

Parkland College

2014 Underrepresented Groups Report

February 2014



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:

The Parkland Academy Team working with Latino Students, Dr. Tom Caulfield, Director of Student Life.

A) Purpose, Goal or Objective:

The Parkland Academy Team (PAT) was created to help Latino students succeed at Parkland College through individualized mentoring, developing a connection to Latino Culture on campus, and providing outreach to Latino students in secondary schools throughout the district. The group's founding motto "Together we Achieve" represents its dedication to work with students in promoting excellence in academics, community building, and leadership development among the Latino population in District 505.

The four major goals of the PAT are to:

1. Improve persistence rates and degree completion for Latino students at Parkland
2. Make a strong connection with Latino students during their first year on campus
3. Improve the GPA of mentors and mentees.
4. Promote a diverse and welcoming campus

B) Date of Implementation:

The PAT was piloted starting in August 2010 and has been updated, improved, and expanded each year.

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

The PAT was created in response to low retention rates among Latino students and a growing realization that many of these students struggle without encouragement from a peer and a connection to “Latino Culture”. To address these issues, a group of Parkland administrators, faculty, and staff members have taken a proactive approach to assist and meet the needs of the growing Latino population at Parkland.

The first issue the group identified was the lack of connection many Latino students have to a peer at Parkland or to college in general; many students are the first in their family to attend. Therefore, the group piloted a structure of individual mentoring for eight Latino male students. The purpose of the mentor is to become a friend who introduces them to college life, gives direction and advice, helps them with time management, and acts as a continual resource. This initial pilot was successful and the results encouraged the group to continue in their work.

Along with expanding to 30 participants (including female participants), the group also began to realize the importance that “Latino culture” plays in the students’ academic careers. This Latino culture is founded upon strong family ties which have produced a lasting work ethic and a sense of pride in Latino students. The lack of a Latino presence in many academic settings, however, causes many Latino’s to struggle because they don’t see or feel a sense of belonging. In order to increase the connection to “Latino Culture” at Parkland, the group worked to have the participants involved in Club Latino. The connection to Club Latino has proved extremely successful by not only helping the students acclimate themselves to higher education more successfully, but also to encourage involvement at Parkland.

Since its creation the PAT has also worked to encourage outreach to Latino students in secondary schools throughout the district. These outreach efforts provide Latino secondary students with key information about services, resources, and collegiate opportunities, which creates a pathway to education for students who otherwise might assume they cannot afford or succeed in college. Mentors often act as Student Ambassadors when visiting area schools or when tour groups of Latino secondary students come to campus. These mentors act as both a role model for academic support and as a source of information that will be needed to successfully pursue a college education. Furthermore, an annual community orientated Latino Family Day event acts as a public display of the campus’ commitment to celebrating Latino culture and accomplishments and is a valuable resource for Latino families in the district.

D) Evidence of Success:

Institutionally, 4.5% of Parkland students are Latino and they historically have a persistence rate of around 35% -- the lowest persistence rate for an in-district cohort. Additionally, Parkland has consistently fallen short of its benchmarks in persistence, enrollment of minority high school graduates, and minority recipients of degrees.

Nationally, The Latino population is the fastest growing minority group in the United States; this is also true in East Central Illinois and at Parkland. Additionally, while nearly half of college-bound Latino students choose to attend a public community college, only 16% will graduate with a certificate or degree. Furthermore, Latino students are far more likely than white students to face academic, financial, and personal barriers.

Using this information as the baseline metrics for the PAT model, three years' worth of steadily expanding pilots have shown the viability of the model. Below is the supporting data:

Year 1 (2010-2011): The original pilot program was made up of 8 male Latino students which ended the year with a 75% persistence rate. Additionally, the students completed their first year with an average GPA of 2.5; this was 0.9 points higher than the average GPA for Latino males.

