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EXECUTIVE SUMMARY, JANUARY 2007

Introduction
Black Hawk College continues to maintain an “open door admissions policy,” and therefore is faced with meeting the needs of an ever-changing diverse population of students. Rapidly changing student demographics include: declining ethnic minority student participation when the district ethnic minority population is growing; widening differences between students with high levels of computer literacy and students with little or no access/experience with computer technology; an increasing educational gap between those who are adequately prepared for postsecondary education and those who are underprepared; and greater numbers of older, nontraditional students seeking post secondary education.

This Report describes how survey research results were used to promote action concerning improving campus climate issues related to gender, minorities and students with disabilities

Purpose
Developing and maintaining a positive campus climate is important to the academic success of students and employees alike. Creating an environment where differences are accepted and celebrated enables students to focus on academic endeavors without outside distractions. It also enhances the work setting and allows faculty and staff to be more productive.

Prompted by the Illinois Community College Board requirement that the College focus its 2007 Underrepresentative Groups report on “campus climate,” Black Hawk College, through the efforts of the Underrepresentative Groups Advisory Committee and the Planning and Institutional Effectiveness Office, identified benchmark information for the College to use in planning and guiding decisions about the College climate.

The Advisory Committee concentrated on efforts to ascertain the extent to which the College fosters student success in an equitable manner and provides a climate that is welcoming to all students, faculty and staff.

This Report summarizes the process initiated by the Underrepresentative Groups Advisory Committee for using survey research to assess campus climate as it relates to students, faculty and staff of differing genders/minorities and student with disabilities, as well as developing methods for increasing dialogue about underrepresented group issues among students, faculty and staff.

Students were surveyed using the Noel Levitz Student Satisfaction Survey, Community College Survey of Student Engagement, Disabilities Student Survey, and Survey of Adult Education to determine how they perceived important issues related to their experiences at Black Hawk College. Survey responses were disaggregated by gender and ethnicity for each of the three years the survey data was available. Statistical differences were identified by gender and minorities on specific questions relative to climate.
The Underrepresentative Groups Advisory Committee and other College leaders used these survey results to identify and plan several initiatives designed to promote greater awareness and acceptance of diversity on campus. Those findings are presented in this report.

**STUDENT CLIMATE**

In October of 2004, Black Hawk College administered the paper and pencil Noel-Levitz Student Satisfaction Survey to 981 students. This survey instrument consisted of 70 questions that covered the full range of college experiences. In addition to the 70 questions, the College added ten questions not already addressed in the Noel-Levitz survey.

All of the questions were expressed as a statement of expectation. The students were asked to rate the level of importance they assigned to the expectation, as well as their level of satisfaction that the expectation was being met, using a rating scale of 1 to 7. For the “Importance” scale, 1 equaled “not important at all” and 7 equaled “very important.” For the “Satisfaction” scale, 1 equaled “not satisfied at all” and 7 equaled “very satisfied.”

After all the surveys were completed, Noel-Levitz aggregated the responses. For each question, Noel-Levitz calculated a mean for the level of importance, a mean and standard deviation for the level of satisfaction, and a performance gap. The performance gap is the students’ level of importance minus the students’ level of satisfaction.

Next, Noel-Levitz grouped questions that were similar in scope into “scales.” The Noel-Levitz Survey had twelve scales. For each scale, Noel-Levitz calculated an overall mean for the level of importance, an overall mean and standard deviation for the level of satisfaction, and an overall performance gap. Not every survey question was included in a scale, and some of the questions were included in more than one scale.

Four scales – Campus Climate, Student Centeredness, Concern for the Individual, and Responsive to Diversity – were examined for the Underrepresentative Groups Report, as the survey questions were more relevant to assessing campus climate than the other six scales.

| Scales from 2004 Noel-Levitz Survey used for the Underrepresentative Groups Report |
|---------------------------------|-------|----------------|----------------|
| Scale                           | Importance | Satisfaction | Performance Gap |
| Campus Climate                  | 5.94    | 5.04          | 0.90           |
| Student Centeredness            | 5.93    | 5.12          | 0.81           |
| Concern for the Individual      | 6.12    | 4.97          | 1.15           |
| Responsive to Diversity         | 5.27    |               |                |
| Compared to the National Mean for Satisfaction | -0.15* |               |                |
|                                 |        |               | -0.15*         |
|                                 |        |               | -0.16*         |
|                                 |        |               | -0.10**        |
| *Difference statistically significant at the .001 level |
| **Difference statistically significant at the .05 level |

In November of 2006, the College administered the survey online via the myBlackHawk portal. Noel-Levitz sent an e-mail and a link to their survey to all college credit students. Due to many factors, both internal and external, the College only received 532 student responses.
The 2006 Noel-Levitz survey instrument consisted of 40 questions that covered the full range of college experiences. In addition to these 40 questions, the College added eight questions not already addressed in the Noel-Levitz survey and two questions from the original 70 question survey that Noel Levitz omitted in 2006. The survey was still administered using the same process detailed above.

Next, Noel-Levitz grouped questions that were similar in scope into “scales.” In 2006, the Noel-Levitz Survey had eight scales. For each scale, Noel-Levitz calculated an overall mean for the level of importance, an overall mean and standard deviation for the level of satisfaction, and an overall performance gap. Not every survey question was included in a scale, and some of the questions were included in more than one scale. Only the questions in the Campus Climate scale and questions previously found in the Student Centeredness, Concern for the Individual, and Responsive to Diversity scales were examined for the Underrepresentative Groups Report. Again, these survey questions were more relevant to assessing campus climate than the other seven scales.

