

**FISCAL YEAR 2014  
ILLINOIS COMMUNITY COLLEGE SYSTEM  
SELECTED PROGRAMS AND SERVICES FOR  
UNDERREPRESENTED GROUPS**

**FOCUS AREA:**

**CLOSING THE ACHIEVEMENT GAP  
AND  
INCREASING COLLEGE CREDENTIALS**

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## Introduction

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

This year’s report begins with an overview of the demographic characteristics of community college students, completers, and faculty. External comparative information is referenced where available. The next portion of the report explores the current year’s focus topic: *closing the achievement gap and increasing college credentials for underrepresented groups*. The “achievement gap” in education refers to the differences in academic performance between groups of students of different backgrounds that have been documented with respect to students’ ethnic, racial, gender, English language learner, disability, and income status. The achievement gap may be visible in grades, college-completion rates, dropout rates, or other success measures. Summaries of strategies for closing the achievement gap and increasing college credentials through partnerships resulting in promising initiatives as well as services and programs that positively impact student performance and educational attainment at selected community colleges are featured in this year’s report.

## Demographic Information

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

**Disability Status** – During fiscal year 2014, Illinois community colleges served 15,540 students with disabilities (2.4 percent of all credit enrollments). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Annual Students with Disabilities (SD) Submission and who used supportive services offered by colleges. In addition, there were 1,921 students with disabilities who did not use supportive services during fiscal year 2014.

Based on the unduplicated count of Students with Disabilities who self-reported and used supportive services, specific disabilities listed were **Learning** including ADHD (58.2 percent of reported disabilities); **Auditory** (3.6 percent); **Medical** including Acquired Brain Injury disability and Systemic/Chronic Health Problems (9.1 percent); **Mobility** (4.6 percent); **Psychological** (18.7 percent); **Visual** (2.6 percent) and **Other** including Speech/Language Impairment and Deaf-Blind and Developmental disabilities (3.4 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 89.4 percent of reported disabilities. Of those services used, based on unduplicated count, more than one-half (58.2 percent) were used by students with Learning Disabilities including ADHD (2014 Student Disability Table).

Census figures show a substantial number of Illinoisans with disabilities. In the 2014 Illinois census estimate, 8.4 percent of all Illinois civilian non-institutionalized population between the ages of 18 and 64 years of age had a disability. Nearly one fourth (22.2 percent) of Illinois population age 16 and over with disabilities was employed. (<http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t> Select Illinois→ Disability Characteristics Table and Selected Economic Characteristics for the Civilian Noninstitutionalized Population by Disability Status Table)

**Gender** – The overall Male/Female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 53.2 percent of the student population in fiscal year 2014. The percentage of Male students has averaged 45.8 percent over the past five years. Census data show little change in the proportion of Females in Illinois with 50.9 percent estimated in 2014 versus 51.0 percent in 2010 and 2000. (<http://quickfacts.census.gov/qfd/states/17000.html>) From 2010 to 2014, the number of Female students completing degree programs increased 16.9 percent while the number of Female students enrolled in Illinois community college degree courses decreased 12.2 percent. (ICCB FY2010 and FY2014 Annual Student Enrollment and Completion Report)

**Age** – The average age of Illinois community college credit students was 29.8 years in fiscal year 2014 showing a slight decrease from fiscal year 2013 (30.0). The median age was 24.5 years in fiscal year 2014, which is also lower than last year (24.8). According to the 2014 population estimates, the median age of all Illinoisans was estimated to be 37.5 years. The latest census estimates also show that over three-quarters (76.8 percent) of all Illinoisans were 18 years of age or above. (ICCB FY2014 Annual Student Enrollment and Completion Report and <http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t> Select Illinois→ Age and Sex Table)

**State of Illinois' Racial/Ethnic Distribution** – State census data show that Illinois' population grew over 12.88 million in 2014 compared to 12.83 million in 2010, and 12.42 million in 2000. (<http://www.census.gov/census2000/states/il.html>, <http://www.census.gov/2010census> Select Illinois, and 2015 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf)) These

detailed Illinois census data indicate that the state’s population grew 3.7 percent between 2000 and 2014. Illinois’ 2014 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 2014, as the percent of Caucasians decreased from 73.5 percent to 70.8 percent of the population. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2015 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf))

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2014 census data. The 2014 census data showed that 1.8 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 2014 data in the table. These duplicated Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,152,974 in 2014. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2015 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf))

Illinois’ largest minority group in 2000 was African American and in 2014 was Latino. Compared to 2000, African American counts in 2014 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.4 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.7 percent.

	<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>
<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2010</b>	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%
<b>2014</b>	70.8%	14.7%	5.4%	0.6%	8.6%	16.7%

\*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 & 2015 Index of Need, Table 1.

**Racial/Ethnic Distribution in Community College System Credit Programs**

– Overall in fiscal year 2014, minority students accounted for 40.7 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Fiscal year 2014 data show that minority representation was similar to the prior year (fiscal year 2013 = 40.2 percent). Fiscal year 2014 results are above the five-year average (39.1 percent). Students identifying themselves as Hispanic/Latino students – 116,319 in fiscal year 2014 – accounted for the largest number of minority enrollments this year. African American students – 103,591 in fiscal year 2014 – constitute the second largest minority group in the latest data. The fiscal year 2014 proportionate representation by Hispanic/Latino students was higher by nearly one percentage point in comparison to the prior year (18.5 percent in fiscal year 2014 versus 17.6 percent in fiscal year 2013). While African American students accounted for the largest number of minority enrollments in fiscal year 2012 for the first time since fiscal year 1999, the fiscal year 2014 African American student proportional representation was lower in

*Students identifying themselves as Hispanic/Latino – 116,319 in fiscal year 2014 – accounted for the largest number of minority enrollments in the Illinois Community College System this year.*

comparison to the prior year (16.5 percent in fiscal year 2014 versus 16.9 percent in fiscal year 2013). Over the longer term – over the past five years – a decrease in the Illinois Community College System’s enrollments was noted among Asian Americans (-8.5 percent), African Americans (-6.2 percent), and Non-Resident Aliens (-42.6 percent) while an increase was noted among Native Americans/Alaskans (32.6 percent) and Hispanic/Latinos (1.6 percent).

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 (76.2 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2014, both Hispanic/Latino students and African American students accounted for more than one-third of the adult education enrollments (38.1 percent and 35.0 percent, respectively). Additionally, minority students accounted for nearly nine out of every ten (85.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2014. Hispanic/Latino students accounted for over two-thirds (69.9 percent) of the community college ESL students, followed by Asian American students (10.2 percent).

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Minority Subtotal</i>
<b>ABE/ASE %</b>	<b>35.0%</b>	<b>38.1%</b>	<b>2.4%</b>	<b>0.1%</b>	<b>0.4%</b>	<b>0.1%</b>	<b>76.2%</b>
Number	13,602	14,804	951	25	164	39	29,585
<b>ESL %</b>	<b>4.5%</b>	<b>69.9%</b>	<b>10.2%</b>	<b>0.5%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>85.3%</b>
Number	1,662	25,841	3,774	200	24	65	31,566

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

Table 3 provides the distribution of minority students enrolled in Baccalaureate/Transfer and Career/Technical programs. During fiscal year 2014, minorities comprised nearly four out of every ten (35.4 percent) Baccalaureate/Transfer enrollees. An examination of each minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that African American students accounted for the largest minority group enrollments (14.8 percent), followed by Hispanic/Latino students (14.5 percent), Asian American students (5.0 percent), Native American students (0.5 percent), Pacific Islander students (0.3 percent), and Nonresident Alien students (0.3 percent). Table 3 also shows that about three out of every ten students enrolled in career and technical programs were members of a minority group (31.8 percent). African American students had the highest representation among minorities in Career/Technical programs and accounted for 14.7 percent of the population. Hispanic/Latino students had the second largest Career/Technical program enrollment (12.0 percent), followed by Asian American students (4.0 percent), Native American students (0.5 percent), Pacific Islander students (0.3 percent), and Nonresident Alien students (0.2 percent).

<i>Table 3</i> <i>Fiscal Year 2014 Minority Students Enrolled in</i> <i>Baccalaureate Transfer and Career and Technical 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>Minority Subtotal</i>
<b>Bacc./Transfer %</b>	<b>14.8%</b>	<b>14.5%</b>	<b>5.0%</b>	<b>0.3%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>35.4%</b>
Number	42,347	41,714	14,242	874	1,457	911	101,545
<b>Career/Tech. %</b>	<b>14.7%</b>	<b>12.0%</b>	<b>4.0%</b>	<b>0.2%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>31.8%</b>
Number	25,355	20,780	6,894	413	929	503	54,874

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

**First Generation College Students** – Students whose parents did not attend college are at a disadvantage when it comes to postsecondary access. First generation college students who managed to overcome barriers to access and enroll in postsecondary education, remain at a disadvantage with respect to staying enrolled and attaining a degree (Choy, 2001). In 2012, Illinois statute recognized the category of first generation students as an underrepresented group needing inclusion in the Underrepresented Groups annual report. Table 4 contains comparative data (fiscal year 2010 through fiscal year 2014) on the first generation college student enrollments. Fiscal year 2014 first generation college student enrollment decreased by 8.5 percent compared to last year and by 3 percent compared to fiscal year 2010. The overall enrollments continue to decline. About every other student in the Illinois Community College System is a first generation college student.

<i>Table 4</i> <i>Fiscal Years 2010-2014 First Generation College Student Enrollment in</i> <i>the Illinois Community College System</i>							
	FY10	FY11	FY12	FY13	FY14	One-Year % Change	Five-Year % Change
First Gen. College Student Enrollment	302,903	323,605	355,941	321,006	293,689	-8.5%	-3.0%
Annual Enrollment	730,335	716,797	713,396	691,536	659,712	-4.6%	-9.7%
Enrollment Rate of First Generation College Students	<b>41.5%</b>	<b>45.1%</b>	<b>49.9%</b>	<b>46.4%</b>	<b>44.5%</b>		

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2014. 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 2014.

**Credential Attainment** – Across all minority groups in 2014, Career/Technical program graduates far outnumbered Baccalaureate/ Transfer program graduates. Table 5a shows that during fiscal year 2014, nearly three times more minorities completed Career/Technical programs (N = 15,504) than Baccalaureate/Transfer programs (N = 5,627). Minority students accounted for 33.3 percent of all Career/Technical graduates, compared to 28.8 percent of Baccalaureate/Transfer graduates. African American students accounted for the largest minority group completions in Career/Technical programs (15.3 percent), followed by Hispanic/Latino students (11.9 percent), Asian American students (5.2 percent), Native American students (0.5 percent), Pacific Islander students (0.2 percent), and Nonresident Alien students (0.2 percent). The fiscal year 2014 proportional representation of the Hispanic/Latino Baccalaureate/Transfer graduates (14.0 percent) was higher by 1.3 percentage points in comparison to the prior year (12.7 percent). Hispanic/Latino students accounted for the largest group of Baccalaureate/Transfer minority graduates (14.0 percent), followed by African American students (9.6 percent), Asian students (4.1 percent), Nonresident Alien students (0.4 percent), Native American students (0.4 percent), and Pacific Islander students (0.4 percent).

*During fiscal year 2014, there were nearly three times as many minorities completing Career/ Technical programs as minorities completing Baccalaureate/ Transfer programs.*

<i>Table 5a Fiscal Year 2014 Minority Student <u>Completers</u> in Baccalaureate Transfer and Career and Technical 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>Minority Subtotal</i>
<b>Bacc./Transfer %</b>	<b>9.6%</b>	<b>14.0%</b>	<b>4.1%</b>	<b>0.4%</b>	<b>0.4%</b>	<b>0.4%</b>	<b>28.8%</b>
Number	1,868	2,734	807	77	72	66	5,627
<b>Career/Tech. %</b>	<b>15.3%</b>	<b>11.9%</b>	<b>5.2%</b>	<b>0.2%</b>	<b>0.5%</b>	<b>0.2%</b>	<b>33.3%</b>
Number	7,105	5,555	2,411	108	212	113	15,504

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

Table 5b provides a comparison of fiscal year 2010 through fiscal year 2014 completions in the Illinois Community College System by race/ethnicity. The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2014 totaled 69,812. Nearly one-third (32.7 percent) of all degrees and certificates in fiscal year 2014 were awarded to minority students (nonwhite) whose race/ethnicity was known. Compared to last year, increases in completions were noted for African American students (7.5 percent), Hispanic/Latino students (6.7 percent), Asian American students (3.0 percent), Nonresident Alien students (26.0 percent), and Native American students (21.2 percent). There has been a decrease in minority completions among Pacific Islander students (-19.3 percent) since last year. Compared to fiscal year 2010, the total number of minority completers increased 31.3 percent.

