

**FISCAL YEAR 2011 ILLINOIS COMMUNITY  
COLLEGE SYSTEM  
SELECTED PROGRAMS AND SERVICES FOR  
UNDERREPRESENTED GROUPS**

**FOCUS AREA:**

**TRANSITIONS AND GRADUATION**

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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 qtd in [http://www.ibhe.state.il.us/Board/agendas/2012/February/2012URG\\_Report.pdf](http://www.ibhe.state.il.us/Board/agendas/2012/February/2012URG_Report.pdf)). 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 summarize the information provided by the individual colleges and forward it to officials from the Illinois Board of Higher Education (IBHE) who combine it with responses from the public universities and forward it to the Governor and General Assembly.

This year’s report begins with an overview of the demographic characteristics of community college students, completers, and faculty. External comparative information is referenced where available. The next portion of the report explores the current year’s Focus Topic: Improving Transitions and Graduation of Underrepresented students using a variety of data sources and materials from the colleges. Summaries of high impact Underrepresented Group promising programs, services, and initiatives related to Transitions and Graduation at selected community colleges are also featured.

## 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 2011, Illinois community colleges served approximately 11,757 Students with Disabilities (1.6 percent of all credit students). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Underrepresented Groups reporting process. Since FY 2002, colleges have been asked to report the type of disability individuals attending community colleges possessed via the Underrepresented Groups reporting process.

Based on the unduplicated count of Students with Disabilities who self-reported, specific disabilities listed were **Learning** including ADHD (59.2 percent of reported disabilities); **Auditory** (3.6 percent); **Medical** including Acquired Brain Injury disability and Systemic/Chronic Health Problems (9.3 percent); **Mobility** (5.1 percent); **Psychological** (16.1 percent); **Visual** (2.7 percent) and **Other** including Speech/Language Impairment and Deaf-Blind and Developmental disabilities (4.1 percent). There are 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 85 percent of reported disabilities. Of those services used, just over one-half (59.2 percent) were used by students with Learning Disabilities including ADHD (unduplicated count).

Census figures show a substantial Illinois population of individuals with disabilities. In the 2011 Illinois census estimate, 8.2 percent of all Illinoisans between the ages of 18 and 64 years of age had a disability. Approximately, one third of these individuals were employed. (<http://www.census.gov/acs/www/>)

**Gender** – The overall Male/Female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 55.0 percent of the student population in fiscal year 2011. The percentage of Male students has averaged 45.0 percent over the past five years. Census data show that the proportion of Females in Illinois was 51.0 percent in 2010. From 2007 to 2011, the number of Female students completing degree programs increased 19.2 percent while the number of Female students enrolled in Illinois community college courses increased 3.7 percent. (2011 ICCB Annual Student Enrollment and Completion Report and [www.census.gov/census2000/states/il.html](http://www.census.gov/census2000/states/il.html))

**Age** – The average age of Illinois community college credit students was 30.3 in fiscal year 2011 showing a slight decrease from fiscal year 2010 (30.5). The median age was 25.2 in fiscal year 2011, which is also a slight decrease from the previous year (25.4). According to the 2011 American Community Survey, the median age of all Illinoisans was estimated to be 36.8 years. The latest census estimates also show that almost three-quarters (9.6 million) of all Illinoisans were 18 years of age or above. (2011 ICCB Annual Student Enrollment and Completion Report and <http://www.census.gov/acs/www/>)

*Minority populations were responsible for Illinois' overall population growth from 2000 to 2011.*

**State of Illinois' Racial/Ethnic Distribution** – State census data show that Illinois' population grew to nearly 12.87 million in 2011 compared to 12.42 million in 2000 ([www.census.gov/census2000/states/il.html](http://www.census.gov/census2000/states/il.html) and Index of Need, Table 1). These detailed Illinois census data indicate that the state's population grew 3.6 percent between 2000 and 2011. Illinois' 2011 census data show that Whites/Caucasians remained the largest racial/ethnic group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2011, as the percent of Caucasians decreased from 73.5 percent to 71.3 percent of the population. ([www.census.gov/census2000/states/il.html](http://www.census.gov/census2000/states/il.html), Select Table 1; and Index of Need, Table 1).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2011 census data. The 2011 census data showed that 1.7 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the “Some Other Race\*\*” column in Table 1 below. The question on Latino ethnicity was asked independently from an individual’s race beginning in 2000 and is reflected in the 2011 data in the table. These duplicated Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,079,697 in 2011 ([www.census.gov//census2000/states/il.html](http://www.census.gov//census2000/states/il.html), Select Table 1; and Index of Need, Table 1).

Illinois’ largest minority group in 2000 was African American and in 2011 was Latino. Compared to 2000, African American counts in 2011 decreased from 15.1 percent to 14.8 percent, whereas Asian American counts increased from 3.4 percent to 4.9 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.2 percent.

|             | <i>White/<br/>Caucasian</i> | <i>African<br/>American</i> | <i>Asian*<br/>American</i> | <i>Native<br/>American</i> | <i>Some Other<br/>Race**</i> | <i>Latino***<br/>(Duplicated)</i> |
|-------------|-----------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|-----------------------------------|
| <b>2000</b> | 73.5%                       | 15.1%                       | 3.4%                       | 0.2%                       | 7.7%                         | 12.3%                             |
| <b>2011</b> | 71.3%                       | 14.8%                       | 4.9%                       | 0.6%                       | 8.4%                         | 16.2%                             |

\*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 2011 Index of Need, Table 1.

