

# Student Services and Development

Annual Report  
2021-2022



Elgin  
Community  
College

*Student Services  
and Development*

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## Message from the Associate Vice President of Student Services and Development

Dear ECC Community,

The Division of Student Services and Development is pleased to present our AY 2021-22 Annual Report. This report provides highlights and outlines the contributions made by the various departments within the division.

I want to express my sincere appreciation to the division's leadership and staff for their dedication and commitment to our mission to improve people's lives through learning. From orientation to graduation, the division of Student Services and Development helps students navigate complex college processes, identify resources, and find a sense of belonging and connection. We are also grateful to our colleagues and partners across campus and in the community for their support and collaboration in promoting the learning, leadership, engagement, service and health and wellness of our students.

Thank you all for your support and for the opportunity to share a few highlights of our work. We look forward to another successful year.



Lourdes (Lulú) Blacksmith, EdD

Associate Vice President of Student Services and Development

# Academic Year 2021-2022 Activity Snapshot

**8,900 students**  
**enrolled** for the fall 2022  
semester

*11% increase from 2021*

**90% of students surveyed** said they felt welcomed and respected by employees in the Academic and Transfer Advising Department.

**139 student athletes**  
**enrolled** in the fall 2022  
semester

Student athletes earned  
**21 athletic awards**

**630 student career**  
**appointments** were  
made in the 2021-2022  
academic year.

*44 classroom presentations were  
given by Career Development  
Services*

**4,553 live chats**

answered by the  
Admissions and  
Recruitment staff.

*Live Chat was implemented during  
COVID and remains to enhance  
student support.*

**8,685 participants\*** in Student Life events and activities  
with **1,232 visits** to the Spartan Pantry

*\*Duplicated count*

**44 international**  
**students enrolled**

*1.6% decrease from the previous  
year*

**2,201 degrees** and  
credentials were awarded,  
with

**390 students**  
participated in the in-  
person commencement  
ceremonies.

**2,715 early alerts** were  
submitted by faculty.

*Students who respond to an early  
alert are much more likely to earn a  
strong grade.*

**54 Chromebooks** were  
purchased and loaned to  
students to provide access  
to online classes.

**908 transcripts**  
were evaluated in the  
2021-2022 academic year.

**Over \$85,000** in grant aid was awarded to students in  
need to support their education.

# Admissions

Provides accurate and timely information about the admissions process, academic programs and college services. This information educates prospective students about post-secondary educational opportunities at ECC.

## Student Learning Outcomes

Students will learn that we are open and ready to assist them as they continue or return to ECC to pursue their education.

## Accomplishments

### Summer 2022 Enrollment Call Campaign

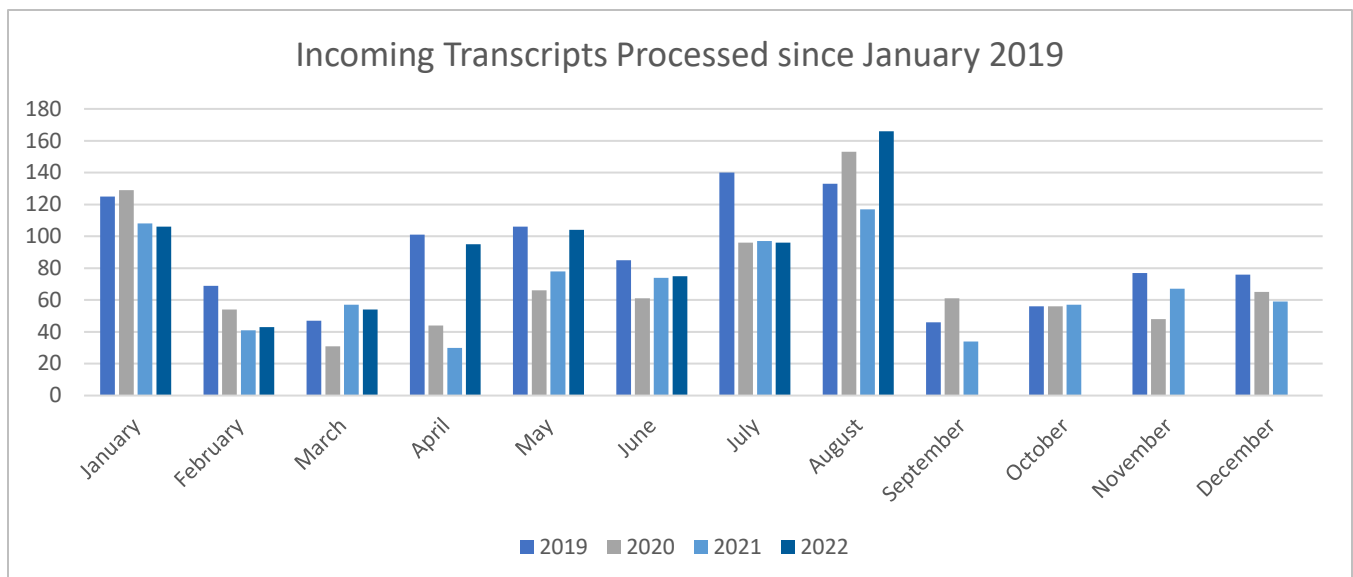
Staff and student workers participated in call campaign outreach to continuing students, stop outs, HSE (High School Equivalency), and Experience ECC students.

### Participated in Undocumented Student Ally Training

All staff in the Student Services Division participated in a two-part training on undocumented students on May 6 and 13, 2022

### Transcripts Processed

6061 transcripts were processed between July 1, 2021 – June 30, 2022



# Academic & Transfer Advising

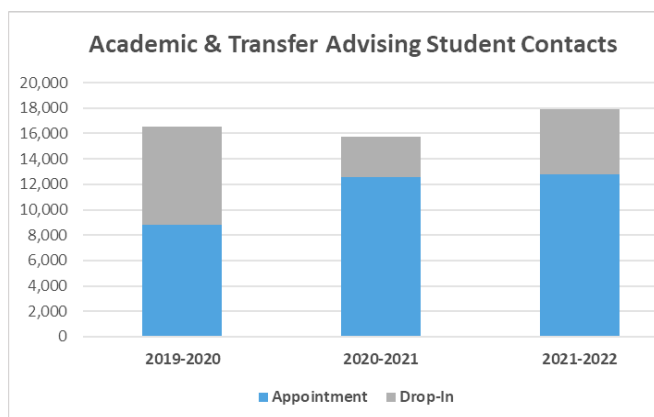
Fosters collaborative student-advisor relationships which promote learning and student success throughout all levels of the educational experience. ECC Academic Advisors improve students' lives by guiding and empowering them to make well-informed, strategic educational decisions that encourage student 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 leads to successful transfer or job search.

## Accomplishments

### High Quality, High Volume Student Service



The Academic & Transfer Advising Department continues to provide high quality service to a high number of students. Despite lower college-wide enrollment rates, the department served more students in 2021-2022 than in the academic year prior to the pandemic. This is a direct result of increased efforts to communicate and engage with students.

## Mandatory Advising Program

The Mandatory Advising Program (MAP) seeks to ensure that students seeking a transfer degree are meeting with an academic advisor to develop or refine their academic plan within

the crucial 24-36 credit hour window. The appointments include completing an education plan, reviewing next steps in the transfer process, and referrals to support services. Students who completed an appointment by April 22nd were entered into a raffle to win one of five fifty-dollar bookstore gift cards. This academic year, 500 students were invited to participate. This initiative resulted in thirty percent of students completing the program.

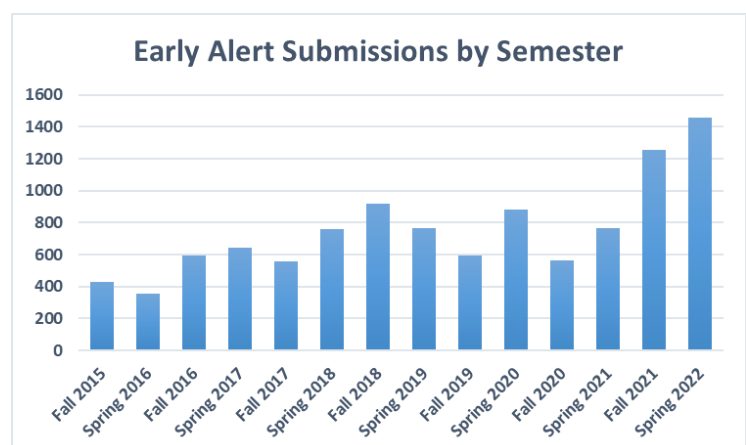
In previous semesters, enrollment holds were put in place to supplement the wide-ranging communication to students, and drive student engagement with the program. We elected to only use communication and incentives in the 2022 academic year, to avoid any barriers to registration. While this makes enforcing “mandatory” advising more difficult and results in lower participation, we are still able to connect with and serve many students in this high-need population. The department is actively looking at ways to use data to target more precise student groups and increase participation of students in future iterations of the program.

## Early Alert

The Spartan Success Early Alert program 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.

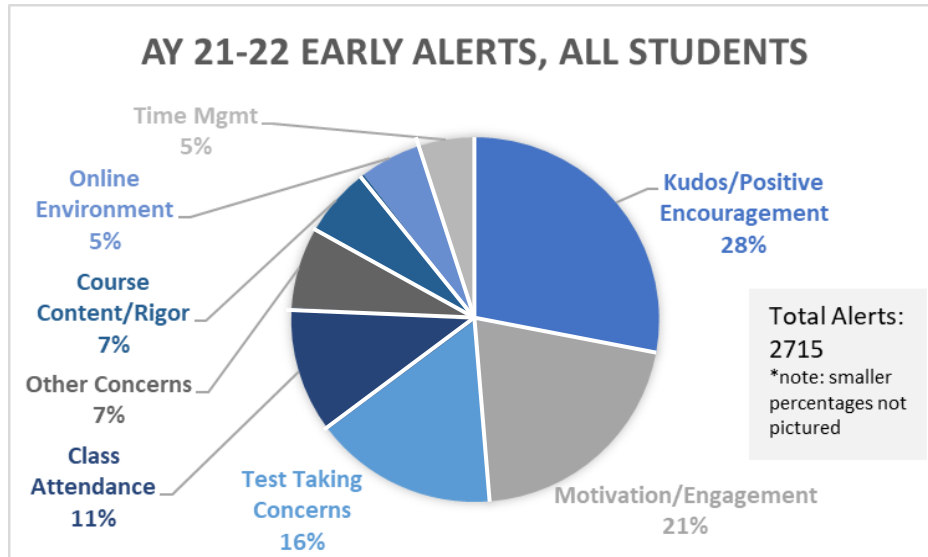
In spring 2021, ECC launched a new CRM software to streamline student success efforts. A new tool for Early Alert submission, communication and tracking was an important part of this CRM, and has resulted in more faculty using the Early Alert system to connect vulnerable and struggling students with the people and resources they need to be successful.

Of the Alerts submitted by faculty for the 2021-2022 academic year, kudos/positive encouragement has become increasingly popular, with 705 formal notes of positive encouragement submitted by ECC faculty throughout the year. The kudos/positive encouragement Alert provides faculty an opportunity to recognize and champion progress or accomplishments students make in their class in a formal way. The student’s academic advisor follows up with additional acknowledgement to the



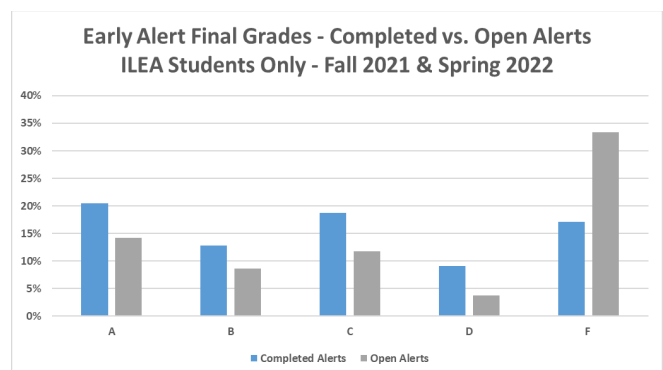
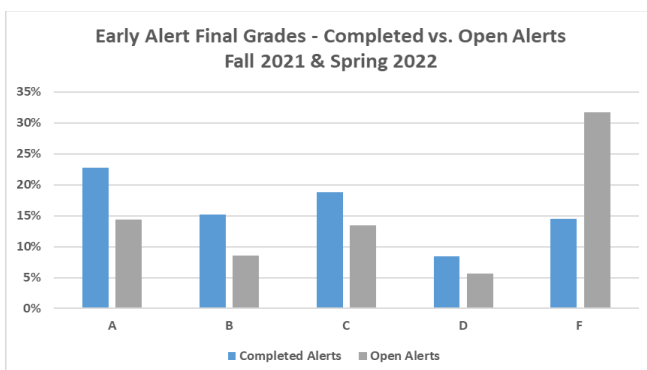
student, in a demonstration of the team of people each student at ECC has around them that supports them.

Other reasons faculty cite for the Early Alert are as follows:



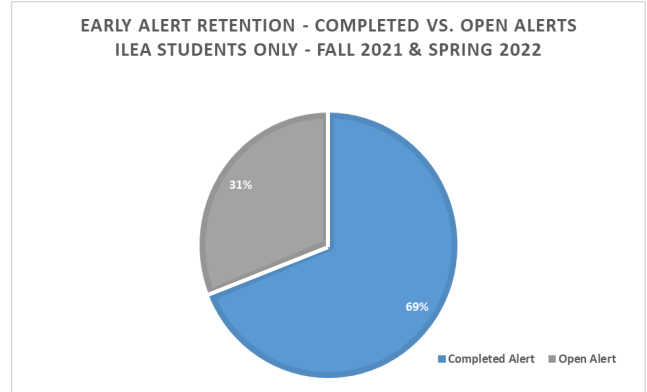
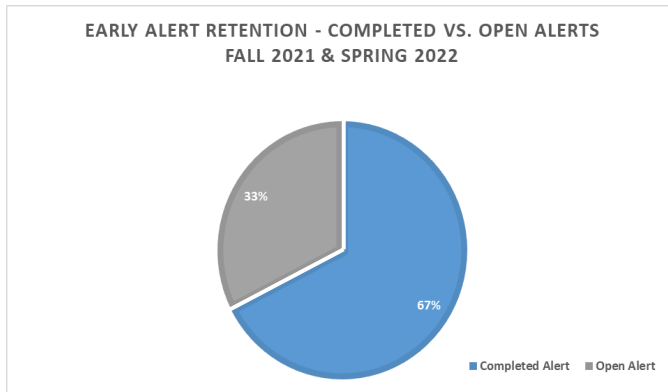
Efficacy of the Early Alert program is measured in several ways, with student grades earned in the Early Alert class being an important indicator of success, as well as student retention into the following term. This chart demonstrates that students who received an Early Alert in their class and then responded to the emails and phone calls from their advisor to meet with them to develop a plan for success (indicated by "Completed Alerts") continue to be much more likely to earn a strong, passing grade in the class, compared to students who do not meet with their advisor ("Open Alerts"), who are much more likely to fail their class. When looking only at students meeting one or more of the Illinois Equity in Attainment (ILEA) indicators (e.g. students who are African American, Latinx, and/or Pell-Eligible), a similar final grade pattern is found when comparing completed Alerts with open Alerts.

Doing well in class is important, but it is not the only measure of success. These two pie charts show that students who meet with their academic advisor to discuss the Early Alert submitted





by their instructor, and develop a plan to overcome whatever challenge they may be facing, are much more likely to continue at ECC in the subsequent semester. ILEA students are slightly more likely than non-ILEA students to be retained into future terms, but not at statistically significant rates.



The data presented here demonstrate that the Early Alert program is increasingly valued and utilized by ECC faculty, and that students who engage with the support provided to them by the program are more likely to be successful in their individual classes and are more likely to continue at ECC into future semesters. The Early Alert program is one of many resources and support systems available to students, however, and does not operate in a vacuum. Indeed, there are many factors contributing to student success, and we offer this data as indicators of the role of Early Alert in some positive patterns found in the data, and not as inference of direct causal relationships. Still, the program does seem to be beneficial for many students, and we will continue to hone, strengthen and expand our Early Alert supports, as well as increase communication efforts to drive more students to their Early Alert academic advising meeting.

## Student Experience Survey

In fall 2021 the Equity and Inclusion in Advising Committee wanted to better understand the student experience when interacting with the Academic Advising Department. Survey questions were designed to gauge how welcoming the department feels and students' sense of belonging when engaging with their advisor. In collaboration with the Institutional Research Office, the survey was sent to all students who met with an advisor over the course of a six-week peak period in December 2021-January 2022. 139 students responded to the survey.

**90%** of students said they "strongly agreed" or "agreed" that they felt welcomed and respected by everyone they interacted with in the Academic & Transfer Advising Department.

In response to the question: "What can ECC's Academic & Transfer Advising Department do to help you feel more welcomed, supported, and included when seeking advising services?" Students said:

*"As a First year student at ECC I could not come up with any reason as to why the Advising department was not **perfectly welcoming**. My personal experience with my advisor was **extremely effective** and set out in a way that made planning for classes and starting my experience **comfortable and easy**."*

*"From personal experience, I felt **completely welcomed and entirely supported** by my academic advisor! She is **so understanding and you can tell that she truly wants to help** out with any concerns or questions I personally had. She has helped me more than I could explain and I would still have the fear I was facing and plenty of questions about transferring if it wasn't for her."*

*"I have got **100% full support from my Academic Advisor and Success Coach** I consulted, anytime if any question ran in my mind about my classes and the **response has been excellent**. I am so glad to have them during my Journey."*

Some helpful critical feedback involved feeling a bit rushed given the amount of time available during peak advising periods and some logistical issues involving multiple appointment modalities (on-campus, phone, zoom) that the department is addressing.