### Questions from the Campus Climate Scale and the 2004 Scales Used for the Underrepresentative Groups Report

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fall 2006</th>
<th>Fall 2004</th>
<th>Difference in Performance Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff is caring and helpful.</td>
<td>6.40</td>
<td>5.56</td>
<td>0.84</td>
</tr>
<tr>
<td>Academic advisor is available.</td>
<td>6.12</td>
<td>5.14</td>
<td>0.98</td>
</tr>
<tr>
<td>Admissions provides personalized attention.</td>
<td>6.04</td>
<td>5.15</td>
<td>0.89</td>
</tr>
<tr>
<td>Counseling staff are available.</td>
<td>5.84</td>
<td>5.38</td>
<td>0.46</td>
</tr>
<tr>
<td>Faculty is fair and unbiased.</td>
<td>6.47</td>
<td>5.49</td>
<td>0.98</td>
</tr>
<tr>
<td>Campus is safe and secure.</td>
<td>6.52</td>
<td>5.82</td>
<td>0.70</td>
</tr>
<tr>
<td>Financial aid counseling is available.</td>
<td>6.38</td>
<td>5.48</td>
<td>0.90</td>
</tr>
<tr>
<td>Students feel welcome.</td>
<td>6.46</td>
<td>5.73</td>
<td>0.73</td>
</tr>
<tr>
<td>Campus provides online access to services.</td>
<td>6.41</td>
<td>5.83</td>
<td>0.58</td>
</tr>
<tr>
<td>On going feedback about progress towards academic goals</td>
<td>6.32</td>
<td>4.93</td>
<td>1.39</td>
</tr>
<tr>
<td>Tuition is a worthwhile investment.</td>
<td>6.62</td>
<td>5.74</td>
<td>0.88</td>
</tr>
<tr>
<td>“Run Around” when seeking information on this campus.</td>
<td>6.35</td>
<td>5.19</td>
<td>1.16</td>
</tr>
<tr>
<td>Campus is well-maintained.</td>
<td>6.28</td>
<td>5.86</td>
<td>0.42</td>
</tr>
<tr>
<td>I know what is happening on campus.</td>
<td>5.59</td>
<td>5.18</td>
<td>0.41</td>
</tr>
<tr>
<td>I’m aware of leadership opportunities.</td>
<td>5.61</td>
<td>5.00</td>
<td>0.61</td>
</tr>
<tr>
<td>Education prepared me for multicultural society.</td>
<td>6.40</td>
<td>5.75</td>
<td>0.65</td>
</tr>
</tbody>
</table>
Satisfaction by All Students

Strengths
Areas reported with high importance and high satisfaction in both the 2004 and 2006 surveys:
- Campus staff is caring and helpful.
- Faculty is fair and unbiased in their treatment of individual students.
- Students are made to feel welcome on this campus.
- The campus is safe and secure for all students.

Areas reported with high importance and high satisfaction only in the 2004 survey:
- It is an enjoyable experience to be a student at Black Hawk College.
- The College has a good reputation within the community.

Areas reported with high importance and high satisfaction only in the 2006 survey:
- Financial Aid counseling is available if needed.
- This campus provides online access to services needed.
- Tuition paid is a worthwhile investment.
- On the whole, the campus is well-maintained.
- Educational experiences at Black Hawk College prepare students to work and live in a multicultural society.

Opportunities for Improvement
Areas reported with high importance and yet low satisfaction in both the 2004 and 2006 surveys:
- Students seldom get the “run around” when seeking information on this campus.

Areas reported with high importance and yet low satisfaction only in the 2004 survey:
- The College shows concern for students as individuals.
- Student’s academic advisor is concerned about their success as an individual.
- Counseling staff care about students as individuals.
- This school does whatever it can to help reach my educational goals.

Areas reported with high importance and yet low satisfaction only in the 2006 survey:
- Students receive ongoing feedback about progress toward their academic goals.
Satisfaction by Gender

Generally, female students expressed more satisfaction than the male students did, however they also applied greater importance to the survey items selected for this study than did males. Female students reported having the lowest level of satisfaction and the highest level of importance on the Concern for the Individual scale. Female students expressed more satisfaction, applied greater importance, and had larger performance gaps for two questions contained in the scale. In both questions, males presented large performance gaps, however the gap was not as large as with the female student sample.

2004 Survey’s High Importance/Low Satisfaction

<table>
<thead>
<tr>
<th>Scale</th>
<th>Male (37% of Survey Takers)</th>
<th>Female (63% of Survey Takers)</th>
<th>Difference in Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>College shows concern as individual.</td>
<td>5.86</td>
<td>4.64</td>
<td>1.22</td>
</tr>
<tr>
<td>Academic advisor concerned about success</td>
<td>5.85</td>
<td>4.50</td>
<td>1.35</td>
</tr>
<tr>
<td>Counseling staff care about individuals.</td>
<td>5.83</td>
<td>4.68</td>
<td>1.15</td>
</tr>
<tr>
<td>College helps students reach educational goals.</td>
<td>6.16</td>
<td>4.80</td>
<td>1.36</td>
</tr>
<tr>
<td>“Run Around” when seeking information on this campus</td>
<td>5.88</td>
<td>4.74</td>
<td>1.14</td>
</tr>
</tbody>
</table>

2006 Survey’s High Importance/Low Satisfaction

<table>
<thead>
<tr>
<th>Scale</th>
<th>Male (27.1% of Survey Takers)</th>
<th>Female (72.9% of Survey Takers)</th>
<th>Difference in Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction</td>
<td>Performance Gap</td>
</tr>
<tr>
<td>On Going Feedback about progress towards academic goals</td>
<td>6.13</td>
<td>4.82</td>
<td>1.31</td>
</tr>
<tr>
<td>“Run Around” when seeking information on this campus</td>
<td>6.11</td>
<td>5.05</td>
<td>1.06</td>
</tr>
</tbody>
</table>
Minority Student Satisfaction

Hispanic and African American students expressed more satisfaction than Caucasian students did. However, like female students, Hispanic and African American students also applied greater importance to the survey items selected for this study than the Caucasian students did.

