STUDENT DEVELOPMENT DEPARTMENTS
Report of Accomplishments

Student Development: promoting student learning and student success

Highlights of 2019–2020
From the Student Development Leadership Team

It is our pleasure to share the 2019-2020 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, Ph.D.
Dean of Student Engagement

Darryl A. Williams, Ed.D.
Dean of Enrollment Services

Chet Shaw
Dean of Student Services

Bill Finn
Director of Athletics

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

Kent Marshall
Dean of Students and Compliance Officer
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, diversity and equity. 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
Enrollment Services Subdivision
Dr. Darryl Williams, Dean

Departments and Leadership

- **Admissions**
  - Andrew Sarata
- **Records and Registration**
  - Emmanuel Esperanza
- **Financial aid**
  - Joe Scroggins
- **Student Development Specialists**
  - Essence Greenhill
  - Nathan Lewis

Admissions and Recruitment

Strategic Priority: Student Success
- Ease student navigation of college processes and information
- Implement programs and processes to address student success barriers.

Admissions Welcome Video and Virtual Tour

The Moraine Valley Admissions staff partnered with the Marketing department to create a welcome video and “Starting Remotely” webpage, as well as a virtual tour to address new student’s needs during the 2020 shelter in place during COVID 19. The video is paired with a web page designed to assist students through the admission process while the staff is working remotely. The welcome video was created to let students know that the Admissions staff is open and ready to serve students during the Covid shelter in place. The video outlines the steps needed to complete the new student onboarding process, provides contact information and serves as a warm welcome for new students.

The “Starting Remotely” webpage offers answers to students most frequently asked questions about the upcoming semesters, virtual tours that provide steps for admission, including links and contact information, and resources for application and scholarships.
The virtual tour walks a student through the same tour route a student or family would experience during a live tour. Each stop on the tour has pictures and videos that outline each area. An interactive campus map was integrated into the tour for ease of navigation and helping the student become familiar with the campus.

STARTING REMOTELY

Virtual tours are dedicated to supporting our students as they begin their college experience. While the campus is currently closed we have adjusted our enrollment process so they can be completed online. Our admissions team is here for you every step of the way and is available to answer all of your questions.

STUDENT FAQS

Personal Student Appointments

Admissions recruiters conduct personal appointments with prospective students and parents in the Admissions office or over the phone. Personal appointments provide the admissions representative the opportunity to have a one on one conversation with potential students, and parents to customize the onboarding process to the student’s needs and qualifications. Admissions representatives are able to connect with each student and become their single resource for questions and college information. This level of customer services improves the student’s experience during the onboarding process.

Student appointments vary from 30-50 minutes in length. The appointment allows the Admissions Representative the opportunity to become familiar with a student’s educational goals and needs. The Admissions representative also assists the student with choosing a program of program and explains the steps in the onboarding process. Students leave the appointment with a clear understanding on how to proceed in the onboarding process and overcome obstacles that potentially could become non-start barriers.

Admissions has been conducting personal appointments over several semesters. The chart below outlines the outcomes from the recruitment staff for the spring 2020 semester and the increase in new students through personal appointments from spring 2019.
Spring 2020 Recruitment Efforts

<table>
<thead>
<tr>
<th>Recruiter</th>
<th>Class Projection</th>
<th>Actual Registered</th>
<th>On Roster</th>
<th>% Registered From Roster</th>
<th>+/- From SP 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peg</td>
<td>80</td>
<td>113</td>
<td>142</td>
<td>79.5</td>
<td>+49</td>
</tr>
<tr>
<td>Andriana</td>
<td>100</td>
<td>95</td>
<td>151</td>
<td>62.9</td>
<td>+38</td>
</tr>
<tr>
<td>Essence</td>
<td>75</td>
<td>59</td>
<td>78</td>
<td>74.3</td>
<td>+35</td>
</tr>
<tr>
<td>Nathan</td>
<td>100</td>
<td>103</td>
<td>129</td>
<td>79.8</td>
<td>+76</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>395 (355)</strong></td>
<td><strong>370</strong></td>
<td><strong>500</strong></td>
<td><strong>74%</strong></td>
<td><strong>+198</strong></td>
</tr>
</tbody>
</table>

*Goal adjusted to 355 due to having one less recruiter with a goal of 40.

The changes in the admissions process helped produce a 40% increase in the number of students that registered. The number of students registered increased from 222 in spring 2019 to 370 in spring 2020. There was also a 23% increase in the closure/commitment rate of students on the Admissions representatives’ rosters from 51% in spring 2019 to 74% in spring 2020. Based on an average of nine credit hours per student, Admissions recruiters produced an estimated $497,394 in tuition with the students they met with directly in spring 2020. This is an increase of $195,696 over spring 2019 production.

**Strategic Priority: Program Development**

- Develop innovative programs and services to anticipate and meet current and future student needs.
- Maintain high standards and high-quality programs and services.
- Use data analytics to create new programs.

**Near Completer Outreach**

Admissions collaborated with Records and Registration and Academic Advising to contact students who attended Moraine Valley and left with between one and eleven credit hours remaining to complete a degree or certificate. A list of 2,850 students were identified as near completers for this academic year. Admissions staff called and texted the students to assist them with registering for classes that would complete their degree.

The near completer call campaign netted 164 students registered for 955 credit hours. The effort generated $142,027 in estimated tuition revenue for the spring, summer and fall 2020 semesters. The graph below outlines the campaign efforts for the last three semesters up to June 30, 2020.

**Near Completer Enrollment Data**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Head Count</th>
<th>Credit Hours</th>
<th>Tuition Revenue*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2020</td>
<td>8</td>
<td>47</td>
<td>$6,956</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>123</td>
<td>679</td>
<td>$100,492</td>
</tr>
<tr>
<td>Fall 2020**</td>
<td>33</td>
<td>229</td>
<td>$34,579</td>
</tr>
<tr>
<td>TOTAL:</td>
<td><strong>164</strong></td>
<td><strong>955</strong></td>
<td><strong>$142,027</strong></td>
</tr>
</tbody>
</table>

*Tuition revenue estimate based on in district tuition rate.

**Fall 2020 data is as of June 30, 2020.**
Fall 2019 Admissions Open House

The fall Admissions Open House was held on the main campus Saturday on November 2, 2019 in the S and U buildings. The open house provided families and potential students the opportunity to learn about Moraine Valley Community College through presentations, tours of the campus and by speaking with representatives from various departments within Student Development and Academic departments.

The format of the open house included Admissions and Financial Aid presentations, a student panel discussion with Moraine Valley’s Phi Theta Kappa students, a workshop for returning adult students and an Engineering Pathways program presentation. The general Admissions, Financial Aid, and student panel presentation was the most attended open house presentation in the last four semesters.

New for the fall 2019 open house was the involvement of the Phi Theta Kappa (PTK) students into the entire program. The PTK students took part in the panel discussion with parents and potential students. They welcomed all participants at the front door check in and took groups of students and parents on tours of the campus. The PTK students also set up tables to provide perspective students information regarding the programs the individual members are studying. They were able to direct potential students to the departments represented and give a personal perspective on their experiences in the programs. Having the PTK members present enhanced the experience for the families that attended the open house.

The open house provided prospective students and family members the ability to connect 23 Student Development departments and 17 career program representatives. Additional support was provided by Moraine Valley’s Illinois Student Assistance Commission (ISAC) and Chicagoland Regional College Program (CRCP) partners who provide job potential students opportunities and assistance with financial aid.

247 people attended the fall open house. Ninety-Three attendees were prospective students. Thirty-five have completed the admissions application. These students represented all of the district high schools and some out of district high schools freshman and seniors. Two students who attended were early graduates and registered for spring 2020 classes for 14 credit hours. The rest of the prospective students will attend future semesters as they complete high school.

Strategic Priority: Diversity and Inclusion

- Recruit and retain students of diverse backgrounds.
- Develop different recruitment and retention strategies for diverse and underrepresented populations.

Youth Empowerment Summit 2019

The purpose of the Youth Empowerment Summit was to provide students of diverse cultural, social, economic, and educational backgrounds the opportunity to network with peers and Moraine Valley Community College faculty and staff. Participants learned college and career preparation skills. They were introduced to career programs and gained perspective and knowledge to navigate the transition between high school and college. The conference allows students who may be thinking college is not their first option the ability to see the opportunities Moraine Valley offers. Out of an identified need to better serve underrepresented, minority students in underserved areas of the district, the conference was developed. The Dean of Enrollment Services and Dean of Student Services met with local mayors and community leaders to discuss the needs of their community members. The result of the conversations led to Youth Empowerment Conference and Moraine Valley Student Development Division created and hosted the first conference in October of 2018.
For a second year, the Moraine Valley Admissions office collaborated with other departments in Student Development to present the Youth Empowerment Conference. The conference was hosted on the main campus on October 24, 2019, during the fall 2019 semester. Students from ten local high schools attended the conference. Eight in district high schools attended the event (Andrew, Sandburg, Oak Lawn, Richards, Eisenhower, Argo, Shepherd and Evergreen Park). Two out of district high schools (Oak Forest and Hillcrest) also participated in the Youth Empowerment Summit.

183 students signed in for the event and 101 students completed an admissions application. Of the participants, eight early graduates started their college career early and registered for spring 2020 classes in January for 84 credit hours. The credit hours accounted for $10,750 in tuition. The remaining participants will be coming through the pipeline in the coming semesters.

The conference featured keynote speaker, Derrick Young, a motivational speaker. He told his personal story about overcoming life’s hardship including skills and traits for him to become successful. The conference also included breakout sessions and opportunities for students from different economic, cultural, geographic, and experiential backgrounds to network with their peers. The conference offered students diverse perspectives to discuss strategies for college success.

Creating a Culturally Competent Admissions Office

The admissions office continues to support many efforts throughout the campus community to celebrate diversity through planning and participating in events around campus that promote diversity. Admissions is currently serving in the Latino Community Outreach Committee, African American Outreach Committee and Sharing the Dream Committee. Admissions staff attended and participated in the Black Minds Empowered discussion with students of color on the campus and provides prospective adult students a personalized approach to the onboarding process through Adult Information Sessions.

Strategic Priority: Resource Advancement

➢ Expand partnerships that support resource opportunities.

High School Counselor Breakfast

The High School Counselor Breakfast is an annual event held during the fall semester which is a collaboration between the MVCC community and our high school partners. This year’s breakfast was held on Friday, November 8th. The breakfast is designed to strengthen the relationship between Moraine Valley and the district high schools and to provide a resource for counselors to assist their students in making Moraine Valley their first choice. The better-informed counselor recommends more students to Moraine Valley Community College.

The event is open to all in-district public and private high school counselors. Attendance at this year’s breakfast included 42 high school counselors from the district, Moraine Valley staff and students from our Phi Theta Kappa organization. Key stakeholders from MVCC provide updates on policies, overviews on new programs, share data regarding high school students, and provide tours of the classrooms and buildings that will be used by the counselors’ students.

This year’s event included updates and changes in procedure from Admissions, including the addition of using multiple measures for course placement, high school data and survey presentation from Institutional Research, updates on the changes in FAFSA for financial aid, introduction to the new Associate in Engineering Degree and transitional math discussion. Along with the presentations, the counselors had the opportunity to tour the
Culinary Arts, Automotive and Computer Integrated Technologies departments to experience firsthand the opportunities for their students in each area. The program concluded with a panel discussion with students from Phi Theta Kappa. They shared their experiences at Moraine Valley and discussed ways the counselors can support their student as they transition from high school to college.

**CAPPEX**

To increase the number of new student inquiries the Admissions office receives; the Admissions office entered a partnership with a third-party vendor named CAPPEX. CAPPEX is an online platform for potential college students to research, compare and connect with colleges all over the country. Moraine Valley has collaborated with CAPPEX by working together to develop a landing page on the CAPPEX website, for students to research Moraine Valley Community College and send inquiries within the CAPPEX platform. In the first year of the partnership, Moraine Valley has seen an excellent return on investment.

CAPPEX sends Moraine Valley inquiries from their website, and these inquiries are then loaded into Salesforce. The inquiries range from freshman in high school to returning adult students. Admissions recruiters and staff members communicate with the student inquiries and helps them through the admissions process.

As of February 28, 2020, 722 new student inquiries are from CAPPEX. Of those inquiries, 528 have not graduated high school and will become future students. Admissions has received 194 inquiries who have graduated from high schools. Of the 722 inquiries, 183 have applied to Moraine Valley. Moraine Valley Community College relationship with CAPPEX has resulted in approximately $4,500 in application fee revenue.

The chart below outlines the registration numbers from CAPPEX inquiries for the fall 2019 and spring 2020 semesters.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Head Count</th>
<th>Credit Hours</th>
<th>Tuition Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>52</td>
<td>545</td>
<td>$69,760</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>55</td>
<td>600</td>
<td>$76,800</td>
</tr>
<tr>
<td>TOTAL</td>
<td>107</td>
<td>1,145</td>
<td>$146,560</td>
</tr>
</tbody>
</table>

With a yearly contract investment of $3,500 with CAPPEX, Moraine Valley Community College’s return on investment is $143,060 in tuition for the fall 2019 and summer 2020 semesters. With a bulk of the CAPPEX inquiries still in high school, Moraine Valley admissions has an opportunity to grow the return on investment even higher in the coming semesters.

**OFFICE OF REGISTRATION AND RECORDS**

The office of Registration and Records department is located within the Enrollment Services department under the Student Developmental division.

The office of Registration and Records primary services are registration and records assistance to students and faculty. The department's functions include class registration for students, processing of payments, graduation petitions, collection and evaluation of high school and college transcripts, document imaging, faculty support, posting of transfer credit, maintenance of academic record and transcripts, issuance of academic transcript,
athletics and honor societies certification of eligibility, residency determination for tuition purposes, degree
conferral, and diploma distribution.

Mission Statement

The Registration and Records office is the custodian of Moraine Valley Community college’s student records. The office maintains the integrity of institution students’ records. The commitment to service is demonstrated every day in a variety of registration and records activities. The office support the needs of the students, both current and former, by providing quality service, timely response to requests for information and convenient access to services.

UPDATES FOR FISCAL YEAR

Multiple Measures

The office of Registration and Records, in collaboration with Academics, are assisting in the statewide implementation of Multiple Measures. These students are eligible to enroll in all college level courses by meeting the appropriate multiple measures. Beginning with the fall 2020 semester, students will be placed in appropriate classes based on multiple measures. This initiative will helped increase student enrollment to college level courses.

Winter Session

The office of Registration and Records, in collaboration with several departments, assisted with the implementation of Winter Session for Spring 2020. These accelerated online courses ran for four weeks before the start of Spring semester. This initiative helped students accelerate their plan to a degree or certificate completion.

OnBase

The office of Registration and Records, in collaboration with Information Technology, launched the use of OnBase. Onbase is the institution’s new document scanning software that simplify the scanning and indexing of documents. This allows the institution to store documents securely and the content can be accessed regardless where the user’s location is, which will enhance these services to students.

TES

The office of Registration and Records are leading and building equivalencies in TES system. TES is a premier interactive resource for course data from institutions of higher education. Since the program implementation, the office has created 106,890 equivalencies from 50 states. This will help prospective students decide what classes they have taken at other institutions that Moraine Valley will accept.

Graduation Petition

The office of Registration and Records converted the paper form of the graduation form to electronic form via MVConnect. This new electronic form enables the office of Registration and Records to track and enhance students' experience by allowing students to submit their request online and the ability to track the statuses of their request on MVConnect. Students are notified of their requests through their student email. This initiative has eliminated the need to print documents and send letters to students saving the institution print and postage costs.
College and High School Transcripts Received

Total number of college and high school transcripts received.

