STUDENT DEVELOPMENT DEPARTMENTS
Report of Accomplishments

Student Development: promoting student learning and student success

Highlights of 2014-15
From the Student Development Leadership Team

It is our pleasure to share the 2014-2015 MVCC Student Development Report of Accomplishments with you. This annual report provides evidence of the important work that has occurred across our Student Development departments on behalf of our students and community.

Our Student Development colleagues can take pride in what they have accomplished based on this report. We will continue our commitment to student success, promoting student learning, and student development, and we look forward to implementing new initiatives next year. We want to thank everyone throughout the college who assisted with the outstanding achievements over the past year.
Normah Salleh-Barone, Ph.D.
Vice President, Student Development

Scott Friedman
Dean of Student Engagement

Severo Balason
Dean of Enrollment Services

Chet Shaw
Dean of Student Services

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Director of Athletics

Jo Ann Jenkins, Ph.D.
Dean of Student Success

Veronica Wade
Administrative Assistant to Vice President
Student Development Mission Statement

The Student Development division supports Moraine Valley Community College’s mission by facilitating the education, growth and development of the whole person in a student centered, learning focused and multicultural community. The Student Development staff members are dedicated to working collaboratively to provide innovative, relevant, high quality programs and services that meet the needs of its diverse students and the community, and exemplify our core values of integrity, fairness, respect, responsibility and diversity. We are committed to student learning, student development and student success.

To this end, we will:

- Promote a dynamic, caring, challenging and safe environment.
- Offer high quality services, which are accessible, accurate, clear and timely, to our students and prospective students.
- Foster self-discovery and personal growth leading to meaningful goals and values for life-long learning.
- Maximize students’ potential by inspiring, motivating and engaging students through purposeful, stimulating and enriching programs and services.
- Teach students to become partners in the learning process and to make connections with appropriate faculty, staff and resources to fulfill their goals and expand their opportunities.
- Embrace and integrate diversity through a community of respect that affirms the value of each individual.
- Teach life skills that enhance self-reflection, self-direction and self-sufficiency.

Student Development: promoting student learning and student success
Program Highlights

STUDENT SUCCESS

ADMISSION

High School Office Hours
With one-third of students from in-district high schools attending Moraine Valley Community College (MVCC), the MVCC high school recruiter is now holding regular office hours at seven of the 10 in-district high schools. These visits vary from weekly to bi-weekly, ensuring that students who plan on attending MVCC are able to receive the information necessary to begin and finish the Admissions process. During the high school office hours, students can fill out applications, update information, submit ACT scores, fill out FAFSA, receive financial aid statuses, and look up MVConnect usernames. Students are also able to ask questions about various programs, departments, and services offered by MVCC. The regular office hours at the high schools ensure students complete the process and meet all necessary deadlines.

The Admissions recruiters set up meetings with students in various settings depending on what is available at each high school. The recruiter conducts these visits in lunch rooms, senior lounges, guidance offices, and libraries within the high school. He is also able to promote these visits within the schools through flyers, in-school announcements, social media, and senior assemblies.

Findings
The Admissions Office will gather data during the fall 2015 semester to produce concrete results from the high school office hours. The results will then be used to master and adapt the program to the needs of students, high schools, and the overall mission of MVCC.

The following charts outline the recruitment efforts in the district high schools before office hours were established and after office hours have been implemented.
## 2013-2014 In-District High School Recruitment Events

<table>
<thead>
<tr>
<th>High School</th>
<th>Type of Visit</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reavis</td>
<td>Visit</td>
<td>6</td>
</tr>
<tr>
<td>Evergreen Park</td>
<td>Visit</td>
<td>17</td>
</tr>
<tr>
<td>Andrew</td>
<td>Visit</td>
<td>12</td>
</tr>
<tr>
<td>Stagg</td>
<td>Visit</td>
<td>2</td>
</tr>
<tr>
<td>Argo</td>
<td>Visit</td>
<td>8</td>
</tr>
<tr>
<td>Shepard</td>
<td>Visit</td>
<td>4</td>
</tr>
<tr>
<td>Oak Lawn</td>
<td>Visit</td>
<td>15</td>
</tr>
<tr>
<td>Sandburg</td>
<td>Visit</td>
<td>20</td>
</tr>
<tr>
<td>Reavis</td>
<td>Visit</td>
<td>19</td>
</tr>
<tr>
<td>Stagg</td>
<td>Visit</td>
<td>45</td>
</tr>
<tr>
<td>Eisenhower</td>
<td>Visit</td>
<td>4</td>
</tr>
<tr>
<td>Richards</td>
<td>Visit</td>
<td>15</td>
</tr>
<tr>
<td>Reavis</td>
<td>Visit</td>
<td>18</td>
</tr>
<tr>
<td>Evergreen Park</td>
<td>Visit</td>
<td>20</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shepard</td>
<td>Visit</td>
<td>12</td>
</tr>
<tr>
<td>Andrew</td>
<td>Visit</td>
<td>20</td>
</tr>
<tr>
<td>Oak Lawn</td>
<td>Visit</td>
<td>12</td>
</tr>
</tbody>
</table>

## 2014-2015 In-District High School Recruitment Events

<table>
<thead>
<tr>
<th>High School</th>
<th>Type of Visit</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reavis</td>
<td>Office Hours (8 visits)</td>
<td>101</td>
</tr>
<tr>
<td>Stagg</td>
<td>Office Hours (11 visits)</td>
<td>129</td>
</tr>
<tr>
<td>Richards</td>
<td>Office Hours (6 visits)</td>
<td>53</td>
</tr>
<tr>
<td>Shepard</td>
<td>Office Hours (5 visits)</td>
<td>70</td>
</tr>
<tr>
<td>Sandburg</td>
<td>Visit</td>
<td>23</td>
</tr>
<tr>
<td>Eisenhower</td>
<td>Visit</td>
<td>5</td>
</tr>
<tr>
<td><strong>2/24/2015</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reavis</td>
<td>Office Hours (3 visits)</td>
<td>48</td>
</tr>
<tr>
<td>Shepard</td>
<td>Office Hours (2 visits)</td>
<td>26</td>
</tr>
<tr>
<td>Richards</td>
<td>Office Hours (3 visits)</td>
<td>12</td>
</tr>
<tr>
<td>Argo</td>
<td>Office Hours (3 visits)</td>
<td>19</td>
</tr>
<tr>
<td>Eisenhower</td>
<td>Office Hours (3 visits)</td>
<td>25</td>
</tr>
<tr>
<td>Oak Lawn</td>
<td>Office Hours (3 visits)</td>
<td>41</td>
</tr>
<tr>
<td>Stagg</td>
<td>Office Hours (3 visits)</td>
<td>21</td>
</tr>
</tbody>
</table>
Impact of Implementing Office Hours
Some common issues that come up for incoming high school students and that can be addressed during the high school office hours include:

- Students are in the Colleague system due to Dual Credit/Dual Enrollment and are unable to fill out the application.
- Students are in the Colleague system due to a class they took in elementary or high school (noncredit).
- Students did not enter their Social Security number while filling out the application.
- Students do not know their username/password for MVConnect.
- Students think MVCC received their ACT scores while our records indicate that the ACT results have not been submitted.

By providing students with solutions to these common problems, students are more prepared, informed and ready to transition to MVCC.

The high school office hours are not only beneficial to the students, but also to the high school guidance counselors. The counselors are now able to meet with an MVCC representative at the high school to provide valuable information to students who are interested in attending MVCC. Information about MVCC events, new programs, scholarships, workshops, and updates are readily available for distribution. For example, students at Stagg High School learned about the ArcelorMittal Steelworkers of the Future Program at MVCC. An MVCC administrator from the Science and Business Subdivision provided specific information about the program to the students. The guidance staff at the high school acknowledged the benefit of having an MVCC representative at the high school on a regular basis.
Return of Investment
There are no additional costs to support this initiative. The goal is to increase the enrollment of high school students at MVCC through dual credit, dual enrollment, and incoming high school graduates. Currently, 34 percent of the high school graduates from in-district high schools attend MVCC. Assisting more students in an efficient and cost effective way through a regular MVCC office hours at the high schools will help achieve our goal of increasing the rate of college enrollment to 50 percent. Students are better served and helped through the regular MVCC office hours at the high schools. Communication between MVCC and the school counselors is enhanced resulting in smoother transition of high school graduates to college freshmen at MVCC. Information about other areas of student development at MVCC will also become available to high school students.

Private High School Recruitment
The Admissions recruiter will work with Student Success Department to increase dual credit enrollment from the private high schools in MVCC college district. Based on a small sample size of focused recruitment efforts in the spring 2015, a goal of 20 percent participation has been determined to be the target in the Admissions Office.

Findings

During spring semester 2015, Admissions recruiter met with 47 high school students to offer information and answer questions regarding MVCC transfer and career programs as well as student support services. Students also received guidance in navigating the next steps in the admissions process. As of May 2015, 20 of these students (42 percent) have applied to the college for fall semester 2015.

Return of Investment
There is a great opportunity to develop the private high school pipelines. By continuing to work with colleagues from the Student Success Department promoting dual credit enrollment and conducting regular visits, MVCC will likely become their college of choice. The Admissions
Office will establish regular recruitment activities at the private schools to achieve 20 percent participation, which is an average of 255 students from private high schools each year.

**College Career Night**
The College Career Night is an annual event where the Admissions Office invites over 100 colleges and universities to meet with high school students. Some changes implemented this year were the change of location and the inclusion of MVCC programs. The event took place in the new Health & Fitness Recreation Center, which was more convenient for both attendees and all representatives of colleges and universities. In the past, the state universities and military would be in Building M, and the private and out of state colleges and universities were in Building G. Having all of the schools in one building ensured at every table had the same amount of traffic and made attendance much easier to record. There were over 870 students and parents in attendance this year, an increase of 500 in attendance from the previous year.

**Findings**
The Admissions Office also included all MVCC programs to the College Career Night which was a major enhancement from previous college night events. This gave high school students and parents’ opportunities to explore various programs offered at MVCC.

**Distinguished Scholar Award**
The Distinguished Scholars Award is a merit scholarship that is awarded to student’s graduating in the top 10 percent of their senior class. This award covers the college tuition and fees. The scholarship is awarded to 5 percent of the top 10 percent. The peak times for the award are April/May (August entrance deadline dates) and November/December (January entrance deadline dates) of each school year. The award is offered to roughly 200-250 students a year. In reality we receive between 60-75 students annually. This helps increase the enrollment of high achieving students who typically complete a transfer degree at Moraine Valley. The program is a joint effort between Admissions and Honors.
Findings
The Distinguished Scholar Award covers a student’s tuition and fees at the in-district rate.

- The cost is $114 per credit hour for tuition and $17 per credit hour in fees.
- The average honors student takes 13 credit hours per semester and 6 credit hours in the summer semester. The students receive the award for one year and it is renewable for year two as long as they maintain a 3.0 GPA and complete 24 credit hours in year one.
- Total cost for 32 credit hours is $3,648 per credit hour for an academic year in tuition and $544 per academic year in fees, per student. Each student is receiving $4,192 per academic year.

Return of Investment
Providing the Distinguished Scholar award benefits the entire college community. Moraine Valley is able to attract the best and brightest talent from the district high schools. Doing so builds a stronger college community and promotes Moraine Valley as the choice destination for the top performers in the district.

By awarding the scholarship, Moraine Valley is able to plan for credit hours and seat count each semester. With each participant enrolling in an average of 13 credits during fall and spring semesters and six credit hours in the summer, the award helps increase overall enrollment. Furthermore, with these students being the best of their class, persistence and completion is improved because of the success of these students being part of the college community.

ADVISING
The Academic Advising Center provides direct services that support students’ academic achievement and success. Academic advisors provide information regarding requirements for all MVCC’s degrees and certificates. In addition, academic advisors support students in their exploration and decision making about transfer schools and choosing appropriate transferable courses to meet required study for specific majors

The student planner tool was first piloted in the spring, 2014. Utilization of this tool has allowed students to compare degree requirements among different majors, identify courses in the program of study area, plot those in a visual format and register through the same tool. Student Planner was implemented initially for COL 101 sections. It was piloted for orientation in spring
2015 and was just rolled out in all orientations that began in May 2015. Academic Advising discovered that selected major must have coursework attached to it, so through collaboration with the Registration department, they are checking the COL-101 rosters and making necessary changes to any non-degree program options for majors. This enables a student to fully utilize Student Planner to plan and register for courses during orientation.

In the past, the academic advisors would write exemptions for summer guest students. The coordinator of Advising Resources, collaborated with the department chairs, program coordinators and deans to create a new process for providing prerequisite overrides for almost all courses year-round in the Academic Advising Center. This meant advisors did not need to direct students to the department chairs or program coordinators with their transcripts to receive an override form. There are now approximately 200 total prerequisite courses that can be exempted in the Advising Center. The benefits include:

- The creation of more course equivalencies will create a more robust transfer equivalency database, which advisors can work from. This will reduce the number of inquiries being directed to the academic affairs’ departments.
- The permanent exemptions allow students to register online, for multiple courses with the same prerequisite requirement, students no longer need to bring a placement test exemption form to registration for courses when an exemption is entered. This will make the process easier and faster for the student. The advisor will in most cases be the final step in receiving an override, eliminating the steps of contacting the department and routing a paper form to registration, which will also reduce traffic at the Registration desk and the use of paper forms.

There is a QR code for Academic Advising created and posted on Facebook and Twitter in the Academic Advising Center.

One of the advisors created a workshop, Tips for Academic Success, for COL instructors. The workshop is designed to be proactive and reach out to students prior to having any issues. The following college policies are covered: SOAP, financial aid eligibility, alternative learning options, ability to benefit, academic integrity, how to calculate a GPA, ratios, and student expectations. Delivered 8 sections in September, with approximately (20) students in each section for a grand total of (160) students; 5 sections in October for a total of (73) students; 5 sections in November with 91 students; 2 sections in January for a total of 30 students. Academic advisors facilitate COL-101’s (College: Changes, Challenges, Choices) mandatory Educational Planning Session content for first-time full-time freshmen. During these sessions, advisors explain resources and use the Student Planner tool to assist freshmen students to select courses for their upcoming semester. Academic advisors facilitated 132 sections plus 9 make up sessions (serving approximately 2640 students) of COL-101 mandatory course content of Educational Planning in the fall semester. During the spring semester, the advisors led another 48 sections plus 7 make up sessions, which reached approximately an additional 1000 students. This learning experience helps students in organizing and developing an educational plan and in meeting the course requirement and learning outcomes for success.

From July 1 through June 30, the Academic Advisors had 19,957 students visit the Advising Center to meet with an advisor.
ARTICULATION AND TRANSFER INFORMATION

A number of events have experienced solid student participation. In addition, transfer colleges and universities have participated in these events to help ensure smooth transitions from MVCC. These include:

- The annual College Transfer Day Fair on Oct. 18, 2014, included 58 four-year colleges and universities. Over 634 students attended this event to speak with both university representatives and Moraine Valley Student Development departments.

- Our R U Ready 2 Graduate Transfer and Advising Fairs were held Sept. 15, 2014, and Jan. 29, 2015. For fall, there were 19 universities who met with 264 students. These universities also waived their application fees for 24 students that applied for admission and 23 students were accepted on the spot. During spring, 17 universities met with 61 students. These universities also waived their application fees for 30 students that applied for admission and 27 students were accepted on the spot. Academic advisors also met with 9 students to review their degree completion status and 6 students petitioned to graduate as a result.

- PICU (Private Illinois Colleges and Universities) annual fair was held Wednesday, Feb. 17, 2015, during which 32 member institutions of PICU attended (5 more than anticipated) and approximately 75 students met with admissions representatives.

- During the fall 2014 semester there were 140 college visits made by 69 different university representatives. During the spring 2015 semester, there were 129 visits by 68 different university representatives. The campus locations that were utilized included the Academic Advising Center, outside the Library, and the Student Street.

The Adult Transfer Night was held Nov. 6, 2014. 16 college and university representatives presented, and 47 students attended the event.

ATHLETICS

The Athletics Department hosted its annual all student-athlete new school year meeting for important need to know information and a personal growth component. This was a mandatory meeting for all MVCC athletes and coaches held prior to the start of the semester. One hundred seventy seven athletes and 29 staff members were in attendance. They heard presentations from the athletics director, student success coordinator and athletics trainer. The keynote speakers’ topic focused on being classy, well-mannered, and the importance of proper usage of social media. This program benefitted our students as they were welcomed into the athletic family. The speakers outlined critical information athletes needed to be successful here at the college.

Forty-two sophomores (48 credits with a 3.0 GPA) and 30 freshman (24 credits with a 3.0 GPA) are scheduled to receive the Skyway All-Academic team after final grades are posted. That is 38% of the (66/170) athletes in our program receiving academic notoriety. Eight of our NJCAA Academic All-Americans sophomores with a 3.6 GPA or higher.

BLUE ISLAND EDUCATION CENTER (BIEC)

The student development office at the BIEC provides comprehensive student services. The staff promotes student success by assisting students with enrollment, registration, financial aid,
advising, and class scheduling needs. The staff works in collaboration with the offices at the main campus to provide seamless support services for the students.

**Findings**
Below are reports of student served at BIEC as extension of MVCC’s student support services:

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Students Assisted</th>
<th>Seat Count/Credit Only</th>
<th>Seat Count/Credit Non Credit/ESL &amp; GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2012</td>
<td>752</td>
<td>842</td>
<td>1,089</td>
</tr>
<tr>
<td>SP 2013</td>
<td>380</td>
<td>807</td>
<td>984</td>
</tr>
<tr>
<td>FA 2013</td>
<td>916</td>
<td>1095</td>
<td>1204</td>
</tr>
<tr>
<td>SP 2014</td>
<td>595</td>
<td>736</td>
<td>880</td>
</tr>
<tr>
<td>FA 2014</td>
<td>665</td>
<td>835</td>
<td>1135</td>
</tr>
<tr>
<td>SP 2015</td>
<td>615</td>
<td>677</td>
<td>883</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement Testing Services</th>
<th>Photo ID services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests Administered</td>
<td>ID’s and Updates</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>FA 2012</td>
<td>165</td>
</tr>
<tr>
<td>SP 2013</td>
<td>31</td>
</tr>
<tr>
<td>FA 2013</td>
<td>162</td>
</tr>
<tr>
<td>SP 2014</td>
<td>108</td>
</tr>
<tr>
<td>FA 2014</td>
<td>74</td>
</tr>
<tr>
<td>SP 2015</td>
<td>41</td>
</tr>
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**Open House Events**

<table>
<thead>
<tr>
<th>Open House at the Blue Island Education Center</th>
<th>Attendance</th>
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</thead>
<tbody>
<tr>
<td>SP 2013</td>
<td>06/08/2013</td>
</tr>
<tr>
<td>SP 2014</td>
<td>06/14/2014</td>
</tr>
<tr>
<td>SP 2015</td>
<td>06/06/2015</td>
</tr>
</tbody>
</table>
The Center for Disability Services (CDS) works to enhance services, recruit new students and ensure continuing students receive accommodations and access to Moraine Valley Community College programs and services.

The CDS provides multiple services for students with disabilities. The educational case manager and director meet individually with prospective students and assist them through the intake process, encourage students to successfully complete the COMPASS placement test, complete a Financial Aid application, and register students for a CDS orientation. From summer 2014 through spring 2015, the CDS has supported approximately 406 students.

The most frequently used student accommodation is extended time in a quiet testing environment. Students can use a testing room provided in the CDS office to allow them a distraction reduced environment with the goal of achieving academic success. From the summer 2014 through the spring 2015, there were 1,326 exams proctored.

Many CDS students take advantage of the tutoring that is provided through the office. The CDS has two paraprofessional tutors and hires four to five work study students to tutor in the areas of reading, math, and English. In addition, students are helped with study skills and organizational guidance. The paraprofessionals’ hours vary depending upon their start date but for both of them from summer 2014 through spring 2015 they tutored 1,080 hours. The work study tutoring hours from summer 2014 through spring 2015 is 2,023 hours, for a total of over 3,000 tutoring hours.

The CDS has developed a Parent Night to meet the needs of high school students and their parents. In February 2015, the CDS hosted three separate Parent Nights. Each event hosted an average of 15 students per session. The CDS prepared an informative presentation to support the transition from high school to college and identify some of the differences including student advocacy, requesting accommodations, applying for financial aid, attending all classes, and completing assignments in a timely manner. There was an opportunity for Q&A. Afterward, CDS staff collected each student’s intake form, signed release, current psychological report, and I.E.P. CDS staff continually meet with prospective students, and upon request provide the same information in face-to-face meetings.
Based upon appropriate accommodations, students learn about the services that the CDS provides such as extended time, quiet testing, tape recorder, note taker, interpreters, tutoring, and iPads. On average the CDS loans 61 digital recorders, 40 note taker tablets, and loans 16 iPads each semester. This number changes each semester depending upon the requests of the students. The CDS recently reached out to 361 students who were registered in CDS but stopped taking classes at MVCC over the past 2 years. To learn more about the reasons why students with disabilities stopped attending, the CDS followed a similar model that was developed at the Blue Island and Southwest Educational Centers. A series of guided questions was scripted, and IT pulled a list of students. Using the telephone script and student data, CDS staff were able to speak with 99 of the 361 students about their experience. Findings from this work are described below.

