



Elgin
Community
College

2019
Underrepresented Groups Report
(FY2018)

Submitted by the
Office of Institutional Research Elgin
Community College – District 509
February 2019

**FOCUS TOPIC 1: Financial Education:
Achieving Student Success at Elgin Community College**

A.) Purpose, Goal, or Objective

Research consistently shows that financial limitations can be a barrier against college completion. The 2018 National Freshman Motivation to Complete Report found that 58% of freshmen at two-year colleges indicate having financial problems that interfere with schoolwork and that 28% consider financial problems to be very distracting.

In 2009, Elgin Community College (ECC) created a financial education program, Financial Smarts, to address these concerns. The aim of the program was, and still is, to educate students, families, and community members about financial literacy – how to prepare a budget, how to manage debt, and improve understanding of financial aid and student loans. Prior to its launch, ECC students were borrowing more through student loans; the cohort default rate was rising; and students were struggling to remain enrolled due to financial barriers.

B.) Date of Implementation: November 2009

C.) Description of program elements or strategies that make the program successful:

Financial Smarts has begun to ameliorate the above mentioned issues. Housed in ECC’s finance department, the program unites the finance and student services divisions to offer a variety of services for students (see Figure 1). The program is carried out through voluntary commitments from directors and staff in student accounts, academic advising, career services, and student clubs, and it consists of events and lessons offered during new student orientations, first year success courses, within program courses, and as online tutorials. Additionally, mandatory one-on-one loan advising has been carried out since 2012. Today, Financial Smarts encompasses pre-collegiate non-profit youth organizations and individual presentations at area high schools that work closely with ECC’s office of high school partnerships.

One creative approach Financial Smarts uses is the *How to Win at Life Game*. Twice per semester, ECC students participate in a life-sized version of the classic board game set up in the main student lounge. As they walk

through and spin the game wheels, students are able to see the impact of career and life choices on the resources they need to pay for college and living expenses. Since 2013, over 3,000 students and community members have participated in the game. A local credit union provides financial literacy information at the end of the game and donates a congratulatory slice of pizza to participants.

