

2015 ICCB Underrepresented Populations Report

Institutional Effective Practices

Best Practice 1: Closing the Achievement Gap and Increasing College Credentials for Underrepresented Groups

Adult Education and Career Bridge Pathways

A) Purpose, Goal, or Objective: The goal of this program is to create a strong pathway for adults to develop their academic skills and prepare for career entry. Adult education includes English as a Second Language (ESL) and Literacy Pathways the lead to GED and college placement testing. In conjunction with their studies to complete their GED's, students may be guided into bridge courses to careers in manufacturing or healthcare. Once these courses are completed, students are ready to complete certificate programs in these fields, including the college's Certified Production Technician (CPT) or Certified Nursing Assistant (CNA). For some students, the college provides assistance in the form of tuition waivers. The college engages in a significant outreach to underrepresented populations for this program. During the 2014 fiscal year, participants in all levels of the ABE, ASE, and ESL programs were 4% Asian, 7% African American, and 18% Hispanic or Latina/o. For the current year, participants in these same programs are 5% Asian, 3% African-American, and 57% Hispanic or Latina/o. 64% of participants are female, and 72% are 25 or older.

B) Date of Implementation: The Adult Education program has long been part of the IVCC mission. It has been offering services since 1980. The Bridge to Healthcare course was instituted as part of the INAM grant in 2013 and the Bridge to Manufacturing course followed in 2014.

C) Description of Program Elements: The Adult Education program of Illinois Valley Community College offers ABE/GED instruction at seven sites throughout the IVCC district. In addition to ABE and GED, Adult Ed also offers volunteer tutors through the I-READ Literacy Program. Thus, Adult Ed services are readily available in the morning or evening. Since the new GED test has been revamped to align with the current high school standards, the revision of the ABE/GED curriculum has been revised accordingly. Staff trainings and workshops are held throughout the year to keep staff informed on the new GED content and curriculum. The Bridge to Healthcare class is held in the fall and the Bridge to Manufacturing class is held in the spring each academic year.

D) Evidence of Success: Completers of adult education programs in 2014 averaged 46% of total enrollees. The Bridge to Healthcare class was implemented in fall of 2013, enrolling 8 students. All 8 students completed the Adult Ed Bridge to Healthcare class; of these, 2 completed their GED's and 3 went on to get their

CNA's. They all passed the CNA college class. The others are still working on their GED's or improving their command of English. The Bridge to Healthcare class in fall 2014 enrolled 10 students. All 10 students completed the Adult Ed Bridge to Healthcare class; currently, 3 are taking college classes and the rest are studying for their GED. The Bridge to Manufacturing was implemented in spring 2014. 15 were enrolled, and all 15 completed the Bridge to Manufacturing class. 1 completed his GED. The rest are still working on their GED.

Best Practice 2: Other Institutional Effective Practice that Increases Educational Attainment

P-20 Outreach and Participation

A) Purpose, Goal, or Objective: The goal of this set of initiatives is to align our efforts in college readiness and preparation with the efforts of the educational institutions that precede and proceed us. Such alignment is an attempt to improve our own developmental education outcomes.

B) We were awarded our first Bridging the Gap state grant in 2013. The grant was renewed for the 2014-2015 academic year. We also joined the P-20 Regional Network and the P-20 Readiness Academy in 2015.

C) Description of Program Elements:

Bridging the Gap Grant: This grant has allowed us the opportunity to partner with area secondary schools in order to learn about the curriculum requirements of the Common Core and to develop strategies to align post-secondary curriculum with those efforts. Vertical curriculum maps were developed in math and English between the secondary and post-secondary levels. Gaps between the levels were identified, and plans for summer bridge curriculum programs were made. Educators meet regularly to complete this work and to experience joint professional development.

Regional P-20 Network: Hosted by Northern Illinois University, the Regional Network is committed to development of financial literacy activities, effective student support services, regional peer mentoring structures, and curriculum alignment. IVCC has partnered with the Seneca school district to explore the delivery of developmental curriculum through the dual credit and dual enrollment mechanisms. The college is represented on articulation workgroup, contributing that those initiatives, and participates in ongoing professional development through the opportunities offered by the Regional Network.

Illinois P-20 Readiness Academy: Hosted by Elgin Community College's Alliance for College Readiness, the Readiness Academy is an ICCB initiative to share best practices among Illinois community colleges. IVCC has partnered with La Salle-Peru and Mendota high schools to explore the delivery of college preparatory curriculum through the mechanism of senior year coursework curriculum. The effort is designed to help students not required to complete senior year coursework to remain skilled in math and English in preparation for entrance to college after completing their senior year. The college participates in professional development activities through the Readiness Academy on a regular basis.

D) Evidence of Success: Success in this area is evident through the interest and participation of our area partners. We began in 2013 with partnerships with six feeder high schools to work on curriculum alignment through the Bridging the Gap grant. Currently, nine feeder high schools are participating in the ongoing work. During the 2014 summer redesigned pilot programs in math and English were implemented with promising results. In addition, two school districts have requested our participation in improving their college readiness activities. We have designed goals with these partners to complete the work outlined for the P-20 Regional Network and the P-20 Readiness Academy. As we have reached out, we have had increased interest and participation from our area secondary educators. The full effect of this work will be evident in the upcoming academic years as the curriculums are mapped, designed, piloted, and implemented.