For most of the climate survey items reviewed, the Hispanic student levels of satisfaction and importance have increased over the 2002, 2004 and 2006 survey periods. The African American student levels of satisfaction and importance for need to receive ongoing feedback about progress towards my academic goals is a new question item and there was a high importance and high level of satisfaction with a gap of less than 1.00. However, the African American students surveyed placed a high level of importance on “getting the run around” and there was a significant gap between the level of importance and the level of satisfaction (1.29).

The American Indian/Alaskan Native students were generally dissatisfied with the College, however, their small sample size does not allow for accurate comparison.

### 2004 Survey’s High Important/Low Satisfaction

<table>
<thead>
<tr>
<th>Scale</th>
<th>Hispanic (7.6% of Survey Takers)</th>
<th>African-American (5.1% of Survey Takers)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>College shows concern as individual.</td>
<td>6.22</td>
<td>5.10</td>
</tr>
<tr>
<td>Academic advisor concerned about success</td>
<td>6.32</td>
<td>4.71</td>
</tr>
<tr>
<td>Counseling staff care about individuals.</td>
<td>6.14</td>
<td>4.97</td>
</tr>
<tr>
<td>College helps students reach educational goals.</td>
<td>6.25</td>
<td>5.18</td>
</tr>
<tr>
<td>“Run Around” when seeking information on this campus</td>
<td>6.03</td>
<td>4.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale</th>
<th>American Indian/Alaskan Native (0.4% of Survey Takers)</th>
<th>Asian/Pacific Islander (1.5% of Survey Takers)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>College shows concern as individual.</td>
<td>6.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Academic advisor concerned about success</td>
<td>6.50</td>
<td>3.33</td>
</tr>
<tr>
<td>Counseling staff care about individuals.</td>
<td>6.00</td>
<td>2.33</td>
</tr>
<tr>
<td>College helps students reach educational goals.</td>
<td>6.75</td>
<td>3.50</td>
</tr>
<tr>
<td>“Run Around” when seeking information on this campus</td>
<td>5.25</td>
<td>4.50</td>
</tr>
</tbody>
</table>
### 2006 Survey’s High Importance/Low Satisfaction

<table>
<thead>
<tr>
<th>Scale</th>
<th>Importance (Hispanic (4.0% of Survey Takers))</th>
<th>Satisfaction (Hispanic (4.0% of Survey Takers))</th>
<th>Performance Gap (Hispanic (4.0% of Survey Takers))</th>
<th>Importance (African-American (5.1% of Survey Takers))</th>
<th>Satisfaction (African-American (5.1% of Survey Takers))</th>
<th>Performance Gap (African-American (5.1% of Survey Takers))</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Going Feedback about progress towards academic goals</td>
<td>6.65</td>
<td>5.29</td>
<td>1.36</td>
<td>6.40</td>
<td>5.56</td>
<td>.84</td>
</tr>
<tr>
<td>“Run Around” when seeking information on this campus</td>
<td>6.32</td>
<td>5.32</td>
<td>1.00</td>
<td>6.62</td>
<td>5.33</td>
<td>1.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale</th>
<th>Importance (American Indian/Alaskan Native (1.0% of Survey Takers))</th>
<th>Satisfaction (American Indian/Alaskan Native (1.0% of Survey Takers))</th>
<th>Performance Gap (American Indian/Alaskan Native (1.0% of Survey Takers))</th>
<th>Importance (Asian/Pacific Islander (1.0% of Survey Takers))</th>
<th>Satisfaction (Asian/Pacific Islander (1.0% of Survey Takers))</th>
<th>Gap (Asian/Pacific Islander (1.0% of Survey Takers))</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Going Feedback about progress towards academic goals</td>
<td>6.25</td>
<td>4.60</td>
<td>1.65</td>
<td>6.33</td>
<td>6.00</td>
<td>0.33</td>
</tr>
<tr>
<td>“Run Around” when seeking information on this campus</td>
<td>7.00</td>
<td>5.60</td>
<td>1.40</td>
<td>6.50</td>
<td>6.25</td>
<td>0.25</td>
</tr>
</tbody>
</table>

### Student Engagement by All Students

The *Community College Survey of Student Engagement* (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE’s goal is to provide member colleges with results that can be used to inform decision-making and target institutional improvements. Student engagement, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE’s work. CCSSE’s survey instrument, the *Community College Student Report* (CCSR), is designed to capture student engagement as a measure of institutional quality.

Black Hawk College has administered the CCSSE in 2003, 2005, and again in 2006. Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. In the most recent survey (fall 2006), 756 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 95%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes.

The Underrepresentative Groups Advisory Committee looked at individual survey items and disaggregated findings to see how various underrepresented student groups (male/female and minority students) reflect on their student experiences at Black Hawk College. Survey items were selected based on the recommendation of CCSSE as those items pertinent to climate.
Student Engagement by Gender

Women attending Black Hawk College are more likely to:
- Prepare two or more drafts of a paper or assignment than men
- Come to class prepared more often than men
- Use email to communicate with an instructor more often than men
- Work with others in class on class projects
- Discuss their grades with faculty more often than men
- Have a higher sense of quality of relationships with other students, instructors, and administrative personnel and offices at Black Hawk College

Men attending Black Hawk College are more likely to:
- Skip class
- Work with instructors on activities other than class work more often than women
- Be less relational, less engaged, and less likely to apply for graduation than women

Both men and women responded that they feel there is “very little” emphasis placed on helping them cope with their non-academic responsibilities (work, family, etc.). At the same time, both male and female respondents felt that the College is doing “quite a bit” to provide the support they need to succeed at Black Hawk College.

In review of specific survey items addressing interaction with diverse students, there is no significance in the mean responses between men and women regarding the following:
- Having had serious conversations with students of a different race or ethnicity
- Receiving encouragement for contact among students from different economic, social, and racial or ethnic backgrounds at Black Hawk College
- Contributing to their knowledge, skills or personal development regarding understanding people of other racial and ethnic backgrounds

However, it is significant to note that the mean scores for both men and women in all three of these areas are between 2.2 and 2.3 on the four-point scale. This suggests that students from different economic, social, race or ethnicity are only “sometimes” interacting or encouraged to interact. This should be cited as an area for improvement.

