

ELGIN COMMUNITY COLLEGE

Division of Student Services  
and Development

# Annual Report

AY 2018



Elgin  
Community  
College

# TABLE OF CONTENTS

|                                                                                                        |    |
|--------------------------------------------------------------------------------------------------------|----|
| Message from the Assistant Vice-President of Student Services and Development / Dean of Students ..... | 3  |
| Organizational Structure and Administrators .....                                                      | 4  |
| <b>ACADEMIC AND TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES</b>               |    |
| Academic and Transfer Advising .....                                                                   | 5  |
| Transfer Services .....                                                                                | 10 |
| Career Development Services .....                                                                      | 11 |
| <b>ATHLETICS</b>                                                                                       |    |
| Athletics and Fitness Center .....                                                                     | 13 |
| <b>DISABILITY SERVICES</b>                                                                             |    |
| Disability Services .....                                                                              | 14 |
| <b>ENROLLMENT SERVICES</b>                                                                             |    |
| Recruitment .....                                                                                      | 15 |
| Admissions Processing, Registration & Records .....                                                    | 16 |
| Testing Services .....                                                                                 | 19 |
| <b>FIRST YEAR PROGRAMS &amp; STUDENT LIFE</b>                                                          |    |
| First Year Programs .....                                                                              | 21 |
| Student Life .....                                                                                     | 24 |
| <b>STUDENT SUCCESS</b>                                                                                 |    |
| Spartan Alert Program.....                                                                             | 28 |
| Judicial Affairs .....                                                                                 | 30 |
| Veterans Services .....                                                                                | 31 |
| <b>WELLNESS SERVICES</b>                                                                               |    |
| Wellness Services .....                                                                                | 32 |
| <b>APPENDIX A</b> .....                                                                                | 33 |

# A YEAR IN REVIEW

The mission of the Division of Student Services and Development (SSD) at Elgin Community College (ECC) is **to assist students in identifying their educational and career goals, provide appropriate support for their achievement, and advocate for policies and procedures to remove barriers and empower students to succeed.** The mission statement reinforces our purpose as a division and helps prioritize programming and initiatives implemented each year. Our annual report for academic year (AY) 2018 is intended not only to share information about strategies implemented throughout the year, our contributions to the college, and accomplishments of each department, program and service within the division but also to present the organizational structure of the division. Furthermore, quantitative and qualitative data are presented to demonstrate we are consistently assessing the success of our services.

Although the SSD mission statement reinforces our purpose as a division and helps prioritize programming and initiatives, each department created their own mission statement to clearly define their purpose and goals in 2017. These mission statements were displayed in our last annual report and will be included in future annual reports. In 2018, with our continued focus on assessment, each department and/or program developed measurable Student Learning Outcomes (SLOs) that align with their mission statements. There is a misconception that Student Affairs does not assess student learning. Nonetheless, SSD also expects students to acquire specific knowledge, be able to perform certain tasks, and to value our services after utilizing them. Each department and/or service area presented their Student Learning Outcomes via a poster presentation at our Spring 2019 division meeting. Appendix A of this report contains photos of the posters presented. The SLOs for each department are also included on the departments' respective page(s) in this report.

In addition to constantly measuring the success of our programs and services for the purpose of continuous improvement, the division also wanted to enhance the synergy among SSD administrators. As a result, we collaborated with the Professional Development department in Human Resources to create two half-day workshops. The summer and fall 2018 workshops were titled "Effective Communications and a Collegial Working Environment" and "Exploring Emotional Intelligence to Enhance our Communication." Learning modules for the workshops focused on self-reflection/introspection being vital to communication with colleagues and students. In addition, administrators learned how tonality and body language could play a role in how messages are delivered and received, which can affect the work environment and relationships. Furthermore, emotional intelligence and how to use this knowledge to communicate better with others was explored. Overall, according to SSD administrators, the workshops proved to be beneficial although there is always room for improvement in communicating with colleagues.

I am extremely fortunate to work with Student Services and Development staff and administrators who understand the importance of providing equitable and efficient services and resources to our students. The value they place upon maintaining and implementing strategies to engender success for all students is evident in this report. I would certainly be remiss, however, if I did not acknowledge other departments within the college that contributed to our accomplishments throughout the year.

I genuinely hope this report will increase your awareness of Student Services and Development. Hyperlinks to information on our college's web site about each department are provided throughout the report if you would like to learn more about a specific area.

Sincerely,



Gregory D. Robinson, PhD  
Assistant Vice-President of Student Services of Development / Dean of Students

# ORGANIZATIONAL STRUCTURE

## Teaching, Learning and Student Development

Vice President of Teaching, Learning and Student Development

## Student Services & Development

Assistant VP of Student Services and Development / Dean of Students

|                                                                                                                                                    |                                                                              |                                                                                                        |                                                                                                                                                                                                                                                     |                                                                                                                                                                                    |                                                                                                                                                                                                                   |                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Associate Dean</b><br>- Academic and Transfer Advising<br>- Transfer Services<br>Director of Transfer Services<br>- Career Development Services | <b>Athletics Director</b><br>- Intercollegiate athletics<br>- Fitness Center | <b>Director of ADA &amp; Student Disabilities Services</b><br>- ADA compliance and Disability Services | <b>Managing Director of Enrollment Services</b><br>- Recruitment<br>- First Stop<br>- Admissions / Registration & Records<br>Senior Director of Admissions & Registrar<br>Assistant Registrar<br>- Testing Services<br>Director of Testing Services | <b>Director of First Year Programs and Student Life</b><br>- New Student Orientation / Convocation<br>- Co-curricular activities<br>- Student Clubs / Organizations<br>- Mentoring | <b>Director of Student Success &amp; Judicial Affairs</b><br>- Spartan Alert<br>- Judicial Affairs<br>- Administrative Withdrawals<br>- Complaints<br>- Behavioral Intervention Team (BIT)<br>- Veterans Services | <b>Wellness Professionals</b><br>- Psycho-social programming and support<br>- Behavioral Intervention Team (BIT) |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|

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# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## ACADEMIC & TRANSFER ADVISING

### Mission Statement

The mission of Academic Advising at Elgin Community College is to foster collaborative student-advisor relationships which promote learning and student success throughout all levels of the educational experience. ECC Academic Advisors improve students' lives by guiding and empowering them to make well-informed, strategic educational decisions that encourage student development and meaningful, timely pathways toward goal achievement.

### Student Learning Outcomes

- Students will know how to contact their academic advisor and understand the respective roles in the advisor-advisee relationship as well as the advising process.
- Students will understand program requirements necessary to achieve their degree and career goals.
- Students will develop an academic plan for achieving their goals and select courses each semester based on those goals.
- Students will know the resources and services on campus that will assist them in achieving their academic, personal, and career goals.
- Students will understand and navigate the processes that lead to successful transfer or job search.

### Accomplishments

#### NEW Target Population Advisor Assignments

- Two-Year Dual Credit Students — An advisor was assigned to work specifically with two-year dual credit students assisting them with guidance and academic advising throughout the two year experience. The advisor-advisee relationship allows the student to experience a more genuine college experience. The advisor serves as a liaison between the student and the dual credit office.
- ABE/ESL Transition Students — An advisor was assigned to work with students that are currently in ABE/ESL programs through their matriculation as a credit student. The advisor presents in classrooms to students in upper level ABE/ESL classes encouraging students to make a one-on-one appointment to discuss their educational plans/goals as well as provide support to the Adult Education Transition Coordinator. For students who matriculate to credit classes, the advisor-advisee relationship continues throughout their academic experience. The established advisor-advisee relationship gives students the confidence that they can excel in the traditional college experience.

# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## ACADEMIC & TRANSFER ADVISING *cont.*

### Accomplishments *cont.*

- Northern Illinois University (NIU) Elementary Education Partnership — A designated advisor works with all incoming students interested in elementary education, specifically who desire to complete their degree at NIU. The advisor-advisee relationship begins during a student's first semester ensuring that all necessary 2+2 pathway coursework is completed and the student is prepared to begin the NIU cohort. The advisor serves as a liaison between ECC and NIU.
- SPARTAN ALERT Case Management — Starting in February 2019 students who receive a Spartan Alert are required to receive academic success interventions from their assigned advisor. This allows for an opportunity to strengthen the advisor-advisee relationship providing continued, consistent holistic support.

### NEW Advising Position Descriptions

- Academic Advisor & Retention Specialist for Health Professions (HP) — This position plans, develops and delivers comprehensive advising and academic support to pre-health and health profession students. This new role focuses on continually assessing and providing innovative services to achieve goals and promote student success. The Advisor/Retention Specialist for HP's is also responsible for the integration and delivery of HP advising and retention services across three areas: Spartan Alert, Academic Advising and Health Professions.
- Academic Advisor/Coordinator — An advising position was redesigned to assist the associate dean in supporting and strengthening the mission and goals of the department and institution. The advisor/coordinator will assist in the development and implementation of services and programs that impact student success. Through the utilization and assessment of data, gaps in efficiencies and effectiveness will be identified to determine the implementation of appropriate initiatives.

# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## ACADEMIC & TRANSFER ADVISING *cont.*

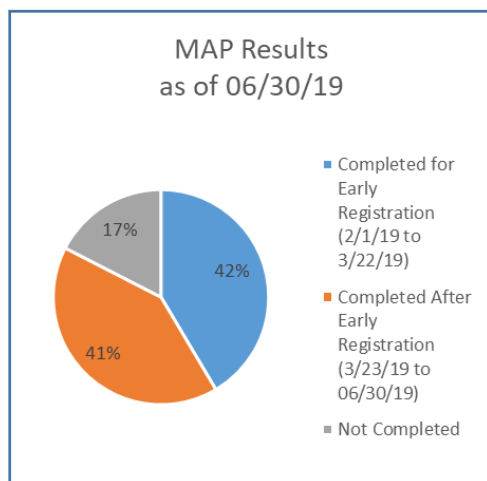
### Accomplishments *cont.*

#### MAP (Mandatory Advising Program)



Studies have shown that students who meet with an advisor either “sometimes” or “often” had significantly higher persistence rates than those who did not (Klepfer & Hull, 2012). In an effort to promote and foster an environment of academic success, the ECC Academic Advising Team instituted a Mandatory Advising Program (MAP) Pilot in **February 2019**. The MAP Pilot targeted all current, full-time, transfer degree (AA, AS) students who were on track to complete 24 – 36 credit hours by the end of the spring 2019 semester. Seven hundred twenty-five (725) students were identified to participate in the Pilot. As of June 30, 2019, 601 students had completed their MAP appointment. Students who completed their MAP appointment prior to March 22, 2019 were given a 1st Day Priority Registration Permit.

The **MAP Appointment** includes:



- Identification of academic goals (reassessment, if necessary)
- Discussion and/or confirmation of program of study
- Transfer/pathway guidance
- Courses planned for upcoming semester(s)
- Create “next steps” towards successful completion
- Discuss overcoming barriers to success
- If undecided—referred to Career Development
- Discussion of success strategies
- Access to Time Management Module

### *What we learned about MAP Students—*

|                                                                                             | MAP Group | All Other Students |
|---------------------------------------------------------------------------------------------|-----------|--------------------|
| During entire enrollment has met with any advisor (not necessary their designated advisor)  | 94%       | 69%                |
| Met with assigned advisor this Advising Year                                                | 86%       | 37%                |
| Of those who've met with <b>any</b> advisor, average number appointments                    | 3.6       | 4.7                |
| Of those who've met with <b>any</b> advisor, average number appointments this Advising Year | 3.0       | 2.2                |

# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## ACADEMIC & TRANSFER ADVISING *cont.*

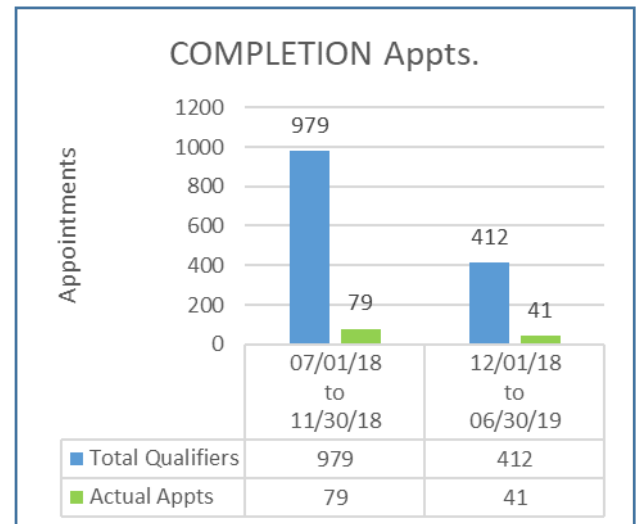
### Accomplishments *cont.*

#### Near Completers Campaign

In July and December 2018, emails were sent to a target population of “Near Completers”. This group consisted of students who had reached at least the 75% threshold (45 credit hours for a 60 hour credit hour associate degree). The target population focused on students who had not yet registered for the upcoming semester as they were at risk of non-persisting and/or completing a two-year credential. An email created by Student Services and Development and Marketing and Communications included a “Keep going? You must Complete to Compete” video message from Dr. David Sam, College President, as well as a personalized message from their assigned academic advisor. The email invited students to make a COMPLETION APPOINTMENT with their academic advisor.

