



FISCAL YEAR 2017
ILLINOIS COMMUNITY COLLEGE SYSTEM
SELECTED PROGRAMS AND SERVICES
FOR
UNDERREPRESENTED GROUPS

FOCUS AREA:
RECRUITMENT, ACADEMIC SUCCESS, AND COMPLETION

December 2018

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TABLE OF CONTENTS

INTRODUCTION 4

DEMOGRAPHIC INFORMATION 5

Disability Status 5

Gender..... 5

Age..... 6

State of Illinois’ Race/Ethnicity Distribution 6

Race/Ethnicity Distribution in Community College System Credit Programs 7

First-Generation College Students 8

Credential Attainment..... 9

Graduate or Transfer Out Metric 11

Retention, Graduation, or Transfer (Fall-to-Fall) 12

Employee Diversity 13

BEST PRACTICES FOR IMPROVING RECRUITMENT 16

Building Strong High School Pipelines to College and Careers 16

Workforce Development Initiatives 22

Financial Aid/Scholarships/Grants 23

BEST PRACTICES FOR IMPROVING ACADEMIC SUCCESS AND COMPLETION..... 26

Student Support Initiatives 26

TRIO Student Support Services 29

Academic Advising..... 33

Mentoring/Counseling/Coaching/Tutoring 35

Support Services and Initiatives for Minority Students..... 37

Support Services and Initiatives for Students with Disabilities..... 41

Support Services for Veteran Students..... 41

Support Services for Underrepresented Student Athletes 42

Initiatives in Developmental Education and Co-requisite Remediation..... 44

Adult Education/ESL Initiatives 47

Initiatives Targeting At-Risk Students 47

Initiatives Targeting First-year/First Generation College Students..... 49

Degree Audit, Instruction, Curriculum, and Course Placement Initiatives 52

BIBLIOGRAPHY 54

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 permanent resident aliens who are minorities, including African American, Hispanic, Asian American, Pacific Islander, American Indian, and Alaskan Native, women, and persons with disabilities. On January 1, 2012, the definition was expanded to include first-generation college students, described as the first in their immediate family to attend an institution of higher education ([Public Act 097-0588](#)). 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 099-0143](#)) 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: *Recruitment, Academic Success, and Completion*.

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

Summaries of strategies for improving student recruitment, academic success, and completion through services, programs, or initiatives that positively impact student performance at selected community colleges are featured in the second half of this year's report.

DEMOGRAPHIC INFORMATION

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

Disability Status

During fiscal year 2017, Illinois community colleges served 18,084 students with disabilities (3.3 percent of all credit enrollments). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Annual Enrollment and Completion (A1) Submission. The majority of students with disabilities (N = 16,173) used supportive services offered by colleges. About one out of ten students with disabilities (N = 1,911) did not use supportive services during fiscal year 2017.

Based on the unduplicated count of students with disabilities who self-reported and used supportive services, specific disabilities identified were learning including ADHD (56.4 percent of reported disabilities); auditory (2.9 percent); medical including acquired brain injury disability and systemic/chronic health problems (9.4 percent); mobility (3.4 percent); psychological (22.9 percent); visual (2.2 percent) and other including speech/language impairment, deaf-blind, and developmental disabilities (2.8 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 89.8 percent of reported disabilities. Of those services used, based on unduplicated count, more than one-half (56.4 percent) were used by students with learning disabilities including ADHD. (2017 Student Disability Table)

Census figures show a substantial number of Illinoisans with disabilities. In the 2017 Illinois census estimate, among Illinois' civilian non-institutionalized population, 5.6 percent between 18 and 34 years of age and 10.7 percent between 35 and 64 years of age had a disability. Nearly one fourth (24.0 percent) of Illinois population age 16 and over with disabilities was employed. ([2017 American Community Survey 1-Year Estimates](#) Table S1810 and S1811)

Gender

The overall Male/Female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 53.4 percent of the student population in fiscal year 2017. The percentage of Male students has averaged 46.8 percent over the past five years. Census data show little change in the proportion of Females in Illinois with 50.8 percent estimated in 2017 versus 51.0 percent in 2010 and 2000. ([ICCB FY 2017 Annual Student Enrollment and Completion Report](#), [U.S. Census 2000 Illinois](#), and [2010 and 2017](#)

[American Community Survey 1-Year Estimates](#) Table S0102) From 2013 to 2017, the number of Female students completing degree programs decreased 7.2 percent while the number of Female students enrolled in Illinois community college degree courses decreased 20.6 percent. ([ICCB FY 2013 and FY 2017 Annual Student Enrollment and Completion Report](#))

Age

The average age of Illinois community college credit students was 28.7 years in fiscal year 2017, which is a slight decrease from fiscal year 2016 (29.3). The median age was 23.4 years in fiscal year 2017, which is also lower than the previous year (24.0). According to the 2017 population estimates, the median age of all Illinoisans was estimated to be 38.0 years. The latest census estimates also show that over three-quarters (77.4 percent) of all Illinoisans were 18 years of age or above. ([ICCB FY 2017 Annual Student Enrollment and Completion Report](#) and ([2017 American Community Survey 1-Year Estimates](#) Table S0101)

State of Illinois' Race/Ethnicity Distribution

State census data show that Illinois' population was 12.80 million in 2017 compared to 12.83 million in 2010, and 12.42 million in 2000. ([U.S. Census 2000 Illinois](#), [U.S. Census 2010 Illinois](#), and [2018 Index of Need](#) Table 1) These detailed Illinois census data indicate that the state's population grew 3.1 percent between 2000 and 2017. The state population, however, decreased 0.2 percent between 2010 and 2017. Illinois' 2017 census estimate shows that Whites/Caucasians remained the largest race/ethnicity group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2017, as the percent of Caucasians decreased from 73.5 percent to 71.2 percent of the population. ([U.S. Census 2000 Illinois](#) and [2018 Index of Need](#) Table 1)

The race/ethnicity data collection methodology changed for the 2000 census and continued in the 2017 census data. The 2017 census data showed that 2.0 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 2017 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,209,323 in 2017. ([U.S. Census 2000 Illinois](#) and [2018 Index of Need](#) Table 1)

Illinois' largest minority group in 2000 was African American and in 2017 was Hispanic/Latino. Compared to 2000, African American counts in 2017 decreased from 15.1 percent to 14.6 percent, whereas Asian American counts increased from 3.4 percent to 5.8 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic/Latino from 12.3 percent to 17.3 percent.

Table 1
State of Illinois Race/Ethnicity Distribution (Census)

	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian* American</i>	<i>Native American</i>	<i>Some Other Race**</i>	<i>Hispanic/Latino*** (Duplicated)</i>
2000	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
2010	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%
2017	71.2%	14.6%	5.8%	0.6%	7.8%	17.3%

*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 & 2018 Index of Need, Table 1.

