

Parkland College
2009 Underrepresented Groups Report



Compiled by the Institutional Accountability and Research Office

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Summary Statistics

The following data tables are used to paint a general picture of Parkland's diversity of faculty, staff, and students.

a. Race/Ethnicity of high school graduates who enroll at Parkland the following Fall

		Fiscal Year									
		2005		2006		2007		2008		2009	
ETHNICITY		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Pacific Islander		25	2.9%	18	2.0%	23	2.8%	16	1.8%	25	2.8%
American Indian/Alaskan Native		5	0.6%	4	0.4%	2	0.2%	2	0.2%	1	0.1%
Black, Non-Hispanic		75	8.7%	75	8.4%	58	7.0%	55	6.3%	75	8.5%
Hispanic		15	1.7%	14	1.6%	27	3.3%	26	3.0%	38	4.3%
White, Non-Hispanic		640	74.2%	725	80.9%	641	77.2%	720	82.3%	614	69.5%
Non-Resident Alien		3	0.3%	0	0.0%	2	0.2%	3	0.3%	6	0.7%
Unknown		100	11.6%	60	6.7%	77	9.3%	53	6.1%	124	14.0%

- Since 2005, the percentage of Black, Non-Hispanic students decreased slightly to 3.6% in 2008, but increased to 8.5% in 2009. The percentage of Hispanic students followed a similar trend by decreasing slightly to 3.0% in 2008 and increasing to 4.3% in 2009.
- The percent of White, Non-Hispanic students fluctuated between 2005 and 2008, but decreased substantially from 82.3% in 2008 to 69.5% in 2009. At the same time, the percentage of students whose ethnicity is unknown more than doubled from 6.1% to 14%.

b. Race/ethnicity of students

		Fiscal Year									
		2004		2005		2006		2007		2008	
TOTAL		Count	%	Count	%	Count	%	Count	%	Count	%
TOTAL		16883	100.0%	16989	100.0%	17058	100.0%	16495	100.0%	16724	100.0%
ETHNICITY Asian or Pacific Islander		677	4.0%	692	4.1%	688	4.0%	708	4.3%	795	4.8%
American Indian/Alaskan Native		90	0.5%	83	0.5%	99	0.6%	59	0.4%	79	0.5%
Black, Non-Hispanic		2370	14.0%	2356	13.9%	2430	14.2%	2142	13.0%	2227	13.3%
Hispanic		733	4.3%	703	4.1%	801	4.7%	740	4.5%	871	5.2%
White, Non-Hispanic		12304	72.9%	12472	73.4%	12274	72.0%	12111	73.4%	12048	72.0%
Non-Resident Alien		709	4.2%	683	4.0%	766	4.5%	735	4.5%	704	4.2%

Source: ICCB A1 Dataset

- The number and percentage of minority students of total enrollment fluctuated very little between 2004 and 2008. No single ethnicity group increased or decreased more than two percentage points and most fluctuated less than one percentage point.
- There was a slight increase in the numbers and percentages of Asian or Pacific Islanders and Hispanic students between 2006 and 2008.

- There was a slight decrease in the numbers and percentages of American Indian/ Alaskan Native and Black, Non-Hispanic students between 2006 and 2008.

c. Race/ethnicity of recipients of degrees

		Fiscal Year									
		2004		2005		2006		2007		2008	
		Count	%	Count	%	Count	%	Count	%	Count	%
TOTAL		1060	100.0%	1013	100.0%	1213	100.0%	1083	100.0%	1023	100.0%
ETHNICITY	Asian or Pacific Islander	26	2.5%	24	2.4%	61	5.0%	18	1.7%	20	2.0%
	American Indian/Alaskan Native	5	0.5%	4	0.4%	4	0.3%	0	0.0%	4	0.4%
	Black, Non-Hispanic	87	8.2%	62	6.1%	70	5.8%	92	8.5%	75	7.3%
	Hispanic	25	2.4%	23	2.3%	25	2.1%	20	1.8%	20	2.0%
	White, Non-Hispanic	866	81.7%	859	84.8%	1015	83.7%	918	84.8%	864	84.5%
	Non-Resident Alien	51	4.8%	41	4.0%	38	3.1%	35	3.2%	40	3.9%
DISABILITY STATUS	Not applicable	1016	95.8%	969	95.7%	1165	96.0%	1028	94.9%	968	94.6%
	Disability Student	44	4.2%	44	4.3%	48	4.0%	55	5.1%	55	5.4%

Source: ICCB A1 Dataset

- The percentage of Asian or Pacific Islander students receiving degrees decreased from 5% to 2% between 2006 and 2008.
- The percentage of Black, Non-Hispanic students receiving degrees increased from 5.8% to 7.3% between 2006 and 2008.
- While the percentage of White, Non-Hispanic students receiving degrees slightly increased between 2006 and 2008, the number of White, Non-Hispanic students receiving degrees decreased considerably from 1,015 to 864.
- The percentage of students with disabilities receiving degrees increased slightly from 4.2% in 2004 to 5.4% in 2008.

d. Race/ethnicity of employees

		Fiscal Year									
		2005		2006		2007		2008		2009	
		Count	%	Count	%	Count	%	Count	%	Count	%
ETHNICITY	Asian/Pacific Islander	23	2.6%	25	2.8%	28	3.1%	28	3.1%	26	2.9%
	American Indian or Alaskan Native	1	0.1%	1	0.1%	2	0.2%	1	0.1%	2	0.2%
	Black, Non-Hispanic	69	7.8%	62	6.9%	59	6.6%	56	6.3%	53	5.8%
	Hispanic	9	1.0%	8	0.9%	7	0.8%	10	1.1%	9	1.0%
	White, Non-Hispanic	787	88.5%	801	89.3%	802	89.3%	778	86.9%	752	82.6%
	Refuse to Indicate/Unknown	0	0.0%	0	0.0%	0	0.0%	22	2.5%	68	7.5%
GENDER	Male	418	47.0%	411	45.8%	423	47.1%	405	45.3%	410	45.1%
	Female	471	53.0%	486	54.2%	475	52.9%	490	54.7%	500	54.9%

Source: ICCB C1 Dataset

Between 2005 and 2009, the percentage of Black, Non-Hispanic employees decreased from 7.8% to 5.8%.

