

**FISCAL YEAR 2015
ILLINOIS COMMUNITY COLLEGE SYSTEM
SELECTED PROGRAMS AND SERVICES FOR
UNDERREPRESENTED GROUPS**

FOCUS AREA:

**INCREASING GRADUATION RATES
AND
CLOSING THE ACHIEVEMENT GAP**

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Introduction

Underrepresented college students have been traditionally excluded from full participation in our society and its institutions. Illinois statute defines underrepresented students in higher education as “citizens or resident aliens who are minorities, including African American, Hispanic, Asian American, and American Indian or Alaskan Native, women, and persons with disabilities. On January 1, 2012 the definition was expanded to include first generation students, described as the first in their immediate family to attend an institution of higher education (Public Act 97-588).” (<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18>) Through the Underrepresented Groups Report, community colleges have an opportunity to report on initiatives and strategies aimed at increasing participation and achievement among minorities, women, individuals with disabilities, and first generation students. Underrepresented Groups Report production is an important annual statutory responsibility (Public Act 85-283) for community colleges and universities. Each community college provides a report detailing current activities and programs aimed at strengthening participation and progress among traditionally underrepresented student populations. Illinois Community College Board (ICCB) staff members summarize the information provided by the individual colleges and forward it to officials from the Illinois Board of Higher Education (IBHE) who combine it with responses from the public universities and forward it to the Governor and General Assembly.

This year’s report begins with an overview of the demographic characteristics of community college students, completers, and faculty. External comparative information is referenced where available. The next portion of the report explores the current year’s focus topic: *Increasing Graduation Rates and Closing the Achievement Gap*.

Illinois community colleges are open-access and multi-purpose institutions that seek to prepare both traditional college-age students and nontraditional students for further education and the workforce. A number of student success measures can be applied to community college students. Graduation rates, for example, is a success measure that informs how colleges are performing in their efforts to graduate individuals who begin their studies pursuing a traditional full-time enrollment pattern. The consequence of using the federal formula of calculating graduation rates, which only includes first-time, full time students who graduate within 150 of catalog program time, is that many community college students are excluded from this calculation. As a result, students who continue their studies on a part-time basis, those who transfer to four-year colleges before receiving an associate degree, and those that received courses to directly compete in the workforce before graduation, are not included in the rate. Furthermore, many high school graduates who come from low-income families or are first-generation college goers may encounter life circumstances, such as financial constraints, transportation and child care needs, that can hinder their goal to graduate within a traditional timeframe. Therefore, other student success measures, including retention rates and transfer rates, are incorporated that more accurately reflect the overall quality of student learning and intellectual involvement; how well integrated students are in campus life; and how effectively a campus delivers what students expect and need based on their specific education goals. Measures of success within this report reflect graduation, transfer, and retention.

The “achievement gap” in education refers to the differences in academic performance between groups of students of different backgrounds that have been documented with respect to students’ ethnic, racial, gender, English language learner, disability, and income status. The achievement gap may be visible in grades, graduation rates, dropout rates, or other success measures.

Summaries of strategies for increasing graduation rates and closing the achievement gap through services, programs, or initiatives that positively impact student performance at selected community colleges are featured in the second half of this year's report.

Demographic Information

Illinois Community College System demographic data on credit students are gathered through the Annual Enrollment and Completion (A1) submission. These data illustrate that Illinois community colleges serve a broad cross section of the general population. Census data are provided when possible to offer an external reference point for reviewing the enrollment, completion, and staffing data. Additional analyses are included about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS).

Disability Status – During fiscal year 2015, Illinois community colleges served 15,558 students with disabilities (2.5 percent of all credit enrollments). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Annual Students with Disabilities (SD) Submission and who used supportive services offered by colleges. In addition, there were 2,102 students with disabilities who did not use supportive services during fiscal year 2015.

Based on the unduplicated count of Students with Disabilities who self-reported and used supportive services, specific disabilities listed were **Learning** including ADHD (57.8 percent of reported disabilities); **Auditory** (3.5 percent); **Medical** including Acquired Brain Injury disability and Systemic/Chronic Health Problems (9.7 percent); **Mobility** (4.1 percent); **Psychological** (19.5 percent); **Visual** (2.3 percent) and **Other** including Speech/Language Impairment and Deaf-Blind and Developmental disabilities (3.2 percent). There are also students with disabilities who self-identify, but do not actually use the extra services colleges can provide. Based on a duplicated count of student usage, services were provided for 88.6 percent of reported disabilities. Of those services used, based on unduplicated count, more than one-half (57.8 percent) were used by students with Learning Disabilities including ADHD (2015 Student Disability Table).

Census figures show a substantial number of Illinoisans with disabilities. In the 2015 Illinois census estimate, 4.6 percent of all Illinois civilian non-institutionalized population between 18 and 34 years of age and 10.6 percent of all Illinois civilian non-institutionalized population between 35 and 64 years of age had a disability. Nearly one fourth (22.0 percent) of Illinois population age 16 and over with disabilities was employed (<http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t> Select Illinois→ Disability Characteristics Table and Selected Economic Characteristics for the Civilian Noninstitutionalized Population by Disability Status Table)

Gender – The overall Male/Female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 52.9 percent of the student population in fiscal year 2015. The percentage of Male students has averaged 46.2 percent over the past five years. Census data show little change in the proportion of Females in Illinois with 50.9 percent estimated in 2015 versus 51.0 percent in 2010 and 2000. (<http://quickfacts.census.gov/qfd/states/17000.html>) From 2011 to 2015, the number of Female students completing degree programs increased 10.9 percent while the number of Female students enrolled in Illinois community college degree courses decreased 16.8 percent. (ICCB

FY2011 and FY2015 Annual Student Enrollment and Completion Report)

Age – The average age of Illinois community college credit students was 29.3 years in fiscal year 2015 showing a slight decrease from fiscal year 2014 (29.8 years). The median age was 24.1 years in fiscal year 2015, which is also lower than last year (24.5). According to the 2015 population estimates, the median age of all Illinoisans was estimated to be 37.7 years. The latest census estimates also show that over three-quarters (77.0 percent) of all Illinoisans were 18 years of age or above. (ICCB FY2015 Annual Student Enrollment and Completion Report and <http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t> Select Illinois→Age and Sex Table)

State of Illinois' Racial/Ethnic Distribution – State census data show that Illinois' population was nearly 12.86 million in 2015 compared to 12.83 million in 2010, and 12.42 million in 2000. (<http://www.census.gov/census2000/states/il.html>, <http://www.census.gov/2010census> Select Illinois, and 2016 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2016.pdf) These detailed Illinois census data indicate that the state's population grew 3.5 percent between 2000 and 2015. Illinois' 2015 census estimate shows that Whites/Caucasians remained the largest racial/ethnic group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2015, as the percent of Caucasians decreased from 73.5 percent to 70.5 percent of the population. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2016 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2016.pdf)

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2015 census data. The 2015 census data showed that 1.9 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the "Some Other Race**" column in Table 1. The question on Hispanic/Latino ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the 2015 data in the table. These duplicated Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,175,116 in 2015. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2016 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2016.pdf)

Illinois' largest minority group in 2000 was African American and in 2015 was Latino. Compared to 2000, African American counts in 2015 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.6 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.9 percent.

Table 1						
State of Illinois Racial/Ethnic Distribution (Census)						
	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian*</i> <i>American</i>	<i>Native American</i>	<i>Some Other Race**</i>	<i>Hispanic/Latino*** (Duplicated)</i>
2000	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
2010	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%
2015	70.5%	14.7%	5.6%	0.6%	8.6%	16.9%

*Includes Pacific Islander

**Includes two or more races

*** Respondents identify their race; they also identify themselves in terms of Latino/Hispanic ethnicity

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2010 & 2016 Index of Need, Table 1.

Racial/Ethnic Distribution in Community College System Credit Programs

Overall in fiscal year 2015, minority students accounted for 41.4 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Fiscal year 2015 data show that minority representation was similar to the prior year (fiscal year 2014 = 40.7 percent). Fiscal year 2015 results are above the five-year average (40.0 percent). Students identifying themselves as Hispanic/Latino students – 115,824 in fiscal year 2015 – accounted for the largest number of minority enrollments this year. African American students – 92,904 in fiscal year 2015 – constitute the second largest minority group in the latest data. The fiscal year 2015 proportionate representation by Hispanic/Latino students was higher by more than one percentage point in comparison to the prior year (19.6 percent in fiscal year 2015 versus 18.5 percent in fiscal year 2014). While African American students accounted for the largest number of minority enrollments in fiscal year 2012 for the first time since fiscal year 1999, the fiscal year 2015 African American student proportional representation was lower in comparison to the prior year (15.8 percent in fiscal year 2015 versus 16.5 percent in fiscal year 2014). Over the longer term – over the past five years – a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander/Native Hawaiian (-51.8 percent), African American (-17.2 percent), and Asian American (-6.8 percent) while an increase was noted among students identifying themselves as Non-Resident Alien (46.0 percent), Native American/Alaskan (5.1 percent), and Hispanic/Latino (2.8 percent).

Students identifying themselves as Hispanic/Latino – 115,824 in fiscal year 2015 – accounted for the largest number of minority enrollments in the Illinois Community College System this year.

Student racial/ethnic representation varies across broad program areas (PCS). For example, Table 2 contains information about the racial/ethnic distribution of Adult Education (ABE/ASE) and English-as-a-Second Language (ESL) enrollments. Minority students accounted for over three-fourths (76.1 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2015, Hispanic/Latino students accounted for about forty percent of adult education enrollments and African American students for nearly one-third of those enrollments (41.4 percent and 31.2 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (84.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2015. Hispanic/Latino students accounted for over two-thirds (67.8 percent) of the community college ESL students, followed by Asian American students (10.9 percent) and African American students (4.8 percent).

Table 2
Fiscal Year 2015 Minority Students Enrolled in Adult Education (ABE/ASE)
and English-as-a-Second Language (ESL) Programs

Program	African American	Hispanic/Latino	Asian American	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
ABE/ASE %	31.2%	41.4%	2.8%	0.1%	0.4%	0.1%	76.1%
Number	11,791	15,628	1,073	22	162	43	28,719
ESL %	4.8%	67.8%	10.9%	0.6%	0.1%	0.2%	84.3%
Number	1,579	22,284	3,566	184	21	53	27,687

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 3 provides the distribution of minority students enrolled in Baccalaureate/Transfer and Career/Technical programs. During fiscal year 2015, minorities comprised nearly four out of every ten (37.4 percent) Baccalaureate/Transfer enrollees. An examination of each minority racial/ethnic group’s

representation across the Baccalaureate/Transfer program area indicates that Hispanic/Latino students accounted for the largest minority group enrollments (16.4 percent), followed by African American students (14.5 percent), Asian American students (5.1 percent), Native American students (0.5 percent), Nonresident Alien students (0.5 percent), and Pacific Islander students (0.3 percent). Table 3 also shows that about three out of every ten students enrolled in career and technical programs were members of a minority group (32.5 percent). African American students had the highest representation among minorities in Career/Technical programs and accounted for 14.5 percent of the population. Hispanic/Latino students had the second largest Career/Technical program enrollment (12.9 percent), followed by Asian American students (4.0 percent), Native American students (0.5 percent), Nonresident Alien students (0.3 percent), and Pacific Islander students (0.3 percent).

Table 3 Fiscal Year 2015 Minority Students Enrolled in Baccalaureate Transfer and Career and Technical Programs							
<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Minority Subtotal</i>
Bacc./Transfer %	14.5%	16.4%	5.1%	0.5%	0.5%	0.3%	37.4%
Number	41,086	46,652	14,599	1,503	1,480	936	106,256
Career/Tech. %	14.5%	12.9%	4.0%	0.3%	0.5%	0.3%	32.5%
Number	23,658	21,033	6,594	462	895	449	53,091

SOURCE OF DATA: Annual Enrollment and Completion (A1)

First Generation College Students – Students whose parents did not attend college are at a disadvantage when it comes to postsecondary access. First generation college students who managed to overcome barriers to access and enroll in postsecondary education, remain at a disadvantage with respect to staying enrolled and attaining a degree (Choy, 2001). In 2012, Illinois statute recognized the category of first generation students as an underrepresented group needing inclusion in the Underrepresented Groups annual report. Table 4 contains comparative data (fiscal year 2011 through fiscal year 2015) on the first generation college student enrollments. Fiscal year 2015 first generation college student enrollment decreased by 16.5 percent compared to last year and by 24.3 percent compared to fiscal year 2011. The overall enrollments continue to decline. About every four out of ten students in the Illinois Community College System are first generation college students.

About every four out of ten students in the Illinois Community College System are first generation college students.

Table 4 Fiscal Years 2011--2015 First Generation College Student Enrollment in the Illinois Community College System							
	FY11	FY12	FY13	FY14	FY15	One-Year % Change	Five-Year % Change
First Gen. College Student Enrollment	323,605	355,941	321,006	293,689	245,088	-16.5%	-24.3%
Annual Enrollment	716,797	713,396	691,536	659,712	620,191	-6.0%	-13.5%
Enrollment Rate of First Gen. College Students	45.1%	49.9%	46.4%	44.5%	39.5%		

SOURCE OF DATA: Annual Enrollment and Completion (A1)

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2015. Table 5a provides a point in time or cross cutting count of the number of degrees and certificates awarded to minority students within the Illinois Community College System during fiscal year 2015. Table 5b provides a comparison of fiscal year 2011 through fiscal year 2015 completions in the Illinois Community College System by race/ethnicity.

