

JJC Minority Resource Team


Monday, October 17, 2005



Ideas for Today and Tomorrow




JJC Minority Resource Team Rationale

- Underrepresented student population growth
 - Upholding JJC's Core Values - Collaboration
 - OMSA Vision 2006 Strategic Plan
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Committee Selection Process

- Faculty and staff were selected based on the following criteria:
 - Service to underrepresented student population
 - Developed and implemented a program specifically for the underrepresented student population
 - Institutional resources and support
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Liaisons' Role

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- Yolanda Isaacs & Angie Kaysen-Luzbetak
 - President's Cabinet - report updates and action plan
 - Guidance & Resources
 - Coordinate meetings
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MRT Charge

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- JJC Minority Resource Team will serve as a **working team** to develop institutional strategies to meet the educational needs of the underrepresented student population at JJC.
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Goals

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- identify **critical** issues and **service gaps** for the underrepresented student population as documented and reported by the Office of Institutional Effectiveness;
 - develop a comprehensive action plan to enhance academic persistence and support for the underrepresented student population; and
 - submit a comprehensive report, detailing the action plan, to the President's Cabinet.
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MRT Process

- **Phase 1:** Utilize existing institutional data to facilitate process.
 - **Phase 2:** Conduct an inventory (internal scan) of JJC's programs, resources and services.
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Internal Scan Process



Identify Critical Issues
and Gaps



Existing
Data Review



Departmental
Presentations
& Reflection





MRT Process

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- **Phase 3:** Engage in insightful dialogue with the team to identify critical issues and service gaps.
 - **Phase 4:** Develop a comprehensive action plan (draft) to address the critical issues and gaps.
 - **Step 5 :** Present the draft to the Office of Minority Student Affairs (OMSA) Advisory Committee.
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MRT Process

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- **Phase 6:** Revise and review the final comprehensive action plan.
 - **Phase 7:** Submit the comprehensive action plan to the President's Cabinet.
 - **Phase 8:** Meet with the President's Cabinet to discuss the comprehensive plan.
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MRT Process

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- **Phase 9:** Coordinate a follow-up meeting with the Minority Resource Team to report the outcomes.
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Institutional (Internal) Committees

- MRT's connection with other committees on campus:
 - AQIP – *Orientation and Advising*
 - Committee for African American Concerns
 - Diversity Committee
 - Latino Coalition
 - Quality of Student Life & Learning Committee
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PROJECT ÉXITO

South Metropolitan Higher Education Consortium

- External Committee
- Latino Initiative
- JJC's Involvement with this project
 - - Survey of Services
 - - Conferences & Workshops
 - Spanish Version Campus Information
 - Focus Groups





Today's Situation

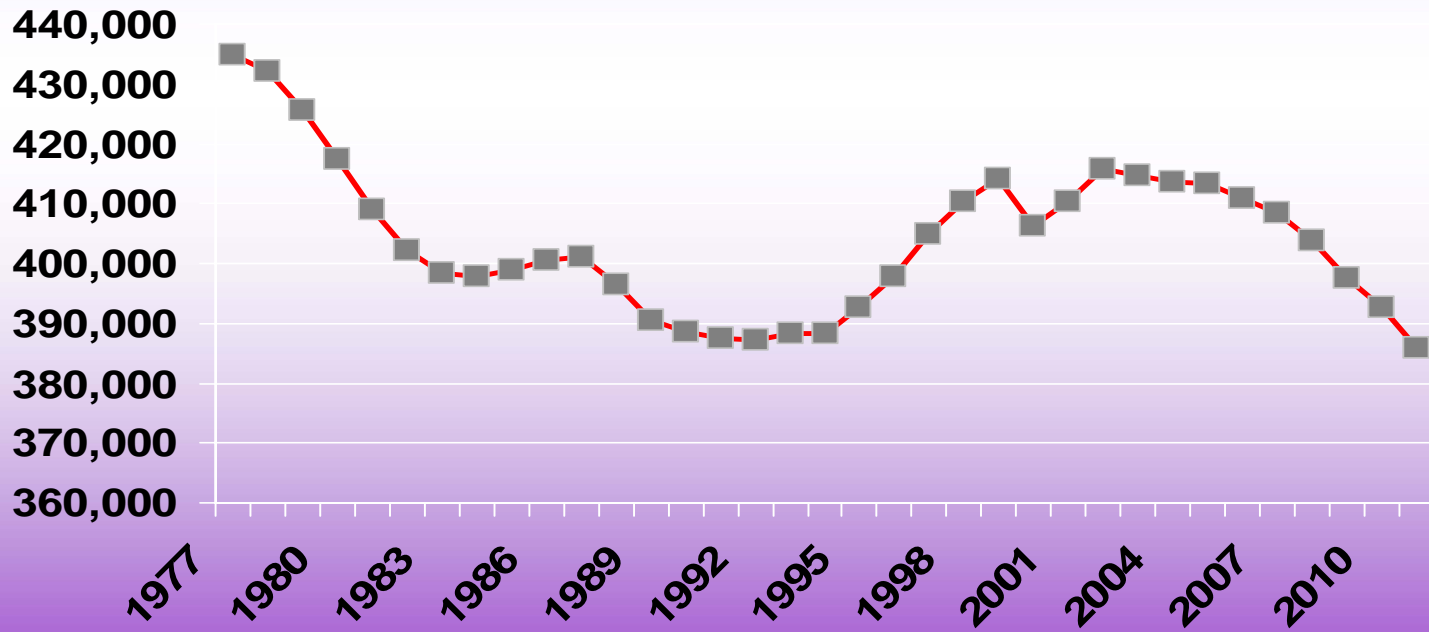
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- *Before we can determine where we are going , we must first examine where we are now...*
 - Ryan Smith, Institutional Effectiveness – utilizing existing institutional data
- 



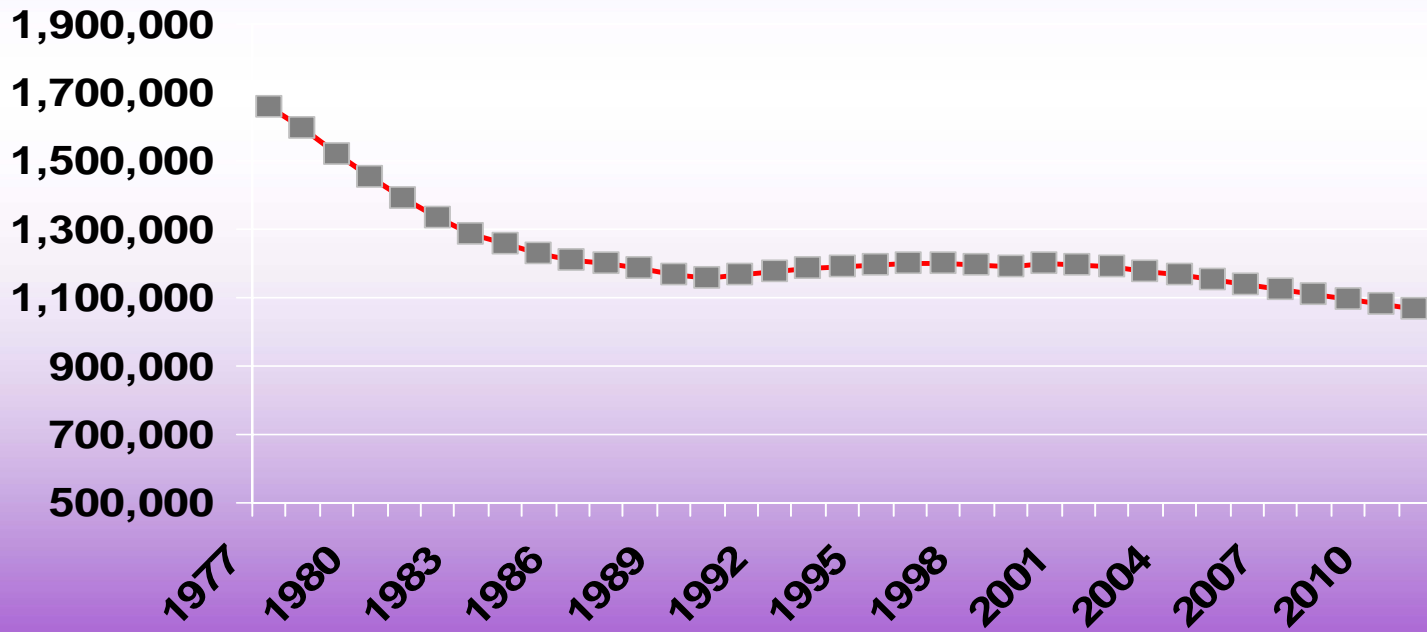
Environmental Model

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- Education pipeline
 - Minority enrollment at JJC
 - Minority student academic success at JJC
 - Why students leave and stay
 - JJC in 2020
- 

