

ELGIN COMMUNITY COLLEGE

DIVISION OF STUDENT SERVICES AND DEVELOPMENT

ANNUAL REPORT
ACADEMIC YEAR 2020-2021



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MESSAGE FROM THE ASSOCIATE VP OF STUDENT SERVICES AND DEVELOPMENT/DEAN OF STUDENTS

The Division of Student Services and Development (SSD) at Elgin Community College (ECC) is pleased to present its annual report for the 2020-2021 academic year. The mission of SSD is *to assist students in identifying their educational and career goals, provide appropriate support for their achievement, and advocate for policies and procedures to remove barriers and empower students to succeed*. The mission statement reinforces our purpose as a division and helps prioritize programming and initiatives as evident from the accomplishments noted in this report. The goal of our annual report is to share information about the division with our internal and external stakeholders. This is attained by highlighting the achievements of each department or service area in SSD. The accomplishments are supported with quantitative and qualitative data, which are regularly used to assess our successes, identify areas for improvement in programming and operations, and address equity gaps.

Throughout the past academic year, SSD continued to meet the needs of our students, the college, and the community by expanding services, creating new programming, and focusing on Equity, Diversity, and Inclusion (EDI) efforts. Because of the success of virtual programming implemented during the pandemic, in terms of usage and participation, a majority of the SSD services continue to be delivered virtually and in person. Although offering services in a variety of modalities has required departments to be more flexible and creative, it has also enabled them to meet the changing and unique needs of students affected by the pandemic.

The division participated in EDI-related opportunities for several reasons. Not only did we want to help advance the college's work in this area, but we also wanted to enhance awareness of these institutional shared values, help develop equity-minded practitioners, and convey that the work of EDI is everybody's responsibility, regardless of one's position at the college. During our spring 2021 SSD division meeting, we examined and discussed some higher education case studies pertaining to EDI. Reviewing the case studies helped to reinforce that as higher education professionals, we should be focused on the success of all students by affirming them irrespective of their socially-constructed racial or gender identities, religious background, economic status, citizenship, etc. Additionally, it was emphasized that we need to hold the college and ourselves accountable for creating a welcoming and supportive college environment for all students by examining structures, policies, practices, resources, and mind-sets that contribute to and sustain institutional inequities, considering colleges that fail to take EDI seriously are more likely to be avoided by students who have been marginalized and disenfranchised. The division meeting and case studies aided in equipping team members with practical skills they could employ to contribute to an EDI environment and encouraging them to reflect on how their role and mindset, when viewed through an EDI lens, could help students progress to goal completion. In addition to the division meeting, SSD employees participated in other EDI opportunities, including United Way of Illinois' 21-week Equity Challenge (15 participants) and the University of South Florida's seven-week Diversity, Equity and Inclusion Certification Program (five participants).

As a result of this EDI focus, even though some departments have historically examined programming, operations, and data through an EDI lens, more departments have begun to disaggregate the data based on various student populations. In Enrollment Services, the yield rates of applicants, based on socially-constructed racial/ethnic groups, are being studied more thoroughly to determine why an equity gap exists for certain groups. Similarly, through an assessment of GPAs and retention rates of sport teams, the Athletic Department identified an equity gap that existed between the Men's Soccer Team and other teams. Interventions have been created and others are being explored to address the gaps in success rates for specific sport teams. Other EDI efforts are demonstrated by Wellness Professionals who facilitate a PRIDE Support Group and serve as advisor(s) for the Students Who Are Not Silent (SWANS) Club. Caring about the "lived" experiences of students can lead to student success.

Moreover, Student Access & Disability Services is playing a pivotal and collaborative role in creating a 5-year Accessibility Plan as well as an Accessibility Policy. Making documents accessible is relevant to the EDI discussion because providing clear information, which is compatible with assistive technologies, to students with disabilities, such as visual impairments, increases their opportunities for success. Academic Advising has also made concerted efforts to bring EDI to the forefront of their work. The Access and Inclusion in Advising Committee was formed in 2020 out of a desire to gather resources and best practices to ensure all ECC students have access to academic advising and feel a sense of belonging when they visit the Advising Department. In early 2021, Advising instituted a monthly theme in consideration of individual and departmental improvement, and selected the topic of Access, Inclusion, and Equity in Advising as the inaugural discussion. Monthly professional development conversations are facilitated by advisors on this topic and others, with the express purpose of providing actionable ideas to improve the practice of individual advisors and the department as a whole.

I am extremely fortunate to work with SSD staff and administrators who understand the importance of providing equitable and effective services and resources to our students. The value they place upon promoting success for students is evident throughout this report.

If you have any questions, feel free to contact any of the SSD administrators or me.

Sincerely,



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	SUPPORTING ASSOCIATE V.P. OF STUDENT SERVICES AND DEVELOPMENT/DEAN OF STUDENTS Minerva Negron Ashley Graff	
		DIRECTOR OF FIRST YEAR PROGRAMS AND STUDENT LIFE Amybeth Maurer, MEd	FIRST YEAR PROGRAMS Ali-Reza Kashani, MLS
			STUDENT LIFE Gaea-atta Moy, BSC Erik Enders, BS Megan Highland, BA Maniphone Khoxayo, AAS Nicole Montiel, BA
		MANAGING DIRECTOR OF ENROLLMENT SERVICES Jennifer McClure, PhD	Carina Zamudio-Ramos, BS Luis Alarcon, MEd Shirley Bell, BA Jeremiah Wright, MBA
			SENIOR DIRECTOR OF ADMISSIONS AND REGISTRAR Ann Kalas, MS
			RECORDS Dana Stempfle, MSW
			ADMISSIONS Ramon Albino, MA Rachel Alonso Claudia Rivera
			FIRST STOP Courtney Hamill, BA Nathan Krauz, BA Jurice Jackson, AAS
			ASSISTANT REGISTRAR Fatima Soto, MSEd
			REGISTRATION Elia Feliciano, BLS Sarah Stayner, BA Janet Verdin-González, MA Kacy Bonavolonta
			DIRECTOR OF TESTING SERVICES Natalie Leisering, MEd
			Raquel Almestica, BA Mei-Hua Demus, MA Blessing Isa, BBA Candace Grzadziel, MA Nancy Perez, AAS Betty Wojtalewicz, AAS
		DIRECTOR OF ADA AND STUDENT ACCESS & DISABILITY SERVICES Pietrina Probst, MS, CRC	Judy Paulus, BHS Stephanie Grimm
		ATHLETICS DIRECTOR Kent Payne, MSS	Katrina Chan, BA Bill Angelo, BA Beth Schwarz, MEd Melanie Schaefer, MSE
		ASSOCIATE DEAN OF STUDENT SUCCESS Peggy Gundrum, MSEd	CAREER DEVELOPMENT SERVICES Lynn Fagerlie, MA Marie O'Hara, MSW, CCSP Brittany Mylott, MED Jen Milakovic
			STUDENT SUCCESS CENTER Laura Riva, AAS Annette Workman Sandy Clouser, BFA
			DIRECTOR OF TRANSFER SERVICES Sean Jensen, MA
			Kasandre Medina, AA
			ADVISORS Beth Bayless, MS Ray Jones, MBA Tiffany Bruno, MS Tanya Grace Kozak, MA Sarah Buzzelli, MSEd Tyler O'Donnell, MSEd Luis Caballero, MA, MSEd Marlen Ruiz, MSEd Carrie Gorr, MSEd Sheila Sebesta, MBA Denise Hayes, MA Tracy Vittone, MA, MSEd Elizabeth Herrera, MSEd
			VETERANS SERVICES Anitra King, MS
		WELLNESS PROFESSIONALS Vincent Cascio, MA, CRC, LPC Mary Grimm, MA, QIDP, LPC Coresair Mack MSEd, NCC, LPHA Premlata Nikoniuk, MSA, LPC, CCMH, NCC	

ADMINISTRATORS

ASSOCIATE V.P. OF STUDENT SERVICES AND DEVELOPMENT / DEAN OF STUDENTS

GREGORY D. ROBINSON, PHD

grobinsn@elgin.edu

847-214-7715

ASSOCIATE DEAN OF STUDENT SUCCESS

PEGGY GUNDRUM, MS

pgundrum@elgin.edu

847-214-7122

DIRECTOR OF TRANSFER SERVICES

SEAN JENSEN, MA

sjensen@elgin.edu

847-214-7195

ATHLETICS DIRECTOR

KENT PAYNE, MSS

kpayne@elgin.edu

847-214-7552

DIRECTOR OF ADA AND STUDENT ACCESS & DISABILITIES SERVICES

PIETRINA PROBST, MA, CRC

pprobst@elgin.edu

847-214-7417

MANAGING DIRECTOR OF ENROLLMENT SERVICES

JENNIFER MCCLURE, PHD

jmcclure@elgin.edu

847-214-7460

SENIOR DIRECTOR OF ADMISSIONS AND REGISTRAR

ANN KALAS, MS

annking@elgin.edu

847-214-7228

ASSISTANT REGISTRAR

FATIMA SOTO, MS

fsoto@elgin.edu

847-214-7453

DIRECTOR OF TESTING SERVICES

NATALIE LEISERING, MED

nleisering@elgin.edu

847-214-7219

DIRECTOR OF FIRST YEAR PROGRAMS AND STUDENT LIFE

AMYBETH MAURER, MED

amaurer@elgin.edu

847-214-7423

ASSISTANT DEAN OF STUDENT SUCCESS AND JUDICIAL AFFAIRS

JOHN LONG, MS

jlong@elgin.edu

847-214-7220

WELLNESS PROFESSIONALS

VINCENT CASCIO, MA

CRC, LPC

vcascio@elgin.edu

847-214-6963

MARY GRIMM, MA

QIDP, LPC

mgrimm@elgin.edu

847-214-7418

CORESAIR MACK, MSED

LCPC, NCC, LPHA

cmack@elgin.edu

847-214-6925

PREMLATA NIKONIUK, MA

LCPC, CCMHC, NCC

pnikoniuk@elgin.edu

847-214-7923

ATHLETICS

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.



ACCOMPLISHMENTS

Division change: The athletic department has been approved by the Elgin C.C. Board of Trustees to return to NJCAA Division II status. Athletic scholarships will begin in the Fall of 2021.

LIMITED TEAMS & SHORTENED SEASONS:

- Due to COVID 19, five teams participated in the NJCAA season:
- Men's Golf, Women's Soccer, Women's Softball, Men's Baseball, Men's Tennis
- The following ECC teams participated in a shortened season in the spring called Region IV "Plan B – Keeping Athletes Engaged": Women's Volleyball, Women's Basketball, Men's Basketball, Men's Soccer
- Each team was allowed to practice and play up to five games/matches from April 21-May 22

ADDITIONAL WORKOUT PROPOSAL

Athletic Department successfully proposed Summer, Fall and Spring COVID 19 Workout Proposals to train and practice while maintaining all state and institutional guidelines

SCHOLARSHIPS & ACADEMIC HONORS

- Elgin Sports Hall of Fame: Anayeli Perez (Women's Soccer) and Drew Conn (Baseball) were awarded the Elgin Sports Hall of Fame Foundation Student-Athlete award scholarship for Elgin C.C. Each received a \$2700 scholarship
- Thirty (30) student-athletes were ISCC (Illinois Skyway Collegiate Conference) Academic All-Conference (3.0 or higher GPA)
- Five (5) student-athletes were NJCAA (National Junior College Athletic Association) Academic All-Americans
- Baseball player Nik Panico received first team Academic All-American Honors with a 4.0 GPA

REGION IV & ISCC HONORS

- Women's Soccer: Won the Region IV Division III Tournament and qualified for the NJCAA National Tournament
 - All-Region 1st team: Kaley Kowal, Kylee Backer, Mikayla Brown, Anayeli Perez
 - All-Region 2nd team: Olivia Piaskowy, Nat McGinnis, Kayla Mathis
 - Region Tournament MVP: Kaley Kowal
 - Region IV Coach of the Year: Edwin Jaramillo
- Women's Softball:
 - All-Region 1st team: Taylyr Crocilla
 - All-Region 2nd team: Giselle Velazquez, Haley Geistler
- Men's Baseball:
 - ISCC All-Conference: 1st team: Drew Conn, Nik Panico
 - 2nd team: Luke Menard.
 - All-Region: 1st team: Drew Conn
 - All Region: 2nd team: Nik Panico.
 - NJCAA Golden Glove Award: Nik Panico, 1st baseman

WELLNESS & HEALTHY LIVING

The Athletic Department partnered with ECC Wellness Professionals in a zoom meeting with all student-athletes discussing healthy living, resources for academic success, mental health, and any current issues and concerns.

NEW STAFF

The position of Sports Information/Student-Athlete Academic Support Specialist was filled on June 29, 2021.

STUDENT ACCESS & DISABILITY SERVICES

MISSION STATEMENT

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

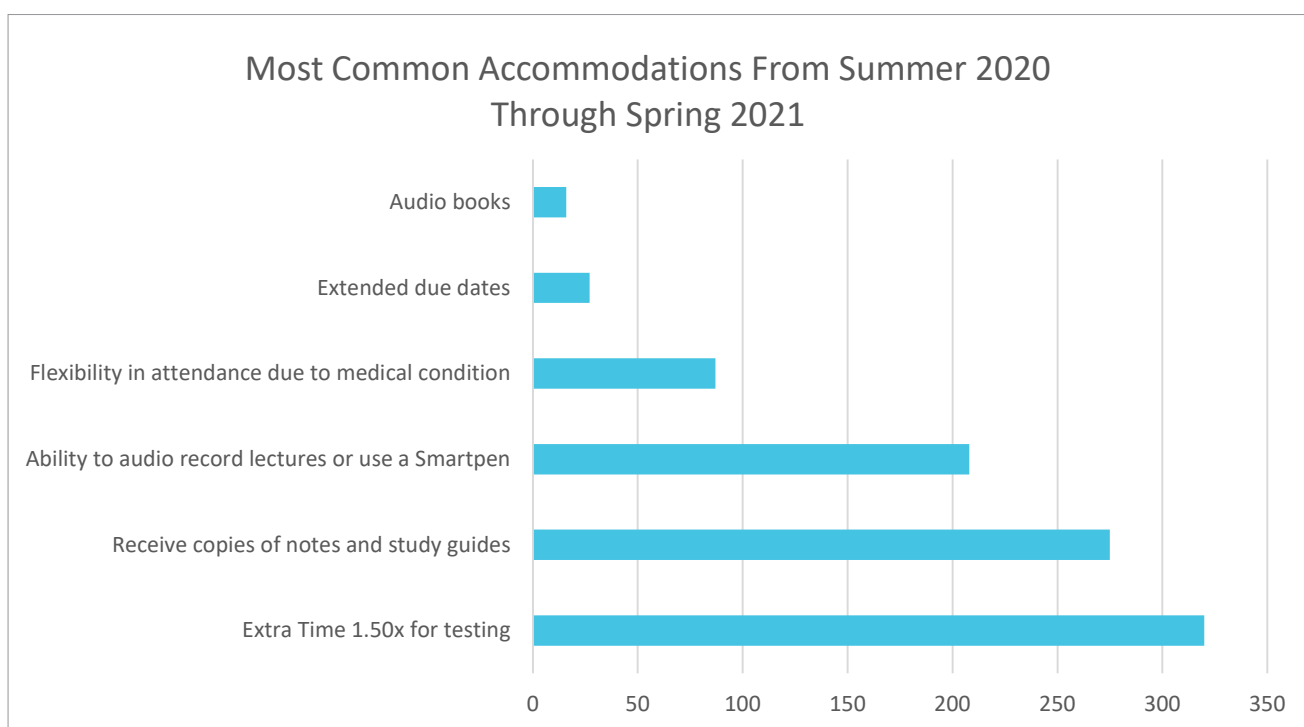
STUDENT LEARNING OUTCOMES

- Knowledge: Students will express an understanding of their right to an accessible experience on campus as a result of information provided by the Student Access & Disability 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 Access & Disability Services office.

ACCOMPLISHMENTS

- In collaboration with the Distance Learning office, implemented ReadSpeaker, which is a text-to-speech software that allows students to listen to text read aloud on Desire2Learn (D2L).
- Through Perkins and ECC Foundation grant funds, purchased Kurzweil software, which is a literacy support software, recruited students to utilize the software, trained students on key features of the software, monitored students' usage of the software, and provided ongoing support to students.
- In collaboration with the Information Technology (IT) department, implemented the following software tools or features:
 - Closed captioning in Zoom and
 - Grackle, which is an accessibility checker for Google Suite.
- Hosted a kick-off accessibility meeting by Vance Martin, Ph.D., Executive Policy Advisor for Accessibility, University of Illinois Board of Trustees Office, to all administrators.
- Presented to the All-College Meeting on accessibility in celebration of Global Accessibility Awareness Day.
- Developed instructional materials on enabling the closed captions in Zoom and YouTube, using Grackle, and using Microsoft's built-in accessibility checker.
- Lead the Accessibility Committee.
- In partnership with Tammy Ray, Instructional Technology & Distance Learning Coordinator / Faculty, co-presented on digital accessibility at Teaching, Learning, and Student Development (TLSD) meeting in August 2020.

- Invited a renowned speaker on accommodations and higher education to present on new and important insights about students with disabilities during the Spring 2021 Virtual Convocation and Teaching, Learning, and Student Development (TLSD) meeting.
- 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:
 - Distinguished President Awards and
 - Virtual Programming Award for the Disability Awareness Month Events.
- Hosted the following events to celebrate Disability Awareness Month in April 2021:
 - A virtual exhibit displaying art designed by artists with disabilities,
 - An interview with a photographer who has a disability, and
 - A demo of Google's apps to assist in writing and reading papers.
- Scheduled 715 on-campus and remote appointments for intakes, follow-ups, and tests/quizzes.
- Responded to over 4,000 phone calls and emails from students, instructors, community members, and parents from October 2020 through June 2021.
- Provided 91 hours of test proctoring, reading, and scribing services to eligible students remotely and in person.
- Provided 1,694 accommodation letters to instructors using online disability services software.
- Supported students in 1,180 classes in Summer 2020, Fall 2020, and Spring 2021.
- Partnered with Testing Services to provide accommodations for students with disabilities who took third-party and course exams.
- Changed department name from Student Disabilities Services to Student Access & Disability Services to more accurately represent the support provided to students with disabilities as they pursue their educational goals at ECC.



RECRUITMENT

MISSION STATEMENT

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

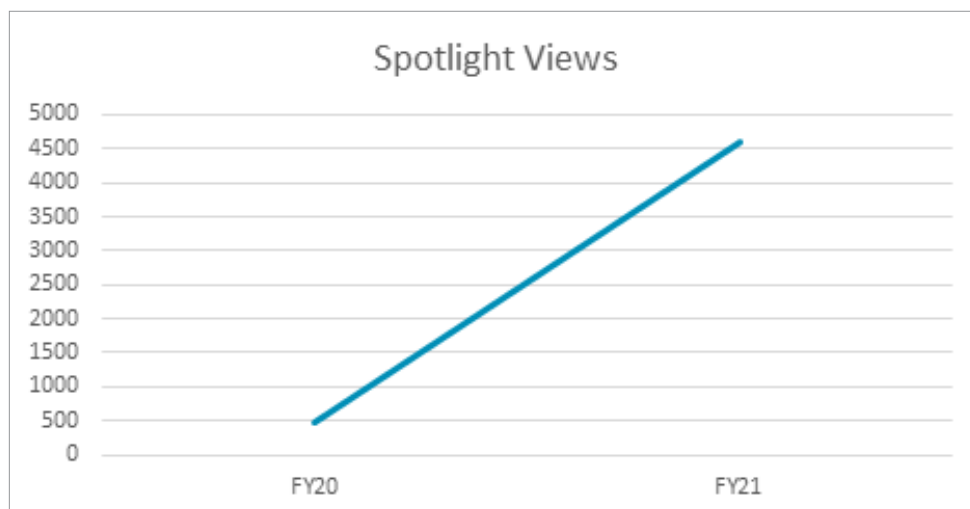
STUDENT LEARNING OCUTOMES

- 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 uniqueness of the 2020-2021 academic year due to the pandemic, provided opportunities to hone in on our outreach and service using technology to meet the needs of remote students. In response, and in close partnership with the Marketing Department, we reviewed and leveraged the space provided in Hobsons Intersect, the college and career planning tool used in all our feeder public high schools resulting in increased profile views, web tours, virtual tour clicks, and spotlight views. We also created weekly admission webinars and a virtual tour. The charts on page 11 demonstrate our progress in these areas.