<i>Table 5b</i>							
<i>Fiscal Years 2010-2014 Student <u>Completers</u> in the Illinois Community College System by Race/Ethnicity</i>							
<i>Race/Ethnicity</i>	FY10	FY11	FY12	FY13	FY14	One-Year % Change	Five-Year % Change
<i>White</i>	38,015	41,316	42,439	45,010	44,337	-1.5%	16.6%
<i>African American</i>	8,427	8,381	8,380	9,156	9,842	7.5%	16.8%
<i>Hispanic/Latino</i>	5,633	6,121	7,274	8,260	8,813	6.7%	56.5%
<i>Asian American</i>	2,942	2,844	3,116	3,378	3,481	3.0%	18.3%
<i>Nonresident Alien</i>	207	148	164	150	189	26.0%	-8.7%
<i>Native American</i>	170	241	259	255	309	21.2%	81.8%
<i>Pacific Islander</i>	--	211	165	238	192	-19.3%	--
<i>Unknown</i>	1,490	2,276	2,449	2,589	2,649	2.3%	77.8%
<b><i>Minority Subtotal</i></b>	<b>17,379</b>	<b>17,946</b>	<b>19,358</b>	<b>21,437</b>	<b>22,826</b>	<b>6.5%</b>	<b>31.3%</b>

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 6 contains trend data (fiscal year 2010 through fiscal year 2014) on student completers by gender. During fiscal year 2014, more than half of degrees and certificates were earned by females (54.0 percent). The number of male completers increased 4.5 percent while the number of female completers decreased 1.6 percent compared to the previous fiscal year. When compared to fiscal year 2010, the number of both male completers increased by about 30 percent and the number of female completers by nearly 20 percent.

<i>Table 6</i>							
<i>Fiscal Years 2010-2014 Student <u>Completers</u> in the Illinois Community College System by Gender</i>							
<i>Gender</i>	FY10	FY11	FY12	FY13	FY14	One-Year % Change	Five-Year % Change
<i>Male</i>	24,620	26,625	28,184	30,711	32,106	4.5%	30.4%
<i>Female</i>	32,264	34,913	36,062	38,325	37,706	-1.6%	16.9%

SOURCE OF DATA: Annual Enrollment and Completion (A1)

**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.

*In fiscal year 2014, minority faculty and staff accounted for 17.6 percent of tenured faculty/officials and managers, 15.0 percent of non-tenured faculty, 25.1 percent of professional staff/protective service workers, 28.8 percent of office and clerical/para-professionals, and 42.2 percent of service maintenance employees.*

Table 7 shows that in fiscal year 2014, minority faculty and staff accounted for 17.6 percent of tenured faculty/officials and managers, 15.0 percent of non-tenured faculty, 25.1 percent of professional staff/protective service workers, 28.8 percent of office and clerical/para-professionals, and 42.2 percent of service maintenance employees.

Compared to previous fiscal year, in fiscal year 2014 minority representation among tenured faculty/officials and managers decreased 0.3 percent, among non-tenured faculty increased 1.9 percent, among professional staff/protective service workers increased 4.8 percent, among office and clerical/para-professionals decreased 4.5 percent and was up 3.3 percent among service maintenance workers.

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 Council on Education (2013) found that a diverse faculty promotes a positive learning environment for both minorities and Caucasians.

**Table 7**  
**Fiscal Year 2014 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	Other
African American % Number	10.2% 630	7.8% 1,450	14.8% 1,460	14.9% 709	25.2% 755*	0.0% 0
Hispanic/Latino % Number	3.5% 217	3.2% 596*	6.7% 664*	10.9% 521	15.3% 458	0.0% 0
Asian % Number	3.6% 220	3.6% 661	3.1% 308*	2.7% 128*	1.1% 33	0.0% 0
Native American % Number	0.2% 14	0.3% 53	0.3% 30	0.3% 14	0.4% 12	0.0% 0
Non-Resident Alien % Number	0.0% 3	0.1% 23	0.0% 3	0.0% 0	0.0% 1	0.0% 0
Pacific Islander % Number	0.1% 5	0.1% 16	0.2% 20	0.1% 5	0.1% 4	0.0% 0
Minority Subtotal % Number	17.6% 1,089	15.0% 2,799*	25.1% 2,485*	28.8% 1,377*	42.2% 1,263*	0.0% 0

\*includes revised college figures

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

## Best Practices

The following section provides information about best practices for closing achievement gaps and increasing college credentials and educational attainment from the Illinois Community College System in fiscal year 2014. The summaries of partnership initiatives such as alignment across secondary and postsecondary education, collaboration of adult education and academic and student support divisions of community colleges, and education and employer/workforce agency partnerships, as well as initiatives targeting developmental education and first-time college students, services for students including students with disabilities and minority students, and initiatives such as those targeting instruction and degree audit provide helpful information about project components and outcomes.

### Alignment across Secondary and Postsecondary Education

The goals of dual credit/dual enrollment program at **Moraine Valley Community College (MVCC)**, which are aligned with the goals of the Illinois Dual Credit Quality act, are to reduce college costs, shorten time to degree completion, improve the curriculum for high school students and the alignment of the curriculum with college and work place expectations, facilitate the transition between high school and college, enhance communication between high schools and colleges, and offer opportunities for improving degree attainment for underserved student populations. The program originally began at MVCC in 2005. In January 2010, the college centralized the oversight of dual credit and dual enrollment courses in the recently renamed Learning Enrichment and College Readiness subdivision and created a five-year strategic plan to align the courses with the college. As of January 2014, the college recentralized the oversight of dual credit and dual enrollment courses in the Student Success Center. Also, a task force that consisted of high school and college partners has recently completed a research study of the Mechanical Design and Drafting Program, called Pathways to Results (PTR), and identified problems/areas for improvement at multiple stages of the high school to college transition process. The dual credit/dual enrollment program has continued to partner with Career Program/Nursing staff and six area high schools to offer the Basic Nurse Assistant Training (BNAT) Dual Enrollment course section for the spring 2014 semester. The direct correlation between earning dual credit and college success are evident in those who attended MVCC. According to MVCC Office of Institutional Research, 93.1 percent of Hispanic students and 100 percent of African-American students went to college after earning dual credit. The data indicates the increase of enrollment and retention of underrepresented populations who participated in dual credit.

*The goals of dual credit/dual enrollment program, are to reduce college costs, shorten time to degree completion, improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations, facilitate the transition between high school and college, enhance communication between high schools and colleges, and offer opportunities for improving degree attainment for underserved student population*

The purpose of the partnership created between **Rock Valley College (RVC)** faculty and two high school partners is to increase the college math readiness of students by teaching the upper most developmental college course, MTH 096A (Mathematical Literacy for College Students), in a yearlong course offered at Rockford Jefferson High School and Byron High School during the 2014-2015 academic year. From January to April 2014, RVC Developmental Math faculty trained and mentored the high school teachers who would be teaching the course in the high schools. During that same approximate time frame, students were selected to participate in the program set to begin in fall 2014 by completing the Math portion of the ACCUPLACER placement test. Interested students also completed the ACT Engage College assessment in

order to measure students' behaviors and psychosocial attributes; attended a college prep workshop to understand college expectations, the benefits of the course, how to use RVC technology and how to continue their education at RVC. Although the program is still in its pilot stage of implementation, evaluation of the instructor training and discussions with the high school teachers have indicated initial success with this program.

**Illinois Valley Community College (IVCC)** developed partnerships with local high schools to work on curriculum alignment through the Bridging the Gap grant that the college received for the first time in 2013. This alignment, which is the goal of P-20 outreach and participation initiatives, is an attempt to improve the college's developmental education outcomes. The grant was renewed for the 2014-2015 academic year and redesigned pilot programs in math and English were implemented with promising results. Currently, nine feeder high schools are participating in the ongoing work. In addition, two school districts have requested that IVCC participates in improving their college readiness activities. The college has designed goals with these partners to complete the work outlined for the P-20 Regional Network and the P-20 Readiness Academy that IVCC joined in 2015. The Regional Network is committed to development of financial literacy activities, effective student support services, regional peer mentoring structures, and curriculum alignment. Illinois P-20 Readiness Academy is an ICCB initiative to share best practices among Illinois community colleges. IVCC has partnered with La Salle-Peru and Mendota high schools to explore the delivery of college preparatory curriculum through the mechanism of senior year coursework curriculum. The effort is designed to help students not required to complete senior year coursework to remain skilled in math and English in preparation for entrance to college after completing their senior year.

*Paying for College workshops at Spoon River College (SRC) provide an opportunity to speak to district residents about the ways to fund college.*

Paying for College workshops at **Spoon River College (SRC)** provide an opportunity to speak to district residents about the ways to fund college. The presentations include detailed information on the importance of applying for financial aid and local and institutional scholarships. Discussion includes the different federal and state aid programs as well as loan options. The workshops are held at SRC's in-district high schools in the evening

hours allowing parents to attend. The importance of meeting deadlines is stressed including completing the Free Application for Federal Student Aid early in the calendar year before state funds (MAP) are exhausted. Paying for College workshops have been offered at SRC since 1996. To date, all high schools in the district participate in Paying for College workshop offerings. The fall 2014 visits experienced higher overall attendance. They were scheduled to be on the same night as Parent/Teacher conferences, which may have contributed to the increased attendance.

**Morton College** has established several high-impact practices to better facilitate student success. To this end, the student orientation, *PantherPalooza*, was re-designed in order to effectively transition new students to Morton College. The new student orientation began in 2011. Since the initial attempt, the program has been reinvented and has grown to make an impact onto the new student population. This has been an ongoing Academic and Student Affairs collaboration. Beginning with the fall 2013 semester, Morton College moved to offer multiple orientation sessions throughout the academic year. The sessions are aligned with peak registration periods. The intent is to be able to reach the maximum amount of students prior to registering for courses. The new program session design offers new students the opportunity to meet key personnel, academic advisors, and register for their first semester of courses. *PantherPalooza* sessions are intended to acquaint new students to the resources available, as well as the expectations of all members of the college community.

The purpose of the on-site registration at **Frontier Community College**, which was implemented in fall 2013, is to strengthen partnership between the college and high schools and build a strong relationship with surrounding rural communities. Frontier Community College is located in Fairfield, IL but has a number of rural high schools within the district. Along with dual credit, Frontier provides night classes at each of the surrounding high schools. Frontier Community College Student Services works with local guidance counselors to set on-site registration at these high schools. This service provides advising appointments to those communities who may not have time during the day to travel to Frontier. An advisor will travel to an assigned high school to spend an evening registering students including high school level, traditional, non-traditional, and community education. During fall registration advisors visited three area high schools for on-site visits registering 13 students for night classes or community education. During spring registration advisors were able to register 14 students.

**Kankakee Community College (KCC)** was one of four community colleges that participated in the Solar for Schools Training Program for middle and high school teachers in rural areas, which was implemented in 2013. The pilot teamed postsecondary schools with rural schools to achieve the program's objectives: to engage teachers and students in energy education, specifically targeting solar energy, to demonstrate that solar energy offers an alternative energy source and an economic future for America, and to equip students with knowledge of solar energy systems in order to provide the growing U.S. solar industry with interested and prepared solar energy professionals. The pilot was developed and managed by the Illinois Green Economy Network and the Illinois State University Center for Renewable Energy Program. KCC prioritized recruitment of high school students in Pembroke Township, the most impoverished township in KCC's district. The pilot ended in 2014 but KCC's leadership of this program is continuing to build the pipeline for minority students residing in Pembroke Township to KCC's renewable energy certificate and degree programs.

**Highland Community College (HCC)** is located in a rural area of the state and is the only location providing face-to-face higher education in the district. The college's partnerships with area high schools include extensive opportunities for dual credit, early college, leadership programming, and vocational education. The 'Careers to Consider' event, which was implemented at HCC in the fall of 2012, extends HCC partnership with an area high school in an effort to encourage students to explore non-traditional career fields early in high school. In order to help the students learn about new career possibilities, they participate in activities focused on four different career areas during the event. The students select two areas they would like to explore, and they are assigned to two other areas. Students are purposely assigned to at least one non-traditional career area, such as females may be assigned to auto body, wind technology, or another area predominantly employing males, and males may be assigned to nursing, cosmetology or another field predominantly employing females. The fact that the students are given an opportunity to self-select some of the participation areas, and that they rotate to four different career areas during the visit, helps ensure that the students will leave with at least one area that touches on their particular skills or interests.

*The 'Careers to Consider' event extends **Highland Community College's** partnership with an area high school in an effort to encourage students to explore non-traditional career fields early in high school.*

The Summer Manufacturing Program (SMP) is a strategic education and work force training partnership initiative between **Rock Valley College**, Rockford Public School (RPS) District 205 and Woodward, Inc. The program began in the summer of 2012 and was funded by a grant from The Century Club, a local charity. The program continued through the summers of 2013 and 2014 and was funded by a grant from a former Illinois State Representative, Chuck Jefferson. RPS205 students who achieved a Gold or Silver on

the ACT Work Keys test, but were self-identified as not college bound, were targeted for participation in this program. The goal of this program is to train recent High School graduates for skilled labor positions with local manufacturing companies. A secondary goal is to ensure that students gain employment with companies that offer financial incentive programs for continuing post-secondary education and training. Most students are from low income families and six percent of students are homeless. The number of Rockford area companies who hired students out of this program grew from two in 2012 and 2013 to six in 2014.

