



Elgin
Community
College

2018
Underrepresented Groups Report
(FY2017)

Submitted by the
Office of Institutional Research
Elgin Community College – District 509
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1.) FOCUS TOPIC 1: COORDINATOR FOR TARGETED OUTREACH FOR AFRICAN AMERICAN STUDENTS

A.) Purpose/Goal/Objective:

At Elgin Community College (ECC) as at other institutions, groups who face significant challenges include African American students, Hispanic students, and students placing into developmental education. ECC has implemented important policy changing to help such students succeed. Over several years these efforts have led to impressive gains among Hispanic students, who now perform on par with majority White students on a number of success metrics. Efforts have also led to significant reductions in the number of incoming students referred for developmental education, as more arrive prepared for college-level work. Unfortunately, gains among African American students have been slower in coming. African American students comprise only about 5% of the overall ECC student body in any given semester, yet ECC maintains strategies focused on providing supports for this population.

B.) Date of Implementation: August 2013

The Student Outreach Coordinator serves as a “concierge” and advocate for students identified through data as candidates for additional triage. Currently our focus is on African American students. Funding for this position began in fiscal year 2016, and hiring was completed in fall 2016 with a part-time coordinator. We had always intended the position to be full-time, but a precarious state budget and staff layoffs at that time caused us to start the position as part-time. In fall 2017, the position was upgraded to full-time when the preliminary analyses reported below indicated initial success. The former part-time incumbent now occupies the full-time role.

C.) Description of Program Elements or Strategies that Make the Program Successful:

The duties of the Student Outreach Coordinator are multifaceted and vary in response to student need. Among the activities the coordinator engages in are: in-person meetings with students, welcome receptions for African American students, a speaker series, a student peer mentoring program, and a reinvigorated Black Student Achievers (BSA) club. In fact, enrollment in the BSA organization expanded from six students the year before the coordinator was hired to over 26 students currently. The coordinator also refers students for tutoring, TRiO services, and wellness counseling.

Student Demographic Trends

The following demographic characteristics shed light on the coordinator’s caseload. Figures are from fall 2016 enrollees.

- Students who visit the student outreach coordinator are mostly female as compared to the general student population (56%, $N=10$, vs. 50%, $N=166$).
- Students who visit the coordinator tend to be new (33% $N=6$ vs. 31% $N=102$) or continuing (61% $N=11$ vs. 46% $N=152$) students, whereas fewer are transfers (0% $N=0$ vs. 12% $N=41$) or reentering (6% $N=1$ vs. 11% $N=35$).
- Students who visit the coordinator tend to enroll full-time (22% $N=4$ vs. 61% $N=201$).
- Students who visit the coordinator tend to enroll in transfer programs (89% $N=16$ vs. 75% $N=247$) versus career-technical programs (11% $N=2$ vs. 25% $N=81$).

D.) Evidence of Success:

The following figures shed light on the benefits of having a dedicated point person for targeted populations. Notable findings come from the fall 2016 term and compare students who visited the coordinator ($N=21$) versus all African-American first-time students/freshmen ($N=330$) at that time. In particular, we find that:

- On average, students who meet with the coordinator attempt more hours (12.8) and complete more hours (10.0) than those who do not (9.5 and 6.5, respectively).
- Students who meet with the coordinator earn higher semester GPAs than those who do not (2.4 vs. 2.1 on average).
- Students who meet with the coordinator are more likely to be retained from fall to spring than those who do not (100% $N=21$ vs. 66% $N=218$).

While these results are promising, they reflect a work in progress and have been compiled for a single semester only. We do not yet have lasting evidence for the sustainability of this effort, but these early indication of success bode well for longer-term success.

Student Welcome Receptions

Mainstay events organized by the coordinator each semester include welcome receptions for new and continuing students. Receptions allow students a chance to meet key ECC staff, understand essential services, and importantly, get to know to each other. Sessions include brief introductions of key services, paper and web resources, and opportunities to ask questions and receive answers.