Race/Ethnicity Distribution in Community College System Credit Programs

Overall in fiscal year 2017, minority students accounted for 44.1 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Race/ethnicity classifications were aligned with U.S. Department of Education collection and reporting standards. Fiscal year 2017 data show

Students identifying themselves as Hispanic/Latino—118,454 in fiscal year 2017—accounted for the largest number of minority enrollments in the Illinois Community College System this year.

that minority representation was similar to the prior year (fiscal year 2016 = 43.1 percent). Fiscal year 2017 results are above the five-year average (41.9 percent). Students identifying themselves as Hispanic/Latino students—118,454 in fiscal year 2017—became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students. In fiscal years 2013 through 2017, Hispanic/Latino students were again the largest minority group. African American students—72,143 in fiscal year 2017—constitute the second largest minority group in the latest data. The fiscal year 2017 proportionate representation by Hispanic/Latino students was higher by about one percentage point in comparison to the prior year (22.3 percent in fiscal year 2017 versus 21.2 percent in fiscal year 2017), while the proportional representation by African American students was lower in comparison to the prior year (13.6 percent in fiscal year 2017 versus 14.4 percent in fiscal year 2016). Over the longer term—over the past five years—a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander (-77.5 percent), Native American (-58.3 percent), African American (-35.3 percent), and Asian American (-15.5 percent), while an increase was noted among students identifying themselves as Nonresident Alien (186.6 percent), and Hispanic/Latino (1.6 percent).

Student race/ethnicity representation varies across broad program areas (PCS). For example, Table 2 contains information about the distribution of Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English as a Second Language (ESL) enrollments. Minority students accounted for nearly three-fourths (74.2 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2017, Hispanic/Latino students accounted for over forty percent of adult education enrollments and African American students for over one-fourth of those enrollments (42.1 percent and 26.3 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (82.2 percent) individuals enrolled in community college ESL coursework during fiscal year 2017. Hispanic/Latino students accounted for nearly two-thirds (62.7 percent) of the community

college ESL students, followed by Asian American students (11.9 percent) and African American students (5.5 percent).

Table 2
**Fiscal Year 2017 Minority Students Enrolled in Adult Education
and English as a Second Language Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
ABE/ASE %	26.3%	42.1%	4.2%	0.4%	0.3%	0.1%	0.7%	74.2%
Number	8,041	12,890	1,295	128	78	34	226	22,692
ESL %	5.5%	62.7%	11.9%	1.7%	0.0%	0.1%	0.2%	82.2%
Number	1,650	18,644	3,539	492	13	40	65	24,443

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Table 3 provides the distribution of minority students enrolled in the two largest program areas, Transfer and Career and Technical Education (CTE). During fiscal year 2017, minorities comprised about four out of every ten (42.6 percent) Transfer enrollees. An examination of each minority group’s race/ethnicity representation across the Transfer program area indicates that Hispanic/Latino students accounted for the largest minority group enrollments (20.5 percent), followed by African American students (12.8 percent), Asian American students (5.2 percent), students of Two or More Races (2.9 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). Table 3 also shows that about one-third of students enrolled in CTE programs were members of a minority group (34.4 percent). Hispanic/Latino students also had the highest representation among minorities in CTE programs and accounted for 15.7 percent of the population. African American students had the second largest CTE program enrollment (12.3 percent), followed by Asian American students (3.7 percent), students of Two or More Races (1.8 percent), Nonresident Alien students (0.5 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent).

Table 3
**Fiscal Year 2017 Minority Students Enrolled in Transfer
and Career and Technical Education Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
Transfer %	12.8%	20.5%	5.2%	0.9%	0.2%	0.1%	2.9%	42.6%
Number	34,394	55,122	14,038	2,312	614	274	7,675	114,429
CTE %	12.3%	15.7%	3.7%	0.5%	0.3%	0.1%	1.8%	34.4%
Number	17,152	21,946	5,132	766	393	130	2,538	48,057

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

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

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

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 2013 through fiscal year 2017) on first-generation college student enrollments. Fiscal year 2017 first-generation college student enrollment increased by 2.2 percent compared to last year and decreased by 32.1 percent compared to fiscal year 2013. The overall enrollments continue to decline. Nearly four out of ten students (39.4 percent) in the Illinois Community College System are first-generation college students in fiscal year 2017.

Table 4
**First-Generation College Student Enrollment in the Illinois Community College System
Fiscal Years 2013-2017**

	FY 13	FY 14	FY 15	FY 16	FY 17	One-Year % Change	Five-Year % Change
First-Generation College Student Enrollment	321,006	293,689	245,088	213,101	217,873	2.2%	-32.1%
Annual Enrollment	691,536	659,712	620,191	597,290	553,174	-7.4%	-20.0%
Enrollment Rate of First-Gen. College Students	46.4%	44.5%	39.5%	35.7%	39.4%		

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Credential Attainment

The following section of the report supplies information about the race/ethnicity characteristics of students who graduated in fiscal year 2017. Table 5 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 2017. Table 6 provides a comparison of fiscal year 2013 through fiscal year 2017 completions in the Illinois Community College System by race/ethnicity.

Across all minority groups in 2017, CTE program graduates far outnumbered Transfer program graduates. Table 5 shows that during fiscal year 2017, nearly twice as many minorities completed CTE programs (N = 13,983) than Transfer programs (N = 8,212). Minority students accounted for 38.8 percent of all Transfer graduates, compared to 34.0 percent of CTE graduates. Hispanic/Latino students accounted for the largest minority group completions in CTE programs (15.6 percent), followed by African American students (12.0 percent), Asian American students (3.6 percent), students of Two or More Races (1.9 percent), Nonresident Alien students (0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent). The fiscal year 2017 proportional representation of the Hispanic/Latino CTE program graduates (15.6 percent) was higher by 1.2 percentage points from fiscal year 2016 (14.4 percent). Hispanic/Latino students also accounted for the largest group of Transfer minority graduates (20.7 percent), followed by African American students (10.3 percent), Asian

During fiscal year 2017, nearly twice as many minority students completed Career and Technical Education (CTE) degrees and certificates than Transfer degrees.

Underrepresented Groups Report
Fiscal Year 2017

American students (4.2 percent), students of Two or More Races (2.3 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2017 proportional representation of the Hispanic/Latino Transfer graduates (20.7 percent) was higher by 1.9 percentage points from the prior year (18.8 percent).

Table 5
**Fiscal Year 2017 Minority Student Completers in
Transfer and Career and Technical Education Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
Transfer %	10.3%	20.7%	4.2%	0.9%	0.2%	0.1%	2.3%	38.8%
Number	2,187	4,384	885	189	44	27	496	8,212
CTE %	12.0%	15.6%	3.6%	0.6%	0.3%	0.1%	1.9%	34.0%
Number	4,922	6,411	1,488	250	103	42	767	13,983

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Data

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2017 totaled 66,143. Over one-third (36.0 percent) of all degrees and certificates in fiscal year 2017 were awarded to minority students (nonwhite) whose race/ethnicity was known. Compared to last year, there was an increase in minority completions only among Nonresident Alien students (28.2 percent), students of Two or More Races (9.1 percent), and Hispanic/Latino students (2.6 percent). Decreases in completions were noted for Pacific Islander Students (-35.7 percent), African American students (-16.2 percent), Native American students (-16.0 percent), and Asian American students (-9.2 percent), since last year. Compared to fiscal year 2013, the total number of minority completers increased 11.2 percent.