HOBSON INTERSECT - COLLEGE AND CAREER PLANNING TOOL USED BY DISTRICT 509 HIGH SCHOOLS



SPOTLIGHTS VIEW

ALUMNI SPOTLIGHTS	JUN 2020-JUN 2021	JUN 2019-JUN 2020	YOY VARIANCE
ASHLEY FREEMAN	89	4	2125.00%
SANDRA DJOU	123	8	1437.50%
ZAIN ALSALHANI	198	14	1314.30%
TOTAL	410	26	1476.90%

COLLEGE SPOTLIGHTS

COLLEGE PROFILE	2,245	287	682.20%
TOTAL	616	38	1521.10%

FACULTY SPOTLIGHTS

ANTONIO RAMIREZ	231	18	1183.30%
DAWN MUNSON	290	20	1350.00%
UMBERTO TINAJERO	95		
TOTAL	616	38	1521.10%

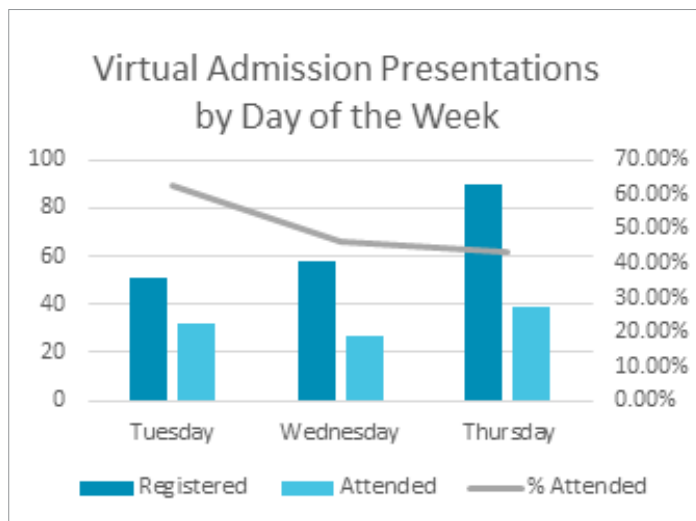
PROGRAM SPOTLIGHTS

CNC PROGRAMMER CERTIFICATE	79	3	2533.30%
CYBERSECURITY	93	4	2225.00%
DUAL CREDIT ACCELERATED COLLEGE	140	15	833.30%
GUIDED TRANSFER PATHWAYS	117	14	735.70%
PARALEGAL	82	11	645.50%
TOTAL	847	83	920.50%

GRAND TOTALS	4,593	476	864.90%
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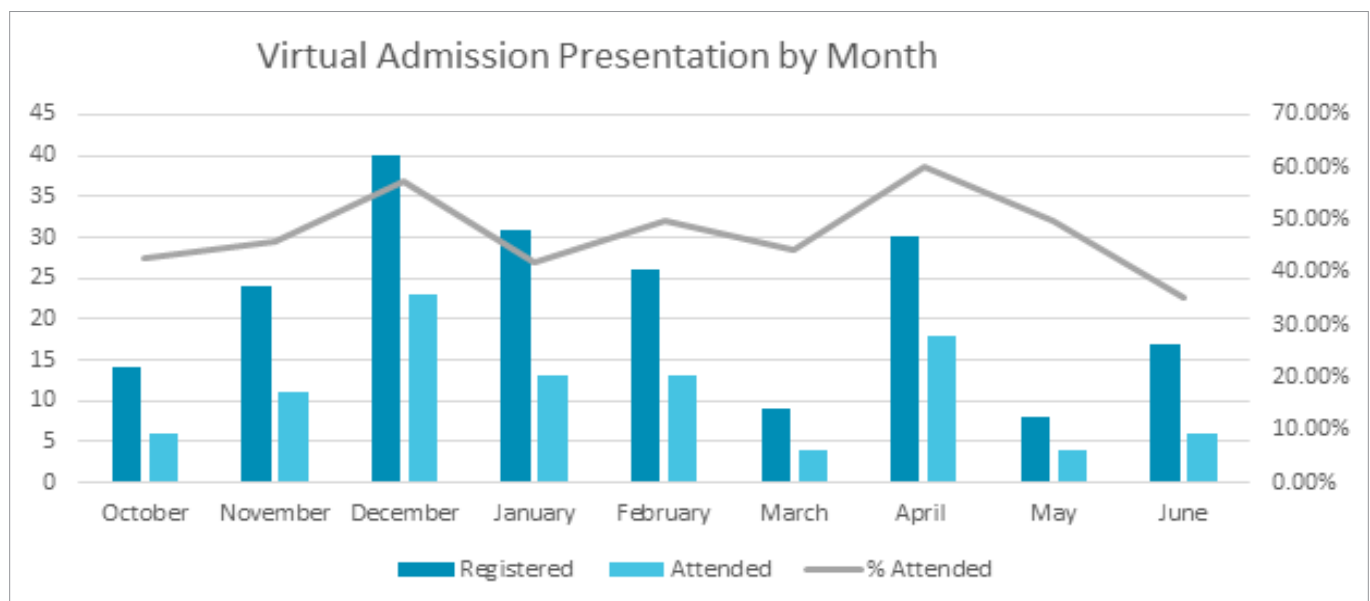
OVERALL STUDENT INTERACTIONS WITH OUR PROFILE WITHIN NAVIANCE

	PROFILE VIEWS	WEB TOUR VIEWS	VIRTUAL TOUR CLICKED	LINKS CLICKED	SPOTLIGHTS VIEWS
JUN 2020-JUN 2021	1,765	2,154	41	261	4,445



Our move to virtual presentations generated registrations and participation that varied over the months and days. The highest attendance percentages were in December and April which coincide with spring and summer 2021 enrollment peaks.

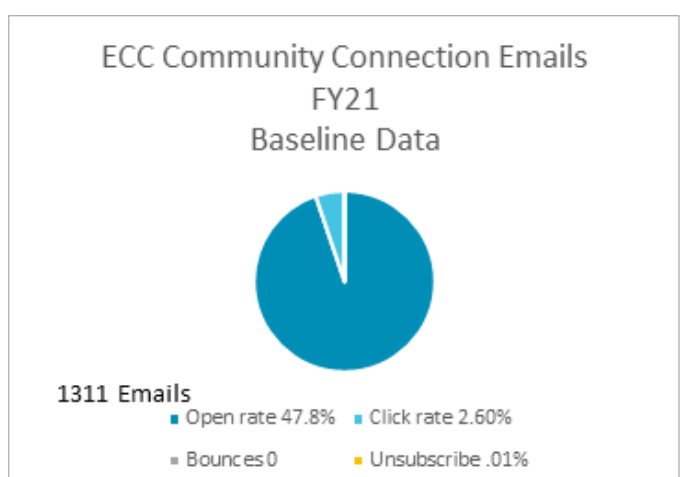
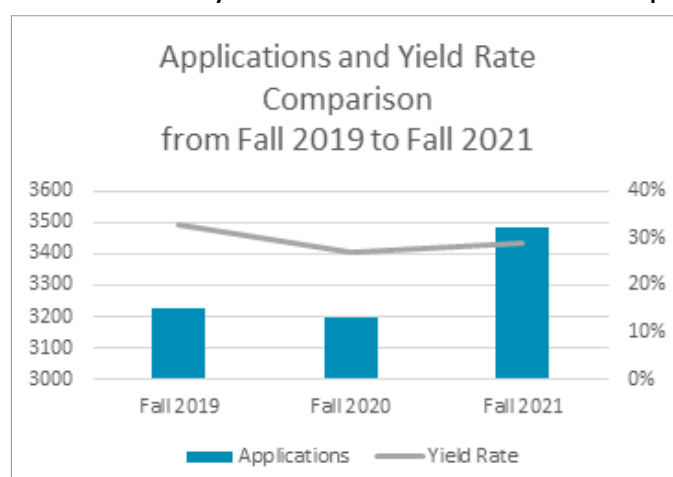
Beginning in October we transitioned to admission webinars so we could leverage the registration and communication functions. Tuesdays had the highest percentage of attendance.



APPLICATION YIELD RATES

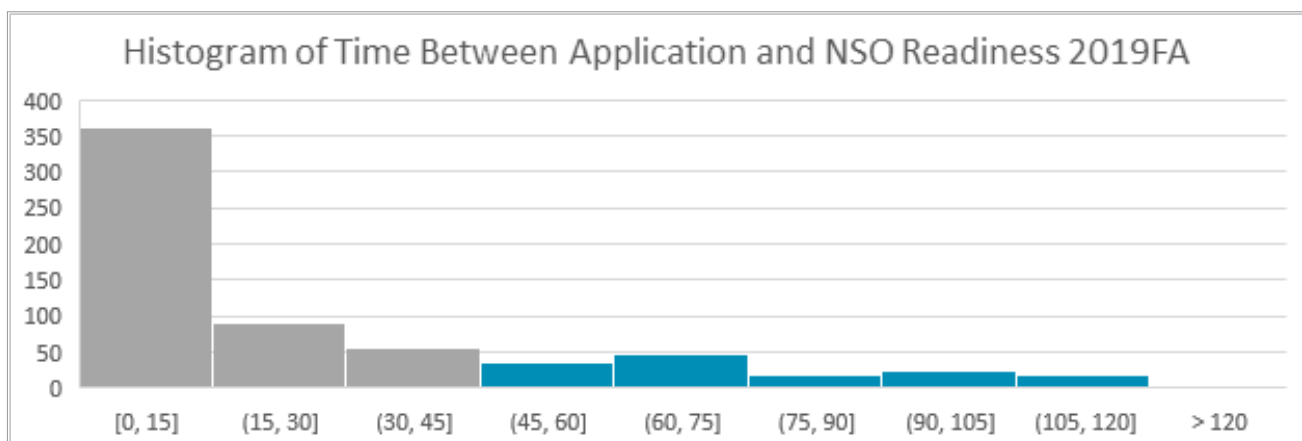
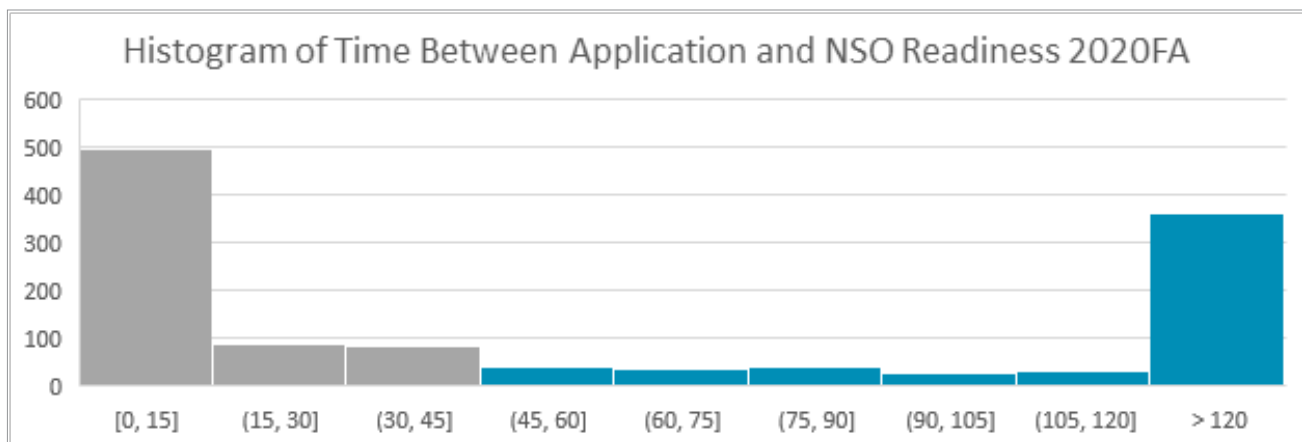
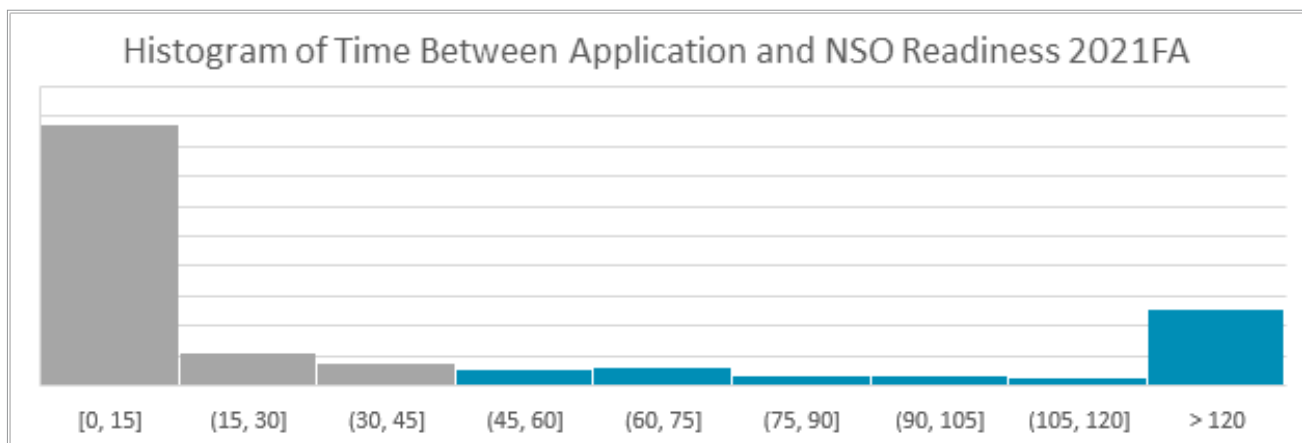
Marketing has also increased its digital advertising and social media presence, resulting in an increase in applications over Fall 2020 and Fall 2019. Yield conversion is higher than Fall 2020 as we look to recoup enrollment lost in AY21.

In addition, we transitioned from sending our outreach email to high school counselors via Outlook to Mailchimp so we could leverage data analytics. This is our baseline data to see how many of our intended audience opened the communications.



Finally, over the past five years we have tracked our time from application to ready for new student orientation for students enrolled. The goal is 80% within 45 days of application. The rationale for this is based on marketing standard of concentrating nine contacts within 45 days as a baseline for the most interested leads. The goal of 80% is a pilot benchmark that sets an expectation of above average results.

The following is the year-over-year for the past five years for fall semester. For Fall 2021, 69% of enrolled students (FTIC, returning, and Transfer) were NSO ready within 45 days of application. This is up from 56% from Fall 2020 and down from 78% in Fall 2019. We will be looking at those who enroll after this timeframe to see if we can identify any barriers to their completing the enrollment process within the targeted 45 days, especially those who are in the next spike at more than 120 days.



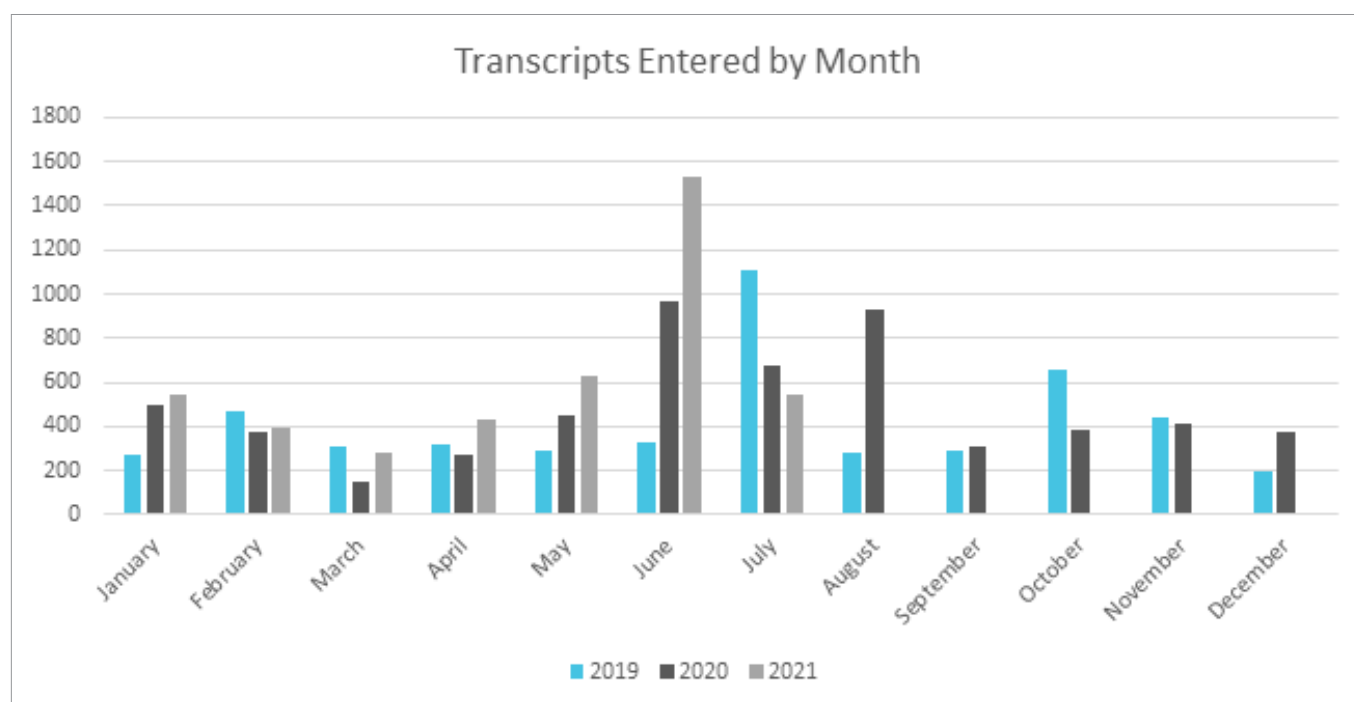
ADMISSIONS & RECORDS

ADMISSIONS MISSION STATEMENT

The Elgin Community College Admissions and Recruitment department 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
- Transcripts received were entered in record time. Over 1500 high school and college transcripts entered in a month, two weeks earlier than usual. This allowed these students to complete orientation and registration sooner!



Supported a college wide effort by helping to maintain employment for 13 staff who were displaced from their regular positions due to COVID related closures. Between September 2020 and August 2021, these 13 reassigned staff participated in call campaigns to current students, near completers, stop outs and adult basic education students to increase college enrollment in the 2020FA, 2021SP, 2021SU and 2021FA semesters. In addition to the call campaigns, 2 of the reassigned staff helped staff the live chat implemented by First Stop this year.

RECORDS MISSION STATEMENT

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

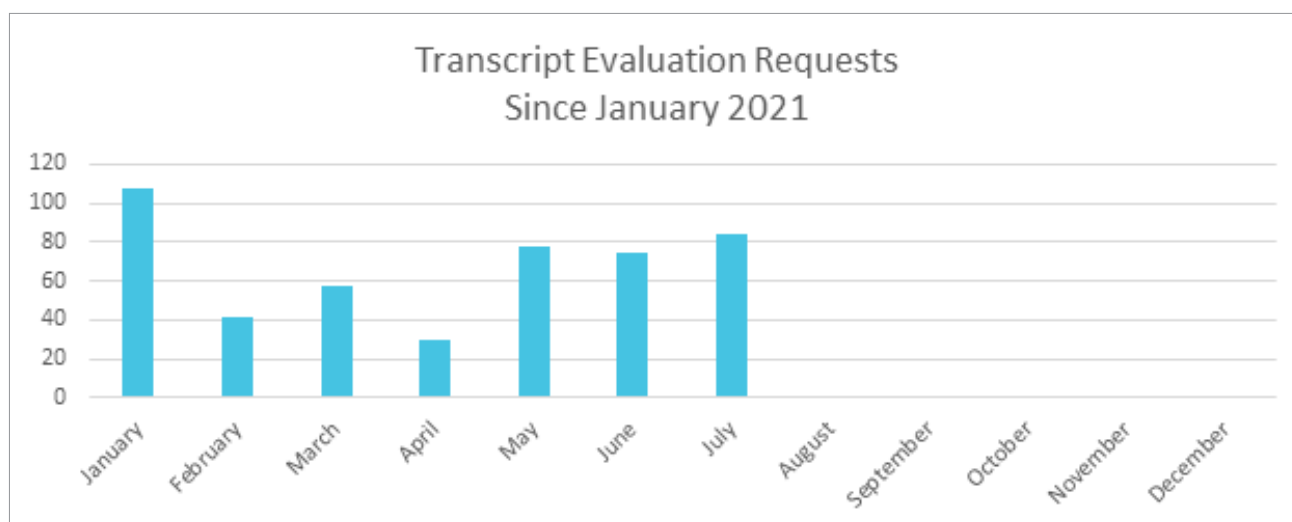
STUDENT LEARNING OUTCOMES

- 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.