# Athletics and Wellness

Provides 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.
- The Athletes Committed to Excellence ([ACE program](#)) is required for all first-semester students and those with a cumulative GPA below a 3.0

## Accomplishments

- Launched [Athletics Website](#) on Sept. 13

### Student-Athlete Athletic Awards

All-ISCC: 15 Awards to Students

- Baseball (4)
- Men's Basketball (2)
  - Jordan Wilkins Named Player of the Year
- Men's Soccer (3)
- Women's Basketball (1)
- Women's Soccer (4)
- Volleyball (1)

All-Region: 5 Awards

- Men's Basketball (1)
- Men's Soccer (3)
- Women's Soccer (1)

All-America: 1 Award

- Men's Basketball (1)

## Student-Athlete Academic Awards

Academic Honors (Criteria: 6 or more credit hours with a 3.0 or higher GPA)

Fall 2021

- Honors List (3.00-3.49): 25
- Dean's List (3.50-3.99): 9
- President's List (4.00): 7

Spring 2022

- Honors List (3.00-3.49): 18
- Dean's List (3.50-3.99): 14
- President's List (4.00): 10

Academic All-ISCC (First-Year Criteria: 24 or more credit hours with a 3.0 or higher GPA; Sophomore Criteria: 48 or more credit hours with a 3.0 or higher GPA; can receive each award one time)

- 35 student-athletes earned freshman or sophomore honors.
- Sam Bonick (baseball) was one of five men in the conference named a Dick Durrant Sophomore Academic Athlete of the Year for maintaining a 4.0 with 48 or more credit hours.

NJCAA All-Academic (Criteria: 24 or more credit hours and at least one year of varsity competition with a 3.60 or higher GPA)

First Team (4.0): 3

- Baseball (2)
- Men's Tennis (1)

Second Team (3.8-3.99): 3

- Softball (1)
- Women's Tennis (1)
- Volleyball (1)

Third Team (3.6-3.79): 5

- Baseball (1)
- Men's Soccer (1)
- Women's Basketball (2)
- Volleyball (1)

## Student Orientation

Administrators Kent Payne, Bill Angelo, and Melanie Schaefer led meetings with each team to inform them of services that ECC offers (Academic Advising, Financial Aid, Wellness, TRiO, etc.) along with going over the student-athlete handbook.

## Academic Advising

Advising assigned a specific advisor, Marlen Ruiz, to work with student-athletes. She primarily communicates with administrator Melanie Schaefer to discuss academic eligibility, possible concerns, ACE program ideas and other related topics.

## Media Day

We partnered with Communications to have a photoshoot with baseball and softball student-athletes. The content was utilized for [game day graphics](#) on the athletics social media accounts. We plan to do this with as many sports as possible in the 2022-2023 year.

## Scholarships

Kaley Kowal (women's soccer) and Jordan Wilkins (men's basketball) were each awarded a \$1700 scholarship from the Elgin Sports Hall of Fame Foundation for being outstanding student-athletes at ECC.

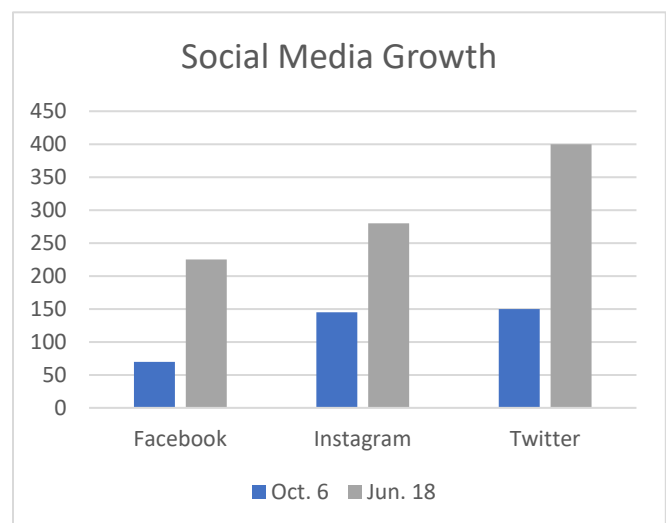
## Transfers

Over 50 student-athletes are continuing their college careers at four-year institutions. Fourteen are also continuing their athletic careers.

## Social Media

Each platform (Facebook, Instagram, Twitter) continues to grow its audience. Eight Month Growth Rate (baseline follower count recorded on Oct. 6)

- Facebook: 263.16%
- Instagram: 200%
- Twitter: 358.21%



# Career Development Services

Provides comprehensive career development services that educate and support students as they identify, develop and implement their career goals.

## Career Conversations

### Meeting with ECC students and Ana Lalley, Elgin Police Chief

After seeing a rise in interest in police work with several female students, Career Development Services coordinated with Ana Lalley, Elgin Police Chief and adjunct faculty in our Criminal Justice department, to set up a special "Career Conversation" to give students a first-hand account of what it's like to be a woman in the police force.

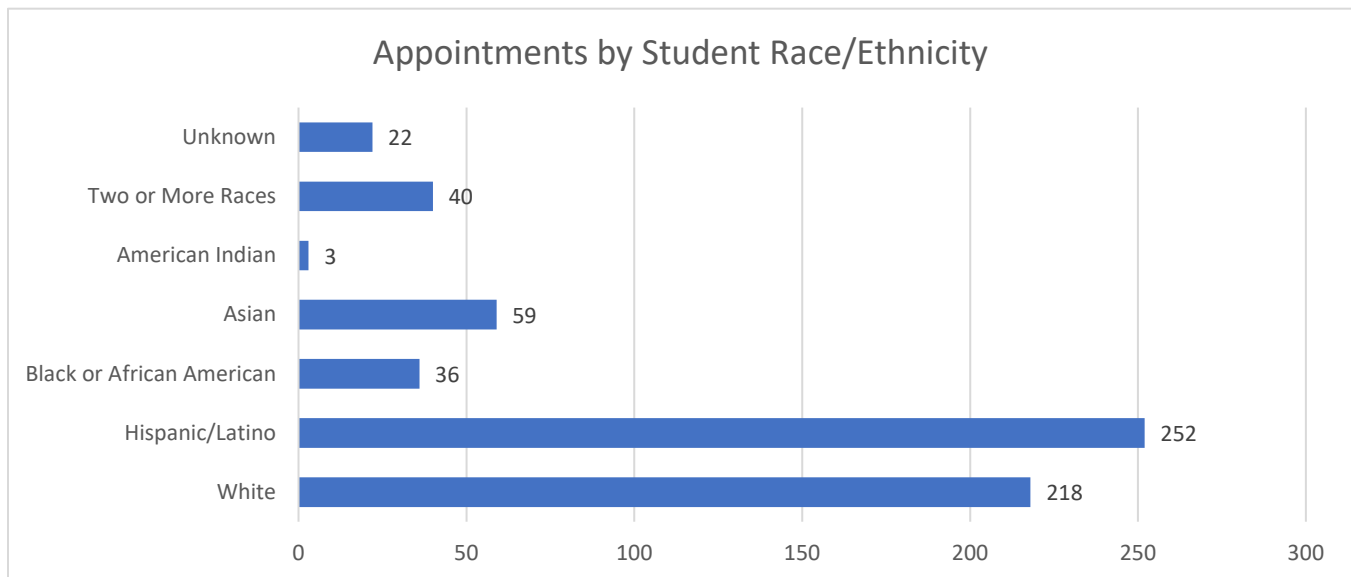
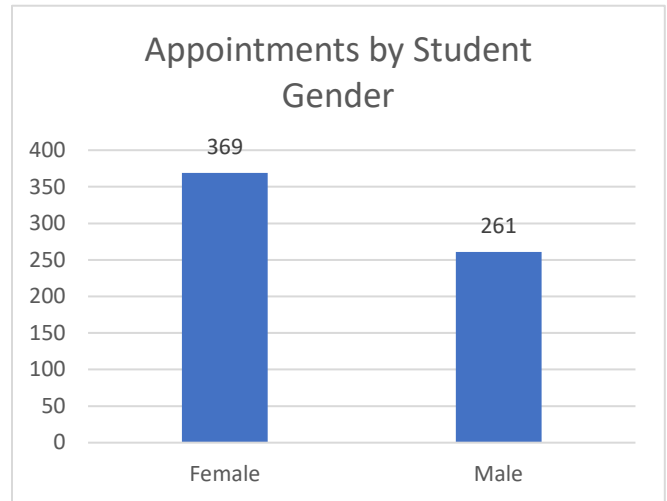
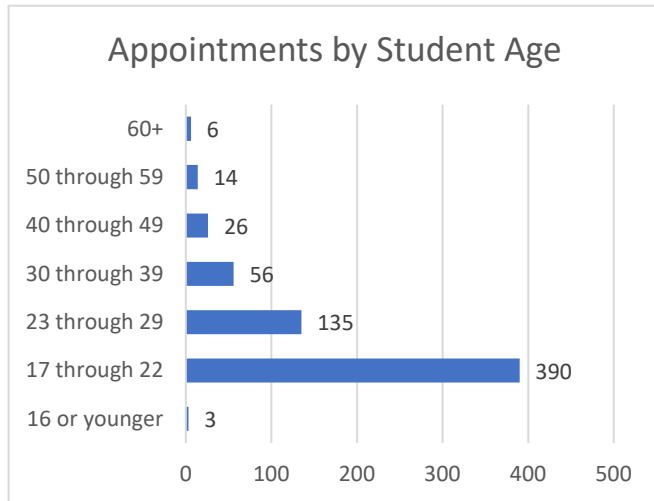
As part of this conversation, Officer Lalley spent over 2.5 hours with ECC students covering items such as what is needed to be a police officer (education, training, and process), her own educational and career path, skills necessary to be a successful police officer, the different specialties one can get into once they join the police force (K-9, drug enforcement, investigations, evidence, etc.), as well as what to look for in a department when they begin applying for jobs.



Officer Lalley also gave students a tour of the Elgin Police Department and their equipment and facility. They met several EPD staff, the Deputy Police Chief, Lieutenants, Commanders, Sergeants, SWAT team members, and new recruits. Students also had a chance to meet with their therapy dog that they employ in community events and victim assistance.

## Student Career Appointments

In the 2021-2022 academic year, Career Development Services had 630 student appointments. Here is a look at some of the demographics:



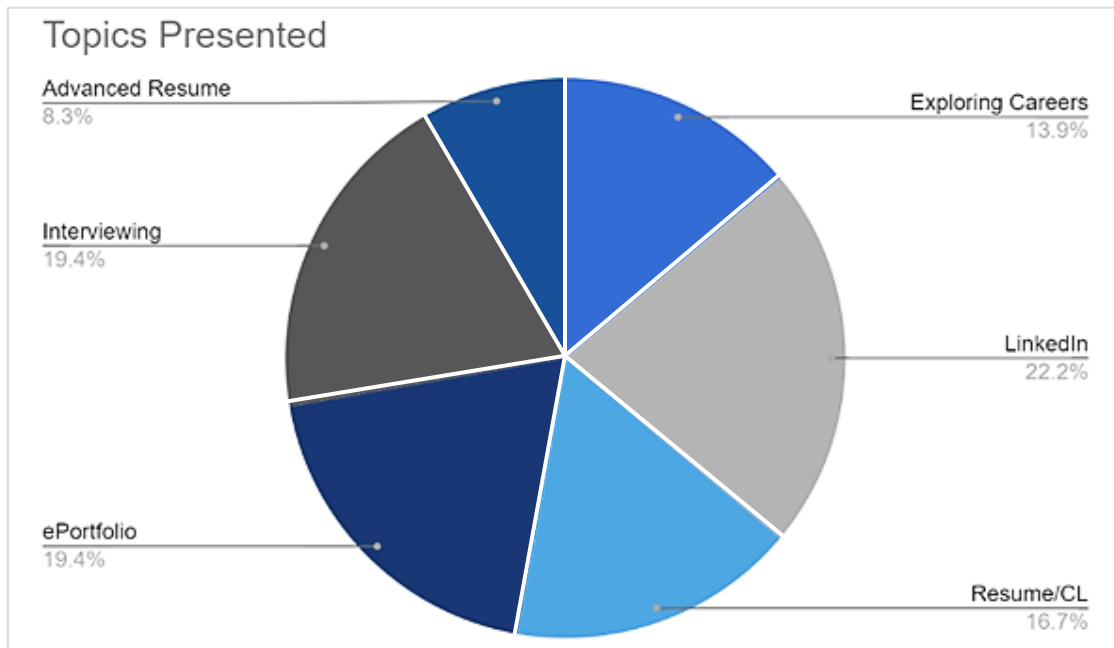
## Presentations & Collaborations

The ECC students received a wealth of knowledge on their potential career of interest and a great opportunity to meet with a professional in the field who had gone through the process with great success.

Collaborations with internal and external partners is essential in meeting the career needs of students. Above are some of CDS's collaborations during 2021-2022.

## Classroom Presentations

CDS conducted 44 unique presentations on various career topics, including job search skills and choosing a major.



## Student Satisfaction

Students speak about their experiences meeting with a Career Development Specialist (CDS)

*"I thought my CDS was very thoughtful and considerate to my needs and really understanding my thought process on this as well as giving me her great advice which made me feel more calm going into this process! "*

*"I'm so excited to keep working with my CDS in my journey to finding my passion. I'm positive that our plan is going to work."*

*"She is so helpful and has a great understanding of the needs students have with their career"*

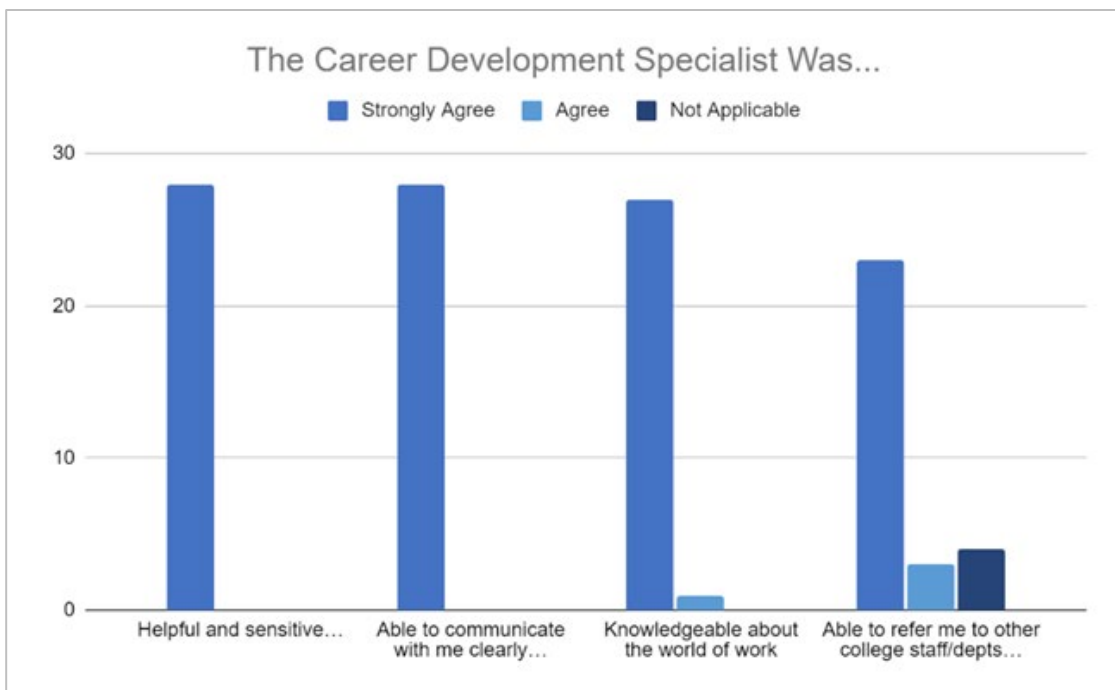
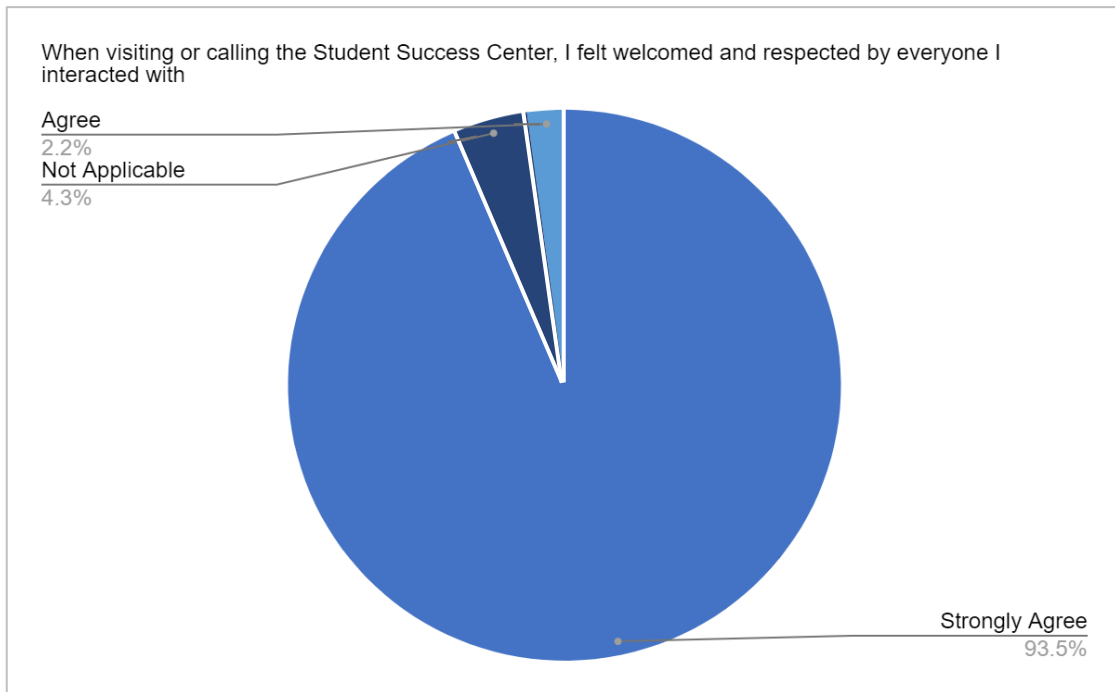
## Customer Service

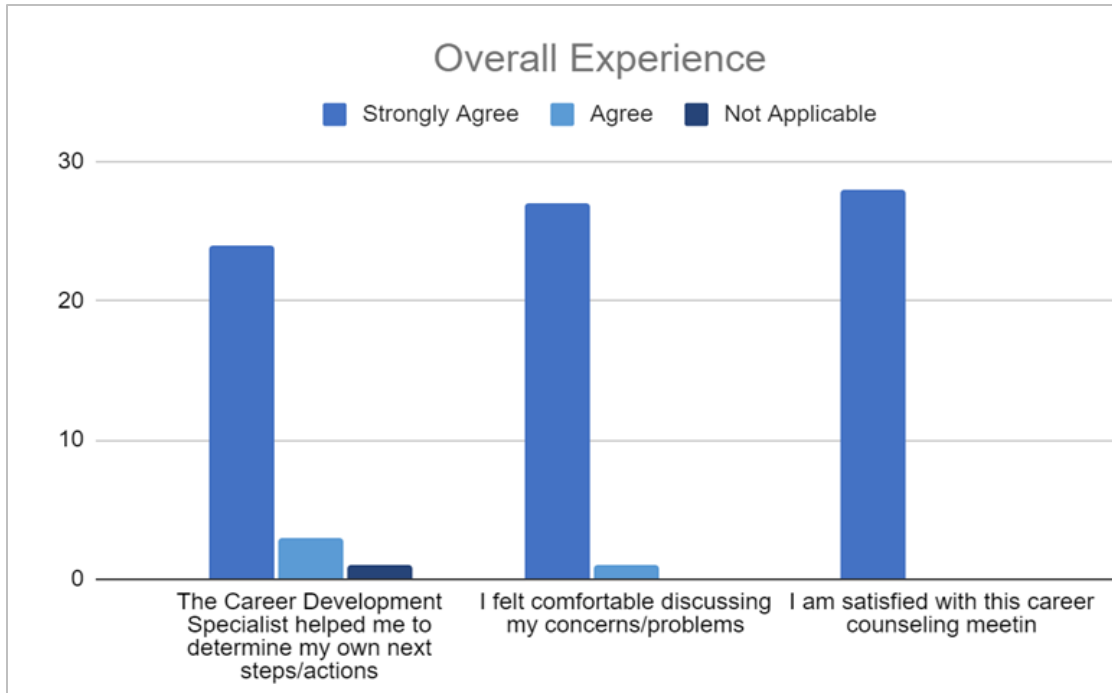
It is crucial in the career counseling relationship that students feel welcomed and valued. Each session is uniquely tailored based on each student. "We help students tell their story," says Career Development Specialist Lynn Fagerlie. Telling their story and understanding how their story influences their career choice is an important step in helping students make the



connection between who they are and where they are going. A strong relationship is invaluable in motivating students to act to reach their academic and career goals.