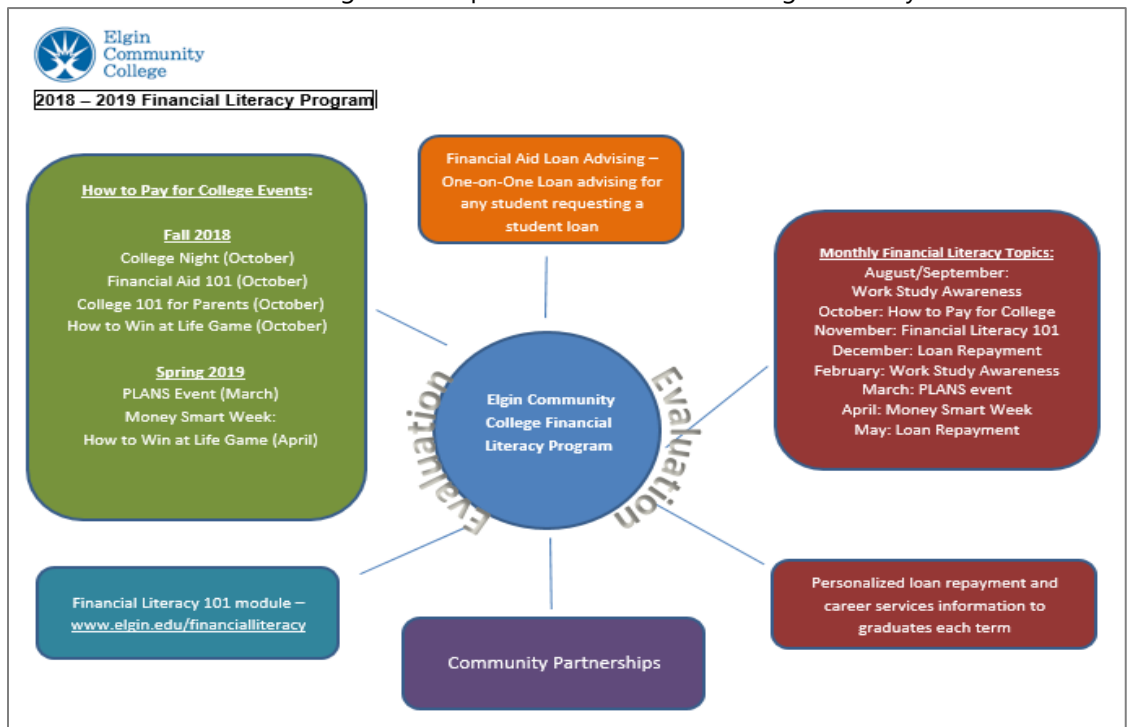


Figure 1. ECC Financial Smarts

D.) Evidence of Success:

Many positive outcomes can be attributed to Financial Smarts. First, the number of loans and amounts of loan debt at ECC has significantly decreased over the nine fiscal years of the program has run (see Figures 2 and 3). The number of loans awarded decreased from 1,844 in fiscal year 2010 to 735 in fiscal year 2018, and direct loan amounts decreased from \$6.4 million to \$2.8 million over this same period. Finally, ECC’s cohort default rate continues to remain low as a result of one-on-one loan advising. The rate has declined by almost half from near 20% in fiscal year 2010 to just over 12% today.

The Financial Smarts program exemplifies ECC’s commitment to equity by allowing students with limited financial wherewithal to attend college. The trends presented below at an aggregate level hold across disaggregated groups as well. For instance, while the percentage of loans awarded to non-white students increased from 48% to 80%, and the amount of direct loans disbursed to non-white students decreased for non-white students (from \$3.1M to \$1.2M) as it did for white students (from \$3.4M to \$562K).

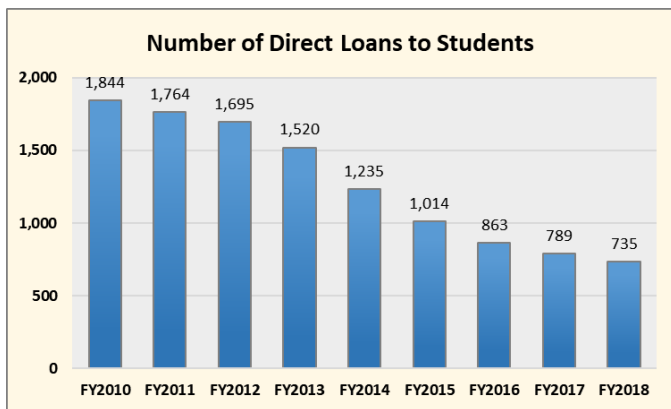


Figure 2. Number of Direct Loans

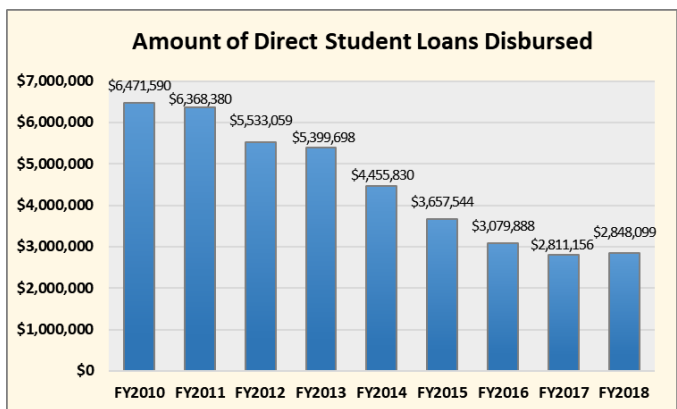


Figure 3. Amount of Direct Loans

To its credit, ECC has recognized that financial literacy is critical to success in college and life. Since 2013, many schools have requested ECC’s replication toolkit for the *How to Win at Life Game*. ECC advises other colleges that lasting financial literacy can be sustained with relatively modest investments. The program costs ECC a little over \$5,000 per year to run. The two most important resources for success are: a willingness to invest in or redirect human resources to foster excitement; and having well-established internal and external partnerships that provide common vision. In the end, the energy and creativity of Financial Smarts champions are truly the most valuable aspect of the program which pays off through demonstrated results.

