



Elgin
Community
College

2020
Underrepresented Groups Report
(FY2019)

Submitted by the
Office of Institutional Research
Elgin Community College – District 509
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FOCUS TOPIC 1 (Increasing Graduation Rates and Closing the Achievement Gap):

Academic Support Labs

A.) Purpose, Goal, or Objective: Elgin Community College (ECC) offers academic support labs to assist students in courses. The Write Place provides support in academic writing and research, and the Math Lab provides support in qualitative literacy. In each lab, tutors offer support for two ways – by modeling skills and techniques through examples shared with students, and by assisting students with their homework – primarily papers and problem sets – but also with out-of-class requirements, such as placement tests and transfer essays. The format for lab sessions is one-on-one or small groups, and short courses/workshops are provided also. The Write Place offers a non-credit 'Writing with Integrity' course focused on proper use of cited resources; the Math Lab offers tutorials on various topics, such as how to use graphing calculators.

B.) Date of Implementation: The Write Place was formally launched in 2004 and has existed continuously ever since. It primarily serves students in writing-intensive courses, such as English and history. The Math Lab began in 2014 and serves students in courses focused on quantitative skills, such as math and science. In 2018, these labs moved organizationally from their respective disciplines, English and math, to a common Tutoring Center – a move that provided greater clarity in achieving common goals. For example, new tutors in The Write Place now come from not only the English Department but increasingly from English as a Second Language Department. Tutors in the Math Lab come not only from math but also from engineering and sciences. In addition, joint faculty research projects have emerged as a result of having these labs housed under a common umbrella.

C.) Description of program elements or strategies that make the program successful: A number of elements make these labs successful. First, as mentioned, co-locating labs organizationally has led to greater efficiency in operations. Relatedly, aligning lab content closely to the content of curricula has also made a difference. With the college's gradual reduction of stand-alone developmental courses and its increase in contextualized courses (where development and college-level courses are co-taught), the nature of material covered in these labs has followed – with less emphasis placed on basic skills like grammar and arithmetic and more emphasis placed on advanced skills like forming hypotheses and abstract mathematics. Finally, the college is increasingly using technology to track participation in labs, providing greater reliability in measuring their impact.

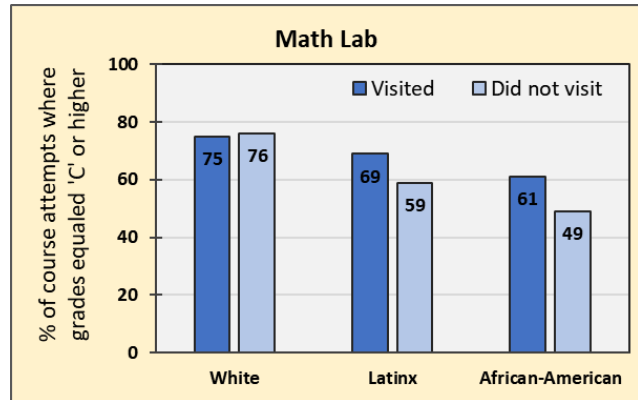
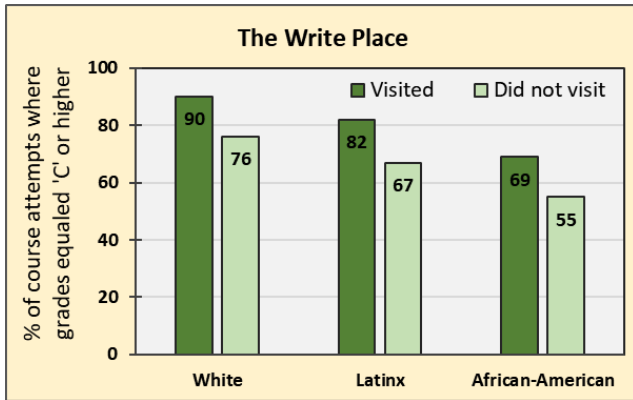
In addition to organizational gains, the college examines gains for students themselves, as described in the following section. ECC's focus on equity provides a backdrop for all analyses, and impact on learning is disaggregated by student subpopulations who traditionally exhibit gaps in course success. At ECC, these subpopulations include Latinx and African-American students. In the next section, success is compared across these two subpopulations along with success from White students.

D.) Evidence of Success: Both The Write Place and the Math Lab track their visits. Evidence that the labs are successful comes from comparing the course success (as measured by grades of A, B, or C) in courses taken by students who visit the labs versus students who do not visit them. Results are disaggregated by race/ethnicity.