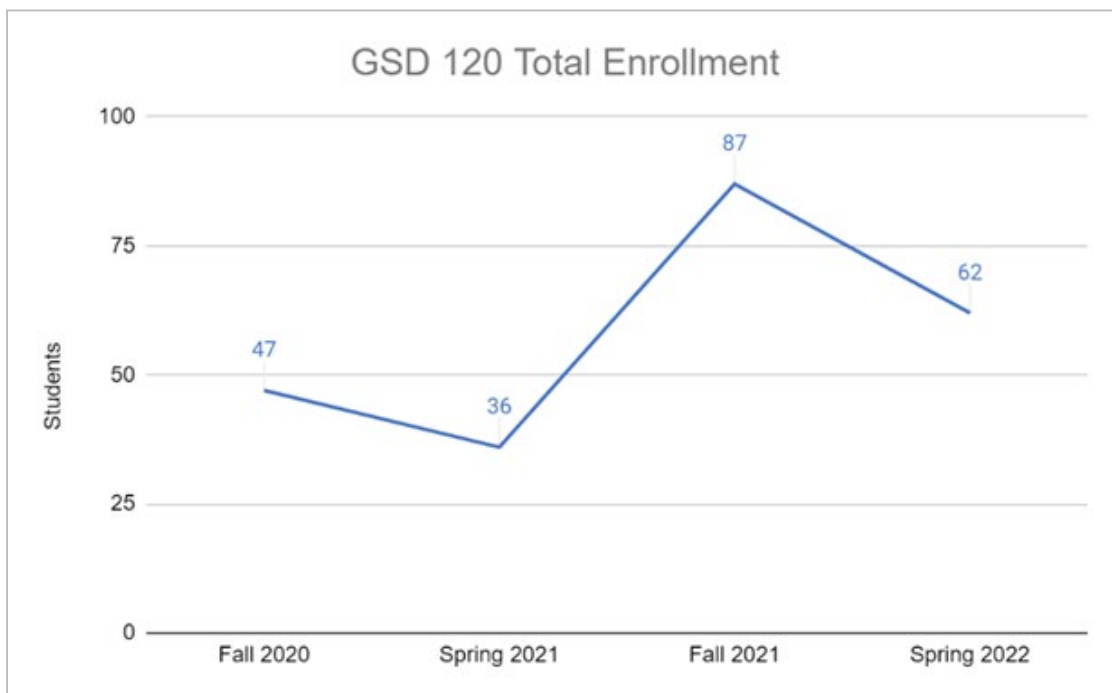
Student Satisfaction Survey conducted during Spring 2022 revealed:





## GSD120 – Exploring Careers & College Majors, 1-credit

GSD120 is offered free to students who are undecided and prefer assistance in choosing a major in a classroom format. Prior to fall 2021, students were required a permit to register for GSD120; starting in fall 2021, that barrier was lifted and undecided students could enroll directly without a permit. The removal of the barrier resulted in an increase in enrollment.



# Center for Global Engagement

Provides internationally-focused educational experiences that prepare students and the District 509 community to live in a global society. Supports faculty, administrators, and staff to engage interculturally, and enhances cross-cultural competency that fosters an appreciation for diversity.

## Student Learning Outcomes:

- International students will demonstrate an understanding of the F-1 and J-1 enrollment process by successfully completing the steps necessary to obtain a Form I-20 or DS-2019.
- International students will be able to identify the resources and services available to maintain their immigration status throughout their academic career at ECC.
- Students studying abroad will understand the program application and enrollment process and be successfully admitted to their program of choice.
- Students participating in the homestay program will understand the values of American culture and have a positive experience and relationship with their host family.

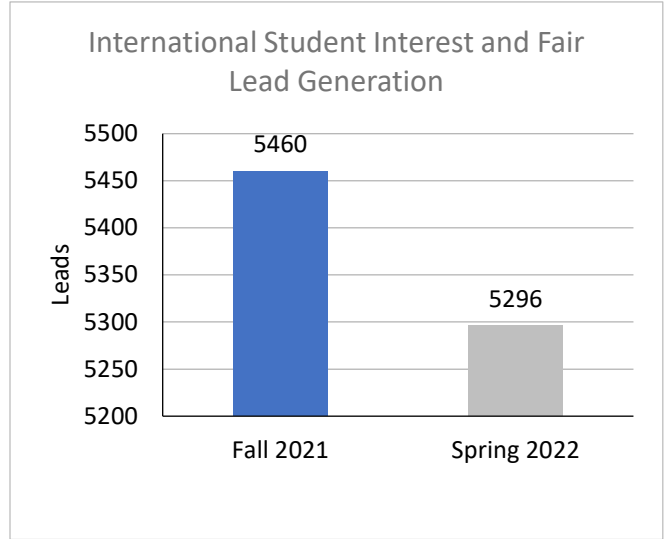
## Accomplishments and Highlights

### International Student and Scholar Services

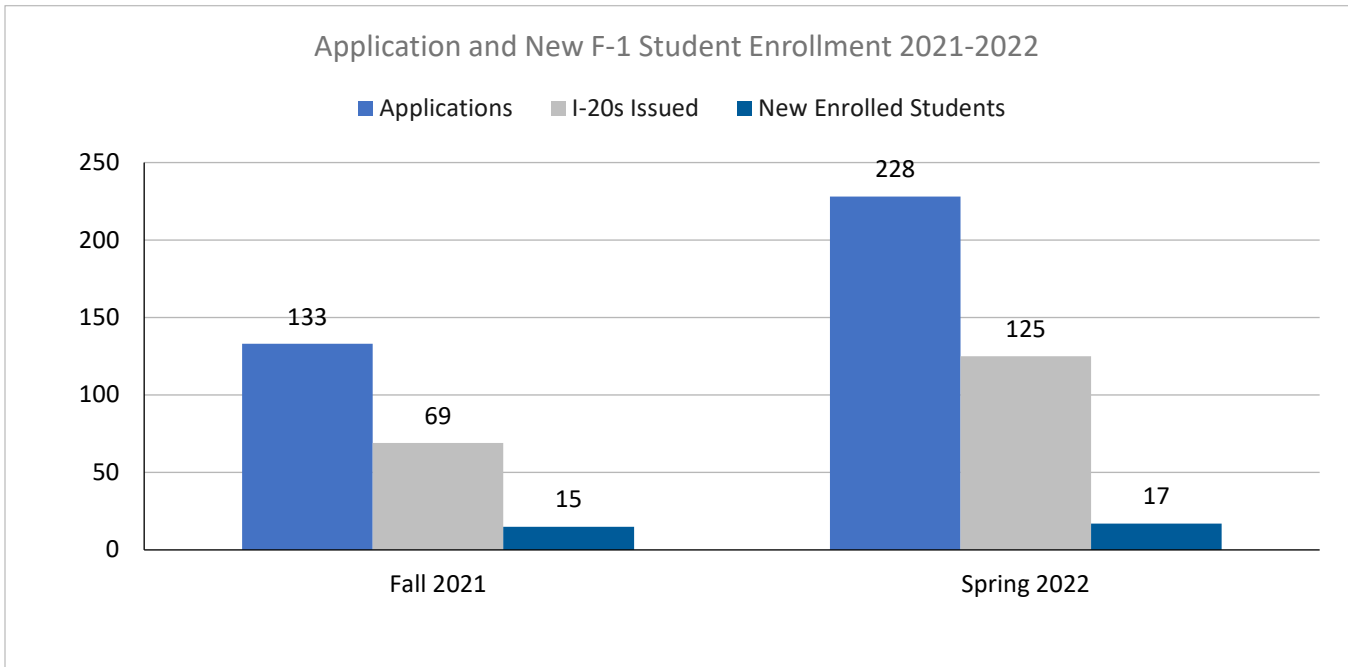
The landscape of international education has been uniquely challenged during the global pandemic, and the flow of international students and scholars to the U.S. was unprecedentedly dynamic. To ensure compliance with the Student and Exchange Visitor Program's March 2020 ongoing guidance regarding F-1 student enrollment, the department ensures ongoing contact with international students through weekly quizzes/check-ins and a weekly meeting of key personnel involved with F-1 admissions, advising, visa maintenance, and English language training. This group reviews issues, concerns, and praises of the international student population to promote and advocate for student success while discussing emerging trends and issues in the field. During the COVID-19 disruption, the department has strategically employed technology (e.g. webinars, virtual fairs, Skype, WeChat, Google, digital recruitment) to give presentations to international partners, prospective students and parents, and to recruit international students to ECC for future semesters. The program has been able to adapt quickly and organically to the evolving environment, and taken advantage of competitive digital and online recruitment opportunities.

In 2021-2022, the department engaged in 100% virtual international recruitment events due to an institutional suspension of international travel in light of the global pandemic.

As a result of recruitment efforts, the department generated an average of 632 leads per event.



In fall 2021, the department received 133 applications and processed 69 I-20s; in spring 2022, the department received 228 applications and processed 125 I-20s.



In fall 2021, the college enrolled 47 international students and in spring 2022, a total of 44 students. The decline in enrollment numbers of international students is directly related to the

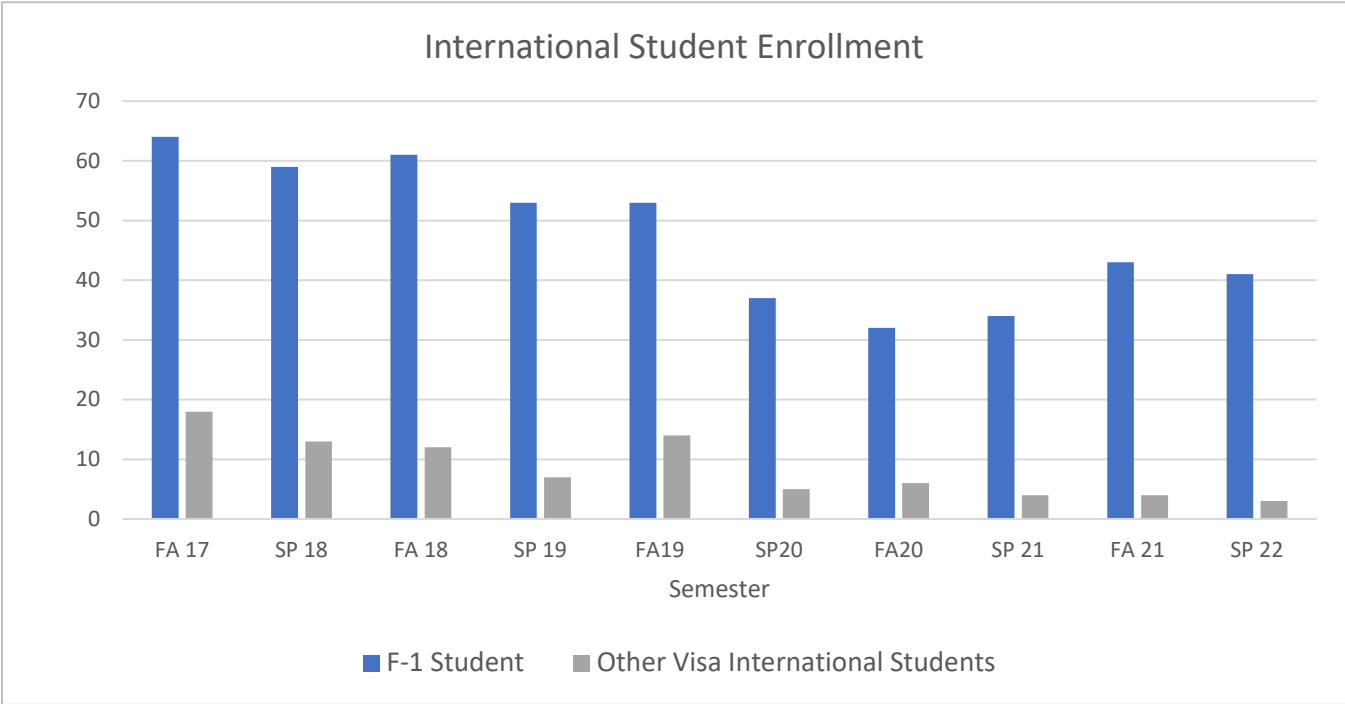
COVID-19 pandemic. As restrictions ease and international students return to in-person studies, we anticipate a rebound in enrollment numbers.

### International Student Homestay Program

The International Student Homestay Program continues to provide safe and affordable housing for international students in the local community. There are 27 host families who participate in the program; participation by students decreased in 2021-2022 due to the pandemic and travel restrictions. However, requests for homestay have increased from students for fall 2022 from fall 2021 as international travel restrictions have recently eased. The program continues to actively recruit host families through word of mouth, social media marketing, local community outreach, posters on campus, and flyers throughout the community.

International students continue to positively impact the local community and economy. According to the NAFSA International Student Economic Value Tool, international students enrolled at ECC contributed \$601,655 supporting 3 jobs in the local economy.

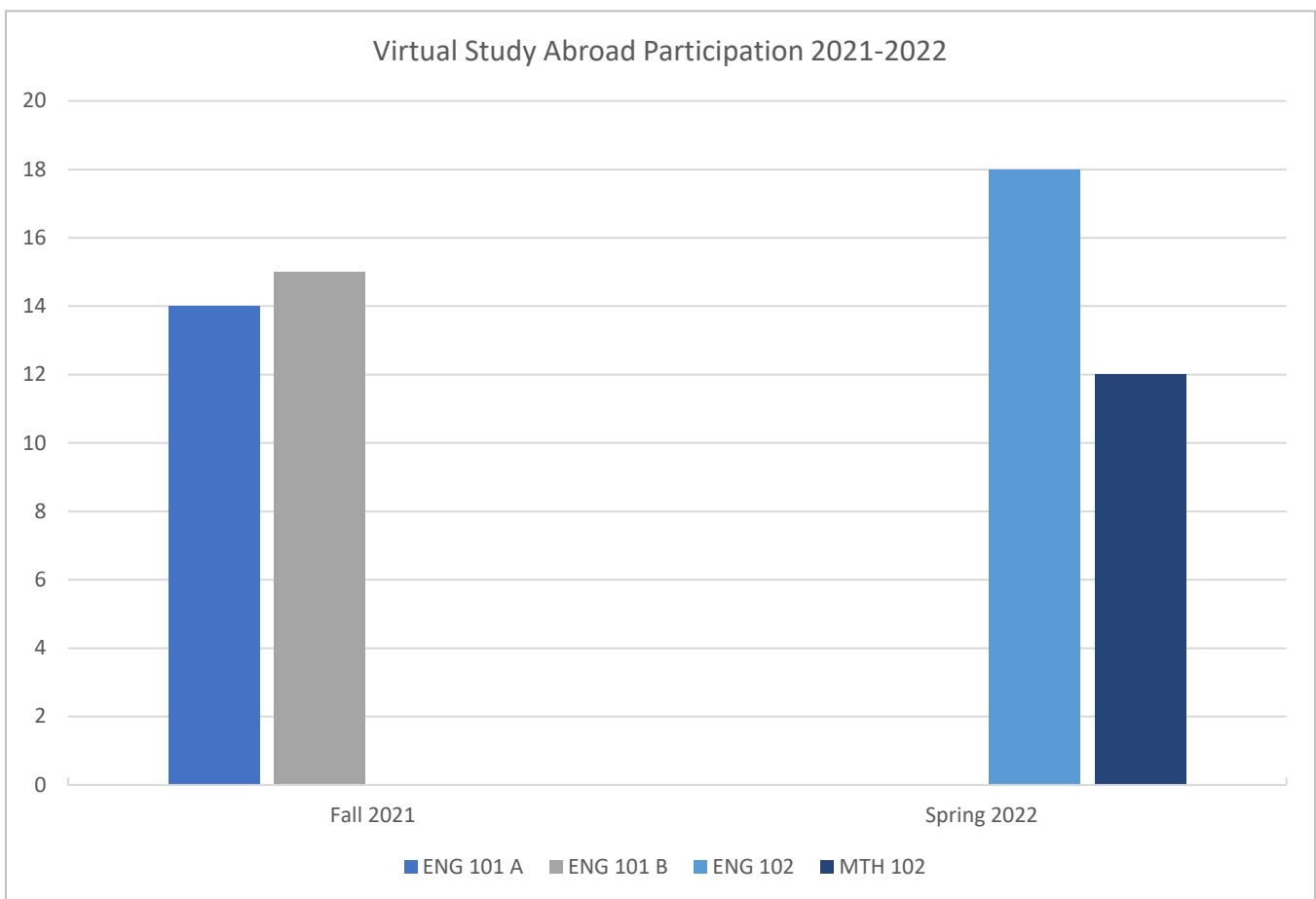
### Education Abroad



Due to the global pandemic, study abroad and faculty/administrator exchange international travel was suspended during Fall 2021 and Spring 2022. To provide students with intercultural and global exchange opportunities during the pandemic, the department piloted a virtual study abroad exchange program in partnership with EDUAfrica. A virtual study abroad program

is an online experience that connects students and faculty with international opportunities and infuses students' educational experiences with a global foundation.