During a COMPLETION APPOINTMENT students and their advisor:

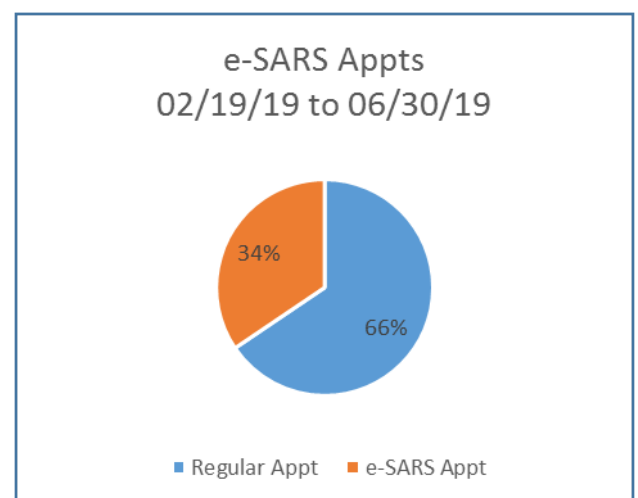
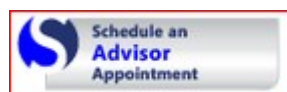
- ♦ Reviewed transfer goals
- ♦ Determined credits needed to complete
- ♦ Created a plan to complete the credits
- ♦ Set an anticipated graduation date



#### NEW Technology Implementation: eSARS

**eSars** was implemented in February 2019. eSARS gives a student the ease of scheduling an appointment online with an academic advisor. Feedback from students has been very positive. Many students stated they would not have or have not previously scheduled an appointment.

**Between February 19 and June 30, 2019, 76 appointments were scheduled by students who had not previously scheduled an appointment.**





# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## ACADEMIC & TRANSFER ADVISING *cont.*

### Accomplishments *cont.*

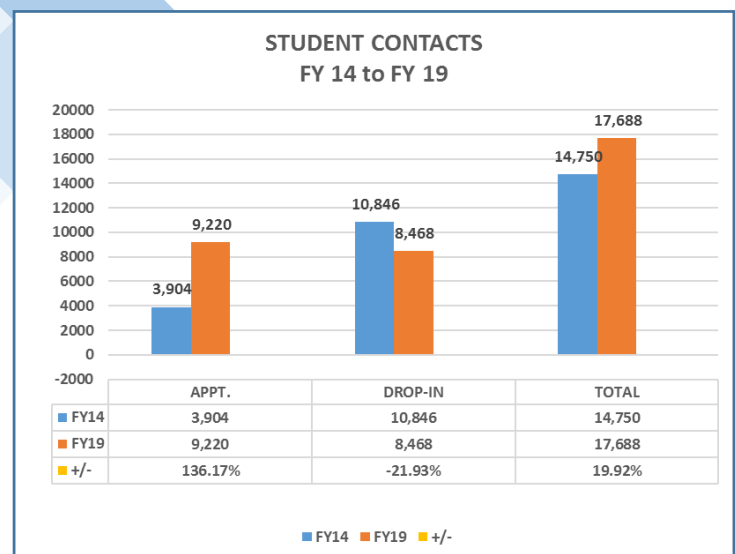
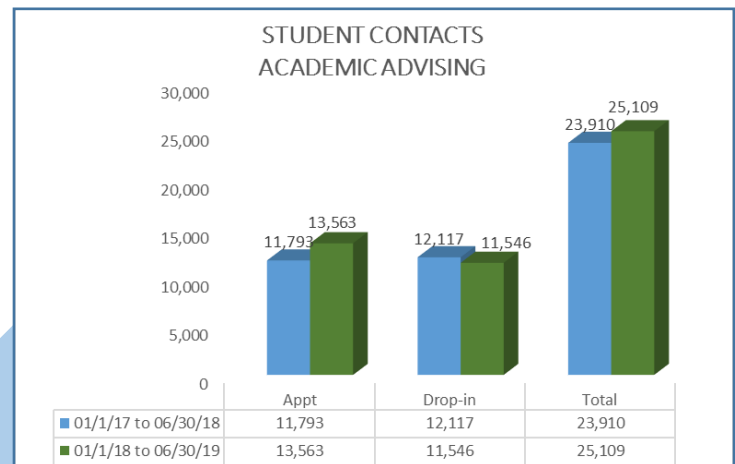
**SARS texting**—to promote efficiency, SARS texting was implemented. Previously the receptionist would have to make all Student Success Center appointment reminder calls the day or night before the appointment. SARS texting generates a reminder text to the student 24 hours prior to their appointment which gives the receptionists more time to effectively serve students.

### STUDENT CONTACTS

In May 2014, the case-managed model of academic advising was adopted and one of the primary goals was to increase appointments and decrease drop-ins. The basis for this was to create an environment through one-on-one appointments that would encourage a consistent and meaningful advisor-advisee relationship. Since its inception, academic advising continues to show an increase in appointments and a decrease in drop-ins with an overall increase in student contacts:

The advising relationship plays a critical role within a college student's experience (Crookston, 1984; Ender, 1994; Harrison, 2009). Academic Advising is an activity that supports retention as well as the student experience.

Since FY 2014, total appointments has increased 136%; Drop-ins has decreased 22%; and appointments and drop-ins combined has seen an increase of 20%.

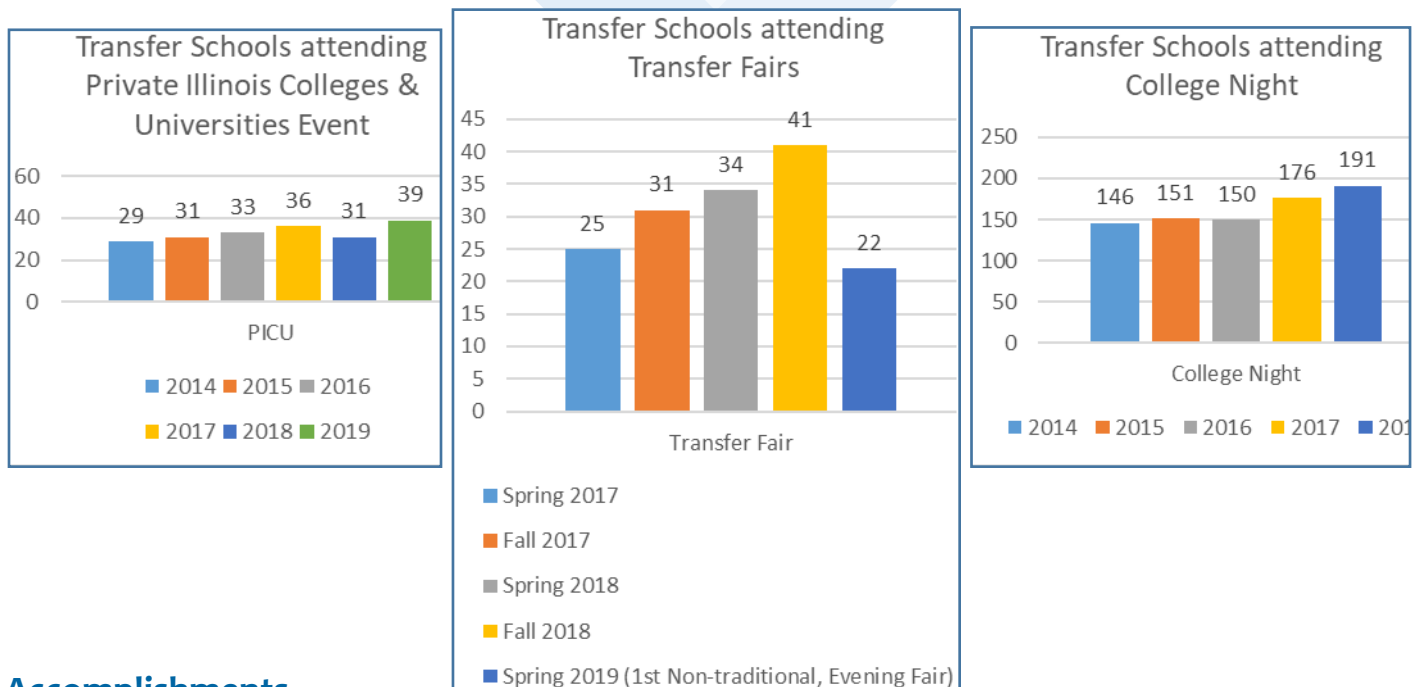


# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## TRANSFER SERVICES

### Mission Statement

**Transfer Services** at Elgin Community College is a college-wide resource that helps students interested in continuing their education beyond the Associate's degree successfully plan for admission to their desired transfer school and program. Transfer Services develops pathways toward student success through the development of 2+2 and 3+1 agreements, Transfer Admission Guarantees, Dual Enrollment opportunities, and articulated transfer pathways to virtually any university or college.



### Accomplishments

- **Growth of transfer events and access to transfer institutions at ECC (see above charts).** First time attendees at ECC Transfer Fairs included University of Missouri, Iowa State University, and Kansas State University
- Developed first Evening Transfer Fair that while open to all students, was specifically developed to be a resource to part-time and non-traditional students. From survey responses from attending university representatives, attendance was comparable with transfer fairs offered during peak student attendance hours.
- Began partnership with the University of Illinois at Urbana-Champaign's Engineering Pathway with the Grainger College of Engineering, providing ECC students a guaranteed path toward admission.
- In addition to campus and table visits, provided six separate events for ECC students and community members to connect with well over 200 transfer institutions on ECC's campus.
- Partnered with faculty and Advising to develop ECC's Guided Transfer Pathways, which are tools that can be utilized by students, advisors, and faculty to view the following: typical transfer courses by major, ECC recommended resources, career exploration information, college major examples, and ECC program information for 17 (and growing) transfer majors. Guided Transfer Pathways are available to access with academic advisors and have been added to the University Transfer webpage.
- Northern Illinois University (NIU) Elementary Education B.S. completion program began at ECC in June 2019. Nineteen students started in the new cohort. ECC also became NIU's top community college feeder, sending 1,052 students from 2014-18.
- Finalized new Transfer Guarantee Agreements with Marquette University, Elmhurst College, and North Central College

# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## CAREER DEVELOPMENT SERVICES

### Mission Statement

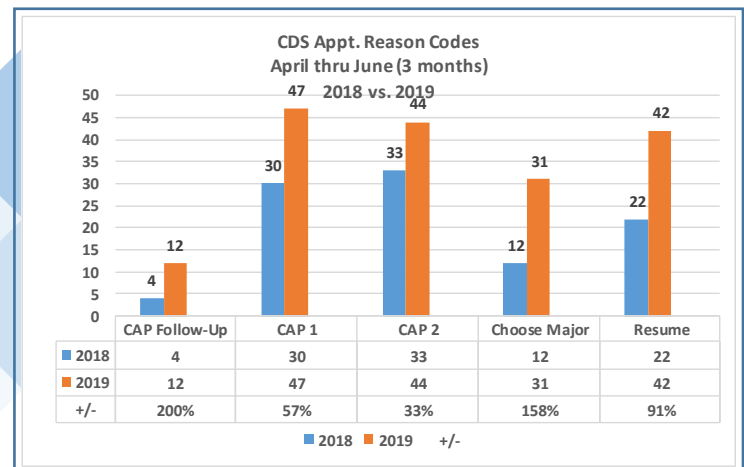
The mission of the Career Development Services office at Elgin Community College is dedicated to helping students identify, develop and implement their career goals over a lifespan, in a changing and culturally diverse society.

