

Parkland College

2012 Underrepresented Groups Report

June 2012



Office of Institutional Accountability and Research

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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 the number of graduates in certificate and associate degree programs.
2. Improving the student transitions of: (1) high-school to college; (2) community college to four-year universities; and (3) community college to workforce.

Institutional Effective Practice 1:

Black Student SUCCESS Project; Project Director: Donna Tanner-Harold

Background information:

The intent of the Black Student SUCCESS Project is to increase the number of Parkland College graduates. The premise, in part, is based on Dr. Vincent Tinto's Student Departure Theory. This theory states that academic integration (the student's academic performance) and societal integration (participation in college life) are keys to persistence of college students and the more students are academically and socially involved, the more likely they are to persist and graduate. Tinto cites four conditions within institutions of higher education that promote student retention and success:

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

A) Purpose, goal or objective:

The Black Student SUCCESS Project seeks to:

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

The purpose of the project is to provide African-American students with added social and academic support and opportunities to learn, engage, interact and develop. The goal is to increase the enrollment, retention and success of African-Americans students by way of earning a credential. This group, historically, has been underprepared and underserved in higher education.

Projected outcomes of successful completion of this project include:

- Increased connection to Parkland College and the community
- Increased involvement with faculty, staff and peers

B) Date of implementation:

The project began in the fall of 2008 and has continuously served students through spring 2012. Plans for fall 2012 are underway.

C) Description of program elements or strategies that make the program successful:

Efforts are made to ensure that all programs are relevant, positive and consistent with the purpose of the project. Programs are brief, typically one hour and are open to all students. Students do not have to pre-register. Workshops are interactive and a light lunch is served. The following is a sampling of the personal development, career and academic workshops, activities and events over the past four years:

Activities

- Talent Show
- Poetry Slam
- Black History Month events
- Discussion Groups on topics such as "AIDS and the Black Community" and "Black Male/Female Relationships"

Workshops

- Conflict Resolution
- How to Interact with the Police
- Understanding your Learning Style
- Test Anxiety
- Math Anxiety
- Setting and achieving goals

- Effective Communication
- Controlling Anger before it Controls You
- Substance Abuse
- Time Management
- Career

Speakers

- University of Illinois at Urbana-Champaign athletes (basketball, football and track)
- Local minority business owners
- Local successful minority men and women (attorneys, teachers, etc.)
- Former Parkland students who transferred and graduated from four year colleges and universities
- Parkland College faculty and staff

Other

Leadership Conferences

Participation at events at the University of Illinois

D) Evidence of success

The Black Student SUCCESS Project has increasingly collaborated with a variety of student groups, faculty and staff over the years, which has allowed the project the ability to serve more students and expand the variety and types of programs. At the end of each event, students are given the opportunity to provide feedback. Through an anonymous form, they rate the event and offer suggestions, comments and ideas for future programs. Satisfaction has consistently been rated as good or excellent. Attendance in 2008 averaged in the teens and has increased through the years. Attendance now averages 35 – 40 students and is one of the most popular, well attended activities on campus. A few programs and instructors now offer course credit for attendance.

Institutional Effective Practice 2:

A Day at Parkland; Project Director: Kathy Robinson

A) Purpose and Background Information

The transition from high school to college can be overwhelming for any new student. Students with disabilities often experience even more challenges that perhaps can be minimized by early exposure to college. The Office of Disability Services at Parkland College hosts *A Day at Parkland*, an annual event to expose high school students with disabilities, their parents, and high school counselors to the college campus. The U.S. Department of Labor reports that the highest percentage of jobs in the next 20 years will be more specialized, requiring postsecondary education or training.

B) Date of Implementation

A Day at Parkland began over ten years ago, with eleven district high schools represented. Every effort is made to schedule this event during October when high school staff members have more flexibility in their schedules.

C) Program Elements

A Day at Parkland features staff from key areas of the campus who explain procedures for admissions, financial aid, getting involved in student life, and accessing campus support services in tutoring and counseling. The Vice President for Student Services welcomes the group and provides an overview of Parkland College, campus updates, and the college's mission of *engaging the community in learning*. This event attracts high school juniors and seniors, counselors, and parents from all over District 505, with the goal of helping students with disabilities acquire a working knowledge of steps they need to take to pursue postsecondary education. The chart below shows the participation of district high schools, reflecting a steady increase of students and district high schools attending this annual, and sometimes biannual, event.

