



Elgin  
Community  
College



# DIVISION OF STUDENT SERVICES AND DEVELOPMENT

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Annual Report  
Academic Year 2019-2020

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# A YEAR IN REVIEW

The Division of Student Services and Development (SSD) is excited to present their 2019-2020 academic year report. As we all know, the second half of the academic year was unprecedented as a result of the global pandemic. When required to pivot to a remote work environment, SSD rose to the challenge. SSD departments devised new strategies and/or enhanced existing approaches that enabled us to continue providing student-centered, engaging, and effective programming and services to meet the unique needs of our students. Departments were thoughtful and innovative in creating virtual services that were familiar and responsive to students in order to reduce their feelings of anxiety and uncertainty.

As you will read in this report, SSD has played a pivotal and collaborative role in the development and implementation of many initiatives designed to help students successfully transition to a remote learning format, complete the spring 2020 term, and address unmet needs. These initiatives also allowed SSD and the college to continue advancing our work in Equity, Diversity, and Inclusion (EDI). Below are a few examples.

- Established a partnership with food for Greater Elgin for students with food insecurities
- Created an Academic, Financial, and Student Support Services resource guide
- Assisted in the distribution of Chromebooks and Wi-Fi hot spots for students who lacked required technological resources
- Vetted and processed ECC Foundation Student Success Fund applications
- Helped in the development of the No Harm Policies, i.e., grading, refunds

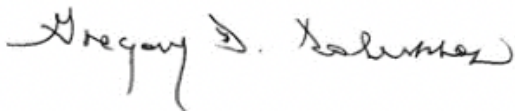
Furthermore, the report highlights new virtual programming that has been successful, and consequently, will continue to be offered to address the needs of our students. The Office of First Year Programs and Student Life has seen an increase in student participation since virtual activities have been provided, especially events in late afternoon and evening hours. Similarly, as a result of the new tele-health online platform adopted by Wellness Services, the number of support groups has increased and students have elected to gather in the evening. Additionally, the Office of Admissions and Recruitment created virtual admissions presentations focused on targeted populations and programs. This enabled the department to employ another medium to reach prospective students during various times of the day. Considering the commuter status and other obligations of our students possibly prevent them from participating in on-campus activities and services, the pandemic has revealed that we have been able to engage more students virtually compared to when similar programming was offered on campus.

Accomplishments of each department, based on quantitative and qualitative data, are also presented throughout our annual report. The mission of Student Services and Development - *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* - guided our work and allowed us to achieve many of the accomplishments.

As I reflect on the last academic year, particularly 2020, I am grateful for the commitment and grit demonstrated by the Student Services and Development team. They have not wavered from our mission or keeping students at the center of their work even though our mode of operation has varied.

I sincerely hope you enjoy our report. If you have any questions, feel free to contact me or any of the SSD administrators.

Sincerely,

A handwritten signature in black ink that reads "Gregory D. Robinson". The signature is written in a cursive, flowing style.

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

# SSD ORGANIZATIONAL STRUCTURE

Vice President of Teaching, Learning and Student Development  Peggy Heinrich EdD	Associate V.P. of Student Services and Development / Dean of Students  Gregory D. Robinson PhD	Wellness Professionals				
		Vincent Cascio MA, CRC, LPC		Mary Grimm MA, QIDP, LPC		
		Coresair Mack MSEd, LCPC, NCC, LPHA		Premlata Nikoniuk MA, LCPC, CCMHC, NCC		
		Director of First Year Programs and Student Life  Amybeth Maurer, MEd	First Year Programs Ali-Reza Kashani			
			Student Life Gaea Atta-Moy, BSC Maniphone Khoxayo			
		Erik Enders, BS Nicole Montiel		Megan Highland		
		Managing Director of Enrollment Services  Jennifer McClure, PhD	Carina Zamudio-Ramos, BS Shirley Bell, BA		Luis Alarcon, MEd Jeremiah Wright, MBA	
			Senior Director of Admissions and Registrar  Ann Kalas, MS	Records Dana Stempfle, MSW		
				Admissions Ramon Albino, BA Rachel Alonso Claudia Rivera		
			Assistant Registrar  Fatima Soto, MSEd	First Stop Courtney Hamill, BA Jurice Jackson Anastasiia Watt, MS, MBA		
				Registration Elia Feliciano, BA Sarah Stayner, BA Kacy Bonavolonta		
			Director of Testing Services  Natalie Leisering, MEd	Raquel Almestica, BA Alice Barber Mei Demus Candace Grzadziel, MA Nancy Perez, AAS Abbey Salazar Janet Verdin-Gonzalez Betty Wojtalewicz		
		Director of ADA & Student Disabilities Services  Pietrina Probst, MA, CRC	Judy Paulus, BHS Stephanie Grimm			
		Athletics Director  Kent Payne, MSS	Katrina Chan, MEd Don Portlock	Bill Angelo, BA Ralph Riske	Beth Schwarz, MEd Tim Tarter	
Associate Dean of Student Success  Peggy Gundrum, MSEd	Career Development Services Lynn Fagerlie, MA, LPC Marie O'Hara, MSW, CCSP Jen Milakovic					
	Laura Riva, AS	Student Success Center Annette Workman Sandy Clouser, BFA				
	Director of Transfer Services Sean Jensen, MA					
	Assistant Dean of Student Success & Judicial Affairs  John Long, MS	Kasandre Medina, AA				
		Advisors Beth Bayless, MS, PHR, SHRM-CP Tiffany Bruno, MS Carrie Gorr, MSEd Tracy Vittone, MA Sheila Sebesta, MBA Tanya Grace Kozak, MA Denise Hayes, MA Marlen Ruiz, MSEd Elizabeth Herrera, MSEd Tyler O'Donnell, BA Sarah Buzzelli, MS				
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# ATHLETICS

## 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

Our mission 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

- Women's Soccer—Three student-athletes: Hayly Munoz, Kaley Kowal, and Guadalupe Sanchez were selected to the National Junior College Athletic Association (NJCAA) All Region IV 1st Team
- Men's Soccer—Two student-athletes: Alejandro Chavez and Bryan Mora were selected to the NJCAA All Region IV 2nd Team
- Women's Basketball—Mariel Franco was selected to the NJCAA All Region IV 1st Team
- Men's Basketball—Kelvin Cortez-Harvey was selected to the NJCAA All Region IV 1st Team, Region IV Player of the Year, & 3rd Team NJCAA All-American
- Women's Volleyball Team had a team GPA over 3.00
- ECC participated in the Illinois Skyway Collegiate Conference (ISCC) annual workshop for Academic Advisors and staff who support student-athletes. Best practices were discussed.
- GSD-120 (Exploring Careers and College Majors) was piloted for student-athletes during fall 2019

- An Athletes Commit to Excellence (ACE) supplemental intrusive, high touch program for Men's Soccer was piloted at the end of fall 2019 term and continued through spring 2020 term to determine if these approaches will increase course success and term-to-term persistence
- Forty-five (45) students-athletes were Illinois Skyway Collegiate Conference (ISCC) Academic All-Conference (3.0 or higher GPA) - An ECC record
- A mandatory student-athlete orientation was held during the first week of the term to inform athletes about the ACE Program, an education plan, academic advising and financial aid and scholarship information
- Mariel Franco (Women's Basketball) and Trevon Montgomery (Men's Basketball) were each awarded \$1700 scholarship from the Elgin Sports Hall of Fame Foundation for being outstanding student-athletes at ECC
- More than 30 student-athletes were recruited to continue their athletic and academic careers at four-year institutions
- The Athletic Director, Kent Payne, and Athletic Coordinator, Bill Angelo, met with individual teams to discuss NJCAA rules, regulations, and eligibility
- Due to COVID-19, drafted a Return to Play Action Plan for 2020-2021



# DISABILITY SERVICES

## MISSION STATEMENT

The mission of Student Disabilities Services (SDS) office 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

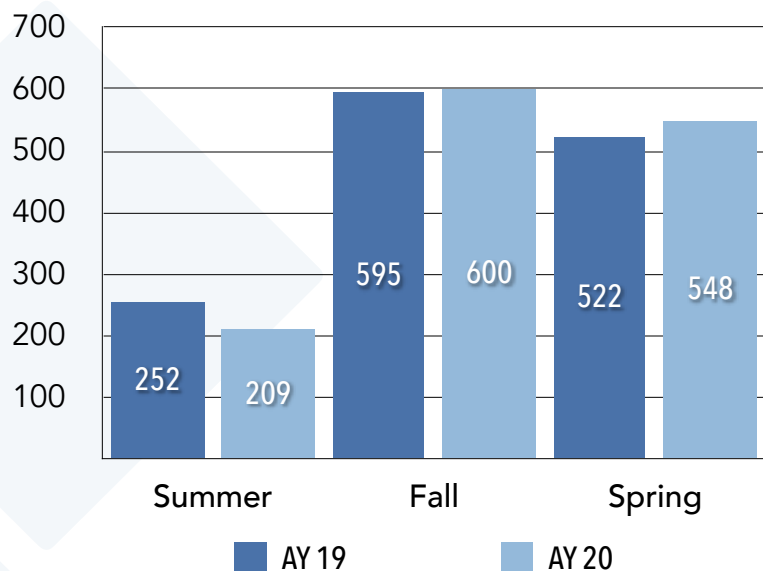
- Knowledge: Students will express an understanding of their right to an accessible experience on campus as a result of information provided by the Student Disabilities Services office.
- Skill/Ability: Students will request accommodations by taking advantage of the available technology.
- Thought/belief/opinions/values: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

## ACCOMPLISHMENTS

- In response to COVID-19, the SDS office instituted the following supports for students and faculty:

- Met with students for intake and follow-up appointments via phone or Google Meet to discuss accommodations, including assistive technology, readers/scribes for tests, note-taking, etc.;
- Arranged for remote interpreting, captioning, and transcripts for online class lectures and audio recordings;
- Purchased clear face masks and shields to facilitate communication access for students who are deaf or hard of hearing;

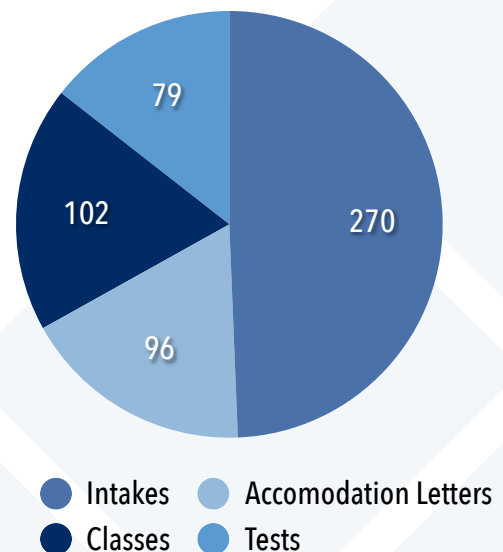
TOTAL NUMBER OF STUDENTS REGISTERED WITH SDS OFFICE





- Collaborated with faculty to ensure that students received accessible digital and print materials; and
- Coordinated with faculty to ensure that students received reasonable accommodations, including extended testing time, in the newly developed online courses.
- Partnered with the instructional technology & distance learning coordinator to co-present on “Advancing Equity and Inclusion Using Accessible Digital Materials” to faculty at the Distance Learning conference in March 2020 and to Adult Basic Education Center (ABEC) faculty via Zoom in May 2020.
- In collaboration with the Distance Learning, Marketing, Center for Enhancement of Teaching and Learning (CETL), and other departments, advocated for accessibility and developed resources on creating accessible PDFs, videos, PowerPoints, etc.
- Provided 6,562 minutes of test proctoring, reading, and scribing supports to eligible students.
- Secured a contract with a vendor to provide real-time captioning services to students who are deaf or hard of hearing.
- Instituted a formal contract for contractual sign language interpreters who interpret for students who are deaf or hard of hearing.
- Fully implemented the Accessible Information Management (AIM) electronic database, which has enabled students to complete an online request for accommodation letters and allowed SDS staff to generate and send accommodation letters to faculty via email.
- Executed the process to hire the accessibility specialist who is responsible for conducting intake appointments and providing accommodation services to students.
- Won the Virtual Programming Award, Purpose Award for “Getting to Know People with Disabilities and Learning about Accessibility,” Leadership Award, Rising Star Award, and Distinguished President Award for the ADAPT Club at the Student Life Virtual Leadership Banquet in June 2020.

**TOTAL NUMBER OF STUDENTS WITH  
DISABILITIES SERVED BY SDS OFFICE  
BASED ON  
APPOINTMENT TYPE IN AY20**



# ENROLLMENT SERVICES

## ADMISSIONS & 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. Information will help prospective students make ECC their institution of choice.