### Student Learning Outcomes

- Students will understand the career development process and identify steps necessary to achieve their educational and career goals.
- Students will know how to make informed career choices on the basis of individual values, interests, personality and skills.
- Students will use a wide assortment of resources to explore and evaluate careers based on their self-assessment.
- Students will know how to apply employability skills (resume writing, networking) to gain internship and employment opportunities.

### Accomplishments

- There has been an increase in student appointments in the last three months of FY19. As illustrated in the chart on the right, more students are identifying as Undecided and seeking services.
- In addition, the GSD120 (Exploring Careers & College Majors) course continues to be offered in both a face-to-face and online format. Enrollment in GSD120 continues to be steady.

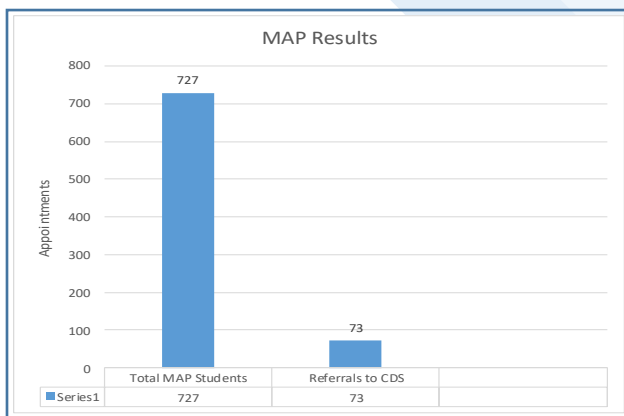


*Note— The Career Assessment Package (CAP) consists of the Myers-Briggs Type Indicator, Strong Interest Inventory, a Values exercise as well as two to three interpretation sessions.*

# ACADEMIC & TRANSFER ADVISING, TRANSFER SERVICES AND CAREER DEVELOPMENT SERVICES

## CAREER DEVELOPMENT SERVICES *cont.*

### Accomplishments *cont.*



Students who attended a Mandatory Advising Appointment (MAP) and indicated that they were *UNDECIDED* on a major were referred by the academic advisor to Career Development Services to schedule an appointment for assistance in choosing a major. Referrals were logged and outreach conducted to encourage students to make an appointment to meet with a Career Development Specialist. To date, of the 73 undecided MAP referrals, 26 students have scheduled an appointment.

### New Presentation & Collaborations:

- New Presentations—Advanced Resume Writing and Applicant Tracking Systems
- Men of Color Consortium Event—Resume Writing Presentation
- Boys & Girls Club Pilot Partnership Project: Series of workshops to educate students and staff on college/career basics—Presentation on Career Development
- Transitions Academy—Resume Writing Presentation
- Upward Bound—Choosing a College Major Workshop



# ATHLETICS

## INTERCOLLEGIATE ATHLETICS AND FITNESS CENTER

Elgin Community College's athletic program is a member of the Illinois Skyway Collegiate Conference (ISCC) and Region IV of the National Junior College Athletic Association (NJCAA)

### Mission Statement

**The mission of the Athletics Department is to provide a positive competitive environment for student-athletes where they will be challenged to grow academically, physically and socially so that they are prepared to be successful in their next stage of life. We will do this by building character and life skills.**

### Student Learning Outcomes

- Student-athletes will demonstrate an understanding of policies, procedures and expectations of the Elgin Community College Athletic Department, and individual sports teams.
- Student-athletes will learn how to become academically and socially integrated into the campus culture.
- Student-athletes will be able to identify the requirements of a college credential and for transitioning to four-year institutions and/or the workforce.

### Accomplishments

- Men's Soccer reached the NJCAA Region IV Championship match (*first time in school history*)
- Men's Soccer: Four student-athletes - Aldo Lazaro, Braeden Frenette, Aldair Dominguez & Oscar Chavez were selected to the NJCAA All Region IV Team
- Women's Soccer: Two student-athletes - Corinne Figueiredo & Natalie Thompson were selected to the NJCAA All Region IV Team
- Women's Basketball reached the NJCAA Region IV Championship Game
- Women's Basketball:
  - First Team All-Region IV - Rachel Dumoulin & Mariel Franco
  - All American - Rachel Dumoulin
- Men's Basketball reached the NJCAA Region IV Championship Game
- Men's Basketball:
  - First Team All-Region IV - Kelvin Cortez-Harvey & Jonathan Flynn
  - Second Team All-Region IV - Fred Greer
- Women's Softball:
  - First Team NJCAA All-Region IV - Amber Seyller
  - Second Team NJCAA All-Region IV - Morgan Welch
- Thirty-one (31) student-athletes were Illinois Skyway Collegiate Conference Academic All-Conference (3.0 or higher GPA).
- Women's Basketball team had an overall team GPA of 3.0.
- Natalie Thompson (Women's Soccer and Softball) and Braeden Frenette (Men's Soccer) were each awarded \$1700 scholarship from the Elgin Sports Hall of Fame Foundation for being outstanding student-athletes at ECC.
- Partnered with academic support services to enhance accountability of student-athletes use of the ACE (Athletes Committed to Education) Program.
- Collaborated with Sean Jensen, Director of Transfer Services, to host a seminar focused on the transfer process to four-year institutions.
- To date, a minimum of 16 ECC student-athletes have been recruited to continue their athletic and academic careers at four-year institutions.





# DISABILITY SERVICES

## STUDENT DISABILITY SERVICES

### Mission Statement

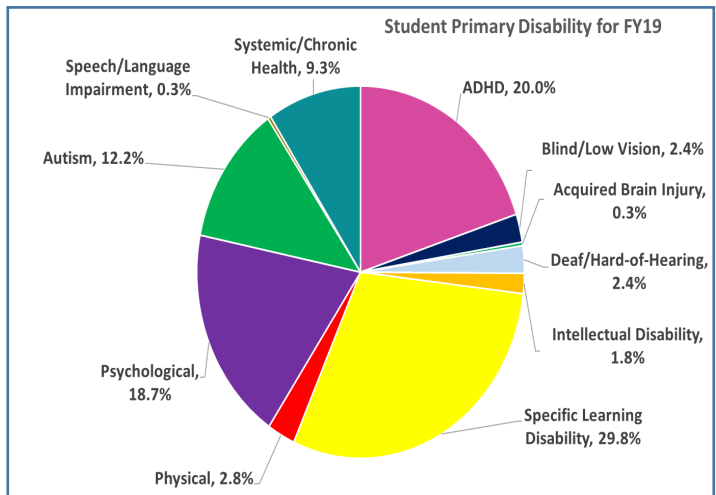
The mission of **Student Disabilities Services** is to cultivate an inclusive campus and learning environment, facilitate access for students with disabilities, and recognize disability from a diversity perspective.

### Student Learning Outcomes

- Knowledge: Students will express an understanding of their right to an accessible experience on campus as a result of information provided by the Student Disabilities Services office.
- Skill/Ability: Students will request accommodations by taking advantage of the available technology.
- Thought/belief/opinions/values: Students will endorse a positive view of their accommodations as a result of their interaction/information from the Student Disabilities Services office.

### Accomplishments

- Conducted an accessibility audit of campus, and as a result of findings, worked with the College to install push buttons at the exterior library doors of Building C and interior library doors of Building G and place additional curb cuts outside of Building K.
- Requested additional staff to support the expansion of disability services and to best serve students with disabilities.
- Earned Advisor of the Year Award, Purpose Award, and Leadership Award for the ADAPT Student Club in May 2018.
- Received Purpose Award for Deaf/Hard of Hearing Culture Series and Distinguished President Award for the ADAPT Club in May 2019.
- Planned Disability Awareness Month events in April 2018 and April 2019: eyeglass/hearing aid donation drive for the Lion's Club, sensory toy donation for the Association for Individual Development (AID), panel of students with disabilities, service dog presentation, demonstration of apps that create access for people with disabilities, and presentation on appropriate etiquette when providing access to people with disabilities.
- Organized a panel of students with disabilities at the Teaching, Learning & Student Development (TLSD) Division meeting for Spring 2019 Opening Day.
- Conducted the Deaf/Hard of Hearing Culture Series to teach sign language, educate the campus on the pros/cons of cochlear implants, and promote access for people who are deaf/hard of hearing.
- Hosted the DeafTEC workshop on "Writing in the Disciplines: Teaching Strategies for Students who are Deaf or Hard of Hearing" through the Center for Enhancement of Teaching & Learning (CETL).
- Partnered with CETL to conduct a workshop on "Access to Students with Disabilities."
- Implementing Accessible Information Management (AIM) electronic database, which will store disability documentation on students and generate accommodation letters to be sent to faculty/instructors.



# ENROLLMENT SERVICES

## RECRUITMENT

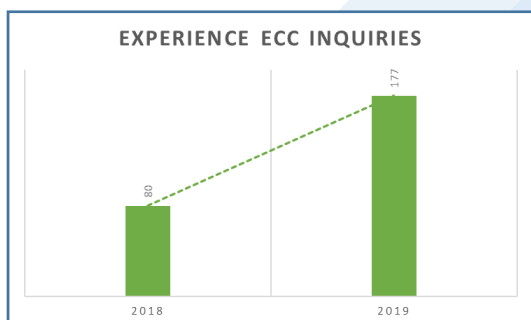
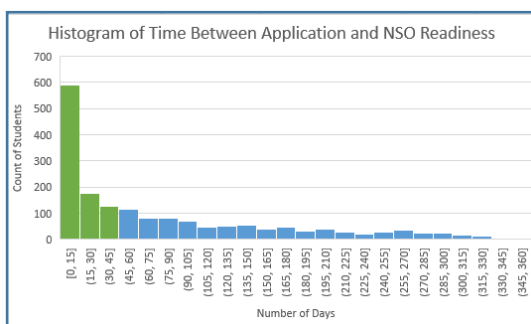
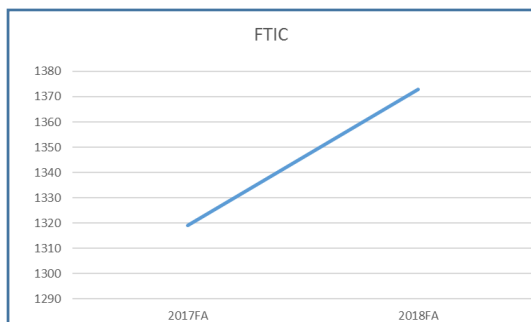
### Mission Statement

The mission of the Elgin Community College Recruitment Department is to create a welcoming and supportive environment for all prospective students, and provide them with accurate information about the admissions process, academic programs, and college services. This information will help prospective students make ECC their institution of choice.

### Student Learning Outcomes

- After meeting with a recruitment coordinator, students will be able to demonstrate an understanding of the enrollment process by describing their next steps.
- After meeting with a recruitment coordinator, students will be able to identify field of study or resources to help them further define their program of study.
- Student Ambassadors will be able to articulate what they learned about being a student worker and how this work relates to their larger career path or passion.

### Accomplishments



- **ECC saw an increase of First Time In College (FTIC) students in Fall 2018 than in Fall 2017.**
- Implementation of new placement measures including a 4th year of math class and 3.0 unweighted high school GPA.
- High School Counselor Breakfast record attendance with every high school in district represented.
- Created a video to help students set up their accessECC account in collaboration with Marketing.
- Identified errors and resolution for communication processing to ensure all students receive communication upon application.
- Modified Applied not Enrolled funnel (XANE) to be able to identify where students are in the recruitment / admissions pipeline.
- Collaborated with Marketing on Digital Marketing pilot for lead generation and follow up.
- **Launched a complete overhaul of the admission communications track, including specialized messaging for admit statuses. The goal is to increase 70% to 80% of students who are ready for New Student Orientation within 45 days. We have a baseline of 51%.**
- Re-engaged recruitment staff in the Illinois Association for College Admission Counseling (IACAC) for professional development purposes by attending local conference.
- Enrollment Services implemented and facilitated initial results summary of Adult Learner (AL360) survey recommendations to better serve our adult student population.
- Presented the Finish Line Game at Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO) Conference.
- **Increased inquiries from Experience ECC from 80 in 2018 to 177 (113 online) in 2019.**

# ENROLLMENT SERVICES

## ADMISSIONS PROCESSING, REGISTRATION & RECORDS

### Mission Statement

To empower students to use resources in achieving their goals, to deliver quality service, and to celebrate student successes.

