

**FISCAL YEAR 2016
ILLINOIS COMMUNITY COLLEGE SYSTEM
SELECTED PROGRAMS AND SERVICES FOR
UNDERREPRESENTED GROUPS**

FOCUS AREA:

**IMPROVING STUDENT RETENTION
AND
INCREASING COLLEGE CREDENTIAL ATTAINMENT**

**ILLINOIS COMMUNITY COLLEGE BOARD
RESEARCH AND POLICY STUDIES
401 EAST CAPITOL AVENUE
SPRINGFIELD, ILLINOIS 62701-1711
WWW.ICCB.ORG
TELEPHONE (217) 785-0123
TDD (217) 782-5645
FAX (217) 524-4981**

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Research & Policy Studies
Nathan R. Wilson, Senior Director
Jay Brooks, Director
Michelle Dufour, Associate Director
Jana Ferguson, Associate Director

Table of Contents

Introduction	1
Demographic Information	2
Disability Status	2
Gender	2
Age	3
State of Illinois' Racial/Ethnic Distribution	3
Racial/Ethnic Distribution in Community College System Credit Programs	4
First Generation College Students.....	5
Credential Attainment	6
Graduate or Transfer Out Metric	7
Retention, Graduation, or Transfer (Fall to Fall)	8
Employee Diversity	9
Best Practices	11
Academic Advising	11
Mentoring/Counseling.....	12
Student Support Initiatives	15
TRIO Student Support Services Programs	18
Support Services and Initiatives for Minority Students	21
Support Services and Initiatives for Students with Disabilities	25
Initiatives in Developmental Education	27
Workforce Preparation Initiatives	30
Adult Education Initiatives.....	33
Initiatives Targeting At-Risk Students	34
Early Alert System	37
Improving Transition from High School to College	37
Degree Audit	39
Instruction/Curriculum Initiatives	40
Course Registration/Placement Initiatives	42
Survey on Diversity.....	43
Bibliography	44

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: *Improving Student Retention and Increasing College Credential Attainment*.

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, incorporated are other student success measures, including retention rates and transfer rates 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.

Summaries of strategies for improving student retention and increasing college credential attainment 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 about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS) are included.

Disability Status – During fiscal year 2016, Illinois community colleges served 17,829 students with disabilities (3.0 percent of all credit enrollments). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Annual Enrollment and Completion (A1) Submission. The majority of students with disabilities (N = 15,393) used supportive services offered by colleges. About one out of ten students with disabilities (N = 2,436) did not use supportive services during fiscal year 2016.

Based on the unduplicated count of Students with Disabilities who self-reported and used supportive services, specific disabilities listed were **Learning** including ADHD (57.4 percent of reported disabilities); **Auditory** (3.0 percent); **Medical** including Acquired Brain Injury disability and Systemic/Chronic Health Problems (9.4 percent); **Mobility** (3.8 percent); **Psychological** (21.0 percent); **Visual** (2.2 percent) and **Other** including Speech/Language Impairment, Deaf-Blind, and Developmental disabilities (3.3 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 86.5 percent of reported disabilities. Of those services used, based on unduplicated count, more than one-half (57.4 percent) were used by students with Learning Disabilities including ADHD. (2016 Student Disability Table)

Census figures show a substantial number of Illinoisans with disabilities. In the 2016 Illinois census estimate, 4.7 percent of all Illinois civilian non-institutionalized population between 18 and 34 years of age and 10.9 percent of all Illinois civilian non-institutionalized population between 35 and 64 years of age had a disability. Nearly one fourth (22.4 percent) of Illinois population age 16 and over with disabilities was employed. (<https://www.census.gov/acs/www/data/data-tables-and-tools/> Table S1810 and S1811, 2016 American Community Survey 1-Year Estimates)

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 2016. The percentage of Male students has averaged 46.6 percent over the past five years. Census data show little change in the proportion of Females in Illinois with 50.9 percent estimated in 2016 versus 51.0 percent in 2010 and 2000. (https://www.iccb.org/data/?page_id=18, <https://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>, and <https://www.census.gov/acs/www/data/data-tables-and-tools/> Table S0102, 2010 and 2016 American Community Survey 1-Year Estimates) From 2012 to 2016, the number of Female students completing degree programs increased 4.1 percent while the number of Female students enrolled in Illinois community college degree courses decreased 18.3 percent. ([ICCB FY2012 and FY2016 Annual Student Enrollment and Completion Report](#))

Age – The average age of Illinois community college credit students was 29.3 years in fiscal year 2016 which is the same as fiscal year 2015 (29.3 years). The median age was 24.0 years in fiscal year 2016, which is lower than last year (24.1). According to the 2016 population estimates, the median age of all Illinoisans was estimated to be 37.9 years. The latest census estimates also show that over three-quarters (77.2 percent) of all Illinoisans were 18 years of age or above. ([ICCB FY2016 Annual Student Enrollment and Completion Report](#) and Table S0101, 2016 American Community Survey 1-Year Estimates)

State of Illinois’ Racial/Ethnic Distribution – State census data show that Illinois’ population was 12.80 million in 2016 compared to 12.83 million in 2010, and 12.42 million in 2000. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>, <http://www.census.gov/2010census/> Select Illinois, and 2017 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2017.pdf) These detailed Illinois census data indicate that the state’s population grew 3.1 percent between 2000 and 2016. The state population, however, decreased 0.2 percent between 2010 and 2016. Illinois’ 2016 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 2016, as the percent of Caucasians decreased from 73.5 percent to 71.0 percent of the population. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2017 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2017.pdf)

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2016 census data. The 2016 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 2016 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,170,150 in 2016. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2017 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2017.pdf)

Illinois’ largest minority group in 2000 was African American and in 2016 was Hispanic/Latino. Compared to 2000, African American counts in 2016 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 Hispanic/Latino from 12.3 percent to 17.0 percent.

<i>Table 1 State of Illinois Racial/Ethnic Distribution (Census)</i>						
	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian* 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%
2016	71.0%	14.7%	5.6%	0.6%	8.2%	17.0%

*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 & 2017 Index of Need, Table 1.

Racial/Ethnic Distribution in Community College System Credit Programs

– Overall in fiscal year 2016, minority students accounted for 43.1 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Fiscal year 2016 data show that minority representation was similar to the prior year (fiscal year 2015 = 41.4 percent). Fiscal year 2016 results are above the five-year average (41.0 percent). Students identifying themselves as Hispanic/Latino students – 120,494 in fiscal year 2016 – became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students. In fiscal years 2013 through 2016, Hispanic/Latino students were again the largest minority group. African American students – 81,478 in fiscal year 2016 – constitute the second largest minority group in the latest data. The fiscal year 2016 proportionate representation by Hispanic/Latino students was higher by nearly two percentage points in comparison to the prior year (21.2 percent in fiscal year 2016 versus 19.6 percent in fiscal year 2015) while the proportional representation by African American students was lower in comparison to the prior year (14.4 percent in fiscal year 2016 versus 15.8 percent in fiscal year 2015). 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 (-68.9 percent), Native American (-47.3 percent), African American (-30.5 percent), and Asian American (-14.7 percent) while an increase was noted among students identifying themselves as Nonresident Alien (113.3 percent), and Hispanic/Latino (6.9 percent).

Students identifying themselves as Hispanic/Latino – 120,494 in fiscal year 2016 – 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 (76.0 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2016, Hispanic/Latino students accounted for over forty percent of adult education enrollments and African American students for over one-fourth of those enrollments (43.4 percent and 27.6 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (83.2 percent) individuals enrolled in community college ESL coursework during fiscal year 2016. Hispanic/Latino students accounted for nearly two-thirds (65.2 percent) of the community college ESL students, followed by Asian American students (11.6 percent) and African American students (5.0 percent).

<i>Table 2 Fiscal Year 2016 Minority Students Enrolled in Adult Education (ABE/ASE) and English-as-a-Second Language (ESL) Programs</i>								
<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>Two or More Races</i>	<i>Minority Subtotal</i>
ABE/ASE %	27.6%	43.4%	3.6%	0.2%	0.3%	0.1%	0.7%	76.0%
Number	10,001	15,735	1,310	73	110	44	262	27,535
ESL %	5.0%	65.2%	11.6%	1.0%	0.1%	0.1%	0.2%	83.2%
Number	1,521	20,000	3,555	301	23	38	60	25,498

SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1) Submission

Table 3 provides the distribution of minority students enrolled in Baccalaureate/Transfer and Career/Technical programs. During fiscal year 2016, minorities comprised about four out of every ten (41.1 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 (19.1 percent), followed by African American students (13.4 percent), Asian American students (5.0 percent), students of Two or More Races (2.5 percent), Nonresident Alien students (0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.2 percent). Table 3 also shows that one-third of students enrolled in career and technical programs were members of a minority group (33.4 percent). Hispanic/Latino students had the highest representation among minorities in Career/Technical programs and accounted for 14.2 percent of the population. African American students had the second largest Career/Technical program enrollment (13.1 percent), followed by Asian American students (3.6 percent), students of Two or More Races (1.6 percent), Nonresident Alien students (0.4 percent), Native American students (0.3 percent), and Pacific Islander students (0.2 percent).

Table 3
Fiscal Year 2016 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>Two or More Races</i>	<i>Minority Subtotal</i>
Bacc./Transfer %	13.4%	19.1%	5.0%	0.6%	0.3%	0.2%	2.5%	41.1%
Number	37,280	53,159	13,987	1,752	744	418	6,976	114,316
Career/Tech. %	13.1%	14.2%	3.6%	0.4%	0.3%	0.2%	1.6%	33.4%
Number	19,895	21,654	5,476	583	425	234	2,496	50,763

SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1) Submission

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 2012 through fiscal year 2016) on first generation college student enrollments. Fiscal year 2016 first generation college student enrollment decreased by 13.1 percent compared to last year and by 40.1 percent compared to fiscal year 2012. The overall enrollments continue to decline. Over one-third of students (35.7 percent) in the Illinois Community College System are first generation college students in fiscal year 2016.

Over one-third of students in the Illinois Community College System are first generation college students.

Table 4
Fiscal Years 2012--2016 First Generation College Student Enrollment in the Illinois Community College System

	FY12	FY13	FY14	FY15	FY16	One-Year % Change	Five-Year % Change
First Gen. College Student Enrollment	355,941	321,006	293,689	245,088	213,101	-13.1%	-40.1%
Annual Enrollment	713,396	691,536	659,712	620,191	597,290	-3.7%	-16.3%
Enrollment Rate of First Gen. College Students	49.9%	46.4%	44.5%	39.5%	35.7%		

SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1) Submission

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2016. 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 2016. Table 5b provides a comparison of fiscal year 2012 through fiscal year 2016 completions in the Illinois Community College System by race/ethnicity.

Credential Attainment – Across all minority groups in 2016, Career/Technical program graduates far outnumbered Baccalaureate/ Transfer program graduates. Table 5a shows that during fiscal year 2016, about twice as many minorities completed Career/Technical programs (N = 15,945) than Baccalaureate/Transfer programs (N = 7,605). Minority students accounted for 35.9 percent of all Baccalaureate/Transfer graduates, compared to 34.7 percent of Career/Technical graduates. Hispanic/Latino students accounted for the largest minority group completions in Career/Technical programs (14.4 percent), followed by African American students (13.7 percent), Asian American students (4.1 percent), students of Two or More Races (1.6 percent), Nonresident Alien students (0.4 percent), Native American students (0.3 percent), and Pacific Islander students (0.2 percent). The fiscal year 2016 proportional representation of the Hispanic/Latino Career/Technical program graduates (14.4 percent) was higher by 1.3 percentage points from fiscal year 2015 (13.1 percent). Hispanic/Latino students also accounted for the largest group of Baccalaureate/Transfer minority graduates (18.8 percent), followed by African American students (10.3 percent), Asian American students (3.6 percent), students of Two or More Races (2.2 percent), Nonresident Alien students (0.6 percent), Native American students (0.2 percent), and Pacific Islander students (0.2 percent). The fiscal year 2016 proportional representation of the Hispanic/Latino Baccalaureate/Transfer graduates (18.8 percent) was higher by 3.0 percentage points from the prior year (15.8 percent).

During fiscal year 2016, there were about twice as many minorities completing Career/ Technical programs as minorities completing Baccalaureate/ Transfer programs.

Program	African American	Hispanic/Latino	Asian American	Nonresident Alien	Native American	Pacific Islander	Two or More Races	Minority Subtotal
Bacc./Transfer %	10.3%	18.8%	3.6%	0.6%	0.2%	0.2%	2.2%	35.9%
Number	2,172	3,989	770	136	40	37	461	7,605
Career/Tech. %	13.7%	14.4%	4.1%	0.4%	0.3%	0.2%	1.6%	34.7%
Number	6,325	6,621	1,864	200	137	73	725	15,945

SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1 & A2) Submissions

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2016 totaled 70,459. Over one-third (35.7 percent) of all degrees and certificates in fiscal year 2016 were awarded to minority students (nonwhite) whose race/ethnicity was known. Compared to last year, there has been an increase in minority completions only among Hispanic/Latino students (11.7 percent). Decreases in completions were noted for African American students (-10.4 percent), Asian American students (-14.7 percent), Nonresident Alien students (-3.1 percent), Native American students (-48.3 percent), and Pacific Islander Students (-44.6 percent) since last year. Compared to fiscal year 2012, the total number of minority completers increased 29.8 percent.

Table 5b							
Fiscal Years 2012--2016 Student <u>Completers</u> in the Illinois Community College System by Race/Ethnicity							
Race/Ethnicity	FY12	FY13	FY14	FY15	FY16	One-Year % Change	Five-Year % Change
<i>White</i>	42,439	45,010	44,337	44,554	42,852	-3.8%	1.0%
<i>African American</i>	8,380	9,156	9,842	10,283	9,218	-10.4%	10.0%
<i>Hispanic/Latino</i>	7,274	8,260	8,813	10,036	11,209	11.7%	54.1%
<i>Asian American</i>	3,116	3,378	3,481	3,278	2,795	-14.7%	-10.3%
<i>Nonresident Alien</i>	164	150	189	384	372	-3.1%	126.8%
<i>Native American</i>	259	255	309	362	187	-48.3%	-27.8%
<i>Pacific Islander</i>	165	238	192	202	112	-44.6%	-32.1%
<i>Two or More Races*</i>	--	--	--	--	1,237	--	--
<i>Unknown</i>	2,449	2,589	2,649	2,688	2,477	-7.8%	1.1%
Minority Subtotal	19,358	21,437	22,826	24,545	25,130	2.4%	29.8%

*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1 & A2) Submissions

Table 6 contains trend data (fiscal year 2012 through fiscal year 2016) on student completers by gender. During fiscal year 2016, more than half of degrees and certificates were earned by females (53.3 percent). The number of male completers decreased 0.5 percent and the number of female completers decreased 3.0 percent compared to the previous fiscal year. When compared to fiscal year 2012, the number of male completers increased 16.8 percent and the number of female completers increased 4.1 percent.