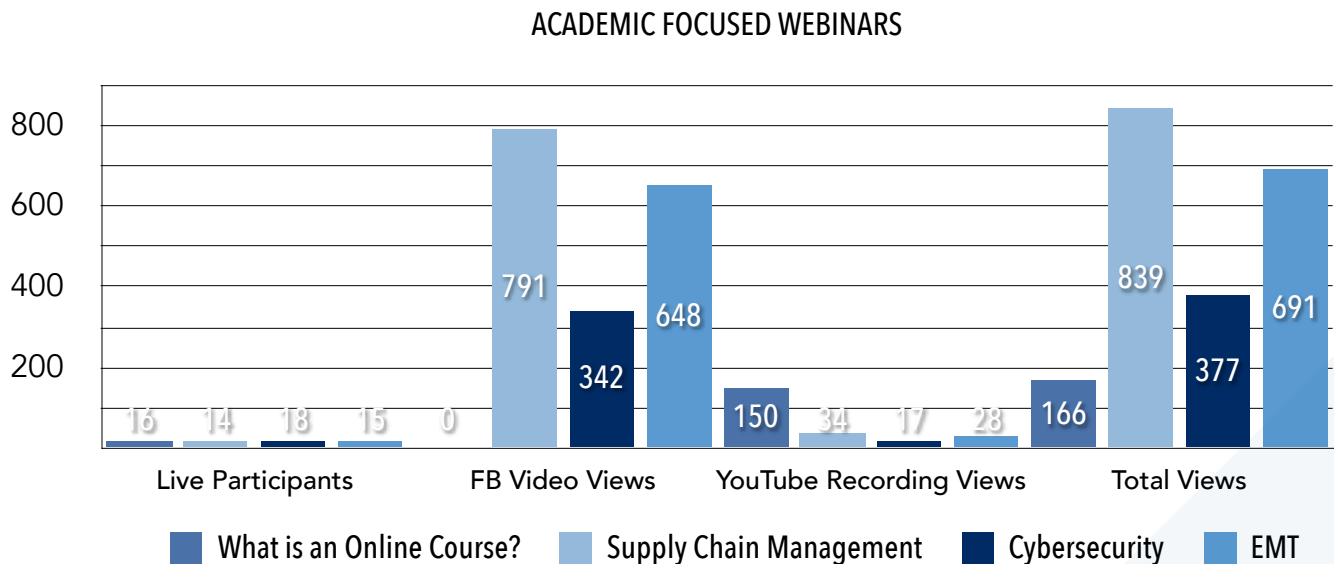
### STUDENT LEARNING OUTCOMES

- 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

- In collaboration with Director of Academic and Student Systems, improved Applied Not Enrolled (XANE) report to identify specific missing information based on a student's program of study. Implemented in self-service for transparency and to allow students and staff easy access to help students navigate the enrollment funnel.
- Last year we set a baseline of 51% of students being NSO ready within 45 days of application. For Academic Year 2020, we set a goal of 70-85% and are **waiting for results from IR and Histogram to show the results and comparisons from Fall 2019, Spring 2020, and Fall 2020.**
- We struggled to get consistent returns on our survey with student learning outcomes and will reassess tactics this academic year. However, we continued to see students moving through the funnel on a week-to-week basis and implemented emails and phone calls for those who had not completed NSO or those that had met with advisors and had not enrolled.
- Pivoting to virtual admission presentations, adult information session resulted in weekly access to admission information. Included in our participation numbers are students who expressed interest, since recruitment coordinators followed up with all students as well as gave the virtual presentations. Purchased Events module on Naviance, which is the college tool our feeder high schools use, so we can effectively advertise all virtual events to the high school students in our district.

- Collaborating with Career Technical Education (CTE) and Communications and Behavioral Sciences (CABS) faculty member, implemented four webinars to address concerns about online learning as well as to allow students access to program faculty and business partners in cyber security, emergency medical technician, and supply chain management programs. [See graphic below]



- Conducted Campus Conversations regarding Survey Data and Recommendations from CAEL AL360 addressing needs of adult students:

Strategic Partnerships Principle – July 23, 2019 and September 4, 2019

Financing Principle – October 30, 2019

Life & Career Planning / Transitions Principle – November 27, 2019

Technology Principle – February 12, 2020

Teaching-Learning and Assessment – April 17, 2020 (postponed)

## IMPLEMENTATION CONVERSATIONS

Financing Principle – February 26, 2020 notes and agreed upon recommendations shared with Cabinet.

Technology Principle – April 15, 2020 (postponed)

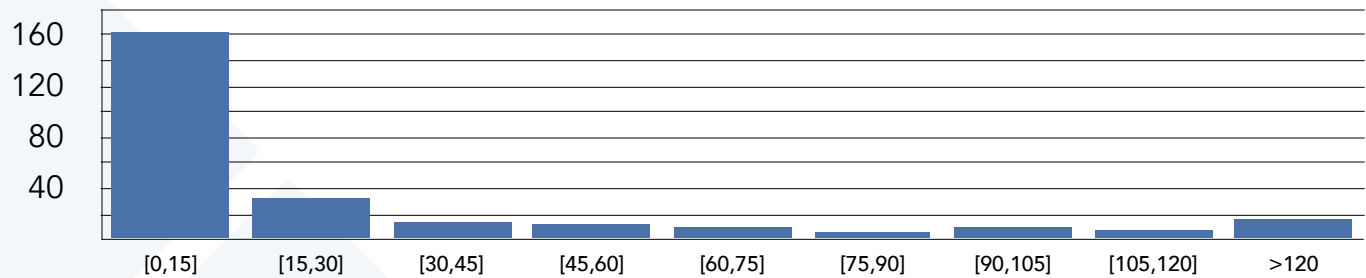
Strategic Partnerships Principle – April 27, 2020 (postponed)

Life & Career Planning and Transitions Principles – April 16, 2020 (postponed)

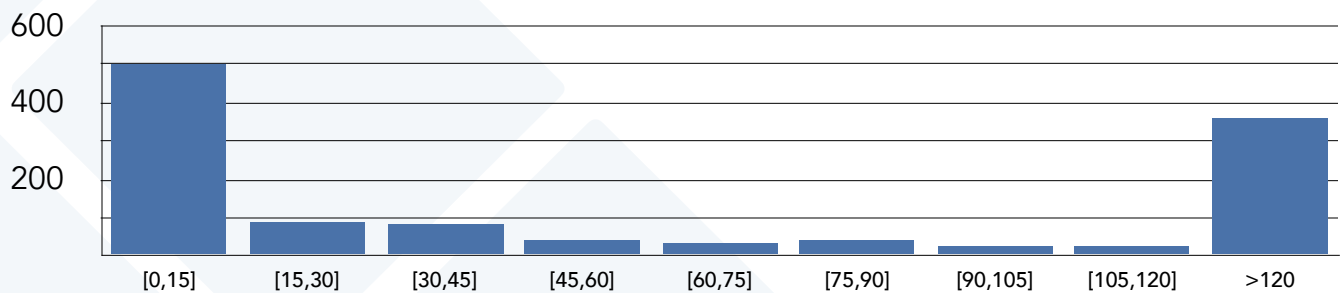
- Rescheduling postponed meetings for fall using Zoom Meeting and coordinating with TIDE committee and Senate to reach faculty.

2020SP		2020FA		2019FA	
Number of Apps	270	Number of Apps	1196	Number of Apps	651
Mean Number of Days	29	Mean Number of Days	86	Mean Number of Days	25.20123
Q1 Number of Days	0	Q1 Number of Days	1	Q1 Number of Days	0
Median Number of Days	6.5	Median Number of Days	33	Median Number of Days	12
Q3 Number of Days	42	Q3 Number of Days	155.75	Q3 Number of Days	42
% Within 45 Days	77%	% Within 45 Days	56%	% Within 45 Days	78%
% Within 30 Days	71%	% Within 30 Days	49%	% Within 30 Days	69%
% Within 15 Days	60%	% Within 15 Days	41%	% Within 15 Days	56%
% Within 7 Days	51%	% Within 7 Days	34%	% Within 7 Days	45%

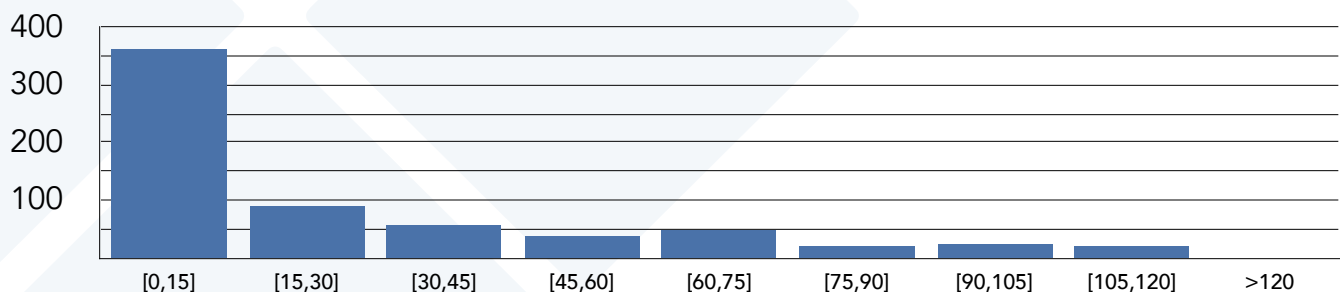
**HISTOGRAM OF TIME BETWEEN APPLICATION AND NSO READINESS 2020SP**



**HISTOGRAM OF TIME BETWEEN APPLICATION AND NSO READINESS 2020FA**



**HISTOGRAM OF TIME BETWEEN APPLICATION AND NSO READINESS 2019FA**



# 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

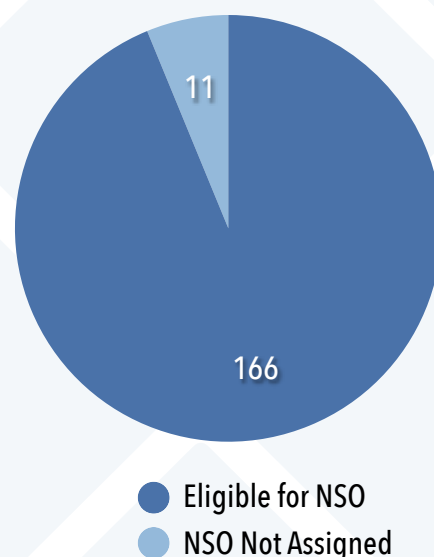
- Continuing students will take advantage of priority registration as a result of change in language in outreach efforts and incentive from advising.
- Student workers should experience some interpersonal and identity development as a result of their experience in a professional work environment
- Denied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

## ACCOMPLISHMENTS

### ADMISSIONS PROCESSING

- All admissions services were processed remotely from March 17 through August 10.
- In collaboration with First Year Programs, Academic Advising and Systems Analysts, the Admissions department implemented Online New Student Orientation.
- Developed a Student Ambassador Training and Resource Manual for the Admissions Department.
- Refined the New Student Orientation (NSO) ready list and communication to applicants at various stages of the admission process to ensure no applicants were being lost in the process.
- Collaborated with testing and system analysts to create a math pending non-course to allow applicants enrolled in high school transitional math courses to move through to orientation. The non-course HSMTHPEND was implemented on April 30, 2020 and was added to records of 177 applicants enrolled in high school transitional math class. The result is that 166 of those became eligible to move through the orientation process.

HSMTHPEND APPLIED TO APPLICANT  
RECORD



## REGISTRATION, FIRST STOP AND RECORDS

- All student services in Registration, First Stop and Records were processed remotely from March 17 through August 10.
- Collaborating with the web team, Health Professions admissions applications are now funneled to the appropriate health professions program director for processing.
- Distributed 381 caps and gowns and yard signs in a drive-up event May 26 through May 28, 2020 to celebrate May 2020 graduates and support student life engagement efforts when the in-person ceremony was canceled due to COVID 19. An additional 46 regalia packages and yards signs were delivered to graduates who were unable to participate in the drive-up event.
- Implemented No Harm Grading for students enrolled in 2020 spring sections that began March 17, 2020 or later.
- Changed section withdrawal dates from the last day to drop until the section end dates, and accommodated extended end dates for sections disrupted by the campus closure in March 2020.
- While meeting the Illinois Community College Board (ICCB) and National Student Clearinghouse deadlines, the last day to confer spring 2020 degrees and certificates was extended in order to allow students whose final semester was disrupted by the COVID 19 campus closure to still be considered May graduates.
- In a collaborative effort, the admissions, registration and records staff worked with system analysts to improve duplicate record identification prior to importing new records.
- Assistant Registrar Fatima Soto is president of ICCAROO (Illinois Community College Association of Registrars and Admissions Officers) and held a virtual summer meeting to facilitate continued networking during COVID 19.



# 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 know how to schedule an appointment to take a test.
- Placement testers will know their results and course placement.
- Staff will be able to accurately answer questions and make appropriate referrals.

## NEW POSITIONS

- Testing Services Coordinator – this position is the team lead coordinating work of the department. It is a key position that coordinates the day-to-day operations of the office, trains staff and student workers, and maintains schedules. In addition, this position supervises the student workers and ensures superior service to students, faculty, and staff.
- Testing Assistant III – a full-time evening and weekend Testing Assistant III position was added to provide staffing to support best practice proctoring ratios and provide stability to staffing needs.

## TRAINING AND DEVELOPMENT

- All staff have reviewed and understand the Association of Test Publishers and National College Testing Association's (NCTA) proctoring best practices.
- All staff have been invited and encouraged to become NCTA members
- During weekly staff meetings, training focused on test proctoring to ensure consistency of practices and tester experience.
- All staff completed "Why Mindfulness is Important" and "Cultivating Civility and Respect" through ECC's Professional Development offerings to enhance workplace relationships and customer service.