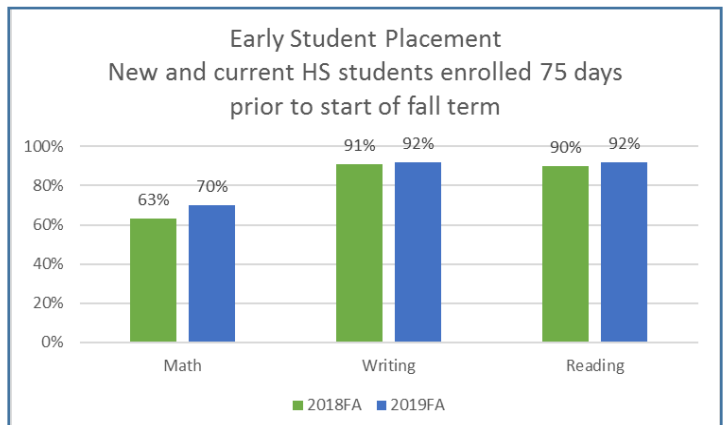
### Student Learning Outcomes

- Continuing students will take advantage of priority registration as a result of change in language in outreach efforts and incentive from advising.
- Student workers should experience some interpersonal and identity development as a result of their experience in a professional work environment
- Denied graduation applicants will understand the value of completion.

### Accomplishments

#### Admissions Processing

- Implementation of Dual Credit orientation.
- Implementation of new placement measures, including 4th year of math and 3.0 GPA.
- Improved processes related to collection of applicant information to provide better service, communication, and timelier, more accurate New Student Orientation (NSO) assignments to applicants.
- Improved timeliness of entering transcripts and to help advising, service to applicants and NSO readiness.
- Improved Student Ambassador training and increased their responsibilities in the office including office and events coverage, mailings and phone calls.



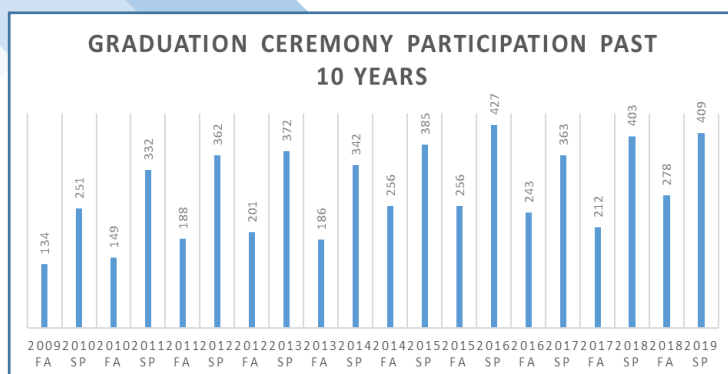
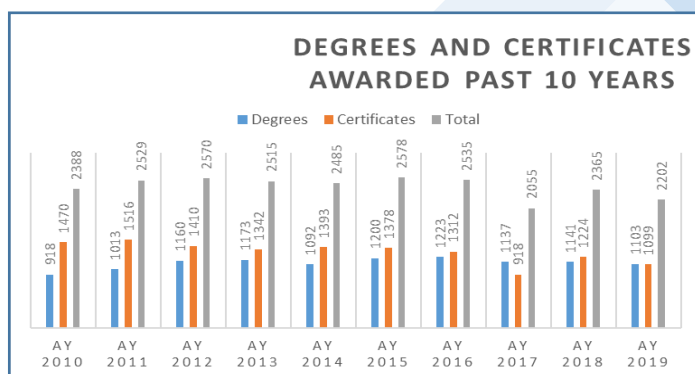
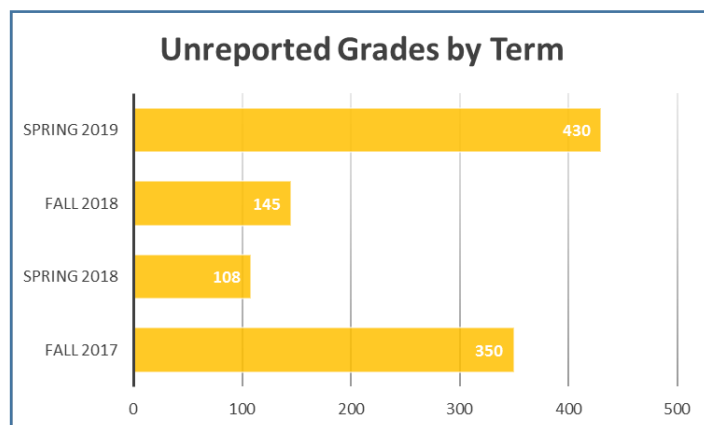
# ENROLLMENT SERVICES

## ADMISSIONS PROCESSING, REGISTRATION & RECORDS *cont.*

### Accomplishments *cont.*

#### Registration and Records

- Hired Assistant Registrar to support timely service to students and support the staff with issues requiring escalation.
- Compliance with final grade submission deadline** was at an all time high in 2018 with only 108 unreported final grades in Spring and 145 unreported grades in Fall by the deadline of 4:00pm the Monday following the last day of the semester. This is attributed largely to the reminder emails from the records grades specialist to faculty of the upcoming deadline and which courses were impacted. This compliance directly impacts academic standing, financial aid, graduation, and most importantly, service to students.
- Implemented online graduation application through self service in the portal. This has reduced the volume of paper to process, making it easier to track and process applications to meet ceremony and conferral deadlines.
- Electronic SAT import. Previously individual paper SAT scores were entered manually. Importing them reduced the processing time, reducing student wait time for new student orientations, and freed up staff time for other work and projects.
- Aligned Health Professions admissions process so all programs use admit status for ease of student online registration and better account of admitted students in these programs.
- Graduation ceremony participation: 2nd highest participation in May 2019 ceremony: 409 (highest was 427 in May 2016); highest participation in a December ceremony: 278.**

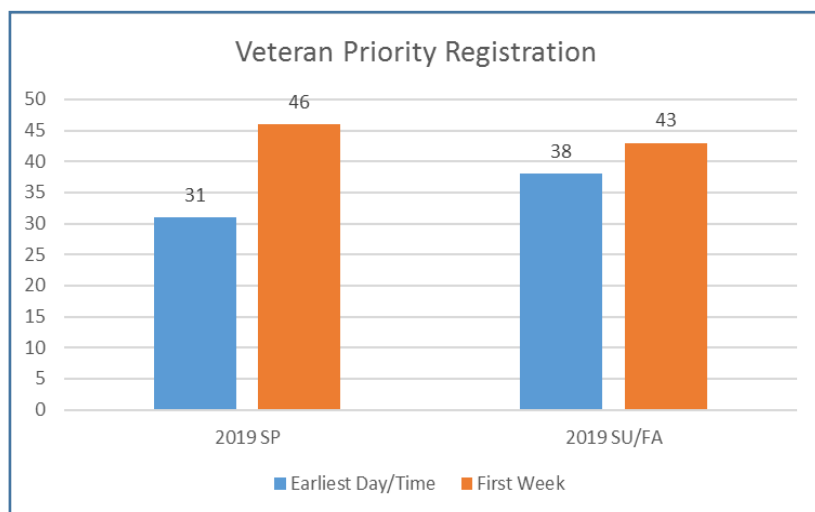


# ENROLLMENT SERVICES

## ADMISSIONS PROCESSING, REGISTRATION & RECORDS *cont.*

### Accomplishments *cont.*

- Collaborated with the math department on a Bridging the Gap (BTG) grant to pilot alternate placement into MTH 104 Liberal Arts Mathematics in 2018FA and 2019SP. Expanded BTG pilot in April 2019 for registration to include MTH 102 General Education Statistics for 2019FA.
- Worked in conjunction with the division of Sustainability, Business, and Career Technologies (SBCT), Student Accounts, and Workforce Development to develop a sustainable admissions, registration and payment process for students with corporate sponsorships.
- Partnered with Academic Advising and their Mandatory Advising Program (MAP) to incentivize students to make advising appointments by offering early registration at the earliest priority registration day and time. For 2019SU/FA, 107 of 271 (39%) eligible students enrolled on the first day of priority registration. One hundred ninety-one (191) of 271 (70%) eligible students enrolled the first week.
- **Currently enrolled student-veterans or active military students are provided with the earliest priority registration day and time. Reported to the Veterans Services office on the percentage of this population who took advantage of priority registration for 2019SP so that office could reach out to encourage that group to take advantage of early registration and to find out why some do not register during priority week. For 2019SP, 31 of 170 (18.2%) student-veterans enrolled on the first day of priority registration, while 46 of 170 (27%) of these students enrolled the first week. For 2019SU/FA, 38 of 159 (23.8%) veterans enrolled on the first day of priority registration, while 43 of 159 (27%) enrolled the first week.**
- Developed standard process for Transferology course equivalency update, which will be run and submitted to Transferology annually in December by Records staff. Transferology allows students anywhere to see what classes will transfer between colleges, and how.
- Presented the Finish Line Game at State conferences including the Illinois Council of Community College Administrators / Illinois Community College Faculty Association (ICCCA/ICCFA), Illinois Community College Admissions And Records Officers Organization (ICCAROO), and Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO).
- Served in a leadership capacity in a State organization as the President of Illinois Community College Admissions and Records Officers Organization (ICCAROO).





# ENROLLMENT SERVICES

## TESTING SERVICES

### Mission Statement

We believe in and are dedicated to the whole student. We believe all students have the right to learn all they can. Our job is to help them be as successful as they can be. We will be understanding and supportive. We will acknowledge and respect individual differences and share our view of the need for life-long learning. To this end, we will provide: testing options, skills workshops, disability support, and personalized service

### Student Learning Outcomes

- Students will achieve a higher placement with the Psychological Services Bureau (PSB) – Health Occupations test as a result of their interaction with and information obtained from Testing Services concerning PSB preparation.
- Students will achieve a higher placement with the **A**ssessment and **L**earning in **K**nowledge **S**paces (ALEKS) math test as a result of their interaction with and information obtained from Testing Services concerning math preparation. Students will know and demonstrate the benefits of retaking ALEKS math placement test.
- Student workers should experience interpersonal and identity development as a result of their experience in a professional work environment.

### Accomplishments

- Attended the Northern Illinois Testing Conference (NITC) in April 2018 at Waubensee Community College (WCC). Adopted overhead monitors used at WCC in our testing center to increase monitoring of students in the testing room. Moreover, based on the design and layout of their lockers, increased the size and number of our lockers to accommodate storing students' belongings.
- To increase efficiency and accuracy, adopted College of DuPage's Excel spreadsheet to record when receiving and administering other school tests.
- Increased test security for the HISET exam, a high school equivalency exam, following their recommendations to alternate different colored scratch paper each week. Students were given only one piece of scratch paper at a time and had to return the used one to obtain another piece of scratch paper.

# ENROLLMENT SERVICES

## TESTING SERVICES *cont.*

### Accomplishments *cont.*

- Attended the National College Testing Association (NCTA) conference in Arizona in September 2018. Implemented several stress relief measures presented at the conference in testing services. Created a calming environment by painting the walls a light green color. Furthermore, in order to help students relax and decrease their level of stress during testing, several “stress” relief products (such as puzzles, squishy, Rubik's cubes, brain teasers, etc.) were purchased and are readily available at every check-in station. Additionally, provide hand-outs on breathing techniques student can employ to reduce test anxiety. Moreover, lollipops are now provided to sweeten the test takers attitude.
- Added text messaging to remind students about exams they scheduled using ECC’s RegisterBlast appointment system.
- Increased the number and type of Certiport certification exams we administer.
- In 2018, proctored 1,099 GED High School Equivalency tests, 689 Psychological Service Bureau (PSB) Health Occupations tests for students entering ECC Health Education programs, and 573 tests for other colleges, which generates revenue.
- Generated \$33,161.50 in testing revenue in 2018.
- Provided Psychological Service Bureau (PSB) Health Occupations spelling, reading and math exam workshops, various PSB prep books in the library, and spelling websites.