Table 6
**Student Completers in the Illinois Community College System by Race/Ethnicity
Fiscal Years 2013-2017**

<i>Race/Ethnicity</i>	FY 13	FY 14	FY 15	FY 16	FY 17	One-Year % Change	Five-Year % Change
<i>White</i>	45,010	44,337	44,554	42,852	40,472	-5.6%	-10.1%
<i>African American</i>	9,156	9,842	10,283	9,218	7,728	-16.2%	-15.6%
<i>Hispanic/Latino</i>	8,260	8,813	10,036	11,209	11,506	2.6%	39.3%
<i>Asian American</i>	3,378	3,481	3,278	2,795	2,538	-9.2%	-24.9%
<i>Nonresident Alien</i>	150	189	384	372	477	28.2%	218.0%
<i>Native American</i>	255	309	362	187	157	-16.0%	-38.4%
<i>Pacific Islander</i>	238	192	202	112	72	-35.7%	-69.7%
<i>Two or More Races*</i>	--	--	--	1,237	1,350	9.1%	--
<i>Unknown</i>	2,589	2,649	2,688	2,477	1,843	-25.6%	-28.8%
Minority Subtotal	21,437	22,826	24,545	25,130	23,828	-5.2%	11.2%

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

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Data

Table 7 contains trend data (fiscal year 2013 through fiscal year 2017) on student completers by gender. During fiscal year 2017, more than half of degrees and certificates were earned by females (53.8 percent). The number of male completers decreased 7.1 percent, and the number of female completers decreased 5.3 percent compared to the previous fiscal year. When compared to fiscal year 2013, the number of male completers decreased 0.4 percent, and the number of female completers decreased 7.2 percent.

Table 7
**Student Completers in the Illinois Community College System by Gender
Fiscal Years 2013-2017**

<i>Gender</i>	FY 13	FY 14	FY 15	FY 16	FY 17	One-Year % Change	Five-Year % Change
<i>Male</i>	30,711	32,106	33,077	32,911	30,590	-7.1%	-0.4%
<i>Female</i>	38,325	37,706	38,710	37,548	35,553	-5.3%	-7.2%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Data

Graduate or Transfer Out Metric

Community colleges urge students to complete their associate degrees prior to transferring to a four-year institution. Nationally, research suggests a higher completion rate for those that receive their credential from a two-year college ([Baccalaureate Attainment: A National View of the Postsecondary Outcomes of Students Who Transfer from Two-Year to Four-Year Institutions](#)). Still a substantial number of community college students generate a considerable number of credit hours but then transfer to a four-year institution prior to receiving the associate degree. Federal metrics such as Graduation Rate do not count these transfer outs prior to credential attainment as a success, and thus negatively impact community college outcomes. Therefore, to demonstrate student success more accurately, it is important to track community college students that transfer to a four year-institution prior to earning their associate degrees.

The transfer out metric measures the annual number and percentage of students who transfer from a two-year campus to a four-year campus whether they receive a credential or not. The numerator is the number of students from the cohort (denominator) who enroll at a four-year public institution of higher education. The denominator is the number of entering undergraduate students in two-year public institutions of higher education in the fall semester of a specified year.

Table 8 and Table 9 demonstrate student success measured by retention, transfer, and/or graduations. ICCB generates the entire set of metrics for the state and each community college via ICCB's Centralized Data System.

Table 8
**First-Time, Full-Time Students Enrolling in Fall and Graduating or Transferring within
Four Years of Entry at Illinois Community Colleges
Fiscal Years 2012-2016**

<i>Race/Ethnicity</i>	Fall 2008 FY 12	Fall 2009 FY 13	Fall 2010 FY 14	Fall 2011 FY 15	Fall 2012 FY 16
<i>Asian*</i>	503/ 1,195 42.1%	584/ 1,540 37.9%	508/ 1,105 46.0%	470/ 967 48.6%	482/ 952 50.6%
<i>Native American</i>	32/ 98 32.7%	30/ 117 25.6%	32/ 114 28.1%	26/ 80 32.5%	28/ 102 27.5%
<i>African American</i>	1,267/ 4,740 26.7%	1,393/ 5,904 23.6%	1,449/ 6,115 23.7%	1,277/ 5,708 22.4%	1,269/ 5,807 21.9%
<i>Hispanic/ Latino</i>	895/ 3,537 25.3%	968/ 4,191 23.1%	1,048/ 4,465 23.5%	1,143/ 4,935 23.2%	1,408/ 5,446 25.9%
<i>Nonresident Alien</i>	100/ 317 31.5%	25/ 88 28.4%	18/ 78 23.1%	43/ 163 26.4%	56/ 188 29.8%
<i>Pacific Islander</i>	N/A	N/A	37/ 89 41.6%	12/ 48 25.0%	30/ 81 37.0%
<i>Two or More Races**</i>	N/A	N/A	178/ 591 30.1%	190/ 612 31.0%	237/ 724 32.7%
<i>Minority Subtotal</i>	2,797/ 9,887 28.3%	3,000/ 11,840 25.3%	3,270/ 12,557 26.0%	3,161/ 12,513 25.3%	3,510/ 13,300 26.4%
<i>White</i>	6,200/ 17,673 35.1%	6,762/ 20,007 33.8%	6,332/ 18,548 34.1%	6,149/ 17,360 35.4%	6,570/ 17,241 38.1%

*Fall 2008 and 2009 cohorts include Pacific Islander

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

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and National Student Clearinghouse (NSC)

Table 8 contains information on number and percent of full-time students at Illinois community colleges who transferred out within four years of entry or received a degree within four years of entry by race/ethnicity. About one in four minority students from Fall 2012 cohort transferred out or earned a degree within four years of entry (26.4 percent) compared to nearly two in five White students (38.1 percent). Asian American students accounted for the highest transfer out rate among minority students entering in Fall 2012 (50.6 percent), followed by Pacific Islander students (37.0 percent), students of Two or More Races (32.7 percent), Nonresident Alien students (29.8 percent), Native American students (27.5 percent), Hispanic/Latino students (25.9 percent), and African American students (21.9 percent).

Retention, Graduation, or Transfer (Fall-to-Fall)

The Retention, Graduation, or Transfer measure tracks the number and percentage of entering degree or certificate seeking undergraduate students from fall to fall.