- During the study period, students that remained enrolled at Moraine Valley had a 0.46 higher cumulative GPA (2.59 for enrolled versus 2.13 for drop-out/stop-out). Students who remained enrolled also had significantly higher Developmental completion rates, as well as higher completion rates for college-level coursework. The table and graphs below show these differences:

<table>
<thead>
<tr>
<th>Students with Disabilities Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Who Remained Enrolled through 2015SP</td>
</tr>
<tr>
<td>2013FA</td>
</tr>
<tr>
<td>Developmental Completion %</td>
</tr>
<tr>
<td>Non-Developmental Completion %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Who Dropped-out/Stopped-Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013FA</td>
</tr>
<tr>
<td>Developmental Completion %</td>
</tr>
<tr>
<td>Non-Developmental Completion %</td>
</tr>
</tbody>
</table>

Data provided by Deborah Malkinson
The results of the phone calls to the students that responded are:

- 37% of students reported financial issues were keeping them from attending MVCC.
- 19% of students reported that they were struggling with personal issues that distracted them from school.
- 19% of students reported that they were struggling academically and had to drop out. This group may be students who are struggling in the developmental program considering that in fall of 2014 CDS students had a 36% completion rate in Developmental classes.
- 76% of the students listed above were seeking an associate’s degree.

**CHILDREN LEARNING CENTER (CLC)**

The Children’s Learning Center (CLC) collaborated with several departments in Academic Affairs to engage Moraine Valley students. The Nursing Department included the center in their pediatric clinical rotation. The nursing students were responsible for interacting with the children and incorporating health information into their curriculum. The students prepared and implemented lessons to the children that covered a variety of health-related topics including, nutrition and proper hand washing. Additionally, the students presented workshops for the staff and parents regarding various child health issues such as, immunizations and injury prevention.

The goal of this collaboration was two-fold: first, to give the students an opportunity to work with and observe how healthy young children grow and develop thus gaining a reference point in comparing and/or contrasting the behavior of sick and well children. Second, their experiences of teaching the children and presenting to adults prepared the nursing students for their role as health providers responsible for effectively communicating with patients from various backgrounds and ages.

Students enrolled in Tom Dow’s honors class worked with the children on a fiction project that involved the student reading to a group of children and then asking questions to determine the child’s comprehension of concepts such as the moral of the story. Mitch Baker’s Psychology class worked with the children on a project to determine concepts including attention span between male and female children and a child’s level of conversation.
The Code of Conduct and Student Life Office helped the college strengthen its focus on students’ college and career success in the following ways:

**Improve retention and completion rates (SS.9):**
1. Approximately 40 clubs/organizations were active throughout the year. The following chart shows the average GPA of students involved in clubs/organizations compared to the average GPA of all students.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average GPA of Club Members</td>
<td>2.834</td>
<td>3.087</td>
</tr>
<tr>
<td>Average GPA of All Students</td>
<td>2.73</td>
<td>2.76</td>
</tr>
</tbody>
</table>

2. **Engage our students in citizenship and democracy through both educational and practical hands-on civic experiences (SS.11):**
   2.1. Illinois Secretary of State Jesse White personally visited our campus to recognize the Student Government Association and Women in Action for registering 100 donors as part of the Life Goes On program and the Be a Hero Campaign for community colleges.
   2.2. The Student Government Association sponsored Constitution Day where students had the opportunity to hear from Illinois Senator Michael Hastings, student government members and others. Student leaders had the opportunity to eat lunch with the senator and continue a dialogue.
   2.3. Moraine Valley was recognized by Cook County Clerk David Orr for our efforts to engage students and recruit new election judges for local, state, and national elections. Moraine Valley recruited more students than any other college with 89 students serving.
   2.4. Voter registration information was emailed to every student encouraging them to register to vote in local, state, and national elections.
   2.5. Fifteen Moraine Valley students attended Advocacy Day in Springfield to visit with state representatives.
   2.6. Model Illinois Government attended a statewide event to simulate debating congressional bills in Springfield, IL.
   2.7. The Arab Student Union sponsored a Voter’s Registration Table.
   2.8. Student clubs and organizations held events to benefit the community:
       - The Arab Student Union sponsored “Run for Peace” to raise money for the Palestine Children Relief Fund.
       - The Action, Social, and Political Empowerment Club sponsored a toy and food drive for the Society of St. Vincent de Paul during the holiday season.
       - The Student Nursing Organization raised $5,112 for the Heifer Organization to help end world hunger.
       - 190 units of blood were donated through two blood drives sponsored by the Student Government Association and one blood drive sponsored by the Red Cross Club.
       - The American Red Cross Club sold cotton candy to raise $315 for the American Red Cross in order to vaccinate the less fortunate for rubella and measles.
       - The American Red Cross Club sponsored Holiday Mail for Heroes where 100 letters were signed for our military.
• The Psychology Club held an event to bring awareness to the To Write Love on Her Arms charity.
• Women in Action held a Toy Drive where 70 toys were collected for the Mercy Home.
• The Asian Diversity Club held a Winter Coat Drive and collected 25 coats for Together We Cope.
• Relay for Life held the relay on campus to support American Cancer Society.
• The Legacy X Dance Team held a Trike-a-Thon to help the Children’s Learning Center raise funds for St. Jude’s.

3. **Strengthen student engagement in the college community (SS.10):**
   3.1. In an effort to connect with students early, encourage them to get involved and create a sense of belonging, Student Life participated in summer orientations and sponsored many campus wide events (Fall Fest, Spring Fest, celebrations, etc.) to introduce our new and returning students to the many different opportunities to get involved on the campus, including our clubs and organizations.
   3.2. The Business, Finance, and Entrepreneur Club held a Student Tax Concerns event to educate students of tax issues they may face.
   3.3. The Math Club sponsored guest speakers to talk about and expose students to a variety of math problems.
   3.4. The Action, Social, and Political Empowerment Club and the International Women’s Club held a writing contest on the topic of personal preparedness for natural disasters.
   3.5. The Anime Club sponsored a Tribute to Robin Williams where a film was shown followed by a discussion on depression and suicide prevention.
   3.6. Student Life sponsored National Video Game Day to educate students on the history of video gaming.
   3.7. The Art Club held a Student Art Gallery Reception to promote student art in the U Building.
   3.8. The Music Club sponsored Battle of the Bands.
   3.9. The Film Club sponsored a Film Festival where students and community members watched student-made films.

4. **Improve student success by increasing staff engagement (SS.6):**
   4.1. The Code of Conduct Office provides a classroom and campus etiquette document meant to guide students and faculty on expectations for appropriate college student behaviors. This document is available to print for inclusion with a course syllabus, to post to course Blackboard sites, or to forward to students on an as needed basis.
   4.2. The following presentations were offered to faculty and staff to assist them in working with our students: How to Handle Disruptive Students, Overview of Student Conduct Process, Overview of Student Life, Campus Civility and Classroom Management, FERPA Training.
   4.3. Student Life held the inaugural Advisor Appreciation Meet and Greet where club advisors were able to mingle with each other and hear about important initiatives from our office.
   4.4. At Learning College Day, Student Life offered two sessions on “The Student Life Experience” where faculty and staff members were introduced to activities and clubs in which our students get involved.
4.5. Student Life created a Newsletter to Advisors following each Inter-Club Council meeting to help keep them informed of activities, events, and deadlines.

5. **Identify needs and barriers to student success and develops and implements programs to address them (SS.2):**
   5.1. The following presentations were offered to students: #Civility: College and Social Media, CIVITAS: Classroom Etiquette, Conflict Resolution for Student Leaders, Code of Conduct Jeopardy, Overview of Student Life, Courage to Quit Workshop (smoking cessation), Alcohol-Wise (web-based alcohol and sexual assault prevention education).
   5.2. A Drug Free Schools Notification was emailed to every student notifying them of the standards of conduct relating to drugs and alcohol, the health risks associated with drug and alcohol abuse, the availability of support for those experiencing drug or alcohol problems, the MVCC policies related to the illegal possession, use or distribution of drugs or alcohol, and the internal sanctions and federal and state legal penalties that may result from violations.

6. **Engage alumni in promoting student enrichment and success (SS.13):**
   6.1. The Business, Finance, and Entrepreneur Club partnered with the Foundation to hold a networking event to practice important networking skills with alumni and business leaders.

7. **Ease student navigation of college processes and information (SS.1):**
   7.1. A FERPA Privacy Act Notification was emailed to every student notifying them of their rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended.

8. **Continue to provide a beautiful, safe, comfortable, healthy, and welcoming learning environment (SS.12):**
   8.1. The Student Government Association sponsored Kick Butts Day to promote the health benefits of quitting smoking and provide resources to promote cessation. This also brought awareness of the campus going smoke-free in July.
   8.2. Women in Action held Yoga on the Lawn to promote healthy lifestyles.
   8.3. The Code of Conduct Office collects a variety of descriptive statistics, including the number of violations that occur each semester. Data from the past year are represented below:
### SUMMARY

<table>
<thead>
<tr>
<th>Code of Conduct Office Case Summary</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Hearing: Responsible</td>
<td>19</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>Administrative Hearing: Not Responsible</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Informal Resolution</td>
<td>21</td>
<td>26</td>
<td>47</td>
</tr>
<tr>
<td>No Action Required</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Unresolved (at time of report)</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Total Students Referred</td>
<td>53</td>
<td>50</td>
<td>103</td>
</tr>
</tbody>
</table>

### VIOLATIONS

<table>
<thead>
<tr>
<th>Code of Student Conduct Violations</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts of dishonesty</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Disruption of college operation</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Physical/verbal abuse, threats, intimidation, harassment, fighting</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Attempted or actual theft or damage of property</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Failure to comply</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Drugs</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Alcohol</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Obstruction of free flow of pedestrian/vehicle traffic</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Weapons</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>13</td>
<td>38</td>
</tr>
</tbody>
</table>

### SANCTIONS

<table>
<thead>
<tr>
<th>Sanctions Imposed</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>16</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Probation</td>
<td>16</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Loss of Privileges</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Suspension</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Deferred Suspension</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Expulsion</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>No Contact Order</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>8</td>
<td>0</td>
<td>8</td>
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<tr>
<td>Hold</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Educational Sanction: Reflection Paper</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Educational Sanction: Workshop</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Educational Sanction: Other</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Follow-Up Meetings</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Referral: Counseling</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Referral: Other</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>13</td>
<td>38</td>
</tr>
</tbody>
</table>
The Counseling and Career Development Center (CCDC) served students through more than 5,300 visits for personal, career and educational counseling services. Out of the total number of student visits, over 1,000 were for assistance in overcoming personal concerns that interfered with academic success. In addition, almost 600 student visits were for career counseling, which helped students choose a suitable major or career path. More than 2,300 visits were for educational counseling to help students develop strategies for improving their academic performance and achieve their academic goals. Over 300 student visits were for help with miscellaneous concerns such as tuition and financial aid appeal assistance, Dreamkeepers financial assistance, and books for developmental education students.

An additional 1,000 students were served through the Academic Success Workshops, which serves Academic Caution students in groups. The workshops seek to improve student retention and completion rates by teaching students about academic success strategies, college resources and college policies. Academic advisors provide students with an educational plan during the workshop. Students also receive assistance with registering for the following semester. Counselors worked in collaboration with academic advisors, and the Student Success Office to serve more than 3,000 students who participated in the Student Orientation and Registration (SOAR) programs. The programs included full-time SOAR, part-time SOAR, mandatory Veterans Orientation, and SOAR for Reading students. In an effort to ease student navigation of college processes and information, counselors also participated in the Adult Student Success Fair, the Parent and Family Orientation program, Financial Literacy workshops and Open House. In an effort to retain GED graduates and encourage them to enroll in credit courses, the Counseling Center’s GED Outreach Committee attended GED Orientation sessions to help students understand the services the department offers and to encourage the students to consider enrolling in HDV-111 to meet their career planning needs. This effort reached 109 students.

The CCDC offered workshops on topics ranging from overcoming test anxiety to the consequences of alcohol and other drug use. These workshops helped students learn how to manage personal, educational and career planning concerns.

In addition, the Counseling Center’s Domestic Violence and Sexual Assault Awareness Committee hosted a number of events in October, which is National Domestic Violence Awareness Month. The committee presented a workshop to student athletes to address the dynamics of domestic violence and how the phenomenon has been portrayed in the media and in pop culture when athletes are the perpetrators. The committee also presented the “In Her Shoes” program to classes. “In Her Shoes” is an effective simulation in which students are immersed in and ultimately experience firsthand the harsh realities of being in an abusive relationship. The program promotes a deeper understanding of domestic violence. Pillars Community Services partnered with the Counseling faculty to facilitate the event. Also, the committee partnered with Student Life to host Domestic Violence Information Tables during the popular Sweetest Day Activity, “The Dating Game.” The committee, disseminated information about establishing healthy relationships and recognizing the warning signs of abusive relationships. In addition, the committee used technology to spread domestic violence awareness through the screensaver campaign, “1 is 2 many.” The screensaver was placed on computers in common areas across campus and gave students information about domestic violence and resources for assistance.
As in years past, the Counseling Center continued to offer programming in compliance with Title IX mandates to address sexual violence. In April, the department joined the national Sexual Assault Awareness Month effort to raise awareness about sexual violence to educate students, faculty, and staff on how to prevent it. This year, the Domestic Violence and Sexual Assault Awareness Committee led the campus in supporting the “It’s On Us” campaign to create an environment in which sexual assault is unacceptable and survivors are supported. The campaign encourages individuals to pledge to help keep women and men safe from sexual assault by promising not to be a bystander to the problem but to be a part of the solution. The committee created videos to promote the campaign and encourage members of the campus community to make a personal commitment to prevent sexual assault. The committee planned a series of events to promote sexual assault awareness and provide resources for sexual assault survivors in need of assistance. The Women in Action Club hosted a self-defense class provided by the Martial Arts Club. Donations were collected at the event and were given to Pillars Community Services to support services for sexual assault survivors. In addition, the committee hosted an Information Fair in which the South Suburban HIV/AIDS Resource Center, Pillars Community Services, the Women in Action Club and the Counseling Center provided information about sexual assault and sexual health. Fair attendees had an opportunity to sign the “It’s On Us” pledge banner. Finally, the committee hosted a presentation of Bass-Schuler Entertainment’s “The Hook-Up,” a facilitated discussion about gender stereotypes, rape culture and the importance of bystander intervention. Over 100 students attended the event.

In support of the college’s effort to meet the requirements of the Drug-Free Schools and Communities Act, the Counseling Center provided a number of educational programs to students designed to prevent alcohol and other drug use. Counselors participated in the Addiction Studies Program’s annual Alcohol and Drug Awareness Health Fair to disseminate information about the consequences of substance use as well as information about services available for students who struggle with addictions. In addition, counselors employed the Expectancy Challenge Alcohol Literacy Curriculum (ECALC) to provide a group-based intervention for students to reduce high-risk drinking. The program was designed by the U.S. Department of Education as an Exemplary Model Program for reducing alcohol use among college students. Counselors provided ECALC workshops to groups of student athletes.

Counselors continued to work with the full-time Developmental Education faculty to provide early interventions for students enrolled in developmental courses. Almost 100 students were referred to the Counseling Center to help them acquire academic success skills. In addition, counselors and advisors continued working with RDG-041 and COS-100 faculty to provide early interventions and workshops for this cohort of students. Counselors and advisors served as guest speakers in COS-100 classes to help students learn more about college resources and services, educational planning, goal setting and career planning.
FINANCIAL AID
In order to ease student navigation to financial processes and information, the financial aid office has increased the use of electronic media (Facebook, Twitter, monitors, emails, portal, college website) to communicate financial aid information to students. For students who are applying for student loans, the financial aid office has also revised its process to expedite the origination of loans. The office has also added a full-time expeditor position to assist in processing financial aid in a timely manner.

Findings
As of June 26, 2015, the financial aid office received a total of 3,280 files. The staff reviewed 2,764 (84.27%) and completed 1,992 (60.73%) student financial aid files for the fiscal year 2015-2016 starting in fall 2015.

For the fiscal year 2014-2015, the financial aid office received a total of 8,372 files. The staff reviewed all 8,372 (100%) and completed 7,709 (92.08%) student financial aid files for the fiscal year 2014-2015.

Return of Investment
The financial aid office accounts for nearly thirty-three million dollars disbursements in aid, including grants, scholarships, loans and employment opportunities. This is a 24% increase from five years ago. Nearly 47% of MVCC students receive some sort of financial aid. Below is an illustration of a five-year financial aid disbursements made for MVCC students utilizing financial aid assistance.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$25,904,115</td>
<td>$25,220,481</td>
<td>$24,609,426</td>
<td>$22,522,786</td>
</tr>
<tr>
<td>State</td>
<td>$  2,856,206</td>
<td>$  2,803,720</td>
<td>$  3,196,720</td>
<td>$   2,354,978</td>
</tr>
<tr>
<td>Institutional</td>
<td>$  3,833,155</td>
<td>$  1,555,045</td>
<td>$  1,563,676</td>
<td>$   1,590,581</td>
</tr>
<tr>
<td>External</td>
<td>$  1,151,908</td>
<td>$  803,150</td>
<td>$   611,211</td>
<td>$   728,477</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$33,745,384</strong></td>
<td><strong>$30,382,396</strong></td>
<td><strong>$29,981,033</strong></td>
<td><strong>$27,196,822</strong></td>
</tr>
<tr>
<td><strong>Unduplicated Recipients</strong></td>
<td>8137</td>
<td>7588</td>
<td>7952</td>
<td>7496</td>
</tr>
</tbody>
</table>
The Office of International Student Affairs continues to provide a model program of support services to help ensure international students attending Moraine Valley have the opportunity to succeed. Pre-arrival services for students, parents, sponsors, and study abroad counselors include a high level of customer service with extensive communications to support the arrival experience. Staff help ease adjustment with airport pick up, housing placements and host homes upon arrival. The required International Student Orientation Program was conducted three times this year, in August, January and June. This mandatory five-day program sets the foundation for success for international students as they learn strategies to adjust to our culture, community, and education system, and includes testing, advising, registration, host homes, community living, medical insurance, US and local culture, holidays and other topics. To improve ISOP, new interactive sessions and quizzes were added to enhance the experience and to help introduce students to each other, and helping build a sense of community from the first day on campus. A field trip also encourages student engagement and orients students to public transportation. International Student Orientation was conducted over 15 days this year, with a final orientation day scheduled during the first week of class:

- August 17-23, 2014  81 new students arrived and were oriented
- January 3-7, 2015  71 new students arrived and were oriented
- June 1-5, 2015  65 new international students arrived and were oriented

Enhanced Advising: To improve academic advising and the first semester experience, ISA staff implemented small group advising with new mandatory first semester appointments, to follow through on our promise to provide more personal one-to-one attention and help students begin earlier to clarify academic goals. The Office provides accessible daily walk-in services for a high level of student satisfaction. To support our 37 Yemeni students in the wake of civil war, special workshops to counsel students, and address financial strains and delays in communications and bank transactions, were conducted in an effort to proactively address and ease a very stressful time as students learned better strategies to cope. To support the special needs of over 30 new
students from India, meetings were held to review housing options and identify budget friendly shared housing options. Hosts were also oriented by ISA to be better prepared to house these new Indian students who often are vegetarian. We enlisted the support of Café Moraine too, which now offers more diverse selections for our students who rely on the cafeteria for mid-day meals and study breaks.

Enhanced Activities: International Student Affairs goes the extra mile to create an interesting array of extracurricular activities, and supports students whose first language is not English. Our office conducted events aimed to help internationals adjust, engage with local students and contribute to the internationalization of our campus. Events, parties, and socialization activities focus on U.S. holidays and exposing students to local highlights in museums, nature, and education. Fall events included the Back to School Fall Fest, ISA Soccer Game with Tailgating, Welcome Party, Great America Halloween trip, and Thanksgiving weekend events and an ice skating trip to Millennium Park in December. In spring, ISA staff and students enjoyed a visit to the world renowned Art Institute, the Chicago Auto Show, celebrated Valentine’s Day and a spring break shopping trip before heading into the April Taste of Moraine, Spring Fest, international panel presentations and end of semester recognition. These activities improve the opportunities for English-limited students to engage quickly in student life, as well as learn how to transition to other clubs and organizations on the campus with greater ease.

**JOB RESOURCE CENTER (JRC)**

The Job Resource Center emphasizes and promotes Student Success: Engage our students in citizenship and democracy through both education and practical hands-on civic experiences.