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

– Overall in fiscal year 2011, minority students accounted for over one-third (38.4 percent) of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. FY 2011 data show that minority representation was similar to the prior year (FY 2010 = 37.0 percent). FY 2011 results are above the five-year average (36.4 percent). Students identifying themselves as Latino – 112,628 in FY 2011 – accounted for the largest number of minority enrollments this year and have every year since FY 2000. The FY 2011 proportionate representation by Latino students was slightly higher than the prior year (16.4 percent in FY2011 versus 16.1 percent in FY 2010). African-American student representation was also higher than the previous year (16.3 percent in FY 2011 versus 15.6 percent in FY 2010). Longer Term – over the past five years – the Illinois Community College System’s enrollments have increased across most racial/ethnic groups. Non-Resident Alien (-37.1 percent) was the only minority group with a decrease compared to FY 2007.

*Students identifying themselves as Latino – 112,628 in FY 2011 – accounted for the largest number of minority enrollments in the Illinois Community College System this year and have every year since FY 2000.*

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 more than two-thirds (69.1 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2011, African American students accounted for one-third (33.2 percent) of the adult education enrollments. The latest figures show that Latino students accounted for one-third (33.6 percent) of the individuals enrolled in Adult Education coursework. Additionally, minority students accounted for more than eight out of every ten (82.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2011. Latino students accounted for over two-thirds (68.8 percent) of the community college ESL students.

| <i>Table 2</i><br><i>Fiscal Year 2011 Minority Students Enrolled in Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)</i> |                         |               |              |                          |                        |                         |                          |
|--|-------------------------|---------------|--------------|--------------------------|------------------------|-------------------------|--------------------------|
| <i>Program</i>   | <i>African American</i> | <i>Latino</i> | <i>Asian</i> | <i>Nonresident Alien</i> | <i>Native American</i> | <i>Pacific Islander</i> | <i>Minority Subtotal</i> |
| <b>ABE/ASE %</b>   | <b>33.2%</b>            | <b>33.6%</b>  | <b>1.7%</b>  | <b>0.0%</b>              | <b>0.5%</b>            | <b>0.1%</b>             | <b>69.1%</b>             |
| Number   | 14,457                  | 14,647        | 748          | 17                       | 207                    | 55                      | 30,131                   |
| <b>ESL %</b>   | <b>3.6%</b>             | <b>68.8%</b>  | <b>9.3%</b>  | <b>0.4%</b>              | <b>0.1%</b>            | <b>0.1%</b>             | <b>82.3%</b>             |
| Number   | 1,791                   | 34,342        | 4,623        | 179                      | 64                     | 73                      | 41,072                   |

**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 2011, minorities comprised three out of every ten (29.3 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 (13.3 percent), followed by Latino students (10.1 percent), Asian students (4.6 percent), Native American students (0.4 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.4 percent). Table 3 also shows that almost three out of every ten students enrolled in career and technical programs were members of a Minority group (29.0 percent). African-American students had the highest representation among Minorities in Career/Technical programs and accounted for 14.7 percent of the population. Latino students had the second largest Career/Technical program enrollment (9.5 percent), followed by Asian students (3.8 percent), Native American students (0.4 percent), Pacific Islander students (0.3 percent), and Nonresident Alien students (0.2 percent).

| <i>Table 3</i>   |                         |               |              |                          |                        |                         |                          |
|--|-------------------------|---------------|--------------|--------------------------|------------------------|-------------------------|--------------------------|
| <i>Fiscal Year 2011 Minority Students Enrolled in Baccalaureate Transfer and Career and Technical Programs</i> |                         |               |              |                          |                        |                         |                          |
| <i>Program</i>   | <i>African American</i> | <i>Latino</i> | <i>Asian</i> | <i>Nonresident Alien</i> | <i>Native American</i> | <i>Pacific Islander</i> | <i>Minority Subtotal</i> |
| <b>Bacc./Transfer %</b>  | <b>13.3%</b>            | <b>10.1%</b>  | <b>4.6%</b>  | <b>0.4%</b>              | <b>0.4%</b>            | <b>0.4%</b>             | <b>29.3%</b>             |
| Number   | 38,011                  | 28,893        | 13,182       | 1,177                    | 1,100                  | 1,110                   | 83,473                   |
| <b>Career/Tech. %</b>  | <b>14.7%</b>            | <b>9.5%</b>   | <b>3.8%</b>  | <b>0.2%</b>              | <b>0.4%</b>            | <b>0.3%</b>             | <b>29.0%</b>             |
| Number   | 29,279                  | 19,004        | 7,638        | 335                      | 891                    | 654                     | 57,801                   |

**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 2011. It 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 2011.

Across all Minority groups in 2011, Career/Technical program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2011, about three times as many Minorities completed Career/Technical programs (N = 13,352) as completed Baccalaureate/Transfer programs (N = 3,987).