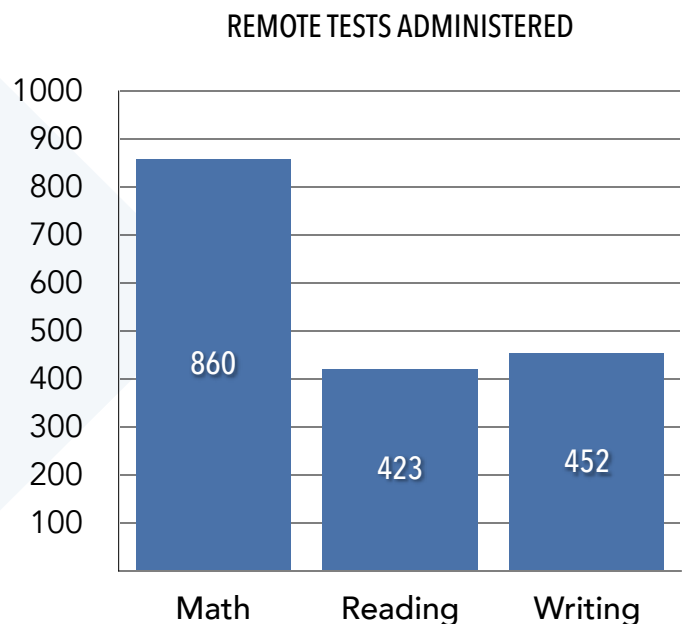


## ACCOMPLISHMENTS

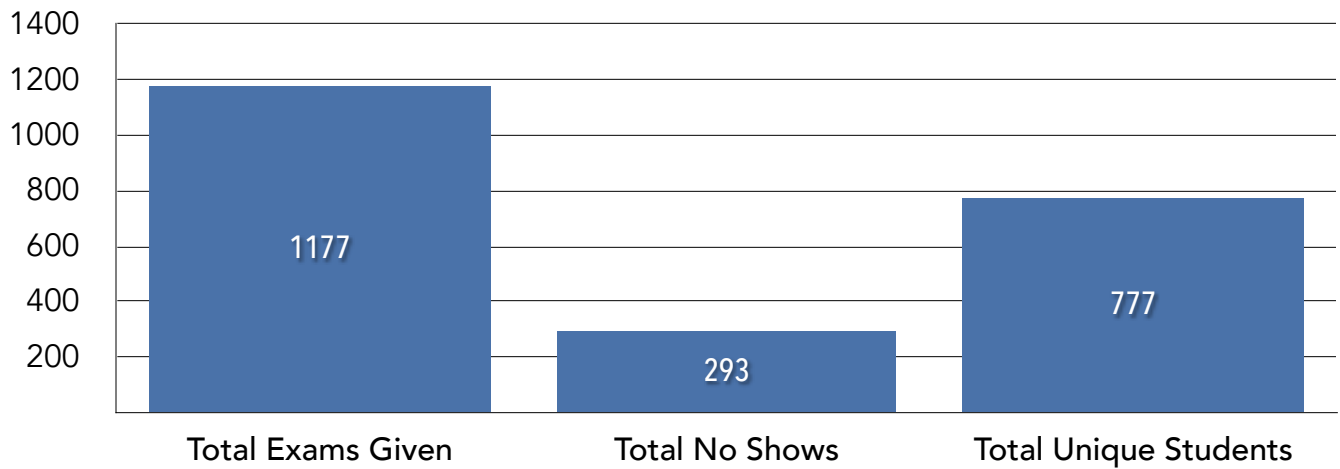
- Increased usage of RegisterBlast, Testing Services' appointment scheduling tool.
  - Implemented appointment scheduling for various tests to reduce wait lines created by walk-ins, and to ensure availability of test stations and resources.
  - Implemented the Check-in feature to provide a touch-less check-in process.
  - Implementation of these tools provide data to enhance operations and ensure adequate staffing to increase tester satisfaction and overall experience.
- Collaborated with Student Disabilities Services to enhance the testing experience of students with accommodation. Tester accommodations are now flagged at check-in to ensure a private and paperless transaction.
- Streamlined PSB process for students to eliminate a multi-office registration. Registration, payment, and scheduling can now all be completed through RegisterBlast, Testing Services' online appointment booking system.
- Continue to contribute to student success by enhancing retention rates and graduation rates by providing credit options through CLEP and ECC Proficiency exams.

## RESPONSE TO COVID-19 - REMOTE SERVICES

- Reading, Writing, and Math Placement testing was made available remotely to testers.
  - Streamlined process for Reading and Writing placement test by collaborating with Web Services and Registration to create a web form to streamline access to testing.
  - Partnered with Distance Learning to create Desire to Learn (D2L), learning management system, courses to deliver remote Reading and Writing Placement testing
  - Partnered with Distance Learning to obtain services from HonorLock and RespondusMonitor to deliver a monitored placement attempt.
  - Provided remote testing options for incoming students
    - Remote Placement Testing 4/13/20 – 8/24/20

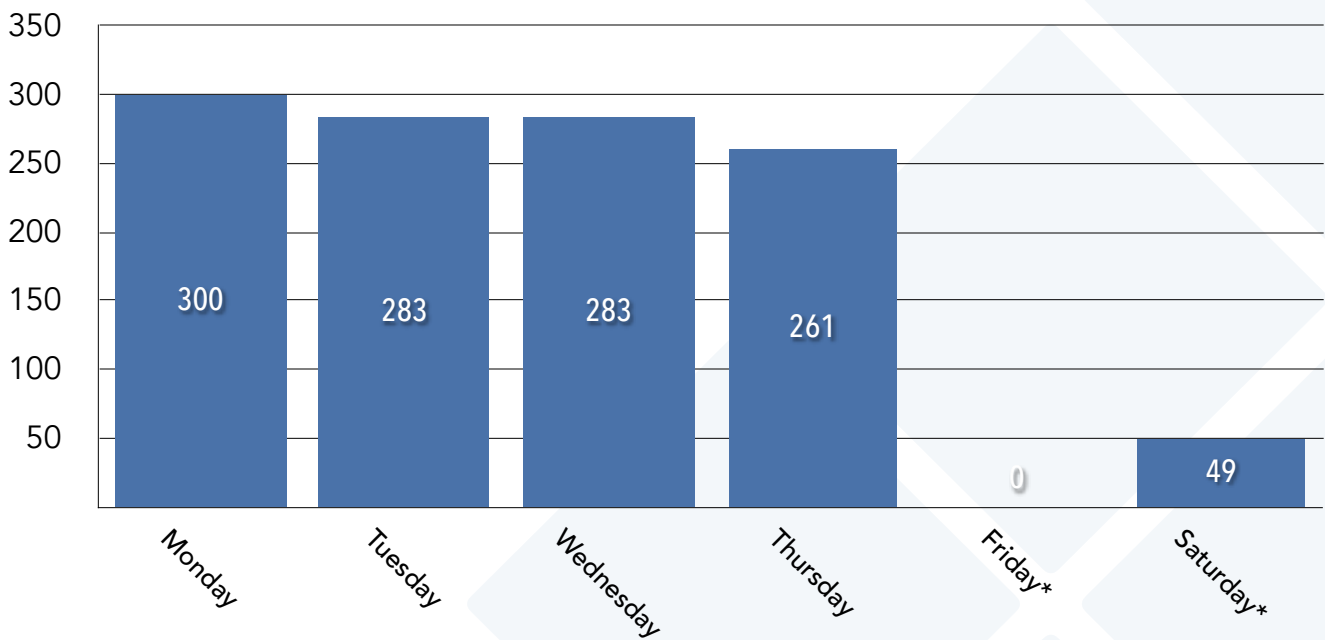


### TOTAL TESTS



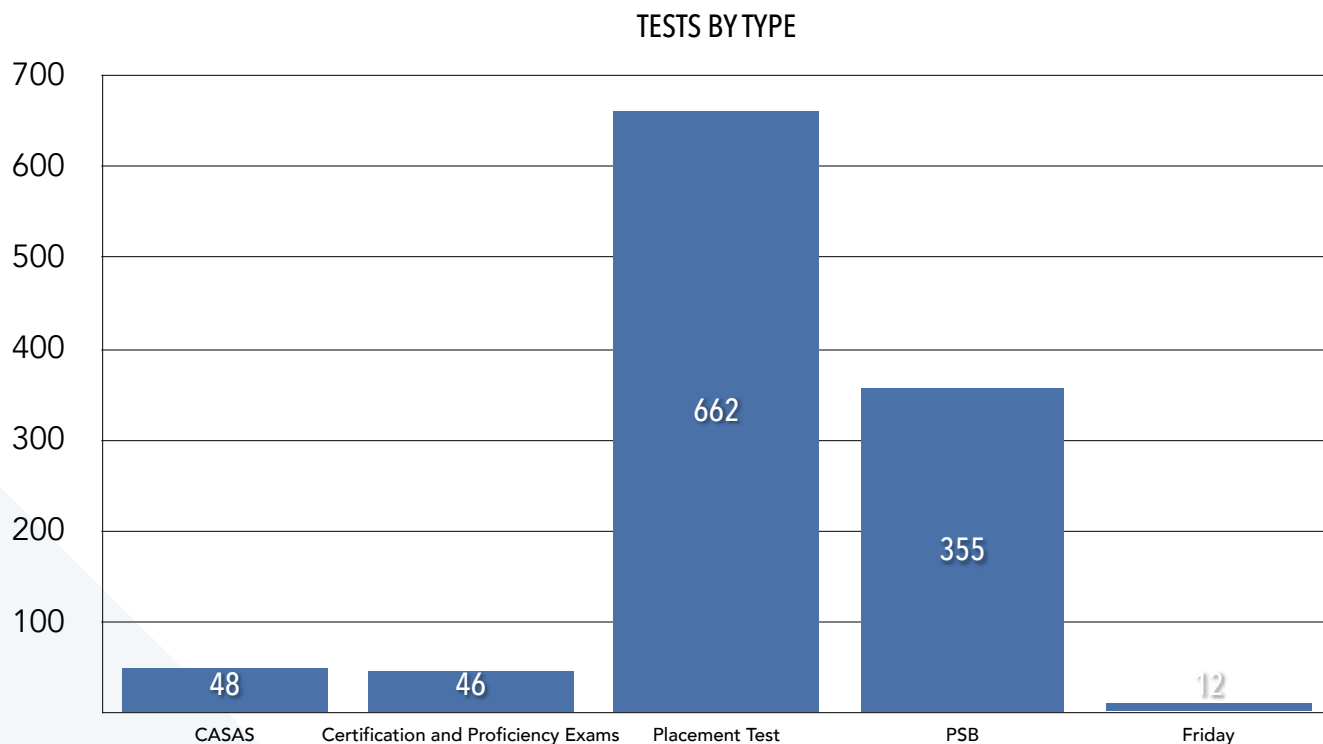
- Testing Services re-opened for limited testing on June 1, 2020. Upon re-opening, “appointment only” testing was adopted to provide testing to students without a device to test remotely and testing for assessments that did not support remote proctoring.

### TESTS BY DAY OF THE WEEK



\* Fridays were remote only and Saturdays opened 8/15

The data below represents the testing appointments June 1<sup>st</sup> – August 24<sup>th</sup>



\* Began offering CASAS 7/23 and Fridays were remote services only.

- Prior to closure, Testing Services administered the Certified Nursing Assistant (CNA) certification test once a month in a paper-based exam format. To accommodate social distancing guidelines, Testing Services became a certified computer-based test site to allow for scheduling throughout the month.
- Partnered with the Student Accounts Office to collect payment for Proficiency testing over the phone.
- Partnered with the Adult Basic Education Center (ABEC) and the Education and Work Center (EWC) staff to certify, train, and administer remote eCASAS testing for GED and ESL programs.

# 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.

### ACCOMPLISHMENTS

#### NEW STUDENT ONLINE ORIENTATION

Orientation is a cross-functionally organized and implemented program that effectively introduces new students to the college. In early spring 2019, First Year Programs was approved to move forward with an Online Orientation module from Comevo to replace the face-to-face new student orientations. During the summer and fall semester, an online orientation team consisting of people from First Year Programs, Advising, Registration, Admissions, Financial Aid and Scholarships, IT and Marketing met regularly to develop content and build the online orientation, assist in writing and editing scripts for videos, and review and implement necessary procedures. In October, Comevo was on campus for three days to film videos and b-roll that would be included in the online orientation. The online orientation process for students has been streamlined and helps eliminate barriers that students faced while trying to attend face-to-face orientations.

#### COMPLETED ONLINE ORIENTATION

Month	Completed
March	104
April	257
May	303
June	396
July	838
August	976
Totals	2874

\* Numbers not yet available on how many of the 2874 met with an advisor and registered for classes, as of Sept. 1 the number is 2138.

\* New Student Online Orientation is required for all first time in college students, returning/transfer students, International and Dual Credit students

## ONLINE ORIENTATION PROCESS FLOW

The online orientation process is divided in five steps, from the time a student is ready for Online Orientation until the start of the semester.

- NSO Ready
- Online Orientation: During the online orientation, students are introduced to the following topics:
  - Academic Pathways, placement tests, and expectations to be a successful student.
  - Begin exploring information about Financial Aid and Scholarships.
  - Explore essential online tools.
  - Learn about campus resources.
  - Schedule academic advising appointment via eSARS.
- Academic Advising Appointment: During the academic advising appointment students will:
  - Review FOCUS2 assessment results.
  - Discuss academic and career goals.
  - Identify academic pathway.
  - Review placement test results.
  - Plan and select first semester classes.
  - Sign up for New Student Days.
- Registration and Payment: At the end of appointment, Academic Advisor will walk student to First Stop to:
  - Verify Residency.
  - Register for first semester classes.
  - Learn about payment options and due dates.
- New Student Days: During New Student Days, student will:
  - Pinpoint specific strategies and tips to succeed within the first 90 days of the semester.
  - Connect to the mission, vision, and core values of ECC.
  - Build energy and enthusiasm for starting ECC.
  - Identify resources, services and expectations for becoming a successful ECC student.

## ONLINE ORIENTATION SURVEY RESPONSES

**Satisfaction with the** overall online orientation experience? 4.34 (scale 1-5)

**Prepared for Academic Advising appointment?** 4.09 (scale 1-5)

### **Most useful in this online orientation?**

- I found the Academic Advisor information the most useful and learning about the resources because it makes me feel more prepared for college.
- I thought that the information on financial aid was helpful because some people may feel that college is out of reach for them due to their financial background. It is nice to know that help is available.
- The four steps to being successful and doing good at ECC, and the amount of study hours you need per course.
- I found the information about all the learning resources, and information about academic advising the most useful in this orientation. I also loved the option to take a career assessment, I had no idea that ECC offered an assessment like that and it can be very useful to students still deciding on a career path, like I am.

### **What information did you find least useful in this online orientation?**

- None, it is all important no matter if you're a first time college student or coming back to continue education.
- I suppose the time management portion, but even that was quite insightful.
- Nothing, everything in the new student online orientation was very useful and helpful.
- I think all of the information is helpful because sometimes you may not remember a question and this online orientation helps refresh your memory.
- Personally since I already know that I'm planning on transferring, the academic pathways information was the least useful for myself. I do think it is important to include for those students who don't know what their plans are after ECC though.

### **Additional comments**

- Overall, the online orientation was great for learning about ECC in a more detailed fashion, and being able to go at my own pace really helped me understand the more specific details about ECC a lot better than an orientation that was held in-person would.
- I feel great to hear about ECC. I feel so excited to meet my advisor. I think ECC is the best choice for me.