Minority Student Engagement

A review of specific survey items addressing interaction with diverse students showed there is no significance in the mean responses between minorities and Caucasians:
- Regarding having had serious conversations with students of a different race or ethnicity
- Regarding having had serious conversations with students who differ in terms of religious beliefs, political opinions or personal values
- Receiving encouragement for contact among students from different economic, social, and racial or ethnic backgrounds at Black Hawk College
Both groups rated serious conversations with students of a different race, ethnicity and religious beliefs, political opinions, or personal values in the “sometimes” category. These two areas should be cited for improvement. However, minorities and Caucasians consistently rated 2.9 and 2.8 respectively for receiving encouragement for contact among students from different economic, social, and racial or ethnic backgrounds throughout the three testing years (2003, 2005 and 2006). This rating is based on a 1-4 scale; 2 = some and 3 = quite a bit.

Another area of strength for the College showed that minorities and Caucasians rated having a higher sense of quality relationships with both other students and instructors. The two groups rated quality relationships 5 on a 1-7 Likert scale with 7 being friendly, supportive, sense of belonging.

Answers to questions that focused on social and non-academic responsibilities indicated areas that the College should cite for improvement. Minorities and Caucasians showed no significant differences in their mean scores for the following questions:

- Regarding the College helping them cope with their non-academic responsibilities (work, family, etc.)
- Regarding the College providing the support they need to thrive socially

Minorities, Caucasians, and the overall population rated “help coping with non-academic responsibilities” in the “never” category. Minorities and Caucasians also rated receiving the support they need to thrive socially as “never.”

**STUDENT RETENTION**

In FY2005, several internal and external factors were present that may have played a part in the reduction of retention rates among minority students.

- First, the Office of Intercultural and Community Affairs was dissolved. This area’s primary focus and resources were dedicated towards recruitment, retention and completion rates of minority students. Staff served in advisory capacities and assisted minority students with scheduling classes to accommodate family and work obligations. Staff also provided minority students with on-campus activities designed to focus on cultural and cross-cultural experiences. Students were provided with on and off-campus minority mentors to assist with career development.
- Financial Aid required a firm 2.0 GPA in order to remain eligible for financial assistance. Students who fell below this GPA were place on financial dismissal, and this may have negatively impacted a large number of minority students from economically disadvantaged backgrounds who were also struggling academically.
- The College increased tuition thereby potentially reducing the amount of the financial aid check which so many minority student depend on to purchase books, child care and other living expenses.
- A HECA grant to support the Minority Transfer Center, which allowed students to have exposure to minority professional mentors from the community, life skills training, and...
stipends for allowable living and educational expenses, received a substantial budgetary reduction and was eventually no longer funded.

Other factors that may have contributed to lower overall minority student retention during FY2005 include low unemployment; increased fuel costs, which negatively impacted the access of minority students living in areas far away from the College; and continued cultural pressures to work and support the family.

Retention is the percent of full-time first time students in the cohort returning the following year, and the Adjusted Retention rate is the percent of full-time first time students who returned, graduated or transferred.
Student Degree Completion

According to the Illinois Community College Board’s (ICCB) 4C1 performance measure, in FY2005, Black Hawk College had 87 minority graduates, which were 52.7% fewer graduates than the average for the College’s ICCB-determined Peer Group. In addition, the College had 72.1% fewer graduates than the State average in FY2005. However, the number of Black Hawk College minority graduates in FY2005 increased 20.8% from FY2004.

There may be two primary reasons for the decrease in minority graduates during FY2005. First, the Office of Intercultural and Community Affairs was dissolved in FY2005. This was a College department with primary responsibility of serving minority students, recruiting, and developing programs to achieve goal completion and retention rates, as well as understanding the needs and challenges of the minority student. Second, a well established Bridges Scholarship Program was restructured during this same period. This program was designed to provide 60 minority students with an intensive summer preparation and orientation program to improve College preparedness and completion rates. Staff from the Office of Intercultural and Community Affairs also served as advisors to the College’s student clubs and organizations. Through these efforts, cultural activities were sponsored both on and off campus. These activities were geared towards minority students and supporting a welcoming climate for these students. It was the intent of the College to integrate these services into the Student Services and academic advising units of the College during the fiscal year of 2006.

Based on this review, the Underrepresentative Group Advisory Committee recommended the College further review and rededicate resources to support initiatives that encourage the enrollment and completion rates of minority students.

Source: Annual Enrollment & Completion Data (A1)
According to the Illinois Community College Board’s (ICCB) 4C1 performance measure, in FY2005, Black Hawk College had 25 graduates with disabilities, which were 24.2% fewer graduates than the average for the College’s ICCB-determined Peer Group. In addition, the College had 10.7% fewer graduates than the State average in FY2005. However, the number of Black Hawk College graduates with disabilities in FY2005 increased 316.7% from FY2004.

Source: Annual Enrollment & Completion Data (A1)

According to the Illinois Community College Board’s (ICCB) 4C1 performance measure, in FY2005, Black Hawk College had 64.7% female graduates, while our ICCB-determined Peer Group had 52.6% female graduates and the State had 56.1% female graduates. In addition, the number of female Black Hawk College graduates in FY2005 increased 4.1% from FY2004.
MINORITY STUDENT ENROLLMENT

In FY2005, the Office of Intercultural and Community Affairs was dissolved and the Bridges Scholarship Program was restructured. Both areas were directly involved in the recruitment of minority students from the community. Staff was involved in building relationships with community agencies, schools, employers and families, thereby developing a pipeline for minority student enrollment. Staff was actively involved in outreach and community-based activities. They built relationships and made the College visible and accessible to minority and first generation college students who initially may not have been comfortable asking questions and/or entering college. The dissolution of these two areas may be a strong, indirect – if not direct – cause for the decrease in enrollment rates among minority students since that time.
Total Number of Minority Students (ICCB E1 Data)