Table 6							
Fiscal Years 2012--2016 Student <u>Completers</u> in the Illinois Community College System by Gender							
Gender	FY12	FY13	FY14	FY15	FY16	One-Year % Change	Five-Year % Change
<i>Male</i>	28,184	30,711	32,106	33,077	32,911	-0.5%	16.8%
<i>Female</i>	36,062	38,325	37,706	38,710	37,548	-3.0%	4.1%

SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1 & A2) Submissions

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 such as 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 2011 cohort transferred out or earned a degree within four years of entry (25.3 percent) compared to one in three White students (35.4 percent). Asian American students accounted for the highest transfer out rate among minority students entering in Fall 2011 (48.6 percent), followed by Native American students (32.5 percent), students of Two or More Races (31.0 percent), Nonresident Alien students (26.4 percent), Pacific Islander students (25.0 percent), Hispanic/Latino students (23.2 percent), and African American students (22.4 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 2011--2015					
<i>Race/Ethnicity</i>	Fall 2007 FY11	Fall 2008 FY12	Fall 2009 FY13	Fall 2010 FY14	Fall 2011 FY15
<i>Asian*</i>	497/ 1,243 40.0%	503/ 1,195 42.1%	584/ 1,540 37.9%	508/ 1,105 46.0%	470/ 967 48.6%
<i>Native American</i>	31/ 88 35.2%	32/ 98 32.7%	30/ 117 25.6%	32/ 114 28.1%	26/ 80 32.5%
<i>African American</i>	1,198/ 4,818 24.9%	1,267/ 4,740 26.7%	1,393/ 5,904 23.6%	1,449/ 6,115 23.7%	1,277/ 5,708 22.4%
<i>Latino</i>	845/ 3,244 26.0%	895/ 3,537 25.3%	968/ 4,191 23.1%	1,048/ 4,465 23.5%	1,143/ 4,935 23.2%
<i>Nonresident Alien</i>	38/ 112 33.9%	100/ 317 31.5%	25/ 88 28.4%	18/ 78 23.1%	43/ 163 26.4%
<i>Pacific Islander</i>	N/A	N/A	N/A	37/ 89 41.6%	12/ 48 25.0%
<i>Two or More Races**</i>	N/A	N/A	N/A	178/ 591 30.1%	190/ 612 31.0%
Minority Subtotal	2,609/ 9,505 27.4%	2,797/ 9,887 28.3%	3,000/ 11,840 25.3%	3,270/ 12,557 26.0%	3,161/ 12,513 25.3%
<i>White</i>	6,412/ 17,995 35.6%	6,200/ 17,673 35.1%	6,762/ 20,007 33.8%	6,332/ 18,548 34.1%	6,149/ 17,360 35.4%

*Fall 2007-2009 cohorts include Pacific Islander

**Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.

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

Retention, Graduation, or Transfer (Fall to Fall) – The 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 who graduated. Six out of ten minority first-time, full-time students enrolling in Fall 2011 were retained, transferred, or graduated in Fall 2012 (60.3 percent) compared to more than seven out of ten White students (73.2 percent). Asian American students accounted for the highest fall-to-fall retention rate among minority students enrolling in Fall 2011 (79.8 percent), followed by Pacific Islander students (79.2 percent), students of Two or More Races (65.8 percent), Hispanic/Latino students (65.4 percent), Native American students (57.5 percent), African American students (52.2 percent), and Nonresident Alien students (49.7 percent).

Table 8
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 2010--2013

<i>Race/ethnicity</i>	Fall 2007 Fall 2008	Fall 2008 Fall 2009	Fall 2009 Fall 2010	Fall 2010 Fall 2011	Fall 2011 Fall 2012
<i>Asian*</i>	928/ 1,243 74.7%	883/ 1,195 73.9%	1,052/ 1,540 68.3%	874/ 1,105 79.1%	772/ 967 79.8%
<i>Native American</i>	55/ 88 62.5%	60/ 98 61.2%	63/ 117 53.8%	80/ 114 70.2%	46/ 80 57.5%
<i>African American</i>	2,436/ 4,818 50.6%	2,574/ 4,740 54.3%	2,441/ 5,904 41.3%	3,358/ 6,115 54.9%	2,980/ 5,708 52.2%
<i>Latino</i>	2,143/ 3,244 66.1%	2,391/ 3,537 67.6%	2,544/ 4,191 60.7%	3,051/ 4,465 68.3%	3,227/ 4,935 65.4%
<i>Nonresident Alien</i>	71/ 112 63.4%	205/ 317 64.7%	52/ 88 59.1%	49/ 78 62.8%	81/ 163 49.7%
<i>Pacific Islander</i>	N/A	N/A	N/A	68/ 89 76.4%	38/ 48 79.2%
<i>Two or More Races**</i>	N/A	N/A	N/A	375/ 591 63.5%	403/ 612 65.8%
Minority Subtotal	5,633/ 9,505 59.3%	6,113/ 9,887 61.8%	6,152/ 11,840 52.0%	7,855/ 12,557 62.8%	7,547/ 12,513 60.3%
<i>White</i>	12,707/ 17,995 70.6%	12,394/ 17,673 70.1%	12,709/ 20,007 63.5%	13,309/ 18,548 71.8%	12,708/ 17,360 73.2%

*Fall 2007-2009 cohorts include Pacific Islander

**Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.

SOURCE OF DATA: ICCB Annual Enrollment and Completion (A1) Submission, ICCB Fall Enrollment (E1) Submission, 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.

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.

Table 9 shows that in fiscal year 2016, minority faculty and staff accounted for 17.7 percent of tenured

faculty/officials and managers, 15.3 percent of non-tenured faculty, 27.9 percent of professional staff/protective service workers, 29.7 percent of office and clerical/para-professionals, and 41.8 percent of service maintenance employees. Compared to the previous fiscal year, in fiscal year 2016 minority representation increased among tenured faculty/officials and managers (0.5 percent) and professional staff/protective service workers (3.8 percent) and decreased among non-tenured faculty (-5.0 percent), office and clerical/para-professionals (-7.8 percent), and service maintenance workers (-3.5 percent).

Table 9					
Fiscal Year 2016 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 %	9.9%	7.6%	15.5%	15.1%	24.8%
Number	624*	1,298*	1,511*	641*	710*
Hispanic/Latino %	3.7%	3.5%	8.5%	11.5%	15.3%
Number	232*	599*	827*	488*	439
Asian American %	3.8%	3.8%	3.5%	2.7%	1.0%
Number	237	656*	341*	114	30
Native American %	0.3%	0.2%	0.3%	0.3%	0.5%
Number	16*	34*	27	12	14
Non-Resident Alien %	0.0%	0.1%	0.0%	0.0%	0.0%
Number	0	15	2	0	0
Pacific Islander %	0.1%	0.1%	0.2%	0.1%	0.1%
Number	5	14	18	5	3
Minority Subtotal %	17.7%	15.3%	27.9%	29.7%	41.8%
Number	1,114*	2,616*	2,726*	1,260*	1,196*

*Includes revised college figures

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

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 2016 Minority Students and Faculty at Illinois Community Colleges			
	Percentage of Student Population	Percentage of Faculty Population*	Percentage Point Difference
<i>African American</i>	14.4%	8.8%	-5.6
<i>Hispanic/Latino</i>	21.2%	3.8%	-17.4
<i>Asian American</i>	4.6%	4.1%	-0.5
<i>Native American</i>	0.3%	0.2%	-0.1
<i>Non-Resident Alien</i>	0.5%	0.1%	-0.4
<i>Pacific Islander</i>	0.1%	0.1%	0
<i>White</i>	56.9%	82.8%	+25.9

Includes only students and faculty whose ethnicity was known.

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

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

Best Practices

The following section provides information about best practices for improving student retention and increasing college credential attainment from the Illinois Community College System in fiscal year 2016. 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 Improve Student Retention and Increase College Credential Attainment

Academic Advising

Academic advising at **Harold Washington College** (HWC) is a collaborative educational process that fosters the success of the student. The advisor/advisee partnership requires participation and involvement of both the advisor and the student as it is nurtured during the student's entire educational experience at HWC. Both student and advisor must take responsibility to ensure the advising partnership is successful. Various approaches are practiced to support student success such as intentional and intensive advising. These approaches are the framework of the Completion Initiative, one of the Reinvention goals of the City Colleges of Chicago. To identify and increase efficiencies in advising/working with students, the use of GradesFirst was implemented as an early alert, appointment management, and student advising tool. The system is used by students, advisors, faculty, and tutors. Its use is continually being reviewed to determine how the use of GradesFirst can be extended to other areas. HWC has achieved significant improvements in both graduation rates and overall completion. The IPEDS graduation rate has increased from 7 percent in 2012 (USDOE-verified) to 19 percent in 2015 (as calculated by the College, pending verification by USDSOE). Overall degrees awarded increased 99 percent. This increase stems from the systematic implementation of the Completion Initiative.

By using strategies such as consistent outreach, integrating advising into the enrollment process, and classroom visits, advisors are able to increase the number of students who are retained from term-to-term and who were unaware of their completion potential.

The Division of Student Services at **Richard J. Daley College** implemented case management, a retention initiative, in fiscal year 2017. The College, through its advisors, is tracking and monitoring the progress toward completion of all students. In particular, special attention is given to students who are nearing degree and

certificate completion. These students are identified, have educational audits completed, and are contacted by advisors. As a result, by using strategies such as consistent outreach, integrating advising into the enrollment process, and classroom visits, advisors are able to increase the number of students who are retained from term-to-term and who were unaware of their completion potential. In fiscal year 2017, there has been an 18 percent increase in retention from the previous fiscal year (from 61 percent to 79 percent).

Olive-Harvey College is always looking for ways to improve student success. The college advisors are central to all student success initiatives throughout the college. This group serves as the main provider of academic guidance for students. When looking at ways to promote student retention, the college depended upon the advising team to execute a classroom visit initiative. The purpose of the visit was to promote all the services available to students and encourage early registration for the upcoming term. Student Services

leadership worked directly in concert with faculty to welcome the advisors to the classroom sessions. During the classroom visits, the advisors presented information on academic programs, the student resources available on campus, and promoted registration options. Furthermore, the sessions allowed for flexibility and to be tailored to the specific discipline. Students were able to learn more about the academic options at the college due to this fluidity. During the spring 2016 semester, the advisors visited a total of 70 classrooms. In the fall 2016 term, an additional 60 classroom visits were completed.

In 2014 **Danville Area Community College** (DACC) elected to develop and implement a Mandatory Advisement Project as the required Higher Learning Commission Quality Project in order to change the culture of advisement at the College so it would meet the needs of today's community college student with respect to the student learning process including individualized education/career plans, retention, timely completions, fiscal management, and student satisfaction. In the past, only full-time certificate and degree seeking students were required to go through Advisement & Counseling. With a large discrepancy between the retention of full-time vs. part-time students, the policy was changed to require part-time students to do the same as full-time. Elements of the Mandatory Advisement Project were initiated in Fall 2014 and continued through 2015 and through 2016. In the past, advisors only met with students one time per semester during the registration period. Now, timely, structured contacts initiated by the advisors are made with students throughout the semester. Also, Embedded Advisement has been implemented in developmental math sections with two advisors visiting the classroom regularly. Advisors and counselors are training through the nationally recognized NACADA group. There is also the Bridges out of Poverty training for staff and faculty and the Investigations into Economic Class training for students and staff.

Mentoring/Counseling

The GUIDE Mentoring Initiative, which was implemented in fiscal year 2016, is a faculty-driven volunteer program that connects incoming and current students with willing professionals on the **Malcolm X College** (MXC) campus for the purposes of career and academic guidance, as well as social support. In service of MXC mission to "empower students of diverse backgrounds and abilities to achieve academic, career, and personal success," the program seeks to provide culturally and geographically relevant mentorship and civic engagement opportunities to formally enrolled students, particularly those on developmental-to-credit tracks and those self-identified as General Studies (undecided) majors. The program also hosts personal and professional development workshops, including workshops on team building, resume writing, and networking. The program started in fall 2015 with 15 faculty volunteers and 8 students. As of Fall 2016, the program has grown to 42 mentors and support 30 students.

The GUIDE Mentoring Initiative is a faculty-driven volunteer program that connects incoming and current students with willing professionals on the Malcolm X College campus for the purposes of career and academic guidance, as well as social support.

From August 2015 **Heartland Community College** has offered the Moms Moving Forward Mentoring Program that uses the research-based model of mentoring. The goal of the program is to develop meaningful relationships between single mothers through a series of processes supporting social-emotional, cognitive, and identity development, which will support positive developmental trajectories and outcomes. The selection process included pairing first-year single mothers with successful, resilient second year or alumni student-mothers. These mothers were then matched with community mentors through the YWCA. The matching of single mothers occurred based on backgrounds and educational goals, and provided

targeted training and ongoing supports for mentors. There were seven students participating in the program in its first year. Of the seven students, 100 percent completed the term. Two of the seven were subsequently accepted into the nursing program at HCC; two transferred to ISU; two reenrolled and one did not reenroll in the following term. Four of the seven students had GPAs above 3.0 and all seven were in good standing at the end of the first year.

An increase in the number of students stopping out of the program, combined with recent efforts to become an accredited program through Accreditation Commission for Education in Nursing (ACEN), was a catalyst for a curriculum review and implementation of new retention strategies at **Highland Community College**. The nursing students spend a great deal of time together in clinical settings, classes and study groups. Building on this natural support system, the department implemented a student to student peer mentoring program in the fall of 2016. Second-year nursing students were asked to mentor students completing prerequisite courses and first-year nursing students. While it is too early in the program to measure specific retention outcomes, the department did gather feedback from mentors and mentees after the first semester. Some students reported that the relationship with their mentor was reassuring and helpful, while others suggested improvements to the quality and frequency of interaction. Adjustments are being made to include part-time students as mentors and mentees and to accommodate requests for increased contact via text messaging. Emphasis is also being placed on pairing mentors and mentees in the same program, such as part-time student mentors with part-time student mentees and licensed practical nurse (LPN) students with second-year LPN students. In an effort to assure productive matches, mentors were asked about their interest in continuing in the mentor capacity before being assigned a mentee for the second semester.