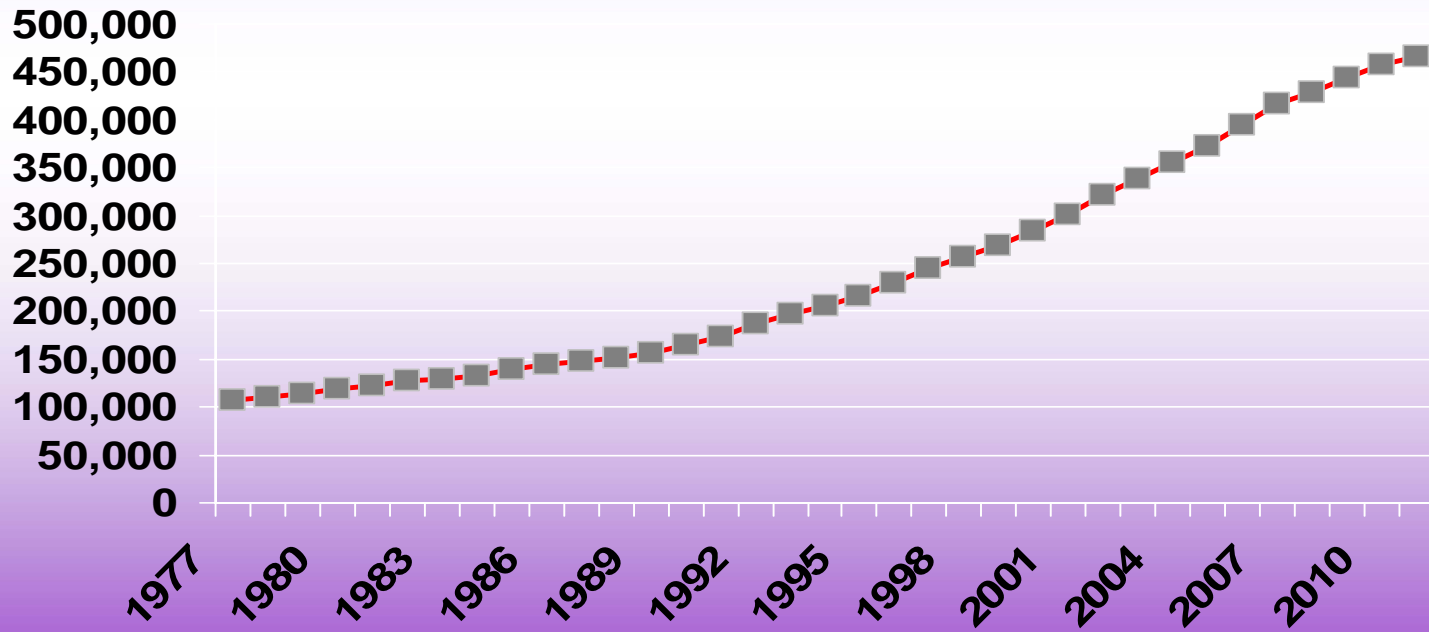
K-12 Enrollment in Illinois: African-American