# FIRST YEAR PROGRAMS & STUDENT LIFE

## FIRST YEAR PROGRAMS

### Mission Statement

First Year Programs (FYP) aims to support student success during a student's first semester of college by offering a systematic approach for college acculturation, opportunities for intentional engagement in college life, and knowledge regarding campus resources. Successful completion of a student's first semester will result in a transformational college experience and improve their chances of attaining future milestones and earning certificates and degrees.

### Student Learning Outcomes

Upon completion of **New Student Orientation**, students will be able to:

- Explain (Comprehension – Cognitive) the beginning steps of academic planning.
  - Develop (Knowledge/Awareness - Affective) a sense of community with peers and ECC staff.
  - Demonstrate (Guided Response – Psychomotor) how to plan, build, and register for their first semester of classes.
- Discuss (Comprehensive – Cognitive) expectations for becoming a successful ECC Student.

### Accomplishments

| Type of Orientation                  | Number of Sessions offered           | Number of people attending                 |
|--------------------------------------|--------------------------------------|--------------------------------------------|
| New Student Orientations             | FA: 47<br>SP: 17<br><b>Total: 64</b> | FA: 1591*<br>SP: 410<br><b>Total: 2001</b> |
| Late New Student Orientations        | FA: 4<br>SP: 4<br><b>Total: 8</b>    | FA: 192<br>SP: 95<br><b>Total: 287</b>     |
| Parent/Family Orientations           | FA: 9<br>SP: 4<br><b>Total: 13</b>   | FA: 135<br>SP: 20<br><b>Total: 155</b>     |
| Return/Transfer Student Orientations | FA: 8<br>SP: 4<br><b>Total: 12</b>   | FA: 438<br>SP: 206<br><b>Total: 644</b>    |
| International Student Orientations   | FA: 1<br>SP: 1<br><b>Total: 2</b>    | FA: 15<br>SP: 7<br><b>Total: 22</b>        |
| Dual Credit Student Orientations     | FA: 4<br><br><b>Total: 4</b>         | FA: 247<br><br><b>Total: 247</b>           |
| <b>Totals</b>                        | <b>103</b>                           | <b>3356</b>                                |

*\*at time of this report there are still 14 upcoming New Student Orientation sessions*

### *And the survey says....*

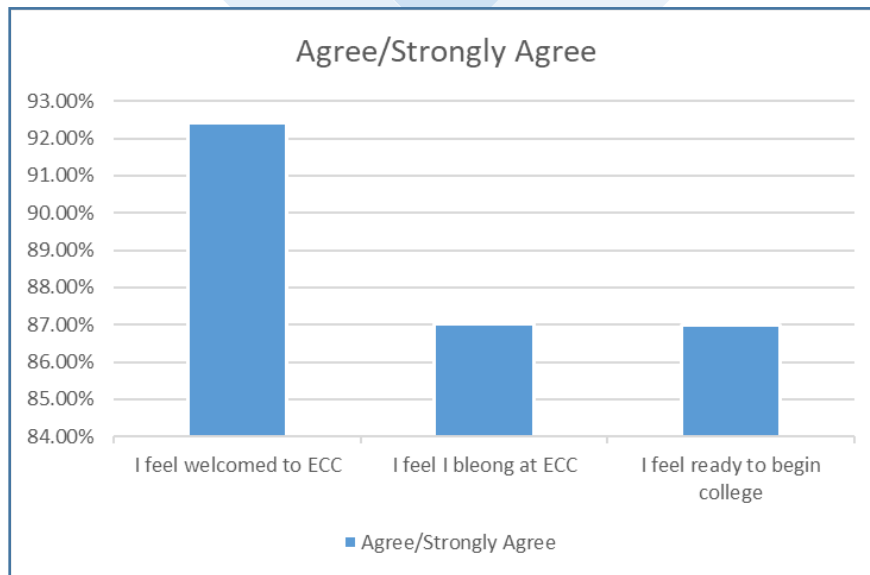
- The leaders and everyone involved in the Orientation were very helpful and best of all friendly which I really liked, it's good to have people that are friendly and make you feel welcomed in this new school.
- I thought all information was well-put and shared accurately. One Spartan Leader specifically, TJ, was very helpful and made feel super welcomed at ECC. It was nice to see a familiar face around here and share laughs at the orientation! I wasn't expecting to make a friend at the first ECC gathering I attended, but I'm happy TJ was here, she was an awesome help!
- The group of people that ran the orientation did an amazing job on their performance.

# FIRST YEAR PROGRAMS & STUDENT LIFE

## FIRST YEAR PROGRAMS *cont.*

### New Student Convocation and Campus Jam Picnic

New Student Convocation and Campus Jam are the official welcome to the college by Board of Trustee members, College President, faculty, and staff. Convocation and Campus Jam celebrate the new student's choice for higher education, build a sense of community, articulate high expectations, and create a positive impression.



### Attendance – August 2018

- 368 new students at the ceremony
- 188 parents/family in the bleachers
- 49 faculty/staff/administration/Board of Trustee members
- 100 **additional** new students/family attend Campus Jam
- 27 academic programs and campus resources at fair
- 16 group tours of 8-10 new students/families and 12 individual tours with smaller families

### Attendance – January 2019

- 45 New student at the luncheon
- 55 Parents/family
- 40 Faculty/staff/administration/Board of Trustee members
- 18 academic programs and campus resources at fair
- 7 group tours of 8 new students/families

# FIRST YEAR PROGRAMS & STUDENT LIFE

## FIRST YEAR PROGRAMS *cont.*

### New Student Programs

First Year Programs continues to offer events and opportunities throughout a student's first semester such as Movie on the Lawn, New Student Mixer and Unlimited Refill sessions. Unlimited Refills is for any student to attend and ask questions of our well trained Spartan Leaders. Spartan Leaders refer students to the appropriate resources and continue to make connections for students to build support- and social- networks at ECC. Spartan Leaders also make phone calls to all new students within the first three weeks of each semester to check in and offer support and encouragement to new students.

### Unlimited Refills

| Semester     | Sessions offered | Students in attendance |
|--------------|------------------|------------------------|
| Fall         | 2                | 39                     |
| Spring       | 2                | 38                     |
| <b>TOTAL</b> | <b>4</b>         | <b>77</b>              |

### Future of New Student Orientation

New student orientation is going through some changes as we are transitioning to an online orientation. Students will be able to access the online orientation through the accessECC portal and will have the ability to refer back to the orientation module anytime. During Summer and early Fall 2019, a cross functional team will be developing content, length, and steps needed to complete online orientation. Students will still have the face to face orientation option, in which students will be encouraged to attend. Online Orientation will go live in Spring 2020.



# FIRST YEAR PROGRAMS & STUDENT LIFE

## STUDENT LIFE

### Mission Statement

The Student Life Department promotes student learning and success by providing co-curricular programs, student leadership opportunities, and an overall campus climate in which students can thrive. This mission is carried out through the following categories: New Student Programs, Education, Clubs and Organizations, Culture, Leadership, Service/Volunteering, Entertainment, Stress Release, and Civic Engagement/Governance.

### Student Learning Outcomes

**Upon completion of New Student Orientation, students will:**

- Explain (Comprehension – Cognitive) the beginning steps of academic planning.
- Develop (Knowledge/Awareness - Affective) a sense of community with peers and ECC staff.
- Demonstrate (Guided Response – Psychomotor) how to plan, build, and register for their first semester of classes.
- Discuss (Comprehensive – Cognitive) expectations for becoming a successful ECC Student.

**As a result of participating in Clubs and Organizations, students will:**

- Describe (Comprehension – Affective) their leadership potential and identify their strengths as a leader.
- Create (Adapt/Originate - Psychomotor) a sense of community and mutual respect among their peers.
- Demonstrate (Application – Cognitive) transferrable leadership skills that they can apply beyond their experience at ECC.

**As a result of engaging in Multicultural Programming, students will:**

- Enjoy (Comprehension and response - Affective) a sense of belonging at Elgin Community College through a supportive, diverse network of peers, faculty, staff, and administrators.
- Interpret (Application - Cognitive) cultural history and differences to increase cultural competence, awareness, and empathy.
- Illustrate (Mechanism – Psychomotor) confidently on racial and ethnic issues and think critically and contextually when analyzing contemporary issues.

**After participation in Community Outreach Initiatives, students will:**

- Explore (Comprehension/Response - Affective) a greater awareness of community issues, needs and resources.
- Apply (Application – Cognitive) leadership skills and knowledge gained to enhance their professional, educational and personal lives.
- Identify (Comprehension – Cognitive) personal values, attitudes, and beliefs.
- Demonstrate (Guided Response – Psychomotor) the impact of volunteerism in the community.

# FIRST YEAR PROGRAMS & STUDENT LIFE

## STUDENT LIFE

### Student Learning Outcomes cont.

As a result of engaging in Programming for Targeted Populations, students will:

- Recognize (Knowledge – Cognitive) their collective and individual responsibility and opportunity to utilize ECC resources i.e. TRiO, Tutoring Services, etc.
- Acquire (Mechanism – Psychomotor) skills and strategies to advocate for themselves and persist towards the completion of their academic goals.
- Value (Application/Value – Affective) their academic and racial identities.
- Build (Adapt/Originate – Psychomotor) meaningful cross-cultural collaborations through intercultural dialogue and leadership activities.

### Accomplishments

#### Student Leader Data

Student Life is very proud of our co-curricular offerings to students and the emphasis we place on student success inside the classroom to complement their out-of-class experiences.

|                        | Fall 2018            |                      |             | Spring 2019          |                      |             |
|------------------------|----------------------|----------------------|-------------|----------------------|----------------------|-------------|
|                        | Avg. Hours Completed | % of Hours Completed | GPA         | Avg. Hours Completed | % of Hours Completed | GPA         |
| <b>Student Leaders</b> | <b>10.0</b>          | <b>93%</b>           | <b>2.92</b> | <b>10.5</b>          | <b>93%</b>           | <b>2.99</b> |
| <b>All Students</b>    | <b>6.1</b>           | <b>89%</b>           | <b>2.74</b> | <b>6.0</b>           | <b>89%</b>           | <b>2.79</b> |

| FY2019 # of FYP and Student Life Events | Attendees (not unique attendees)* | Exclusively Service Events | Exclusively Multicultural Events |
|-----------------------------------------|-----------------------------------|----------------------------|----------------------------------|
| <b>907</b>                              | <b>17,223</b>                     | <b>82</b>                  | <b>137</b>                       |

*\*Same student could have attended multiple events*

#### African-American Connections

The African-American Fall and Spring Connection events were created to develop and foster a supportive, academically-engaged community of African-American students. By connecting students with peers, faculty, staff, and administrators committed to their success, we are setting the foundation for continued and intentional engagement throughout the academic year as well as connecting students with resources and support early.

| Semester           | Length of event | Attendees | Attendees (FY18) |
|--------------------|-----------------|-----------|------------------|
| <b>Fall 2018</b>   | 1 day           | 79        | 49               |
| <b>Spring 2019</b> | 1 day           | 57        | 67               |

# FIRST YEAR PROGRAMS & STUDENT LIFE

## STUDENT LIFE *cont.*

### Accomplishments *cont.*

#### Involvement Expo & Food Truck Day

Combined Food Truck Day with Involvement Expo, our student club recruitment efforts at the beginning of the school year, to help drive more people to the events at the beginning of the school year. About **450-500** students, faculty, staff, and community around ECC partook in the event. This event will return as a combined event in FY20.

#### Long Red Line

Long Red Line (LRL) is a global movement rooted in the One Billion Rising organization to stop violence against women. LRL is held on February 14<sup>th</sup>, which is the day associated with love and unfortunately the most prevalent day every year for violence against women. There were approximately 90 community and college attendees at the 2019 event. To further its mission, LRL hosted its second juried art exhibit on campus in 2019. Twenty-four (24) pieces of artwork from various community, alumni and student artists embodying the mission and theme of The Long Red Line were displayed. The exhibit ran from January 14 through February 28, 2019 in the Building C Renner Library Art Gallery and was accompanied by an art exhibit opening and reception event, with approximately 50 guests in attendance.

#### Project Backpack

Project Backpack Back to School Supply Fair is a community-based initiative to benefit students in need as they prepare to return to school. In our district over 1,300 children are homeless and over 40,000 qualify for free or reduced lunch. This event alleviates the burden for so many to purchase a backpack and supplies. The event is held every August in the Spartan Events Center. In FY18, **2,030** total backpacks with supplies were distributed to students within District 509. Project Backpack has helped almost 15,000 students since 2010, lessening the financial burden from the cost of school supplies for hundreds of families each year.