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FOCUS TOPIC 2: Dual Credit Programs

A.) Purpose, Goal, or Objective: Dual credit programs are provided to area high school students in partnership between Elgin Community College (ECC) and District 509 school districts. The purpose is to provide qualified and prepared high school students with an option to speed up completion of college credentials through early postsecondary opportunities. Dual credit program costs are covered in part or whole by partnering school districts as a means to promote affordability and increase college completion.

Dual credit program options expanded in 2016-17 to allow high school students to enroll full-time in ECC classes that also satisfy high school graduation requirements. The program options for part-time dual credit enrollment are also expanding in 2019-20 in two significant ways. First, additional options for students to earn college credit in both general education and career-technical education courses on campus will be available. In addition, qualified high school faculty will teach dual credit courses and students will be able to participate in the courses at their high schools. This expansion is expected to notably improve access to more high school students. Moreover, districts intend to expand access to dual credit beyond the population of students who has traditionally enrolled in Advanced Placement courses.

B.) Date of Implementation: See explanation above

C.) Description of Program Elements or Strategies that Make the Program Successful: Dual Credit is a program that provides high school students with opportunities to complete college courses. Courses are taught at the college level, and students are expected to be college ready upon completion of them. Students who successfully complete college courses earn both high school and college credit, thus meeting graduation requirements. The options that districts provide to their students include both full-time and part-time programs.

Full-time dual credit. Academically qualified juniors and seniors may enroll at ECC full-time (at least 12 credit hours per semester) and complete all of their coursework at the ECC campus. Students who enter the program as juniors and complete two full years may earn an associate's degree at the same time as they earn their high school diploma, and students entering as seniors typically earn 30/+ college credits.

Part-time dual credit. Academically qualified juniors and seniors may enroll in classes on a part-time basis. They may choose General Education (Gen Ed) or Career-Technical Education (CTE) course options. The Gen Ed option allows students to complete 2 to 3 college courses each semester, with classes meeting on various days and times of the week. Courses are selected from a variety of academic subject areas including English, math, history, and science. Classes may be taught at the ECC campus or the high school building. The CTE option allows students to choose a program of study aligned to one of ECC's Associate of Applied Science (AAS) degrees in fields including automotive, culinary arts, or paralegal. These courses have been pre-selected and meet on varying days of the week, typically in the afternoons or evenings and primarily on the ECC campus.

D.) Evidence of Success:

Dual credit student enrollment data illustrates an increasing number of students have participated in dual credit program options over the last several years (see Table 1). With each new cohort, an increasing number are students of color and the first in their families to attend college. In addition to expanding access, dual credit programs provide considerable cost-savings to students and their families (see Figure 1).

	2016-17		2017-18		2018-19	
	# of Students	%	# of Students	%	# of Students	%
Total Unique Students	222	100%	312	100%	293	100%
Asian	3	1%	16	6%	37	13%
American Indian or Alaska Native	17	8%	11	4%	4	1%
Black or African American	2	1%	9	3%	8	3%
Hispanic or Latino	42	20%	74	26%	71	24%
White	146	70%	180	62%	170	59%
First Generation Student	42	19%	70	23%	75	26%
NOT a First Generation Student	178	81%	240	77%	218	74%
Declared Disability	8	4%	12	4%	12	4%
NO Declared Disability	212	96%	298	96%	281	96%

Table 1. Trends in Dual Credit Student Enrollments by Academic Year

Source: Colleague student record analysis by ECC Institutional Research, January 2019.