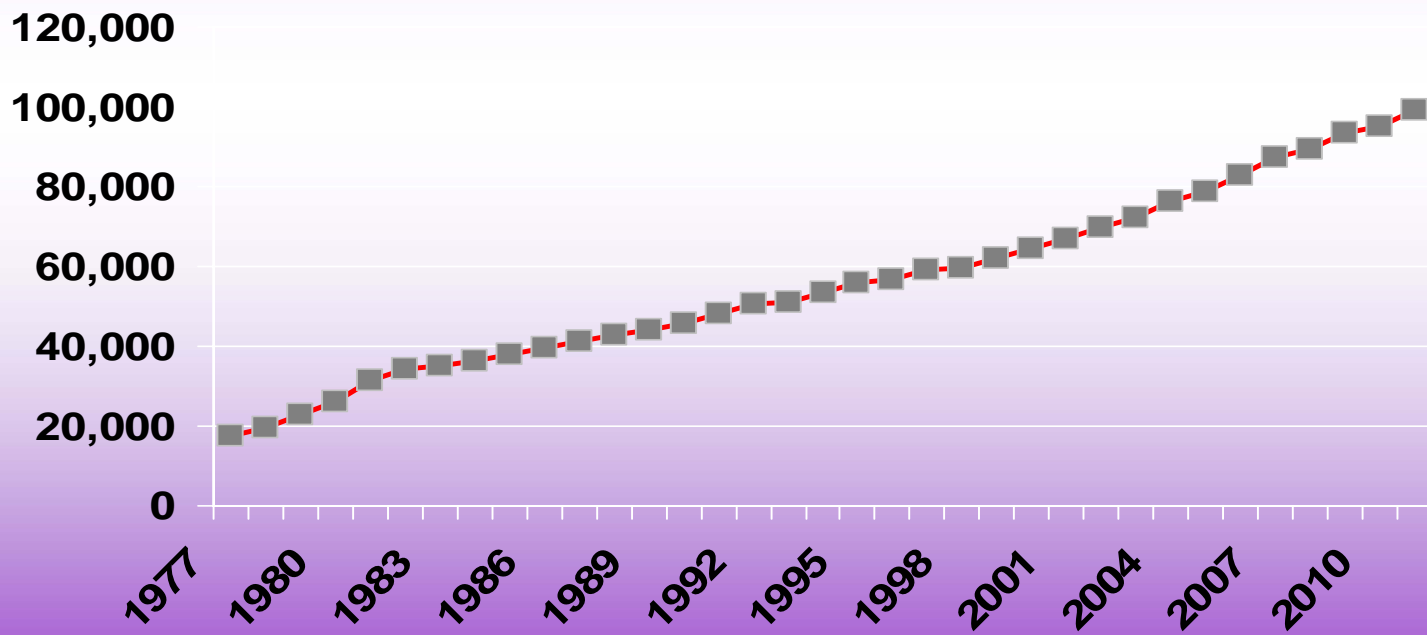
K-12 Enrollment in Illinois: White



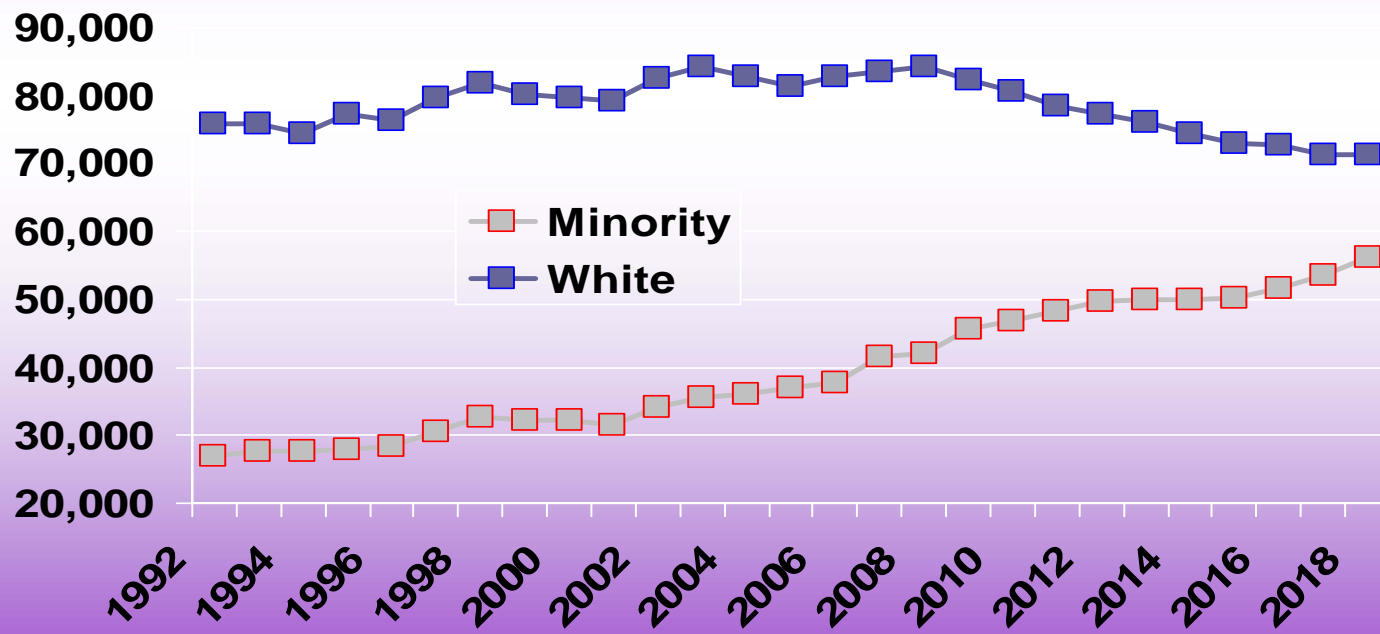
K-12 Enrollment in Illinois: Latino



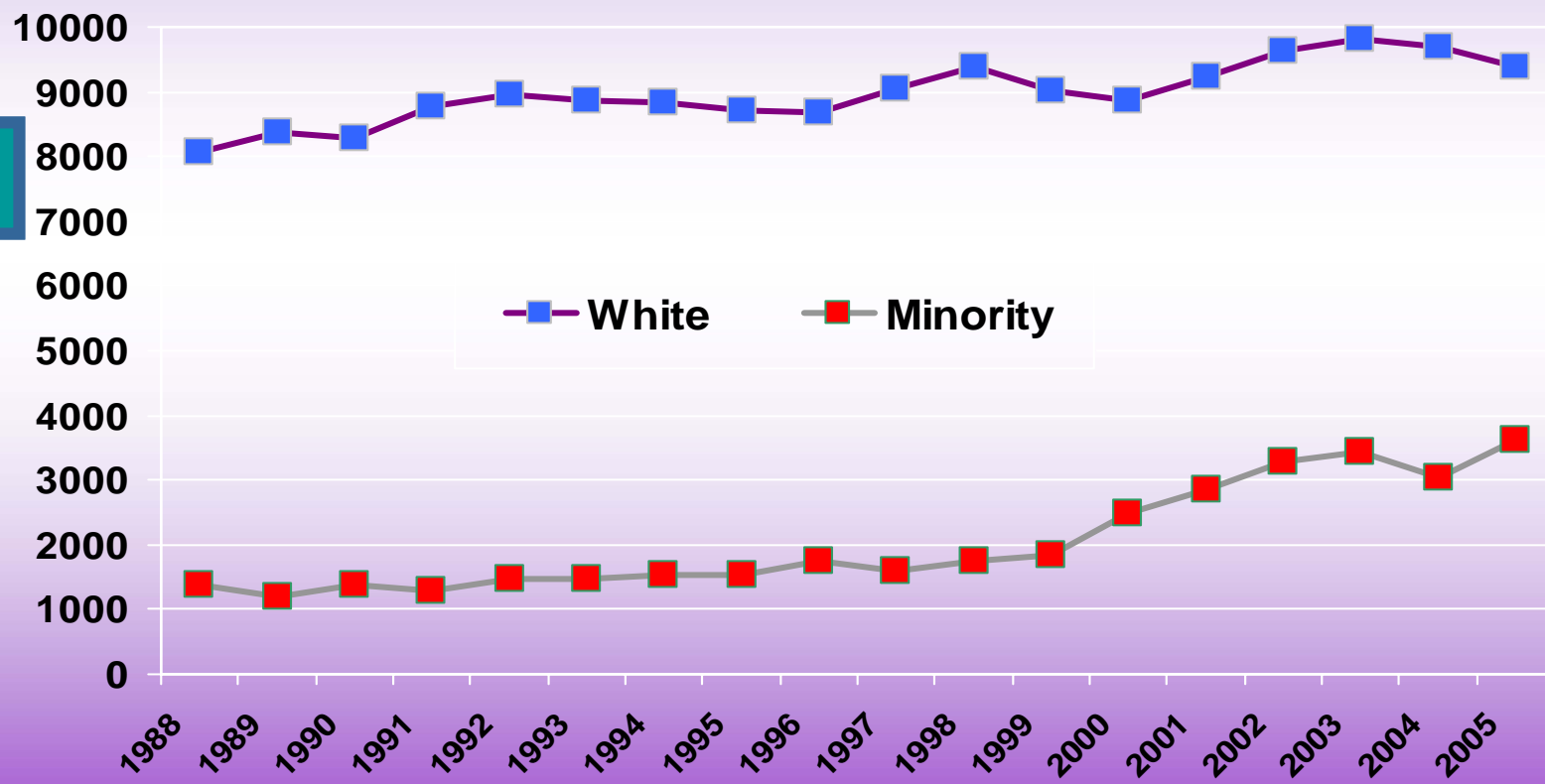
K-12 Enrollment in Illinois: Asian



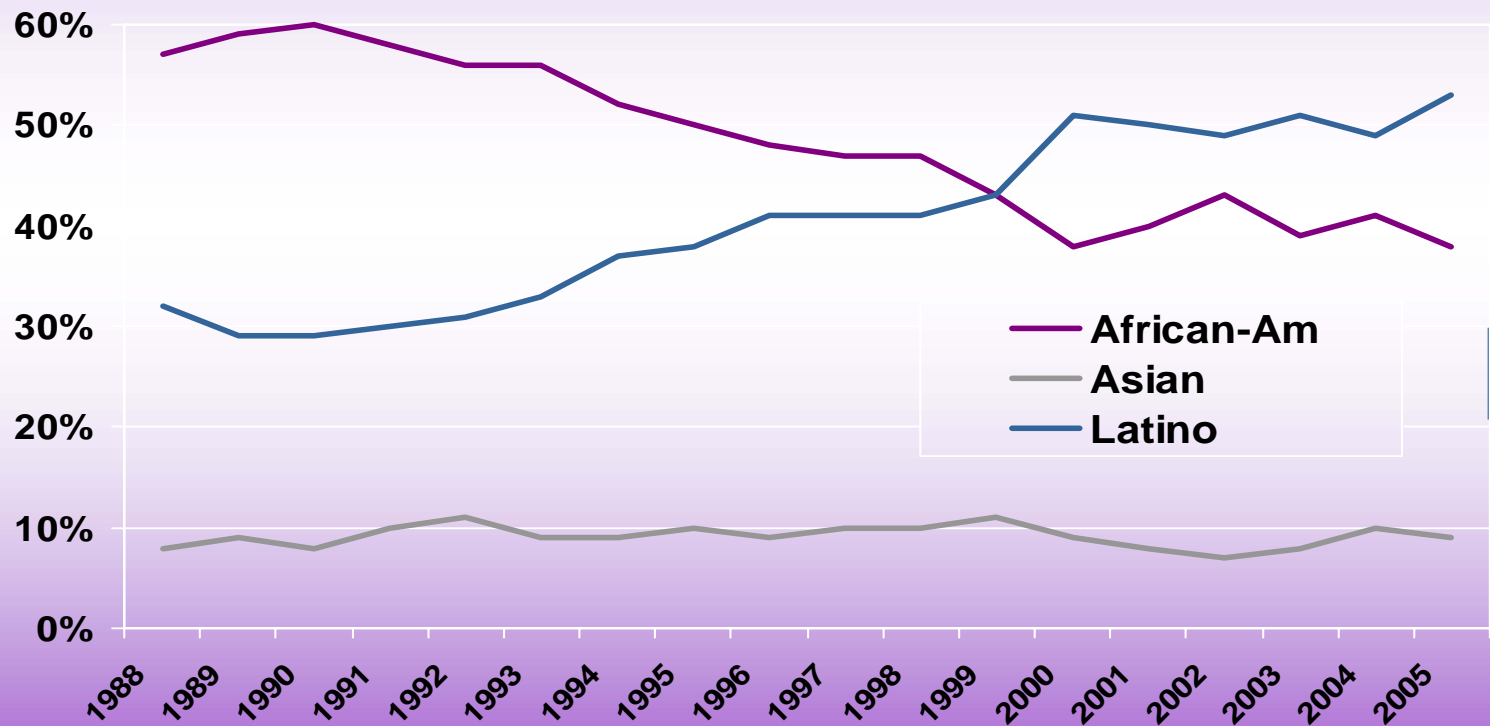
High School Graduates by Ethnicity in Illinois: 1992-2018