*During fiscal year 2011, three times as many Minorities completed Career/Technical programs as completed Baccalaureate/Transfer programs.*

Minority students accounted for 31.0 percent of all Career/Technical graduates, compared to 23.8 percent of Baccalaureate/Transfer graduates. Fewer than 20 percent of Career/Technical program completers were African-American (15.1 percent), followed by Latino (9.9 percent), Asian (5.1 percent), Native American (0.4 percent), Pacific Islander (0.4 percent), and Nonresident Alien (0.2 percent). African-American students represented a much smaller proportion of the Baccalaureate/Transfer graduates (9.1 percent). Latino students accounted for the largest group of Baccalaureate/Transfer Minority graduates (10.1 percent), followed by African-American students (9.1 percent), Asian students (3.6 percent), Native American students (0.4 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.2 percent).

| <i>Table 4</i>  |                         |               |              |                          |                        |                         |                          |
|---|-------------------------|---------------|--------------|--------------------------|------------------------|-------------------------|--------------------------|
| <i>Fiscal Year 2011 Minority Student Completers in Baccalaureate Transfer and Career and Technical Programs</i> |                         |               |              |                          |                        |                         |                          |
| <i>Program</i>  | <i>African American</i> | <i>Latino</i> | <i>Asian</i> | <i>Nonresident Alien</i> | <i>Native American</i> | <i>Pacific Islander</i> | <i>Minority Subtotal</i> |
| <b>Bacc./Transfer %</b>   | <b>9.1%</b>             | <b>10.1%</b>  | <b>3.6%</b>  | <b>0.4%</b>              | <b>0.4%</b>            | <b>0.2%</b>             | <b>23.8%</b>             |
| Number  | 1,521                   | 1,695         | 597          | 64                       | 70                     | 40                      | 3,987                    |
| <b>Career/Tech. %</b>   | <b>15.1%</b>            | <b>9.9%</b>   | <b>5.1%</b>  | <b>0.2%</b>              | <b>0.4%</b>            | <b>0.4%</b>             | <b>31.0%</b>             |
| Number  | 6,489                   | 4,258         | 2,196        | 79                       | 162                    | 168                     | 13,352                   |

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

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 have adopted a strong customer and community focus. Hence, the colleges tend to reflect the communities in which they are located. Interest in creating a diverse environment is common to all colleges across the system. Strengths and opportunities for improvement may differ by locality.

Table 5 shows that in fiscal year 2011, minority faculty and staff accounted for 14.0 percent of tenured faculty/officials and managers, 12.4 percent of non-tenured faculty, 21.3 percent of professional staff/protective service workers, 25.5 percent of office and clerical/para-professionals, and 27.4 percent of service maintenance employees.

Compared to previous fiscal year, in fiscal year 2011 minority representation among tenured faculty/officials and managers decreased 0.3 percent, among non-tenured faculty increased 0.4 percent, among professional staff/protective service workers increased 2.0 percent, among office and clerical/para-professionals increased 1.7 percent and was up 5.7 percent among service maintenance.

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.

|                             | Tenured Faculty/ Officials & Managers | Non- tenured Faculty | Professional Staff/ Protective Service Workers | Office and Clerical/ Para-professionals | Service Maintenance | Other     |
|-----------------------------|---------------------------------------|----------------------|--|---|---------------------|-----------|
| African American % Number   | 7.7%<br>426*                          | 6.3%<br>1,178*       | 12.9%<br>1,242                                 | 13.2%<br>616                            | 13.5%<br>362        | 4.8%<br>1 |
| Latino % Number             | 3.0%<br>168                           | 2.8%<br>515*         | 5.2%<br>502*                                   | 9.2%<br>431*                            | 12.3%<br>331        | 4.8%<br>1 |
| Asian % Number              | 2.8%<br>158*                          | 3.0%<br>552          | 2.7%<br>256                                    | 2.5%<br>115                             | 1.0%<br>27          | 0.0%<br>0 |
| Native American % Number    | 0.3%<br>18                            | 0.3%<br>47*          | 0.4%<br>40                                     | 0.4%<br>20                              | 0.4%<br>11          | 0.0%<br>0 |
| Non-Resident Alien % Number | 0.1%<br>3                             | 0.1%<br>18           | 0.0%<br>3                                      | 0.0%<br>0                               | 0.0%<br>1           | 0.0%<br>0 |
| Pacific Islander % Number   | 0.1%<br>3                             | 0.1%<br>18           | 0.1%<br>12                                     | 0.1%<br>5                               | 0.1%<br>4           | 0.0%<br>0 |
| Minority Subtotal % Number  | 14.0%<br>776*                         | 12.4%<br>2,328*      | 21.3%<br>2,055                                 | 25.5%<br>1,187                          | 27.4%<br>736        | 9.5%<br>2 |

\*includes revised college figures

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

### BEST PRACTICES

The following section provides information about best practices, which each college from the Illinois Community College system reported in fiscal year 2011, aimed at helping students successfully transition across educational levels or into the workforce and/or increase the number of graduates. These representative initiatives provide helpful information about project components and outcomes around the following topics: High School to College Transitions; Transitioning Students with Disabilities; Developmental to College Transitions; Adult Education to College transitions; Underprepared Student Transitions to College; Bridge Programs; Degree Audits and Advising; Dual Credit/Dual Enrollment; and initiatives designed to increase the number of graduating Minority Students.