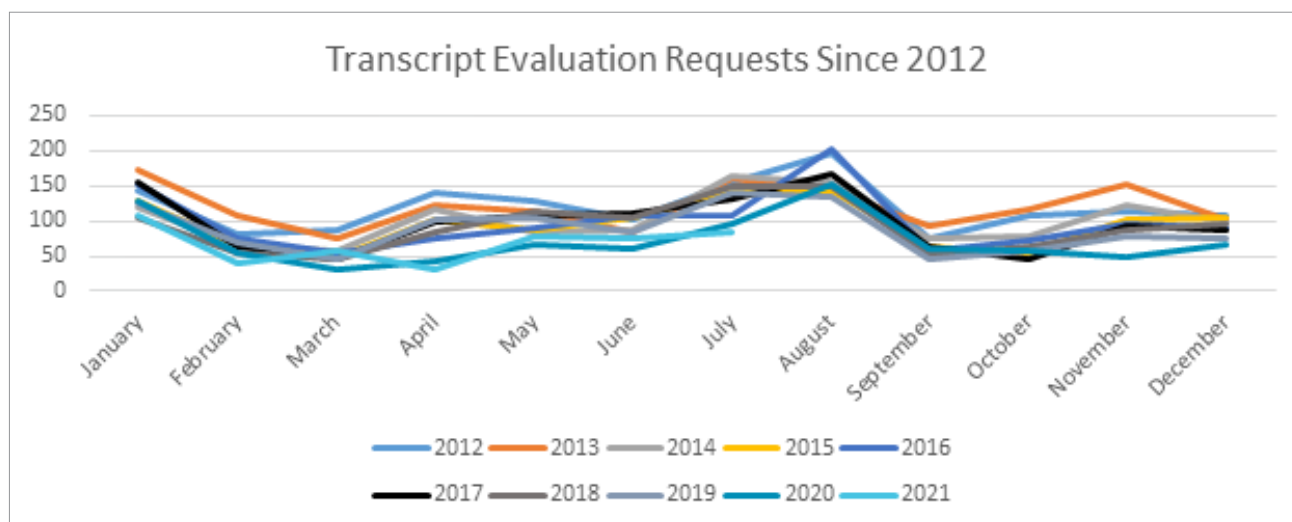
ACCOMPLISHMENTS

- Implemented Parchment® for transcript services - ECC transcripts continue to be provided at no cost to students.
- Replaced PDF transcript evaluation request form with a more user-friendly web form.

469 transcript evaluation requests have been processed for our transfer student population since January 2021 through July 28, 2021.

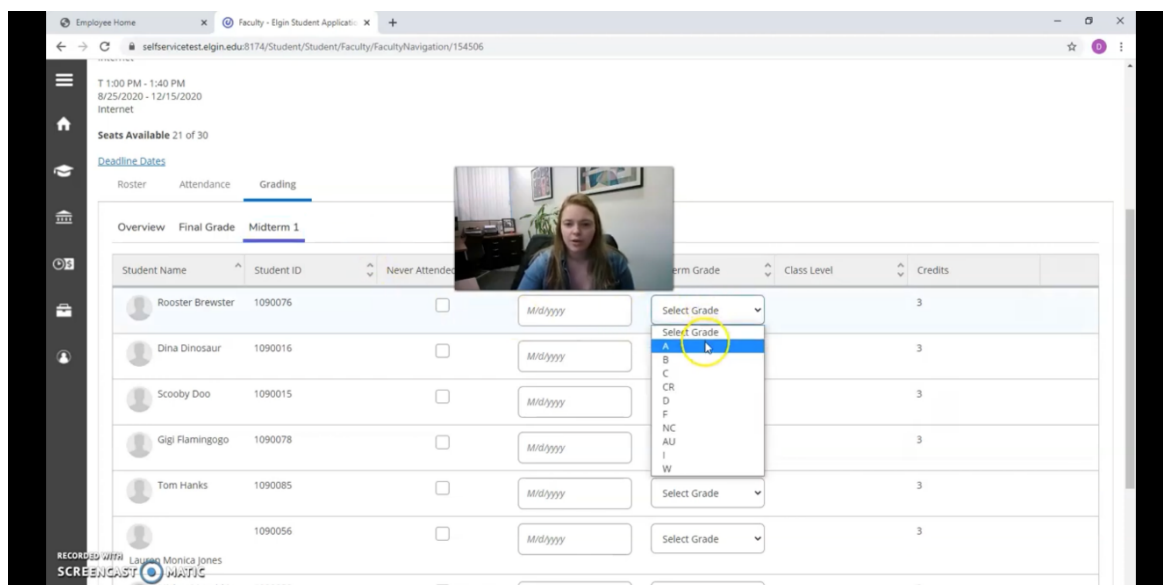


Predictably, the highest demand for evaluations is in January, July and August.



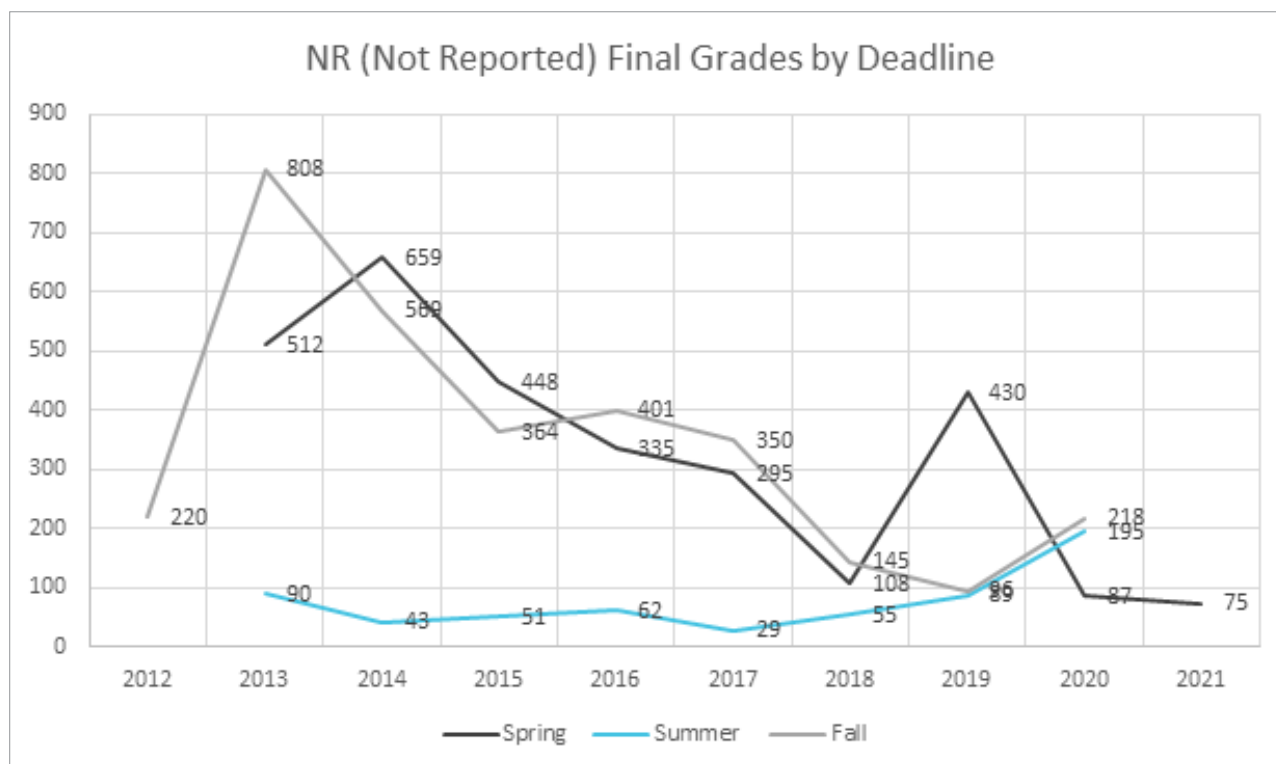
For information on these services and other resources, visit the [records web page](#) at elgin.edu.

Records staff created a grading tutorial video to assist faculty when the faculty tab of the planning tool was rolled out. [ECC Faculty Self Service: Grading and Grade Changes](#)



Huge strides were made in collecting final grades by the 2021SP deadline. We are closing in on our goal of all grades submitted by the deadline: In spring 2021 we were missing only 75 individual student grades!

2020SP and 2020SU were out of the ordinary due to course extensions and increased numbers of incomplete grades assigned due to COVID 19.



FIRST STOP & REGISTRATION

MISSION STATEMENT

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

FIRST STOP

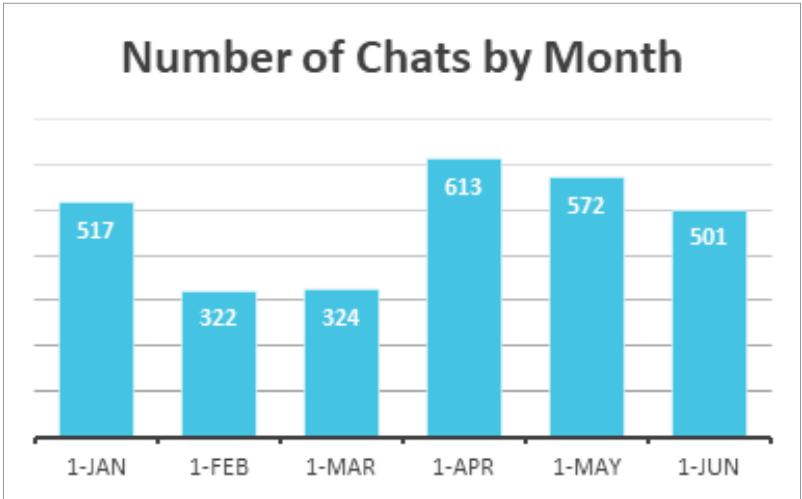
STUDENT LEARNING OUTCOMES:

Students have additional resources that are more relevant to today's preferred method of communication and are able to obtain their answers more efficiently.

ACCOMPLISHMENTS

ADMISSIONS & RECRUITMENT LIVE CHAT

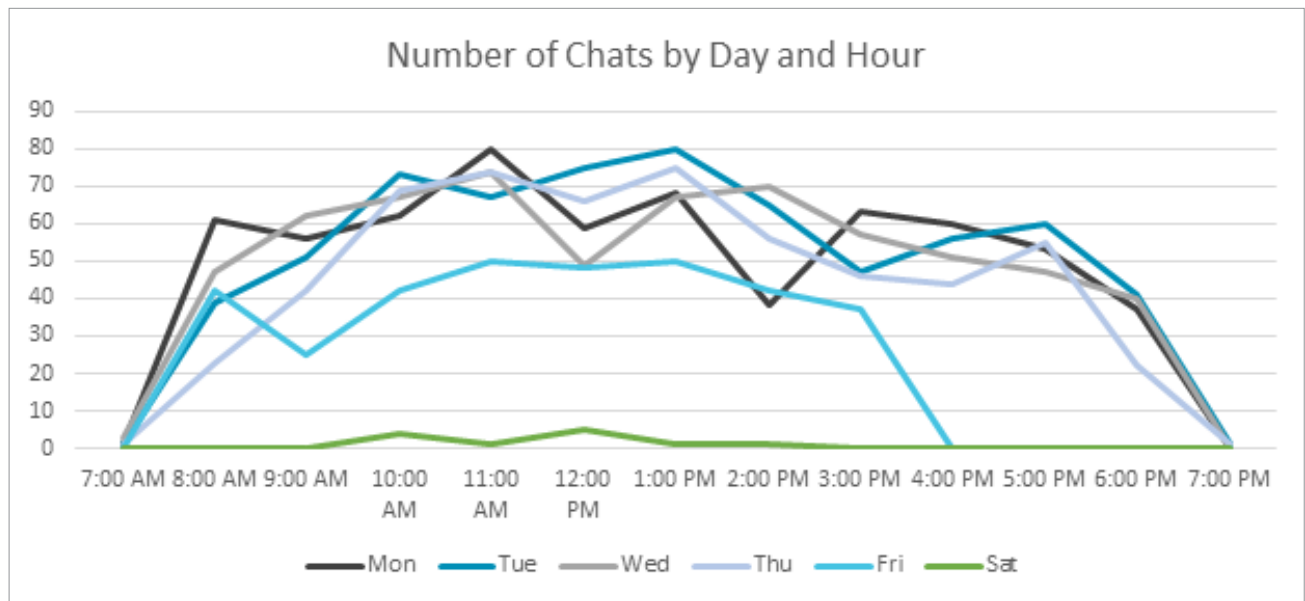
Created in order to provide an additional mode of communication for our students and others during office hours. The Live Chat was implemented during Spring 2021 peak period while office staff continued to work remotely. With only six months data, the number of chats by month correlate with peak registration in January, April, and May.



We have responded to 2,849 chats and had 63 unique chat topics. This word cloud shows the most frequent by size of the word.



The number of Chats per day and per hour is also recorded, and used to help with staffing.



INSTRUCTIONAL VIDEO

Created an [instructional video](#) to assist with the registration and payment process which is used on a daily basis by First Stop as well as Academic Advisors. It was created as a resource for students who were completing the New Student Orientation remotely as a result of the Covid-19 pandemic.

REGISTRATION

STUDENT LEARNING OUTCOMES

Students will learn about the advantage of registering early and having a communicative relationship with their instructors.

ACCOMPLISHMENTS

Implemented new correspondence for students who register after the start date of a course to increase their academic success. Students are informed to contact their instructor and to check all instructional platforms. The intention of this correspondence is to be more equitable with students who register late and encourage their course completion.

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.

LEARNING OUTCOMES

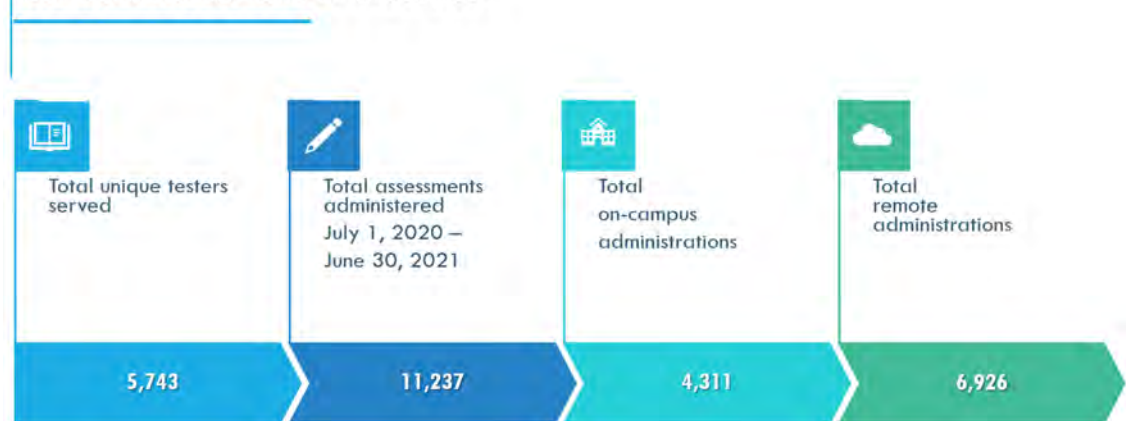
- Students will know how to schedule an appointment to take a test.
- Placement testers will know their results and course placement.
- Staff will be able to accurately answer questions and make appropriate referrals.

HIGHLIGHTS

TEST ADMINISTRATIONS

Testing Services continues to support students from matriculation to graduation by offering placement through certification assessments. Additionally, Testing Services administer and supports many of these assessments remotely in response to COVID-19 guidelines.

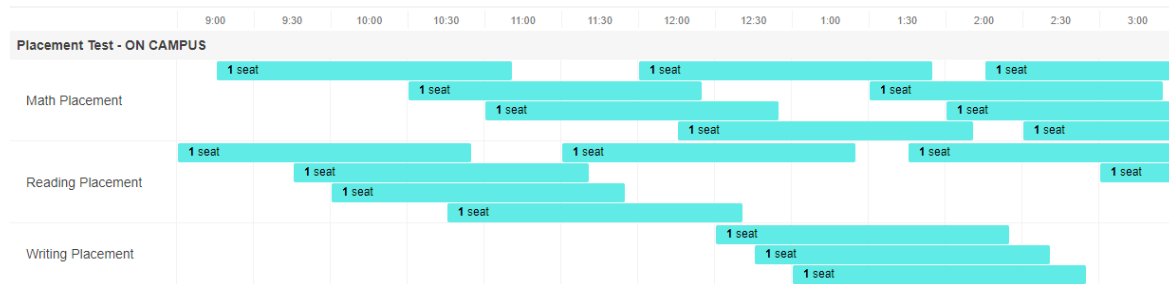
TEST ADMINISTRATIONS AT A GLANCE



APPOINTMENT MANAGEMENT

Due to COVID-19, Testing Services transitioned from a walk-in test site to an appointment-only site. This transition was successful with the help of RegisterBlast, an online test scheduling tool. The tool helps facilitate staggered check-in times, touchless check-in processes, seating assignments to ensure social distancing, easy scheduling and rescheduling to testers, post-test communication of score reports and interpretation, and assistance with contact tracing if needed.

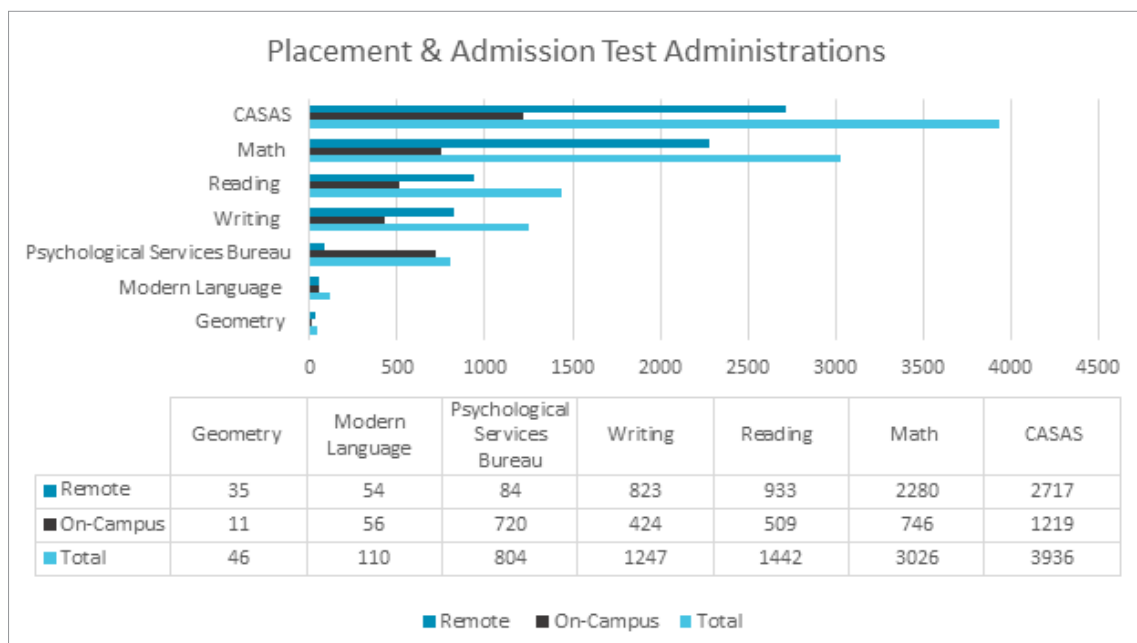
Screen capture of RegisterBlast scheduling tool showing staggered check-in times.



