

**UNDERREPRESENTED GROUPS REPORT  
2013**

**Sauk Valley Community College**

District 506

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## **Contents**

### **Institutional Effective Practices**

- Topic 1:       Increasing the Number of Graduates from Underrepresented Groups:  
*Women in Criminal Justice (Law Enforcement) Mentoring Program*
- Topic 2:       Institutional Effective Practice that Increases Educational Attainment:  
*Families United for a Strong Education (F.U.S.E)*

### **Table 1: Dollars and Staff Years**

### **Table 2: Employees with Disabilities**

## **INSTITUTIONAL EFFECTIVE PRACTICES**

### **Topic 1: Increasing the Number of Graduates from Underrepresented Groups**

#### ***Women in Criminal Justice (Law Enforcement) Mentoring Program***

##### **A. Purpose, Goal, or Objective**

Since FY 2007, Sauk averaged 16 female law enforcement majors per year; however, the number of graduates from the program is very low (one graduate from FY 2007-2011). In order to address this problem, the Women in Criminal Justice Mentoring Program was implemented in January 2012. This program is a support program designed to assist female students pursuing a career in law enforcement- a nontraditional occupation. Female students were matched with female mentors that were already employed in the criminal justice field. The student and mentor participated as a pair in professional development workshops offered monthly and contacted each other at least three additional times throughout the semester. The female students were also offered an opportunity to job shadow.

The program was designed to provide additional support to these female students registered as a law enforcement major and therefore increase the persistence, retention (semester to semester) and graduation rates of this student population. It is a hope that this positively impacts their employability in the field as well.

##### **B. Date of Implementation**

The mentoring program began in January of 2012 and ended in May of 2012 when the Spring semester ended.

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

There were a number of elements to this program.

1. Each mentor underwent a mentor training program in January of 2012 before they were matched with a student mentee. Each mentor also received a mentor training manual that they could use as a mentor resource if necessary.
2. Throughout the Spring semester participants were asked to attend professional development workshops that would pair the mentor and mentee together, but also enhance the students' knowledge of professional skills necessary to be an effective law enforcement professional. One workshop was held monthly from January until May. Topics of the workshops were:
  - "Welcome to the Mentoring Process"
  - "Make the Most Out of Your Time"
  - "Student Success Strategies"
  - "A Day in the Life of a Criminal Justice Professional"
  - "I Have to Find a Job!"
3. Each mentor and mentee was advised to contact each other often during the semester. Face-to-face meetings were the preferred method of contact, but if necessary a phone call or email would suffice. These meetings provided additional time for the mentors to interact with the mentees, to share professional experiences and expectations, and to provide direction and feedback to the students.
4. In order to improve and eventually expand the mentor program, an evaluation was given to the mentors and mentees after each workshop and after the program officially ended in May. Feedback was critical to improving the mentoring program.

50601 Sauk Valley Community College  
FY 2013 Underrepresented Groups Report

**D. Evidence of Success**

When each workshop ended, the students were asked to complete evaluation forms. The students provided positive feedback. Below is a sample of their comments.

- “I attended your workshop today for the Women in Criminal Justice and just wanted to say I really enjoyed it. I found out a lot of information that I was wondering about.”
- “Hopefully they will let you continue this program because I don’t know about anyone else but I got a lot out it, thanks for doing it.”
- “The (workshop) helped me realize how important goals are. I need to stay focused and not take the easy way out. I need to earn a degree and not give up.”

In the Fall of 2011, 78 female students were eligible to participate in this mentoring program. Ten students attended the first mentoring sessions in January, 2012. Seven students completed the entire mentoring program. There was an average of 7.4 contacts (emails, phone calls, face to face conversations) and 1.7 face to face only contacts between each mentor/mentee. Of these 7 students, 1 graduated with a degree from Sauk, 1 transferred to a 4-year university, 5 re-enrolled in the Fall 2012 semester at SVCC, and 6 re-enrolled in the Spring 2013 semester at SVCC. Therefore, the semester to semester retention of these students has been very successful. One student has already attained a job in the criminal justice field.

<b>Eligible female students (Fall, 2011)</b>	<b># students attending first sessions (Jan., 2012)</b>	<b>Completed the mentoring program (May, 2012)</b>	<b>Graduated from SVCC (May, 2012)</b>	<b>Transferred to a 4-year University</b>	<b>Re-enrolled in Fall 2012 Semester</b>	<b>Re-enrolled in Spring 2013 Semester</b>
78	10	7 (70% success)	1	1	5 (71.4% retention)	6 (85.7% retention)

## **Topic 2: Institutional Effective practice That Increases Educational Attainment**

### ***Families United for a Strong Education (F.U.S.E.)***

#### A. Purpose, Goal, or Objective

F.U.S.E. is a bilingual program offered to Hispanic/Latino English Language Learners' families with children from fourth grade to high school seniors. Sauk Valley Community College's Cross-Cultural Services, the U of I Extension, and the YWCA of the Sauk Valley's Immigrant Family Resource Program collaborate to assist families in setting higher educational goals and improving their quality of life. The long term goal of this project is to improve the educational outcomes for Latino Students so they can advance from ESL to GED and be able to complete college level courses and inspire their children to set higher educational goals. This special population has the desire to be successful but need extra support to achieve their goals. F.U.S.E. benefits participants by enhancing their higher education knowledge, improving communication within the family, and connecting them to community resources.

#### B. Date of Implementation

The program was originally implemented in 2004. This report addresses data collected from the program from January, 2012 – May, 2012.

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

The Coordinator of the F.U.S.E. program invites Latino families from across the Sauk Valley area to participate in the program. The F.U.S.E. program in the Spring of 2012 was comprised of four separate workshops or presentations. During each workshop or presentation, the need for a college education was stressed to all participants. All PowerPoint presentations were given in Spanish and English.

1. During the introductory workshop, speakers were invited to discuss their careers, their educational experiences, and requirements for their career of choice.
2. A workshop titled "More than Words" stressed the importance of effective communication skills.
3. During the third workshop, a presentation was given titled "Focusing Families on Career Planning." This workshop was designed to help families mentor their children in choosing their careers and discussed the types of education necessary to attain that career.
4. The fourth and last workshop was called "Finding Your Get Up and Go." This workshop addressed the reasons individuals lack the motivation to accomplish their goals, including educational goals.

Upon the completion of the program, each participant left with a personal action plan to implement their goals. Also a "parent guide" (in English and Spanish) was prepared to assist families for college preparation.

#### D. Evidence of Success

The long-term objective of F.U.S.E. is to increase the number of Latinos who enroll in ESL, GED and college level courses. However, F.U.S.E serves families with children from 4<sup>th</sup> to 12<sup>th</sup> grade, so the program does not often see immediate results. For that reason, results are more immediate with the adult population that the program serves and not their children.

During the 2012 Spring semester, fourteen families and 52 people of various ages participated in the F.U.S.E. workshops and presentations. Out of these 52 people, eight adult participants enrolled in ESL classes and three students (who recently graduated high school) enrolled in college level classes during the Fall semester at Sauk.

**Tables**

**Table 1: Dollars and Staff Years**

See attached Excel spreadsheet.

**Table 2. Sauk Valley Community College: Employees With Disabilities**

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

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