The mission of I-Connect 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. It is the goal of the program to help students feel more connected to other Parkland students, faculty, support services and other engagement opportunities like athletic events and theatre productions. Mentors participate in a workshop geared towards leadership and development of interpersonal skills, and conduct a legacy project throughout the semester. Mentors and mentees meet in person, talk or text on the phone, and communicate through email. Mentors react to students individual situations and provide them with guidance and refer them to internal and external resources. The I-Connect program also utilizes the campus learning system (Cobra Learning) to bring people together and share resources, updates, and event postings. During the fall 2015 semester peer mentoring pilot, the I-Connect program had 16 mentors hired of which 15 mentors returned for the subsequent spring semester-- a 93.8 percent fall to spring persistence rate. Of the 43 student mentees, 37 persisted to the spring 2016 semester resulting in a persistence rate of 88.1 percent.

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 their academic goals. KCC designed and planned the program in spring of 2015, with training for faculty and staff participants completed in summer of 2015. Program officially launched college-wide in August 2015. KCC's creation and implementation of this program came from the desire by a faculty member, who teaches developmental courses, to provide further support for students who may not have the system needed to persist and succeed in college. As a majority of KCC students are first-generation students (55.1

The objective of the Student Success Coach Program at Kankakee Community College is to increase retention and completion rates of first-year, first-generation college students, and ensure successful progress towards their academic goals.

percent), the focus of the program was targeted to them, and over 25 percent of KCC faculty and staff volunteered to serve as student success coaches. Data has been gathered and analyzed over fiscal year 2016 regarding the participating students, and the results were remarkable. In summary, both higher GPAs and retention rates (from fall 2015 to spring 2016 and spring 2016 to summer or fall 2016) were seen in almost every category of students (gender, first-generation status, and credit load). Of highest statistical significance ($p < 0.01$) is the higher retention to summer or fall, 2016, of full-time students (retained at a rate of 71.1 percent compared to 57.1 percent for non-program students), and part-time students (retained at a rate of 42.9 percent compared to 32.6 percent).

Overview of College Success (OCS 121) is a course for students taught by counseling faculty at **South Suburban College** that covers the skills for career and personal development assessment and college success, and also 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, which is a college level course and is generally articulated for general elective credit, was implemented in the fall of 2013 and students who have taken two or more developmental classes are 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.

Low education attainment has historically characterized the **Southeastern Illinois College** (SIC) service area; it is no surprise that 75 percent of SIC's students are the first in their families to go to college. Because of this, mentoring is necessary in the development of SIC's most at-risk population. The goal is to provide students with engagement with peer mentors that will encourage and also answer any questions they have regarding their educational journey. SIC's TRiO/Student Support Services (SSS) facilitates retention and increases the college credential attainment for underrepresented groups. Each academic year four upper level SSS participants are identified to provide mentoring to newly admitted SSS participants and SSS grant aid recipients. At the beginning of each semester, peer mentors receive training on how to be a mentor and the importance of being an influence on another student. After the training, weekly sessions with mentors are expected of all TRiO/SSS students. The TRiO/Student Support Services program had 167 students in the program in 2015-2016 academic year. Of those 167 students in the program, 71 percent of students persisted (graduated, transferred to a four-year institution, or re-registered for classes at Southeastern).

Kaskaskia College officially recognized the role of faculty mentor with the approval of an institutional Policy and Procedure on Faculty Mentoring, approved by the Board of Trustees in December 2013. Since that time, this role has evolved as part of a larger College-wide initiative, known as the Student Success Model, which involves all College divisions and seeks to enhance student retention and completion. Faculty mentoring, along with sound academic advising, are core components of the Model. Mentors provide the necessary guidance and support students need to set meaningful educational goals, to actively engage in educational planning, and to address barriers to success. A one-on-one relationship is established between the individual student and a faculty member, which makes the college experience more student-centered and personal. The faculty mentor offers expertise and advice about career opportunities, while ensuring timely progression through a course of study and adherence to an individual educational plan. The mentoring relationship emphasizes not only sound advising, but also recognition of student interest in the field. The Perkins data show that student retention or transfer has increased dramatically, rising from 8 percent in fiscal year 2013 to 63 percent in fiscal year 2015, the year in which the Faculty Mentoring Program was implemented.

Student Support Initiatives

Project Success began in 2001 at **Joliet Junior College** and each spring term the program admits 17 to 25 new students. Its goal is to assist students with intentional advising and provide them with a support system. A free "College Success" bridge course is offered that all Project Success students are required to take prior to enrolling full-time at college. Priority advising and registration is offered for courses each semester. A faculty or staff mentor monitors their academic progress until program completion. Students are also connected with additional supportive services as needed such as tutoring, personal and career counseling, study skills and financial aid workshops. In 2016 Project Success admitted 26 new minority students. Out of these students 20 are female. 22 of the 26 new students completed the college success course and continued on with fall and spring classes at the college (85 percent semester to semester persistence).

John A. Logan College (JALC) implemented InVOLve Project in fiscal year 2014. The purpose of the project is to identify potential methods in which JALC can utilize collaborative efforts among various professional departments and academic departments in the successful implementation of student-retention strategies. Specifically, the project defines a target population consisting of at-risk, early outs, and transfer students. As a result of the project a new student orientation one credit hour course (ORI 101) was developed and implemented in the fall 2016 semester. The course is required to be taken by all entering freshmen. It provides information about the College, policies, and procedures necessary for a student to be academically successful. Also, the College began utilizing an Early Alert Program. This program is part of the Jenzabar student retention software. The system provides automatic alert notifications, interventions, and follow-up assignments for instructors, academic support and the student's primary advisor, allowing for quick response for specific interventions based on individual student needs. As a result of Jenzabar implementation, the College anticipates implementing the Strategic Enrollment Management Plan to serve as a retention tool in summer 2017. This recruitment tool has advanced predictive modeling for insight specific to JALC. It creates automated workflows that track students through the entire retention process. It is anticipated the data produced from this tool will be studied and used to make any warranted improvements. The College's two most recent cohort groups (fall 2015 and fall 2016) had fall-to-spring retention rates of 77.6 and 73.9 percent, respectively. These are the highest rates since tracking began of a fall 2008 cohort group.

In 2014 **Harper College** entered into a partnership with One Million Degrees (OMD) with the purpose of increasing degree completion among low-income, highly motivated community college students. The OMD accepts students into the program as OMD Scholars. The Scholars are provided with intrusive and holistic supports such as one-on-one coaching, life skills instruction, tutoring, and career readiness to help them succeed in school, work, and life. Harper College has established the goal of serving 400 Scholars by 2019 and seeing increased retention and degree completion rates for all OMD Scholars. While the OMD program is not exclusive to the legislatively defined underrepresented groups, 82 percent of Harper's OMD Scholars are from underrepresented racial groups and 67 percent are first-generation students. The initiative began in 2014 with 41 OMD Scholars. 37 of the Scholars either graduated or were retained to fall 2015. During the 2015-2016 academic year, the program served 70 Scholars. The OMD Scholars saw a 15 percent increase in GPA from midterm to the end of the semester (3.03) and had a 98 percent fall 2015 to spring 2016 retention rate. The College plans to increase participation in OMD each year until it reaches scale (400 students) in 2019.

Formerly the Illinois Education Foundation, One Million Degrees was founded in 2006 to provide comprehensive supports to low-income community college students to help them succeed in school, work, and life.

In order to increase the chances for success among underrepresented student athletes, **McHenry County College (MCC)** administration has created a new full-time position within the Department of Athletics, the Coordinator of Student Athlete Success, to help student athletes seamlessly matriculate and persist in completing a credential at MCC. There are several other components of the Student Athlete Success Program, which were implemented in August 2012. A designated academic advisor assists with choosing and scheduling classes, with degree planning and establishing a path for completion and matriculation to the student athlete's next school. Two sections of MCC freshman experience classes have been initiated and devoted solely to the new student athletes on campus. Retention of all eight intercollegiate sports' participants is tracked twice a year by the Coordinator of Student Athlete Success and reviewed by the Director of Athletics. The Director of Athletics and Coordinator of Student Athlete Success are actively involved in the use of an Early Intervention System called Dropout Detective. The system, which tracks daily progress of student-athletes through the College's Learning Management System, allows for same-time identification of academic distress and interventions. Student athletes are required to spend three hours weekly in a study hall/tutoring program. With the department's philosophical framework being rooted in the concepts of total student development and support where the department strives to help each student-athlete reach their full potential intellectually, athletically and personally, MCC student-athletes have, as a collective group, performed well academically. The Athletic Department GPA and persistence rates continue to improve through these early intervention systems.

The purpose of Completion Team at **Malcolm X College (MXC)** is to have a dedicated and diverse set of professionals who are tasked with ensuring minority (and all) students would not fall through the cracks and not benefit from a credential after attending college. The Completion Team uses the following tools to assist in retaining and removing barriers to completion: Intrusive Advising, Advisor-level Tracking and Targets, Operational Performance Report, Projection Rubrics, Scholarships & Supportive Services (Plan B) and Academic Plans and Pathways. The Completion Team largely manages two cohorts of students: first-time, full-time students and students in their last academic year who plan to complete. All students are assigned advisors when they enroll and are required to complete one meeting through the semester. The advisors track student behavior data points, such as early alert (students who don't show up the first week of class), mid-term grades, tutor usage and early re-enrollment. The Team builds an operational report and meets biweekly to devise "real-time" tactics to remove barriers and identify opportunities to help students complete more rapidly. There was a two percent point increase in credential attainment of our first time, full time cohort in fiscal year 2016. Further, there has been a 10 percent increase in degree completion over the past 2 years. Finally, there has been an uptick in degrees awarded in Associate of Science and Associate of Arts – which are attractive and competitive degrees to transfer into 4 year institutions. The successes have not gone unnoticed; in the 2017 Diverse Issues in Education's Top 100 Producers of Associated Degrees of Minorities Report, MXC ranked 2nd in the category of the top producers of African Americans in conferring Allied Health Associate Degrees.

The Rebound Program, which was implemented at **Heartland Community College (HCC)** in February 2015, is designed to help students who did not make satisfactory academic progress (SAP) in one semester, but received financial aid (SFA) on appeal in the following semester. In order to continue receiving SFA beyond this semester, students must meet the conditions of their Financial Aid contract. Rebound is a voluntary program designed to help students meet those conditions through Success Coaching and exposure to additional support services. Although this program does not specifically target underrepresented groups, racial and ethnic minority students are overrepresented among the students who fail to make SAP. More than half (53 percent) of the students who participated in the Rebound program in fiscal year 2016 are racial and ethnic minority students. Students on SAP probation who successfully completed the Rebound Program performed significantly better than their peers who did not complete the program. Those who

completed the program completed all of their courses and had a much better success rate in those courses. Given the low cost and positive outcome for those who successfully complete the program, HCC will continue to grow and improve the program to reach more students who might benefit from participation.

In the fall of 2015 **Olney Central College** implemented changes to its tutoring program in order to make tutoring more accessible and more effective for all students. The restructured tutoring program has, at its core, the increased availability to tutoring for any student, at any time. It is often the case that a student will seek out tutoring and be delayed by a number of factors including finding an adequate tutor and arranging a time that the tutor and the student can meet. The newly designed system has tutoring in all levels of Math and English available to students throughout the day in the Math Lab/ English –Reading Lab or in the Olney Central College Anderson Library. The Labs are staffed with licensed teachers. The Library has tutors available throughout the afternoon, with specialties in Math as well as some additional courses such as Anatomy, Physics and Chemistry. Since implementing the new program, students are quickly matched to a tutor and can get assistance on the very day that they request help. A licensed teacher, certified in the specific field, most often delivers this assistance. The result is students experiencing less wait time (if any) and receiving quality tutoring.

The purpose of the Safe Zone Ally Project is to make **Joliet Junior College** a safer environment for all members of the campus community regardless of sexual orientation, gender identity, or gender-expression through training allies. The Safe Zone Ally Project has provided ongoing trainings and programs since 2009, offering 10-15 trainings or programs during an academic year through the Office of Student Activities. Training of new and existing Allies is offered annually. Faculty and staff and indicated on the annual survey that the training has helped in supporting student who identify as LGBTQ and that the promotion of Safe Zone helps raise awareness of issues LGBTQ students face.

Rend Lake College launched STARS program in fall 2015 that offers counseling and academic support to eligible students that may be needed to successfully complete a college degree and transfer to a 4-year university

Increasing retention is a very important ongoing effort at **Rend Lake College** (RLC). In fall 2015, the College launched STARS program, an initiative that was designed to help eligible students to make the most of their college years by offering counseling and academic support that may be needed to successfully complete a college degree and transfer to a 4-year university. These services include academic tutoring, advice and assistance in course selection, student financial aid programs, assistance with university

applications, exploring career options, as well as many others. Eligibility criteria include being a first generation college student, meet income guidelines, and be learning and/or physically disabled. In order to improve participation in the program, STARS counselors targeted high school seniors who met the guidelines by contacting potential students via mail and informing them of RLC's programs along with a special invite to apply. The college also offers Warrior Day, a two-hour workshop designed to prepare students for the start of the semester. Students attending the workshop are informed about becoming a STARS member and about the benefits and additional support they receive in doing so. As a result of efforts, STARS has experienced an increase interest and an increase in applications for membership.

The Mary Jo Oldham Center for Child Study (MJOCCS) is operated by **Southeastern Illinois College** with the purpose to help students, primarily mothers, needing childcare while attending class. Without this service, many female students would not be able to attend school. The goal of the MJOCCS is to stay current on research in child development and provide curriculum designed for each level and child. The quality education of a female student's child only empowers their mother to enhance their own education

and allows them the time to do so. When students note that they have children, advisement refers them to the MJOCCS in which they fill out an application for their children. From there they present a class schedule to the Director of the MJOCCS and discuss with the Director the appropriate room for which their children would fit. Twelve mother students utilized the MJOCCS in fall 2015. Of those twelve student mothers, ten persisted to the spring 2016 semester, showing an 83 percent retention rate.