#### **Initiatives to Help Students Transition**

Initiatives underway include transitions for students to go from High School to College, Developmental to College, Adult Education to College, and Underprepared to College.

#### ***High School to College***

Many community colleges reported initiatives aimed at strengthening alignment and assisting students transition from high school to college including: **Black Hawk College, Danville Area Community College, Frontier Community College, Illinois Valley Community College, Joliet Junior College, John A. Logan College, Olney Central College, Parkland College, Shawnee Community College, South Suburban College, Southeastern Illinois College, Spoon River College, Waubonsee Community College, and Wilbur Wright College.**

The College and Career Readiness Initiative at **Waubonsee** aids in the cultivation of relationships between high school and college faculty, administrators, and staff for the purposes of curriculum alignment in English and mathematics to smooth the transition and improve student readiness for postsecondary education.

**Waubonsee Community College** teamed up with area high schools through the College and Career Readiness initiative to better prepare students for college success. The College and Career Readiness Initiative aids in the cultivation of relationships between high school and college faculty, administrators, and staff for the purposes of curriculum alignment in English and mathematics. Aligning curriculum between high school and college can help smooth the transition and improve student readiness for post secondary education. One of the major accomplishments attained by the Waubonsee's internal

College and Career Readiness committee was aligning the college's ACT college level course placement scores with the ACT College Readiness Benchmark guidelines. This helped the high school principals to evaluate their curriculum pathways. Anecdotal evidence of success can be found in the continued engagement of high school partners in meetings with college representatives.

**John A. Logan College** in collaboration with local high schools created the Partnership for College & Career Success in order to ensure that all students are college and career ready, and to provide students with academic and technical competencies to transition from secondary to postsecondary education in order to succeed in their future high-skill, high-demand, or high-wage careers. The high school team leader is

selected by each high school that serves as a career and technical education expert/guidance counselor responsible for coordinating and facilitating the activities of the Partnership, Programs of Study, and Dual Credit and Dual enrollment courses. The Partnership creates a desire for future success through the pursuit of education in high school students by emphasizing comprehensive career preparation and providing a collaborative environment that engages and retains students in learner-centered instruction.

Tenth Grade Career Day is an initiative at **Spoon River College (SRC)** since 1999 with the goal to strengthen partnerships between the college and high schools as well as to assist high school sophomores in career exploration by introducing them to career options and corresponding high school curriculum choices and also to provide them with assistance to transition into college. SRC hosts two Tenth Grade Career Days each year. Eleven area high schools attend with nearly 800 sophomores participating each year. The event enables them to make wise decisions as far as their secondary education courses are concerned for the last two years of high school. All high school counselors taking part in Tenth Grade Career Day believe that the event is beneficial to the students. Over 75 percent of students who participated in 2011 found the event worthwhile.

### ***Transitioning Students with Disabilities***

All community colleges work with individuals with disabilities to smooth the transition from services received in high school to those that are available at the college. For example, **Heartland Community College** designed a Spectrum Group initiative whose goal is to improve transitions of autistic students from high school to college, from community college to university, and from community college to workforce. Its purpose is to help students with autism navigate through the academic and social challenges of being a college student. The group meets monthly and there is a staff person from Disability Support Services present to teach students study strategies and help them address any concerns or challenges they might be facing. When implemented during the fall semester 2009, the program had seven participating autistic students. It seems that Spectrum Group is beneficial to these students, as the records show that they have been retained at the college at a high rate.

### ***Developmental Education to College***

The development of Bridge programs in Illinois began several years ago under the Shifting Gears Initiative. Bridge programs aim to more seamlessly move low skilled adults from pre-college post secondary coursework. Three key components of bridge programs include: Contextualized Instruction, Career Development, and Transition services. Contextualized Instruction – integrate basic reading, math & language skills with industry/occupational knowledge. Career Development – include career exploration, career planning within a career area, and understanding the world of work (depending on the level of the bridge program & whether participants are already incumbent workers in specific field). Transition Services – provide students with needed assistance to successfully navigate the process of moving from developmental coursework to credit or career and technical education programs. Services may include academic advising,

Bridge programs aim to more seamlessly move low skilled adults from pre-college post secondary coursework. Three key components of bridge programs include: Contextualized Instruction, Career Development, and Transition Services

tutoring, study skills, coaching, and referrals to individual support services (e.g., transportation and child care). Institutions that have developed Bridge programs or designed other initiatives to help developmental education students' transition to post secondary education include **Elgin Community College, Harper College, Harold Washington College, and Lake Land College.**

“Partners for Success” was born due to a collaborative effort between **Harper College** and Illinois Township High School District 211. The two institutions used results from a study that indicated a major factor in math placement scores was if the student was enrolled in a math course during their senior year of high school. The resulting first goal of this program was to increase the number of students who take Algebra II as juniors to enroll in a math course their senior year. The second goal was to decrease the number of students who are enrolled in developmental math courses at the college level. Evidence of success can be found in the decrease in the number of students enrolling in developmental coursework in math at Harper College.