The Black Teen Summit is an event for black high school upperclassmen offered at **Oakton Community College** in February each year. The Black Teen Summit is collaboration between Oakton's Student Recruitment and Outreach staff and local high schools. The program's goal is to engage them in the college search process by showcasing different types of colleges and degrees, and by connecting them to college admissions professionals who can assist them through their college search/application process, and to introduce them to successful role models who have been through similar challenges and can serve as guides to these young black students. High school counselors promote and attend the event annually. Feedback from the event evaluations has always been positive, and attendance continues to grow each year.

The College to Careers (C2C) program forges partnerships between City Colleges and industry leaders to better align City Colleges' curricula with the demand in growing fields. These partnerships provide City Colleges' students access to real-world experience via teacher-practitioners, internships and top-notch facilities, and offer City Colleges' students and graduates a first pass at job opportunities. Transportation, Distribution & Logistics (TDL) program is headquartered at OHC. In 2013, **Olive-Harvey College** (OHC) began the initiative of enhancing the City Colleges of

*The College to Careers (C2C) program forges partnerships between City Colleges and industry leaders to better align City Colleges' curricula with the demand in growing fields.*

Chicago (CCC) and Chicago Public Schools (CPS) partnerships through its Early College Coordinator with the goal to build a pipeline of students to C2C/TDL. As a result, the number of high schools offering dual enrollment programs for OHC's students has increased significantly. In fall 2014, eight high schools were participating in the dual enrollment program and four high schools participating in dual credit program with 189 students enrolled. The strategies include OHC/C2C staff visiting high school's Senior Seminar course to discuss careers in TDL and educational opportunities at OHC and the Lunch and Learn lesson, during which a TDL employee discusses his/her occupational field with high school students.

### **Collaboration of Adult Education with Academic and Student Support Divisions**

In July 2014, Adult Education Department and Nursing Department at **Kaskaskia College** launched the Certified Nurse Assistant Plus (CNA-Plus) Program. CNA-Plus is an accelerated learning program for adult education students. The program provides adult education students an opportunity to earn a Nurse Assistant Certificate in four months in conjunction with their high school equivalency credentials. The instructional methodology of the CNA-Plus consists of using team teaching as part of the instructional activities of the program. The team teaching mandates collaboration between the adult education and the career technical instructors to develop lesson plans and implement direct explicit instruction in the classroom. The approach is built upon the expectation that the quality and content of the instructional services will minimize the likelihood that adult learners will need to enroll in remedial college courses upon high school equivalency graduates deciding to pursue additional career and technical certifications to meet their career goals. The CNA-Plus Program continues to be offered as an accelerated learning program for

adult learners to establish career pathways to fulfill their career goals.

The purpose of the Adult Career Pathway to Healthcare Careers program at **Lincoln Land Community College** is to provide students who are enrolled in an adult education course, or who are lacking in basic reading, writing and/or math skills, an opportunity to complete college credit coursework and earn at least one industry recognized credential. Most students are low-income and first generation college students, with multiple barriers to overcome. The pathways program utilizes contextualized curriculum; is linked to the labor market; includes embedded student supports; and has stackable certificates enabling the learner to matriculate to higher levels of learning. The program has been funded by the Accelerating Opportunities grant and the pathway has evolved over the last several years. Of the 111 enrolled students in the program to date, 78 percent earned some college credit, 52 percent earned the Basic Nurse Assistant Certificate of Completion, and 39 percent passed the state certification exam for Certified Nursing Assistant.

*The AO-I-CAPS Industry Field Experiences program at **Black Hawk College** provides industry-recognized credentials, which are integrated with basic skills for Adult Education students, through partnerships with Career and Technical Education.*

The AO-I-CAPS Industry Field Experiences program at **Black Hawk College** (BHC) provides industry-recognized credentials, which are integrated with basic skills for Adult Education students, through partnerships with Career and Technical Education. Illinois' Integrated Career and Academic Preparation System (ICAPS) program is part of the national Accelerated Opportunity (AO) initiative. Classes are team taught with an Adult Education instructor and various content instructors. Intensive support services are provided by both Adult Education and Perkins department support staff

during the duration of the course work. Students are also required to attend an Adult Education contextualized support class throughout the program year where they receive basic skills instruction, additional course support, tutoring, and connections with other college departments and connect with industry via classroom presentations and site visits to area employers. The pilot year consisted of the first cohort of seven English as Second Language (ESL) students completing a total of 14 credentials/certificates in the career pathway area of Manufacturing: Computer Numerical Control (CNC).

To increase the number of GED recipients who transition to college, Illinois Eastern Community Colleges (IECC) have established adult education bridge programs in career pathways which are in high demand and have high wages. The health care pathway has been identified as one with local job opportunities that provide family sustaining wages. In 2014, **Olney Central College** (OCC) held a highly successful Adult Education health care bridge program. A well trained GED teacher taught the academic component of the bridge and a nursing faculty member taught the health occupations component. Field trips to health care facilities and presentations from health care staff helped students understand what skills and duties are involved in the different health care careers and select the best career for them. The academic component of the bridge covered reading, writing, and math contextualized to the health care field. The textbooks used were all oriented to health care. The ICCB approved Health Care Bridge Curriculum was used throughout the program. One semester after the bridge one hundred percent of its participants enrolled at OCC. Fifty percent of the students took the CNA course. All of those who took the CNA course successfully completed it and passed their CNA licensure exam. Seventeen percent of the students became employed full-time in the health care field and thirty-three percent went on to the pre-nursing program.

The purpose of the Westlake Grant at **Triton College** was to implement a transition program for Adult Education students to postsecondary education in health careers. A comprehensive Health Career Learning Community program has become a supportive way of learning bringing together courses in Allied Health

with intrusive advising from the Project Coordinator. The program provides educational career pathways for students to facilitate and support their attainment of a certificate credential and beyond as well as to place qualified, skilled, and service-orientated graduates into nursing and allied health career positions within the college's community. The five-year grant took effect in October 2009 with 70 students in the cohort. As of January 2015, fifty percent of the 70 students in the scholarship have completed their health program of choice and passed the necessary board exams to receive licensure. Of these 35 students who received their license, 14 are employed in allied health career positions within the community while the remaining students are actively searching for employment.

The goal of Adult Education and Career Bridge Pathways at **Illinois Valley Community College (IVCC)** is to create a strong pathway for adults to develop their academic skills and prepare for career entry. The Adult Education program has long been part of the IVCC mission. It has been offering services since 1980. In conjunction with their studies to complete their GED's, students may be guided into bridge courses to careers in manufacturing or healthcare. Once these courses are completed, students are ready to complete certificate programs in these fields, including the college's Certified Production Technician (CPT) or Certified Nursing Assistant (CNA). All eight students enrolled in the Bridge to Healthcare course, which was instituted in the fall of 2013, completed the class. All ten students enrolled in the Bridge to Manufacturing, which was instituted in the fall 2014, completed the class as well.

### **Education and Employer/Workforce Agency Partnerships**

The goal of the welding and fabrication skill training at **Highland Community College (HCC)** was to work collaboratively with a local workforce investment board to help develop technical skills in a group of underemployed or unemployed adults in the local area. The WIA organization, The Workforce Connection managed to secure an 'Advanced Training in Manufacturing' grant and selected participants in the training program designed to help develop the necessary skills that would allow them to obtain employment with regional manufacturers in the area of welding. Planning for the program began in the summer of 2014 with the start date in the fall semester. Seven participants received 35 training sessions over a seven-week period that included skill development in the areas of introductory and intermediate welding, shop math, print reading, and safety certification. All seven students completed the program and earned their MSSC Safety certification. Three of the seven completers are currently employed. HCC hopes to partner with the Workforce Connection or other local agencies again.

*With an impressive support from local industry and business leaders, Workforce Development Board, and the workNet Center, **Kankakee Community College** has achieved its primary goal to develop a new advanced manufacturing AAS degree in four specializations: Transportation/Warehousing /Distribution/Logistics, Welding, Machine Tool, and Industrial Maintenance.*

In 2012, as a member of the Illinois Network for Advanced Manufacturing's consortium of 21 Illinois community colleges, **Kankakee Community College (KCC)** began a four-year program with over \$500,000 total from the U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training Grant to plan and implement a new manufacturing technology program to prepare students for the modern manufacturing environment. The program enrolls KCC students in certificate and degree programs, supports students' retention and

completion, and prepares them for employment in companies with team-oriented design, production, quality, and maintenance systems using high-tech equipment that involves multiple, integrated systems. KCC has been successful in recruiting students from underrepresented minority and low income groups for

enrollment; for example, the credit-enrollment includes over 22 percent of Black and Hispanic students of the approximate total of 3,200 students. With an impressive support from local industry and business leaders, Workforce Development Board, and the workNet Center, KCC has achieved its primary goal to develop a new advanced manufacturing AAS degree in four specializations: Transportation/Warehousing/Distribution/Logistics, Welding, Machine Tool, and Industrial Maintenance. This new curriculum includes six certificates (under 30 credit hours), and four advanced certificates (minimum 30 credit hours).

To increase awareness of employment opportunities in the field of surgical technology particularly among students seeking to transition into higher education from adult education, the workforce, and regional partnership districts, **Richland Community College** participated in the Pathways to Results (PTR) grant during the 2013-2014 academic year. The PTR team extensively surveyed the target populations, academic advisors, and stakeholders, analyzed program enrollment, graduation, certification, and employment data and surveys, and facilitated two focus groups with current surgical technology students. It then developed a series of informational workshops and handouts for current and prospective students to increase their awareness of the program, its demands, and how to overcome educational gaps and barriers that may currently limit their access to the program. The team used these materials at various outreach activities with the goal of improving the diversity of the applicant pool and admitted cohort so that the students would reflect the college's racial-ethnic, age, and gender demographics. Furthermore, the team identified events where information could be disseminated to target student populations that were not well represented within the program.

Workforce Development Highway Construction Careers Training Program at **Lincoln Land Community College** provides a much needed avenue into a union apprenticeships as it works with fifteen local unions. The target population for this program includes women, minorities, ex-offenders, and hard to serve populations, such as long term unemployed. The program addresses skills deficiencies for the targeted populations and work to upgrade skill levels to provide for successful transition into the highway construction career area. It also provides job readiness and lifeskills that are necessary for decision making, dealing with conflict, budgeting issues and interviewing. The program is set up to allow students to complete 450 hours of training in a four month period and transition into employment. After graduation from the program students are contacted monthly through mail, e-mail or a phone call to keep them up to date on new employment opportunities. In 2014, out of 41 students enrolled, 93 percent of students completed the training.

*Workforce Development Highway Construction Careers Training Program at **Lincoln Land Community College** targets women, minorities, ex-offenders, and hard to serve populations, such as long term unemployed.*

The purpose of the laddering approach to certificates and degrees in manufacturing is to provide **John Wood Community College** (JWCC) students with various levels of completion, giving them basic knowledge in order to obtain employment and then additional training to move up in employment. The laddering approach to certificates and degrees in manufacturing was originally designed in 2013 as a part of the Illinois Network for Advanced Manufacturing (INAM) grant, a Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT). The TAACCCT grant was aimed to strengthen career paths for individuals, providing them with the education and career training that would make them eligible for higher wage, higher skill occupations. The programs were targeted to underrepresented groups and other underemployed individuals. Under Round 2 of the TAACCCT grant, JWCC was part of INAM. The INAM grant helped bring in equipment, the development of programs and courses, faculty to lead the training, discussions with area industry leaders, and hands-on demonstrations

for the public to gain interest in the INAM grant programs. One of the most important parts of the program was the collaboration with area industry leaders. Industries were involved in program design, workshops and expos. Since the fall of 2013, 173 individuals have participated in the INAM grant programs, with 52 students receiving a total of 81 credentials, and 73 students still in the programs on their way to completing their certificates and degrees. Several students have obtained early certificates and are continuing to get additional certificates and degrees, including some welding students who decided to pursue manufacturing or industrial maintenance certificates. The INAM grant continues through the summer of 2015. JWCC is also involved in the Mississippi River Transportation Distribution and Logistics grant (MRTDL) as part of Round 3 of the TAACCCT grant. This new grant allows individuals even more opportunity in ladderling certificates and degrees.