Table 9
**First-Time, Full-Time Students Enrolling in Fall and Being Retained, Graduating, or Transferring within One Year of Entry at Illinois Community Colleges
Fiscal Years 2009-2013**

<i>Race/ethnicity</i>	Fall 2008 Fall 2009	Fall 2009 Fall 2010	Fall 2010 Fall 2011	Fall 2011 Fall 2012	Fall 2012 Fall 2013
<i>Asian*</i>	883/ 1,195 73.9%	1,052/ 1,540 68.3%	874/ 1,105 79.1%	772/ 967 79.8%	753/ 952 79.1%
<i>Native American</i>	60/ 98 61.2%	63/ 117 53.8%	80/ 114 70.2%	46/ 80 57.5%	65/ 102 63.7%
<i>African American</i>	2,574/ 4,740 54.3%	2,441/ 5,904 41.3%	3,358/ 6,115 54.9%	2,980/ 5,708 52.2%	3,070/ 5,807 52.9%
<i>Hispanic/Latino</i>	2,391/ 3,537 67.6%	2,544/ 4,191 60.7%	3,051/ 4,465 68.3%	3,227/ 4,935 65.4%	3,661/ 5,446 67.2%
<i>Nonresident Alien</i>	205/ 317 64.7%	52/ 88 59.1%	49/ 78 62.8%	81/ 163 49.7%	103/ 188 54.8%
<i>Pacific Islander</i>	N/A	N/A	68/ 89 76.4%	38/ 48 79.2%	61/ 81 75.3%
<i>Two or More Races**</i>	N/A	N/A	375/ 591 63.5%	403/ 612 65.8%	500/ 724 69.1%
Minority Subtotal	6,113/ 9,887 61.8%	6,152/ 11,840 52.0%	7,855/ 12,557 62.8%	7,547/ 12,513 60.3%	8,213/ 13,300 61.8%
<i>White</i>	12,394/ 17,673 70.1%	12,709/ 20,007 63.5%	13,309/ 18,548 71.8%	12,708/ 17,360 73.2%	12,867/ 17,241 74.6%

*Fall 2008 and 2009 cohorts include Pacific Islander

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

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and National Student Clearinghouse (NSC)

Table 9 shows retention rates at Illinois community colleges within one year of entry. The measure provides a holistic view of successes experienced by students from fall-to-fall in community colleges. The numerator is the number of first-time students from the cohort (denominator) who are retained or who enrolled at a four-year public institution of higher education or who graduated. About six out of ten minority first-time, full-time students enrolling in Fall 2012 were retained, transferred, or graduated in Fall 2013 (61.8 percent) compared to nearly three out of four White students (74.6 percent). Asian American students accounted for the highest fall-to-fall retention rate among minority students enrolling in Fall 2012 (79.1 percent), followed by Pacific Islander students (75.3 percent), students of Two or More Races (69.1 percent), Hispanic/Latino students (67.2 percent), Native American students (63.7 percent), Nonresident Alien students (54.8 percent), and African American students (52.9 percent).

Employee Diversity

Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges adopt a strong customer and community focus. Hence, the colleges tend to reflect the communities in which

they are located. Interest in creating a diverse environment is common to all colleges across the system. Strengths and opportunities for improvement may differ by locality.

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

Table 10
Fiscal Year 2017 Minority Faculty and Staff in Illinois Community Colleges

	<i>Tenured Faculty/ Officials and Managers</i>	<i>Non- tenured Faculty</i>	<i>Professional Staff/ Protective Service Workers</i>	<i>Office and Clerical/ Para- professionals</i>	<i>Service Maintenance</i>
<i>African American %</i>	10.0%	7.4%	15.0%	15.5%	25.4%
Number	605	1,189	1,383	630	707
<i>Hispanic/Latino %</i>	3.9%	3.7%	8.9%	12.0%	14.7%
Number	239	596	825	489	409
<i>Asian American %</i>	3.9%	3.9%	3.5%	2.8%	1.2%
Number	240	633	327*	114	32
<i>Native American %</i>	0.3%	0.3%	0.3%	0.2%	0.5%
Number	16	44	28	10	14
<i>Nonresident Alien %</i>	0.0%	0.1%	0.0%	0.0%	0.0%
Number	2	13	4	0	0
<i>Pacific Islander %</i>	0.1%	0.1%	0.2%	0.1%	0.2%
Number	4	17	21	4	5
<i>Minority Subtotal %</i>	18.2%	15.5%	28.1%	30.7%	42.0%
Number	1,106	2,492	2,588*	1,247	1,167

*Includes revised college figures

SOURCE OF DATA: ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data

Table 10 shows that in fiscal year 2017, minority faculty and staff accounted for 18.2 percent of tenured faculty/officials and managers, 15.5 percent of non-tenured faculty, 28.1 percent of professional staff/protective service workers, 30.7 percent of office and clerical/para-professionals, and 42.0 percent of service maintenance employees. Compared to fiscal year 2016, the number of minority faculty and staff decreased by 3.5 percent in fiscal year 2017. The largest decrease in the minority employee count from the previous year was noted for professional staff/protective service workers (-5.1 percent), followed by non-tenured faculty (-4.7 percent), service maintenance employees (-2.4 percent), office and clerical/para-professionals (-1.0 percent), and tenured faculty/officials and managers (-0.7 percent).

Nationwide, community college faculty members are disproportionately White, and thus students of color are less likely to have the opportunity to engage with faculty members of their own race/ethnicity ([Aspirations to Achievement: Men of Color and Community Colleges](#)). In Illinois community colleges, Hispanic/Latino faculty members are the most underrepresented minority group in comparison to the student population of the same race/ethnicity (Table 11).

Table 11
**Proportion of Minority Students and Faculty at Illinois Community Colleges
Fiscal Year 2013 and 2017**

2013	Percentage of Student Representation	Percentage of Faculty Representation*	Percentage Point Difference
<i>African American</i>	16.9%	9.2%	-7.7
<i>Hispanic/Latino</i>	17.6%	3.5%	-14.2
<i>Asian American</i>	4.6%	3.7%	-1.0
<i>Native American</i>	0.5%	0.3%	-0.2
<i>Nonresident Alien</i>	0.2%	0.1%	-0.1
<i>Pacific Islander</i>	0.4%	0.1%	-0.3
<i>White</i>	59.8%	83.2%	23.4
2017	Percentage of Student Representation	Percentage of Faculty Representation*	Percentage Point Difference
<i>African American</i>	13.6%	8.7%	-4.9
<i>Hispanic/Latino</i>	22.3%	4.0%	-18.3
<i>Asian American</i>	4.9%	4.2%	-0.6
<i>Native American</i>	0.2%	0.3%	0.0
<i>Nonresident Alien</i>	0.8%	0.1%	-0.7
<i>Pacific Islander</i>	0.1%	0.1%	0.0
<i>White</i>	55.9%	82.6%	26.7

Includes only students and faculty whose ethnicity was known.