The Write Place. The Write Place served a total of 13,237 students between 2015 to 2019 – 5,295 (40%) were White, 5,030 (38%) were Latinx, and 926 (7%) African-American. Across all subpopulations, visiting The Write Place during this period resulted in higher course success than not visiting. In particular, ninety percent (90%) of White students who visited The Write Place earned grades of C or higher in the courses they attempted, whereas 76% who did not visit earned such grades. Findings were similar among Latinx students where 82% who visited The Write Place earned grades of C or higher versus 67% who did not visit. Finally, among African-American students, 69% who visited The Write Place earned grades of C or higher versus only 55% who did not visit. Taken together, these results emphasize the importance that labs have for students who visit them. Across all

comparisons, a visit means any visit – one time or multiple times – again, underscoring the impact that even a single visit can have on student success.

The Math Lab. Findings from the Math Lab are similar. Between 2017 to 2019, 946 (40%) of visitors to the Math Lab were White, 899 (38%) were Latinx, and 142 (6%) African-American. Across all subpopulations, course success was tied to visiting the Math Lab. Seventy-five percent (75%) of White students who visited the Math Lab earned grades of C or higher in the courses they attempted, whereas only 76% who did not visit earned such grades. Among Latinx students, 69% who visited the Math Lab earned grades of C of higher versus 59% who did not visit. Finally, for African-American students, 61% who visited the Math Lab earned grades of C or higher compared to 49% who did not. In sum, across both types of labs – writing or math – visiting supplemental labs has an overall positive impact on course success for all subpopulations.



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FOCUS TOPIC 2 (Increasing Graduation Rates and Closing the Achievement Gap):

Complete to Compete Grant

A.) Purpose, Goal, or Objective: The purpose of the Complete to Compete Grant strategy is to give support to financially disadvantaged students who are most at-risk of not completing their degrees compared to their peers.

Borne out of the desire of the Elgin Community College (ECC) Foundation to want to do more for students, the question, "What problem must be solved?" was asked. The Foundation used volunteers in a call campaign to stopped-out students to better understand why they stopped so close to completion. A common response from students was lack financial resources. This feedback, coupled with the ECC Strategic Plan, which guides every day decisions, the answer became clear: provide financial support for those students close to completing their 60 hours for a degree who are at highest risk of stopping out (based on predictive analytics) for reasons outside of academics. For example, students may have to work more to afford school and regular living expenses or child care, so they are unable to attend full-time.

As this idea was further explored, it was determined it was not enough to pay direct costs to attend (i.e., credits). Rather, the need is to offset income so that students did not have to work as much and could focus on school. Therefore, money from the Complete to Compete Grant is allowed to be spent on ancillary costs (e.g., bills, day care, etc.). It is "no strings attached" as long as it is going to help the student finish school.

B.) Date of Implementation: The Complete to Compete Grant was first formulated in spring 2019 through analysis of ECC data on credit accumulation and program completion. These analyses led to deeper discussions with key stakeholders from throughout the Foundation and ECC, including members of the Student Services and Development Office, Financial Aid, and Institutional Research.

In fall 2019, an application was developed by the Foundation, which was distributed to students in January 2020. ECC is currently accepting applications for the grant and expects finish receiving them in May 2020. Awards will be made in summer 2020, and the first cohort of recipients will receive their awards in fall 2020. We should expect to see these students complete their degrees and graduate as early as spring 2021.

C.) Description of program elements or strategies that make the program successful: As spring 2020 unfolds, eligible students are being identified, and invitations to apply have been sent. Student eligibility requirements are to: have a least 45 credit hours completed by the end of spring 2020; be able to finish within a year (end of 2021). Based on these requirements, approximately 350 students qualify, and all have been invited to apply.

As part of the selection criteria, a composite score will be calculated based on a set of characteristics used to identify those students who are least likely to complete without an intervention. Some of the variables in the composite score are: PELL eligibility, credits completed, 2.0+ accumulative GPA, semester GPA prior to completing 45 credits, EFC (FAFSA calculated Expected Family Contribution), and unmet financial need (total direct and indirect costs to attend). (All completed applications that are not awarded the Complete to Compete Grant will go into the general scholarship pool.) We anticipate the first cohort to have EFC of less than \$1,000, be part-time, have an average accumulative GPA of 2.8 but declining, taken four years to reach credit requirement, and be the average age of 25.