**Malcolm X College (MXC)** implemented the local Health Professions Pathways in spring 2013 to address industry needs as it relates to stackable credentials relevant to new and future trends in healthcare. The program was designed to provide students with the knowledge, skills and abilities essential to all healthcare providers. A component of the program was to recruit incumbent health professionals to increase their training to increase wages and employability. Considering incumbent workers led to more engaged students in their learning process potentially leading to higher rates of completion compared to non-incumbent workers.

The Hanover Park education and work center (EWC) was opened in August, 2014. Planning for this joint venture began in 2010, when a summit was called and attended by local businesses, educational institutions, political leaders, and representatives from local workforce boards. Discussions then ensued regarding the creation of an unprecedented partnership. The mission of the Education and Work Center, jointly funded by **Elgin Community College (ECC)** and Harper College, is to improve the lives of Hanover Park residents through the provision of adult basic skills instruction and job search and career readiness assistance, using collaboration as the foundation for success. The Hanover Park community is comprised of low-income, at-risk families. Many are non-native English speakers, and the majority is Hispanic. They often lack basic skills necessary to obtain family-sustaining jobs and transportation to access programming at ECC or Harper College. The Hanover Park EWC provides Adult Education to community residents 16 and older who lack a high school diploma or its equivalency and those with low English language proficiency. Harper College provides morning classes, and Elgin Community College provides evening classes. Class offerings include English as a Second Language, Computer skills and GED® preparation. The on-site Illinois workNet® Center provides employment services such as resume and cover letter writing, email set-up, career exploration, on-line job application help, and Illinois JobLink registration. The EWC received a 2014 Reflejos “Reflecting Excellence” Award in the area of Education. The 2015 Illinois Workforce Partnership (IWP) Award was awarded to the Education and Work Center in the category of Innovative Solutions.

### **Initiatives in Developmental Education**

In order to give students an alternative developmental pathway in math that they may be more successful in, **Sauk Valley Community College (SVCC)** developed a “math lab” instructional technique. The goal of the Math Lab project, which was started in the spring semester 2013, is to increase first-time pass rates of developmental math classes. It allows students to follow a math curriculum using computer based modules and to progress at their

*Preliminary evidence suggests that the Math Lab project at Sauk Valley Community College is effective at increasing pass rates of students in developmental math classes.*

own pace, getting assistance from the Math Lab coordinator as needed. This model also allows students to possibly complete more than one developmental class in a single semester. Preliminary evidence suggests that the Math Lab is effective at increasing pass rates of students in developmental math classes. In general, students passed developmental math classes at nearly twice the rate of traditional lecture classes. Additionally, students from three racial classifications (white, black, and Hispanic) were much more likely to pass the development math class in the Math Lab setting than the traditional setting. However, female students were somewhat less successful than their male counterparts, but still much more successful than the traditional teaching method. As more students are now entering college-level coursework from developmental courses than ever before, it is hoped that the College will experience increased graduation rates in the spring 2015 semester.

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

The Accelerated Developmental Education Courses Initiative, which was implemented at **Kennedy-King College** in the fall of 2014, was developed and piloted to shorten the length of time students need to complete their developmental education series to save time and money and enable them to transition to college credit. Students enroll for the first eight weeks of a 16-week semester into the development

education course (Math or English) based on testing scores. After successful completion of the developmental course, students, enroll during the second eight weeks into a credit level class. The data indicate that students in the accelerated pilot outperformed students in the non-accelerated courses. For example, the success rate for accelerated students who took the first eight weeks of Math 98 and then eight weeks of Math 99 was 78 percent and 75 percent, respectively. The success rate for non-accelerated students taking the same classes was 39 percent and 47 percent, respectively.

**Harold Washington College** continually explores new supportive interventions for academic placement and advancement in order to more accurately place, evaluate and, where appropriate, accelerate students in remedial level classes. The placement exam workshops, exit essay workshops and advanced learning placement program all serve as direct interventions to foster student success and articulation when they place into remedial courses. After completing orientation activities, new students participate in a mandatory 1.5 - hour workshop in English to help them prepare for the English placement test. The Math workshops are optional. In the developmental English sequence, students are required to take an exit essay before proceeding to the next course. If a student does not achieve the score necessary to move to the next course, they have the option of participating in an Exit Essay Workshop. The workshop is an intensive, week-long program devoted to preparing students for the exit essay. At the end of the workshop, students retake the exit essay. In the spring of 2014, 62 students participated in the Exit Essay Workshop. Of those, 27 percent improved their score sufficiently to move ahead to the next course. Also, during the 2013 – 2014 academic year, Harold Washington College implemented an acceleration program for students who showed aptitude in their writing on the essay but would normally place into developmental English courses. These students were accelerated into English 101, the college-level English course, and were required to take a writing support course, English 197.

The Mathematical Literacy course at **Truman College** is a developmental math course that provides an effective an expedient alternative route to college credit attainment for non-Calculus track students placing at the remedial level. Implemented in August, 2013, the course has increased the rate of transition from remedial to college level mathematics by reducing the amount of required remedial coursework from two

semesters to one while also providing more pathway-relevant and effective preparation for non-Calculus-track college math courses. Consequently, the course eliminates an unnecessary barrier to college-level math and reduces the amount of time between students' entry into college and their entry into college-level math. The Mathematical Literacy course uses application problems as the primary vehicle for teaching problem-solving skills, algebraic concepts, data interpretation and basic numeracy. After completing the one-semester course, students are better prepared to enroll in Statistics or General Education Mathematics than students who spend two semesters in the traditional, Calculus-track algebra sequence. Each of the three cohorts of students (Fall 2013, Spring 2014, and Fall 2014) who have taken advantage of the Mathematical Literacy course have transitioned to college-level math at a higher rate and have also demonstrated higher college-math success rates than their counterparts who started in the traditional remedial algebra sequence.

Developmental Education Initiative (DEI) was developed to assist students needing remediation preparation for college level classes through a process of mandatory, supplemental instruction and socialization that helps students better prepare for and integrate into college. DEI, which is the continuation of the Comprehensive Academic Support and Help to Return on Investment (C.A.S.H. to R.O.I.) program, was launched at **Daley College** in spring 2011. DEI has been offered every semester thereafter. Currently, spring 2013 begins the 7th cohort of DEI. The DEI program aims to help students relearn prior instruction, reinforce basic skill concepts, produce level and knowledge gains and, increase student retention and student success. The design creates a focus on the integration of knowledge and skills across reading, writing, and mathematics; the development of social capital, and the provision of intrusive advising that will assist students in making decisions about their future academic and career goals. Through tutoring sessions of 3-7 students, which are facilitated by a Tutor-Facilitator, participants develop essential skills such as collaborative decision making and team building skills, as well as critical thinking and problem solving skills. Success rates for students who complete DEI surpass significantly those for students who do not complete the program across all developmental education courses.

*Wabash Valley College has re-aligned the remedial program curriculum to offer a flexible curriculum for more access and practice time for remedial math students and placed tutors inside the remedial math classroom for more one on one instruction.*

In order to better support students in remedial mathematics courses, **Wabash Valley College** (WVC) has re-aligned the remedial program curriculum to offer a flexible curriculum for more access and practice time for remedial math students and placed tutors inside the remedial math classroom for more one on one instruction. By aligning the textbooks, adding mymathlab curriculum to the remedial math classes, and moving the remedial math classes into computer labs, remedial math students were better able to work at their own pace. Students had 24/7 access to their curriculum and course requirements and also

had access to both instructors and tutors inside their classroom. These additional supports provided for remedial math students were offered to improve the persistence and completion rates for students entering college at an academic disadvantage. In fiscal year 2013 data showed WVC having an average drop rate of 10.5 percent from midterm to the end of the term in all remedial courses. The fiscal year 2014 data showed a 9.2 percent average drop rate from the midterm until the end of the term. Overall, the Illinois Eastern Community College district showed an 83 percent persistence rate for fiscal year 2013 and an 85 percent persistence rate for fiscal year 2014. WVC continues to offer more supports as needed including the fiscal year 2015 addition of supplemental instruction to assist students needing remediation.

To improve success rates and persistence into college-level courses of developmental English students, **Heartland Community College** implemented English 099, an Accelerated Learning Program (ALP),

which was pioneered by the English Department of the Community College of Baltimore County and adopted by more than 40 two-year colleges nationwide. This accelerated developmental pathway helps students identify strengths and weaknesses in their understanding of language conventions, effectively manage writing projects, demonstrate responsibility for their own learning, and work interdependently with others to support their writing and learning goals.

In an effort to close the achievement gap in developmental English, **Prairie State College (PSC)**, English faculty members re-examined English 099, the highest level of developmental writing at PSC, to determine which instructional mode increased student success in the course. In fall 2012, an accelerated version in which students take both English 099 and English 101 was implemented. Usually both courses are taught by the same instructor. About 58 percent of the students who took the co-requisite course pass English 101 in the first semester they take English 099. By placing more students directly in English 101 and giving them the support they need, students actually succeed in far higher numbers than in the previous models.

The goal of the Case Management of Economically Disadvantaged Youth program implemented in 2004 at **Joliet Junior College (JJC)** is to help more high school dropouts complete their GED and transition into college classes in order to obtain self-sustaining employment and thus, in the long run, reduce the number of families on government subsidies. A case manager is a go-to person who contacts students if they fail to appear in class, encourages them through their life struggles, and provides referrals as necessary to outside agencies. Once a youth passes the GED, the grant pays for them to continue in college. The grant was called Career Seekers, which Workforce Development began in 2004, transitioned to a new name of Connect2Employment in 2013, and beginning in July 2015 will transition into My Future. Students who want to work while learning are provided employment opportunities as the grant pays their wages while they are in the process of completing their GED or in college

*Joliet Junior College's Case Management of Economically Disadvantaged Youth program helps high school dropouts complete their GED and transition into college classes.*

At **McHenry County College**, the Developmental Education Program helps academically underprepared students to become college ready in reading, writing, and mathematics. During fiscal years 2014 and 2015, the Dean of Academic Development and College Success Studies Chairperson were charged with developing frameworks for developmental education that included research on current and potential best practices to implement; data to collect, analyze and report on developmental education and learning support services; and critical areas to address. Within the last five years, the College has introduced a variety of best practices to support the success, retention, and transition of students in developmental English and math courses. These best practices involve changes, innovations, and partnerships in curriculum, pedagogy and instructional delivery, support services of students, placement of students and leadership.

The English 0049 course is a non-transfer credit course at **Shawnee Community College** that was implemented in spring 2014. It was designed as an additional support for students enrolled in developmental English courses, as well as students enrolled in any writing intensive course. The purpose of this course is to assist students in improve research, writing, and documentation skills. The course is taught by a full-time English instructor who works with students one on one during the class time to improve their writing skills and help support them while the take courses that may be difficult for those that struggle with writing intensive assignments. The English 0049 course has doubled its enrollment numbers from spring 2014 to spring 2015.

Free Review Courses for placement testing at **South Suburban College** were put in place in order to

support the student with a better understanding of the content they would encounter and to help prepare for that content. Placement tests assess college readiness and place students into their initial classes. Tests primarily assess abilities in English, Math, Reading and Writing. The goal is to offer low-scoring students remedial coursework so that they can undertake regular coursework. In the 2013-2014 academic year, the Student Development division has implemented review packets and in person review sessions in Numerical Skills/Algebra; Geometry /Trigonometry; Writing Skills and Reading. Based on the 978 survey responses collected to date, the majority of respondents are female and under the age of 25. The largest percentage of respondents identify as African-Americans. Additionally 13 percent of respondents identify as being of Hispanic or Latino origin or descent. The post survey shows that majority of those who took advantage of review sessions performed better on the placement test.

### **Initiatives Targeting First-time College Students**

The purpose of the First Year Seminar (FYS) course, implemented in fall 2012 at **Harper College**, is to provide students with a first semester experience that engages them in college life, connects them to campus resources, and introduces them to the rigors of college level coursework. The course is designed to engage students in academic and career planning so that by the end of their first semester all degree seeking students will have an academic plan to provide them with a clear pathway to completion. Harper College had been offering a first year success course for many years, but the FYS course was designed to include an academic plan and to appeal to a wider population of students. There are three elements of the program that make it successful. First, the course is theme based. Second, each FYS course has a counselor link. Third, the course is taught in a seminar style which encourages student-faculty-peer interaction and proactive learning.

*The purpose of the First Year Seminar course at **Harper College** is to provide students with a first semester experience that engages them in college life, connects them to campus resources, and introduces them to the rigors of college level coursework.*

The First Year Experience II (FYE II) project, which created and funded through an IDEAS grant at **Parkland College** and piloted in fall 2014, targets first-time, first-semester students. The intent of FYE II is to further expand and enhance the previous FYE initiative to a more cohesive and comprehensive program for the continued success of Parkland's students. The FYE II is comprised of two parts: the FYE 101 *Strategies for College Success* course, which was designed to improve academic performance and college success of first time degree seeking students in their first year, and the I-CONNECT mentoring program, which was designed to increase campus engagement and academic integration of these students.

