



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: 2013 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.  
2013 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 Budgeted).  
50301 Table 1 2012-2013 Underrepresented Funds.xls
- 3) A table identifying employment of individuals with disabilities by disability type (Table 2 – Faculty and Staff with Disabilities). 50301 Table 2  
Employees with Disabilities.xls

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

Sincerely,

Kathy Malcolm  
Director of Planning and Institutional Effectiveness

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# ICCB 2014 Underrepresented Groups Report

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*Student Retention and Increase  
Educational Attainment*

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February 21, 2014

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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 effective practices of the Intentional Retention Initiative and Accelerating Opportunities (AO) Integrated Career and Academic Preparation System (I-CAPS)

## **Effective Practice One**

### **Student Retention and College Credential Attainment**

#### **Title: The Intentional Retention Initiative at Black Hawk College**

**Purpose, Goal, or Objective:** The objective of the Intentional Retention Initiative is tri-fold; to manage, centralize, and systematize retention efforts at Black Hawk College.

**Date of Implementation:** In the spring of 2012 the College was able to reallocate funds to focus efforts on placing retention of students as an institutional priority. A position was created to demonstrate that priority and the first Retention Coordinator was hired in August of 2012.

**Description of Strategies:** Since 2008, Black Hawk College has been strategic in its efforts to develop process improvement initiatives impacting minority persistence to completion. This initiative includes faculty, staff, and students in strategic and intentional dialogue and evaluations designed to develop a plan by which to increase retention and completion rates among minority students specifically targeting African American Male, African American Female, and Hispanic students. A Minority Persistence to Completion Rates Process Improvement Charter was established which resulted in the development of an Early Alert process. The Early Alert process was implemented so that faculty could warn a Student Service professional when a student may need additional resources to be successful in completing a course. The goal is identifying students three to four weeks into the semester who are experiencing academic difficulties. The referral process is critical within the first four (4) weeks for student retention and success, however, it continues throughout the semester to the sixteenth (16th) week.

As the number of alerts grew, it became necessary to provide the process with singular oversight; hence the Retention Coordinator position was created. The goal of the Retention Coordinator is to provide oversight of the Early Alert System, facilitate the Minority Persistence to Completion Rate initiatives and activities, and develop a systematic and strategic approach to assisting minority and all students with identifying and reducing barriers to course completion. The Retention Coordinator, created a Study Table Program to work with Black Hawk College student athletes. The goal of the Men's Basketball Study Table Program is to provide student-athletes with additional academic support and resources that positively impact student success, cumulative team GPA, and help student-athletes develop a study routine as an effort to assist with goal and program completion rates of this cohort.

#### **Evidence of Success:**

Due to positive results involving the Men's Basketball Study Table Program from fall 2013, dialogue has begun involving Director of Athletics, Student Success Center Coordinator, Director of Advising, Interim Dean of Students and Student Retention Coordinator to expand and develop a structured retention process for all Black Hawk College student athletes.

In addition, workshops for time management and study skills were developed and implemented. Currently in progress, is the development of processes to assist student athletes with the transition to college, educational planning and career exploration with the goal of improving retention and graduation, and supervision of the study tables.

Between fall, 2013 and spring 2014, 65 classroom visits were made impacting approximately 1625 students. Sixty-five (65%) of the classroom visits were Developmental classes. The estimated number of minority students impacted was 30%.

In addition to the classroom visits, there were 80 early alert appointments (September, 2013-January 2014). Of the number of students served through this intervention process, 61 of the 80 students were full-time and 48.8 % were minority. The average GPA at the end of the term for students identified and receiving services through the Early Alert Program was 2.95 as compared to the average GPA of 2.85 for all college credit student.

Based on feedback from faculty and staff and a review of Early Alert data, the following strategies were added in spring 2014:

1. Week three of the semester, the Student Retention Coordinator in collaboration with the Student Success Center, Student Tutor, and Advising Center visited classrooms to discuss campus resources available.
2. During week four of the semester, faculty was sent an email outlining the Early Alert process.
3. A process was developed for students to work with designated staff to discuss recommendations for improvement and to devise a plan, in writing, for course expectations.
4. The Student Retention Coordinator has begun working with a quasi-caseload of students to assist in developing an educational plan for each student identified.
5. Students meet with faculty to discuss the remedies and other suggestions the faculty member may offer.

The African American Male group consisted of 15 students, all enrolled full time, who took a leadership role in working with African American male faculty and staff to address needs of this cohort.

The African American Female group met with 6 students during a community social event on February 2013 and again in November 2013. It was determined that this cohort of students needed access to emergency resources, such as book vouchers, to assist with persistence to course completion. To date, ten vouchers have been distributed to assist with purchasing text books.

