

Parkland College
2021 Under-represented 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 improving student access, retention, and completion to close the achievement gap for under-represented groups.

Institutional Effective Practice 1:

Instructional Technology for Improved Accessibility

A) Purpose, Goal or Objective

The purpose of implementing Blackboard Ally and Techsmith Knowmia (formerly Relay) was to improve accessibility of instructional content across the college. Ally creates awareness of accessible content in our LMS and can also be used as a training tool not only to create conversations about accessibility but to provide instruction and support on creating accessible content. Knowmia makes it easier for faculty not only to create video content but also to caption that content to help ensure all video content is properly captioned. Both of these tools have been of particular importance given the rapid expansion into online classes as a response to the COVID-19 pandemic.

B) Date of Implementation

Knowmia was implemented in December 2019 and Ally was implemented in August 2020. We had begun training on Knowmia in the early spring 2020 and saw rapid adoption beginning in March once all instruction moved online.

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

Ally integrates easily with our LMS to provide scoring of content for accessibility. It also provides guidance and tips regarding how to remediate inaccessible content and it gives students alternate formats of content to aide in their preferred mode of learning. This last feature is significant because by providing students with alternate formats the need for the instructor to create alternate formats is reduced. The program also provides an overall institutional scoring report, so that the college can assess the highest needs and provide training in those areas.

Knowmia is a web-based video creation tool that makes the creation, editing, captioning and publishing of videos much easier. This software integrates with our LMS which makes creating videos from within the LMS possible and also makes it easier to add videos to courses. Using this software makes the process for captioning videos more streamlined than other methods we have used. The ability to add designated captioners to the system is an added bonus as instructors can share the burden of captioning with peers, student- or part-time workers. In addition, with a site license, we are able to allow students to have accounts and create videos, which can aide in the evidence of understanding through visual communication. A couple of other features include analytics in which the percentage of the video watched by each student is recorded and the ability to add quizzing to the video to enhance and gauge learning.

D) Evidence of Success: Goals/Objectives Results

Ally was piloted in the fall for a few faculty and has now been launched in all spring 2021 classes. Knowmia had 1900 users and 1400 pieces of media at the end of our first quarter of usage. As of January 2021, it has been used to caption over 3,200 videos.

Institutional Effective Practice 2:

Support for Workforce Training (SWFT)

A. Purpose, goal or objective

The purpose of the Support for Workforce Training Program at Parkland is to support underrepresented students, particularly African-American students, in receiving short-term training and credentials that lead directly to a career paying a family-sustaining wage. The program is funded by the statewide Workforce Equity Initiative.

B. Date of implementation

The SWFT program was implemented in September 2019, and renewed for a second year of funding in October 2020.

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

The Support for Workforce Training program utilizes a network of community partners to ensure that underrepresented, primarily African-American, students have the opportunity to receive free, short-term training in more than 15 career areas. A

designated recruiter and a new-full time director specifically work on outreach to the community to make lasting connections.

In addition to receiving free tuition and fees, books, and a weekly stipend tied to attendance, SWFT participants receive wraparound supports, career services, and engagement opportunities. Engagement opportunities may include interactions with employers and workshops to help students development job search and readiness skills in order to succeed in their chosen career area. The stipend is intended to assist students in overcoming barriers to higher education, such as living expenses, transportation, and child care. Students elect to use the stipend in the way that fits their current needs.

Once students complete their programs, Career Services are available to assist them in connecting with employers in their field about job opportunities. Community partners within the network are aware of the SWFT program areas and provide information regarding job openings within their organizations and within the community.

In addition to meeting the requirements of the grant program, the SWFT program has brought together professionals from Academic Services, Community Education, and Adult Education to formulate a seamless approach to working with diverse students who might not otherwise access higher education, creating a single entry point for career training that does not require the student to “self” select into those historically separate categories. This approach has had a significant impact on the college and the way it welcomes students into the institution.

D. Evidence of success

In its first year, the program served more than 150+ individuals in the SWFT program, including 35 in newly created Adult Education Bridge Programs that allow individuals who have not yet obtained a high school credentials to accelerate their path into the career of their choosing. More than 77% of the SWFT participants are African-American, exceeding the 60% benchmark for the program set by the Illinois Community College Board.

More importantly, many participants expressed gratitude for the opportunity to attend college and start their career who may not have otherwise accessed higher education. These personal stories speak to the overall benefit to the community for the statewide initiative and the program at Parkland College.

Dollars and Staff Years Budgeted: Please see Table 1

Faculty and Staff with Disabilities: Please see Table 2.



Illinois Community College Board

TABLE 1

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF

AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2019 AND 2020

Programs	Designated Or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY20 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2019-2020 1-Year Change Dollars Budgeted	
		FY19	FY20	FY19	FY20		State	FY20	FY19	FY20	State	Other
PARKLAND COLLEGE												
Center for Excellence in Teaching and Learning - 22000	O	3.00	3.00	280,271	277,775	-2,496	0	0	280,271	277,775	0	-2,496
Disability Services (Student Support/Counseling)- 30300, 30400	O	2.50	2.50	384,482	433,628	49,146	0	0	384,482	433,628	0	49,146
Prof Scholar / Faculty Fellow (Faculty Diversity Initiative)	D	2.00	2.00	18,000	18,000	0	0	0	18,000	18,000	0	0
Voc Ed - Perkins- 55201	D	2.00	2.00	479,748	642,852	163,104	0	0	479,748	642,852	0	163,104
Intensive English Program- 15400	O	6.00	6.00	240,384	243,761	3,377	0	0	240,384	243,761	0	3,377
TRIO/Student Support Services- 55305	D	3.00	3.00	309,836	323,779	13,943	0	0	309,836	323,779	0	13,943
College For Kids program*** - 60616	D	1.00	1.00	82,025	92,900	10,875	0	0	82,025	92,900	0	10,875
Adult Education - 23000, 10300, 23100	O	6.00	5.00	132,820	136,528	3,708	0	0	132,820	136,528	0	3,708
Academic Development Center/Title III 24000	D	5.25	5.25	268,242	276,907	8,665	0	0	268,242	276,907	0	8,665
Center for Academic Success 10200	O	5.50	5.50	312,572	325,488	12,916	0	0	312,572	325,488	0	12,916
Club Latino	D	0.00	0.00	500	500	0	0	0	500	500	0	0
English Conversation Club (International Cultures)	D	0.00	0.00	500	500	0	0	0	500	500	0	0
International Students Association	D	0.00	0.00	500	500	0	0	0	500	500	0	0
Sister-to-Sister	D	0.00	0.00	500	500	0	0	0	500	500	0	0
Brother to Brother	D	0.00	0.00	500	500	0	0	0	500	500	0	0
Black Student SUCCESS Project	D	0.00	0.00	3,000	3,000	0	0	0	3,000	3,000	0	0
GRAND TOTALS		36.25	35.25	\$2,513,880	\$2,777,118	\$263,238.00	\$0	\$0	\$2,513,880	\$2,777,118	0	263,238

SOURCE OF DATA: Underrepresented Groups Report Submission

D: Programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.

O: Programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

***Programs serve elementary and/or secondary school students

Table 2
Parkland College
Parkland College does not 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	NA
ADHD	NA	NA
Psychological	NA	NA
Developmental	NA	NA
Mobility	NA	NA
Blind/Low Vision	NA	NA
Deaf/Hard of Hearing	NA	NA
Systemic/Chronic Health Problems	NA	NA
Other	NA	NA
Total	NA	NA

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

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).