**Harold Washington College** has developed College Success that is designed for students in developmental education to assist their transition to college coursework. Topics of the College Success curriculum include note-taking skills, test-taking strategies, computer literacy, time and stress management, problem solving, critical thinking, career exploration and presentation skills. Evidence of success for this program can be seen in the growth of the number of students who enroll in courses the semester immediately following the semester in which they were enrolled in College Success. In the last two years, this retention rate has grown from 66% to 73%.

A new CTE and Developmental Education Bridge program at **Lake Land College** is a reading bridge program whose purpose is to help CTE students enrolled in the John Deere Tech and Automotive Technology programs overcome barriers some students face

A new CTE and Developmental Education Bridge program at **Lake Land College** is a reading bridge program whose purpose is to help CTE students enrolled in the John Deere Tech and Automotive Technology programs overcome barriers some students face. Reading has been identified as one of the largest obstacles to overcome by students in these programs. Approximately half of the students

in these two programs qualify for developmental reading intervention after taking an assessment test. A faculty team developed the reading bridge course and the instructional materials/methods. The course was designed to expose students to work site materials in an effort to link the classroom to the industry, creating a more meaningful classroom learning experience. Evidence of success can be found in the growth of student performance when comparing pre- and post-test scores. The data showed growth of 73%, above ICCB standards.

### ***Adult Education to College***

Students who do not have the proper credentials have a difficult time transitioning to college. Many students need Adult Education to obtain the proper credentials for furthering their education or becoming more attractive to potential employers. Bridge programs have been incorporated into Adult Education as a means of helping more individuals to successfully transition into post secondary education. Following

institutions offer initiatives that support bridge programs in Adult Education: **Olive-Harvey College, Kennedy-King College, Joliet Junior College, Kaskaskia College, and Rock Valley College.**

The Adult Education Transition Model at **Rock Valley College** was designed to cultivate success for students who are not ready for college credit coursework, create opportunities for Adult Education students to enroll in college credit courses, and enhance the support services offered so the students are aware of their resources that are at their disposal. The emphasis of this model focuses on helping students with all aspects of beginning a postsecondary education from assistance in completing the FAFSA, guidance with career education, and where students can find help should they need it. One particular component of the Transition Model is a Freshman Seminar, "Planning for College Success." Evidence of the program's success can be found in a projected enrollment rate that is over 85%.

**Olive-Harvey and Kennedy-King College** offer students dual credit through the Adult Education Gateway Program. It is a special opportunity to be enrolled in both credit courses and adult education. Through this program, students are also able to continue their education at a reduced cost at any of the City Colleges of Chicago. The Gateway Program has three phases. The first phase being dual credit enrollment, followed by transitioning from GED coursework to full college credit or skills programs, and also full credit coursework or skills program with no access to the benefits offered by the Gateway Program. The program utilizes a Case Management model of intrusive advising where students agree to a contract to meet with their assigned advisor and Adult Transition Specialists at various points throughout the term. The Transition Specialist provides reminders to their students as to when classes begin and during the first two weeks of courses to see monitor the student transition. College Advisors contact Program students during weeks 3, 6, 9 and 12. Evidence of success can be seen in the number of students who have completed the program doubling in the program's first two semesters of existence.

A scholarship program at **Kaskaskia College** is awarded to adult education students who earned their GED. It offers free tuition and fees for 48 credit hours of coursework.

**Kaskaskia College (KC)** has taken a stance that no individual should be denied an opportunity for a college education due to the lack of financial resources. As the result, KC has developed a scholarship program that is awarded to former KC Adult Education and Literacy students who earned their GED and wish to continue their education at KC. This scholarship program offers free tuition and fees for forty-eight (48) credit hours of coursework. In order to assist these students and ensure their transition is smooth, KC established the position of a Transitional/Academic Advisor. The recruitment of former Adult Education students, finding support services, assisting with all required paperwork, monitoring and assisting with developmental education programs, and maintain retention and tracking documentation are crucial duties assigned to the advisor position.

### ***Underprepared to College***

A Comprehensive Academic Support and Help to Return on Investment (Cash-to-ROI) program at **Richard J. Daley College** was developed to benefit students who need remediation preparation for college level coursework. The program consists of mandatory and supplemental instruction and socialization to

help students prepare and integrate into college. The program assists students with relearning prior coursework, reinforcing basic skills, increasing knowledge level as well as retention and student success. The program helps develop knowledge and skills across reading, writing, and math. CASH-to-ROI utilizes intrusive advising to help inform students and develop their academic and future goals. All tutoring sessions consist of three to seven students and are focused upon developing collaborative decision making and problem solving skills. There are eight modules each in the fall and spring terms, while the summer term consists of five modules. Evidence of this program's success can be found in high retention rates (76%-89% depending on subject area), increase in likelihood a CASH-to-ROI completer will enroll in college level courses is, on average, almost twice as much as those who do not complete the program, and positive feedback from the students who have completed the program.

