

**UNDERREPRESENTED GROUPS REPORT
2012**

Sauk Valley Community College
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INSTITUTIONAL EFFECTIVE PRACTICES

Student Support Services (SSS)

Topic 1: Increasing the Number of Graduates from Underrepresented Groups

A. Purpose, Goal, or Objective

Through a grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Student Support Services (SSS) projects also may provide grant aid to current SSS participants who are receiving Federal Pell Grants. The goal of SSS is to increase student retention and graduation rates of first-generation, low-income, and/or college students with documented disabilities.

B. Date of Implementation

Initially SSS was implemented in 1984. This particular grant cycle started September, 2010.

C. Description of Program Elements or Strategies that Make the Program Successful

SSS students receive a number of benefits that have been shown to increase their academic success, retention rates, graduation rates, and transfer rates to first-generation, low income, and/or college students with documented disabilities. All services are provided free to the SSS students.

SSS students are supported in a number of ways, but most importantly they have access to personalized academic, career, and personal counseling performed by designated SSS advisors. This is valuable service that keeps SSS students “on track” to academic success by helping students address the many issues (academic and nonacademic) that they will encounter in their lives while at SVCC. SSS students also receive other forms of academic support throughout their time at SVCC including:

- free tutoring
- access to free success skills workshops
- free use of laptops, textbooks, and other resource materials

If SSS student wish to transfer to a 4-year institution, they will receive additional transfer advisement from the SSS designated counselors. If there is sufficient student interest, students will also be provided the resources for a campus visit to a 4-year academic institution.

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D. Evidence of Success

From fiscal years 2010-2012, there is ample evidence that SSS students outperform the general population of SVCC students in retention and graduation rates while serving a higher proportion of minority and student needs students than the college as a whole. Of particular importance to this report are graduation rates. As graduation rates have become more of a political topic, SSS counselors have reinforced to their students the need to graduate or receive a certificate while at SVCC. In fiscal years 2011 and 2012, graduation rates for SSS students are now, on average, 4.9% higher than the general population of students at SVCC.

Area of comparison	SVCC student population (FY 2010)	SSS Student population (FY 2010)	SVCC student population (FY 2011)	SSS Student population (FY 2011)	SVCC student population (FY 2012)	SSS student population (FY 2012)
Retention rate*	62.1%	92.9%	59.7%	83.1%	36.2%*	71.3%*
Graduation rate	19.5%	18.0%	19.3%	23.3%	16.5%	22.3%
% of minority students	12.5%	18.0%	13.0%	17.6%	11.8%	14.5%
% of student needs	4.0%	10.2%	3.9%	8.3%	2.7%	8.6%

*Retention is defined as students who enrolled during the academic year and returned for the fall semester of the following year, minus those who graduated. For FY 2012, the retention rates are estimated and only based on current enrollment for the fall 2012 semester.

Adult Education

Topic 2: Improving Student Transitions

A. Purpose, Goal, or Objective

The SVCC Adult Education department strives to assist adults 17 years of age or older in acquiring knowledge and skills necessary to earn a GED, to improve English language skills, and to transition to higher education or vocational training. This process encourages the adult learner to become more employable, to become a successful partner in their children's education, and to be a more productive member of the community. The SVCC Adult Education department closely cooperates with VITAL (Volunteers In Teaching Adult Literacy) and the ESL program at SVCC. Currently, 49% of the Adult Education learners are of a minority status and 52% are women.

B. Date of Implementation

SVCC has been providing Adult Education programs since 1983. Project VITAL was initiated in 1985. Adult Education program is funded annually with a grant that runs from fiscal year to fiscal year (July 1 to June 30).

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C. Description of Program Elements or Strategies that make the Program Successful

In response to an Adult Education driven survey of its students, the SVCC Adult Education program underwent major restructuring over the last two academic years. During this time Adult Education has worked more cooperatively with Project VITAL and ESL which has led to new and innovative ideas and programs to serve their students. The restructuring has led to more effective administration of the programs and has increased the quality of instruction in all of those programs.

There has been increased and more purposeful communication between administrators, instructors, and tutors. Project coordinators review and analyze data quarterly to assure that goals are being reached. Further, instructors meet with their students at least three times per semester to assess their progress and provide needed direction and support.

The Adult Education program has increased the quality of the instruction by providing additional professional development for instructional staff and tutors, added additional instructional and learning technology to the classroom, designed self-study instructional materials to promote student engagement, and provided one on one or small group tutoring to supplement instruction.

Adult Education also needs to be convenient for students or students will participate less frequently. SVCC therefore offers multiple classes throughout the week and has flexible tutoring times.

D. Evidence of Success

Student participation within the program and attendance within a classroom is voluntary, but there was a dramatic increase in participation in the Adult Education program from FY 2011 to FY 2012. While the number of enrollees within the Adult Education program was nearly the same from FY 2011 to FY 2012, there was a 37% increase in the number of hours of actual instruction students were receiving.

Fiscal Year	Number of Student Enrollees	Total Attendance (Participation hours)	Average Hourly Attendance (hours/student)
2011	266	13,167	49.5
2012	265	17,959	67.8

As expected, as students are attending classes more frequently and receiving more counseling along the way, students are performing better within the program. The Adult Education program conducts a mandatory pretest to evaluate academic aptitude of its students and then asks students, after receiving instruction/tutoring, to conduct a posttest to determine if they have increased academic proficiency. In FY 2011, the posttest rate was 22.6%. However, in FY 2012 the posttest rate was 38%. This has also led to an increase in completion rate for SVCC's Adult Education students rising from 26.7% completion rate in FY 2011, to a 38% completion rate in FY 2012.

The Adult Education believes that success is contagious. For the last two fiscal years they have hosted a "graduation/awards" ceremony to celebrate the accomplishments of its students. In FY 2011, about 25 students attended. In FY 12, 75 students attended.

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Table 2. Sauk Valley Community College: Employees With Disabilities

EMPLOYEES	Unduplicated Count	
Type of Disability	Faculty/Staff	Other
Learning		
ADHD		
Psychological		
Developmental		
Mobility		
Blind/Low Vision		
Deaf/Hard of Hearing	1	
Systemic/Chronic Health Problems		
Other		
Total	1	

EMPLOYEES RECEIVING SERVICES	Unduplicated Count	
Type of Disability	Faculty/Staff	Other
Learning		
ADHD		
Psychological		
Developmental		
Mobility		
Blind/Low Vision		
Deaf/Hard of Hearing	1	
Systemic/Chronic Health Problems		
Other		
Total	1	

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.

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