PLACEMENT & ADMISSION ASSESSMENTS

Placement and Admission assessments were offered both on-campus and remote. On average, 67% of testers chose to complete these assessments remotely. Despite most testers opting for remote testing, these assessments still accounted for 85% of on-campus administrations. 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:
 - Geometry
 - Math
 - Modern Language
 - Reading
 - Writing
- Psychological Services Bureau (PSB) – Admission assessment used by Health Professions and Fire Science programs

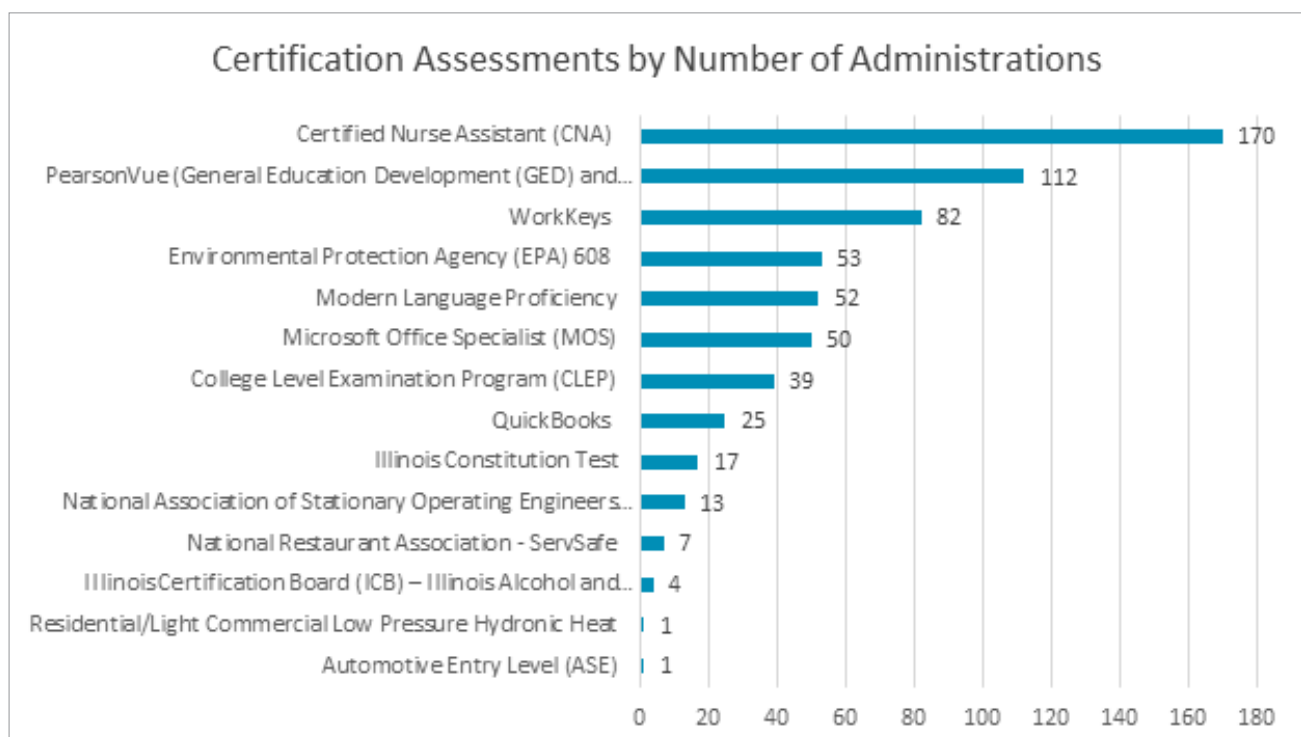


CERTIFICATION ASSESSMENTS

Certification assessments are categorized as leading to a certification or academic credit. This category accounts for 15% of on-campus test administrations. Due unique specifications, remote offerings, if available, were offered to students directly through the test vendor. Remote attempts of certification assessments are not capture in Testing Services data.

These assessments include:

- Automotive Entry Level (ASE)
- Certified Nurse Assistant (CNA)
- College Level Examination Program (CLEP)
- Environmental Protection Agency (EPA) 608
- Illinois Certification Board (ICB) – Illinois Alcohol and Other Drug Abuse Professional
- Illinois Constitution Test
- Modern Language Proficiency
- Microsoft Office Specialist (MOS)
- National Association of Stationary Operating Engineers (NASOE)
- National Restaurant Association - ServSafe
- PearsonVue (General Education Development (GED) and Educational Systems)
- QuickBooks
- Residential/Light Commercial Low-Pressure Hydronic Heat
- WorkKeys



REMOTE STUDENT SUPPORT

To support students and the transition to remote options, we provided virtual appointments with Testing Assistants. These appointments were created to connect with testers via zoom to setup their remote test. We piloted this offering in August 2020 with a total of two students booking appointments. Despite the low level of attendance and interest, the time spent connecting with the students provided feedback and allowed our team to update and refine instructions.

TRAINING AND DEVELOPMENT

The Testing Services Resource site for internal processes was developed and launched. This site provides a place for staff to find test administration manuals, student email FAQs, and professional development resources provided by the National College Testing Association (NCTA).



PARTNERSHIPS

STUDENT ACCESS AND DISABILITY SERVICES PARTNERSHIP

Testing Services collaborated with Student Access and Disability Services to enhance the testing experience of students with accommodations. Tester accommodations are now flagged at check-in to ensure a private and paperless transaction.

DISTANCE LEARNING AND REMOTE PLACEMENT TESTING

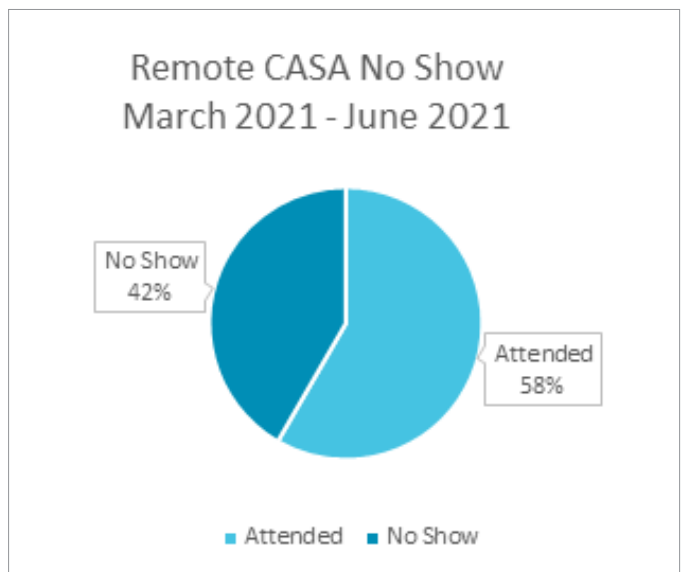
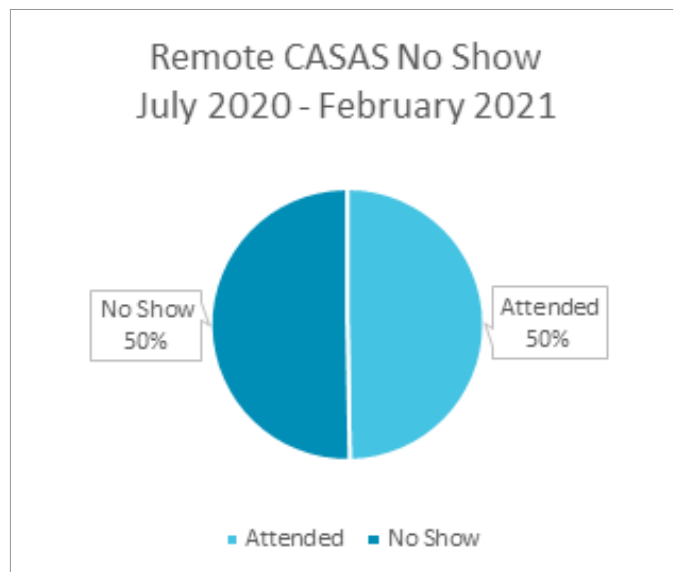
Distance Learning and Testing Services together built an infrastructure in D2L to allow for remote reading and writing placement testing. This initiative included working with test vendors to enable asynchronous test monitoring, ensuring test units were available, and managing licensing to meet proctoring expectations.

U-46 PARTNERSHIP – REMOTE TESTING

In May, Testing Services harnessed the remote testing option to partner with U-46 to proctor 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.

NO-SHOW INITIATIVE WITH ADULT BASIC EDUCATION CENTER

In February of 2021 the average no-show rate for remote CASAS testing was 49%. Compared to an on-campus no-show rate of 29% for the same assessment. To reduce the remote no-show rate, we increased the email and text reminders from one reminder 24 hours before the test, to two reminders. One email and text was sent immediately after booking, and another email and text reminder 24 hours before testing. This resulted in a 10% reduction in no-shows. More research is needed to find if the reminders may have also resulted in an increase in cancellations or rescheduling. We will continue to monitor no-shows across all assessments offered.



FIRST YEAR PROGRAMS AND STUDENT LIFE

MISSION STATEMENT

The First Year Programs and 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

This past year was dedicated to give students a place to belong and engage under difficult circumstances. During a worldwide pandemic, students were faced with financial, personal, and academic hardships, therefore, Student Life offered virtual programs and occasions to celebrate students' accomplishments, provide social, cultural, leadership, and self-help opportunities for students to network and connect. Utilizing the Zoom platform and our social media accounts (Facebook @StudentLifeECC, Instagram @ecc_studentlife) we had a successful virtual year engaging returning and new students as well as families to our innovative events.

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

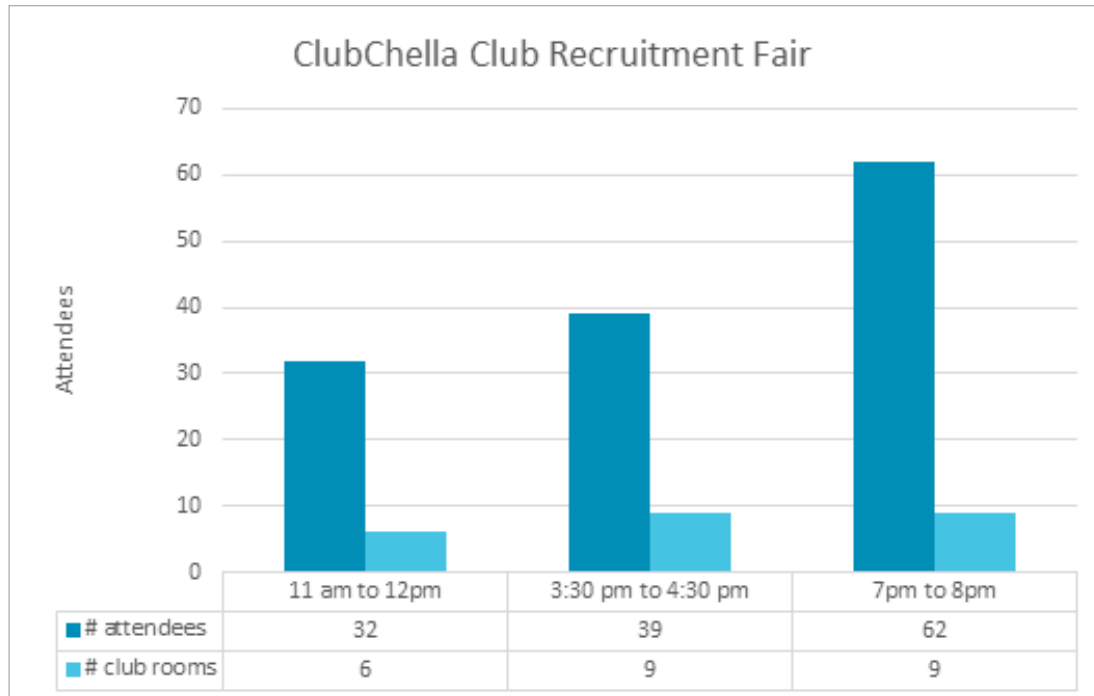
ADVISOR AND CLUB MEETINGS

The Office of Student Life hosted Zoom meetings throughout each semester to check in with club leaders and advisors on the status of their clubs, share successes and challenges, and provide resources to help them be successful in their virtual programming throughout the year.

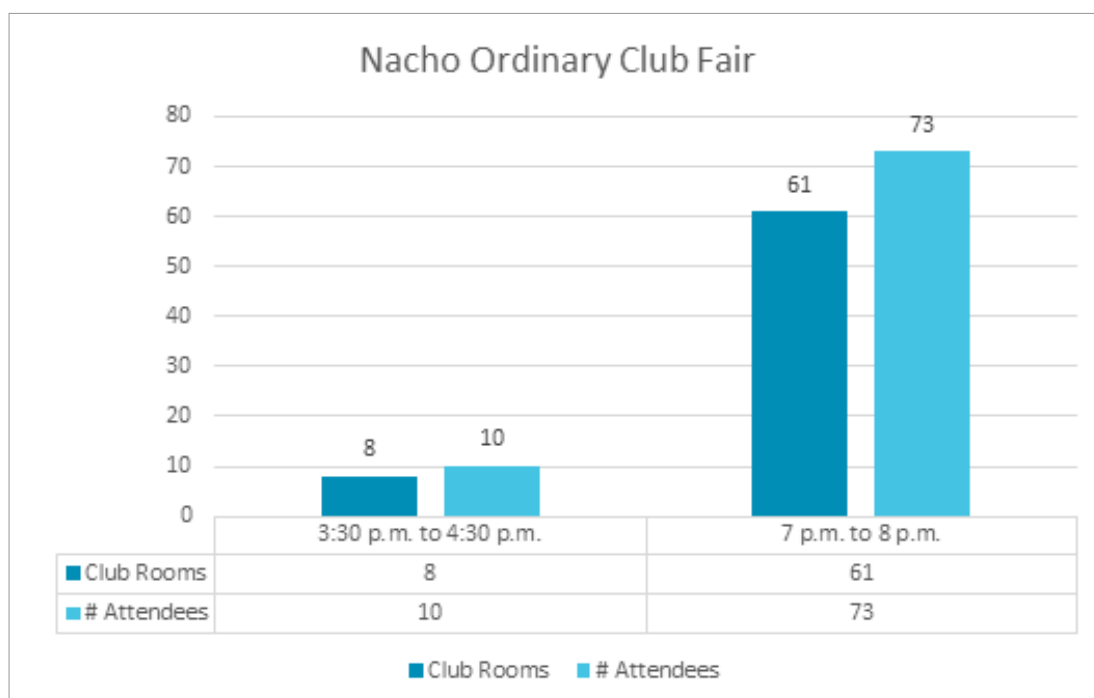
A series of Club Training sessions were also held throughout the year to assist club leaders on how to utilize online tools in order to engage with club audiences as well as self-care tools to help them balance their personal, academic, and work lives during the pandemic.

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. We hosted a virtual fall recruitment fair, Clubchella, via Zoom where students had the opportunity to visit with the clubs virtually. We offered 3 virtual sessions throughout the day to make it more accessible for students to participate.

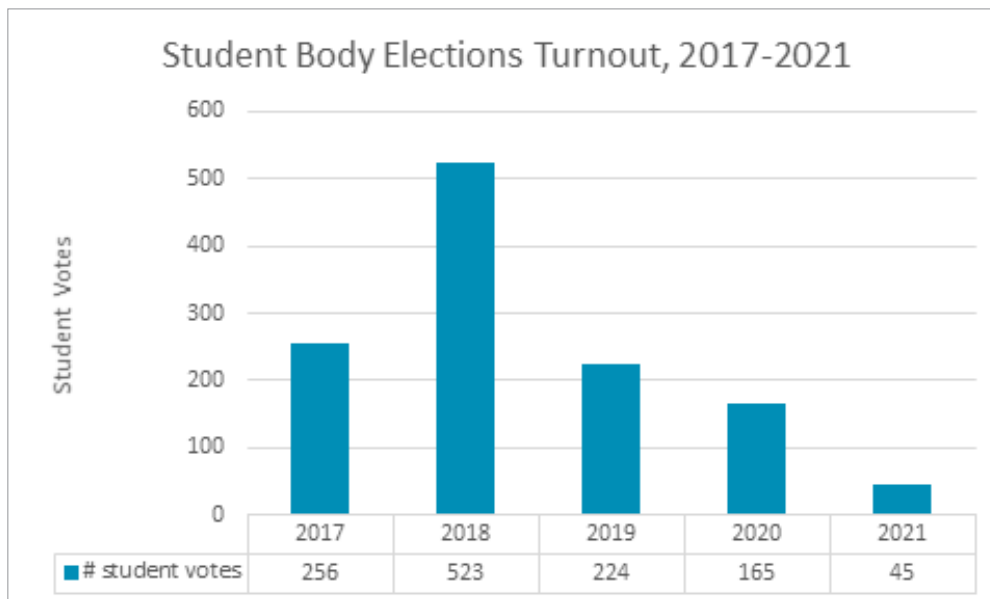


Our spring club recruitment fair, Nacho Ordinary Club Fair, also held virtually via Zoom and we offered 2 virtual sessions for students to participate. It was more evident that offering evening opportunities for students produced higher participation compared to opportunities during the day.



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. This was the fifth year the elections were held online and unfortunately, we've hit the lowest student voter turnout since online elections were established in 2017.



Students received election information via email, the portal, ECC website, and social media, however, on-campus marketing and tabling efforts that are typically planned by the current Student Government team could not be done due to limitations of in-person activities on campus.

LEADERSHIP BANQUET

In May, the Office of Student Life hosted its 2nd annual virtual Leadership Banquet with 75 attendees, 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's theme was Get Your Game On, with a fun game show twist. During the event, trivia questions were asked at different segments and the first person to submit their answer correctly had a chance to choose their default price or wager between two options, "Price Is Right"-style. This was a great way to keep the attendees engaged and made for a fun (and suspenseful) game.

The Office of Student Life also provided each event attendee a Leadership Banquet Swag Bag that included various items to help them participate in the celebrations from the comfort of their homes. Items such as prop sticks, pom poms, emoji cutouts, a special Leadership Banquet color-changing tumbler, snacks, and much more!

The event also included video cameos from famous actors, athletes, singers, and comedians, such as Anthony Anderson, Akbar Gbajabiamila, Doug E. Fresh, and Mrs. Kasha Davis, to enthusiastically present students and clubs their awards.

FIRST YEAR PROGRAMS

NEW STUDENT ONLINE ORIENTATION (OLO)

New Student Online Orientation is Required for all first time in college students, returning/transfer students, International and Dual Credit students. Online Orientation is a comprehensive online program for student providing valuable information on Programs of Study, Advising, Registration and Payment, and College Resources & Services.

MONTHLY OLO ATTENDANCE SINCE IMPLEMENTATION - MAR 20 THRU FEB 21

MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	TOTAL
104	257	303	396	838	976	158	178	233	269	355	85	4151

NEW STUDENT DAYS

FALL 2020 NEW STUDENT DAYS ATTENDANCE	
TUESDAY, AUG 4TH	104
WEDNESDAY, AUG 5TH	90
WEDNESDAY, AUG 12TH	124
THURSDAY, AUG 13TH	112

SPRING 2021 NEW STUDENT DAYS ATTENDANCE	
WEDNESDAY, JAN 6	55
THURSDAY, JAN 7	49

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 Spartan Leaders helping 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, 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.

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. Due to Covid-19 Pandemic, the event was held virtually. Within a span of week, students were recognized virtually via social media. For the President's list post, **874 views** via Facebook and Instagram. For the Dean's list post, 445 views via Facebook and Instagram. For the Honor's list post, 369 views via Facebook and Instagram.

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, build a sense of community, articulate high expectations, and create 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.

The 2021 New Student Convocation was held on Friday, January 15 live virtually with a short program which had 168 participants. Followed the convocation ceremony, there was resource fairs which students could learn more information about the following; Tutoring, Career Services, Wellness Services, Disability Services, and Student Life. Each campus resource held five 10-minute presentation with about 8-12 participants per presentation.

STUDENT ENGAGEMENT

SOCIAL MEDIA AND STUDENT LIFE HAPPY HOURS

Throughout the year, Student Life continued to engage and interact with students and community members through social media. By using social media, the Office of Student Life was able to share updates, highlight upcoming events and workshops, and provided opportunities for students to participate in fun contests.

The Office of Student Life hosted three virtual Student Life Happy Hours throughout the FY 2020-2021 academic year. The Student Life Happy Hours allowed students to take a break from studies to play games, share laugh with fellow peers and the Student Life staff, and the opportunities to win prizes. Online contests were also held throughout the year and offered students the chance win amazing prizes such as Amazon gifts cards, gift baskets, or a free dinner!

FY2020 # OF FYP AND STUDENT LIFE EVENTS	ATTENDEES (NOT UNIQUE ATTENDEES)*
351	10,600

*STUDENTS MAY HAVE ATTENDED MULTIPLE EVENTS

Despite a worldwide pandemic, our office offered a plethora of ways and means for students to engage and our attendance number reflect participants and views of our activities and events.



SPARTAN PANTRY

Due to the COVID-19 Pandemic, the Pantry could not operate as usual in FY21. The Pantry was granted permission from the college to open 6 hours a week and offer students pre-packaged food bags. Either a family bag or a snack bag is available to students as often as needed. Additionally, toiletry bags were made available for students. Due to the increase over the years for toiletry items and other goods such as lightbulbs, school supplies and backpacks, the Spartan Food Pantry has rebranded as the Spartan Pantry and updated their logo to be more inclusive.