**Truman College (TC)** has discovered through data analysis of their placement testing that almost 90% of recent Chicago Public Schools (CPS) graduates placed below the college level mathematics. TC & CPS have developed a partnership to bolster the incoming college students' math placement scores. Communication of methodologies and concepts that impact student performance between the two institutions led to policies to close the gaps in the classroom and increase the number of students who place into college level math coursework. The program led to the increase in placement test scores of 59% percent of the students in the program. 35% of these scores increased at least one placement level.

***Selected Other Initiatives to Help Students Transition***

TRiO Upward Bound Program and Educational Talent Search are federally funded initiatives that help transition first generation, low income students, and/or students with disabilities from high school to college. Colleges that offer these programs include **Highland Community College, Kankakee Community College, College of Lake County, Malcolm X College, Moraine Valley Community College, and John Wood Community College.**

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Since September 2002, **Moraine Valley Community College** Educational Talent Search Program has provided academic, financial, career, and personal counseling as well as tutorial services at the middle schools, information on colleges and universities, financial aid information, workshops, mentoring and assistance in completing college entrance exam, college admissions, and financial aid applications. The goal of the program is to improve transitions of students from disadvantaged backgrounds who have the potential to succeed in higher education from high school to college. In 2010-11, Talent Search served 593 participants including 425 African American and 119 Hispanic students. Participating middle school and high school students were offered four college tours. Also, an ACT preparation course and two financial aid workshops were available during that time period. Out of 169 participants who graduated from high school, 150 applied for financial aid and 153 enrolled in post-secondary education.

At **John Wood Community College** Upward Bound program provides an access to free services for 50 first-generation and/or low income students to help them transition from high school to college. This program complements the two other TRIO grants already in place: the Student Support Services program that works with 170 JWCC students and the Educational Talent Search grant that works with 670 junior high and high school students. Implemented in 2004, the program has helped students and their families understand why college is important, what academics students need to accomplish to get into college, and ways to fund their college education. The participants also learn how to be successful and build relationships. The program is divided into the academic year program and the summer program.

Special groups of underrepresented students are also being helped to transition at many colleges. **McHenry County College, Oakton Community College, Carl Sandburg College, and Southwestern Illinois College** each reported initiatives that assist minority students with successful transition to a post secondary institution, whereas **Olney Central College** reported an initiative that targets high school teens who are single parents.

Latino Empowerment Program is a support service at **McHenry County College** that prepares underrepresented students for a successful transition to higher education. The program includes annual Fall and Spring Latino Empowerment Conferences that are offered by the Office of Multicultural Affairs with the purpose to educate High School Latino students about the importance of education and to motivate them to consider college as the path to their future success. The conferences are structured to gain the attention of High School participants by assuring that the conferences have an engaging keynote address, topics of interest, and college students to make connections with participating High School Latino youth. Between the two most recent conferences, there were a total of 350 participants that included High School Students, MCC students, visitors from other community colleges, and organizations serving Latino students. There is evidence based on a survey administered to the Latino Empowerment Conferences participants that both conferences increased student motivation, helped student participants become more interested in their future, and engaged in learning more about their options and resources after graduation.

Single Parent Teen Program is an initiative at **Olney Central College** with the goal to improve student transitions to college. Developed by Illinois Eastern Community College and implemented in 2000, the program targets pregnant and parenting teens in the local high schools.

Single Parent Teen Program is an initiative at **Olney Central College** with the goal to improve student transitions to college. Developed by **Illinois Eastern Community College** and implemented in 2000, the program targets pregnant and parenting teens in the local high schools. They are visited bi-weekly by a transition coordinator who encourages them to stay in high school and also motivates them to pursue post-secondary education. Teens are assisted with

financial aid applications, application to college, scheduling placement testing and advisement appointments. As they enroll in college, students who are single parents receive supportive services which include books, fees, transportation, counseling, and advising. The program resulted in 82 percent of participants remaining in high school or graduating.

**Danville Area Community College** and **College of DuPage** described initiatives for easing the transition from community college to university; **Sauk Valley Community College** reported an action that helps adult education students transition to workforce; **Triton College** described an initiative that assists dislocated workers to reenter workforce; and **Morton College, Lincoln Trail College, Rend Lake College,** and **Wabash Valley College** reported initiatives designed to ease student transition from community college to workforce.

The Adult Education Department of **Sauk Valley Community College (SVCC)** encourages adult learners to become more attractive to employers as well as be a successful partner in their children's education and a more productive member of their community. In order to accomplish this task, the SVCC Adult Education Department works closely with the Volunteers In Teaching Adult Literacy (VITAL) and ESL programs. Efforts fueled by the SVCC students have led to better communication between administrators, instructors, and tutors. Instructors meet with their students at least three times throughout the semester to evaluate progress and provide support. An increase of professional development opportunities for tutors and staff, classroom technology, and materials promoting classroom engagement leads to higher quality instruction. Evidence of program success can be seen by the increase of over 30% in participation hours in FY12 when compared to FY11.

