

**UNDERREPRESENTED GROUPS REPORT
2010**

Sauk Valley Community College
District 506
173 Illinois Route 2, Dixon, Illinois 61021

Dr. George J. Mihel, President

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**50601 Sauk Valley Community College
Underrepresented Groups Report 2010**

INSTITUTIONAL EFFECTIVE PRACTICES

Topic 1: Transition from High School to College (see below)

Topic 2: Increasing the Number of Graduates from Underrepresented Groups (see below)

TABLE 1: DOLLARS AND STAFF YEARS

Table completed and saved as: 50601 Table 1

EMPLOYEES WITH DISABILITIES TABLE

Table completed and saved as: 50601 Employees with Disabilities

WEB ACCESSIBILITY SURVEY

Table completed and saved as: 50601 Web Accessibility Survey

TABLE 2: STUDENTS WITH DISABILITIES REPORT

Sauk is not required to complete Table 2 because the reporting requirement was satisfied by submitting the SD report on July 21, 2009.

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INSTITUTIONAL EFFECTIVE PRACTICES

TOPIC 1: Transition from High School to College

Title of Transition Activity: Dual Credit Program

A) Purpose, goal or objective

The purposes of Sauk's dual credit program are as follows:

1. To align curriculum among local high schools and Sauk
2. To offer more rigorous high school coursework
3. To help college bound students be successful with college level work
4. To ease the transition from high school to college

B) Date of implementation

The first dual credit classes began in the fall semester 1998.

C) Description of program elements or strategies that make the program successful

After a slow start with 38 students at local high schools, dual credit classes were moved to the Whiteside Area Career Center (WACC) and scheduled so high schools could transport their dual credit students with the students who were enrolled in career programs. As the popularity of dual credit increased, Sauk responded to the requests of the several high schools and began scheduling dual credit classes at the local high schools. Dual credit currently serves over 650 students and strictly follows all State regulations.

A number of efforts were made to make the dual credit program more successful. A stronger effort was made to promote dual credit to students and their parents. Dual credit was explained and promoted to Hispanic groups. In an effort to address the lack of maturity of some of the students, orientation sessions were pilot tested at two high schools for sophomores and juniors, and their parents, to give them information about dual credit classes and to inform them of how dual credit classes differed from other high school classes and of the consequences of doing poorly in the classes. Videoconference technology has been used to conduct classes simultaneously among sites with low enrollment numbers. Finally, a student leadership conference targeted toward economically disadvantaged students has been established, which addresses a variety of issues intended to improve student success in both high school and college.

D) Evidence of success

Evidence displayed in the following table suggests that Sauk's dual credit program has been successful.

Proportion of high school graduates who matriculated to Sauk the fall semester following graduation			Proportion of students who successfully completed classes with a grade of C or better		
	All graduates	Dual credit students		All Sauk students	Dual credit students
Fall 2008	26%	37%	FY08	87.4%	91.2%
Fall 2009	29%	36%	FY09	88.6%	91.9%

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INSTITUTIONAL EFFECTIVE PRACTICES

TOPIC 2: Increasing the Number of Graduates from Underrepresented Groups

Title of Transition Activity: F.U.S.E. (Families United for a Strong Education)

A) Purpose, goal or objective

F.U.S.E. was established to respond to two of the major needs of Sauk's minority population:

1. To educate minority families about college
2. To mentor minority students, most of whom are first generation students, on achieving their educational goals

B) Date of implementation

F.U.S.E. began in 2004, after evolving from other minority outreach efforts.

C) Description of program elements or strategies that make the program successful

F.U.S.E. is managed by the cross cultural coordinator who is involved with the long-term success of minority students and works with them from pre-recruitment through graduation.

The coordinator conducts outreach activities to educate minority families, most of whom have never had a family member attend college, about the importance of post-secondary education, the types of programs that are available, and procedures for applying for financial assistance and enrolling. She also assists them through the enrollment and financial assistance application processes.

The coordinator mentors minority students and helps them understand college expectations and college life. She helps them to articulate their academic problems and to seek assistance from the variety of Sauk services available to them. The coordinator directs appropriate students to the Trio program, Student Support Services, which offers special assistance and support services to its members. The coordinator also connects students with community services, encourages student participation in ALAS (Association of Latino Students) which has recently been expanded to serve all minorities, she obtains funds for several students to attend the annual Hispanic Leadership Conference in Chicago, and has worked with the College's IT department for a website link to translate the Sauk website into Spanish.

D) Evidence of success

Evidence suggests that Sauk has been successful as the proportion of minority enrollments and completions are larger than the proportion of minorities in the district population. Minorities account for 12.4% of total enrollment and 9.3% of total completions, while minorities account for only 7.4% of the district population.

SVCC has established an objective in its new strategic plan to increase the number of minority students enrolling at Sauk, and views F.U.S.E. as an integral part of meeting that objective.

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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2008 AND 2009

Program	Staff Years Budgeted		Total Dollars Budgeted		FY09 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY09 Change in Dollars Budgeted State	Other	
	FY08	FY09	FY08	FY09		FY08	FY09	FY08	FY09			
SAUK VALLEY COMMUNITY COLLEGE												
Special Needs	D	1.50	1.50	94,014	74,550	19,464	0	0	94,014	74,550	0	19,464
Title IV, Student Support	O	3.50	3.50	261,276	232,329	28,947	0	0	261,276	232,329	0	28,947

CHECK DIGITS – internal consistency checks. Retain formulas. Do not enter data in check columns.																	
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														FY09	Change		
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94,014	0	74,550	0						0					19,464	19,464	0	
261,276	0	232,329	0						0					28,947	28,947	0	

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SAUK VALLEY COMMUNITY COLLEGE

Supplemental Question on Employees with Disabilities

If available, please indicate the number of college employees using the following categories faculty/staff or other individuals (e.g, administrators) – with Disabilities employed and served that are not included in the student tables. Count each individual only once based upon their primary disability.

EMPLOYEES	Unduplicated Count	
Type of Disability	Faculty/Staff	Other
Learning		
ADHD		
Psychological		
Developmental		
Mobility		2
Blind/Low Vision		
Deaf/Hard of Hearing		3
Systemic/Chronic Health Problems	2	
Other		
Total	2	5

EMPLOYEES RECEIVING SERVICES	Unduplicated Count	
Type of Disability	Faculty/Staff	Other
Learning		
ADHD		

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Psychological		
Developmental		
Mobility		2
Blind/Low Vision		
Deaf/Hard of Hearing		2
Systemic/Chronic Health Problems	1	
Other		
Total	1	4

File naming convention: DDDCC Employees with Disabilities
 Where DDD = district number (e.g., Chicago Wilbur Wright = 508)
 and CC = college number (e.g. Chicago Wilbur Wright = 07) will be 01 for most colleges.

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*See [50601 Web Accessibility Survey.xlsx](#) file