



Corey Hankins
Assistant Director for Research and Policy Studies
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1711

Dear Mr. Hankins,

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 2011-2012 Underrepresented Funds.xls
- 3) A table identifying employment of individuals with disabilities by disability type (Table 2).
50301 Table 2 Employees with Disabilities.xls

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

Sincerely,

Kathy Malcolm
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ICCB 2012 Underrepresented Groups Report

Improving Lives Through Learning

February 28, 2013

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 that best exemplify the mission of the College and that aim to support education attainment, access to higher education, address 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 Minority Persistence to Completion, and Adult Education: Pre-Health Care Bridge Class.

Effective Practice One

Title: Minority Persistence to Completion: African American Male, Female, and Hispanic Students

Purpose, goal, or objective:

The Minority Persistence to Completion is an initiative that includes minority faculty, staff, and students in strategic and intentional dialogue designed to develop a plan by which to increase retention and completion rates among minority students.

The state of Illinois has mandated that Colleges and Universities demonstrate an increase in graduation rates at their institutions. This mandate has compelled the College to review continued process improvement practices and procedures, which address not only recruitment methods but also retention methods. Last year an increase in minority graduation rates was achieved and the rate exceeded the College goal. (14.9% was the goal and 15.1% was obtained in 2012). In an effort to continue to have upward trends in completion rates, focus was also placed on the minority student populations. Four months of planning and preliminary programming resulted in a faculty/staff and student lead proactive approach to increasing completion and graduation rates, specifically with the college's diverse student populations.

Due to the heterogeneous nature of minority populations, the following three (3) strands were determined for this process: African American Males, African American Females and Hispanic Males and Females. Both faculty and staff from each ethnic minority group began meeting in the fall to discuss the appropriate approach for each student cohort. Each faculty/staff team immediately recognized the importance of the following elements they deemed necessary to implement their prospective initiatives:

- 1: Asking the students directly what barriers and challenges they encounter both internal and external to the college.
2. Obtaining data to describe the demographics of the students. (For the Hispanic group, knowledge of language as well as national status was uniquely important.)
3. Number of developmental classes.
4. Access to internal and external support systems.

Date of implementation:

In 2009, the Community College Student Satisfaction Inventory (CSSI) indicated the Black Hawk College students wanted more “out of the classroom” access to faculty. Although this was true for all groups, it was highest for minority groups and males. The faculty/staff recognize the importance of this aspect of retention as it applies to the minority students. All faculty/staff teams are making themselves available, as resources to students in each strand, both on and off campus. The common goal is to provide both academic and non-academic resources and support to impact completion rates with these minority cohorts.

Description of program elements or strategies that make the program successful:

All faculty/staff teams have determined that early student involvement is crucial for the success of the initiative and for the success of the students. Therefore, all teams have developed processes by which to identify student leaders to assist with the development of survey questions and strategies on how best to proceed. It was important that a cross section of students be invited to assist with this process. Both traditional aged students, students who are both successful and struggling, and students with and without external support systems were identified to serve as student leaders in the development process. All faculty/staff teams have provided students in the leadership groups with contact information.

Evidence of success:

The African American Male strand has developed a focus group process through which they both identified and met with ten (10) male students. The students met with the faculty/staff team; twelve questions were discussed and trends, patterns, and results were reviewed at the following faculty/staff meeting. It has been reported that the students are recognizing faculty and staff in the hallways and are seeking them out. Based on the overwhelming student response, the second student led focus group has been planned. Each male student has asked to bring more males to the group (a total of 40 African American males have been invited to this focus group). The second focus group will delve more deeply into the original questions. They will also focus on allowing the students to define the name and identity of the group and they will have the students identify the community outreach event that they want to be involved in. The faculty/staff team is in the process of creating a contact list of all African American male faculty/staff and all students involved. They will also assign each student with an African American male faculty/staff mentor. It is important that this group seeks to partner with community leaders to provide career specific mentoring to the African American male Black Hawk students. As it is equally important to build the college student's self-esteem and sense of leadership, the group will seek to volunteer with African American boys. Giving back is a characteristic required to link college minority students to their communities and this strand seeks to address that as one of their goals.