INCLUSION AND DIVERSITY

TRIUMPH MENTORSHIP AND RETENTION PROGRAM

SEMESTER	NEW APPLICATIONS	HOUSEHOLD/ UNIQUE VISITS	INDIVIDUAL VISITS
SUMMER 2020*	NA	N/A	N/A
FALL 2020	35	47	71
SPRING 2021*	N/A	N/A	N/A
FY21 TOTALS	35	47	71

*NUMBERS UNAVAILABLE DUE TO COVID-19 CLOSURES

TRIUMPH, (Transforming and Impacting Undergraduate Men Pursuing Higher Education),

scholars persevered through a challenging year. 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 G.P.A. for fall 2020 was 2.64 in comparison to 2.7 for all White males, and 2.53 for all male students of color for the fall 2020 term which suggests a positive relationship between TRIUMPH participation and Academic success.

The spring semester brought our first online Men of Color Conference and a new workshop covering personal style in addition to our normal workshop schedule. We used several meetings to talk about how the scholars were doing and discussing current events. We conducted our first multi-campus induction ceremony and ended the year by going bowling, which was our first in-person outing in 16 months to celebrate the conclusion of a successful year.

BLACK HISTORY MONTH

Our Black History Month activities maximized the virtual platform. We started the month out discussing the history of mental health in the Black community and strategies to better address mental health in the future. We continued through the month with a student-led town hall on race and justice and an enlightening presentation on Ball Culture. Our students shared their talents and we partnered with MAGIC to dialogue about systemic racism and how to help make Black families feel welcome in our communities. Our month of learning and dialogue was wrapped up with fun at our online family picnic and game night.

LATINX HERITAGE MONTH

Latinx Heritage Month events were held virtually for fall 2020 due to the pandemic and was held via Zoom and live streamed via the Student Life Facebook page. This year's theme was ¡Ya es el Tiempo! Now is the Time! in response to the civil unrest for the BIPOC community as well as the current climate of the country enduring a pandemic, presidential election, US Census, and the effects on the Latinx community.

The annual Latinx Heritage Month Kickoff Celebration featured Emmy Award-winning television news reporter and anchor from NBC Telemundo Chicago, Jorge DeSantiago, who talked about the effects of the COVID-19 pandemic in the Latinx community. During the event, and in lieu of event tickets, the committee encouraged the ECC community to support the Student Success Fund which provided financial relief to all students, including Undocumented/DACA students, who are at risk of homelessness, food insecurities, unemployment, and other important matters that impact our students' success due to the COVID-19 pandemic.

The celebration month also included events to continue connecting students to resources at ECC and the community, Latinx Conexión: College Hacks for Excellence Virtual Fair and Latinxs and COVID-19: Stories from the Front Lines while also celebrating the Latinx culture through a virtual staged reading produced by the ECC Theater Department

for Teatro Que Importa and social media challenges Decorando Nuestra Historia: Un Concurso and #BailandoConECC Challenge.

A collaborative effort between ECC, College of DuPage, College of Lake County, Harper College, McHenry County College, and Waubensee Community College for the ¡Ya es el Tiempo! Students Coming Together to Create Change was another an impactful virtual event about how to achieve social, political, and institutional change with keynote guest speaker spoken-word artist and activist, Denise Frohman.

ASIAN PACIFIC MONTH

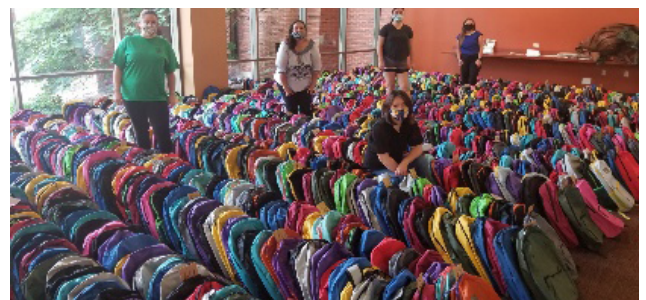
This year's Asian Pacific Month theme was Unsilenced Voices to discuss the recent anti-Asian hate that swept the country and raise Asian voices during this tumultuous time for the Asian American and Pacific Islanders community.

The Asian American Perspectives on Anti-Asian Hate event provided a detailed history of the Anti-Asian racism, model minority stereotypes, and Asian identity followed by an open discussion with the audience while the Southeast Asian Representation in Cinema featured visual anthropologist and lead cultural advisor for Walt Disney Animation Studios' Raya and the Last Dragon, Dr. Steve Arounsack, to present a behind-the-scenes adaptation of the importance of Asian representation in cinema and followed the presentation with an open discussion with the audience.

COMMUNITY OUTREACH AND SERVICE

PROJECT BACKPACK 2020

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.



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. We 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.

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.

DOMESTIC VIOLENCE AWARENESS MONTH 2020

The month of October is Domestic Violence Awareness. Due to COVID-19, we were unable to host our typical in-person events. Instead, we promoted a virtual campaign,

“I Wear Purple To...”, in support of victims throughout the month of October. We asked participants to fill in the blank on a sign with why domestic violence awareness is important to them and to share/hashtag a photo of themselves holding the sign on social media.

SEXUAL ASSAULT AWARENESS MONTH 2021



This year's Sexual Assault Awareness Month events were held virtually. We partnered with the Community Crisis Center to host a Virtual Clothesline Project—a virtual display of violence statistics that often go ignored through a display of decorated shirts. Free t-shirt kits were available for students to pick up from the Office of Student Life. In collaboration with Waubensee Community College, the Office of Student Life also held a webinar panel discussion with featured guest speakers who shared their own personal experience with the trauma caused by sexual violence and provided resources and ways for healing or helping others to heal.

STUDENT SUCCESS CENTER

MISSION STATEMENT

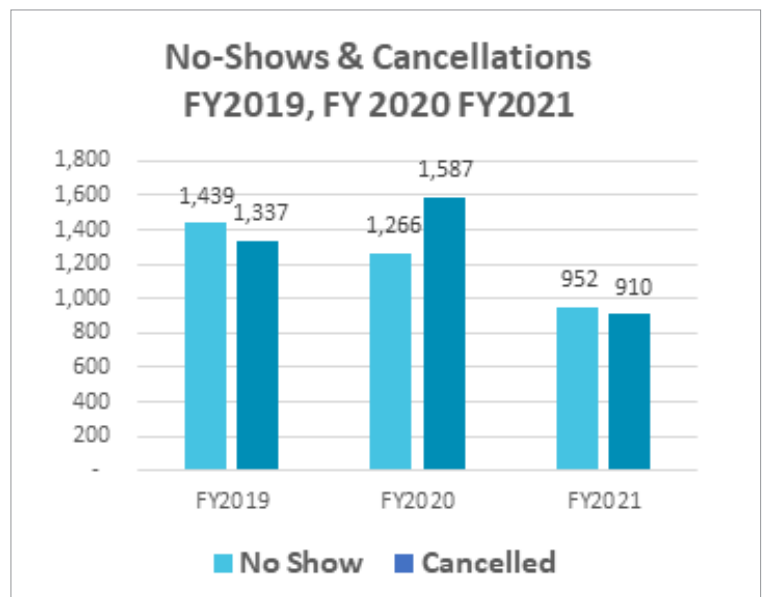
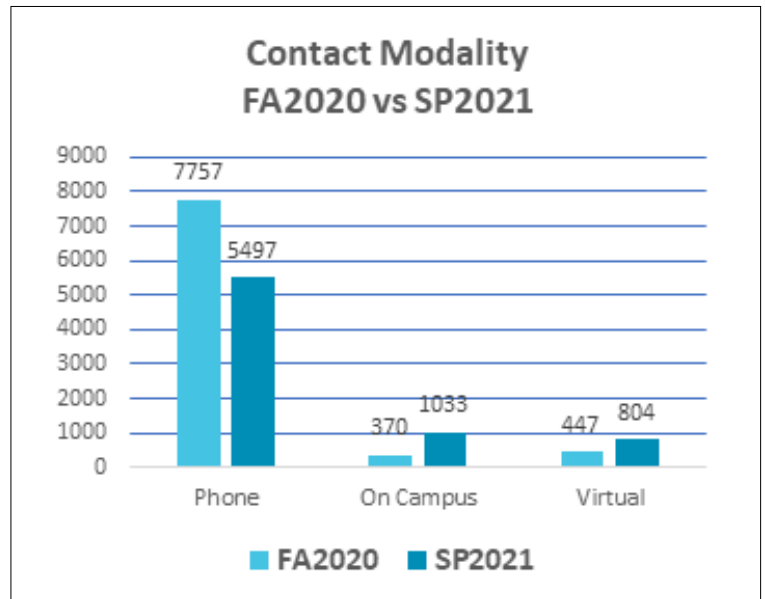
The Student Success Center staff and administration is dedicated to providing a diverse, equitable and inclusive environment where students are respected and empowered to design and achieve their unique individual academic and career goals.

STUDENT SUCCESS CENTER FRONTLINE STAFF

Beginning in August 2020 the Student Success Center (SSC) opened their doors to students and the community by appointment only. The Pandemic required the frontline staff to adjust their roles to inform and provide students the type of appointments that they were most comfortable participating in; this required additional steps to the appointment scheduling process. Student appointments were available in three modalities: phone, on-campus and virtual. Extra efforts were made to confirm and verify the type of appointment that a student desired, provide Zoom or Google Meet information and remind students to accept a phone call from a “blocked” phone number.

As students became more comfortable with the online environment and Covid restrictions began to lift, a shift in preferred appointment modality occurred with more students attending appointments on-campus and virtually via Google Meet and Zoom.

A silver lining amidst the Pandemic, increased efforts on appointment reminder emails, phone calls and texts resulted in a decline in No Show and Cancelled Appointments. In addition, with the pivot to phone and virtual appointments more students were less likely to no-show or cancel their appointment because they were able to attend their appointment in a modality consistent with need.



ACADEMIC & TRANSFER ADVISING

MISSION STATEMENT

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

STUDENT LEARNING OUTCOMES

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

ACCOMPLISHMENTS

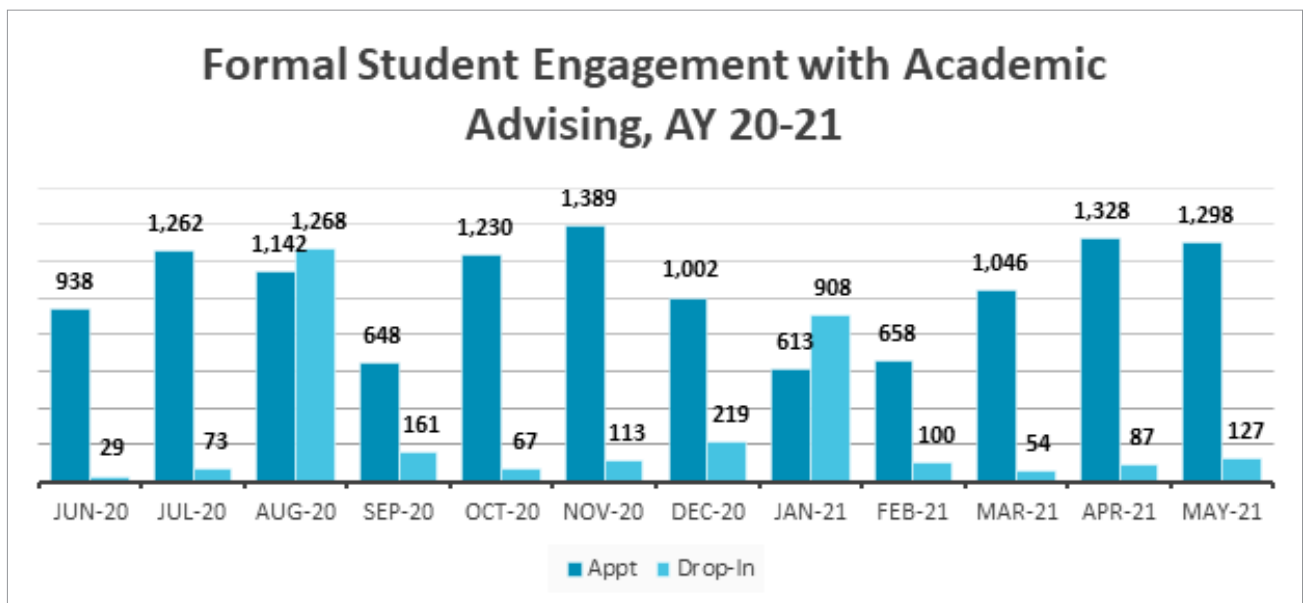
CONTINUED COVID RESPONSE

The Academic and Transfer Advising Department continued to analyze and respond to student need into and throughout the 2020-2021 academic year. The vital services provided by Academic Advising remained available to students in-person, via phone, and virtually, depending on each student's preference and availability. The Department maintained normal service hours throughout the year, meeting with students all day and until 7pm in the evening throughout the summer, fall and spring terms.

PROVIDING HIGH QUALITY, HIGH VOLUME STUDENT SERVICE

Maintaining excellent academic advising and student support services remains a priority for ECC's Academic Advising Team. In the 2020-2021 academic year, the Academic Advising Office conducted 12,554 student appointments and 3,206 drop-in meetings with

students, for a total of 15,760 formal student engagements. In between these formal interactions Academic Advisors provided thousands of additional instances of essential academic advice, student support and referrals to resources via email and phone calls.



DUAL CREDIT ADVISOR

Beginning spring 2021, a dedicated advisor to ECC's Dual Credit student population was instituted. With a caseload of over 900 students attending ECC from four (4) school districts and several private schools, the Dual Credit Advisor works collaboratively with ECC's Dual Credit Office to ensure students make well-informed decisions about ECC classes and university-transfer.

CAREER/TECH ACADEMIC ADVISOR PILOT PROGRAM

In collaboration with Dean Cathy Taylor, of the Sustainability, Business & Career Technologies Division, it was determined that some career/tech students may benefit from an advising model and approach designed specifically for them. The resulting pilot program identified five (5) career/tech programs at ECC (CIS, CUL, IMT, IST, WEL) with which an enhanced advising model could be developed. The career/tech advisor assigned to these programs is working closely with instructional coordinators and faculty to embed advising into core courses, and bring advising to students (both virtually and in-person). The effort is new, and data is still being collected, but students in these programs/classes are being provided with the following:



- Setting and achieving short and long-term career goals
- Confirming academic program fit; mapping out academic and career goals
- Selecting the right classes for their program

- Current knowledge of all CT degree and certificate programs and their requirements
- Assistance in understanding and interpreting the College's policies and procedures
- Educational/transfer options; transfer agreements (2+2, 3+1)
- Spartan Success (early alert); provide proactive and reactive interventions
- Understand and clarify program/departmental expectations; refer and assist students in navigating resources
- Industry outlook and expectations; coordination of job search and preparation workshops/presentations.

EQUITY AND INCLUSION IN ADVISING COMMITTEE

Assembled in the summer of 2020 in response to a renewed institutional and social demand for social justice, the goal of this committee of academic advisors is to use departmental, institutional, and national data, as well as academic scholarship, to ensure historically underserved student groups at ECC are being appropriately served by the ECC Academic Advising Department.

Areas of focus include:

- Student access and engagement with academic advising
- Cultural competency and welcomeness/sense of belonging for students in academic advising
- Outcomes and student success

The Committee met multiple times throughout the 2020-2021 academic year, sharing journal articles, identifying best practices, and dialoging. The result of this has been an increased focus and understanding of the role Academic Advising plays in the student experience and student success, as well as plans for conducting assessment of key target populations in the fall of 2021.

PROFESSIONAL DEVELOPMENT: MONTHLY DEPARTMENTAL THEMES, ADVISOR-LED DISCUSSION

To provide an intentional framework for reflection and professional growth, the Academic Advising Department instituted monthly themes throughout the 2020-2021 academic year. Advisors were encouraged to consider the monthly theme throughout that period, considering how their practice, and that of the department, could be developed to improve in that area. Then, at one of the Advising Team meetings that month, one or two advisors facilitated a researched presentation on the topic, with the goal of helping the Team better understand current literature and scholarship, as well as provide practical suggestions for advisor and departmental improvement in that area. The topics covered this year include:

- Access, Inclusion and Equity in Advising
- Still-Deciding Students

- Collaboration and Communication
- Connecting and Building Relationships with Advisees
- Transformational Theory in Academic Advising
- Student Development Theory in Academic Advising
- Overcoming Academic Obstacles (practices for helping students)
- Overcoming Non-Academic Obstacles (practices for helping students)
- Assessment in Advising

MANDATORY ADVISING PROGRAM

The Mandatory Advising Program (MAP) seeks to ensure that students are meeting with an academic advisor to develop or refine their academic plan within the crucial 24-36 credit hour window. Incentives such as potential to win a priority (early) registration time for the upcoming semester are offered.

This year, Academic Advising partnered with the ECC Foundation to also offer “microscholarships” to eligible MAP students who also met one or more criteria for ECC’s ILEA Equity Plan. This incentive provided an automatic \$5 for students who met with an academic advisor by a specified deadline, and then an additional \$5 for students who enrolled in their classes by a later deadline. For students who qualified for both incentives, they were also entered into a drawing for a chance to win one of three 3-credit tuition vouchers.

Of the eligible ILEA students, 66% qualified for the full \$10 incentive and three of those students were selected (randomly) and awarded a 3-credit tuition voucher for the fall 2021 term.

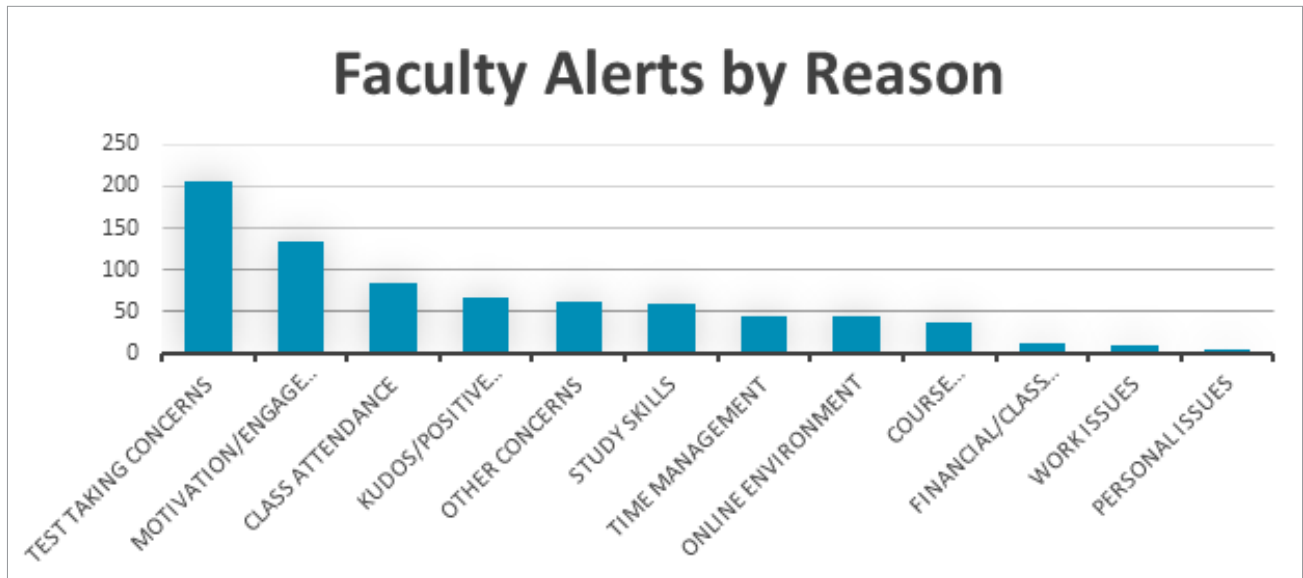
SPARTAN SUCCESS EARLY ALERT

The Spartan Success 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.