#### Peer Mentoring

Exchange Peer Coach Program was launched in Fall 2018 and finished in May 2019. Seventy-six (76) percent of participants completed the program. Eighty-eight (88) percent of students enrolled in the Exchange Program persisted from Fall 2018 to Spring 2019 compared to 63.4% of African-American students enrolled at ECC Fall 2018 to Spring 2019, suggesting a positive relationship between Exchange participation and persistence.

# FIRST YEAR PROGRAMS & STUDENT LIFE

## STUDENT LIFE *cont.*

### Accomplishments *cont.*

#### Spartan Food Pantry

The student run and operated food pantry continues to be a successful endeavor by Phi Theta Kappa (PTK) Honor Society. Hunger should not Hinder Success is the pantry's motto and the support on campus and in the community has been overwhelmingly positive. In FY19, the Spartan Food Pantry expanded to fill the entirety of room B175 and now has refrigeration. Additionally in FY19, PTK partnered with Sherman Hospital to maintain two garden plots which are planted and harvested by PTK members and the bounty is available in the Spartan Food Pantry.

| Semester    | Applications | Household/Unique Visits | Individual Visits |
|-------------|--------------|-------------------------|-------------------|
| Summer 2018 | 18           | 84                      | 208               |
| Fall 2018   | 153          | 635                     | 1968              |
| Spring 2019 | 105          | 840                     | 1671              |
| FY19 Totals | 276          | 1559                    | 3847              |

#### Student Government Online Elections

Student Government held their elections online for the third year this year which yielded 224 responses. Students received election information via email, the portal, ECC website as well as on campus marketing and tabling efforts by the Student Government team. While we have a long way to go to increase student body participation, holding elections online has proven to be more effective these past three years.

| Election Year   | 2017 Elections | 2018 Elections | 2019 Elections |
|-----------------|----------------|----------------|----------------|
| # Student Votes | 256            | 523            | 224            |

#### Boo Bash (previously Trunk or Treat)

Student Life held this family-friendly event as a safe alternative to neighborhood Trick or Treating. Due to the great turnout for this event in the past two years, the event was held in the Building J Events Center where about **30** volunteers participated, **15** clubs and organizations including the ECC Baseball team and **three** departments decorated their table area in Halloween themed fashion and distributed candy to over **1,200** participants. The event included face-painting, balloon artist, moon bounce, costume contest, and a kid's craft area. Participants enjoyed lots of candy and free pizza.

# STUDENT SUCCESS

## SPARTAN ALERT PROGRAM

### Mission Statement

The Student Success department promotes student retention and success by engaging in proactive and just-in-time student interventions that foster personal connection, self-efficacy, perseverance, development of foundational skills, and connection to a network of campus and community resources.

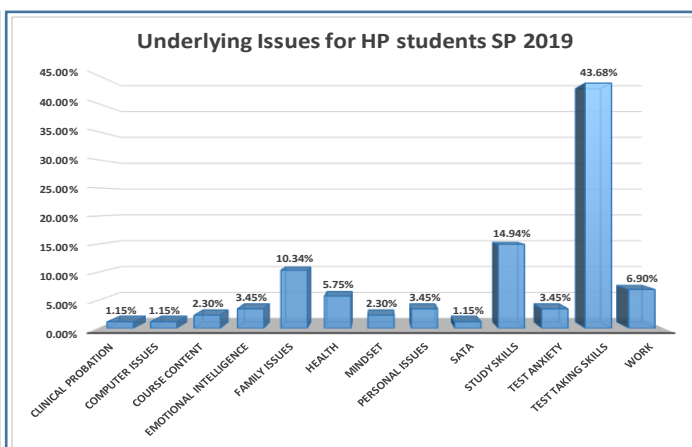
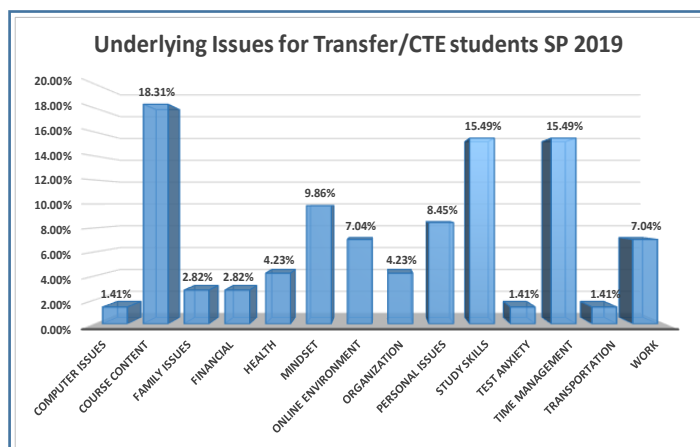
One of the ways the department does this is through the facilitation of Spartan Alert, ECC's early alert academic warning system in which faculty can refer a student to a case manager to develop or improve upon academic success skills, or make a referral to the appropriate resource for that student's needs.

### Student Learning Outcomes

- Students who meet with a case manager for Spartan Alert will be able to identify and articulate a specific underlying or primary challenge to their success and develop new practical competencies to overcome that challenge.
- Students facing a personal or academic challenge who present to the Student Success department will enhance their interpersonal competencies and learn critical thinking and problem solving techniques to more effectively self-advocate.

### Accomplishments

- The Spartan Alert program continued to grow and produce demonstrably positive outcomes for ECC students in the 2018-2019 academic year. To better assist students in this growth, academic advisors began to serve as primary case managers for Spartan Alerts in mid-2019SP. Academic advisors are well-equipped to address the myriad academic challenges our students confront, and are well-positioned to know when to make appropriate referral to other resources to best meet the student need. Capitalizing on the relationship that already exists between the advisor and their student (or, indeed, helping to initiate that relationship) the academic advisors have been an excellent addition to the Spartan Alert resource for students. Faculty feedback on this evolution of Spartan Alert has been overwhelmingly positive as well.
- **The identification and articulation of underlying issues for students referred to the Spartan Alert program continues to be a priority, because it is with this full and honest understanding of a student's core challenge that meaningful intervention and assistance can occur. As with previous years, it is helpful to look at transfer/CTE underlying issues separate from Health Professions (HP) due to the inherent differences in student population. Underlying reasons for academic difficulty are not mutually exclusive:**





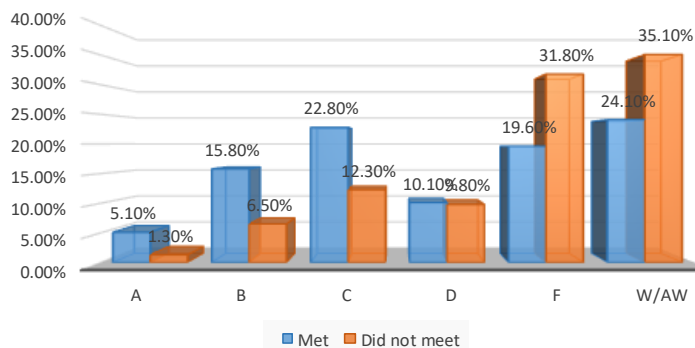
# STUDENT SUCCESS

## SPARTAN ALERT PROGRAM *cont.*

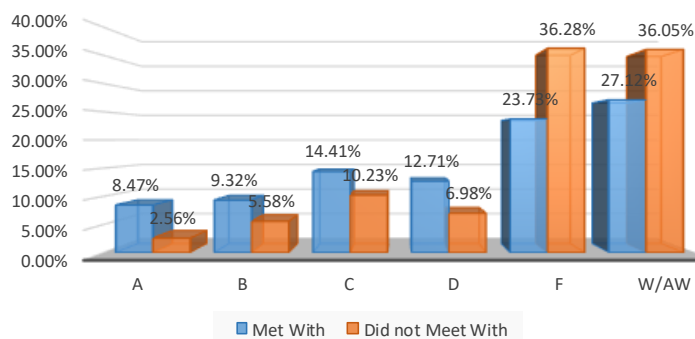
### Accomplishments *cont.*

- We continued in AY19 to look for empirical evidence of Spartan Alert intervention efficacy. Early Alert processes are an industry best practice and have been utilized in various forms at institutions across the country for decades, but simply engaging in a best practice means little if we cannot demonstrate positive outcomes for our students.
- To this end, each semester we look at students who were referred by their faculty through the Spartan Alert system to their case manager, and determine who among those students actually met with their case manager in a timely manner (before the last few weeks of the semester) and students who never responded to an invitation to meet with a case manager or did so at the end of the semester (or beyond). We then analyze the grades earned by these two different groups (the ones we MET with, and those we DID NOT MEET with in a timely manner). The following graphs demonstrate clear positive correlation between engaging in the Spartan Alert meeting/intervention and earning a passing grade in the referral course. While the specific percentages seen here fluctuate slightly term-to-term, as they have in the past, the message is clear: the Spartan Alert intervention plays a positive role in successful course completion for students experiencing an acute challenge.
- Term-to-term retention is another leading indicator of Spartan Alert efficacy. While successful completion of the course for which a student is referred is necessary if we are to consider Spartan Alert successful, it is not usually sufficient for overall student success. For overall success to occur students must be retained in subsequent semesters, toward goal completion.
- **Our data show a strong positive correlation between students who engage with the Spartan Alert process and those who are retained at ECC into the next semester. This graph demonstrates this correlation within AY19.**

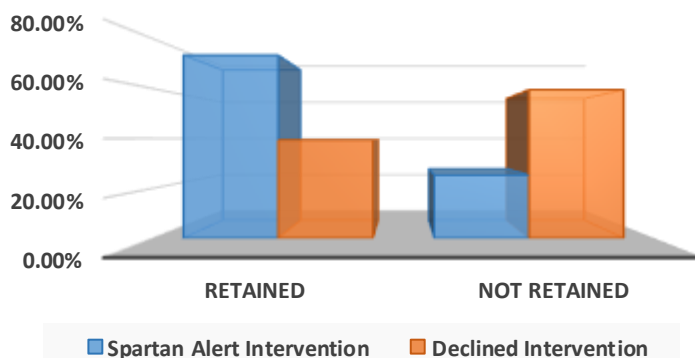
**Grades by Meeting Attendance  
(2018FA)**



**Grades by Meeting Attendance  
(2019SP)**



**Retention, 2018FA - 2019SP**



# STUDENT SUCCESS

## JUDICIAL AFFAIRS

### Mission Statement

The Judicial Affairs department works collaboratively with the ECC community to uphold the Student Code of Conduct, with the goal of promoting a safe, equitable and learning-centered environment in which individuals are accountable for their actions. Through prevention-education, conflict resolution and restorative justice strategies, the department empowers students with essential skills needed for success in the classroom, workplace and community.

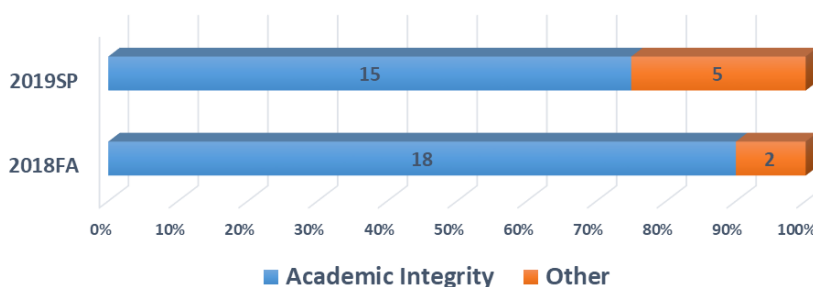
### Student Learning Outcomes

- Students who violate the ECC Student Code of Conduct will engage with the Judicial Affairs office and, as a result, be able to articulate ECC's behavioral expectations and demonstrate congruence between their future actions/behavior and the community expectations.
- Students who violate the ECC Code of Conduct will engage with the Judicial Affairs office and, when appropriate, participate in a restorative justice process which will enable them to demonstrate effective communication, articulate the impact their behavior can have on others and deepen connection to the campus community.