**Student Employment**

From July 1, 2014-to Present, there have been 384 student employees hired. Twenty-two of these students received degrees in fall 2014 leaving a probable 362 continuing into spring 2015.

**Retention:**
- From the 362 student employees, 275 were retained from fall 2014 to Spring 2015 (76%)
- This is 5.3% higher than Moraine Valley Community College’s overall term to term retention rate of 70.7% (Between Fall 2013 to Spring 2014) (Data retrieved from National Community College Benchmark Project -2014).

**Graduation/Completion:**
- Of the 384 student employees hired, 73 (19%) student employees have completed a degree and/or a certificate
- Moraine Valley overall completion (21%)

**Grade Point Average:**
- Student employees average cumulative GPA is 3.102

**April 2015: National Student Employment Week Recognition Luncheon**
- The Job Resource Center hosted the Student Employment Recognition Luncheon on April 16, 2015 during National Student Employment Week, where student employees and supervisors were recognized and celebrated for their hard work and contributions in their departments and the college as a whole. Thirty-one student employees and 41
student employee supervisors and/or staff members were present for a total of 72 attendees.

2015 Student Employee of the Year- Alison Wiabel

2015 Student Employment Supervisor of the Year- Samuel Chen, Biological Sciences

2015 Student Employment Best Practice of the Year- Student Life
Internship Program

- Retention:
  Of the 97 students hired in an internship for 2014-2015 academic year, 14 earned their degree in the fall bringing the number to 83 probable returns, 70 were retained from fall 2014 to spring 2015. This is an 84.3% retention rate.
  There was a 14% increase in the number of students participating in the internship program, as well as a 20% increase in the number of students that were hired and completed an internship during the 2013-2014 academic year.

- Graduation/Completion:
  Fifty-three students earned a degree and/or certificate for the 2014-2015 academic year, which gives us a 54.6% graduation/completion rate.

- Grade Point Average:
  The Average GPA for the students in the internship program was 3.301.

Internship Student and Employer Panel
The Internship Program collaborated with faculty to have their class in attendance. Students are able to hear how internships have and can impact their career from their peers, current/former student interns, and employers. The Internship Student and Employer Panel offered 69 students, 6 staff members, and 2 faculty members the opportunity to hear industry expertise from employers and former interns. The areas represented included: AutoCAD (former intern), Illinois State Police, publishing/marketing industry, Disney College Program (recent alum of program), and IT (former intern). There was for a total of 82 attendees, a 51% increase from the previous year.

Annual Intern and Employer Meeting & Awards Ceremony
Annual Intern and Employer Meeting and Awards Ceremony recognizes the efforts and accomplishments of the intern and employers. This event increases the opportunity for employers to network and serve as recruitment for students pursuing an internship. At this year’s 9th Annual Intern and Employer Meeting and Awards ceremony, 19 students, 13 employers, and 18 faculty/staff were in attendance for a total of 50 attendees, an 11% increase from the previous year.
The Intern Employer of the Year award was won by the Moraine Valley Community College IT Department. The Student Intern of the Year award was won by Brianna
McColler, an Office Systems and Applications student, who interned at the Magic Johnson Bridge Academy.

![Internship Manager Marie Harrell, Internship Employer of the Year Moraine Valley Community College IT Department, Intern of the Year Brianna McColler, and JRC Director Pamela Payne](image)

**Figure 2** (left to right) Internship Manager Marie Harrell, Internship Employer of the Year Moraine Valley Community College IT Department, Intern of the Year Brianna McColler, and JRC Director Pamela Payne

**Job and Internship Fairs**

- The JRC hosted 2 Job and Internship Fairs with totals of 132 employers and 1,217 job seekers. There was a 44% increase in student participation with 245 student job seekers comparing spring 2015 to fall 2014.

![Fall 2014 and Spring 2015 Job and Internship Fairs](image)
MULTICULTURAL STUDENT AFFAIRS (MSA)

The Multicultural Student Affairs (MSA) and English Language Learner (ELL) Center mission is to promote the success of students of color and students with limited English. Multicultural Student Affairs programs are designed to recruit, retain, and promote degree completion of students of color and individuals with limited English. MSA provides direct student support services and coordinates individual and group activities to promote integration into the college environment and academic success. Multicultural Student Affairs services are available to all students. However, primary constituents are individuals of color and individuals with limited English. The MSA/ELL staff served over 2,800 students during the 2014-2015 academic year.

Individual Appointments

MSA/ELL Center scheduled 1,585 individual appointments (Includes advising and prospective student appointments). The individual student appointments impacts the retention/completion rates as MSA personnel provide prescriptive academic advising for general education courses, IELP to general education coursework, foreign degree incorporation, four-year transfer information, and high school bridge information.

<table>
<thead>
<tr>
<th>ELL Orientations</th>
<th># of workshops held</th>
<th># of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>16</td>
<td>245</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>4</td>
<td>115</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELL Workshops</th>
<th># of workshops held</th>
<th># of participants</th>
<th>% of students improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>11</td>
<td>38</td>
<td>70%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>29</td>
<td>75</td>
<td>78%</td>
</tr>
</tbody>
</table>

The ELL Center strives to create ELL workshops that both supplement and enhance resident IELP student learning. The workshops covered topics such as conversation practice, grammar review and journal/free writing, and the American culture. 86% of IELP Students who attended ELL workshops in the fall 2014 semester showed improvement in their IELP grammar and writing courses with a grade of “B” or better.

DREAM (Directing Results through Educational and Academic Mentoring)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minority Students Contacted</th>
<th>DREAM Mentee Orientation</th>
<th>Committed Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>850</td>
<td>100</td>
<td>60</td>
</tr>
</tbody>
</table>

The DREAM Mentoring program is a staff/faculty/student mentoring program designed to help student’s reach educational and career goals as well as provide social and personal direction. Multicultural Student Affairs recruited DREAM mentees via mail correspondence inviting them to the DREAM Mentee Orientation. The orientation provided an overview of the program and expectations as a student mentee. One hundred students attended the orientation with ninety students starting the program and 60 retained and completed the year successfully. 100% of the 60 committed students were retained from semester to semester with an average G.P.A of 2.5.
DREAM Book Scholarship

- The Multicultural Student Affairs created a book scholarship opportunity for all mentees. The application requirements included a 2.0 G.P.A., essay, letter of recommendation from their mentor, and commitment to becoming a peer mentor for the following semester. Funds were allocated from the Celebrating Diversity Task Group Committee. The committee raised $1,250 that was distributed into five book scholarships for the mentees.

### Multicultural Student Affairs Workshops

<table>
<thead>
<tr>
<th>MSA Workshops</th>
<th># of workshops held</th>
<th># of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>4</td>
<td>105</td>
</tr>
</tbody>
</table>

Multicultural Student Affairs strives to create workshops that both supplement and enhance students of color and DREAM mentee’s college experience. The workshops included undocumented student resource information sessions, minority student transfer information, minority scholarship search, understanding the college culture as a minority student.

Latino Student and Community Outreach Committee

This year the committee focused on developing new goals to begin implementing in the FY 15-16 academic year. The committee worked with Research Institution to compile data to assist in creating new programs and goals. In four years through recruitment and retention initiatives, the Hispanic student population is at 21% and has maintained that increase, which makes Moraine Valley an emerging Hispanic Serving institution (HIS). As the committee continues their commitment, we are looking forward to creating pathways that will connect students to certificate and applied associate career programs that will provide students with skills for jobs. We are researching grant opportunities for programming, scholarships and leadership opportunities for Hispanic students.

Celebrating Diversity Task Group

Leadership through the offices of Multicultural Student Affairs and Student Life spearheaded the eighth year of the collegewide Celebrating Diversity Task Group, which highlighted 10 cultures, such as Hispanic Heritage, Arab Heritage, Black History, Women’s History, Asian History, Italian Heritage, Indian and Greek Heritage. The events consisted of movies, lectures, documentaries, music, food, crafts, short plays, and a comedy show.

Fairs/Conferences

- During the spring 2014 semester, Multicultural Student Affairs co-hosted the National Hispanic College Fair with the Admissions Office. The National Hispanic College Fair hosted over 3,000 high school students. Multicultural Student Affairs and the Alliance of Latin American students spoke with students about the benefits of attending a community college and help students to apply for admissions to the college.
- This year the student clubs Alliance of Latin American Students, Alliance of African American Students and South Asian Student Association focused on health concerns and presented educational forums to over 150 students on sickle cell, Ebola, HIV/AIDS and autism to educate the campus.
REGISTRATION AND RECORDS

Increase Student Self-Service Functions in Records and Registration
The Registration and Records Office developed online self-service functionality last year to enhance delivery of services for academic transcripts and verification requests, and FERPA release authorization. The long term goal is to minimize student barriers and increase completion of certificates and degrees at Moraine Valley.

Electronic Transcripts
Between July 1, 2014, and March 31, 2015, MVCC delivered 5,643 transcripts electronically. The projected number of delivery at the end of fiscal year 6,593. This self-service feature allows students to track when transcripts are delivered and who received and opened them.

FERPA (Family Educational Rights and Privacy Act) Information
Student releases allowing disclosure of student records to family members or other designees are now recorded in Colleague. This facilitates timely release of information.

Enrollment Verifications through Student Self Service
MVCC is in partnership with the National Student Clearinghouse to allow students to access cumulative and current enrollment information through the Self-Service section of MVConnect. In addition to viewing the information, students have 24/7 access, the ability to print enrollment certificates on demand, and have access to student lender information.

Findings
The Records department audited and processed the following numbers of students for diplomas and certificates:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Students</th>
<th>Number of Degrees and Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014SU</td>
<td>545</td>
<td>653</td>
</tr>
<tr>
<td>2014FA</td>
<td>665</td>
<td>829</td>
</tr>
<tr>
<td>2015SP</td>
<td>1,327</td>
<td>1,706</td>
</tr>
</tbody>
</table>

Return of Investment
The self-service delivery significantly decrease manual processes for staff and students. It improves timely processing of transcript and verification requests which lead to student satisfaction.
STUDENT SUCCESS CENTER

Student Success Mid-Semester Check-in: The Veteran Services Office (VSO) called all student veterans using Federal benefits to check-in and on how their semester was progressing. Over 300 total calls were made, including following up attempts. From these calls, the VSO was able to direct student veterans to various academic and personal resources to help them be successful. The outreach also continues to build strong relationships and trust between the student veterans and Moraine Valley and increase the likelihood of student veterans being retained.

<table>
<thead>
<tr>
<th>Academic Year 2012-2013</th>
<th>Academic Year 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Veterans Added During Academic Year</td>
<td>82</td>
</tr>
<tr>
<td>Total Student Veterans During Academic Year</td>
<td>230</td>
</tr>
<tr>
<td>227</td>
<td></td>
</tr>
<tr>
<td>Total # of Students Veterans Not Retained</td>
<td>(85)</td>
</tr>
<tr>
<td>Year to Year Retention Rate</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>New Student Veterans</td>
<td>65</td>
</tr>
<tr>
<td>Total Students Veterans</td>
<td>224</td>
</tr>
<tr>
<td>Total # of Students Veterans Not Retained</td>
<td>(53)</td>
</tr>
<tr>
<td>Semester by Semester Retention Rate</td>
<td>76%</td>
</tr>
</tbody>
</table>

Financial Literacy Pilot (Proactive): During summer 2014, Financial Literacy piloted proactive programming to inform students of the policies, procedures and expectations of receiving aid. Out of the 476 first-time financial aid recipients who had completed all financial aid documentation by June 2014 which were invited, 134 participated. Data shows that 72% of participants were able to maintain satisfactory academic progress and 90.4% maintained enrollment from fall 2014-Spring 2015.

Financial Literacy Pilot (Reactive): Between September and October 2014 reactive workshops were held for students who were placed on NC1 during spring 2014. 536 students were invited to attend a voluntary workshop and 31 attended. Data was reviewed for the entire population and of the attendees; only 29% were able to maintain warning status, while 55% progressed to NC2 and lost their financial aid indefinitely. Conversely, for the students who did not attend, only 9% were able to maintain warning status while 27% progressed to losing their financial aid eligibility. The discrepancy in numbers comes from roughly 341 students who did not enroll the
following semester due to a multitude of circumstances. Further programing is being developed to aid this student population as they continue with their academic endeavors.

**Financial Literacy Mandatory (Reactive):** Due to the fall 2014 findings, mandatory workshops were held for all fall 2014 NC1 students during spring 2015. Correspondence with 1177 students detailing this requirement began in January 2015. As of May 20, 2015, 289 students have met their requirement.

**Collegiate: Promise Meets Potential Peer Mentor Program:** As an initiative of the Student Success Center in an effort to provide on campus resources to students through peer connectivity, the **Collegiate Promise Meets Potential Peer Mentoring Program** began to take form during fall 2014. This innovative program was awarded International Certification through the College Reading and Learning Association (CRLA). To date, five mentors completed the 10-hour training component and have represented the program and the college in a variety of fashions such as Open House, 1:1 mentoring opportunities and Spring Fest. Additional opportunities are being solidified to keep the mentors engaged and fulfilling the mission of the program.

**Collegiate: Promise Meets Potential Bridging the GAP:** To offer programming which extended early awareness to our district students, both matriculation and not, college navigation and early campus integration programming was facilitated for participating high school seniors. The first phase of the program involved the facilitation of a series of weekly workshops which included Compass Prep, Career Exploration and College Readiness to a group of high school seniors at the main and Blue Island campuses. We had 16 students express interest and 10 participate in fall programming.

**Dual Credit:** The 2014-2015 Dual Credit Program supported 27 area high schools with 1,834 (unduplicated) high school students participating in an opportunity to take college courses for credit at both the college and high school levels. The classes are taught by high school instructors qualified to teach college-level courses. Classes are held at the students’ high school during the regular school day.

**Dual Enrollment:** The 2014-2015 Dual Enrollment Program supported 104 high school students the opportunity to earn college credit by enrolling in a MTH-151, 152 or 210 and the HSC-150 Basic Nursing Assistant Training course. 84 high students enrolled in either MTH-151, 152 or 210 and 20 student enrolled in the HSC-150. There was a 14% increase in the HSC-150-Basic Nursing Assistant Training course. Dual Enrollment involves students enrolling in on-campus courses at Moraine Valley while still in high school and requires high school authorization.
**Dual Enrollment:** The Dual Enrollment Program involves students enrolling in on-campus courses at Moraine Valley while still in high school and requires high school authorization. During the 2014-2015 academic year, 103 high school students took the opportunity to earn college credit by enrolling in a MTH-151, 152 or 210 and the HSC-150 Basic Nursing Assistant Training course. For the 2014-15 academic year 83 high students enrolled in either MTH-151, 152 or 210, and 20 students enrolled in the HSC-150, totaling an increase of 28 students from the prior academic year. The Dual Enrollment program experienced an increase of student enrollment by 37% within the Math and BNAT Dual Enrollment courses.

<table>
<thead>
<tr>
<th>Dual Enrollment Courses</th>
<th>13’-14’</th>
<th>14’-15’</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-151</td>
<td>9</td>
<td>16</td>
<td>77%</td>
</tr>
<tr>
<td>Math-152</td>
<td>29</td>
<td>39</td>
<td>34%</td>
</tr>
<tr>
<td>Math-210</td>
<td>19</td>
<td>28</td>
<td>47%</td>
</tr>
<tr>
<td>HSC-150</td>
<td>18</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>103</td>
<td>37%</td>
</tr>
</tbody>
</table>

**Dual Credit High School to College Transition Sessions:** During the 2015 spring semester, the dual credit program has implemented a high school to college transition session for all participating 10 in-district dual credit high schools and received transition letters to all dual credit high school seniors. The sessions provide the dual credit high school students with information on how their dual credit courses transfer to Moraine Valley or to a four-year institution, information on financial aid, pre-orientation information and a point of contact at Moraine Valley.

**TESTING SERVICES**

**Testing Services:** Testing Services offers a facility in which new incoming students experience their first assessment experience at the college. The Compass placement test is the primary component for ensuring that new students are successful in their courses. It allows the college to accurately determine what classes students are academically prepared to take. In addition, Testing Services supports current students taking traditional and alternative modes of academic instruction by providing a center for administration and monitoring of course exams and specialized certification testing. Lastly, Testing Services supports our community members by offering a facility in which those who take online courses at the university level may take their course exams in a proctored environment and/or have the opportunity to pursue specialized certifications for career field.

**Compass Testing:** Students take the Compass test at the Moraine Valley Testing Lab throughout the year. Students may take a combination or all of the following tests: Reading, English and Math. Students whose second language is English may take all or combination of the following tests: ESL Listening, Reading, and Grammar, ESL e-write and/or Math. Group testing for international students and area high school students was also offered this year. Testing Services administered a total of 12,777 Reading, English, Math, and ESL placement tests to 4,800 students during the 2015 academic year.
### Compass Tests

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Reading</th>
<th>English</th>
<th>Math</th>
<th>Compass e-Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>1,923.5</td>
<td>1,918.5</td>
<td>2,613</td>
<td>91</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>1,201.5</td>
<td>1,164.5</td>
<td>1,503</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>3,125</td>
<td>3,083</td>
<td>4,116</td>
<td>119</td>
</tr>
</tbody>
</table>

### ESL Compass Tests

<table>
<thead>
<tr>
<th>Test Type</th>
<th>ESL Listening</th>
<th>ESL Reading</th>
<th>ESL Grammar</th>
<th>ESL e-write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>207.5</td>
<td>213</td>
<td>212</td>
<td>847</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>122.5</td>
<td>123</td>
<td>126</td>
<td>483</td>
</tr>
<tr>
<td>Total</td>
<td>330</td>
<td>336</td>
<td>338</td>
<td>1330</td>
</tr>
</tbody>
</table>

**Group Compass Testing:** Group Compass testing for MVCC international students as well as our area high schools was facilitated by Testing Services. Testing Services collaborated with International Student Affairs and administered the Compass test during the fall and the spring semester to 138 International students.

Testing services also collaborated with the Admissions Office, Multicultural Student Affairs and Disability Services to work with area high school counselors from Stagg, Evergreen Park, Argo and Oak Lawn High Schools to bring their students to the MVCC Compass Lab for testing this year. There were 115 students who participated in the group testing with their high school.

<table>
<thead>
<tr>
<th></th>
<th>International Students</th>
<th>High School Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>73</td>
<td>39</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>65</td>
<td>76</td>
</tr>
</tbody>
</table>

**Instructor Online, Hybrid and Make-up Exams:** The Testing Services department supports current students by providing online, non-traditional instructional course, and make-up testing for students. This year 18,951 course exams were administered to students in the Testing Center. In addition, 100 community residents, enrolled at four year universities and colleges, in need of a Testing Center near their home to proctor their distance exam were supported through the Testing Services department. Community/university testing yielded $2,244 in revenue for the college this academic year.

This year Testing Services revised and updated the Testing Center Guidelines for faculty, testing center staff and students. Students, faculty and testing staff agreed to new rules to ensure that testing is efficient and integrity is not compromised. This has offered a more seamless system in regards to how tests are delivered and administered in the testing center and ensured that the rules are broadly understood and enforced.
Certification and Other Specialized Testing: Encouraging student success is also achieved by working with academic departments to assist students with pursuing specialized certifications. Students who are certified in their particular field can increase their potential for job opportunities as well as increases in salary. Testing Services offers MVCC students and members of the community with the convenience of taking their certification exams at Moraine Valley.

MOS, IC3 and QuickBooks Certification Exams: The Testing Center supported students in the IMS, Information Management Systems Program, by administering and proctoring exams for students who were in need of Microsoft Office Systems Certifications (MOS tests), IC3 and QuickBooks certifications. Ninety certification exams were administered for these tests this year.

Certified Nursing Assistant (CNA) Certification Exams: The Certified Nursing Assistant (CNA) State Certification exam is conducted every month by this department. This office administered 619 CNA exams for current students in the CNA program as well as community members pursuing certification. In addition, the state pays a proctoring fee to the college which generated $6,190 in revenue for the college this year.

Academic Testing for Career Programs: Testing Services supports MVCC Nursing Program students and faculty by facilitating and administering the Test of Essential Academic Skills (TEAS), for the students who are applying to the Nursing program. This academic year 318 TEAS tests were administered to students applying for this program.
The Emergency Management Services (EMS) program is another academic program in which the Testing Center supports students by providing a venue for students to take their mandatory module assessments. Approximately 26 to 33 students were in attendance for each of the 11 tests that were administered in the Testing Center. This career program is a full year cohort in which the class begins in August and ends in May with their final exam. EMS students came to the Testing Center to take their exams at least once a month.

In support of our Addictions Studies program students, Testing Services renewed the Certified Alcohol and Drug Abuse Counselor (CADC) Certification testing. This academic year seven students were administered the exam in the Testing Center during the spring semester.