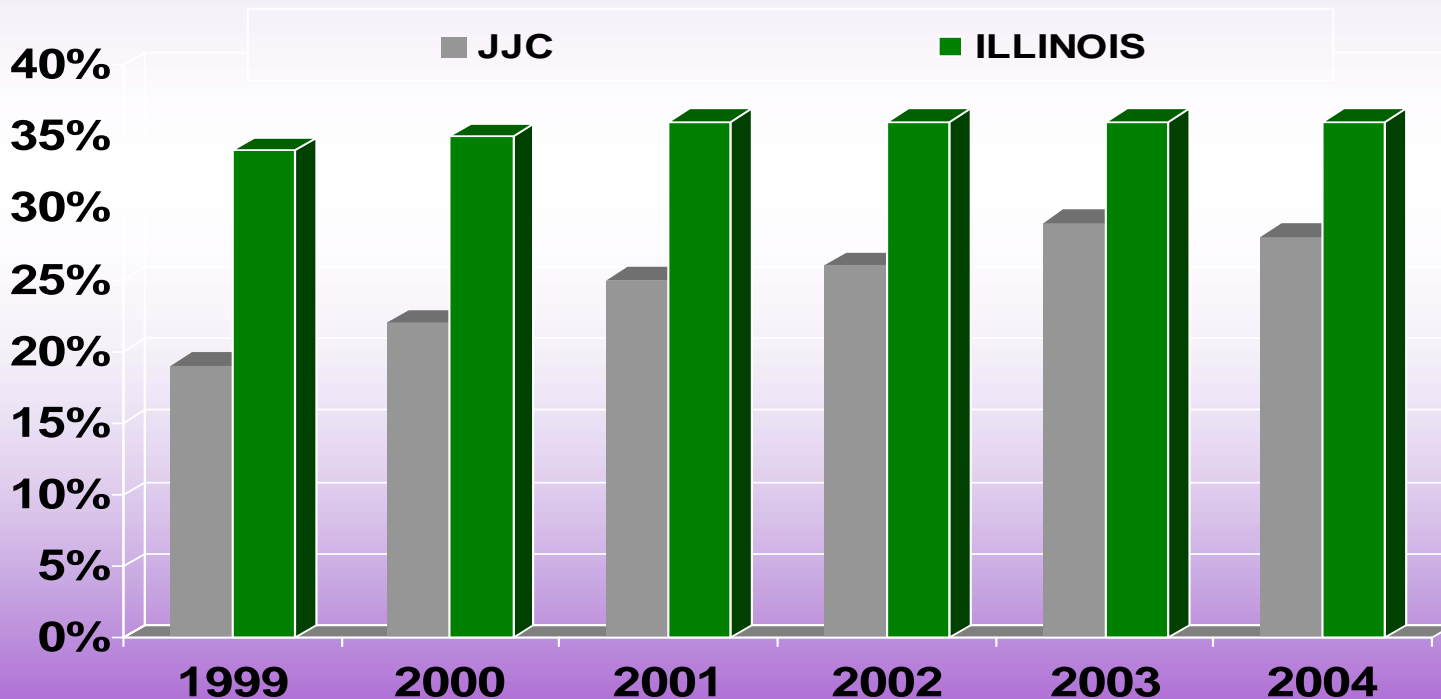
Fall Enrollment at JJC: 1988-2005



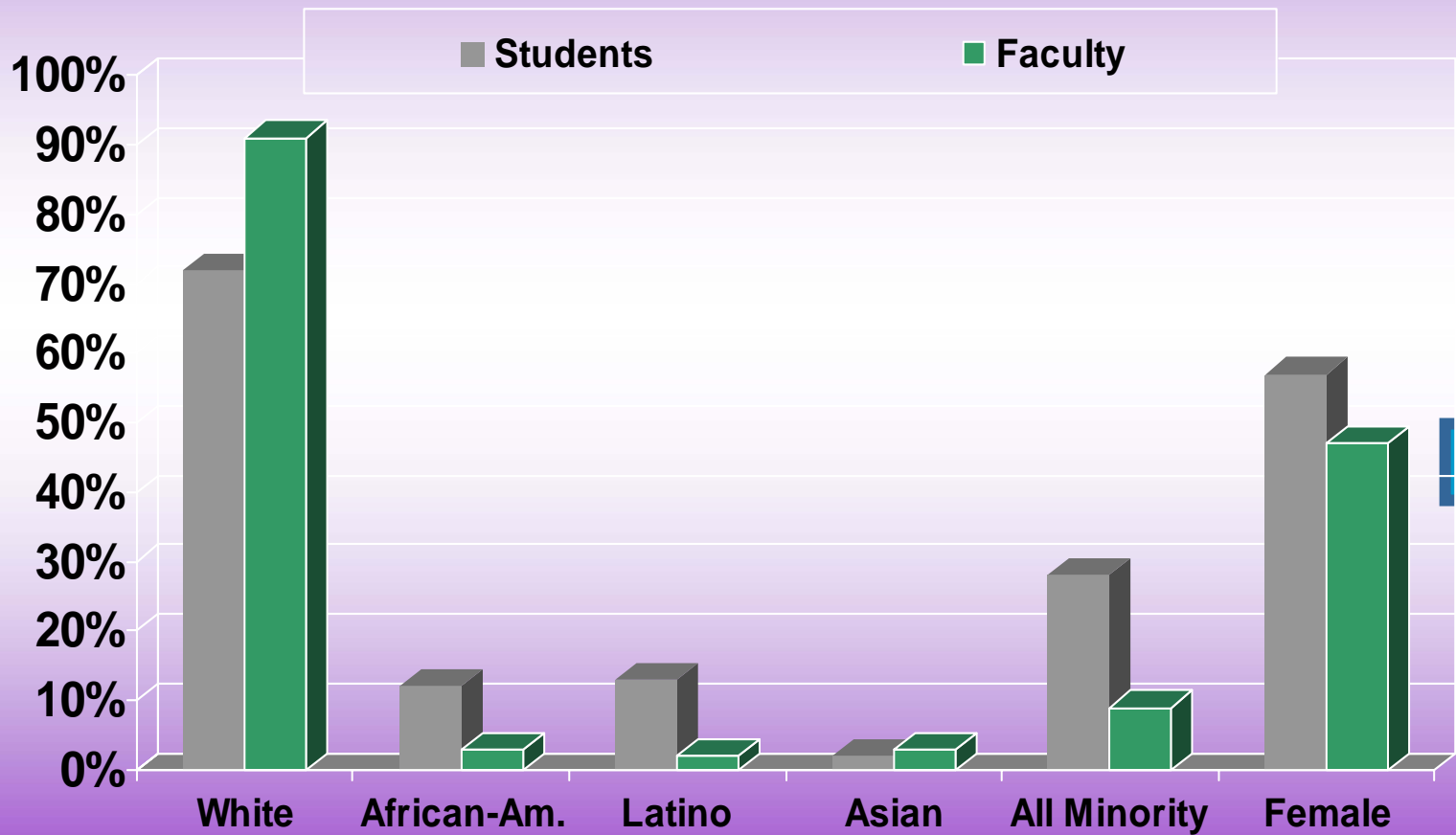
Fall Enrollment of Minorities at JJC: 1988-2005



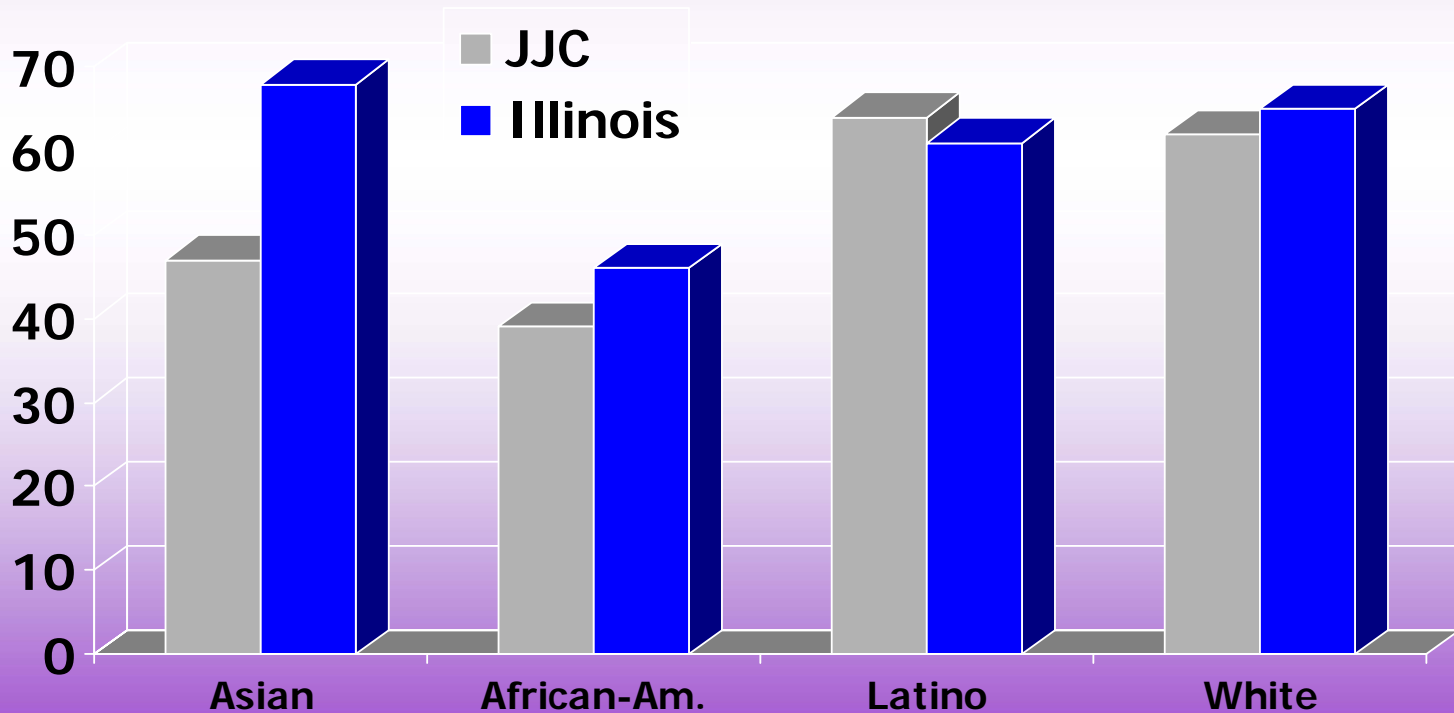
Percent of Minority Students at JJC & Illinois Community Colleges