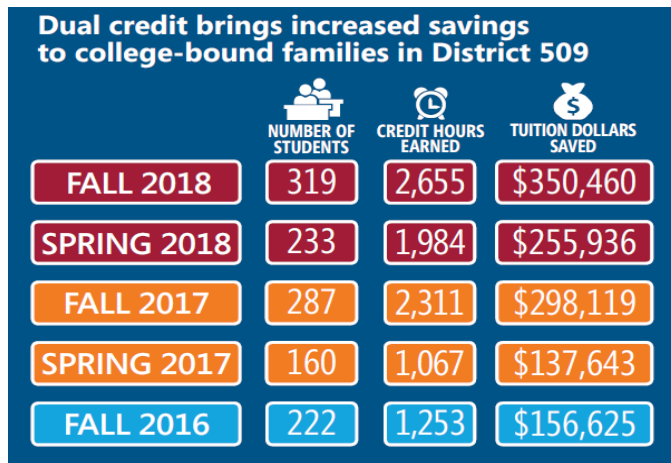


Figure 1. Dual Credit Brings Cost Savings

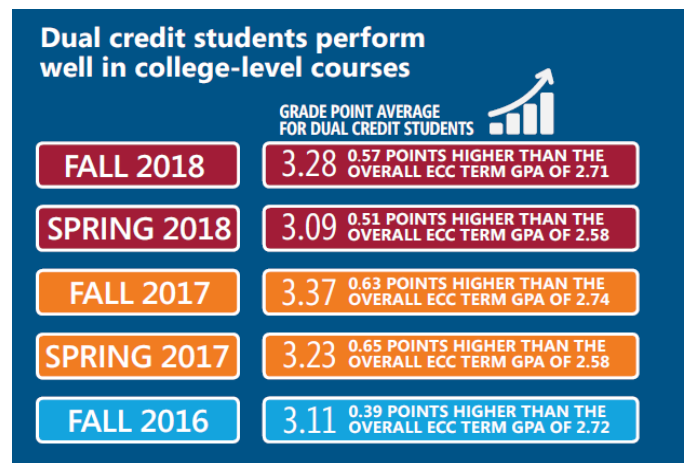


Figure 2. Dual Credit and Outcomes

Finally, dual credit students perform well in college-level courses and even outperform their non-dual credit counterparts in several ways and across demographic groups. First, dual credit students earn higher overall grade point averages (GPAs, see Figure 2) than overall GPAs aggregated for all ECC students. Secondly, dual credit students are more successful with regard to course grades (grades of A, B or C) and credit hour completion than non-dual credit peers (see Table 2).

	2017-18		2018-19	
	% Non-Dual Credit Students ¹	% Dual Credit Students	% Non-Dual Credit Students	% Dual Credit Students
Asian	83%	100%	85%	95%
American Indian or Alaska Native	86%	94%	75%	98%
Black or African American	72%	100%	70%	80%
Hispanic or Latino	78%	88%	81%	95%
White	85%	93%	86%	93%
First Generation Student	82%	92%	81%	94%
NOT a First Generation Student	82%	93%	85%	94%
Declared Disability	77%	84%	83%	91%
NO Declared Disability	82%	93%	84%	94%

Table 2: Course Success Rates (Percent Who Earned Grades of A, B, or C)

Source: Colleague student record analysis by ECC Institutional Research, January 2019.

¹ Includes students who were enrolled in course sections with dual credit students.