- Between 2007 and 2009, the percentage of employees who marked “Refuse to indicate/unknown” for their ethnicity increased from 0% to 7.5%. At the same time, the percentage of White, Non-Hispanic employees decreased from 89.3% to 82.6%.

e. Race/ethnicity of full-time and part-time faculty

		2005		2006		2007		2008		2009	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Total Count		183	402	174	423	178	419	181	414	177	435
% Asian/Pacific Islander		4.4%	2.7%	4.0%	3.3%	4.5%	4.1%	4.4%	3.9%	4.5%	3.2%
% American Indian or Alaskan Native		0.0%	0.2%	0.0%	0.2%	0.0%	0.5%	0.0%	0.2%	0.0%	0.5%
% Black Non-Hispanic		7.7%	4.2%	8.0%	2.8%	8.4%	2.4%	8.3%	1.9%	6.8%	1.8%
% Hispanic		1.1%	1.7%	1.1%	1.4%	1.7%	1.0%	1.7%	1.4%	1.7%	1.1%
% White Non-Hispanic		86.9%	91.0%	86.8%	92.2%	85.4%	92.1%	85.6%	88.4%	83.1%	81.4%
% Nonresident Alien		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ETHNICITY	% Refuse to Indicate/Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.1%	4.0%	12.0%
% Male		53.0%	51.5%	52.3%	48.7%	51.1%	49.6%	49.7%	46.9%	48.6%	46.9%
GENDER	% Female	47.0%	48.5%	47.7%	51.3%	48.9%	50.4%	50.3%	53.1%	51.4%	53.1%

Source: ICCB C1 Dataset

- While the majority of full-time and part-time faculty between 2005 and 2009 were White, Non-Hispanic, the proportion of White, Non-Hispanic faculty. At the same time, the percentages of full-time and part-time faculty who marked “Refuse to indicate/unknown” increased from 0% to 4% and 12% respectively.

- The percentages of full-time and part-time Asian/Pacific Islander and Hispanic faculty remained relatively stable between 2005 and 2009.
- The percentage of full-time Black, Non-Hispanic faculty increased from 7.7% in 2005 to 8.4% in 2007 and decreased to 6.8% in 2009. The percentage of part-time Black, Non-Hispanic faculty decreased from 4.2% in 2005 to 1.8% in 2009.
- Between 2005 and 2009, there was an inverse relationship between male and female full-time and part-time faculty. The percentage of full-time male faculty decreased from 53% in 2005 to 48.6% in 2009 while the percentage of full-time female faculty increased from 47% in 2005 to 51.4% in 2009. Similarly, the percentage of part-time male faculty decreased from 51.5% in 2005 to 46.9% in 2009 while the percentage of part-time female faculty increased from 48.5% in 2005 to 53.1% in 2009.

Retention and Graduation Rates

Retention rates were computed using the E1 dataset and graduation rates were downloaded from the Integrated Postsecondary Education Data System (IPEDS) website.

a. Retention Rates for First-Time, Part-Time, Degree-Seeking Students:

Retention rates for First-Time, Part-Time, Degree-Seeking students by underrepresented cohort groups were calculated based on data from the previous four fiscal years (FY05-06 to FY-08-09).

Retention	FY05-06	FY06-07	FY07-08	FY08-09
Overall Rate	27.7%	23.3%	19.7%	21.6%
Male	18.0%	20.7%	14.7%	18.6%
Female	39.2%	26.2%	26.3%	25.7%
Asian/Pacific Islander (overall)	13%**	25%**	13.3%**	23.1%**
Male	7.7%	31.3%	6.3%	16.7%
Female	20.0%	12.5%	21.4%	28.6%
American Indian/Alaskan Native (overall)	33.3%**	0%**	0%**	0%**
Male	20.0%	0.0%	0.0%	0.0%
Female	100%	0.0%	0.0%	0.0%
Black, Non-Hispanic (overall)	5.6%	14.7%	7.1%	11.6%
Male	2.4%	14.9%	5.1%	9.5%
Female	13.0%	14.3%	13.8%	15.7%
Hispanic (overall)	3.9%	10.3%**	14.6%**	9.1%
Male	2.6%	9.5%	4.3%	0.0%
Female	7.7%	12.5%	27.8%	23.1%
White, Non-Hispanic (overall)	38.0%	26.5%	23.5%	25.3%
Male	28.7%	22.7%	19.1%	23.0%
Female	46.3%	30.4%	28.5%	28.5%
Non-resident Alien (overall)	15.4%**	17.9%**	10.5%**	5.3%**
Male	0.0%	22.2%	0.0%	0.0%
Female	28.6%	15.8%	15.4%	6.7%

Observations for retention data on first-time, part-time, degree-seeking students at Parkland:

- After declining from 27.7% in FY05-06 to 19.7% in FY07-08, the overall retention rate increased to 21.6% in FY08-09.
- The overall retention rate for males was lower than overall retention rate for females between FY05-06 and FY08-09. However, the retention rate for females declined from 39.2% to 25.7% during the same time period.
- The retention rates for Asian/Pacific Islander, American Indian/Alaskan Native, Hispanic, and Non-resident Alien students should be interpreted with caution due to small cohort sizes. Fluctuation in retention rates for these groups between 2005 and 2009 is likely due, in part, to the small cohort sizes.
- The retention rate for Asian/Pacific Islander students increased from 13% to 23.1% from FY05-06 to FY08-09. With the exception of FY06-07, the retention rate for female Asian/Pacific Islander students was higher than the male retention rate.
- For Black, non-Hispanic students, the retention rate increased from 5.6% to 11.6% from FY05-06 to FY08-09. Similar to Asian/Pacific Islander students, the retention rate for female Black, non-Hispanic students was higher than the male retention rate with the exception of FY-06-07.
- The retention rate for Hispanic students increased from 3.9% to 9.1% from FY05-06 to FY08-09. The FY08-09 retention rate for female Hispanic students, 23.1%, was significantly higher than the retention rate for male Hispanic students, 0%.
- The retention rate for White, non-Hispanic students was above the overall average retention rate from FY05-06 to FY08-09. However, the retention rate for White, non-Hispanic students decreased from 38% to 25.3% during the same time period.
- American Indians/Alaskan Native students and Non-resident Alien students represent the two smallest Racial/Ethnic groups at Parkland. The small cohorts partially explain the fluctuation and partially explain retention rates of 0%. Most of the American Indian/Alaskan Native cohorts are smaller than 5 (male and female combined). The Non-resident Alien male cohorts in FY05-06, FY07-08, and FY08-09 with 0% persistence rates are smaller than 10.

b. Retention Rates for First-time, Full-Time, Degree-Seeking Students:

Retention rates for First-Time, Full-Time, Degree-Seeking students by underrepresented cohort groups were calculated based on data from the previous four fiscal years (FY05-06 to FY08-09).

