



2021
Underrepresented Groups Report
(FY2020)

Submitted by the
Office of Institutional Research
Elgin Community College – District 509
February 2021

IMPROVING STUDENT ACCESS, RETENTION, AND COMPLETION TO CLOSE THE ACHIEVEMENT GAP

FOCUS TOPIC 1: Dual Credit Programs

A.) Purpose, Goal, or Objective: Dual credit programs are provided to area high school students in partnership between Elgin Community College and its District 509 school districts. The purpose of these programs is to provide qualified high school students with opportunities to complete college courses that support their attainment of college credentials. Dual credit programs are one of several early college credit opportunities provided by high schools. Partnerships emphasize minimal costs to students to promote access and participation. ECC has historically not had a large number of dual credit opportunities available to students within the district and has made several recent strategic efforts to significantly expand opportunities for high school students to receive early college credit throughout the district.

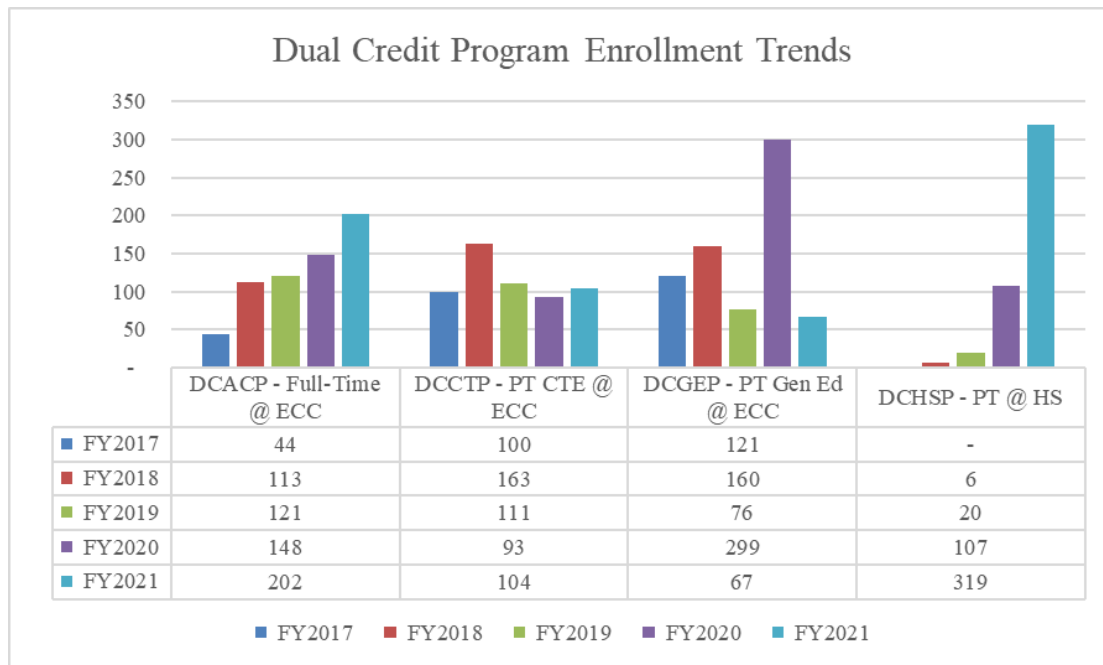
B.) Date of Implementation: Dual credit program options in D509 have been expanded several times in recent years. The first expansion was in 2016-2017 to allow high school students to enroll full-time in college classes that also satisfy their high school graduation requirements. The second major expansion was implemented in 2019-2020 with two program changes. First, high school students were able to enroll in an expanded number of general education and career-technical education courses at the college campus. The second change was the expansion of dual credit courses to be delivered by qualified high school instructors at the high school building. As of school year 2020-2021, each of the four school districts the College serves has expanded student access to dual credit by identifying qualified high school instructors and delivering college courses on-site (or remotely).

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 meet the same quality and rigor expectations as courses taught on the college campus and students must meet the same course prerequisites as other students. Students who successfully complete college courses earn both high school and college credit. The options districts may provide to their students are described below.

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 a junior, completing two full years, may earn an associate's degree at the same time as their high school diploma whereas students entering as seniors typically earn 30/+ college credits.