- Thank you for providing this online orientation, it was very informative! Thank you for captioning videos as well.
- I am impressed because most of the things that I need to know about the school mission; school facilities and services are being tackled.
- This orientation was a lot more insightful and helpful than I initially thought it would be before I started watching the videos. I didn't expect much and was ready to start looking up where and what everything was, but the orientation took care of that for me.
- Great online orientation! The videos were not super long and the whole thing did not take all day. Super useful information. I am happy I chose ECC!

## NEW STUDENT DAYS

To complement the online orientation experience, new students were invited to attend a New Student Days session. New student days were virtual orientations hosted by Tom Krieglstein, professional facilitator, in which he shared specific strategies and tips to succeed within the first 90 days of school. New Student Days also had 12 student Spartan Leaders helping new students connect with each other and serve as peer leaders offering encouragement, guidance and resources.

NEW STUDENT DAYS ATTENDANCE	
Tuesday, August 4th	104
Wednesday, August 5th	90
Wednesday, August 12th	124
Thursday, August 13th	112

Other goals of the events were to build strong connections between first year students, connect students to the college's mission, vision and core values. As well as to build energy and enthusiasm for starting ECC and identifying resources, services and expectations for students to be successful. The four new student days were held on August 4<sup>th</sup>, 5<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup> and saw a great turnout from incoming ECC students

## NEW STUDENT CONVOCATION

New Student Convocation is the official welcome to the college by Board of Trustee members, College President, faculty, and staff. Convocation celebrates the new student's choice for higher education, builds a sense of community, articulates high expectations, and creates a positive impression. Due to COVID-19, this year Convocation was held virtually.



The 2020 New Student Convocation was held Friday, August 21 as a virtual event and it was a great one. The event was pre-recorded on campus and was streamed live on Facebook and YouTube. During the live stream of the event, there were **105** viewers and participants on Facebook and **180** viewers and participants on YouTube. Since then, the event has been viewed **1,300** times on Facebook and **425** times on YouTube.

## 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, Celebrate Your Success recognition and Unlimited Refill sessions. 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

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.

SEMESTER	SESSIONS OFFERED	STUDENTS IN ATTENDANCE
Fall	2	73
Spring*	1	25
<b>TOTAL</b>	<b>3</b>	<b>98</b>

\*Due to COVID19, only one Unlimited Refill happened in spring 2020.

### CELEBRATE YOUR SUCCESS RECOGNITION

Celebrate Your Success is a recognition event for new students who achieve, President's, Dean's and Honor's lists after their first semester. The event was held Wednesday, February 5<sup>th</sup>. During the celebratory event, students were able to visit and hear information from different departments, such as, the Honors Program, Financial Aid and Scholarships, Academic Advising, Strategic Partnerships and Experiential Learning, Student Life and Phi Theta Kappa. The event was a success and over 60 students attended.

# 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.

## ACHIEVEMENTS & ACCOMPLISHMENTS

### DEPARTMENT OPERATIONS IN A COVID ENVIRONMENT

For the remainder of the 2020 spring semester (mid-March) and the 2020 summer semester, the Office of Student Life continued all department operations virtually. The Office of Student Life continued to provide engaging virtual events and activities for students and their families via our social media accounts (Facebook - @StudentLifeECC, Instagram - @ecc\_studentlife) and by Zoom.

To create engaging virtual events, the Student Life staff worked together to develop content that would interest students and began meeting twice a week to discuss and recap details for upcoming events and activities. Student Life's marketing and promotion was done via social media.

A highlighted series the Office of Student Life created and continues to do is "Student Life – Monthly Pick-Me-Ups" (originally began as a weekly series during spring semester). The series was developed during COVID to provide students with movie and music selections, encouraging quotes, baking recipes, books and podcasts selections, safe and fun activities, and helpful self-care reminders.

Some of Student Life's weekly virtual content included: Yoga with Natalie, Trivia Hour with Student Life, and Cooking with Student Life. An event with a large student engagement was "Escape Room" (4/24/20) where teams work together to solve a crime mystery. The turn out of participants was 150. Due to a great turn out, the Office of Student Life hosted another "Escape Room" with a turnout of 100 participants.

In June, the Office of Student Life hosted its virtual Leadership Banquet with an attendance of 56, this includes students and other department staff members and administrators, including President, Dr. Sam. This is an event that is looked forward to each year to celebrate and honor club organization leaders. This year, the event included video cameos from famous actors, philanthropists, singers, and comedians, such as Oscar Nunez, Ne-Yo, and Cedric the Entertainer, to present students and clubs their awards.

The Office of Student Life also hosted Zoom meetings to check in with Club Presidents, Club Advisors, and began a series of Club Training sessions to assist club leaders with how to utilize online tools in order to engage with club audiences.

The Office of Student Life will continue to provide fun and encouraging virtual content for ECC students throughout the 2020 Fall Semester.



### STUDENT LIFE WEEKLY PICK-ME-UPS



### STUDENT LIFE VIRTUAL LEADERSHIP BANQUET



## 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.

## STUDENT OUTCOMES

	FALL 2019 SEMESTER					SPRING 2020 SEMESTER				
	n	Credit Hours Attempted (avg.)	Credit Hours Completed (avg.)	Percent of Hours Completed	GPA	n	Credit Hours Attempted (avg.)	Credit Hours Completed (avg.)	Percent of Hours Completed	GPA
Leaders*	89	11.4	10.0	86%	2.86	103	11.1	10.2	91%	3.33
Two-Semester Leaders^	47	12.2	11.6	94%	3.28	47	11.1	10.2	94%	3.48
All Students	10283	8.6	6.5	74%	2.74	9274	8.0	6.3	75%	3.19

\*: Only includes students who were a part of a leadership organization during the term that's listed.

^: Two semester leaders are the group of 47 students who were apart of a leadership organization during both the Fall and Spring Semesters.

FY2020 # OF FYP AND STUDENT LIFE EVENTS	ATTENDEES (NOT UNIQUE ATTENDEES)*
751	19,017

\*Same student could have attended multiple events

## HIGHLIGHTS:

### BLACK HISTORY MONTH

Black History Month was full of impactful activities. The Kickoff breakfast with GiGi Coleman shared the history-making life of her Great Aunt Bessie Coleman in an entertaining and engaging way. Bessie Coleman was an early American civil aviator and the first African-American woman to hold a pilot license. There were also important conversations conducted about voter rights and the history of slavery and oppression in America. This year we identified Black History Makers in the various areas of ECC and posted them around the campus. This display was extremely well received and appreciated by the ECC community. We concluded the month with the African Ball that was a great success. We enjoyed traditional Nigerian Cuisine and celebrated with African dancers, a phenomenal storyteller, and dancing.



## BOO BASH (PREVIOUSLY TRUNK OR TREAT)

This event has been well-received by our campus and community since 2016 and has grown over the past 4 years. The event was held in the Building J Events Center for the second year in a row where about 17 volunteers participated. 15 clubs and organizations, including the ECC Baseball team and 5 departments decorated their table area in Halloween themed fashion and distributed candy to over **800** participants. The event included two face-painting stations, one balloon artist, two moon bounce, costume contest, and a kid's craft area.



## CLUB RECRUITMENT FAIRS

At the beginning of every fall and spring semester, the Office of Student Life hosts a club recruitment fair to help our student clubs and organizations in their recruitment efforts for the semester. Our fall recruitment fair, **ClubChella & Food Truck Day**, was held in the GreenSpace. We had about **350** students, faculty, staff, and community around ECC participate in the event with five local food trucks offering special Student Meal Deals. Our spring club recruitment fair, **Nacho Ordinary Club Fair**, was held in the Building B hallway and Spartan Corner Lounge. We had about **275** students, faculty, staff, and community around ECC participate in the event.

## ONE BILLION RISING: THE LONG RED LINE

One Billion Rising: The Long Red Line (OBR:LRL) is a global movement to stop violence against women. OBR: LRL is typically held on or around February 14th, which is the day associated with love and unfortunately violence against women is most prevalent on this day every year. This year, we partnered with Larkin High School to begin reaching youth with our message. There were approximately 205 community, college and high school attendees at the 2020 event. To further its mission, OBR: LRL planned to host its third juried art exhibit on campus during April 2020's Sexual Assault Awareness Month, which would have displayed 30 pieces of artwork from various community, alumni and student artists, which embodied the mission and theme of OBR:LRL. Due to the COVID-19 pandemic, the exhibit was postponed and is currently transitioning to a virtual exhibit show to be released early fall 2020. An art exhibit opening and reception will not happen as planned, but artist awards will still be gifted based on the juror's final thoughts.

## 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. Due to the COVID-19 pandemic, this August 2020 Project Backpack operated differently. Unfortunately, we were unable to host an in-person event, accept in-kind supply donations and could not allow for volunteers this year. Through these struggles, we still pushed forward and were able to devise a plan to successfully provide backpacks and supplies to students in need via distribution through the local K-12 school districts and the ECC Food Pantry. A total of 1,584 backpacks were provided to the districts/pantry to distribute to students in need within District 509. These backpacks are still currently being distributed. Therefore, more details regarding the distribution process will be available late September. Project Backpack has helped over 17,000 students since 2010, lessening the financial burden from the cost of school supplies for hundreds of families each year.

## SPARTAN FOOD PANTRY

The student run and operated food pantry continues to be a successful endeavor by Phi Theta Kappa 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 entire space where the pantry was housed and now has refrigeration. Additionally in FY19, Phi Theta Kappa 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	NEW APPLICATIONS	HOUSEHOLD/UNIQUE VISITS	INDIVIDUAL VISITS
Summer 2019	29	185	355
Fall 2019	96	498	1,252
Spring 2020*	N/A	N/A	N/A
FY20 Totals	125	683	1,607

\*Pantry closed March 17 due to COVID-19 and spring numbers are unavailable

## STUDENT BODY ONLINE ELECTIONS

The Student Body Elections is held every March to elect a new Student Trustee and Student Government team for the upcoming year. Unfortunately, due to the COVID-19 pandemic that took over the nation, closing down schools and communities mid-March, the Student Body Elections was affected and only the Student Trustee position was elected. This was the fourth year the elections were held online, but due to the abrupt campus-wide closing the week of the elections, only **165** students participated—the lowest turnout since online elections were established in 2017.

### Student Trustee Candidates



ELECTION YEAR	2017 ELECTIONS	2018 ELECTIONS	2019 ELECTIONS	2020 ELECTIONS
# Student Votes	256	523	224	165



Students received election information via email, the portal, ECC website, and social media. However, on-campus marketing, tabling efforts, and voting party event planned by the current Student Government team had to be cancelled due to the campus closing.

Traditionally, Student Government election turnout has been poor and often times less than 100 votes are counted when previously done with a paper ballot at various times throughout the election period. This method did not reach the greatest amount of students, thus limiting the democratic process. While we have a long way to go to increase student body participation, holding elections online has proven to be more effective these past four years especially with how our world has had to adapt in the virtual space for our course delivery, programming, and events today.

## TRIUMPH MENTORSHIP AND RETENTION PROGRAM

TRIUMPH – Transforming and Impacting Undergraduate Men Pursuing Higher Education Program launched its first group with 15 scholars. The TRIUMPH Program is designed to increase the retention, transfer, and/or graduation rates of minority males (men of color) at participating community colleges. We had an impactful fall semester with 6 workshops that helped build the scholar's soft skills in the areas of Emotional Management, Conflict Resolution, Time Management, Financial Literacy, Building Your Personal Brand, and Self-Knowledge. The average TRIUMPH scholar GPA for fall 2019 was 2.63 in comparison to 2.58 for all White males. Comparing the TRIUMPH average GPA to that of all male students of color for the fall 2018 term, there seems to be a positive relationship between TRIUMPH participation and academic success.

The spring semester started off strong with our first Men of Color Conference and workshops covering goal-setting and Financial Literacy Pt. 2 before the campus closed in March. During the quarantine, we were able to conduct our first Induction ceremony virtually where 12 scholars were inducted and advanced to the second phase of our program. We were also able to pair each scholar with their mentor.