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

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data and Annual Faculty, Staff, and Salary (C3) Data

Across a five-year period, Hispanic/Latino faculty representation increased slightly (3.5 percent in fiscal year 2013 vs. 4.0 percent in fiscal year 2017), but did not increase enough in comparison to the increase in the Hispanic/Latino student representation (17.6 percent in fiscal year 2013 vs. 22.3 percent in fiscal year 2017). Across the same time frame, African American faculty representation decreased slightly (9.2 percent in fiscal year 2013 vs. 8.7 percent in fiscal year 2017), while the African American student representation experienced a sharper decrease (16.9 percent in fiscal year 2013 vs. 13.6 percent in fiscal year 2017). Asian American faculty and student representation both increased over the period of five years, but the increase was larger for Asian American faculty (3.7 percent in fiscal year 2013 vs. 4.2 percent in fiscal year 2017) than the increase for Asian American students (4.6 percent in fiscal year 2013 vs. 4.9 percent in fiscal year 2017).

including “Diversity at Richland (1971-Now): Embrace it. Share it. Celebrate it.” were offered starting fall 2017.

Support Services and Initiatives for Students with Disabilities

College for Life began in the fall 2017 semester at **John Wood Community College**. It provides a post-high school educational experience for students with intellectual and/or developmental disabilities who want to go to college. Students will take at least three noncredit courses that are designed to prepare them for a fulfilling adult life. All students take a self-advocacy course and may choose from other courses covering healthy relationships, cooking, sports/fitness, and career exploration topics. All courses include a learning coach who provides classroom support to ensure everyone’s success. The learning coaches include a wide variety of professionals. Students are allowed to enroll as long as they like and can build their skills to move on to college credit-bearing classes to earn certificates or degrees. Students also have the opportunity to take part in all aspects of JWCC student life, including social and extracurricular activities to help them benefit from increased independence. The pilot program of College for Life in the fall 2017 was built for ten students; seven students participated. In the spring of 2018, eleven students participated. The seven who participated in the fall continued into the spring.

College for Life is a new initiative at John Wood Community College that provides a post-high school educational experience for students with intellectual/developmental disabilities.

The Center for Disability Services (CDS) works with local high schools to recruit prospective students with disabilities to **Moraine Valley Community College**. This has been an ongoing collaboration between the CDS staff and the in-district high schools. The CDS office informs high school counselors of dates and times that are available for visits. Each high school coordinates a group of 10-30 juniors and seniors to attend the visit so they can become more informed about the transition from high school to college. The CDS uses a sign-in sheet to track the students’ names, high school and date of visit. The program assistant creates a spreadsheet with each student’s name, address, Student Information System ID number, email address, and high school. This data is used to invite students to attend the CDS orientation and as a tool to track all students that attend orientation. Once a student completes new student orientation, the CDS will complete approval of the student’s requested accommodations for the upcoming semester. CDS staff then designate an eligibility code into the Student Information System based on the ICCB coding guidelines. After this process is completed, a letter is mailed to all students identifying their specific approved accommodations. CDS met with 288 high school juniors and seniors in 2017, and 174 of these students (60.4 percent) had completed the application for admission and registered for the fall semester.

Support Services for Veteran Students

The Veteran Student Services office at **College of Lake County (CLC)** provides many services and options for education to active military service members, veterans, and their family members and assists them through a variety of aid programs offered by the U.S. Department of Veterans Affairs and the Illinois Student Assistance Commission. In addition, the college seeks to host

activities of interest to veterans such as the annual Veterans Creative Arts Festival and programs such as veteran memorial ceremonies. With a number of military facilities located in Lake County, including the Great Lakes Naval Base, the college is in a position to provide educational opportunities and other services to assist these personnel and their families. The College of Lake County Student Veterans Club and an official chapter of the Student Veterans of America are an important part of student life for veterans and active duty military members on campus. There is also a veterans group on Facebook. The Veteran Student Services coordinator is available to assist students with financial aid and other services. Active duty military, Army Reserve and National Guard members, and veterans of the fall 2013 IPEDS cohort were tracked through the summer of 2016. About 18 percent of the military and veteran students had graduated from CLC, and about 21 percent had transferred to another institution by the end of the tracking period. Furthermore, about 31 percent of spouses and dependent family members had graduated, and about 31 percent had transferred.

During fiscal year 2017, **Kennedy-King College (KKC)** served 328 military-affiliated students, including active duty, veterans and spouses and dependents of veterans. Additionally, the college served 223 students with a registered disability. In the spring of 2017, the Disability Access Center (DAC) and Veterans Center partnered to host the third annual Disability and Veterans Resource Fair, in which they connected students and community members at KKC with community vendors who provide employment, advocacy, legal, educational, counseling, and mobility resources. These organizations, chosen based on their specific relevance to veteran students, and students with disabilities, provide resources and services that can increase the quality of life of students outside of school, which will make it easier for them to do well in school. Additionally, sharing information and training with students about disability rights supports KKC's greater goal of a completely inclusive campus in which disability is valued as an important part of diversity. The DAC and Veterans Resource Fair featured representatives from the following organizations: KKC Wellness Center, Blind Services Association, Chicago Lighthouse, Equip for Equality, Department of Human Services/Department of Rehabilitation Services, Mount Sinai, Access Living, Ability Links, City of Chicago Dept. of Vet Resources, Mayor's Office for People with Disabilities, PACE Bus, DOL-Vets, Inner Voice, and CEDA of Cook County. During the fair, over 200 students made contact with represented organizations and collected information about services supporting veteran students and students with disabilities. Surveys were collected from vendors and students attending the event, and 100 percent of vendors and students surveyed considered the event beneficial and indicated that they would attend another similar event in future.

In the spring of 2017, the Disability Access Center and Veterans Center partnered to host the third annual Disability and Veterans Resource Fair.

Support Services for Underrepresented Student Athletes

The athletics program at **Harry S. Truman College** serves as a recruitment tool as well as fosters academic success among student athletes. The program includes men's basketball and men's soccer that existed prior to fiscal year 2017; the women's soccer team transitioned from a club team to an official NJCAA-sanctioned team in fall 2016. Truman's athletics program is successful because the coaching and support staff who work with the team consistently create a

culture of academic accountability and success. Truman's student athletes have a dedicated academic advisor who closely monitors the students' academic performance and ensures that they receive early interventions when needed. Truman's athletics program served 60 student athletes in fiscal year 2017, an 18 percent increase from the previous fiscal year. The retention rates and academic performance of the athletes demonstrate that the program has been successful at recruiting, retaining, and supporting the students who participate. Overall, 90 percent of the student athletes who attended Truman in fall 2016 were retained in the spring 2017 semester. The retention rate for women's soccer was especially high—100 percent of team members returned in the spring.