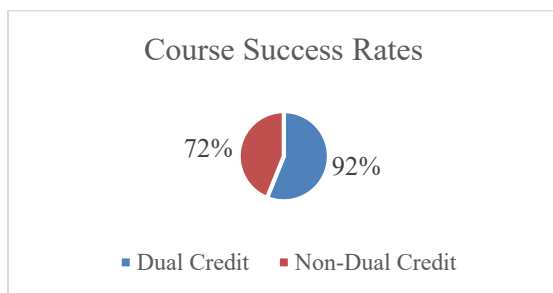
PART-TIME DUAL CREDIT: Academically qualified juniors and seniors may enroll in classes on a part-time basis. They may choose General Education (Gen Ed) or Career-Technical Education (CTE) course options. The Gen Ed option allows students to complete 2-3 college courses each semester, with classes meeting on varied days/times of the week. Courses are selected from a variety of academic subject areas (i.e., English, math, history, science, etc.). 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 degrees (i.e. automotive, culinary arts, paralegal, etc.). These courses have been pre-selected and meet on varying days of the week, typically in the afternoon/evening, primarily at 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. The total number of participating students in FY2017 was 265 and by FY2020 the total number of students was 692 (161% increase). The following graph shows student counts by program type:



To ensure equitable access to dual credit programs, the College and its secondary partners disaggregate enrollment data by race/ethnicity. This analysis shows notable growth in the number of Black (FY2017 to FY2021 increase from 17 to 32 students) and Latinx (FY2017 to FY2021 increase from 49 to 90 students) student participation; however, the predominance of dual credit students continue to be White and Asian. It should be noted that income status data is not presently collected but will be important to monitoring participation of low-income students.

In addition, course success metrics analyzed demonstrate dual credit students are successful, both in terms of their progress in completing college courses but also with the success they achieve within the individual courses. Course success rates (grades A-C) show dual credit students not only are more successful than their non-dual credit peers but this also holds true for each racial/ethnic subgroup with success rates ranging from 87-100%. The average GPA for all dual credit students has steadily improved from 3.19 in FY2017 to 3.50 in FY2021.



Additional Information:

Name: Mary Perkins, Ed.D.

Title: Dean, College Transitions & Secondary Partnerships

RECRUITMENT AND/OR MARKETING EFFORT TO STEM ENROLLMENT DECLINES FOR AT-RISK AND/OR UNDERREPRESENTED GROUPS

FOCUS TOPIC 2: Student Enrollment Call Campaigns for Fall 2019 and Spring 2020

A.) Purpose, Goal, or Objective: The purpose of the student enrollment call campaigns was two-fold. Collaborating with the ECC Foundation, student services and development, student financial services, and institutional research, our primary goal was to encourage students who had stopped out to re-enroll and to encourage students who had earned at least 45 credits to complete their credential.

The secondary objective was to build relationships with members of our ECC Foundation who volunteered to make the calls.

Below we describe the evolution of our call campaigns. Data is included for Campaign #2 as that is the campaign that fell within the reporting timeframe for this report.

B.) Date of Implementation: Campaign #1 Fall 2019 Enrollment – Calls were conducted between April 15 – 18, 2019 coinciding with open registration for summer/fall 2019.

Campaign #2 Spring 2020 Enrollment – Calls were conducted between November 11 – 12, 2019 coinciding with open registration for spring 2020.

Campaign #3 Fall 2020 Enrollment – Calls were conducted between July 20 – 30, 2020 (delayed due to COVID-19)

The third call campaign was delayed due to COVID-19 and needing to regroup prior to launching. I am including it as well as we differentiated our call lists to be more responsive to our current students needing information about fall enrollment modalities as a result of COVID-19, especially our career technical students.

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

Campaign #1 – Fall 2019 Enrollment

- ECC Foundation volunteers along with ECC administrators in academic advising, registration, financial aid, and institutional research made the calls and entered information into a shared database to track responses.
- Calls were made from one room on campus.
- Calls were masked as to be coming from our First Stop Department in case students just redialed.
- A student success staff person was onsite to receive calls and answer immediate questions.
- Academic advising and financial aid were alerted that referral calls would be coming to answer questions.
- Volunteers received training that included purpose of campaign, FERPA information, and referral resources.

Campaign #2 – Spring 2020 Enrollment

- Built upon roll out in Fall 2019 call campaign.
- Refined scripts and utilized Google Form to capture data for reporting
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Campaign #3 – Fall 2020 Enrollment

- Began July 20, 2020 through July 30, 2020
- College wide volunteer callers (135 employees working 172 (2-hour sessions); average list was 25 students per session.
- Two (2) volunteer training opportunities Google Form for tracking purposes with script and ability to indicate follow-needed with built in email function to appropriate department
- Calls were made from campus and home depending on volunteer's situation.

- Follow up text for those we did not reach
- Varied Scripts depending on list of students (4 variances)
 - Enrolled in spring and not yet enrolled in fall except CTE students
 - CTE students enrolled in spring and not yet enrolled in fall
 - Near Completers
 - Stop Outs

An additional campaign was conducted just prior to the start of classes in August for students who had applied but not yet enrolled:

- Students needing to complete online new student orientation.
- Students still needing advising.
- Registration Ready and not enrolled.