Credential Attainment – Across all minority groups in 2015, Career/Technical program graduates far outnumbered Baccalaureate/ Transfer program graduates. Table 5a shows that during fiscal year 2015, nearly three times more minorities completed Career/Technical programs (N = 16,415) than Baccalaureate/Transfer programs (N = 6,484). Minority students accounted for 34.2 percent of all Career/Technical graduates, compared to 32.1 percent of Baccalaureate/Transfer graduates. African American students accounted for the largest minority group completions in Career/Technical programs (15.1 percent), followed by Hispanic/Latino students (13.1 percent), Asian American students (4.8 percent), Native American students (0.5 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.2 percent). The fiscal year 2015 proportional representation of the African American Career/Technical program graduates (15.1 percent) was lower by 0.2 percentage points from fiscal year 2014 (15.3 percent). Hispanic/Latino students accounted for the largest group of Baccalaureate/Transfer minority graduates (15.8 percent), followed by African American students (10.8 percent), Asian American students (3.9 percent), Nonresident Alien students (0.7 percent), Native American students (0.5 percent), and Pacific Islander students (0.4 percent). The fiscal year 2015 proportional representation of the Hispanic/Latino Baccalaureate/Transfer graduates (15.8 percent) was higher by 1.8 percentage points from the prior year (14.0 percent).

During fiscal year 2015, there were nearly three times as many minorities completing Career/ Technical programs as minorities completing Baccalaureate/ Transfer programs.

Table 5a Fiscal Year 2015 Minority Student <u>Completers</u> in Baccalaureate Transfer and Career and Technical Programs							
Program	African American	Hispanic/ Latino	Asian American	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
Bacc./Transfer %	10.8%	15.8%	3.9%	0.7%	0.5%	0.4%	32.1%
Number	2,187	3,194	786	141	98	78	6,484
Career/Tech. %	15.1%	13.1%	4.8%	0.4%	0.5%	0.2%	34.2%
Number	7,263	6,273	2,318	201	246	114	16,415

SOURCE OF DATA: Annual Enrollment and Completion (A1)

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2015 totaled 71,787. Over one-third (34.2 percent) of all degrees and certificates in fiscal year 2015 were awarded to minority students (nonwhite) whose race/ethnicity was known. Compared to last year, increases in completions were noted for African American students (4.5 percent), Hispanic/Latino students (13.9 percent), Nonresident Alien students (103.2 percent), Native American students (17.2 percent), and Pacific Islander Students (5.2 percent). There has been a decrease in minority completions among Asian American students (-5.8 percent) since last year. Compared to fiscal year 2011, the total number of minority completers increased 36.8 percent.

Table 5b Fiscal Years 2011--2015 Student Completers in the Illinois Community College System by Race/Ethnicity							
Race/Ethnicity	FY11	FY12	FY13	FY14	FY15	One-Year % Change	Five-Year % Change
White	41,316	42,439	45,010	44,337	44,554	0.5%	7.8%
African American	8,381	8,380	9,156	9,842	10,283	4.5%	22.7%
Hispanic/Latino	6,121	7,274	8,260	8,813	10,036	13.9%	64.0%
Asian American	2,844	3,116	3,378	3,481	3,278	-5.8%	15.3%
Nonresident Alien	148	164	150	189	384	103.2%	159.5%
Native American	241	259	255	309	362	17.2%	50.2%
Pacific Islander	211	165	238	192	202	5.2%	-4.3%
Unknown	2,276	2,449	2,589	2,649	2,688	1.5%	18.1%
Minority Subtotal	17,946	19,358	21,437	22,826	24,545	7.5%	36.8%

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 6 contains trend data (fiscal year 2011 through fiscal year 2015) on student completers by gender. During fiscal year 2015, more than half of degrees and certificates were earned by females (53.9 percent). The number of male completers increased 3.0 percent and the number of female completers increased 2.7 percent compared to the previous fiscal year. When compared to fiscal year 2011, the number of male completers increased by 24.2 percent and the number of female completers increased by 10.9 percent.

Table 6 Fiscal Years 2011--2015 Student Completers in the Illinois Community College System by Gender							
Gender	FY11	FY12	FY13	FY14	FY15	One-Year % Change	Five-Year % Change
Male	26,625	28,184	30,711	32,106	33,077	3.0%	24.2%
Female	34,913	36,062	38,325	37,706	38,710	2.7%	10.9%

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Tables 7 and 8 demonstrate student success measured by retention, transfer, and/or graduations. ICCB generates the entire set of metrics for the state and each community college via ICCB's Centralized Data System.

Graduate or Transfer Out Metric – Community colleges urge students to complete their associate degrees prior to transferring to a four-year institution. Nationally, research suggests a higher completion rate for those that receive their credential from a two-year college. (<https://nscresearchcenter.org/wp-content/uploads/SignatureReport5.pdf>) Still a substantial number of community college students generate a considerable number of credit hours but then transfer to a four-year institution prior to receiving the associate degree. Federal metrics like Graduation Rate do not count these transfer outs prior to credential attainment as a success and thus negatively impact community college outcomes. Therefore, to demonstrate student success more accurately, it is important to track community college students that transfer to a four year-institution prior to earning their associate degrees.

The transfer out metric measures the annual number and percentage of students who transfer from a two-year campus to a four-year campus whether they receive a credential or not. The numerator is the number of students from the cohort (denominator) who enroll at a four-year public institution of higher education. The denominator is the number of entering undergraduate students in two-year public institutions of higher education in the fall semester of a specified year. Table 7 contains information on number and percent of full-time students at Illinois community colleges who transferred out within four years of entry or received a degree within four years of entry by race/ethnicity. One in four Minority students from Fall 2010 cohort transferred out or earned a degree within four years of entry (25.8 percent) compared to one in three White students (34.1 percent). The transfer out rate for Asian American students entering in Fall 2010 is 46.3 percent, for Native American students 50.0 percent, for African American students 23.7 percent, for Hispanic/Latino students 23.5 percent, for Non-resident Alien students 23.1 percent, and for Pacific Islander students the transfer out rate is 41.6 percent.

Table 7 First-Time, Full-Time Students Enrolling in Fall and Graduating or Transferring within Four Years of Entry at Illinois Community Colleges in Fiscal Years 2010--2014					
	Fall 2006 FY10	Fall 2007 FY11	Fall 2008 FY12	Fall 2009 FY13	Fall 2010 FY14
Asian*	473/ 1,108 42.7%	497/ 1,243 40.0%	503/ 1,195 42.1%	584/ 1,540 37.9%	508/ 1,105 46.0%
Native American	32/ 97 33.0%	31/ 88 35.2%	32/ 98 32.7%	30/ 117 25.6%	32/ 114 50.0%
African American	1,010/ 4,409 22.9%	1,198/ 4,818 24.9%	1,267/ 4,740 26.7%	1,393/ 5,904 23.6%	1,449/ 6,115 23.7%
Latino	623/ 2,822 22.1%	845/ 3,244 26.0%	895/ 3,537 25.3%	968/ 4,191 23.1%	1,048/ 4,465 23.5%
Non-resident Alien	47/ 96 49.0%	38/ 112 33.9%	100/ 317 31.5%	25/ 88 28.4%	18/ 78 23.1%
Pacific Islander	N/A	N/A	N/A	N/A	37/ 89 41.6%
Combined Minority	2,185/ 8,532 26.6%	2,609/ 9,505 27.4%	2,797/ 9,887 28.3%	3,000/ 11,840 25.3%	3,092/ 11,966 25.8%
White	6,828/ 19,148 35.7%	6,412/ 17,995 35.6%	6,200/ 17,673 35.1%	6,762/ 20,007 33.8%	6,332/ 18,548 34.1%

*Fall 2006-2009 cohorts include Pacific Islander

SOURCE OF DATA: Annual Enrollment and Completion (A1), Fall Enrollment (E1), and National Student Clearinghouse (NSC)

Retention, Graduation, or Transfer (Fall to Fall) – Retention, Graduation, or Transfer measure tracks the number and percentage of entering degree or certificate seeking undergraduate students from fall to fall. Table 8 shows retention rates at Illinois community colleges within one year of entry. The measure provides a holistic view of successes experienced by students from fall to fall in community colleges. The numerator is the number of first-time students from the cohort (denominator) who are retained or who enrolled at a four-year public institution of higher education or graduated. More than six out of ten Minority first-time full-time students enrolling in Fall 2010 were retained, transferred, or graduated in Fall 2011 (62.5 percent) compared to seven out of ten White students (71.8 percent). The fall-to-fall retention rate for Asian American students enrolling in Fall 2010 is 79.1 percent, for Native American students 70.2 percent, for

African American students 54.9 percent, for Hispanic/Latino students 68.3 percent, for Non-resident Alien students 62.8 percent, and for Pacific Islander students the retention rate is 76.4 percent.

Table 8 <i>First-Time, Full-Time Students Enrolling in Fall and Being Retained, Graduating, or Transferring within One Year of Entry at Illinois Community Colleges in Fiscal Years 2009--2012</i>				
	Fall 2007 Fall 2008	Fall 2008 Fall 2009	Fall 2009 Fall 2010	Fall 2010 Fall 2011
Asian*	928/ 1,243 74.7%	883/ 1,195 73.9%	1,052/ 1,540 68.3%	874/ 1,105 79.1%
Native American	55/ 88 62.5%	60/ 98 61.2%	63/ 117 53.8%	80/ 114 70.2%
African American	2,436/ 4,818 50.6%	2,574/ 4,740 54.3%	2,441/ 5,904 41.3%	3,358/ 6,115 54.9%
Latino	2,143/ 3,244 66.1%	2,391/ 3,537 67.6%	2,544/ 4,191 60.7%	3,051/ 4,465 68.3%
Non-resident Alien	71/ 112 63.4%	205/ 317 64.7%	52/ 88 59.1%	49/ 78 62.8%
Pacific Islander	N/A	N/A	N/A	68/ 89 76.4%
Combined Minority	5,633/ 9,505 59.3%	6,113/ 9,887 61.8%	6,152/ 11,840 52.0%	7,480/ 11,966 62.5%
White	12,707/ 17,995 70.6%	12,394/ 17,673 70.1%	12,709/ 20,007 63.5%	13,309/ 18,548 71.8%

*Fall 2007-2009 cohorts include Pacific Islander

SOURCE OF DATA: Annual Enrollment and Completion (A1), Fall Enrollment (E1), and National Student Clearinghouse (NSC)

Employee Diversity – Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges adopt a strong customer and community focus. Hence, the colleges tend to reflect the communities in which they are located. Interest in creating a diverse environment is common to all colleges across the system. Strengths and opportunities for improvement may differ by locality.

Table 9 shows that in fiscal year 2015, minority faculty and staff accounted for 17.6 percent of tenured faculty/officials and managers, 15.2 percent of non-tenured faculty, 26.4 percent of professional staff/protective service workers, 30.0 percent of office and clerical/para-professionals, and 42.4 percent of service maintenance employees. Compared to previous fiscal year, in fiscal year 2015 minority representation among tenured faculty/officials and managers increased 1.8 percent, among non-tenured faculty decreased 1.6 percent, among professional staff/protective service workers increased 5.6 percent, and was down 0.8 percent among office and clerical/para-professionals and 1.8 percent among service maintenance workers.

Table 9 Fiscal Year 2015 Minority Faculty and Staff in Illinois Community Colleges					
	Tenured Faculty/ Officials & Managers	Non- tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para- professionals	Service Maintenance
African American % Number	10.0% 630*	7.7% 1,395*	15.1% 1,501*	14.9% 678*	25.3% 740
Hispanic/Latino % Number	3.5% 222	3.4% 608*	7.5% 748*	12.0% 545*	15.5% 452
Asian American % Number	3.7% 232	3.7% 668	3.2% 323*	2.8% 126*	1.1% 31*
Native American % Number	0.2% 14	0.3% 47	0.3% 30	0.3% 12	0.4% 13
Non-Resident Alien % Number	0.1% 5	0.1% 25	0.1% 6	0.0% 0	0.0% 0
Pacific Islander % Number	0.1% 6	0.1% 10	0.2% 17*	0.1% 5	0.1% 4
Minority Subtotal % Number	17.6% 1,109*	15.2% 2,753*	26.4% 2,625*	30.0% 1,366*	42.4% 1,240*

*includes revised college figures

SOURCE OF DATA: Annual Faculty, Staff, and Salary (C3) Submissions

Nationwide, community college faculty members are disproportionately White and thus students of color are less likely to have the opportunity to engage with faculty members of their own race/ethnicity. (http://www.ccsse.org/docs/MoC_Special_Report.pdf) In Illinois community colleges, Hispanic/Latino faculty members are the most underrepresented minority group in comparison to the student population of the same race/ethnicity (Table 10).

Table 10 Fiscal Year 2015 Minority Students and Faculty at Illinois Community Colleges			
	Percentage of Student Population*	Percentage of Faculty Population**	Percentage Point Difference
African American	15.8%	8.3%	-7.5
Hispanic/Latino	19.6%	3.4%	-16.2
Asian American	4.8%	3.7%	-1.1
Native American	0.5%	0.2%	-0.3
Non-Resident Alien	0.4%	0.1%	-0.3
Pacific Islander	0.3%	0.1%	-0.2
White	58.6%	76.0%	+17.4

*includes only students whose ethnicity was known.

**includes Tenured Faculty/Officials & Managers and Non-tenured Faculty

SOURCE OF DATA: Annual Enrollment and Completion (A1) & Annual Faculty, Staff, and Salary (C3)

Alger & Carrasco/ American Association of University Professors (1997), Humphreys (1999), American Council on Education and American Association of University Professors (2000), Brown-Glaude (2009), and American Association of Community Colleges (2013) found that a diverse faculty promotes a positive learning environment for both minorities and Caucasians.

