



Achieving the Dream™

College 2019 Annual Reflection Worksheet

Contributors

Please identify the stakeholders who contributed to the 2019 annual reflection with their name and title.

David Sam	President
Phil Garber	Vice President of Planning, Institutional Effectiveness, and Technology
Peggy Heinrich	Vice President of Teaching, Learning, and Student Development
Gregory Robinson	Asst. Vice President of Student Services and Development/Dean of Students
Dan Kernler	Professor of Mathematics

Submitted to Achieving the Dream, June 2019.

1.

Contributor 1 (name and title)	Contributor 2 (name and title)	Contributor 3 (name and title)	Contributor 4 (name and title)	Contributor 5 (name and title)	Contributor 6 (name and title)	Contributor 7 (name and title)	Contributor 8 (name and title)	Contributor 9 (name and title)	Contributor 10 (name and title)
Peggy Heinrich, Vice President of Teaching, Learning, and Student Development and 2018-2019 Co-Chair of the Student Success Infrastructure Equity Coordinating Council	• Greg Robinson, Assistant Vice President of Student Services and Development/Dean of Students and 2019-2020 Co-Chair of the Student Success Infrastructure Equity Coordinating Council	• Phil Garber, Senior Executive Director of Planning and Institutional Effectiveness	• Dan Kernler, Professor I of Mathematics and Co-Chair of the Student Success Infrastructure Equity Coordinating Council						

2. College Strategic Plan, Frontier Set or Pathways Project Reports Please upload your most current College Strategic Plan, AACC Pathways 1.0 or 2.0 Plan or Frontier Report. You may also choose to upload an Executive Summary of either of these reports.

File Upload	File Type	File Size
ECC Strategic Plan Book 2018-2022 FINAL v2.pdf	application/pdf	4.7MB

3.

#	Question	2018-19 (past year)	2019-20 (next year)	Total Responses
1	Reinforce leadership and vision across the institution	1	1	2
2	Strengthen culture of data, inquiry, and evidence	1	1	2
3	Develop a culture of equity in academics and support services	1	1	2
4	Align teaching and learning with student success priorities	1	1	2
5	Strengthen internal and external engagement and communication	1	1	2
6	Align policies and procedures with student success	1	1	2
7	Strengthen ability to plan and execute strategically	1	1	2
8	Other (please briefly explain this capacity)	0	0	0

Other (please briefly explain this capacity)

4. How did/ will you use the ICAT findings (capacities) to support your strategic planning process, or your accreditation efforts or to advance your overall student success efforts? (Maximum 250 words)

Text Response

We did not elect to use the ICAT this past year. However, we did participate in the CAEL AL360 Survey and have scheduled a series of five meetings (with broad representation) to discuss and evaluate our status and plans in relation to five identified principles designed to improve services for adult learners: 1) Strategic Partnerships; 2) Life & Career Planning, 3) Financing, 4) Technology, and 5) Teaching-Learning Process, Assessment of Learning Outcomes, and Student Support Systems. Additionally, in spring 2019, the Institutional Research office and SSI held three identical sessions to share updated student success data and results from numerous student focus groups conducted over the course of the fall semester. These presentations were open to all employees and highlighted students success "then and now," comparing current data to the information shared at the time of the Achieving the Dream launch in 2009. Participants engaged in group discussions to reflect upon the results and to brainstorm ideas for future improvement. We do intend to do the ICAT again in 2019-2020.

5. Key strategies, interventions, and activities implemented to reach the student success priority goal. Example: Developed pre-college advising program for students in underrepresented high schools. Pilot in 5 high schools. Assess and improve. Scale.