Subsequent modifications have been made for Fall 2020 Retention and Spring 2021 Enrollment include 1) Dedicated staff who were displaced from their primary position making the calls as part of the admissions department, 2) Expanding to include all currently enrolled Fall 2020 students as retention check in and registration heads up, 3) Adult Education Withdrawals, 4) Potential Drop for non-payment for spring 2021.

D.) Evidence of Success: Elgin Community College conducted an Enrollment Call Campaign for near completers within the 2019-2020 academic year. Near completers are defined as those who had stopped out at some point over the last 7 semesters with 45+ credits earned but no degree. The call campaign contacted 870 students during open registration for the spring 2020 semester. Looking at the data in terms of underrepresented groups, 53% of these students are white, while 44% identify as Native American, Asian, Black, or Latinx. In addition, 67% are 24 and older while 35% are 23 or younger. See Enrollment Metrics for Fall 2019 on page 3.

Our Latinx and Black students enrolled and completed at higher percentage rates for both the spring 2020 and fall 2020 semesters than our other race and ethnicities. In terms of our adult students 24 or older, each subgroup had modest re-enrollment and completion for spring 2020 and fall 2020. These results further reinforce that high touch tactics do result in re-enrolling students and had a larger impact on our students of color and positively impacted the adult students in our communities.

Additional Information:

Name: Jennifer McClure, Ph.D.

Title: Managing Director Enrollment Services

ILLINOIS COMMUNITY COLLEGE BOARD



Dollars and Staff Years Budgeted to Programs
Serving Underrepresented Students and Staff at Public Community Colleges
Fiscal Years 2019 and 2020 (Table 1)

ELGIN COMMUNITY COLLEGE Programs	Designated or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY2020 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY2019-2020 1-Year Change Dollars Budgeted	
		FY19	FY20	FY19	FY20		State		Other		State	Other
							FY19	FY20	FY19	FY20		
ABE/ESL	D	16.00	16.00	2,930,462	3,286,267	355,805	1,056,375	1,114,765	1,874,087	2,171,502	58,390	297,415
ADAPT (Disabled Student Organization)	D	0.00	0.00	1,657	340	-1,317	0	0	1,657	340	0	-1,317
BSA (Black Student Association)	D	0.25	0.25	2,769	1,100	-1,669	0	0	2,769	1,100	0	-1,669
Chinese Club	D	0.00	0.00	925	0	-925	0	0	925	0	0	-925
Global International Studies (GIST)	O	0.00	0.00	17,386	19,936	2,550	0	0	17,386	19,936	0	2,550
Intensive English Program	D	2.00	2.00	188,893	192,944	4,051	0	0	188,893	192,944	0	4,051
Multicultural Affairs	O	0.00	0.00	6,621	6,778	157	0	0	6,621	6,778	0	157
Muslim Student Association	D	0.00	0.00	548	548	0	0	0	548	548	0	0
OLAS (Organization of Latin American Students)	D	0.25	0.25	3,722	7,550	3,828	0	0	3,722	7,550	0	3,828
Perkins	D	3.00	3.00	377,600	433,508	55,908	0	0	377,600	433,508	0	55,908
Students Who are Not Silent (SWAN)	D	0.00	0.00	3,045	920	-2,125	0	0	3,045	920	0	-2,125
TRIO (Student Support Services Grants and Talent Search)	D	7.00	9.00	1,061,630	1,511,457	449,827	0	0	1,061,630	1,511,457	0	449,827
TRIUMPH	D	1.00	1.00	24,699	35,000	10,301	0	0	24,699	35,000	0	10,301
United Students of All Cultures	O	0.25	0.25	1,922	2,930	1,008	0	0	1,922	2,930	0	1,008
Upward Bound***	D	7.00	7.00	686,465	830,922	144,457	0	0	686,465	830,922	0	144,457
WIOA LWIB 5 In School & Out of School	D	3.00	3.00	366,801	356,801	-10,000	0	0	366,801	356,801	0	-10,000
WIOA LWIB 7 Out of School	D	2.50	2.50	251,104	300,000	48,896	0	0	251,104	300,000	0	48,896
Write Place	O	1.00	1.00	83,000	75,838	-7,162	0	0	83,000	75,838	0	-7,162
Youth Leadership Academy	D	0.00	0.00	82,500	82,500	0	0	0	82,500	82,500	0	0

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.

***Programs serve elementary and/or secondary school students