In fall 2021, a total of 29 students in two sections of ENG 098-101 participated in a virtual exchange focused on consumerism and the global cost of U.S. consumption patterns. In spring 2022, a total of 30 students participated in two sections of virtual exchange. In MTH 102, General Education Statistics, 12 students worked with students in Kenya to collaborate on a statistics project, which promoted student engagement with course content and deepened their understanding and interpretations of statistics. A total of 18 students participated in an ENG 102 exchange focused on reclaiming spaces, land dispossession and Black identity in South Africa.



Formal pre-and-post assessments were given to students; results from fall 2021 indicated that 52% of participants said they "Strongly Agree" that they would recommend a similar experience to others, followed by 19% each for points 6 and 5 on the positive side of the Likert scale; 90% responded favorably; 10% responded Neutral/Don't Know; None responded negatively (3-2-1). Additionally, 80% agreed that they would repeat a similar opportunity, and no students responded negatively. There was an increase from 80% on the pre-survey to 100%

on the post-survey of participants who stated they were comfortable working with others from a different culture than their own.

Students had the opportunity to reflect on their virtual exchange opportunity. Some feedback included:

*"One thing that surprised me about this program was that we actually got to interact with the African students and it was not just the instructor speaking the whole time."*

*"I was surprised by how much fun I had in the program. I enjoyed coming to class to hear the presentations we were given and how our choices impact others. I also really liked hearing the perspectives of the students in Africa and what they thought about fast fashion and cobalt mining."*

*"I was just shocked at the fact that there is still child labor, and slavery to an extent, and that people are treated so poorly in such hostile conditions, it was eye opening to say the least..."*

In summer 2022, a group of 13 students and two faculty/administrators participated in a short-term study abroad program to Italy, one of the first programs to run since the pandemic. The program focused on culinary arts, hospitality, and Italian language and culture. Feedback on the program was positive:

*"I loved learning about the Italian culture, lifestyle, and cuisine every day. I have made some lifelong friends along the way, and I experienced things I never would have if I had just stayed in the United States. This study abroad experience was so eye-opening for me, and I would highly recommend this program to anyone who may be thinking about it. Whether it is to go to Italy or any of the other amazing countries available to visit, I strongly believe you should get out, travel, and explore the world!"*

*"This trip was a chance of a lifetime. It was extremely affordable, and I've learned so much on this trip. I soaked in every second when I was there because you never know when you will be back. Doing the study abroad program was the best thing that has ever happened to me."*

The Center for Global Engagement continues to provide international educational opportunities for students. Study abroad programs are open for the 2022-2023 academic year.

# First Stop

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

## Student Learning Outcomes

- Students will learn about the resources available to them through the AccessECC portal and become proficient in utilizing them.
- Students will be able to get their answers more efficiently using our various methods of communication.

## Accomplishments

### Instructional Videos

In order to serve our Spanish-speaking students with limited English proficiency, an instructional video was created in Spanish guiding students on setting up their student portal and email. Two other videos were created demonstrating some of the many features on the Self-Service app.

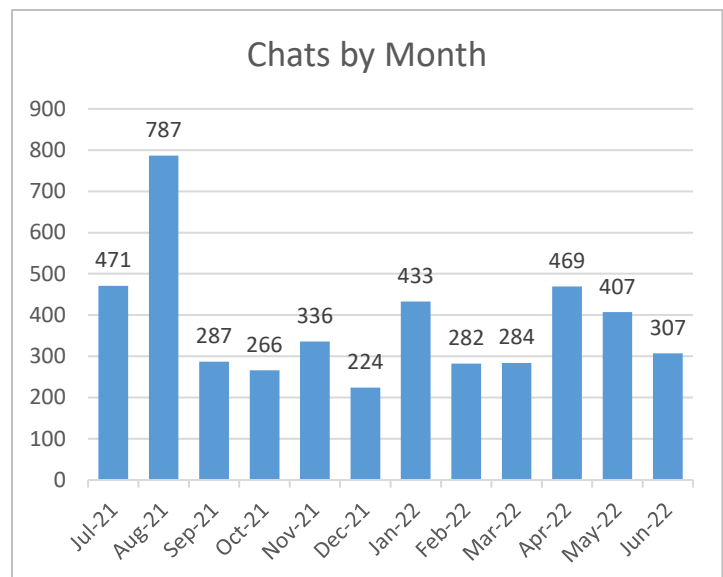
[Iniciar Sesión en Su Cuenta Y Cambiar Su Contraseña](#)

[How to Find your Current Grades](#)

[Downloading Your Unofficial Transcript](#)

### Admissions & Recruitment Live Chat

The live chat provides an efficient mode of communication for our students and others during office hours. Prospective, new, current, and former students are able to obtain a quick response from Student Services staff. The live chat is headed by First Stop along with Registration, and Recruitment to help answer the array of questions received. In the past year a total of 4,553 chats have been answered.





# First Year Programs and Student Life

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.

## Accomplishments

This past year was dedicated to welcoming students back to campus and providing events in various platforms to meet students' comfort levels. Students have endured a worldwide pandemic, faced with financial, personal, and academic hardships. Therefore, Student Life offered virtual programs and occasions to celebrate students' accomplishments, provide social, cultural, self-help, and leadership opportunities for students to network and connect. While continuing to utilize the Zoom platform and our social media accounts (Facebook @StudentLifeECC, Instagram @ecc\_studentlife) Student Life held a majority of events on campus with great attendance and success.

The Office of First Year Programs and Student Life will continue to provide some virtual content for ECC students during the upcoming academic year while returning to on campus events in a safe manner.

## Clubs and Organizations/Leadership

### Advisor and Club Meetings

The Office of Student Life hosted a combination of in-person and Zoom meetings throughout each semester to check in with club leaders and advisors on the status of their clubs, share important information and updates regarding club policies, provide leadership training, and provide space for the clubs to share their successes and challenges as they transitioned back to in-person programming. Most clubs held their meetings in-person this past year after realizing that most students preferred the in-person platform rather than virtual. There was an increase in membership for most of the clubs who held their activities and meetings in person.

## 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. Both fall and spring recruitment fairs were held in person this past year which helped clubs recruit new members and officers for the semester.

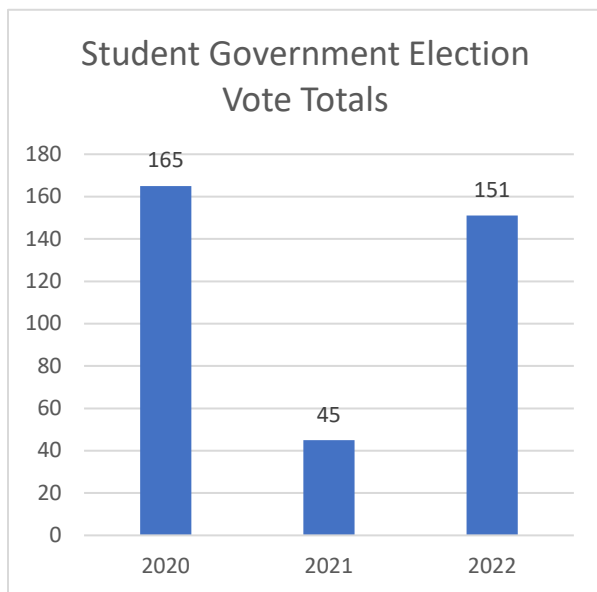


Our fall club recruitment fair, Clubchella and Food Truck Day, was held outside on the Building B walkway and Parking Lot. There were 13 student clubs who participated to recruit for the semester and Student Life had a tent to provide additional resources for students. Due to the impact of COVID-19 on student involvement, four of the cultural clubs (Asian Filipino Club, Black Student Achievers, Organization of Latin American Students, and United Students of All Cultures) became inactive and lacked student leadership going into the fall semester. In order to assist these groups for FY22, Student Life sent targeted recruitment postcards for students to join these groups and invited them to the event to learn more about how they can get involved with these clubs. There were also two local food trucks who attended the event and the ECC community enjoyed a taste of the southern cuisine and brick oven pizza. There were over 300 attendees at the event.

Our spring club recruitment fair, Nacho Ordinary Club Fair, was also held in person in the Building B Jobe Lounge. There were 16 student clubs who participated to recruit new members for the semester and about 200 attendees. Student Life gave away free nachos to those who attended courtesy of Herbkoe Fun Foods, and the Performing Arts Club hosted karaoke where students had the opportunity to express themselves vocally.

## Student Body Online Elections

The Student Body Elections are held every March to elect a new Student Trustee and Student Government team for the upcoming year. This was the sixth year the elections were held online and luckily the student voter turnout more than tripled from 2021 to 2022 since online elections were established in 2017. Students received election information via email, the student portal, ECC website, social media, and the current Student Government team also promoted it on-campus via flyers, tabling, and hosting a Voting Party in person.



Traditionally, Student Government election turnout has been poor and often times less than 100 votes are counted when previously done with a paper ballot versus online ballot. This method did not reach the greatest number of students, thus limiting the democratic process. While there is still a lot of work to be done to help increase student body participation, holding elections online has proven to be the most effective method these past six years so we will continue with this route for future student body elections.

## Leadership Banquet

In May, the Office of Student Life hosted its annual Leadership Banquet back in person for the first time since the pandemic and was held at the Centre of Elgin in downtown Elgin. The event was a great success with over 160 attendees that included student leaders, club members, club advisors, other department staff and administrators, including President, Dr. Sam, as well as members of the Board of Trustees.

This is an event that Student Life looks forward to hosting each year to celebrate and honor club organization leaders. This year's theme was *Our Student Leaders are Out of This World*. There were 5 club awards and 5 individual award categories that were presented during the event. The new 2022-2023 Student Government Team was also officially installed to start their term at the event. To encourage participation and community service by helping fellow students, event goers were asked to bring specific items to be donated to restock the Spartan Pantry. In exchange, students were given raffle tickets for a chance to win one of three grand prize raffle baskets which were announced during the event.



## First Year Programs

### New Student Online Orientation (OLO)

New Student Online Orientation is required for all first-time college students, returning/transfer students, International students, and Dual Credit students. Online Orientation is a comprehensive online program providing valuable information on programs of study, academic advising, registration and payment, and college resources and services. In total, 4004 students completed online orientation from March 2021 through February 2022.

## New Student Days - August 2022

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 professional facilitator Tom Krieglstein, who shared specific strategies and tips to succeed within the first 90 days of school. Five Spartan Leaders helped new students connect with each other and serve as peer leaders offering encouragement, guidance and resources.

Other goals of the events were to build strong connections between first year students, connect students to the college's mission, core values, campus resources, and to build energy and enthusiasm for starting ECC. Three new student days held for the fall 2021 semester saw a great turnout from incoming ECC students. All in all, there were 330 students who attended.

## Celebrate Your Success

Celebrate Your Success is a recognition event for new students who achieve President's, Dean's and Honor's lists after their first semester. Due to COVID-19 pandemic, the event was held virtually. Over the span of a week, students were recognized virtually via social media. Each day represented one of the three categories and recognized students for their hard work during their first semester at ECC. The President's list post, Dean's list post, and Honor's list post received 164 views, 523 views, and 352 views respectively via Facebook and Instagram.

## New Student Convocation



New Student Convocation is the official welcome to the college by Board of Trustee members, the 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 2021 fall New Student Convocation was held in person. The ceremony had an attendance of 253 students, 111 parents/families, and 26 faculty and staff members, which saw a total of 390 people in attendance. Following the convocation ceremonies, all participants and attendees were in the Green Space for Campus Jam. Attendees enjoyed music, food, games, a resource fair, and had the opportunity to connect with ECC club leaders. In total, Campus Jam saw 450 people in attendance and was a great way to kick off the fall semester.

The 2022 spring New Student Convocation featured a short program. There were 100 live participants and the recording of the convocation had an additional 937 views!

## Spartan Pantry



Recovering from the COVID-19 pandemic, the Spartan Pantry went back to normal operation, to provide more opportunities for students to utilize the pantry. In addition to having day and evening hours of operations, the Spartan Pantry also

provided a traveling mobile pantry. The mobile pantry brings the food to students, especially those who cannot stop by during operating hours or have limited time between classes. In addition, Mini Pantries were placed at different locations on campus. Some of the mini pantries are sponsored by campus departments. In total, there were 1,232 individual visits to the Spartan Pantry.

## Inclusion and Diversity

### TRIUMPH Mentorship and Retention Program

TRIUMPH (Transforming and Impacting Undergraduate Men Pursuing Higher Education), scholars persevered through a challenging year. This year we made strides in expanding our group from the quarantine-low participation of three scholars to seven scholars. We conducted workshops on goal setting, time management, and financial literacy where the scholars learned strategies to invest their money for long- and short-term gains. Our scholars also learned about cryptocurrency and NFTs.



We also conducted workshops on leadership and mental health/emotion management. The average TRIUMPH scholar GPA for fall 2021 was 2.67 in comparison to 2.66 for all White males, and 2.4 for all male students of color for the fall 2020 term, which suggests a positive relationship between TRIUMPH participation and academic success.

## Latinx Heritage Month 2021

Latinx Heritage Month (LHM) events were held both in person and virtually via Zoom and live streamed via the Student Life Facebook and YouTube for fall 2021. This year's theme was *Somos la Fuerza y Esperanza: Together We Rise*. The Latinx Heritage Month committee wanted to focus this past year's events on bringing back hope after almost 2 years of the pandemic and encouraging the community to rise together and celebrate the Latinx culture. To kick off the year's LHM celebrations and invite the community back on campus, the committee hosted Fiesta en la Yarda\* to show the movie *Selena*, and featured a Selena drag queen, BFH performance, vaccine clinic, and 2 local food trucks, Mario's Cart and Churros y Chocolate.

The celebration month also included events to continue connecting students to resources at ECC and the community. These were Latinx Conexión, a virtual staged reading produced by the ECC Theater Department for Teatro Que Importa and a collaborative event between 10 Illinois community colleges that included ECC, McHenry County College, College of DuPage, Harper College, Waubensee Community College, Moraine Valley Community College, Black Hawk College, College of Lake County, Richland Community College, and Joliet Junior College for the Can't Stop Our Blackness: Black Latinx Narratives And Resisting Erasure by Rosa Clemente, another an impactful virtual event about the Afro/Black Latinx experience in America and the need to unite all Latinx cultures for empowerment.

## Black History Month 2022

Our Black History Month activities moved to a hybrid format this year. We started the month out with Movement for the Soul Zumba as we highlighted the theme of *Black Health and Wellness: Fortifying Mind, Body, and Soul*. We continued the month with the African American Spring Connection. Next, we partnered with MAGIC to host Part 9 of the Black Lives Matter Series: The Color of Health. We experienced an enlightening panel



discussion on biases in health care and their impact on Black communities. We concluded the month with an important discussion with a panel of mental health professionals, *Lifting the Veil: Demystifying Black Mental Health*. We also had a very successful campus door decorating contest celebrating Black History Makers.

## Asian Pacific Month 2022

This year's Asian Pacific Month events were all held in person from mid-April through the first week of May and was sponsored by the Asian Filipino Club, Asian Pacific Month Committee, and Student Life.

The celebration month kicked off with the Asian Filipino Club Karaoke Night to invite the campus community for a staple Filipino activity of singing karaoke while enjoying iconic Asian snacks. The month also featured a Martial Arts Showcase where event goers learned about different styles and disciplines of martial arts from a local martial arts studio, *Fusion Academy of Elgin*, and had the opportunity to be entered into a raffle for a free one-month membership to the studio.



The celebration month continued with a Movie & Discussion of the film *Minari*, a captivating film about a Korean family that moves to rural Arkansas in search of their own American Dream, and the undeniable resilience of family and what roots us. The discussion was facilitated by ECC professor Dr. Peter Han, and event goers had the opportunity to discuss their own experiences with their families whether from the Asian perspective or another culture.



The Asian Pacific Month Celebration was the final event that featured entertainment and games. Students enjoyed the beautiful spring weather playing traditional Asian games and participated in a color powder celebration in honor of the Holi Festival.

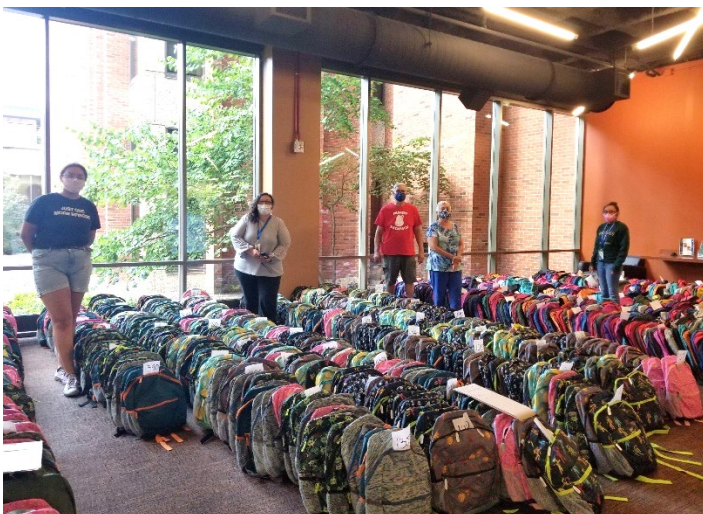
## Community Outreach and Service

### Project Backpack 2021



Project Backpack Back to School Supply Fair is a community-based initiative to benefit students in need as they prepare to return to school. The event is typically held every August in the Spartan Events Center. Out of continuous precaution in the COVID-19 pandemic, the 2021 Project Backpack operated similarly to the 2020 year. In lieu of an in-person event, we purchased supplies in bulk, packed backpacks with a small group of volunteers, and coordinated with the local K-12 school districts to pick up from us so they could distribute to their families directly. ECC students were able to receive a backpack via the Spartan Pantry on campus again.