Year 2 (2011-2012): In the second year, the PAT expanded to 32 mentees who ended the year with a persistence rate of 59%. Also, 87% of the mentees during 2012 had their GPA stay the same or improve compared to their cumulative GPA. Furthermore, since 2010 Club Latino grew from 8 to 50 students.

Year 3 (2012-2013): In its most recent year the PAT expanded to 36 participants who showed 55.6% persistence rate from fall 2012 to fall 2013. Additionally, from spring 2012 to spring 2013 the number of PAT students with their GPA above 2.0 increased by 5.1%.

Institutional Effective Practice 2:

Developmental Mathematics Re-design, Geoff Griffiths, Department Chair of Mathematics. The program focuses on all students needing developmental math skills. However, a high number of students are from under-represented groups which this program is successful helping.

A) Purpose, Goal or Objective:

The Parkland College Mathematics Department has redesigned its developmental math sequence in order to:

1. Better prepare students for General Education math classes.
2. Increase retention and completion rates in developmental math classes.
3. Reduce the time to completion of degree for students needing only a Gen Ed math class.
4. Improve student skills in teamwork and problem solving.

Provide a foundation of basic skills with spreadsheets and the use of the internet for collection of data.

B) Date of Implementation:

The design process was begun in fall of 2011. Pilot sections were conducted in the fall of 2012 and spring of 2013. Full implementation began in the fall of 2013 with an enrollment of 312 students.

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

One of the primary roadblocks to completion of degree for many students has been the requirement of Intermediate Algebra as a prerequisite for Gen Ed math classes. The complexity of the algebra in Intermediate Algebra, while essential for success in STEM math classes, is far greater than that required for success in Gen Ed math classes. Many of our students have had to take both Beginning Algebra and Intermediate Algebra prior to enrolling in a Gen Ed math class. The success rate in each of these classes was on the order of 42%, which meant that very few students made it to their Gen Ed math classes in even two semesters. More commonly, students needed 3, 4, or 5 semesters to finish the developmental sequence, or dropped out before making it to their first college level math class.

To mitigate this impediment while maintaining high academic standards, we designed Math Literacy, a 6 credit hour, 1 semester sequence with algebra content that provides

appropriate preparation for a Gen Ed math classes. The sequence is a still a rigorous math class, but with content more appropriate in a prerequisite for Gen Ed math classes.

Central to the new course is a collaborative, problem solving based pedagogy intended to improve students' ability to work as part of a team and to solve problems they have not encountered before: two skills employers tell us their new hires typically lack. Time management, study skills, and personal responsibility are also incorporated in lessons in an effort to help students, especially first generation students, successfully make the transition from high school to college.

In addition to reducing the developmental math sequence from two semesters to one for many of our students, we designed Math Lit to be taught in two parts, each three credit hours and eight weeks in length. If a student is unsuccessful in Part A, they may repeat Part A in the second half of the semester and finish the sequence, Part B, in the first half of the following semester. Similarly, if a student is unsuccessful in Part B in the second half of a semester, they may repeat Part B in the first half of the next semester.

We also offer our most popular Gen Ed math class as a midterm start option so that a student who is unsuccessful in one part of the sequence still has a chance to be back on track by the end of their first year, greatly reducing the time to completion of degree and with a much lower impact on a student's financial aid.

While the Math Lit sequence was not designed specifically for under-represented groups, many of these students need developmental math classes and will benefit from the new sequence.

D) Evidence of Success:

55% of students who have taken Mat Lit so far have succeeded on their first attempt. For comparison, only 42% of students succeeded in passing Intermediate algebra even with repeated attempts. We are confident that we can further improve the Math Lit success rate with what we have learned in the first semester of full implementation.

Of the students who have completed Math Lit and gone on to take a Gen Ed math class, over 75% have succeeded in their Gen Ed math class. The comparable success rate for students moving from Intermediate Algebra into Gen Ed math classes was 69% over the years 2008-2012.