Best Practices

The following section provides information about best practices for increasing graduation rates and closing achievement gaps from the Illinois Community College System in fiscal year 2015. Best practices address factors woven into students' experiences which may impact their success and completion, such as being a member of an underrepresented student population or being a low income, first generation, or disabled college student, and provide helpful information about project components and outcomes.

Selected Initiatives to Increase Graduation Rates

Degree Audit/Transcript Evaluation

The purpose of degree audit is to determine students who have dropped out or stopped attending college and only had one or two classes to complete their sought-after certificates or degrees. Once students are identified, contact is made with them about possible enrollment and options to complete their certificates or degrees. **John Wood Community College** implemented degree audit and follow-up in March 2014. Students are provided with options for the classes, such as day or evening classes and structured or online classes. Tutoring is provided for those students needing assistance with achieving a specific grade. Several students have taken advantage of enrolling in the one or two classes needed to complete their certificates and degrees.

The purpose of degree audit is to determine students who have dropped out or stopped attending college and only had one or two classes to complete their sought-after certificates or degrees. Once students are identified, contact is made with them about possible enrollment and options to complete their certificates or degrees.

Advisors at **Richard J. Daley College** track and monitor the progress toward completion of all students. In particular, special effort is made for those students nearing degree and certificate completion. Through the Completion Initiative, which was implemented by Daley's Student Services in fiscal year 2012, these students are identified, have educational audits completed, and are outreached by advisors. As a result, advisors are able to increase the number of graduate applicants who were unaware of their completion potential. As a result of the completion initiative, between fiscal years 2012 and 2015, there has been a 62 percent increase in the total number of awarded degrees and certificates. This success has also contributed to a 56 percent increase of Daley's IPEDS 150 percent completion rate from 10 percent to 18 percent.

The Graduation Project at **Wilbur Wright College** (WWC) was implemented in fall 2012 to ensure that all prospective graduates complete their degrees/certificates and apply for graduation. College advisors carefully monitor and support potential completers through a caseload management model, utilizing GradesFirst as the main communication tool and the PeopleSoft system to conduct the degree audits. Once a student is deemed eligible for graduation, a comprehensive outreach is conducted including personal phone calls, emails, and letters to ensure the student applies for graduation. In addition, students are monitored through an Early Alert/Progress Campaign conducted by the faculty to support and provide academic and nonacademic support services for all students if needed. Between fiscal years 2011 and 2015, the number of degrees awarded by WWC increased 58.6 percent from 677 to 1,074. The college's IPEDS Graduation rate has also increased from 11.5 percent to 14.5 percent. After reviewing IPEDS graduation rates the college has realized though, that graduation rates for African American males and females and Hispanic males have shown inconsistent growth over time. It is hoped a new equity and diversity program beginning in fall 2016 will lead to higher and more consistent graduation rates among all students.

The *Commit to Complete* campaign at **Olive-Harvey College (OHC)** is a coordinated group of efforts that seek to boost completions and graduation rates by proactively ensuring that students have all the information and resources necessary to complete. The campaign that has run since spring 2012 has resulted in many different successful initiatives. It has involved initiatives such as intrusive advising, intensive outreach to potential completers, increased collaboration between advisors and faculty, increased focus on enrolling students in courses on their degree pathway, and improvements in efficiency due to the addition of new technology. As a result of this initiative, OHC's graduation rate within three years for first-time full-time students has more than doubled from what it was in fiscal year 2009. The automatic degree audits allowed for a much greater number of students to receive degrees last fiscal year despite a lower enrollment. While only 266 degrees were awarded in fiscal year 2014, 406 degrees were awarded in fiscal year 2015. The reverse transfer initiative resulted in 10 students receiving degrees this past year that otherwise would not have.

In an effort to increase graduation rates, **Southeastern Illinois College** implemented a 90 percent reporting system, in which a list of students who have completed 90 percent of their degree is compiled. Students on the list receive letters explaining that they are close to meeting graduation standards, naming the class or classes they need to take in order to graduate, and offering information on the registration and enrollment process. Academic advisers worked with the IT department to uncover students who had the potential of having 90 percent of their degree completed. From there, advisers looked up each of these students and individual letters were created and mailed in September 2014. As a result of the mailing initiative, 36 percent of students that were contacted conferred at least one degree in the 2014-2015 academic year as a result.

*In an effort to increase graduation rates, **Southeastern Illinois College** implemented a 90 percent reporting system, in which a list of students who have completed 90 percent of their degree is compiled.*

Community colleges make choices every day that may change the course of a student's life and when decision-making is informed by data, there is heightened efficiency and focus that yields alignment in purpose. When used effectively, data highlights when and where students struggle, helps prioritize efforts around what is working and what is not, and sets a direct, clear course toward sustainable institutional change that supports student achievement. To use data driven decisions in order to identify the achievement gaps of underrepresented groups, the Achieving the Dream (AtD) Leadership team at **Danville Area Community College (DACC)** commissioned two teams at the start of fiscal year 2015, the AtD Data team and the AtD Progression & Completion team. Among others, the AtD Data team established Key Performance Indicators (KPIs), which focus on degree and certificate completion, persistence, developmental advancement, and gatekeeper course completion. The AtD Progression & Completion team has worked to bring about broad systemic change to policies and procedures concerning student progression through academic programs and completion of degrees and certificates. As a result, an automated degree process was created at the end of fiscal year 2015 and data was compiled to define second-year populations.

Each year the admissions and records staff at **Lake Land College** identifies students who have repeated course work when it wasn't necessary. Because of this, the College has explored ways to encourage incoming students to complete transcript evaluations earlier and to understand how to read the evaluation. For the past six years, Admission and Records staff have used College Source TES on a daily basis to research course descriptions when evaluating incoming college transcripts. Use of the TES allows Admissions and Records staff to search for course descriptions, including course title, code and credits. Additionally, institution accreditation can be verified. This tool allows staff to evaluate transcripts quicker

and more efficiently, with greater accuracy, than by requesting course descriptions directly from other colleges or universities, which can be quite time consuming. With College Source TES we have improved time and efficiency for evaluating transcripts.

First Year Success

Rend Lake College has successfully implemented a new First Year Experience (FYE) course to take the place of what used to serve as an online orientation module for first-time, full-time, degree seeking students at the college. The First Year Experience program is designed to improve student engagement in the college experience by fostering personal connections and increased communication with faculty, staff, and peers. It also assists students in improving skills such as time management and organization which lead to improved academic performance. Because of the success of the FYE program for full-time degree seeking students, the college has begun to discuss the opportunity to address Career and Technical students who are enrolling in order to complete an occupational certificate in a similar program. This program would be a type of Work Ethics program that has been done at the college before but will be modified to give certificate students the road map needed in order to navigate their academic plan successfully, much in the same way the FYE program does for degree seeking students. These programs will be monitored by the Liberal Arts, Career Technical, and Admission's branches of the college.

The First Year Experience program is designed to improve student engagement in the college experience by fostering personal connections and increased communication with faculty, staff, and peers.

The objective of the Student Success Coach Program at **Kankakee Community College (KCC)** is to increase retention and completion rates of first-year, first-generation college students, and ensure successful progress towards students' academic goals. The program helps students make and develop connections with faculty and staff and with other first-year, first-generation students, and it also inform them about KCC processes and resources available to support their academic needs. Although the program was not implemented until August, 2015, and hence evidence of success in fiscal year 2015 is limited to wide-spread engagement by faculty and staff, data has been gathered and analyzed for the first semester 202 participating students in Fall, 2015, and they are remarkable. In summary, both higher GPAs and retention rates (from fall 2015 to spring 2016) were seen in almost every category of students (gender, first-generation status, and credit load). Specifically, statistically significant differences were found in the following measures of success: GPAs of both full- and part-time students in the Student Success Coach program were higher compared to students not in the program (2.06 vs 1.53) and retention of full-time students to spring, 2016 of those in the program was higher compared to those not in the program. It was nearly double for part-time students in the program compared to those not in the program (63 percent compared to 31.8 percent), and a 90 percent rate of retention for full-time students in the program compared to 81 percent for full-time students not in the program.

Fall 2014 New Student Orientation (NSO) represented the fourth year that the orientation has taken place at the **College of DuPage**. NSO continues to offer a general information session for new students, a general information session for parents and family members, breakout sessions, and free lunch to incoming students and their families. The Office of Student Life implemented a threefold marketing plan for fiscal year 2014 NSO, in an effort to increase the number of new students experiencing orientation. This included contacting the student three times in three different ways to inform them about NSO. Student Life informed all new, enrolled students (first time in college) about New Student Orientation by email, phone, and mail. This is in addition to the NSO track letter that goes out daily to all students that submit an

application. Approximately 60 percent of first time college students and those transitioning from high school to college attend NSO.

In an effort to improve student success at **Morton College**, Student Development Office revitalized the new student orientation, *Panther Palooza*, in spring 2015 by administering Accuplacer, the placement test as part of the orientation at Morton East and Morton West, the college's feeder high schools. From this group, 80 percent of orientation participants registered for the fall of 2015, a 14 percent increase from the previous year. To further improve this initiative, several topics are currently discussed: the better use of data to make this initiative more effective; introducing placement testing earlier than senior year; offering incentives for early registration and types of incentives; ensuring registration is completed at *Panther Palooza*; determining when the financial aid process is a barrier; incorporating career exploration products and using these to help guide the student through registration of classes; and following up with students who do not attend.

Overview of College Success (OCS 121) is a course offered by **South Suburban College** and taught by counseling faculty that covers the skills for college success, career development assessment and includes extensive help in academic course planning. The student's master academic plan is completed as a requirement. This involves making an appointment with a counselor and mapping out from start to finish what it is going to take to complete. Career and personality assessments are also used to assist the student in the career planning and decision making process. The course is a college level course and is generally articulated for general elective credit. Since fall 2013, students with two or more developmental classes have been required to take the class. A pre-test and post-test, assessing students' knowledge of general education requirements and the College's academic student policies are given to students during the course.

*Overview of College Success is a course offered by **South Suburban College** and taught by counseling faculty that covers the skills for college success, career development assessment and includes extensive help in academic course planning.*

Liberal Arts (LA) 103 College and Career Success is a three credit hour course designed to help students achieve success in college as well as life by utilizing eight principles: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence, and belief on oneself. Students learn how to enhance the thinking skills essential for analyzing and solving problems in the area of academic, professional, and personal lives. **Spoon River College (SRC)** taught the first LA 103 for students testing into two or more developmental courses in the fall of 2009. One important component of the course informs students where to access information about the academic resources and policies at SRC. For the academic year 2014-15 (fall 2014 and spring 2015), 61 students were enrolled in LA 103. Over 90 percent of the students enrolled in LA 103 received a C grade or higher in the course. There were 78 percent of the students enrolled in LA 103 in either fall 2014 or spring 2015 who achieved a cumulative grade point average of 3.0 or higher.

The New Student Enrollment Seminars initiative was created in fall 2013 to eliminate the guesswork and obstacles new students encounter when navigating the steps to enrollment at **College of DuPage**. The college's enrollment process has historically required students to make numerous calls and visits to campus to complete the various phases of enrollment, sometimes resulting in students simply walking away from the process. The New Student Enrollment Seminars were designed to give students, who placed into two or more developmental classes and were MAP eligible, an opportunity to complete multiple enrollment tasks in a five-hour period during a single visit to campus. The day's program includes a college and

academic planning overview, class schedule and time management discussion, instruction on myAccess account set-up and usage, a one-on-one meeting with a counselor/advisor, campus tour, hands-on assistance in registration and referrals to Financial Aid and the Testing Center, where appropriate. Preliminary results for the end of Fall 2014 term supported the fact that participation in the enrollment seminars made a difference in academic performance, registration, registered credits and registration persistence.

In an effort to improve graduation and transfer rate, Pathways to Success, a first year experience course was developed by retention coordinators and faculty and implemented in fall 2014 to serve first-time full-time students at **Olney Central College**. The course was designed for two semesters, one credit hour per semester. The course was designed with several student learning outcomes in mind including understanding expectations to achieve academic success, utilizing technology, identification of support services and student organizations, development of a connection to campus and community, adapting to college life, application of academic skills, developing personal skills, and identification of the effects and benefits of diversity in American society. Class activities included guest speakers from college and local industry, individual and group student presentations, and community service projects. After assessing the course through faculty and students' feedback, a decision was made to reduce the course to one semester (1 credit hour) beginning fall 2015. Graduation data will be collected and assessed to determine the overall effectiveness of the course to increase student persistence and completion.

The goal of the NewSTARS program, which was implemented at **Black Hawk College** for the fall 2013 term, is to utilize the "Flipping the Classroom" concept where the student will do their "homework" prior to attending their first meeting with an academic advisor. It gives students the opportunity to learn in greater detail how their choices will be implemented throughout their college career. This program takes the student through the processes of: interpreting placement test scores, understanding the program of study, deciding how many credit hours to enroll in, selection of courses and course registration with the intent to assist students in understanding how their career choices align with life goals. Academic advisors facilitate NewSTARS in both small groups serving up to 14 new students at a time or individual through an online training module. The fall to fall retention for NewSTARS minority participants increased 11 percentage points from 2013 to 2014.

Co-requisite Courses/ Co-curricular Courses

Co-requisite developmental education places students into remedial and college level courses in the same subject at the same time, which allows students to receive targeted support to help boost their understanding and learning of the college-level course material. Under the co-requisite course model, students complete gateway courses and enter programs of study in their first academic year. Under this model, gateway courses would be the default placement for most students, allowing students who require academic support to receive it through the co-requisite model. Student placement shall match students to the appropriate level or co-requisite support.