# STUDENT SUCCESS

## 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.

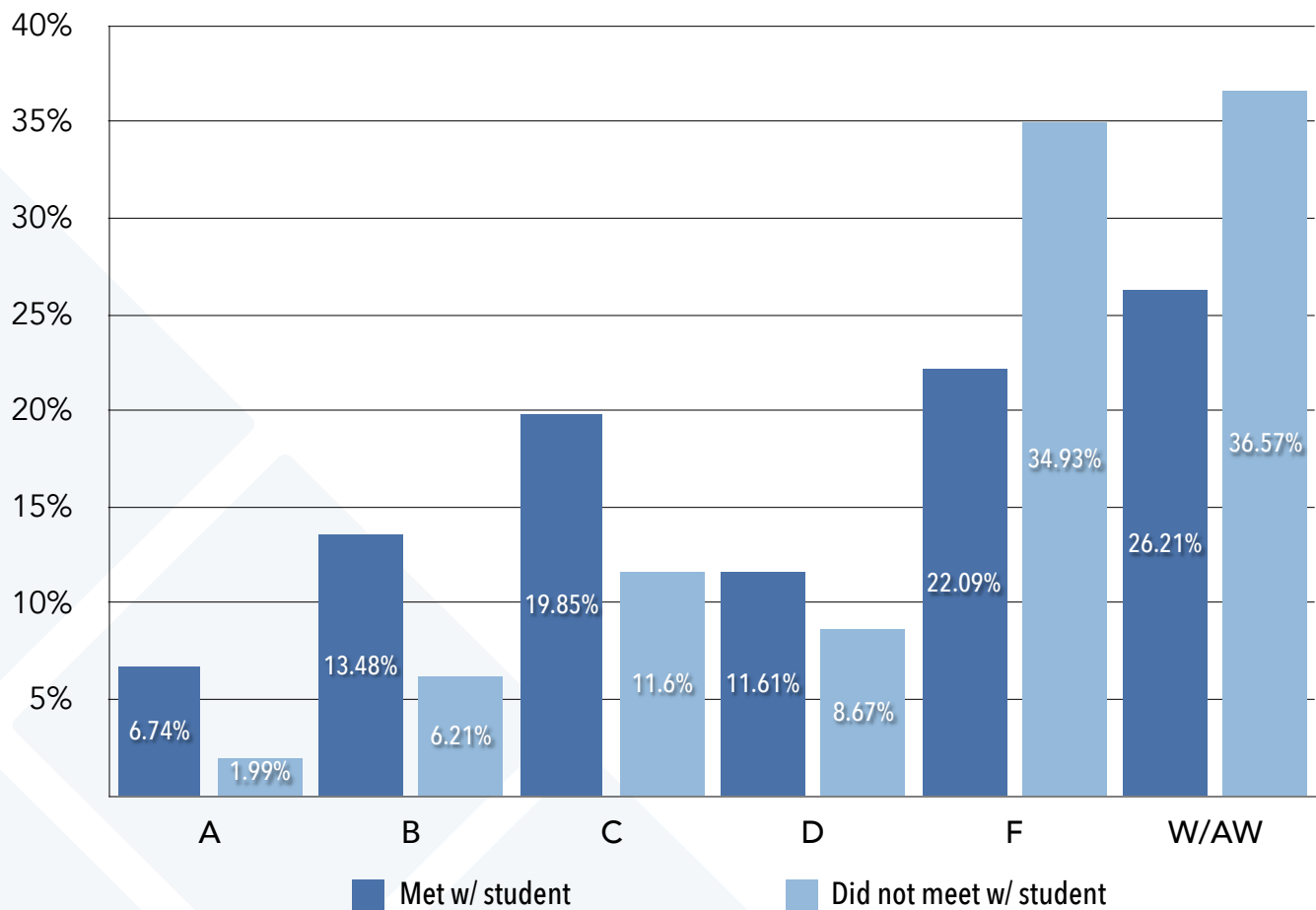
### HIGHLIGHTS 2019-20

#### SPARTAN ALERT CASE MANAGEMENT

Advising plays a vital role in student retention and success. To better align with industry best practices and capitalize on the advisor-advisee relationship inherent in academic advising case management, the decision was made in spring 2019 to utilize academic advisors in early alert processes. This shift to utilizing academic advisors as primary case managers for early alert has proven successful and with the purchase and pending implementation of a new, expansive, early alert tool (CRM Advise, campus roll out spring 2021) academic advisors will play an increasingly integral role in this important institutional effort towards student retention and completion.

When a Spartan Alert is issued, their academic advisor contacts the student to set up a meeting. Despite multiple attempts to contact students by email and phone, not all students follow through with this meeting in a timely manner, and some choose to not meet at all. But the data clearly and consistently demonstrates that students who do engage with the Spartan Alert process have substantially better class outcomes, as measured by final grade, compared to students who do not. While many factors are at play here, there is a strong correlation between engaging with an academic advisor and doing well in the class.

GRADES BY SPARTAN ALERT MEETING ATTENDANCE, AY 19



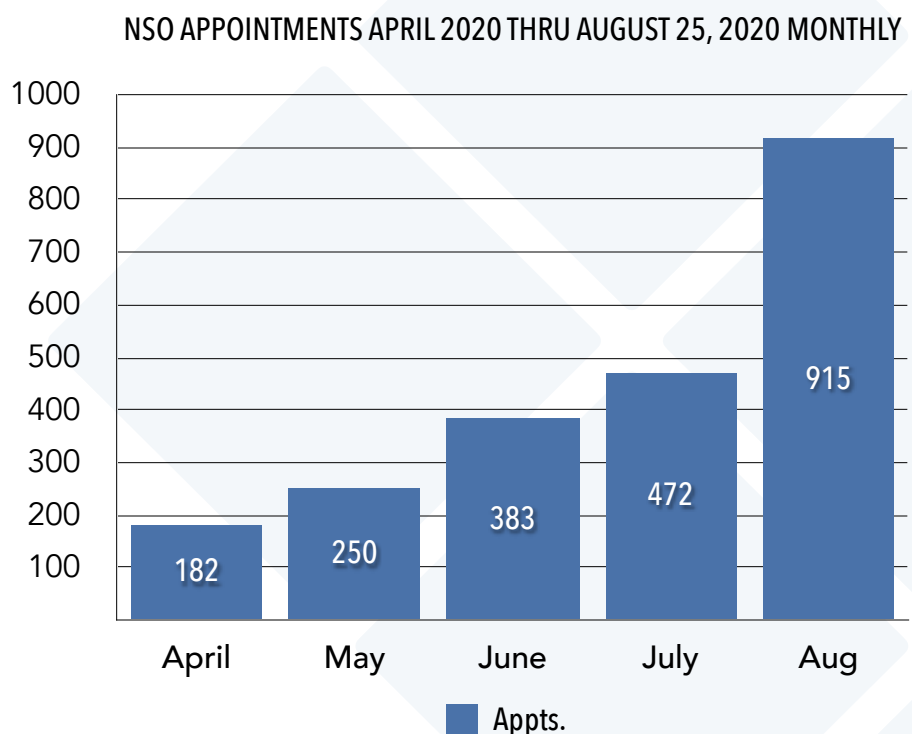
#### NEW ONLINE ORIENTATION ACADEMIC ADVISING SESSION:

A student's first interaction at ECC is often with an academic advisor during their new student advising session. Therefore, it is vital that advisors create a welcoming first impression for students. With the new online, new student orientation (NSO) launch in spring 2020, academic advising had the opportunity to enhance their new student advising experience. The old face-to-face NSO allowed 10-15 minutes per student for the academic advising session while the new online NSO allows the advisor to spend 30 minutes face-to-face with each student, allowing for a more engaging and productive experience for students.

The new enhanced NSO Advising Session includes:

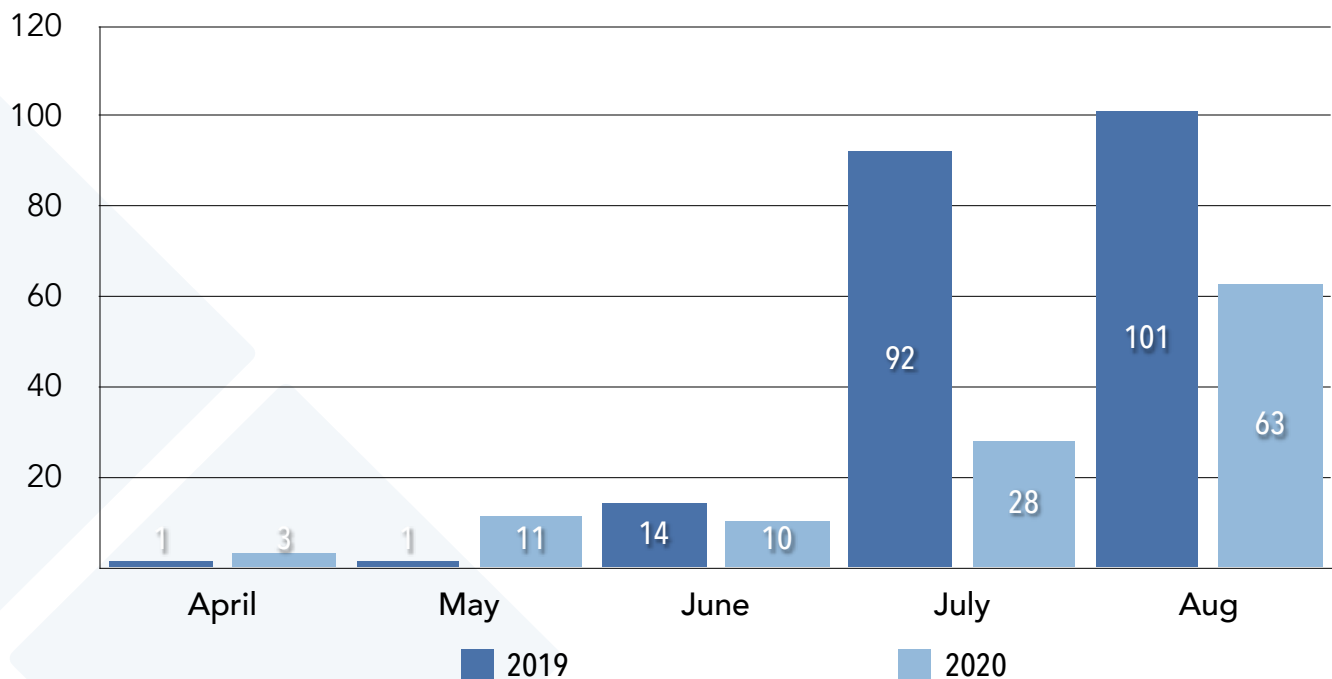
- Online advising session appointment scheduler (eSARS) linked to Online Orientation (OLO)
- A New Student Orientation Educational Plan/Intake Form that acts as a guide through the advising session. Together, the Advisor and Advisee:
  - Discuss educational goals; work/life/school balance; and, career interests.
  - Review and discuss placement and course requirements to meet goals.
  - Create a 1st and 2nd semester educational plan.
  - Walk to First Stop for a personal hand-off for registration.
- Advising Handbook that details important information including resources that a student needs to know during their first year at ECC.

**Note** - Unfortunately, the COVID-19 shutdown occurred right before the start of NSO and the new student face-to-face advising experience had to be converted to an online experience. Advisors pivoted to meet student needs, assembled technology and processes, and provided essential services in a remote yet welcoming and effective environment. Advising sessions were conducted via telephone and GoogleMeet and all documents converted to electronic fill-able forms. All sessions were followed up with an email from the Advisor and included documents and resources discussed during the advising session.

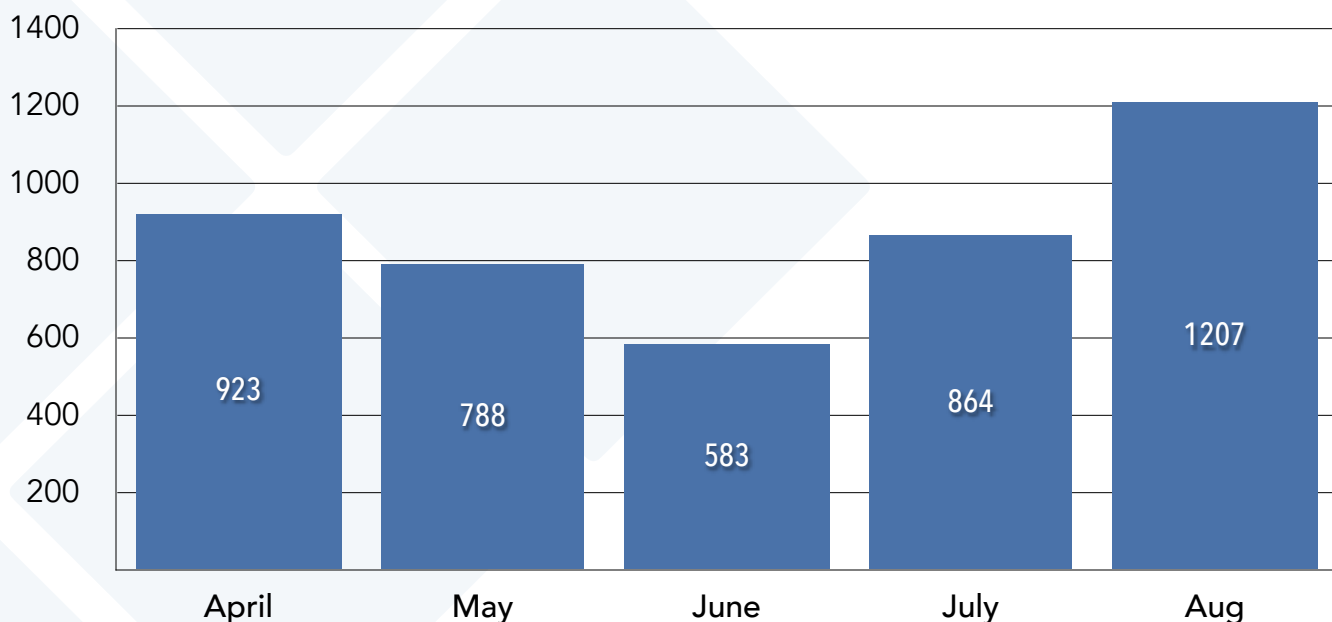


Due to the brief 15-minute advising appointment new students experienced during face-to-face New Student Orientation, many students felt it necessary to follow-up with their advisor for clarification as well as additional information. While follow-up is encouraged during a student's first semester, a goal of the new enhanced 30-minute advising session was to reduce the amount of students who felt the need to follow-up prior to starting classes. From the chart below, it is apparent that less students felt the need to follow-up with an advisor after their 30-minute enhanced NSO advising session. **Note:** The increase in students scheduling follow-up appointments in April and May was a result of the transition to the remote NSO advising session process and format due to COVID-19 shutdown.

NSO FOLLOW-UP CONTACTS



STUDENT CONTACTS LESS NSO APPTS. APRIL 2020 THRU AUGUST 25, 2020



## REORGANIZATION

A reorganization of key roles in the Student Services and Development Division to better align essential departments and programs for maximum student impact occurred in June, 2020. John Long took on the role of Assistant Dean of Student Success and Judicial Affairs. In his new role, John has supervisory responsibilities of the academic advisors and reports to Peggy Gundrum, Associate Dean of Student Success (new title). Working as a cohesive unit, John and Peggy will continue to build upon the existing academic advising structure, continually looking for greater efficiency and student success outcomes.

## DESPITE COVID-19:

The COVID-19 disruption has uncovered some of the real need and inequities faced by our students. In collaboration with other areas at the college, academic advising converted and created processes to assist students in overcoming obstacles they may be experiencing.

