

Parkland College
2022 Under-represented Groups Report



Office of Institutional Accountability and Research

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Table of Contents

Table of Contents2

Institutional Effective Practices.....3

 Parkland College Science Scholars.....3

 Parkland College GEER Up Project5

Dollars and Staff Years Budgeted.....8

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: *Parkland College Science Scholars*

A. Purpose:

Parkland Science Scholars is supported by a five-year grant from the National Science Foundation. Parkland Science Scholars seeks to address Parkland's low retention, graduation, and summer drop-out rates for low-income students in the Natural Sciences. The program utilizes a combination of five strategies to address the academic performance of the participants: faculty mentoring, peer mentoring, summer research opportunities, club participation, and a Science Scholars seminar course. By utilizing these strategies combined with scholarships (160 semester-long scholarships), the project will empower a total of 40 full-time, low-income students to work towards graduation and transfer to a 4-year university. Parkland Science Scholars seeks to have the 40 participants minimally reach a spring-to-fall retention rate of 90%, fall-to-fall retention rate of 85%, and 150%-time graduation/transfer rate of 75%. Additionally, Parkland Science Scholars seeks to have a minority student participation rate of 40%.

B. Date of implementation:

The first cohort of 10 Parkland Science Scholar students started in August 2021 and will continue through Spring 2026.

C. Description of Program Elements/Strategies:

Parkland Science Scholars provides participants with financial scholarships for the fall and spring semesters along with five student service strategies to improve retention, graduation, and transfer rates:

- 1.) Faculty mentoring: Participants meet with their faculty mentor at least eight times each semester and twice during the summer.

- 2.) Peer mentoring: Participants interact with STEM graduate students at the University of Illinois at Urbana Champaign (UIUC). Also, second-year participants mentor first-year participants.

- 3.) Summer research opportunities: Students will be mentored on how to apply to NSF Research Experiences for Undergraduates (REU) programs and similar. However, for students who are not selected or are unable to participate for other reasons, a part-time for-credit option has been created where students will participate in research at UIUC during the summer.

- 4.) Parkland Registered Student Organization involvement: Parkland has many student clubs, including STEM-focused organizations, and participants will join and participate in at least one club.

- 5.) Science Scholar Seminar: Each semester, participants are enrolled in a one credit hour course together. This course serves as a mechanism for creating community and facilitating peer-mentoring, as well as an introduction to research and careers in science, a preparation for the students' summer research experiences, and a preparation for transfer.

The project is led and managed by a team made up of three full-time Natural Sciences faculty members at Parkland; one faculty is the project's PI and the other two act as co-PIs. Additional support is provided by the department chair of Natural Sciences as well as staff and administrators in Parkland Admissions, Student Life, Financial Aid, and Institutional Accountability and Research. The project team also works with an external evaluator and educational researcher to ensure project data is collected appropriately and results are effectively interpreted and disseminated.

D. Evidence of success:

In its first year, the program has supported 10 full-time science majors who are pursuing degrees in the sciences. We have had a 100% retention from Fall-to-Spring. 80% of participants are 1st generation college students, 20% are students with disabilities, 60% are non-traditional age students, and 10% are students from under-represented minorities. Survey results from this first semester show that students highly valued the faculty mentor and the science seminar course, ranking both as the top two programmatic interventions that impacted their academic performance and their decision to continue their studies at Parkland. They also highly valued the connection with UIUC graduate student mentors and the connections among the students in the cohort of participants. Lastly, they indicated a high enthusiasm for participating in summer research this coming summer.

Institutional Effective Practice 2: *Parkland College GEER Up Project***A. Purpose:**

As part of the Governor's Emergency Educational Relief (GEER) program, Parkland College was awarded \$387,586, and set out to design a targeted program that would assist underrepresented students in accessing higher education and overcoming barriers to success during the COVID-19 pandemic. With this purpose in mind, the GEER Up program set out to market the availability of high-demand programs to diverse students, provide access to early college courses by underrepresented student groups, and provided targeted student support services.

B. Date of Implementation:

The GEER Up program was established with the availability of GEER funds from ICCB in September 2020, with activities commencing for the Spring 2021 semester and continuing the 2021-2022 academic year.