JJC Students & Faculty by Race

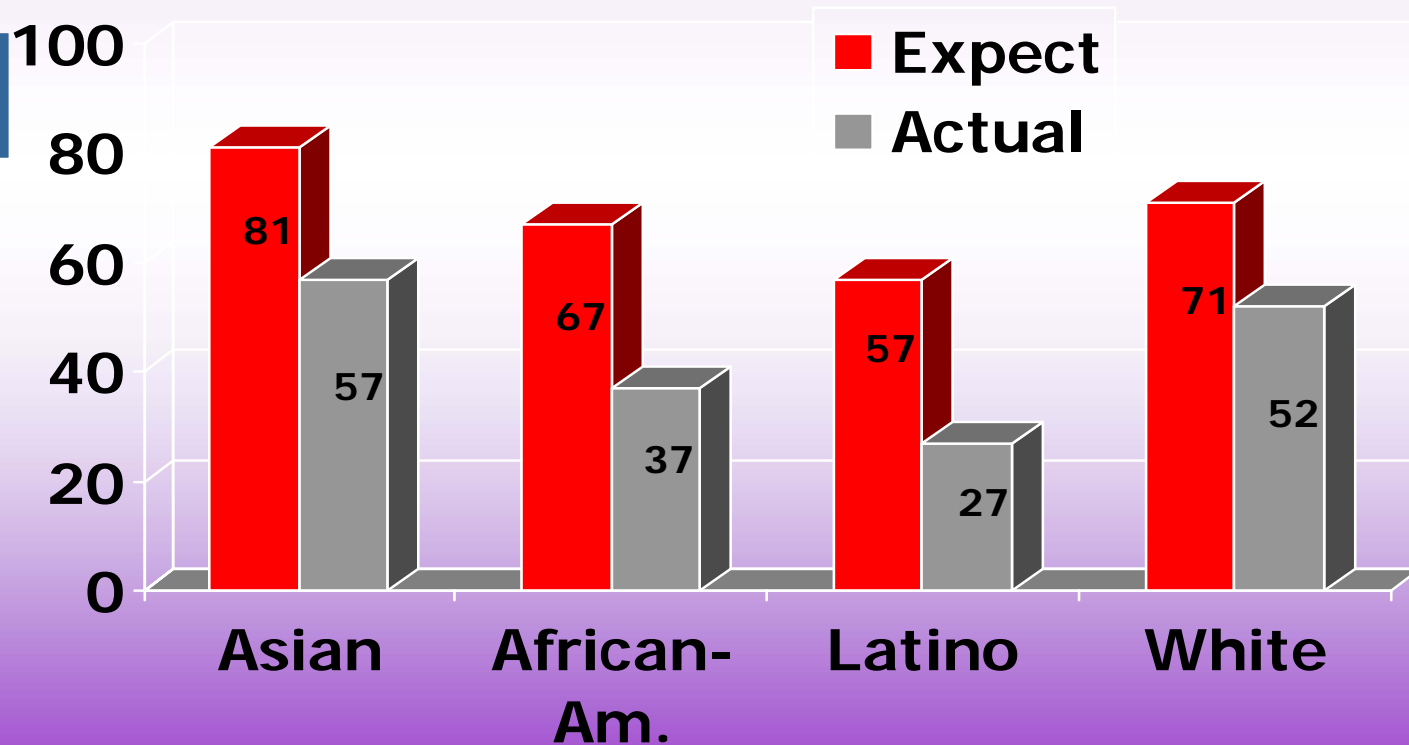


Minority student success at JJC: First-time student fall to fall retention



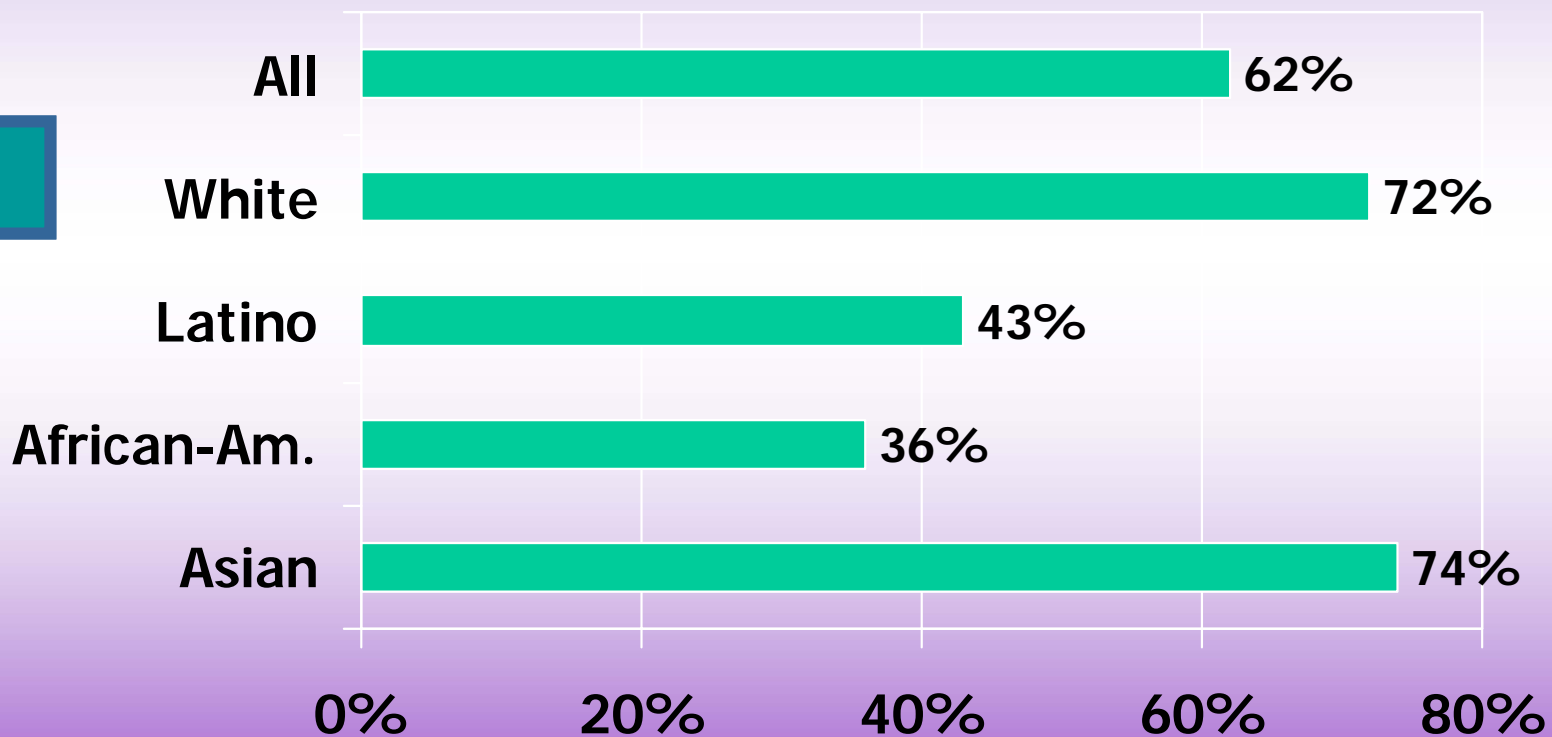
From JJC Office of Institutional Effectiveness (2005), *Underrepresented Groups in Higher Education: 2004*. Includes the average of first-time, full-time students from the 1999, 2000, and 2001 cohorts.