Retention	FY05-06	FY06-07	FY07-08	FY08-09
Overall Rate	66.1%	63.3%	65.7%	66.4%
Male	65.6%	62.0%	62.2%	65.9%
Female	66.8%	64.8%	70.7%	67.0%
Asian/Pacific Islander (overall)	88.2%**	46.2%**	56.5%**	76.2%**
Male	87.5%	35.7%	52.9%	80.0%
Female	88.9%	58.3%	66.7%	66.7%
American Indian/Alaskan Native (overall)	40%**	60%**	50%**	25%**
Male	33.3%	0.0%	50.0%	0.0%
Female	50%	75.0%	0.0%	50.0%
Black, Non-Hispanic (overall)	47.1%	33.9%	35.3%	39.1%
Male	41.1%	32.1%	28.9%	43.9%
Female	54.3%	35.6%	43.3%	34.0%
Hispanic (overall)	73.3%**	42.3%**	73.9%**	80.8%**
Male	72.7%	26.7%	78.6%	76.9%
Female	75.0%	63.6%	66.7%	84.6%
White, Non-Hispanic (overall)	67.9%	68.8%	68.6%	69.6%
Male	68.2%	67.8%	64.8%	67.9%
Female	67.5%	70.0%	74.0%	71.9%
Non-resident Alien (overall)	92.3%**	65%**	73.7%**	66.7%**
Male	87.5%	63.6%	76.9%	73.7%
Female	100.0%	66.7%	66.7%	50.0%

**Denotes cohorts with fewer than 50 students

Observations for retention data on first-time, full-time, degree-seeking students at Parkland:

- The overall retention rate remained relatively stable between FY05-06 and FY08-09, decreasing slightly to 63.3% in FY06-07 and rebounding to 66.4% in FY08-09.
- Overall retention rates for females were slightly higher than overall retention rates for males between FY05-06 and FY08-09. The largest overall retention rate gap between males and females was 7.5% in FY07-08.
- Similar to first-time, part-time retention rates, Asian/Pacific Islander, American Indian/Alaskan Native, Hispanic, and Non-resident Alien rates for first-time full-time students are based on cohorts smaller than 50 students and should be interpreted with caution.
- Asian/Pacific Islander retention rates fluctuated considerably between FY05-06 and FY08-09; this is likely due, in part, to the small cohort size.

- The retention rate for Black, Non-Hispanic students declined to 33.9% in FY 06-07 and increased to 39.1% in FY08-09, a similar trend to the overall retention rate. The retention rate for female Black, Non-Hispanic students were higher than Black, Non-Hispanic males each year with the exception of FY08-09.
- Although based on a small cohort size, the Hispanic retention rate was generally above the overall retention rate between FY05-06 and FY08-09. The Hispanic retention rate decreased from 73.3% in FY05-06 to 42.3% in FY06-07 and increased to 80.8% in FY08-09.
- The retention rate for White, non-Hispanic students grew slightly from 67.9% in FY05-06 to 69.9% in FY08-09. Generally, the retention rates for female White, Non-Hispanic students were higher than males.
- Similar to first-time, part-time students, American Indian/ Alaskan Native and Non-resident Alien students generally have the smallest representation at Parkland college. While the retention rates for American Indian/ Alaskan Native students are low and the retention rates for Non-resident Alien students are high, they are both based on very small cohort sizes.

c. IPEDS Graduation Rates

The following data is taken from the IPEDS Peer Analysis System. These graduation rates are based solely on the number of students entering Parkland as full-time, first-time, degree or certificate-seeking that complete within 150% of catalog time to program completion. IPEDS does not provide the cohort size for which the rates are based. With that said, full-time, first-time degree or certificate-seeking students comprise only a fraction of the total student population at Parkland. Similarly, the enrollment proportions of Asian/Pacific Islander, American Indian/ Alaskan Native, Hispanic, and Non-Resident Alien students at Parkland are considerably small compared to the enrollment proportions of White, Non-Hispanic and Black, Non-Hispanic students. Thus, the graduation rates reported below are based on small cohort sizes within the total student population and the aforementioned Racial/Ethnic groups.

Graduation	2005	2006	2007
Overall Rate	25.0%	22.0%	23.0%
Male	23.0%	17.0%	19.0%
Female	27.0%	27.0%	28.0%
Asian/Pacific Islander	11%	33.0%	33.0%
American Indian/Alaskan Native	33.0%	50.0%	0.0%
Black, Non-Hispanic	4.0%	5.0%	11.0%
Hispanic	13.0%	20.0%	13.0%
White, Non-Hispanic	29.0%	24.0%	25.0%
Non-resident Alien	31.0%	7.0%	15.0%

Observations for graduation data on first-time, full-time, degree-seeking students at Parkland:

- The overall graduation rate decreased slightly between 2005 and 2006 but increased 1% to 23% in 2007. Between 2005 and 2007, the graduation rate for females was higher than the graduation rate for males with a 9 percentage point gap in 2007.
- Among Racial/Ethnic groups at Parkland College, Asian/Pacific Islander and White, Non-Hispanic students had the highest graduation rates in 2007 at 33% and 25% respectively.
- Graduation rate patterns between 2005 and 2007 are not entirely apparent for many Racial/Ethnic groups. For example, the graduation rate for Hispanic students increased from 13% in 2005 to 20% in 2006 and returned to 13% in 2007. Conversely, the graduation rate for Non-resident Alien students decreased from 31% in 2005 to 7% in 2006 before increasing to 15% in 2007.
- The three-year trend for Black, Non-Hispanic students is an increase in the graduation rate from 4% in 2005 to 11% in 2007.