In order to increase the educational attainment of underrepresented student athletes, **McHenry County College** (MCC) centralized student success functions within the Department of Athletics in 2012, by designating a point person, the Coordinator of Student Athlete Success, to lead, facilitate, and strategically implement a system to help student athletes seamlessly matriculate and persist to completing a credential at MCC. Other Student Athlete Success program elements include a designated academic advisor, two sections of MCC 101 freshman experience classes, a retention report, a *Dropout Detective* academic progress early intervention system, and a study hall/tutoring component. With the department's philosophical framework being rooted in the concepts of total student development and support where the department strives to help student athletes reach their full potential intellectually, athletically and personally, MCC student athletes, as a collective group, performed well academically. Department and team GPAs continue to rise through these early intervention systems. The fall 2013 Athletic Department GPA was 2.80 with two of the eight teams at a 3.00 or higher. Fall 2016 saw the highest department GPA of 3.03 with five of the eight teams at a 3.00 or higher. Persistence data charts provided by MCC's Office of Institutional Research, confirm the retention of student athletes, which, in some cases, has exceeded that of the general student population from fall-to-fall. For example, the average men's athlete and women's athlete course persistence rate was 90 percent for fall 2011 to spring 2012 semesters. Fall 2016 to spring 2017 persistence rates rose to 96 percent; Fall 2017 to spring 2018 persistence rates were at 93 percent.

In order to increase the educational attainment of underrepresented student athletes, **Oakton Community College** implemented the Wildly Important Goal (WIG) Project in fall 2015. The WIG Project is a proactive student athlete support program with the goal of 40 percent of all participating student athletes completing a degree or certificate within four semesters from their initial enrollment at the college. The program is comprised of several initiatives including intentional academic advising, completion progress reports, academic monitoring, tutoring, and retention/completion support. Of 136 student athletes enrolled in the fall 2016 semester, 121, or 88.97 percent, persisted from fall to spring. Moreover, at the end of the fall 2016 semester, 15.96 percent of student athletes enrolled in fall 2015 had completed a degree or certificate. The efforts in support of Oakton's student athlete's success and completion is on-going as the Athletic Department continues to strive to meet its 40 percent goal.

The WIG Project is a proactive student athlete support program with the goal of 40 percent of all participating student athletes completing a degree or certificate within four semesters from their initial enrollment at Oakton Community College.

Initiatives in Developmental Education and Co-requisite Remediation

Academic unpreparedness for college is a major challenge facing **Olive-Harvey College (OHC)**. Historically, over 90 percent of new-to-college students need remedial education, with few students moving into college-level coursework in a timely manner. In fiscal year 2010, only 28 percent of new students needing remediation advanced to college-ready status within one year. To address this challenge, OHC began offering innovative programs beginning in fall 2012, and as a result of these college-wide efforts, OHC increased the percentage of students moving from remediation to college-ready status to 50 percent for fiscal year 2017, while also lowering the percentage of incoming students needing remediation at the start of the semester from 93 percent in fall 2014 to near 85 percent in fall 2016. OHC's innovative programs to assist students become college-ready include Level UP, Boot Camps, and Accelerated Learning. They have helped more students begin their first semester without remediation, and those students that do need remediation have been able to transition to credit-level courses at a significantly higher rate, in a quicker timeframe. The Level UP Program is a free five-week quick-start program comprised of refresher courses in math and English. The Boot Camp Program is similar to Level UP; however, it is more accelerated and designed for students who are slightly below college-ready. Another option available to OHC students to hasten remediation time is Accelerated Learning, which is designed for students who test just below college-level math or English courses. Students are placed into a college-level math or English course and a co-requisite course to obtain supplemental assistance where needed. One of the most ambitious new efforts at OHC in remedial education has been the Math Emporium implemented in the fall of 2013. The Emporium is a "flipped-classroom" adaptive learning model where students own the learning process by viewing instructional materials online prior to class as the starting point in the learning process.

The lab-based developmental mathematics courses at **Olney Central College (OCC)** have a two-fold goal. First, students who test into remediation levels are given full-time support as they enter into developmental courses for their mathematics requirements. Second, they are then aware of tutoring hours and locations for mathematics courses within their program of study. This developmental math program is available for all students placing in remedial courses, many of which are nontraditional or come from underrepresented student groups. This newly designed approach (implemented in fall 2016) offers customized coursework for the student as well as an accelerated course. Tutoring for future mathematics courses is provided by the math lab, which is staffed ten hours a week by teacher-licensed and certified mathematic instructors.

College Readiness Math at Richland Community College is a summer bridge program with an individualized plan of study for students who placed into developmental math.

The purpose of College Readiness Math (CRM) at **Richland Community College** is to help students who placed into developmental math develop the skills needed to advance to higher-level courses more quickly through the math course sequence. CRM is a summer bridge program from June 5 through July 6 for four hours per day, four days per week, in partnership with a local social service agency, the Education Coalition. CRM is offered to traditional-aged students who placed into developmental math, thus demonstrating the need for remediation in order to be ready for college-level, credit-bearing courses. Participants were given access to MyFoundationsLab, a software program that develops an individualized plan of study. The

program was held in the Mathematics Enrichment Center utilizing its unique flagging system that allows students to request help when needed and receive just-in-time assistance. At the completion of the program, students were given the opportunity to retake the ACCUPLACER placement test. Seven out of fourteen students were eligible to advance to a higher math course. Four of the students advanced based on increased cut scores on the ACCUPLACER. Three students were given a waiver by the Dean of Mathematics and Sciences because of making large cut score gains that were only a few points from the next course level. These outcomes were achieved in four weeks versus the four months that would be required in a typical semester long course.

EMEDret (short for English, Mathematics, Education, and retention) was an academic success initiative piloted at **Illinois Valley Community College (IVCC)** during fiscal year 2017. The EMEDret pilot paired developmental English, math, and reading courses with student services with the purpose of increasing student success, completion, and retention rates for the developmental student population. At the very beginning of each term in fiscal year 2017, IVCC's counselors were each assigned a section of a developmental English, math, or reading course for the duration of the semester. At three critical points during the semester (10th day, midterm, and withdrawal deadline), the instructors would track the students' performance and share that information with the counselor assigned to the respective section via a password protected excel spreadsheet on a private network drive. At those critical checkpoints, the counselor then would review the shared spreadsheet and contact the students directly for scheduling an appointment to discuss any deficiencies or areas of concern as indicated by the instructor. At the meeting with the students, the counselor would privately discuss the concerns with the students and work with them to develop action plans to address or mitigate the concerns. Then, if the students were flagged as a concern at a subsequent checkpoint such as midterm or the withdrawal deadline, the cycle would repeat itself. In comparing the pilot group with a similar non-pilot group from the previous year, the results of the EMEDret initiative were generally positive. The withdrawal rate for the pilot group was 6 percent less than that of the non-pilot group.

To better assist the 75 percent of new college students placing below college-level in mathematics, the Developmental Education Committee at **Lake Land College** conducted research to identify successful approaches to remediation and selected co-requisite remediation as the desired approach. Beginning in spring 2013, math faculty began piloting accelerated math options that allowed students to enroll in college-level math courses while completing needed remediation. The pilots became more formalized during the 2016-2017 academic year. During the 2017-2018 year, 92 percent of the students participating in co-requisite remediation received a C or better in the general education math course, compared to 82 percent of the students enrolled in the course but not in the co-requisite. For statistics, 83 percent of the co-requisite students earned a C or better compared to 78 percent of the students not enrolled in the co-requisite. Based on the success of the co-requisite model, the college developed, and submitted to ICCB for approval, two five-credit-hour math courses

Co-requisite remedial education places students into remedial and college-level courses in the same subject at the same time, which allows students to receive targeted support to help boost their understanding and learning of the college-level course material.

which each integrate the content of both the college-level math class and the remedial/tutorial class into one class, with all credit hours to be degree-eligible. With ICCB approval, the courses will be offered in fall 2018.