Beyond the Classroom is a student-led initiative at **John Wood Community College** that assists students with bridging some of the gap between school and life. The initiative also provides information for healthy life skills and enrichment. It began in the 2015-16 academic year. Beyond the Classroom includes five programs: Suit Up! For Success: Professional Attire Closet, Food for Thought: Food pantry available to any student in need, AOD (Alcohol & Other Drugs) Programming, Healthy Living Initiatives, Safe Trick or Treat. The Professional Attire Closet provides business attire to students who need the clothes for interviews or their first days of work in a business. Students who are experiencing a lack of funds for food for themselves or their families can discreetly visit the food pantry. Both of these programs are a direct result of donations from John Wood faculty, staff, and students. The Safe Trick or Treat is also by donations and allows student and area families a safe place for children to trick or treat. Healthy Living and AOD programming provides information and events to students to help them remain healthy and stay in school. Student government participants assist with getting donations and helping with the clothing, food, trick or treat, and discussions. Besides helping students remain in school, faculty, staff and students are provided with philanthropic values.

TRIO Student Support Services Programs

Funded by the U.S. Department of Education (ED), the purpose of the TRiO Student Support Services (SSS) Program is to retain and to foster the academic success of students who are low income, first generation, and/or disabled with academic need. The program elements include academic tutoring, advice and assistance in postsecondary course selection, education/counseling to improve financial and economic literacy, information about applying for Federal Student Aid, assisting in applying for admissions to 4-year institutions, college visits, mentorship, SSS grant aid, career exploration, and workshops. An overwhelming majority of **Kishwaukee College** (KC) students (84.4 percent) are first generation college students, low-income, or students with disabilities and with academic need. More specifically, 68 percent of KC's students are low income; 74 percent are first generation; 53 percent are both low-income and first generation; and 7 percent of students self-identified as having a disability. KC's Student Support Services program was launched at the beginning of the 2015/2016 academic year and offers a variety of resources and services to help participants overcome barriers and have a successful college experience. The TRiO Student Support Services program has successfully met and exceeded all program objectives. The SSS program cohort exceeded the minimum objective of a 65 percent persistence rate with an 85 percent persistence rate. The SSS program cohort exceeded the minimum objective of an 80 percent good academic standing rate with an 84.7 percent good academic standing rate.

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

The Federal TRiO programs are separate grants and serve two different populations. Federal government calls the programs Student Support Services-Regular (TRiO Complete) and Student Support Services-Disabled (TRiO Achieve). Trio Complete serves 140 students and TRiO Achieve serves 100

students at **Rock Valley College**. TRiO Complete students in this program are U.S. Citizens or permanent residents and must meet at least one of the following criteria: Be a first-generation college student (a student whose parents have not received a bachelor's degree); Be a low-income student whose family meets federal income eligibility guidelines as verified by Rock Valley College; or Be a student with a documented physical, psychological, and/or learning disability that may impact their success as a student and is verified by Disability Support Services at Rock Valley College. The primary difference between both SSS Programs is that all TRiO Achieve students have a diagnosed disability and 1/3 of them are considered low-income.

Lake Land College received its first TRiO Student Support Services grant in September 2005 and was awarded successive grants in 2010 and 2015. The program annually serves 160 students. TRiO Student Support Services works closely with faculty and staff across the college to identify students who are most likely to benefit from program services and then works individually with each participant to complete an Individual Student Plan (ISP). The ISP incorporates information obtained through a comprehensive assessment of each participant's academic, career, financial, and personal needs and includes completion of the Noel-Levitz College Student Inventory. Program staff members provide a specialized orientation for new participants and then work to engage each participant in at least five hours of individual and/or group intervention each semester. Each year, Student Support Services monitors and reports the success of program participants to the college and to the U.S. Department of Education (ED). The program has consistently met or exceeded the annual college persistence, academic standing, and degree/certificate completion goals established in accordance with ED guidelines: 78 percent of all participants served in 2015-2016 continued their enrollment at Lake Land, graduated with an associate's degree or certificate and/or transferred from Lake Land to a four-year college for the fall 2016 semester; 93 percent of all participants served met the performance level required to remain in good academic standing at Lake Land; 49 percent of all new participants served in the cohort year (established 4 years prior) graduated with an associate's degree or received a certificate within the four years.

At **Illinois Central College** Trio Student Support Services 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 offers tutoring, expanded advisement, academic skills and career workshops, cultural enrichment activities, personal development workshops, technology support, and achievement recognition activities. The program has proven to be an effective model for increasing the number of college graduates, particularly among underrepresented groups.

At **Waubensee Community College** the TRiO/Student Support Services grant is currently in its second year. The new five-year grant cycle started September 1, 2015. The program is funded to serve 200 students. The objectives of the program are as follows: 80 percent of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate degree or certificate at the grantee institution and/or transfer from a two-year to a four-year institution by the fall term of the next academic year; 88 percent of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution; 35 percent of new participants served each year will graduate from the grantee institution with an associate degree or certificate within four years; 46 percent of new participants served each year will receive an associate degree or certificate from the grantee institution and transfer to a four-year institution within four years. The Annual Performance Report filed with the U.S. Department of Education for year one of the current grant has been filed. In year one, the program served its funded level of students. Outcomes 1, 2, and 3 were exceeded at 83 percent, 91 percent and 59 percent respectively.

The TRIO Program at **Lincoln Land Community College** (LLCC) encompasses important services including academic advising, career counseling, cultural activities, financial aid application assistance, financial literacy workshops, transfer assistance and tutoring. These services are delivered in a variety of formats including one-on-one Academic Check-Ins, workshops, and participation in externally coordinated events on LLCC campus and at other colleges and universities. The 2015-2016 Annual Report that was submitted to the Department of Education in November 2016 lists persistence of 145 enrolled TRIO students at 98 percent, good academic standing at 79 percent, graduation rate at 4 percent, and the transfer rate at 3 percent.

The Success Seminar is a TRiO Jump Start program at Illinois Valley Community College that serves as an early intervention initiative for students who meet the criteria of first generation, low income, and/or learning or physically disabled.

The Success Seminar is a TRiO Jump Start program at **Illinois Valley Community College** that serves as an early intervention initiative for students who meet the criteria of first generation, low income, and/or learning or physically disabled. Early intervention programs offer transitional activities from the beginning of a student's college life with the expected outcome of improving retention and perseverance in one's academic pursuit. It is essential to connect early on with students in their postsecondary

education, thereby creating positive experiences that perpetuate successes throughout the college experience. In order to achieve improved persistence and completion rates among the 'at promise' students, the Success Seminar helps create an environment that engages, motivates, and cultivates our students' success. One technique employed during the Success Seminar, which was implemented prior to the fall 2015 semester, introduces incoming students to successful returning students through a panel presentation. Comparison between the control group and those who attended the TRiO Success Seminar indicates higher fall 2015 grade point averages for first semester coursework. Additionally spring 2016 grade point averages were .13 higher among the Success Seminar cohort when compared to the control group.

Rock Valley College received the TRiO grants during the fall of 2015 and began accepting students into the program spring 2016. There were 140 student participants in fall 2016 and 136 students participants in spring 2017 in the TriO Complete program. 97 percent of fall 2016 participants persisted to the spring 2017 Term. Ten students of spring 2016 participants completed and seven transferred to a 4 year institution. There were 100 student participants in fall 2016 in TRiO Achieve. All students in this program have a disability. 85 percent of spring 2016 participants persisted to the fall 2016 term.

The TRIO SSS grant began at **Carl Sandburg College** (CSC) in August 1997 and is currently in its fifth grant cycle; the College was awarded a five-year grant that began in the fall 2015 semester and will close in August 2020. In support of this overall purpose, the program implemented a new service called TRIO SSS Study Pods in fall 2015. In partnership with designated faculty, Study Pods are offered for selected course sections to provide study skills support. The goal of Study Pods is to build and reinforce study skills specific to course content as the service provides an opportunity for students to take study skills concepts and immediately apply them to course content. According to the 2015 ACT National Collegiate Retention and Persistence to Degree Rates, the persistence to degree rate in four years for CSC's peer institutions nationally was 24.7 percent. In comparison, the persistence rate for the CSC's TRIO SSS program participants was 85 percent in academic year 2015-2016.

At **Shawnee Community College** the TRiO Student Support Services Program serves 160 students. The SSS Program began at Shawnee Community College in 1991. The program has a Director, Retention

Specialist, Learning Skills Specialist and a Career/Transfer Advisor. The Retention Specialist monitors student grades and persistence, 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. 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 FY2016.

Initially Student Support Services program was implemented in 1984 at **Sauk Valley Community College** (SVCC). 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 while at SVCC. If SSS student wish to transfer to a 4-year institution, they will receive additional transfer advisement from the SSS designated advisors. If there is sufficient student interest, students will also be provided the resources for a campus visit to a 4-year academic institution. All services are provided free to the SSS students. In fiscal year 2016, 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. Fall to fall retention rates were excellent for SSS students and are substantially higher than the general population at SVCC.

Support Services and Initiatives for Minority Students

The Science Center provides academic support and supplemental learning opportunities with the goal of increasing retention and success in science courses at **Truman College**, particularly among the Hispanic, African-American, and Asian students who comprise the majority of Truman's population. The Science Center also promotes science education and science careers. It opened in March 2016 with funding support from a U.S.

The Science Center opened in March 2016 at Truman College with funding support from a U.S. Department of Education Developing Hispanic-Serving Institutions Title V grant.

Department of Education Developing Hispanic-Serving Institutions (DHSI) Title V grant. Two science faculty members serve as co-directors of the Science Center, which also has a full-time administrative coordinator. Additionally, many of the tutors are part-time faculty members. The engagement of full and part-time faculty ensures the alignment of instructor and tutor pedagogy. In the fall 2016 semester, 29 percent of students in Biology, Chemistry, and Physical Science courses used the Science Center at least once. In the same semester, 85 percent of Science Center users were retained in their classes, compared to 80 percent who did not use the center. Success rates were also higher for Science Center users: 77 percent passed their science classes, compared with 69 percent of students who did not receive services.

Since 2015 Latino Success Committee has served as an advisory group to help push institutional support for Latino students and staff at the **College of Lake County** (CLC) in order to improve student retention by tracking students and providing ongoing communication with students throughout the semester. The committee advocates for programs, events, services, training, resources, and Spanish bilingual content. For example, the committee sponsored Spanish parent events at feeder high schools, hosted Latino community events, sponsored parents and students visiting CLC's campus, and facilitated middle school students'

participation in STEM Day on campus. Historically, retention of Latino students at the college has been lower than other student groups (Caucasian and Asian). The committee strives to address some possible reasons for lower retention such as lack of understanding of college resources among Latino students, family and work pressures, and financial barriers. Eighty-eight percent of the fall 2015 Latino students in the pilot program were retained to the spring 2016 semester. This percentage was higher than the retention of the comparison IPEDS Latino cohort, which was 85 percent. In addition, the Latino Success committee's efforts were cited as contributing to CLC being awarded the 2016 Equity Award from the Association of Community College Trustees.

The **College of DuPage** Latino Outreach Center assists Hispanic/Latino students in achieving their educational goals by offering extensive support services and referrals. Its focus is to be an extension of "la familia" while students pursue their education. It also provides referrals to local organizations and resources. The Center was established as part of the College's strategic enrollment management plan to boost recruitment, retention, and completion of credentials by particularly first-generation, low-income Hispanic/Latino students. It is the fastest growing student population in District 502 and at College of DuPage. Currently, the Center serves over 6,000 students, and this accounts for approximately 22 percent of the student population at College of DuPage. The center sponsors students to attend conferences to learn from other experts and to network with other Hispanic/Latino students. It also organizes annual events, such as Hispanic Heritage Month, promotes student empowerment, and provides mentorship and a series of leadership training. In 2014, the graduate count among Hispanic students for certificates was 290, but it increased to 357 and 386, respectively for 2015 and 2016. Associate's degree graduate count was 304 in 2014, but the number increased to 344 and 433 respectively in 2015 and 2016.

Most students enter **Kennedy-King College** (KKC) with developmental needs to reach college writing levels, and very few credit courses are available before reaching English 101 eligibility. By enrolling first-semester developmental education students in Introduction to African-American Studies (Afro Am 10), a credit course that they can commonly pass prior to gaining English 101, the college aims to improve retention and graduation for its students. The course was implemented in fall 2014 with expansion in fall 2015 and 2016. Developmental education students passed Afro Am 101 at nearly the same rates as college-ready students. Feedback from course evaluations indicated that KKC's student body, composed predominantly of African Americans, found the course empowering, and that it encouraged them to succeed in their studies. Fall 2014 to fall 2015 as well as fall 2015 to fall 2016 retention rates for first-time students with developmental writing needs who took Afro Am 101 matched retention rates (around 33 percent) of students who did not have developmental writing needs. Students who took Afro Am 101 were also more likely to join the African American Studies Club. Past data show that participation in extracurricular activities correlates with higher retention and also with higher achievement on Human Diversity Student Learning Outcomes. Coordination with students and the African American Studies faculty to grow the club thus became a strategy for retention and graduation.

The mission of the Association of Latin American Students at Black Hawk College is to educate and empower Hispanic/Latino students and those interested in Hispanic/Latino culture by providing educational opportunities that focus on the importance of leadership and community service.

The mission of the Association of Latin American Students (ALAS) at **Black Hawk College** (BHC) is to educate and empower Hispanic/Latino students and those interested in Hispanic/Latino culture by providing educational opportunities that focus on the importance of leadership and community service. One of the objectives of the group is to promote persistence and completion in higher education by providing professional development activities for ALAS members, such as attendance at the United States Hispanic

Leadership (USHLI) Institute National Conference. The conference offers nationally known speakers and interactive workshops presented by individuals who are experts in their field. In February 2016, BHC's ALAS chapter was able to send seven members to the USHLI National Conference held in Chicago. In order to attend the conference ALAS members held fundraisers and were granted additional funds by the college's Student Government Association. While at the conference ALAS members met the Multicultural Engagement Coordinator and the Director of Diversity Affairs and Multicultural Engagement from Denny's corporate headquarters, who were so impressed with the students' drive and determination that Denny's Corporation has offered to sponsor BHC's ALAS chapter's registration for the 2017 USHLI National Conference. The BHC ALAS chapter had fourteen members in 2016. Of the 2016 total membership, two have graduated and transferred to senior institutions, one has entered the military, and eight are currently enrolled at BHC.