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Illinois Community College Board

Dollars and Staff Years Budgeted to Programs
Serving Underrepresented Students and Staff at Public Community Colleges
Fiscal Years 2017 and 2018 (Table 1)

ELGIN COMMUNITY COLLEGE (50901) Programs	Designated or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY18 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2017-2018 1-Year Change Dollars Budgeted	
		FY17	FY18	FY17	FY18		State		Other		State	Other
							FY17	FY18	FY17	FY18		
ABE/ESL	D	16.00	16.00	3,754,319	3,671,663	-82,656	1,027,552	1,249,967	2,726,767	2,421,696	222,415	-305,071
ADAPT (Disabled Student Organization)	D	0.00	0.00	1,955	3,382	1,427	0	0	1,955	3,382	0	1,427
Asian Filipino	D	0.00	0.00	0	0	0	0	0	0	0	0	0
BSA (Black Student Association)	D	0.25	0.25	877	1,537	660	0	0	877	1,537	0	660
Chinese Club	D	0.00	0.00	356	462	106	0	0	356	462	0	106
Global International Studies (GIST)	O	1.00	1.00	11,140	15,201	4,061	0	0	11,140	15,201	0	4,061
Intensive English Program	D	2.00	2.00	173,938	173,938	0	0	0	173,938	173,938	0	0
Japanese Club	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Multicultural Affairs	O	0.00	0.00	6,621	6,835	214	0	0	6,621	6,835	0	214
Muslim Student Association	D	0.00	0.00	1,180	548	-632	0	0	1,180	548	0	-632
OLAS (Organization of Latin American Students)	D	0.25	0.25	3,038	1,972	-1,066	0	0	3,038	1,972	0	-1,066
Perkins	D	3.00	3.00	361,276	331,923	-29,353	0	0	361,276	331,923	0	-29,353
Spanish Club	D	0.00	0.00	0	0	0	0	0	0	0	0	0
Students Who are Not Silent (SWAN)	D	0.00	0.00	409	2,495	2,086	0	0	409	2,495	0	2,086
TRIO (Student Support Services Grants and Talent Search)	D	7.00	7.00	1,013,072	1,055,055	41,983	0	0	1,013,072	1,055,055	0	41,983
TANF Job Placement	O	1.00	1.00	88,680	0	-88,680	0	0	88,680	0	0	-88,680
United Students of All Cultures	O	0.25	0.25	1,625	1,858	233	0	0	1,625	1,858	0	233
Upward Bound***	D	7.00	7.00	443,620	580,986	137,366	0	0	443,620	580,986	0	137,366
WIOA LWIB 5 In School & Out of School	D	3.00	3.00	239,672	291,322	51,650	0	0	239,672	291,322	0	51,650
WIOA LWIB 7 Out of School	D	2.50	2.50	202,208	202,208	0	0	0	202,208	202,208	0	0
Write Place	O	1.00	1.00	66,200	83,000	16,800	0	0	66,200	83,000	0	16,800
Youth Leadership Academy	D	0.00	0.00	82,500	82,500	0	0	0	82,500	82,500	0	0
GRAND TOTALS		44.25	44.25	\$6,452,687	\$6,506,885	\$54,198.33	\$1,027,552	\$1,249,967	\$5,425,134	\$5,256,918	222,415	-168,216

SOURCE OF DATA: Underrepresented Groups Report Submission

D: Programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.

O: Programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

----- Data Not Available

**ELGIN COMMUNITY COLLEGE (50901)
FY2018**

Supplemental Question on Employees with Disabilities (Table 2)

If available, please indicate the number of college employees using the following categories: faculty/staff or other individuals (e.g., administrators) with Disabilities employed and served that are not included in the student tables. Count each individual only once based upon their primary disability.

EMPLOYEES	Unduplicated Count	
Type of Disability	Faculty/Staff	Other
Learning	0	0
ADHD	0	0
Psychological	1	0
Developmental	0	0
Mobility	59	0
Blind/Low Vision	2	0
Deaf/Hard of Hearing	1	0
Systemic/Chronic Health Problems	8	0
Other	0	0
Total	71	0

EMPLOYEES RECEIVING SERVICES	Unduplicated Count	
Type of Disability	Faculty/Staff	Other
Learning	0	0
ADHD	0	0
Psychological	0	0
Developmental	0	0
Mobility	15	0
Blind/Low Vision	2	0
Deaf/Hard of Hearing	1	0
Systemic/Chronic Health Problems	5	0
Other	0	0
Total	23	0