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The Accelerated Learning Program (ALP) began as a pilot at **Elgin Community College** (ECC) in fall 2013. The ALP program, which consists of English 101 and English 098, provides students who are college ready in reading and tested into the highest level of developmental English with an opportunity to accelerate through developmental English and move into credit bearing classes thereby decreasing the risk of drop out and

increasing the motivational level needed to complete their desired college goals. In fall 2015, the number of sections (and thus students served) was expanded and the goal is to provide at least half of all English 098 offerings via ALP by fall 2016. Fiscal year 2015 data shows that one-half of ALP students are male. This mirrors enrollments in regular English 098 sections. The majority of students enrolled in ALP are traditional college-age (17-22 yrs.). ALP sections have more students of color enrolled than regular English 098 sections. The data compiled to date demonstrates this program has a significant impact on student success. ALP students are more likely to persist from the fall to spring semester and return to ECC one year later than their college reading-ready peers who enrolled in regular English 098 sections.

Math and English co-requisite courses at **Truman College** allow students to complete college-level courses one semester earlier, increasing transitions from remediation and reducing total time to graduation. Truman College has offered a supporter course paired with college-level English since 2004. In fall 2014, the college began to offer an Accelerated Learning Program (ALP) English co-requisite for developmental education students and new co-requisites for college-level Math. The English ALP co-requisite allows students who would otherwise place into developmental education to take college-level English right away, paired with developmental English. Additionally, Truman offers co-requisites for students who place into college-level math and English courses but have placement scores or grades that suggest they would benefit from extra help. Data analysis demonstrates that students are more successful when they take co-requisites vs. the stand-alone course.

Wilbur Wright College implemented co-curricular Math 118, Math 125, and Math 140 classes in fall 2015. Co-curricular classes enable eligible student to go through the curriculum faster; instead of spending two semesters in regular format courses, co-curricular students can learn the same topics in one semester. In addition to covering math topics, the students are taught study skills and work on reducing math anxiety. The instructors of co-curricular courses attended professional development workshops designed for teaching these courses. In addition, during the semester when the classes were offered for the first time, the instructors had been meeting once a week to discuss the progress of the classes. The initial results were promising with the co-curricular math courses outperforming their traditional counterparts in most cases. The college is continuing its pilot into spring 2016 to determine effectiveness of the program. If successful, it will be expanded to all math courses to ensure that all students have the opportunity to benefit.

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Academic Advising

In an effort to improve retention and completion at **Lake Land College**, the goal was set in the spring 2015 to increase the number of students with a personal education plan (PEP). The research shows that students with a plan, the knowledge of academic requirements and an identified graduation date are more likely to persist and complete a degree. During spring 2016 all faculty advisors on Advising Task Force will be completing PEP with at least 2 advisees. Several faculty members are committed to completing a plan for all of their advisees. Feedback about the process will be gathered and discussed at the April 2016 meeting. The PEP will be completed with a variety of majors, including technical and transfer. There will also be diversity in creation of the PEP, including some online, over the phone and in-person appointment. Both student and advisor will maintain a hard copy or electronic version of the PEP. These students will be tracked the rest of the 2016, through the spring 2017 advisement period. Evidence will be gathered to see if students followed the PEP, met educational goals and persisted from spring 2016 to fall 2016 and fall 2016

to spring 2017. This information will assist the task force in establishing recommendations for all faculty advisors to use the PEP with their advisees.

The goal of mandatory advising is to ensure students take the right classes and the right number of credit hours they need to complete a degree or certificate at **Black Hawk College**. Mandatory advising was implemented during the spring of 2014 for the fall 2015 enrollment term. Due to staffing size, it is being implemented in phases. During the fall 2015 registration period, any student with less than 9 hours was required to see an advisor. For the spring 2016

Black Hawk College implemented mandatory advising in spring 2014 to eliminate unnecessary classes students may take because they don't understand the pathway to their transfer institution and to assist in timely completion.

semester, students under 15 hours are mandated to see an advisor. This increases to 21 hours for students registering in fall 2016 semester and to 30 hours for students registering in the spring 2017 semester. Having effective advising is the cornerstone for successful retention strategies which will lead to timely completion. It has been the Colleges experience that students who self-advise misinterpret transfer guides and or program course pathways. Mandatory advising ensures they do not self-advise but rather have the experience of meeting with an academic advisor who guides them through the utilization of transfer guides and suggested pathways to completion. Mandatory advising will eliminate unnecessary classes students may take because they don't understand the pathway to their transfer institution. It will also assist in timely completion of all programs since an advisor will be monitoring their progress from semester to semester.

Mentoring/Counseling

The mission of the I-Connect Program is to provide students with intentional support through a personal connection at **Parkland College**. I-Connect mentors assist students with their personal, social, emotional, and academic transition to college. Mentors participate in a workshop geared towards leadership development, interpersonal skills, and conduct a legacy project throughout the semester. Examples of legacy project topics are assisting students with kids, financial literacy, promotion of accessible food resources, engaging the mature adults in the community with educational and social opportunities and increasing volunteerism on campus. In the spring 2015 semester, 19 faculty and staff members participated in the mentoring program. In the fall 2015 semester, peer mentoring was piloted, which employed 16 peer mentors and accepted 42 student mentees. . Of the 43 student mentees, 37 persisted to the spring 2016 semester resulting in a persistence rate of 88.1 percent.

Triton College recognizes that new community college students may greatly benefit from the opportunity to work with an individual who is able to provide personalized guidance as they navigate the college environment. The Triton Employees As Mentors (TEAM) Program is a faculty and staff to student mentoring program that targets students who are attending college for the first time, enrolled at full-time status, and have placed into two or more developmental courses after taking the COMPASS Placement Exam. Students are given an option to be matched with a mentor based on one of several characteristics, and the TEAM Program staff attempt to create a match that best meets the needs of the student. One of the factors contributing to the success of this program is the "Status Updates" communication, which is sent bi-weekly to mentors. In these status updates, TEAM Program staff report whether or not the students have withdrawn from classes, if they are receiving financial aid, or if they have any restrictions on their accounts. This allows the mentor and mentee to have meaningful conversations and address issues in a proactive manner. Figures at the end of the 2014-2015 academic year show that TEAM mentees persisted from fall 2014 to spring 2015 at an 80 percent rate (52/65) with eight students graduating and/or transferring.

Counseling Services for students opened in September 2015 at **John Wood Community College** to provide a place where students can obtain a professional counseling consultation or continued services for emotional and mental health issues at no cost to the students. The Center is open at no charge to students and is staffed by a counselor. It provides initial consultations, therapy and support groups, psychoeducational workshops, individual mental health counseling, and referrals to community counselors, medical providers, groups and other supportive resources. Counseling Services receives from two to four referrals each week; referrals may be from faculty, staff or a self-referral from the student. There are about 30 students who have been seen more than once or are seen on an ongoing basis.

Tutoring/Supplemental Instruction

In complement to high quality teaching and curricula, student success relies heavily on effective out-of-class preparation. The department of Academic Support Services within the Office of Instruction at **Harold Washington College** has worked with faculty and staff to develop and offer a range of free and accessible academic support services to help all students succeed such as ongoing tutoring opportunities as well as concentrated efforts around placement, preparations for midterms and finals. In spring 2015, academic workshops and online tutoring options were added to support services. Online tutoring services are available to students in any online class through their learning management system site, Blackboard. Students who attended at least one workshop or tutoring session had an average pass rate of 71.9 percent compared to an average pass rate of 64.2 percent for students who did not attend a tutoring session or workshop.

Wabash Valley College (WVC) implemented a supplemental instruction (SI) initiative for students in courses with writing intensive content in August of 2014. The mission of SI is to help students succeed in historically difficult courses. SI sessions involve collaborative learning activities through which students can clarify course concepts and processes and can practice the types of study strategies that will help them truly master the information and skills required by the target course. The SI for writing intensive courses at Wabash Valley College combines face-to-face instruction with the Online Writing Lab (OWL), an online service that assists students with writing assignments through the Learning Lab in the Academic Assistance Center. WVC continues to offer more supports as needed including the addition of SI to assist students needing remediation and assistance. The implementations of multiple programs and initiatives have led to major increases in student success in high impact courses: persistence in ENG courses went from 82 percent to 89 percent in three years.

Wabash Valley College implemented a supplemental instruction initiative for students in courses with writing intensive content in August of 2014 to help them succeed in historically difficult courses.

Pro-Active Tutoring was developed at **Kennedy-King College** with the observation that students who attended tutoring sessions achieved higher grades and passed the next classes in sequences more frequently. Instead of treating tutoring as extra help when failing a class, KKC began advertising and using tutoring in fall 2012 as a standard support for entry-level and some advanced classes, with hours designed to accommodate the sometimes difficult life schedules of our students. Therefore, pro-Active Tutoring seeks to boost student success in core curriculum coursework by making tutoring a regularly expected component of attending classes. Increasing the intentionality and availability of tutoring has resulted in ongoing incremental increases in the proportion of students from core classes who see tutors. Tutored students in fiscal year 2014 consistently showed higher success than untutored students. This remained the case when students who were not previously motivated to attend tutoring were convinced to do so, suggesting that the

difference is not simply a question of more motivated students being the ones who see tutors.

In 2005 the Nursing department at **Kaskaskia College** began a *Will Increase Nursing Success* (WINS) initiative to provide tutoring service specific to nursing. The goal of the initiative was to decrease the attrition rate in the nursing program. The WINS tutor provides additional remediation to enable the students to achieve knowledge and skills required to meet the program objectives as well as retention in the student's chosen course of study. The WINS tutor also collaborates with the nursing faculty to identify students who have needs and then provide intensive tutoring to assist the students in meeting those needs. The majority of the students seeking tutoring are the first year students and primarily the first semester students. Data is tracked and the retention rate from fall to spring is on average 87 percent.

In order to ensure student success in STEM (Science, Technology, Engineering, and Mathematics) and increase the number and proportion of high-need students who persist in and complete college or other postsecondary education and training, Peer-Led-Team-Learning (PLTL) has been implemented at **Prairie State College** (PSC). It is an initiative where successful students in the sciences are paired with students struggling in these areas in an effort to

*A Peer-Led-Team-Learning initiative has been implemented at **Prairie State College**. It is an initiative where successful students in the sciences are paired with students struggling in these areas in an effort to assist with tutoring.*

assist with tutoring. PLTL problem sessions are held weekly by the PLTL leaders. These leaders are trained by the lead course instructor each week. During the problem sessions, leaders facilitate groups of 8-12 students using activities that have been devised by the lead instructor. Leaders do not provide answers to the activities and students work in small groups. Through prompted discussions, students focus on the process of solving the problem and practice applying concepts learned in the previous week of the course. In chemistry courses, PLTL attendance ranges from 50-95 percent across all the chemistry courses in which PLTL is offered. PLTL attendance is completely voluntary, though nominal extra credit may be awarded by individual instructors. Students attending the sessions learn valuable study skills, form study groups, and learn how to learn chemistry.

The Supplemental Instruction (SI) sessions were offered in a nursing classroom at **Prairie State College** from August 2014 through May 2015. The project was conducted to determine the effect of SI on nursing student retention and course grade because first year nursing students are 'at risk' for attrition. SI provided the first year PSC students who attended the sessions with the support, mentoring, self-confidence and social integration needed for success. The SI sessions were held at least three times per week, led by one of three trained SI leaders, who were 2014 graduates of the Prairie State College Nursing Program. Times for the SI sessions were decided upon after conducting an introductory survey to determine times of best student availability. The eligible participants included all first year associate degree nursing students admitted into the fall of 2014 nursing class at Prairie State College. Attrition/Retention rates for Nursing 101 were calculated at the end of the 16 week semester. Overall, there was less attrition (in fall 2014) since the implementation of SI, than in the previous six years without SI. After concluding the second semester, Nursing 102, the attrition also decreased. Seventy two percent of those students that started N101 finished N102. This too, is the highest retention on record (at least since 2008).

Retention of at-risk students

In July 2014, **Lincoln Trail College** (LTC) evaluated and revised its retention strategies in order to lower the withdrawal rates of at-risk students. The result of this evaluation was the creation of new/additional

methods of identifying students likely to withdraw from one or more of their classes and to provide the support required to ensure their continued enrollment and path to graduation. In evaluating student withdrawal patterns, it was determined that a significant number of students withdrew from a class or classes in the first eight weeks of a sixteen-week semester. Though students were required to discuss a pending withdrawal with both faculty and an advisor before a withdrawal could be approved, there was little evidence that students were made sufficiently aware of support services that could assist them in overcoming the difficulties they had encountered. It was further determined that advisors were not aware of individual student success issues before the student had reached a point at which successful completion would be difficult. These conditions led to a change in procedures at LTC. Instructors began to submit detailed progress reports to the Retention Coordinator so that students could be contacted before they had reached a point where they felt a need to withdraw from class. A student's individual advisor was notified and informed of the particular issue(s) faced by the student. With this information, the advisor could inform the student of one or more support options that would mitigate the difficulty. Students with unforeseen financial hardship would be provided information about emergency funding programs while those facing academic challenges would be given options of extra tutoring or other support services in the Learning Skills Center.