The Transitional Bilingual Learning Community (TBLC) at **Truman College** is a two-semester program for Latino students who require English as a Second Language (ESL) instruction. The program is designed to increase retention of these students and to facilitate their transition from bilingual instruction to college-level courses taught entirely in English. The program also provides a support system that benefits TBLC students throughout their time at Truman College, leading to higher graduation rates. The TBLC first launched in 2002. A new cohort is admitted each academic year. TBLC instructors work together to provide an interdisciplinary curriculum that covers math, social science, reading, and writing. Additionally, the students meet regularly with a bilingual academic advisor. As a cohort, TBLC students participate in field trips, service learning opportunities, and other community-building activities. Students form close relationships with faculty mentors, their advisor, and each other, providing a support system that remains in place for the duration of their time at Truman College. In order to determine the impact of the TBLC on student outcomes, 160 Hispanic students who participated in the TBLC were compared with 141 Hispanic students at City Colleges who also started in ESL Integrated 99, but did not participate in TBLC. Following their first semester, 86 percent of the TBLC students were retained compared with 80 percent of the non-TBLC students. The graduation rate for TBLC students was also significantly higher: 53 percent of TBLC students had earned an Associate's Degree by summer 2016, compared with only 29 percent of non-TBLC students.

Highland Community College conducted a focus group interview in fall 2009, in which African American male students at the College reported that they were reluctant to seek academic assistance from staff members. Also many students of color come to Highland from urban communities and have difficulty making the adjustment to college life in a rural area. The group proposed a special topics course that merged aspects of the College's First Year Experience Seminar (FYES) such as the development of critical thinking and self-management skills with addressing academic challenges and the adjustment to college life and targeted new, first-year, male minority students. Sections of this course have been run annually since 2012. The class discusses and builds an understanding of what externally motivates students to enroll including athletics, support groups and environmental expectations. The group also examines the internal motives that may be impactful such as the desire to role model for other individuals or financial aspirations. These examinations are culminated in a realistic self-appraisal that helps students develop their self-awareness and their understanding of long-term and short-term goals. The course curriculum also emphasizes cultural history, understanding and identification of racism, and the identification and development of personal talents. The initiative was effective in increasing African American male student retention and graduation rates by 30 percent, as well as raising their cumulative GPAs from 2.92 to 3.23. Although this course began as an Academic Quality Improvement Program (AQIP) Action Project, it has continued after the project completion and integrated into the regular course offerings of the institution.

The Emerging Leaders Project at **Illinois Central College (ICC)** is a special initiative implemented in 2012 and 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 ICC. Diversity Retention & Transition Advisors manage a caseload of college and transitional high school students for which various support services are provided. 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 African American Outreach Committee was established at the College of Lake County in 2015 to assist African American students in succeeding at the college.

The African American Outreach Committee was established at the **College of Lake County (CLC)** in 2015 to assist African American students in succeeding at the college. Special challenges faced by this group include backgrounds where many student families have financial hardships, and community schools may be under-resourced. A high proportion of students are the first-generation students. The committee seeks to make students aware of the resources that the college provides to assist

them in overcoming these challenges. Activities include hosting open house events for students who completed a CLC application for admission but did not attend, promoting opportunities for African American students to enroll in dual credit classes, developing advertising directed toward African American students, introducing college leadership programs, clubs and organizations to African American students, hosting open forums for students to speak about obstacles they face while enrolled at CLC, assisting students in applying for scholarships and other financial aid, exposing students to “Historically Black Colleges and Universities” (HBCU), recognizing students who have reached academic milestones / successes, maintaining lines of communication with African American community leaders through the formation of a community advisory committee, hosting a “Save Our Youth” mini conference, and developing a CLC webpage brochure to inform students about the services provided by the committee.

The Office of Student Life at **Moraine Valley Community College (MVCC)** helps manage student clubs to support and educate students both academically and socially. Student clubs provide an avenue for students to interact with their peers, a social atmosphere where they can express views and concerns, raise awareness, gain leadership opportunities, and receive mentoring from staff and faculty. The Multicultural Student Affairs and TRIO departments collaborate with Student Life as advisors to three clubs in particular, the Black Student Association (BSA), Alliance of Latinos Student club (ALAS) and Beating Odds and Shattering Stereotypes (BOSS). These clubs also meet MVCC’s Diversity and Inclusion strategic priority and also receive extra academic support. The Black Student Association and Alliance of Latinos Students are housed in the Multicultural Student Affairs office. Students are active in developing programming with the coordinator of multicultural student affairs with a focus on student involvement and retention. BOSS is a mentoring project designed for the retention of African American males. In the fall semester 2015, 25 percent of BOSS students had a GPA of 4.0, the highest percentage of 4.0 GPAs in the history of BOSS. Overall, students that participated in club activities from fall 2015 to fall 2016 maintained an average GPA of 2.8 with a 70 to 75 percent completion rate and retention rate of 80 percent. These students prevailed making the fall 2015 semester one of its most successful in terms of student retention and GPA.

Support Services and Initiatives for Students with Disabilities

Knowledge for College (KFC) is an information session provided by the **College of DuPage** Center for Access and Accommodations. This session is presented to potential incoming students with disabilities and their support system for the purpose of providing education about changes to educational disability laws after high school, eligibility criteria to receive disability related services, accessibility and accommodations available at the college level, and the process for qualifying students to obtain and utilize these support services at College of DuPage. Having this information early on makes it more likely that they will use appropriate support services, causing them to do better in their classes, decreasing the likelihood that they will drop courses, and ultimately earn a degree or certificate. Approximately 150 people attended the event in April 2016, and approximately 40 students scheduled follow up appointments with the Center for Access and Accommodations to receive academic support services for their disability. A follow-up survey yielded positive results regarding the effectiveness of the sessions.

Knowledge for College is a session that informs potential incoming students with disabilities about changes to educational disability laws after high school, eligibility criteria to receive disability related services, accessibility and accommodations available at the college level, and the process for qualifying students to obtain and utilize these support services at College of DuPage

Early arrival programs, which connect incoming freshman to other students, faculty, staff, and college processes and resources, are an important way to engage students before the commencement of classes as well as to increase retention and successful completion of degrees/certificates. At **Oakton Community College**, the Access and Disability Resource Center offers Freshman Seminar, a four week early arrival program implemented in the summer of 2015, which supports students in their transition to college with the goal of increasing student persistence and degree/certificate attainment. The program engaged students with one another and with faculty, staff and administrators, and included topics such as how to effectively self-advocate and use campus resources, how to implement and adjust study techniques for various teaching/learning environments, how to engage a growth-oriented mindset and build resilience, and how to set goals and self-monitor them. For each module, students independently researched additional information on the topic, adding to the academic challenge of the material. At the conclusion of the seminar, the students presented their work in a capstone project showcase which they presented to the college community. Students with disabilities who attended Freshman Seminar in summer 2015 compared to those who did not boasted significantly higher retention rates for fall 2015 (95 percent vs. 68 percent), spring 2016 (79 percent vs. 60 percent), fall 2016 (84 percent vs. 41 percent) and spring 2017 (79 percent vs. 40 percent).

The purpose of the Summer Boot Camp at **Illinois Valley Community College** is to help students with disabilities acclimate themselves to the college environment and its services in an effort to create a smooth transition into their college classes. This program was initiated in August, 2015. This cohort has been tracked during their time at the college. Subsequent cohorts have also been tracked. Students attending the Boot Camp were given one-on-one assistance with login requirements for the college network, became familiar with technology tools, and were introduced to key staff in the Peer Tutoring Center, the Writing Center, and the Student Help Desk. They were also offered the opportunity to tour the building and see where their classes were. In order to gauge effectiveness of this program, the students who attended the Boot Camp were compared to all new students who were registered with Disability Services in fall 2015 who did not attend Boot Camp, but were invited to do so. The students who attended Boot Camp had higher pass rates, lower withdrawal rates, slightly higher retention rates, and stronger GPAs.

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). **Sauk Valley Community College** (SVCC) uses Perkins resources to assist special populations with interest in career-technical fields and plan activities that focus on ensuring programs are accessible by members of special populations; provide training and assistance to prepare special population students for employment; help special population students overcome barriers that may limit opportunities for success; and ensure members of special populations will not be discriminated against. SVCC's Disability Support Office provides services to eligible students supported by Perkins funds and also from operating funds. In fiscal year 2016, Disability Support Services served 75 students with documented disabilities. Eligible students were provided additional tutoring, note taking, resume assistance, academic advising and accommodations as needed. Data indicate that students who are supported by the Disability Support Office perform on par with other SVCC students. For example, the fall 2015 to spring 2016 retention rate for students not supported by the Disability Support Office was 80.4 percent while for students that received support the retention rate was 81.3 percent.

Access and Disability Services 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.

Access and Disability Services (ADS) at **McHenry County College** (MCC) 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. The accommodations and support services provided include: Academic Content Tutoring, where students meet one-on-one or in small groups with content area; Chemistry Preparation Workshop, where students enrolled in Introductory and General Chemistry courses participate in small group workshops prior to the start of the semester to refresh chemistry knowledge and Academic Coaching and Executive Functioning Tutoring, which began piloting in 2015 and where tutors help students develop skill sets towards self-regulation that enable them to plan, focus attention, remember instructions, solve problems, juggle multiple tasks, and study more effectively. Retention of students with disabilities increased from 86.6 percent in fiscal year 2011 to 87.8 percent in fiscal year 2015 at MCC. Continued improvements are expected as the College diversifies its academic support of 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 disability concerns for students, faculty, staff, and the community. DS continues to maintain solid linkages with the high schools and community organizations that partner to offer disability related services and resources. To better support students with disabilities, the Director of DS at Parkland College collaborated with the current DS Specialist to pursue an upgrade to this position that now includes an academic advising component. DS has partnerships with

nearly every department on campus and consults regularly with math department faculty to determine appropriate accommodations for students approved for math accommodations. During the fall semester, other college practices were reviewed for accommodating students with math-related disabilities, and a *math accommodation* was adopted as a best practice, which replaced a *calculator accommodation*. The goal was to give students approved for math accommodations the full benefit of a level playing field in the classroom as much as possible. The math accommodation allows for the most appropriate option of either the use of a calculator, multiplication chart, or other related formula chart that both supports the student and provides faculty an appropriate option to assess skill level. When comparing the completion rates of the disability and non-disability cohorts from fiscal years 2014 – 2016, data show the disability cohort had a higher rate than the non-disability cohort. The disability cohort had a completion rate of 20.2 percent compared to the non-disability group with 8.3 percent.

Disability Support Services at **Spoon River College** (SRC) provides a full range of support services and reasonable accommodations at the request of students with documented disabilities. The intent of these services is to give students equal access to learning opportunities at SRC and to assist them in reaching their educational goals. Disability services have been present and well supported at SRC for many years, but additions and modification to services occurred during fiscal year 2016 to improve upon these services. These improvements include more contact on multiple settings by the disability support advisor to ensure that services are easily accessed by students, improvements to communication between faculty, the disability advisor and students, and ensuring that new placement testing is accessible to students with disabilities. Though the percentage of students utilizing services through disability support each semester has remained fairly steady in the 30-40 percent range, program improvements that have been implemented have improved student access and increased student independence and self-reliance. The percentage of students with disabilities who are being retained through the completion of a certificate or degree has increased over the years. This increase can most likely be attributed to improvements made within disability services and greater access to those services by students at all campus sites.

The Accessibility Advisory Committee (AAC) at **Waubensee Community College** (WCC) was initially created as a task force in December 2013 to improve access for student with disabilities. It was expanded into a permanent institutional committee in summer 2014 with increased involvement and budget responsibility. The purpose of this ongoing initiative is to enhance retention and success for students with disabilities by expanding accessibility at WCC's four campuses and online; ensure the college's ongoing compliance with the Americans with Disabilities Act Amendments Act of 2008 and Sections 504 and 508 of the Rehabilitation Act of 1973; and expand disability education and awareness among internal staff and faculty at all campuses to foster a culture of inclusive design. The committee is chaired by the Access Center Manager and has an allocated budget. After service needs are identified by subcommittees, all members weigh in on priorities/decisions before budget expense recommendations are forwarded to the vice president level. The interdisciplinary approach of the AAC has led to accessibility shifting to a college-wide responsibility as evidenced in the budgetary allocations for accessible door openers in the campus options budget and for the closed captioning contract in the Information Technology budget. As a result of the AAC's efforts, overall disability-related service requests are addressed more efficiently and effectively. Student issues are easier to resolve with strong professional relationships in place.

Initiatives in Developmental Education

The Accelerated Developmental Education Courses Initiative, which was implemented at **Kennedy-King College** in the fall of 2014, shortens the length of time students need to complete their developmental

education series. Students who are able to transition to college credit more quickly are more likely to feel they are making progress and be retained. Students enroll for the first eight weeks of a 16-week semester into the developmental education course (Math or English) based on their testing scores. After successful completion of the development course, students enroll during the second eight 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. The data from the fall 2014 and 2015 terms demonstrate that the success rates in the 8-week developmental classes were higher than in their 16-week counterparts, with no special selection criteria used for placement into the 8-week courses. With the accelerated program, students completed their developmental requirements at a higher rate and in less time.

The Accelerated Reading and Composition (English ARC 99) initiative, which was implemented in the fall of 2015, combines four of the **Wilbur Wright College's** developmental English and Reading courses into one course. The course is designed to move away from decontextualized teaching of reading and writing using simplified texts and focusing on basic skills. Instead, English ARC 99 focuses on the advanced texts and content that students will encounter in their college classes. It also promotes a learning community model in which a cohort of learners share common academic goals, take part in studying interdisciplinary themes, and establish a sense of community among participants. Moreover, it shortens the amount of time a student spends in developmental education courses. Initial results indicate that students in English ARC 99 have slightly better course success rates than students in the college's former English 98 and English 100 courses. Spring 2016 results also indicate higher course success.

The goal of the accelerated program for the remediation of English and Reading skills, which was implemented in the spring of 2016 at Olney Central College, is to allow students who test into remediation to complete remediation and the gateway course for reading/writing skills within a single semester.

The goal of the accelerated program for the remediation of English and Reading skills, which was implemented in the spring of 2016 at **Olney Central College**, is to allow students who test into remediation to complete remediation and the gateway course for reading/writing skills within a single semester. Students that test into remediation will enroll in a two credit hour (8 weeks) integrated course. The curriculum utilizes materials that are of interest to the student and pertinent to their chosen field of study. At the end of this 8-week course, the

student enrolls in a college level Communications course. This Communications course either fulfills the requirement of a Career and Technical Education program or acts as a stepping-stone to Composition courses. The instructor of the remediation course follows the students as a tutor for their gateway courses. The scores on assessments prior to the introduction of the accelerated program indicate a lack of effectiveness; the accelerated design showed an effective intervention. In looking at pre/post-tests, a Paired Sample T-test was utilized to analyze the connection of pre- and post-tests. There was a significant difference between pre-test scores for the pre-redesign group ($M = 67.52$, $SD = 13.38$) and post-test scores ($M = 60.97$, $SD = 11.59$), $t(28) = 3.82$, $p = 0.001$. The Effect Size calculated at 0.25, leading to a finding of a small effect size. There was a significant difference between pre-test scores ($M = 62.54$, $SD = 6.64$) and post-test scores ($M = 72.49$, $SD = 7.04$), $t(7) = 7.06$, $p = 0.000$. The sample size was too small to calculate a reliable effect size; more data is being collected.