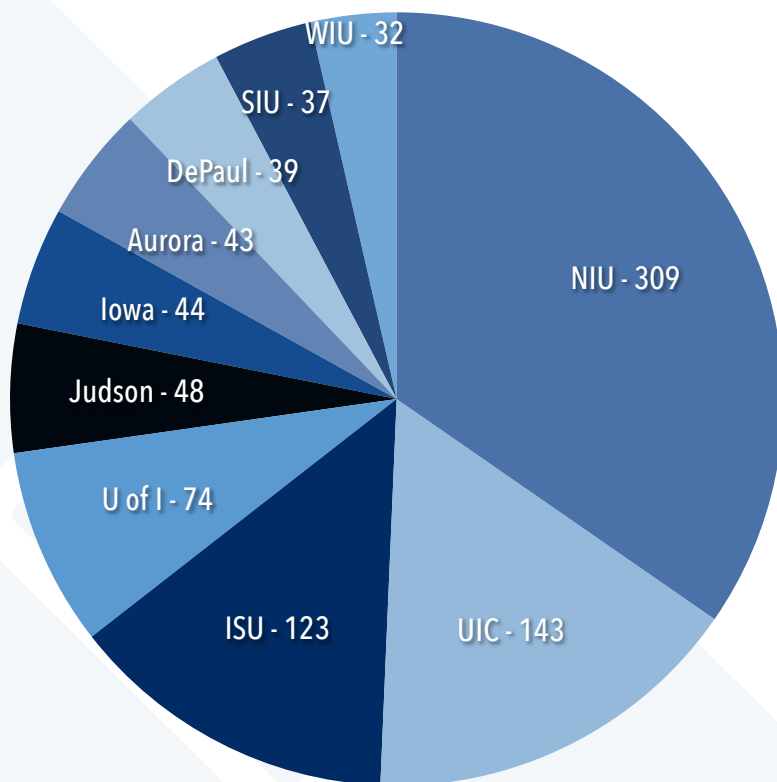
- NO HARM GRADING
  - Academic advising met virtually with all students that opted for No Harm Grading. Prior to submitting their request to the Records Office the advisor discussed with each student the advantages and disadvantages based on their goals of having a credit or no-credit grade. Because of this, students were able to make an informed decision prior to converting their grade(s).
- NEAR-COMPLETERS CAMPAIGN
  - Academic advisors reached out to their caseload of students who had not registered, as of early July, with an encouraging message. The email included a video clip of Dr. Sam that focused on you must “complete to compete”. More than half of the students that were contacted—54% enrolled either the same day or the day after being contacted by their advisor!
- CALL CAMPAIGN
  - Based on the students enrollment need, a referral to speak with an academic advisor was offered during the Call Campaign. In a two-week period, academic advising received over 195 referrals from the campaign callers. Advisors reached out to each student offering their assistance with their enrollment needs for the fall 2020 semester.

## TRANSFER SERVICES

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.

- ECC students can transfer anywhere, but where do most students transfer ECC credit? The chart to the right identifies the top 10 destinations where ECC students transferred to in 2019.

STUDENTS TRANSFERRING ECC COURSES - FALL 2019



### UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (UIUC) ENGINEERING PATHWAY

- Provides guaranteed admission and UIUC guidance to ECC



students planning to major in Engineering. Students successfully complete an assigned program of study at ECC and are guaranteed admission into the Grainger College of Engineering.



Complete your Bachelor of Science in Elementary Education (B.S. Ed.) without leaving ECC's campus. ECC & Northern Illinois University (NIU's) 2+2 partnership had 15 students begin their upper-level Education courses delivered through NIU on ECC's campus. Students will teach locally in Elgin and complete all coursework required for the degree on ECC's campus. The 2+2 pathway allows for Associate of Arts & Bachelor of Science requirements to be satisfied in 4 years. Twenty (20) new students are set to graduate from ECC and start NIU's cohort in fall 2020.

## TRANSFER SERVICES HIGHLIGHTS

### TRANSFER PARTNERSHIPS

- Developed a new Illinois State University (ISU) RN to BSN and Dual Enrollment Pathway, which provides Associate of Applied Science (AAS) Nursing graduates a pathway to a four-year BSN degree.
- Created a new partnership with North Central College to provide Guaranteed Admission and one full tuition scholarship to a graduating ECC Honors student.
- Collaborated with ECC's Honors Program and Phi Theta Kappa International Honor Society to award Elmhurst College's 3rd full tuition scholarship to Neil Patel, and the 2nd Dr. David S. Sam scholarship to Vanessa Solorio Garcia.
- Added National Louis University (NLU) as a University Partner. NLU began providing on-campus Master of Arts in Teaching, and Masters of Arts in Counseling at ECC in January 2020. There is a pending agreement for NLU to begin offering the Doctor of Education (Ed.D.) program on ECC's campus.
- The Director of Transfer Services became a member of new Illinois Board of Higher Education (IBHE)/Illinois Community College Board (ICCB) State Transfer Workgroup, which is charged with improving transfer & pathway development statewide.

### TRANSFER SERVICES EVENTS FOR STUDENTS

- Historically Black Colleges and Universities (HBCU) Fair - Transfer Services represented on the planning board and at the HBCU event for the third year of the event.
- Latinx Conexion collaboration – Eight (8) Hispanic Serving Institutions (HSI) presented at the fall 2019 event highlighting programs and services targeted to the Latinx student population.
- 10 Fall events, including new UIC & NEIU days, which brought 8+ departments from each institution to ECC's campus.



# CAREER DEVELOPMENT SERVICES

## MISSION STATEMENT

The mission of the Career Development Services (CDS) 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

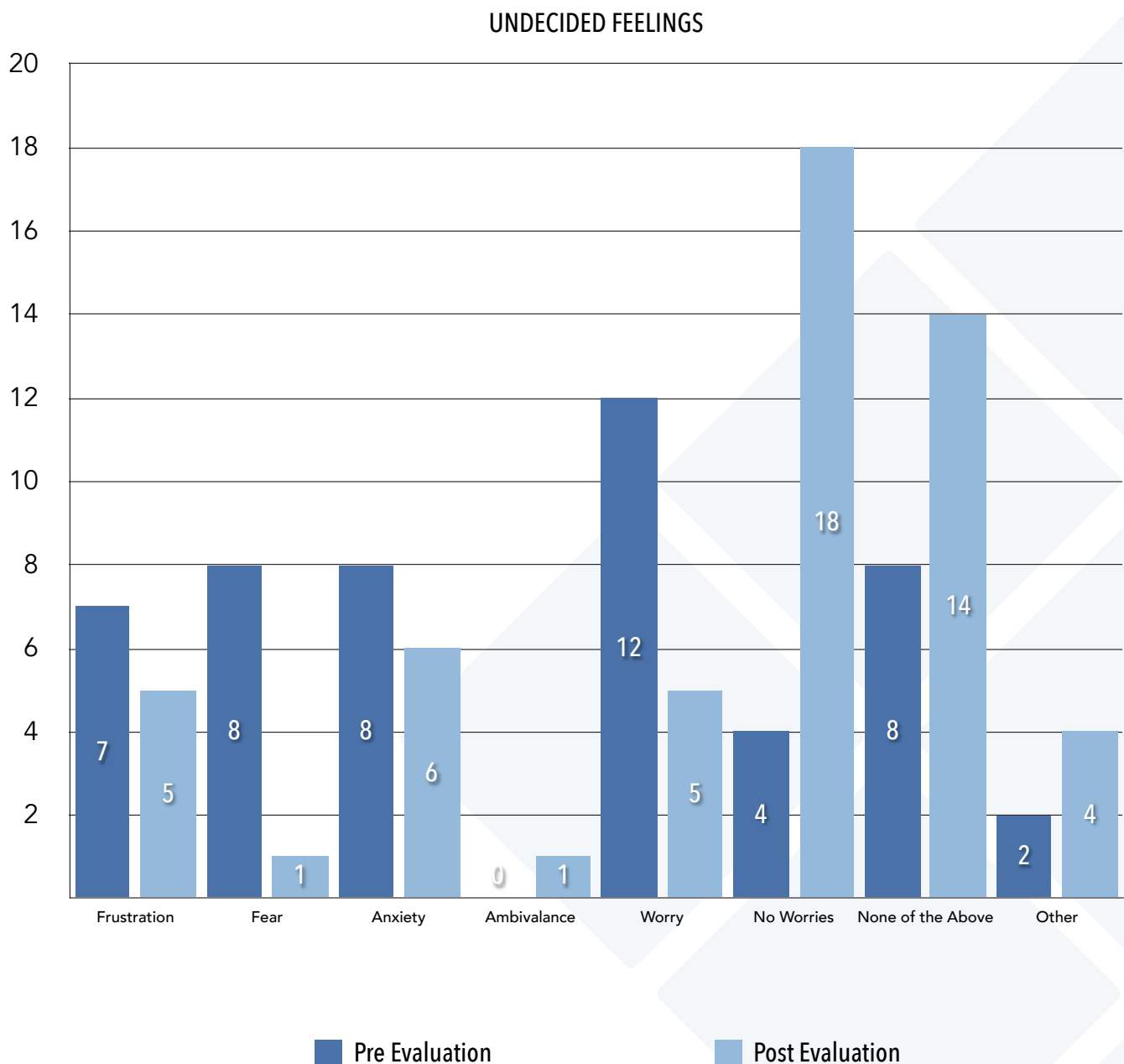
- Students will understand the career development process and identify steps necessary to achieve their educational and career goals.
- Students will know how to make informed career choices on the basis of individual values, interests, personality and skills.
- Students will use a wide assortment of 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.



## HIGHLIGHTS 2019-20

### INFUSING CAREER DEVELOPMENT INTO THE CLASSROOM – LTC 099

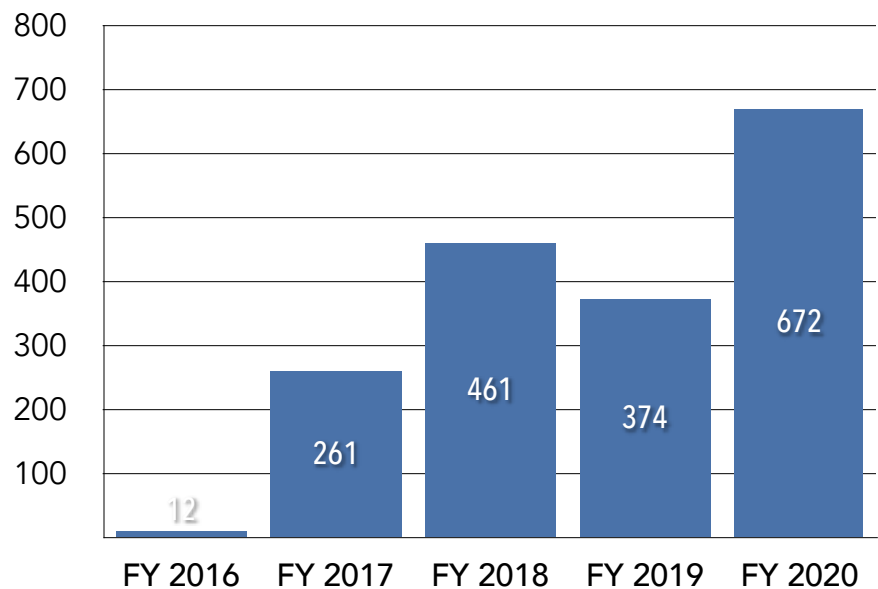
- By infusing career development into curriculum, students have the opportunity to develop subject-specific competencies while exploring career options. In collaboration with faculty, CDS developed an interactive career development program that was presented in four LTC099 sections to students in three weekly, 1-hour class sessions. At the conclusion of the program, students were prepared and required to write and present on a career as a graded assignment. Pilot spring 2020. Program is continuing in fall 2020.
- Pre and post session surveys were given to students. Below is data from the same question asked before and after the career sessions, “How does it feel to be undecided?”



## DEVELOPED AN EARLY INTERVENTION PROGRAM THAT MEASURES STUDENT CAREER CLARITY DURING NEW STUDENT ORIENTATION.

- FOCUS2 has been incorporated into the new online New Student Orientation beginning in spring 2020. During a student's NSO advising appointment, a student's career clarity will be assessed and referrals to CDS will be made for those students who need additional assistance in choosing a major.

FOCUS2 USERS BY FISCAL YEAR



- Career pathway materials, based on interests, were created for academic advisors to be used during their NSO advising sessions; A training session on career interests and how to incorporate career pathway materials into their advising sessions was held for academic advisor by CDS.
- FOCUS2, a FREE interactive career exploration tool continues to grow in usage each year:

## CAREER DEVELOPMENT SPECIALISTS BEGAN TO INCORPORATE A CASE-MANAGED MODEL OF SUPPORT WHILE WORKING WITH UNDECIDED STUDENTS.

- Students who indicate undecided on their application and/or are referred by an advisor are assigned to a career development specialist who will provide targeted outreach and engage students in activities and interventions that will help them move from undecided to decided.

## NEW PART-TIME CAREER DEVELOPMENT SPECIALIST POSITION APPROVED FY2020.

- The addition of a career development specialist position in FY2020 (total 3 part-time fully functional CDS's starting in November 2019) resulted in a 47% increase in student contact in November 2019 compared to November 2018.

## COLLEGE 101 CAREER INTERESTS PRESENTATIONS

- In collaboration with College Success COL101 faculty and administration, CDS created presentations for all COL101 classes focusing on connecting interests to careers. The learning objective for the career session was that students will develop career management skills by identifying their interests, skills and strengths in relation to potential career options. *\*Career presentations will continue in Fall2020 in an online format.*

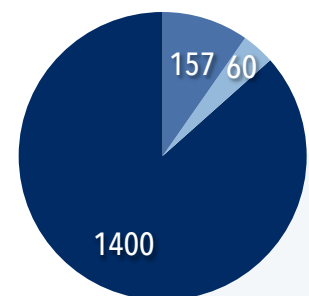
In April 2020, a survey was sent to 1,617 Undecided Students. The survey distribution list was gathered from students who had reported that they were undecided on their ECC application as reported in Colleague on the MDCLR report. The goal of the survey was to update students records who had gone from undecided to decided and to provide continued support and outreach to students who indicate that they are still undecided.