Recruitment and Preparation of Underrepresented Students, Faculty, Staff and Administrators

a. TRIO/Student Support Services

One goal of TRIO/Student Support Services is to provide services aimed at increasing the number of students that graduate and/or transfer to 4-year institutions. While TRIO does not explicitly target underrepresented students, many of its clients are from underrepresented populations. The TRIO program continuously tracks Parkland students receiving services and measures key outcomes related to the goals of increasing graduation and transfer numbers. Data on these outcomes include:

- The most recent persistence rate of TRIO participants was 66.7% (120 out of 180 students who were enrolled in Fall 2007 and returned the Fall of 2008) well exceeding the U.S. Department of Education goal of 50%.
- 152 out of 180 students (84.4%) were in good academic standing as defined by Parkland College as of Spring 2009, exceeding the U.S. Department of Education goal of 75%.
- Of the 101 students in the 2005-2006 cohort, 37.6% graduated and/or transferred to a 4-year institution within 3 years of enrolling in the program.

Parkland will continue to offer TRIO support services to enhance the persistence, academic achievement, graduation, and transfer of underrepresented students.

b. Center for Academic Success

The Center for Academic Success (CAS) was launched in July 2006. Based on the work of a year-long task force, CAS integrated four previously independently-run entities – Academic Development

Center, Learning Lab, Peer Tutoring, and Writing Center – into one structure and under one leadership. It is Parkland College’s one-stop learning center whose mission is to empower students in the attainment of their academic goals. CAS programming intentionally integrates learning assistance with advising/student development support. While CAS is designed to serve a wide range of students at different levels of academic achievement, five of its eight full-time staff are dedicated to working with students who are under-prepared for college (developmental students), a large number of whom are from underrepresented groups (racial minorities as well as students with disabilities). Much of CAS programming results from partnerships with academic departments to provide tutoring and alternative delivery instructional formats for students who struggle with improving essential academic skills (reading/studying, writing, and math) as well as advising support.

The specific ways in which CAS works to enhance Parkland’s efforts at increasing the academic achievement of underrepresented student groups include the following:

- CAS advising and student advocacy services: CAS advising team (two Student Development Advocates and one Academic Advisor) work primarily with academically at-risk students identified by their reading assessment scores. The Advocates advise all incoming freshmen with the lowest reading scores (CCS 098 placement) and work with faculty to provide outside-of-classroom wrap-around support throughout the semester. More than 50% of students in CCS 098 are minority. CCS 098 students tend also to have writing and math skill deficiencies. An average of 33% of students enrolled in the lowest-level developmental mathematics course, MAT 094 Pre-Algebra, are minority; an average of 20% of all students in developmental courses in an academic year are minority. FY08 Advocate contacts: summer 2007 – 604 students/1136 contacts; fall 2007 – 743 students/1802 contacts; spring 2008 – 468 students/1091 contacts plus 57 class visits (fall 2007: 36; spring 2008: 21).
- Academic Development Lab (ADL): Within CAS is a dedicated computer lab tutoring area for students with developmental coursework placements. Staffed by two Academic Development Specialists who are well-versed in the curriculum expectations in developmental reading, writing, and mathematics as well as learning disability specialists, they provide walk-in as well as by-appointment tutoring and coaching for any developmental student or student with learning and other disabilities. ADL is equipped with 16 computers for student use. The computers are also loaded with some of the latest assistive technology and effective CAI programs. Developmental reading and writing faculty consult the Specialists in designing lessons and finding ways to help students who learn differently stay successful in class. In FY 08, ADL recorded 3187 student visits.

CAS programming to enhance college readiness of its underprepared students includes the following initiatives:

- Math Faculty Tutoring (MFT): Math department faculty provide tutoring for students in developmental math classes in CAS. In FY 08, 566 students came for MFT help 2853 times. Students who use MFT at least 12 times in a semester tend to surpass the general course pass rate by 20% or better. Given that developmental math pass rates (C or better) hovers around 50%, this CAS service clearly helps students to advance towards college level math placements.

- **Modules:** Students falter in their developmental course work for various reasons. CAS partnering with faculty has pioneered the offering of developmental course requirements through modules (breaking down a multi-credit hour course into one-credit hour chunks). Still in its pilot stages with adjustments to curriculum design and teaching formats, module instructors provide greater instructor guidance and focused time-on-task. Initial data for reading and writing modules indicate that students who repeat CCS 099 and ENG 099 in modules in CAS are 10 – 20% more likely to pass than peers who repeat in the traditional classroom. About 70% of first-time freshman students require at least one developmental math course. Many students with poor math preparation in high school struggle with success in the traditional math classroom. A CAS-math department collaborative effort has resulted in a system of providing such students with the option of completing math requirements more slowly through math modules while fulfilling the department’s standards of math competency.

c. Latino Family Day

As part of the Parkland College Alternative Spring Break, college students, Parkland faculty, and local agencies organized Dia Latino “Parkland College abre las puertas a tu familia” on Thursday, March 26, 2009 from 3 to 7 p.m. Tailored to the local Latino community, the purpose of the event was to invite Latino families to Parkland College to ensure the Latino community is welcome at Parkland. To maximize access to the event and attendance, the Champaign-Urbana MTD offered free bus fare for families to this Parkland event. A Parkland shuttle also was available from The Community Center in Rantoul. A wide range of free services and programs were scheduled during the event including: dental cleanings and educational materials for adults, professional family photos, hands-on art projects, career interest assessment assistance, interactive soccer demonstrations, child care services during the event, tours of the greenhouse and automotive facility, Staerkel Planetarium shows, and a complimentary dinner. The event was very well attended as dinner was served at the end of the evening for 250 people.

d. Latino/Latina Outreach Advisory Group

Background Information

The Latino/a Outreach Advisory Group is a subcommittee of the Enrollment Management Team. It’s currently comprised of 10 members from campus and the community. It was formed during the fall 2007 semester. The purpose of the group is to reach out to, market to, and recruit and retain Latino/a students. The purpose of the group aligns precisely with College Planning Priority #3:

To increase the enrollment and success of minority, underserved, and underprepared student populations via a comprehensive and collaborative network within Parkland District 505. Special emphasis shall be placed on marketing, outreach, recruitment, and retention of African-American, **Latino/a, immigrant**, international, and Baby Boomer students.

Activities of the Latino Outreach to date include hosting of the La Prensa Latino/a Business Expo, fiesta Latina (an Education and Human Services Exposition sponsored by the Latino Partnership of Champaign County), presentations to the executive board of the Latino Partnership of Champaign County, and several events cosponsored with La Casa Cultural Latina at the University of Illinois. The purpose of our participation in these activities is to make it known or reinforce the idea that

Parkland College is a friendly and welcoming place to all members of the community, including Latinos and immigrants of all heritages and national origins. Most of us take this idea for granted, but new members of our community, whose first language may not be English, who do not have a family tradition of continuing education, and who may be employed in unskilled or semiskilled occupations, may be less certain of being welcomed and accepted in a new place. During these interactions, in addition to assuaging these concerns of acceptance, we discuss our services and courses, and programs of study offered by Parkland, providing special emphasis on English as a Second Language (ESL) course offerings and ESL assessment and placement services.