The Hispanic group requested data from the Black Hawk College Institutional Effectiveness Department and used the data to design a survey. The survey was distributed on November 21<sup>st</sup>, 2013. Two follow-up meetings with this cohort of students were held and student input will direct action planning. Ten students were selected for the planning stages of this initiative.

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## **Effective Practice Two**

### **Other Institutional Effective Practice that Increases Educational Attainment**

**Title: Accelerating Opportunities (AO) Integrated Career and Academic Preparation System (I-CAPS)**

**Purpose, Goal, or Objective:**

The realignment of Adult Education and Career/Technical Education programs for the purpose of transitioning low-skilled adults to postsecondary education and facilitate the completion of certificates or degrees leading to employment in family-sustaining wage jobs.

**Date of Implementation:**

FY14 Fall semester, implementation is ongoing

**Program Elements or Strategies:**

In fall 2012, Black Hawk College was chosen by ICCB as one of four community colleges to develop a program utilizing the I-CAPS model which involved collaboration between Adult Education and CTE departments. Grant funds were provided to the college for program development with half of the funds administered by the director of Adult Education and half administered by the CTE Grants and Projects Manager.

The AO I-CAPS model is based on the I-BEST program in Washington State. The AO I-CAPS model requires programs to be developed in career pathways of high need, based on information from employers and local labor market data. Stackable, marketable credit bearing certificates and/or degrees are offered with a minimum of 12 credit hours earned in one semester, which lead to an industry recognized credential or licensure. The college-level CTE credit is transcript in the semester in which it is earned. Team teaching is required 50% of the time in CTE content courses with a Basic Skills Support class offered to reinforce skills learned in content courses. A transition coordinator is responsible for providing students with support services including academic advising, financial aid assistance, career exploration/planning, college readiness, and academic support.

Over the course of several months a team of faculty and staff from BHC's Adult Education and Career/Technical Education departments worked to develop a bridge program based on the AO I-CAPS model. Through the use of local labor market data and information from the U.S. Bureau of Labor Statistics, Computer Numeric Control (CNC) was identified as the career pathway that would be the focus of the AO project. Black Hawk College offers a Computer Numerical Control (CNC) Certificate (18 credit hours) which is part of its Engineering Technology AAS degree program. Through meetings with local employers and the Engineering Technology advisory committee, it was determined that modifications would need to be made to develop stackable certificates that would allow students to be employed after successfully completing the first certificate and meet the needs of employers. CTE faculty developed two stackable certificates totaling 29 credit hours; a 15 credit hour CNC Manufacturing certificate I which is the prerequisite for a 14 credit hour CNC Manufacturing certificate II.

CTE faculty identified knowledge and skills necessary for students to be successful in the CNC certificate program. ESL and ABE faculty identified gaps between Adult Education and the knowledge

and skills identified by CTE faculty with Technical Math and Blueprint Reading identified as “gateway” courses for the certificate program. Adult Education and CTE faculty worked together on a “pre-bridge” course that would be offered for potential students to accelerate students’ progression to college-level coursework and ensure they would have the necessary skills for success. The “pre-bridge” course was offered to interested students prior to the start of the AO project in the fall semester with ESL curriculum modified to include technical math and vocabulary that would be used in the workplace.

Seven students were recruited from the ESL program and completed a “pre-bridge” math course in preparation for the technical math course that is part of CNC Manufacturing certificate I. All seven entered the AO I-CAPS program in the fall semester.

The college’s Adult Education Career Advisor and CTE Special Populations Coordinator worked together to provide students with case management, career counseling, and career exploration. Students were provided one-on-one assistance in applying for financial aid, registering for classes, and when applicable setting up a tuition payment plan. A textbook loan supported by AO/CTE grant funds was created specifically for the I-CAPS CNC program.

Throughout the semester an Adult Education instructor teamed with CTE instructors to provide instruction in the CNC program courses. The AO I-CAPS program required team teaching fifty percent of the content class time. However, after the semester began it was determined that it would be more beneficial to utilize team teaching 100% of the content class time. Additionally, AO I-CAPS students were required to attend a support class each week in which CTE course content was reviewed.

#### **Evidence of Success:**

All seven of the AO I-CAPS students have successfully completed the first semester of courses earning the CNC Manufacturing Certificate I and are enrolled in the second semester of courses to earn the CNC Manufacturing Certificate.

Tuition assistance was also available to students who qualified for Pell grant funds but whose award did not cover all of their tuition. During the first semester three of the seven recruited students received Pell grants and tuition assistance through Perkins. The other four students who did not qualify for financial aid each received a \$200 scholarship from the Bi-State Literacy Council. Similarly, during the second semester, three of the seven recruited students received Pell grants and tuition assistance through Perkins, while the remaining four who did not qualify for financial aid applied for an Achievement Award through the College. This Award offers a 3 credit hour tuition waiver.

The students are very high achieving academic students who had an average GPA of 3.14, with one student maintaining a 4.0.

#### **Contact Person:**

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