H.S. senior B.A. expectations and actual attainment



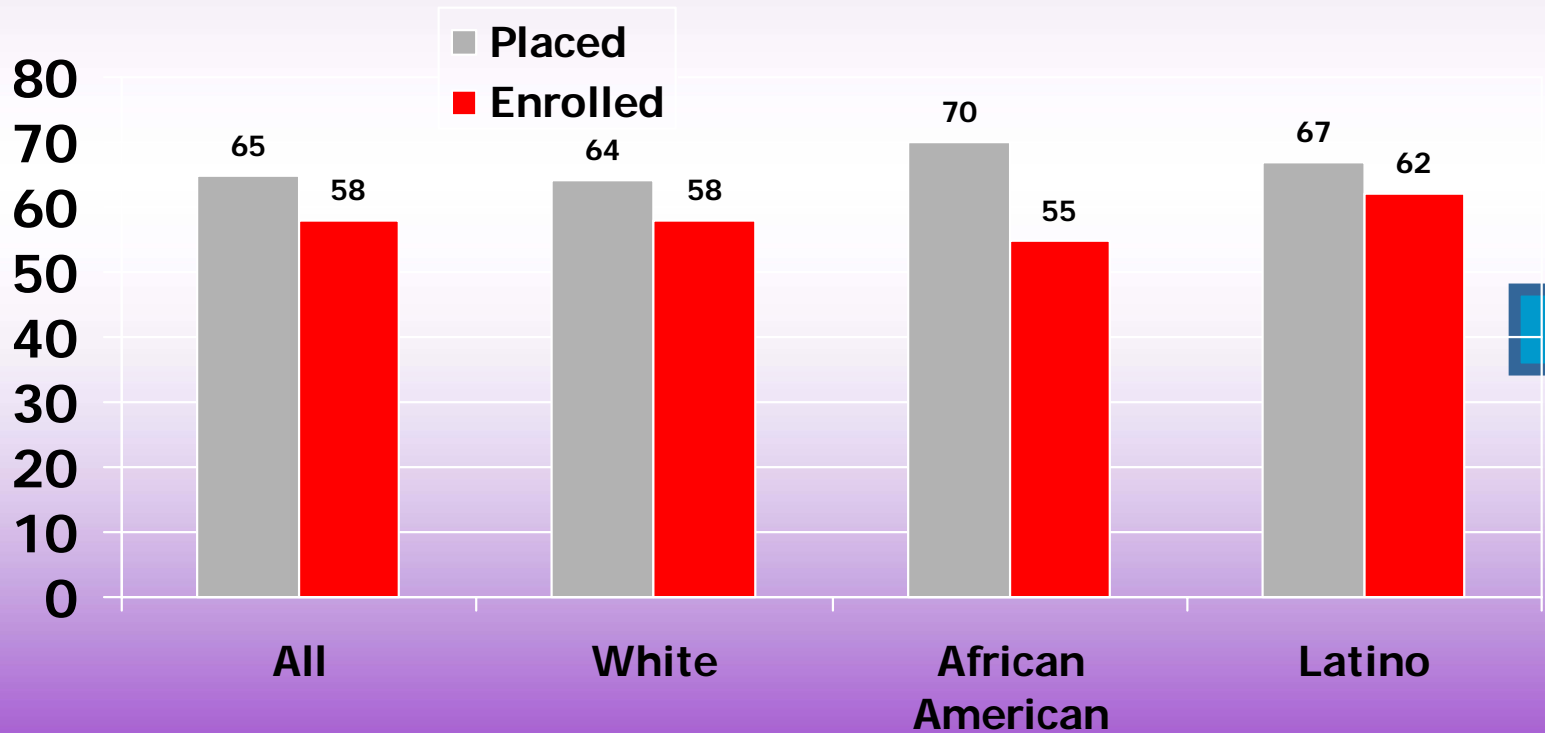


Percent of H.S. seniors who possess at least low-level math skills*



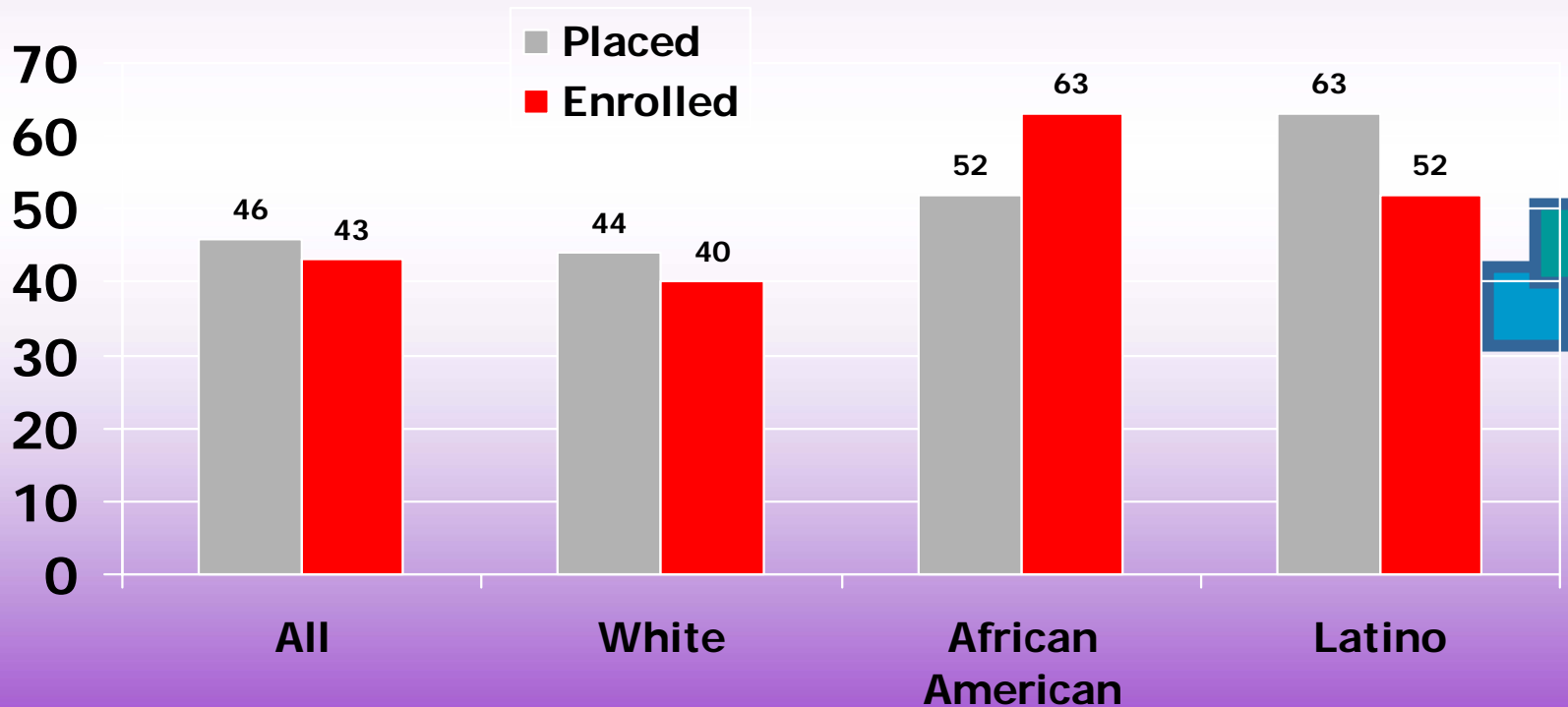
*Simple problem solving, requiring the understanding of low-level math concepts on a 5 level scale.
From NCES (2005), *A profile of the American High School Senior 2004*.