When addressing these groups it is always more productive to have recruitment materials printed in Spanish, so that parents and grandparents, as well as older prospective students have access to information about Parkland. Translating written material from English to Spanish requires a trained and experienced translator. Therefore, we have requested and received funds to contract the services of a translator to develop recruitment materials appropriate for the Latino population and to translate certain already existing recruitment materials into Spanish.

We also requested and received funds to increase our advertising in the local Spanish newspaper, La Prensa. In addition to Spanish newspaper advertising, we believe there is a need to create and place ads on Spanish-speaking radio. Also included in our funding is an amount for recruiting materials such as handouts/giveaway items, as well as funding for light lunch occasions or refreshments. In attempting to attract this age group to recruiting events, it always helps to have food items available.

For Parkland College to continue to dedicate funding to the development of Latina/o recruiting programs speaks volumes about Parkland's commitment to the recruitment and retention of the fastest-growing minority population in our district. According to the latest Environmental Scanning Data compiled by Parkland College Institutional Accountability & Research (2007), 3.9% of our District 505 credit students are of Hispanic/Latino heritage. The Latino Outreach Advisory Group received funding from the College Planning Committee of approximately \$22,000 over the last two academic years to conduct its activities.

Rationale

The Latino/a population is the fastest growing population in District 505. This population is an excellent source of growth for Parkland enrollment. Although Latino/a enrollment grew significantly over the past 10 years, it is not keeping pace with the population growth in the district. Demographically, the Latino population has more college-aged individuals than any other component of the total population in District 505.

Many undocumented Latino/a prospective students and their parents are not aware of the Illinois state law that allows them to attend private and public Illinois colleges and universities, if they meet certain criteria.

Assessment and Evaluation

The Advisory Group is a standard agenda item for the monthly Enrollment Management Team meetings. The most pertinent measure of success is in the numbers. Over the past year as our

Latino/a recruiting activities developed, the Latino population on campus increased by 11.8% from 508 in the Fall of 2007 to 568 students in the Fall of 2008.

e. College for Kids

Parkland College offers the College for Kids (CFK) summer program, which serves youth entering grades 3 through 7. Parkland makes specific efforts to obtain scholarship funding so that children from underrepresented families can attend College for Kids. Further, students who qualify for reduced school lunches also qualify for reduced College for Kids tuition.

College for Kids enrollments at-a-glance

2006	CFK students= 540	Scholarships=13	Reduced lunch/rate 13
2007	CFK students= 595	Scholarships= 14	Reduced lunch/rate 7
2008	CFK students= 654	Scholarships= 18	Reduced lunch/rate 7

To recruit underrepresented students, College for Kids staff developed working relationships with local community organizations, specifically, the Don Moyer Boys & Girls Club. This relationship facilitated communication with parents of children whose families could not afford the CFK tuition. In 2008, scholarships were available to those who qualified for reduced lunches. Students were asked to submit a short essay describing why they wanted to attend College for Kids.

Funding for College for Kids scholarships has been obtained from several sources, including Orange Krush, Champaign Urbana Junior Women's Club, Kraft, Ronald McDonald House Charities of Central Illinois, Champaign West Rotary, Council of Negro Women, and Council of Women Realtors.

f. Minority Transfer Articulation for Adult Learners

The Parkland College Counseling and Advising Center sponsored the "Minority Transfer Articulation for Adult Learners" project in 2005/2006. This initiative focused on providing academic support to degree-seeking, non-traditional, ethnic minority, non-international students, aged 24 and above. Emphasis was placed on recruitment, retention and transition. The overall goal of the program was to improve academic performance and increase retention and graduation rates of the targeted students. External funding for the project was eliminated after 2006.

As a result of the success of the "Minority Transfer Articulation for Adult Learners" project, several elements of the project were institutionalized by the college. They include:

- An annual minority student recognition event
- Career, academic and personal development workshops and activities scheduled throughout the academic year
- A revision of the student orientation program, providing for a variety of assessments: career, major, computer literacy, life domains and the identification of potential barriers.

In 2008, the Parkland College Counseling and Advising Center continued to provide services, programs and activities for students from traditionally underrepresented groups in focused efforts to support retention and success. In addition, efforts were made to provide professional development opportunities for faculty and staff and outreach to parents.

Activities/events:

- Do the Right Thing Breakfast Chats – informal meetings with groups of students intended to provide college updates and strengthen ties to faculty/staff and college.
- Black Student Association meetings – regular meetings to allow positive exchange of information, planning sessions, etc.
- Study Skills workshop
- Black Health Fair
- Black Male/Female Relationship Discussion series
- Parenting workshop
- Transferring to four-year colleges/universities workshop
- Test Anxiety workshop
- Math Anxiety workshop
- Conflict Resolution workshop
- Career planning workshop
- Entrepreneurship Panel presentation and discussion
- You and the Law workshop – provided basic understanding of drinking and driving laws, citizen rights and police protocol
- Welcome to Parkland – in collaboration with other Student Services’ departments, provided information on financial aid, part-time employment, college clubs and organizations, etc.
- College and University Transfer Fairs
- Parents’ Night
- Presentations on resources and success strategies to classes, Men’s basketball program
- Presentations on best practices in working with black males, underprepared and underrepresented students in Parkland College Center for Excellence in Teaching and Learning
- Minority Student Recognition Celebration
- Attendance at Assessment Institute National Conference
- Attendance at Summer Institute on Addictions Conference

g. Brother-to-Brother

Brother-to-Brother (B2B) is a support network that will be established in the near future to provide peer and faculty/staff mentoring for African-American Male students at Parkland College. Brother-to-Brother participants will attend weekly group meetings, which have established discussion topics to guide the group’s focus throughout the semester. The group will have voluntary, open-ended attendance; there are no mandated requirements for participation. Although group sessions will also be open to any Parkland student, the initiatives are predominantly oriented toward advancing the intellectual and personal growth of African-American male students in order to raise the academic

success indicators for this particular group. Activities will include: discussion groups, guest speakers, and special topic seminars. Participants will be encouraged to use the academic support resources in the college as well as to mentor and assist each other. A college academic advisor facilitates B2B activities.

h. International Students

Parkland College is dedicated to recruiting and supporting International Students in various capacities. The following list represents a snapshot of the many activities related to the recruitment and retention of International Students.