Something new we added to the K-12 backpacks were mental health kits, which consisted of various stress relieving items, mindfulness activity prompts, and wellness resources. Local agencies also provided resource handouts for us to include in all backpacks. A total of 1,556



backpacks were provided to the districts/pantry to distribute to students in need within District 509. More than 20,200 students from preschool to college have been served since 2010, lessening the financial burden of school supplies for hundreds of families each year.

### Domestic Violence Awareness Month 2021

The month of October is Domestic Violence Awareness Month. We are always thankful to continue our partnership with the Community Crisis Center in Elgin for these events. Three events were hosted for this year's Community Crisis Center theme of *Healthy Relationships Rock*. In Her Shoes is an interactive activity involving true scenarios that exemplify what domestic violence victims experience and the barriers they may face. The Clothesline Project is



a two-day display of silent witnesses sharing stories of domestic violence and t-shirts that have been created in support of and in memory of victims. The month closed with the Candlelight Vigil event and discussion, hosted in-person and streamed virtually. All three events reached over 120 people.

### Make A Difference Week 2021



Make A Difference Week is a week of activities promoting servant leadership. We hosted a mobile Blood Drive in the A Clinic Lot, which collected 17 units of blood, saving 51 lives. A

Volunteer Fair with 17 local organizations seeking volunteers took place in B Hallway and the week ended with Planting Bulbs. Planting Bulbs was a collaborative effort with the ECC Grounds Team where about 15 students helped beautify the campus by planting bulbs that were set to bloom in the Spring.

### Sexual Assault Awareness Month 2022

April is Sexual Assault Awareness Month and we again collaborate with the Community Crisis Center in Elgin on events. This year's theme was Social Change = Ending Sexual Violence. The first of two events, with an audience of about 18, was an evening discussion, featuring guest speakers, on the need and power for social change to end sexual violence. The second event was an Empowerment Self-Defense Workshop taught by certified empowerment self defense instructor and Community Crisis Center Legal Advocate, Juli Brown. Attendees learned and then practiced self-defense strategies to reduce risk of sexual assault, finishing with a board breaking. About 31 people attended, providing positive survey feedback that they found the information, real life scenarios, and the opportunity to ask questions valuable.



# Records

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

## Student Learning Outcomes

New, continuing, and former students will take advantage of resources that allow them to transfer ECC courses to other institutions as well as how to have their courses from other institutions applied to their programs at ECC.

## Accomplishments

### Health Professions correspondence

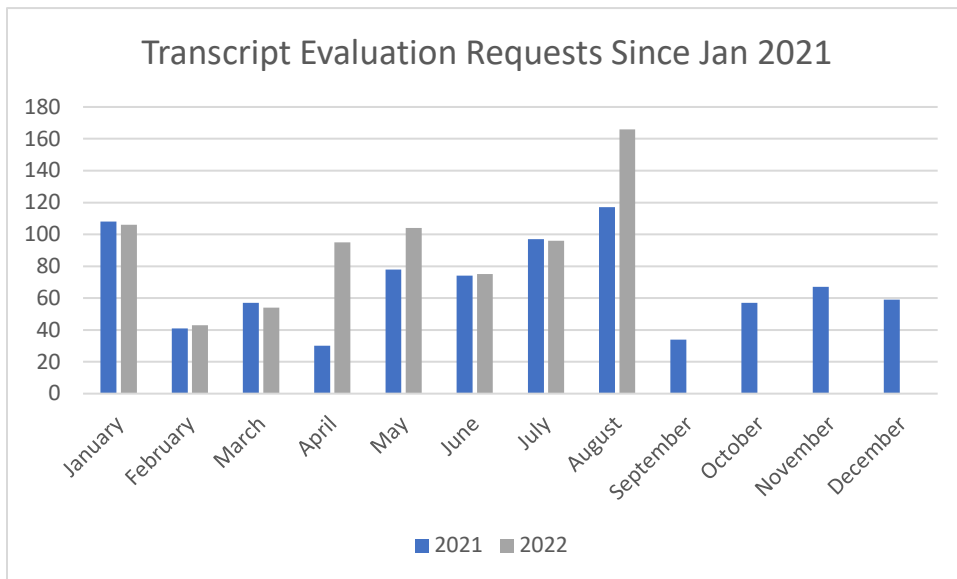
The records office implemented an email to college applicants interested in health professions programs, directing them to the health professions web page where they can find information about additional admission criteria.

### Faculty confirmation email when grades submitted

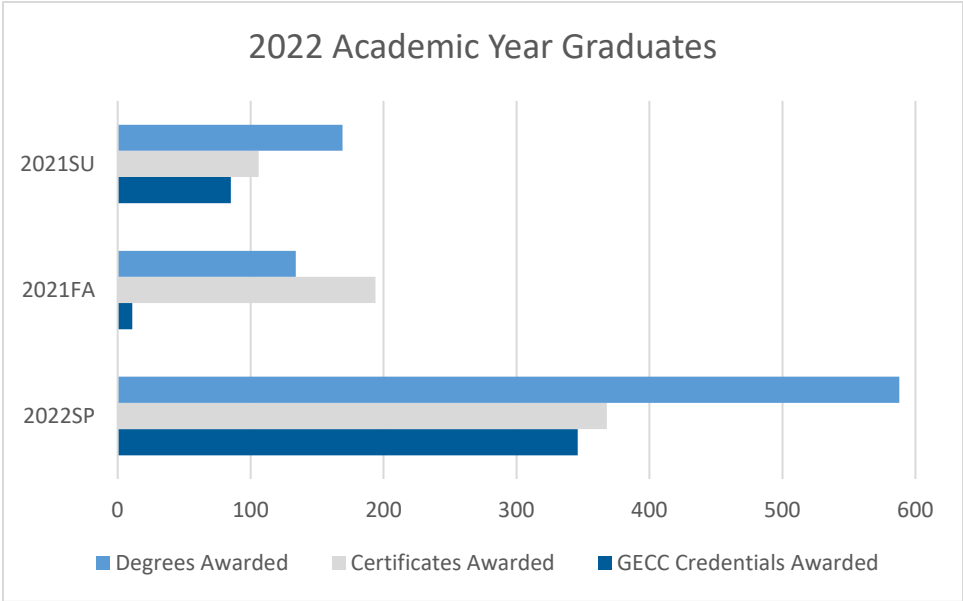
Faculty will receive a confirmation email once final grades have been successfully submitted.

### Transcript Evaluations Completes

There were 908 transcript evaluation requests between July 1, 2021 and June 30, 2022.



# Graduation totals: 2201 degrees/certificates/credentials were conferred.



## In-person graduation

The college returned to in person graduation ceremonies in Spring 2022, to include any prior graduates who did not participate in an in-person ceremony from the previous 2 years.

### Ceremony Attendance

- Transfer ceremony = 243
- Career/Tech ceremony = 147

# Recruitment and Outreach Services

Creates 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.

## Highlights

The Recruitment and Outreach Services department continues to contribute to the mission of the college by providing information and resources for students to enroll at the institution and improve their lives through learning. During the 2021-2022 academic year, the department continued to provide information, guidance, and a detailed overview and breakdown of the variety of degree and certificate options the college offers, as well as provide assistance with applying, enrolling, and registering for courses at the college. The department provided opportunities to meet with prospective students, parents, and families in-person or virtually and increased the number of in-person visits to local high schools and community events that had previously been virtual due to the pandemic.

## Recruitment and Outreach Events

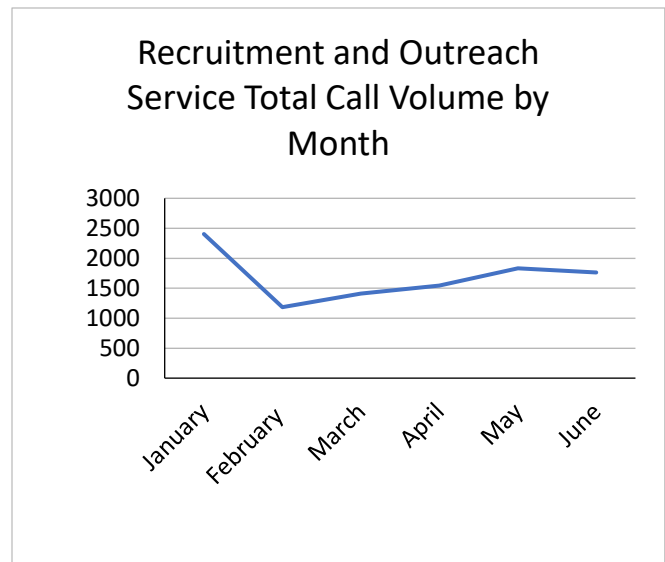
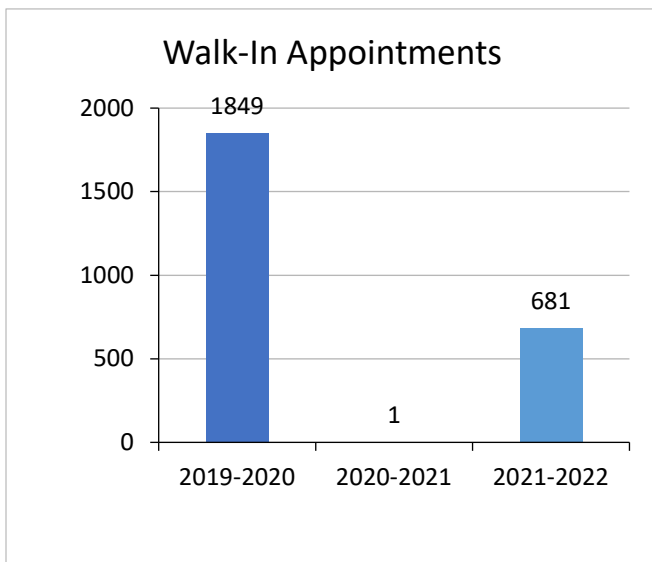
The department attended 104 recruitment and community events in 2021-2022. The department plans to increase in-person events for 2022-2023, including more targeted outreach and visits to local high schools.

## Student Traffic Volume

Prospective student walk-in traffic has increased as pandemic-related restrictions have eased. However, despite these relaxed restrictions and a return to on-campus services, the department continues to handle a large volume of email and phone traffic.

From 6/1/2019 to 6/30/2020, the department met with 1849 students in-person, and from 6/1/2020 to 6/30/2021, with one student due to pandemic-related restrictions. From 6/1/2021 to 6/30/2022, the department met with 681 students in-person. Many students continue to request virtual appointments or seek information and assistance over the phone or by email.

The department began tracking phone volume in January 2022. From January to June 2022, the department received 10,141 calls.



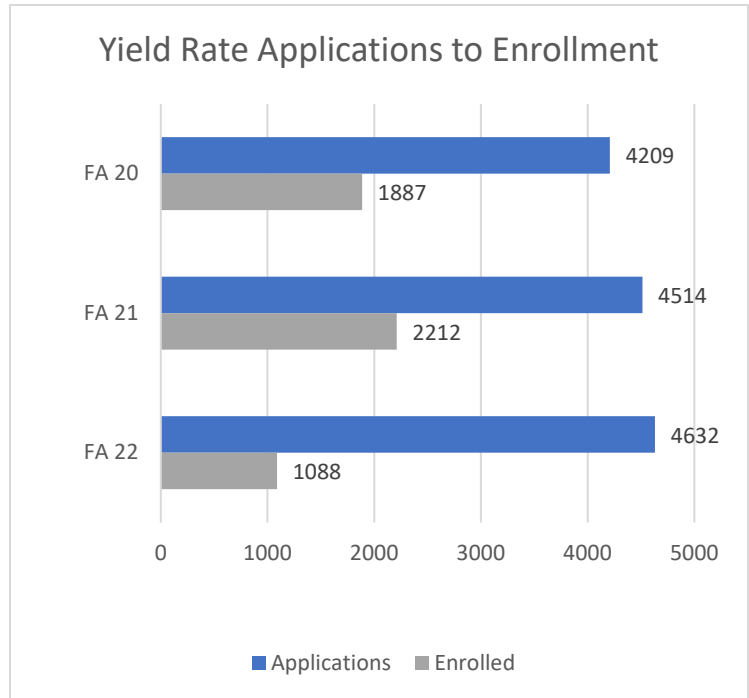
## OVERALL STUDENT INTERACTIONS WITH OUR PROFILE WITHIN NAVIANCE/Hobson's Intersect

|                     | Profile Views | WebTour Views | Virtual Tour Clicked | Links Clicked | Spotlights Views |
|---------------------|---------------|---------------|----------------------|---------------|------------------|
| Jun 2021 - Jul 2022 | 1,868         | 2,229         | 27                   | 290           | 4,135            |

### Yield Rates

In collaboration with the Marketing and Communication department, the Recruitment and Outreach Services department has also seen an increase in applications, due in large part to increases in digital advertising and social media presence. The department has averaged a 92% inquiry-to-application conversion rate over the last three academic years.

Additionally, the application to enrollment target yield goal is 40%. When comparing data from the fall semester over semester from Fall 2020 to Fall 2021, the yield rate increased from 44.8% (Fall 2020) to 49% (Fall 2021). In Fall 2021, as of the 10th day enrollment, the college had received 4,514 applications, of which 2,212 had enrolled, resulting in an increase from the previous fall. Data indicate that the application to enrollment yield rate for Fall 2022 is trending to meet the target goal of 40%, with the college having received 4,632 applications and enrolling 1,088 of those, as of July 26, 2022.



## Accomplishments

- Hosted in-person Adult Information Sessions for prospective adult learners in November 2021, April 2022, and July 2022
- Hosted virtual Experience ECC event in April 2022 with approximately 75 attendees. This event offered students and their parents the opportunity to discover the academic programs, services, and resources that ECC offers.
- Begun planning processes for implementation of Recruitment CRM in 2022
- Hired a new Manager of Student Recruitment and Outreach Services
- Increased outreach and visits to local high schools and community events, including attendance at the Elgin Autism Awareness Event, the Luz De Esperanza Covenant Church College Fair, Whisper Creek Golf Course Event and the Streamwood Summer Celebration.
- Implemented new partnership with Illinois Youth Center - St Charles to enroll students in online classes.
- Resumed in-person college tours for students and families
- Continued virtual and in-person ECC Admissions Presentations
- Coordinated a Summer 2022 call campaign to encourage students to enroll for summer and fall 2022. A total of 3,488 students were contacted, and approximately 334 students enrolled for Summer 2022 classes and approximately 578 students enrolled for Fall 2022 classes as a result of the campaign.



# Registration & First Stop

Empowers students to use resources in achieving their goals, to deliver quality service, and to celebrate student success.

## Student Learning Outcomes

- Students will understand the Student Residency Procedure, 4.102 which outlines the definition of in-district versus out-of-district, and the process of verifying residency.
- Students will be informed about the Schedule Changes and Course Withdrawal 1.202 procedure and any special adjustments made to it.

## Accomplishments

### Student Residency 4.102 Internal Audit

Collaborated with the internal auditor to assure the procedure was being followed according to the Illinois Community College Board guidelines, and to identify improvements within the procedure. Data from various semesters was utilized to offer recommendations by the auditor. Procedure will be updated in Fall 2022 to include special populations and clarifying language.

### Student Records Quality Control

Duplicate student records in Colleague were identified and merged to maintain accuracy. The data was gathered a year ago. Since Summer 2021, a total of 262 duplicate records have been identified and merged.

### Schedule Change and Course Withdrawals 1.202 Extension for Spring 2022

As a result of rising COVID-19 cases, the college decided to postpone the start of the Spring 2022 semester. It was also decided that the period for schedule changes and refunds would be extended. Different departments collaborated to implement, in a short time frame, the change systematically and to assure students were aware of the extension for the semester.

# Student Access & Disability Services

Cultivates an inclusive campus and learning environment, facilitates access for students with disabilities, and recognizes disability from a diversity perspective.

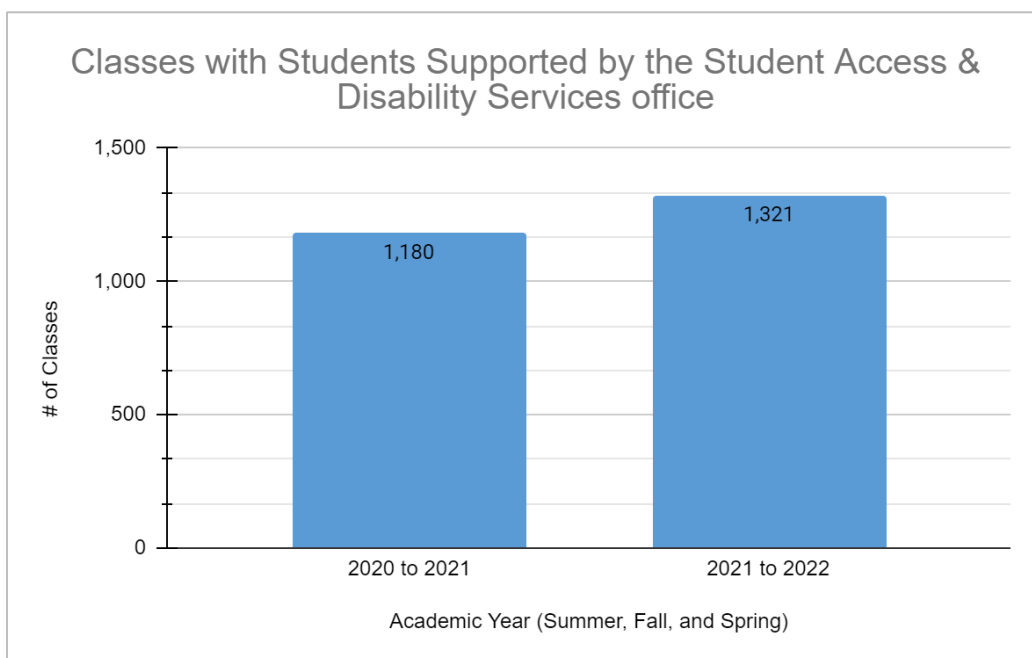
## Accomplishments

Supported students in 1,321 classes in Summer 2021, Fall 2021, and Spring 2022.