Default - Student Success Priority Goal 1

Response

- Launched new "Teaching/Learning Inclusion, Diversity, and Equity (TIDE)" taskforce as a part of the SSI Council to train culturally competent faculty advocates who will share expertise with other faculty and groups by designing a systemic training program around cultural competency and inclusivity. - Submitted grant to support cohort participation in a program through the National Alliance for Partnerships in Equity (NAPE) designed to build educators' capacity to implement effective solutions for increasing student access, educational equity, and workforce diversity. In fall 2018, CETL launched a Culturally Responsive Teaching course (CFD 404) for faculty to enrich their understanding of cultural competence as it pertains to pedagogy. Topics have included Culturally Responsive Teaching, Safe Zone Training, Writing in the Disciplines: Deaftech Workshop, and more. Relatedly, CETL organized a cohort of faculty members to have deeper discussions and create a safe space for engaging in critical conversations. Brownbags were offered for faculty to engage informally with others around pedagogical issues such as student motivation, the role of community colleges, and the importance of self-awareness. Finally, CETL continues to offer 1:1 support for faculty in all aspects of course design, course consideration, classroom management, and self-assessment. Finally, CETL, GIST, MAGIC and Student Life are offering a Critical Engagement Series of monthly TED Talk-type videos followed by a guided discussion on contemporary topics in higher education (e.g., religion, sexuality, social class, etc.).

Default - Student Success Priority Goal 2

Response

A taskforce met over the course of 2017-2018 to develop initial program health metrics and dashboards to allow for academic program comparisons in numerous areas, including part-time to full-time faculty ratio, course completion rates, enrollment numbers, course fill rates, course cancellation rates, and more. In 2018-2019, these metrics were operationalized into an annual system, wherein the TLSD Operations office works with IR to update the dashboards and creates an overall "ranking" list of programs based upon the program health criteria in a scorecard fashion. Those programs at the bottom are identified for a "deeper dive," where the operations/IR team, instructional leadership, the dean, and later faculty from the division further evaluate the program. In some cases, this results in a program that requires a revision in one or more areas, such as class scheduling, greater marketing, or possibly a "sunset."

Default - Student Success Priority Goal 3

Response

This year, SSI and IR held a series of focus groups to collect qualitative data from various student groups to collect and evaluate responses regarding campus climate, obstacles faced, supports, and student supports. Two focus groups were held for African-American students, 78% of whom were female, 33% of whom were full-time, with ages ranging between 19-53. Numerous events and strategies have been implemented over the past two years for this group of students, including welcoming events, an annual gala, co-curricular activities, a full-time position dedicated to working with African-American students, and a new Triumph grant designed to work with men of color.

Student Success Priority Goal 1	Student Success Priority Goal 2	Student Success Priority Goal 3
1. Infusing cultural competence into classrooms	2. Defining program/project health criteria	3. Reassessing impacts of targeted outreach for African-American students

6. Outputs or outcomes achieved. Please provide evidence/ metrics. Example: Increased enrollment of Black and Hispanic students in STEM and Pre-Health programs from 9% to 13%; increased fall to fall retention from 5% to 8%.

Default - Student Success Priority Goal 1

Response

Individual workshop evaluations reflect positively on the content and lessons learned within these professional development opportunities. However, further discussion is needed in terms of measuring the current extent to which cultural competence is infused within the classroom.

Default - Student Success Priority Goal 2

Response

New data metrics resulted in a ranked list of programs, and four programs were identified for a "deep dive evaluation." Currently, plans are being developed for each of the four identified programs, as a result of the data reviewed.

Default - Student Success Priority Goal 3

Response

An opportunity gap still exists for African-American students at ECC, though improvements have been made in recent years. For example, first year course success steadily improved between 2013-2016 but still lags behind other groups. Focus group results showed more positive overall feelings of inclusion by participating African American students versus responses received when focus groups were conducted back in 2009, though it should be noted that the sample size in this year's study was quite low.. However, students continued to express a need for more representation of people of color within our faculty and staff ranks. They also noted the benefits of mentoring and the need for representation in our mentoring programs. Students cited some examples of marginalization in the classroom, such as not calling on students of color. They encouraged more training for faculty and staff and better representation of persons of color within marketing and recruitment efforts.