The purpose of co-requisite support as described by Complete College America is to, “increase gateway course completion within the first year by enrolling entering students into the college-level math and English courses, providing those who need additional help a concurrent course or lab that offers just-in-time academic support” ([Corequisite Support](#)). In August of 2016, **Lewis and Clark Community College** began enrolling students who would have otherwise been placed in a developmental English course into a First-Year English 1 course with a built-in co-requisite support course (CCA). A total of 79 female students enrolled in CCA sections of First-Year English 1 in academic year 2017, with 79.7 percent receiving a grade of A, B, or C for both fall and spring semesters. When factoring the need under the previous developmental English model of having to complete two courses to attain college-level English credit, it is estimated—using historical success rates for both courses—that only 25 of these 79 female students would have completed a college-level English course in academic year 2017. The ability through CCA to complete First-Year English 1 in one semester accelerated the college-level completion rate for female, developmentally placed English students by an estimated 216 percent at Lewis and Clark.

In an effort to move students through the developmental English series more quickly, **Spoon River College** has recently implemented an Accelerated Learning Program (ALP). Students who test into Developmental Writing are now placed into two courses concurrently: Composition I Companion and Composition I. Up to twelve students who require remediation are enrolled in a section of Composition I Companion and a specially-designated section of Composition I, which is taught by the same instructor. Enrollment in this section of Composition I is limited to twenty-four students, thereby assuming a ratio of one remedial student to one non-remedial student. Because of the smaller class size, students also receive more individual attention. Instructors are able to devote more time for grammar review and teaching basic writing strategies, including critical thinking, research, and documentation of sources. Because Composition I Companion and Composition I both utilize the same textbooks, students also save money. Prior to the curriculum change, only 48 percent of students enrolled in Developmental Writing enrolled in and successfully completed Composition I (defined as a C or better). After the curriculum change, 100 percent of students enrolled in Composition I Companion were enrolled in Composition I, with an 80 percent successful completion rate.

In order to increase the academic success of students enrolled in developmental English courses, the English and Academic Development departments at **McHenry County College** piloted a course structure change in the fall semester of 2016. Beginning in the spring semester of 2017, the course structure change was implemented fully with all ENG 095 (developmental English) courses operating concurrently or linked with ENG 151 (Composition I) courses. All students who place into ENG 095 are required to register for ENG 151 with a linked ENG 095. These classes are taught by the same instructor and offered either as a three-hour block, or on alternating days of the week. The ENG 151 course has a maximum of 24 students enrolled, half of which have placed in ENG 151 and half of which have placed in ENG 095. The ENG 095 section is made up of these 12 students (maximum) to insure an even distribution of ENG

151/ENG 095 students. The co-requisite model allows for the instructor to utilize highly interactive writing exercises and lectures that focus on scaffolding the college-level writing skills of the students. Also, students are learning how to overcome non-cognitive obstacles by participating in in-class tutoring and study skills support and increased relationship building connections with peers and the instructor. During 2016 fall semester and 2017 spring semester, seven co-requisite course sections were offered with 74 participating students. In the analysis comparing the success rate of students participating in the co-requisite model with the success rate of students needing to take ENG 095 before or as a pre-requisite to ENG 151, the co-requisite group demonstrated a 76 percent success rate in ENG 095, while the other group was lower at 57 percent.

Adult Education/ESL Initiatives

The Experience IVCC event was initiated in spring 2015 at **Illinois Valley Community College**. It reaches out to high school equivalency, English language acquisition, and bridge to careers students from the Adult Education office. Students are introduced to CTE programs and nontraditional career choices highlighting short-term degree and certificate programs. Different support services are presented such as admissions, financial aid, Project Success, foundation, and career services. Tours are given of the CTE labs and Learning Commons. Each student is given the opportunity to complete a career interest survey to determine the types of careers for which they would like more information. These are used to follow-up with those students by Adult Education staff and a CTE recruiter. A total of 31 students were in attendance at the October 14, 2017, Experience IVCC with 27 (87 percent) indicating at least one program of study of interest. Six students completed the manufacturing bridge course held from October 17 through December 7, 2017.

The ESL (English as a Second Language) program is an academic program designed to assist non-native speakers and international students, who need to acquire English skills to participate in American society, to enroll in vocational or academic programs at the college-level or to enter or advance in the workplace. Students attain and refine language and study skills as well as deepen their knowledge of U.S. culture through a series of specially designed courses in grammar, reading, writing, speaking, listening, pronunciation, and conversation. The ESL program was implemented at **Black Hawk College (BHC)** in 1991. For 2016-2017, of the 37 students who graduated from the Academic ESL program, 21 are still pursuing Associate of Arts degrees or certificates at BHC. Plus, two graduates are pursuing a bachelor's or master's degree at Western Illinois University. In 2016, the ESL program hosted 27 students from a local high school to attend the ESL Open House, and six of them were enrolled. In 2017, BHC hosted two local high schools, and 40 students participated in the ESL Open House.

Initiatives Targeting At-Risk Students

The Academic Standing Program (ASP), which was implemented at **Heartland Community College** in January 2014, is a mandatory program for all students finding themselves on any level below good academic standing (academic probation, continued probation,

The Academic Standing Program at Heartland Community College is a mandatory program for all students finding themselves on any level below good academic standing.

and returning from academic dismissal) and currently registered for classes in the upcoming semester. All students within ASP are assigned to work with one academic advisor, who is responsible for the coordination of the ASP program. Students are required to review the college's policy regarding academic standing, how to get back in good standing, and repeating classes as well as to review tips for academic success, time management, and study skills. They also have to complete a short writing assignment within Blackboard during the ASP semester. Finally, prior to registering for the next semester, students are required to meet with their academic advisor, review completion of assignments (if they have not already done so), set a plan for success moving forward, select courses, and be released to register. The results of the information collected about the ASP participants, indicate that students who completed their required appointment and Blackboard assignments ended the semester on a much more successful academic standing than those who did not.

The College of Nursing and Health Professions at **Carl Sandburg College** created an early intervention plan to decrease the number of students who fall behind in their coursework and, subsequently, leave the program. In August 2016 Sandburg introduced a student study assessment form, a progression plan, and a remediation form. The plan is available to students in all levels of the nursing programs, as well as other health professions programs, such as medical assisting and home health. The plan takes students through areas of concern, as well as resources such as the Tutoring Center. With an emphasis on study skills, time management and personal wellness, the intent is to provide a support system for those who may require the extra assistance to improve retention and GPA results.