Welcome receptions were assessed in fall 2016 by comparing the 64 students who attended a welcome reception against characteristics of all new African-American enrollees ($N=749$) who were invited but did not attend. Results show that attendees of welcome receptions enroll in more credit hours than students who were invited but did not attend (10.6 vs. 8.6). They also tend to be younger (24 vs. 27 years of age), recipients of financial aid (70% vs. 38%), and earn slightly higher GPAs for the term (2.6 vs. 2.1 on average). In terms of outcomes, students who attend receptions are less like to withdraw during the term (3% vs. 51%), more likely complete at least one developmental course successfully during the term in which the reception was held (28% vs. 7%), and are more likely to persist from semester to semester (78% vs. 38%).

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2.) FOCUS TOPIC 2: ASPIRE FIRST GENERATION (1G) ORGANIZATION

A.) Purpose/Goal:

The Aspire 1G organization supports first generation (1G) students by helping them navigate college, acquire academic and job-related self-advocacy, and form closer relationships with faculty, staff, and each other. In any given year, approximately 35% to 40% of ECC students are first generation students who hail from families or currently live in communities where education beyond high school is (or was not) commonly discussed. Many 1G students are not familiar with college-going terminology or the roles played by campus offices. One of ECC strategic priorities for 2018 to 2022 is to support student self-advocacy, and Aspire aligns directly to this strategy.

B.) Date of Implementation:

Aspire formed for the first time in 2013 from a push from students. Prior to 2013, there was no centralized organization tailored to the needs of 1G students. College clubs focused on commonalities by race, ethnicity, religion, or major, but the principal aim of Aspire is to work across demographic divides to support all 1G students in unison. The greater Elgin area maintains a number of community resources to assist populations with characteristics common to 1G students – examples include immigrant outreach and unemployment services -- but few organizations focus on higher education, and none focus on college-going per se. Thus, Aspire serves a unique niche.

C.) Description of Program Elements:

Aspire is self-sustaining through donations. Staff support is provided by TRiO funds, ECC Student Life, Career Development Services, Financial Aid, and Workforce Transitions. The club sponsors a 1G Student Week in early November which includes a resource fair, fundraisers and raffles, speakers, mock interviews, faculty meet-and-greets, and social events such as games and bowling. The organization engages in a “reading buddies” program with children at Illinois Park Elementary School and networking and advocacy skill development through partnership with the United Way of Elgin. These community programs also provide a sense of purpose and focus needed to engender self-advocacy.

D.) Evidence of Success:

In terms of demography, 1G students, as compared to the wider student body, are much more likely to be Latino (51% vs. 17%), Pell Grant recipients (33% vs. 18%), and are slightly more likely to be female (57% vs. 50%). They also tend to be slightly older (43% vs. 27% are aged 23 or older) and enroll part-time (70% vs. 65%). (Note these comparisons come from annual enrollment data since 2015.)

In the short term (i.e., first term or first year), the performance of 1G students is on par with all ECC students overall. That is, 1G students and all students complete courses comparably and earn similar GPAs early on. Longer-term milestones, however, are diminished for 1G students. 1G students over time attempt slightly fewer credits (56% have 20+ hours on file vs. 58% overall). They are also slightly less likely to attempt college-level courses (53% vs. 55%), earn associates degrees within 3 years (10% vs. 12%), or transfer (12% vs. 17%). The main aim of Aspire is to bring 1G students up to the level of all students, even though they start from a less advantageous position. Longitudinal cohort data analyzed from 2006 to date indicate steady improvements for all ECC students when it comes to milestones like completion – and like all students, 1G students follow suit. However, we do not yet know whether Aspire is helping to narrow gaps more than they would have been narrowed without the organization. For many metrics, gains made among 1G students show greater change from year to year than the gains made

overall, but this could be because 1G students start from a place of deficit. This work and these analyses continue to date.