Recruitment

- Parkland is a member of the Study Illinois consortium (marketing with the U.S. Dept. of Commerce, viewing higher education in Illinois as a U.S. export)
- Parkland is a member of CCID (Comm. Colleges for International Development); receiving a grant for a group of students from developing countries to study for one year at Parkland
- Intensive English program provided for students needing full-time English instruction to prepare for academic course work in the U.S.
- Free assessment for English as a Second Language (TOEFL not required) to determine eligibility for academic course work at Parkland and placement into the appropriate course level
- Parkland provides opportunities for students, including International Students, to enroll concurrently enrollment at the University of Illinois
- Media: web pages, welcome message translated into several languages (forthcoming), Facebook page for Alliance of International Students (scholarship students), International Newsletter (web and print versions, joint venture by Alliance of International Students and ESL Research class)

Retention

- Admissions advising, processing and immigration paperwork for all new international students
- Orientation (half-day) for all new international students
- Workshops given throughout the year:
 - Opportunities for Work
 - F-1 Regulations
 - Connecting Cultures in the Classroom
- Five international student award scholarships are available to students for up to two years, providing in-district tuition to the recipients
- Immigration advising appointments available every morning, walk-ins in the afternoon, assisting students with:
 - Change of status applications
 - Reinstatement
 - Emergency leaves
 - Reduced course loads
 - Other status problems
- Work authorization, including: work on campus, optional practical training, curricular practical training, extreme economic hardship

- Cultures Fair in the Spring semester, International Education Week in the fall semester

i. Center for Excellence in Teaching and Learning

The Center for Excellence in Teaching and Learning (CETL) is an ongoing learning system that facilitates and enhances quality teaching, student learning, and excellence in the workplace. It empowers professionals to address challenges while fostering the scholarship of teaching and student service. The CETL annually offers multiple sessions related to underrepresented students, faculty, staff and administrators. A sample of these sessions include: Core Value Stories: Multiculturalism; Tricks of the Trade to Promote Universal Access; Academic and Social Experiences of African American Students; Women in Literature; Respectful Workplace: Ally Awareness and SafeZone Certification; Tips for Communicating with People with Disabilities; Developmental Education Research Reading Group; The Mosaic Called Diversity Revisited; and Egypt and the US: Sharing Experiences. During FY2009, CETL offered a total of 33 sessions attended by 481 participants.

Human Resources: Recruitment and Preparation of New Faculty/Staff/Administrators

1. Goals and Objectives:

To actively engage members of the College community in the process of developing an appreciation for cultural diversity.

To recognize, promote, utilize and educate one another regarding the unique qualities and shared humanity of our people and cultures.

To develop a more diverse pool of applicants so that future full-time faculty not only represents more closely the cultural and racial diversity of the students we serve but also understand and work within a gender-balanced, multicultural education.

To develop specific strategies to recruit and hire qualified candidates for full-time faculty positions in program or discipline areas in which the gender or cultural/racial composition does not reflect the community we serve.

To develop strategies to increase the general diversity of the pool of applicants.

To recruit and hire qualified candidates from targeted minority groups.

2. Progress since 2006:

No data has been tracked or gathered.

3. Methods and Strategies to Meet Goals and Objectives:

Develop recruitment materials that feature Parkland as a progressive, premier community college dedicated to providing gender-balanced, multicultural education and accountable to the racially and culturally diverse community of Champaign-Urbana and District 505.

Network with the National Council of Black American Affairs of AACC and have our faculty and administrative position announcements sent out to their members and member institutions.

Arrange recruiting visits; develop recruiting materials.

Track former minority students with professional teaching credentials and regularly invite them back to campus and to apply when positions become available.

Obtain lists of those colleges that have significant numbers of minority master's and doctorate graduates and follow-up with their placement offices.

All vacancy announcements and advertisements will contain the College Equal Employment Opportunity notation, and will encourage individuals representing diverse cultures and female applicants to apply.

Parkland College's PROF (Professors of the Future) and faculty Diversity Internship Programs:

The Diversity Internship Program provides opportunities for the college to recruit candidates with diverse backgrounds and limited teaching experience and to provide them with an opportunity to teach for a period of up to two academic years. During these two years the candidate is provided with special training and mentoring to help them become fully prepared for upcoming tenure-track openings. During the college's planning process, future faculty openings are identified. Since the planning process allows the college to forecast where these needs will be, the Diversity candidate can begin to prepare for the position that will be available as a full-time, tenure-track position. Some examples of successful candidates have been female speech and chemistry instructors in areas that consisted mainly of male instructors and racial minorities in biology, mathematics, history and political science.

The second initiative that Parkland considers to be a "best practice" is the PROF Program. In this program, outstanding Parkland College students are identified for areas of future need that would potentially add diversity to the faculty ranks. These students, if interested in a teaching career, are offered scholarships to complete their studies and return to Parkland to teach after they have completed their master's degree. The Parkland College Foundation acts as the principle in arranging the contracts and funding for these potential future faculty. After completion of the master's degree, the PROF candidate teaches full-time at Parkland in a non-tenure-track position for up to five semesters. They are then eligible to apply for a full-time, tenure-track position.

The success of these programs has been instrumental in helping to diversify Parkland faculty. It was recognized that diversity efforts focused on the full-time, tenure-track faculty position openings alone was not enough to provide the pools of qualified candidates. The college recognized that strategies to recruit and train potential candidates were far more successful if efforts were made earlier in the

planning stages where the chance to “grow your own” became an integral part of overall recruiting. Clearly, a strategic planning approach to diversity becomes critical.

The planning and timing for PROF opportunities and Diversity Internships is the essential ingredient. For instance, the Diversity Internships are planned to end when a full-time, tenure-track position in that discipline becomes available. It is at that time when the Intern has already had the mentoring and experience which makes them a uniquely qualified candidate within the candidate pool. The PROF candidates are recruited earlier in the process than the Diversity Interns. Since the time required in completing a Bachelor’s and Master’s degrees can take years, the college recruits candidates in disciplines that we know will have openings in the future. We are able to make these forecasts based on many planning factors, including retirements, demographic changes, results of Futures Conferences, etc.