Percent placed and enrolled in developmental math



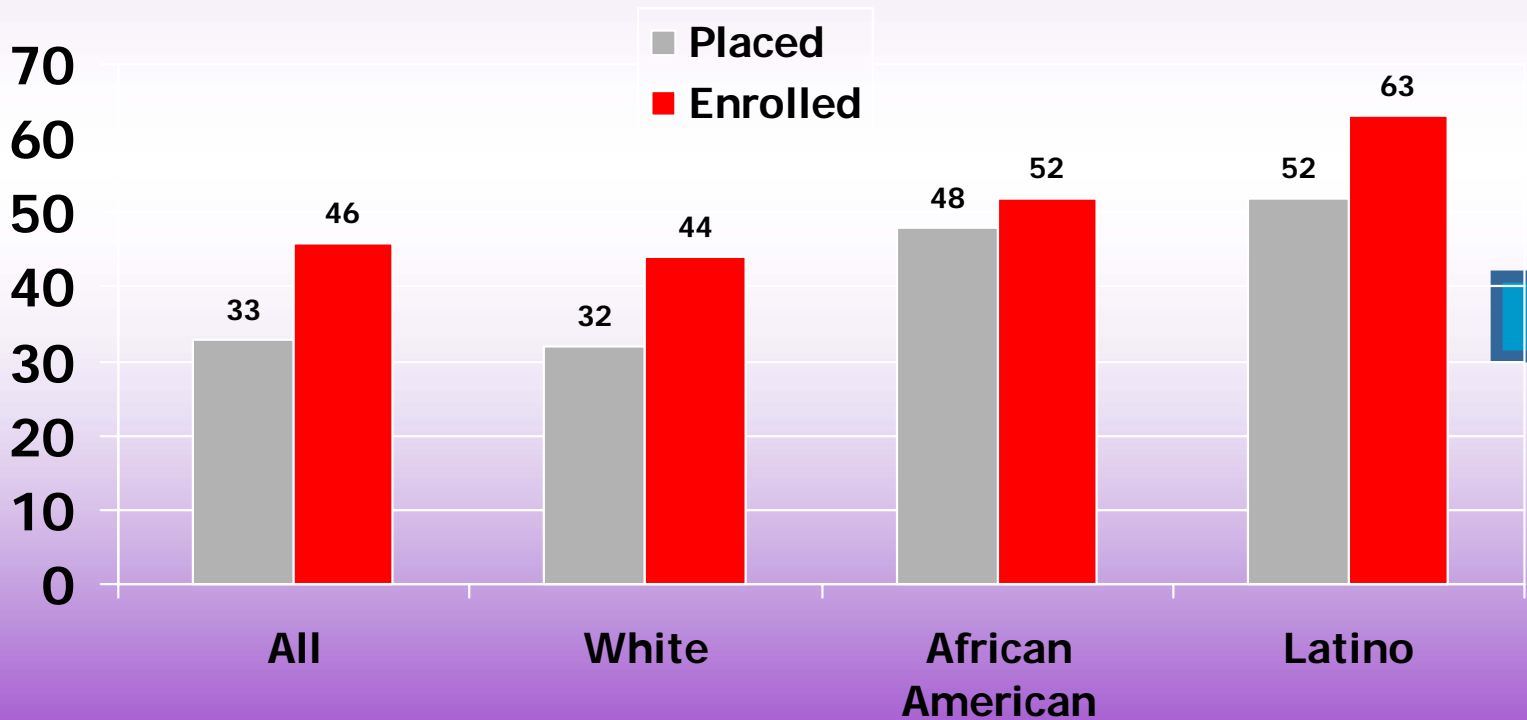
From JJC Office of Institutional Effectiveness. Includes first-time, full-time cohort from 2000 only.

Percent placed and enrolled in developmental english (writing)



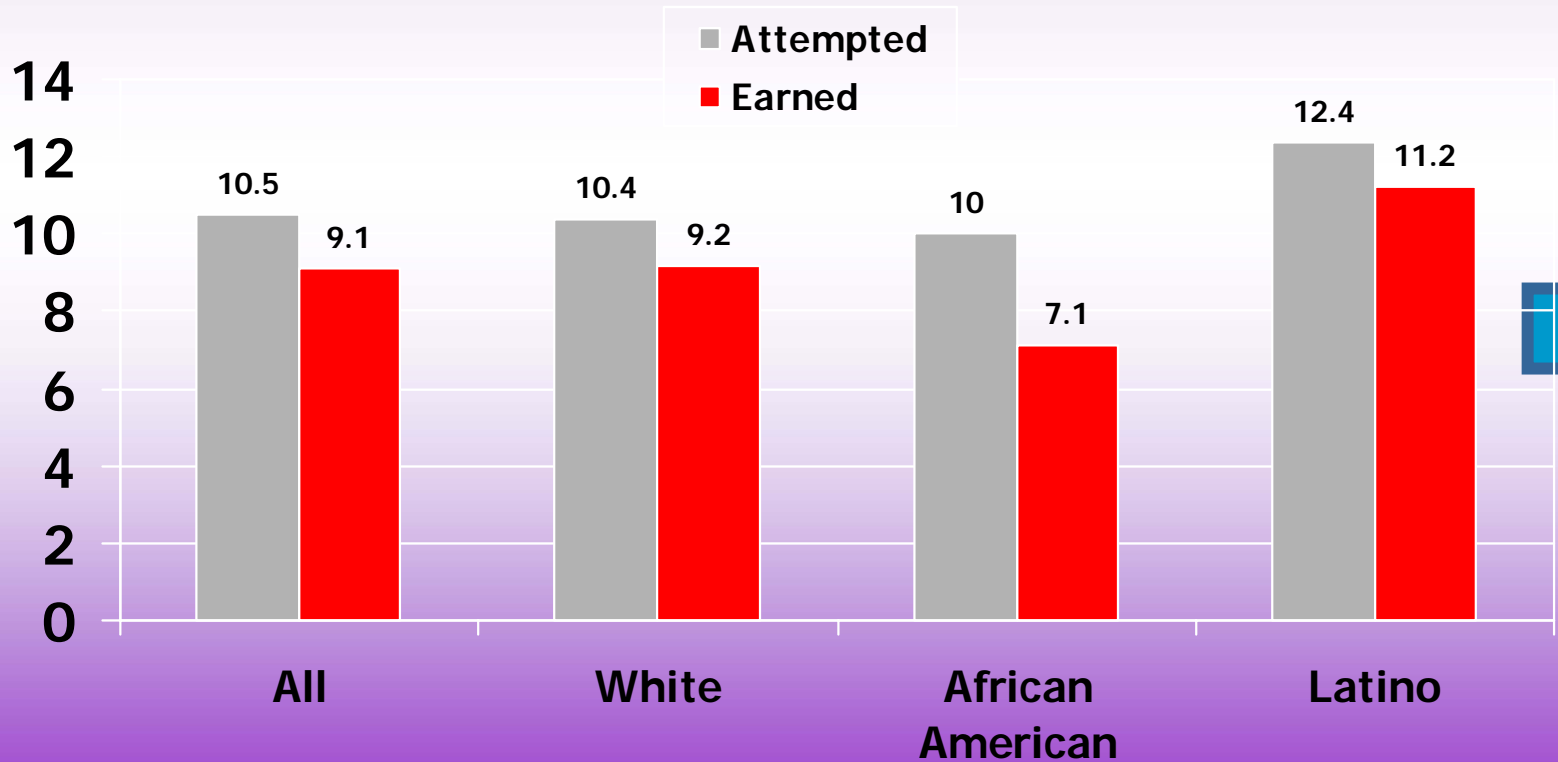
From JJC Office of Institutional Effectiveness. Includes first-time, full-time cohort from 2000 only. Placement through COMPASS Writing only.

Percent placed and enrolled in developmental english (reading)