The College Study Seminar (CSS 100) was established at **Morton College** in fall 2010 to remediate issues with retention, specifically associated with students who placed at the developmental level. Students who placed at lower-levels of developmental coursework took longer to transition to college-level classes. An analysis showed that 39 percent of first-time students placing into developmental English from 2006-2008

completed their sequence within three years. The CSS course, along with modular math, was designed to help bridge the gap between developmental and college-level coursework. The class earns college credit (three credits). The majority of the students who take the course are Hispanic/Latino. Latinos are also the largest minority group represented at Morton College (84 percent). During the spring 2017 semester four sections of the class are being offered and it became a mandatory requirement for students who placed at the 086 level of English (two levels below college-level English). Retention rates for CSS 100 between fiscal years 2012-2016 have remained consistent at 70 percent or higher, slightly below the rate for the College (77 percent or higher for all credit courses, excluding CSS).

The goal of the Dynamic Placement Program (DPP) for Developmental English Composition is to move students more quickly through developmental English into college level classes. **Richland Community College** implemented DPP in the fall of 2015. Prior to the development and pilot testing of the DPP for Developmental English Composition, a pilot study was offered for concurrent enrollment in English 097 (Developmental Writing) and English 101 (credit-yielding English Composition, 1st semester) for students who have passed English 090 (Reading) and who are on the threshold of eligibility for entry into English 101. However, the ALP (Accelerated Learning Program) regimen was found to be insufficiently effective, particularly because the level of investment, of both time and money was considered to be excessive, especially by students. As a result of the dissatisfaction with the ALP at Richland, the Dynamic Placement Program (DPP) was developed, alternatively, and tested with much more satisfactory results. Unlike the ALP, the DPP is a single-semester, co-requisite course that includes a systematic critical thinking component; consequently, it requires less time and financial cost to students (in one-half the time required in the ALP, for one-half the cost to students). Through the use of classroom instruction, writing modules, and one-on-one mentoring with the developmental instructor, Richland instructors participating in the new pedagogy and curriculum for developmental writing saw an increase of students completing the course within one semester, increasing from 53 percent to 93 percent. Central to the greater success of the DPP was the development of a rubric and an exit essay, graded by the full-time and adjunct English composition staff. At this time (fall of 2016), the College has completed analysis of research on the ALP and DPP and anticipates, following refinements, adopting the Dynamic Placement Program (DPP) across the composition faculty, following the forthcoming Summer Bridge Program and professional development seminars for English faculty.

The Dynamic Placement Program for Developmental English Composition, which was implemented in the fall of 2015 at Richland Community College, is a single-semester, co-requisite course that includes a systematic critical thinking component.

The Math on Demand (MOD) program at **Wilbur Wright College** offers an alternative delivery approach for developmental math courses. It employs teacher led instruction, adaptive software and online individualized math exercises that are tailored to the specific needs of each student. The program also has a strong advising component and contextual math modules for specific areas of study; health careers, manufacturing, and STEM (science, technology, engineering, and mathematics) which attempt to address the students' motivation. The goal of the project is to boost student outcomes and better prepare developmental education students to succeed in college-level math courses. The program embeds an advising module within the curriculum where students are asked to select their academic and career tracks if they haven't already done so. The advising module then triggers math modules aligning with students' career aspirations. Furthermore, individual students are given different modules, topics, or items. This allows instructors to work with students individually, based on students' individual strengths, weaknesses, needs, and goals. Since they were implemented in the summer of 2010, MOD classes have been shown to have lower rates of student withdrawal and higher rates of course success over time. For instance, in fall

2016, MOD classes had a withdrawal rate of 11.8 percent compared 16.7 percent for traditional lecture sections.

In Spring 2016, **Triton College** piloted Math UP, a new developmental math program that targets the lowest level of developmental math course which is Arithmetic and Pre-Algebra (MAT 045). The team essentially and effectively embedded a mandatory four-week review session within a regular 16-week semester. Students are replaced using multiple measures at the end of week four. Many of them were accelerated and completed a higher level math course during the same term. The majority of the Math UP participants are female and minority students. The Math UP program was piloted in Spring 2016 and Fall 2016. The program is being scaled up in Spring 2017. The key program strategies include addressing the issue of under-placement and providing tangible incentive to motivate students, i.e. saving tuition and time. In Spring 2016, 62 percent of the Math UP students were placed higher after the intensive review; in contrast, in Fall 2016, 71 percent of the Math UP students were accelerated after four weeks. Accelerated Math UP students on average performed better than regular students in the same course level.

Workforce Preparation Initiatives

The AARP Foundation Back to Work 50+ grant works with community colleges to support sector-focused, employer-driven collaboration.

The goal of the AARP Foundation Back to Work 50+ grant that was awarded to **Elgin Community College (ECC)** in 2014 is to increase the availability of good quality, relevant coaching, and skills training support needed for workers over the age of fifty to remain competitive in the workforce as they age and to support their placement into regionally in-demand occupations. The AARP Foundation Back to Work 50+ grant works with community colleges to support sector-focused, employer-driven collaboration. By bringing together employers and community colleges, the focus will be on workforce needs, regional industries, and the ability to build a plan that prepares job candidates for specific high demand jobs. In the three years the program has been in place at ECC, 75 clients have obtained jobs with life-sustaining wages.

The Workforce Development Highway Construction Careers Training Program, which was implemented at **Lincoln Land Community College** in September 2007, provides a much needed avenue into union apprenticeships as it cooperates with fifteen local unions. It addresses skills deficiencies for the targeted populations and work to upgrade skill levels to provide for successful transition into the highway construction career area. 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. Selective Admissions Process including drug screens before and during the program. Program Coordinator works with students to overcome barriers that would impede success including learning disabilities, transportation, childcare, and housing issues. Students receive stipends to assist with costs during training, and are provided tools and boots as well as reimbursement of union application fees. Out of 48 students that started in the program 90 percent of students completed the program, 83 percent of students are employed after the program completion, and 81 percent of students are in a union/apprenticeship program.

Rend Lake College implemented a bridge class, NURS 1213, Intro to Health concepts II in January 2016 to provide students who once stopped their education at the Licensed Practical Nursing (LPN) program, resulting in securing positions at a lower wage, the opportunity to complete an advanced credential. This class serves as a “refresher” course of sorts that will prepare the student to enter into the second year of the

Associate Degree coursework. They must still meet the other program requirements, and must still be accepted into the nursing program. In order to help improve retention for these students, as well as other Allied Health students, the college has also established a Health Studies Student Success Center where students can seek out a variety of services that will assist them in becoming successful, while keeping them up to date with healthcare's industry needs and demands. Some of the resources include workstations, heart model, torso model, brain model, disarticulated and articulated skeletons, nursing skills lab, healthcare software, and many other study aids and tutoring. In the summer of 2016 the college enrolled 14 students in the bridge course. Currently, 13 of those students are in their last semester of completing their Associate Degree Nursing.

The Employability Skills Academy offered by the Office of Career Development at **Carl Sandburg College** is a sixteen hour Academy committed to enhancing student success and providing learning experiences that may effectively improve the success rate in gaining and retaining employment. The academy responds to the needs of the business sector while, at the same time, it is committed to the standards of quality expected by its community. The Employability Skills Academy was implemented in the fall of 2013; new programs in the Career, Technology, and Health Education departments required students attend as part of their academic program starting in the fall of 2016. The academy is designed to teach/ improve communication and listening skills, customer service, teamwork skills, and problem solving. Upon successful completion of the Academy, graduates should have the knowledge and skills to exhibit self-confidence through believing in their professional abilities, present themselves as professionals through consistently dressing appropriately and maintaining a polite and courteous manner, and be a reliable person by keeping consistently high standards regarding attendance and time commitments.

One of the City College's Reinvention goals is to increase the number of students earning college credentials of economic value. Through College to Careers (C2C), a nationally recognized initiative that partners industry experts with faculty and staff to develop curriculums for careers in high-demand and high-growth fields, a new two-class, short-term certificate program was created in 2015 at **Richard J. Daley College** that allows students, whether they are enrolled in credit or adult education, to earn credentials that would make them employable. Developed solely in Daley's advanced manufacturing program, a student is able to earn a basic certificate within two semesters or less, in one of three areas: Computer Numerical Control, Welding, and Process Technology. Once a student has successfully passed both classes, they also have a chance to earn an industry recognized credential, such as a NIMS, AWS, or MSSC certificate. Because of this new opportunity, students, specifically Adult Ed. students, have been more inclined to re-enroll and build on their short-term successes. In the initial cohort, twenty-five Adult Education students participated in the C2C short-term certificate program. Out of those 25 Adult Education students, 84 percent were retained.

Frontier Community College's Automotive Technology program prepares students for employment as an auto mechanic, automotive service technician, automotive technician or shop foreman. In addition to earning an associate's degree, students may earn one or more of the Automotive Service Excellence's certifications. These ASE certifications provide the student with their first industry certification through the National Institute for Automotive Service Excellence. Frontier Community College also provides multiple free ASE practice tests to students each year that correspond with the courses they take. Students who pass the practice tests at a required level are then eligible to take one ASE certification test per year, also paid for by the college. In addition, the College will pay the registration fee for the ASE certification test and transportation to and from the testing site. This provides an incentive to the automotive students to achieve a college degree and attain an industry recognized credential to aid them in gaining employment in the automotive field. During the 2015-2016 school year, 12 students were provided with four different

practice ASE Certification Tests. Of the students that advanced to the ASE Certification Test, 75 percent passed and received an industry recognized credential.

The Postsecondary Perkins Grant funding was awarded at **Kankakee Community College (KCC)** in fiscal year 2016 for a variety of purposes, from technical skill attainment to student retention. A portion of the Postsecondary Perkins Grant (\$1,500) was allocated 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 workshop sessions on nontraditional careers for women. The workshops were centered on educational preparation for STEM careers, salaries, and assistance for students to overcome barriers that may limit their opportunities for success. KCC's Admissions and student services staff collaborated to prepare and present the workshop sessions. In all, female students from over 20 public, private, and parochial high schools attended the conference, 80 of whom attended one of the three workshop sessions. These students represent the ongoing work by KCC to create a pipeline of prospective students who will enter postsecondary education college-ready, and be prepared to enter nontraditional fields as well as traditional fields.

The purpose of the Non-Traditional Work Force Panel for Men and Women at South Suburban College held in March of each year since 2012 is to dispel the myths associated with non-traditional careers for men and women.

The purpose of the Non-Traditional Work Force Panel for Men and Women at **South Suburban College (SSC)** held in March of each year since 2012 is to dispel the myths associated with non-traditional careers for men and women. The panel also highlights the benefits of non-traditional careers so that students from partnering high schools and the community at large are educated concerning these careers and therefore can make more informed choices for career pathways that they may not have considered. Participants listen to, and engage in

meaningful dialogue with an array of SSC faculty, program coordinators, staff, and current and former students in the field. The selected panel participants outline the importance of non-traditional careers, career planning, goal setting, and how SSC can assist students in matriculation for a degree and/or certification. Non-traditional career training for women offered at SSC includes: Welding; Highway Construction and Trades; Applied Engineering and Technology; Building Construction and Trades; Truck Driving; Computer Science, and Cisco Academy, etc. Non-traditional career training for men offered at SSC includes: Nursing; Teacher Aide; Paralegal; Court Reporting; Administrative Assistant; and Occupational Therapy, etc. Participation for all years, except for 2016, increased by 20 percent as evidenced by the official sign-in sheet. This year posed a challenge as many students grappled with the news of the State budget uncertainty and student participation was not as enthusiastic from the College or its partnering high schools.

The purpose of **Morton College's** Early Childhood Education (ECE) program partnership with Brookfield Zoo is to explore and open up job opportunities for students in Early Childhood Education, beyond the typical child care classroom or home. The partnership includes three Morton College Early Childhood Education classes, 5 courses taught at the Brookfield Zoo, and an internship at the Zoo. Morton students get to take coursework with workers already in Zoos, Museums and Park Districts as they learn how to work with young children and families. This allows students to expand their job opportunities and gives them a solid foundation for the work place they will enter. This program has been articulated with 4-year universities to allow students to seamlessly transfer and become certified teachers. As of 2016, agreements have been signed with National-Louis, Chicago State and Concordia University. In addition to the agreements with four-year institutions, the ECE program also created Stackable Credentials in ECE. The purpose of modifying certificates in Early Childhood Education was to align the certificates with the ECE

Credentials in the State of Illinois. This allowed students to work in the field and find employment in ECE centers, as the Credentials are a part of ExcelRate Illinois, which encourages Centers to have credentialed staff. The Certificate changes were approved in fall of 2016. The program allowed the Certificates to stack on one another so that the 12-hour certificate leads to the 18-hour certificate, which leads to the 30-hour certificate, which leads to the AAS degree. The 18-hour certificate equals the ECE Credential Level 2, the 30-hour equals the ECE Credential Level 3 and the AAS degree equals the ECE Credential Level 4.

Adult Education Initiatives

The Illinois Community College Board and the US Department of Education have recently mandated that the priority of adult education programs is to transition English Language Learners (ELLs) and Adult Basic Education (ABE) students into workforce and higher education opportunities. An interest survey that **Moraine Valley Community College** (MVCC) conducted among ELL students showed a large number of such students were interested in careers in the healthcare field. At the same time, the nursing department became aware of an ever increasing demand for nurses and nursing assistants who speak languages other than English. Therefore the Learning Enrichment and College Readiness department created a transition pathway which gives advanced ELL students an opportunity to directly enroll in the Basic Nursing Assistant Training (BNAT) course immediately following their ELL coursework. A pilot for the ELL BNAT Bridge program was undertaken in the spring and summer of 2015. The program was refined and continued throughout fiscal year 2016. The program consists of two main components - the healthcare preparation class and supplemental instruction. The class also provides an overview of the healthcare programs offered at Moraine Valley, and it helps students develop the college readiness skills required to be successful in such future coursework. Students successfully completing the healthcare preparation class are encouraged to apply for an ELL BNAT Scholarship, which was initially funded by the Walmart Brighter Futures 2.0 grant, and is now provided by the Moraine Valley Foundation. In fiscal year 2016, 69 students participated in the healthcare preparation class over three semesters and had a 75 percent course completion rate. Of the students taking the healthcare preparation class, 6 students continued on to take the BNAT course with supplemental instruction and all the ELL BNAT students passed the course.