Student Success Priority Goal 1	Student Success Priority Goal 2	Student Success Priority Goal 3
1. Infusing cultural competence into classrooms	2. Defining program/project health criteria	3. Reassessing impacts of targeted outreach for African-American students

7.

#	Question	No difficulty at all All the supports are in place.	Some difficulty Minor challenges exist but over time, will be resolved.	Much difficulty Infrastructure exists but major resources are needed.	Nearly impossible No infrastructure in place to support this initiative.	Total Responses	Mean
1	Faculty/staff empowerment	0	1	0	0	1	2.00
2	Senior leadership transition	1	0	0	0	1	1.00
3	Staffing for implementation	0	1	0	0	1	2.00
4	Professional development	0	1	0	0	1	2.00
5	Policy change (campus, system-level, national)	0	1	0	0	1	2.00
6	Logistics (scheduling, space, technology)	0	0	1	0	1	3.00
7	Multiple/ conflicting priorities	0	1	0	0	1	2.00
8	Funding	0	1	0	0	1	2.00
9	Resource allocation	0	1	0	0	1	2.00
10	Communication	0	0	1	0	1	3.00
11	Sustainability	0	1	0	0	1	2.00
12	Continuous improvement	0	1	0	0	1	2.00
13	Enrollment decline	0	0	1	0	1	3.00
14	Generating buy-in college-wide	0	1	0	0	1	2.00

8.

#	Question	No difficulty at all	Some difficulty	Much difficulty	Nearly impossible	Total Responses	Mean
1	Other: Please list and rate	0	0	0	0	0	0.00
Other: Please list and rate							

9. From the areas you rated No difficulty at all, please specifically explain one area that worked well and why it was successful. (Maximum 300-word count)

Text Response

A new division was established for Workforce Development and the College Transitions and School Partnerships division was revamped to better meet the needs of student, employer, and community needs. Re-organizations took place to maximize existing positions and resources while achieving new institutional goals designed to enhance student success.

10. From the areas you rated Nearly impossible, please specifically explain one area that was the most challenging and why. (Maximum 300-word count)

Text Response

N/A

11. (Maximum 300- word count)

Default -

Lesson One

We have made great progress at turning our strategic plan into a living document, an "Operating Plan," that includes annual goal-setting linked to the plan college-wide. Members of the President's Cabinet serve as goal champions and oversee and report out on progress to the president, cabinet, and board. The Operating Plan has brought the strategic plan to life and guides decision-making, allocation of resources, and institutional priorities.

Lesson Two

ECC is now participating in ATD, the HLC Student Success Academy, and ILEA under the Partnership for College Completion. We are housing these various frameworks under one umbrella of student success to move the college forward in terms of student success and equity efforts.

12. Key strategies, interventions, and activities you will implement/ continue to implement Example: Expand ALP English from pilot to full scale. Develop math pathways based on program of study. Redesign orientation/ registration so non- academic needs are identified, and all students enrolled in math and/or English in the first semester. Reallocate lab personnel as embedded tutors in entry-level math.

Default - Goal 1:

-Create Equity Plan as a new member of ILEA under the Partnership for College Completion, with a goal to "eliminate institutional achievement gaps in college degree completion for low-income, African-American, and Latino students by 2025." As a part of the HLC Student Success Academy, we have just completed a complete inventory of policy/procedural barriers impacting student success. Over the next year, these efforts will result in an equity plan comprised of multiple strategies for moving the needle in eliminating equity gaps at ECC. Many current initiatives exist in this area, such as the adoption of new placement metrics, the expansion of dual credit, various initiatives funded via SSI, professional development efforts aimed at improving cultural competence in the classroom, and more.

