



Michelle Dufour
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Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1711

Dear Ms. Dufour

RE: 2012 UNDERREPRESENTED GROUPS REPORT

All the materials needed to respond to this year's Underrepresented Groups Report are enclosed or attached.

- 1) Two (2) institutional effective practices, 2-pages each.
2012 ICCB Underrepresented Groups Report-Final.doc
- 2) A table indicating the personnel and funds budgeted for each program serving underrepresented groups (Table 1 – Dollars and Staff Years).
50301 Table 1.xls
- 3) A table identifying employment of individuals with disabilities by disability type (Table 2).
50301 Table 2.xls

If you have any questions, please contact me at 309-796-5038.

Sincerely,

Kathy Malcolm
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ICCB 2011 Underrepresented Groups Report

Improving Lives Through Learning

June 21, 2012

The Illinois Community College Board (ICCB) coordinates the Underrepresented Groups Report with the Illinois Board of Higher Education (IBHE). The agencies are collaborating to align joint standard reports with the goals of the Illinois Public Agenda for College and Career Readiness. Black Hawk College, through its ***Underrepresented Groups Effective Practices Award process***, recognizes Black Hawk College programs which best exemplify the mission of College and that aim to support education attainment, access to higher education, addresses workforce needs and/or enhance economic growth of our district.

The College is proud to submit to the Illinois Community College Board two programs that have demonstrated effective practices in supporting students in underrepresented group (minorities, women and handicapped individuals) in their educational attainment. Attached to this report are details regarding the Pre-GED for English Language Learners, and TRiO Student Support Services Program.

Effective Practice One

Title: Pre-GED for English Language Learners

Outcome: Increasing other educational attainment

Purpose, Goal or Objective: Increase Actuarial Science Interest

The Adult Education Pre GED for English Language Learners program provides current ESL students who have “tested” out of or who are exiting the ESL program or new students who place at exit level on the CASAS Test with the additional language preparation and transitioning activities they need in order to progress. Without the classes provided in this program, students would not have sufficient vocabulary and reading scores (TABE 5.5 and higher) to successfully continue on to Academic ESL, or (TABE 7.0 and/or teacher recommendation) to successfully continue on to GED and some Career Programs. In this way, the Adult Education Department has provided a new and unique program that is in itself a bridge to opportunities for exiting level ESL students.

After successful completion in the morning program, students have a basic foundation of US History, Computer Literacy and Language Arts/writing and are better able to participate in a (non ESL) GED classroom, transition to Academic ESL classes or enroll in selected short term Career Programs.

The College offers ongoing transitioning activities at this level to prepare students to bridge to the Academic ESL Program. In addition, specialized Bridge programs in Pre Healthcare Careers and Warehousing & Logistics have been introduced to prepare students for new career opportunities and programs of study. New community connections have been created with Genesis/Illini Hospital as well as new internal connections with Black Hawk College Allied Health (Nursing Assistant) and Nursing Program faculty and staff.

Date of Implementation:

The program began as an advanced proficiency level Adult Education ESL offering two years ago and has developed under new State Testing/exiting Guidelines to currently include three levels of instruction.

Program Elements or Strategies

The Pre GED Program (Levels 1, 2 and 3) is designed for English Language Learners with Exit Level Test Scores from Adult Education ESL. Students who enter Pre GED for ESL continue to develop English language skills within a more traditional Pre GED Language Arts and Social Studies format. Under Language Arts, students study vocabulary and spelling, reading, grammar structure and introduction to writing (writing structure). Social Studies expands reading skills and vocabulary through lessons and student presentations in US and World History, Geography and Culture. Short stories in literature and Pre GED Science and Health readings are also assigned.

Math instruction is available to all three levels of Pre GED students in collaboration with the morning GED instructor. This instructor has assigned hours dedicated to English Language Learners and has experience with the language difficulties that this population experiences in deciphering and understanding word problems. Students are also introduced to the Plato Learning System at this time which facilitates a smooth transition to later GED instruction.

A dedicated Writing class (currently one 3-hour class period) is offered to Morning Level 3 Pre GED students in collaboration with an adjunct ESL Writing instructor. This class focuses on paragraph and essay structure, and familiarizes students with different concepts and forms associated with academic writing.

Transition activities which include a description of the US educational system, college tour, college application, class registration and help with financial aid forms as appropriate, are given in collaboration with the Academic ESL Program Advisor and the Academic ESL Coordinator. Additionally, we are currently offering a very popular Pre Health Care Careers Bridge program at various times during the year to this population of students.

Evidence of Success: 2009 Spring Semester

The evidence of success of this program as it has developed over the years is in the number of students who have successfully transitioned into other BHC Programs. The Program averages between 45-60 student transitions to the Academic ESL Program yearly.

The GED Program is currently experiencing increased enrollment and persistence through Pre-GED preparation. The specialized workforce training GED class has found the methods and materials of this Program to be effective and has adopted this model in its combined GED/ESL class. Increasing numbers of current and former students are enrolling in and completing BHC Welding Program. Many students choose to continue in our Health Care Programs-specifically Nursing Assistant, Phlebotomy and Dialysis Tech after taking our Pre Health Care Career Bridge. In addition, increasing numbers are finding employment through the certificates earned in short term careers at BHC.