4. Diversifying Faculty in Illinois Higher Education:

We are a community college and we do not meet the Diversifying Higher Education Faculty in Illinois Act’s definition of “Qualified institution of higher education” because we do not “offer instruction leading toward or prerequisite to an academic or professional degree beyond the baccalaureate degree.”

College Readiness and High School to College Transition Program Initiatives

a. P-16 Committee

1. Active for several years, the goal of Parkland’s P-16 Committee is to create partnerships with District 505 educators which foster productive communication and collaboration among colleagues in the K-12 system. Ultimately, the purpose of the P-16 Committee is to decrease the number of students who come to Parkland unprepared for college-level work. Activities conducted since 2005 are numerous and include: **Listening Tour 2005- 2007**
7 schools, 166 faculty and administrators
2. **School Improvement Day presentations**
Urbana, Mahomet- Seymour, Prairie Central, Gibson City-Melvin-Sibley (GCMS)
Heart of Illinois Conference at Heyworth High School
3. **Dinner and Discussion**
High school faculty in reading/writing - Spring 2007
High school faculty in math - Spring 2008
4. **Presentations to students**
Prairie Central Senior class- December 2007, August 2008
GCMS Junior class - January 2009
5. **Website**
Gives teachers information requested about college readiness
Includes sections for Parents, Teachers, and Students

6. Newest initiative - Story Shop

Writing contest for 7th and 8th graders

2008 – first-year participation: 87 submissions/ 12 schools

2009 – 294 submissions/ 15 schools

Awards Day in Parkland Theater – showcases Merit Writers

Introduces Parkland to parents, families, friends, teachers

7. Presentations to students

Atwood-Hammond, Iroquois West, Monticello, Next Generation, Prairieview-Ogden, Unity, Urbana

b. Parkland College Counseling and Advising Center

Since 2006, the Parkland College Counseling and Advising Center has been involved in a number of programs, initiatives, or activities whose primary purpose is to improve the college readiness or ease the transition from high school to college. A brief summary of a few select activities is highlighted below:

Parents' Night at Parkland College –

Parkland College annually extends an invitation to parents of high school students to come to Parkland for Parents' Night at Parkland College. This well-attended event was an opportunity for parents and high school students to receive information about Parkland, transfer opportunities and to ask questions, among other things. Most all academic and student service units are represented to field questions and exchange information with parents of prospective high school students. While this event caters to all interested members of the community, it is particularly important for parents of prospective students who are unfamiliar with college – this includes many underrepresented groups. This event helps to inform parents and students about important pieces of college knowledge including financial aid, admissions, academic advising, and other student services.

Community Presentations –

The Parkland College Counseling and Advising Center made several presentations around the community related to the theme of college preparation. Some of these presentations were at high schools and several catered to high-school aged audiences. Some of these locations include: Joann Dorsey Homes; Champaign Central High School; Cunningham Children's Home; Urbana High School; and Department of Children and Family Services Education Panel

Parkland College High School Counselor Meetings –

In FY2009, the Counseling and Advising Center sponsored many meetings with high school counselors in District 505. The purpose of these sessions was to exchange information and inform counselors on methods to improve college readiness. Parkland shared information on recommended coursework in order to be prepared for college, COMPASS placement information, and other college ready strategies.

Institutional Effective Practices

1) The Black Student SUCCESS Project

Purpose

Vincent Tinto's Student Departure Theory stated that academic integration (the student's academic performance) and societal integration (participation in college life) are the keys to persistence of college students. In fall 2008, the Counseling and Advising Center Director was awarded a college grant to provide programming for African-American students as these students still graduate less frequently and are less likely to persist than majority groups. The program was entitled, "The Black Student SUCCESS Project." The programs were designed to provide added social and academic support and opportunities to learn and engage.

Goal or objective

- Increase African-American students' connection to Parkland College and the community
- Increase African-American students' involvement with faculty, staff and peers.

Date of implementation

August 2008

Description of program elements or strategies that make the program successful

According to Tinto, the more students are academically and socially involved, the more likely they are to persist and graduate. He cited four conditions within institutions of higher education that promote student retention and success:

- Student involvement
- Institutional commitment
- Academic and social support
- Learning

The program activities and events sought to:

- Establish high academic expectations
- Increase positive outlook toward school and promote positive self-esteem
- Provide learning opportunities in creative ways
- Establish key persona connections

Specific activities/events

Black Health Fair; Black Male/Female Relationship Discussion series; Welcome to Parkland Orientation Luncheon; Opportunity to attend Leadership Revolution – leadership conference

for two and four year college leaders, hosted by Illinois State University; Test Anxiety workshop; AIDS and the Black Community Presentation and Discussion; Math Anxiety workshop; Conflict Resolution workshop; Career planning workshop; Brother to Brother support group; Sister to Sister support group; Talent Show; Goal setting workshop; Minority Student Recognition Celebration; You and the Law workshop – provided basic understanding of drinking and driving laws, citizen rights and police protocol; How to Succeed in College workshop – students were invited to hear former Parkland College students, who were either currently attending four-year colleges or had graduated, share their success stories and strategies

In addition, targeted students are contacted on a regular basis and are provided information on registration, scholarships, college wide dates and deadlines and announcements of related activities and events at the University of Illinois at Urbana-Champaign.

Evidence of success

The project is still in progress but events have been well-attended and well-received. The overall success of the program will be measured by attendance and satisfaction surveys.

2) P-16 Initiative

The P-16 Initiative at Parkland College was formed in 2005 as a response to the need for a formal, structured approach to collaborating with high schools in District 505 to help students make the transition from high school to college. The committee established by the college, made up of faculty and administrators, targeted the large urban school districts of Urbana and Champaign who sent us large numbers of students who were often unprepared for the academic rigors of college-level work.

Specific activities and programming

College and Career Transitions – a PowerPoint presentation designed for teachers. This presentation discusses the “knowledge gap” of students entering college or the workplace upon graduation. Offers specific examples of students’ expectations vs. the reality of college and workplace skills needed to survive in either environment. This program is customized for specific schools and particular requests. A similar presentation is designed for student audiences.

To date we have had success presenting to teachers during their School Improvement Days. For example, we were invited to Prairie Central High School on August 21, 2007, and presented to 68 faculty and administrators.