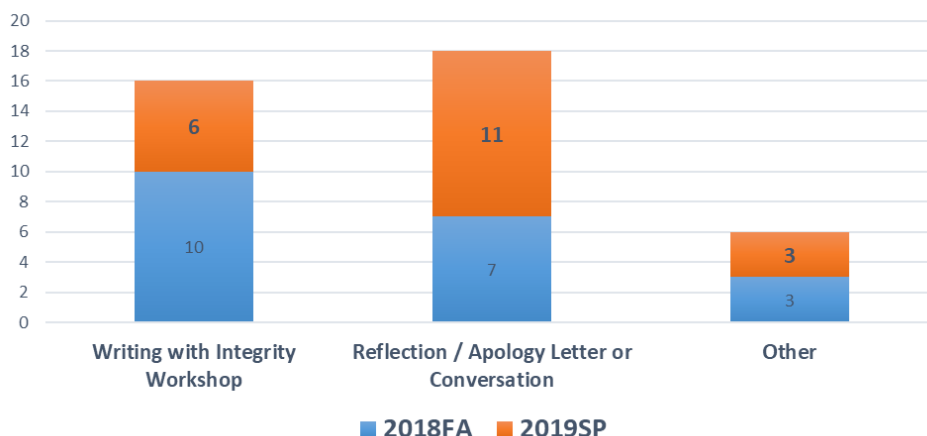
### Accomplishments

- The Judicial Affairs department responded to and successfully adjudicated twenty official ECC Code of Conduct violations in both the 2018FA and 2019SP terms, respectfully. Consistent with previous terms, the majority of the violations tend to involve academic integrity (cheating or plagiarism) concerns. The remainder are comprised of low-level behavioral violations.
- A self-initiated departmental audit was begun in the 2019SP term, looking at Judicial Affairs data over the past five (5) years. This audit is still on-going, but the goal is to ensure that Code of Conduct referrals to the office are equitable and representational of the ECC student population.

**Code of Conduct Violation Referrals, AY18-19**



**Restorative Justice Approach, AY18-19**



# STUDENT SUCCESS

## VETERANS SERVICES

### Mission Statement

The Veterans Services department supports student-veterans throughout their academic journey, providing information regarding veteran benefits as well as educational and career guidance. The department champions the unique experiences and perspectives of veterans, and recognizes their value in the ECC community and beyond. Through various events and programming the department fosters a sense of inclusion, camaraderie, and community among student-veterans on campus, increases military cultural competency among ECC employees and connects student-veterans to the larger veteran community.

### Student Learning Outcomes

- Incoming student veterans who attend an In Processing appointment with the Veteran Specialist will report an increased level of understanding of college expectations and resources available to help them be successful.
- Member of ECC student veteran organizations will develop and practice civic engagement by participating in community events in alignment with other veteran organizations and community resources.

### Accomplishments

- The national organization Military Friendly evaluates educational institutions yearly, benchmarking them against the schools with the most advanced and sophisticated support structures for veteran students and their families. This information is then published and utilized by veteran students nationwide as they make educational decisions. Once again ECC was awarded the coveted “Military Friendly” designation in 2018, and again for AY19-20, in recognition of our continued support and success of military-connected students.

Additionally, ECC was awarded the “Military Friendly Spouse School” designation in June for AY19-20 in acknowledgment of our services and supports for the military family unit. To see how your College exceeds the Military Friendly Ratings standards for these designations, please visit our page on [MilitaryFriendly.com](https://militaryfriendly.com).

- In May 2019, Veteran Services held an event inducting six ECC veteran students into the S.A.L.U.T.E. Veterans National Honor Society. These students embody the honor society’s values of Service, Academics, Leadership, Unity, Tribute, and Excellence.
- Honored nine ECC student veterans with a quilt in AY2019 by the Quilts of Valor Foundation, Elgin Chapter.
- ECC’s Student Veteran club, Military Branches United (MBU), dedicated a Pathway to Knowledge Brick through the ECC Foundation.
- Established a growing Student Veteran books/ materials fund from a generous financial commitment from the St. Charles VFW, American Legion and AMVETS.



ECC  
Is Veteran  
Friendly.

# WELLNESS SERVICES



## Mission Statement

Wellness Services encourages students to become active participants in their overall health and well-being by providing support that promotes positive wellness. Using a holistic approach, Wellness Services focuses on eight dimensions of wellness to empower students to achieve their full potential.

## Student Learning Outcomes

Students who participate in wellness services support groups and/or individual sessions will be able to identify an improvement in their social and emotional wellbeing with campus/community engagement.

Students who participate in wellness services support groups and/or individual sessions will be able to identify and actively practice healthy coping strategies to assist in the reduction of stress.

Students who participate in Wellness Services Anxiety Support Group and/or individual sessions will see a reduction in symptoms related to anxiety.

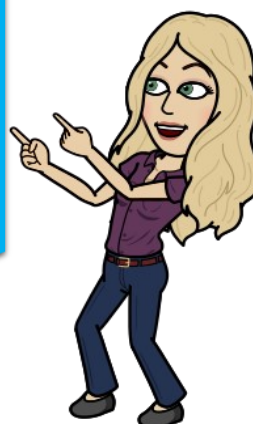


## FY2019 HIGHLIGHTS

Overall, data shows a consistent increase each semester in one-on-one unduplicated appointments. Average sessions per student: 3

100% of all student participants in the 2019 Anxiety Support Group reported a reduction in symptoms of Anxiety. Pre and Post testing utilizing the Beck Anxiety Inventory (BAI) continues to support curriculum validity developed in 2017.

Students of color, female identified, and students within the age range of 17-23 years old are most likely to use Wellness Services.



## FALL 2018 - SPRING 2019 Retention Data

| Wellness Services | College |
|-------------------|---------|
| 84%               | 70%     |

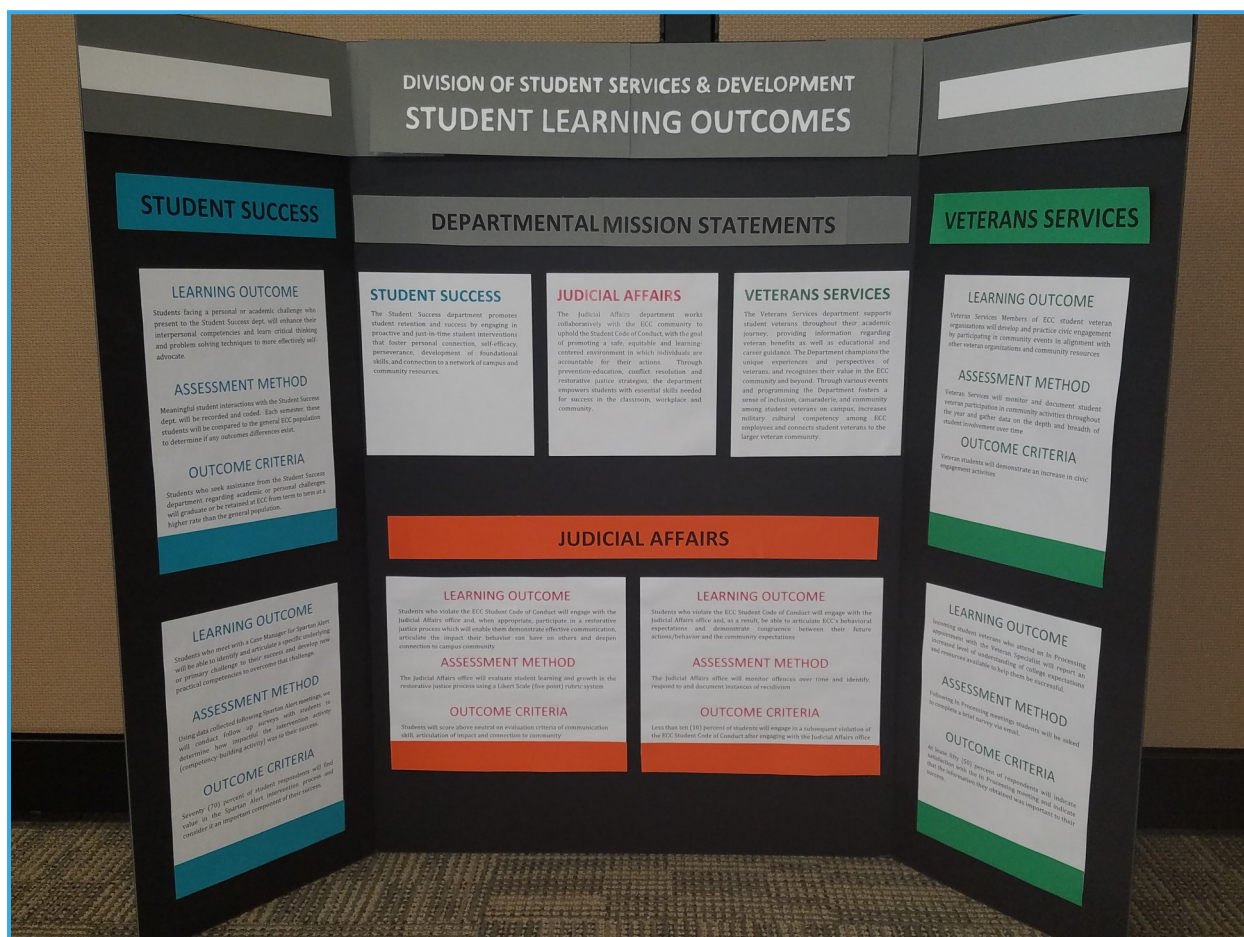
*Students who utilize Wellness Services are more likely to register for classes the following semester.*



# APPENDIX A

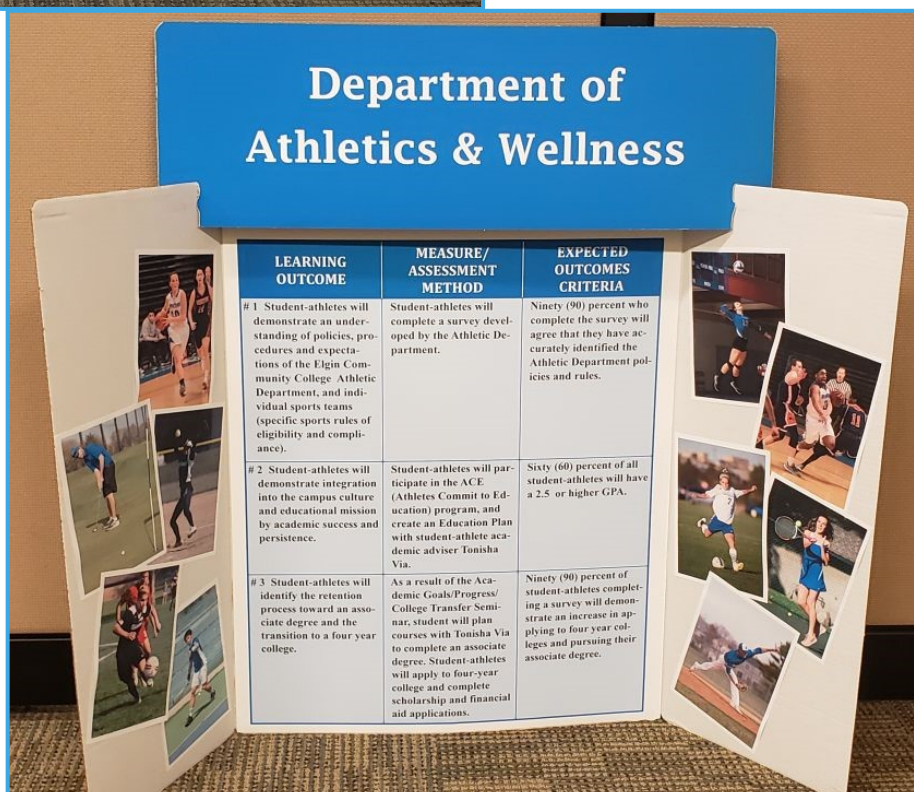
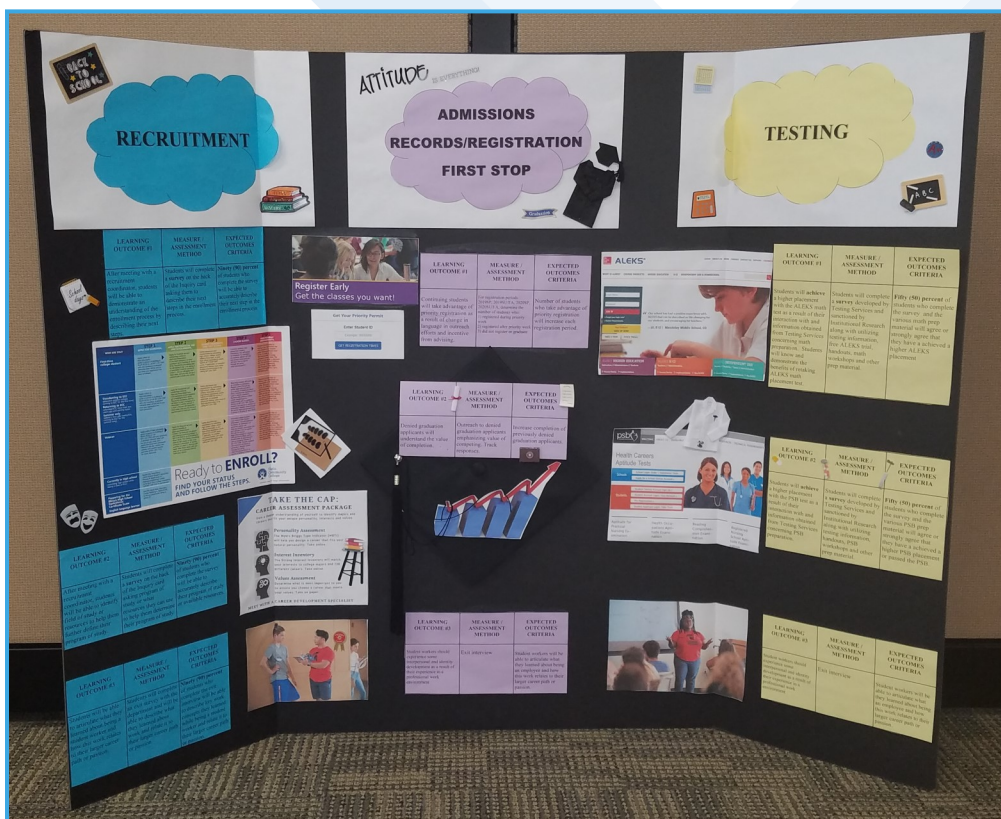
## Student Services & Development (SSD) Poster Presentations - SP 2019