Morton College initiated the Satisfactory Academic Progress (SAP) Financial Aid workshops in an effort to provide support and information to students who were placed on academic warning during the most recent completed term. This is the second year that the workshops have been implemented and the data demonstrate that these efforts are proving to be valuable to students as they move forward to completion of their degree. In fiscal year 2015, 115 students attended the SAP Financial Aid workshops. Students who participated in this initiative reflect the ethnic and gender composition of Morton College: 60 percent of participants were female and 87 percent were Latino/Hispanic. About 12 percent of participants identified as students with disabilities. Participants in the SAP financial aid workshop are asked to fill out a brief open-ended questionnaire on the reasons for their poor academic performance in the past semester. They are also asked how they will pay for school if they are to lose their financial aid and how they would do things differently in the future.

Early alert

Southeastern Illinois College started the Starfish pilot program at the start of the spring 2015 semester with the goal to provide an electronic alert system that will meet faculty and student support staff needs for reporting students demonstrating at-risk behaviors to allow for intervention prior to dropping out. Starfish is comprised of four potential flags instructors can use to indicate at-risk behaviors: Attendance concern, low average in a course, behavioral concern, low quiz/test scores, and missing/late assignments. Once a flag is raised by a faculty member, advisers and retention staff members follow up, making phone calls, leaving voicemails and sending emails to the students who were flagged. They also write notes in the Starfish system, which are automatically sent to the original faculty member who issued the flag. These communications with students include encouragement and information on tutoring, advisement, and other

In order to engage at-risk students in support services prior to their dropping out, Southeastern Illinois College implemented the Starfish electronic alert system in spring 2015.

intervention strategies. In the spring 2015 semester, 175 flags were issued by faculty and followed up by advisers and retention staff. Of those flagged, 38.9 percent of those students flagged in a course completed with a C or better, while only 28.6 percent dropped the course. Additionally, 45.7 percent of students who were flagged in spring 2015 were enrolled in classes in the fall 2015 semester.

The goal of early alert at **Highland Community College** is to engage students in support services earlier in the semester in order to contribute to student achievement and retention. From 2007 to 2010, the College piloted an early alert program with a handful of faculty members teaching transitional and college level courses. While underrepresented students were not the sole focus of the early alert initiative, the College recognized that the program provided heightened opportunity to impact the underrepresented student population. Highland has a high percentage (65.8 percent) of the student body identified as first-generation students compared to other small colleges in the National Community College Benchmark Program. In 2011, the College received the Student Success Grant from the Illinois Community College Board, which provided the funding to expand the program using Maxient LLC. This tool streamlined the submission of alerts and the response by the Success Center staff. The 2011 – 2012 school year was the first full year of operation in the expanded early alert system. The number of early alert cases has increased since the system was first utilized in the 2011 – 2012 school year; faculty training and communication has been an important factor in this trend. In 2013 – 2014, the College emphasized the use of Maxient and early alert reporting with instructors teaching transitional courses. Data reporting shows that there was a significant increase in reporting that school year. Tracking also supports that the system is contributing to the support of underrepresented students.

Financial Literacy/Financial Assistance

In fiscal year 2015, the Achieving the Dream (AtD) goals at **Danville Area Community College** (DACC) centered on reducing performance gaps between African-American students and white students, increasing completion rates in gatekeeper courses, expanding retention efforts in non-academic areas. One of the initiatives that focused on students living in poverty is the *Bridges Out of Poverty* program called *Investigations into Economic Class*. This 16-week pilot worked to increase awareness of resources for students living with daily instability and thus to reduce inequalities that create barriers to personal success. The fall 2014 cohort was small, only six students, but the course had an 83 percent course completion rate and 100 percent of the students who passed the course continued from the fall to spring semester. The facilitators also received such positive student feedback that the AtD Equity and Inclusion sub-team proposed scaling this intervention to three sections in the fall 2015 semester. Because the learning objectives so closely align with the College's Success in College orientation course, the team received approval to offer these three *Investigations* sections to students in place of the Success in College requirement for all degree-seeking students.

In fiscal year 2015, Danville Area Community College conducted Investigations into Economic Class, a 16-week pilot course to increase awareness of resources for students living with daily instability and thus to reduce inequalities that create barriers to personal success.

Between fall 2012 and spring 2014, over 1,300 **Moraine Valley Community College** (MVCC) students were unable to use financial aid because they were found ineligible due to not maintaining Satisfactory Academic Progress (SAP) as required by the Federal government. This lack of compliance impacted both the students' ability to persist as well as continue enrollment for future semesters. The Financial Literacy Workshop was developed in response to this need. It is a one-hour, small group workshop embedded with interactive elements to foster student engagement. The workshop covers the fundamentals of financial aid, common terms and definitions pertinent for comprehension, a detailed overview of SAP, and the difference between SAP and the institutional academic standard. The pilot was conducted to examine the impacts of both a proactive intervention versus reactive programming on both first-time financial aid recipients as well as students placed on financial aid warning in an effort to assist both populations in understanding their

responsibilities, both academically and financially, as they pertain to the continued use of Title IV funding to finance their education. During summer 2014, the pilot program began with 16 voluntary workshops targeting first-time financial aid recipients. A total of 130 students participated, and financial aid eligibility and persistence were tracked for the subsequent term. Data continues to be tracked on the effectiveness of this intervention; however, preliminary numbers indicate that students who attended the Financial Literacy workshops are maintaining SAP, completing their courses, and being retained at much higher rates.

The purpose of the Champion for Student Grant is to help students with an unexpected, exceptional, emergency situation that may be a barrier to successfully meeting their educational goals. This funding has been donated by a generous friend of **Kishwaukee College (KC)** to the Kishwaukee College Foundation. The Executive Director – Foundation Development is working with the newly appointed KC President and other key stakeholders to assess the program. A strategic goal for the program includes the expansion of the donor base for the grant. Another goal is to administer a more targeted effort to reach students who are in good academic standing, have the greatest financial need, and are very close to earning their degree or certificate. Applicants are required to have a KC full-time employee serve as their sponsoring “Champion.” The Champion is responsible verifying the authenticity of faculty member signatures for each of the courses that students are completing in the semester that they are requesting the grant. The Champion must also confirm that students are actively engaged in every course. Students began receiving grants in August of 2014, and the funds were exhausted in February of 2015. Fourteen students received a grant for as much as \$3200 to pay for tuition and fees to as little as \$40 to purchase a bus pass. With the financial support from the grant along with the assistance from their Champion, ten students successfully completed the semester in good standing. Six students continued their studies by enrolling in courses for the following semester, two students earned their GED, and one student completed the WIOA program.

Free credit opportunity

In fiscal year 2015, **Rock Valley College** offered students in the office of Intercultural Student Services the opportunity to take one free Foreign Language CLEP Test. Students had an option between French, German, and Spanish. Fifty-one students registered for the CLEP tests through this initiative. Out of this group, 43 students (84 percent) took the tests. All 43 students passed the tests. Three of the 43 students earned eight credits and 40 of 43 students (93 percent) earned 14 credits. Demographics consisted of 50 registered students identifying as Hispanic and one student identifying as African American.

Selected Initiatives to Close the Achievement Gap

Student Support Programs:

The goal of student support programs is to develop effective approaches for improving access, equity and success for students. They provide opportunities for academic development, help students with basic college requirements, and motivate students towards the successful completion of their postsecondary education. Community colleges offer a number of different student support programs and services to assist students at all stages of their educational journey.

The goal of student support programs is to develop effective approaches for improving access, equity and success for students.

The Reading Center at **Harry S Truman College** provides reading support for students who lack the skills required to efficiently read, understand, and utilize written materials in college-level courses. The Reading Center opened in fall 2014 with limited staffing resources. In fiscal year 2016, the college received a Developing Hispanic-Serving Institutions Title V Grant from the U.S. Department of Education that provides funding to expand the Reading Center. Professional reading clinicians conduct diagnostic literacy testing and provide individualized tutoring to teach reading strategies and skills. The Reading Center also hosts faculty development workshops that help instructors to incorporate reading comprehension strategies in the classroom. The Reading Center employs several strategies that help students to succeed in their classes: Individualized testing and support, student workshops, embedded tutoring, and faculty workshops. Quantitative analysis demonstrates that students who use the Reading Center have higher retention, grade improvement rates, and graduation rates.

*The Reading Center at **Harry S Truman College** provides reading support for students who lack the skills required to efficiently read, understand, and utilize written materials in college-level courses.*

The purpose of Student Success Team (SST), which was implemented in spring 2010 at **Oakton Community College**, is to partner with the Achieving the Dream Network and all campus stakeholders to think courageously, break down silos, and integrate student success initiatives into a single, College-wide agenda. The SST is successful because of the coordinated, campus-wide focus on their work. The members of the SST identify existing values, assumptions, structures and systems at the college that nurture and impede student success; consider leverage points to improve student outcomes, lead a process for setting institutional priorities, goals and strategies; perform an inventory of diversity and equity that identifies unintended barriers that may be preventing equitable treatment of students; provide leadership to spread a culture of inquiry, reflection and commitment to student success throughout the college; and develop a candid analysis of the college's performance with respect to equity in student outcomes, with a special focus on low-income students, students of color and others who face barriers to success. As a result, new initiatives related to persistence, new student orientation, placement, and developmental education have been put to place that led to an increase in persistence rates from fall-to-spring for new and returning students.

The mission of Wellness Services at **Elgin Community College** (ECC) is to encourage students to become active participants in their overall health and to provide support for personal well-being so students can focus on academic success. Using a holistic approach, Wellness Services employs research-based, best practices in the disciplines of mental health and wellness services to provide for students' psycho-social, socio-emotional, and basic needs through short-term counseling, crisis intervention, linkages to community resources, and wellness education. Thus, Wellness Services is a crucial component of the Student Services umbrella of student support programs. Since the official implementation of Wellness Services in November 2014, there have been 551 student-initiated contacts. Of these contacts, 42 percent were one-time visits and 58 percent engaged in short-term, one-on-one therapy with an average of 3.5 sessions. Demographic information revealed that 60 percent of students served in Wellness Services were female, 39 percent were male, and 1 percent identified as transgender. With regard to race and ethnicity, 13 percent of Asian/Pacific Islander students visited the Wellness Services. This percentage is almost double the overall ECC percentage of Asian/Pacific Islander students, which is 7 percent. The representation of African-American students visiting Wellness Services is at 10 percent while the ECC representation is 6 percent. Only the number of Hispanic students seeking services (26 percent), is lower than the ECC overall percentage, which is 36 percent.

Lincoln Trail College has long served its student population with optimum student services. In evaluating

the ever changing student population, it was identified that for the fiscal year 2014-2015, new methods were designed and implemented to assist in not only increasing the number of graduates within the areas of underrepresented individuals, but also decreasing the achievement gap between traditional student populations and those of the underrepresented groups such as minority, female, disabled, or first-generation students. In designing the new methods for student services, it was identified that services offered to help students succeed academically were being under-utilized by the targeted student groups. It was determined that support services should be offered not only during regular business hours but also in the evenings to fit the schedules of students whose daily routines did not allow extra study sessions with tutors and faculty volunteers. Because the athletic teams contained a large percentage of the underrepresented groups of students, night sessions were added to fit the athletic schedules.

The goal of Student Athlete Success Program at **McHenry County College (MCC)** is to increase the chances for success amongst underrepresented student athletes. In summer 2012, all components of the program were implemented and a new full time position of the Coordinator of Student Athlete Success was created. This position is responsible for, but not limited to, the overall monitoring, retention, and success of student athletes involved in all intercollegiate sports offered at MCC. Two sections of our MCC 101 freshman experience classes have been initiated and devoted solely to the new student athletes on campus. Other components of the program include advising, tutoring, academic monitoring, retention report, and a *Dropout Detective* Academic Progress Program. Retention data charts confirm the retention of student-athletes, which, in some cases, has exceeded that of the general student population from fall to spring and fall to fall.

TRIO Student Support Services Program

The federally funded TRIO Student Support Services (SSS) program provides students from disadvantaged backgrounds with the academic skills and confidence that are necessary for success at the college. It targets students who are at risk because of disabilities, insufficient study skills, difficulty in transitioning to the college environment, lack of support and information for first-generation students, little or no family knowledge of academia, limited exposure to cultural activities outside their immediate community, lack of college preparatory background, family demands, child care issues, transportation issues, work responsibilities, language, social customs, and cultural barriers, unrealistic expectations, social isolation, perceived or actual racist attitudes, sexism, low self-esteem, and lack of positive role models. All services are provided free to the SSS students. At the **College of Lake County (CLC)**, the population of students served by TRIO from 2013 through 2015 has been made up of higher percentages of minority groups than the overall college level student population. Of the students who received TRIO SSS from 2013 through 2015, 71 percent had a cumulative GPA of 2.0 or higher as of their last term enrolled. Twenty-four percent of the TRIO students had been awarded a degree or certificate from CLC as of the fall 2015 semester. In addition, TRIO students enrolled from fall 2012 to fall 2015 were tracked using the National Student Clearinghouse. Forty percent were found to have transferred to continue their education. Next to CLC, the following institutions also reported the TRIO SSS program as the means of closing the achievement gap.

The goal of the TRIO Student Support Services (SSS) Program, funded by the U.S. Department of Education is to increase the persistence, academic standing, and graduation or transfer of students from disadvantaged backgrounds

At **Illinois Central College** the TRIO SSS program serves 250 students per year and, throughout its history, has met or exceeded its retention, graduation and transfer goals. The program was initially

implemented during the 1990-1991 academic year and has served over 3,300 students. The most recent program year began September 1, 2015. The program has proven to be an effective model for increasing the number of college graduates, particularly among underrepresented groups due to wrap-around support provided to students, individual educational action plans, and adequate staffing.