Default - Goal 2:

• Near-completers (students at or above the 75% degree credit threshold – 45 hrs.) campaign; Targeted email is sent to these students. The email includes a video message from the college president congratulating them on completing at least 45 credit hours and encouraging them to complete in order to compete. They will also be encouraged to meet with an academic advisor to make sure they are on track to completion. • Call Center Proof of Concept - Collaborative effort between the ECC Foundation, Student Services and Development, and Financial Services. Targeted phone calls to students not enrolled within the past 2 years but not within the previous term – earned over 45 institutional plus transfer credits, have not earned an Associate's at ECC, did not earn any award in their last term at ECC, have not transferred to another institution, and does not have financial/disciplinary holds; calls were made by volunteers from the Foundation (alumni, retirees, etc.) and administrators Completion Scholarship through the ECC Foundation

Default - Goal 3:

Co-requisite course expansion in math will increase success and encourage retention for students placing into developmental courses. A new learning community will launch for ESL students to ensure retention and course success for non-native English speakers. A new career specialist is being hired to help undecided students identify an appropriate career pathway. Scheduling improvements are underway in English and several CTE programs to create more student-friendly schedules while maximizing usage of available space. The Student Development Services Division has many identified annual goals tied to increasing persistence/retention, as will be illustrated in their forthcoming annual plan.

13. Student Success Strategic Priority Goals (please select goal category from the drop-down menu) Example: Increase retention/ persistence

#	Question	Increase persistence/ retention	Increase student completion	Developmental education redesign	Map academic pathways	Advising redesign	Improve teaching and learning	Equity- close equity gaps	Other	Total Responses	Mean
1	Goal 1:	0	0	0	0	0	0	1	0	1	7.00
2	Goal 2:	0	1	0	0	0	0	0	0	1	2.00
3	Goal 3:	1	0	0	0	0	0	0	0	1	1.00

14. Expected outputs or outcomes. Example: Increase % of students completing college-level English in year 1 from 40% currently, to 65% by the end of 2020-21.

Default - Goal 1:

Please provide specific, measurable metrics.

We will be establishing goals within the equity plan to work toward eliminating the achievement gap in degree completion for low-income, African-American, and Latino students by 2025.

Default - Goal 2:

Please provide specific, measurable metrics.

• Fifty percent of these students will re-enroll the subsequent; Sixty percent of Near-completers who haven't met with their assigned advisor within the past term will schedule a 30-minute Completion Appointment as a result of the email; Identify reasons why students elected not to re-enroll although close to completion • Call center volunteers will be able to speak directly with at least 25% of targeted students; A minimum of 30% of students reached will more than likely reenroll; Completion of degree using interventions data to see if the students reached were more likely to enroll; Identify reasons why students elected not to re-enroll Provide financial support to students who are close to completion

Default - Goal 3:

Please provide specific, measurable metrics.

Increase percentage of students persisting semester to semester and year to year. We will be working over the course of the upcoming months to develop our Equity Plan, inclusive of more specific numerical targets in this area.

15. Is this goal or strategy different from 2018-2019? If yes, please explain any changes.

Default - Goal 1:

Please explain

Yes. While we joined HLC Academy in fall of 2018, we very recently joined the ILEA. As a result, we will be pushed to articulate a very clear and specific strategy for eliminating the equity gap.

Default - Goal 2:

Please explain

• Yes (The college will continue to refine the campaign, which was established in summer / fall 2018 by infusing information about and benefits of reverse transfer. Will also identify resources needed that might be barriers to completion, i.e., transportation • Yes (Proof of concept implemented in spring 2019; Include second round of calls to follow-up with students who volunteers weren't able to speak with; Infuse information about and benefits of Reverse Transfer into phone script for students who may have transferred; direct; provide additional resources to students, based on needs, to help them complete).

Default - Goal 3:

Please explain

While this was already an identified goal at ECC, the specific interventions and strategies are new for FY20.




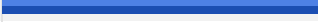
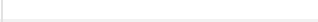
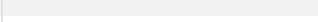
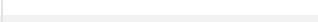
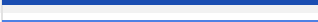
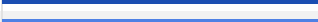
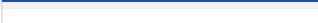
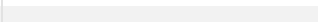
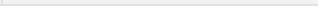
16. What key performance indicators is your institution using currently?