- Fall 2000: 300
- Fall 2001: 600
- Fall 2002: 900
- Fall 2003: 1,200
- Fall 2004: 1,500
- Fall 2005: 1,800
- Fall 2006: 2,100

Number of Students

- Hispanic
- Black, Non-Hispanic
- American Indian/Alaskan Native
- Asian/Pacific Islander

Percent Change in Enrollment from Fall to Fall

- Fall 00 to Fall 01: -10.00%
- Fall 01 to Fall 02: -5.00%
- Fall 02 to Fall 03: 0.00%
- Fall 03 to Fall 04: 5.00%
- Fall 04 to Fall 05: 10.00%
- Fall 05 to Fall 06: 15.00%

Minority Students

Total Students
Black Hawk College’s Disabilities Services conducted a student climate survey in the Fall of 2006. The survey was administered to 142 students registered with that office. Embedded in the survey are questions related to student satisfaction and satisfaction with the overall climate at Black Hawk College. Of the surveys sent, seven were returned with incorrect mailing addresses, and there were a total 19 (14%) of the remaining 135 surveys returned by students. There were no other demographic indicators included on the survey to be able to compare response by race, age, gender, etc.

Questions were asked on a scale of 1 to 5, with 1 being “strongly disagree” and 5 being “strongly agree.” Of the students completing the survey, 79% reported visiting the Disability Services office at least once during the semester, with 58% visiting more than three times during the semester. Approximately 30% of the students reported using assisted technology, and almost 90% reported using the College’s intranet portal, myBlackHawk.

Results of the survey indicate that students were fairly neutral about their belief that they had equal access to all programs and activities at the College (3.11), but they indicated a much higher belief that Black Hawk College strives to make the campus accessible to students with physical disabilities (4.16). Students were above neutral (3.58) in their belief that College faculty are sensitive and appropriate to the needs of students with disabilities and that the College attempts to create a climate that is welcoming to students with disabilities.

Results indicated BHC strives to make the campus accessible to students with physical disabilities

While these numbers reflect fairly positive attitudes about the College climate, it should be noted that there were additional questions on the survey related to Web accessibility issues that indicated a much less positive attitude. Students did not feel that the Text Only version of myBlackHawk and the Black
Hawk College Website were easier to use with assistive technology software like Jaws and Zoom Text than the standard version of these sites (2.23 and 2.15 on a 5 point scale for satisfaction). This is an area that is currently being reviewed by the Web Accessibility team and will require further exploration and input from the student users.

**ADULT EDUCATION CLIMATE SURVEY**

Because neither the Noel Levitz nor the CCSSE survey was deemed appropriate for measuring the campus climate experienced by Adult Education students, an alternative survey was developed and administered in December of 2006. Of the 219 GED and high school credit students enrolled, 57 (26%) completed the survey. English as a Second Language students were not surveyed due to language barriers.

Overall, surveyed Adult Education students reported a high degree of satisfaction with the campus climate. The average score on questions relating to climate was 6.14 on an ascending scale of 1 to 7. Hispanic students were somewhat more satisfied than the total population with an average score of 6.32, while African American students were somewhat less satisfied with an average score of 6.08. Females were more satisfied than average with a score of 6.56, while males had an average of 5.89.

Of interest to the College is the report by Adult Education Students that they infrequently had conversations with students of a race or ethnicity other than their own as the demographic characteristics of the Adult Education students is very diverse. Adult Education students enrolled in the GED and High School Credit programs reported that they only sometimes had conversations with students of a race or ethnicity other than their own and had even fewer conversations with students of different religious beliefs, political opinions, or personal values. Hispanic and African American students reported fewer conversations than Caucasian students, and females reported fewer conversations than did males.

The rather low frequency of conversations may be a function of the heavy reliance on individualized instruction in the classes surveyed. Inclusion of more group work within the instructional design may be desirable. The lack of common areas such as cafeterias and student lounges in Adult Education facilities also limits opportunities for GED and high school students to interact with each other outside of the classroom or to interact with students in the English as a Second Language classes.

Students reported that they would be most likely to drop out due to the need to care for dependents and due to employment. Hispanic students were more likely to drop out due to caring for dependents than any other group. They were also the most likely to drop out due to employment issues. African American respondents were more likely than Caucasians to drop due to dependent care or employment but less likely to do so than Hispanic respondents. Females were more likely to drop out due to dependents or financial problems than were males, but were less likely to drop due to employment than were males.
STRATEGIES TO IMPROVE CAMPUS CLIMATE FOR UNDERREPRESENTATIVE STUDENT GROUPS

Black Hawk College has an annual unit planning process in place requiring all academic and support units to identify performance improvement objectives the unit will focus on for the coming year. That process timeline begins in February with the Unit Plans and corresponding budgets due the end of March of each year. The performance improvement objectives identified within this report will be incorporated into that Unit Planning Process. Additionally, during the 2006-2009 Strategic Planning process a College-wide Action Plan addressing minority student completion was identified, and the Action Team will begin its work in July 2007. Finally, the College has hired a new Dean of Student Services effective February 1, 2007. It is anticipated that the Dean will have the opportunity to review and modify the identified performance improvement objectives below.

Performance Improvement Objectives:

- By March 31, 2007, identify strategies to implement in the 2007-2008 academic year that further engage male students, resulting in male students enrolling earlier in the process, attending class more often, and completing their coursework towards certificate and degree completion.
  - **Indicator:** Responses for the CCSSE survey question “In your experience at this college during the current year, about how often have you skipped classes?” will be less than 2.0 on a 1-4 point scale with 4 being Very Often.

- By March 31, 2007, the Web accessibility task force will have identified ways in which to make the Black Hawk College Website more accessible to students with disabilities.
  - **Indicator:** Responses for the Disabilities Services Climate question “The text only version of the Black Hawk College Website and myBlackHawk was easier to use with (JAWS and/or Zoom Text or other appropriate tool) than was the standard version” will improve from 2.3 to 5.0 on the 5.0 scale.