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school</td>
<td>850</td>
<td>163</td>
<td>54</td>
<td>43</td>
<td>154</td>
<td>49</td>
<td>78</td>
<td>59</td>
<td>25</td>
<td>123</td>
<td>1,199</td>
<td>2,848</td>
<td></td>
</tr>
<tr>
<td>transcripts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>167</td>
<td>239</td>
<td>62</td>
<td>96</td>
<td>93</td>
<td>101</td>
<td>221</td>
<td>91</td>
<td>61</td>
<td>131</td>
<td>197</td>
<td>93</td>
<td>1,552</td>
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<tr>
<td>transcripts</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enrollment Verification via Clearinghouse:

Total Number of Transaction by Verification Type

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>117</td>
<td>132</td>
<td>113</td>
<td>113</td>
<td>101</td>
<td>93</td>
<td>308</td>
<td>105</td>
<td>119</td>
<td>64</td>
<td>86</td>
<td>1,351</td>
</tr>
<tr>
<td>Current Enrollment</td>
<td>693</td>
<td>1,176</td>
<td>1,125</td>
<td>911</td>
<td>801</td>
<td>843</td>
<td>820</td>
<td>998</td>
<td>714</td>
<td>782</td>
<td>681</td>
<td>9,544</td>
</tr>
<tr>
<td>Date of Attendance</td>
<td>20</td>
<td>12</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>11</td>
<td>31</td>
<td>17</td>
<td>8</td>
<td>14</td>
<td>31</td>
<td>186</td>
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<tr>
<td>Total Transactions</td>
<td>830</td>
<td>1,320</td>
<td>1,254</td>
<td>1,036</td>
<td>916</td>
<td>947</td>
<td>1,159</td>
<td>1,120</td>
<td>841</td>
<td>860</td>
<td>798</td>
<td>11,081</td>
</tr>
</tbody>
</table>

FERPA (Family Educational Rights and Privacy) Training

In collaboration with the Admissions office, the office of Registration and Records offers FERPA training sessions bi-monthly to current and new employees. This training is vital for educating faculty, staff and students on how to protect the privacy of student records.

Graduation and Graduation Petition Statistics

The office of Registration and Records has conferred certificates and degrees for the following semesters:

<table>
<thead>
<tr>
<th></th>
<th>Unduplicated Headcount</th>
<th>Total Degrees/Certificates Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2019</td>
<td>1,144</td>
<td>1,619</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>370</td>
<td>778</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>601</td>
<td>852</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1,064</td>
<td>1,460</td>
</tr>
</tbody>
</table>
Registration Campaign

The office of Registration and Records office has continued its registration campaign called “Registration on the Go” that has allowed students to register at remote locations on Moraine Valley’s campus. These remote locations are identified as high traffic areas of the institution. The initial location was designated at the front of the library. This campaign’s goal is to increase awareness of registration and provide students opportunity to register. This proactive initiative gives the students more options and prevents them from waiting to visit or call the registration office.

Transfer Credit Evaluation

The office of Registration and Records has processed 1,895 student transcripts from July 1, 2019 to June 30, 2020. This resulted in 45,573 credits applied toward students’ certificates and degrees compared to 21,021 last school year. The office also received transcripts from 353 institutions.
The top institutions Records evaluated transcripts are from:
1. Richard J Daley College
2. University of Illinois at Chicago
3. Joliet Junior College
4. South Suburban College
5. Prairie State College
6. College of DuPage
7. Illinois State University
8. St. Xavier University
9. Harold Washington College
10. Morton College
11. Triton College
12. Malcolm X College
13. University of Illinois at Urbana-Champaign
14. Eastern Illinois University
15. Loyola University-Chicago
16. Governor State University
17. Kennedy-King College
18. Lewis University
19. DeVry University
20. Military

Moraine Valley Transcript Request Processed

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic/Mail</td>
<td>903</td>
<td>2,078</td>
<td>739</td>
<td>958</td>
<td>796</td>
<td>850</td>
<td>1,418</td>
<td>853</td>
<td>794</td>
<td>744</td>
<td>1,505</td>
<td>1,326</td>
<td>12,964</td>
</tr>
</tbody>
</table>

**Campus Involvement**

The office of Registration and Records supports various campus-wide initiatives by serving on the following committees and work groups:
External Connections

The office of Registration and Records has connections to professional organizations, external agencies, and vendors. The partnership with these entities are facilitated through annual conferences, workshops, webinars, listservs, and phone consultations. External connections include:

Professional Organizations
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- The Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO)

External Agencies and Vendors
- National Student Clearinghouse
- e-Scrip-Safe
- Image SILO (Datamation)
- Next Time (Time Stampers)
- Advantage Microfilm Services
- Hyland OnBase

FINANCIAL AID

In fiscal year 2019-2020, the Financial Aid Office received 6223 files. The staff reviewed all 6223 (100%) and 5972 (96%) students were able to complete their financial aid files for the fiscal year 2019-20. As of July 20, 2020. The Financial Aid Office accounts for over twenty-six million dollars disbursed in aid, including grants, scholarships, loans and employment opportunities. Over 40% of Moraine Valley Community College students receive some sort of financial aid.
Debt letter for previous loan borrowers

The state of Illinois has issued a debt letter legislation. In order to be in compliance with the new legislation, Moraine Valley Community College has partnered with Attigo Debt Solutions. Attigo Debt Solutions is able to provide the students of Moraine Valley Community College with a loan debt history letter. This letter contains loan amounts, loan interest rates, total aggregate amounts borrowed, contact information to a student loan servicer, and possible repayment options. This letter helps students keep track of their current loan amounts as they progress through their education journey in higher education. It is easy for a student to lose track of their aggregate loan limits as they travel from one institution to the next. This letter helps with the retention of students, as well as ensures students have the information to make informed decisions about how they will pay for their education. This letter also helps explain aggregate loan funds remaining to ensure students have proper eligibility remaining to complete their degree.

In 2019, Moraine Valley Community College had over 10,000 students uploaded into the Attigo system and linked 4,309 student’s demographic information with the National Student Loan Data System. Out of the 4,309 e-mails sent we had an open rate of 19% (As of 07/20/20).

Online federal work-study applicant tracker and approved applicant list

As of Fall 2019, the Financial Aid Office has implemented a new, improved way for faculty and staff to view approved student applicants who have applied for federal work-study funds using our online form. Historically, the Financial Aid office would track approved applicants using an “Eligible Employee” Excel document which was distributed by request only. We have now created a NEW online version within MVConnect for any faculty or staff member to view when needed. This online portal allows faculty and staff to view the approved student’s eligible start date, workable hours per week, along with their contact information.

Once a student is hired, Moraine Valley staff, track what department the student works in, start date, how many hours they are eligible to work, and other pertinent information within MVConnect. This information is easily sortable and viewable by the Job Resource Center as well as the Financial Aid staff.

Extended Campuses

Education Center at Blue Island (ECBI)

Strategic Priority: Institutional Advancement
Strategic Goal: IA.4: Maximize utilization of all campus spaces and sites

Evergreen Park High School Healthcare Tours
The Education Center at Blue Island (ECBI) has built a solid relationship with Evergreen Park High School’s staff and students. Evergreen Park High School attends the Education Center of Blue Island four times an academic year to complete group placement testing.

On Thursday, February 14, 2019, Evergreen Park High School brought 40 high school seniors to tour the Education Center at Blue Island. The students were able to view state-of-the-art simulation labs, hospital like rooms and observation areas. Students were ecstatic about being able to observe the functions of the healthcare labs. Professionals from the Education Center at Blue Island provided information regarding their involvement with the healthcare programs.
On Thursday, February 27, 2020, Evergreen Park brought in another group of 49 high school seniors. Many of the students from this group were interested in working in the medical field. Students had many questions and demonstrated a passion for going into the medical field. Students were also able to tour on a day that healthcare courses were in session. The instructors welcomed all the high school students to enter their classroom and experience what the healthcare students were learning in the classroom.

Strategic Priority: Institutional Advancement
Strategic Goal: IA.7: Expand partnerships that support resource opportunities.

Library Collaborations
In June of 2019, the Education Center at Blue Island (ECBI) collaborated with the Blue Island Library to give a presentation titled “Connecting Communities to Pipelines”. The objective was to inform the community members about the admissions process, programs and services offered at the Education Center at Blue Island. Some of the attendees were returning students that were looking for information and others attended to get the information to distribute to others.

In July of 2019, the Education Center at Blue Island collaborated with the Alsip-Merrionette Park Library to present “Connecting Communities to Pipelines”. Since the library director and staff were pleased with the presentation and information presented, ECBI was invited to return to the library for more outreach events.

In November of 2019, the Education Center at Blue Island partnered with the Blue Island Library to host a two-part workshop series. The workshops included topics on “How to Interview” and “Using Technology to Find a Job”. These topics were chosen based on the most common services needed by the community members at the Blue Island Library.

“How to Interview” focused on applying and interviewing for jobs. This workshop covered many important skills such as understanding the Employer’s Applicant Tracking System and how it affects your chances of obtaining an interview, how to prepare for an interview, what to expect during the interview process, and how to effectively communicate your value to potential employers.

“Using Technology to Find a Job” focused on teaching candidates how technology can be used their advantage during a job hunt. Participants were instructed on how to find jobs, research an industry or business, network with employers, create resumes, and submit applications online.
In March of 2020 the Education Center at Blue Island was provided the opportunity to host an information table at the Blue Island Library. This opportunity made it possible for the representatives from ECBI to provide information to local community members on the summer 2020 courses and health programs.

Conducting outreach events at the libraries gave the representatives from Blue Island a chance to inform community members of the close proximity and conveniences of the Blue Island Education Center. These collaborations have allowed for the community to connect with the center in ways that they were not aware of previously. These collaborations have facilitated the marketing of the Adult Education Programs, Health Care Programs and Student Services offered at this location.

Strategic Priority: Program Development
Strategic Goal: PD.12: Strengthen external partnerships with business, industry, preK-12, college/universities and other service providers.

Lunch and Learn at the Education Center Blue Island
On March 11, 2020 the Education Center at Blue Island hosted a Lunch and Learn. The purpose of this event was to engage local community members and business owners with the programs offered at ECBI. Academic Outreach, Student development, Title III, and Career Connections joined together to speak about their roles at ECBI. Attendees included 20 business owners, healthcare organization staff and private sector professionals that came to learn about Moraine Valley Community College’s resources.

Student development presented information and included student services that are provided at the center. Some of the topics discussed were course planning, financial assistance, placement testing, and student ID services. The Title III Activity Director explained the purpose of the grant and gave background information on when the program was piloted. The Activity Directory also mentioned the health programs offered at ECBI. Staff from the Career Connections department spoke about their program, career coaching, job placement, tuition assistance and many other benefits that they have to offer to students in the 18-24 age range.

After presentations were completed, a 20-minute tour of the newly renovated healthcare facilities was given. The attendees were impressed by the available resources at ECBI. The tour was led by an ECBI nursing student. The nursing student was able to provide their prospective on what it is like to be a student at the ECBI location. The student also gave an overview of the lab equipment, and explained how the equipment is used to assist patients.
Southwest Education Center

Strategic Priority: Student Success

Related Strategic Goal:
SS.1: Ease student navigation of college processes and information.
SS.3: Support and develop programs and services and curriculum to strengthen college readiness of students.
SS.10: Strengthen student engagement in the college community.

Strategic Priority: Program Development

Related Strategic Goal:
PD.3: Strengthen partnerships with business, industry, pre-K-12, college/universities, and other service providers.

High School Group Placement Testing
Placement testing is a standard requirement for most students to enter into their first year of college. Victor J. Andrew High School is one of the few high schools residing in the Southwest sector of Moraine Valley’s district. As of fall 2018, Victor J. Andrew had a school participation rate of 30%. This means 30% of their graduating class attends Moraine Valley Community College. In order to better serve this population, our Enrollment Services Department collaborated to provide group placement testing at the Southwest Education Center. This initiative provides a convenient way for the students to complete a necessary step in the Registration process. During Group Testing, students are able to complete placement assessments for Reading Comprehension, Composition, and Mathematics which are proctored through our Moraine Valley administrators. Following the completion of the exam, students are given the option to meet with our Academic Advisors to receive additional evaluation of their test results in alignment with their program of study. In our continuous efforts to create a seamless Registration process, we require students to complete the first section of New Student Orientation. This allows staff to interact and assist prospective students with navigating and familiarizing themselves with the Moraine Valley website.

During our spring 2019 Semester, 20 Victor J. Andrew High School seniors completed the placement test on April 16, 2019. We also hosted a Group Testing on November 13, 2019 which was attended by seven students interested in completing a Medical Terminology course through our Dual Credit program. A final testing date was scheduled for early graduates on December 13, 2019 consisting of six students. A total of 33 students completed the exam and 30 students registered for courses at Moraine Valley, which netted 90% of testers registering for class.
Transportation and availability are common barriers to high school student’s completion of the onboarding process. To combat these issues, Moraine Valley continues to encourage high schools to participate in Group Placement Testing. This initiative provides a convenient way for students to complete the placement exam during school hours. It also eliminates all transportation barriers due to the high school providing commuting resources. In addition to completing placement testing, students were provided the chance to meet with an academic advisor to review test scores. Providing students with the opportunity to meet with academic advisors allows for students to get an understanding of which courses they placed into. The one on one interaction allows for students to ask questions and get a better insight on the path they need to take to complete their program of choice.

Hosting group placement testing at the Southwest Education Center also allows students to learn about educational opportunities at the off-campus site. Victor J. Andrew High School now brings their students back every semester to complete placement testing and have found the initiative to be effective for both institutions.

The high school group placement testing initiative allows us to continue to build relationships with our community high schools and provide future partnerships with high school counselors. We are able to assist students with enrollment and registration requirements, by moving them through the pipeline at a quicker pace than other high school students. This initiative allows Student Development to build rapport with our future students, which in return helps with retention through the onboarding process. All 23 of the students who registered for Fall 2019 are also taking Spring 2020 courses and looking into Summer 2020 registration as well.

Strategic Priority: Diversity and Inclusion

Related Strategic Goal:
DI.4: Expand our efforts to communicate and provide resources and services to diverse and underrepresented populations.

Strategic Priority: Resource Advancement

Related Strategic Goal:
RA.5: Expand partnerships that support resource opportunities.
Tinley Park Chamber Spotlight (Cable Show)
The Southwest Education Center received an invitation to speak on the Tinley Park Chamber Spotlight Cable Show. We were given the opportunity to highlight our educational services along with any special events we are hosting in the future. The cable show is recorded on the first Wednesday of each month and airs the first business day of the following month. Each guest was given a nine-minute interview spot which will run for a full month on Tuesdays at 6:30pm on Comcast Channel 19, Tinley TV YouTube Channel, Comcast Channel 4 and AT&T U-verse Channel 99.

Lindsey Zerbian, Coordinator of the Southwest Education Center, stole the spotlight during our summer semester on July 1, 2019. She highlighted the services and degree options we provide as an off-campus site for Moraine Valley Community College. During her nine-minute segment, Lindsey stressed the importance of providing convenient options for students, especially special populations who reside in our Southwest sector, who aren’t able to make it to our Main location in Palos Hills. In addition to our credit and career courses being offered, she weighed in on the High School Equivalency and English as a Second Language course offerings which are free of charge to attend. She also highlighted our registration process and how to get started with taking classes for the Fall semester. Finally, with the student loan debt continuing to rise and retention always being a major factor amongst higher education, she clarified the benefits of attending a Community College versus starting off at the university level, post high school.

Following President Jenkins visit on the show back in 2017 which promoted Moraine Valley’s 50th Anniversary, this was a perfect time to attend the show and highlight the additional student services and promote the continuous growth of our campus. The cable show is featured on the Tinley Park Chamber of Commerce home page and through social media outlets for the entire month of August 2019. This allows our community members and tax payers to get an understanding of the educational options surrounding their neighborhoods.