**Triton College** has partnered with UNILEVER, Inc. to help displaced employees earn their GED. UNILEVER was moving their plant in Triton's district to North Carolina. As part of the employees' severance package, UNILEVER would provide funding for their employees to earn their GED. The courses are conducted in two eight week sessions, four days per week, and three hours per day. Due to the wide ranging skill levels, each course was taught by two instructors, a primary instructor while the other played more of a tutor role during and after class assisting students experiencing difficulties with the material. Evidence of success can be viewed in the matriculation rate after the first session (100%).

**Wabash Valley College** investigated the use of electronic portfolios by students in the transition to employment in order to determine if employers find value in the use of an ePortfolio in the hiring process as well as to develop a suggested template for an ePortfolio format to be used within career and technical education, and add to the knowledge base regarding utilization of electronic portfolios. The study was released in 2011. The Wabash Valley Research Center made several recommendations in the study that should be made for the use of ePortfolios in the pre-employment screening process. The recommendations included involving all stakeholders in programmatic discussions, identifying competencies to be assessed within the program, aligning program curriculum and competencies, identifying artifacts that authenticate program competencies, and developing portfolio evaluation criteria. The data providing the evidence of the use of ePortfolio effectiveness from spring 2012 graduates will be available this fall.

#### **Selected Initiatives to Increase the Number of Graduates**

Initiatives underway to increase the number of graduates include bridge programs, degree audits and advising, dual credit/dual enrollment, and initiatives for minority students.

#### ***Bridge Programs***

The purpose of the Gateway Program at **Oakton Community College** is to increase the number of students

who complete the nursing degree. The bridge program targets students with low scores on the verbal portion of the National League of Nursing (NLN) admissions test. Traditionally, these students are first generation college students who have language and communication barriers. Originally commenced as a grant in June 1992 and eventually institutionalized, the Gateway Program consists of an eight week course (NUR055) offered in the summer in conjunction with medical terminology (HIT103). The program provides information on what help and resources are available to students and it teaches socialization skills as well as skills how to balance school, work, and family life. After successful intervention, students are admitted into the nursing program and expected to continue tutoring in the nursing lab with nursing faculty throughout the program. The data show that when compared to traditional students, “Gateway” students did as well or better than the traditional students.

**Elgin Community College, Highland Community College, Lincoln Land Community College, and Triton College** have also implemented Bridge Programs as a method for increasing the number of graduates.

#### ***Degree Audits & Advising***

A degree audit is a valuable tool based on a computer-generated analysis that assesses students’ academic progress and thus identifies potential graduates in the Illinois community college system. Colleges use degree audit software to identify students who have met the requirement of a certificate or degree but have not formally applied for graduation. Individuals who are approaching the completion of their program can also be identified and notified about their progress toward graduation and, if needed be, invited back to finish the few remaining requirements for graduation.

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Degree audits are often accompanied by other strategies for elevating the number of certificates and degree awards. For example, a Completion Concierge at **Harper College** combines a degree audit with advising. Since the FY2010-2011, the Completion Concierge has targeted students who are within 80% completion of requirements for academic degree or certificate, but have not applied for the awarding of their degree or certificate. Students are alerted about their situation by letter, email, and/or phone call from the Completion Concierge, a position created especially to advise these students. The Completion Concierge conducts degree audits, communicates the results to the students, and works with academic counselors to ensure proper course placement given a specific student’s skills. Evidence of success can be discovered by an increase of 77% in the number of students completing degrees and certificates in FY11 when compared to FY12.

Several other colleges implemented degree audits and advising as the means of increasing the number of graduates in their Underrepresented Groups Report submissions including: **Daley College, Harold Washington College, Kennedy-King College, Malcolm X College, Olive-Harvey College, Truman College, and Waubensee College.**

### ***Dual Credit/Dual Enrollment***

Dual credit courses enable high school students to take college-level courses, earning them both high school and college credit before high school graduation.

Dual credit courses enable high school students to take college-level courses, earning them both high school and college credit before high school graduation. Dual enrollment courses do not necessarily translate into credit. The benefits of dual credit/dual enrollment include easier transition from high school to college, reduced cost

of college education, shortened period of time to complete a certificate or degree program, and decreased remediation. Therefore, in the long run, dual credit and dual enrollment lead to an increased number of graduate students.

The High School Plus program at **Mc Henry County College** is an effective initiative that is run out of the Associate Dean's office and that allows high school students to earn college credit. It was implemented in the 2003-04 school year and it consists of three distinct programs: Partnerships for College and Career Success (PCCS), Running Start, and College in High School. It is expected the ongoing marketing campaign will increase enrollment in the programs. Due to the FY2012 policy change that now allows students enrolled in CTE articulated courses taught at the high schools to be included in enrollment numbers, it is expected that underrepresented groups, in particular, will enroll in the High School Plus program. The percentage of minority students enrolled for fall 2011 was 16.07 percent. For spring 2012, it was 15.49 percent.

CNA certificate courses offered in local high schools and community locations are the initiative of **Rend Lake College** in order to respond to the demand for entry into nursing program and to reduce cost to students. Since spring 2002, the college has been offering tuition-free CNA certificate courses as a dual credit or dual enrollment. The eight-week program prepares students for the state CNA registry examination. Six areas high schools across the Rend Lake College district offer CNA dual credit/enrollment courses. Since January 2012, a new CNA program site at a local hospital has provided opportunity to enroll in the CNA certificate courses in Hamilton County. Plans are underway to offer CNA on the main campus to respond to the growing demand for the program. The number of enrolled students in the CNA dual credit/enrollment courses in 2011 increased by 25 students in comparison with the 2010 enrollment count.