The goal of the CSS 100 Student Success Skills course at **Sauk Valley Community College** (SVCC) is to improve student success and credit completion. Prior to the fall of 2016, only students placed on academic supervision were required to complete CSS 100. Students on academic probation are those who do not maintain a cumulative 2.0 GPA or higher after completing 24 GPA credit hours. In order to provide earlier intervention to students who are not completing, this policy was changed to require CSS 100 of students on academic alert. Students on academic alert are students who, after attempting 12 credit hours at SVCC, have not maintained a cumulative 2.0 GPA or higher and/or do not complete 67 percent of term credit. The CSS 100 course helps students develop and refine successful college-learning strategies. The course provides an in-depth review of how students learn and interface with the faculty and the institution as a whole. Key elements of the course include educational goal development, effective use of college textbooks, note taking, and test preparation skills. This course may be repeated two times for students requiring additional development of learning strategies. Students on academic alert who completed CSS 100 show minor improvements in course completion rates in the spring and summer of 2017. SVCC has continued to adjust CSS 100 curriculum and teaching strategies to improve student success; consequently, in fall 2017 CSS student success rates were much improved.

Supporting student success, as well as increasing college completion, is an ongoing goal at **Rend Lake College** (RLC). To commit to this goal, RLC joined the Higher Learning Commission's Persistence and Completion Academy in January 2016 and, consequently, has received a structured, mentor-facilitated approach at evaluating and improving persistence and completion rates. It was decided that the data of at-risk students would be collected and analyzed. Many of

RLC's at-risk students were those that came to the college with a low GPA at their high schools. While GPA information on these students was available, much of that information had not been entered into RLC's enterprise resource planning (ERP) system. The ERP system was therefore updated with all information available on current enrolled students. Additionally, the ERP system was modified to track and flag students who do not submit their high school transcripts at the time they filled out the new student enrollment form. Furthermore, student attendance has been monitored. If the students with low GPA begin to miss classes, an outreach effort has been developed to contact and offer support services such as tutoring, peer mentoring, or additional services based on the specific need.

Over 90 percent of incoming students at **Kennedy-King College** (KKC) begin at the developmental education level of instruction. KKC math faculty and Academic Support Services collaborated in spring 2017 through a Midterm Intervention Initiative, using the college's early alert system—GradesFirst—to target at-risk populations, deploy resources, and provide comprehensive support to students in KKC math courses. Instructors of remedial and college-level math courses were required to submit grades for all of their students at midterms. A list of students receiving a C or lower was compiled and then tagged in GradesFirst. Academic Support Services compiled lists of students based on their math instructors, communicated with all instructors, and then contacted all students who were referred for math tutoring and provided tutoring to those who responded. As a result, students taking advantage of these services have experienced higher course success and retention rates. In addition, students are progressing through the math development education sequence at a faster rate.

For the past ten years, **John Wood Community College** deployed and worked to improve an in-house developed program for an early alert system that allowed faculty and staff to respond to possible student problems that deterred students from completing their certificates or degrees. While there was success with the program, it left a gap between tracking students from term-to-term, and it was felt improvements could be made with Starfish Retention Software that integrated with other in-school software. Starfish is a more robust program and allows quicker and more effective communication. When a flag is raised, not only do advisors get the alert, but also other participating faculty and staff and the students' support network who have privileges to the student information. Starfish is expected to lead to higher retention and completion rates. A pilot program of Starfish began at John Wood in the fall 2017 semester. The early alert program will be implemented throughout the college in spring 2018. For Starfish classes in the pilot, when compared to similar classes not participating in the Starfish pilot, Starfish courses had a 3 percent lower rate of negative student outcomes (withdraws, or D or F grades).

Initiatives Targeting First-year/First-Generation College Students

In order to support student success of all degree-seeking students, **Sauk Valley Community College** (SVCC) requires all new degree-seeking students to enroll in the mandatory First-Year Experience (FYE) class. Contemporary education literature indicates that credit completion during the first year is an important factor in building momentum towards degree completion. The learning objectives of the FYE course are designed to ensure

Sauk Valley Community College requires all new degree-seeking students to enroll in the mandatory First-Year Experience class.

students have the key knowledge and skills they need to successfully complete their first semester of college. This course is also designed to aid minority, students with disabilities, and female students to succeed in college and graduate at higher rates. With 60 percent of SVCC's current students being female, 17 percent being Hispanic or African American, and 2.5 percent of students reporting disabilities, this course will dramatically affect those underrepresented groups. The first FYE classes were taught in August 2013. The pre- and post-test results of the spring 2017 data shows that the class is successful at teaching students to meet the course objectives. One of the main objectives of the course is to ensure students have an understanding of the academic planning process. The results indicate that students are generally gaining in this competency; however, for some other outcomes students show a decrease in knowledge. This data is regularly evaluated by an FYE evaluation team to examine the utility of assessment questions and the academic content of the lessons. Improvements to the assessment questions and to lesson plans are made after each semester in order to improve the FYE class.

Highland Community College has offered a two-credit model First-Year Experience Seminar (FYES) course for over 20 years. A common core curriculum and student-centered approach guides the delivery through multiple formats, including online, accelerated, face-to-face, hybrid and integrated, into a couple of introductory courses. Highland has not charged tuition for this course and strongly encouraged students to take it; however, only 20 percent of Highland's students enrolled in an FYES course in fiscal year 2016. Data has consistently shown that Highland students are often first-generation (73 percent), and many take remedial coursework. Consequently, the college initiated a requirement that first-time students enrolling in a degree program would be required to take the course in fall 2017. The FYES course goals and components include increasing student persistence by providing resources, teaching college navigation skills, and making connections in the college; increasing retention from fall to spring and fall to fall; helping students clarify educational and employment goals; providing resources to help students achieve their goals; building positive relationships and sense of community; and increasing student satisfaction. For fall 2017, 285 of the 331 (86 percent) incoming, degree-seeking students enrolled in the course; with 209, or about 73 percent, successfully completed the course; and 207 (98 percent) returned the next term. The college plans to continue evaluating the course and the requirement by hosting student focus groups in spring 2018 and continuing to analyze the relationship between the FYES course and student retention.

Through discussion of high dropout rates and low grades of first-year nursing students, who are often female, single parents, low-income and first-generation students, **Wabash Valley College** (WVC) staff assessed that many students lacked preparation for the rigor of the program, the necessary study skills, and a connection to a future track within the field of nursing. Consequently, the Pathways to Success pre-nursing program was implemented during the fall 2016 semester to better support pre-nursing students. This nursing specific first-year experience course is taught by nursing faculty, and follows the core curriculum of the general course, but is accented with nursing specific activities and engagement. The instructor is able to address individual student needs and create a cohort of support between the students and the instructor to encourage their academic success. In the first year, 91.3 percent of the students that participated in this nursing specific first-year experience course persisted from fall 2016 to spring 2017, and 78.3 percent of those students continued to the next year. Forty-four percent of the fall 2016 cohort entered into the first year of nursing in fall 2017.

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