There was no cost for this initiative so the return of investment will always be a positive for Moraine Valley. Marketing can be a costly initiative, so this allows us to promote our business without utilizing funds. Also, we received 205 views on YouTube and will be able to use this as a marketing tool in the future for the Southwest Education Center since we were provided with a separate copy of the final edition.

Strategic Priority: Diversity and Inclusion

Related Strategic Goal:
DI.1: Cultivate a campus community rich in cultural competencies.
DI.4: Expand our efforts to communicate and provide resources and services to diverse and underrepresented populations.

Strategic Priority: Resource Advancement

Related Strategic Goal:
RA.5: Expand partnerships that support resource opportunities.
RA.6: Expand enterprise opportunities

Renaissance Academy
The Renaissance Academy is a collegial association of retired and semi-retired men and women who share learning experiences and intellectual growth in a friendly, relaxed, academic setting, regardless of educational background. Enrollment is open to all who believe in the importance of pursuing the Academy's life-long learning opportunities. Classes are peer-facilitated and include topics like philosophy, history, literature, current events, poetry, and computer technology.

The Southwest Education Center has hosted the Renaissance Academy classes since spring 2019. The Renaissance Academy enrollment consists of over 300 Seniors attending class every Friday.

Since Tinley Park has become the permanent location for the Renaissance Academy, we have been able to provide facility usage, promote our own non-credit classes for the group each semester and also build a relationship with the Renaissance administrators. There are a few members who are currently taking non-credit classes that are hosted at the Southwest Education Center for the fall, spring and summer semesters. Hosting this group has allowed us to tap into a special population group who wasn’t aware of our Tinley Park Center and also provide their family and friends with educational resources.

Since the Renaissance Academy is an outside organization, they bring additional revenue to the college each semester. Since 2016, the Southwest Education Center has seen significant growth in regards to outside vendors and rentals utilizing our facilities, which not only allows us to gain additional funds, but also provides additional marketing for the Tinley Park Center.

Athletics
Bill Finn, Director Health Education & Wellness Center

Departments and Leadership
Athletic Success Coordinator
➢ General McArthur III

Athletic Trainer
➢ Geoff Davis

ATHLETIC DEPARTMENT ANNUAL REPORT FY 19-20

STUDENT SUCCESS (SS.2 Improve retention, completion and transfer rates.)
In the past, many of our student athletes would not start and some would not complete the graduation petition process. Therefore, they would not officially graduate. We wanted to increase the number of student athletes that actually start and finish the petition process. With the petition process going online, it was the perfect opportunity for the Athletic department to encourage athletes to complete the process.

We requested names of the student athletes that had petitioned and began following up with those that had not. We were intrusive and would literally find the student in the Athletic building and walk them to a computer in the study hall and have them complete the petition. Additionally, we were able to communicate with individual coaches on which of their players had graduation processes to complete.

Overwhelmingly, we saw an increase of those that petitioned to graduate for the Spring and Summer semesters.

STUDENT SUCCESS (SS.3: Identify needs and barriers to student success, and develop and implement programs to address them.)
Each year, Athletics in conjunction with the Student Success and Financial Aid department hosts a FAFSA workshop for student athletes. The program continues to be a huge success as most of the student athletes...
participate. Representatives from ISAC and MVCC’s financial aid department walk the student athletes through the FAFSA process. This gives the students a chance to ask questions and gain clarity for things they do not understand. This year we hosted four different sessions over 2 days.

TECHNOLOGY (*TL.4: Improve instruction and student services for technology – delivered learning.*)
As the college transitioned to working remotely due to Covid-19, we were able to move most of our services (advising, course withdrawals discussion, registration, etc.) to a remote platform. Although, there were some challenges, we continued to provide our student athletes the service they have known and expect. Moving forward, we will be better prepared to serve our student population if working remotely extends past Fall 2020.

**Student Engagement Subdivision**
Scott N. Friedman, Ph.D., Dean

**Departments and Leadership**

- Academic Advising Center & New Student Orientation
  - Debby Blatzer, Assistant Dean
  - Sumeet Singh, Department Chair
- Center for Disability Services
  - Nate Payovich, Director
- Counseling & Career Development Center
  - Sumeet Singh, Department Chair
  - Shanya Gray, Coordinator
- Human Development (HDV) Courses
  - Sumeet Singh, Department Chair
- Student Engagement Subdivision/College-Wide Initiatives
  - Dr. Scott Friedman, Dean
  - Sharon Davis, Secretary II
- Study Abroad & Faculty Exchanges
  - Merri Fefles, Professor, Coordinator of Study Abroad & Faculty Exchanges
  - Dr. Scott Friedman, Dean
- Transfer Center & Articulation Initiatives
  - Tina Carney-Simon, Transfer Coordinator

**Academic Advising Center & New Student Orientation**
The Academic Advising Center (AAC) provides direct services that support students’ academic achievement and success. Academic Advisors provide information regarding requirements for all Moraine Valley 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. Housed within the same department, New Student Orientation assists thousands of students each year as they move through the new student onboarding experience.

**Student Success**

**Student Visits to the AAC**
From July 1st, 2019 through the March 18th, 2020, we had 14,146 student visits to the AAC to meet with an Advisor. Beginning March 19th, we began working remotely, and served students by phone, email and WebEx.
In this format, we have had 13,112 additional student contacts. This gives us a total of 27,256 (an increase of over 40% from last year) duplicated student contacts for the AAC for the fiscal year. Advisors meet with thousands of additional students through New Student Orientation, COL-101 Educational Planning Sessions, Academic Success Workshops, Health Sciences orientations, presentations, and many other events.

**New Student Orientation (NSO)**

NSO is required for all degree-seeking students who plan to complete a degree, or transfer and complete a bachelor’s degree. Because of the student onboarding policies and updates in admission categories, all degree-seeking students are required to complete a two-part orientation process for the semester they are starting to attend college.

**Part I: Online Orientation**

Part I: Online Orientation covers academic policies, procedures, and additional crucial information. Online Orientation is a robust, interactive experience for students that includes informational videos, separate sections for specific student groups, (for example, Veterans) section quizzes, and a final test. Students must complete the final test with 100% to proceed with the second part of Orientation. Part I takes approximately 45-60 minutes to complete.

**Part II: Advising & Registration**

Part II: Advising & Registration has traditionally been an on-campus portion. The session began with a brief presentation from an Academic Advisor, Counselor and student orientation leader. Students then met with an Academic Advisor to discuss course options for their first semester courses. We began working remotely in March, and therefore had to adjust the way we serve students who need Part II of Orientation. Once the student completes Part I and has placement completed, we assign that student to an Advisor who will reach out to the student by phone, email or WebEx to complete Part II of orientation and make sure they are ready to register for the semester.

Listed below are the term-by-term comparisons of students served through Part II of NSO:

- **Spring 2017**: 427 (main), 35 (mini) = 462 total students
- **Spring 2018**: 472 (main), 133 (rolling) + 34 (late-start) = 639 total students
- **Spring 2019**: 427 (main), 89 (rolling), + 20 (late start) = 536 total students
- **Spring 2020**: 457 (main), 78 (rolling), + 21 (late start) = 556 total students

- **Fall 2017**: 2086 (main), Saturday 103, 118 rolling, = 2307 + 142 CDS = 2449
- **Summer/Fall 2018**: 2287 (main), Saturday 157, Rolling 142, late start 56 = 2642
- **Summer/Fall 2019**: 2096 (main), Saturday 145, Rolling 116, late start 52 athletes 85 + veterans 11 = 2505

The Online Orientation module is updated every semester to reflect policy changes, dates, and any new information students need to register for classes and successfully complete their courses. The Online Orientation content is created by Moraine Valley, but hosted through the Comevo software platform.
Student Planner Portal Information

MVConnect includes a link to the Student Planner and a brief video tutorial on how to use it. The video has been updated several times with every change to the website or the Student Planning tool. The Planner has been used since Spring 2014 and is the primary method for students to both register and track their progress toward completing a certificate or degree. This tool allows students to compare degree requirements among different majors, identify courses in the program of study area, plot those in a visual format and then register for them with the click of a button. Student Planner is used as the registration tool for all Orientation sessions. Students are able to change their Program of Study through an online form that goes to the Registrar to make the adjustment.

COL-101 Educational Planning Session

Academic Advisors facilitate the COL-101 (College: Changes, Challenges, Choices) mandatory Educational Planning Session (EPS) content for degree-seeking students. During these sessions, Advisors explain resources and use the Student Planning tool to assist students in selecting courses for their upcoming semester. This session was done in person until March, when we began working remotely. From that time forward, all COL-101 sessions were offered online and we now facilitate the Educational Planning Sessions online.

The Academic Advisors facilitated 103 sections, plus 4 make-up sessions, (serving approximately 2,000 students) of COL-101 mandatory course content through the EPS sessions in the fall semester. During the spring semester, Advisors led another 41 sections, plus 2 make-up sessions, which reached approximately an additional 800 students. This learning experience helps students understand how to successfully organize and develop an educational plan to meet the program-level requirements and learning outcomes.

The advisors update the session each year, and have the information as a permanent resource to all students in MVConnect. The new EPS in the student portal clearly outlines the steps needed to successfully transfer to a four-year institution with a transfer degree, or complete the courses needed to graduate with a certificate or A.A.S. degree.

During the EPS in the classroom, Academic Advisors present the Agree to Degree pledge to the COL-101 students and encourage students to submit the pledge as an electronic process with a pledge submission button on the EPS page in the student portal. Students also submit the mandatory EPS assignment electronically. The assignment is graded electronically and the faculty member can look on MVConnect to see which students have completed the assignment. The pledge and assignment are accessible through the same submission button so students are automatically presented with the pledge as they complete their assignment.

Upon submission of the pledge, students receive an immediate email response congratulating them about their commitment to making education a priority in their life. A follow-up message is sent one year after the initial pledge submission with a reminder of their commitment. There is also a question asking the student if they are still on track to complete their degree or certificate. All students are encouraged to follow up with an Academic Advisor to confirm.

The availability of the EPS in MVConnect, and the electronic submission of the pledge with the immediate and follow-up responses, contribute to student success and student retention. The electronic process facilitates data collection for future purposes. After success of the pilot last year, this process was fully implemented in Fall
2018, 1,971 students submitted a pledge in the Fall, and 522 students submitted a pledge in the Spring 2019. During the summer and fall 2019, 1,887 students submitted a pledge and another 515 students submitted a pledge in the spring of 2020.

**High School Group Placement Testing**
During the 2019-20 academic year, Academic Advisors worked collaboratively with the Office of Student Success to provide academic advising support to district high school students. Several testing dates occurred during the past academic year which allowed students to complete placement tests at main campus and the extension centers. Academic Advisors provided students with next steps about educational planning and onboarding information. Listed below are the names of the schools and the number of students served:

**September 2019**
19th Evergreen Park HS 22 students

**November**
13th Andrew HS @SWEC 10 students
15th Delta HS @ECBI 20 students

**February**
6th Evergreen Park HS@ECBI 45 students

TOTAL: 97 students advised
(Note: remaining spring visits canceled due to the COVID-19 virus.)

**Program Development**

**Intrusive Advising in COS-100**
Academic Advisors facilitate academic planning sessions during the COS-100 (College Skills) course, which is offered as a co-requisite of RDG-041 (Approaches to College Reading). The academic planning sessions consist of two separate parts:

- **Class Visit:** during scheduled class time, academic advisors visit the class to present information regarding resources, services, policies, procedures, and course planning.
- **Student Visit in the AAC:** during scheduled class time, students visit the AAC and follow the walk-in procedure for signing-in to receive advising services. Students have an opportunity to discuss their individual goals and create an academic plan during a one-on-one meeting with an academic advisor. This session allows for students to become more familiar and comfortable with initiating contact with academic advisors in the future. This session reinforces information presented during the class visit and encourages students to use various MVCC resources and services not just during the mandatory class sessions, but well beyond completion of their developmental reading education.

Academic Advisors facilitated sessions in 5 sections during the fall 2019 semester, and in 3 sections during spring 2020. Furthermore, in spring 2020, this initiative took place in February and it was not impacted by changes that took place due to COVID-19.

Based on student surveys received after students’ visit to the AAC, 60 students (out of 80 registered for the class) were able to benefit from an individualized advising session during the fall semester, and 30 students (out
of 32 registered for the class) during the spring semester. Students responded well to this event and they seem to appreciate this intrusive advising initiative, as demonstrated by the following survey results.

**Fall 2019 Academic Advising Survey**

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advisor showed genuine interest in helping me.</td>
<td>3.93</td>
</tr>
<tr>
<td>The presentation provided me with helpful information and resources.</td>
<td>3.87</td>
</tr>
<tr>
<td>I will use the resources provided to me in the future.</td>
<td>3.85</td>
</tr>
</tbody>
</table>

Note: It is possible that the average score would have been higher. The score of 1 (strongly disagree) was accompanied by the following comment: “Giving me the best advice” as a response to “In your session(s) with the advisor, what has been the most helpful to you?”
Spring 2020 Academic Advising Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advisor showed genuine interest in helping me.</td>
<td>3.92</td>
</tr>
<tr>
<td>The presentation provided me with helpful information and resources.</td>
<td>3.88</td>
</tr>
<tr>
<td>I will use the resources provided to me in the future.</td>
<td>3.84</td>
</tr>
</tbody>
</table>

COS041 Advising Survey

The advisor showed genuine interest in helping me.

The presentation provided me with helpful information and resources.

I will use the resources provided to me in the future.

Technology

Online Advising and WebEx

During the 2019-2020 academic year, the AAC continued to serve the online student population through online academic advising services. The virtual conferencing tool, WebEx, was utilized to create an academic advising experience equivalent to in-person meeting. This is done primarily through screen sharing that allows the Advisor to share Degree Audits and other documents directly with the student on their computer. There were a total of 106 online students served via WebEx appointments. Based on the high level of success with online academic advising services, additional Academic Advisors were trained to utilize WebEx for future academic advising purposes.

Due to the COVID-19 restrictions, all students have been served remotely since mid-March. With the change in spring to the entire staff working remotely, there had to be changes to the technology utilized.

- All the staff log in to Cisco Jabber, where we created a group chat for the Advisors to post questions or comments. We also had a separate chat for the Advisors that were in training. There are hundreds of messages exchanged each day, responding to questions, issues, or comments.
- New training modules were developed and put in Canvas for the new Advisors to continue their training in a remote environment. Assessments were created to determine mastery of content areas.
- The Advisors use WebEx for meetings with students but the department has also utilized WebEx to train staff on WebEx itself, Colleague screens, give departmental updates, and participate in meetings.
• The Advisors had to move every COL-101 Educational Planning Session online and train the Advisors who had not taught online, how to facilitate the session in this new format. All Advisors assigned sections were successfully able to implement this new technology.

• We had already implemented electronic notes for the times Advisors worked at sites away from the main office. This format was expanded with the change to working remotely as we had to also meet with Orientation students by phone or by email. The Orientation electronic notes has a field to check for Orientation and this triggers an automated email to the student listing any content typed into the Course Suggestions field. This gives the student written confirmation of the recommended courses from the advisor they worked with that day.

Diversity and Inclusion

Collaborations with Departments Serving Diverse Students
Academic Advisors take an active role in promoting respect for diversity and exploration and learning from various cultures that our increasingly diverse student body represents. Examples of these efforts include:

• Academic Advisors collaborate with Multicultural Student Affairs staff and students to support programming and events. Events include heritage celebration events and diversity conferences geared toward currently enrolled students and the college district communities.

• Academic Advisors support the Center for Disability Services (CDS) with advising during the Fall and Spring semesters. This proactively encourages students to utilize Academic Advising services to take ownership of their educational plans within the comfort of the CDS office. As a result of the success of this service, it was decided that all students with disabilities served by the CDS would participate in standard NSO sessions along with all other degree-seeking students.

• In collaboration with Student Support Services (TRiO), an Academic Advisor participates and helps facilitate the Welcome Days for new TRiO students.