**Lincoln Land Community College, Richland, and Rock Valley College** also reported utilizing their dual credit courses as a method of increasing the number of graduates.

### ***Minority Students***

Pathways to Results (PTR) initiative, funded by a grant through ICCB offers programs of study based on the career cluster and career pathway structure that target underserved students including minorities. One of the Illinois community colleges that

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implemented this initiative is **Illinois Valley**. PTR is a five phase process. The phases are engagement and commitment, outcomes and equity, process assessment, process improvement, and review and reflection. College faculty, staff, and administrators teamed with wind energy career-tech professionals and educators. They served as a resource for the college; highlighted gaps; analyzed recruitment to eliminate gaps; developed recruitment plans, advising, and registration to better reach target groups; and reviewed and reflected upon areas of improvement. Increase of enrollment by females and minorities demonstrates quantitative evidence of success. The program advisors are still developing methods to further increase enrollment by the targeted groups.

Black Student SUCCESS Project has been developed by **Parkland College** to promote retention and success of African-American students.

Black Student SUCCESS Project has been developed by **Parkland College** to promote retention and success of African-American students. The Project establishes high academic expectations, increases positive outlook toward school and promotes positive self-esteem, provides creative learning opportunities, and establishes

key personal connections. The Project collaborates with a variety of student groups, faculty and staff. The program utilizes local minority business owners and other successful minority men and women as guest speakers. The Project offers “workshops” offering topics to ease classroom anxiety, conflict resolution, and career information. The Project also conducts focus groups on topics pertinent to the community. The Project is designed to engage the students in a method other than the traditional classroom setting.

Minority Students were also the focus of initiatives reported by **Black Hawk College** and **Kishwaukee College**.

#### *Selected Other Initiatives to Increase the Number of Graduates*

Project RISE (Resources to Increase Student Excellence) is a Student Support Services Program at **Heartland Community College**. It is one of six federally funded TRIO programs created under Title IV of the Higher Education Act of 1965. The TRiO/Student Support Services programs are designed to assist first-generation, low-income, and/or college students with documented disabilities achieve academic success. Project RISE consists of two programs: the First-Year Experience Program and The Second-Year Transition Program and it is designed to improve the retention, graduation and transfer rate of 170 qualifying students. 49.1 percent of students involved in the project are members of underrepresented ethnic groups. Participants in Project RISE receive academic, personal, and career counseling services as well as intrusive advisement, academic progress monitoring, supplemental needs assessment, and assistance with developing individualized academic plans. According to the guidelines for outcome objectives set by Project RISE together with the Department of Education, forty percent of all program participants must be retained from one academic year to the next. Fifty percent of participants must maintain good academic standing and 25% of a cohort will graduate and 25% of a cohort will graduate in four years. In the fall 2007, 43.96 percent of participants in the Project RISE graduated, transferred, or were still enrolled.

TRiO/ Student Support Services initiatives were reported by many colleges as important to increasing the

number of graduates including **Danville Area Community College, Heartland Community College, Moraine Valley Community College, Sauk Valley College, Shawnee Community College, and Spoon River College.**

Early Alert Systems were specifically mentioned by **Illinois Eastern Frontier College** and **Shawnee Community College** as important tools in the retention of underrepresented students.

An array of other retention initiatives was reported by many colleges: the RESET (Reconceiving the Student Experience Team) by **College of DuPage**, the StAR (Student Accommodations and Resources) by **Joliet Junior College**, the First Generation Success Program by **Lake County College**, a Retention Enrollment Management Plan by **John A. Logan College**, tutoring services by **Lewis and Clark Community College**, the improvement of student access to services by **Richland Community College**, a midterm progress check by **Southeastern Illinois College**, a HERstory program by **Southwestern Illinois College**, a career assessment program by **Wabash Valley College**, the Retention Advisor by **John Wood Community College.**

**Carl Sandburg College** and **Wright College** reported initiatives that help career and technical education students graduate. Similarly, **Lake Land College** and **Lincoln Trail College** provided their methods of helping adult education students and the unemployed graduate.

Helping special needs and disabled students graduate was a focus of the reports submitted by three colleges: **Kaskaskia College, Olney Central College, and South Suburban College.** Similarly, helping students in nontraditional career paths to graduate is a priority at **Kankakee Community College.** The Peer Mentoring Support Platform for Non-Traditional Students in the Health Careers and Law Enforcement is a new pilot project there. Launched in November 2011, the project is funded by Perkins through the Illinois State University New Look Program. Its goal is to improve participation and completion of underrepresented students by two percent in two academic programs, men in the Registered Nursing program and women in the Law Enforcement program, through mentoring discussion sessions held in classroom and labs. In 2011, sixty-four percent of male nursing students graduated. With the improvements in the mentoring program, the goal is eighty percent of graduates by 2014.

Helping students in nontraditional career paths to graduate is a priority at **Kankakee Community College**

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