In summary, our redesign shows every indication of better preparing students for their Gen Ed math classes, increasing success in developmental classes, decreasing time to completion of degree, and improving teamwork and problem solving skills while improving student use and understanding of technology, and developing important life skills.

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 2012 AND 2013

Programs	Designated Or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY13 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2012 - 2013 1-Year Change Dollars Budgeted	
		FY12	FY13	FY12	FY13		State	FY13	Other	FY13	State	Other
PARKLAND COLLEGE												
Center for Excellence in Teaching and Learning - 22000	O	3	3	182,310.00	200,185.56	17,875.56	0	0	182,310.00	200,185.56	0	17,875.56
Disability Services (Student Support/Counseling)- 30300	O	3.5	3.5	186,617.00	205,055.27	18,438.27	0	0	186,617.00	205,055.27	0	18,438.27
Diversity/Prof Scholar (Faculty Hiring Initiative)	D	4	4	189,140.00	189,140.00	0.00	0	0	189,140.00	189,140.00	0	0.00
Voc Ed - Perkins- 55201	D	2	2	381,565.00	369,649.00	-11,916.00	0	0	381,565.00	369,649.00	0	-11,916.00
Intensive English Program- 15400	O	7	7	294,745.00	290,912.52	-3,832.48	0	0	294,745.00	290,912.52	0	-3,832.48
TRIO/Student Support Services- 55320	D	3	3	281,511.00	281,511.00	0.00	0	0	56,153.00	281,511.00	0	225,358.00
College For Kids program*** - 42500	D	1	1	51,257.00	64,898.60	13,641.60	0	0	51,257.00	64,898.60	0	13,641.60
Adult Education - 23000	O	8	8	167,768.00	194,311.96	26,543.96	0	0	167,768.00	194,311.96	0	26,543.96
Academic Development Center/Title III 24000	D	5.25	5.25	343,716.00	391,421.38	47,705.38	0	0	343,716.00	391,421.38	0	47,705.38
Center for Academic Success 10200	O	5.5	5.5	292,206.00	317,214.41	25,008.41	0	0	292,206.00	317,214.41	0	25,008.41
Club Latino	D	0	0	500.00	500.00	0.00	0	0	500.00	500.00	0	0
English Conversation Club (International Cultures)	D	0	0	500.00	500.00	0.00	0	0	500.00	500.00	0	0
International Students Association	D	0	0	500.00	500.00	0.00	0	0	500.00	500.00	0	0
Sister-to-Sister	D	0	0	500.00	500.00	0.00	0	0	500.00	500.00	0	0
Black Student SUCCESS Project	D	0	0	3,000.00	3,000.00	0.00	0	0	3,000.00	3,000.00	0	0
Transfer Center (HECA Grant)-206302	D	----	----	0.00	0.00	0.00	0	0	0.00	0.00	0	0
Women's Program/Services -101411	O	----	----	0.00	0.00	0.00	0	0	0.00	0.00	0	0
Cooperative Learning Center -101166 or 101167?	D	----	----	0.00	0.00	0.00	0	0	0.00	0.00	0	0
TRIO/Educational Talent Search *** -206328	D	----	----	0.00	0.00	0.00	0	0	0.00	0.00	0	0
Brothers United	D	----	----	0.00	0.00	0.00	0	0	0.00	0.00	0	0
Sister to Sister	D	----	----	0.00	0.00	0.00	0	0	0.00	0.00	0	0

Parkland College

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	\$'0	\$0
ADHD	\$'0	\$0
Psychological	\$'0	\$0
Developmental	\$'0	\$0
Mobility	\$'0	\$0
Blind/Low Vision	\$'0	\$0
Deaf/Hard of Hearing	\$'0	\$0
Systemic/Chronic Health Problems	\$'0	\$0
Other	\$'0	\$0
Total	0	0

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

Detailed definitions of specific types of disabilities are provided with the ICCB SD record layout. (College MIS Coordinators have copies of the SD record and related edit checks).