• Academic Advisors are club advisors for the following clubs, organizations, and initiatives: Phi Theta Kappa, Muslim Student Association, Gamer’s Club, Run for Peace, and the Diversity Task Force.

Resource Advancement

MVCC Open House
The Open House is an event where visitors are allowed access to a campus in order to learn more. Attended by prospective students, parents, and community members, the goal is to promote Moraine Valley’s academic programs and disseminate information regarding new student onboarding processes. Verbal feedback from students, families, and community members was positive. Academic Advisors assisted with the 247 individuals in attendance.

Award Nominations
The following Academic Advising & New Student Orientation faculty/staff and initiatives were nominated for awards during 2019-2020. Individuals marked with an asterisk are award collaborators employed outside of Student Engagement.

Nancy Blane Guerra Service Award-
  • Debby Blatzer

Robert E. Turner Service Award-
  • Helen Dunne
Innovation of the Year Award-
- R U Ready to Graduate transfer event (Tina Carney-Simon and Donald Allen)
- Retention Academy (Dr. Sadya Khan*, Dr. Kristine Christensen*, Clare Briner*, Dr. Scott Friedman, Dr. Kim Golk, Dr. Pamela Haney*, Dr. Lara Hernandez Corkrey*, Dr. Jo Ann Jenkins*, Dr. Margaret Lehner*, Dan Matthews*, Pam Murphy*, Dr. Ryen Nagle*, Dr. Normah Salleh-Barone*, Mike Renehan*, Kam Sanghvi*, Dr. DeWitt Scott*, Dr. Darryl Williams*, Dr. LoShay Willis*)

Dave Sarther Teamwork Award-
- Online Agree 2 Degree (Agne Juskaite, Anne Ouradnik, Rosie Barry, Mary Paraskis, Dr. Sundus Madi McCarthy, Rick Sand, Amanda Sidorowicz*, China Dostal*, Donald Allen)

Center for Disability Services

The Center for Disability Services (CDS) supports students with documented disabilities who require services. The purpose of the CDS is to ensure equal access to students with disabilities to all college programs and to promote student independence and self-advocacy. The CDS also provides support and education to all members of the college, so as to develop an environment of awareness and mutual respect.

Student Success

### Annual Count of Students Served by Primary Disability

<table>
<thead>
<tr>
<th>Primary Disability Type</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>19-20 Unduplicated</th>
<th>% Change from 18-19 to 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injury</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>-50.00%</td>
</tr>
<tr>
<td>ADHD</td>
<td>53</td>
<td>107</td>
<td>99</td>
<td>142</td>
<td>6.77%</td>
</tr>
<tr>
<td>Asperger’s</td>
<td>20</td>
<td>60</td>
<td>56</td>
<td>73</td>
<td>1.39%</td>
</tr>
<tr>
<td>Blind/Low Vision</td>
<td>5</td>
<td>12</td>
<td>16</td>
<td>19</td>
<td>26.67%</td>
</tr>
<tr>
<td>Deaf/ Hard of Hearing</td>
<td>9</td>
<td>17</td>
<td>14</td>
<td>23</td>
<td>-14.81%</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td>6</td>
<td>10</td>
<td>11</td>
<td>16</td>
<td>-23.81%</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>112</td>
<td>288</td>
<td>254</td>
<td>365</td>
<td>-9.20%</td>
</tr>
<tr>
<td>Mobility Impairment</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>14</td>
<td>16.67%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.00%</td>
</tr>
<tr>
<td>Psychological Disability</td>
<td>58</td>
<td>114</td>
<td>98</td>
<td>148</td>
<td>5.71%</td>
</tr>
<tr>
<td>Seizure Disorder</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>-37.50%</td>
</tr>
<tr>
<td>Systemic/Chronic Health</td>
<td>50</td>
<td>102</td>
<td>98</td>
<td>135</td>
<td>7.14%</td>
</tr>
</tbody>
</table>

**TOTAL**                                      **321**     **727**    **658**     **943**    **-1.87%**
### Annual Count of Services and Accommodations Provided

<table>
<thead>
<tr>
<th>Category</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Duplicated Totals</th>
<th>Unduplicated Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Served</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students registered with CDS and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrolled</td>
<td>238</td>
<td>675</td>
<td>606</td>
<td>1878</td>
<td>911</td>
</tr>
<tr>
<td>New students approved for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accommodations</td>
<td>106</td>
<td>185</td>
<td>99</td>
<td>390</td>
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<tr>
<td>Student appointments</td>
<td>125</td>
<td>500</td>
<td>290</td>
<td>915</td>
<td></td>
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<tr>
<td><strong>Testing Accommodations</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tests proctored/scheduled through the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CDS</td>
<td>46</td>
<td>827</td>
<td>688</td>
<td>1561</td>
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<tr>
<td><strong>Tutoring</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students requesting tutors</td>
<td>2</td>
<td>80</td>
<td>56</td>
<td>138</td>
<td></td>
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<tr>
<td><strong>ASL Interpreting Services</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students requesting interpreters</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment Checkout</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Digital recorders</td>
<td>N/A</td>
<td>56</td>
<td>52</td>
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<tr>
<td>Note-taking notebooks</td>
<td>N/A</td>
<td>24</td>
<td>20</td>
<td>44</td>
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</tr>
<tr>
<td>IPad</td>
<td>3</td>
<td>22</td>
<td>22</td>
<td>47</td>
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<tr>
<td>Smart pens</td>
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<td>19</td>
<td>11</td>
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<tr>
<td>Locker keys</td>
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<td>5</td>
<td>4</td>
<td>10</td>
<td></td>
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<tr>
<td>Amigo loan</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Alternative Format Materials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students requesting eBooks</td>
<td>6</td>
<td>24</td>
<td>23</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>ebooks requested</td>
<td>17</td>
<td>62</td>
<td>62</td>
<td>141</td>
<td></td>
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<tr>
<td><strong>High School Visits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students attended</td>
<td>27</td>
<td>208</td>
<td>147</td>
<td>382</td>
<td>before 3/16/20</td>
</tr>
<tr>
<td>Schools represented</td>
<td>3</td>
<td>16</td>
<td>12</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

**CDS General Updates**
A CDS Faculty Work Group was formed in the Spring 2020 semester. This work group will provide faculty with an opportunity to provide input on CDS policies and procedures, help develop online faculty resources, and help to identify/address general campus accessibility concerns.

The CDS worked with Marketing and Communications to develop a new informational brochure and promotional items.

**Program Development**
The CDS partnered with the Workforce Recruitment Program (WRP) this year for the first time. The WRP is a government sponsored recruitment and referral program that connects federal and private sector employers with...
college students and recent graduates with disabilities who are looking for summer or permanent jobs or internships. Seven students participated in the program and three students received interview opportunities. The CDS has renewed the WRP for the upcoming academic year.

The CDS has implemented a comprehensive student satisfaction survey. The survey instrument has been developed and was distributed for the first time at the close of the Spring 2020 semester. Data will be collected three times each academic year following the Fall, Spring and Summer sessions.

**Technology**

Working in conjunction with IT Services, the CDS created online versions of our most commonly used forms that students can complete and submit directly from MVConnect. The CDS participated in a pilot program for Sonocent Audio Note Taker. In addition, the CDS renewed the license for Kurzweil text-to-speech software and increased our inventory of Smart Pens.

**Diversity & Inclusion**

**Presentations and Committee Work**

Nate Payovich, Director, and Sharon Brennan, Counselor, presented two sessions during Learning College Day. The session was entitled *The Power of Words.* The session discussed how words shape how we view disability and interact with students who have disabilities. In addition, Sharon and Nate developed a workshop on Universal Design and assistive technology that was included as part of an Assistive Technology certificate for faculty and staff offered through the CTL.

The CDS participated in a campus committee on closed captioning and helped develop recommendations for increasing the availability and use of captions.

**Resource Advancement**

**Remote Work**

The CDS developed a process to conduct new student intake appointments remotely. Students can contact the CDS by phone and email to schedule a phone or Zoom meeting. The CDS coordinator, counselor and director are all able to conduct intake meetings and we work with students to interactively determine appropriate accommodations at MVCC. The Accommodation Request Form is available electronically and online and students submit the form as well as their supporting documentation via email or fax. CDS staff meet weekly to review new student requests and approve accommodations. The accommodation letter is then sent to the student by email.

CDS tutoring continued remotely through the Spring semester. Students connected with their tutors weekly through email, Zoom, or by phone to get extra help with their courses.

CDS staff members continue to be available to students by email, phone or video conference to respond to questions, concerns and provide support.
Counseling and Career Development Center

Student Success

The Counseling and Career Development Center (CCDC) worked throughout the academic year to enhance the college environment and positively impact the overall success of the student body. Throughout the year, Counselors worked to serve students while finding innovative ways to improve upon interventions and outreach efforts. During the year, there were 9,128 student appointments scheduled in the CCDC. Appointments scheduled increased by 25% from the previous year ending in May of 2020. 4,435 of those appointments scheduled were unduplicated student interactions. Of the appointments scheduled, 7,587 student appointments were attended equaling 83% of those scheduled. Of those attended, 3,348 were unduplicated students. In addition, it should be noted that 93.8% of students who attended appointments had between 1 to 5 visits with a Counselor.

Personal appointments and drop-in sessions accounted for 17% or 1,310 of all counseling appointments in the CCDC during the academic year 2019 to 2020. Personal appointments are identified as appointments whereby the presenting need of the student can be related to a mental illness or other dire personal concerns that are impediments to the student’s success in college. In addition to those personal appointments, Counselors attended to 29 crises throughout the year. Crises are circumstances where students may present as needing urgent intense care. Often times, during a crisis, a Counselor can be called to meet a student in the classroom or the student is walked over to the CCDC by an instructor or a friend. Students during crises are usually distraught, sometimes suicidal and may require hospitalization. In such a situation, two Counselors will spend several hours with the crisis student to intervene, deescalating the situation and creating a plan with the student. An example of such a crisis occurred during the spring semester where one counselor hospitalized a student. The student was referred by faculty shortly before spring break. The student who had lost income due to COVID-19 was losing hope. The Counselor felt that hospitalization in this student’s circumstance was required. Subsequently, the hospitalization along with the additional support the student received from the Counselor led to the student’s academic success and improved mental health.

The CCDC strives to meet the needs of the most vulnerable, at-risk students at Moraine Valley through the facilitation of Project Care. Project Care encompasses the management of the college’s food pantry and access to the Emergency Financial Assistance Grant program through a partnership with the college’s Foundation. During academic year 2019-2020, the CCDC assisted 315 students through Project Care and the Food Pantry (this number was up 18% from last year). The primary way the food pantry is stocked is through the holiday food drive that takes place in the months of November through January annually. On campus organizations such as the PTK Honors Society and select classes inspire civic mindedness and engagement by encouraging students to collect and donate food items to the pantry. Trustee John Coleman has also partnered with Project Care during the last two years to donate boxes of food. Annually, hundreds of pounds of food are donated by Moraine Valley employees, students and community members to benefit students through Project Care. One of the primary ways Counselors strive to empower students with the motivation to persist and to succeed is through career counseling and the HDV-111 Career Planning class. During the academic year, Counselors worked with 382 students for career counseling. Students who seek career counseling range in gamut from those who are completely undecided to those who may just need help in exploring and deciding between two career choices. In addition, this year, as a way to increase referrals from colleagues in the Academic Advising Center, Counselors facilitated a professional development training about the process of career counseling to better equip academic advisors to connect undecided students to CCDC.

Another primary function of the CCDC is academic counseling which encompasses one-on-one academic counseling interventions with students who may need help with gaining academic and study skills, interventions
with COS-100/RDG-041 cohorts and students who encounter academic restrictions due to the Standards of Academic Progress (SOAP) policies of the college. In total, Counselors saw 4,152 students for academic counseling throughout the year. Of those students, 3,010 were primarily for SOAP interventions. The first level of SOAP requires students to take an Academic Success Workshop (ASW). Counselors facilitated 101 ASW sessions in which they intervened with 851 students. ASWs generally average 2 hours in length, and include both group and individual interventions for the students. Other SOAP interventions included 621 interventions related to the college’s repeat policy, where students request to take a class for a third or fourth time. There were 1,520 one-on-one interventions for students who were on Academic Probation, Academic Suspension, and returning from Academic Dismissal.

Every year, Counselors collaborate with Academic Advisors and the COS-100 faculty to coordinate interventions for the COS-100 students. This year, interventions included two workshops presented to each of the five class sections of COS-100. The workshops entitled “Career Planning and You!” and “Goal Setting” were facilitated by counselor, Sharon Brennan. As part of the interventions, all 83 students from the COS-100 classes visited the CCDC and met individually with Counselors for academic interventions.

Beyond the aforementioned interventions, the CCDC also conducted phone and email outreach to 1,362 students throughout the year. Given the swift transition to primarily online classes, it was imperative that Counselors facilitated this outreach to students to support academic success.

A total of 73 workshops were presented throughout the year by Counselors. Several of the workshops were offered during COL-101 classes. In addition, Counselors collaborated with different departments on campus to provide student programming. Some of the collaborations included Dr. Anna Rogers partnering with the Job Resource Center for Career Week to give a keynote on the topic of Growth Mindset and Dr. Anna Rogers and Teresa Hannon participated in an I, Robot panel discussion for the One Book One College events entitled: “Being in an emotional relationship with your device for Valentine’s Day.

To comply with Title IX programming and to help educate and support new students as they acclimate to college expectations, policies and procedures, The Domestic Violence and Sexual Assault Awareness Committee reaches out to COL-101 instructors twice a semester via email and offers a workshop entitled “It’s On Us”. This workshop addresses domestic violence, sexual assault, consent, men as victims, LGBTQI+ as victims, bystander intervention, student’s rights and responsibilities including information on Title IX and provides students with available resources. During this academic year, Counselors presented seven workshops to COL-101 classes. In addition, requests for presentations were made by three HDV-111 courses. A total of 178 students attended these presentations.

Given the onset of COVID-19 in our society and the rapid transition to a new way of life and school for students, Counselors thought it essential to swiftly innovate and transition to support the increasing needs of students. In fact, during the time where college employees began to work remotely, the CCDC saw an increase in the number of students seeking services. Within the first 4 weeks after the transition to remote counseling, Counselors worked with 914 students. In weeks two through four after the transition to remote work, comparatively, Counselors worked with 688 students, almost twice as many as the 367 students they worked with the previous year.

The CCDC transitioned to telehealth sessions through both Zoom and the college’s technology. In addition to individual telehealth sessions with students, Counselors conducted group sessions with students on topics such as mindfulness, task/time management and social connections to help students cope during these tenuous times. Counselors collaborated with the library to record two virtual panel discussions, one entitled: “Self-care and Adapting During This Time” and the other entitled: “Mental Illness, Suicide Prevention and Domestic Violence”. Counselors also became innovative with technology by creating a Canvas course entitled: “Counseling Student Support during Shutdown”. This course provided a way for students, faculty and staff to
access important supportive resources and information in a “one stop” familiar format and was utilized by over 140 students and faculty.

Counselors intentionally made themselves available and accessible to faculty for student consultations and concerns not only through emails and via the telephone but through the online staff and faculty Facebook group that was created during the pandemic transition. In one example, a professor posted in the group on a Sunday evening that she was worried about a student from whom she received a message. Immediately a Counselor reached out, spoke with the faculty member to learn about the situation, and contacted the student through email and telephone the following day. In this situation, the student was distressed because they had been stranded out of the country due to COVID-19. The Counselor worked with the student helping them gain coping skills and managing their academic load.