TRIO SSS students are supported in a number of ways, but most importantly they have access to personalized academic, career, and personal advising performed by designated SSS advisors. This is valuable service that keeps SSS students “on track” to academic success by helping students address the many issues (academic and nonacademic) that they will encounter in their lives. If SSS student wish to transfer to a 4-year institution, they will receive additional transfer advisement from the SSS designated advisors. Initially, the SSS was implemented in 1984 at **Sauk Valley Community College (SVCC)**. There is ample evidence that SSS students outperform the general population of SVCC students in retention and graduation rates while serving a higher proportion of females, minorities, and students with disabilities than the College as a whole. In fiscal year 2015, the three-year graduation percentage for SSS students was 69.0 percent versus 35 percent for the general population of students at SVCC.

*At **Sauk Valley Community College**, in fiscal year 2015, the three-year graduation percentage for TRIO Student Support Services students was 69.0 percent versus 35 percent for the general population of students.*

Since 1993, through TRIO SSS, **Frontier Community College** has provided educational services and cultural experiences to underrepresented students, empowering them to achieve lifelong success. Next to intrusive advising, TRIO SSS offers free tutoring, equipment rentals, and transfer assistance. In addition, throughout the duration of the academic year the TRIO advisor taught three classes: *Success in College and Beyond*, *Exploring Careers and Leadership Development*. In the 2015-2016 school year, the Frontier Community College TRIO Student Support Services program had a 100 percent graduation rate for eligible students. Currently for the 2016-2017 school year, 10/10 students eligible for graduation are on track to complete a certificate or degree.

TRIO SSS Program provides approximately 160 students each year at **Shawnee Community College** with academic support, tutoring, advisement, workshops, and cultural exposure. The SSS Program began at Shawnee Community College in 1991 and works on five year grant cycles. The program has a Director, Retention Specialist, Learning Skills Specialist and a Career/Transfer Advisor. The Retention Specialist monitors student grades, checks instructor progress reports, and facilitates cultural activities. The Learning Skills Specialist monitors tutorial reports and facilitates study skills/technology workshops. The Career/Transfer advisor offers career advisement, transfer assistance, and workshops covering both career and college readiness. The program has an annual performance report that is submitted each year to the U.S. Department of Education. Each year, SSS must retain at least 60 percent of their students and 60 percent of all SSS participants must maintain a 2.0 or above GPA. The program also has an objective that 20 percent of all SSS students must graduate each year and 15 percent must both graduate from Shawnee Community College and also transfer to a four year institution. SSS exceeded all of their objectives for fiscal year 2015.

The TRIO SSS program was re-established at **Kaskaskia College** in September 2010. The project provides an integrated support system to 140 first generation, low income students and/or students with disabilities. The core of that integrated system is individualized, proactive and intrusive advisement. Each participant is assigned to a TRIO advisor who becomes that student’s first point of contact within the program. In the 2010-2015 grant cycle, active participants were required to meet with their TRIO advisor at least three times per semester, although some came in more frequently. In addition, the program requested feedback

from the students' course instructors twice a semester so that potential problems could be identified promptly. Advisors promptly followed up with their advisees whenever there were signs of difficulty and offered congratulations when students improved. In 2014-15, the project saw 56 percent of students (2011-12 cohort) to graduate within four years.

Project RISE is a federally funded TRIO program that works with first generation, low-income, and students with disabilities, promoting the behaviors needed to succeed at **Heartland Community College**, graduate, and transfer successfully. The wide variety of services is designed to maximize a student's success and assist in overcoming obstacles. The program accepts 170 participants each year and provides a multitude of services, including intensive advising, math learning community, peer mentors, workshops, college visits, cultural events, and volunteer experiences. The Project RISE/TRIO Program has been in existence at Heartland Community College since 2001. In that time, the program has served over 1,400 students. Project RISE staff continuously review and improve the program to establish best practices and adapt to new information. This year, Project RISE is expanding its focus on math completion. Institutional data demonstrates that program participants have higher GPAs, graduation and transfer rates compared to eligible non-participants. In some categories, Project RISE students surpass college averages.

Project Achieve is an integrated TRIO/Student Support Services program dedicated to increasing the number of disadvantaged low-income/first generation college students and students with disabilities to successfully complete a certificate or degree at **Joliet Junior College**. The program, which was implemented in fall 2014, provides the tools to stay in college, assist students to graduate and to transfer to a four-year institution. As of June 2015, there were 106 (53 percent) of Project Achieve participants registered in summer 2015 courses and 110 (55 percent) participants registered in fall 2015 courses. The Project Achieve Tutors conducted 1,787 tutoring/group sessions with participants, which is a fifteen percent increase from last year. There were approximately 41 (21 percent) Project Achieve students that petition to graduate and/or transfer, which is a three percent increase from last year. The Academic Support Specialist conducted 489 individual advising appointments with participants, which is a nineteen percent increase from last year. The Project Achieve staff as a whole conducted 2,276 sessions with participants, which was a sixteen percent increase from the previous year.

The objective of the Right Place to Start (RPS) Program was to offer support services to underrepresented and underprepared populations through academic reinforcement, student engagement, and academic coaching. By providing support, guidance, leadership opportunities as well as the ability to connect with faculty, staff, and other students, RPS participants have become connected to **Rock Valley College (RVC)** while progressing towards degree completion. Data have shown the success of the program and clearly indicate that the RPS program is an effective practice for first year at-risk student populations at RVC. The RPS Program was a state-funded program that ended in fall 2015 due to the state budget issues. However, RVC was awarded two federally-funded Student Support Services (SSS-Regular, SSS-Disabled) grants beginning in FY2016 to continue the persistence, retention and graduation efforts of the institution through the successful implementation of the SSS grants. Both grants will provide holistic and comprehensive advising and instructional support to help students overcome class, academic, social, and cultural barriers to complete their education.

Student Support Services for Minorities

Since fall 2014, the **Illinois Valley Community College (IVCC)** Hispanic Leadership team has served as a mentoring group for first-generation Hispanic students pursuing post-secondary education. The Hispanic

Leadership Team also serves on a Hispanic student panel to encourage students to pursue an education beyond high school. Over 50 Hispanic high school students from the IVCC district participate in an orientation focusing on career awareness, student support, and financial aid. Once Hispanic students are on campus, the Hispanic Leadership Team provides opportunities for mentoring, coaching, guidance and support which are often lacking in the home. As a result, many students finish a two-year certificate or degree and transfer to a university with the leadership skills that are essential for academic success. IVCC serves approximately 11 percent of the Hispanic population in the district, and 8 percent of the fall 2014 cohort was identified as Hispanic. Of the 29 Hispanic students who entered during the fall semester, 55 percent (16 students) returned in the spring. 48 percent (14 students) of these persisted to the fall 2015 semester, and 10 percent (3 students) completed their studies.

The Emerging Leaders Project at **Illinois Central College** is a special initiative designed to increase the college retention and graduation of African American students within career-tech, certificate, and associate degree programs. The project also supports student transitions from college to work. The initiative is tied to empirical data reflecting a significant gap in the course success, retention, and graduation rates of African American students compared to other students enrolled at Illinois Central College. Diversity Retention & Transition Advisors manage a caseload of college and transitional high school students for which various support services are provided.

The Emerging Leaders Project at Illinois Central College is a special initiative designed to increase the college retention and graduation of African American students within career-tech, certificate, and associate degree programs.

These employees work closely with students and their families, faculty, and staff to provide an extensive level of wrap-around services (advisement, assessment, transition assistance, career counseling, intervention services, life skills, and financial advisement) to support student success.

The Triton Undergraduate Men Pursuing Higher education (TRIUMPH) program is a minority male retention program, designed to increase the number of minority males graduating from **Triton College**, by providing increased student services, academic support, service learning projects, community service projects and mentoring. Additionally, one of the major goals is to assist minority male scholars realize and understand their potential and aspirations despite perceived social and cultural barriers. Since its creation in the spring 2014 semester, six minority male students have successfully transferred and have received scholarships to the following four-year institutions: IIT, Roosevelt University, University of Illinois Chicago, Elmhurst College, University of Wisconsin-Platteville and Morehouse College.

The purpose of the Black Male Initiative (BMI), now in its second year, is to provide a unique system of support, through various college and community resources that will contribute to the improvement of an underrepresented population, specifically African American male students at **Heartland Community College** (HCC). This system of support, which is a component of the Student Counseling Services (department at HCC, helps HCC African American males maintain continuous satisfactory progress towards degree completion and obtain personal professional goal attainment. The cornerstone of BMI is made up of five distinct principles that serve as program pillars: college skills support, leadership, mentorship, volunteering, and engagement. Students participating in the BMI have formed a recognized student organization, the Male Enhancement Network (M.E.N.) to stimulate academic excellence and train responsible and respected leaders in the college and surrounding community.

The purpose of the Men of Distinction (MOD) and Women of Character (WOC) Retention and Success Program at **Carl Sandburg College** is to empower and nurture ownership of success within the student membership. This is achieved through a commitment to graduate, to establish relationships with instructors,

to become familiar and maintain relationships with the campus systems that support academic success, to the development community leadership skill through community service projects, and to evaluate self-worth by serving as mentors to future academic generations. The program was implemented in fall 2014 and spring 2015 semesters and is geared toward young men and women of color. Membership is open, during the first three weeks of each semester, to any currently enrolled student in a University Transfer Program, Specialized University Transfer Program, General Degree Program, Career Certificate, Applied Science Degree or Advanced Certificate program offered at Carl Sandburg College. Members must also be enrolled in a minimum of 9 credit hours at the time of membership and should be focused on successfully completing the program in which they are enrolled. Members will also be expected to actively participate in group activities which will include; study hours, peer mentoring, community service and participation in campus events.

Support Services for Students with Disabilities

Students with disabilities come to college having to make more transitions to post-secondary education than their peers. An early arrival program addressing those transitions, connecting the students to the college and providing study skills, is a proven way to provide support to disabled students and aid in their retention and success. At **Oakton Community College**, the Access & Disability Resource Center began a Disability Services Freshman Seminar in summer 2014 with those goals in mind, hoping to increase student retention and success. The program was marketed to the students as they came for their intakes during the spring and summer of 2014. There was a total of 43 students who expressed interest and were contacted several times before the program started. A total of 10 students followed through and participated in Freshman Seminar. The class had a regular syllabus, activities and a final project. Students with disabilities who attended the Freshman Seminar compared to those who did not had significantly higher retention rates for fall 2015 (80 percent vs. 45 percent), and spring 2016 (80 percent vs. 40 percent).

*At **Oakton Community College**, the Access & Disability Resource Center began a Disability Services Freshman Seminar in summer 2014 that aids in retention and success of disabled students.*

During fiscal year 2013, **Olney Central College** (OCC) did not meet the Perkins performance measure of student retention or transfer. When the sub-population data was analyzed, individuals with disabilities fell over 17 percent under the state goal of 48 percent. OCC partnered with area organizations and businesses to unison to plan, facilitate, staff, and supply resources for parent and staff informational meetings and develop a pre-college academy for high school students with disabilities, a project designed to: 1) increase access for students with disabilities to CTE programs, and 2) increase retention of those students with disabilities who enroll in postsecondary education at OCC. The activities of this project reached 13 service agencies, staff from 12 high schools, 12 employers, 30 parents and 86 high school students with disabilities. All events were designed to disseminate information to participants about how to receive equal access and accommodations in higher education and employment, and about available resources to enable success during college.

Student Accommodations and Resources (StAR) allows students with disabilities to have equal access and benefit from all programs and activities at **Joliet Junior College** and also enables instructors to evaluate the student's knowledge and understanding of the material in a fair manner. Intake Specialists help determine appropriate accommodations. Accommodation Specialists assist students and that strive to see students succeed. Depending on their disability, students may need alternate ways to access information, testing,

materials, etc. Sign language interpreters assist with making classes accessible to the deaf and hard of hearing students. Material in braille and assistive technology such as text to speech software, speaking recognition software, screen reading software, screen magnifying software is provided for blind students. Eligible students are offered extended testing time in a quiet setting, computer read tests, etc. According to the Academic Standards of Progress, fall 2014 and spring 2016 data show that 77 and 78 percent of students with disabilities identified within StAR office were in good standing, respectively.

Since fiscal year 2015, **Wabash Valley College** has offered supplemental instruction (SI) for students with disabilities. This project was developed based on evidence indicating that students who regularly attend supplemental instruction sessions have higher retention and higher completion rates than those students who do not attend. A Special Populations grant was approved to provide students with disabilities with supplemental instruction and instructional supplies to improve their retention and/or transfer rate. Students with disabilities in career & technical education programs at Wabash Valley College were identified and asked to participate in an SI project. The lead instructors for the Early Childhood Education and Diesel Equipment Technology programs partnered with the Director of the Learning Skills Center and the Coordinator of Career Advisement to provide SI to students with disabilities. Funds were budgeted to provide five hours of instruction per week to the students for each program. The data shows that SI greatly improves the probability of retention and completion. Student evaluations indicated overall satisfaction with the program.

*Since fiscal year 2015, **Wabash Valley College** has offered supplemental instruction for students with disabilities.*

Since the implementation of the Americans with Disabilities Act of 1990, **Frontier Community College** has been offering assistance with reducing barriers for students with disabilities in order to help them be successful in post-secondary education and achieve their academic and life goals. Once a student provides the required documentation of their disability, reasonable accommodations are provided based on the documentation including extended test time, taking tests outside of the regular classroom, and tutoring. For students with visual impairments, dictation software is available and screen or test readers can be provided. For those with hearing impairments, audio enhancing devices and other adaptive equipment are available. Another service provided is the annual Transition Workshop. This workshop is offered to local disabled high school students. The workshop provides participants with admission assistance, transfer information, and career and technical educational options. Campus tours are available where participants meet with career and technical instructors to preview the various programs. Currently, Frontier has 17 students with the required documentation and disability services are utilized when requested. Last year, 18 students attended the annual Transition Workshop. Of those 18 students, 7 ended up enrolling with Frontier Community College.