The chart on the right's based on the following information gathered from the Survey:

**DECIDED:** Students who were changed from Undecided to Decided.

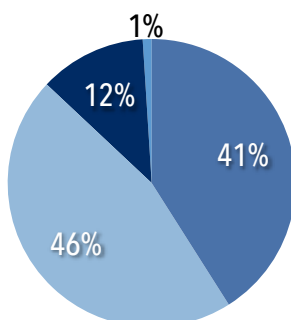
**UNDECIDED:** Students who were still undecided.

MDCLD RESULTS SP  
2020



● Decided ● Undecided  
● No Response

CDS OUTREACH #'S.  
CONFIRMED MAJOR  
01/01/17 TO 06/30/20



● Yes ● No ● Maybe ● Changed

Students who seek assistance with choosing a major are added to a career development specialists caseload. While the student is still in the decision-making stage, the career development specialist continues to offer assistance and outreach.

The chart on the left shows the total breakdown of decision-making status for all students:

**Yes:** Through the assistance of a CDS, 46% of students moved from undecided to decided.

**No:** 41% of students continued to receive assistance and/or outreach from a CDS to move from undecided to decided.

**Maybe:** 12% of students are uncertain. These students still receive assistance f CDS.

**Changed:** 1% of students changed their major based on services provided by CDS.

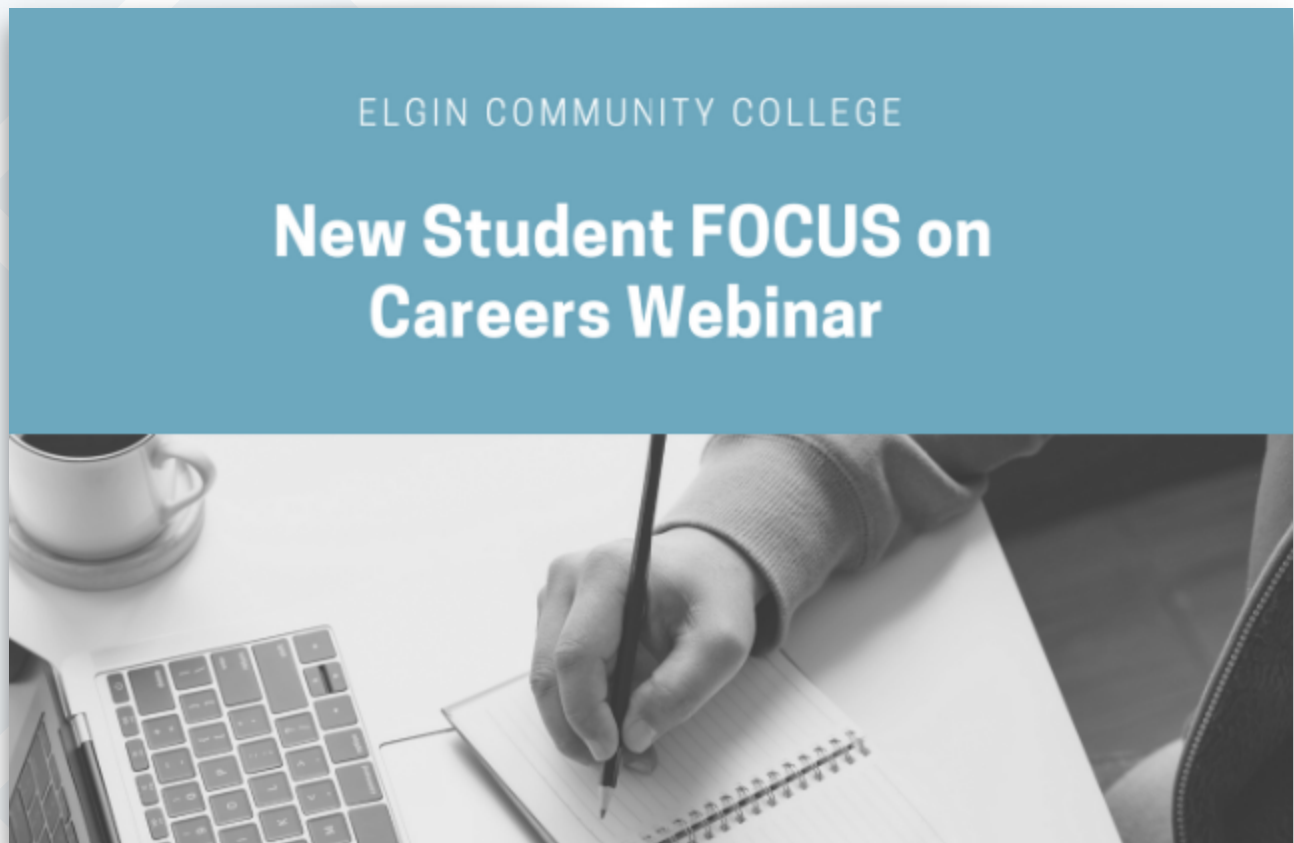
DESPITE THE COVID-19 DISRUPTION:

#### SCHEDULED PRESENTATIONS -

- Twelve classroom presentations were converted to online synchronous formats and delivered as scheduled:
  - Topics: Resume/Cover letter, Preparing Resumes for ATS, Interviewing, LinkedIn, E-Portfolio

#### FOCUS ON CAREERS—NEW STUDENT WEBINAR

- When the campus closed down due to COVID-19 and the enhanced New Student Orientation advising session suddenly needed to be revamped to be offered remotely, it was soon determined that there was not enough time for an advisor to effectively deliver the newly created career component during the advising session. Quickly, CDS stepped in to support the Academic Advisors and connect with new ECC students by creating an online synchronous webinar focusing on career decision-making and encouraging student engagement. The webinars were offered weekly on four different days and times from June 17 through July 30th. Information regarding the webinars were sent to all students who completed the online New Student Orientation as well as marketed to all students via Facebook.



# 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.

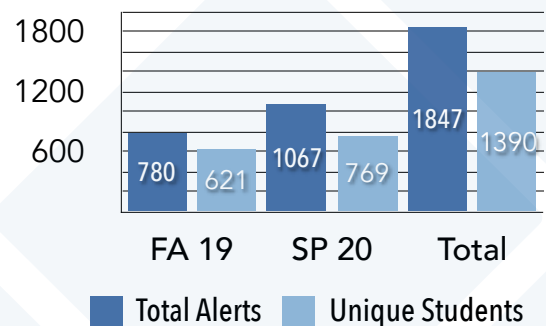
## STUDENT LEARNING OUTCOMES

- Student who meet with a case manager for a 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

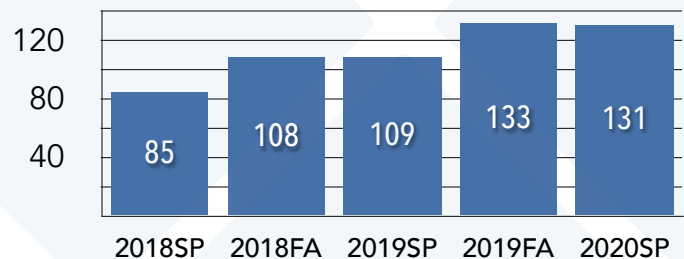
## ACCOMPLISHMENTS

- The COVID-19 pandemic created tremendous challenges of all sorts for ECC students and faculty. In attempt to connect with student after moving to remote learning, help them obtain the necessary equipment and skills to be successful, and to assist them with the myriad of other obstacles students faced, faculty turned to the Spartan Alert program like never before to connect students with the people and resources needed to be successful.
- In AY 2019-2020, in total, 133 faculty used the Spartan Alert system to send 1847 Spartan Alerts to assist 1390 students. This includes a record breaking 1067 Spartan Alert sent in the spring 2020 semester alone.
- Each one of these Spartan Alerts represents an attempt to connect with and provide just-in-time support to an ECC student.

SPARTAN ALERTS - AY 2020



UNIQUE FACULTY USING SPARTAN ALERT



# JUDICIAL AFFAIRS

## MISSION STATEMENT

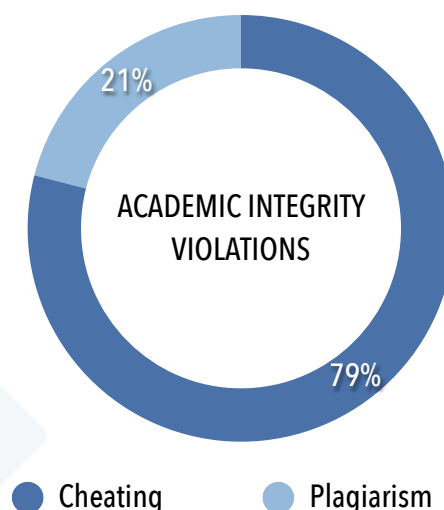
The Judicial Affairs department works collaboratively with the ECC community to uphold the Student Code of Conduct, with the goal of promoting a safe, equitable and learning-centered environment in which individuals are accountable for their actions. Through prevention-education, conflict resolution 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 Student 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 conversion to remote learning in the middle of the spring 2020 semester created a situation ripe for academic integrity concerns of all kinds. Our office worked with faculty formally and informally on a record number of cases, documenting all of them and adjudicating those in which the faculty felt formal academic integrity violation charges were necessary.
- Of those adjudicated, a record 79% dealt with cheating and 21% with plagiarism. This is an inverse of the stats seen in any other year.
- About 75% of the adjudicated cases were eligible for a restorative justice resolution, and this was accomplished in nearly all of those cases. In many cases, due to social distancing restrictions, this took the form of a meaningful apology letter. In other cases, a conversation between student and faculty was brokered.





# 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
- Members of the 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

- For another year, ECC Veteran Services partnered with the Toys for Tots organization to help collect several boxes full of new children's toys, which were distributed to disadvantaged youth in the Elgin area and surrounding communities
- ECC inducted additional students into the S.A.L.U.T.E Veterans National Honor Society, including two Military Branches United club members, brothers Micheal and Jackson W.
- We continued to build upon our community relationships by growing a materials and books scholarship for veterans in partnership with the St. Charles VFW/American Legion groups
- Through active promotion, the Veteran Resource Center saw increased utilization by veteran students looking for a place to study and build community while on campus
- ECC again earned Military Friendly status





# WELLNESS SERVICES

## MISSION STATEMENT



Wellness Services at Elgin Community College provides holistic, therapeutic support to currently enrolled students. Wellness Professionals offer a variety of individual and group support services that promote personal growth and academic success. Students are encouraged to become active participants in their overall health and well-being, empowered to achieve their full potential with support eight dimensions of wellness: Environmental, Emotional, Financial, Intellectual, Occupational/academic, Physical, Social and Spiritual.

## 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 well-being 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.

## STUDENT PRESENTING CONCERNS

Presenting concerns are the initial symptom(s) and/or challenges that cause students to seek out Wellness Services.