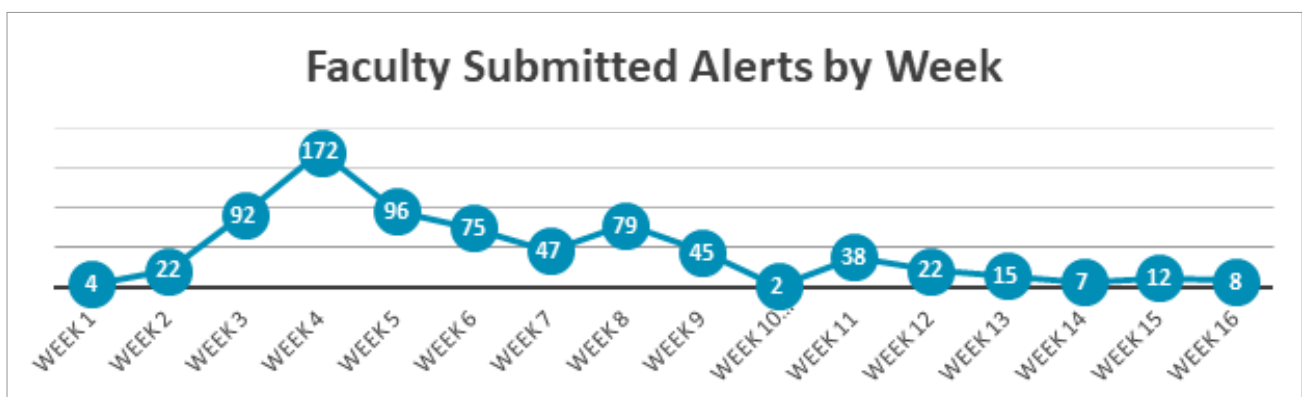


One way the program does this is through the facilitation of Early Alerts, whereby faculty can refer a student to their academic advisor to develop or improve upon academic success skills, or make a referral to the appropriate resource for that student's needs.

This graph demonstrates the number of Early Alerts submitted by faculty for the various reasons available.



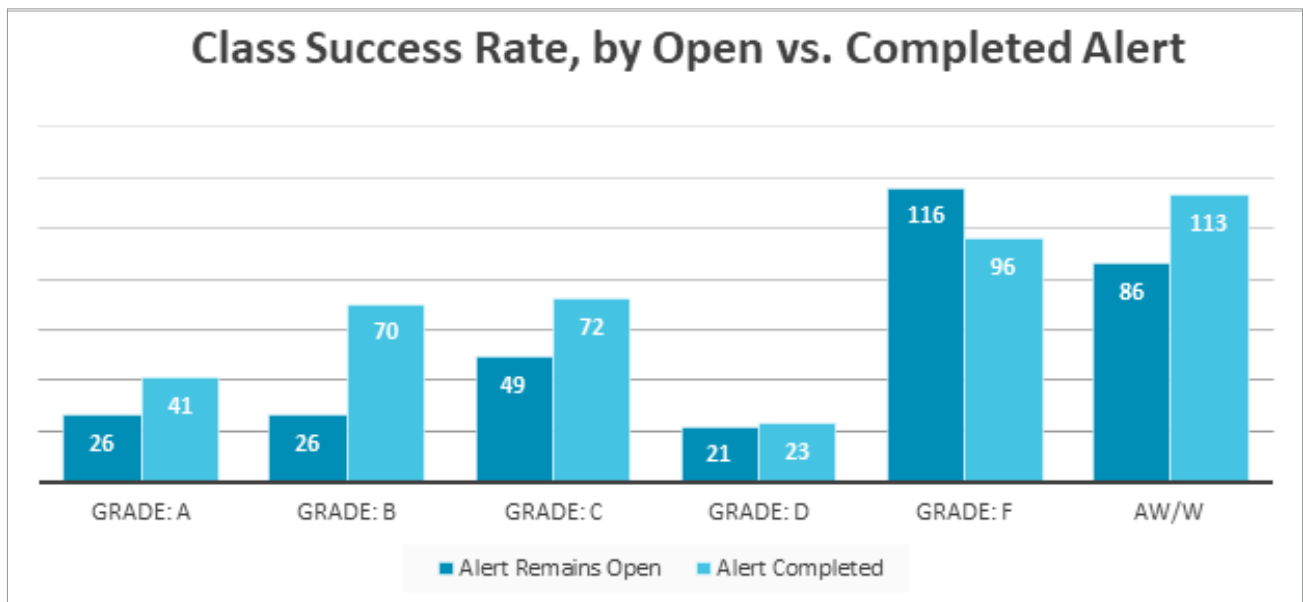
Early Alerts are most beneficial when submitted early in the term. You see on this graph that while Alerts are submitted by faculty and followed up on by academic advisors throughout the semester, the majority occur near the fourth week of the term, and again spike around midterm.



One way to evaluate Early Alert efficacy is by examining the individual class performance of students who fully engage with the Early Alert process when a faculty submits an Alert on their behalf. Below shows class performance differences in students who met with their academic advisor to discuss the concern raised by the faculty (Alert Completed) versus students who did not follow through with the numerous requests to meet with their academic advisor following the Early Alert (Alert Remains Open).

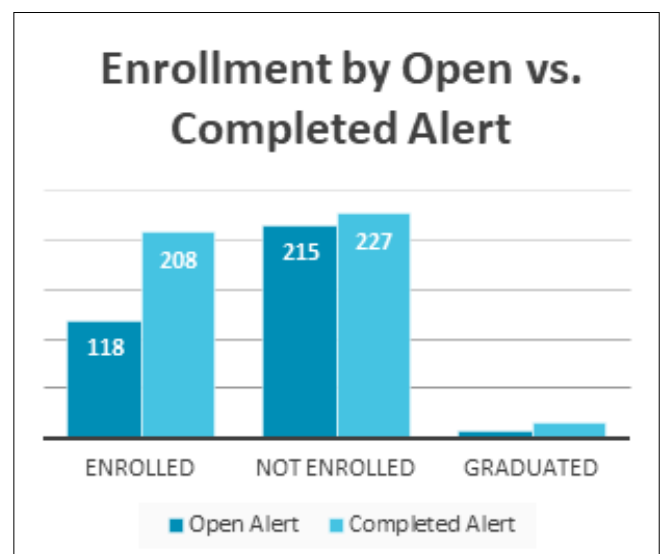
The next graph shows that students who engaged with the Early Alert process initiated by their faculty are much more likely to earn an A, B or C grade in the class. Whereas students who do not meaningfully engage in the Early Alert process are more likely to earn a failing grade in the class (with D grades being essentially flat). Withdrawals are also more common among students who engage with the Early Alert process, which may

indicate that students are making informed decisions about their class progress and GPA, and electing to withdraw from the class rather than earn a low grade. In many cases, while not the outcome we necessarily would like, this is an appropriate and useful decision for students.



Early Alert efficacy can also be measured by the number of students who engage with the Early Alert process by meeting with their academic advisor to develop a plan for addressing the challenge or barrier identified by the faculty, and then proceed to enroll (be retained) into the next term.

This data provides a snapshot from spring 2021 Early Alert students who were or were not enrolled in summer or fall 2021 classes at mid-summer. While the number of students overall who were not yet enrolled was consistent between students who engaged with the Early Alert process, of the students who were enrolled it was much more likely that they met with their advisor to resolve the Early Alert submitted on their behalf.



STANDARDS OF ACADEMIC PROGRESS (SOAP) – APPEAL ACADEMIC STANDING

In spring 2021, the new academic standing “Appeal” was introduced. Appeal gives students the option to petition their academic leave (Suspension) and request to continue their enrollment in the subsequent semester. The Appeal process and instructions are included in the students Suspension letter. The Appeal academic standing allows students to remain enrolled and seek the necessary academic guidance and assistance needed to be successful.

At the end of the spring 2021 semester, seven students were granted an Appeal of their

Suspension. Each student was given the opportunity to continue their enrollment in the fall 2021 semester, raise their GPA and return to Good Standing at a quicker pace.

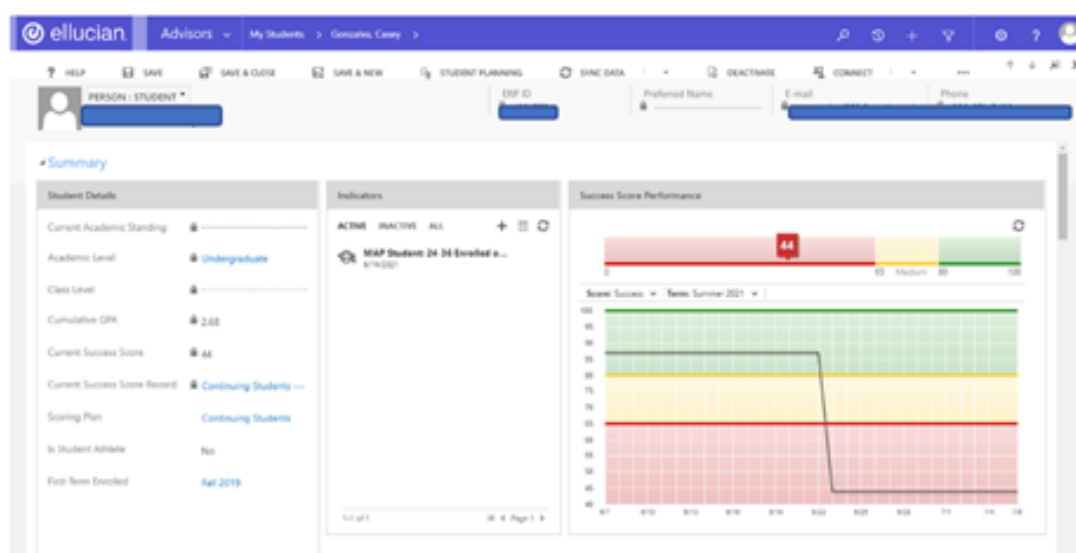


Further noteworthy, due to the many challenges to student learning created by the pandemic disruption, academic standing was not processed for the spring 2020 semester. This “pause” gave students the opportunity to gain more experience and comfort in the online learning environment without consequence to their current academic standing.

A Study Skills google site was added to the resources made available to students, and is often utilized in Early Alert appointments with academic advisors.

In response to the number of students who expressed difficulty with the online class environment thrust upon them by the COVID-19 pandemic, a online/hybrid class guide entitled “How to: Thrive in Your Online Classes” was created in the summer of 2020 and distributed widely to students, as well as made available on the Remote Hub website. The first few pages are included on page 41.

To facilitate the Spartan Success Early Alert program, as well as engage in more sophisticated and intentional case management and student outreach, the CRM Advise software was implemented in January 2021, representing a large-scale, years-long, cross-departmental effort involving teams of people from Information Technology, Business and Finance, Academic Systems, and Student Services & Development. This effort is on-going, and the effort and collaboration we have witnessed to make this a reality has been truly incredible. This visual represents a portion of the student file view of CRM Advise.



HOW TO: THRIVE IN YOUR ONLINE CLASSES



FROM THE
STUDENT SUCCESS DEPARTMENT @ ECC

**“I AM ALWAYS DOING
THAT WHICH I
CANNOT DO, IN ORDER
THAT I MAY LEARN
HOW TO DO IT”**

-PABLO PICASSO

WELCOME

The mission of Elgin Community College is to improve lives through learning. We recognize that for many students this learning takes place amidst busy work schedules, family priorities, and other challenges. We have worked hard to develop a wide selection of online courses to allow students the ability to learn and progress toward their degree or certificate at a distance. This guide on how to thrive in your online classes has been prepared to equip you with the core strategies and approaches necessary to make the most of your remote learning experience. On the following pages you'll find advice and instruction on:

- Crafting your personal and academic schedule
- Organizing your physical and mental space for optimal performance
- Engaging with your online class for maximum impact
- Practicing good online citizenship
- Cultivating positive and productive mindset for online class success.

Let's get started!



The cover and first inside pages of the “How To: Thrive in Your Online Classes” guide from the Student Success Department at ECC.

The entire PDF can be accessed on the Remote HUB page on the elgin.edu website:

Additional Services and Resources

TRANSFER SERVICES

MISSION STATEMENT

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

STUDENT LEARNING OUTCOME

Every ECC student will have increased access to major/degree requirements and relevant career information for their chosen program of study.

HIGHLIGHTS

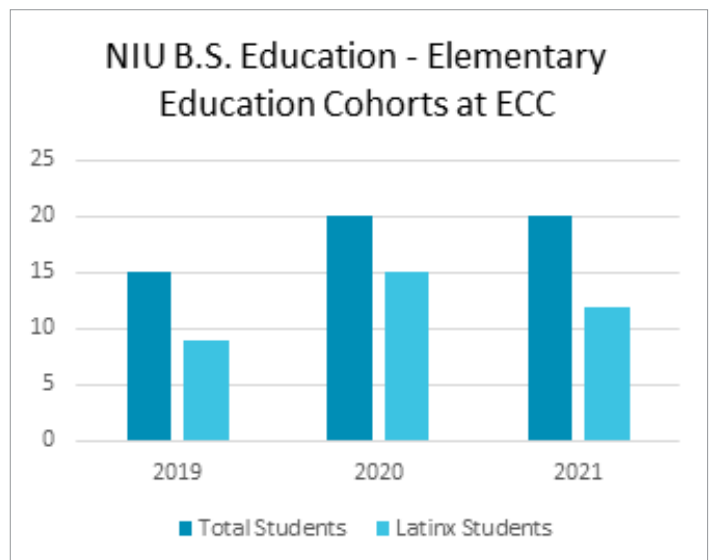
EQUITABLE ACCESS

55 students have enrolled in the first three cohorts, 36 identify as Latinx.

With increased interest and success of the first Elementary Education cohort, ECC & NIU announced 2 new cohort options. Students will now have the opportunity to complete all the B.S. Education requirements for degrees in Special Education and Early Childhood Education fully delivered on ECC's campus.

In May 2021, the NIU Elementary Education cohort graduated all 15 students (ECC graduates) who began the program in 2019.

In addition to several large national virtual fairs and due to student needs during the pandemic, virtual State University Transfer Days & Private Illinois Colleges & Universities Transfer Expo were offered during fall 2020 & spring 2021 for additional opportunities for students to connect with top transfer destinations.



HBCU TRANSFER FAIRS

Developed new virtual Historically Black Colleges & Universities (HBCU) Transfer Fairs for the state of Illinois held on March 1st & April 7th. Partnered with 30 HBCU's & 26 Illinois community colleges to provide 182,544 Illinois community college students access to HBCU admissions representatives.

TRANSFER INFORMATION SESSIONS

Beginning in spring of 2021, Transfer Services partnered with Academic Advising to develop new Transfer Information Sessions. Sessions were recorded with 14+ top transfer destinations, providing students with access to information on applications, scholarships, resources for underrepresented students, and more. As of June 2021 there were over 1000 views including 201 for University of Illinois at Chicago & 188 for Northern Illinois University.

ENGINEERING PATHWAY

ECC & University of Illinois welcomed the first group of five students who met requirements to participate in the UIUC Engineering Pathway. Students will follow established Plan of Study at ECC providing a guaranteed pathway for admission into University of Illinois Grainger College of Engineering.



HONORS PROGRAM SCHOLARSHIP COLLABORATION

North Central Honors Full Tuition Scholarship recipient- Hadley Corbett; Elmhurst University Honors Full Tuition Scholarship recipient- Lucas Munoz & Dr. David Sam Scholarship recipient- Alexandra Anderson Bollinger.

LATINX CONEXIÓN: COLLEGE HACKS FOR EXCELLENCE VIRTUAL FAIR

Partnered with six top ECC transfer destinations to provide ECC students with transfer information highlighting resources for underrepresented students as part of ECC's Latinx Heritage Month.



CAREER DEVELOPMENT SERVICES

MISSION STATEMENT

The mission of Career Development Services (CDS) office at Elgin Community College is to provide comprehensive career development services that educate and support students as they identify, develop and implement their career goals.

STUDENT LEARNING OUTCOMES

Students will understand the career development process and identify steps necessary to achieve their educational and short and long-term career goals.

Students will know how to make informed career choices on the basis of individual values, interests, personality, and skills.

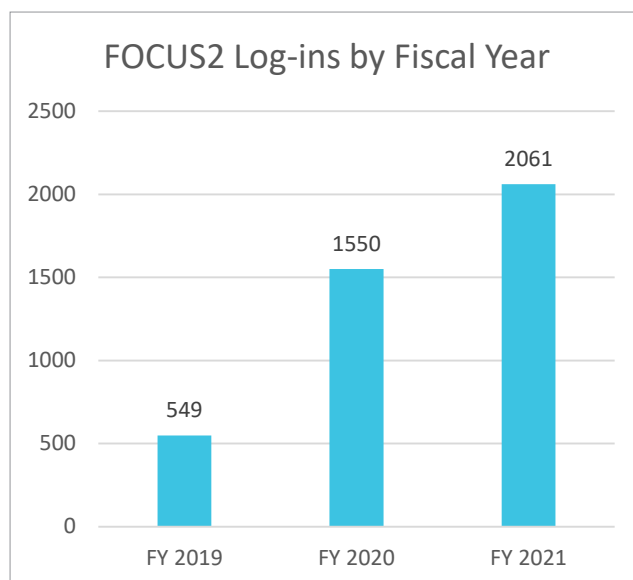
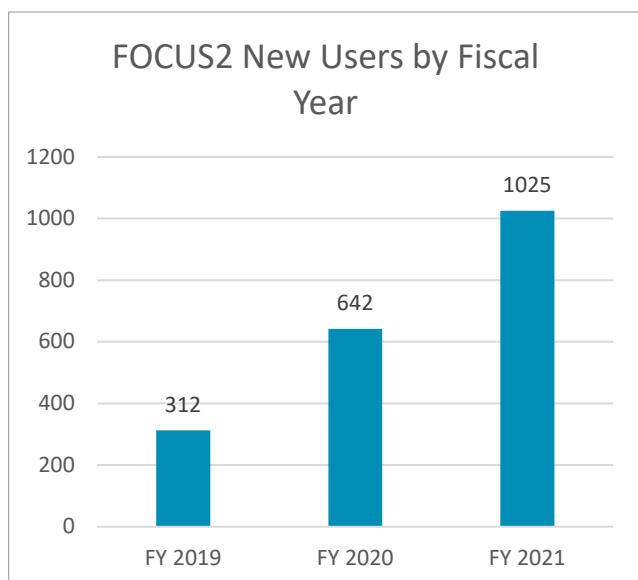
Students will use a wide variety of resources to explore and evaluate careers based on their self-knowledge.

Students will know how to apply employability skills (resume writing, interviewing, networking skills) to gain internship and employment opportunities.

ACCOMPLISHMENTS

JUMPSTART SUCCESS

In spring 2020, with the launch of the new online New Student Orientation (NSO), CDS had the opportunity to engage students with career exploration at the onset of their academic journey. The introduction of FOCUS2 in NSO, as well as a new comfort for students and community members accessing online resources, resulted in an increase in New Users and log-ins of returning users between FY2019 and FY2021.



To assist students with their understanding of FOCUS2 beyond New Student Orientation, an informational online resource was created and linked to the orientation as well as shared on the website. Visit [Understanding FOCUS2](#) to experience it yourself.

The pandemic disruption required that Career Development Services (CDS) maintain a creative approach in providing services to support student success. In an effort to minimize disruption of normal services, as well as in preparation for a “new normal”, programs and services continued to pivot to meet the varied needs of students, faculty and staff.

To assist students during their remote career counseling appointments as well as interpretation of FOCUS 2, a video focusing on the career interest areas developed by John Holland (“Holland Codes”) was created. The video Holland Code Intro is also accessible on the website, or you can visit [Learn about Holland Codes](#).

As demand increased, more presentations and career exploration resources continued to be converted into videos or Google Docs.

[How Career Development Services Can Help You](#) – a 6-minute video explaining to students the importance of choosing a career and college major and how CDS can support them in the process.

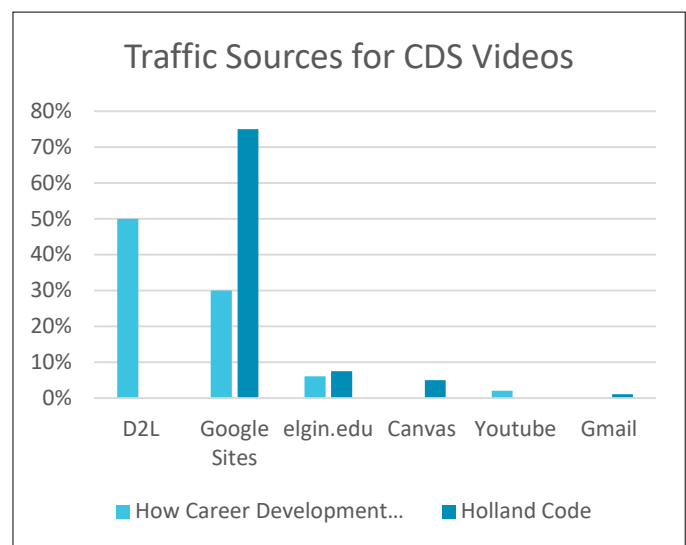
CDS VIDEO STATS

HOW CAREER DEVELOPMENT SERVICES CAN HELP YOU

- 642 total views
- 32.4 hours total watch time

HOLLAND CODE INTRO

- 379 total views
- 15.7 hours total watch time



“NEW” EMSI CAREER COACH – SPRING 2020

In the throes of the Pandemic, Career Coach made its debut on the ECC website in spring 2020. This online service uses comprehensive labor market data to help students find the right careers based on relevant data and discover ECC programs that will prepare them for success. It also provides current, local data on employment opportunities!

