

2016 ICCB Underrepresented Populations Report

Institutional Effective Practices

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

Hispanic Leadership Team

A) Purpose, Goal, or Objective:

The IVCC Hispanic Leadership team serves as a mentoring group for first-generation Hispanic students pursuing post-secondary education.

B) Date of Implementation:

The Hispanic Leadership Team was implemented in Fall 2014.

C) Description of Program Elements:

Each year, The Hispanic Leadership Team serves on a Hispanic student panel to encourage students to pursue an education beyond high school. Over 50 Hispanic high school students from the IVCC district participate in an orientation focusing on career awareness, student support, and financial aid. Once Hispanic students are on campus, the Hispanic Leadership Team provides opportunities for mentoring, coaching, guidance and support which are often lacking in the home. As a result, many students finish a two-year certificate or degree and transfer to a university with the leadership skills that are essential for academic success.

The 14 member team plans and participates in the following: bilingual tours, bilingual orientations, visits to area high schools with admissions representatives, tours of 4-year institutions, and area-sanctioned festivals and celebrations.

D) Evidence of Success:

IVCC serves approximately 11% of the Hispanic population in the district, and 8% of the Fall 2014 cohort was identified as Hispanic/Latino(a). Of the 29 Hispanic students who entered during the fall semester, 55% (16 students) returned in the Spring. 48% (14 students) of these persisted to the Fall 2015 semester, and 10% (3 students) completed their studies. These are optimistic baseline numbers for monitoring the success of our Hispanic students and determining the effect of the work of the Hispanic Leadership Team.

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

Community Tutoring

A) Purpose, Goal, or Objective:

The purpose of this community tutoring project is to reach out to students at the high school level to provide academic support in order to improve the level of college-readiness upon high school graduation.

B) Date of Implementation:

A pilot project was completed during the Summer of 2015. IVCC began to offer free tutoring to all District 512 students in 9th-12th grade starting the Fall of 2015 after the summer pilot program was deemed successful.

C) Description of Program Elements:

In the late Spring of 2015, IVCC was approached by the principal of one of its feeder high schools concerned that 18 8th grade students were not ready for 9th grade math. IVCC created a pilot tutoring partnership program that offered intensive tutoring in an effort to prepare those students for 9th grade math. A mandatory parent orientation was held, and IVCC paid for the computer software that would be used. The school district paid for bus transportation for the students. The tutors performed diagnostic testing on reading proficiency as well.

As a result of the pilot's success, free community tutoring was made available to district high school students in the Fall of 2015. It started slowly (one student showed up that first Tuesday between 3 pm and 8 pm), but then additional hours were offered on Wednesday nights as well. The students come from 6 of 22 schools in IVCC's district. Students routinely come for all levels of math and English, the two anticipated areas of most need, as well as Earth Science, Speech, Computers, and History. As of the end of January 2016, 400 students have come to IVCC Tuesday or Wednesday nights. About 50 of them have come at least twice: many come back week after week.

D) Evidence of Success:

IVCC's Peer Tutoring program has an impressive retention rate of 85%. And 73% of those students earned an A, B, or C in the class in which they were tutored. It is hoped that the success of IVCC's Peer Tutoring program will be mirrored by the free, community tutoring. The pilot program helped 14 otherwise at-risk students stay on track for 9th grade math. As of January 2016, 14 out of the initial 18 students passed all core content classes at Mendota High School after the 1st semester of freshman year.