In an effort to accelerate learning and improve low-skilled adult learners' transition to postsecondary education and/or employment, adult education providers in the state of Illinois developed short-term career pathways that consist of combining career and contextualized basic adult education instruction with support services. An objective of the programs is to assist learners in enhancing their basic academic skills and knowledge of a specific industry or occupational cluster. This will assist them in fulfilling their goals of obtaining immediate employment and/or transitioning to higher-level post-secondary education programs that could lead to higher wages and self-sufficiency. **Southwestern Illinois College's** Adult Education and Nursing Departments partnered to offer the Nurse Assistant Program to qualified adult learners who expressed an interest in a career and/or gaining employment in health sciences. During the 16-week career and technical program, students earn seven credit hours of post-secondary education and a certificate that can be used as a stackable credential to continue their studies in health science. All costs are paid by grants administered by the Adult Education Department. A student must complete coursework with an average grade of 80 or above to be considered a successful completer of the program. Upon

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completion, students are eligible to submit an application to the State of Illinois for state testing to obtain certification and licensure as a Certified Nurse Assistant. The new program was designated a Career Pathway by the Illinois Community College Board's Adult Education Division in 2015. Prior to 2015, the program was offered as a vocational program in which students were required to successfully complete an adult education Pre-CNA class before advancing to the Nurse Assistant Program. In addition, students were required to enroll in a Medical Terminology and Career Exploration class that extended their enrollment and time towards completing the program.

Elgin Community College participated in an economic summit in 2010 during which the College corroborated with Harper College, the Chicago Cook Workforce Partnership, the Village of Hanover Park, and the State of Illinois to initiate the establishment of the Hanover Park Education and Work Center (EWC). This multi-partner, award-winning project opened in August 2014. The mission of the EWC is to improve the lives of residents of Hanover Park and the surrounding communities, which are largely comprised through the provision of adult basic skills instruction and job search and career readiness assistance. The Hanover Park community is largely comprised of low-income, at-risk families. Many are non-native English speakers, and the majority is Hispanic. They lack basic skills necessary to obtain family-sustaining jobs as well as transportation to access programming at the local community colleges. A typical student is a non-native English speaker age 25-44 with a low educational background. Eighty-six percent of students did not complete 10th grade; 36 percent have less than a 4th grade education. Classes with highest enrollment are low-level ESL, followed by ABE – for students who place below the 9th grade level in reading and math. With the goal of integrating adult education and workforce/employment skills at one site, the Chicago Cook Workforce Partnership provides an on-site Illinois workNet® Center offering a wide variety of employment and job-search assistance services. In the first two years 3,236 clients accessed the Resource Center at this site. Despite low educational levels, students are successfully completing High School Equivalency (HSE) certificates and transitioning to employment and credit programs at the main campuses. The Education and Work Center is funded through June 30, 2018, and is in jeopardy of closing if sustainable funding is not secured. Partners will spend this next year investigating braided funding, programming, and partnerships in order to develop a sustainable model for this center.

Initiatives Targeting At-Risk Students

The purpose of the Improving Lives Scholarship at Lincoln Trail College is to lower the withdrawal rates of at-risk students in underrepresented groups including minorities, single parents, and students who are the first in their families to attend college on a full-time basis.

The purpose of the Improving Lives Scholarship at **Lincoln Trail College** is to lower the withdrawal rates of at-risk students in underrepresented groups including minorities, single parents, and students who are the first in their families to attend college on a full-time basis. The staff and faculty at Lincoln Trail College recognize that students who withdraw from a class or classes are less likely to graduate with a degree or certificate. To help these students face economic challenges, the College

developed a partnership with United Way of Crawford and the Lincoln Trail Foundation. In July 2016, new/additional methods of identifying economically distressed students from historically underrepresented populations were created. In evaluating student withdrawal patterns, it was determined that a significant number of students withdrew from a class or classes because of economic distress. At-risk students are identified by the Financial Aid office at Lincoln Trail College and recommended for the Improving Lives Scholarship. During the fiscal year 2016-2017, 32 students from underrepresented populations have been recipients of Improving Lives Scholarships. The total value of those scholarships is, to date, \$35,913.00. Of

those 32 students, 26 (81 percent) returned for the spring semester. This represents an increase in the normal 50+ percent retention from fall to spring for the overall student population.

In fall 2013 **Kaskaskia College** began implementing a revision to the Standards for Academic Achievement Policy. This policy was revised to guide students to academic success through enhanced support for academic progress. Specifically, the policy defines a program of mentoring by Kaskaskia College Early Enrichment Program (KEEP) Liaisons who connect with students, assist them in identifying resources for success and encourage them to persist in pursuing their educational goals. Twenty staff members were trained and began their roles as KEEP Liaisons in spring semester 2014. While the KEEP liaisons have students in all standings, they are tasked with contacting those students on their individual list who have been placed on suspension with the goal for students to submit an appeal and get registered for the semester. Through assignment of a KEEP Liaison students are getting one-on-one attention to assess opportunities for improvement and information about services and support available to them. The KEEP contract allows for the student and Liaison to set meetings where the student checks in with the Liaison throughout the semester. Initial data has indicated that students were not returning after they have been placed on Academic Warning. Based on this, the efforts of the KEEP Liaisons have been expanded from students on suspension to those students who are on warning. By giving these students more direct interaction with an assigned Liaison, it is believed this will help with the number of students ending up on suspension or just not returning at all.

Lewis & Clark Community College has embarked upon a project to track the impact of its student support services upon at-risk student cohorts. The College has been systematically tracking students that visit a tutor since 2012, and a librarian since 2014. This model has recently been scaled up to include other support services such as the Veterans Office, Office of Diversity and Inclusion, and several others. The goal of this project is to create a mosaic of student services that will provide data showing which services have the greatest impact upon student success and retention. For example, the fall 2015 to fall 2016 retention rate for all degree seeking, first-generation students that visited the reference desk at the library was 52.0 percent, or for those students that visited group tutoring at Student Success Center or a nurse tutoring, the retention rate was 75.9 percent and 90.6 percent, respectively.

At **Shawnee Community College** approximately 250 students are served by the Carl D. Perkin's grant each year through a variety of services. The Perkin's grant coordinator provides intensive counseling and career pathway advisement for these students, so they can prepare their resume, interview skills, and job skills needed for immediate employment. The Carl D. Perkin's grant assists single parents, students with documented physical and/or learning disabilities, nontraditional students and other Perkin's populations and sub-groups in an effort to close equity gaps. The Perkin's grant coordinator works with the campus advisors on combining career counseling and academic advisement as part of an effort to keep students on track for graduation and work ready. The coordinator is part of a team of individuals that work with the college's Probation program and Early Alert System. The Probation Program at Shawnee Community College was piloted in the spring of 2015. Currently the Probation Program has expanded its study to include student retention for students who have fallen below 2.1 GPA. The Perkin's grant coordinator identifies students with learning disabilities that are in Career Technical Programs. These students receive Early Alert interventions, intensive career and academic advisement, and assistive technology loans and services from the Special Needs Office.

The position of Student Success Coach at **Spoon River College** was created as part of a Title III grant that focused on student success; specifically, improvement of developmental education programs and targeting strategies to help at-risk students be successful. The idea of a Student Success Coach was thought of as an

advocate for students to make sure that they are aware of all services, including academic support, college, and community resources so that students have every opportunity to be successful in pursuing their educational goals. The very first Student Success Coach was hired prior to start of the fall 2006 semester. The current Student Success Coaches set a goal for the 2015-16 academic year to revise the process how students that need coaching are identified. The new academic success plan will be used with students who are referred through the SAGE referral system. This plan encourages important skills such as time management, attendance, and study time. Once referred, the Student Success Coaches meet with the student and help them to set goals and break down the tasks needed to meet those goals. The student will meet with the Success Coach three times throughout the semester to check in and evaluate their progress. Spoon River College uses a software tool (TutorTrac) that allows for several methods of tracking, but it's primarily used for tracking student visits to both centers. This software includes a student referral system called SAGE. This system allows instructors to funnel their concerns to the student and the Success Coach at the same time. By logging into the system, an instructor can create a referral; specify the areas of concern, the grade, and recommendations for the student all in one screen. Once the instructor submits the referral, a copy is sent to the student, the instructor and the Success Coach. The instructor may also create blind notes to the Success Coach on the student when the referral is sent. Once the student Success Coach receives the referral, s/he looks up the contact to schedule an appointment with the student. S/he then counsels those referred students in their specific areas of need. Finally, the Success Coach sends a follow up correspondence to the referring instructor as needed through the system.

In January, 2016 **Kishwaukee College** (KC) designated a Health Careers Retention and Tutoring Specialist. This Retention Specialist works with the College's Adult Student Connections Program to identify and implement retention and success strategies for students in programs leading to health careers. An overwhelming majority of KC's students (84.4 percent) are first generation college students, low-income, or students with disabilities and with academic need. More specifically, 68 percent of KC's students are low income; 74 percent are first generation; 53 percent are both low-income and first generation; and 7 percent of the students are self-identified as having a disability. The Health Careers Retention and Tutoring Specialist is poised to offer services to help retain these students and support their attainment of their academic goals by engaging in individual student case management. Students demonstrating academic need received help in refining their study strategies, and developing improved test-taking skills. Together, the Retention Specialist and the student identify academic and personal goals. Resources specific to the individual student's assessment data results are provided to help him or her achieve academic success. Assessment data show that of 45 students case managed by the new Health Careers Retention Specialist, 97 percent of those students were retained from the spring of 2016 to the fall of 2016. As the program matures, an increasing number of students will be served by the Health Careers Retention and Tuition Specialist, and more retention and success data will become available to assess this program.

In September 2015 **Lewis & Clark Community College** implemented an intrusive advising model for at-risk students, which seeks to proactively provide support for students not progressing in their coursework before they ultimately fail or withdraw from the course. Progress reports are submitted by faculty to advisors at weeks four and eight of the semester for students that are struggling in their coursework, or not attending class. Through these progress notifications, advisors can proactively reach out to discuss support services, such as tutoring, financial aid, or counseling, to help these students successfully complete the course. Since the program's inception, the percentage of first-generation students contacted by an advisor has increased, as has the success rates of first-generation students contacted by an advisor. In fall 2016, 92.9 percent of first-generation students had an advising contact and 69.3 percent of those students successfully completed their courses.

Early Alert System

Wabash Valley College (WVC) sought to improve retention rates by five percent per year during the 2015-2016 academic year by implementing early alert system during the fall 2015 semester. According to the data collected by the WVC Retention Coordinator, student retention is enhanced with progress reports for students earlier in the semester. Students that were identified as students at risk by their instructors in the first seven weeks of the semester are more likely to seek assistance and improve retention in their coursework. In coordination with the WVC support staff, faculty agreed to work on shifting the bulk of the progress reports to earlier in the semester to allow students to receive assistance. They have successfully shifted a large percentage of progress reports to before midterm for the fall semester. During the January faculty workshop, instructors shared assessment data with evidence of success stories.

The purpose of Early Alert is to identify students who are struggling and intervene with a counselor interaction early in the semester. The hope is that by identifying and intervening with students early, that retention and completion rates will increase. **Harper College** first piloted Early Alert in 2011. It began as an initiative to increase achievement of developmental students and has since been expanded to include other groups of students. As the program has grown, the alerts have been updated to distinguish between “minor alerts” and “major alerts” as well as a “kudos” option to notify students of successes in courses. The “minor alerts” triggered contact to the student encouraging a discussion with the faculty member, while the individual meeting with a Counselor remained the follow up for the “major alert.” The Early Alert program has been one of Harper’s most successful interventions and has been expanded to include over 600 students. The retention rates of students who receive an “alert” and follow up with recommended interventions are consistently higher than students who do not pursue the recommended interventions. The overall fall 2015 to spring 2016 retention rate for all Early Alert students who were received an “alert” and met with a counselor was 25 percent higher than those who did not meet with a counselor. The overall fall to spring retention rate for first time in college African American students was 76 percent; however, for those students who received a “major alert” and met with a Counselor the rate increased to 86 percent. Harper College will continue to expand the Early Alert program and use the data to encourage additional students to pursue the recommended interventions.

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Improving Transition from High School to College

Like many higher education institutions across the country, **Prairie State College** (PSC) is confronted with the dual challenge of recruiting a larger number of students to pursue Healthcare and STEM degree programs from a declining pool of high school graduates prepared to do so successfully. Given the current economic outlook, providing education and training for the district residents offers them the opportunity for economic independence and a better life. PSC has developed a Health Professions Academy (HPA) to focus on expanding and supporting opportunities for minority and economically disadvantaged students. The HPA Certified Nursing Assistance program is designed to strengthen high school academic and social preparation of eligible, diverse, and economically disadvantaged individuals to ensure their preparation for success in college and careers in health care. It provides an opportunity to gain a credit bearing, health care certification, in a field that is experiencing great shortages. The goal of the HPA pilot project was to establish a structured education pathway with one high school district covering two high schools to increase minority and disadvantaged students’ awareness and pursuit of careers in the healthcare profession, as well

as to increase the awareness and preparation for STEM education degrees and programs in the health industry. The HPA Certified Nursing Assistance program began with a small pilot cohort from two high schools in Fall 2016. The 15 high school students in the CNA cohort successfully completed the class. The CNA certificate is a stackable and portable, which will allow students to apply the credits towards a nursing degree, no matter what college they chose. The CNA certificate will also provide students an opportunity to work in a field that has flexible hours, benefits, and tuition reimbursement.

The Girls Adventuring in Design, Engineering & Technology (GADgET) program at Triton College is a 'females only' youth outreach program designed to increase the number of females entering STEM career programs.

The Girls Adventuring in Design, Engineering & Technology (GADgET) program at **Triton College** is a 'females only' youth outreach program designed to increase the number of females entering STEM career programs, such as Engineering Technology, by providing an entrepreneurship-themed summer program that incorporates peer mentoring. GADgET program is very unique as it is designed to introduce female youth between

the ages of 12 and 16 to the world of manufacturing through hands-on projects, and site visits to manufacturing facilities. The skills covered in the program, which is sponsored in part by a foundation affiliated with the Fabricators and Manufacturers Association, include CAD, entrepreneurship, academic requirements for 21st century manufacturing careers, as well as teamwork skills. GADgET is now a 2 week program. In the summer of 2016 the capacity of the program was increased from sixteen to thirty-two. The number of mentors available for the program was also increased, in addition to adding an instructor. There were 30 participants from area schools in the most recent camp conducted in the summer of 2016. Since its creation in the summer of 2011, the program has been well received by the youth, their parents, and the community.

