the following fall semester.

B) Date of Implementation

The TRIO/SSS grant originated at Parkland College in 1997. The data collected for this report is for services offered September 2018-August 2019, the fourth year in the current five-year grant cycle. This is the most recent data available submitted to the federal government.

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

Free services offered to TRiO/SSS participants include intrusive academic advising, graduation audits and planning, transfer assistance and college visits, tutoring, FAFSA-completion assistance, mid-term grade checks and retention interventions, goal setting, financial literacy education, and workshops to enhance academic skills.

D) Evidence of Success: Goals/Objectives Results

- 71% of all participants served in by the TRiO/SSS in the 2018-19 program persisted from one academic year to the beginning of the next academic year or earned an associate's degree or certificate at Parkland College and/or transferred to a 4-year institution by the fall term of the next academic year.

- 81% of all TRiO/SSS participants serviced by the TRiO/SSS project met the performance level required to stay in good academic standing at Parkland College.
- 38% of new participants served in the 2012-13 academic year graduated from Parkland College with an associate's degree or certificate within four years.
- 17% of new participants served in the 2012-13 academic year graduated from Parkland College with an associate's degree or certificate within four years and transfer to a four-year institution by the following fall semester.

Institutional Effective Practice 2:

Initiative: ECNA – English Communication for Nursing Assistants

A. Purpose, goal or objective

ECNA – English Communication for Nursing Assistants is an Adult Education bridge program that provides a pathway into an academic credit program. Non-native English speakers acquire a foundational core of English-language healthcare knowledge and oral communication skills that enables them to succeed in the Certified Nurse Assistant (CNA) program. Success in ECNA is a door opener for immigrant students allowing them to enter the healthcare career pathway through the CNA program. It provides an alternative path to the TOEFL test for demonstrating English communication skills into some allied health programs.

B. Date of implementation

ECNA was launched in Fall Semester 2018. The curriculum for ECNA was a culmination of several years of analyzing the language needs of English language learners in the context of Parkland's health professions programs and contextualizing language learning pedagogy.

C. Description of program elements or strategies that make the program successful

ECNA is a semester-long free class offered through Adult Education. The first cohort met for 6 hours a week. The weekly time commitment was increased to 10 hours a week to provide students will more time on task. The class focused on two main components:

1. The CNA textbook. This component emphasizes the acquisition of basic healthcare knowledge through the application of close reading skills. Students learn to decode vocabulary and master healthcare terminology used in the CNA class.
2. Twenty-one skills. This component focuses on the language functions needed to successfully execute the essential 21 CNA skills. These language functions include individual language tasks such as asking about patient comfort and communicating with patients about actions that will be performed on them like being turned over. Each set of language skills is learned and practiced through demonstration videos, role plays, and brainstorming. The students learn to anticipate patient response and execute common speech routines that are

encountered in the daily work of a CNA. The instructor guides the practice with authentic language bringing each student to the point of automaticity.

D. Evidence of success

Cohort	Number enrolled	Passed ECNA	Passed CNA (lecture + lab)	Passed CNA (clinical)
2018 Fall	17	17	16	14
2019 Spring	10	8	7	7

The data from the first academic year indicates that the initiative effectively helps non-native speakers acquire sufficient English language fluency to function in a skilled workplace environment. Lessons learned from the ECNA initiative are being used to build a CTE bridge for non-native speakers so that they can take CTE classes in pneumatics, hydraulics, residential wiring installation, and welding.

Dollars and Staff Years Budgeted: Please see Table 1

Faculty and Staff with Disabilities: Please see Table 2.