In fiscal year 2015, Disability Support Services at **Sauk Valley Community College** served 75 students with documented disabilities. The College uses Perkins resources to assist special populations with interest in career-technical fields and plan activities that focus on: ensuring that programs are accessible by members of special populations; providing training and assistance to prepare special population students for employment; helping special population students overcome barriers that may limit opportunities for success; and ensuring that members of special populations will not be discriminated against. Eligible students were provided with additional tutoring and note taking services and with resume assistance, mock interview opportunities, and pertinent job postings. The Disability Support Office was reviewed during the program review process at the College in FY2016. Data indicates that students supported by the Disability Support Office perform nearly on par with other students at the College.

The Disability & Access Center (DAC) at **Southwestern Illinois College** (SWIC) provides accommodation support for students with disabilities at all campus locations and the East St. Louis Community College Center. Accommodations are designed and implemented to provide “equal access” to the entire college experience so every student has the opportunity to engage in the learning environment. The process begins with a comprehensive intake and assessment appointment with each student or potential student, along with a review of 3rd party documentation from a qualifying medical/psychological/school professional so eligibility for accommodations can be determined. The collaboration between faculty and the DAC helps promote a safety net of support for students with disabilities. Partnerships between the DAC and community agencies are also prioritized which allows students the benefit of a full range of support services beyond the scope of the college to enhance students’ success in achieving their academic goals. In fiscal year 2015, 1,532 SWIC students with disabilities were served, which is 8 percent of the total student population at SWIC.

The goal of Assistive Technology Lab at **Carl Sandburg College** is to create a more effective study, testing, and resource space for students with disabilities. In April and May of 2015, the Assistive Technology Lab was outfitted with three cubicles and a computer study space to accommodate multiple students testing and studying in private. To ensure that students could test without interruption while still maintaining academic integrity, three cameras were installed to monitor testing activity. Currently, as many as four students can test and study in the room under quiet conditions. . Students have begun to use the Assistive Technology Lab as it was intended to be used—as an accessible study space—where before the Lab was essentially closed to students without prior reservation.

*The goal of Assistive Technology Lab at **Carl Sandburg College** is to create a more effective study, testing, and resource space for students with disabilities.*

The Access and Disability Services (ADS) department at **McHenry County College** promotes understanding and acceptance within the college community and equal access to post-secondary education for students with disabilities and other special needs. Students who have a documented learning, physical, psychological disability, or other barriers to learning are eligible. Some students in occupational programs who have limited English proficiency or are academically disadvantaged may also qualify for accommodations. To address deficiencies for students with disabilities and increase the success rate of students with disabilities within various academic disciplines, ADS has developed the Academic Support Service program. Approximately 25 percent of all students registered and 50 percent of students who request accommodations participate in the various academic support services (Academic Content Tutoring, Chemistry Preparation Workshop, and Academic Coaching and Executive Functioning Tutoring). Over the last five years, students with disabilities have coursework success (grades of C or better in courses) ranging from 65.7 to 70.4 percent compared to coursework success of students without disabilities, which is 73.6 to 75.8 percent.

Waubonsee Community College (WCC) has a strong reputation and history of serving students with disabilities. The Accessibility Advisory Committee (AAC) was initially created as a task force in December 2013. It was expanded into a permanent institutional committee in summer 2014 with increased involvement and budget responsibility. AAC access improvements were made in June 2015. The purpose of improving access for students with disabilities is three-fold: to enhance retention and success for students with disabilities by expanding accessibility at WCC four campuses and online, to ensure the college’s ongoing compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADA-AA), and to expand disability education and awareness among internal staff at all campuses to ease the service burden on the WCC Access Center for Disability Resources staff. While direct evidence of student

achievement/completion is not available, it is logical to assume that creating a more accessible and welcoming campus environment will improve success rates among students with disabilities. Future goals include cohort completion analysis of those students who choose to report disabilities.

The Disability Access Center (DAC) works effectively at providing the necessary support for students with disabilities to have full access to opportunities for higher education as provided to all students at **Harold Washington College**. During the 2014 – 2015 academic year captioning services for students that are deaf or hard of hearing were implemented and the college is now 100% compliant with the requirements for accommodation provisions under the Americans with Disabilities Act (ADA). The DAC meets with their students at the beginning of each semester to review the effectiveness of accommodations. Additionally, students

*During the 2014 – 2015 academic year captioning services for students that are deaf or hard of hearing were implemented at **Harold Washington College**, and the college is now 100% compliant with the requirements for accommodation provisions under the Americans with Disabilities Act (ADA).*

complete evaluations on services used. The students that utilized all these services in the past year were happy with the services. Presently there is not data to link the new implementations to actual student success, however, there is evidence that the students that utilize these services feel that they would not have had access to full communication in the classroom without using these accommodations.

The Center for Disability Services (CDS) works diligently to provide academic support services to qualifying students with disabilities at **Moraine Valley Community College**. The CDS provided support services to 698 students during the review year, which is slightly less than the previous report. Even though there is a small decrease in student numbers there has been an increase in services and student accommodation provision and usage to support student learning and success. Starting in summer 2014, CDS staff implemented improved mechanisms for the provision of accommodations to allow better tracking, streamlining of processes, and better explanations so that students would utilize approved accommodations. These mechanisms have been utilized since as part of a continuous improvement initiative. In addition, tutoring provided by the CDS has increased to meet the student demand. Both practices implemented by the CDS work to close the gaps that are often very wide for students with disabilities. The outcome data indicate that these practices help ensure improved opportunity for students with disabilities.

The goal of the Office of Disability Services (DS) at **Parkland College** is to provide assistance to students in determining, requesting, and using accommodations; to help students understand their abilities, needs, and the resources available to promote their learning, independence, and personal growth; to foster an environment which encourages personal and academic growth and facilitates attainment of their educational goals; and to be an educational resource on disabilities concerns for students, faculty, staff, and the community. Since 2011, the College has stressed the importance of working closely with high schools to assure successful transitions to Parkland. To better support students with disabilities, Parkland's Director of Disability Services collaborated with the current Disability Services Specialist to pursue an upgrade to this position that now includes an academic advising component.

The Services for Students with Disabilities Office (SSDO) at **South Suburban College** focuses on closing the achievement gap for students with disabilities. The SSDO's student feedback forms are made available and are encouraged to be completed by students receiving services on a semester basis to track if the delivery of academic accommodations is effective. Once they are completed, the data are tallied in statistical form. The Services for Students with Disabilities Office continues to be diligent in renewing all

licenses on assistive devices that are located in the SSDO and tutoring departments. Many students with learning disabilities who are struggling in reading and written expression are boosting their academic requirements with the use of this adaptive equipment. During the final semester of fiscal year 2014-2015, the SSDO requested GPA's (Grade Point Averages) from the IT Department to learn how many students with disabilities were averaging minimum but acceptable GPA's. These results were respectable showing that 76 students out of a total of 148 students with disabilities had a cumulative total GPA of 2.0 (C) or better. This means that 51 percent have a cumulative total GPA of (2.0) C or better as compared to lower percentages in past years.

Initiatives in Developmental Education

The Accelerated Developmental Education Courses Initiative was developed and piloted at **Kennedy-King College (KKC)** in fall 2014 to shorten the length of time students need to complete their developmental education series to save time and money and enable them to transition to college credit. On average, 98 percent of KKC's entering student population places into one or more developmental-level courses. In fiscal year 2015, KKC's total student population was 83 percent African American, about 28 percent were single parents, about two thirds were above traditional student age, and at least 40 percent were first-generation students. Students enroll for the first 8 weeks of a 16-week semester into the developmental education course (Math or English) based on testing scores. After successful completion of the developmental course, students enroll during the second 8 weeks in the credit level class, or in the next level of developmental education. In this way, students complete their developmental requirements in a single semester, and sometimes complete their gateway college credit math or English course as well. With the accelerated program, students completed their developmental requirements at a higher rate and in less time.

*The Accelerated Developmental Education Courses Initiative was developed and piloted at **Kennedy-King College** in fall 2014 to shorten the length of time students need to complete their developmental education series to save time and money and enable them to transition to college credit.*

The Level UP program at **Malcolm X college** is a comprehensive academic and socio-emotional model for underserved and underprivileged students from Chicago's west and south side communities to boost college preparedness and promote the attainment of short and long term goals, including: social, educational, and professional outcomes. This program funded by the U.S. Department of Education's Predominately Black Institutions grant provides a clear and supportive pathway to obtaining a college degree for students who enter college not ready for college-level coursework. Through Level UP, a student can shorten their pathway to graduation between 1 to 3 semesters. Level UP was first implemented at Malcolm X College in the summer of 2012 and it consist of the following: (1) A mandatory student orientation, (2) Weekly life skills and college preparation workshops, (3) Remediation master teachers and embedded tutors in each class, and (4) Mandatory attendance. Over half of the students leveled up to credit level courses and 75 percent of students leveled up at least one level in fiscal year 2015.

In January 2007, **Lewis & Clark College** implemented the Supported College Transition (SCT) program that was designed for students with little mainstreaming experience in high school and with the academic preparation that indicates they can be successful in smaller sections of college developmental Reading, English, and Math courses with the additional support provided by a Study Skills class and a college transition class. SCT courses are college credit courses which are eligible for federal and state financial aid.

Monitored progress, proactive advising, and various accommodations and assistive technology are used in the SCT program.

Remediation boot camps are short term, intensive courses that take place before the semester begins. Their objective is to rapidly refresh reading, writing, and math skills so that a student is best prepared to take the COMPASS test (or other placement assessment). Reading and writing boot camps generally last three days, while math boot camps generally last two weeks. The utilization of Eventbrite tool to invite students via their personal emails enables robust outreach to students, leading to an increased enrollment in boot camps. Boot camps began running in Fall 2014 at **Olive-Harvey College**, and since that time, there have been 665 boot camp completions, with 354 instances of a student “leveling up,” in which a student is placed in a higher remedial (or non-remedial) course than they otherwise would have been placed (based on their pre-boot camp skills assessment).

*Since fall 2014, **Olive-Harvey College** has offered remediation boot camps, which are short term, intensive courses that take place before the semester begin.*

More than 30 percent of all **Highland Community College's** students are enrolled in a transitional math course each fall semester. Improving the success of these students has the potential to provide significant increases in retention and completion of all students, including the College's underrepresented student population. Consequently, transitional math has been redesigned to reduce the amount of time before students move into transferable college-level courses. As anticipated in the 2012 Underrepresented Groups report, the College created a modularized transitional math pilot program and later fully implemented the modularization. As components of the improvement project, the College also implemented early assessment and retesting options for students, re-examined and adjusted the ACT cut-off scores, implemented a challenge test process, implemented a Summer Bridge program, launched a B4U Test workshop to aid in preparation for the placement exam, and initiated alignment discussions with areas school districts. The second phase of improvements focused on changing the approach to teaching transitional math courses, as well as improving the educational setting. In 2015, an investment was made in staffing and redesigning the learning space, the Math Achievement Center. This initiative has been successful as there has been a 10 percent decrease in the placement into transitional math courses of traditional students since 2011.

In spring and summer 2015, **Richland Community College** implemented Liberal Arts English Dynamic Placement Program that targets minority, female, disabled, or first-generation students with the goal to accelerate retention and completion via appropriate placement into coursework, and improve teaching and learning efficiency, performance, and quality in the classroom. The master syllabus in Developmental Writing and the Exit Exam were revised. Through the use of classroom instruction, writing modules, and one-on-one mentoring with the instructor, Richland instructors participating in the new pedagogy and curriculum for Developmental Writing saw an increase of students completing the course within one semester, from 57 percent to 93 percent, up 40 percent from previous numbers.

One of City College's Reinvention goals is to dramatically increase outcomes for students in need of remediation. As a result, **Daley College** President, Dr. Jose M. Aybar and Vice-President, Dr. Keith M. McCoy, co-founded the Comprehensive Academic Support and Help to Return on Investment, or C.A.S.H. to R.O.I. program. The program has since been renamed as the Developmental Education Initiative (DEI). The program was launched in spring 2011. DEI has been offered every semester thereafter. Currently, spring 2016 begins the 10th cohort of DEI. The program was developed to assist students needing remediation preparation for college level classes through a process of mandatory, supplemental instruction and socialization that helps students better prepare for and integrate into college. Any student who tests

into a remedial discipline, math, reading, or writing, must complete DEI in order to receive 15 percent of their final grade in the developmental education course(s) they are enrolled. Data analysis indicated that DEI completers pass their developmental courses at higher rates than non-completers. Also, DEI completers persist from term to term and complete the first college-level course (in math, reading, and writing) at higher rates than their non-completer counterparts.

Spoon River College implemented the Summer Bridge Program in summer of 2011 with the purpose is to assist students in accelerating through developmental courses, specifically MAT 012 Developmental Math, ENG 090 Basic Writing, and ENG 091 Developmental Writing and lead the students to degree completion. The Summer Bridge Program is provided to students that test into developmental courses based on COMPASS scores and/or other placement methods. The program is provided to students at no cost during the summer months. It is an intensive program, taking place four consecutive days for four hours per day. At the close of the program, students retake the COMPASS placement test and/or final comprehensive exam of the HAWKES math computer program. The scores are reviewed to determine if a change in placement may occur. During the 2014 Summer Bridge Program, 60 percent of the English participants were able to test into a higher level English course and over 80 percent of the students that participated in the Math program tested into a higher level math course for the fall 2014 semester.