Dinner and Discussion – Faculty from area high schools are invited to an evening of networking with collaborating with Parkland faculty over dinner at a local restaurant. The Spring 2007 dinner was for language arts faculty; plans are for hosting math faculty in Spring 2008.

P-16 Website – Based on the feedback from the Spring 2007 Dinner & Discussion, it is clear that high school faculty enjoy the professional conversations and contacts fostered through the P-16 committee’s activities. They are interested in more opportunities for discipline-specific conversations. But time is precious, and their focus on test prep and making AYP precludes the time needed for further meetings. Therefore, the P-16 committee has developed a website covering the 2 major areas teachers have requested: 1) the sharing of college course syllabi, lectures and assignments, and 2) delineating college expectations of freshman-level academic skills and learning behavior.

Short Story contest – Feedback from high school faculty suggested that the message about college preparedness needed to begin in the middle schools. Therefore, the P-16 committee has launched a writing contest for 7th and 8th grade students in District 505 called Story Shop beginning Spring 2008. In its first year the contest generated nearly 100 stories from 12 schools. The expectation is that the contest entries will grow as time goes on.

Parkland Students with Disabilities

FY2008 Enrollment of Students with Disabilities by Disability Type

Student Information Required	Unduplicated	Unduplicated	Unduplicated	Unduplicated	Unduplicated	Unduplicated	Unduplicated	Unduplicated	Unduplicated	Unduplicated	Overall Duplicated Total
	Learning	ADHD	Psychological	Developmental	Mobility	Blind/Low Vision	Deaf/Hard of Hearing	Systemic/Chronic Health Problems	Other	Total	
Self Reported Students	294	94	85	0	16	20	22	45	23	599	672
Students Who Registered	257	80	73	25	15	18	18	32	17	535	601
Registered Students Who Used Services	241	71	69	25	9	18	18	24	15	490	563
Supplemental* Faculty/Staff										0	
Other Employees										0	

An Update on the Accessibility of Institutional Webpages

Overview of Parkland's Web Systems

Parkland College currently has three separate web systems that are used by the community, students, faculty, and staff. The first system houses the college and unit/department web pages, and contains links for the other two systems. The Parkland College home page URL is <http://www.Parkland.edu>. These web pages are maintained by the Marketing and Creative Services unit at the college. The second system houses online courses and is maintained by the Distance and Virtual Learning unit, and the URL is <http://online.parkland.edu>. The final system, known as the *Parkland Connection*, provides registration services to students and course information to faculty and staff. The URL for this system is <https://pcweb.parkland.edu/> and is maintained by the Campus Technologies unit. As described below, *Parkland Connection* is being phased out during the migration to Datatel Colleague. The sections below contain updates to the accessibility status for each of these systems.

College and Department Web Pages

As of December 2008, all web pages based upon second level templates are level 3 accessible. All other pages evaluated on individual basis. Most web pages are at least level 1 compliant. Moving forward, accessibility will be based upon the Illinois Information Technology Accessibility Act (formerly IWAS). Parkland College has taken the following steps to ensure web accessibility for all users:

- Purely decorative images (contain no information) alt tags set to blank
- Proper use of header tags applied
- Tables used only for related data
- All tables have caption
- All tables will have column and row headers
- The id and headers tags used to identify association in table
- Avoid using complex tables whenever possible
- Lists of links set in proper tags (ul, ol) opposed to paragraphs
- Lists of links identified by appropriate header tags (not always displayed)
- All link texts are unique
- Skip navigation technique applied to pages

- Language identified in all pages
- Reserved characters used for text symbols
- Links clearly identify destination
- All form elements clearly identified to work properly with Document Object Model (DOM)
- Appropriate markup utilized in all form elements
- Tab indexing used sparingly
- Controls available without using a mouse
- Cascading style sheets (CSS) used for layout
- Pages checked to ensure usability by devices not supporting CSS
- All pages are validated through World Wide Consortium (W3C) for proper markup

Parkland is currently developing a new site using Active Admissions technology and is set for launch in summer 2009. Admissions forms will be active in April 2010. Pages will be evaluated for compliance prior to the launch. Since Watchfire was bought by IBM in 2007 and is no longer available for evaluating compliance, Parkland is researching the potential use of Functional Accessibility Evaluator 1.0.1 developed by the University of Illinois. An issue regarding the rich text editor creating non-compliant code is being addressed by vendor. All sites will not be migrated to new server. Sites unrelated to recruiting but required for public viewing will be maintained following IITAA standards.

Online Courses

Parkland College uses Angel 7.3 to host online courses for students. Angel 7.3 meets the level one requirements of the Section 508 Rehabilitation Act. Angel 7.3 is an upgraded version of the software used when the original accessibility report was submitted.

The software allows users to create personalized accessibility profiles, including High Contrast and Color Deficient accessibility profiles for easy accessible adoption. Users can establish accessibility profiles before they login to ANGEL or choose or create profiles after login. The Accessibility Wizard enables each user to easily create a customized accessibility profile that addresses personal needs. When the user is satisfied with profile settings, ANGEL's Accessibility Wizard completes the profile template for the user.

ANGEL supports ACCLIP (Accessibility for Learner Information Profile), allowing ANGEL to adapt to a learner's specific accessibility needs and preferences before or after they login to the ANGEL environment. Because it is standards based, students who have defined accessibility needs in other systems can import them directly into their ANGEL profile.

ANGEL administrators have the ability to create default public accessibility profiles for screen readers and for visually impaired and color deficient users. This flexibility enables institutions to provide faculty and learners accessible experiences in accordance with institutional policies.

Parkland Connection

Due to the purchase of Parkland's new Administrative Software system (Datatel), *Parkland Connection* is scheduled to be phased out entirely by the summer of 2010. No updates (ADA or otherwise) to

Parkland Connection are planned at this time. The services provided by *Parkland Connection* will be taken over by the portion of the new Administrative Software called WebAdvisor. The ADA compliance of WebAdvisor is as follows:

“WebAdvisor 2.0 is compliant with the Level A Accessibility Guidelines of the World Wide Web Consortium and Section 508 - Electronic and Information Technology - of the Workforce Rehabilitation Act of 1973, as amended. All Web forms comprising WebAdvisor have been upgraded to meet the requirements of Section 508...”

If any customization occurs with the web portions of the new system, our goal will be to develop any new pages using the Illinois Web Accessibility Standards which meet the Section 508 requirements and Web Content Accessibility Guidelines.