Appendix A contains photos of posters displaying Student Learning Outcomes (SLOs) created by all of the departments, programs and services within Student Services and Development and presented at our Spring 2019 division meeting. The posters consisted of SLOs statements, expected SLOs outcomes, how these outcomes would be assessed as well as area mission statements.



# APPENDIX A *cont.*

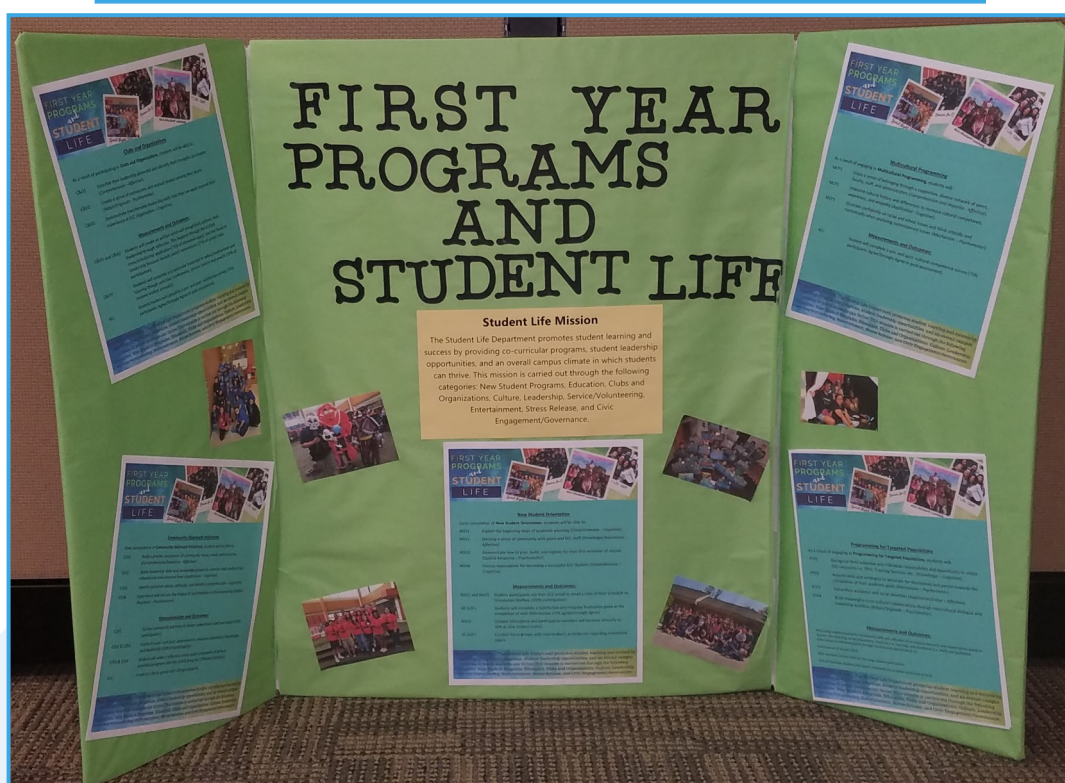
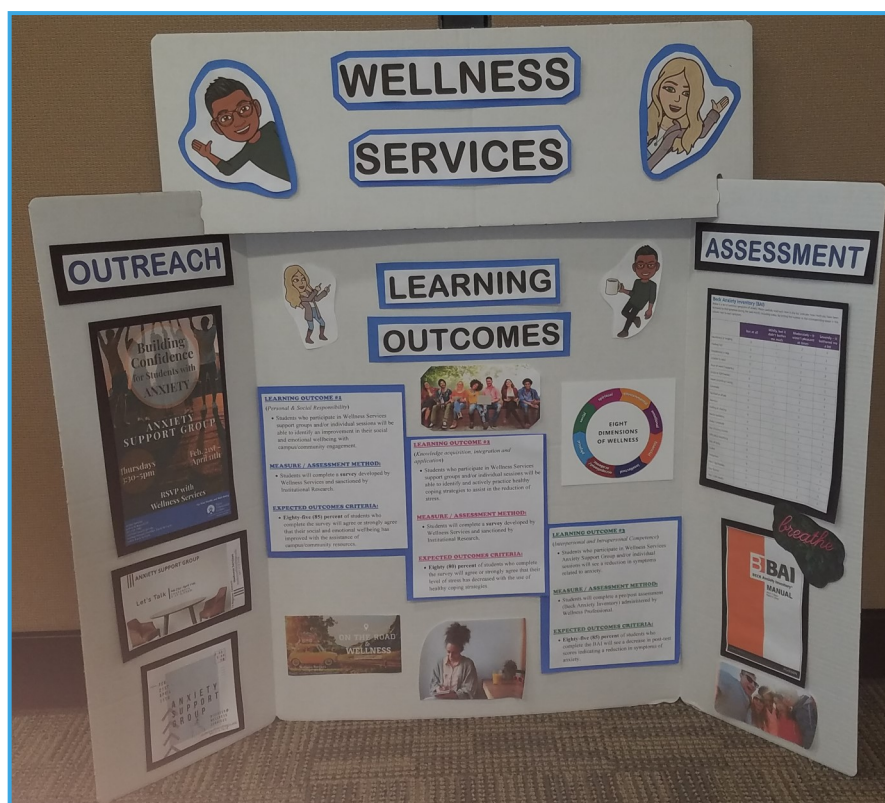
## Student Services & Development (SSD) Poster Presentations - SP 2019





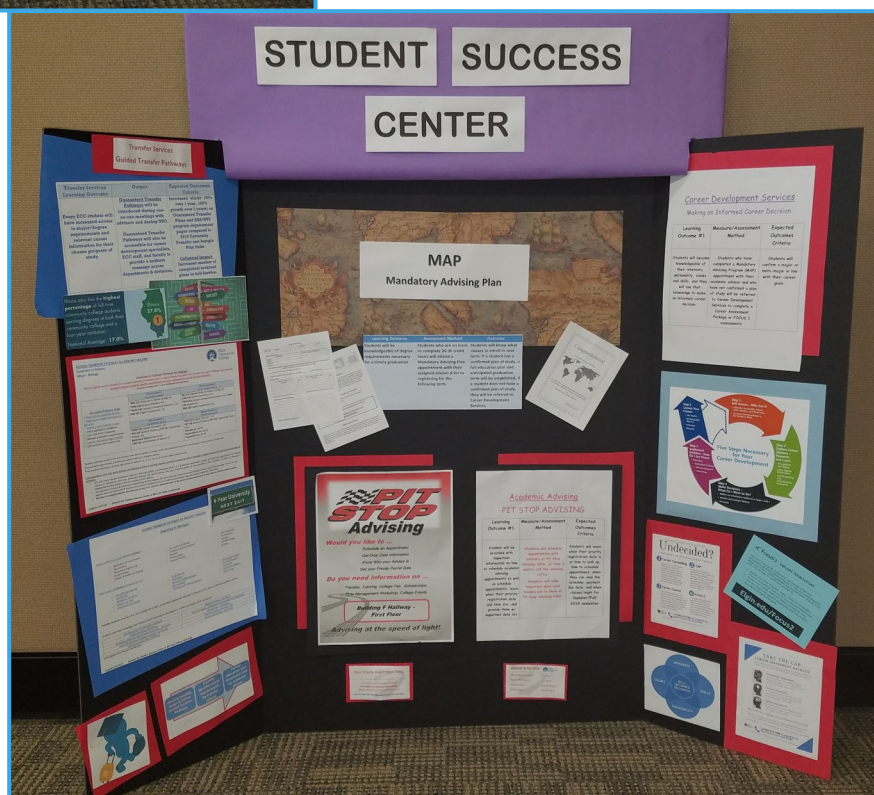
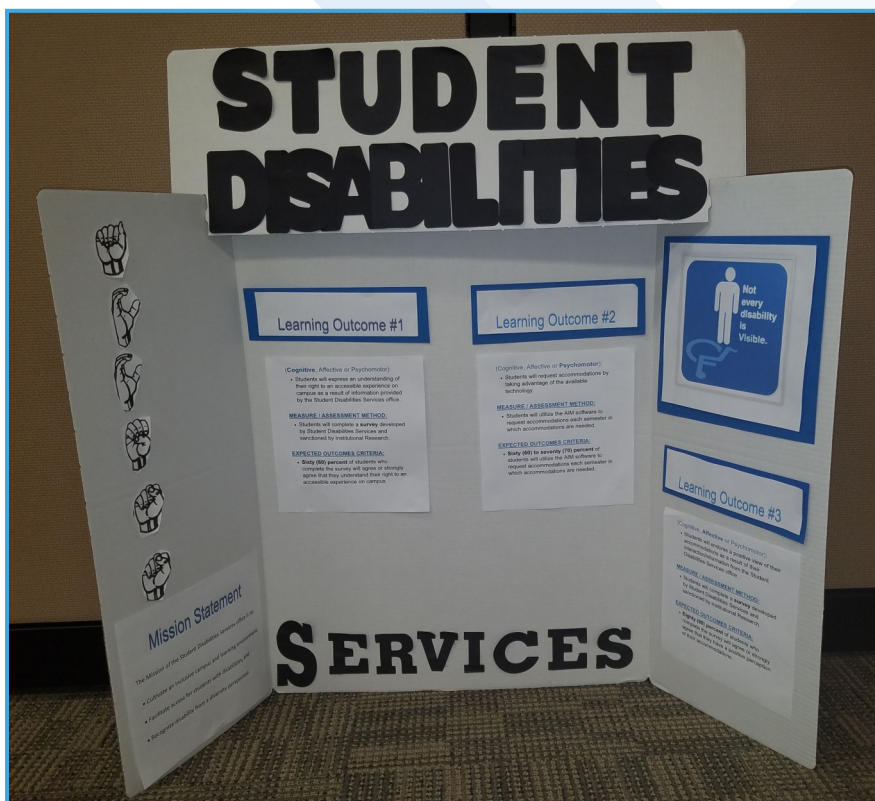
# APPENDIX A *cont.*

## Student Services & Development (SSD) Poster Presentations - SP 2019



# APPENDIX A *cont.*

## Student Services & Development (SSD) Poster Presentations - SP 2019







Elgin  
Community  
College

*A special thank you to Kasandre Medina, Administrative Assistant, Student Success*