**GED Testing:** This spring semester the Testing Center was approved as a Pearson VUE GED testing site and authorized to administer the GED test. As an approved site, Testing Services will provide support for MVCC GED students and community members pursuing this credential within a secure proctored environment conveniently close to their home and school.

**SOUTHWEST EDUCATION CENTER**

**Andrew High School Office Hours**
The SWEC has established office hours at Andrew High School in Tinley Park. The purpose of the office hours is to expose students to MVCC and SWEC providing students with information on the student services offered at both the Southwest Education Center and main campus, and assist students with the enrollment process (admissions form, Compass information, and financial aid info).
The office hours are scheduled every Wednesday from 11 a.m.-1:30 p.m. The SWEC student development staff set up a table in the cafeteria displaying MVCC materials and responding to students’ questions about enrolling at MVCC.

**Impact of School Office Hours**
Office hours at Andrew High School was a new approach to connecting with high school juniors and seniors in our district high schools. It is also cost-effective advertising and recruitment method for MVCC and SWEC.

**Return of Investment**
25 students from Andrew High School received information about starting at MVCC or SWEC. Several students went to SWEC for exemptions based on ACT scores. Some took the Compass tests.

**TRIO EDUCATIONAL TALENT SEARCH (ETS)**
Educational Talent Search is a TRIO program which is grant funded through the Department of Education – it’s one of the 3 TRIO programs currently at Moraine Valley. The goal of all TRIO programs is to increase the number of students from disadvantaged backgrounds who attend college. TRIO Talent Search focuses on college preparedness and provides services to low-income and first-generation middle and high school students (6th -12th grade) in Moraine Valley’s southeast sector. TRIO Talent Search is currently funded to serve 518 participants at 7 target schools – five middle schools (Nathan Hale in Crestwood, Kerr in Blue Island, Veterans Memorial in Blue Island, Calumet in Calumet Park, and Kellar in Robins), and two high schools (Eisenhower in Blue Island and Richards High School in Oak Lawn). Two-thirds of TRIO-Talent Search participants must be low-income and first-generation students. Participants must
also be U.S. citizens or permanent resident, demonstrate academic potential, and a need for TRIO services.

Talent Search’s efforts are coordinated with the target schools’ teachers, counselors, administrators, parents, as well as college admission personnel, and various Moraine Valley departments. TRIO Talent Search meets with students individually and in groups for workshops and services; most Talent Search weekly Services are offered on site at the target schools. TRIO Talent Search also plans trips for its participants to provide exposure to college campuses, educational opportunities, and cultural enrichment.

In terms of numerical accomplishment, below are results of the Talent Search’s project reported to the Department of Education on the 2013-14 Annual Performance Report:

- 92% of participants served were retained for the next academic year.
- 85% of seniors served during the project year graduated with a regular
- 50% of Talent Search graduates enrolled in an institution of higher

Moraine Valley has had the Talent Search program for 11 years and the current grant is in the fourth year of a 5-year grant cycle; the grant will be up for renewal in 2016 and at that time Moraine will need to enter the grant competition to continue its Talent Search grant. The total amount funded was $1,137,971 for 5 years

The following Talent Search activities addressed student barriers to higher education and provided information intended to ease student navigation of college admission and financial aid processes.

**College exposure for middle school students** – Talent Search participated in 3 events to expose middle school students to Moraine Valley’s campus; two events (*Fall Fest & Spring Fest*) with Student Life and the *Taste of Moraine* in conjunction with Multicultural Student Affairs. During Fall Fest, middle school students also received a campus tour and tour of the science building provided by Professor Chen of the Biology Department.

**ACT Preparation Class** – Talent Search students attended 6 weeks ACT preparation class beginning in in October 2014 at the Blue Island Center. This was the best attended ACT course in the past 5 years and we averaged 24 students per session. The course included reviews of the various ACT test areas: math, science, English, and reading, along with ACT test taking tips.

**Visits to College Campuses for high school students** – Talent Search students visited several college campuses where they were received campus tours, admissions information, and an explanation of opportunities at the various institutions.

**The 2014-15 college visits were:**

<table>
<thead>
<tr>
<th>Date</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 13, 2014</td>
<td>University of Illinois, Urbana campus</td>
</tr>
<tr>
<td>Nov 15, 2014</td>
<td>Grand Valley State University, Allendale, MI</td>
</tr>
<tr>
<td>March 24, 2015</td>
<td>Governors State University, University Park, IL</td>
</tr>
<tr>
<td>March 25, 2015</td>
<td>Purdue Calumet University, Hammond, IN</td>
</tr>
<tr>
<td>April 3, 2015</td>
<td>Southern Illinois University, Carbondale, IL</td>
</tr>
<tr>
<td>April 11, 2015</td>
<td>Central State University, Wilberforce, OH</td>
</tr>
</tbody>
</table>
**Scholarship and Financial Aid Awareness Workshop** – On Nov. 19, 2014, in conjunction with the ISAC (Illinois Student Assistance Commission), Talent Search students and parents received a workshop on financial aid, the FAFSA and financial preparation for college.

**Talent Search Summer Camp** will address career preparation, personal development and college opportunities. Students will receive a career options workshop, presentations on science and nursing careers, a tour of Moraine Valley’s campus and presentations on types of colleges, financial aid basics. The camp is intended for 8th grade graduates and 9th, 10th & 11th graders (June 8-12, 2015).

**TRIO STUDENT SUPPORT SERVICES**

TRIO Student Support Services introduced mandatory orientations for participants and mandatory participation in two or more TRIO Student Support Services events per semester. This reduced the amount of man hours calling students to get updates and made the students more accountable which promoted student retention as well as student empowerment. Students are continually engaged and updates were given regularly by students. More than 50% of students were retained in May of 2015.

- Etiquette Lunch provided the students received hands-on experience into the proper dining table etiquette. The students enjoyed the dinner and learned the importance of table etiquette. There were 15 students that took advantage of this opportunity.

- First Generation Club information sessions began to increase awareness of the club. Students are gaining interest in the club. The First Generation Club was chartered with 5 student. Over 60 students inquired about the new club.

- Leadership Skills Workshop was facilitated by Dr. Pinkey Stewart, which introduced the students to the components to increase their effective leadership skills. The students enjoyed the candid feedback and welcomed the information from Dr. Stewart. We had 10 students take advantage of this opportunity.

- MSA Recognition Reception for the 2015 graduates. The Student Support Services graduates were very appreciative of the recognition. There were 10 graduates who attended this event. In addition a Graduation Dinner was help in honor of the 15 Student Support Services graduates in June. There were 10 graduates attending this event as well.

- Goal Setting Workshop provided students an opportunity to enrich their minds. The students enjoyed the interaction with the presenter. We had 10 students attend this workshop.

- Hot Chocolate with Case Managers provided the students one-on-one time with the case managers and an informal outlet for students to talk. The students enjoyed the time to chat with the case managers. More than 30 students utilize this new initiative during January 2015 and March 2015.
• Life Skills Workshop was completed to increase student awareness of personal issues that affect their academic progress. The students welcomed the information given. We had 10 students attend this workshop.

• Seven university visits were completed. The students experienced interactions with current students and the college campus life. The students received admissions, transfer program requirements, scholarships and financial aid information. Students visited Northern Illinois University, Northeastern Illinois University, Purdue Calumet, DePaul, University of Illinois at Champaign-Urbana, Illinois Institute of Technology, and Illinois State University. There were at least 10 students in attendance at each college visit.

• JRC Internship Workshop was completed which introduced the students to business attire and the operations of a job fair. The students enjoyed volunteering for the fair. There were 8 Student Support Services students to take advantage of this workshop.

• FASFA Workshop was completed to provide students with assistance for FASFA completion. We had 10 students to take advantage of this workshop.

• National TRIO Day workshops provided students with the history of TRIO and celebrated TRIO accomplishments. The students were introduced to the importance of networking. Students also were provided leadership and community service opportunities. Students really enjoyed networking with other TRIO programs. The students enjoyed the climate of a four-year institution and are ready to visit more universities. There were 10 students to attend this event.

• ISAC Workshop provided student with an in-depth look at the financial aid process. TRIO students gained much needed financial aid information. We had 6 students that took advantage of this new initiative.

• Student Empowerment Educational Symposium served as a way to engage our students both through cultural and academic enrichment. As identified in our grant objective in the plan of operations section, the symposium will motivate our participants to make long-term academic plans and address educational barriers. This is also used as an identifying and selecting tool for new students. Students were pleased with the presentations. They really enjoyed the programing and want to see more events like this one. Students thought it was very informative. There were 12 students that participated in this event.

• The Chicago Marathon provided a volunteering opportunity for 5 TRIO students and two staff. This event introduced students to community service. Students earn some community service hours to place on their transfer applications.

• MAEOPPP Adult Student Leadership Conference provided the students with leadership workshops, networking opportunities and career exploration workshops. The students enjoyed the activities and embraced networking with other college students. Information
on transfer opportunities was gathered by students during the college fair. There were 5 students who attended this event.

- Chicago Sky Financial Literacy and Career night provided an educational experience where participants learned about financial literacy and financial management techniques. TRIO students gained much needed financial literacy information. There were 15 students that attended this event.

**TRIO UPWARD BOUND**

TRiO Upward Bound is a federally funded program that provides free services designed to improve academic, college/career and personal skills to prepare 65 eligible (first-generation/low-income) high school students to be successful in high school and be eligible for and successful in college. The program is currently in its third year of its second round of a five-year grant awarded to the college. 83% of our graduating seniors enroll in college (including 71% enrolled at MVCC). The following three services were offered throughout the 2014-2015 year:

Upward Bound successfully completed its annual performance report by over-achieving core objectives in the areas of retention and graduation at the secondary level and enrollment at the post-secondary level.

**Retention:** 100% of participants served during the 2013-2014 program year continued in secondary school and in the program for the current 2014-2015 academic year at the next grade level or graduated from secondary school. The required percentage is 95%.

**Graduation:** 100% of participants, who have an expected graduation date in 2015, will have completed a rigorous secondary school program of study and graduate with a regular secondary school diploma. The required percentage is 30%.

**Enrollment:** 83% of participants, who have an expected graduation date in 2015, have been accepted in a program of postsecondary education for the Fall 2015 term. The required percentage is 65%.

Total number of graduates: 24
No enrollment: 2
MVCC enrollment: 17 (71%)
University enrollment: 6
(SIUC, EIU, Loyola, University of Iowa, St. Xavier)

*One student received a full academic scholarship to Univ of Iowa for Mechanical Engineering.

**Financial Literacy Student and Parent Workshops**

Upward Bound offers a Financial Literacy Boot Camp Part 1 and 2, for parents and students who are in the 11th and 12th grade. Part 1 addresses the entire financial aid process for the 11th and 12th graders. Part 2 addresses the financial aid and FAFSA process for the 12th graders. This Boot Camp was successful in preparing the parents and students and resulted in 100% of the graduating class completing the initial FAFSA before March 1, 2015.
**College Preparation Student and Parent Workshops**
Upward Bound offers a College Prep Boot Camp for parents and students who are in the 12th grade. The purpose of the boot camp was to prepare students and parents for the college application process and the transition from high school to college. This Boot Camp was successful in preparing the parents and students and resulted in 95% of the graduating class completing the MVCC application and applications for other institutions.

**National College Fair and College Campus Visits**
In order to strengthen student engagement in the college community, Upward Bound exposes the students to the college environment by taking them to college fairs and campus visits. The college fairs provide the students an opportunity to talk with college representatives face to face. The campus visits provides the students an opportunity to hear directly from the college admissions office about requirements and allows them to physically see the campus environment.
MVCC Open House Redesign

MVCC Admissions provides families and potential students the opportunity to explore the campus through two open houses implemented in the fall and spring. Families have the opportunity to learn about MVCC through presentations from various departments, take tours of the campus and speak with representatives from various departments within Student Development.

This year, for the spring event, careful, intentional and strategic changes were made to the program to boost attendance, increase the amount of exposure to the campus for attendees and improve the return on investment (ROI) for all people involved in the program.

New look Open House

The spring open house was fresh in every aspect of the event. The event was moved from June to March. To allow high school students the opportunity to visit the campus while still in school. Also, moving the date allows the senior students, who have not decided on a college, the opportunity to see all of what MVCC has to offer. Next, the event was changed from two hours to three hours. The increase allowed for interactive event leading to a more “open house” look and feel.

Marketing was important for the success of the event. Due to the date change, Admissions was able to aggressively market the event to high school students. Event fliers were distributed to high school students. Matching posters were placed in the high schools, chambers of commerce, and other locations. The Admissions office was aggressive with press releases and social media messages to get the word out as well. High schools, parent groups and parent liaisons helped to advertise the program.

With a marketing plan in place, it was time to redesign the event. Admissions worked closely with Marketing to create a brand for the event. This was accomplished by designing consistent looking signs, videos and presentation that worked together to give participants a great experience. A program was designed to outline the events of the day as well as guide participants to apply and register for classes.

The event was drastically changed from previous events. The following table illustrates the changes and differences between spring 2015 event and past events.
<table>
<thead>
<tr>
<th>Past Events</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted in May/June.</td>
<td>Conducted in March.</td>
</tr>
<tr>
<td>Two hours (9:00-11:00am)</td>
<td>Three hours (9:00am-12:00pm)</td>
</tr>
</tbody>
</table>
| Format included the following:  
  1. Presentation from many departments for over an hour.  
  2. Tour of the campus.  
  3. Little time to speak with Student Development representatives. | Format included the following:  
  1. Two separate presentations from Admissions (less than 45 minutes).  
  2. Three different tour options including general tours and specific tours to Fire Science, Nursing and LAN.  
  3. Ample time to speak with Student Development representatives. |
| The event was very schedule oriented. | With an open house concept (and many options for presentations, tours and table visits) participants could come and go and still get what they needed within their own time schedule. |
| Visitors had to be there the whole event and arrive on time to get the full experience. | Tours were interactive and led participants to other areas around the campus they may not see on a general tour. |
| No further call to action after event. | The event program included the Admissions steps which prompts participants to take the next step after the open house and apply. |
| No participation from faculty or career programs. | There were over 12 career programs represented during the event for students to speak with. |

**Findings**

Below illustrates a comparison of past events with this semester’s event. The graph shows attendance history for the past five open house events.

![Open House Attendance](chart)

**Impact of the Open House**

Moving the program from June to March, increased the attendance of the event from past semesters. Specialized tours, making the event truly open to time constraints and developing a strong marketing campaign, also contributed to increased attendance.

By capturing information from the participants, Admissions has established a cohort of students to track and follow through the recruitment process. Tracking the persistence of these students will help measure the difference the changes to the program made.
By redesigning the presentation into a shorter, more recruitment focused conversation, participants had more opportunity to speak with Student Development representatives at their individual tables throughout the event. Participants also had the opportunity to explore career programs that were represented throughout the open house by visiting tables and participating in specialized tours.

_Return of Investment_
Making changes to the open house resulted in a good return on investment (ROI) on many levels. First, increase of potential students and their families. Many adults were inspired to look at coming back to school after speaking with the career programs. Parents were very impressed with the campus, support and overall experience of the event. Tracking the student cohort will give Admissions the true ROI.

Another return for the event included the buy in from other areas around the college. Career programs, specialized tours and the bookstore was a new endeavor for the program. After seeing the success of the open house, all of the areas expressed interest in continuing to support the program. Other areas (Automotive) expressed interest in having specialized tours and now other career programs want to be included. The open house is truly transforming into a collaborative event throughout the campus.

_On Campus Events and Tours_
The general campus visits give parents and students the opportunity to take a tour of the campus and learn more about MVCC. The campus tours are offered two to three times a month, usually on Monday or Tuesday nights. This gives working parents the opportunity to attend. During these tours, student ambassadors tour the attendees around the campus, visiting most of the buildings. The parents and students are also encouraged to ask questions.

Each year, many in-district schools complete LAN-101 and MDT-103 as Dual Credit students. As part of both classes, the students take a trip to MVCC to complete their class. For LAN-101 Ricky Moore teaches the students for a day, and for MDT-103 Chuck Bales teaches the students for a day. As part of this trip to MVCC, the Admissions Office gives a short presentation on the MVCC admissions process and tour the students around campus. Students who plan on continuing their education at MVCC learn the transition process.
Findings

Return of Investment
By having potential students and their families participate in campus tours, the Admissions staff has the opportunity to attract students to the school by helping students uncover all that MVCC has to offer. After analyzing the data for campus tours, the Admissions Office has determined that there is a greater need for campus tours. Tours availability has been increased from one night a week to three times each week. More times may be added as the numbers are assessed.

The dual credit high school MDT and LAN students tour the labs and receive an Admissions presentation and campus tour. These activities allow the Admissions Office to connect with students and help them make MVCC their first choice.

Adult Recruitment and Outreach
Career Paths and Coffee are one-hour information sessions for adults interested in starting or completing a degree/certificate program or taking classes to improve job skills. These sessions were held monthly at main campus, every other month at SWEC and ECBI, and throughout the year at district libraries. During these sessions attendees were provided with an overview of degree/certificate programs offered at the college as well as programs and resources to help adults achieve their education and career goals.

To assist adult students who are beginning or continuing their college experience at MVCC, Admissions coordinated an annual Adult College Success Fair. At this event, representatives from student development/support services as well as faculty and staff from various academic and career programs are available to answer attendees’ questions and introduce them to programs and resources at the college that can assist them in achieving their education and career goals.
Attendees also had the opportunity to hear success tips from current/former adult students, attend workshops, and receive assistance in applying for financial aid.

**GED Orientation**

In July, December and April, Admissions partnered with MVCC’s coordinator of GED/ABE Program and the Counseling and Career Development Center to provide incoming GED prep class students with an opportunity to learn more about the benefits of continuing their education at the college. During these orientation sessions, a brief overview was provided on the college enrollment steps, degree/certificate options, and student support services (counseling, advising, tutoring, financial aid, etc.).

Between July 2014 and May 2015, presentations were provided to a total of 234 GED Orientation attendees. As of May 2015, only 5 (2%) have enrolled in a college level credit or noncredit class/workshop.

**Findings**

- Between July 2014 and May 2015 a total of 89 adults attended Career Paths & Coffee. 28 of these attendees (31%) subsequently enrolled in a college credit or noncredit class/workshop.
- The 2014 Adult College Success Fair was held on August 2, 2014. The event was attended by a total of 110 prospective/current adult students. Following this event, 42 of the attendees (38%) enrolled in at least one college credit or noncredit class/workshop.
- Between July 2014 and May 2015, presentations were provided to a total of 234 GED Orientation attendees. As of May 2015, only 5 (2%) have enrolled in a college level credit or noncredit class/workshop.

**Return of Investment**

The results depict the fact that more attention needs to be placed on events. Each event continues to be evaluated in terms of frequency, participation and matriculation. Overall, these events yielded a 17% rate of participants taking a class. Evaluating the programs gives the Admissions office the ability to make adjustments that will increase the number of participants who matriculate from program participant to Moraine Valley student. At 17%, these programs are currently more successful that the yield we receive from private high schools. This shows that
there is a great opportunity to make some adjustments to the programs and convert more participants to students.

**ADVISING**
An Associate in General Studies degree was created and approved by the Curriculum committee. The addition of the degree can significantly increase graduation rates and enrollment. This degree targets a population with non-traditional educational goals. Examples include:

- Students who need an associate’s degree to maintain employment or advance within a company where no specific program of study is required.
- Students who never completed a college degree due to lack of interest in traditional coursework.
- Students who wish to take a variety of coursework to fit their individual needs while still completing their associate’s degree. Student seeking personal enrichment.
- Older, returning students who never completed a college degree and want a degree more for a sense of personal accomplishment rather than career or transfer goals.
- Veteran students who may have too many elective credits unrelated to their major under the A.A./A.S. degree. This increased flexibility would reflect well on Moraine Valley’s commitment to supporting veteran students.
- Students transferring to four-year institutions that require an atypical general education core such as University of Illinois at Chicago which only requires 24 hours of general education. According to the transfer statistics from fall 2012, 7.5% of Moraine Valley’s transfer students transfer to UIC, and may not be completing the A.A. or A.S. due to UIC’s atypical general education requirements.