Funded by the U.S. Department of Education (ED), Destination College, a TRiO Talent Search project, identifies and assists individuals in targeted middle and high schools who have potential to succeed in higher education. The program serves 600 qualified applicants in eight school districts and sixteen schools per year. The program also serves veterans, high school dropouts and adults who want to continue their education. Destination College provides academic, career, and financial aid advisement to its participants, as well as cultural experiences, encouraging them to overcome class, social and cultural barriers to realize their dream of a college education. **Lake Land College** received its first TRiO Talent Search grant in September 2006 and was awarded successive grants in 2011 and 2016. Each year, Destination College monitors and reports the success of program participants to the college and to the ED. The program has consistently met or exceeded the annual high school persistence, high school graduation and college attendance goals established in accordance with ED guidelines. Of the participants during the academic year 2015-2016, 75 percent of seniors who graduated enrolled in an institution of higher education by the fall term immediately following high school graduation.

Richland Community College worked with Workforce Investment Solutions (WIS) and the Education Coalition of Macon County (EdCo) to offer the Bridging the Gap Summer 2016 Math Boot Camp in order to bring students to a college-ready status. Recent high school or GED graduates ages 17 to 24 who placed into pre-college level math were eligible to attend a free four week intervention. Each agency provided resources necessary to achieve positive outcomes. Richland Community College's Mathematics Enrichment Center as well as the full-time Mathematics and Academic Specialist were designated to work with participants during the afternoons. Richland also identified Faculty Tutors appropriate to assist the participant population and provided personnel including Vice Presidents, Deans, Directors, staff and Faculty from a cross section of the campus to meet and address college transition with students.

Workforce Investment Solutions and the Education Coalition funded classroom materials including the per-person MyFoundationsLab software and the salaries of the Faculty Tutors. They also developed and funded interest specific internships. Finally, WIS and EdCo provided a culminating commencement ceremony and reception with community leaders. Long-term outcomes demonstrate the success of the Bridging the Gap Math Boot Camps as of the thirteen completers in the 2015 cohort, 100 percent enrolled in the fall 2015 term, 92 percent enrolled in the Spring 2016 term, and 69 percent successfully passed at least one math course in the first two semesters.

Pathways to Success is a course for first semester students to **Frontier Community College** that was implemented in the fall of 2014. Its goal is to prepare students with the knowledge and skills needed to successfully transition to college. Various topics are covered such as responsibility and accountability, personal and academic skills, academic and support services, diversity, and campus and community connections. There are many Pathways to Success sections available at different times and locations. This provides students with more options to fit their schedules and allows class sizes to remain small. At Frontier Community College, Pathways to Success meets once a week for one hour. In the fall 2015 semester, 74 students enrolled in Pathways to Success with 62 students completing the course. Of the 62 completers, 60 students continued to the spring 2016 semester. Of the 12 non-completers, only 3 continued to the spring semester. During the 2015-2016 school year, withdrawn hours have decreased by 56.67 percent, and Frontier Community College is maintaining 91.28 percent of student enrolled credit hours.

Degree Audit

The Office of Student Records at the **College of DuPage** has recently expanded on an initiative to identify degree completers. The focus was on students who had completed graduation requirements for the Associate in Arts (AA), Associate in Science (AS) and the Associate in General Studies (AGS) degrees, but had never petitioned to receive their degree. Through the use of a vendor product, it was possible to identify a pool of potential graduates based on graduation requirements and overall completed hours. Additional evaluation through the College's Student Information System confirmed eligibility, and those that were eligible were auto-awarded their degree. A letter was sent to each graduate congratulating them on their achievement and providing instructions on how they may obtain their diploma. Between August and December 2016, 850 credentials were awarded, using this new tool: 47 Associate in Science, 170 Associate in Arts, 633 Associate in General Studies.

The primary purpose of **Oakton Community College's** "Nearbie" Project, which was implemented in Fall 2015, is to actively assist students in their final step to degree attainment. It is a proactive communication and support program to identify and encourage students who have completed 45 or more credit hours but not completed a degree or certificate. College staff members from the Oakton Registrar Services Office inform students on the process for petitioning for graduation and/or of missing graduation requirements. This intentional outreach encourages students to see an advisor and enroll in appropriate courses to achieve their goal of degree attainment. Similar cohorts of students were identified in the Spring 2016 and Fall 2016 semesters with similar communication and information. From the Fall 2015 original cohort, the "Nearbie" Project demonstrated immediate impact on the 607 students that were identified. Active outreach resulted in 59.3 percent of students completing a degree or certificate by the end of the Fall 2016 semester. Of this group,

The purpose of the "Nearbie" Project at Oakton Community College is to actively assist students who have completed 45 or more credit hours but not completed a degree or certificate in their final step to degree attainment.

39.16 percent of the completers were students from underrepresented groups. Of the spring 2016 cohort of 583 students, 62.43 percent earned a degree or certificate by the end of the Fall 2016 semester. Of the completers, 42.31 percent were students from underrepresented groups. It is important to note that the project's effect on the retention/persistence of students from underrepresented groups is worthy of recognition, as 51 percent of eligible students from the original cohort that have persisted into the spring 2017 semester are from underrepresented groups.

In fiscal year 2013 the Financial Aid, Records, and Academic Advising Offices at **Southwestern Illinois College** partnered to advance a program entitled FA/AA Processing. This program is designed to assist financial aid recipients in staying on track with their academic program and degree requirements. With student retention and program completion as the foundation, the FA/AA process also targets the reduction of loan debt by identifying courses for which students have self-enrolled that do not meet program requirements. Degree progress/audit functionality is available directly to students so they can check their academic progress at any time. This prevents students from incurring additional debt and extending their program completion timeframe. The departmental collaboration provides a proactive approach to monitoring student enrollment and providing guidance to students as they pursue their educational goals. Since the program's inception, 30,747 students have been served, timeframe reviews have decreased, and a more effective and streamlined process flow between financial aid and academic advisement has been instituted.

Instruction/Curriculum Initiatives

The Office of Instruction at Harold Washington College promotes student success in online courses by systematically reviewing and revising online courses, leveraging new emergent technology in the online classroom and by providing direct online access to academic support with 24/7 tutor availability.

The Office of Instruction at **Harold Washington College** (HWC) promotes student success in online courses by systematically reviewing and revising online courses, leveraging new emergent technology in the online classroom and by providing direct online access to academic support with 24/7 tutor availability. The online course revision process started in spring 2016 and continues to be part of the Office of Instruction's process to provide quality

online learning for our students. A pilot program to offer online tutoring services through Pearson Smart Thinking to all students enrolled in an online Math and/or English course began in the fall 2015 semester. Due to the positive feedback, faculty in subject areas outside Math and English began requesting access for their students to the online tutoring resource in their courses. As a result, the college has expanded the use of Smart Thinking to all online courses. The course revision process intentionally identifies online courses in need of revision and drives the investment of academic and design that contribute to improved student success. In addition, it has allowed the college to focus on additional steps that need to be considered in assuring quality of the online learning program. This includes revising student and faculty orientations, integrating quick guides into the Learning Management System, and improving the college's assessment, and students' self-assessment, around online readiness. Of the approximately 900 students in online Math and English in the fall 2015 semester, 73 students took advantage of the tutoring service one or more times during the semester. Those 73 students took part in a total of 401 sessions equaling 325 hours of academic support throughout the semester. Approximately 65 percent of the students using Smart Thinking submitted at least one survey during the semester and the overall satisfaction rate with the tutors and service was 100 percent positive.

The purpose of the Flipped Classroom is to provide students with an alternate method for learning. It is a method of teaching that switches, or “flips”, the course elements of lecture and homework. Instead of hearing a lecture during class, students view short instructional videos and review materials prior to class time. Instead of doing homework outside of class, students work on assigned exercises and projects in class. This allows students to have an access to the professor while working on assignments, enabling the students to better understand the material. Students, who normally would not ask questions and struggle with their homework, even to the point of doing it wrong or not doing it at all, now feel empowered to talk about the homework during class. The professor also has students in groups, so it leads to increased discussion. At **John Wood Community College** the Flipped Classroom began in the 2015-16 academic year with accounting classes. The accounting professor sees increased understanding of the material and improvements in learning and will continue to assess and improve the Flipped Classroom. Other professors are working towards implementing this method of teaching.

After being charged to collaborate and work through the Illinois Eastern Community College (IECC) course catalog to identify courses that were similar in context across different curriculums and to eliminate course duplications, the Advisor Council began creating the Career Pathways documents in May 2015. The set of 12 Career Pathways documents was completed on February 2016. The purpose of the Career Pathways documents is to provide students with a clear and concise tool that identifies courses and transferability between Programs of Study to increase student awareness and success. The documents show what courses overlap in related programs within a pathway and provide a visual aid for discussion allowing students to see what courses are required for multiple programs within a given pathway. If a student decides to change his or her program of study, the document acts a guide for choosing another program either within the same pathway or within a different pathway. Advisor contact information for the corresponding degree and certificate programs are also listed on the Career Pathways documents. This advising tool allows students and advisors to have current and easily accessible information to display and explain the career pathway options available at **Wabash Valley College** and other three Illinois Eastern Community Colleges.

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Danville Area Community College (DACC) has partnered with the Danville Housing Authority (DHA) to provide a Getting Ahead Curriculum, which targets individuals who have grown up in generational poverty. While the initial course offerings were provided on the DACC campus, the College decided to offer the course onsite at the DHA. Students participating in the Getting Ahead curriculum learn to understand and adopt successful life strategies and function effectively in the middle class environment of education and employment. They are introduced to the mental models of generational poverty, along with the mental models of the middle and the upper classes, and learn to apply these concepts to their own environment. The curriculum works to influence the mindsets and actions of everyone involved - the students in poverty, social service agencies, the college, community leaders, and businesses and employers. Qualitative data was extracted from the participants to scale-up the program in FY 2017. Transportation, computer literacy, employment preparation, and equipment needs were identified and supplied. Vermilion County Works (Danville’s Workforce Innovation and Opportunity Act/WIOA entity), GED classes, computer literacy through Community Education, and Small Business Development Center services are all active partners/services onsite now.

Course Registration/Placement Initiatives

During Fiscal Year 2016, the **Lincoln Trail College** Career Advisor piloted a process to provide students with an opportunity to participate in a group registration. This opportunity was extended to the Broadband Telecom freshman class during fiscal year 2016 as a trial, with the intention to expand the process to other programs in following years. The main goal of this practice is to simplify the registration process for students in the career and technical education programs available at Lincoln Trail College. The process of group registration was put into action again during the registration for fall semester in April 2016. The group registration allows for action to be initiated by the Career Advisor through arranging a time to meet with the students at the end of a class and to go to the students directly. This meant that the group enrollment process allowed for ease of access to the registration process for students. The Broadband Telecom is housed in a separate building. By traveling to the students instead of requiring them to travel to the advisor, this also helped to ease access to registration. One strong retention benefit was that group registration allowed students to form an early commitment to classes in the following semester. This helped to benefit the retention process by creating a bridge from the end of one semester to the beginning of the next.

Faculty Assisted Advising and Registration (FAAR) at **Black Hawk College** (BHC) was designed to enable students currently enrolled in Career and Technical Education (CTE) programs a convenient way to register for the next semester with the assistance of program faculty and an academic advisor. Perkins staff, program faculty, and advisors collaborate to schedule FAAR sessions for CTE programs during the first week of registration for the next semester. FAAR sessions are held for each program during current class sessions so that students do not have to schedule an appointment with an advisor. During FAAR students are able to complete a degree audit and work with a faculty member to insure that they are on track for degree completion. Attendees are also able to complete graduation applications as well as receive faculty overrides for course prerequisites currently in progress. Results from an online student satisfaction with FAAR survey conducted following the November 2015 session showed that 66.7 percent of the respondents were able to complete a degree plan, 66.7 percent rated the experience as beneficial, and 33.3 percent rated it very beneficial. Of the 58 students who participated in the November 2016 FAAR, 7 completed AAS degrees, 2 completed transfer degrees, and 7 completed certificates. Thirty of the students were still enrolled in the 2016 fall semester and 21 of those students are currently enrolled.

As a result of its limited predictive ability, ACT stopped offering COMPASS placement exams nationwide in November 2016. Large-scale, standardized testing has long been critiqued for racial and class bias; one of the major concerns about COMPASS was how it affected students of color, particularly since those students are overrepresented in developmental coursework. Consequently, new English and reading placement test was piloted in the summer of 2016 at **Prairie State**

New English and reading placement test was piloted in the summer of 2016 at Prairie State College with the intent of giving students a greater chance to be placed in the correct courses, improving student success and thus increasing retention in gateway courses.

College with the intent of giving students a greater chance to be placed in the correct courses, improving student success and thus increasing retention in gateway courses. It was fully implemented in November 2016. The focus was on how to assess students' reading abilities and combine that with the College's current writing placement to give students one placement in reading and writing. During the pilot, students took both the COMPASS Reading test and the new test so we could establish reliability of the new placement tool. The Placement Committee collected 101 samples and assessed those tests according to the new placement test rubric. The new placement results were compared to COMPASS placement results, to

evaluate how many students would be placed into more appropriate courses. The new placement test requires students to read, annotate, and summarize an article. In addition, students are required to write an essay answering an essay prompt that is related to the article they have read. More emphasis is placed on the student's understanding of the article and less emphasis on how the student summarizes as summarizing is taught in English 101.

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. During calendar year 2016, JALC's Director of Diversity and Inclusion requested that two surveys regarding the College's campus climate and diversity be developed and disseminated to students and JALC employees. The purpose of these two surveys was to provide insight into areas in which the College may foster improvement regarding the overall environment for a diverse student/faculty/staff population. As was reported in the last year's Underrepresented Groups Report, the survey for students was distributed during the spring 2016 semester. The survey to faculty/staff was distributed during the fall 2016 semester. The total of 402 students and 166 faculty and staff members participated in 2016 Campus Climate Survey on Diversity. A complete review of the results of these two surveys is currently underway and a report on the results of actions taken will be reported in the College's 2018 Underrepresented Groups Report.

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