The African American Female strand will meet the six (6) student leaders selected at a community social event. This group will also have meetings with the group of students on campus. The faculty/staff thought that an initial non-intrusive social event would best allow for relationships to be built prior to the focus groups or survey.

The Hispanic Male and Female strand will be taking a group of students to the National Hispanic Leadership Conference in Chicago. Faculty and staff will attend with the students and the travel and conference time will allow for relationship building. This group has received data from the BHC Institutional Effectiveness Department and will use the data to design a survey, which will be distributed to student groups such as ALAS. A Hispanic Graduation ceremony is being planned to promote completion among Hispanic students. The inclusion of family is most important to this group.

Contact Person: Dr. Kim Armstrong, Assistant Dean, Email: armstrongk@bhc.edu, Phone: 309-796-5006

Effective Practice Two

Title: Adult Education: Pre-Health Care Bridge Class

Purpose, Goal or Objective:

The overall goal of Adult Education Bridge courses is to better prepare and assist Adult Education students in the successful transition to post-secondary education and employment. In FY 2010, the Adult Education department was awarded an ICCB Bridge Development Project grant and was directed to develop a Bridge program in one of three career areas: Health Care, Manufacturing, or Transportation, Distribution and Logistics. Health Science was selected due to the high demand and availability of employment in the area. In FY2011, the Adult Education department was awarded an ICCB Bridge Implementation Project grant to offer a pilot Bridge project. In FY2012, a second Bridge course was offered.

Date of Implementation:

The program was implemented, with the first set of classes, during Fiscal Year 2011. English as a Second Language (ESL) Bridge classes were offered as a six-week series. GED & HSC students attended a three-week course that coincided with the last ESL session. (See schedule below). Common lab times were scheduled for presenters and tours.

ESL (Offered as a six-week series)

ESL, GED, and HSC

January 3-7, March 14-15

May 23- June 10, 2011

FY2012 Second set of classes: (Offered as reduced two-week session for all students.)

Pre-GED for Second Language Learners (ESL) and GED used the same classroom set-up as FY2011.

March 12- 23, 2012

Program Elements or Strategies:

Bridge course elements of contextualized instruction, career exploration and transition services provide an in-depth and up-close look at health career areas. Some examples include:

- Career exploration and job placement techniques are embedded within the curriculum.
- Contextualized curriculum aligned with the National Healthcare Foundation Standards and Accountability Criteria. Lessons include medical vocabulary and practical math instruction involving regalia specific to patient care.
- Transition services. Bridge courses go beyond a college tour, students go into content classrooms to audit or tour a lab, meet with content faculty, and are up front to what the College experience is realistically.
- Community linkages build possible “mini bridges” for students to job shadow and/or enter entry-level employment opportunities. Genesis Health System, one of the largest health care providers in the area, has become a strong supporter. Other health

care industry professionals visit the classrooms and give real-life accounts of their respective professions.

- Program completion includes a portfolio and certificate with a list of completed competencies.
- Students are prepared to move into the health care industry via post-secondary classes, volunteer opportunities, entry-level employment, or select another career pathway.

Evidence of Success:

FY2011 First set of classes: ESL - Although there was a slow start to the class, with only seven students enrolled, some students moved on to academic ESL classes, while 21 students enrolled during the second class of the series. These students were able to make-up instruction that was missed during the one week first session. By the third set of classes in the series, there were 16 ESL students enrolled in the Bridge course and all 16 completed.

Immediately following the Bridge course, of the 16 ESL students: 9 transitioned to Academic ESL classes, 2 enrolled in Phlebotomy classes, and 5 remained in Adult Education classes. Seven students entered and completed the GED/HSC (High School Completion) Bridge course.

FY2012 Second set of classes held March 12 through March 23 of 2012, 16 students enrolled in the Health Care Bridge program, 13 ESL (Pre-GED for SLL) and three GED students.

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