- By March 31, 2007, initiatives will be identified for implementation in the 2007-2008 academic year certificate/degree audit initiatives and communication strategies that inform students on their academic progress toward goal completion.
  - **Indicator:** Noel Levitz – The gap between importance and satisfaction for the survey item “Ongoing feedback about progress towards academic goals” will be less than 1.0.

- By Fall 2009, Black Hawk College credit students will report that the College shows concern for them as an individual by supporting them in overcoming personal barriers that are most likely to prevent them from having a positive educational experience.
  - **Indicator:** Noel Levitz – The importance and satisfaction gap for the survey item “College shows concern for me as an individual” will be less than 1.0.

- Implement the College 2006-2009 Strategic Plan Action Team addressing minority student enrollment and completion.
  - **Indicator:** Minority Student Enrollment ICCB Performance Metric and Minority Student Completion ICCB Performance Metric.
By fall 2009, Black Hawk College credit students will report that they do not get the “run around” when seeking information on this campus as indicated with a gap between importance and satisfaction as being less than 1.0.

- Indicator: Noel Levitz survey.

By January 2008, implement and expand orientation programs for minority groups to include all students.

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**FACULTY AND STAFF FOCUS**

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**Personal Assessment of the College Environment (PACE)**

In October 2004, the Personal Assessment of the College Environment (PACE) survey was administered to all of the 673 employees (100.0%) at Black Hawk College. Of those 673 employees, 260 (38.6%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the College climate and to promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of Black Hawk College collaborated to create a survey that would reflect opinions of all personnel throughout the College. The survey was again administered in Fall of 2006; however, due to delays in the analysis conducted by NILIE, the results contained in this report only reflect the 2004 survey responses.

The 65 items on the survey instrument are organized into seven factors or domains including Formal (Leadership) Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, Student Focus, and a customized section develop specifically for BHC. Respondents were asked to rate the seven climate factors on a five-point Likert type scale. The instrument was designed to compare the existing climate at BHC to a norm base and to a range of four different managerial systems found to exist in colleges.

At Black Hawk College, the overall results from the PACE instrument indicate a healthy campus climate, yielding a 3.55 mean score or moderate consultative system.

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*The difference in overall scores is so small it is unlikely to be statistically significant.*
**Length of Employment:** Respondents with less than one year of employment at BHC rated the climate highest, with a composite rating of 3.96, followed by respondents with 1-4 years at the institution with a composite rating of 3.68. The composite climate ratings for respondents with 10-14 years, 5 to 9 years, and more than 15 years of employment were close (3.59, 3.47 and 3.48 respectively).

**Employment Status:** Respondents with part-time employment status rated the climate higher, with a composite rating of 3.83. Full-time respondents rated the climate lower with a composite rating of 3.47.

**Personnel Classification:** Respondents in the Public Safety personnel classification rated the climate highest, with a composite rating of 4.21. Respondents in the Professional/Technical and Faculty personnel classifications rated the climate very closely, 3.64 and 3.63 respectively. Respondents in the Non-Rep and UAW personnel classifications rated the climate lowest, with composite ratings of 3.59 and 3.37 respectively.

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**SUMMARY CONCLUSIONS**

This Report has shown how survey research was useful in assisting the Black Hawk College campus community assess and make changes to improve campus climate related to underrepresented groups. Although the College still has issues to be resolved and additional improvements to be made related to this topic, it has made progress toward addressing concerns that were raised by the survey results.
INSTITUTIONAL EFFECTIVE PRACTICE

The following is a description of an effective practice

Practice Title: Digital Divas

1. Goals:
   a) Improve the recruitment, retention, and support of nontraditional technology occupation learners in both the secondary and postsecondary levels.
   b) Increase the awareness of and interest in nontraditional technology programs for female, 9th-12th grade students.

2. Date of Implementation: June 6, 7, and 8, 2006

3. Description of Program Elements or Strategies That Made the Program Successful:
The students participated in activities that provide career awareness and gave them an opportunity to explore technology. Featured speakers were women who worked in careers that required high level technology skills such as a civil engineer, a technology system analyst, and a Black Hawk College Assistant Professor in the technology area. One participant stated on her evaluation that she was considering a career in engineering as a result of hearing about the career through one of the speakers. Participants will continue to be contacted to give them information about careers, both traditional and nontraditional, and to help them transition into college.

4. Evidence of success:
Participants were given a comprehensive evaluation that covered all of the workshops and which gave them an opportunity to use their own words to evaluate the overall experience. Some of the positive evaluation responses are listed below:
   ♦ Participants recognized the impact of technological changes on tasks and people. They heard three different speakers with a focus on technology in their career fields. Comments from two of the “Divas” to the question “What did you like best about Digital Divas?” that substantiates the recognition of the impact of technology was: “The opportunity to learn about technology from people who do it for a living” and “It was a great opportunity to learn about different technology careers.”
   ♦ The overall answer ratio on a scale of 1 to 5, based on 44 responses to the following statements were:
     o “Digital Divas has made me think about going to college to train for a career that uses technology.” Overall – 4.1
     o “Digital Divas helped me learn about careers that use technology.” Overall – 4.64
     o “How would you rate your Digital Divas experience?” Overall – 4.41
APPENDICES

APPENDIX A -
Annual Status Report on Web Accessibility Continuous Improvement Projects

Develop a plan for Continuous Improvement and Annual Status Report on Web Accessibility
Below are thirteen action items that will be worked on throughout the 2006-07 fiscal year to make the BHC Web site more accessible for students with disabilities:

1. BHC will add a “Text-only” link to the BHC home page that will link to the Lift Text Transcoder (LTT) translation of the web site into text, readable by a screen reader. July 1, 2006.

The LTT translation of the college web site was completed in June 2006. In addition to the LTT translation of the BHC web site, it also translates the BHC college portal, library databases and the, system-wide administrative software (Banner). The BHC course management system (WebCT), is currently being tested so that it too is accessible.