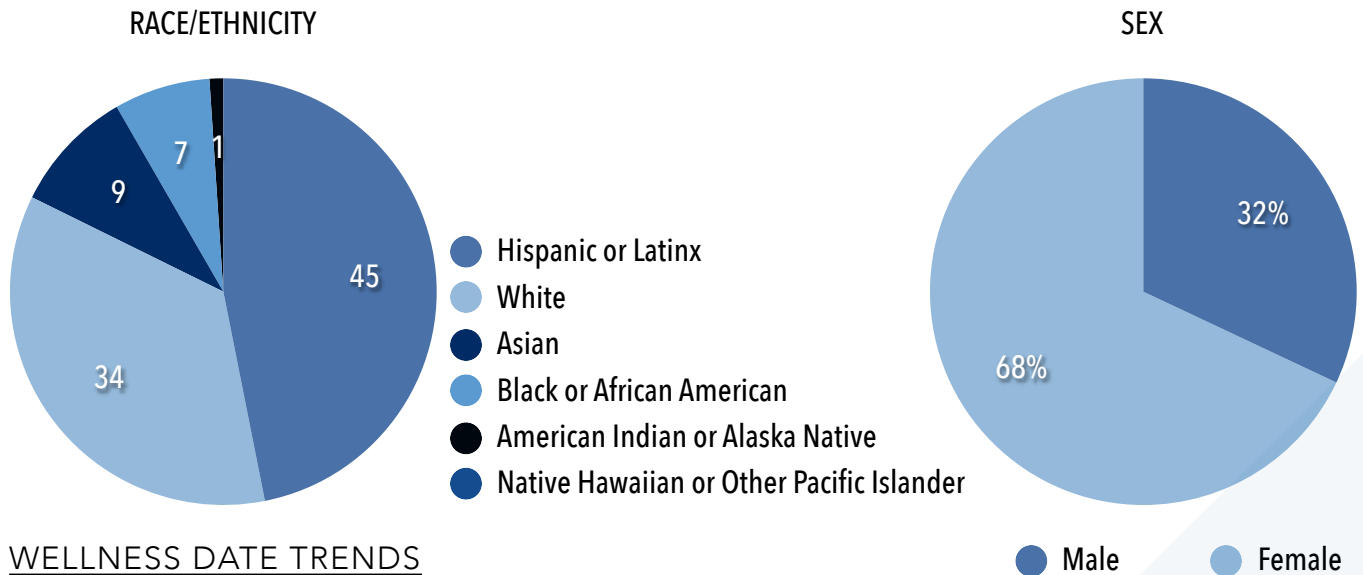
### **Top 5 Presenting Concerns**

1. Anxiety
2. Stress Management
3. Depression
4. Relationships
5. Grief



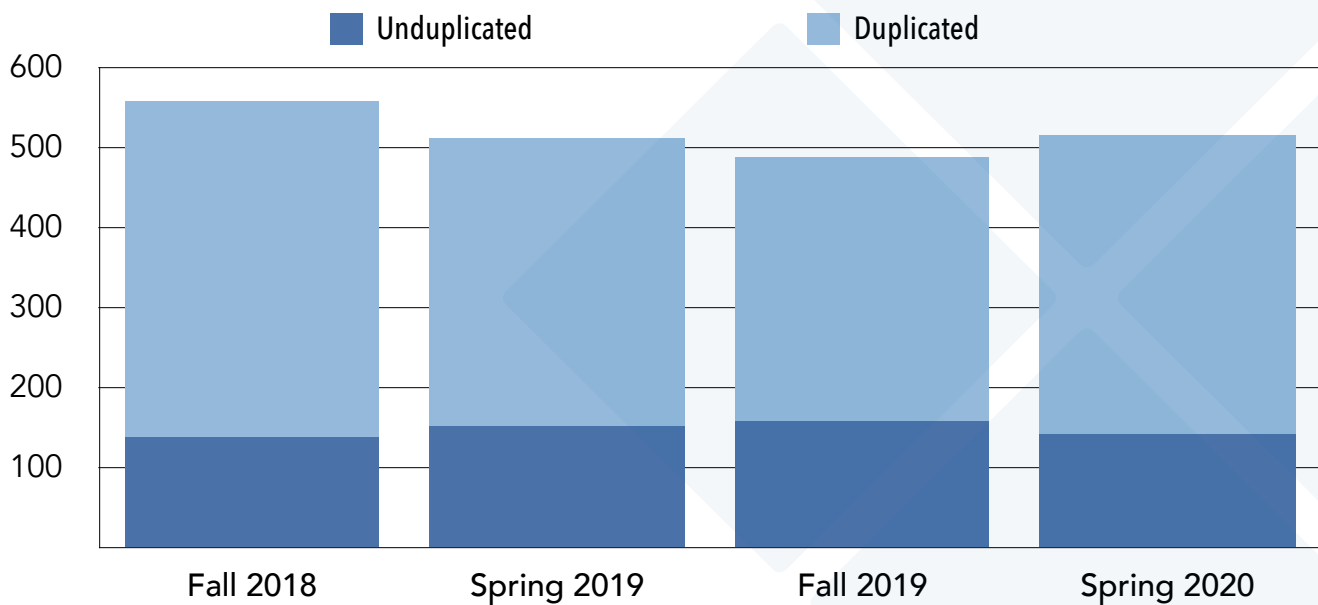
## STUDENT DEMOGRAPHICS

The pie charts below showcase the percentages of students who utilized Wellness Services during the Fiscal Year 2020.



## WELLNESS DATE TRENDS

The bar graph depicts the increased usage of Wellness Services. The unduplicated data represents the total number of students utilizing Wellness Services. The duplicated data represents recurring appointments attended by students using Wellness Services. On average, students meet with our Wellness Professionals for 3 sessions, which aligns with the department policy of 3-5 sessions per student per semester. It is our estimate that the slight decrease in the unduplicated data for Spring 2020 is attributed to the impact of COVID-19.



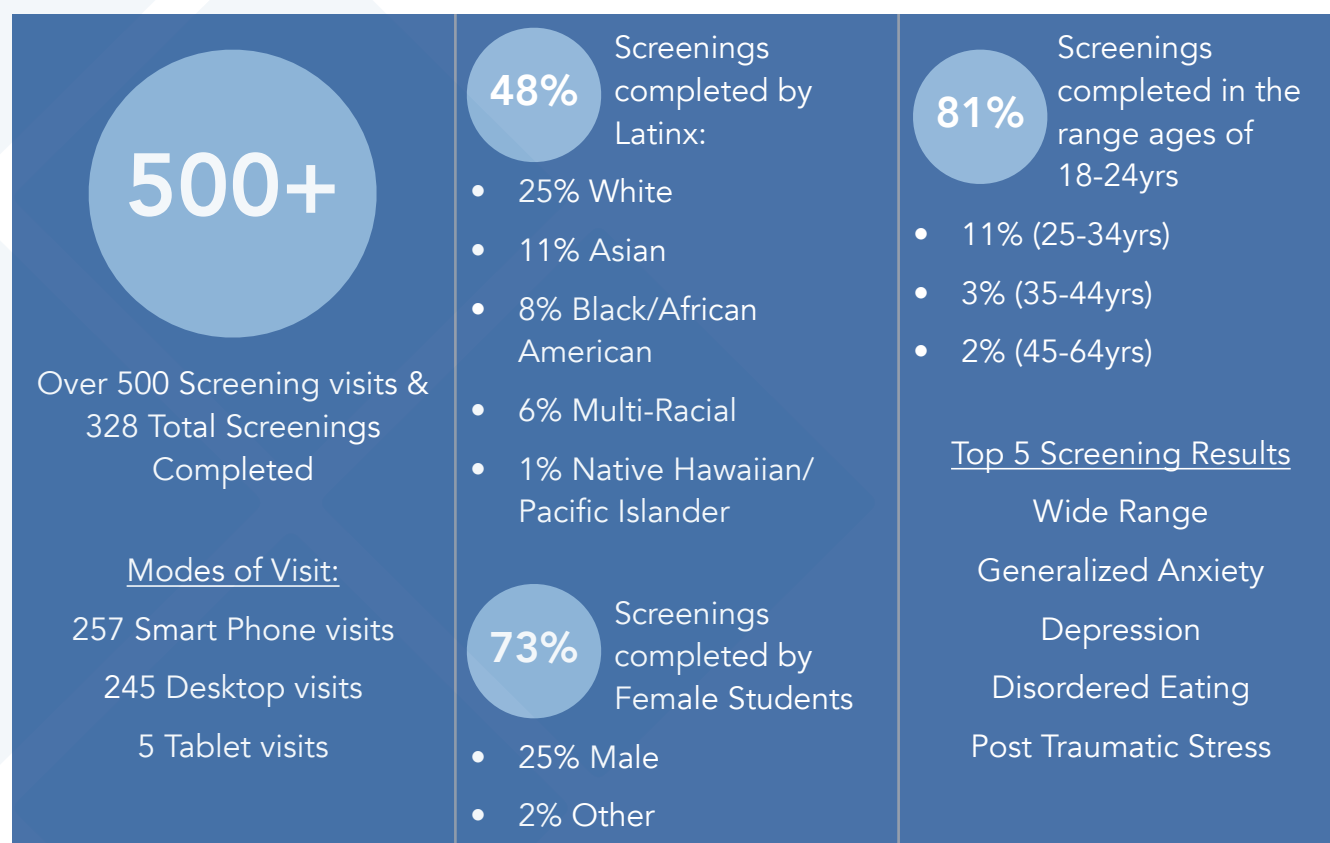
**82%** Retention rate of students utilizing Wellness Services between fall 2019 and spring 2020 (Institutional Research, 2020).

**77%** Retention rate of overall ECC students between fall 2019 and spring 2020 (Institutional Research, 2020).

Students who utilize Wellness Services have a higher probability of continuing their education at Elgin Community College.

### MINDWISE INNOVATIONS ONLINE MENTAL HEALTH SCREENING

*Mindwise Innovations Online Mental Health Screening* went live on the Wellness Services web page in October of 2019. Students can complete the mental health screening online and receive immediate resources based on their responses. The screening is anonymous and students can print and/or save the information provided to bring to Wellness Services. If a student indicates immediate care is needed, the screening is paused and the Suicide Prevention Lifeline number, crisis text lifeline, 911 emergency services number appears on their screen. Below is the data collected from all completed screening.



## WELLNESS SUPPORT GROUPS

PRIDE TALK SUPPORT is our ongoing initiative which serves our LGBTQ+ community at Elgin Community College. PRIDE Talk provides a safe and confidential space for students to explore their thoughts, feelings, and ideas regarding their identified sexual orientation and/or gender identity.

### STUDENT RESPONSE:



*"Having PRIDE Talk has allowed me to learn more about the LGBTQ+ community and how I can become more involved in it..."*

*"I have met some incredible friends through this support group (PRIDE Talk), I know I most likely wouldn't have had the chance to meet them had this not been the place to connect."*

*"I don't have a lot of family support; this has become my second home and I am thankful for it!"*

*"I was nervous coming to this group, but thanks to how nice everyone was, I kept coming back and I've learned a lot about myself!"*

	FALL 2019	SPRING 2020*
Average Students in Attendance	10	9
Highest Students in Attendance	18	15

\*COVID-19 & College Campus Closure impacted student attendance.

ANXIETY WARRIORS SUPPORT GROUP, which is only offered during the spring term, helps students overcome anxiety in the classroom and outside in their everyday lives. Students learn information about anxiety, how anxiety manifests in their brains and how anxiety manifests in their bodies. Students also learn coping skills such as self-soothing skills and cognitive challenging skills to help manage and/or overcome their anxiety in the classroom and in their everyday lives.



	SPRING 2020*
Average Students in Attendance	4
Highest Students in Attendance	10

\*COVID-19 & College Campus Closure impacted student attendance.

THE HEALTHY RELATIONSHIPS SUPPORT GROUP entailed helping students build productive and safe relationships with others through effective and assertive communications, establishing clear boundaries, sustaining connections and trust building.

#### STUDENTS RESPONSE



"I'm so glad we have this group. It's like the thing I look forward to. It really helps me"

*"I think everyone in here is being honest about what they are saying and I can relate to that"*

*"I don't know it's just like it's easier to talk in here. I tried some of the ways we talk about paying attention to how we feel and how we allow what others say affect us - it makes a lot of sense"*

*"I learned a lot from this group. It helped me think about things I didn't think about before"*

*"It helps me understand myself before I try to understand someone else"*

SPRING 2020*	
Average Students in Attendance	5
Highest Students in Attendance	6

\*COVID-19 & College Campus Closure impacted student attendance.

THE PARENT SUPPORT GROUP entailed helping to strengthen the parent-child relationship in a challenging world, teaching parenting strategies; corrective behaviors, and identifying anger and temperament. Participants learned how to discipline their child without screaming, utilizing limit testing and instilling a sense of responsibility in the minds of their growing children.

#### STUDENTS RESPONSE



"I didn't know we had such group. I'm discovering some cool stuff"

"This is really helpful honestly. I'll try this and see. I like we can talk to other parents"

SPRING 2020*	
Average Students in Attendance	2
Highest Students in Attendance	2

\*COVID-19 & College Campus Closure impacted student attendance.

## WELLNESS EVENT HIGHLIGHTS

**LOVE UNLOCKED, DATE HEALTHY, & GROW POSITIVE RELATIONSHIPS SEMINAR** The seminar discussed subject matter concerning the concept of wellness, pillars of wellness, the 5 Cs in a healthy relationship, and qualities of healthy relationships. Participants partaking in an interactive open forum talked about their personal beliefs surrounding worth, value, and roles within the context of relationships.

### STUDENTS RESPONSE



"Wow, this was really fun"

"I think a lot of people need this because just like everyone I know has some kind of relationship problem"

"Thank you. I think it makes sense to me now where I think I might have messed up"

"Oh my... I didn't even know there was such a thing as -BENCHING. I only knew about ghosting"

"I used to always think compromise and caring was the same thing until now"

"Before this I didn't really even think about setting up boundaries-like at least not in the way I now know how to"

300

Faculty, Staff and/  
or Administrators  
have completed  
the Safe Zone  
LGBTQ+ Training.

4

Bystander  
Intervention  
trainings  
completed. At  
least one training  
offered per  
semester.

Mental Health &  
Behavioral  
Intervention  
Seminars for Faculty.

2

600+

YouTube  
Channel views  
for Wellness  
Wednesday  
videos



*Elgin Community College  
Foundation Mini-Grant  
Recipient*

Wellness & Empowerment  
Summit

A collaborative event with  
Student Life & Phi Theta  
Kappa. The summit featured  
events that focused on  
mental health initiatives and  
brought community  
resources to campus for  
students to learn and  
engage with.

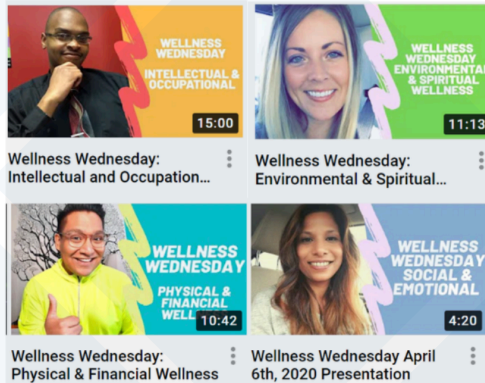
## WELLNESS SERVICES & COVID-19

**REMOTE TELEHEALTH SERVICES** Mental Health services are provided remotely for all registered students seeking care. Wellness Professionals transitioned students already in treatment and continued care via HIPAA compliant phone sessions. Currently, Wellness Professionals maintain a rotating schedule of on campus availability and remote treatment providing easy access of care for all students.



**STUDENT RESOURCE COMMUNITY GUIDE** Wellness Professionals created an in-depth guide that gives students access to local community agencies they can connect with to receive the following services: Subsidized Housing, Homeless Shelters, Domestic Violence Shelters, Township & Financial assistance, Community Medical Health Care, Psychiatric and Mental Health Services, Addiction Services, and Community Food Pantries.

**ZOOM CHATS** Each Wellness Professional hosted daily zoom conversations with students answering questions related to Wellness Services, provided psycho-educational information about stress management, depression and anxiety, and how students can connect with wellness professionals for one on one sessions.



**WELLNESS SERVICES YOUTUBE CHANNEL** In order to provide valuable resources and psycho-education for all students; Wellness Professionals created *The Wellness Wednesday Series* for students to view content in the safety of their homes and continue to build rapport with the ECC Community. Wellness Wednesday Series featured videos such as "Trauma & COVID-19," "Stress Resiliency," and "Change is the new normal" and gave students the tools and strategies necessary to cope with the ongoing pandemic.

**SOCIAL MEDIA PRESENCE** Wellness Services worked closely with the Social Media Coordinator at ECC and created topic specific social media posts distributed through Facebook, Instagram, and Twitter. In addition to educating students about coping strategies, each post empowered students to schedule appointments with a Wellness Professional.

facebook