Program Development

The CCDC provides outreach, awareness, and education to equip students with tools and resources for success in college and beyond. During the fall, to coincide with national awareness efforts, Counselors used two weeks, one in September and one in October to draw attention to suicide prevention and mental health. During each of these weeks, over 100 students participated in the initiatives. Suicide touches 1 in 5 American families. During Suicide Prevention Awareness Week, Counselors held an outdoor vigil in an endeavor to help the campus community learn meaningful steps to build a world without suicide and bring hope to those affected by suicide. During this vigil, a Moraine Valley student shared his very powerful story of wanting to die by suicide but was saved by friends who intervened and were there for him. In addition to the vigil, during these awareness weeks, Counselors conducted educational workshops partnering with National Association of Mental Illness (NAMI) and the Association for Suicide Prevention (AFSP), to educate the college community about living and coping with mental illness, and helping someone with suicidal thoughts.

One counselor, Dr. Anna Rogers in collaboration with Professor Larry Langellier, established The Equity Pilot Utilizing Growth Mindset and Neuroscience. This project, which won Innovation of the Year at the college, was established to identify, explore, and address equity gaps through collaboration between Student Development faculty, teaching faculty, and Institutional Research. The goal of the programming and resulting pilot was to provide proof-of-concept that growth mindset and neuroscience can effectively reduce equity gaps, improve student performance/retention, increase students’ sense of cohesion and belonging in the classroom community, empower students to seek help, change how students view mistakes, help students develop a new relationship with challenge and effort, and educate students on learning/memory best practices (neuroscience). As part of the pilot, Dr. Rogers presented 8 times to CSC-140 classes and worked on a regular basis with 48 students who were enrolled in these classes to provide counseling, collect data, and to analyze results. In addition, Dr. Rogers had the opportunity to present this pilot and results at League of Innovation conference in Seattle, Washington in March, during the college’s In-Service programming to faculty and staff, to the Executive Leadership Team, to IT leadership at their leadership conference during Staff Development Day, to honor students and in multiple COL-101 classes.

Counselors develop and teach numerous workshops for faculty and staff throughout the year. During the past year, Counselors presented a workshop to new faculty during New Faculty Orientation and facilitated numerous workshops for Learning College Day, Staff Development Day and in the Center for Teaching and Learning. Some of the workshops presented included: “The Power of Words”, “Words Matter”, Mindfulness”, “Students with Disabilities”, “Culturally Responsive Teaching” and “Behind the Scenes with Counseling”. Additionally, Teresa Hannon whose expertise is in the therapeutic concept of mindfulness, led weekly mindfulness sessions for students in collaboration with Student Life and led additional sessions for staff and faculty.
Throughout this past academic year, Counselor Hiyam Yusef took the lead on the compliance and programming for the Drug Free Schools and Community Act (DFSCA) regulatory requirements for higher education institutions. As part of the programming for this mandate, there were two workshops offered by Counselors entitled: “The Hidden Dangers of Holiday Drinking” and “Myth Busting for Alcohol Use”. There was also a Blackout Wednesday poster exhibition entitled “Don’t Let Mourning Be Part of Thanksgiving Morning”. Beyond the programming offered to students, Counselors participated in six professional development workshops to enhance their knowledge on topics related to working with students who are affected by Alcohol and Other Drugs.

As part of the ongoing work and collaboration with the Center for Disability Services (CDS), Sharon Brennan in the Fall of 2019 represented CCDC and CDS by participating in the South West Transitions Program Resource Fair. She also participated in the Post-Secondary Meeting- Transition Day representing CDS and CCDC and met with the parents of students in the Orland Park transitions program discussing expectations of college and tips for transitioning to college.

Counselors collaborated with TRiO Educational Talent Search staff to provide workshops for students on issues pertaining to cultural identity and college in the program’s summer camp. Counselors also participated in TRiO’s student orientation for the TRiO Student Support Services program. Counselors connected with students while sharing information on how the CCDC can provide support.

Prior to the onset of COVID-19, a team of Counselors and Academic Advisors in collaboration with the Dean of Student Engagement and the Vice President of Student Development were researching and developing a case management approach to help the college’s most at-risk students. This initiative has been delayed due to COVID-19. As well, in 2019 the Illinois State Legislature passed the Mental Health Early Action on Campus Act that requires public colleges and universities to raise awareness and provide resources for students as it relates to mental illness on college campuses statewide. Given this new law, during the year, the coordinator in collaboration with a counseling subcommittee worked in conjunction with the Dean to strategize the implementation of the mandates of this law. The new law was not funded, and has yet to take effect. However, some of this work is being implemented regardless of the law’s status.

**Technology**

The CCDC is striving to maximize technology to enhance student interventions, improve departmental initiatives and to increase efficiency. From the implementation and the ongoing use of Titanium software over recent years to schedule student appointments, log notes and collect data, to the utilization of Canvas as an outreach tool, to the implementation of the Starfish early alert tool, Counselors are finding innovative ways to make use of technology.

During the academic year, Counselors underwent training to utilize Starfish early alert system which the college obtained through Title III funding to intervene with and retain students. During the pilot in Spring of 2020, 86 students were referred through the Starfish system for interventions with the CCDC. Counselors were subsequently able to intervene with students referred and to bring closure to each of the 86 cases.

CCDC partnered with Information Technology to transition requests for COL-101 workshops to an online form as a process improvement initiative. This new process will facilitate the streamlining and centralizing of workshop requests from instructors.

Counselors transitioned successfully to conducting telehealth sessions with students due to the ongoing pandemic utilizing online platforms such as Zoom and WebEx.
Diversity, Equity and Inclusion

A new, critical process for student intakes in the CCDC was implemented as it relates to the College’s Strategic Goal- Diversity, Equity and Inclusion. Upon seeking to schedule an appointment with a Counselor, students are asked to identify any preferences they have for a Counselor. In this instance, preferences include gender, religion or race. This implementation was based on the body of counseling research that indicates that a client/student is more likely to feel comfortable and to return for services if they are matched with their preferred Counselor.

In addition, Counselors joined forces with teaching faculty, staff and students to enhance diversity on Moraine Valley’s campus through serving as advisors to clubs and on planning committees. A Counselor, Dr. Anna Rogers served as an advisor for the Gender and Sexuality Progress (G.A.S.P.) club that seeks to educate the campus on issues that affect gender and sexual minorities, as well as provide a welcoming space for students. As an advisor, the Counselor participated in the Rainbow Reception as well as other events the club sponsored on campus. Counselors Shanya Gray and Souzan Naser served on the institutional Celebrating Diversity Taskforce that plans the diversity programming for the college.

Beyond participating in programming, the CCDC regularly collaborates with Multicultural Student Affairs and TRiO Student Support Services to support minority students on-campus. Through targeted referrals, students can be seamlessly referred between these offices. During the fall, CCDC participated in an event sponsored by Multicultural Student Affairs entitled VOCES that sought to educate Latinx students about career choices at Moraine Valley and beyond. Two Counselors participated in this outreach event. Several Counselors also serve as mentors in the D.R.E.A.M. program through Multicultural Student Affairs, a program that seeks to provide educational and academic mentoring for students of color on Moraine’s campus. Mentors in the D.R.E.A.M. program include: Teresa Hannon, Shanya Gray, Latoya Johnson-Foster and Hiyam Yusef.

During Learning College Day, Shanya Gray and Souzan Naser were part of a collaboration with other faculty members to bring a workshop entitled: Culturally Responsive Teaching. This workshop covered critical elements of a culturally responsive pedagogy that can reach and considers the diverse body of students that attend Moraine.

Finally, Shanya Gray received the Celebrating Diversity and Inclusion award, given to an employee who through their work seeks to enhance diversity at the college.

Institutional Advancement

Throughout the year, several counselors worked on initiatives for continuous improvement in the CCDC, were provided opportunities to grow professionally, to represent the college and were awarded several prestigious awards from the college.

Continuous improvement is critical to meeting the needs of the student population at the college. During this academic year, the ASW committee began working on process improvements to the workshop interventions for students on Academic Caution. As part of the improvement plan, 252 students who participated in ASWs at the end of the Fall semester completed surveys which allowed them to rate the ASW interventions and to ascertain the perceived benefits and effectiveness of the interventions to students.
Student Survey Results from Winter ASWs

<table>
<thead>
<tr>
<th>Question 1: After attending this workshop, I have a greater understanding of what is needed to be academically successful and feel better prepared for next semester.</th>
<th>Question 2: I am more likely to utilize the campus resources (counseling, advising, tutoring, speaking &amp; writing center, etc.) presented today.</th>
<th>Question 3: It was beneficial to meet individually with an Academic Advisor for course recommendations during this workshop.</th>
<th>Question 4: It was beneficial to meet individually with a counselor to discuss my needs and review strategies and resources in preparing for the upcoming semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Strongly Agree</td>
<td>196</td>
<td>173</td>
<td>202</td>
</tr>
<tr>
<td>B - Agree</td>
<td>52</td>
<td>73</td>
<td>43</td>
</tr>
<tr>
<td>C - Disagree</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D - Strongly Disagree</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blank Cells</td>
<td>3</td>
<td>3</td>
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</tr>
</tbody>
</table>

From the table above, students overwhelmingly perceived the interventions as beneficial and effective to their academic success. With this critical feedback from students, The ASW committee will continue through the upcoming year to explore additional process improvements.

Some notable accomplishments, contributions and professional development opportunities throughout the year must be mentioned. Dr. Linda Brandt participated in a faculty exchange program to the Netherlands in the summer of 2019. Two Counselors, Hiyam Yusef and Sharon Brennan continue their movement forward in the Non-Tenured faculty process with one of those Counselors, Sharon Brennan also attended the Sexual Misconduct Institute at Ferris State University and received a certificate of training allowing her to serve as a Confidential Advisor at the college. In addition, Sharon earned 3 Graduate Credit hours by completing the Students with Special Needs Specialist Course through Lindenwood University. Four Counselors attended The South Metropolitan Higher Education Consortium (SMHEC) conference in the fall of 2019 which focused on student success and closing the graduation gap across racial and socioeconomic groups. Also, the CCDC continues to be part of C4, a consortium for suburban community college Counselors, an organization which in the fall hosted professional development at South Suburban College attended by four Counselors.

Dr. Souzan Naser presented at the American College Counseling association (ACCA) conference in Washington D.C. during fall 2019. The title of her presentation was “The Effect of Culturally Competent Counseling Practices with Arab American College Students”. In addition, she facilitated a professional development workshop entitled “Understanding Arab American Clients” to social work students at Siena Heights University in Michigan. Dr. Naser, who took a sabbatical leave in the spring was scheduled to present at the American Counseling Association conference which was had to be cancelled due to the pandemic. However, Counseling Today, a publication of the American Counseling Association, has accepted her article for publication as a Knowledge Share article and it will be featured in a future issue of their magazine and Liberal Education, the flagship journal of the Association of American Colleges and Universities has accepted her manuscript for its fall publication.
Finally, three Counselors in the CCDC were awarded with the college’s most prestigious honors. Dr. Linda Brandt was awarded Professor of the Year, an ultimate recognition of teaching and student service over her tenure at the college. Shanya Gray received the Celebrating Diversity and Inclusion as a tribute to her collaboration and participation in numerous diversity focused initiatives on campus. Dr. Anna Rogers, in the spirit of innovation and collaboration, along with Professor Larry Langellier and Dr. Sadya Khan was awarded the Innovation of the Year award for her work in the development of the Growth mindset pilot.

**Human Development (HDV) Courses**

**Student Success**

**HDV-100 Human Potentials Course**
The Human Potentials course has a curricular focus on healthy romantic relationships, and has been offered in an online format. 17 students enrolled during Fall 2019, and 16 students enrolled during Spring 2020.

**HDV-111 Career Planning Course**
The Career Planning course was developed to help undecided students identify career direction. Counselors provide students with a number of career assessments and resources that narrow the career search for many students. In addition, the course teaches many fundamental skills such as resume writing, interviewing techniques, and career shadowing. During summer 2019, 19 students enrolled. In fall 2019, 175 students enrolled across 12 sections. In spring 2020, 106 students enrolled across 7 sections. In total for the 2019-2020 academic year, 300 students enrolled in HDV-111. This was an increase of 15 total students from 2018-2019.

**Student Engagement Subdivision/College-Wide Initiatives**

**Diversity, Equity, and Inclusion**

**Illinois Equity in Attainment (ILEA) Initiative**
In Fall 2018, Moraine Valley joined the Illinois Equity in Attainment (ILEA) initiative. ILEA is the hallmark program of the Chicago non-profit Partnership for College Completion, and the main focus is to eliminate racial and socioeconomic achievement gaps at partner campuses by 2025. Evidence-based practices will be utilized on each campus to increase overall graduation rates. Dr. Scott Friedman, Dean of Student Engagement, serves as institutional lead for our ILEA work.

The campus faculty and staff have engaged in numerous conversations around our ILEA work, and over 2,000 written comments have been provided. Student Trustees and other student leaders have been critical to bringing student voice to these planning efforts. In culminating this input, Dr. Friedman and the ILEA Core Team drafted an Equity Plan that will guide large-scale campus strategies through 2025.

Additionally, President Jenkins and the Executive Leadership Team were selected to participate in an Equity Academy co-hosted by the Partnership for College Completion and the Aspen Institute. Throughout the 2020-
Resource Advancement

Study Abroad USA Grant
Dr. Scott Friedman, Dean of Student Engagement, and Merri Fefles, Professor of History and Coordinator of Student Abroad & Faculty Exchanges, resubmitted a U.S. Department of State grant application to scale-up faculty-led Study Abroad at Moraine Valley. While the proposal was not funded, it allowed the Study Abroad team to further explore College resources for and approaches to support Study Abroad.

The impact of COVID-19 has presented an incredible challenge for Study Abroad, and we are exploring expanding our virtual study abroad efforts. The college has partnered with Soliya Connect in the past, and we continue to encourage interested faculty to infuse virtual study abroad into their classes.

Transfer Center & Articulation Initiatives

The Transfer Center is the resource to assist students in a successful transfer experience to a four-year college or university. In addition to providing direct student transfer resources, Transfer Center staff coordinate with all four-year institutions to develop new transfer guides, transfer agreements, and articulation of new courses. In addition, the Transfer Coordinator manages all course submissions for the Illinois Articulation Initiative to help ensure smooth transfer of our General Education courses.

Student Success

R U Ready to Graduate Transfer Event
This event is held before MVCC graduation petitions are due in order to promote deadline dates and graduation applications. Academic Advisors meet with students on the Student Street to conduct Degree Audits and hand out petitions to those who are eligible to graduate. In addition, four-year university representatives are invited to conduct on-the-spot instant admission decisions. Most participating universities also waive their application fees for this event. Students are able to petition for graduation, request transcripts, and apply to four-year universities all in a single day and in one location. This event continues to grow each year with more university representation and more students attending, applying for and being admitted to four-year universities.

Fall- September 9, 2019
- 17 colleges and universities represented
- 170 students met with university representatives
- 16 students applied for university admission and 10 were accepted on the spot

Spring- January 28, 2020
- 21 colleges and universities represented
- 212 students met with university representatives
- 41 students applied for university admission and 16 were accepted on the spot

College/University Visits
These visits are held outside the Library, in the Academic Advising Center, and at both the Blue Island Educational Center and Southwest Education Center in Tinley Park. We have also varied the locations of some of our specialized transfer events to reach targeted groups of students in prime locations such as the Crawley Hall science building, Building B, the T Building, and the Student Street.
- Fall 2019- 107 universities and 97 individual visits
- Spring 2020 - 58 universities and 56 individual visits until college closed in mid-March
Annual Transfer Fair
This event was held on Tuesday, October 8, 2019, in the corridor along the Library in Building L and through the B Bridge.

- 55 Colleges and Universities represented
- Over 893 students attended

Annual PICU (Private Illinois Colleges & Universities) Fair
This event was held on March 3, 2020

- 29 Colleges and Universities represented (PICU member institutions)
- Over 135 students attended

Program Development

Transfer Agreements and Articulation Guides
During the 2019-2020 academic year, Moraine Valley signed transfer agreements with two universities.