In order to increase educational attainment of all first-time, degree seeking students, **Sauk Valley Community College** (SVCC) instituted a mandatory orientation beginning in the summer of 2013 followed with a First Year Experience (FYE) class in the fall semester. The four hour orientation sessions orient students to the campus and to the key college personnel. They also allow students to verify their electronic student account, log in to email and other web resources, and be able to ask questions of College personnel. The one-credit FYE class is designed to expose students, in their first semester at SVCC, to a number of important topics that may help them persist at the College. Some of the topics included academic and career planning, study skills, appreciating diversity, time management, financial management, and note taking skills. The data demonstrate that the orientation and FYE efforts have been moderately successful at increasing both retention and persistence rates.

**Rend Lake College** piloted a new First Year Experience (FYE) program to better serve the transition of its incoming students in spring 2014. The FYE program is implemented through a 1.5 credit hour Orientation course that remains mandatory for all first time students who are enrolled full time and seeking a degree. Within the course students learn about strategies to be a successful student, campus resources, opportunities to connect with faculty and staff, college policies and procedures, and service learning. The course is structured with both a lecture and lab component. Within the lab portion of the course, students apply the course material to real life scenarios and hands on activities, all while building a relationship with their fellow students. The FYE program is designed to orientate new students into college not only academically, but socially as well. A positive impact in regard to course completion and academic planning has been noticed. The second phase of the initiative is planned for fall 2015.

### **Student Support Services**

The TRiO Student Support Services (SSS) Program serves low income, first generation, and students with documented learning and/or physical disabilities. The SSS serves 160 students at **Shawnee Community College** (SCC) each year providing them with academic support, tutor, advisement, workshops, and cultural exposure. The purpose of SSS is to positively impact the participants' rates of retention, graduation, and/or transfer to a four year college or university. The SSS program began at Shawnee Community College in 1991 and works on five year grant cycles. The program has a Director, Retention Specialist, Learning Skills Specialist and a Career/Transfer Advisor. The Retention Specialist monitors student grades, checks instructor progress reports, and facilitates cultural activities. The Learning Skills Specialist monitors tutorial reports and facilitates study skills/technology workshops. The Career/Transfer advisor offers career advisement, transfer assistance, and workshops covering both career and college readiness. SSS submits an annual performance report each year to the U.S. Department of Education. Each year, SSS must retain at least 60 percent of their students and 60 percent of all SSS participants must maintain a 2.0 or above GPA. SSS also has an objective that 20 percent of all SSS students must graduate each year and 15 percent must both graduate from SCC and also transfer to a four year institution. SSS met all of their objectives for fiscal year 2014.

*The TRiO Student Support Services (SSS) Program serves low income, first generation, and students with documented learning and/or physical disabilities.*

The TRiO Student Support Services program, which was implemented at the **College of Lake County** in 2010, targets students who are at risk because of insufficient study skills, difficulty in transitioning to the college environment, lack of support and information for first-generation students, little or no family knowledge of academia, limited exposure to cultural activities outside their immediate community, lack of college preparatory background, family demands, child care issues, transportation issues, work responsibilities, language, social customs, and cultural barriers, unrealistic expectations, social isolation, perceived or actual racist attitudes, sexism, low self-esteem, and lack of positive role models. The objectives of the TRiO program, which include supplemental instruction, course instruction, computer-assisted instructional laboratories, study groups, tutoring, academic coaching, peer mentoring, referral to counseling, support and discussion groups, educational workshops, and conferences, are to provide these students with the academic skills and confidence that are necessary for success at the college, to shorten the amount of time required to complete a degree, and to increase the number of students who persist to earn a degree or certificate or transfer to a four-year institution. Students who received TRiO student support services from 2010 through 2014 had completed an average of 32.4 cumulative college level credits as of the fall 2014 term. Their average cumulative GPA was 2.6 and 23 percent had been

awarded a degree or certificate. In addition, 23 percent of students had transferred to another institution to continue their education.

The Upward Bound program and Student Support Services (SSS) program are two initiatives at **Olney Central College** (OCC) that improve educational attainment and improve access to higher education for rural students. They are federal TRIO programs that are designed to assist first-generation-to-college low-income students with access to higher education. Included in the program are women, minorities, and students with disabilities. The Upward Bound program, which was implemented in August 2013, strengthens partnerships between the college and the high schools. The program offers dual credit during the summer semester which shortens time to college completion for their participants. The SSS program helps students complete their community college certificate or degree program and transfer from the community college to a four-year university. Graduated high school seniors who enrolled at Illinois Eastern Community Colleges including OCC, were referred to the SSS program if they were first generation, low income, or had a disability.

The purpose of the TRiO Student Support Services program at **John A. Logan College** (JALC) is to increase the college retention and graduation rates of eligible students and to increase the transfer rate of these students from the JALC to a four-year institution. Additionally, the program, which is individualized to meet the needs of the each student, fosters an institutional climate supportive of the success of students who are traditionally underrepresented in postsecondary education: low-income students, students with disabilities, and first-generation college students. Support services are provided based on the student's plan. These may include professional mentoring, intrusive academic advisement, personal counseling, financial aid counseling, career counseling, tutoring, peer mentoring, educational workshops, cultural enrichment activities, grant aid, and transfer assistance. In the 2013-2014 program year, 79 percent of all program participants persisted from one academic year to the beginning of the next year or earned an associate's degree or certificate and/or transferred to a four-year institution. Furthermore, 93 percent of all program participants met the performance level required to stay in good academic standing, 43 percent of new program participants graduated with an associate's degree or certificate within four years and 56 percent of those students transferred to a four-year institution.

*In the 2013-2014 academic year at **John A. Logan College**, 79 percent of all TRiO Student Support Services program participants persisted from one academic year to the beginning of the next year or earned an associate's degree or certificate and/or transferred to a four-year institution.*

The goal of the **Illinois Central College** Trio Student Support Services (SSS) Program is to increase the persistence, academic standing, graduation, and transfer of low-income, first generation college students, and students with disabilities. The 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, 2014 with individual educational action plans, an adequate staffing, and a wrap-around support provided to students including 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.

The Educational Talent Search (ETS) Program at **Moraine Valley Community College**, which was initiated in September 2002, serves to increase the number of low income students who complete high

school and enroll in postsecondary education to become first generation college students. ETS is a federal TRIO program that works with students in grades six through twelve; the participants come from seven target schools including five area middle schools and two district high schools. ETS is essentially a college preparation and pipeline program to postsecondary education with a focus on underrepresented populations. ETS outreach specialists provide academic, career and financial counseling and mentoring, and college advising on a weekly basis throughout the school year. The ETS Program also provides a free ACT preparation course, financial aid & scholarship workshops, and campus visits to four-year universities. ETS outreach specialists work in conjunction with the target school administrators to identify and provide services to participants. The outreach specialists provide many services on-site at the target schools and have a strong physical presence in the schools. The ETS Program hires ACT instructors to teach its ACT preparation classes which consist of eight, two-hour sessions and a practice test.

*The Veterans Services have been offered at **Southwestern Illinois College** (then *Belleville Area College*) since 1946, and the college was initially established as an institution where veterans could utilize their educational benefits.*

The mission of Veterans Services at **Southwestern Illinois College** (SWIC) is to support and enhance the educational experiences of all veteran students, dependents, and service members. Veterans Services provide veterans the resources and skills to successfully transition into and through academic environment, while maximizing their educational benefits, to achieve life long career success. The services have been offered at SWIC (then Belleville Area College) since 1946, and the college was initially established as an institution where veterans could utilize their educational benefits. The services

offered were expanded beginning in fall 2012 with the addition of dedicated staff and the establishment of a new Veterans and Career Services office and Veterans Student Center in 2014. During this three year period, the number of veterans served has increased significantly. SWIC now serves the highest number of veterans in Illinois among public colleges and universities. There are currently 1,800 student veterans attending SWIC that can benefit from a full-range support services including an accurate and expedient processing of educational benefits, veteran-specific employment workshops and career development opportunities, counseling by a full-time VetSuccess On-Campus Counselor, and tutoring. Female and minority veteran students have consistently maintained a higher average GPA over all female and minority students.

The purpose of the Student Athlete Success Program at **McHenry County College** (MCC), which is organized by the Coordinator of Student Athlete Success, is to increase the educational attainment of underrepresented student athletes at the college. The Coordinator of Student Athlete Success, who was hired in July 2012, is responsible for, but not limited to, the overall monitoring, retention, and success of the student athletes involved in all eight intercollegiate sports that are offered here at MCC. The student athletes at McHenry County College have a designated Academic Advisor who understands the guidelines and time constraints for each respective sport to better assist the students in choosing and scheduling their classes in season and out of season, as well as planning a degree path for completion and matriculation to their next school to continue their education or toward a successful end-outcome degree or certificate. The Coordinator of Student Athlete Success assists with organizing meetings between the student athlete and the advisor. The retention of student-athletes in some cases has exceeded that of the general student population. For example, the average men's athlete and women's athlete course retention rate compared to the overall student body was 89 percent, 91.8 percent and 89 percent respectively during the Fall 2012 semester. The three year average for fiscal years 2011 through 2013 indicate a fall to spring persistence rate for male athletes of 92.9 percent and female athletes at 95.4 percent compared to the total student body persistence rate of just 75 percent. This data lends to the belief that athletics participation is a positive

conduit for student success.

**Kishwaukee College** utilized a \$6000 donation from the Ideal Industries, Incorporated Foundation along with annual financial support from the Federal Perkins Grant in Fiscal Year 2014 to support the Kishwaukee College Textbook Loan Program. The Textbook Loan Program is operated by the Adult Education and Transition Programs (AETP) Division. Eligible students are loaned one to two books each semester to help remove the barrier of high cost textbooks. The goal of the program is to help retain low-income students. Overall, students passed just over 77 percent of their classes and 73.4 percent with a C or better after utilizing textbooks on loan from the program. While there may have been other factors that impacted students' success in the courses, it was concluded that access to the textbooks played a key role in assisting them with completing class assignments and achieving student learning outcomes.

To support its recent GED® graduates and English as Second Language completers, the Adult Basic Education department at **Southwestern Illinois College** (SWIC) offers Adult Transition Services (ATS) at the Belleville campus (BC) and Sam Wolf Granite City (SWGCC) campuses that provide initial guidance, mentoring and support to navigate the college entry process. Students, who choose to continue in the mentoring program, receive intensive academic and personal support. In the BC program, 59 percent of the fiscal year 2014 participants were female and 36 percent minority. In the SWGCC program, 13 percent of the fiscal year 2014 participants self-reported as having a disability. The program began in 2007 as part of the college's Perkins activities. At the SWGCC, ATS is a project of the IGEN Career Pathways grant, which was awarded to a consortium of 17 Illinois colleges in 2011 by the U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT). The SWGCC program is a collaborative effort among SWIC, the Madison County workforce investment system, business and industry, Public Assistance Office, Madison County Jail and faith/community-based organizations to develop the workforce in Madison County's economy.

Structured Learning Assistance (SLA) at **South Suburban College** provides weekly class tutoring for career and technical education (CTE) students in selected high-risk courses to improve grade performance and enhance college matriculation. The program was implemented in the spring 2003; during the spring 2014, selected Math classes were chosen to participate. SLA sessions normally occur in classrooms near the course classroom instead of in a learning center or library. SLA sessions are open to all students in the course. The SLA facilitators are present during course lectures, ensuring consistency between instructors and facilitators. Each facilitator arranges two or more review sessions a week. Students attend SLA sessions immediately after a course lecture session and review the coursework—this provides for consistent feedback and resolves subject matter inquiries that are barriers to learning. The data consistently shows that students who attend SLA sessions regularly receive better grades as opposed to non-SLA participants.

*Structured Learning Assistance at South Suburban College provides weekly class tutoring for career and technical education students in selected high-risk courses to improve grade performance and enhance college matriculation.*

Student services specific to nontraditional students have been offered to a varying degree through the history of **Lincoln Trail College** but these services are continually revisited and evaluated to maintain optimum transitional services. The result of the 2013-2014 evaluations is the creation of new/additional methods of assisting transitioning adults reentering education and completing a postsecondary credential to secure success in the workforce. When designing these methods, it was recognized that transitioning adults have a variety of established factors not found with traditional students such as taking care of children, financial/family support obligations, learning adaptation factors, and a general apprehension about

reentering education. Additional transitional services include extensive advising, employment skills development, cooperative working agreements without outside entities, tutoring, and job placement opportunities. During the fiscal year 2013-2014, the evidence of this success was the successful program completion and graduation of numerous transitioning adults within programs such as Healthcare, Process Technology, Welding, Telecommunication and Computer Telephony.