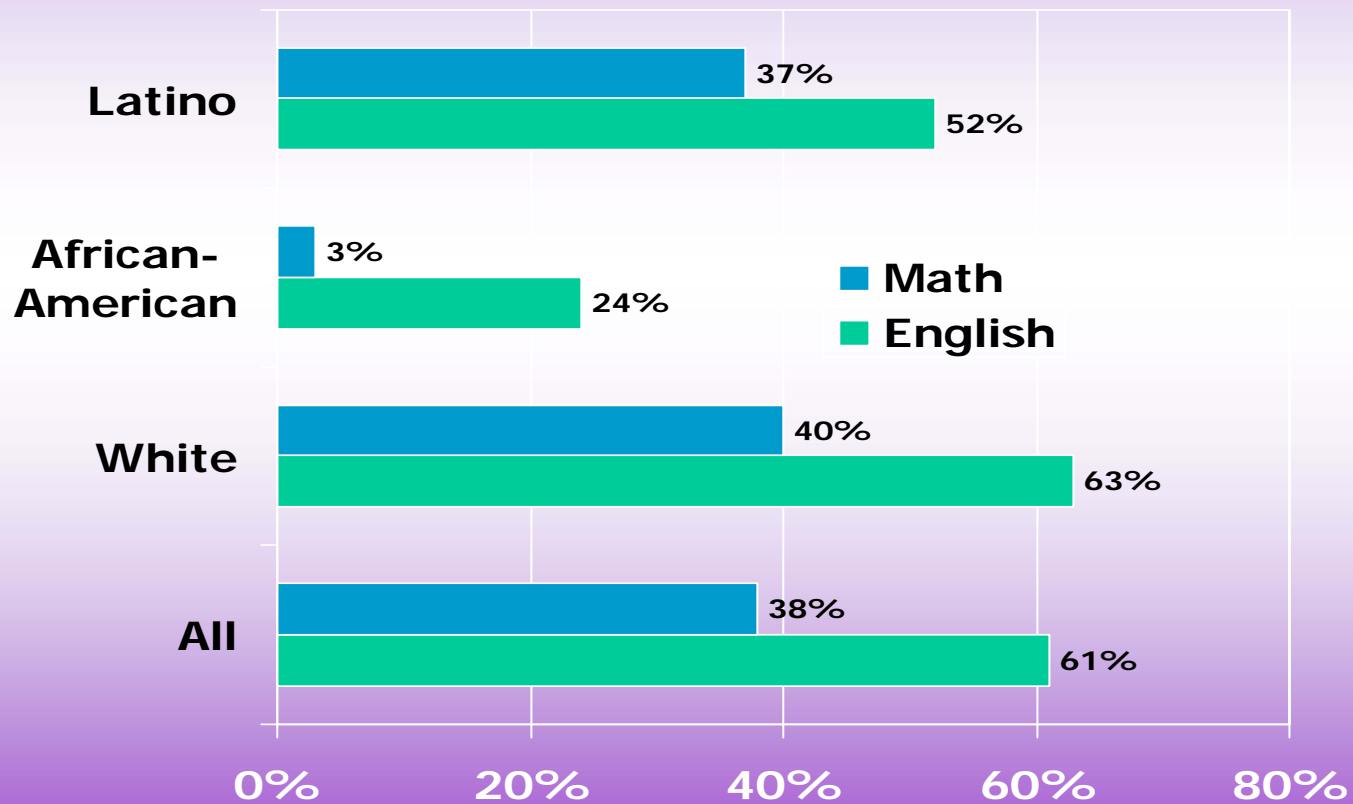
From JJC Office of Institutional Effectiveness. Includes first-time, full-time cohort from 2000 only. Placement through COMPASS Reading only.

Developmental credits attempted versus earned



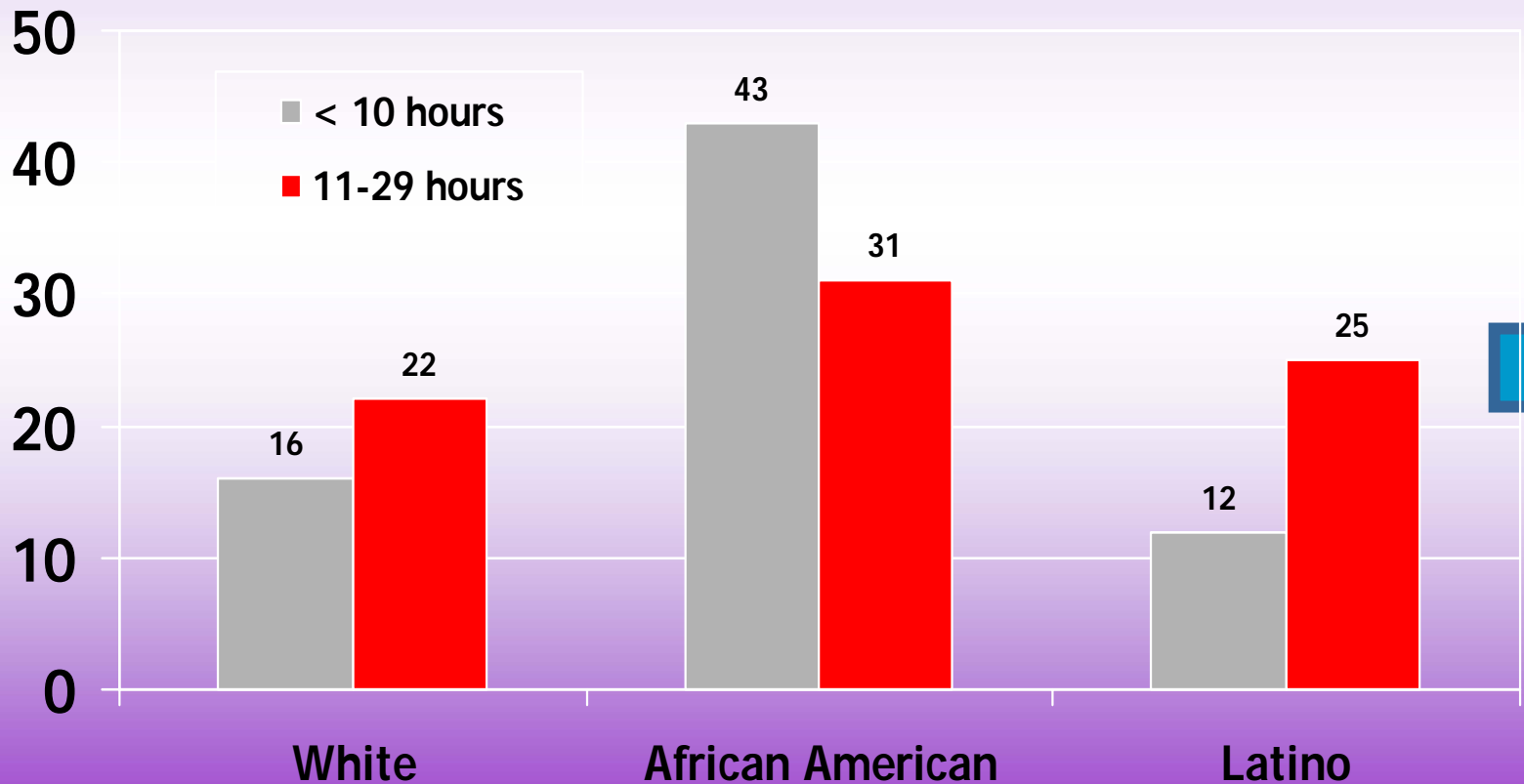
From JJC Office of Institutional Effectiveness. Includes first-time, full-time cohort from 2000 only.

Percent of JJC Students who complete a for-credit math or english course within three years



From JJC Office of Institutional Effectiveness. Includes first-time, full-time cohort from 2000 only.


Credits earned without associate's



From JJC Office of Institutional Effectiveness. Includes first-time, full-time cohort from 2000 only.



Why students leave

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- Gender
 - Ethnicity
 - First-generation status
 - Finances
 - Socio-economic status
 - 2nd language background
 - Motivation
 - Academic preparation
- 

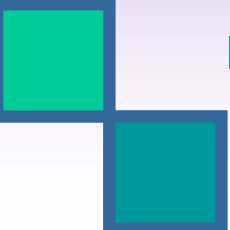


Why students leave: Retention traps

- **Treating minority students as a monolithic group**
 - **Strategies designed to fix the student – cultural deficit model**
 - **Lack of institutional support**
 - **Lack of support for a culture that values diversity**
- 



Why students stay

- 
- **Minority students are more successful in the context of multicultural organizations:**
 - **Commitment to inclusiveness**
 - **Commitment to diversity in mission, values, vision, & philosophy statements**
 - **Commitment to an operation philosophy of social justice**
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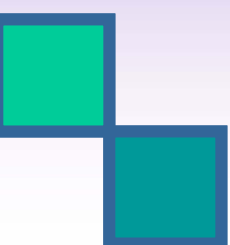



Why students stay

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- **Things we can control:**
 - Mentoring, learning communities, orientation
 - Enrollment in math & challenging courses
 - Avoidance of withdrawals
 - Continuous enrollment, including summers
 - Coordination of programs & courses across the curriculum
 - Evaluation & assessment
 - Value learning & institutional value statements
- 



JJC in 2020

- 
- Trust in the classroom
 - Culturally responsive instruction
 - Partnerships with K-12 schools
 - Increase minority faculty & administration visibility
 - Mentoring programs & networks
 - Acknowledging racism
 - Diversity is an opportunity, not a challenge or a barrier
 - Diversity is valued not only as an end in itself, but as a requirement for success in the workplace
 - Culture of intellectualism
 - Develop alternative outcome indicators for student success
 - Impact: Assessment & evaluation
- 




Today's Charge: Defining *"Underrepresented"*

- The underrepresented student population, as described by the college, represents:

- Ethnic students (African American, Asian, Latino, and Native American)
- First generation students
- Second language students
- Students with disabilities
- Specialized adult population

Please note that the specialized adult population includes displaced homemakers, ESL, and GED.





Next Meeting:

Special Assignment

- Based on Ryan's presentation, please ponder the following questions:
 1. Which student population is in need of additional support?
 - 2. What do you believe are the critical issues we must investigate as a team?
 - Determine structure for departmental presentations
- 