

INSTITUTIONAL RESEARCH & PLANNING
Sauk Valley Community College
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2009 UNDERREPRESENTED GROUPS REPORT EXECUTIVE SUMMARY

The Illinois Community College Board requires colleges to report on their efforts to serve students and to employ individuals who are from underrepresented groups which include women, minorities, and individuals with disabilities.

The Sauk Valley Community College district population has slightly over 102,000 residents, nearly 93% of who are Caucasian. The largest ethnic minority, which is Hispanic, has increased in proportion of the district from 6.3% to 7.3%. The largest racial minority is African-American which comprises 2.3% of the population. Adults with mental and/or physical disabilities account for 9.3% of the district's population.

Recruiting Traditional Students

Numerous approaches are utilized for recruiting students which include approaches to recruit from all high school students as well as approaches targeted specifically for individuals from the underrepresented groups.

- Promoting Latino Achievement through College Education (PLACE) focuses on long-term community outreach.
- Marketing strives to accurately reflect the College's racial and ethnic diversity in photos and sends news releases and advertisements of specific interest to the Hispanic community to a special Spanish newsletter in the Quad Cities and to the local Hispanic television channel.
- Career conferences promoting gender and minority diversification have been expanded and now include *Men in Nursing*, *Women in Engineering*, and *Women in Criminal Justice*.
- Workshops, featuring panels of students who were enrolled in non-traditional occupational programs for gender, have been conducted for parents of high school.
- The high school recruiter regularly meets with students from all of the area's high schools and presents the special services available to individuals and makes referrals as appropriate.
- Expanded partnerships in dual credit and with the Whiteside Area Career Center has resulted in broader recruitment efforts that reach more high school students.
- The special needs coordinator provides information packets for high school counselors and special education teachers to distribute to special needs students and participates in the final transition IEP meetings for graduating high school students.
- SVCC is a member of the Sauk Valley Transition Team which is comprised of representatives from local agencies that serve individuals with special needs.
- Program coordinators that serve underrepresented groups make presentations to the PSY100 orientation classes.
- Internal collaboration among campus organizations helps students become a part of the College mainstream.
- The Association of Latin American Students (ALAS) continues to pursue the mission of providing a better scholastic, cultural, political, and social life for students and to increase the enrollment of Latino students.
- Many individuals from underrepresented groups are served through Student Support Services.

Recruiting Students from the Workforce

- Recruitment is a coordinated effort among counseling, corporate training, and the cross-cultural coordinator.
- SVCC is prepared to respond to plant closings by sending a team to the company site to assist with career planning and recruiting for SVCC programs.

- Non-traditional students from the underrepresented groups are recruited through SVCC contacts with area employers.
- The Workforce Council has been restructured and has been more effective at connecting a broader range of faculty with local employers.

Efforts to Transition Students to College

Through internal collaboration, SVCC offices strive to assimilate students from the underrepresented groups into the College mainstream and to help them access the services available to all students.

- SVCC reorganized adult education, developmental education, special populations, VITAL, and the LAC under one administrator to enhance coordination and sharing of resources.
- A series of ESL classes have been developed for the many Hispanic immigrants who enroll with language skills above adult education students but insufficient for college level academic success. Targeted to be implemented in FY10.
- Plans are being made to use a learning community approach for students who test into two or more developmental classes and who tend to be unsuccessful in transitioning into college level classes. Targeted pilot testing is scheduled for the 2010 spring semester and implementation during the following fall semester.
- Both regional offices of education provide information to GED completers regarding programs and enrollment at Sauk.
- SVCC has expanded transition services to single parents through the *Single Parents Association*, the Foundation's single parent scholarships, and a United Way grant awarded in partnership with the YWCA.

Recruiting Employees

- The on-line job application has been enhanced and all candidates are encouraged to apply for positions on-line. The voluntary, affirmative action form is a part of the on-line application.
- All faculty and administrative positions are advertised on the SVCC website and in multiple ways including local newspapers and websites; in newspapers from the Quad Cities, Rockford, and DeKalb; and nationally in professional and trade publications, through universities that have graduates in pertinent disciplines, and in the Chronicle of Higher Education. SVCC has recently begun utilizing *Diversifying Faculty in Illinois Higher Education*. Every job posting continues to include an affirmative action, equal opportunity employer statement.
- The *Affirmative Action Plan* includes demographic statistics on every Sauk department, a corrective action plan, identified *feeder positions* from which higher level positions draw, and has established new affirmative action goals.
- The lack of cultural diversity, the high proportion of blue collar employees, and the low educational attainment in the College district has made it difficult to attract and retain many professionals from the underrepresented groups. Exiting employees have indicated that they missed others with similar cultural characteristics. Some minority job applicants expressed a concern about not "fitting into" the local demographics.