The establishment of the Academic Success Center (ASC) at **Richland Community College** and its continuous efforts to improve the delivery of its services to our students shows the college's commitment to serve all college populations. In the summer of 2013 the Mathematics Enrichment Center (MEC) was folded into the ASC as part of a curriculum change in developmental mathematics. Previously the MEC served only students enrolled in Mathematics 096 – an entirely computer based approach to developmental mathematics. When this pilot was phased out, the MEC could be used for all students enrolled in mathematics classes. This move has provided students with access to the combined expertise of all math tutors, reduced confusion among students, and increased visibility. The center also created, piloted, and initiated an online application process for accommodations to remove barriers to Richland students. They are able to apply online, update, and have an opportunity to review their application via myRichland (a college intranet system). The improvements to the ASC increased visits to the tutors and to the MEC. There was a small decrease in the traffic through Accommodations, but this may be caused by placing procedures online and by working with the high schools to deliver services before the students reach the college.

The goal of the Academic Success Center (ASC) at **Spoon River College** is to improve the quality, consistency, and availability of academic support services to students. The ASC provides an effective and inviting learning environment where students will find tutoring, a student success coach, a comfortable place to study, and referral resources for issues such as transportation or child care. The ASC serves to empower all students to achieve academic and personal goals through a comprehensive college-wide support network of academic tutoring, workshops, individual appointments, group study sessions, and advising. The Academic Success Center was opened in the fall of 2006 under the Title III grant. The staff of the ASC includes one full time Senior Office Assistant, one full time Student Success Coach, and one part time Office Assistant. The number of students accessing peer tutors continues to grow along with the total hours spent in tutoring. The majority (72 percent) of students enrolling in the Student Opportunity for Success course, LA 100, improve their grade point average. This course is designed to assist student in their transition into the college environment, to encourage their success, and attainment of goals, and to foster relationships that will help to facilitate their success. Online tutoring has shown a steady increase in both the number of courses and total number of papers reviewed by the professional tutor.

*The Student Planning Module at **Elgin Community College** allows students to utilize this all-in-one tool for planning and registering for courses as well as viewing their progress toward completing their credential.*

The Student Planning Module (SPM), created by Ellucian and referred to as the Academic Planning, Registration, and Payment module at **Elgin Community College** (ECC), was officially implemented at the college in October 2014 for students to begin using for the spring 2015 term registration. The SPM allows students to utilize this all-in-one tool for planning and registering for courses as well as viewing their progress toward completing their credential. Students can currently plan for a minimum of six semesters of courses and

correspond with their assigned advisor by using this tool to ask any relevant questions about courses, degree requirements or other related academic information. This saves them both money and time, getting them out the door and to a four-year institution or into the workforce more quickly and with less loan debt.

Furthermore, the module is expected to assist in accelerating students' progress through developmental education by enabling proper advising and placement.

In an effort to close the achievement gap and increase college credentials, **Lincoln Trail College** has reevaluated student services during fiscal year 2014. The result of this evaluation is the creation of new methods of retaining students through offering a varied array of pre-college student services as well as services for students who are attending Lincoln Trail College. It was identified that additional services could be provided at the GED and ABE level to guide these students into additional educational endeavors such as transfer as well as career and technical degrees and certificates. With this criteria and goal in mind, several elements were created such as hiring a Retention Specialist Coordinator and a Career Services Coordinator to further extend the student services offered by various departments as well as continuing with the proven practices of a GED orientation day, Freshmen Orientation and program club mentoring activities. Since the inception of these services, GED and ABE completions have been increasing and the students have been successfully transitioning from these areas into the career and technical educational programs offered at Lincoln Trail College. While in these career and technical programs, the students are demonstrating a commitment and dedication as the retention and academic achievement within the programs have increased significantly.

**Olive-Harvey College** implemented Education Plan and Stackable Credential Strategies in summer 2014 to ensure students take the right combination of courses to earn stackable credentials. All students are encouraged to focus on their education full-time with a minimum of 24 to 30 credit hours per year or a minimum of 15 credit hours if part-time is the only alternative. As of the end of fall 2014, 54 percent of enrolled students had education plans. Students with education plans were more likely to come back for the spring enrollment and had on average a higher credit hour load than students without education plans. Furthermore, those students who had education plans were more likely to see a tutor or an advisor post-midterm than those without education plans. Students that saw an advisor post-midterm were almost three times more likely to come back.

*High demand for career-specific tutoring at Carl Sandburg College from students and faculty resulted in the hire of tutors for accounting, business, and dental hygiene, all of whom have served students on a regular basis. Nursing became by far the number one most popular subject for tutoring in fall 2014, accounting for nearly 25 percent of all tutoring during that semester.*

**Carl Sandburg College** provides tutoring for students in career and technical education (CTE) fields alongside regular drop-in tutoring hours and online tutoring availability through Tutor.com. CTE tutoring sessions are typically arranged by students and their tutor, with the tutor working in close contact to faculty. CTE tutoring sessions may take the form of one-on-one or small group tutoring, or may take the form of large-group, supplemental

instruction-style sessions. This inherent flexibility enables tutors to design sessions that are of maximum benefit to their students, as well as opens up the availability of tutoring to accommodate students with busy school and work schedules. The creation of Facebook cohorts for various CTE class sessions is one of the most successful methods for tracking student progress and concerns and for scheduling individual and group sessions. High demand for career-specific tutoring from students and faculty resulted in the hire of tutors for accounting, business, and dental hygiene, all of whom have served students on a regular basis. Nursing became by far the number one most popular subject for tutoring in fall 2014, accounting for nearly 25 percent of all tutoring during that semester.

**Danville Area Community College (DACC)** has focused on helping under-resourced students eliminate

barriers and reach their educational goals through staff, faculty, and community professional development. DACC has made great strides over the last year in its efforts to scale up our work in equity, understanding poverty and helping alleviate the educational barriers poverty creates. The Equity and Inclusion sub-team has made professional development in understanding and working with students from poverty a main priority over the last several years, but in 2013, this work expanded to the businesses of our community and community members through collaboration with the Small Business Development Center (SBDC). In February 2014, DACC's Career Services and the SBDC hosted a *Bridges for Business* workshop. This workshop centered on how employers can work with employees living in "daily instability" where the employee either lacks the understanding or resources to meet the expectations of the company for which he or she is working. Representatives from local government, economic development/Chamber of Commerce, social services, manufacturing, retail, and food service attended this workshop, and attendees found the information very helpful and necessary for our area. For the fall 2014 semester, DACC's Career Services and the SBDC, initialed *Getting Ahead in a Just Gettin' By World*, a 16-week program for the general population that focuses on facilitating small groups of under-resourced adults to help them understand what resources they currently have and what resources they need to build to help them create and work toward their desired future story.

*Starfish, an early alert system at Southeastern Illinois College provides "flags" that allow instructors and other key members on campus to raise awareness to a student with attendance concerns, missing/late assignments, poor performance on tests/quizzes, low average in a course, or behavioral concerns.*

As part of the upcoming High Learning Commission (HLC) Quality Initiative Project at **Southeastern Illinois College** (SIC), the institution has been working through training and piloting of Starfish, an electronic early alert system, aimed at facilitating academic progress and completion for all types of student populations. School demographics strongly suggest a need for such an effort: 63 percent of SIC students are first generation college students and over 60 percent of the students taking the ASSET or Compass test for enrollment in fall 2013 tested into at least one developmental class. In 2014, a team of Southeastern professionals gathered baseline data for the project to create the pilot retention software program that is set to be fully

implemented in fall 2015. The system provides "flags" that allow instructors and other key members on campus to raise awareness to a student with attendance concerns, missing/late assignments, poor performance on tests/quizzes, low average in a course, or behavioral concerns.

The Early Alert System is a program at **John Wood Community College** that provides an avenue for faculty and staff to more quickly respond to issues students may have with the intent to retain the students in their programs of study. The Early Alert System was originally implemented in 2008, was revised in 2009, and was revised further in 2014. In its early inception, the program was developed as part of the College's enrollment management program to increase retention. During 2014, the Career and Advising Office was reorganized to the Advising and Retention Office to strengthen relationships between advising, faculty and students in an effort to help students with degree completion. A faculty early alert form was developed to provide easier contact between the faculty and advising regarding students who are struggling and need assistance. In the fall of 2014, there were 250 early alerts. Assistance ranged from advising for tutoring, mentoring, and direction for help in personal areas that would increase students' ability to perform in their studies. Retention was noted to increase over prior semesters.

The purpose of the Starfish Early Alert software program, which was implemented for Fall 2013 and Spring 2014 semesters at **Carl Sandburg College**, is to provide instructors with an easy way to communicate with their students early in the semester regarding their progress in the class. The system is not intended to

punish students for poor performance rather to promote success in the classroom. The system allows the instructor a way to identify which students are at risk early in the semester, guides them on where to get help at the institution and connects the student to their staff, coaches and faculty to receive assistance. Within the system, the faculty can raise flags or kudos. The student receives the flag/kudo in the form of an email. The email is sent to the student alerting them of the faculty's concern along with the student's Success Network. This network includes the student's academic advisor/counselor, coach, TRIO Student Support Services, the Academic Support Services department and the Veterans Coordinator. Flags alert the student as well as their Success Network that the faculty is concerned with their progress. Kudos provide the student with encouragement to continue their hard work, improvement or outstanding performance. Compared Fall 2012 to Fall 2013 for 28 instructors that taught both semesters, 14 showed increase in students passing with an A, B or C.

*The transition coach at Morton College counsels and advises Adult Basic Education, Adult Secondary Education and Advanced ESL students about their academic program, assists them in completing an Individual Education and Career Plan, and supports them in the various transitions they encounter as they progress through their educational pathway.*

**Morton College's** Adult Education, Community Programming and Outreach designed and launched the Transition Coach initiative to its Adult Education program in fall 2013. The purpose was to facilitate the intake and orientation of GED students, and to assist the students' transition to other college programs. As students enroll, they are assigned an advisor who provides intensive support for them during their first two terms in the program. The transition coach counsels and advises Adult Basic Education, Adult Secondary Education and Advanced ESL students about their academic program, assists them in completing an

Individual Education and Career Plan, and supports them in the various transitions they encounter as they progress through their educational pathway. The program has had an impact in increasing the number of students taking the GED exam. Students are more prepared to take the exam with more students taking the GED Ready Practice Test, through the encouragement of their coaches. In addition, the program has made a difference in student performance: post-tests have improved for ABE students, with more students hitting the federal targets particularly in level gains.

Since the summer 2013 semester, **Frontier Community College** has employed a Retention Coordinator in order to increase the number of students retained in classes and thus positively impact educational attainment of its students. The Retention Coordinator improves the strategies within the 'Students First!' institutional assessment initiative including the Early Alert Process, which was adopted as the 'Students First!' goal of Academic Advisement. The Retention Coordinator has a variety of resources available, such as a budget for tutoring, to help the student get back on track. Another responsibility of the Retention Coordinator is to develop the First Year Student Experience course. In essence, the First Year Student Experience course will be a semester long mandatory freshman orientation. The Retention Coordinator is tasked with developing this course to include necessary skills students will need to be successful during their college career. The First year Student Experience will also change the culture of faculty, staff and administration as well as shift the quality of students and student preparedness. Fall 2014 semester marked the launch of the Frontier Community College's Pathways to Success First Year Experience course. The program reached a total enrollment of 74 students. Of the students that completed Pathways to Success at Frontier, 96 percent of those students persisted to the spring term. Of the students that were enrolled but did not complete, only 25 percent of those students persisted to the spring term.

The Retention Coordinator position, which was created at **Wabash Valley College** in 2013, works to

support, advocate, and directly implement critical specialized, coordinated, and individualized support services aimed at improving student success, increasing student persistence, and improving degree and/or certificate attainment. One coordinator was hired for each of the Illinois Eastern four campuses.

The Early Alert Process, specifically the electronic progress report, is a system that allows faculty to easily submit a form electronically to the retention coordinator notifying the retention coordinator to any problems with the student in class. The system did exist in FY 2013; however, no specific person was in charge of follow-up for that system. In FY 2013 and before, once a progress report was submitted, the report was simply mailed to the student with little to no follow-up. Under the new system which inserted the retention coordinator between the progress report and the student, 1136 reports were submitted by the faculty with 1566 follow-up calls and comments made by the retention coordinators in fall 2013.

**Rend Lake College** has successfully implemented a new Strategic Enrollment Management plan to help assist and direct retention efforts within the institution. The plan is composed of two programs, an Enrollment Planning Committee, which focuses on the recruitment, development, and retention of underrepresented student populations including high achieving and/or average performing students, and a Mentorship Program, which was developed by the college's Admissions & Financial Aid Specialist and which pairs students on academic probation with a faculty of staff member who would meet with them to discuss the reasons they had not previously been successful in future semesters. The combined efforts of these two programs have been successful in the identification and assistance of students who have faced situations that inhibit their education.