Since its introduction, there have been 2,413 New Visitors and 2,530 Visits.

TOP 10 ECC PROGRAM SEARCHES	
PROGRAM	VIEWS
NURSING	102
BASIC NURSE ASSISTANT TRAINING PROGRAM	46
STERILE PROCESSING & DISTRIBUTION	41
ACCOUNTING	37
COMPUTER INFORMATION SYSTEMS	30
SURGICAL TECHNOLOGY	30
EDUCATION - EARLY CHILDHOOD	29
PARALEGAL	23
HUMAN SERVICES GENERALIST	20
BUSINESS	17

TOP 10 VIEWED CAREERS	
CAREER	VIEWS
SURGICAL TECHNOLOGIST	2400
REGISTERED NURSE	1892
COMPUTER & INFORMATION SYSTEMS MANAGER	37
FOOD SCIENTIST & TECHNOLOGIST	35
HVAC MECHANIC & INSTALLER	32
ACCOUNTANT	29
PARALEGAL & LEGAL ASSISTANT	28
CHILD FAMILY/SCHOOL SOCIAL WORKER	28
DIAGNOSTIC MEDICAL SONOGRAPHER	27
NURSE MIDWIFE	21

INFUSING CAREER DEVELOPMENT IN THE CLASSROOM

An opportunity for students to meet subject requirements while also learning about career options.

CDS created five career education asynchronous modules with assignments to meet the career development student learning objective in College 101:

- Module 1: The Power of Connecting Yourself to Careers
- Module 2: Career Development Process
- Module 3: Using Holland Codes to Explore Interests
- Module 4: Ways to Explore Career & Majors
- Module 5: How Career Development Services Can Help You

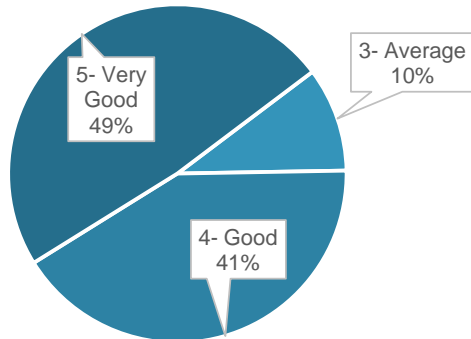
Find the modules here: [Connecting Interests to Careers](#)

[Page 47](#) explores the results of a Student Survey responding to the program.

STUDENT SURVEY RESPONSES

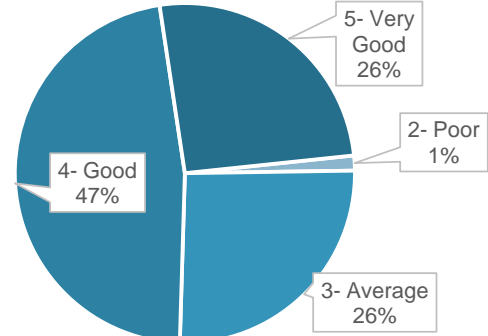
(LINKERT SCALE) - 73 RESPONDENTS

Overall, I would rate these modules as



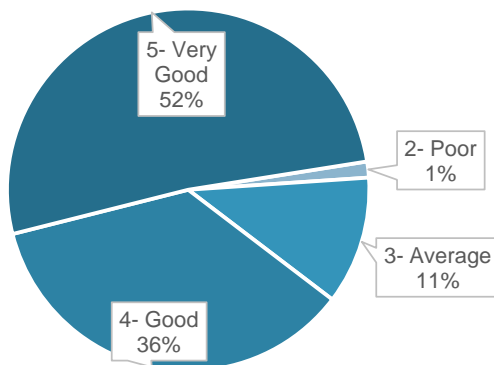
90% of students said the training was good or very good

The ability to hold my interest/attention throughout each module was



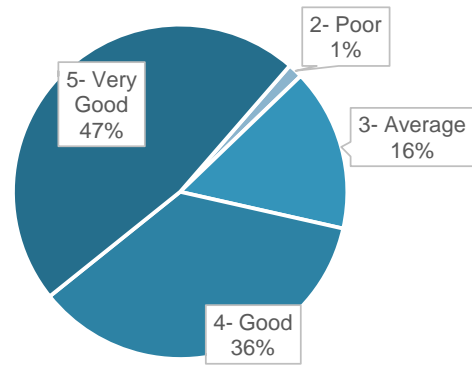
73% of students said training held their interest/attention

The instructions to complete these modules were

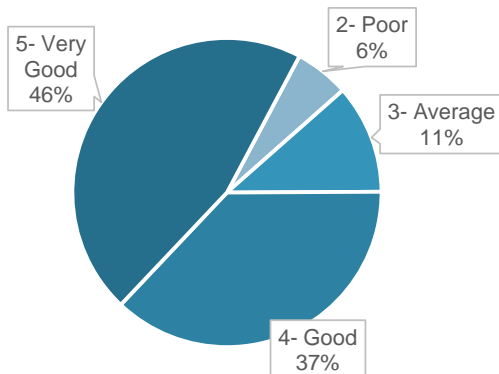


86% of students found the instructions clear and format good, so this type of asynchronous learning seems to be effective.

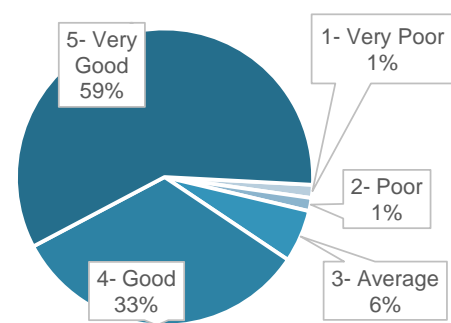
The delivery format of these modules was



For me personally, the relevance of the material covered was



My chances of taking what I've learned and continuing to think about my major and career are



83% of students found the material personally relevant to them. Combined with the fact that 92% of students will continue to use the information learned in class to build their cultures, supports the importance of incorporating career development into COL 101.

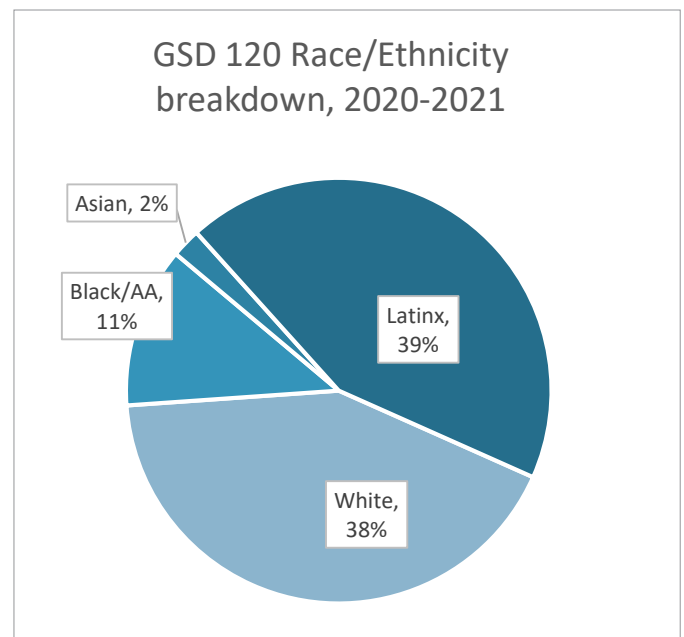
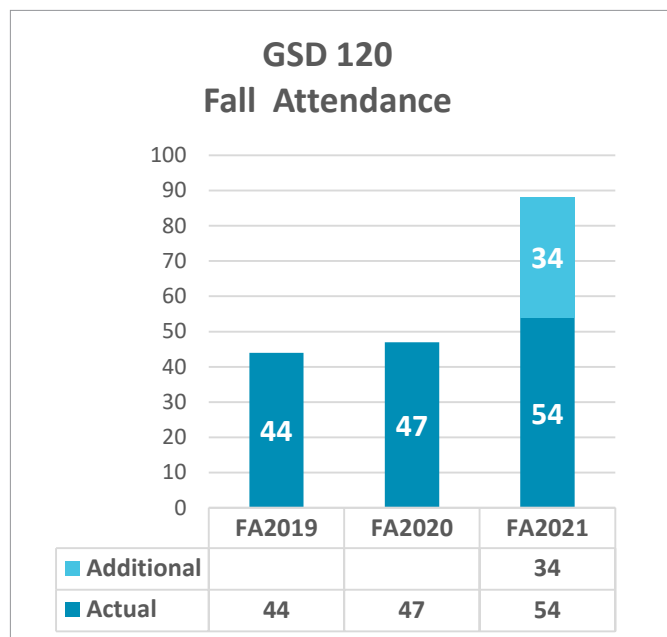
GSD-120 – EXPLORING CAREERS AND COLLEGE MAJORS, 1 CREDIT TRANSFERABLE ELECTIVE CLASS

Designed to help students who are undecided or in the process of deciding on a career goal to increase their awareness of self-concept and evaluate career options that correspond directly with their self-concept.

GSD-120 enrollment has increased over the past several years. Increase can be attributed largely by the college offering GSD-120 tuition-free starting in 2017. Starting in 2019, faculty salaries are paid out of the Perkins grant (2017-2019 Pathways to Results (PTR) grant paid for salaries).

In 2017, the PTR grant required students receive a petition from an academic or career advisor to enroll in GSD-120 Recognizing this to be a barrier for students, in spring 2020 the petition was removed. Removing this registration barrier resulted in hitting class size targets (14) earlier in the registration cycle as well as an overall increase in enrollment.

Enrollment in GSD-120 for fall 2021 was 61 students as of July 26. Due to need, three additional sections (including one dual credit) were added with the additional sections allowing for a total of 102 enrolled students in GSD-120 in fall 2021.



Student Success Pivot Tables for FY20 show course enrollment for GSD120 differs from the college by race/ethnicity –

ECC: Black/AA 5%; Latinx 45%; Asian 8%; White 30%

Opportunities exist to dig deeper and identify and analyze equity gaps.

JUDICIAL AFFAIRS (STUDENT CODE OF CONDUCT)

MISSION STATEMENT

The mission of the Judicial Affairs department is to work 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 essentials skills needed for success in the classroom, workplace and community.

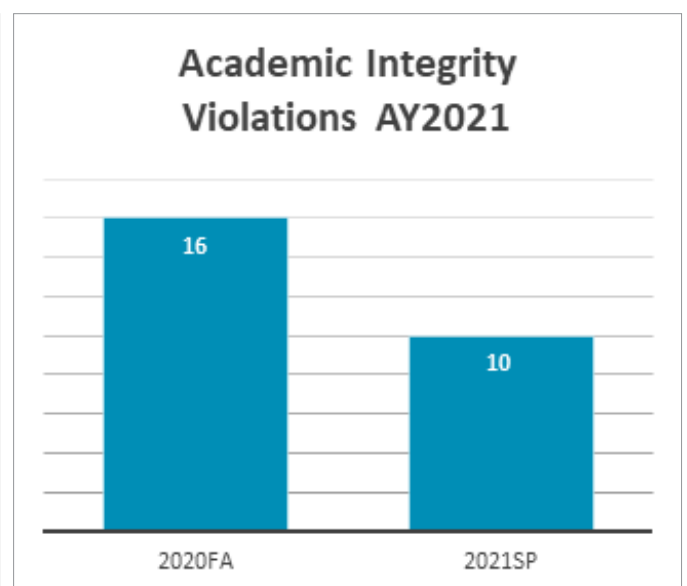
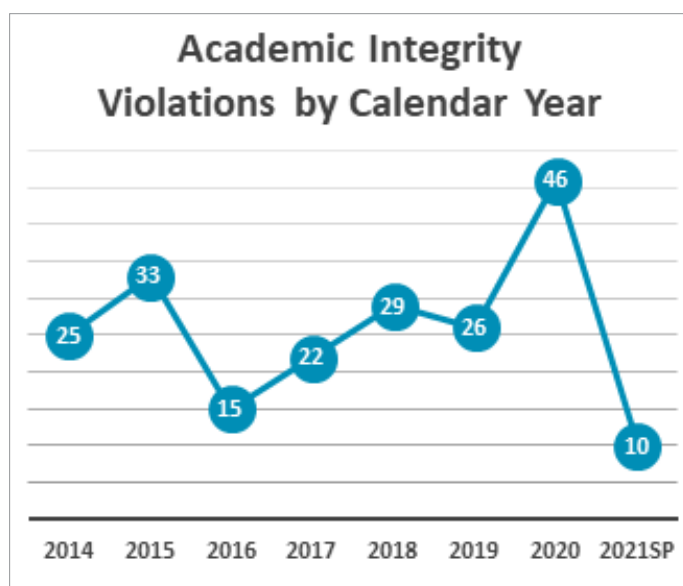
STUDENT LEARNING OUTCOMES

Students who violate the ECC Student Code of Conduct will engage with the Judicial Affairs office and, as a result, be able to articulate ECC's behavioral expectations and demonstrate congruence between their future actions/behavior and the community expectations.

Students who violate the ECC Code of Conduct will engage with the Judicial Affairs office and, when appropriate, participate in a restorative justice process which will enable them to demonstrate effective communication, articulate the impact their behavior can have on others and deepen connection to the campus community.

The COVID-19 pandemic created real challenges for maintaining academic integrity. The Judicial Affairs Department collaborated closely with ECC faculty on a record number of cheating and plagiarism situations. The next chart demonstrates the trend for academic integrity referrals.

In addition to these formally adjudicated academic integrity violations, an additional 33 incidents were handled informally in the fall 2020 and spring 2021 terms.



Presented here is an email sent from a student to the faculty member who referred the student to the Judicial Affairs Department for an academic integrity violation. A restorative justice approach is used in the adjudication of these situations whenever possible, and this student demonstrates the effectiveness of that model:

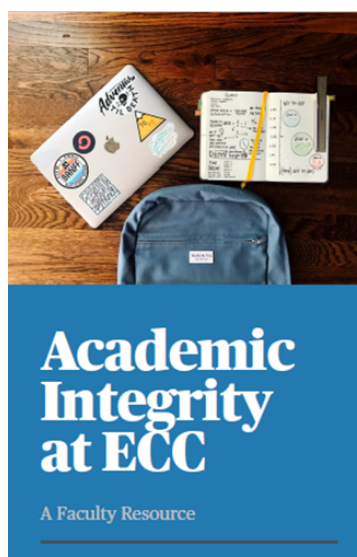
Hey Professor,

First off I want to say thank you for keeping everything that happened on the last test between us. I talked to John yesterday and was able to have a great conversation. He gave me sources I can use in the future with other classes and was a real help. I was able to get 3 tutoring sessions in this past week and this was the first test where I felt confident in a lot of my work. There was a couple problems I didn't know but I didn't sweat it. Without you confronting me I probably would have tried to do it [cheat on the test] again with that guilt feeling. Instead you held me accountable and made me learn my work the right way. Walking out of a test knowing I was confident and proud of the work I did is the best. Just wanted to say thank you, even tho I didn't want to at first, you confronting me gave me the ability to start fresh again. I wish I would have reached out soon so I didn't feel trapped but you live and learn. Thank you for this semester and the chance to redeem myself with my test. Not all teachers are like that and I got very lucky. Hopefully I will have u again in my next year but if not thanks for everything.

Sincerely,

[Student]

In response to the increase in academic integrity violations and the corresponding faculty concern, we collaborated with Dr. Tyler Roeger to compose the “Academic Integrity at ECC: A Faculty Resource” guide, which continues to be shared widely. The guide covers in great detail suggestions for cheating and plagiarism prevention, support of students struggling with academic integrity, and formal and informal response options and processes.



Introduction

We can think about upholding academic integrity in the college classroom as having three components: Prevention, Support, and Response. For the purposes of this guide we will briefly discuss prevention and support, but will focus primarily on options faculty have for response. All information in this guide is meant as a resource for faculty consideration and assistance only; each instructor shall decide how to prevent and address academic integrity issues in their respective classes. Faculty should refer to the ECCSA contract and syllabus template for information on relevant requirements.

This document was developed in collaboration with the Center for the Enhancement of Teaching and Learning (CETL), ECC faculty, Deans, and the Judicial Affairs office at ECC. A special thanks to all who provided their time, experience, and expertise.

This document is not exhaustive. For further support with the Prevention and Support components, faculty can contact Dr. Tyler Roeger, TRoeger@eign.edu, at the Center for the Enhancement of Teaching and Learning (CETL) to discuss additional ideas and strategies.

For further clarification or guidance with Response components, or just to talk through a situation that doesn't fit nicely into any of the categories outlined in this document, faculty can contact John Long, JLong@eign.edu, in the Judicial Affairs office.

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Prevention Considerations.....	Page 4-5
Support Considerations.....	Page 6-7
Response Options and Processes.....	Page 8-13
Contact Information.....	Page 14

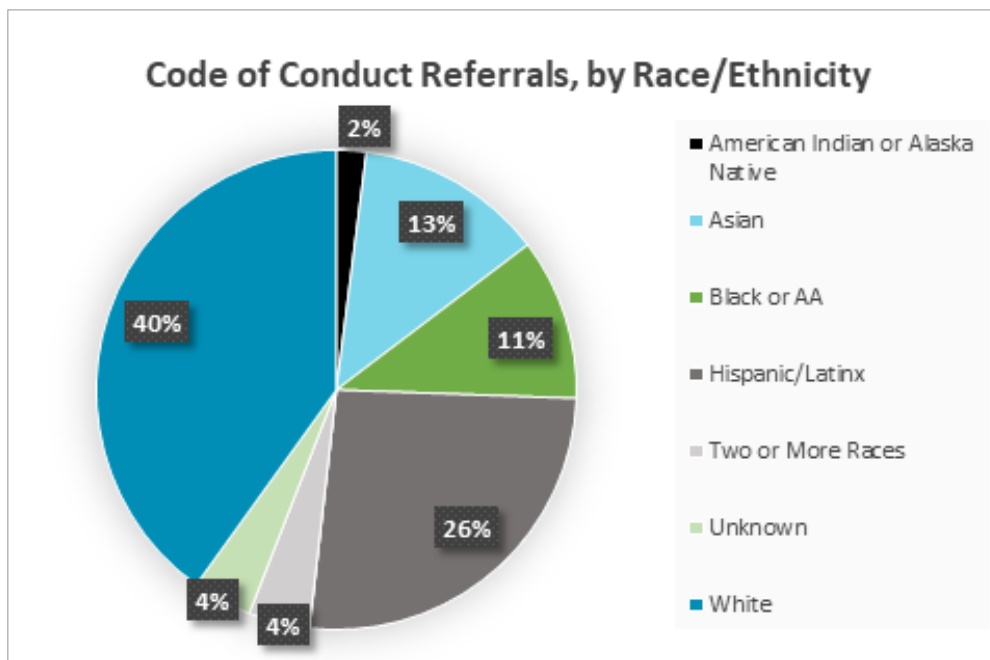
Page 2

CODE OF CONDUCT EQUITY AUDIT

Began in 2019 but completed throughout the 2020-2021 academic year, the Judicial Affairs Department engaged in an audit project to better understand the students being

referred to our office for code of conduct violations. The majority of these violations are academic integrity, but behavioral concerns are also represented in the data, which looks at all formal code of conduct cases from 2014-spring 2021. Please see the graphs on page 45 for some interesting results. Further examination of critical data will be conducted over the coming year, and plans for addressing any disparities will be forthcoming.

Examining the period from 2014-spring 2021, students were referred to the Judicial Affairs Department for Student Code of Conduct violations at the following rates, broken down by race/ethnicity. While the total percentage of these populations enrolled at ECC has fluctuated slightly over the years, a rough comparison can be made to the referral levels by race/ethnicity and the overall demographics of enrollment in FY 2019.

