

**UNDERREPRESENTED GROUPS REPORT  
2016**

**Sauk Valley Community College**

District 506

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## INSTITUTIONAL EFFECTIVE PRACTICES

### Topic 1: Increasing Graduation Rates and Closing the Achievement Gap, Disability Support Services

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

In FY 2015, Disability Support Services at SVCC served 75 students with documented disabilities including students with the following disabilities\*:

- Specific Learning Disability: ~35%
- ADHD: ~21%
- Psychological: ~19%
- Systemic/Chronic Health: ~9%
- Blind/Low Vision: ~6%
- Deaf/Hard of Hearing: ~4%
- Mobility/Orthopedic Impairment: ~2%
- Developmental Delay: ~2%
- Acquired Brain Injury: ~2%

\*It is possible to be diagnosed with multiple disabilities.

The College uses Perkins resources to assist special populations with interest in career-technical fields and plan activities that focus on: ensuring programs are accessible by members of special populations; provide training and assistance to prepare special population students for employment; help special population students overcome barriers that may limit opportunities for success; and ensure members of special populations will not be discriminated against. The Disability Support Office provides services to eligible students supported by Perkins funds.

#### B. Date of Implementation

The services listed below were continued in FY 2015 from previous fiscal years.

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

The following were dual-funded using Perkins funds and College monies:

- Eligible students were provided with additional tutoring and note taking services.
- Eligible students were provided with resume assistance, mock interview opportunities, and pertinent job postings.

#### D. Evidence of Success

The Disability Support Office was reviewed during the program review process at the College in FY2016. Data indicates that students supported by the Disability Support Office perform nearly on par with other students at the College (see the table below). It is obvious that the intrusive nature of support provided to eligible students provides the assistance needed to succeed in college.

	<b>Students Supported by the Disability Support Office</b>	<b>Students Not Supported by the Disability Support Office</b>
Fall to Spring Retention (Fall 2014 to Spring 2015)	73.1%	74.7%
Fall to Fall Retention (Fall 2014 to Fall 2015)	46.8%	54.4%
Graduation Percentage (FY 2011-FY2015)	27.1%	31%

## Topic 2: Increasing Graduation Rates and Closing the Achievement Gap, Student Support Services (SSS)

### 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. The majority of these students are also female.

### B. Date of Implementation

Initially SSS was implemented in 1984. The data presented here is for FY 2015.

### 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, and graduation rates of 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 advising 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, and
- 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 advisors. If there is sufficient student interest, students will also be provided the resources for a campus visit to a 4-year academic institution.

### D. Evidence of Success

In fiscal year 2015, 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 females, minorities, and students with disabilities than the College as a whole. Fall to fall retention rates were excellent for SSS students and are substantially higher than the general population at SVCC. Of particular importance to this report are graduation rates. SSS advisors continually reinforce to their students the need to graduate with a degree or a certificate while at SVCC. In fiscal year 2015, the three-year graduation percentage for SSS students was 69.0% or 34% higher than the general population of students at SVCC.

Area of comparison	SVCC student population*	SSS Student population*
% of minority students	15.0%	21.5%
% of students with documented disabilities	3.3%	5.0%
% of female students	59.5%	76.5%
Fall 2014 to Fall 2015 Retention Rate	59.6%	91.0%

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<b>Three-year Graduation Rate (certificates and degrees) %</b>	35.0%	69.0%
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\*Degree and certificate seeking students only.