	Total # Schools Registered	Total # People Registered	Total # People Attended
Fall 2007	11	129	119
Spring 2008	16	149	116
Fall 2008	13	143	114
Fall 2009	8	106	114
Spring 2010	10	117	67
Fall 2010	16	235	168
Fall 2011	19	234	237

D) Evidence of Success

The participation increase is attributed to significant outreach at the high schools where the college’s director of disability services attends Individualized Educational Planning (IEP) meetings and distributes information to parents and counselors regarding campus services for students with disabilities. The increase in attendance at this event also can be attributed to a national effort underway to provide more educational opportunities and information to students with disabilities transitioning to postsecondary institutions.

Several themes emerge from attendees’ responses collected each year: Students strongly report satisfaction with hearing panels of other students speak about college life. General college information is appreciated most by students preparing to graduate from high school, while third year students appear less interested in the program.

A Day at Parkland is scheduled next for October 18, 2012, and will offer an additional option for students to participate in guided learning activities sponsored by several academic departments: Business and Agri-Industries, Natural Sciences, and other departments still developing their activities. We believe this early exposure will provide students an opportunity to consider academic majors and options they would not otherwise learn about until well into their college careers.

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 2010 AND 2011

Programs	Designated Or Other Program	Staff Years Budgeted			Total Dollars Budgeted			FY11 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted			FY 2010 - 2011 1-Year Change Dollars Budgeted				
		FY09	FY10	FY11	FY09	FY10	FY11		State	Other	FY11	State	Other			
PARKLAND COLLEGE																
Center for Excellence in Teaching and Learning - 22000	O	3.00	3.00	3.00	214,307	156,232	189,206	32,974				214,307	156,232	189,206	0	32,974
Disability Services (Student Support/Counseling)- 30300	O	3.50	3.50	3.50	181,112	196,125	194,693	-1,432				181,112	196,125	194,693	0	-1,432
Diversity/Prof Scholar (Faculty Hiring Initiative)	D	4.00	4.00	4.00	189,140	189,140	189,140	0				189,140	189,140	189,140	0	0
Voc Ed - Perkins- 55201	D	2.00	2.00	2.00	414,532	423,457	401,388	-22,069				414,532	423,457	401,388	0	-22,069
Intensive English Program- 15400	O	7.00	7.00	7.00	322,508	269,100	270,957	1,857				322,508	269,100	270,957	0	1,857
TRIO/Student Support Services- 55320	D	3.00	3.00	3.00	343,276	382,714	233,506	-149,208				343,276	382,714	233,506	0	-149,208
College For Kids program*** - 42500	D	1.00	1.00	1.00	62,825	60,056	60,065	9				62,825	60,056	60,065	0	9
Adult Education - 23000	O	8.00	8.00	8.00	215,942	176,496	160,680	-15,816				215,942	176,496	160,680	0	-15,816
Academic Development Center/Title III 24000	D	5.25	5.25	5.25	250,785	286,211	75,099	-211,112				250,785	286,211	75,099	0	-211,112
Center for Academic Success 10200	O	5.50	5.50	5.50	333,411	431,457	291,333	-140,124				333,411	431,457	291,333	0	-140,124
Club ACCESS (students with disabilities)	D	0.00	0.00	0.00	125	125	500	375				125	125	500	0	375
Brother-to-Brother	D	0.00	0.00	0.00	125	125	500	375				125	125	500	0	375
Club Latino	D	0.00	0.00	0.00	125	125	500	375				125	125	500	0	375
English Conversation Club (International Cultures)	D	0.00	0.00	0.00	125	125	500	375				125	125	500	0	375
Innternational Students Association	D	0.00	0.00	0.00	125	125	500	375				125	125	500	0	375
Sister-to-Sister	D	0.00	0.00	0.00	125	125	500	375				125	125	500	0	375
Black Student SUCCESS Project	D	0.00	0.00	0.00	3,000	3,000	3,000	0				3,000	3,000	3,000	0	0

Parkland College does not currently 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 Type of Disability	Unduplicated Count	
	Faculty/Staff	Other
Learning	NA	
ADHD	NA	
Psychological	NA	
Developmental	NA	
Mobility	NA	
Blind/Low Vision	NA	
Deaf/Hard of Hearing	NA	
Systemic/Chronic Health Problems	NA	
Other	NA	
Total	0	0

EMPLOYEES RECEIVING SERVICES Type of Disability	Unduplicated Count	
	Faculty/Staff	Other
Learning	NA	
ADHD	NA	
Psychological	NA	
Developmental	NA	
Mobility	NA	
Blind/Low Vision	NA	
Deaf/Hard of Hearing	NA	
Systemic/Chronic Health Problems	NA	
Other	NA	
Total	0	0

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.