The Associate in General Studies degree can generate a significant boost to graduation rates for the college. It can also contribute to the number of overall degrees awarded if students apply for

<table>
<thead>
<tr>
<th>Award Type</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>1-Yr Difference</th>
<th>5-Yr Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (AA)</td>
<td>401</td>
<td>458</td>
<td>509</td>
<td>592</td>
<td>564</td>
<td>-28</td>
<td>-4.7%</td>
</tr>
<tr>
<td>% of Total</td>
<td>27.3%</td>
<td>29.8%</td>
<td>27.3%</td>
<td>28.9%</td>
<td>28.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Applied Science (AAS)</td>
<td>528</td>
<td>532</td>
<td>611</td>
<td>692</td>
<td>661</td>
<td>-31</td>
<td>-4.5%</td>
</tr>
<tr>
<td>% of Total</td>
<td>35.9%</td>
<td>34.6%</td>
<td>32.8%</td>
<td>33.8%</td>
<td>33.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Associate Degrees (AGS)</td>
<td>135</td>
<td>130</td>
<td>253</td>
<td>220</td>
<td>159</td>
<td>-61</td>
<td>-27.7%</td>
</tr>
<tr>
<td>% of Total</td>
<td>9.2%</td>
<td>8.5%</td>
<td>13.6%</td>
<td>10.8%</td>
<td>8.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science (AS)</td>
<td>51</td>
<td>45</td>
<td>58</td>
<td>79</td>
<td>115</td>
<td>36</td>
<td>45.6%</td>
</tr>
<tr>
<td>% of Total</td>
<td>3.5%</td>
<td>2.9%</td>
<td>3.1%</td>
<td>3.9%</td>
<td>5.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Certificate of 30 Hours or More (CAC)</td>
<td>220</td>
<td>238</td>
<td>284</td>
<td>294</td>
<td>250</td>
<td>-44</td>
<td>-15.0%</td>
</tr>
<tr>
<td>% of Total</td>
<td>15.0%</td>
<td>15.5%</td>
<td>15.2%</td>
<td>14.4%</td>
<td>12.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Certificate of Less Than 30 Hours (CCO)</td>
<td>135</td>
<td>135</td>
<td>148</td>
<td>168</td>
<td>217</td>
<td>49</td>
<td>29.2%</td>
</tr>
<tr>
<td>% of Total</td>
<td>9.2%</td>
<td>8.8%</td>
<td>7.9%</td>
<td>8.2%</td>
<td>11.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Degrees</td>
<td>1,115</td>
<td>1,165</td>
<td>1,431</td>
<td>1,583</td>
<td>1,499</td>
<td>-84</td>
<td>-5.3%</td>
</tr>
</tbody>
</table>

*Table 1 Statistical Data: Joliet Junior College (Source: JJC Fact Book)*

<table>
<thead>
<tr>
<th>Certificates Awarded</th>
<th>1,470</th>
<th>1,538</th>
<th>1,863</th>
<th>2,045</th>
<th>1,966</th>
<th>-79</th>
<th>-3.9%</th>
<th>496</th>
<th>33.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completers/Graduates (Unduplicated)</td>
<td>1,338</td>
<td>1,382</td>
<td>1,645</td>
<td>1,752</td>
<td>1,673</td>
<td>-79</td>
<td>-4.5%</td>
<td>335</td>
<td>25.0%</td>
</tr>
</tbody>
</table>
this degree alongside other degrees and certificates. There are 13 other community colleges that currently offer an Associate in General Studies degree. The following two charts present statistical data to demonstrate the impact of the A.G.S. degree on College of DuPage’s graduation rates.

### Table 2 Statistical Data: College of DuPage (Source: College of DuPage Fact Book)

<table>
<thead>
<tr>
<th>Degree</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in General Studies (A.G.S.)</td>
<td>155</td>
<td>146</td>
<td>163</td>
<td>162</td>
<td>164</td>
</tr>
<tr>
<td>Associate in Science (A.S.)</td>
<td>141</td>
<td>128</td>
<td>128</td>
<td>172</td>
<td>227</td>
</tr>
<tr>
<td>Total</td>
<td>1,684</td>
<td>1,703</td>
<td>1,744</td>
<td>1,859</td>
<td>1,930</td>
</tr>
<tr>
<td>Occupational Graduates (A.A.S. &amp; Certificate)</td>
<td>1,925</td>
<td>1,521</td>
<td>1,763</td>
<td>1,815</td>
<td>2,421</td>
</tr>
</tbody>
</table>

### Table 3 Statistical Data: College of DuPage (Source: College of DuPage Fact Book)

### Table 18. Types of Degrees Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (A.A.)</td>
<td>715</td>
<td>750</td>
<td>726</td>
<td>752</td>
<td>756</td>
</tr>
<tr>
<td>Associate in Applied Science (A.A.S.)</td>
<td>753</td>
<td>663</td>
<td>711</td>
<td>743</td>
<td>757</td>
</tr>
<tr>
<td>Associate in Engineering Science (A.E.S.)</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Associate of Arts in Teaching (A.A.T.)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Fine Arts - Art (A.F.A.-A.)</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Associate in Fine Arts - Music (A.F.A.-M.)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

### Table 4 Statistical Data: College of DuPage (Source: College of DuPage Fact Book)

<table>
<thead>
<tr>
<th>% of total degrees that were Associate in General Studies</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.1</td>
<td>8.6</td>
<td>9.3</td>
<td>8.7</td>
<td>8.5</td>
</tr>
</tbody>
</table>
ARTICULATION AND TRANSFER INFORMATION

In support of developing new college and university transfer partnerships, a number of new agreements were completed and signed. These accomplishments help to improve access and opportunity for Moraine Valley students seeking transfer to four-year institutions.

- In fall 2014, Moraine Valley signed articulation agreements with four universities.
  - In August 2014 agreements for an RN to BSN degree completion program and for Allied Health programs into the B.S. in Health Care Leadership with the University of St. Francis was signed.
  - In September 2014, the RN-BSN agreement with Rush University was signed.
  - In October 2014, an agreement with American Sentinel University was signed for our AAS Geographic Information Systems to a B.S. in Geographic Information Systems.
  - In November 2014, the RN-BSN agreement with the University of Illinois at Chicago was signed.

- In spring 2015, Moraine Valley signed articulation agreements with two universities.
  - In January 2015, an RN-BSN agreement was signed with Olivet-Nazarene University.
  - In June 2015, a new articulation agreement with Lincoln College was signed to provide automatic admission for MVCC students into the Bachelor of Arts in Theatre program. Students may complete up to 75 credit hours at MVCC before transferring.

- The following articulation agreement renewals occurred during this year. The Dual Admission Partnership (DAPP) with DePaul University was renewed in November 2014 and the renewal of our Recreation and Sport Management A.A.S., Recreation Therapy A.A.S., and Fitness Trainer Certificate to the B.S. in Recreation Management agreement with Chicago State University was completed in May 2015.

- Several agreements are currently in development or review for programs in Criminal Justice, Psychology/Counseling, Business, and Addictions Studies.
ATHLETICS

Alcohol Awareness E-Calc Program - This initiative was a collaborative effort with the counseling department where the student-athletes attended sessions and completed online coursework to become more in tune with alcohol’s effects and facts surrounding alcohol education. Ninety-three freshman student-athletes completed this modality last year. It is very important to educate new college students to the facts and dangers of alcohol. Athletics need to help keep alcohol related incidents to a minimum on our campus as it is a very important step in making our campus environment friendly, and allows our students the best chance to succeed.

New Mandatory Study Hall - This was our first year of mandatory study hall for all new freshman and sophomore athletes’ who’s GPA was below 2.5. The department was well over our capacity as this is a testament that the athletes utilized the services offered. In fall 2014, the department required 115 athletes to attend a minimum of 3 hours per week. As a result, the number of participants decreased to 45 due to the rise of increased GPAs.

BLUE ISLAND EDUCATION CENTER

The annual Blue Island Education Center Open House this year was coordinated by the Blue Island Education Center Student Development Office and Academic Outreach colleagues. This academic year, over 50 prospective students and their families attended the event to view the center and to learn about classes offered and services available.

The Blue Island Education Center Student Development Office also took part in key community functions to promote MVCC programs to the community like for example; the Blue Island Veterans parade, Blue Island Christmas Lights parade, and Run for Your Life 5K event at Blue Island.

The Student Development Office of BIEC and MSA coordinated and event called St. Donato’s College Fair and the purpose of the event was to promote the MVCC programs to the Latino community.

In an effort to increase awareness of the center and its surrounding sector community outreach to area libraries, village halls, recreational facilities and park districts was conducted and included ensuring that marketing materials such as class schedules, neighborhood mailers, etc., were up to date, stocked and accessible to residents.

The Student Development Office coordinated with Academic Outreach staff to utilize electronic media such as Facebook and student emails to increase student awareness regarding registration dates/information, financial aid deadlines, available student services and upcoming events happening at the center.

The Blue Island Education center Student Development office assisted the admissions office by conducting the Career Path and Coffee Adult Information Sessions in October 2013 and March 2014 at the center.

Working in cooperation with Adult Basic Education and Admissions the Student Development office led the admissions presentation for the GED classes at the Blue island Education center in fall 2013 and spring 2014.
The CDS staff continue to collaborate with in-district high schools at an annual Transition Day Meeting that is hosted in the fall. During fall 2014, there were 46 special education coordinators, counselors, and administrators in attendance. The purpose of this event is to share information pertaining to updates and changes within the college and programs. The agenda for the day is generated from the feedback that is provided on a survey that is given to each participant. The 2014 presenters were as follows: Financial Aid, Career Programs, Student Success, Dual Credit, Health, Fitness & Recreation Center, and Learning Enrichment and College Readiness. The CDS staff provides an overview of services and accommodations and is informative about departmental changes.

The CDS will revive a modified Check-In for Success program for fall 2015. The goal of the program is to assist students with disabilities with their transition from high school to college. Students will meet weekly for approximately 15-30 minutes with an assigned CDS staff member to work on goals to support their learning and success (for example: choosing a career, test and exam support, test anxiety, and homework completeness).

CDS staff will track time spent with each student and time following-up with faculty to learn about academic concerns or ask questions to help support the student. The goals and progress for each student will be tracked. The students’ engagement and progress in achieving their goals will be tracked by monitoring their participation at every visit. At the end of the semester, each student that participated will be administered a satisfaction survey. The goal is that participation in the program will result in increased student engagement, resulting in increased student retention.

The Children’s Learning Center staff is involved in the Excele-Rate Illinois and Credentials program. Excele-Rate Illinois is a statewide quality and improvement system designed to engage early childhood education programs in continuous quality improvements. It sets standards and provides a framework that illustrates what a high quality educational environment for infants, toddlers, and preschoolers should encompass. As programs provide documented evidence of improvement in teacher qualification/training and curriculum/program development, they are awarded higher levels of achievement or CIRCLES OF QUALITY. Currently, the Children’s Learning Center has achieved the LICENSED CIRCLE OF QUALITY, which indicates the center has met and/or exceeded all licensing standards. In fall of 2014, the center’s DCFS license was renewed following the successful completion of the state’s relicensing visit.

The Children’s Learning Center provided a tour of the center for the staff of Morton College and answered questions regarding their plans to remodel or expand their child care facility. The CLC staff participated in the Stewards of Children program offered through the Advocate Health Care system that focused on becoming first responders in identifying and intervening in child sexual abuse situations. CLC participated in the MACS/MVCC High School Tour of the campus and departments. Approximately 80 students toured CLC and were provided with information regarding the center as well as pursuing college coursework in early childhood education. CLC participated in the Baby Expo held at Moraine and sponsored by Family Time magazine. The expo was attended by more than 500 people and the center passed out toys and information regarding enrollment at the center. The center continues to partner with local child care facilities via the Director’s Network meetings and Center staff hold leadership positions on the South
Suburban Association for the Education of Young Children board. The center is involved in PROTECT, statewide effort lead by the Illinois Chapter of the American Academy of Pediatrics, to collaborate with agencies that deal with children 0-8 years old and their families in creating systems to address the impact of exposure to trauma in the community. A CLC staff member serves as a Professional Development Advisor for the Gateway to Opportunity program, assisting and mentoring individuals seeking to achieve their goal of becoming a DCFS qualified teacher.

CODE OF CONDUCT AND STUDENT LIFE

The Code of Conduct and Student Life Office helped the college develop programs and services to anticipate and meet current and future student, community and business needs in the following ways:

1. Maintain high standards and high quality programs and services (PD.1):
   1.1. The Forensics Team brought home the Silver Medal at the Phi Rho Pi National Speech and Debate Tournament. Six Moraine Valley students and one faculty member took home a total of ten individual awards including one Gold Medal, three Silver Medals, four Bronze Medals, the Distinguished Service Award, and the Student Fellowship Award voted on by students for the one student who best embodies the qualities of Speech and Debate.
   1.2. The Glacier student newspaper received second place for front page design and second place for website in addition to four individual awards including two second place and two honorable mention awards at the Illinois Community College Journalism Association’s Award Banquet. Additionally, the Glacier placed ninth in Best of Show for two-year student newspapers at the National College Media Convention.
   1.3. Moraine Valley’s Alpha Iota Lambda chapter of the Phi Theta Kappa Honor Society received the Four Star Chapter Level recognition at the Illinois Regional convention. In addition, two students were nominated for the Phi Theta Kappa All-Academic Team.
   1.4. Student Life held the 40th Annual Student Life Award Banquet celebrating students, advisors, and clubs for all of their great work throughout the year. The following awards were presented: Cyclone Pride Award, Advocacy Leadership Award, Outstanding New Advisor, Distinguished Officer, Outstanding New Club, Outstanding Club Member, Best Recurring Event, Best Collaboration, Dr. Crawley Student Leader of the Year, Award of Excellence, Club of the Year, Advisor of the Year, Special Recognition Award.

2. Develop programs and services that address skills gaps (PD.7):
   2.1. The Arab Student Union sponsored a How to Market Yourself event to promote resume and interviewing tips/skills.

3. Impart principles of sustainability across all campus departments to effect sustainable, operational changes, which realize economic benefits; engage students, staff and faculty in learning and practice; and engage the broader community in practice for sustainable, economic and social justice development (PD.9):
   3.1. The Go Green! Club held a Zero Waste Challenge to show the impact of one day’s worth of trash/waste that individuals are responsible for; promoted tree advocacy by
tagging the campus’ trees with notes about the benefits of trees; and sponsored an Earth Week Mini Movie Celebration to educate our campus on how to be more sustainable and encourage each other to engage in specific lifestyle changes to live greener.

4. **Strengthen partnerships with business, industry, pre-K-12, college/university, and other service providers (PD.3):**

   4.1. The *Glacier* student newspaper sponsored the South Suburban Publications Conference and the Illinois High School Association’s Journalism Sectionals for area high school journalists and yearbook staff.

   4.2. The Recreation Management/Therapy Club sponsored the Special Olympics on our campus.

**COUNSELING AND CAREER DEVELOPMENT CENTER (CCDC)**

The Counseling Center in collaboration with the Library Resource Center was awarded a 2014-15 Faculty and Staff Innovation Grant Award on the subject of bibliotherapy. Bibliotherapy is the use of selected reading material to assist individuals with personal concerns. The grant helped improve the library’s collection on books related to anxiety, depression, substance abuse, domestic violence, sexual assault and other issues our students face. It also supported the purchase of counseling-related professional development materials. The grant helped the Counseling Center meet best practice standards set by the International Association of Counseling Services (IACS), the Accreditation Association for University and College Counseling Centers. IACS recommends that all college counseling centers have library resources including books, professional journals and other materials. In addition, the grant funded bibliotherapy training for counselors and librarians provided by Dr. Dale-Elizabeth Pehrsson, renowned bibliotherapy expert from Central Michigan University.

The Counseling Center continues to offer three-week Career Assessment Seminars to members of the community through the college’s non-credit Continuing Education program. These seminars help community members learn more about themselves and discover a suitable program of study or career path. Also, Career Assessment Snapshot workshops, one-hour versions of the career seminar, were offered to prospective Moraine Valley students at the Adult College Success Fair. The fair provided community adults the opportunity to learn more about the degree and certificate programs the college offers and helped them prepare for enrollment by offering career planning assistance, placement exam preparation, degree audits and help completing financial aid applications.

The Counseling Center partnered with the TRIO Educational Talent Search staff to provide workshops on career planning and cultural identity in the program’s summer camp. Workshop participants took career assessments and discussed how cultural identity and challenging stereotypes impact student success. Counselors also participated in the annual Welcome Back/Student Orientation for the TRIO Student Support Services program. Counselors provided information about the department’s services and how the department can support students’ growth and development at the college.

In an effort to strengthen partnerships with other departments on campus, and to gain the knowledge base to develop innovative programs and services to meet students’ needs, counselors received professional development about federal financial aid and working with veterans. Professional development activities included the “FAFSA Made Easier” workshop sponsored by the Illinois Student Assistance Commission (ISAC) and the “Enhancing Clinical Competence to
Serve Veterans” conference sponsored by the Illinois Joining Forces Behavioral Health Working Group. The ISAC workshop included a line-by-line review of the Free Application for Federal Student Aid with emphasis on dependency questions, untaxed income and how to avoid common mistakes. The Veterans conference covered information regarding the emotional cycle of deployment, and how to work with students who suffer from PTSD, traumatic brain injury, and military sexual assault.

This year, the Counseling Center observed National Mental Illness Awareness Week from Oct. 6-10. Counselors organized a number of events to help the college community gain a better understanding of mental illness and how our students experience it. The Mental Illness Awareness Art Fair invited the campus community to view art and listen to written expressions about mental illness. The Art Fair and Readings reached 99 students. In addition, on Community Learning Day, 51 faculty and staff attended Kognito Training, which taught participants how to help students in distress. Kognito sessions were also offered to student leaders and to faculty and staff throughout the year through the Center for Teaching and Learning. Also, the Take a Stand Against Mental Illness Stigma event offered resources and activities to help the college community learn about de-stigmatizing mental illness. Over 50 students participated in the event. Finally, a documentary featuring two college students sharing their journey with depression and the recovery process was viewed by 80 students and faculty members. The documentary, “Defeating Depression,” served as an impetus for audience members to reflect and discuss their thoughts about those who suffer from depression.

FINANCIAL AID

Based on the 2014 Community College Survey of Student Engagement (CCSSE) Report, nearly 83% of students ranked financial aid advising as an important service to them at the college. Over 52% of students were using financial aid services and nearly 83% were satisfied with the service.

The college has been selected to participate in various grant programs through the federal/state government in order to provide student services and financial assistance for low income students. Some of these programs include the WIA Title 1A, Adult and WIA, Title IY Youth Programs from POET, the Adult Education and Literacy State Public Assistance grant from ICCB, and three TRIO grants from the Department of Education: Student Support Services, Educational Talent Search and Upward Bound.
INTERNATIONAL STUDENT AFFAIRS (ISA)

ISA continues to provide accessible high quality communication and responsive services to International Student Affairs initiated outreach to several universities to further advance transfer pathways for international students. Relationships for transfer were enhanced with Lewis University, DePaul University, and Trinity Christian College. Represented on the board of Study Illinois, Moraine Valley’s international students also provided the best attendance for the Study Illinois Transfer Fair on November 14, with 29 students attending the event at DePaul University. These collaborations will enable greater access, easier admission and transferability, and add to college credibility with parents and stakeholders. In May 2015, final meetings were held with DePaul to finalize the Dual Admission and Guaranteed Admission/Transfer Pathway for international students.

International Student Affairs is represented on the leadership board of the Study Illinois higher education consortium, which is supported by the U.S. Dept. of Commerce and State of Illinois Trade office.

Furthering relationships with key stakeholders, Moraine Valley ISA also participated in the State of Illinois education mission to China in October 2014, promoting the college with state trade office reps and 12 other universities for 10 days of activities and recruitment. China/Education USA/ Dept. of State.

International Student Affairs also excelled in attracting new partnerships with organizations from around the globe. Campus visitors from Brazil, China, India, Mexico, and Taiwan came to Moraine Valley’s campus with the purpose of establishing connections to grow enrollments as well as support other international linkages. This past year, we enjoyed the visits of several visitors with influential standing in education in their home countries including:

- **Sept. 23-25, 2014- Vietnam CenterPoint, Ho Chi Minh City** - the director and chief advisor visited the college to better serve students from Vietnam as part of a nationwide community college visit.
- **Sept. 27-29, GX Higher Education, Braganca Brazil** - An advisor visit to assist the office to promote MVCC.
- **Nov. 1-4 - Experimento Intercultural Head Office Sao Paulo Brazil** - Ms. Juliana Ambrizi, Higher Education Manager from the study abroad agency voted top agent in Latin America, with 35 offices around Brazil, visited Moraine Valley and was trained on USACCC schools.
- **Dec. 4 - Chinese Association of American Community Colleges Mr. DK Wu, Taipei Taiwan, Chief Strategist and Director, CAACC** - Mr. Wu visited Moraine Valley to partner with us as he advances this new organization to promote community college education in Taiwan, Hong Kong and China being established over the next year.
- **Jan. 6, 7, 2015 - The Liaoning Association for International Understanding, Shenyang, Liaoning China, general secretary, Ms. Song, along with the University of Illinois Chicago China Executive Program office director, Dr. Hong Chen, visited to advance the relationship from the visit in the previous academic year. Ms. Song represents the education sector of the state of Liaoning China, and a Memorandum of Understanding was generated to establish partnerships for training and education of Chinese students.
- **May 7, 2015 - Careerline, Ahmedabad India- Mr. Bhavin Thakar** - Representing a large study abroad company in western India, Mr. Thakar’s office has sent the college over 30
students. His visit helped him better prepare his staff and helped the college to
communicate pre-arrival and arrival issues as we seek to better serve this new population
of students.

