2018 ICCB Underrepresented Populations Report

Institutional Effective Practices

Best Practice 1: Recruitment, Academic Success, and Completion

Experience IVCC

A) Purpose, Goal, or Objective:
This event reaches out to HSE/ELA/Bridges students from the Adult Education office. Students are introduced to CTE programs and non-traditional career choices highlighting short term degree and certificate programs. Different support services are presented such as Admissions, Financial Aid, Project Success, Foundation, and Career Services. Tours are given of the CTE labs and Learning Commons.
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B) Date of Implementation:

This program was initiated in Spring, 2015.

C) Description of Program Elements:

Each student is given the opportunity to complete a Career Interest survey to determine the types of careers for which they would like more information. These are used to follow-up with those students by Adult Education staff and CTE Recruiter.

Goal #1: 75% of the students will indicate at least one program of study of interest so that follow-up can begin.

Goal #2: 8 students will successfully complete the Manufacturing Bridge and 10 students will successfully complete the Healthcare Bridge.

D) Evidence of Success:
E) A total of 31 students were in attendance at the October 14, 2017 Experience IVCC with 27 (87%) indicating at least one program of study of interest.
F) Six students completed the Manufacturing bridge course held from October 17 through December 7, 2017 .

Best Practice 2: Recruitment, Academic Success and Completion

Success Seminar (Jump Start)

A) Purpose, Goal, or Objective:

EMEDret (short for English, Mathematics, Education, and retention) was an academic success initiative piloted at Illinois Valley Community College during FY17. The EMEDret pilot paired developmental English, Math, and Reading courses with Student Services with the purpose of increasing student success, completion, and retention rates for the developmental student population.

B) Date of Implementation:
The pilot was implemented in the Fall 2016 (August) term and continued through the Spring 2017 (January) and Fall 2017 (August) terms.

C) Description of Program Elements:

At the very beginning of each term, IVCC's counselors were each assigned a section of a developmental English, Math, or Reading course for the duration of the semester. They were then responsible for attending an early semester class meeting where they would introduce themselves to the students and explain how they could help support them in achieving their academic and career goals. Then, at three critical points during the semester (10th day, mid-term, and withdrawal deadline), the instructors would track the students' performance and share that information with the counselor assigned to the respective section via a password protected excel spreadsheet on a private network drive. At those critical checkpoints, the counselor then would review the shared spreadsheet and contact the student(s) directly for scheduling an appointment to discuss any deficiencies or areas of concern as indicated by the instructor. Examples of areas of concern an instructor might document include: being behind on completing assignments, excessive class absences, transportation issues, etc. At the meeting with the student, the counselor would privately discuss the concern with the student and work with them to develop action plans to address or mitigate the concerns. Then, if the student was flagged as a concern at a subsequent checkpoint such as mid-term or the withdrawal deadline, the cycle would repeat itself.

D) Evidence of Success:

In comparing the pilot group with a similar non-pilot group from the previous year, the results of the EMEDret initiative were generally positive. For the pilot group, grades of A and B each occurred at a higher frequency than that of the non-pilot group. Likewise, grades of C, D, & F each occurred at a lesser frequency than that of the non-pilot group. Finally, the withdrawal rate for the pilot group was 6% less than that of the non-pilot group. The frequency chart on the next page depicts the academic success of the students who benefitted from the initiative.