- Midwestern University- Pre-Pharmacy Advantage (PPA) Program which offers guaranteed acceptance into the Doctor of Pharmacy program upon completing the 74 credit hours of required coursework at Moraine Valley.
- VanderCook College of Music- Associate in Fine Arts-Music to the Bachelor of Music Education degree.

In addition, the following new four-year partnership agreements are almost completed and should be ready for signing during Summer 2020:

- Saint Xavier University – Guaranteed Admission Agreement.
- Chamberlain College of Nursing - Educational Partnership & Dual Enrollment Program

Virtual Transfer Resources during COVID-19
During the COVID-19 pandemic, the college stopped hosting in-person university visits in mid-March. The Transfer Center has begun working on virtual college visits with students and has kept the Academic Advising Center updated on university transfer policies that affect our students during this time. Many of our partner transfer universities have been changing their policies to accommodate most transfer students during this time, adjusting to be more lenient on courses that have suddenly changed to an online format mid-semester and even allowing some Pass/Fail grade options to count for transfer credit that previously have not.

Curriculum Changes
Tina Carney-Simon, Transfer Coordinator, updated dozens of new and revised curriculum in the college’s Colleague system. A number of course prefixes were changed, and this impacted many career programs. This annual update was much more time-consuming due to the domino impact of these changes.

Illinois Articulation Initiative
Tina Carney-Simon, and Dr. Scott Friedman, Dean of Student Engagement, continued to monitor and assist departments and Academic Affairs with changes in IAI processes and policies in response to COVID-19. Additionally, work was completed on approval of a new BIO course, removal of career-oriented BIO courses from the General Education category, and submission of multiple courses for continuing review.
Code of Conduct & Student Life
Kent Marshall, Dean of Student and Compliance Officer

Departments and Leadership

Code of Conduct Coordinator
  ➢ Amanda Mesirow

Manager Student Life
  ➢ Amanda O’Connor

STUDENT SUCCESS: The Code of Conduct & Student Life Office helped the college provide a successful student experience focusing on students’ well-being and college and career success in the following ways:

1. Improve retention, completion and transfer rates (SS.3):
   1.1. Approximately 40 clubs/organizations were active throughout the year. The following table shows the average GPA of students involved in clubs/organizations compared to the average GPA of all students. Due to COVID-19, we were not able to collect a roster of club members for spring 2020.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average GPA of Club Members</td>
<td>3.219</td>
<td>NA</td>
</tr>
<tr>
<td>Average GPA of All Students</td>
<td>2.910</td>
<td>NA</td>
</tr>
</tbody>
</table>

1.2. Students involved in clubs and organizations had a retention rate of 88.9% from Fall 2019 to Spring 2020 compared to a retention rate of 70.4% for all students.

1.3. Advocacy Sanctioning is a resolution option that the Code of Conduct Office employs to addresses the root of the behavior, not just the violation and is defined by the inclusion of these three elements: focusing on the developmental needs of the student (academic, financial, emotional well-being, and identity), the hearing officer becomes an advocate for the student, and the student forms lasting connections with resources on campus. Advocacy Sanctioning is designed specifically for students needing high levels of assistance and has a direct impact on retention and completion rates, as well as lowering recidivism.

Repeat violators are defined as students who have either been through the process before or went through it again in the same semester. For 2019-2020, the data shows that 19.2% of students fall into this category (an increase from previous years).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recidivism (repeat violators) of students in conduct process</td>
<td>14.6%</td>
<td>12.1%</td>
<td>10.1%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Retention of students in conduct process</td>
<td>74.2%</td>
<td>85%</td>
<td>73.07%</td>
<td>50.6%</td>
</tr>
</tbody>
</table>
2. **Emphasize students’ development of leadership, interpersonal and life skills (SS.6):**

2.1. While facilitating the selection process for seventeen students interested as the Student Graduation Speaker, COVID-19 caused us to halt that process and recruit the Student Trustee to be the Student Graduation Speaker.

2.2. Due to COVID-19, Student Life held many virtual programs to engage students while learning from home: Fiction Friday to discuss good books students were reading; a discussion about Time Management; Sharing recipes that students are trying; Movie Monday where Freedom Writers was chosen and student discussed the movie; a Leadership Development program about what they believe in an how it impacts them as a leader; What’s Your Leadership Color and how to work with others who have different personalities; Learn a Language; an introduction and chat session with the new Student Trustee; Trivia Tuesday; Bingo!; Moraine’s Got Talent; Mindful Monday with one of our counselors; sharing study tips and encouragement during finals week; and Thank You Thursday where students were encouraged to thank someone who had made a difference for them.

3. **Strengthen student engagement in the college community (SS.7):**

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 new student orientations, open houses, and sponsored many campus wide events (e.g. Welcome Days, Fall Fest, Club/Organization Fair, celebrations, open houses, 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. Student Life surveyed students who participated in a few campus wide welcome programs. Survey results show that:
   - 96% of students feel welcome on campus
   - 96% feel connected (a sense of belonging) to Moraine Valley
   - 87% are likely to get involved on campus
   - 95% learned about resources during the events

3.3. Student Life sponsored Nerdology, a fun trivia game, to give students an opportunity to form teams and work together.

3.4. Student Life sponsored Lunch with the President where student leaders were able to meet and engage with the college president and held a Thanksgiving Dinner for clubs and organizations to celebrate and be thankful together.

3.5. Students in Action sponsored a Pumpkin Paint and Hot Cocoa program to provide an outlet to relax.

3.6. Tritones sponsored a Haunted House to entertain the students on campus.

3.7. Anime Club held a Cosplay Costume Contest that encouraged creativity and provided entertainment.

3.8. Historical Society sponsored a presentation and discussion on the myths behind the Thanksgiving holiday and a World History with Mel Brooks program to gain an understanding of the past (in a fun way).

3.9. Tritones held an Atrium Performance to showcase the talents of the club members.

3.10. Christian Fellowship sponsored a Christmas Band to encourage and uplift students around the holiday season and Student Life sponsored cookie decorating while listening to the band.

3.11. Art Club held a Student Art Gallery Reception to promote student art in the U Building and displayed art through several different forums.

3.12. Xscape Dance Team and 24 Karat Dance Team performed at several events throughout the year.

3.13. Video Game Appreciation Club held a Star Wars: Rise of the Games event to honor the release of the newest Star Wars video game.
3.14. Cheer Team partnered with Student Life and the Athletics Department to hold Pack the Place to bring spirit to the basketball games and cheered at men’s and women’s basketball games to promote school spirit and entertain the community and students.

3.15. Action, Social, and Political Empowerment Club and International Women’s Club held a drawing for an emergency radio to raise awareness of planning and preparing for natural disasters.

3.16. Muslim Student Association sponsored a program to discuss the importance of mental health with in the Muslim culture, held a Meet our Counselors event, and held a Fast-a-thon to bring awareness about hunger.

3.17. Boots to College sponsored a Run Around the Campus to raise awareness for Veterans Day.

3.18. Phi Theta Kappa inducted new members into the Alpha Iota Lambda Chapter.

4. Improve the student experience by increasing faculty and staff training and engagement (SS.10):
   4.1. The Code of Conduct and Student Life Sub-Division continues to subscribe to the CAS Standards of Shared Ethical Principles of autonomy, non-malfeasance, beneficence, justice, fidelity, veracity, and affiliation, as the guiding principles for our work with students, each other, and the community. The full document was provided to every staff member, is reviewed periodically during staff meetings, and will be consulted when making decisions and addressing staff issues.

   4.2. 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 Canvas sites, or to forward to students on an as needed basis.

   4.3. 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, Title IX Training, Behavioral Intervention Team, Threat Assessment Team, and an Overview of Student Life. Remote Referral Information was also added to the Code of Conduct portal page working remotely during COVID-19.

   4.4. The Code of Conduct Office continued the Conduct Assigned Advisor program (with selected staff members) in an effort to connect students with resources and to support retention efforts.

   4.5. Provide a one-page Sexual Discrimination, Harassment and Misconduct Faculty/Staff Resources guide outlining responsible employees, reporting obligations, and contact information for ongoing assistance for students.

   4.6. Provide a wallet sized Faculty and Staff Resource Guide for responding to students of concern including Title IX Coordinator contact information and how to locate resources and the full policy.

   4.7. Provide Title IX resources through a Portal Page including a Responsible Employee training video.

5. Identify needs and barriers to student success, and develop and implements programs to address them (SS.3):
   5.1. Student Life maintains the Student Life Portal page with videos, club list, important documents/forms, and other resources.

   5.2. Student Life supports nursing mothers as the point of contact for the private lactation room.

   5.3. Student Life employees gave presentations on how to get involved in clubs and activities through College 101 courses.

   5.4. 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.

5.5. The MVCC Sexual Discrimination, Harassment and Misconduct Policy was emailed to every student notifying them of the full policy, including important definitions, resources & support services, investigation & resolution process, and FAQ’s.

5.6. All new students receive an emailed online initial training program on the topics of sexual harassment, sexual assault, stalking, and dating violence during their first semester of enrollment.

5.7. Provide Title IX resources through a Portal Page including a video about consent.

5.8. A Student Optional Disclosure of Private Mental Health Information email went out to every new student notifying them of the opportunity to authorize the disclosure of certain private mental health information to a designated person.

5.9. A Meningococcal Disease Brochure for College Students and their Parents email went out to every new student notifying them about the disease and how it can be prevented.

5.10. The Gender and Sexual Progress Club Sponsored De-stress before Your Tests event that allowed students to relax with licensed and insured therapy dogs and gain awareness of mental health.

6. Ease student navigation of college processes and information beginning with recruitment, onboarding and registration (SS.1):

6.1. In an effort to connect with students early, encourage them to get involved and create a sense of belonging, Student Life participated in new student orientations and open houses to encourage new and prospective students to get involved on campus.

6.2. 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.

7. Improve student achievement of learning outcomes (SS.5):

7.1. STEM Club sponsored a movie showing to help educate members on physics and energy conservation, participated in a Cadaver Lab demonstration facilitated by instructors on campus, and toured the Argonne National Laboratory to learn more about STEM careers and opportunities.

7.2. Student Life held several events (study tips, stress relief, encouragement) prior to Finals Week to help students get ready for their finals.

7.3. Gender and Sexuality Progress Club sponsored a therapy dog for students to de-stress before finals week.

7.4. Student Life and Asian Diversity Club held a Paint and Sip program where students were instructed on how to paint a winter scene and enjoyed hot cocoa/cider to de-stress before finals week.

8. Continue to provide a beautiful, safe, comfortable, healthy, positive and welcoming learning environment(SS.12):

8.1. 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>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Hearing: Responsible</td>
<td>2</td>
<td>57</td>
<td>12</td>
<td>71</td>
</tr>
<tr>
<td>Administrative Hearing: Not Responsible</td>
<td>6</td>
<td>21</td>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td>Informal Resolution</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Action Required</td>
<td>14</td>
<td>32</td>
<td>15</td>
<td>61</td>
</tr>
<tr>
<td>Unresolved (at time of report)</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Total Students Referred</td>
<td>25</td>
<td>121</td>
<td>20</td>
<td>166</td>
</tr>
</tbody>
</table>

*COVID-19 related closure decreased spring semester numbers

### VIOLATIONS

<table>
<thead>
<tr>
<th>Code of Student Conduct Violations</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts of dishonesty</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Disruption of college operation</td>
<td>3</td>
<td>22</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Physical/verbal abuse, threats, intimidation, harassment, fighting</td>
<td>1</td>
<td>17</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Conduct which alarms and provokes breach of peace</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Failure to comply with sanctions</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Failure to comply with the direction of college officials</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Unauthorized use of keys/entry into building</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Violation of any college policy</td>
<td>0</td>
<td>27</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Violation of federal, state, local law</td>
<td>0</td>
<td>15</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Inappropriate use of computer</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Inappropriate use of cell phone</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Disorderly or lewd conduct</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Drugs/Medical marijuana</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Planning, facilitating, or supporting misconduct</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Weapons</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>115</td>
<td>24</td>
<td>143</td>
</tr>
</tbody>
</table>

*COVID-19 related closure decreased spring semester numbers
SANCTIONS

<table>
<thead>
<tr>
<th>Sanctions Imposed</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>1</td>
<td>25</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Probation</td>
<td>1</td>
<td>19</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Loss of privileges</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Educational sanction: reflection paper</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Educational sanction: follow-up meetings</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Additional sanctions</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Limited access</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>No contact order</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Hold</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Referral: counseling</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Referral: counseling &amp; psych evaluation</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Referral: other</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Deferred suspension</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Suspension</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>102</strong></td>
<td><strong>22</strong></td>
<td><strong>129</strong></td>
</tr>
</tbody>
</table>

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

1. **Maintain high standards and high quality programs and services (PD.1):**
   1.1. Moraine Valley’s Alpha Iota Lambda chapter of the Phi Theta Kappa National Honor Society achieved a Five Star Chapter status and was recognized as a REACH Chapter for excelling in membership development at the national level. Additionally, a member of the chapter’s leadership team, was recognized as a 2020 Coca-Cola Academic Team Silver Scholar.
   1.2. The Forensics Team brought home the First Place Team Trophy at the Oakton Community College Speech Tournament with every member of the team earning an individual award (nearly 20 individual awards).

2. **Develop, integrate, implement and assess common learning outcomes (PD.3)**
   2.1. The Student Life office has aligned our Student Life assessment cycle with the college's Common Learning Outcomes. With this assessment cycle, Student Life will now measure at least one Common Learning Outcome each academic year. Specifically, for 2019-2020, the Student Life office planned on measuring the effectiveness of our students' Critical Thinking. COVID-19 hindered us from developing several assessment tools to measure effectiveness and goal attainment; however, one survey was prepared to record student reactions to the showing of the film Hidden Figures (followed by a panel discussion). Responses show that students critically thought about their world today and made connections to the Hidden Figures movie; especially when looking at how they can infuse social justice
in their personal life, academic major, or career. 100% of the students surveyed would like to see more programs like this. We will work to include more programs that engage our students to think critically about social issues and prioritize funding for such events. Additionally, we will encourage students to participate in clubs/organizations to further their understanding and involvement in social justice issues.

3. **Engage our students in citizenship, democracy and global education through both education and practical hands-on-civic experiences (PD.11)**

3.1. Voter registration information was emailed to every student encouraging them to register to vote in local, state, and national elections.

3.2. Our students exercised their civic responsibilities with several clubs holding information sessions to understand the U.S. Constitution and the importance of the 2020 U.S. Census.

3.3. Phi Theta Kappa, Student Life and the Democracy Commitment sponsored a voter registration drive to encourage students to register to vote.

3.4. Black Student Association, Alliance of Latin American Students, and Muslim Student Association held an event to increase awareness and knowledge of voting as well as guide students in how to register to vote.

3.5. The Glacier student newspaper published 12 issues prior to COVID-19 and continued with an online presence throughout the year.

3.6. Student clubs and organizations volunteered and held events to benefit the community:

   - Muslim Student Association and Arab Student Union volunteered to stuff bags, and set up registration for the Run for Peace that raises funds for the Palestine Children’s Relief Fund.
   - Student Government Association sponsored and volunteered at a blood drive collecting over 30 units of blood donations.
   - Christian Fellowship provided hand written cards from students to a local children’s hospital.
   - Phi Theta Kappa organized a Wiki-a-thon to edit Wikipedia articles to make them more inclusive.
   - Boots to College, Christian Fellowship, and Student Life sponsored a valentine writing event to encourage veterans in the hospital.
   - Cheer Team volunteered to work the Halloween 5K Run/Walk sponsored by the FitRec Center to raise money for student scholarships.
   - Boots to College sponsored a 9/11 National Day of Service to volunteer in the community and collected toys for the Toys for Tots charity.
   - Gender and Sexuality Progress Club sponsored a sexually transmitted infection testing site on campus to help educate about sexual health and promote the benefits of getting tested.
   - Muslim Student Association held a Pink Hijab event to show support for breast cancer awareness.