Workforce Preparation Initiatives

The Workforce Investment Opportunity Act (WIOA) Youth Program at **Kishwaukee College** is a workforce preparation program that enables eligible DeKalb County youth to participate in occupational training that will assist them in choosing and obtaining a meaningful career path as it provides personal and career counseling, assessment services, and financial support. Eligible students are those who possess one or more of the following barriers to employment: pregnant or parent, homeless, foster care (including those who have aged out), ex-offender, disability, basic skills deficiency (reading and/or mathematics), English language learner, and unemployment or lack of meaningful employment. The programs offers the following benefits and services: career counseling and support, tuition and fees, textbooks and class supplies, mileage reimbursement to and from classes, childcare reimbursement while in class, employment readiness training, referral to community services, and job shadowing. In fiscal year 2015, the program successfully met its target of admitting 27 new registrants and retained 13 out of the anticipated 16 registrants who enrolled during a previous fiscal year.

*The Workforce Investment Opportunity Act Youth Program at **Kishwaukee College** enables eligible DeKalb County youth to participate in occupational training that will assist them in choosing and obtaining a meaningful career path as it provides personal and career counseling, assessment services, and financial support.*

Workforce Development Highway Construction Careers Training Program, which was implemented in September 2007 at **Lincoln Land Community College**, provides a much needed avenue into a union apprenticeships as it works with fifteen local unions. The target population for this program includes women, minorities, ex-offenders, and hard to serve populations, such as long term unemployed. The program is set up to allow students to complete 450 hours of training in a four month period and transition into employment. Students are screened for drugs before and during the program and receive stipends to assist with costs during training, and are provided tools and boots as well as reimbursement of union application fees. Program Coordinator works with students to overcome barriers that would impede success

including learning disabilities, transportation, childcare and housing issues. After graduation from the program students are contacted monthly through mail, e-mail or a phone call to keep them up to date on new employment opportunities. The most recent figures show that out of 36 students enrolled in the program, 33 students completed the training (92 percent), 29 students entered employment (88 percent), and 19 students were accepted into the Union Apprenticeship program (58 percent).

The Community Health Worker program at **Malcolm X College** was designed to close the achievement gap of currently employed community health workers by providing them with formalized educational training in the field. In this program, students gain the knowledge needed to provide primary and preventive health care education in underserved communities.

*The Community Health Worker program at **Malcolm X College** was designed to close the achievement gap of currently employed community health workers by providing them with formalized educational training in the field.*

Additionally, students are exposed to skills that prepare them to enter into nursing or other allied health professions. The program was first launched in the fall of 2014. Malcolm X College partnered with local Healthcare providers who wanted their community health workers to receive specialized training. The students enrolled in this program learned information such as the relationship of diet and disease, treatment of disease by diet modification, prenatal care, fetal development, and newborn care. During fiscal year 2015, the Community Health Worker program had an 89 % retention rate.

The Carl D. Perkins grant is a federal grant that is designed to improve the economy by building a stronger career and technical workforce. Perkins provides assistance to students through a variety of means such as purchasing nursing uniforms and equipment, reimbursements for mileage to single parents, paying lab fees, and other educational expenses as outlined by the grant. In order to qualify for Perkins, students must be enrolled full-time (12 hours or more) in a Career and Technical program of study (an Associate of Applied science degree). Students at **Shawnee Community College** have been served by the Carl D. Perkin's grant for many years; in spring 2015, the Probation program was added to improve retention and completion efforts within career and technical education programs on campus. Students that are on academic probation and are served by Perkin's grant are identified and targeted for intensive advisement. These students are contacted at least two to four times each semester and receive help with overcoming barriers, staying involved and active on campus, and being retained within their courses.

After receiving the Accelerating Opportunities grant in 2012, **Lincoln Land Community College** implemented Adult Career Pathway to Healthcare Careers to provide students who are enrolled in an adult education course, or who are lacking in basic reading, writing and/or math skills, an opportunity to complete college credit coursework and earn at least one industry recognized credential. The pathways program utilizes contextualized curriculum; is linked to the labor market; includes embedded student supports; and has stackable certificates enabling the learner to matriculate to higher levels of learning. Through fiscal year 2015, 142 students enrolled in the Adult Career Pathway to Healthcare Careers from the date of implementation. Twenty three of those were enrolled in FY15 only. Most students are low-income and first generation college students, with multiple barriers to overcome. The current program is 18 weeks (2 weeks of a pre-academy and 16 weeks of coursework). Out of the fiscal year 2015 enrolled students, 22 of them earned at least one credential and 18 of them earned their Basic Nurse Assistant certificate from LLCC and passed the State of Illinois certification exam.

Transition from High School to College

The alignment of the math curriculum between **Harper College** and its partner high school districts is the outcome of the college's efforts to decrease achievement gaps among students. This collaboration, which began in 2010, includes placement testing in the junior year, alignment of math curriculum, data sharing of student outcomes, and senior year math courses that align with Harper's developmental coursework. The program is driven by the faculty at Harper and the high schools and supported by executive level administration at Harper and the high schools. The program includes constant and systematic assessment of outcomes and revisions based on assessment results. While the math alignment was a project designed to improve college readiness in math for *all* students, the data reveals that minority students have benefited greatly from the project and have seen significant levels of improved college readiness in math. Overall, Harper College has seen a 27 percent increase of recent high school graduates enrolling in credit math courses since the project began (45.8 percent in 2010 and 72.9 percent in 2014). African-American students enrolling in credit math courses increased 11.6 percent and Hispanic students enrolling in credit math courses increased 10 percent.

The purpose of the community tutoring project is to reach out to students at the high school level to provide academic support in order to improve the level of college-readiness upon high school graduation. **Illinois Valley Community College** (IVCC) completed a pilot project during the summer of 2015. IVCC began to offer free tutoring to all District 512 students in 9th-12th grade starting the fall of 2015 after the summer pilot program was deemed successful. Students routinely come for all levels of math and English, the two anticipated areas of most need, as well as Earth Science, Speech, Computers, and History. As of the end of January 2016, 400 students have come to IVCC Tuesday or Wednesday nights. About 50 of them have come at least twice: many come back week after week. IVCC's Peer Tutoring program has an impressive retention rate of 85 percent.

Illinois Valley Community College began to offer free tutoring to all District 512 students in 9th-12th grade starting the fall of 2015 in order to improve the level of college-readiness upon high school graduation.

Project Jump Start is a program associated with the dual credit program at the **College of Lake County** (CLC). Since 2007, this bridge program has provided free remedial English and mathematics coursework, peer mentoring, tutoring and other support services to the previous year's graduates of selected Lake County high schools during summer terms. Students qualify based upon test scores and other criteria. The objectives of the Jump Start program are to improve student skills needed to do college level work, improve students' confidence in their ability to be successful, shorten the amount of time required to complete a degree, and increase students' access to CLC resources and services. The program strives to make the transition from high school to college easier and to increase the number of students who persist from the summer term to fall college level enrollment. The Jump Start student population is made up of higher percentages of minority students. Of the summer 2015 Jump Start cohort, 69 percent were Hispanic and 5 percent were black. Of the 121 total summer 2015 Jump Start students, 98 (81 percent) were retained to the Fall 2015 semester. This percentage was higher than the percentage of the control remedial group who were retained from summer 2015 to Fall 2015 (69 percent).

The Mathematics Success initiative was designed to help graduating high school seniors whose intent was to enroll at **Richland Community College** for the fall semester 2015. The goal of the initiative was to shorten the length of time students spend in developmental mathematics before placement into college-level classes and to get entering students used to the college environment and make them aware of the resources available to them. Richland staff contacted all of the high school counselors and principals in

the college district to identify potential candidates. A partnership with Workforce Investment Solutions (WIS) and the Education Coalition of Macon County was created to reach out to underrepresented groups. WIS provided additional incentives for students to attend the program and to participate in a month-long internship program following the summer session. The summer program consisted of an intensive mathematics review to help students place at least one level above their initial placement. Participants gained college readiness by engaging in campus tours, and from presentations by deans, faculty and staff from each academic division, student services, and the Mathematics Enrichment Center. The data suggest that while not all students advanced in course placement, all students did improve their mathematics skill level over the duration of the camp.

National Manufacturing DaySM is a celebration of modern manufacturing meant to inspire the next generation of manufacturers. The purpose of National Manufacturing DaySM activities sponsored by **Southwestern Illinois College** (SWIC) is to expose high school students to the many opportunities offered by a career in manufacturing. The event normally occurs on the first Friday of October each year. SWIC has sponsored Manufacturing Day activities for the past three years, with the first event being held in October 2013. An average of 600 high school students has attended the event for the past three years. Minority and female students, in particular, gained first-hand knowledge about careers that offer high pay and job stability in areas that they might otherwise never consider. Events for past years included a key-note speaker (a major manufacturer or official), tours of the college's technical departments and tours of several local manufacturing facilities and displays of their various products. This annual event is now one of the largest activities in Illinois in recognition of National Manufacturing DaySM.

*The purpose of National Manufacturing DaySM activities sponsored by **Southwestern Illinois College** is to expose high school students to the many opportunities offered by a career in manufacturing. DaySM.*

TI Squared (Transition, Inclusion, Independence) was implemented at **Lewis & Clark Community College** (L&C) in January 2013. The program has expanded and strengthened L&C's already successful relationships with secondary schools in the region of southwest Illinois. Students with intellectual and/or other developmental disabilities (such as autism) who are in their last year of high school and are interested in attending college have an opportunity to attend L&C for two semesters of dual enrollment with a variety of supports not previously offered at the College. In the first semester, TI Squared students receive college transition support at their high school and enroll in at least one course of their choice at L&C. A learning coach and a peer mentor is assigned to each TI Squared student. In the second semester, TI Squared students more fully experience college campus inclusion by taking two or more courses of their own choosing at L&C and a career awareness course of study. The learning coach and the peer mentor continue to provide support during this semester. After high school graduation, TI Squared students begin their freshman year at L&C prepared with the independence and self-determination required to be successful college students.

The Postsecondary Perkins Grant funding was awarded in fiscal year 2015 at **Kankakee Community College** (KCC) for a variety of purposes from technical skill attainment to student retention. Allocation for a portion of the Postsecondary Perkins Grant (\$1500) was for the purpose of increasing the rate of nontraditional student completion, defined in this case as females in nontraditional STEM fields. This goal was achieved by increasing awareness among female eighth and ninth grade students through three workshop sessions on nontraditional careers for women. The workshops, focused on STEM careers for women, were centered on educational preparation for STEM careers, salaries, and assistance for students to overcome barriers that may limit their opportunities for success. The total of 80 female students attended the workshops. The students who attended the workshop, eighth and ninth graders, represent the ongoing

work by KCC to create a pipeline of prospective students who will enter postsecondary education college-ready, and prepared to enter nontraditional fields as well as traditional fields.

Waubonsee Community College (WCC) offers to high school students at East Aurora High School (EAHS). The program targets potential first-generation college students from low-income households and provides the support and motivation necessary to earn a post-secondary degree. The EAHS Upward Bound program began in 2007, is funded by a U.S. Department of Education grant, and is in its second five-year grant cycle. Upward Bound offers a myriad of academic and college readiness programming, including regional and national college visits and cultural enrichment activities. Students participate until they graduate from high school and receive all services at no cost. Upward Bound operates year-round and includes a six-week academic summer program on WCC's Sugar Grove Campus. This Upward Bound program is unique because it is an exclusive partnership between WCC and EAHS with WCC staff being located on the EAHS campus. Upward Bound students' 2015 graduation rate was 100 percent as opposed to EAHS graduation rate of 62.8 percent and 100 percent of Upward Bound students were accepted to two- or four-year institutions upon graduation.

*Upward Bound is a college completion program that **Waubonsee Community College** offers to high school students at East Aurora High School. The program targets potential first-generation college students from low-income households and provides the support and motivation necessary to earn a post-secondary degree.*

Harper College's approach to achieving equitable outcomes by decreasing the achievement gap for minority students has included the implementation of a summer bridge program targeted at minority populations. The Retention Efforts for Academic Completion (R.E.A.C.H) program, which was first implemented in 2005, was designed to increase college readiness for first time in college, degree seeking students of color transitioning from high school to college with two or more developmental education placements. During the summer component of the program, students are pre-tested in the areas of reading, writing, and mathematics. Students then attend workshops led by Harper faculty in those disciplines and at the end of the program are re-tested. Students are then enrolled into a First Year Success Course for their first semester which continues to provide support for the students as they transition to college. Harper has seen the persistence gap close between African-American students and the total population of students from 9 percent in 2010 to 1 percent in 2014. While other targeted efforts in addition to R.E.A.C.H have likely contributed to the closing of the persistence gap, R.E.A.C.H.'s focus on decreasing the need for remediation and providing support focused on persistence has been a significant effort.

Survey on Diversity

John A. Logan College (JALC) recognizes that an ethnically, racially, and culturally diverse composition of students and faculty enhances the education of all students. Diverse learning environments positively affect students' critical thinking skills, their civic commitment, and their preparation for work in a global environment. In order to enrich the lives of those in our community, JALC is committed to the advancement of equity and firmly grounded in allegiance to our core values of service, responsibility, respect, compassion and integrity. Consequently, Campus Climate Survey on Diversity has been designed at JALC to provide insight into areas in which the College may foster improvement regarding the overall environment for a diverse student/faculty/staff population. During the spring 2016 semester the survey for students was distributed; with plans for the faculty/staff survey to be distributed during the fall 2016 semester.

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