Provided 1,869 accommodation letters to instructors using online disability services software for Summer 2021, Fall 2021, and Spring 2022.

Responded to over 6,900 phone calls and emails from students, instructors, community members, and parents from July 2021 through mid-June 2022.

Provided over 81 hours of test proctoring, reading, and scribing services to eligible students remotely and in person from July 2021 through mid-June 2022.



Led the Accessibility Committee, Accessibility Training Subcommittee, and Accessibility Policy Subcommittee

Collaborated with cross-functional team of employees to continue the development of the campus-wide 5-Year Accessibility Plan and Accessibility Policy

Co-presented at employee workshops on creating accessible Word documents, PowerPoints, videos, and Google Docs/Slides

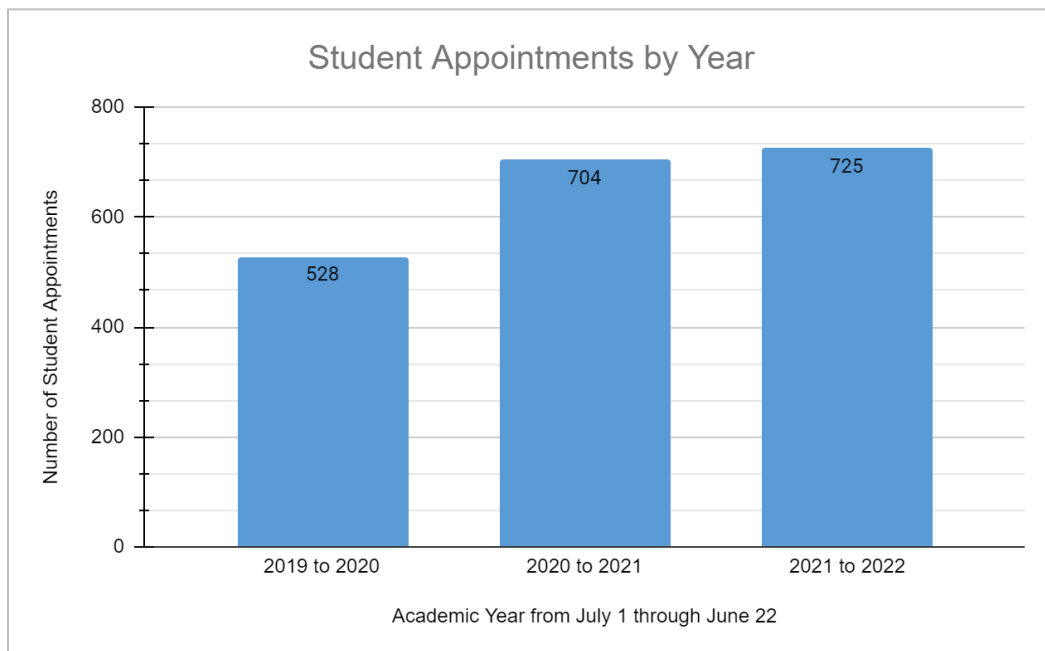
Won the following awards for the ADAPT Club, which is a student club dedicated to building a community of students with and without disabilities, creating a culture of inclusion, and advocating for accessibility:

- Purpose Award for Disability and Employment Event
- Rising Star Award for Vice President
- Distinguished President Award

Hosted the inaugural Disability Pride Meeting

In partnership with Wellness Services, the ADAPT Club, and Phi Theta Kappa (PTK), organized the student-led “Shining the Light on Adult ADHD” hybrid event

Collaborated with Transfer Services and the ADAPT Club to develop virtual information sessions to inform students about the student access and disability services offices at these key transfer colleges: Northern Illinois University, University of Illinois—Chicago, and Elmhurst University



# Student Success Coach Program

Provides students with individualized, intrusive, high-touch, holistic support to overcome barriers and develop the skills necessary to achieve academic, personal and professional growth.

In October 2021, CRRSAA funding was used to establish a professional Student Success Coaching program within the Division of Student Services & Development with the goal of providing holistic support to students made most vulnerable in the COVID-19 and post-COVID-19 educational landscape. The primary goals of the Success Coaching program are to increase course success, course progression and student retention.



*Student Success Coaches*

Qualitative and quantitative data from early in the project's life cycle is very positive. The students receiving coaching services outperform their peers in key persistence metrics, and are also meeting or exceeding the original goals for the program.

Student feedback indicates that the Student Success Coaches are providing the necessary academic support as well as social emotional support.

## Student Satisfaction Survey

Students receiving coaching services participate in a short survey about their experience. Survey results include the following:

- 98% agree or strongly agree that they felt welcomed and respected when visiting their coach
- 95% agree or strongly agree that attending a coaching session positively impacted their experience or success at college
- 92% agree or strongly agree that the coaching sessions helped them be more successful in class
- 94% agree or strongly agree that the coaching experience helped them to be better self-advocates for support they need
- 100% agree or strongly agree that the Success Coach provided them with an appropriate resource and/or referral

## Qualitative feedback on the coaching experience:

*"My Coach is awesome! She has given me great tips and tricks to keep up the good work and stay on track. She is always there to remind me of upcoming important dates. She has been a great support system that I have at ECC."*

*"You have been such a help and I really enjoy every conversation we've shared. You have inspired me and helped me set up for success."*

*"My sense of belonging at ECC increased." "Thank you so much for being so welcoming, encouraging and informative!" "With my coach, I realized that I can do more to help me succeed at ECC."*

*"My Success Coach is very helpful to me. She has managed to give me all the information I need. She sends out emails and reaches out which makes me feel welcome."*

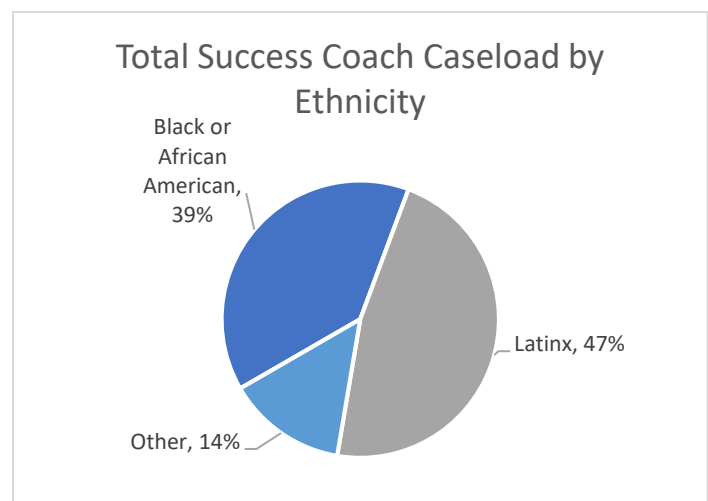
*"She checks up because I tend to keep things to myself when things get hard." "She gives me motivation to move ahead in my classes." "I appreciate you giving me a push and a sense of schedule."*

## Student Caseload

The below student groups were identified as being most vulnerable in the COVID-19 and post-COVID-19 educational landscape. In addition, they represent a population of underserved students within higher education. According to Valentine and Price (2020), "Student groups that are underserved within higher education may benefit more from coaching, and intentional targeting of coaching services can close equity gaps" (p. 5).

Students eligible for success coaching must meet the following criteria:

- All African-American students newly enrolled starting in fall 2020
- Students who are enrolled in at least one:
  - Online or hybrid course
  - Developmental education class, or
  - Connected with the Student Disabilities Services office



Students also have to meet the following [ILEA](#) criteria:

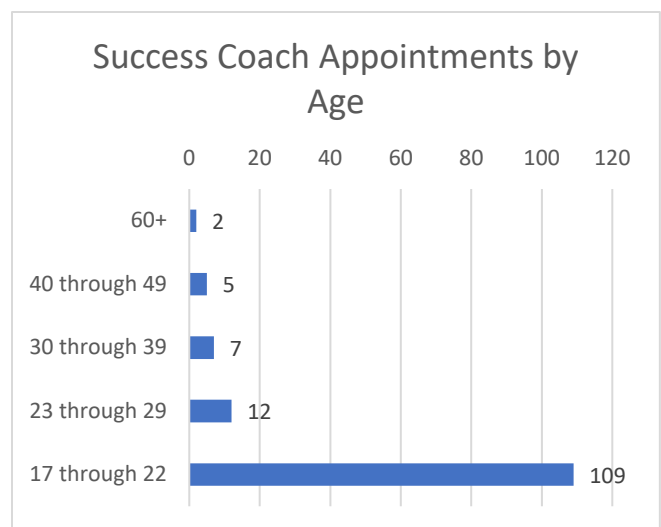
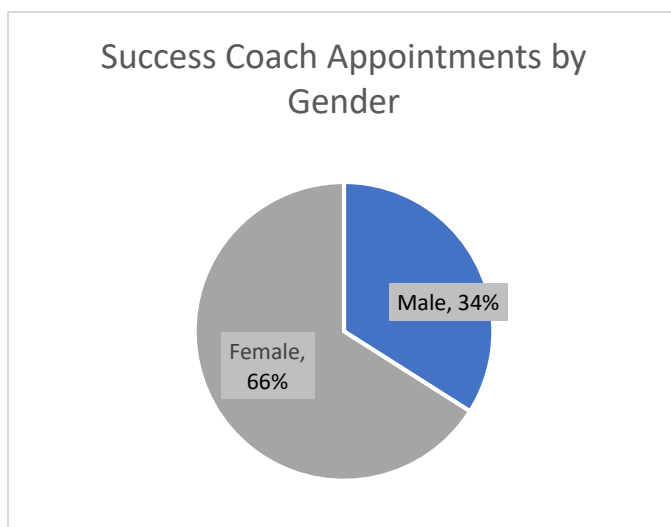
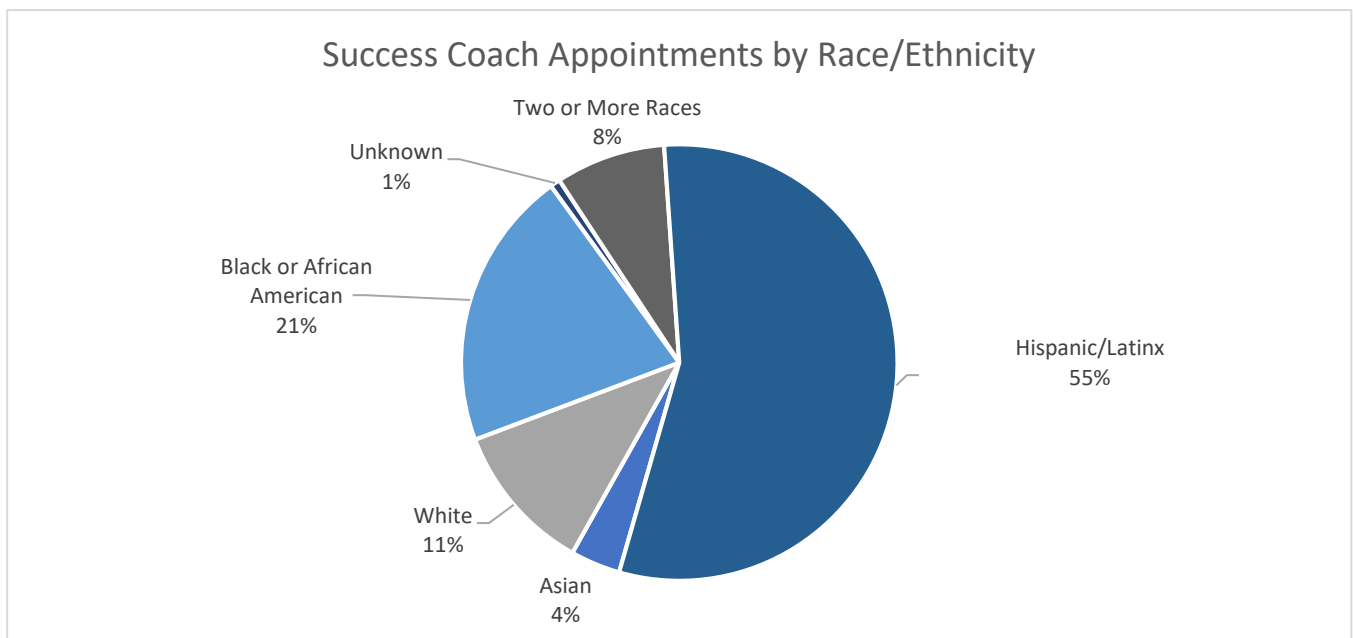
- Pell eligible
- African-American
- Latinx

## Student Coaching Appointments 10/4/21 thru 6/30/22

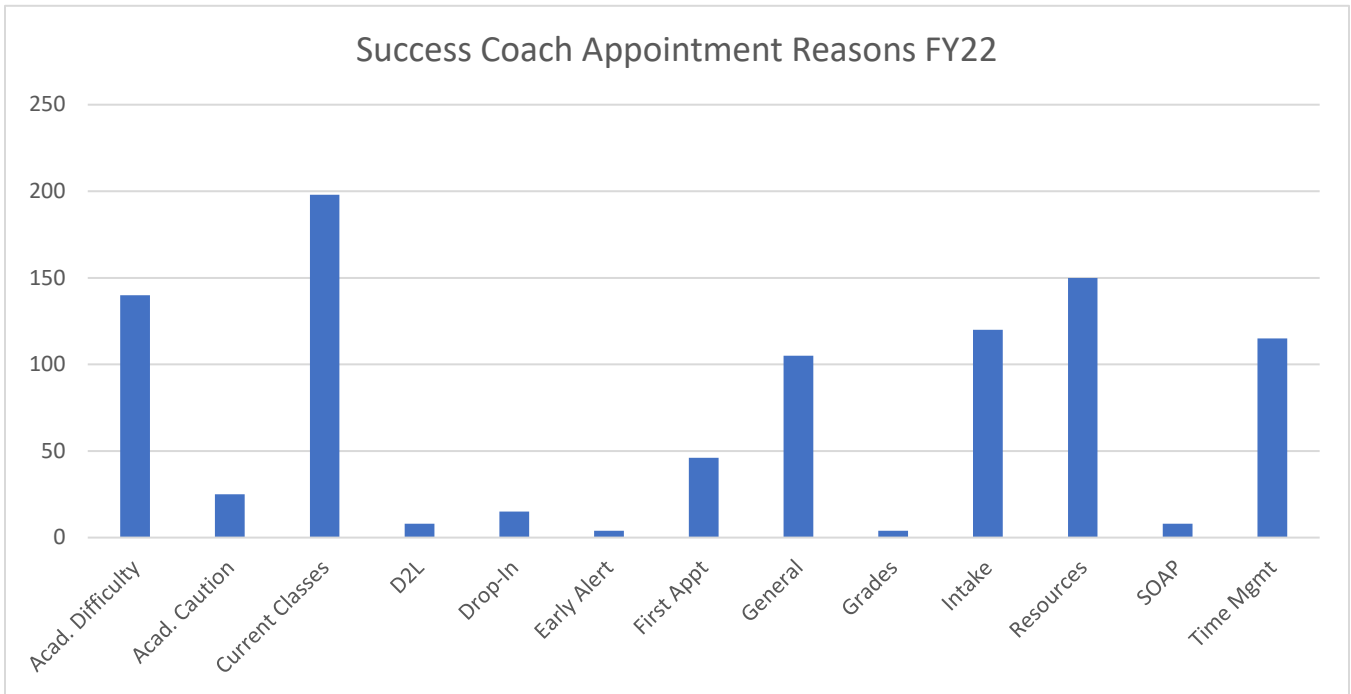
Total students (unduplicated) receiving coaching - 135 students

Total student appointments - 479 students

Students scheduling coaching appointments fell into the following categories:



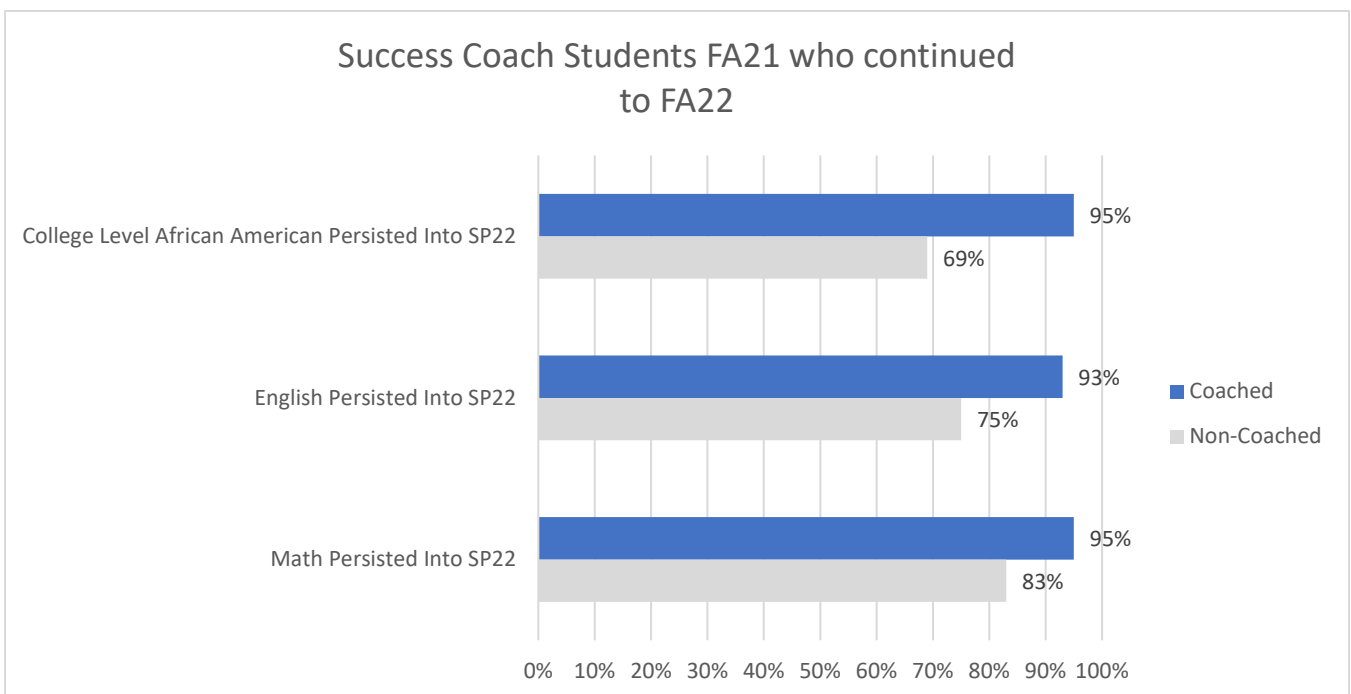
## Why are students seeking success coaching services?