#	Question	Yes	No	Total Responses	Mean
1	Completion of gateway Math and/or English in year one	1	0	1	5.00
2	Persistence from year one to year two (fall-to-fall retention)	1	0	1	5.00
3	Courses attempted/ completed with C or higher grade within one year of initial enrollment	0	1	1	6.00
4	Completion on a certificate or degree within three years of initial enrollment	1	0	1	5.00
5	Transfer metric and earned baccalaureate (BA or BS) degree within six years	1	0	1	5.00
6	Credit accumulation in the first year	0	1	1	6.00
7	Zero credits earned in the first semester	0	1	1	6.00

17.

#	Question	Yes	No	Total Responses	Mean
1	Other (please list)	0	1	1	2.00
Other (please list)					

18. In what ways can Achieving the Dream assist your institution in reaching your goals for the coming year? Select all that apply and provide a summary of your needs. (Maximum 150- word count per selection)

#	Answer	Bar	Response	%
1	ATD coaching support		1	100%
2	Promising practice sharing		1	100%
3	Facilitation of network college connections		0	0%
4	Grant opportunities		1	100%
5	Building a culture of evidence		0	0%
6	Pathways support		0	0%
7	Holistic student supports		0	0%
8	Building a culture of equity		1	100%
9	Dual enrollment/ Early college models		1	100%
10	General professional development and webinars		1	100%
11	Board development		0	0%
12	Other (List)		0	0%
Other (List)				

19. In what ways can Achieving the Dream assist your institution with coaching support? (Maximum 150 words)

Text Response
 Luzelma is familiar with ECC's culture and history in our ATD efforts and always brings us new ideas and challenges us to grow and develop.

20. In what ways can Achieving the Dream assist your institution with sharing promising practices? (Maximum 150 words)

Text Response
 We are always interested in viewing other models and student success efforts in order to help us think outside the box. We often hear of promising practices within Illinois, but national models are very important for us to consider, as well.

21. In what ways can Achieving the Dream assist your institution with grant opportunities? (Maximum 150 words)

Text Response
 Specialized grants have historically moved the needle for a number of ECC's student success efforts. We would welcome the opportunity to gain information regarding relevant upcoming grants.

22. In what ways can Achieving the Dream assist your institution build a culture of evidence? (Maximum 150 words)

Text Response

23. In what ways can Achieving the Dream assist your institution with pathways support? (Maximum 150 words)

Text Response

24. In what ways can Achieving the Dream assist your institution with building a culture of equity? (Maximum 150 words)

Text Response

As we continue our efforts to build and/or strengthen a culture of equity at ECC, we appreciate advice and resources in this area. Specifically, we will be looking to bring a good equity speaker to campus in the spring and are currently seeking recommendations.

25. In what ways can Achieving the Dream assist your institution with holistic student supports? (Maximum 150 words)

Text Response

26. In what ways can Achieving the Dream assist your institution with dual enrollment/ early college models? (Maximum 150 words)

Text Response

We are presently in the midst of broad expansion of our dual credit efforts, including our first foray into the high school environment. We are interested in learning more about Early College Models, in particular, as we continue to collaborate with our four school districts.

27. In what ways can Achieving the Dream assist your institution with general professional development and webinars? (Maximum 150 words)

Text Response

As we are working on building out our professional development framework both for faculty and others on campus, professional development opportunities on a broad spectrum of topics are welcome and appreciated.

28. In what ways can Achieving the Dream assist your institution with broad development? (Maximum 150 words)

Text Response

29. In what other way can Achieving the Dream assist your institution in reaching your goals? (Maximum 150 words)

Text Response

30. If ATD has any questions, please provide the name and contact information for the person we can follow up with.

Default - Name

Peggy Heinrich

Default - Email

pheinrich@elgin.edu

Default - Phone

847-214-7635

31. PSAId

Value

a0p4O000009XaLR

Total

1

32. Institution

Value

Elgin Community College

Total

1

33. Date

Value	Total
6/13/2019	1

34. Urbanicity

Value	Total
City: Midsize	1

35. Size

Value	Total
Two-year, large	1