- **May 20 - International Visitors – Universidad Español-Acapulco Mexico** - A group of 6
Mexican delegates from Universidad Español including school officials, teachers and
students, visited our campus. Dr. Sylvia Jenkins along with the ELT, Deans of different
sub-divisions and MVCC staff, welcomed the delegation from Universidad Español and
introduced them to our programs and services. They were given a campus overview,
learned about our mission and purpose and sign a Memorandum of Understanding
between the two institutions. Their visit was a success for both parties.

EducationUSA Training Institute: On April 27-30, Moraine Valley’s International Student
Affairs enhanced our local, national and international reputation as a leading community college
when we successfully were awarded participation in the Department of State EducationUSA
Advisors Training Institute, with a cohort of international officials from University of Illinois,
Illinois Institute of Technology, DePaul University, Columbia College and the University of
Chicago to lead and conduct the Spring 2015 training group. Professional staff, the assistant dean
and the vice president conducted sessions for these advisors from 22 countries, including
Austria, Brazil, Chile, India, Iraq, Kazakhstan, Kenya, Mexico, Mongolia, Niger, Pakistan,
Poland, Russia, Senegal, Slovenia, South Africa, Taiwan, and Venezuela who were hosted for a
week of learning experiences to enable improved advising at Education USA centers around the
world. Moraine Valley had the unique job to represent all community colleges and to train the
officers as well as representatives from the U.S. Department of State, the Institute for
International Education and Regional Education Coordinators. At Moraine Valley, the delegation
experienced a dynamic tour of campus with faculty and staff presenters, and a lunch where
advisors heard firsthand accounts from current international students appeared to be an
overwhelming success. International office, as well as the counseling, advising, transfer and
career programs were effectively presented. Feedback from the Department of State trainers and
staff was very positive, while advisors emphatically communicated their appreciation and their
new confidence in the community college system as a great option and expressed great
admiration for the engagement of the college leadership in international and diversity education.
During the spring 2014 semester, the MSA/ELL Center held 4 high school bridge program sessions with 4 area community high schools including: Sandburg, Reavis, Argo, Eisenhower and Oak Lawn High School. Of the 4 schools, two attended on-campus, and the ELL manager visited with Oak Lawn High school, and the ELL specialist presented at Sandburg. During these sessions, MSA/ELL Center reviewed the COMPASS placement testing, general education transfer assistance, scholarships and career program information.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total # of Students Tested</th>
<th># of students who took that COMPASS Test</th>
<th># of students who took that COMPASS ESL Test</th>
</tr>
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<tbody>
<tr>
<td>Spring 2014</td>
<td>38</td>
<td>6</td>
<td>32</td>
</tr>
</tbody>
</table>

Students that attended were from Stagg and Argo and these students were able to complete testing on the day of their visit and scheduled ELL orientations. 29 of the 35 students will be attending Moraine Valley in the fall. ELL staff present information to 84 students at Reavis High School and attended the Oak Lawn Spanish college night and presented to 25 students and parents.

SOUTHWEST EDUCATIONAL CENTER

The annual SWEC Open House this year was coordinated by the Southwest Education Center Student Development Office and Academic Outreach colleagues. This academic year over eighty prospective students and their families attended the event to view the center and to learn more regarding classes offered and services available.

In an effort to increase awareness of the center in the southwest sector community outreach to area libraries, village halls, recreational facilities and park districts was conducted and included ensuring that marketing materials such as class schedules and neighborhood mailers were up to date, stocked and accessible to residents.

Outreach to area school students included attending college and career fairs at both Andrew and Sandburg high schools in March and April 2014. In addition, this office coordinated an MVCC enrollment on-the-spot admissions day for Andrew High School seniors working in collaboration with the counselor from Andrew high school and our admissions office.

Working in collaboration with the Admissions Office and the Corporate, Community and Continuing Education Office the Southwest Student Development office participated in the Orland Park Expo at Carl Sandburg High School in the fall 2013. Moraine Valley college programs, classes and services were promoted. In addition, this office attended the September
and October Orland Chamber Park Chamber Meetings with the admissions office as another avenue to reach more community members and bring community awareness of the center.

The Student Development Office coordinated with Academic Outreach staff to utilize electronic media such as Facebook and student emails to increase student awareness regarding registration dates/information, financial aid deadlines, available student services and upcoming events happening at the center.

Southwest Student Development office assisted the admissions office by conducting the Career Path and Coffee Adult Information Sessions in October 2013 and March 2014 at the center.

In an effort to reach more prospective students and the community the Student Development Office coordinated with Academic Outreach and Marketing to run an advertisement for Spring 14’ registration in the online newspaper, the Tinley Park Patch.

Working in cooperation with Adult Basic Education and Admissions the Student Development office led the admissions presentation for the GED classes at the Southwest Education Center in fall 2013 and spring 2014.

**STUDENT SUCCESS CENTER**

**Transfer Fair:** The Veteran Services Office partnered with the Transfer Center to host an Adult Transfer Fair. Unlike previous transfer fairs, veteran coordinators and veteran admission representatives from the four-year institutions were invited along with traditional admission personnel. The veteran staff members were invited to provide a deeper insight into the process and requirements for student veterans attempting to attend their respective institutions. There were over 30 four-year institutions present.

**Military Career Fair:** During MVCC’s Veterans Week, a U.S. Army recruiting station came on campus to provide awareness to all students of various careers in the U.S. Army. The recruiters had a military style vehicle, communication equipment and combat gear on display. The seven recruiters were able to share information with just above 50 traditional students about the opportunities and benefits of joining the Army.

**Financial Literacy Pilot (Proactive):** To anticipate the needs of incoming students, considering the barrier students currently face, tailored programming was developed as early awareness. The proactive programming saw 72% of its participants maintain Satisfactory Academic Progress and 90.4% have continuous enrollment from fall 2014-spring 2015.

**Collegiate: Promise Meets Potential Peer Mentor Program:** Allowing leadership to emerge among the student population, an opportunity to serve as a liaison for the college, model best student behaviors and serve as a resource to students, the Peer Mentor Program expands on the role of peer mentors, establishing a rapport and motivating mentees, confidentiality and referrals to name a few. Their opportunity for service among the institution has begun to expand and allow more opportunities for mentor experience.

**Collegiate: Promise Meets Potential Bridging the GAP:** Considering the large amount of students who suffer from the “Freshman Myth” during their transition to college from high school, Collegiate: PMP Bridging the GAP provides students the opportunity to explore the college environment and connect with departments/resources as they begin their post-secondary
planning. Barriers such as academic rigor, scheduling, and financial aid were covered along with career planning and attainment plans.

**Dual Enrollment BNAT transition session:** The transition session was introduced to the 20 dual enrollment BNAT students during the 2015 spring semester. The dual enrollment transition session was to provide first-hand information on their nursing pathway to Moraine or to a 4-year institution. It also served as a platform to review compass placement testing requirements and testing levels, financial aid information, the pre-orientation check list and personalized contact with staff from Academic Advising and the Student Success Center.

**Parent and Family Orientation:** The 2014-2015 Parent and Family Orientation provides information to the parents and family members of first-time/full-time on how to prepare their son and/or daughter for New Student Orientation. During the spring 2015 semester a total of 201 parents and/or family members were in attendance, which is a 26% increase from the 2013-2014 academic year.

**College Fairs:** The Student Success Center partnered with the Admissions Office by participating in the annual in-district college fairs to provide dual credit and dual enrollment transition information to over 3,000 high school students.

**Memberships:** The Dual Credit Program is a member of NACEP (National Alliance of Concurrent Enrollment Partnership) and NCPN (National Career Pathway Network).

**TRIO EDUCATIONAL TALENT SEARCH**
The following Talent Search activities fulfilled the goals of strengthening partnerships with target high schools and middle schools, innovative programs or maintain high standards and high quality programs.

**School registration activities** - Talent Search was able to meet with administrators and parents during the back to school registration process. TRIO staff had an information table where we provided information and applications to potential Talent Search participants (Aug. 2014).

**Meetings with target school administrators and key staff** - Meetings with key staff at the target schools were offered through out the school year to keep open lines of communication with middle school & high school staff on Talent Search goals, objectives and activities.

**Welcome Back Activities for 2014-15** - Trip to Navy Pier for high school participants (8/27); trip to Brookfield Zoo for middle school participants (8/30)

**TRIO STUDENT SERVICES**
TRIO Student Support Services introduced the TRIO Study Zone in fall 2014. The Study Zone programing brought the opportunity for the TRIO Student Support Services participants to have one-on-one tutoring two weeks before midterms and two weeks before finals in the TRIO office from the tutors in the tutoring center. A partnership was formed with the Academic Skills Center allowing the TRIO SSS tutors to gain additional training as well. Students became familiar with tutors in the MVCC Academic Skills Center and forged relationships. The students were better
prepared for their exams and our program engaged more student interaction. This initiative provided additional tutoring to 30 TRIO Student Support Services during both pilots.

- January 2015-June 2015 Peer Math tutoring and paraprofessional tutoring was provided as additional tutoring resources. The tutor’s technique and hours have increased student participation. One hundred students took advantage of this new initiative for this year.

- December 2014 and March 2014 Study Zone Study was held to provide additional tutoring resources for students. One hundred and twenty students took advantage of this new initiative. The pilot tutoring session in December provided students review sessions for finals in COM, BIO and MTH. The students complained that this activity should have been done earlier in the semester. For the next semester the timing was adjusted and the study sessions were offered two weeks before midterms. Students developed relationships with the tutors in the tutoring center earlier in the semester and retention rates increased by 1%. The program opened up for further partnership with the tutoring center.

- Careers in IT visit to Illinois Institute of Technology introduced students to careers and IT possibilities. Information package were provided to the students with IT programs available and internship contacts. Trade Adjustment Assistance Community College and Training Grant information was given to students. There were 5 students that attended this event.
TRIO UPWARD BOUND

Nursing Department Collaboration
In order to address the need of the amount of students who are interested in the nursing field, Upward Bound collaborated with the Nursing Department to introduce opportunities in nursing and the MVCC Nursing Program. Students were engaged in conversation with teachers and students and had the opportunity to visit the Nursing Lab.

MVCC Student Development Collaboration
Upward Bound collaborated with several departments within Student Development in order to provide students a wide variety of information to prepare them for college. The departments are as follows:

- **New Student Retention-College 101 Course:**
  College 101 is offered to the recent graduates who are enrolled in the Summer Bridge Program. Taking this course gives the high school students an opportunity to experience a “real” college course before they start their freshman year of school.

- **Student Success Center-Financial Literacy Workshop:**
  The Financial Literacy workshop is offered to the recent graduates who are enrolled in the Summer Bridge Program. Participating in this workshop provides the students with information on how to retain their financial aid on a yearly basis as it pertains to academics.

- **Blue Island Center-Compass Preparation and Completion:**
  Upward Bound worked with the Blue Island Center to ensure that all seniors participated in the Compass Preparation and Test that was conducted through Eisenhower High School. Students were able to participate in the preparation workshop and the completion of the actual Compass test. This resulted in the students preparing early for entrance into MVCC and the Summer Bridge Program.
**Etiquette Training**
Upward Bound conducted Social, Professional and Dining Etiquette training for the students to prepare them for college and the work environment.

![Etiquette Training Images]

**Service Learning**
Upward Bound requires all students to participate in community/service learning throughout the school year to give the students a sense of giving back and making them a well-rounded student who will be eligible for college. This year the students participated in “Feed My Starving Children” and “Share Your Soles” projects.

![Service Learning Images]

**Summer Enrichment/Bridge Program**
Upward Bound successfully offered a Summer Enrichment Program for 9th-11th grade students to prepare them for the upcoming school year and the ACT/Compass exams and a Summer Bridge Program for graduates to bridge them from high school to college with an easy transition.

**Summer Enrichment Program**
- 36 students (9th to 11th grade) participated in a 5 week program at MVCC
- **Classes**: Math, Science, English, Technology, Financial Literacy, Gender Rites of Passage, Health
- **Workshops**: College Preparation, Leadership, Diversity, Career Awareness
- **Fieldtrips**: Beach Cleanup Community Service, Univ of Notre Dame Visit, China Town Tour, Fermi Lab, SIU Carbondale Visit

**Summer Bridge Program**
- 10 graduating seniors (12th grade) participated in a 5 week Bridge Program at MVCC
- **Classes**: College 101, Math Review, College Technology
- **Workshops**: Blackboard, Orientation Expectations, Financial Literacy, College Transition, Career Awareness
- **Field trips**: Beach Cleanup Community Service, University of Notre Dame Visit, China Town Tour, Fermi Lab, SIU Carbondale Visit
College and Cultural Tour
Upward Bound successfully offered a College and Cultural Tour to Atlanta Georgia to expose students to various college campuses, historic and cultural sites, and career opportunities. They also learned leadership and team-building skills.

Atlanta Georgia College/Cultural Tour
- 45 students (9th to 12th grade) participated in a weeklong college and cultural tour to Atlanta, GA
- Cultural Awareness: Georgia Aquarium
- Historical Awareness: World of Coca Cola, MLK Center, Stone Mountain
- Career Exploration: CNN Studios, Center for Disease Control Museum
- College Exploration: Georgia State, Georgia Tech, Spelman, Morehouse, Clark Atlanta
-tracking recruitment activity

To effectively track the activity of the recruitment staff, a table was created to outline the specifics of each event. Any event Admissions participated in was recorded in the table. The data collected included the date of the event, name of activity, person who attended the event, number of prospective students served and comments about the event. The data was collected throughout the semester and is used to determine where to allocate recruitment efforts in future semesters. This information is valuable to focus on recruitment efforts that yield the most result.

Findings

The result from collecting the data are outlined in the following tables. The graph shows where the most and least time was spent in the community recruiting students. The graph also shows the different types of students targeted. Further breakdowns can be used to look at specific areas such as high school office hour success. The following are examples of the graphs used to make data driven decisions to optimize resources.

<table>
<thead>
<tr>
<th>HS Events</th>
<th>HS Office Visits</th>
<th>College Fairs</th>
<th>On Campus Events</th>
<th>Community Events</th>
<th>Adult Outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>27</td>
<td>32</td>
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<td>3</td>
<td>20</td>
<td>32</td>
<td>10</td>
</tr>
</tbody>
</table>

Admissions Outreach Fall 2014
Return of Investment
The return on investment by implementing a recruitment event tracking system is that the recruitment staff is able to use data to make decisions where to spend resources, plan and target specific places. The data allows for the further refinement of the collection process and more metrics can be added to ensure the recruitment staff is using resources wisely to attract all students to MVCC.
ACADEMIC ADVISING

Full time staff members that train new advisors created a more substantial training program for new academic advisors. Last spring full time staff members created a training program in a Blackboard supported e-training tool instead of the three ring binders that had been utilized in the past. Important advising concepts are addressed in separate modules with targeted learning outcomes, which serve as teaching and measurement guides for the training sessions. New advisors complete online quizzes and activities based on the outcomes to demonstrate their proficiency of the concepts that were covered in the related chapters. Advising scenarios, role-plays, and observation of academic advising sessions are an essential part of the program. We had one advisor complete the Blackboard training and are currently training four new advisors. This has assisted the trainers in staying on track and ensuring the coverage of essential advising topics.

A Colleague tool, Student Planner, was incorporated into the COL 101 Educational Planning Sessions as a pilot in the spring of 2014, and since then has been the course selection tool in each EPS each semester. This is a planning tool for students that gives them the opportunity to select a major, see how their completed or future courses will fulfill degree requirements among different majors, and identify the required courses for their selected major. The Student Planner tool was piloted for select orientations for spring 2015 orientations, but has been rolled out to all orientations beginning in May 2015. Student Planner is interactive and allows the student to see their desired career program or transfer degree detailed for them on semester by semester basis and gives them the opportunity to register for those desired course sections. Students can see how their courses each semester will fit into their schedule and avoid schedule overlaps that have happened without this visual tool. Student planner will facilitate learning as Advisors are able to interact with students using this tool to review their individual educational plan in the office or during orientation or COL-101 EPS. This tool will help prevent students from making costly errors in their course selections by choosing courses that did not meet the requirements for their major. It will also give students an accurate idea of how long it will take to meet their graduation requirements. It will also shorten the time a student spends in orientation, in the office, or at home selecting a course to fit their major and take the guess work out of the student planning equation.

ARTICULATION AND TRANSFER

Significant enhancements have been made to the Degree Audit and Student Planner tools in Colleague. These enhancements have corrected errors, improved course sorting orders, and identified internal MVCC process changes that improve records accuracy. The Transfer Coordinator is an active member of the Degree Audit Work Group, and was a co-presenter about this work at the Ellucian IL Conference in May 2015.

CENTER FOR DISABILITY SERVICES (CDS)

In preparation for fall 2015, new screen reading software will be fully functional on the 20 CDS departmental IPads that are available for student use. The CDS is offering the use of IPADS to promote student learning and success in and out of the classroom. There were several applications that were downloaded in collaboration with the IT department such as Evernote and Study Blue, which provide students an organized platform to improve efficiency in the note taking process and a structured approach to studying for exams. We are currently using the
screen reader application, Voice Dream, that will read text aloud and track the words as they are being read.

The CDS purchased two new Closed Circuit TVs (CCTV), and two older model CCTVs were upgraded with new HD monitors. These upgrades will support learning and academic success for students with vision disabilities.

The CDS hosts nine summer orientation sessions for students with disabilities. The orientations are smaller and allow staff to provide more individualized attention for course selection. This summer, all students that attend the CDS orientation will be trained on how to use the Student Planner tool to search and register for fall classes.

CHILDREN’S LEARNING CENTER (CLC)
The Children’s Learning Center staff along with the college’s internal auditor created an enrollment/tuition report that allows better tracking of enrollment and tuition payments. Based on this report the center’s staff conducts a monthly audit of all registered children, noting any changes in schedules or drop dates. The weekly tuition/fee is calculated for each child along with any necessary adjustments and this amount is then compared with a report received from the internal auditor to resolve any discrepancies. This process has greatly supported CLC to manage its departmental cost.

CODE OF CONDUCT/STUDENT LIFE
The Code of Conduct and Student Life Office helped the college enhance its use of technology in teaching and learning, student services and operations in the following ways:

1. **Identify and implement new technology for resource optimization and sustainability (TL.5):**
   1.1. The Student Government Association utilized technology for its annual student trustee election. SGA partnered with the Institutional Research Department to use survey software and student email to deliver electronic ballots. With 950 student voters (36% increase from last year), the election was a success.
   1.2. Any Moraine Valley faculty, staff, student, or local community member may file a report to raise a concern about a student’s behavior by completing an online incident report form. This report is sent directly to the Code of Conduct Office for review. Since this automated database is fully integrated with our student information system, it supports electronic letters and forms (allowing for faster response rates). Additionally, it allows us to track student demographics and offers real-time reports and statistics. This online database also supports the college’s sustainability efforts by allowing the Code of Conduct Office to move from a paper file system to electronic files.
   1.3. In addition to updating the Student Clubs and Organizations Manual that can now be accessed from the Student Life website, the Student Life Office utilizes Colleague to create a Student Life database to inform interested students of Student Life activities, including club and organization events. Mass emails can be sent to students about specific events and opportunities that might interest them. This means of informing students about activities encourages involvement and helps promote student success.
   1.4. Student Life worked with Marketing and Creative Services to film video of club and organization activities throughout the year to create a new video for YouTube, the website, and monitors to recruit new members and document how the facilities are used.
2. **Improve the use of technology in making data-informed decisions (TL.2):**

2.1. The Code of Conduct Office participates in the National Assessment of Student Conduct Adjudication Processes (NASCAP) Project by using the Student Conduct Adjudication Processes Questionnaire (SCAPQ) to assess learning and programmatic outcomes of our student conduct process. This offers a convenient way to measure the effectiveness of our conduct system as a result of our students’ interaction with it. This annual assessment will allow us to identify areas for improvement, create strategies that target those areas, and measure results against our goals for the year. Over time, this will lead to continuous program improvement. This project focuses on the assessment of the processes, procedures, and learning outcomes associated with the adjudication of a student’s conduct hearing. Findings include:

- Moraine Valley Community College had a 13.8% response rate.
- The System Efficacy section can be divided into three parts. Pre-hearing items probe the clarity of communication and quality of orientation information. Hearing items gauge if charges were resolved in a timely manner and if students were treated respectfully. Finally, post hearing items examine the degree to which students believed they were treated fair and consistently. Responses on the System Efficacy section from Moraine Valley were high on all items. Additionally, responses were higher than the reference group on each item.
- The major focus is understanding the degree of learning that occurred as a result of a student interacting with the student conduct system. Fifteen items focus on student learning and are grouped into four categories: increased understanding, future behavior, consequences, and skills. Responses on the Learning Outcomes section were again high on all items, and Moraine Valley respondents’ mean score was higher than the reference group on each item.
- How students perceive administrators, faculty, staff, and other students may influence feelings about the institution, its philosophy, and its values. These issues may also correlate to student willingness to adhere to a student code of conduct. While it is not reasonable to expect student conduct officers to influence student opinion about these matters, measuring these factors, however, may help explain student conduct. Responses from Moraine Valley on the Environmental Press section were higher on one of the items and slightly lower on the remaining items, when compared to the reference group.
- The 2013-2014 administration of the SCAPQ suggests that in all areas, those students who completed the SCAPQ evaluated Moraine Valley Community College’s student conduct process positively. Scores were high on each item, though results should be taken in the context of a small sample.