## Fall 2021 Coaching Cohort Outcomes

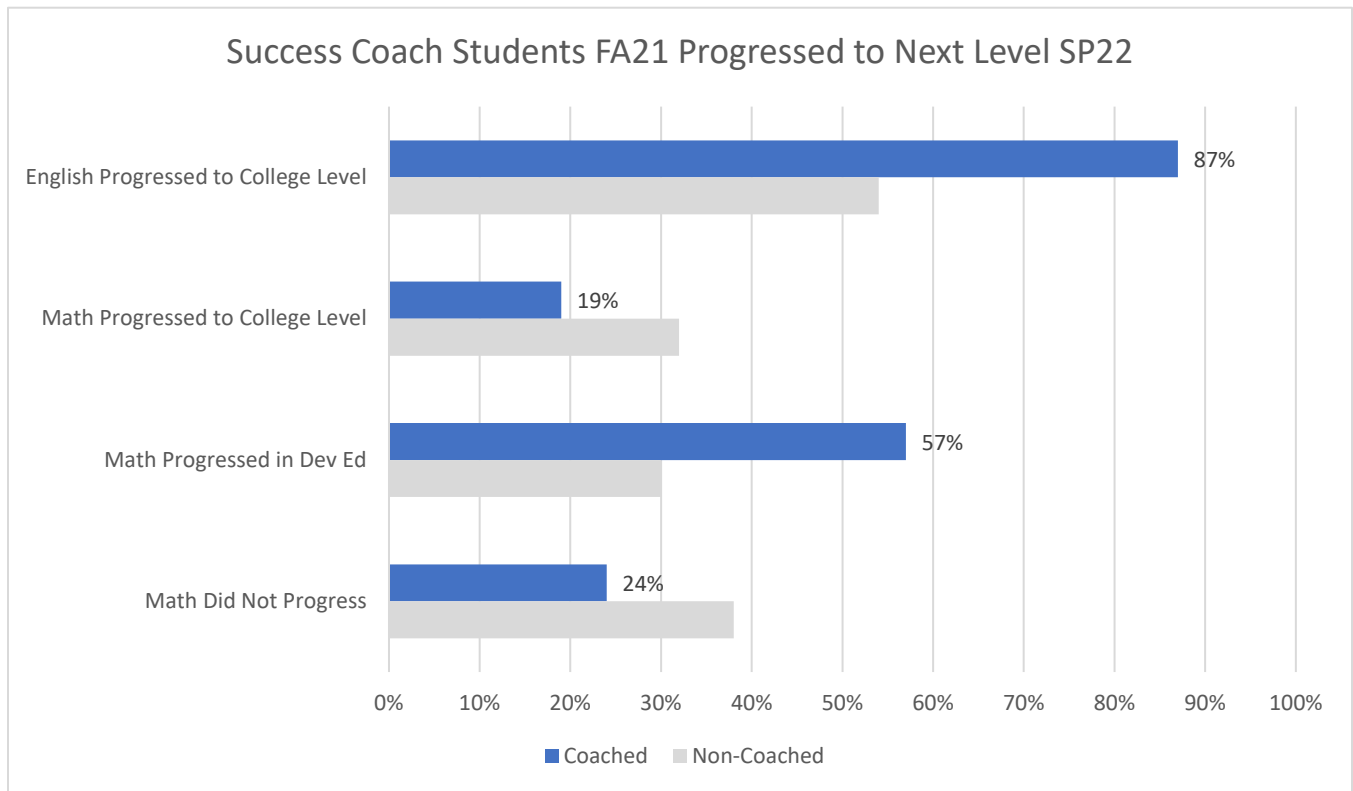
### Persistence and Retention

Students who receive coaching will persist from term-to-term and year-to-year.



## Developmental Progression

Students who engage in the coaching process will successfully progress to the next developmental education course or college-level course.



## Literacy (LTC099) Spring 2022 PILOT

During the spring 2022 semester, in collaboration with Literacy faculty, a program was piloted to infuse a success coach in an LTC099 class. The goal of the project was to introduce and integrate student support resources into the classroom to help students develop awareness and comfort with these resources and to increase the likelihood they would continue to use the resources outside of class.

The pilot was a success! The usual pass rate for LTC099 students has been between 52-55%; the section with the success coach had a pass rate of 71%! 12 of the 17 students achieved a passing grade.

Success Coaches engage with students in and outside of the office. All programming is designed to support students in the development of skills needed to achieve academic, personal and professional growth.



# Testing Services

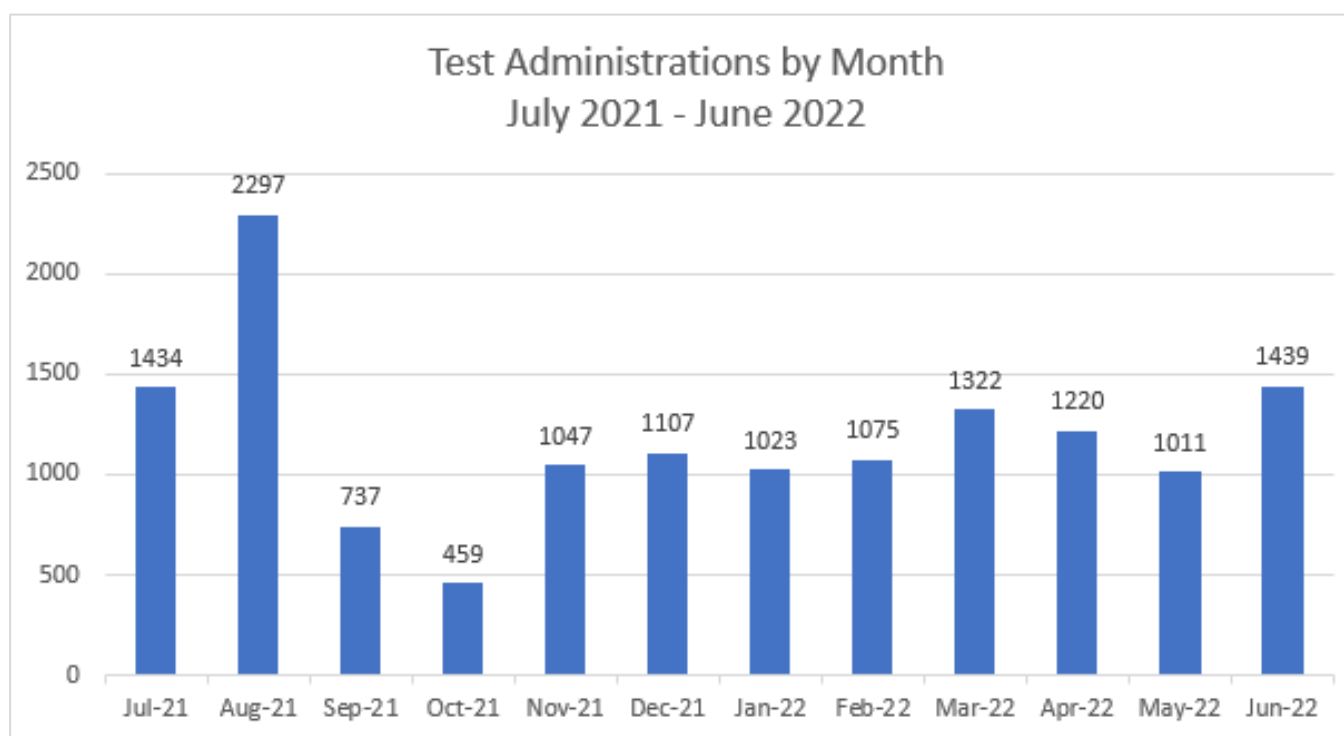
Staff are dedicated to the whole student. We believe all students have the right to learn all they can. Our job is to help them be as successful as they can be. We will be understanding and supportive. We will acknowledge and respect individual differences and share our view of the need for lifelong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

## 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.

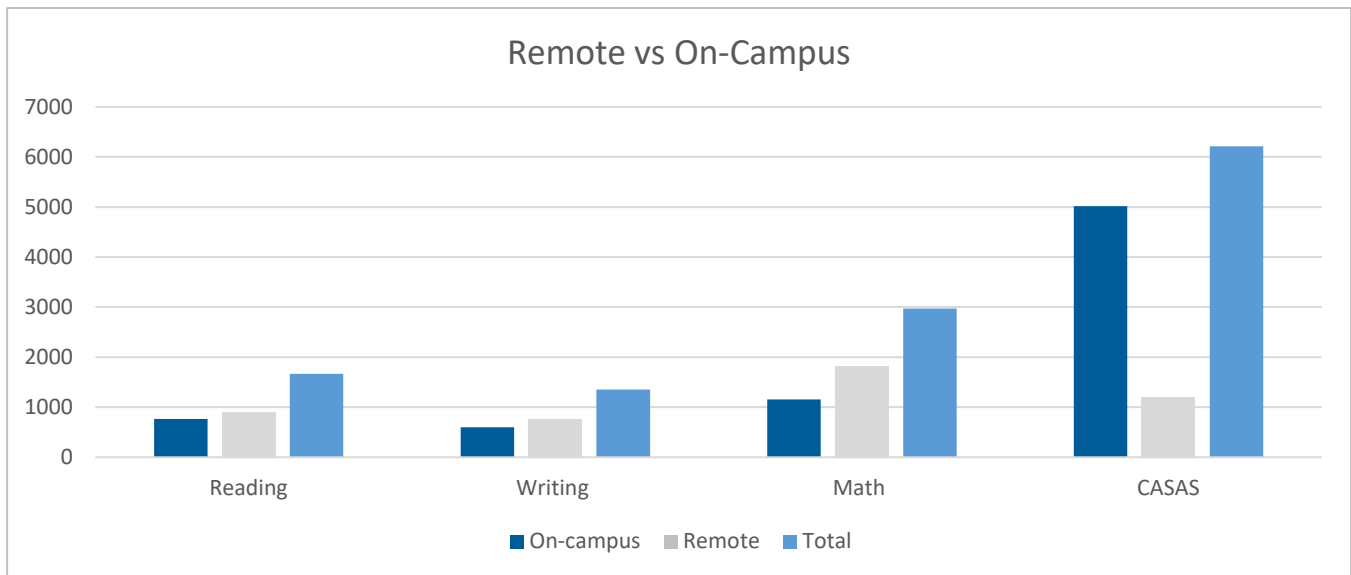
## Test Administrations

Testing Services continues to support students from matriculation to graduation by offering placement, course exams, and certification assessments. This past academic year, the department supported both on-campus and remote test administrations. Here is a glance at the number of test administrations by month.



Placement assessments were offered both on-campus and remote. On average, 47% of testers chose to complete these assessments remotely. These assessments include:

- Comprehensive Adult Student Assessment System (CASAS) – used by Adult and Basic Education (ABEC) programs including High School Equivalency, English as Second Language, and Workforce Development
  - Remote CASAS testing was administered in partnership with ABEC and Education Work Center (EWC) staff due to COVID-19 site closures.
- Placement for Credit Course Enrollment:
  - Math
  - Reading
  - Writing



Completion of the placement test in the remote modality has increased access to students unable to come to campus and added flexibility to students trying to complete the enrollment process. However, the process to administer, review, and post-test attempts for this modality is different from on-campus testing processes.

Remote testing options need to be supported with additional staff and a dedicated private space for staff to complete proctoring and test reviews. Currently, the staff split their time and attention between serving students checking in for on-campus testing, and completing asynchronous reviews for placement testing.

It is anticipated that social distancing will cease and the testing center will be able to resume services at full capacity. However, without a dedicated physical space and additional staff to review and monitor remote assessments, the admissions timeline from application to enrollment will be lengthened for students opting to test remotely.

## Highlights

### Dual Credit Partnership

Testing Services directly supports placement testing of Dual-Credit applicants and actively partners with the Assistant Dean of College in High School Programs to plan and meet each district's testing needs.

This past year (2021), the program partnered with U-46, one of the high school districts, to provide group placement test sessions. Test sessions were attended by both remote and in-person U-46 dual-credit applicants during their scheduled school day. Over the course of three weeks, over 52 students completed testing.

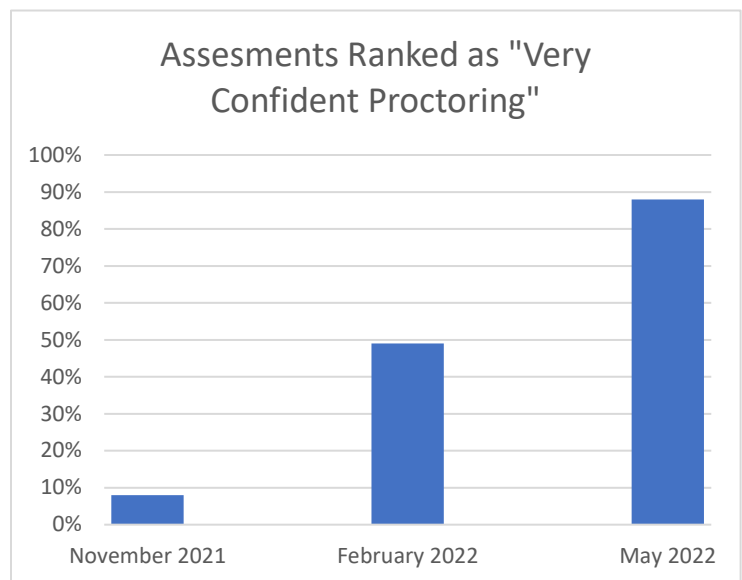
### Professional Development

The Testing Services team continued its previous year goal to increase confidence in proctoring all assessments. In November of 2021, all staff completed a survey to inventory confidence levels of proctoring eighteen key assessments. Results from this survey indicated staff was not confident in administering sixteen of the eighteen assessments. Data from this survey was used to prioritize training needs over the next few months.

In February 2021, the same survey instrument was completed. Results proved that confidence levels improved for six assessments, but staff still ranked ten as not confident in administering. From February to May, staff focused training on the assessments they were least confident in.

A final survey administration in May of 2021 showed that all staff was confident in their ability to administer fifteen key assessments. The remaining three assessments with low confidence had not been requested by students or community members during the training period.

Testing Services will continue to review test administration trainings throughout the year to ensure confidence levels are maintained.



# Transfer Services

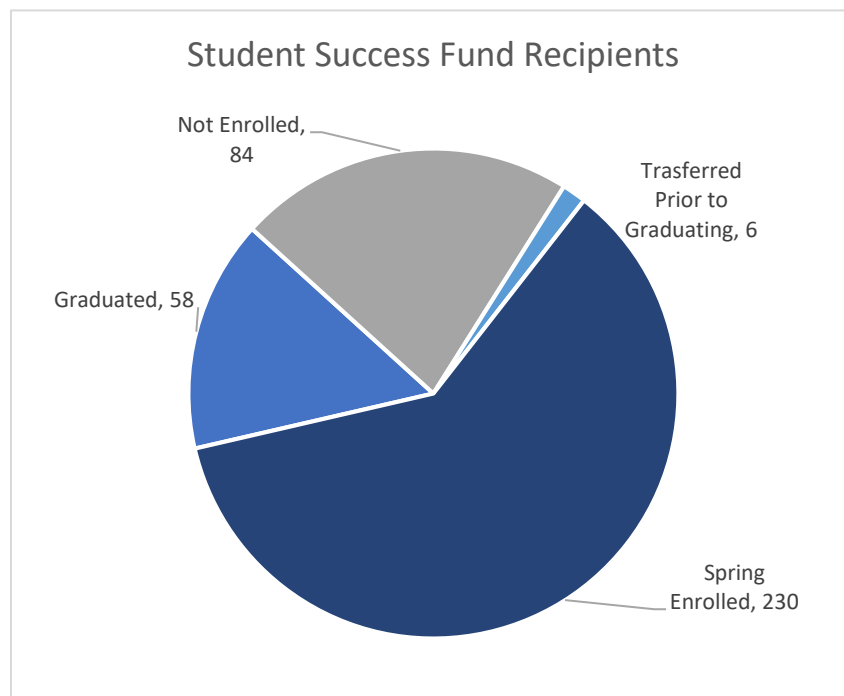
Helps students interested in continuing their education beyond the Associate's degree successfully plan for admission to their desired transfer school and program. Transfer Services develops pathways toward student success through the development of 2+2 and 3+1 agreements, Transfer Admission Guarantees, Dual Enrollment opportunities, and articulated transfer pathways to virtually any university or college.

## Student Success Fund

Transfer Services partnered with members of Wellness Services to process Student Success Fund applications, with the aim of removing barriers to continued enrollment and degree completion. Students receiving assistance from the fund were directly impacted by the COVID-19 pandemic which impacted their ability to maintain enrollment.

### Students requests:

- **379** students applied for assistance from the SSF, of those students:
- **230** students were still enrolled during the spring semester
- **58** students have graduated
- **90** not enrolled, are no longer enrolled (**6** of these 90 students transferred prior to graduating)



## **New Partnership Highlights & Progress:**

The ECC-Northern Illinois University [Elementary Education Cohort](#) had another 100% graduation rate in 2022, with 20 new graduates (15 from underrepresented populations) earning their degree in Elementary Education with an ESL or Bilingual endorsement. A new cohort for Early Childhood Education is set to start in summer/fall 2023.