4. **Impart principles of sustainability across all campus departments; engage the broader community in practice for sustainable, economic and social justice development (PD.15):**


4.2. The Arab Student Union sponsored a Take on Hate program to discuss discrimination.

4.3. The Gender and Sexuality Progress Club sponsored a Workplace Discrimination History program.
5. **Strengthen external partnerships with business, industry, pre-K-12, college/universities, and other service providers (PD.12):**

5.1. As per the Illinois Preventing Sexual Violence in Higher Education Act, Moraine Valley completed and submitted to the state the second annual report reflecting calendar year 2018 data.

**TECHNOLOGY:** The Code of Conduct & Student Life Office helped the college enhance technology in student learning and operational effectiveness in the following ways:

1. **Expand student, faculty, staff and community access to available technologies (TL.3):**
   1.1. 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.
   1.2. The Student Life Office posts all important documents on MV Connect which allows club officers and advisors to access the forms from anywhere and helps ensure they are submitted in a timely manner. Also, an updated list of clubs with advisor contact information is accessible from the portal.
   1.3. Gender and Sexuality Progress Club participated in the MVCC PO Voices from the Valley podcast launch by sharing a club podcast.

2. **Improve instruction and student services for technology-delivered learning.**
   2.1. To promote online engagement of our students, Student Life continued to sponsor virtual programs throughout the closure of the campus during the COVID-19 response. Students had the opportunity to participate in at least two leadership and/or social programs each week by participating via social media and logging-in to virtual meetings utilizing different meeting apps.
   2.2. Student Life participated in the Virtual College Week targeting prospective students and their families by hosting a session on Finding Your Fit with the FitRec Center and Athletics to discuss how to get involved on campus.
   2.3. The Glacier was re-introduced in an online format to report on issues that affect our students and to inform them about programs, resources, and how to stay connected during the COVID-19 response and while the campus was closed.
   2.4. The Code of Conduct office is dedicated to helping provide a safe and inclusive college experience for all of our students, faculty, and staff. To assist in ensuring this environment existed remotely, the Code of Conduct office compiled information about how faculty and staff could refer students of concern, and how students could report concerns to that office. The information was available on the MV Connect Portal.
   2.5. The Student Trustee elections have been online for 6 years. With the college being closed during COVID-19, this practice allowed us to continue this very important process and allow our students to elect their representative on the Board of Trustees. Two candidates were involved in the election this year.

3. **Improve the use of technology in making data-informed decisions (TL.2):**
3.1. The Code of Conduct Office continues using rubrics to measure Learning Outcomes in the hearing and sanction process. The following table represents numbers from this year:

<table>
<thead>
<tr>
<th></th>
<th>Number evaluated</th>
<th>Scoring 80% or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students evaluated</td>
<td>1</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Sanction Evaluated</td>
<td>1</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Fall 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students evaluated</td>
<td>50</td>
<td>27 (54%)</td>
</tr>
<tr>
<td>Sanctions evaluated</td>
<td>1</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Spring 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students evaluated</td>
<td>9</td>
<td>3 (33%)</td>
</tr>
<tr>
<td>Sanctions evaluated</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Not all educational sanctions are appropriate for evaluation—for example, referrals to counseling are not evaluated, but educational papers are.

**Cases occurring during COVID remote work were not evaluated with Learning Outcomes rubric. The process will begin again in Fall 2020.

3.2. The Code of Conduct Office continues to use a feedback survey to assess learning and programmatic outcomes of our student conduct process. The survey is sent as a link through a letter that is sent to the students (the link is not a publicly posted link). Findings include:

- Prior to the hearing process:
  - 72% of respondents had been referred to the Code of Conduct Office for the first time
  - 63% read the Code
  - 45% read the hearing checklist attached to their letter
  - 36% believed their behavior was a violation of the Code
  - 54% reached out to a faculty/staff member regarding the process

- During the hearing process:
  - 90% agreed their rights were upheld throughout the hearing
  - 81% agreed they were given the opportunity to share their perspective and be heard
  - 90% agreed they were treated with respect
  - 90% agreed they understood the hearing process
  - 81% stated they understood the sanctioning process
  - 90% stated they understood the appeal process
  - 100% who received a sanction stated they understood why they received that sanction

- As a result of the conversation with the hearing officer:
  - 100% agreed they better understand how their behavior impacts their goals
  - 81% agreed they better understand how their behavior impacts others
  - 100% agreed they understand the expectations for future behavior
  - 100% agreed they understand Moraine Valley cares about safety of campus and students
  - 100% agreed they would consider their hearing officer an option if they needed to talk to someone about a problem or concern.
DIVERSITY, EQUITY and INCLUSION: The Code of Conduct & Student Life Office helped the college deepen its commitment to its core values in the following ways:

1. **Cultivate a campus community rich in cultural intelligence (DI.1):**
   1.1. The Arab Student Union sponsored several cultural events to help promote cultural understanding, including: a Teach me how to Debka event to educate students about Debka history and how it has evolved over time, and a Knafeh dessert tasting program.
   1.2. The Black Student Association sponsored a Barbershop Talk and a Curls and Conversations to discuss current issues affecting the African American community.
   1.3. The Muslim Student Association held a Chai Chat to discuss issues in the Arab and Muslim communities, a Fall Fast-a-Thon to educate students about the spiritual practice of fasting, a Pink Hijab Day to support breast cancer awareness, a Notable Women in Islamic History program, a Sister Surah Kahf Recitation and Breakfast, and a Brothers Bonding event.

2. **Integrate global and intercultural perspectives into courses, programs and services (DI.6):**
   2.1. Student Life sponsored a showing of Hidden Figures with a panel discussion to celebrate Black History Month.

3. **Expand resources and services to diverse and underrepresented populations (DI.7):**
   3.1. The Code of Conduct Office was represented at a table with information regarding Conduct and Title IX Resources at the Rainbow Reception for LGBTQA+ students sponsored by the Embracing Diversity Task Force.
   3.2. Art Club partnered with the Counseling and Career Development Center to hold a Mental Health Awareness Art Gallery Showing to bring awareness to the counseling resources on our campus.
   3.3. Muslim Student Association held a Juma Prayer every Friday to allow Muslim students to practice their faith on campus in a safe environment.
   3.4. The Gender and Sexuality Progress Club sponsored a Back to School pizza party to educate the campus about issues facing LGBTQ+ students, a Rainbow Reception to inform the LGBTQ+ students what resources are available on campus, and National Coming Out Day where students were able to share their stories in a safe space.
   3.5. American Sign Language Club sponsored several game nights and a scavenger hunt on campus to give students an opportunity to socialize, practice their sign language skills, and promote inclusion inviting deaf and hard of hearing students.

4. **Develop systems and processes to collect and analyze data to measure the effectiveness of diversity, equity and inclusion initiatives (DI.9):**
   4.1. The table below shows the self-reported ethnicity of students participating in clubs/organizations (Due to COVID-19, we were not able to collect a roster of club members for spring 2020):

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.6%</td>
<td>NA</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>NA</td>
</tr>
</tbody>
</table>
Black | 10.9% | NA  
Latino | 27.3% | NA  
White | 39.3% | NA  
Unknown | 15.9% | NA

INSTITUTIONAL ADVANCEMENT: The Code of Conduct & Student Life Office helped the college effectively and efficiently develop and manage all resources in the following ways:

1. Engage in systematic planning and continuous improvement to support institutional performance, quality and efficiency (IA.1):
   1.1. The Student Life Office continues to apply best practices and standardize how we are awarding student scholarships through our office. With the Vice President’s approval, we are now utilizing a historically dormant scholarship account (Board of Trustees Scholarship) to award up to $4,000 annually (up to $3,000 for the Book Scholarship administered by the Student Government Association and $1,000 for the Student Life Award of Excellence).

2. Expand partnerships that support resource opportunities (IA.7):
   2.1. Gender and Sexuality Progress Club held a fundraiser to contribute to a scholarship fund that the club set up in collaboration with the Celebrating Diversity task Force.

3. Maximize utilization of all campus spaces and sites (IA.4):
   3.1. Student Life reconfigured some space in order to re-locate the Game Room to a more centralized and visible space. The Game Room is now located on the second floor of the U Building overlooking the cafeteria.

LOOKING AHEAD TO 2021
The Student Life office will continue to align our Student Life assessment cycle with the college's Common Learning Outcomes. With this assessment cycle, Student Life will measure at least one Common Learning Outcome each academic year. Specifically, for 2020-2021, the Student Life office will measure the effectiveness of our students' Communication. We will develop multiple assessment tools to measure effectiveness and goal attainment in regards to Communication; administer the assessment tools through the selected means; and analyze the results of the assessment tools with possible assistance from Institutional Research.

**Student Success Subdivision**  
**Dr. Jo Ann Jenkins**

Departments and Leadership
- Dual Credit
  - Alexander Terrazas, Assistant Dean

- Testing Services
  - Dan Gorman, Director
  - Lupita Medina, Coordinator
• Veteran Services
  o Ryan Kelley

• Student Success Specialists
  o Dewitt Scott
  o Iva Erkapic

Financial Literacy
The 2019-2020 Financial Literacy program provides information to students who are financial aid participants. This program is executed in two forms, an online module to first time financial aid participants and an in-person workshop for financial aid warning students.

• The 2019-2020 online Financial Literacy program provides students who completed the FASFA and are receiving financial aid for the first time. In fall 2019, 177 students did the online module and 138 students received a score of 70 or higher. Spring 2020, 312 students did the online module and 236 students received a score of 70 or higher. Overall, in spring 2020 there was an increase of 76% of students who did the online module an increase of 71% of students who received a score of 70 or higher.

• The 2019-2020 in-person Financial Literacy workshop provides information for students who are placed on financial aid warning status. These students have fallen below a 2.0 GPA or have less than a 67% completion rate. In 2019-2020, 107 students completed the in-person workshop. The workshops are offered in the fall and spring semesters. There was a 97% increase of student attendees from fall 2019 to spring 2020.

Intrusive Retention Assistance
Intrusive Retention Assistance is a method of outreach and support in which students can contact DeWitt Scott, Student Success Specialist, to request help with any academic or educationally related situation perceived as a barrier or inhibitor to success. Students belonging to “at-risk” populations are contacted through email and made aware of support services at their disposal. The students contacted through the program for the 2019-20 were categorized in three distinct populations: graduates of Chicago Public Schools, MVCC students age 25 and older, and first-time MVCC students (including both part-time and full-time students). When seeking assistance, students who reach out to the Student Success Specialist are placed in contact with the appropriate college department or support service that can sufficiently address the student’s needs. On average, the Intrusive Retention Assistance initiative produces over 10 inquiries per day.

During the 2019-20 academic year, the Intrusive Retention Assistance outreach took place during the Fall 2019 semester, the 2019 winter break, and Spring 2020 semester. Overall, 7,996 students were reached through Intrusive Retention Assistance.

High School Group Testing
Student Success High School Group Testing is an initiative created by the Student Success Center as a way to augment the department’s Early College Programs and strengthen the partnership between the college and area high schools. Neighboring high schools bring students on campus in large groups to take the college’s placement exam and begin steps toward enrolling at Moraine Valley. After taking the exam, students have the advantage of meeting with a Moraine Valley advisor who helps students interpret the scores and explains what classes need to be taken during the first semester. Students are then provided lunch followed by a campus tour, an introduction to orientation, and a trivia game on college readiness.
In the past 12 months we offered 14 group testing sessions on campus to a total of 261 high school seniors who were given an opportunity to efficiently begin the admissions and registration process for their freshman year at Moraine Valley.

**CARES Act Communication**
As a result of the COVID-19 pandemic that befell the campus during the Spring 2020 semester, the federal government issued Moraine Valley Community College emergency funds to be split between affected students and the college. With thousands of students eligible for relief funds, the college divided the task of contacting and communicating with eligible students among multiple administrators and staff persons.
The Student Success Specialist contacted 534 students from a specialized cohort (currently enrolled students who graduated from a Chicago Public School) to make them aware of the relief funds. Through this communication it was my responsibility to ensure students knew about the funds, received email communication about the details, completed an application, and had their questions answered. Of the 534 students contacted, the large majority of them had received an emailed application and were in the process for applying for the money.

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

**Diversity and Inclusion**
**Women’s Leadership Conference:** Moraine Valley host the first-ever Women’s Leadership Conference on December 5, 2019 to encourage all Moraine Valley women to excel in their work and life through enhanced leadership skills and gain knowledge to become the leader they aspire to be. More than 230 women and young girls participated in the 20 session that were offered, including 50 high school students from Universal, Marist and Oak Lawn High Schools.

**Veteran Services**

**Resource Advancement**

**Scholarship**
Orland-Palos VFW Post 2604 presented a new scholarship for student veterans who attend Moraine Valley. The post is providing $2,000 that will create two $1,000 scholarships for each a female and male student veteran. These annual scholarships will be first awarded for the 2020-2021 school year. VFW Post Commander, Ron Raimbault, presented the check to President Dr. Sylvia Jenkins, Moraine Valley Foundation, and Boots to College President, Noah Imm, at the Veterans Day Ceremony.

**Video**
Veteran Resource Center launched a new video that welcomes student veterans to Moraine Valley. The focus is on how the office is the place to start on campus. That communication is important in knowing there is staff to assist in the transition from the military to higher education. This serves for recruitment in highlighting how our student veterans and dependents are active on campus and in the community. The Marketing Department captured the value of the Veterans Resource Center to the college.
Program Development

Tutoring
Veterans Resource Center added an additional VA Work-Study employee, Denzel Pennix, to focus on tutoring for our student veterans and dependents. He is qualified and skilled to tutor in Math and Science. This addressed the change in policy by the Department of Veterans Affairs (VA) that now requires a minimum GPA and completion rate to be eligible in using education benefits. Denzel was recognized for his valuable contributions to the Veterans Resource Center as the Moraine Valley Student Employee of the Year.

Veterans Services hosted Veterans Day Ceremony to honor our student veterans at Moraine Valley. The ceremony included keynote speaker Nick Stricker, Vice President of Security Services at ESPO Systems, and U.S. Army veteran. The Veterans Voices performed the Color Guard; several members of their organization attended Moraine Valley when college first opened in 1967. The Orland-Palos VFW Post 2604 presented a $2,000 scholarship to President Dr. Sylvia Jenkins, Moraine Valley Foundation, and Boots to College President, Noah Imm. This was a well-attended event despite the snow that greeted people.

Dual Enrollment/Dual Credit

Dual Credit
The 2019-2020 Dual Credit Program supports 28 area high schools participating in an opportunity to take college courses at the students’ high school during the regular school day for college and high school credit. Classes are taught by 95 high school instructors qualified to teach college-level courses. There are 54 unique courses, 343 dual credit sections within General Education and Career Technical Education disciplines. In order to support curriculum alignment and program of study discussion, all high school instructors are invited to the annual Dual Credit Articulation Conference in September to meet with Moraine Valley faculty. During this time, high schools are encouraged to submit new Dual Credit course and instructor applications by September 30th for an opportunity to add new dual credit course offerings to their dual credit agreements for the following academic year.

<table>
<thead>
<tr>
<th>Census Headcount</th>
<th>Census Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018: 1,606</td>
<td>Fall 2018: 5,033</td>
</tr>
<tr>
<td>Fall 2019: 1,876</td>
<td>Fall 2019: 5,592</td>
</tr>
<tr>
<td>One year change: 16.8% increase</td>
<td>One year change: 11.1% increase</td>
</tr>
<tr>
<td>Spring 2019: 2,662</td>
<td>Spring 2019: 9,324</td>
</tr>
<tr>
<td>Spring 2020: 2,656</td>
<td>Spring 2020: 8,896</td>
</tr>
<tr>
<td>One year change: -.22% increase</td>
<td>One year change: -4.59%</td>
</tr>
</tbody>
</table>
Memberships: The Dual Credit Program is a member of NACEP (National Alliance of Concurrent Enrollment Partnerships) and ILACEP (Illinois Alliance of Concurrent Enrollment Partnerships).