### **Support Services for Students with Disabilities**

The goal of the Project Achieve program, which was implemented in the fall 2013 semester at **Triton College**, is to provide in-depth training and support services that prepare students with any disability that affects their executive functioning abilities and/or learning abilities to work independently within the college setting. The program also helps those students to complete their career and/or academic goals by providing personal training through academic and career software programs, adaptive equipment, workshops, support meetings, tutoring, career exploration, career and professional development and mentoring. Twenty-four students have participated in Project Achieve thus far. All students who have participated in the program have established career and academic goals for themselves which include their completion of a Certificate or Associate of Applied Science Degree. One third of the students who participated in the program have secured volunteer or paid positions within the community. Seventy-five percent of participants stayed in the program for the duration of one academic year.

*The goal of Triton College's Project Achieve program is to provide in-depth training and support services that prepare students with any disability that affects their executive functioning abilities and/or learning abilities to work independently within the college setting.*

The Disability Support Services (DSS) Program, which was implemented at **John A. Logan College** (JALC) in fiscal year 2014, is committed to providing support to students who meet the requirements of a person with a disability according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 so they persist and graduate from college at least at an equal rate as their non-disabled peers. Students receiving services maintain regular contact with DSS Coordinators and request assistance as needed. DSS Coordinators act as liaisons between students and faculty to assist in meeting the individual needs of students. For the spring 2014 semester, 117 (unduplicated) students requested accommodations. Ninety (or 76.9 percent) completed the semester with a GPA of 2.0 or higher.

The rate for those students not receiving accommodations was 52.2 percent. Only 5.1 percent of students receiving accommodations completely withdrew from their courses, while 8.7 percent of students not receiving accommodations completely withdrew.

Since 1990 the **College of Lake County** (CLC) Office for Students with Disabilities (OSD) has provided services to assist students who inform the college about a disability. Services received through the office are typically in the form of academic accommodations, including but not limited to: additional time for exams, note taking services, textbook conversion, sign language interpreters, and/or assistive equipment. Students are required to notify OSD each semester of their intent to use services. Regardless of the disability, the OSD staff makes every effort to gain an understanding of the student's needs and seek solutions that will allow each student to gain the most from his/her college experience. OSD takes part in new student orientation, various college fairs and transition fairs, and works collaboratively with local high schools to inform incoming students of legal differences and procedures for acquiring academic accommodations in a post-secondary institution. In fiscal year 2014, about four percent of credit students registered with OSD. Of the 1224 students who were registered with the office, 633 (52 percent) used services. Over the past five years, the number of students registered with OSD has increased by 20 percent, and the number of students using services has increased by 26 percent, despite a 9 percent decrease in overall credit enrollment at the college.

The purpose of the Assistive Technology Expo, which took place in June 2014 at **Oakton Community College**, was to educate about the variety of equipment and software for enhancing success and academic performance available at the college through student support services. During the expo, students, faculty, and staff were provided an opportunity to learn about the range of software's and equipment that they can use to increase success in the classroom and in other learning environments. The program is successful because of its interactive showcase feel. Participants can touch, feel, and experiment with the various technologies available, and can talk with staff to understand how they work and how they can be utilized in class. The expo has increased the exposure and thereby usage of assistive technology as the utilization of software and equipment has recently increased from 15 students to over 50 students.

*The Assistive Technology Expo at **Oakton Community College** has increased the exposure and thereby usage of assistive technology as the utilization of software and equipment has recently increased from 15 students to over 50 students.*

During the 2013-2014 academic year, Disability Services made a specific effort to increase GPA and completion rate of students who have a documented disability on file at **Southeastern Illinois College**. This effort was made in part to assess if an increased communication via phone and email would result in fewer drops and withdrawals for non-attendance. The Disability Coordinator called and emailed each disability student, checking on accommodations, asking about their progress in each class, and encouraged them to seek out tutoring and other Southeastern options for help during challenging times. While the new communication efforts did not show any change in GPA and completion rates for ADA students, it did raise awareness of new strategies that needed to be implemented on the Southeastern campus for underrepresented and other student populations. Thus, a pilot program of a new retention effort, utilizing Starfish retention software, will start mid-spring of 2015 and will be implemented across campus in fall 2015.

In line with the ADA Amendments Act of 2008, the Disability Access Center (DAC) at **Harold Washington College** provides appropriate accommodations to students with disabilities so they have the best opportunity for success in the classroom. Supportive services range from assistance in areas of student

services, such as financial aid and enrollment, to in-classroom accommodations, such as note-takers, sign language interpreters and extended time on exams and assignments. Technological support includes but is not limited to recording devices and adaptive software. With rapid improvement to, and developments in, the industry's technology, the DAC actively works to stay current in what options can be made available to the college's more than 300 students currently registered with disabilities. Working one-on-one with students, managing and training staff, continually staying aware of industry standards and managing financial resources efficiently, the director or our DAC provides relevant, effective supports that help drive success for students with disabilities. The most recent technologies purchased, implemented or expanded on during the time frame of this report include smart pens, amplification for students with hearing loss, and a Braille labeling system. At the end of each semester the DAC meet with students to discuss the effect of the accommodation used and the information is recorded in a narrative. Evidence of success of a new accommodation is seen in increased requests for the same in the next semester.

Student Accommodations and Resources (StAR) allows students with disabilities to have equal access and benefit from all programs and activities at **Joliet Junior College (JJC)** and also enables instructors to evaluate the student's knowledge and understanding of the material in a fair manner. The StAR department interviews prospective StAR students, reviews documentation for disability, and determines appropriate accommodations based on disability, documentation and student history. It also provides accommodations to students with a documented disability under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act; instructs and supports faculty and staff in providing given accommodations in the classroom and elsewhere; provides academic support with free tutoring for students with disabilities; provides vocational, academic, community referrals, and crisis counseling to registered StAR students with a disability; provides academic planning/ advising to StAR students with disabilities; provides resources, including use of computers, study area, and assistive technology to StAR students; and provides testing support to students with limited English. During fiscal year 2014, StAR student retention rates were 11.1 percent higher than that of the entire JJC student population.

### **Support Services for Minority Students**

The Emerging Leaders Project, which was implemented in December 2012 at **Illinois Central College (ICC)** is a special initiative designed to increase the college retention and graduation of African American students within career-tech, certificate, and associate degree programs. The project also supports student transitions from college to work. The initiative is tied to empirical data reflecting a significant gap in the course success, retention, and graduation rates of African American students compared to other students enrolled at ICC. Diversity retention and 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, such as advisement, assessment, transition assistance, career counseling, intervention services, life skills, and financial advisement, to support student success. Intervention support is provided on a 24/7 schedule. Other strategies include preparatory workshops in support of academic achievement, motivation, life skills, and job skills preparation, tutoring, and Building Success Summer Bridge for incoming freshmen.

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

Efforts to recruit, retain, and help Black/African American students to succeed led to the establishment of

the Center for Student Diversity and Inclusion at the **College of DuPage**. This pilot project was established in May 2014 within the Division of Student Affairs. The key elements of the project include outreach to the community; support and community/campus engagement; and improving campus culture. A solid foundation is being laid for improving recruitment, retention, and educational attainment of all students, in particular African American students. In the upcoming year, the college's benchmark for tracking will be used for a comparison with the previous years' headcount, seat count, FTEs, persistence and retention, transfer/program completion.

**Harper College** created Engagement and Leadership Initiative for students to Transition Effectively (ELITE) in fall 2013 to decrease student achievement gaps of degree seeking African American students who are first time in college and studying full-time, and assist them in completing their educational goals. ELITE is a cohort program designed to enhance the personal and academic development of African American students by intentionally increasing the level of engagement opportunities available at the college. Students become part of the ELITE program by signing a contract, in which they agree to the following: complete a student success course (either First Year Seminar or First Year Experience), meet monthly with an ELITE counselor, meet monthly with an ELITE mentor, attend a meeting of one of the diversity groups on campus (Sister Talk, the Black Student Union, etc.), and attend a job readiness workshop. While the participation in the pilot was small, the formalized mentoring and clear expectations for the students proved to have meaningful effects for those who participated. Research conducted on the students who participated in ELITE in fall 2013 found that 73 percent of students who started ELITE completed the program, 73 percent persisted to Spring 2014, and 70 percent achieved an overall GPA of 2.0 or higher.

The purpose of the Comadre y Compadre Program (CCP) at **Parkland College** is to improve persistence rate of Hispanic students by providing a welcoming and supportive campus environment for first-term Hispanic students. The Comadre y Compadre Program provides individualized peer-to-peer mentorship between returning Hispanic students and first-term Hispanic students at Parkland College. This peer-to-peer mentorship is intended to enhance incoming Hispanic students' academic achievement and improve persistence rates. The CCP also engages in community outreach efforts throughout the Parkland College's district. These outreach efforts are intended to inform prospective Latina/o students and their parents about the numerous programs of study available to the community ranging from ESL courses to transfer programs. During fall 2014, 65 Hispanic students participated in the Comadre y Compadre Program. Of the 65 CCP mentees, 59 completed the fall semester. With respect to fall 14 semester completion, 90 percent of Comadre y Compadre Program mentees began and completed the entire semester. The most significant achievement for the Comadre y Compadre Program is the next term persistence rate. Of the 59 CCP mentees, 51 registered for courses in the spring 2015 semester. A total of 86.4 percent of CCP mentees persisted to the next semester.

*The Comadre y Compadre Program (CCP) at **Parkland College** is to improve persistence rate of Hispanic students by providing a welcoming and supportive campus environment for first-term Hispanic students.*

The Kings' Men initiative, which was implemented in fall 2012 at **Kennedy-King College**, addresses African American male academic success as it offers mentoring and support services in the areas of academic performance, social integration, civic engagement, and transfer/career pathways. Using performance data aggregated using 'GradesFirst,' the college software package, faculty and staff track student participant success on a semester basis. Activities and interventions are developed to assist students including early alerts, intrusive advising, career/transfer center support, and one-on-one professional and peer tutoring sessions. Kings' Men participants are monitored using course success,

retention, completion, transfer, and employment attainment performance metrics. Based on the data, interventions of intrusive support are developed to assist each student to remove barriers and ensure academic success. Nearly fifty percent of fiscal year 2013 African American male completers were employed within one year of graduation while in fiscal year 2011 only about sixteen percent of African American male completers were employed within one year of graduation.

**Waubonsee Community College** (WCC) hired an admissions advisor in 2013. The purpose of providing additional new student advising support in the form of a full-time admissions advisor to assist the college success advisor at the Aurora campus was to double the college's advising resources for new students starting at WCC, thereby improving their chances for educational attainment, and to assist the college success advisor in transitioning Hispanic/Latino high school students to college and to improving their postsecondary success as Hispanic/Latino students make up the majority of two of WCC's largest feeder high schools. The job responsibilities of the college success advisor include addressing students' goals, motivation and academic preparedness for college and empowering students to be responsible for their own academic performance; advising students with target population groups, including Hispanic, low-income and students transitioning out of the GED and ESL programs of college policies and procedures; and developing, planning, coordinating, and carrying out comprehensive student communication programs to increase engagement among Hispanic and low-income students, parents and the community, including participation in college/career nights and contribution to Spanish-language publications.

*There has been a dramatic increase in retention for African American students that have visited a tutor as compared to African American students that have not seen a tutor at **Lewis and Clark Community College***

Having the technological infrastructure to identify retention rates based upon student characteristics, **Lewis and Clark Community College** (LCCC) has been able to focus its tutoring efforts upon specific at-risk student cohorts. African American students had the second to lowest average retention rate (39.4 percent) from 2009 through 2012 at the college of the 30 student cohorts tracked. To address this issue, tutors and advisors at LCCC began reaching out to African American students in 2013 to heighten awareness of tutoring services. These efforts include

partnering with personnel in the athletics and student life departments, as well as using print and digital resources to publicize tutoring services. With two years of data, preliminary results have been positive as there has been a dramatic increase in retention for African American students that have visited a tutor as compared to African American students that have not seen a tutor. In 2013, African American students that were tutored had retention rate of 59.4 percent as compared to 33.9 percent for African American students that did not see a tutor. The retention data were nearly identical in 2014.

**Prairie State College** (PSC) has implemented two successful models of peer tutoring since the PBI SySTEMic Change grant was awarded in October 2011. The goals of the grant are designed to increase the number of African American graduates in Science, Technology, Engineering, and Mathematics (STEM) fields and to increase the number of African American students who successfully complete gateway math and science courses. To achieve these goals, the college has focused on curricular and student service interventions. The curricular innovations include implementing Peer Led Team Learning (PLTL), peer tutoring, introducing more inquiry based experiments in the laboratory, and increasing opportunities to use instrumentation. Student service strategies include the hiring STEM specific advisers for the students, student participation in various workshops on study skills and time management, and encouraging students to engage in undergraduate research. Peer tutoring addresses students with differing needs while reinforcing the activities that are beneficial to being successful in STEM courses such as problem solving, group work, and being able to summarize concepts.