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Illinois Community College Board

TABLE 1 - Elgin Community College - 2018 Report

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2016 AND 2017

ELGIN COMMUNITY COLLEGE Programs	Designated Or Other Program	Staff Years Budgeted		Total Dollars Budgeted		FY17 Change in Total Dollars Budgeted	Breakouts for Total Dollars Budgeted				FY 2016 - 2017 1-Year Change Dollars Budgeted	
		FY16	FY17	FY16	FY17		State		Other		State	Other
ABE/ESL	D	16.00	16.00	3,033,569	3,754,319	720,750	644,024	1,027,552	2,389,545	2,726,767	383,528	337,222
ADAPT (Disabled Student Organization)	D	0.00	0.00	2,240	1,955	-285	0	0	2,240	1,955	0	-285
Asian Filipino	D	0.00	0.00	1,452	0	-1,452	0	0	1,452	0	0	-1,452
BSA (Black Student Association)	D	0.25	0.25	89	877	788	0	0	89	877	0	788
Chinese Club	D	0.00	0.00	635	356	-279	0	0	635	356	0	-279
Global International Studies (GIST)	O	1.00	1.00	34,380	11,140	-23,240	0	0	34,380	11,140	0	-23,240
Intensive English Program	D	2.00	2.00	158,060	173,938	15,878	0	0	158,060	173,938	0	15,878
Japenese Club	D	0.00	0.00	100	0	-100	0	0	100	0	0	-100
Multicultural Affairs	O	0.00	0.00	10,227	6,621	-3,606	0	0	10,227	6,621	0	-3,606
Muslim Student Association	D	0.00	0.00	1,151	1,180	29	0	0	1,151	1,180	0	29
OLAS (Organization of Latin American Students)	D	0.25	0.25	2,387	3,038	651	0	0	2,387	3,038	0	651
Perkins	D	3.00	3.00	420,633	361,276	-59,357	0	0	420,633	361,276	0	-59,357
Spanish Club	D	0.00	0.00	828	0	-828	0	0	828	0	0	-828
Students Who are Not Silent (SWAN)	D	0.00	0.00	500	409	-91	0	0	500	409	0	-91
TRIO (Student Support Services Grants and Talent Search)	D	4.00	7.00	767,537	1,013,072	245,535	0	0	767,537	1,013,072	0	245,535
TANF Job Placement	O	1.00	1.00	75,040	88,680	13,640	0	0	75,040	88,680	0	13,640
United Students of All Cultures	O	0.25	0.25	1,552	1,625	73	0	0	1,552	1,625	0	73
Upward Bound	D*	3.50	7.00	484,111	443,620	-40,491	0	0	484,111	443,620	0	-40,491
WIOA LWIB 5 In School & Out of School	D	3.00	3.00	246,703	239,672	-7,031	0	0	246,703	239,672	0	-7,031
WIOA LWIB 7 Out of School	D	2.50	2.50	212,850	202,208	-10,642	0	0	212,850	202,208	0	-10,642
Write Place	O	1.00	1.00	71,180	66,200	-4,980	0	0	71,180	66,200	0	-4,980
Youth Leadership Academy	D	0.00	0.00	82,500	82,500	0	0	0	82,500	82,500	0	0

SOURCE OF DATA: Underrepresented Groups Report Submission

D indicates 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 indicates 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.

---- indicates that data is not available

Elgin Community College (50901) - Table 2

Supplemental Question on Employees with Disabilities

If available, please indicate the number of college employees using the following categories faculty/staff or other individuals (e.g, administrators) with Disabilities employed and served that are not included in the student tables. Count each individual only once based upon their primary disability.

EMPLOYEES Type of Disability	Unduplicated Count	
	Faculty/Staff	Other
Learning	0	0
ADHD	0	0
Psychological	0	0
Developmental	0	0
Mobility	3	0
Blind/Low Vision	0	0
Deaf/Hard of Hearing	1	0
Systemic/Chronic Health Problems	10	0
Other	0	0
Total	14	0

EMPLOYEES RECEIVING SERVICES Type of Disability	Unduplicated Count	
	Faculty/Staff	Other
Learning	0	0
ADHD	0	0
Psychological	0	0
Developmental	0	0
Mobility	1	0
Blind/Low Vision	0	0
Deaf/Hard of Hearing	1	0
Systemic/Chronic Health Problems	10	0
Other	0	0
Total	12	0

File naming convention: DDDCC Employees with Disabilities
 Where DDD = district number (e.g., Chicago Wilbur Wright = 508)
 and CC = college number (e.g. Chicago Wilbur Wright = 07) will be 01 for most colleges.

Detailed definitions of specific types of disabilities are provided with the ICCB SD record layout. (College MIS Coordinators have copies of the SD record and related edit checks).