[Luis Moran](#) became ECC's first student to complete the University of Illinois, Urbana-Champaign Engineering Pathway cohort requirements at ECC and was accepted into the Grainger College of Engineering for fall of 2023.

Elmhurst University & North Central College once again awarded a full-tuition scholarship to an ECC Honors student, & Columbia College Chicago awarded a [Chicagoland Transfer Scholarship to an ECC graduate](#).

A new partnership with Arizona State University [My Path 2 ASU](#) maps out courses and degree requirements students can take to transfer into many ASU programs.

To create opportunities for connection during the pandemic, virtual transfer events were developed including a Latinx Transfer Resource Fair, a HBCU Transfer Fair, State University Transfer Day, & a Private Illinois Colleges & Universities Fair.

# TRiO Student Support Services

TRiO Student Support Services (SSS) and English Second Language (ESL) provides academic support and access for traditionally underrepresented students to assist in their degree completion.

TRiO SSS and ESL joined the Student Services and Development Division in March, 2022, as the result of an institutional reorganization. In the current grant cycle, SSS is funded to serve 362 students; ESL is funded to serve 144 students.

## Accomplishments

### Fully Staffed to Meet Student Need

The TRiO Team returned to campus and is now fully staffed, to be available for students. This allowed the managers and coordinators to host several important student workshops, including:

- Financial Literacy
- Career Readiness
- Study Skills
- Time Management
- Personal and Academic Organization Strategies
- Goal Setting

### Campus Tours and Student Leadership Conference

The TRiO Team hosted several campus tours with students, including several universities and events in New York City in March 2022, Northern Illinois University, and the University of Wisconsin. A Student Leadership Conference in May 2022 was also created and hosted.

### Events

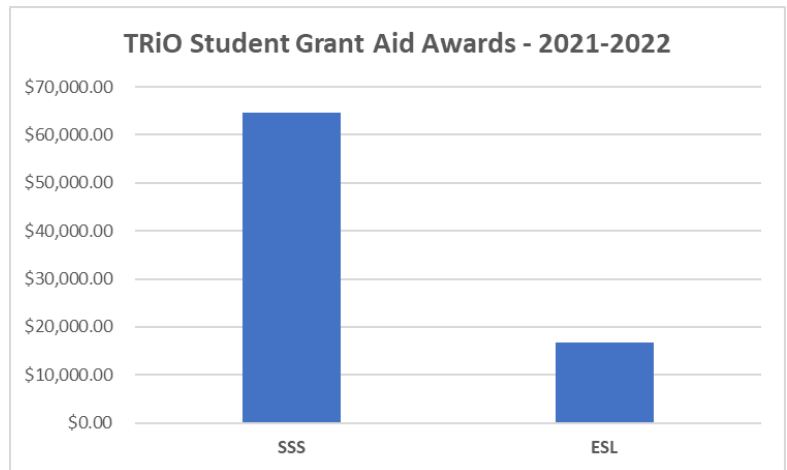
TRiO developed and hosted several student events throughout the year, including:

- Dr. Martin Luther King Jr. Breakfast
- TRiO Kick-Offs (recruitment opportunities at the start of the new semesters)
- Black History Month Celebration and Trivia Event
- Women's History Month Event
- Transfer Pathways Workshop

- TRiO Graduation Celebration and Dinner

## Grant Aid Awards and Chromebooks

Grant aid in excess of \$85,000 was awarded to students in need in 2021-2022, and 54 Chromebooks were purchased and loaned to students in support of online/remote class success and completion.



# Veterans Services

Supports military-connected students 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 military-connected students on campus, increases military cultural competency among ECC employees and connects military-connected students 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 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

### Military Friendly Designation

ECC's Veteran Services department seeks to support and empower students throughout their educational journey. Student events, recognition, a monthly Veteran Newsletter, a Military Branches United student organization on campus, and a dedicated Veteran Resource Center are just a few of the ways the department accomplishes this. As a result of these efforts, ECC was awarded the ["Military Friendly" school designation](#) for another year.



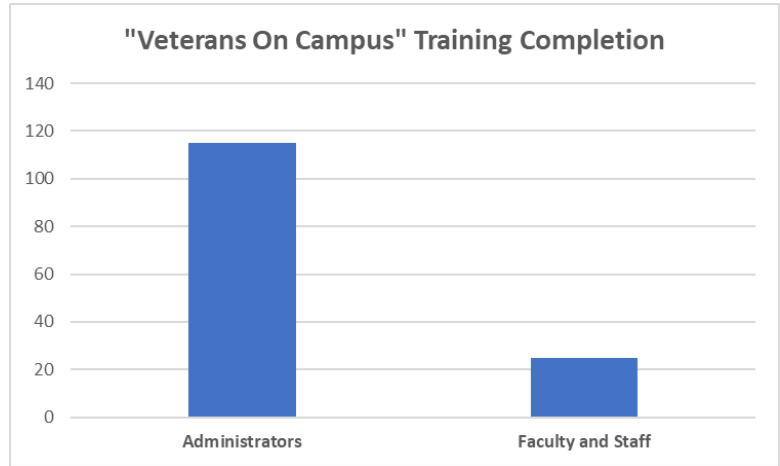
### VET Chat

To improve student access to vital support services, the department launched a [live chat option](#) for students to utilize, allowing quick answers to questions or guidance to other resources.



## Veterans On Campus Training

The Veterans on Campus training was conducted several times throughout the 2021-2022 academic year, reaching 135 ECC employees. The training provides basic information about the veteran-student experience, and helps to build cultural awareness among those who serve military-connected students at ECC.



## S.A.L.U.T.E.

Service. Academics. Leadership. Unity. Tribute. Excellence. S.A.L.U.T.E is a national veterans honor society which seeks to acknowledge student veterans who continue to demonstrate the qualities consistent with United States military service. This academic year the Veteran Services department inducted three (3) new members into the ranks, providing S.A.L.U.T.E. graduation cords and pins to be worn at the graduation ceremony.



# Wellness Services

Encourages students to become active participants in their overall health and well-being. The mission of Wellness Services is to provide support for personal well-being so students can focus on academic success.

## Wellness Services Presentations

In an effort to address the prevalence of mental illness among college age students, Wellness Services offers faculty the opportunity to schedule Wellness Presentations to educate students on a variety of wellness topics including mental health and substance use, as well as, available resources. In FY 2021-22, 124 classroom presentations were conducted.



## Wellness Wednesdays

Wellness Wednesdays returned in spring 2022! Wellness Wednesdays is an opportunity for students to ask questions and receive information focusing on the eight dimensions of wellness: environmental, emotional, financial, intellectual, occupational/academic, physical, social and spiritual.

## Wellness Presentation Collaborations

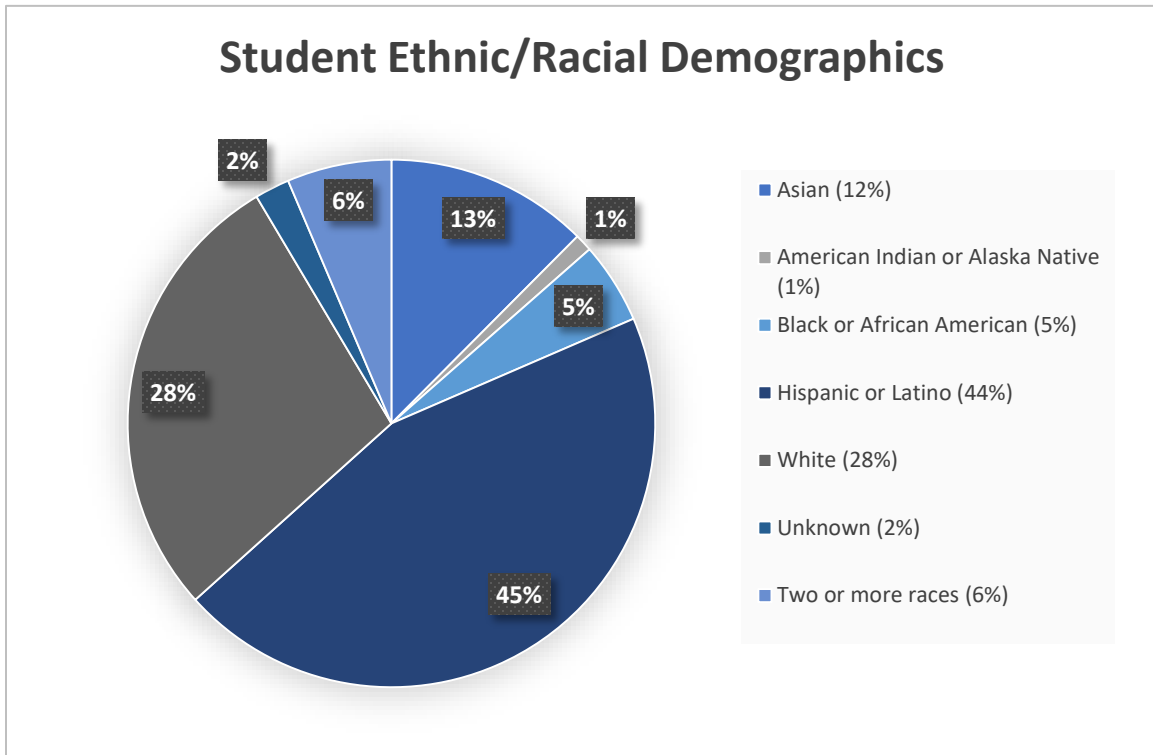
- FAFSA Wellness Mindset: students learned how financial barriers can lead to depression, anxiety and a decrease in academic success, as well as, coping strategies.
- Career Development Services: students learned about the internal barriers of choosing a major; students left with an action plan to assist them in choosing a major.

An [informational video presentation](#) was also created and available via D2L for students to access and view at their convenience.

## Wellness Student Appointments

Student appointments are available via phone, telehealth video conferencing using DOXY, or in person on-campus. In FY 2021-22, 1004 student sessions were conducted. Below is some information regarding the unique students who utilized Wellness Services:

DOXY Telehealth Usage: Doxy Telehealth gives Wellness Professionals the opportunity to provide real-time mental health care and remote clinical services to students, virtually, at a distance. Wellness Services conducted a total of 220 sessions on the DOXY Telehealth Platform in FY 2021-22.

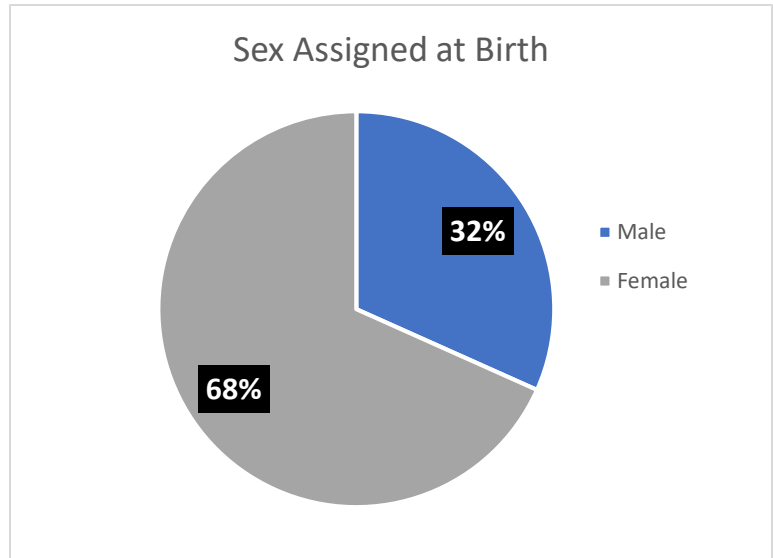


*Demographic Note*

- The Hispanic/Latinx student community continues to have the highest percentage (44%) of students utilizing Wellness Services; this is consistent with the previous fiscal year student Wellness demographics.
- The Native Americans and Black or African American student communities continue to have the lowest percentages (Native Americans 1% and Black or African Americans 5%) of students utilizing Wellness Services; this is consistent with the previous fiscal year student Wellness demographics.

*Demographic Note*

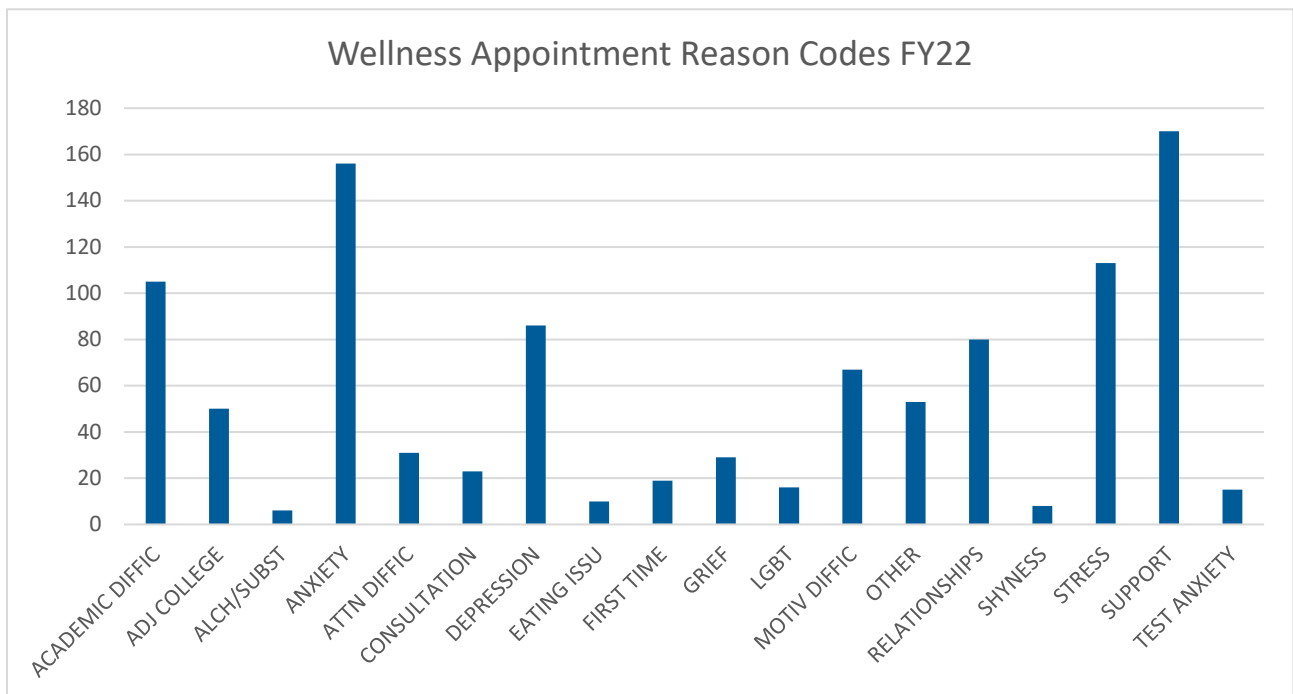
- The percentage of female identified students utilizing Wellness Services decreased 7% compared to the previous fiscal year data which bowed at 75%.
- The percentage of male identified students utilizing Wellness Services increased at 7% compared to the previous fiscal year data which bowed at 25%.



## Student Wellness Concerns

Top 5 Presenting Concerns for Students Seeking Wellness Services:

1. Anxiety
2. Support
3. Relationships
4. Academic Difficulty
5. Depression



## **Mindwise Innovations Online Mental Health Screening**

Students can complete the Mindwise 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 their appointment. If a student indicates immediate care is needed, the screening is paused and the Suicide Prevention Lifeline number, crisis text lifeline and 911 emergency services number appear on their screen.

A total of 337 Student screenings were completed during FY 2021-22:

- 59 screenings for Depression
- 50 screenings for Generalized Anxiety Disorder (GAD)
- 37 screenings for bipolar disorder
- 22 screenings for Eating Disorders

## **Student Organization Collaborations**

Wellness Professionals co-advise several student organizations and have successfully built partnerships with clubs to provide psycho-educational seminars that address topics of building self-confidence, stress management, and coping with social anxiety and depression. Below is a list of virtual seminars and events that Wellness Services has facilitated with student clubs.

### **Students Who Are Not Silent (SWANS):**

- Am I the drama? A Drag Show hosted by ECC
- Fiesta en la yarda: A party to showcase Latin heritage, which included a drag queen Selina and a playing of the Selena movie
- Luncheon: Luncheon for students of SWANS

### **Organization of Latin American Students (OLAS):**

- Selena event: An event honoring the late singer Selena.

## **PRIDE Talk Support**

Ongoing initiative which serves our LGBTQ+ student community. 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. Students engage in thought provoking conversations, learn how to navigate conversations about sexuality and gender identity with family and friends who may not understand and build a community of support with one another.

## PRIDE Talk Student Feedback

Regarding their experiences being a part of PRIDE Talk support, students had this to say:

*"I never had a space to honestly talk about what it means to be gay, it can be very lonely at times, but PRIDE Talk gives me the chance to not only talk about my experiences but now I've made friends who can honestly relate and understand the challenges I experience. I am so thankful for this group!"*

*"My program isn't the most LGBTQ+ friendly environment, so when I am in class I definitely keep my guard up and keep to myself, PRIDE Talk gives me a space to be the real me in front of people and I never realized how much I desperately needed it, this group is a must for LGBTQ students."*

*"We have real conversations here with people who actually want to have them, this has been very eye opening and I have learned so much about myself and the LGBTQ community."*

## Crossroads Support

The Crossroads support group was created to service the dual credit students at Elgin Community College. The participants in the Crossroads group explored what it means to transition into college environment as high school students. Students built connections with other dual credit students while learning important coping mechanisms to assist with the transition into college.

## Crossroads Student Feedback

Regarding their experiences being a part of Crossroads support, students had this feedback:

*"During the group I felt more connected with the college and other dual credit students."*

*"I really enjoyed the activities and how they engaged us in conversations to get to know one another. I found that I had more in common with my other dual credit students."*

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Elgin Community College Student Services and Development embraces equity, diversity and inclusion. We are committed to work together to address barriers to success and promote a culture of inclusivity, compassion and mutual respect.

*The design choices in this report were made to align with international accessibility standards.*



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