The purpose of the Black Male Initiative (BMI), which was first implemented in the summer and fall semesters of 2014, is to provide a unique system of support, through various college and community resources that will contribute to the improvement of an underrepresented population, specifically Black/African American male students at **Heartland Community College** (HCC). This system of support is composed of five principles— college skills support, leadership, mentorship, volunteering, and engagement —that guide and motivate participants to maintain continuous satisfactory progress towards degree completion and obtain personal professional goal attainment. The program is a component of Student Counseling Services, department at HCC.

### **Improving Instruction**

One way **Danville Area Community College** (DACC) plans to improve its student success rates is through improvement of the college's math courses. Three interventions in math pathways the Math and Science Department developed and fully implemented this past year are the scaling up of flipped learning in MATH 105 Intermediate Algebra courses, the creation of the MATH 107 Applied Mathematic Concepts course and an online math boot camp to help students review content and retake the placement test for possible advancement into a higher level math class. The planning for MATH 107 Applied Mathematic Concepts and the online Math Boot Camp started during the 2013-2014 academic year. The flipped learning model used in MATH 105 started in 2009 with pilot studies but was scaled up to include all MATH 105 courses the fall 2014 semester. In the flipped model, students are presented new material outside the classroom and work on their assignments during class time. This leads to more cooperative learning and student engagement within the classroom to build a better sense of understanding. While piloting the flipped classroom at DACC over past semesters, it became apparent that students in the flipped classroom sections were having more success (65.5 percent) than those being taught through a more traditional approach (31.3 percent).

*Math and Science Department at Danville Area Community College has introduced the flipped learning model, in which students are presented new material outside the classroom and work on their assignments during class time. This leads to more cooperative learning and student engagement within the classroom to build a better sense of understanding.*

The purpose and goal of the Honors Program at **Malcolm X College** is to provide learning opportunities to accomplished students who seek intellectual, social, and cultural growth through enriched academic experiences and civic engagement. Launching in the Fall of 2013, the Honors Program at Malcolm X College has experienced successful growth with both student interest and faculty participation. The Honors Program focuses on *enriched academics* and *civic engagement*. Honors courses are not necessarily accelerated, but rather enriched around a specialized topic, allowing students to commit more time to the intensive study of select learning outcomes. Honors learning outcomes are developed by committed faculty with the requisite experience in the area of study. Civic engagement is integral to Honors coursework at Malcolm X College. Developed by the faculty, each Honors section has a civic engagement component that requires students to participate in a community program, event, or organization relevant to the objectives and learning outcomes of the course. The civic engagement component is designed to “put theory into practice” by bringing students into the community to construct hands-on knowledge through civic engagement.

Mathematics faculty and the Dean and Assistant Dean for Mathematics and Sciences at **Waubensee**

**Community College** set a goal for the academic year 2015 to create more programs for mathematics students, including reaching out to area high school students. The purposes of this goal were to demonstrate to students the fun side of mathematics and to help remove some of the fear of upper-level mathematics. Through this outreach, Waubonsee mathematics faculty wanted to show students that they could be successful in mathematics classes. The dean and assistant dean would then track the high school students who participated in the programs and see if they enrolled in Waubonsee math classes and track grades of all participating students to see if they were successful in earning a grade of “C” or better. Evidence so far shows that efforts to create a ‘culture of mathematics’ has been successful.

**Kishwaukee College** Adult Education and Transition Program (AETP) seeks to assist non-native speakers of English with developing the academic skills needed for transition to postsecondary programs. Through the development of the Academic ESL Proficiency Pathway, the AETP proposed the creation of a program for non-native speakers of English that would align to postsecondary English courses, present postsecondary educational opportunities for adult education students who are non-native speakers of English, and provide a clear progression of steps leading from advanced-level ESL programs to participating in postsecondary programs. Students who agreed to participate in the pilot program during the spring of 2014 were enrolled in a fall 2014 ESL Academic Writing Bridge class that was designed to assist students in developing cognitive academic language skills to build the foundation for entry into developmental or college level writing courses. The Academic Writing Bridge class provided an opportunity for the AETP staff to become closely acquainted with the students in the cohort to understand their individual needs and barriers, and to provide responses to specific student questions. Questions that emerged included topics related to visa limitations, career options for undocumented individuals, and college schedule planning, including course load recommendations.

*Wilbur Wright College incorporated service learning programs into 23 courses during spring 2014, which led to increasing student awareness about issues in the local communities.*

Service Learning programs, which were implemented in fall 2009 at **Wilbur Wright College**, provide students with an early opportunity to make connections to community organizations and private corporations. Service Learning provides a means by which students are exposed to real-life activities associated with their chosen areas of study. Further, students who participate in high-quality

community-based service learning are likely to benefit in a number of ways including: increased sense of self-efficacy as students learn that they can impact real social challenges, problems, and needs; higher academic achievement and interest in furthering their education; enhanced problem-solving skills, ability to work in teams, and planning abilities; enhanced civic engagement attitudes, skills and behaviors. During spring 2014, 23 courses across 12 academic disciplines incorporated service learning into their curriculum. These courses enrolled nearly 600 students at the college. An average of 8.2 hours was served by each student across all 23 courses. The data indicate that the service learning component directly led to increasing student awareness about issues in the local communities.

The goal of Learning Communities interdisciplinary cohorts, which were implemented in spring 2010 at **Wilbur Wright College**, is to integrate learning between the academic disciplines, providing urban commuter students with more opportunities to form relationships with each other and their instructors, more processing time of the subject matter, and greater appreciation for various perspectives. It is believed that students who have the opportunity to build stronger relationships with faculty and other students will also build a stronger relationship with the institution and therefore be more likely to persist term to term and to degree completion. As an interdisciplinary program, Learning Communities also create opportunities for faculty across disciplines to share departmental goals and pedagogical styles as well as subject matter,

thus formulating ways to improve learning across the college. Learning communities are two linked courses which share a common theme and enroll the same students in both courses. One successful pairing has been a pairing between a Biology 1 course and a Basic Chemistry course. This pairing has seen course retention rates exceed the rates for non-learning community classes. Since fall 2010, students in learning community courses complete a national survey that allows the college to benchmark student engagement in the learning process against students in learning communities at other community colleges across the country. The results of the survey indicate that in most cases, Wright students are as engaged or more engaged in the learning process than their counterparts at other community colleges. For instance, the results of our most recent survey (spring 2013) indicated the following.

### **Degree Audit**

During the fiscal year 2014, the academic standards committee at **Lake Land College** (LLC) proposed changes to the graduation requirements at the college in order to increase the number of graduates. These changes, which were implemented in February 2014, included a change in the residency requirement and allowing students in Associate in Science and Arts degree programs to use nine hours of technical coursework to meet elective hour requirements. During the college's strategic planning session it was discovered that many of LLC's Associate in Applied Science degree program graduates had earned program certificates but didn't file to graduate with the certificate(s), only the degree. The first strategy was to review students who had applied for graduation previously to see if the changes in the graduation policy changed their status for graduation. The second strategy was focused on awarding program certificates to those students who applied to graduate with degrees. The last strategy will be to research those students who attended LLC from 2005 to the present to see if they have earned degrees and certificates. This strategy will take place in the fiscal year 2015.

*As the result of the completion initiative implemented in spring 2012 at **Richard J. Daley College**, there has been a significant increase in awards for the Communications Technology Program from 3 to 64 awards and Electrical Technology Program from 21 to 399 awards, between fiscal years 2010 and 2014.*

The Division of Student Services at **Richard J. Daley College** implemented Completion Initiative in spring 2012. The purpose of the initiative is to track and monitor the completion of all students, particularly the IPEDS cohorts, via case management. Those students with 45 or more college credits are identified and have educational audits completed. They are then contacted by the college advisors. Consequently, advisors are able to increase the number of graduate applicants who were unaware of their completion potential. Furthermore, students eligible to receive ICCB-approved CTE certificate programs in Early

Childhood Development, Communications Technology, and Electrical Construction Technology were identified. As the result of the completion initiative, between fiscal years 2010 and 2014, there has been a significant increase in awards for the Communications Technology Program from 3 to 64 awards and Electrical Technology Program from 21 to 399 awards.

The Business Division of **Lake Land College** developed a "Finish What Your Started" program designed to increase completion rates for students pursuing a business degree. The program, which was implemented in May of 2013, targets students who are 15-20 credit hours away from finishing an AAS or an AS degree or a certificate in business. Each student receives a personalized mailed letter in May, and follow up phone calls are made to the students through the summer. The Business Division tracks the students to see who

enrolls in the following fall. In the first year of program implementation, seven percent of the students contacted enrolled in courses the following fall. The Business Division is continuing to implement the program and track enrollment and completion.

### **Other Initiatives**

The Compass Placement Test Preparation (CMTP) initiative at the **College of DuPage** (COD) was designed to assist students with improving their prospects for success in college-level math. A math course “MATH 0485: Algebra Refresher Workshop” was created as a convenient, computer-assisted, instructor-led workshop that improves students’ math placement test score by providing a math review prior to taking the placement test. The Compass Placement Test Preparation initiative was first piloted in fiscal year 2010 as a response to the high number of students who either had to wait two years before taking the COMPASS Placement test after trying it twice without much success, or complete all other requirements except college-level math and leave the College without a credential. For those who complete this course and go on to take the COMPASS test, they have had a chance to try the test a third time and to be placed in either a developmental math sequence prior to taking a college level course or in college level math.

*Kaskaskia College offers an opportunity for inmate populations to earn college credit through several face to face general education courses including English, Technical Math, Ethnic, and Spanish that can be applied toward their pursuit of an Associate Degree.*

**Kaskaskia College** has five vocational programs at the Centralia Correctional Center—Commercial Cooking, Construction Occupations, Electronics, Commercial Custodial, and Restaurant Management—to provide inmate populations within the State of Illinois with educational opportunities. From summer 2014, the college has offered an opportunity for inmates to earn college credit through several face to face general education courses including English, Technical Math, Ethnic, and Spanish that can be applied toward their pursuit of an Associate Degree. This initiative will continue into the summer and fall of 2015. Each program has achieved 100 percent maximum enrollment since the inception. The completion rate of each class is approximately 90 percent. Students who complete these general

electives have expressed interest in taking additional classes, with the overall goal of completing enough general electives to earn an Associate’s Degree from Kaskaskia College. Students now have the opportunity to earn general elective coursework that can be coupled with the vocational credit they have earned and applied towards a degree.

To support a culture of data informed decision making, **Black Hawk College** launched a data warehouse in June 2014, which provides student advisors, academic leadership and staff of the office of Planning and Institutional Effectiveness with quick and easy access to all pertinent current and historical information about student being advised, including demographics, enrollment, registration, grades, and alerts and overall course activity. The data warehouse allows staff to accommodate individual differences in how services are provided by providing improved access to large amounts of data and information. The system automatically calculates at-risk factors and displays them on the advisors home screen. As the college IT systems become increasingly sophisticated the data warehouse provides a growing capacity to navigate among such information resources as the colleges ERP system, National Student Clearing House and other student tracking software used by individual departments. Student Advisors use the Student Navigator on a

daily basis and report significant time savings and ease of access to more complete information over the previous methodology.

The success rate of students taking an online course at **Lewis & Clark College** – of which 70 percent are women – has been consistently below that of face-to-face courses. To address the success gap between online and face-to-face course success, the college charged the Technology Enhanced Learning Committee (TELC) to investigate policy-based strategies, as opposed to instructional-based strategies, for increasing the success rate of students taking online courses. In January 2011, the TELC committee recommended that any student enrolling in an online course must have a cumulative GPA of at least 2.7. New students without a college GPA will not be allowed to enroll in an online course until they have established a cumulative GPA of 2.7 or better after their first semester of enrollment. The 2014 academic year represents the third full academic year where a minimum GPA of 2.7 has been required for a student to enroll in an online course. Course success rates, defined as a grade of A, B, or C, have remained remarkably consistent –approximately ten percentage points higher since the minimum GPA policy was implemented in 2012.

The College Level Examination Program (CLEP) is a library of exams that are developed by the College Board that enable students to demonstrate and earn college credit for knowledge obtained outside of the classroom. Each exam can be completed in a few hours and the exam fees are \$80 per test, so, for students who have already mastered a college-level subject, earning college credit for this knowledge via a CLEP exam is more economical and expedient than enrolling in and completing a college-level course. During 2014, the Office of Instruction and the Office of Adult Education at **Truman College** made a concerted effort to identify students who could potentially earn credit by taking a CLEP exam and encouraging them to take advantage of the CLEP option. This was especially advantageous for the French and Spanish speaking immigrant student population at Truman College. Due to the efforts of the CLEP promotion initiative, Truman College was one of only two colleges in Illinois in 2014, which placed into the Top 100 of institutions in the United States for the awarding of credit through CLEP.

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