2. BHC will market this feature to targeted current students and staff, prospective students with disabilities, and the community at large, when appropriate. This will include contacting current students. Begins August, 2006.

The Disability Services Coordinator contacted individual students throughout the fall semester to make them aware of the text-only features. Additionally, a campus-wide announcement was sent via myBlackHawk, the college’s portal, to announce the features to students, faculty, and staff. The Web site page listing the accommodation services at BHC was also updated to reflect the additional LTT service.

3. BHC’s Web Accessibility Committee will oversee ongoing student and staff feedback to web accessibility efforts and future needs through focus groups, student/staff testing teams, Disability Services student satisfaction surveys, and other means. Begins Fall, 2006. Ongoing.

As part of the Disability Services Student Satisfaction Survey, four questions were asked regarding the text-only link. Students indicated that the link was fairly easy to find on both the Black Hawk college web page and the college portal web page (3.15 and 3.23 respectively, on a 5 point scale) but they felt it was more difficult to use with JAWS and/or Zoom Text (2.15 and 2.23 respectively on a 5 point scale). This issue will continue to be explored with the students to discover what the specific difficulties are and how to address them.

4. BHC will upgrade its JAWS and Zoom Text software to enhance functionality and interaction for students using the BHC web tools. The latest version of JAWS will be networked rather than installed on individual computers. This will allow staff in Marketing and ITS to test changes to the web site in the JAWS environment; and will give wider access to students and staff throughout the district. Fall, 2006.

Updated versions of Jaws and Zoom Text were purchased in July, 2006 and were implemented where needed across the college, throughout the fall semester. Both software programs are networked, but require installation of specific components of the software on each PC in order to run the program.

5. The BHC Web Accessibility Committee will expand its web tool assessment process and responsive planning, with the BHC goal of achieving Priority 2 of the W3C standards. BHC will develop a detailed timeline for reaching this goal as part of the January 2007 Underrepresented Report. Plan: January, 2007. Ongoing.
The BHC main Web site, hosted by “CivicPlus” (our service provider), is Priority 1 compliant. This is in addition to the “Lift Text” technology providing a text-only version of the BHC website introduced in July, 2006. Both of these elements are required in gaining a Priority 2 designation.

BHC is in the process of identifying Web tools and pages not hosted on the CivicPlus site. We are currently converting this content to comply with W3C standards. We expect to have much of it completed by the summer of 2007.

6. BHC will work more closely with Civic Plus to determine what changes need to be made that Civic Plus can do within our contract and that our staff can do in their daily work with Web site files. Begin Spring, 2006.

See above. While achieving a Priority 2, W3C standard is the goal of BHC, we understand that this standard is ambitious and complex. To help BHC move towards this priority, CivicPlus has assisted in implementing the LTT integration and provided BHC with a web content checklist to help us continually achieve higher standards in regards to web accessibility standards compliance. The programmers at CivicPlus are constantly improving the BHC site according to ADA web standards with Priority 2 compliance in mind. This allows BHC to concentrate on the same standards in regards to content on the front side of our site.

7. BHC will subscribe to and circulate *Accessible Content Magazine* to assist Disability Services and the members of the Web Accessibility Committee to keep up-to-date on current issues regarding accessible web design. June 2006.

The subscription for this magazine is free and has been ordered for both the Disability Services Office and the Marketing Department.

8. BHC will acquire video captioning software so that streaming videos are accessible to individuals who are deaf or hard of hearing by August 2006.

BHC has downloaded the free software tool, Magpie, a video captioning tool. We will be testing it with our streaming media content during the Spring 07 semester. In addition, podcasts and other audio files will provide a companion downloadable transcript document.

9. BHC will provide all linked documents (Word, Excel, PDF) on the Web site in an accessible format. For documents like the college catalog that would better serve students in alternative, non web-based formats (Braille, large print, audio), those formats will be made available. Begin Fall 2006.

With the purchase of the scanning/reading software (Kurzweil), large documents like the college catalog have been converted to audio formats. On the “Contact Information,” “Disability Services” and “Homepage” of the BHC website, direct access to a request for document conversion will be provided. Completion date is scheduled for spring semester 2007.

10. Relevant Web Accessibility training and/or resources will be provided to BHC Web design staff, Disability Services staff, and faculty as well as other web site contributors who develop web-based documents/pages. Begin Fall, 2006. Ongoing.

The Teaching/Learning Center is researching resources and designing training to be offered during Spring and Summer 07 to college staff working with Web page design and development. Resource links will be annotated and linked from the TLC Web site.

11. The Teaching/ Learning Center will create online resources and links to information on web accessibility for BHC faculty and staff. Begin Fall, 2006. Ongoing.

See above.
12. The BHC Web Accessibility Committee will work with Purchasing, ITS, and other pertinent departments to develop guidelines regarding Section 508 for future software purchases. Spring, 2007.

To be done during Spring 2007.

13. The BHC Web Accessibility Committee will meet at least every two months to facilitate collaboration on assigned tasks and to update the Web Accessibility Report.

The committee is active and meeting to achieve the aforementioned goals.
APPENDIX B -
Disabilities Services Survey

TO: BHC Students eligible for accommodations
FROM: Allison Lourash
DATE: 11/1/06

Enclosed is a survey that we are asking students with disabilities to fill out to help Black Hawk improve services and identify needs. Even if you have not worked with Disability Services this semester your responses are important.

Remember that early registration for returning students starts on November 7 for spring semester.

I will be leaving the role of Disability Services Coordinator at Black Hawk on Tuesday, November 14, 2006 for a position at another college. Please continue to contact the Disability Services front desk at 796-5900 for testing and day to day services. If you are in need of additional assistance, contact Kari Koster, Student Success Center Manager at 796-5152. Kari’s office is located within the Student Success Center (tutoring) underneath the library.
Disability Services Survey
Fall 2006

One of the ways Disability Services seeks to improve the quality of accommodations at Black Hawk is by surveying students once a year. This year we are focusing on assistive technology and the campus climate. We would like you to evaluate your experiences by completing this questionnaire and returning it in the enclosed self-addressed stamped envelope.