The inaugural grant is expected to be awarded to 20 students. As the award period unfolds, awardees will be required to meet with an advisor at least two times a semester, develop an educational plan, check in with faculty on a regular basis, and maintain good standing (2.0 GPA or above). The first year, \$120,000 is projected to be spent, giving each student approximately \$6,000. Also, up to \$1,000 will be given toward debt to help students start out debt free after completion (part of the overall \$6,000 maximum disbursement). The project is funded by

a Foundation fundraising campaign. In the second and third year, the goal will be to scale the project up even more. Eventually, a \$3,000,000 endowment will enable the ECC Foundation to sustain the fund to more students. Both the ECC Foundation and the college have set this ambitious goal into their 2021 operating plans.

D.) Evidence of Success: The most direct evidence of the program's success will be completion rates among those students awarded the Complete to Compete Grant. This strategy addresses the underrepresented group of low income or financially struggling students.

The grant is connected to other institutional efforts and supports the ECC 2018-2022 Strategic Plan. Additional Success Indicators used to demonstrate this strategy is having an impact are:

- Student completion of course and programs
- Student progression through coursework
- Student job attainment
- Transfer to subsequent educational institutions
- Student engagement and satisfaction with college programs and services
- Enrollment of identified target populations

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Illinois Community College Board

Dollars and Staff Years Budgeted to Programs
Serving Underrepresented Students and Staff at Public Community Colleges
Fiscal Years 2018 and 2019 (Table 1)

ELGIN COMMUNITY COLLEGE (50901) Programs	Designated or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY19 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2018-2019 1-Year Change Dollars Budgeted	
		FY18	FY19	FY18	FY19		State		Other		State	Other
							FY18	FY19	FY18	FY19		
ABE/ESL	D	16.00	16.00	3,671,663	2,930,462	-741,201	1,249,967	1,056,375	2,421,696	1,874,087	-193,592	-547,609
ADAPT (Disabled Student Organization)	D	0.00	0.00	3,382	1,657	-1,725	0	0	3,382	1,657	0	-1,725
BSA (Black Student Association)	D	0.25	0.25	1,537	2,769	1,232	0	0	1,537	2,769	0	1,232
Chinese Club	D	0.00	0.00	462	925	463	0	0	462	925	0	463
Global International Studies (GIST)	O	1.00	0.00	15,201	17,386	2,185	0	0	15,201	17,386	0	2,185
Intensive English Program	D	2.00	2.00	173,938	188,893	14,955	0	0	173,938	188,893	0	14,955
Multicultural Affairs	O	0.00	0.00	6,835	6,621	-214	0	0	6,835	6,621	0	-214
Muslim Student Association	D	0.00	0.00	548	548	0	0	0	548	548	0	0
OLAS (Organization of Latin American Students)	D	0.25	0.25	1,972	3,722	1,750	0	0	1,972	3,722	0	1,750
Perkins	D	3.00	3.00	331,923	377,600	45,677	0	0	331,923	377,600	0	45,677
Students Who are Not Silent (SWAN)	D	0.00	0.00	2,495	3,045	550	0	0	2,495	3,045	0	550
TRIO (Student Support Services Grants and Talent Search)	D	7.00	7.00	1,055,055	1,061,630	6,575	0	0	1,055,055	1,061,630	0	6,575
TRIUMPH	D	0.00	1.00	0	24,699	24,699	0	0	0	24,699	0	24,699
United Students of All Cultures	O	0.25	0.25	1,858	1,922	64	0	0	1,858	1,922	0	64
Upward Bound***	D	7.00	7.00	580,986	686,465	105,479	0	0	580,986	686,465	0	105,479
WIOA LWIB 5 In School & Out of School	D	3.00	3.00	291,322	366,801	75,479	0	0	291,322	366,801	0	75,479
WIOA LWIB 7 Out of School	D	2.50	2.50	202,208	251,104	48,896	0	0	202,208	251,104	0	48,896
Write Place	O	1.00	1.00	83,000	83,000	0	0	0	83,000	83,000	0	0
Youth Leadership Academy	D	0.00	0.00	82,500	82,500	0	0	0	82,500	82,500	0	0
GRAND TOTALS		43.25	43.25	\$6,506,885	\$6,091,749	-\$415,136	\$1,249,967	\$1,056,375	\$5,256,918	\$5,035,374	-\$193,592	-\$221,544

SOURCE OF DATA: Underrepresented Groups Report Submission

D: Programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.

O: Programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

----- Data Not Available