C. Description of Program Elements/Strategies:

GEER Up funds supported marketing efforts aimed at communicating the availability of academic programs and career programs in in-demand industries to diverse communities within District 505; academic advising to support the retention and completion of underrepresented students; and career services that support underrepresented students in selecting a career pathway and pursuing employment following program completion.

In addition to these awareness activities and student supports, the college recognized an emerging need for access to early college courses. This need was identified through the Early College office when the availability of such courses became limited due to extenuating circumstances among the K-12 partners and increasing financial constraints among District 505 families. Additionally, due to the lack of availability of federal student aid to this population or the ability to pay tuition out-of-pocket, students would otherwise not have access to such offerings.

In response to this need, Parkland's GEER Up program provided up to \$2,500 in financial support for eligible high school students to pay for tuition, fees, and books. Additionally, students needing access to technology were assigned a laptop so they could complete their college coursework. The program was open to current high school-age students (age 15-18) who enrolled in at least 3 credit hours plus one of the First Year Experience courses with the goal of helping students successfully transition to college. Student needed to demonstrate one of the following to be eligible: underrepresented racial or ethnic group, Free or Reduced lunch status, or first-generation college student.

In addition to engaging with K-12 partners and counselors for student outreach, Parkland forged new partnerships with the Champaign County Housing Authority's YouthBuild Program and Education for Employment Office #330 Early College and Career Academy participants. Both programs referred students to enroll in GEER Up.

D.Evidence of Success:

The GEER Up program has been a success on the Parkland Campus. The program served 69 students in the Fall 2021 semester, 37 who were participants of the Early College and Career Academy (ECCA), generating 476 credit hours.

- 59.4% qualified for free and reduced lunch
- 76.8% are first generation college students
- 24.6% come from an underrepresented group
- 68% are high school seniors
- 15 total high schools represented, including home school families
- 8 high schools were represented among the ECCA participants.

In total, the program has served 110 students over three semesters with approximately 60% qualifying for free and reduced lunch. The program has generated a total of 743 credit hours.

The loanable laptop technology has been utilized by 26 participants, with 5 meeting the criteria for keeping the laptop by continuing their education at Parkland College the subsequent semester after course completion.

Dollars and Staff Years Budgeted: Please see Table 1

Illinois Community College Board

TABLE 1

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2020 AND 2021



Programs	Designated Or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY21 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2020-2021 1-Year Change Dollars Budgeted	
		FY20	FY21	FY20	FY21		State	FY21	FY20	FY21	State	Other
PARKLAND COLLEGE												
Center for Excellence in Teaching and Learning - 22000	O	3.00	1.00	277,775	263,223	-14,552	0	0	277,775	263,223	0	-14,552
Accessibility Services (Student Support/Counseling)- 30300, 30400	O	2.50	2.50	433,628	403,926	-29,702	0	0	433,628	403,926	0	-29,702
Voc Ed - Perkins- 55201, 55200	D	2.00	2.00	642,852	874,926	232,074	0	0	642,852	874,926	0	232,074
Intensive English Program- 15400	O	6.00	6.00	243,761	243,213	-548	0	0	243,761	243,213	0	-548
TRIO/Student Support Services- 55310	D	3.00	3.00	323,779	335,111	11,332	0	0	323,779	335,111	0	11,332
College For Kids program*** - 60616	O	1.00	1.00	92,900	105,900	13,000	0	0	92,900	105,900	0	13,000
Adult Education - 23000, 10300, 23100	O	5.00	5.00	136,528	149,454	12,926	0	0	136,528	149,454	0	12,926
Learning Commons (Center for Academic Success) 10200	O	5.50	5.50	325,488	239,166	-86,322	0	0	325,488	239,166	0	-86,322
SWFT (Support for Workforce Training)	O	0.00	2.00	0	1,199,989	1,199,989	0	0	0	1,199,989	0	1,199,989
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
Black Student SUCCESS Project	D	0.00	0.00	3,000	3,000	0	0	0	3,000	3,000	0	0
Japanese Culture Club	D	0.00	0.00	500	500	0	0	0	500	500	0	0

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