You respond anonymously or you can choose to provide your name at the end of the survey. If you would like to provide additional comments, please contact Kari Koster at 796-5152.

Approximate number of visits to the Disability Services Office this semester:
None _______ 1-3______ 4-12______ over 12_____

Approximate number of times using Assistive Technology (Kurzweil, JAWS, etc) this semester:
None _______ 1-3______ 4-12______ over 12_____

Approximate number of visits to the myBlackHawk this semester:
None _______ 1-3______ 4-12______ over 12_____

Please rate the following:

1. As a student with a disability, I believe that I have equal access to all programs and activities at Black Hawk College.
   Strongly disagree 1 2 3 4 5 Strongly agree

2. Black Hawk College’s campus community is responsive to the needs of students with disabilities.
   Strongly disagree 1 2 3 4 5 Strongly agree

3. Black Hawk College strives to make the campus accessible to students with physical disabilities.
   Strongly disagree 1 2 3 4 5 Strongly agree

4. Black Hawk College strives to create a campus climate welcoming of students with disabilities.
   Strongly disagree 1 2 3 4 5 Strongly agree

5. Black Hawk College faculty are sensitive and appropriate to the needs of students with disabilities.
   Strongly disagree 1 2 3 4 5 Strongly agree

6. The accommodations I receive through Disability Services are important in improving/maintaining my academic performance
   Not at all 1 2 3 4 5 Very important

7. I actively participate in decision-making regarding reasonable accommodations and adaptive technology.
   Strongly disagree 1 2 3 4 5 Strongly agree
8. I have a good understanding of what assistive technology is on campus and how it can benefit me.
   
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

9. I received adequate training on assistive technology before I came to Black Hawk
   
<table>
<thead>
<tr>
<th>Very poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
</tr>
</thead>
</table>

10. I would benefit from BHC providing training or workshops for students to learn more about assistive technology
    
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

If you have utilized the “Text Only” links for either the Black Hawk website (www.bhc.edu) or MyBlackHawk (https://myblackhawk.bhc.edu), please answer the following questions:

11. The Text Only link was easy to find on the Black Hawk home page (www.bhc.edu)
    
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

12. The Text Only link was easy to find on the myBlackHawk (https://myblackhawk.bhc.edu)
    
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

13. The Text Only version of the Black Hawk College website was easier to use with JAWS and/or Zoom Text than the standard version.
    
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

14. The Text Only version of myBlackHawk was easier to use with JAWS and/or Zoom Text than the standard version.
    
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

Your name (optional): ________________________________

Thank You! Please return to Disability Services in the enclosed envelope.
APPENDIX C -
Adult Education Survey

Adult Education Survey

In your experience as an Adult Education student, about how often have you:

Had serious conversations with students of a race or ethnicity other than your own?

<table>
<thead>
<tr>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

Had serious conversations with students who differ from you in terms of their religious beliefs, political opinion or personal values?

<table>
<thead>
<tr>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

Please indicate your level of agreement with the following statements:

1. My relationship with other students in the Adult Education Program have been friendly and supportive.

<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree Strongly</td>
<td>Disagree Strongly</td>
<td></td>
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</tbody>
</table>

2. Instructors in the Adult Education Program have been available to me, helpful and sympathetic.

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<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Agree Strongly</td>
<td>Disagree Strongly</td>
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3. The Staff in the Adult Education Program (Registration, Testing Program, Building Coordinators) have been helpful and considerate.

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<tbody>
<tr>
<td>Agree Strongly</td>
<td>Disagree Strongly</td>
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4. The Adult Education building and classroom is safe and secure for all students.

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<th>7</th>
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<th>4</th>
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<tr>
<td>Agree Strongly</td>
<td>Disagree Strongly</td>
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</table>

5. This school does whatever it can to help me meet my educational goals.

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<tbody>
<tr>
<td>Agree Strongly</td>
<td>Disagree Strongly</td>
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</table>

6. Students are made to feel welcome here.

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<tbody>
<tr>
<td>Agree Strongly</td>
<td>Disagree Strongly</td>
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7. It is an enjoyable experience to be a student here.

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<th>3</th>
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<tbody>
<tr>
<td>Agree Strongly</td>
<td>Disagree Strongly</td>
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8. Faculty care about me as an individual.

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<td>Agree Strongly</td>
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<tr>
<td>Disagree Strongly</td>
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</table>

**How likely is it that the following issues would cause you to withdraw from classes?**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Very Likely</th>
<th>Likely</th>
<th>Somewhat Likely</th>
<th>Not Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
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<td></td>
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</tr>
<tr>
<td>Caring for Dependents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes too Difficult</td>
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<td>Financial Problems</td>
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**Your Class Site (Please check one):**

- Outreach Center Quad Cities
- Outreach Center Kewanee
- Illinois Employment and Training Center (IETC)
- Technology Center
- Aledo Learning Center

**Your Instructional Program:**

- GED
- Computer Applications
- Optional Education High School Credit
- Optional Education GED

**Your age group:**

- 16-18
- 19-21
- 22-24
- 25-44
- 45-59
- 60 & over

**Your sex:**

- Male
- Female

**Your racial identification:**

- American Indian or Other Native American
- Asian, Asian American, or Pacific Islander
- Native Hawaiian
- Black or African American, Non-Hispanic
- White, Non-Hispanic
- Hispanic, Latino, Spanish

Other:

- White, Non-Hispanic and Black or African American, Non-Hispanic
- White, Non-Hispanic and Hispanic, Latino, Spanish
- White, Non-Hispanic and American Indian or other Native American
- Black or African American, Non-Hispanic and Hispanic, Latino, Spanish
- Black or African American, Non-Hispanic and American Indian or other Native American