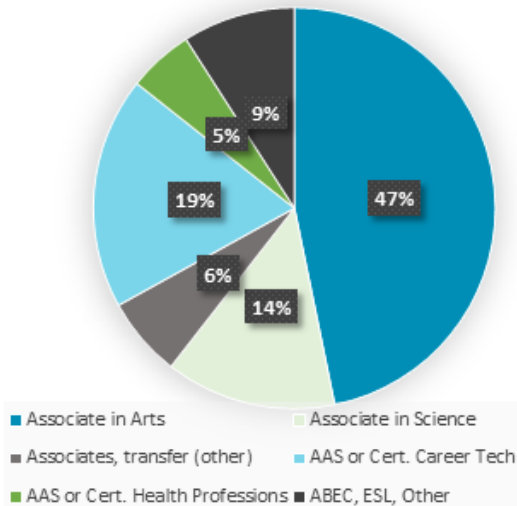


In FY 2019 Asian students represented only 8% of ECC enrollment, but over the 7.5 years from 2014 to spring 2021, Asian students constituted 13% of student code of conduct referrals. Similarly, Black or African American (AA) students were overrepresented in student code of conduct referrals in that same period by 6% (representing 5% of the ECC population but 11% of the code of conduct referrals to the Judicial Affairs office). White students are represented in code of conduct referrals consistent with their presence in the enrollment population (39% and 40%, respectively). Hispanic or Latinx students, in contrast, are dramatically under-represented, being 42% of the student population but representing only 26% of code of conduct referrals in the examined period.

This Student Code of Conduct referral audit represents the first step in a larger process of examining our data and determining what opportunities may exist for critical reflection and dialog, to ensure that the Judicial Affairs Department is serving students and the institution fairly and equitably. More scholarship is needed on the subject of implicit bias and the role of race, gender and other student characteristics throughout the entirety of the student conduct process. We know, however, that unless we are intentional and diligent in our quest to create a disciplinary process at ECC that is just and equitable at each step and level, we may find our results consistent with those found historically and across the country ([Neumeister, 2019](#)).

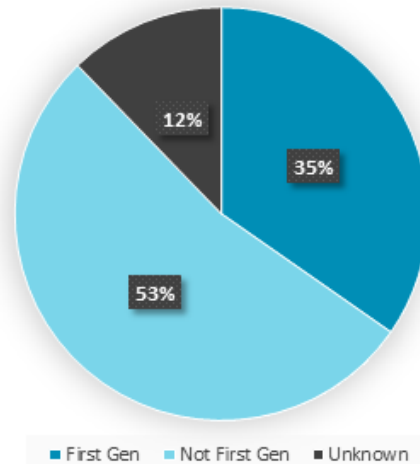
CODE OF CONDUCT REFERRALS BROKEN DOWN BY VARIOUS DEMOGRAPHICS

Code of Conduct Referrals, by Program of Study 2014SP-2021SP



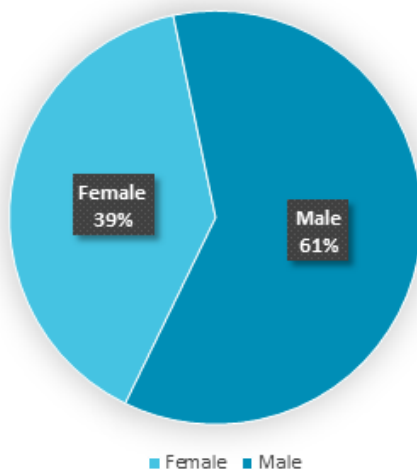
Nearly half of all code of conduct violation referrals were from students in the Associate of Arts program.

Code of Conduct Referrals, by First Gen Status 2014SP-2021SP



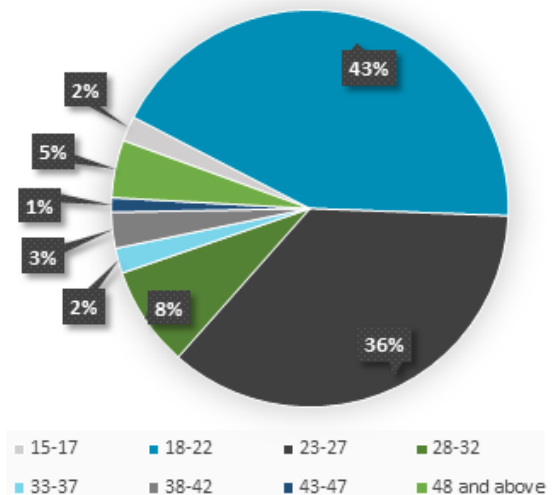
First generation college students were far less likely to be referred for code of conduct violations.

Code of Conduct Referrals, by Gender Provided



In FY 2019 ECC's student body was 54% female. Code of conduct referrals, however, skewed highly male.*

Code of Conduct Referrals, by Age



Code of conduct violations by age tracked reasonably well with ECC's enrolled student age distribution.

Note: students can now indicate officially beyond a female/male gender binary at ECC. The data on this "Gender Provided" chart is reflective of a time mostly prior to this capability, and therefore lists only Female/Male.

VETERAN SERVICES

MISSION STATEMENT

The mission of the Veterans Services department is to support 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 large 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

MAINTAINED ON-CAMPUS PRESENCE THROUGHOUT COVID

In addition to remaining available to new and continuing students in-person as well as remotely throughout the COVID-19 pandemic, Anitra King continued to compose and publish the Veteran Newsletter, serving as a vital method of communication and contributing to a sense of normalcy for the ECC Military-Connected community.

MAINTAINED MILITARY FRIENDLY STATUS

Despite the challenges created by COVID-19, ECC Veteran Services continued to provide high-quality service to all military-connected students on our campus. This commitment to service in the face of adversity allowed us to once again be awarded the much coveted “Military Friendly” status.



VETERAN RESOURCE CENTER

The Veteran Resource Center (VRC), a study and lounge space located at F 201, provides dedicated space for ECC's military-connected students to conduct coursework and relax. Throughout the COVID-19 pandemic the VRC has maintained open hours, providing a vital and consistent hub for ECC student veterans.

VETERAN ESSAY CONTEST

Several students answered the call to participate in the fall 2020 Veteran's Day Essay contest, writing on the topic prompt: How does Veteran's Day inspire national unity? The essays received were thoughtful and incredibly heartening, especially considering the strained social context of summer and fall 2020. Three winners were selected from the submissions, with prize money awarded.

ECC Veteran's Day 2020 Essay contest



Topic: How does Veterans Day inspire national unity?

Essay Requirements: 1000 – 1100 word essay; typed and single-spaced using 12 point Calibri font Cover sheet: Should include student's name, major, student email address and phone number

Congratulations to all of the 2020 Essay participants!

WINNERS OF THE ECC VETERAN'S DAY 2020 ESSAY CONTEST: 11 NOV 2020

1st Place \$300.00: Autumn W. major: Instrumental Music Education

2nd Place \$150.00: Veronica B. major: Human Resource Management

3rd Place \$75.00 gift card: Robyn C. major: Substance Abuse Counseling

Some of Autumn's winning essay.....

"America is known as a proud nation. We're proud of our military, we're proud of our economy (for the most part), and we're proud to be Americans. Americans understand how important it is to be united. Though we may not always be united on everything (politics especially), our military and our veterans bring us together. The appreciation of our military is a nation-wide thing. It's something democrats and republicans, Christians and atheists, poor and rich all share a love for. Despite our political, religious, and financial differences, we all come together on November 11th to celebrate our veterans. There are parades, assemblies, and performances honoring our people.

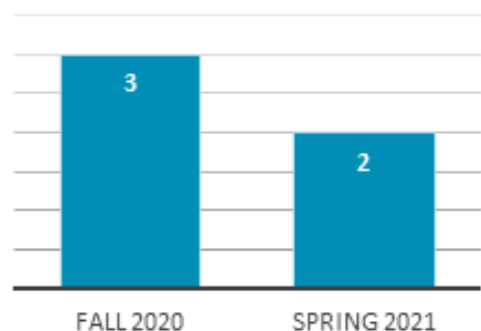
This is a day where we set aside all of our differences and focus on something else. November 10th might be full of protesting and conflict, but November 11th is about unity and respect. Most families that I have met have at least one veteran family member. If not, then the family knows a veteran. Everyone has a connection to at least one veteran. This similarity between all Americans brings us close on Veterans Day".

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 five (5) new members into the ranks, providing graduation cords and pins to be worn at graduation.



S.A.L.U.T.E Inductees AY 2021



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 the support of the eight dimensions of wellness:

1. Environmental,
2. Emotional,
3. Financial,
4. Intellectual,
5. Occupational/Academic,
6. Physical,
7. Social
8. and Spiritual.

WELLNESS SERVICES ACCESSIBILITY TO STUDENTS

Students now have the opportunity to schedule an appointment with a Wellness Professional in a variety of ways that accommodate the students schedule and addresses the barriers of transportation and accessibility.

Students have an opportunity to schedule an appointment online via ACCESS ECC under student apps. Students can pick their preferred Wellness Professional and have a variety



of time slots presented to them and gives the opportunity to choose which slot works for their schedule.



Students can choose to have their individual session either by phone, telehealth video conferencing, or in person on campus.



The telehealth video conference option provides students the ability to view the Wellness Professional in real time and offers a chat option if the student isn't comfortable speaking out loud or is hard of hearing.



WELLNESS SERVICES OUTREACH PRESENTATIONS

In an effort to address the prevalence of mental illness among college age students; Wellness Services offers faculty the opportunity to schedule short Wellness Presentations to educate students about the resources available at their disposal. Wellness Professionals also created a video presentation for students to access and view any time via D2L. The table below outlines the total amount of presentations provided per semester and the total presentations conducted virtually through Zoom and/or via the D2L video.

SEMESTER/YEAR	ZOOM PRESENTATIONS	D2L VIDEO PRESENTATION	TOTAL PRESENTATIONS
FALL 2020	22	5	27
SPRING 2021	43	9	52

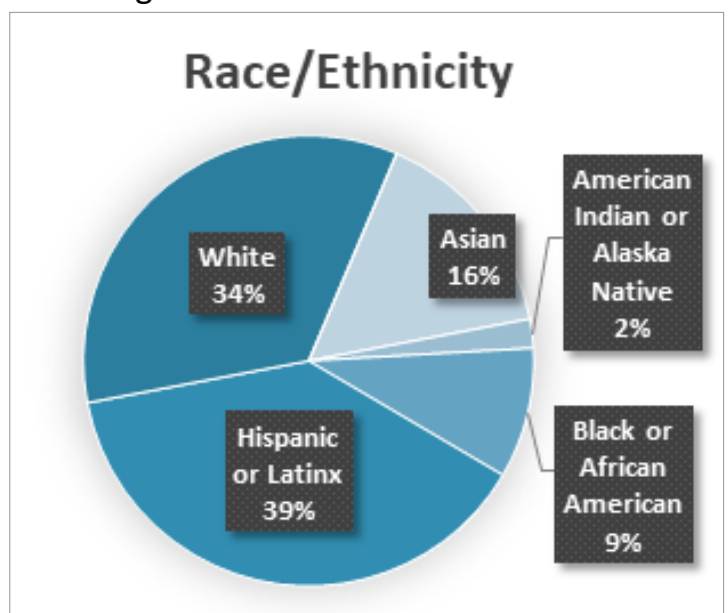
STUDENT DEMOGRAPHICS

RACE/ETHNICITY

This chart demonstrates the percentage of students who utilized Wellness Services in fiscal year 2021. It is important to note the following:

The Latinx student community remains to have the highest percentage (39%) of students utilizing Wellness Services; this is consistent with the previous fiscal year student wellness demographics.

Studies across the nation report the Latinx and African American communities continue to be negatively impacted by the COVID-19 pandemic. Anecdotal data from individual sessions with Wellness Professionals acknowledge that students who identify with the Latinx and African American/Black student

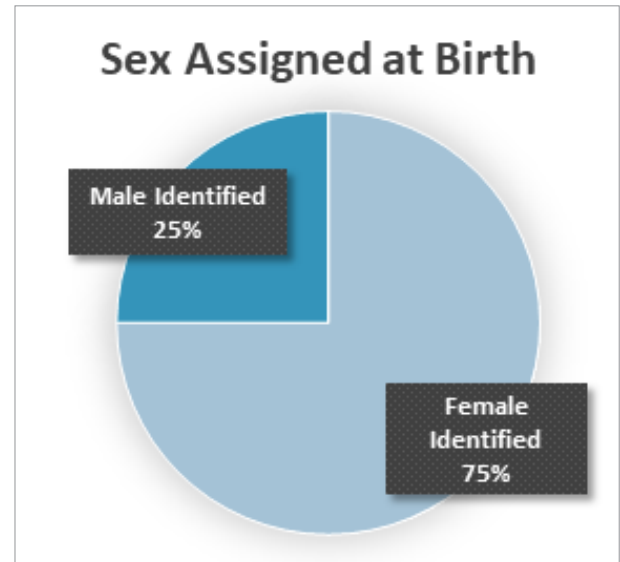


communities experienced high rates of anxiety, depression, financial stress and grief. Our data represents an increase (2%) in African American/Black student community utilizing Wellness Services during the 2021 fiscal year compared to fiscal year 2020.

SEX ASSIGNED AT BIRTH

This chart showcases the percentage of students who identify either female, male, or nonbinary that have utilized Wellness Services in the fiscal year of 2021. Important information to note:

- The percentage of Female identified students utilizing Wellness Services increased 7% compared to fiscal year 2020 data which bowed at 68%.
- The percentage of male identified students utilizing Wellness Services decreased at 7% compared to fiscal year 2020 data which bowed at 32%.
- This is reflected of the overall enrollment data of fiscal year 2021.



WELLNESS STUDENT RETENTION

Students who utilize Wellness Services have a higher probability of continuing their education at Elgin Community College. Data collected with the help of Institutional Research Department found that 80% of the students who utilized Wellness Services enrolled in the Fall were retained to the Spring 2021 term. This is significant because of the financial and emotional pressure students endured due to the COVID-19 pandemic and decline in overall college enrollment.

TOP 5 PRESENTING CONCERNS

Presenting concerns are defined as current emotional and/or cognitive challenges a student is experiencing that brings upon a severe amount of distress and impacts their ability to manage their responsibilities.

- Anxiety/Stress
- Depression
- Motivation Difficulties
- Academic Difficulties
- Grief

DOXY TELEHEALTH USAGE

Wellness Services successfully integrated DOXY Telehealth services in September of 2020. 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 combined total of 351 sessions on the DOXY Telehealth Platform.

MINDWISE INNOVATIONS ONLINE MENTAL HEALTH SCREENING

Mindwise Innovations Online Mental Health Screening went live on the Wellness Services web page the Fall 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 and 911 emergency services number appear on their screen.

DATA COLLECTED FROM SCREENINGS

Over 250 screenings completed for the year in 2020

- 50 screenings for Depression
- 41 screenings for Generalized Anxiety Disorder (GAD)
- 18 screenings for bipolar disorder
- 10 screenings for Post-Traumatic Stress Disorder (PTSD)

COMMITTEE AND COLLABORATIONS

Wellness Services is committed to playing an active role providing programming that go beyond the scope of mental health and incorporate educational seminars that tap into cultural strengths and values to enhance student academic success. Below are the list of events Wellness Professionals co-chaired and facilitated.

LATINX HERITAGE MONTH CELEBRATION EVENTS:

- Latinx Heritage Month Kickoff Celebration Virtual Brunch
- Latinx Conexion: College Hacks for Excellence Virtual Fair

BLACK HISTORY MONTH CELEBRATION EVENTS:

- How to Move Beyond Four Centuries of Stress, Trauma, and Drama

- Uncomfortable Conversations with Ms. Moana Lotte (SWANS Collaboration)

ASIAN PACIFIC ISLANDER HISTORY MONTH CELEBRATION EVENTS:

- Asian American Women Panel: Reactions to the Atlanta Shootings
- Asian American Perspectives on Anti-Asian Hate
- Anti-Asian American Hate Coping Guide for students in Distress

STUDENT SUCCESS INFRASTRUCTURE (SSI)

- Undocumented Student Support Training: Part One

STUDENT ORGANIZATION(S) 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, coping with social anxiety, and coping with Depression. The following is a list of seminars and events that Wellness Services has facilitated with student clubs virtually:

STUDENTS WHO ARE NOT SILENT (SWANS)

- “Building Self-Confidence, Public Speaking Workshop”
- “Coming Out & Being Authentically You!”

PHI THETA KAPPA (PTK)

- “Back to School Emotional Tune Up Presentation”

“NAVIGATING COLLEGE DURING A PANDEMIC”

- “Building Self-Confidence, Public Speaking Workshop”

PERFORMANCE ART CLUB (PAC)

- “PAC Conflict Resolution”

STUDENT LIFE OFFICE CLUB LEADERSHIP

- “Holistic Approach to Wellness: Examining Needs Vs Wants, Values, Goals, Purpose and Meaning”

SPARTAN ATHLETICS DEPARTMENT COLLABORATION

- Athletics Soccer Mental Health Meet: “Coping During a Pandemic”, 10 participants
- Athletics Baseball Men’s Mental Health Meet: “Coping During a Pandemic”, 16 participants
- Athletics Basketball Women’s Mental Health Meet: “Coping During a Pandemic” ,11 participants
- Athletics Basketball Men’s Mental Health Meet: “Coping During a Pandemic”, 9 participants

SAFE ZONE LGBTQ+ TRAINING

All trainings were converted from in-person learning to virtual trainings via zoom. Safe Zone LGBTQ+ trainings offer students, staff, faculty, and administration the opportunity to learn LGBTQ terminology, LGBTQ history, gender identity formation, and how to create an inclusive environment within the classroom or office setting.



SEMESTER	STAFF TRAINED	STUDENTS TRAINED
FALL 2020	7	17
SPRING 2021	0	12
TOTAL	7	29

WELLNESS SERVICES SUPPORT GROUPS

All support groups were held virtually through a HIPAA compliant telehealth platform called DOXY. Students registered via email and Wellness Professionals sent each student a special link invite to login during the respected times of groups.

TALK DEPRESSION SUPPORT GROUP

This group gave students the opportunity to find support, build a community and develop coping strategies to address episodes of Depression.

SEMESTER/YEAR	TOTAL PARTICIPANTS
FALL 2020	17
SPRING 2021	17
COMBINED TOTAL	34

TALK DEPRESSION STUDENT FEEDBACK

"I didn't think it was possible but I think now I can. Thanks for the group. I learned that my depression does not define me"

"People think living with depression is easy. Not really. Until you get to talking like with other people you know it's hard. I was able to do that in this group"

"The thing I found most useful was hearing other people's difficulties like their problems are same as mine"

"It's ok to be depressed that's what I learned and still be able to realize you can function and be accepting of my thoughts and emotions"

PRIDE TALK SUPPORT

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.

SEMESTER/YEAR	TOTAL PARTICIPANTS
FALL 2020	12
SPRING 2021	8
COMBINED TOTAL	20

PRIDE TALK STUDENT FEEDBACK

"I don't really have a lot of people I can talk to about LGBTQ stuff, so it's been helpful to have this group of people be open and kind especially in the middle of a pandemic"

"I am learning so much about myself through this group, I have met a lot of great people here and I'm looking forward to growing our friendship outside of this group!"

"I learned that being gay is one of my many superpowers! This group is so empowering!"

BEAUTIFUL YOU! GROUP

This group is a body positive support group that focused on building healthy self-esteem and finding support amongst group members. Students learned how to practice self-care, nourish their body and mind by implementing healthy behaviors such as exercising, incorporating nutrition, and daily positive affirmations. Students worked together to create an environment that was safe to explore their thoughts and feelings and learn how to challenge negative/intrusive thoughts.

SEMESTER/YEAR	TOTAL PARTICIPANTS
FALL 2020	6
TOTAL	6

BEAUTIFUL YOU! STUDENT FEEDBACK

"I will remember everyone feeling comfortable sharing and discussing. It felt like a really safe environment."

"That I don't feel alone and that everyone is on a journey and we need to speak up about this more to help each other."

ANXIETY SUPPORT GROUP

This group provides students the opportunity to assess how anxiety impacts their lives and how to effectively cope and challenge intrusive thinking. Students learn how to build a foundation of coping mechanisms to address their level of anxiety while establishing a network of support amongst their peers.

SEMESTER/YEAR	TOTAL PARTICIPANTS
SPRING 2021 GROUP 1	8
SPRING 2021 GROUP 2	8
TOTAL	18

ANXIETY STUDENT FEEDBACK

*Due to schedule constraints from students and challenges with internet connection, majority of students could not commit to consistent attendance and the remaining students were referred to individual sessions to address challenges with Anxiety. Post assessments could not be administered due to the level of infrequent attendance and data would not be accurate.

SOCIAL MEDIA OUTREACH

Wellness Services established a Facebook and Instagram account in the fall of 2020. Social media posts are created to inform the student community about upcoming events, education on coping skills and community resources. Students actively engage with posts and contribute their thoughts and opinions on what they enjoy and/or hope to see more of in online posts. Social media has become an additional resource for referrals and provides the opportunity to speak directly with a Wellness Professional and learn how to schedule appointments for individual sessions.