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Effective Practice Two

Title: TRiO Student Support Services Program

Outcome: Goal 1 of the Illinois Public Agenda for College and Career Readiness, to Increase Educational Attainment, by improving the participation and achievement of members of these identified groups.

Purpose, Goal or Objective: Increase Actuarial Science Interest

The mission of the Student Support Services (SSS) program is to provide opportunities for academic development and to motivate students towards the successful completion of their postsecondary education in an environment that promotes acceptance, understanding and lifelong learning.

The goal of SSS is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next, through completion of an Associate's Degree and transfer to a 4 year program. The program is designed to assist students who are first-generation, low-income or who have a disability.

Date of Implementation: BHC has had a TRiO SSS program for over 27 years. The program in its' current form has existed since 2006.

Program Elements or Strategies

The demographic make-up of participants reflects the identified underrepresented groups. Fifty three percent of program participants represent ethnic underrepresented groups, while 43% are Caucasian. Seven percent are students with disabilities, 66% are female and 64% male.

Students are provided with the following activities, services and resources to assist with successful completion of their program of study:

Individualized advising – An individualized Goal Plan, (recently re-titled to myTRiO BHC Plan to remain consistent with the new initiative through the BHC Advising Department) is developed with each new project participant during the first month and reviewed each semester following. This plan identifies specific academic and personal goals; support needs, and spells out strategies for addressing these needs.

Academic performance monitoring – SSS advisors monitor the academic progress of all participants. Each fall and spring semester, progress reports are sent to faculty on behalf of all SSS participants. Faculty note a student's attendance, test scores and current grade in the course and can make additional comments for success. Students with less than a "C" in any course are required to meet with their advisor to discuss a plan for improvement.

Support for students with disabilities – TRiO staff work closely with our students with disabilities to facilitate their learning experience, assist with course selection and load, and manage time. We work collaboratively with the Black Hawk College Disability Services Office to determine the resources needed to best assist the students, assign tutors as needed and monitor progress.

Tutoring – Students in TRiO SSS are eligible for individual tutoring if needed. Students are strongly encouraged to utilize the walk-in tutoring center in the Student Success Center.

Workshops/Individual Learning Skills Sessions – A series of 50- to 55-minute workshops have been developed to help students improve their academic, personal and social skills. Material is presented in both a group format and when needed individually. Topics range from Time Management, Test-Taking Skills, Financial Literacy, and Math Anxiety to Relationships and Stress Management.

Equipment/Text Book Loan Programs– The TRiO SSS program has laptop computers, calculators, and handheld recorders that the SSS students may check out for academic purposes. The students are required to sign an equipment loan agreement and failure to return items may result in a hold on the student's account until the issue has been resolved. Each semester students may submit a

requested book list for their courses and may be allowed to borrow books from the Program library. This assists with the financial stress many students face and allows them to use financial aid for other costs associated with attending BHC. Many students in the program donate their own textbooks at the end of the semester to be placed into the lending library for other students to borrow.

Peer Mentoring- New incoming students are matched with Peer Mentors who have been participants in the program for at least one semester and who have attended the required training. Mentors are responsible for staying in contact with their mentees, attending events and workshops with them, and connecting them to other activities on campus.

Financial Literacy Education- TRiO staff provide information and partner with outside resources to meet the financial literacy needs of SSS participants. Participants are given information packets upon enrollment into the program that contain resources and educational materials on budgeting, credit card usage, financial planning for school, and various other financial topics. Staff also conducts workshops throughout the year on budgeting and planning for the future, and assists students in exploration of any scholarship opportunities. A financial literacy folder is maintained in SSS Group in myBlackHawk with up-to-date financial literacy information and links to web sites and resources for student use.

Transfer Assistance- TRiO staff work with participants to understand the admission processes for transfer programs, linking students with resources and personnel at those institutions for further assistance.

Evidence of Success:

Students in the TRiO SSS program are tracked using a number of outcomes as prescribed through the Department of Education. The following are the results of the outcomes for the last reporting year, 2010-2011, for 234 students served;

	TRiO SSS	College Population
Persistence FA10 to FA11 = 66%	66%	45%
Academic Good Standing, GPA of 2.0 or above = 86%	86%	76%
Graduate/transfer within 3 years (2008 cohort)	25%	30%
Graduate/transfer within 3 years (2007 cohort)	35%	31%

A student survey is sent at program end to gather feedback for improvement. Students may leave open responses to questions, providing reflection on program value and success. Listed are a few examples from the May, 2012 survey:

“I have recommended TRiO to other students. Great program that helped me achieve my goals”

“They do well, especially in helping me on the right track in finding my classes I need to graduate, and accommodating me with what I need to know”

“The TRiO staff is exceptionally well at explaining any questions one may have about school, classes, or anything related to careers and degrees.”

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