**COUNSELING AND CAREER DEVELOPMENT CENTER (CCDC)**
The Counseling Center worked with the Student Success Center and the Information Technology department to design and test Retention Alert, an Ellucian early warning system. The new system will be piloted with full-time Developmental Education faculty in the summer of 2015.

In addition, the Counseling Center purchased Titanium Schedule, a college counseling center records management software, to assess student mental health and counseling needs. Data collected through the system will improve risk assessment for suicidal and homicidal ideation as
well as improve student success, retention and completion rates among students that seek counseling support. The data will also be compared to data from approximately 170 college and university counseling and mental health centers for the purposes of trend-analysis, and benchmarking comparisons. In addition, the data will be used to inform decisions on programming offered to students. The software will also keep counseling notes, intake forms, and assessments in one secure, confidential source, yielding greater operational efficiency and enabling the Counseling Center to make a significant contribution to the college’s sustainability efforts.

FINANCIAL AID
Financial aid availability is advertised through the college website, college monitors, and social media. The Financial Aid Office, along with IT and other college departments will continue to investigate the use of an integrated document imaging system to streamline the access of student data, expedite the workflow of assignments, and offer high quality services, which are accessible, accurate, clear and timely, to our students and prospective students. The financial aid office will promote the addition of the self-service financial aid module of Colleague. This will allow students to remain current on the status of their financial aid file as well as information regarding their awards.

In coordination with Information Technology, the Financial Aid Office will develop a simplified process for calculating student loan budgets and completing veteran certifications. This change should improve the timeliness of loan originations and veteran certifications.

INTERNATIONAL STUDENT AFFAIRS (ISA)
Facebook - International Student Affairs improved communications with students this year by improving the use of the departmental Facebook page to tout the benefits of activities, to promote our activities, and to update students on workshops, events and deadlines. Increased engagement was clear as higher numbers of students responded and signed up for trips, and signed up for Conversation Partners, as well as actively posting photos and other positive feedback to staff.

Chinese social media - A new project to reach Chinese young people was established with the support of USA Community College Consortium. With the absence of YouTube, Facebook, Google and other media popular in the US, to reach the increasingly connected Chinese student in their own language and platforms, ISA worked to establish WeChat accounts to reach out through Chinese students, which generated over 100 new inquiries.

SEVIS - International Student Affairs successfully navigated the college effort to be re-certified to enroll international students in May 2015. This effort required extensive research, reporting and follow up and was essential to continue our program. SEVIS is the system which supports our use of the internet-based reporting, producing security bar-coded forms and connects the college to the embassies and federal database of students (Student and Exchange Visitor Information System) or SEVIS. To insure student and institutional compliance with immigration regulations, International Student Affairs effectively performed all required reporting to the U.S. Citizenship and Immigration Service and U.S. Department of Homeland Security through two deadline periods.
The Job Resource Center (JRC) utilized innovative ways to deliver career services to increase student success and their successful pursuit of employment opportunities. We actively engaged our students through “high-touch” services and unique events to increase student retention and completion.

- With the assistance of Marketing & Creative Services, JRC created four videos for our YouTube channel and other social media outlets this past year. The videos were designed to promote our major career events and educate students on interviewing skills. The use of this technology helps reduce barriers, ease navigation and continues to expand our use of new communication technologies. In addition, employers/business partners are highlighted in our material, thereby strengthening partnerships.

  Videos:
  Spring 2015 Job and Internship Fair
  https://www.youtube.com/watch?v=3uzb801mfwE&feature=youtu.be
  Fall 2014 Job and Internship Fair
  https://www.youtube.com/watch?v=7GTQIK348RQ&feature=youtu.be
  Mock Interview Interviewing Tips
  https://www.youtube.com/watch?v=gh4f1EeuGWA&feature=youtu.be
  Mock Interview Day Promotional Video
  https://www.youtube.com/watch?v=HwCSuNu3WSO

- The JRC Facebook page had over 296 career-related postings, articles, job search information and career event information, which also allows for interactive question and answer sessions and surveys. JRC held online “scavenger hunt” activities related to Professional Week displays and outreach events to promote student engagement and increase event attendance. JRC utilized social media advertising, promoting the Job and Internship Fair to over 8,956 Facebook members in our area. In the spring, we increased our page followers to 743 and increased followers’ engagement with our posts and page by 80%.

- The JRC provides up-to-date job search technology through our Internet-based job listing service, College Central Network, which is continually updated and powered by 12 local community colleges. Job seekers had access to hundreds of career opportunities and the ability to post their resumes and portfolios for employers to view. Employers are able to review resumes and post targeted job and internship positions. In addition, the system allows job seekers to utilize career related resources, learn about upcoming events and stay connected with the Job Resource Center to enhance the successful pursuit of employment.

College Central Network (CCN) Data
April 2014– May 2015 Data:
MVCC Job Postings 1818; Employers Registered 926
Increased by 60% from 580 Employers in previous year*
New Job Seekers Registered: 3,362
Increased by 36% from 2,475 Job Seekers in previous year*
1902 MVCC Students, 984 Alumni, and 476 Community Members)
*Source: Based on 2013-2014 Annual Report numbers
Electronic information storage: The Veteran Service Office (VSO) implemented a new process of handling student veteran certification paperwork. In the past, all files were copied and stored away in a file cabinet in the Veteran’s Coordinator’s office. The new process enabled VSO staff members to scan the certification paperwork and store it on a shared computer drive. The process provided staff members the option of looking at a student veteran’s paperwork without leaving their desk. The electronic filing system also is sorted by school term, which the filing cabinet is just sorted by name. Additionally, over time the manual filing system will not be sustainable as it will require more space each semester. Whereas, the shared drive doesn’t require any additional physical resources for increased paperwork.

Dual Credit Online Registration Form: In collaboration with the Registration Office, Cashier’s Office and Information Technology, the Dual Credit program developed an online registration form that streamlines the registration process for instructors, students and parents. The online form resulted in a 26% enrollment increase of the dual credit courses offered for the 2014-2015 academic year as compared to the 2013-2014 academic year.

TRIO UPWARD BOUND
TRiO Upward Bound embraces diversity by providing services that expose the students to all aspects of diversity. The following activities were offered during the 2013-2014 year:

College/Cultural Tour
- 45 students (9th to 12th grade) participated in a week long college and cultural tour to New York City, New York
- **Cultural Awareness**: Ellis Island, Brooklyn Bridge, South Street Seaport, Statue of Liberty, Gershwin Theater, Wicked Play, Empire State Building, Times Square, 911 Memorial, Brooklyn, Central Park, Apollo Theater
- **College Exploration**: Case Western University, Columbia University, New York University

Upward Bound Alumni Panel
- 31 students (9th to 12th grade) attended a panel of Upward Bound Alumni students
- **Topics**: Tips on High School Success, Benefits of Upward Bound, Senior Year Preparation, College Applications, Transition from High School to College, First Year College Experience, Dorm Life, Student Life, College Classrooms, College Teachers, Taking Advantage of College Resources

Rites of Passage Workshop
- 31 students (9th to 12th grade) attended a workshop where they were exposed to various topics that were associated with males and females being successful in high school and being prepared for college.
- **Topics**: Role Stereotypes in Academics, Role Expectations, Personal Relationships, Professional Relationships
DIVERSITY AND INCLUSION

ADMISSION

Latino and African American Student Recruitment

Helping to foster a culturally diverse learning environment is important to MVCC. The Admissions is assisting in the mission by being active members of both the Latino and African American Outreach Committees. There is a great partnership between many areas of the college to accomplish the goals set forth by the committees. Admissions plays a role in the attraction and recruitment of these diverse populations through the direction of the two committees. Each committee focuses on the unique aspects of each group. Recruitment, intervention and retention strategies are the focus of the group.

Findings

The following graph outlines the increase of the Latino student population in the last several years due to the focus the committee has put on strategies aimed at attracting and retaining Latino students.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Number of Latino Students</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2,253</td>
<td>13.0%</td>
</tr>
<tr>
<td>2011</td>
<td>3,008</td>
<td>16.6%</td>
</tr>
<tr>
<td>2012</td>
<td>2,908</td>
<td>17.5%</td>
</tr>
<tr>
<td>2013</td>
<td>3,154</td>
<td>19.6%</td>
</tr>
<tr>
<td>2014</td>
<td>3,348</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Number of Latino Students</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2,047</td>
<td>12.6%</td>
</tr>
<tr>
<td>2012</td>
<td>3,082</td>
<td>17.1%</td>
</tr>
<tr>
<td>2013</td>
<td>3,264</td>
<td>18.0%</td>
</tr>
<tr>
<td>2014</td>
<td>3,311</td>
<td>19.7%</td>
</tr>
<tr>
<td>2015</td>
<td>3,372</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

Given the success of the Latino charge, a similar African American outreach committee has been formed to increase the amount of successful African American students who come to MVCC and complete their education.

Return of Investment

For the Latino student population, the ROI is that the institution is moving closer to becoming a Hispanic Serving Institution (HSI). Doing so will benefit both the students and MVCC. More funds are associated with being a HSI. These funds will help facilitate programs designed to help Latino students succeed and assist MVCC in accomplishing strategic goals. For African American students, having a committee focused on them will help create a stronger community of students who are successful. Both of these committees will also help increase the overall enrollment of the institution by attracting quality, successful Latino and African American students.
Creating a Culturally Competent Admissions Office
Being aware of cultural diversity and competence, the Admissions office will reflect the diverse population of the MVCC student body. Having a diverse office will allow for conversation from different perspectives, assist in the recruitment and retention of underrepresented populations and will celebrate the very diversity that makes up the MVCC district community. Admissions is working on and committed to creating an environment that is culturally diverse and competent.

Findings

<table>
<thead>
<tr>
<th>Ethnicity of Current MVCC Student Body</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>79.6</td>
</tr>
<tr>
<td>African American</td>
<td>5.8</td>
</tr>
<tr>
<td>Native American</td>
<td>3.2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>16.1</td>
</tr>
<tr>
<td>Other</td>
<td>0.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Return of Investment
Having the ability to serve all students of different ethnicities and cultures will increase enrollment. Being able to communicate effectively with students, and parents, of different backgrounds will help drive the goals and mission of the Admissions office and MVCC.

ACADEMIC ADVISING
Part Time Student Orientations were held in addition to the standard orientation to accommodate students who are not intending to go full time to college but would like more assistance with the college and registration process.
Reading Orientations for students testing into RDG-041 and 071 were held in addition to the standard orientations offered. Over 110 students were served by this specialized programming.

**ATHLETICS**

**It’s On Us- Domestic Violence Awareness/Workshop** - In partnership with the Counseling Center, this program’s purpose is to provide a glimpse of the horrible effects domestic violence have in our society. There were many examples shown at the presentations of how, what, where and why the epidemic is occurring, and also how to stay safe and avoid putting themselves in precarious situations. Eighty-seven student-athletes attended the first program. The athletic director was featured prominently in a couple of the PSAs on campus about the importance of helping those in trouble. Some of the responsibility comes from us…it’s on us! By being leaders on this campus as athletes, we show others that it is not cool to allow incidents of domestic violence to occur on OUR campus or anywhere for that matter.

**CENTER FOR DISABILITY SERVICES**

The CDS has a collaborative relationship with the in-district high schools. For the fall 2014 and spring 2015, the CDS office hosted high school visits with a total of 208 participants. Each high school brought a group of potential juniors and seniors to learn about the transition from high school to college and to help them begin that journey.

**CHILDREN’S LEARNING CENTER**

During 2014-2015, the Children’s Learning Center actively sought to hire and employ several international student-aides, especially for specific tasks such as foreign language tutor. These students all reported that their employment at the center, in addition to providing them with income, also helped them to further assimilate into the college community. Their presence in the center assisted the staff’s goal of exposing the children to other cultures.

The Children’s Learning Center collaborates with international student groups such as the Arab Student Union and the Asian Diversity Club, to have students read to or provide the children with instruction in crafts such as origami. To meet the needs of parents, the center has partnered with organizations such as StarNet, AERO, Good Shepherd to provide resources for families seeking child screenings or special education programs.

**CODE OF CONDUCT/STUDENT LIFE**

The Code of Conduct & Student Life Office helped the college deepen its commitment to diversity and inclusion in the following ways:

1. **Cultivate a campus community rich in cultural competencies (DI.1):**
   1.1. To commemorate Martin Luther King Jr., the Student Life Office hosted a What Do U Stand For? display.
   1.2. Fashion Valley Couture, Legacy X Dance Team and 24 Karat Dance Team held performances to celebrate Black History Month.
   1.3. The International Student Ambassadors, in conjunction with International Student Week, held an event to promote crosscultural conversations between American and international students.
2. **Integrate global and intercultural perspectives into programs and services (DI.2):**

   2.1. The Arab Student Union sponsored a Celebrating Athletes in the Middle East program, an Arab Cultural Day/Fashion Show, and a Current Events in the Middle East program to promote a broader understanding of the Arab world and to promote the culture of the Middle East.

   2.2. The Arab Student Union co-sponsored a program educating students about the current humanitarian efforts and refugee crises in Syria.

   2.3. Women in Action assisted with The Democracy Commitment’s Hunger Banquet to bring awareness to world hunger.

   2.4. The Muslim Student Association and Women in Action sponsored a Hijab Day to bring awareness regarding hijab and women’s choices.

   2.5. The Korean Student Association presented “Introducing South Korea” to educate students on South Korean culture.

   2.6. The Asian Diversity Club sponsored a movie day to promote education, diversity and dialogue about the Asian culture.

   2.7. The Asian Diversity Club co-sponsored the Asian Heritage Celebration to experience and celebrate cultures across Asia.

3. **Expand our efforts to communicate and provide resources and services to diverse and underrepresented populations (DI.4):**

   3.1. The Combat to College Student Veterans’ Organization held a Military Career Expo to educate students about military occupations.

   3.2. The Combat to College Student Veterans’ Organization hosted a Veteran’s Day Celebration including the Military Order of the Purple Heart Wall.

   3.3. The Gender and Sexuality Progress Club and the Alliance of African American Students sponsored National Black HIV/AIDS Awareness Day where 48 students were tested.

   3.4. The Gender and Sexuality Progress Club sponsored World AIDS Day to educate students about HIV; additionally, 27 students were tested.

   3.5. The Gender and Sexuality Progress Club sponsored One Book One College event to educate our campus about diverse issues concerning the LGBT community.

   3.6. The Gender and Sexuality Progress Club attended a state-wide conference to attend workshops on issues related to the LGBTQ community.

   3.7. The Psychology Club sponsored a Remembering the “T” in LGBT: Creating Trans Awareness program to raise awareness of transgenderism and understand vocabulary and other issues faced by the LGBT community.

   3.8. Women in Action and the Art Club held a Tea Party to discuss the importance of Women’s History Month with members of the Executive Leadership of the campus.

4. **Develop different recruitment and retention strategies for diverse and underrepresented populations (DI.5):**

   4.1. The Combat to College Student Veterans’ Organization hosted a speaker to discuss readjustment counseling and provide information about VA counseling resources.

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**COUNSELING AND CAREER DEVELOPMENT CENTER (CCDC)**

Counselors collaborated with students, faculty and staff to create this year’s One Book One College panel on the theme of sexual identity in the book Giovanni’s Room. Members of the LGBTQ community as well as LGBTQ allies discussed sexual and gender identity, the coming
out process, and how these issues impact individuals and those around them. Panel members also discussed the reality behind the protagonist's struggle to understand his sexuality, deal with familial and societal pressure to conform, and how issues the author wrote about in the 1950s are still prevalent today.

In addition, counselors serve as advisors for the Gender and Sexuality Progress (GASP) student club that educates about gender and sexual minorities, and challenges the college to adopt attitudes and policies of tolerance and acceptance toward all individuals. This year, GASP attended the Midwest Bisexual Lesbian Gay Transgender College Conference where counselors learned how to make the campus environment more welcoming to LGBTQ students.

Counselors also serve as mentors for the Beating Odds Shattering Stereotypes (BOSS) mentoring program for male students of color. Directing Results Through Educational and Academic Mentoring (DREAM) is another program that counselors have participated in to serve students. DREAM is a program designed to help students reach educational and career goals, as well as provide social and personal direction. The program is sponsored by the Multicultural Student Affairs Office.

Also, counselors serve as members of the college’s new African-American Student Outreach and Retention Committee. The committee strives to improve recruitment and retention of African-American students, and expand efforts to communicate and reach out to the African-American community in the college’s district.

**FINANCIAL AID**

The financial aid office values diversity and inclusion by adapting to the changing student demographics. The office provides a comprehensive financial aid program to meet the immediate and long-term needs of a diverse population of students. Of the 8,372 students who received some type of financial assistance, 57 percent were female and 43 percent were male. Forty-two percent were minority students.

**JOB RESOURCE CENTER**

The Job Resource Center embraces Diversity and Inclusion: Integrate global and intercultural perspectives into programs and services.
Non-Traditional Career Program
The Non-Traditional Career Panel, held on February 25, 2015, was held to bring further awareness of non-traditional careers pathways and opportunities to current MVCC students. The panel hosted 41 students, 6 panelists, and 9 staff members/faculty for a total of 56 attendees. Panelists included professionals representing a breadth of industries including healthcare, welding, criminal justice, and information technology. The JRC collaborated with HDV 111 and CHM-203 classes to bring in participants. The majority of feedback was positive. Forty-six surveys were received, 100% responded that they became somewhat or very aware of non-traditional careers as a result of the non-traditional career panel and 78% said they are more likely or very likely to pursue a non-traditional career.

INTERNATIONAL STUDENT AFFAIRS (ISA)
In a competitive global environment, the Office of International Student Affairs at Moraine continues to recruit and offer programs that foster appreciation of diversity and opportunities for cross-cultural learning. By providing outstanding services and fostering a culturally inclusive environment, over 260 international students from 49 countries chose to attend Moraine Valley Spring 2015. Emphasis is put on student engagement in activities that foster intercultural understanding.

ISA continues to provide accessible high quality services to community members; with more than 25% of Moraine Valley’s international students financially sponsored by local friends and relatives, with walk-in applications and responsive communications conducted on a daily basis, demonstrating daily commitment to providing a welcoming environment for all.

Admissions – Our office continued to provide exceptional service to prospective students and their families, as well as to our partner agencies overseas. We responded inquiries and process applications quickly and effectively. Fall semester, we processed 149 new international applications; Spring 2015 semester we processed 195 new international applications; and Summer 2015, we processed almost 200 applications, demonstrating that our international programs and recruitment activities are effective. Further, the office continues to be one other institutions look to as a “best practices” model program of support services. The staff provided continuous services communicating with prospective students, agents overseas and local relatives. As a result, the number of new international students showed a steady growth.

Fall 2014: 149 admitted 80 arrived, were oriented and enrolled
Spring 2015: 195 admitted 71 arrived, were oriented and enrolled
Summer 2015: 236 admitted 65 arrived, were oriented and enrolled

***SEE ATTACHED BAR GRAPHS AND PIE CHARTS

International Host Home Program

Additionally, International Student Affairs continues to administer a dynamic international education effort in maintaining a partnership with the broader community through the Host Home Program. Over 90 local community members participated this year and provided private rooms/meals and support to international students for short or long-term basis. ISA staff consistently recruits and orients new host families from the local community and diversity and appreciation of differences is at the heart of this programs; students gain an important experience of American friendship and culture while Hosts gain international awareness, crosscultural sensitivity and competencies, the friendship of students, as well as financial benefits. ISA conducts several activities which encourage the values of diversity in the larger community, adding new hosts and increasing student placements from less represented nations. The Fall Host Home Orientation Meeting attracted 35 hosts and their family members to a meeting where they were given resources and advise on how to make their hosting rewarding a positive experience. Host attending reported transformative personal experiences learning about their students’ lives and building friendships across the globe.

Cross Cultural/International Education: Local students benefit through interaction with International Student Ambassadors and participation in our US/International Conversation Partners Program. We create a wide range of global awareness experiences on campus, increasing awareness of and appreciation of the different international communities among us and the benefits of learning alongside others from diverse backgrounds, cultures, and countries. Approximately 102 Conversation Partners (51 Americans, 51 International students) joined regularly to improve cultural competency and practice a language with a native speaker by engaging in out-of-classroom discussions. Conversation Partners Program, engaged local students through the support of faculty members across many disciplines. Valuing the opportunity to learn and interact from international students, many faculty offered ways for students in their classes to complete an assignment or gain extra credit for participation in the program, while they enjoyed structured learning experiences, and kept a log to report the learning components were achieved.

International Education Week Nov. 13-18, 2014, was celebrated for the campus through an excellent effort by ISA and the International Student Ambassadors who organized and conducted different displays, booths and 4 days of events to celebrate. 21 enthusiastic and motivated International Student Ambassadors lead social and cultural events on campus and assisted with the logistics. Ambassadors reached out in friendship in the common spaces on campus, particularly with events in the Student Union, to emphasize the benefits of learning alongside others from diverse backgrounds, cultures, and countries.
STUDENT SUCCESS CENTER

Dr. Mundt (Veteran Readjustment Seminar): Dr. Mundt is a Veteran Administration clinical psychologist and expert on post-traumatic stress disorder (PTSD), traumatic brain injuries (TBI) and transitional challenges veterans face entering in to civilian and student life. The purpose of the presentation was to bring awareness to the challenges student veterans face transitioning back into civilian life and going/returning to college. Additionally, he shared stories from current veterans, discussed PTSD triggers and support services for troubled student veterans. There were over 40 faculty and staff members present. Attendees left with deeper insight of the challenges of student veterans so they could better assist them at Moraine Valley.

Veterans Day Ceremony: The Veterans Day Ceremony featured one of Moraine Valley’s current student veterans that was also the student trustee for the college. Eamon Almiladi spoke to a room of about 50 attendees about his experience as a veteran and as a student. Current staff and faculty members that are veterans were also honored during the ceremony. The event continued to increase the awareness of veterans and military personnel at Moraine Valley. Additionally, the event demonstrated the continued support Moraine Valley has for its veterans, veteran families and current military members on campus.

Illinois Student Assistance Commission: Throughout the year a representative from ISAC has been present on our campus to assist students with completing their FAFSA or understanding their Student Aid Report in supplemental efforts of the Financial Aid Department. Over the course of the 2014-2015 year, they assisted 59 students, completing 37 FAFSAs and offering referrals for the Parent PLUS Loan endorsement, Academic Advising and Financial aid among other departments. In February, 40 students/families attended an open event held by ISAC to complete their FAFSA providing services in Spanish and Polish for community members.

TRIO EDUCATIONAL TALENT SEARCH

Talent Search addressed diversity by providing opportunities for students to participate in the following events/activities.

The Ensemble Espanol field trip provides Talent Search participants exposure to the history behind the dances of Spain and their connection to Central and South American cultures. The event also provided the opportunity to interact with performers in this premier Spanish dance group (Oct 3, 2014)

Hispanic Professionals Panel - In honor of Hispanic Heritage Month, Talent Search middle school students attended Moraine’s Hispanic Professionals Panel. Hispanic professionals from various fields presented their career path and challenges (Oct 6, 2014).

Univer-Soul Circus was an activity for middle school students to attend a multi-cultural circus started by African American entrepreneur Cedric Walker. (Oct 17, 2014)

Visit to Chinatown - At this visit students were able to examine Chinese culture, history & architecture at Chicago’s Historic Chinatown (Dec 12, 2014).

HBCU visit to Central State University in Wilberforce, OH - High school students were able to visit this 128 year old historic historically Black institution (April 11, 2015).
TRIO UPWARD BOUND

Cultural Awareness: China Town Tour
Upward Bound ensures that the students are culturally aware by exposing them to various cultures. The China Town tour introduced the Chinese culture, traditions, arts, and cuisine to the students.
ADMISSIONS

Chicagoland Regional College Program (CRCP) and UPS Earn and Learn

The Chicagoland Regional College Program (CRCP) assists students with the payment for college by combining a part-time job at UPS with full tuition support by partnering with 7 colleges and universities. The CRCP has been helping students pay for college since 2003. Many CRCP alumni are now achieving their goals with the help of the career certificates, associate, bachelors and master's degrees they earned while in the program. UPS also has a similar program, Earn and Learn, which also assists students with tuition.

MVCC is a charter member and has the largest number of CRCP students. This year, as an attempt to drive student participation, success and persistence, Admissions, along with the dean of enrollment services, has developed a unique partnership with CRCP to assist in the tracking, payment and success of the students who come from the CRCP program. MVCC also assists in the monitoring of the Earn and Learn students.

Findings

<table>
<thead>
<tr>
<th>CRCP Student Credit Hours/GPA</th>
<th>8.5</th>
<th>8.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>2.98</td>
<td>2.87</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.98</td>
<td>2.87</td>
</tr>
</tbody>
</table>

Beginning | Ending
The above numbers are an average of the beginning and ending credit hours and GPA for each contingent of students. These numbers reflect spring 2015 semester. Within these numbers include 137 CRCP students and 148 Earn and Learn students. MVCC will continue to track the success of these students in the coming semesters.

Return of Investment
By taking the lead on the tracking of CRCP students, the Admissions office can plan for enrollment, develop strategies to retain these students and monitor the payment due to MVCC. By tracking the students throughout their program, MVCC can anticipate student deficiencies such as grades and course load to assist in the retention of these students. Monitoring the students will result in increased enrollment, persistent students and additional resource generated by monitoring the payment that is due to the college and maximizing the credit hours each student can attempt.

ACADEMIC ADVISING
Two adjunct advisors, completed the Dr. Vernon O Crawley Leadership Academy this year.

Moraine Valley hosted Parkland Community College to demonstrate Student Planner with MVCC Staff from IT, Advising, Counseling and CDS. A Q&A session was held after the demonstration and Parkland made the decision to go ahead with Student Planner. There were 11 people from Parkland and 20 attendees in all.

ATHLETIC
The department hosted 60 high school senior men’s and women’s basketball players at our Annual High School Basketball game; there were 500 people in attendance.

The department hosted the ESPN National High School basketball game of the week. It was broadcasted live and viewed nationally from the Cyclone Center. This brought great notoriety to the college. The game drew 2,800 fans.

BLUE ISLAND EDUCATION CENTER
BIEC offered scholarships to part-time students through the MVCC Foundation Office. The first
BIEC student development office developed positive working relationships with the staff at Dwight D. Eisenhower high school, Delta Learning Center high school, and Evergreen Park Community high school that resulted in tours of BIEC. 126 high school students took the Compass test.

BIEC student development office took part in key community events, such as the Blue Island Veterans parade, Blue Island Christmas Lights parade, and Run for Your Life 5K.

BIEC conducted community outreach activities to area libraries, village halls, recreational facilities and park districts to increase awareness of MVCC educational services and distribute marketing materials, class schedules, and neighborhood mailers.

**CENTER FOR DISABILITY SERVICES (CDS)**

The CDS, in collaboration with the Office of Institutional Research, administered a faculty-staff survey. The goal of the survey was to gain insight on the effectiveness of CDS resources from the prospective of the instructor so that we can better adjust our services to support learning in the classroom. The results are as follows:

- Total of 215 instructors took survey (63% adjunct and 36% full-time).
- 96% of respondents felt that CDS has been supportive of both instructors and the students with disabilities.
- 90% of instructors feel confident that they can create a supportive atmosphere for students with disabilities.
- Instructors indicated that the biggest area of improvement was students did not hand in their memos at the start of the semester. Instructors were also very leery about students using smartphones for note taking purposes.
- 93% of MVCC instructors reported that they feel confident in their ability to create a positive atmosphere for students with disabilities.

Finally, the CDS in collaboration with the Office of Institutional Research administered a student survey on May 18, 2015 and is still awaiting results. The goal of the survey will be similar to the faculty/staff survey. CDS would like to gain insights into the effectiveness academic accommodations, resources to support learning, CDS processes, and general feedback on how CDS supports students with disabilities in their academic goals.

**CHILDREN LEARNING CENTER**

The Children’s Learning Center staff is actively engaged in pursuing higher degrees and/or credentialing through Gateways for Opportunity. Currently a staff member has earned an Early Childhood Education Credential level 4 and an Illinois Director’s Credential Level 1.

**CODE OF CONDUCT/STUDENT LIFE**

The Code of Conduct and Student Life Office helped the college continue to identify alternative revenue sources, maximize resources, contain costs, and keep tuition affordable in the following ways:
1. **Expand partnerships that support resource opportunities (RA.5):**
   1.1. The Arab Student Union partnered with the Foundation to hold a Scholarship Dinner and raised money to award two students with scholarships.
   1.2. Women in Action, with the cooperation of the Marketing Department, produced a MVCC version of the “It’s On Us” video to complement their campaign efforts.
   1.3. The Student Government Association, Phi Theta Kappa, and the Go Green! Club held a food drive to support MVCC’s Project CARE.
   1.4. The Music Club hosted a haunted house and donated the proceeds to Moraine Valley’s Project Care.
   1.5. The Glacier student newspaper procured six new, elegant, well-made kiosks that will increase distribution for the student publication while serving as a unique advertising platform for local, regional and national businesses interested in reaching the college market. These kiosks will provide an additional $300.00 monthly to the Glacier’s budget.

**COUNSELING AND CAREER DEVELOPMENT CENTER (CCDC)**
Three counselors were chosen to attend this year’s cohort of the Dr. Vernon O. Crawley Leadership Assembly. Participants honed their leadership skills and contributed to the development of content for the college’s first Retention Conference.

**FINANCIAL AID**
The financial aid office continues to work with several MVCC student development departments to inform prospective students and parents of the benefits of attending MVCC. Students are able to make educated decisions regarding college selection by receiving clear and accurate information about costs and financial assistance. The staff presented financial aid information at parent open houses, open houses at the Blue Island and Tinley Park Education Centers, an adult college success fair, the Job Resource Center’s Job Fair, and parent orientations. The staff also facilitated various FAFSA completion workshops at off-campus sites, Blue Island Education Center and Southwest Education Center, to students who may not be able to attend the main campus. The staff also provides financial aid workshops to high school students and their parents, and various community groups.

In addition, in collaboration with several offices on campus including Admissions, Counseling, New Student Retention, Student Success, and TRIO staff, the financial aid staff assisted in offering 61 Financial Literacy Workshops. The workshops were offered to 486 students who were in jeopardy of losing their financial aid due to their academic performance. The purpose was to assist students in understanding their personal and financial expectations in support of their educational commitments and assist them in understanding their obligations and responsibilities as it pertains to financial aid and loan obligations. Information about various support services on campus was also provided.

**INTERNATIONAL STUDENT AFFAIRS (ISA)**
International Student Affairs office conducts a myriad of efforts to market community colleges and recruit student’s collaboration with USA Community College Consortium partner schools (five colleges) in Brazil, China, Hong Kong, Japan, Korea and Vietnam. Utilizing a comprehensive plan of in-person visit and seminar activities, USACCC recruitment activities build relationships with partners which generate trust and enrollments. This year, an updated
website, translated videos, updated PowerPoints in several languages, banners, and a new brochure continued to help meet the market needs as students and their parents make important decisions. International enrollments across the institutions was achieved through this extensive collaboration.

**USACCC Enrollments 2014-2015**

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<tr>
<th></th>
<th>New</th>
<th>Continuing</th>
<th>Total</th>
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<tr>
<td></td>
<td>157</td>
<td>635</td>
<td>792</td>
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**International Tuition-Credit Hours Generated**  In an effort to document the resources that international students bring to the college and the community, the Institute for International Education, the U.S. Dept. of Commerce, and other agencies have developed a framework for calculating financial contributions of international students at Moraine Valley. Second only to Chicago City Colleges and Parkland College near University of Illinois, Moraine Valley has the largest population in Illinois community colleges, with almost 270 international students during the spring and fall semester, which generated the following credit hour/tuition.

- **August 2014**- 3,178 international credit hours
- **January 2015**, 3,277 credit hours
- **June 2015**, 820 credit hours

**International students this year generated an estimated $2,441,712 in tuition and fees.** This of course, does not include the investment students bring in terms of renting and living in district communities. Our investment in International Student Affairs brings financial benefits, as well as educational and cultural benefits which are invaluable and long-lasting.
JOB RESOURCE CENTER
The Job Resource Center enhances community awareness, connections and partnerships by:

Outreach
- Through various campus collaborations and outreach services, the Job Resource Center connected with over 1,720 constituencies to showcase the services and resources it provides to students, alumni and community members. Of these outreach contacts, nearly half were met through the new JRC Ambassadors, JRC further developed “JRC Student Ambassador Program” as a peer to peer outreach effort where our student ambassadors were able to connect with 794 students to promote JTC’s services and events in less than five months.

The JRC collaborated with the Art Club and Forensics/Speech Team by inviting student members to speak at the Annual Internship Meeting and Awards Ceremony and allowed the Art club to provide the picture for the invitations.

SOUTHWEST EDUCATION CENTER

Open House - May 2, 2015
The Open House for the SWEC on May 2, 2015, from 10 a.m.-noon showcased the campus, provided information on services being offered, and allowed students and families to speak with representatives from different departments and programs. Postcards were sent out to all of the students in District 230 and fliers were delivered to the local libraries and village halls. 16 different departments and programs attended the open house. Other student development offices represented include financial aid, job resource center, advising, nursing and sign language.

Impact of Open Hours
The students were able to get more information on degrees and programs available at MVCC as well as course offerings at SWEC.

Return of Investment
Sixty-three people attended the SWEC open house. The attendees included prospective students, guests of students, and community members. After the Open House, 26 students came to SWEC to take the Compass test.

**STUDENT SUCCESS CENTER**

**Orland Park Vet Center:** Three staff members from the Orland Park Vet Center came on campus to provide health benefit and employment counseling. In addition to meeting with students and community members pertaining to those benefits, staff members provided attendees with resources and contacts for home loans and legal services. Students and community members participated.

**Collegiate: Promise Meets Potential Peer Mentor Program:** Committed to developing emerging leaders, the Peer Mentor Program diligently trained and empowered its participants to not only serve in their capacity at the institution but also to identify their transferable skills as they matriculate to another institution or the work force.

**MACS Meetings:** The Dual Credit Program participated in monthly meetings with the Moraine Area Career System in order to provide information regarding dual credit curriculum alignment, program information, dual credit instructor needs and dual enrollment information.

**Dual Credit Articulation Conference:** The Dual Credit Program has partnered with MVCC Faculty in all content areas of dual credit to provide an all-day conference which included Blackboard Training, Academic Advising course review and curriculum alignment. This conference facilitates updates to dual credit program requirements, open-forum for instructors to voice their needs in the dual credit program and questions regarding their dual credit transition to Moraine Valley.
Looking Ahead—Plans for the Year 2016

ADMISSIONS
- Create and implement a consistent recruitment message, brand, communication plan and outline for all recruitment events that Moraine Valley Community College (MVCC) executes for all potential students who inquire about MVCC. Collaborate with internal and external stakeholders in the development and implementation of these activities.
- Refine the way Admissions identifies, attracts and enrolls adult students. Create internal and external partnerships, evaluate and retool all existing activities and look for new opportunities to attract adult students to Moraine Valley.
- Create a new program for student employees within the Admissions office. Develop and train student employees to support all objectives of the office and assist in the implementation of the strategic plan with regards to student recruitment, registration and persistence. Student workers will be trained to conduct tours and various activities on campus, work as ambassadors during registration period and facilitate information to perspective students.

ADVISING
- The Student Planner tool in Colleague is moving from pilot to being made available to all new students with programs of study from fall 2013 and later. This tool allows students to view their program of study, compare degree requirements among different programs, and identify courses to be completed. To capitalize on the functionality of the Student Planner, additional training materials and supports must be developed for introduction to all students in the summer and fall of 2015.

ARTICULATION AND TRANSFER
- Examine software solutions to enhance speed and quality of transfer credit evaluations and deliver public access to equivalency records. Determine the best possible software to pair with Colleague to maximize benefit to Moraine Valley students and employees.
- To create a clear target for increasing the number of successful articulation agreements by clarifying and publishing the internal and external procedure.

ATHLETICS
- Examine the student-athlete academic success by gender (male vs. female) and scholarship recipient vs walk-on (non-recruited players), and try to determine which group did better, and why that might be. All of them will have access to the same support help via the Athletics Tutoring Center and support personnel.

CENTER FOR DISABILITY SERVICES
- Revive the Check-In for Success program in the Center for Disability Services for fall 2015, and develop two Check-In for Success student groups to assess effectiveness of the program.

CHILDREN’S LEARNING CENTER
- Create and implement a training session for students receiving child care subsidies to familiarize them with Moraine’s policies regarding subsidy programs, their financial responsibilities as parents and the correct way to interpret information contained within
the child subsidy approval letter. Additionally, implement monitoring system to track parents’ childcare payments and issue an alert to parents regarding pending payments.

CODE OF CONDUCT AND STUDENT LIFE
- Assess the Student Life program using the Council for the Advancement of Standards in Higher Education (CAS) Standards and Guidelines for Campus Activities Programs.

COUNSELING
- Assess student achievement of learning outcomes in the HDV-111 Career Planning course. A pre-test/post-test assessment tool will be developed and implemented to document students’ prior skills and knowledge, and will measure student gains during the semester for fundamental course concepts. The results of the assessment will help determine the degree to which the department’s professional development priorities will focus on career planning.
- Assess the following Learning Outcome of the Code of Conduct Office: Each student who participates in the student conduct process will understand how his/her conduct affects him/herself and others.

ENROLLMENT SERVICES
- To increase retention of United Parcel Service (UPS) CRCP and Earn & Learn students by monitoring attendance, credit hour loads, and grade point average every semester in collaboration with CRCP staff and UPS Human Resources.

FINANCIAL AID
- To promote scholarship opportunities to new and prospective students in a timely manner through the use of social media
- To create a Colleague generated report to streamline the GI Bill certification process.
- To integrate Colleague and Excel to create automated loan budget.

JOB RESOURCE CENTER
- To increase retention and completion rates of students by increasing access to internships and other work-based learning opportunities.

MULTICULTURAL STUDENT AFFAIRS
- MSA will offer two activities that will show undocumented students they have MVCC's support in pursuing an education.
- Start an undocumented student support group to provide a safe environment for undocumented students to share experiences and learn about resources that may help them with their educational goals.
- Select and implement an assessment device to measure student learning of global awareness and diversity appreciation, two of the college's General Education Learning Objectives; use results to inform programmatic and curricular decisions related to global awareness and diversity.
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REGISTRATION AND RECORDS
- Presently, the Phi Theta Kappa notation is hand stamped on transcripts. This prevents students from using the online request and the electronic delivery method. They plan to use Colleague to print Phi Theta Kappa on all transcripts, (both electronic and printed and mailed) to provide all students with a fast, efficient and tractable way to send a complete and official academic transcript.

STUDENT SUCCESS CENTER
- To add the current part-time position of Veteran Support Specialist to the Student Success permanent budget in the event that Perkins funding for the position is not renewed in the next funding cycle.
- Develop and implement an online module for the current Financial Literacy program.
- Analyze and evaluate the completion rates for student veterans to support new and current retention efforts.
- Create Program of Study Pathways from the Illinois Career and Technical Education Programs of Study and the 16 Career Clusters.

STUDY ABROAD
- Develop a 3-5 year Study Abroad scale-up plan with a focus on utilizing the depth of international knowledge within Moraine Valley’s faculty to create a new short-term Study Abroad program. Access FY16 funds, through this CIOR request, for faculty development of a new Study Abroad program to be offered in FY17.

TESTING SERVICES
- To purchase and install Ellucian Elevate, an online scheduling and event planning software that streamlines the appointments for test registration and new student orientation processes. This tool will create accountability for students and community members as they select the dates and times to complete their appropriate tests and orientation sessions.

TRIO
- TRIO Educational Talent Search will establish parent meetings at four of our target schools in preparation to pilot a Parent Advisory Group.
- Improve retention rates for TRIO Student Support Services participants by implementing an instrument that would track the progress of TRIO Student Support Services participants that utilize the Academic Skill Center services.
- As a way to increase retention and student success in the Upward Bound program, our goal will be to improve the participation of 11th and 12th grade participants during the academic year.
Student Development Division:
Departments at a Glance

- Academic Advising Center
- Admissions
- Athletics
- Blue Island Educational Center
- Center for Disability Services
- Children’s Learning Center
- Code of Conduct and Student Life
- Counseling and Career Development Center
- Financial Aid
- Health Fitness and Recreation Center
- International Student Affairs
- Job Resource Center
- Multicultural Student Affairs
- New Student Retention
- Records
- Registration
- Southwest Educational Center
- Student Success Center
- Testing Center
- Transfer Information and Articulation
- TRIO Educational Talent Search
- TRIO Student Support Services
- TRIO Upward Bound