Resource Advancement

MACS Meetings: The Dual Credit Program participated in monthly meetings with the Moraine Area Career System (MACS) 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 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. 95 dual credit instructors, three MACS representatives and 40 MVCC faculty members were in attendance.

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 2019-2020 academic year, 83 high school students took the opportunity to earn college credit by enrolling in the Dual Enrollment Specialized Cohort program. This was a 40% increase since fiscal year 2019 and a 26% increase since fiscal year 2015.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-150</td>
<td>20</td>
<td>34</td>
<td>46</td>
<td>54</td>
<td>50</td>
<td>54</td>
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<tr>
<td>EMT-101</td>
<td></td>
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<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>WLD-111</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>WLD-112</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
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<td>4</td>
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<td></td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>HAC-111</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Dual Credit Transition Days
The 2019-2020 Dual Credit Transition Days program consists of high school visits and guides in-district high school dual credit seniors through the onboarding process in becoming Moraine Valley College student. In 2019-2020 there were 2,095 dual credit seniors. In 2020 spring, 12 high schools were visited by the student success and admission team. During the visits, seniors were giving information on credits earned, placement testing, FAFSA, and new student orientation. In addition, students with appropriate LAN courses were granted certifications. Also, students were giving opportunities to apply for a scholarship towards Automation Engineering Technology Degree.

- In 2019-2020 students who received in credit in LAN-101,111,112,121, and 122 were granted the Computer Support Associate certificate (1348) and the Computer Technician Certificate (1418.) There were 128 students granted a certificate; 117 in Computer Support Associate certificate (1348) and 11 in the Computer Technician Certificate (1418.) This equaled to a 54% increase since fiscal year 2019 and an overall increase of 70% since the start of the program in 2014.
In 2019-2020, 26 students who received credit in AET-101, applied for a scholarship towards Automation Engineering Technology Degree. Overall, 8 finalists were chosen to interview for the scholarship.

Testing Services

Testing Services – COVID-19 Campus Closure, Spring 2020
- Beginning March 19, 2020 Testing Services began operating remotely due to COVID-19 campus closure.
- Testing staff worked with MVCC IT staff to set up and troubleshoot remote connectivity, access to network resources, and communications.
- Testing staff worked with MVCC Admissions to reach out to newly-admitted students with information and instructions on placement testing resources.
- Testing staff provided research on remote placement testing options to Student Success, Vice-Presidents and Executive Leadership Team.
- Testing staff worked with MVCC Deans, Vice-Presidents, and Executive Leadership Team to develop a plan to allow summer and Fall 2020 new students to access ALEKS Math Placement testing remotely. MVCC Deans and Vice-Presidents approved the use of unproctored, remote ALEKS assessments for course placement.
- Testing staff monitored and reported on student performance on unproctored, remote ALEKS assessments, as well as student utilization of ALEKS remediation resources (Prep & Learning).
- Testing staff worked with MVCC IT staff to determine feasibility of utilizing Cisco Webex for remote Accuplacer testing.
- Testing staff conducted demonstration testing of Cisco Webex remote exam proctoring from remote work locations; testing demonstrated that residential internet connectivity would not support the data demands of two-way live video streaming sufficient to ensure exam security and a positive student experience.
- Testing staff submitted a proposal to the Vice-President, Student Development for pilot testing of on-campus remote proctoring, and received approval.
- Testing staff conducted pilot testing to determine feasibility of utilizing a classroom computer-lab for proctoring of remote exams via Cisco Webex; pilot testing demonstrated that computer lab equipment and connectivity were suitable for the purpose.
- On April 27, 2020 Testing staff administered the first live Accuplacer exam with an MVCC student via Cisco Webex; the exam was completed successfully.
- MVCC staff worked with MVCC Web Service Manager to develop an online Remote Accuplacer Request form in MVConnect; this form and the data architecture behind it allowed students to securely submit requests for remote testing, and Testing staff to securely and efficiently process remote testing requests.
- Testing staff developed plans for re-opening the Testing Center, and a phased return to normal testing operations.
- The Testing Center opened for limited, by-appointment only placement testing on June 30, 2020.

Testing Services - ALEKS Math Placement
- From September through December 2019 at the request of MVCC Math department, Testing Services began a pilot initiative utilizing a Respondus Lockdown Browser for ALEKS testing. The Lockdown Browser prevents a student from accessing prohibited internet and other digital resources during testing. The pilot demonstrated that the Lockdown Browser could be used successfully in a proctored, testing lab setting.
- During Fall Semester 2019 Testing staff developed and presented research and analysis of student performance on ALEKS assessments during the first 12 months of ALEKS testing at MVCC. The
research showed that 95% of ALEKS scores during the period covered resulted in developmental math placements; over 50% of placements were into MTH 090.

- During Fall Semester 2019 Testing staff worked with Math faculty, Student Success, and MVCC Deans to develop a plan for a revised ALEKS Cohort setup. Under the revised setup, students would have access to an initial unproctored (practice) assessment; following completion of the unproctored assessment, students would have full access to ALEKS remediation (Prep & Learning) to study and prepare for retesting. In addition, the revised cohort included two additional assessment attempts, for a total of four possible attempts. The goal of the revised setup was to place students more accurately into initial Math courses, and enable students to progress more quickly through and complete their required Math course sequences.

- Beginning March 2, 2020 Testing Services began implementation of the revised cohort (Math Placement, Summer/Fall 2020). The Summer/Fall 2020 cohort incorporated the use of Respondus Lockdown Browser for enhanced security in MVCC testing labs.

Testing Services – Fire Science Certification Testing

- During Fall Semester 2019, Testing staff worked with the Dean of Career Programs, and the department chair of Fire Science Technology to determine the feasibility of administering Illinois State Fire Marshal (OSFM) certification exams in:
  - Basic Operations Firefighter Complete
  - Fire Investigator
  - Hazardous Materials 1st Responder Operations

- The goal of administering these exams on campus would be to facilitate MVCC students transition to well-paid, secure employment in the local community.

- Testing staff obtained approval from Pearson VUE to administer the requested exams, based on local demand and lack of Pearson Professional testing facilities in the local area.

- Testing began in October 2019

Testing Services – EMT/Paramedic Certification Testing

- During Fall Semester 2019, Testing staff worked with the Dean of Career Programs, department chair of Fire Science Technology and, Paramedic Program Director of Advocate Christ Medical Center to determine the feasibility of administering National Registry of Emergency Medical Technicians (NREMT) certification exams in:
  - Emergency Medical Technician
  - Paramedic

- The goal of administering these exams on campus would be to facilitate MVCC students transition to well-paid, secure employment in the local community.

- Testing staff obtained approval from Pearson VUE to administer the requested exams, based on local demand and lack of Pearson Professional testing facilities in the local area.

- Testing began in November 2019

Testing Services – Fiat Chrysler America Certification Testing

- During Fall Semester 2019, Testing staff worked with the Dean of Career Programs and Automotive Tech faculty, to determine the feasibility of administering Fiat Chrysler America (FCA Mopar) Automotive Technician certification exams.

- The goal of administering these exams on campus would be to facilitate MVCC students transition to well-paid, secure employment in the local community.

- Testing staff worked with FCA US LLC and obtained approval for executing an Authorized Testing Center Agreement.

International Student Affairs
- Robert Morley, Director

Job Resource Center
- Pamela Payne, Director

Multicultural Student Affairs
- Adrienne Stewart, Director

TRiO Support Services
- Mattie Payne-Mallory

TRiO Talent Search
- Josiah Fuller

TRiO Upward Bound
- Misty Williams

International Student Affairs (ISA)
Strategic Priority: Student Success

International Recruitment: Hong Kong, India, and South Korea
To increase international enrollment for Moraine Valley Community College (MVCC), International Student Affairs (ISA) representatives visited Hong Kong, India, and South Korea. While there, representatives attended recruitment fairs, high school visits, and meetings with educational agencies. Over the course of travel, representatives visited a total of nine high schools, received contact information from 98 students, and held 13 meetings with educational agencies.

India
International Student Services Specialist Nereida Encina, traveled to Northern India between the dates of September 6th and 12th. In total, she collected information from 41 potential students and attended six education exhibitions. She also held meetings with Landmark Immigration and Charms Education to discuss their partnerships with MVCC and to provide them with updates on Moraine Valley’s admission process and requirements.

<table>
<thead>
<tr>
<th>City</th>
<th>Students in Attendance</th>
<th>Contact Information Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delhi</td>
<td>700</td>
<td>16</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>1,000</td>
<td>12</td>
</tr>
<tr>
<td>Ludhiana</td>
<td>500</td>
<td>2</td>
</tr>
<tr>
<td>Amritsar</td>
<td>200</td>
<td>6</td>
</tr>
<tr>
<td>Jalandhar</td>
<td>100</td>
<td>5</td>
</tr>
</tbody>
</table>
Hong Kong
Director of International Student Affairs Robert Morley visited Hong Kong between the dates of September 19th and 20th. During the trip, he held meetings with six international education agencies. He provided agencies with updated information regarding degree programs and admission procedures for potential students from Hong Kong.

<table>
<thead>
<tr>
<th>Days of Trip</th>
<th>Education Agencies Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 19</td>
<td>3</td>
</tr>
<tr>
<td>September 20</td>
<td>3</td>
</tr>
</tbody>
</table>

South Korea
Between the dates of September 22nd and 27th, Robert Morley, Director of International Student Affairs, visited South Korea for recruitment purposes. During the trip, he held meetings with education agencies and visited high schools to promote educational pathways through Moraine Valley. He visited a total of nine high schools, held five education agency meetings, and received contact information from 47 students.

<table>
<thead>
<tr>
<th>City</th>
<th>High Schools Visited</th>
<th>Contact Information Received</th>
<th>Education Agencies Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seoul</td>
<td>8</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>Busan</td>
<td>1</td>
<td>6</td>
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</tr>
</tbody>
</table>

Strategic Priority: Program Development
International Student Orientation Week Program (ISOP)
The International Student Orientation Program (ISOP) is required for all new international students each semester. The Office of International Student Affairs staff provides a four-day, comprehensive program that
addresses important U.S. immigration regulations, academic advising, cross cultural advising, health insurance requirements, and placement testing.

New international students are introduced to Moraine Valley’s Student Portal and assisted with their initial login and password changes. They are informed about the degree programs offered at the college and transfer options for students looking to earn a bachelor’s degree in the United States.

ISA works collaboratively with other departments to assist with testing, registration, and tuition payment. Likewise, representatives from other departments are invited to introduce their services to students and welcome them to Moraine Valley. Representatives from the Testing Center, Academic Skills Center, Academic Advising, Code of Conduct, and the Job Resource Center contributed to the success of the program. Last year, ISA was also happy to welcome two students from Vietnam, whom ISA representatives met at an education fair while visiting Southeast Asia in 2019. It demonstrated fruitful recruitment efforts leading to a successful onboarding process.

During the last day of the program, students participated in a field trip to Downtown Chicago. ISA staff took the group on an architecture tour throughout the city and sightseeing around Millennium Park. They introduced the students to the city of Chicago and taught them how to commute using public transportation.
International Education Week
The annual celebration of international education was celebrated during International Education Week, which is between November 18th and 22nd. The office of International Student Affairs collaborated with the International Education Committee and the Intensive English Language (IEL) program to spread awareness of diverse cultures on campus.

Teas Around the World
ISA collaborated with other departments to hold the 2nd annual “Teas Around the World” event. The event allowed international students to showcase teas from their home countries to staff, faculty, and fellow students. Participants were able to sample and discuss teas and coffees from eight different countries. Countries included Mexico, India, Colombia, Jordan, Japan, Korea, Serbia, and Thailand. An updated “International Cookbook” was also available for a donation, and it included numerous recipes from students and faculty/staff. Proceeds went toward an international scholarship for MVCC students.

The Stranger Next to Me: International Cross-cultural Dialogue
A student panel was held to examine diverse perspectives of international and domestic students at Moraine Valley Community College. Five students from different backgrounds were asked questions about their experiences at MVCC. Panelists included two domestic students and three international students from Venezuela, Palestine, and Jordan. Attendees were able to gain insight into the struggles that domestic and international students confront during the college experience and they also learned about the positive experiences the panelists have had as students.

Language Workshop
To spread awareness of different languages spoken on campus, a language workshop was held to teach words and phrases from various world languages to students, faculty, and staff. International and IELP students taught
and wrote names in their native languages for participants. Attendees were able to learn words in numerous languages, including Spanish, Arabic, Serbian, Vietnamese, Japanese, Polish, German, Portuguese, and Ukrainian.

Religious Holidays Around the World
International and IEL students created posters detailing their religious traditions for a “Religious Holidays Around the World” event. Attendees were educated on holidays celebrated around the world. Some holidays presented included the Chinese New Year, Songkran, Day of the Dead, Ramadan, and Chuseok. A traditional Middle Eastern dish, Mansaf, was served.

International Student Affairs Open House
The Office of International Student Affairs held an open house to educate students, faculty, and staff about the services offered to international students. Attendees were provided information on immigration, advising, Host Home Program, the International Student Ambassador Organization, and life as an international student. Various worldly snacks were served.
The Globalization of Baseball
ISA staff attended a “Globalization of Baseball” presentation, coordinated by IELP Instructor Michael Renehan and Associate Professor of History Josh Fulton. The presenters covered the history of baseball in the United States and the impact of its spreading to other countries around the world. A baseball game in the gymnasium followed the presentation.

Before I Was Your Teacher: My Life Overseas IEL Instructors Panel
ISA staff attended a discussion panel with IEL instructors Kipp Cozad, Dustin French, and James Holan. Attendees learned about their different experiences working abroad and how it has impacted them today.

International Student Recruitment Totals

<table>
<thead>
<tr>
<th>NEW INTERNATIONAL STUDENT ENROLLMENT AND RETENTION DATA FALL 2019/SPRING 2020</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Int’l Students Fall ‘19</td>
<td>20</td>
</tr>
<tr>
<td>New Int’l Students Spring ‘20</td>
<td>31</td>
</tr>
<tr>
<td>New Int’l Students Summer ‘20</td>
<td>1</td>
</tr>
<tr>
<td>Total New Int’l Students Fall ‘19/Spring ‘20</td>
<td>52</td>
</tr>
<tr>
<td>New Int’l Student Retention Rate:</td>
<td>100%</td>
</tr>
</tbody>
</table>

New Fall 2019 International Students English Proficiency

| Academic English Level | 17 |
| Mix IEL/Academic English Level | 7 |
| Developmental IEL Level | 7 |
| TOTAL NEW ENROLLMENT | 31 |

New Spring 2020 International Students English Proficiency

| Academic English Level | 8 |
| Mix IEL/Academic English level | 9 |
| Developmental IEL Level | 3 |
| TOTAL NEW ENROLLMENT | 20 |
New Spring 2020 International Students English Proficiency

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic English Level</td>
<td>0</td>
</tr>
<tr>
<td>Mix IEL/Academic English</td>
<td>0</td>
</tr>
<tr>
<td>Developmental IEL Level</td>
<td>1</td>
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<tr>
<td>TOTAL NEW ENROLLMENT</td>
<td>0</td>
</tr>
</tbody>
</table>

Top Countries of Origin 2019-2020

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Student Population %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordan</td>
<td>20%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>18%</td>
</tr>
<tr>
<td>Japan</td>
<td>8%</td>
</tr>
<tr>
<td>Korea</td>
<td>7%</td>
</tr>
<tr>
<td>India</td>
<td>5%</td>
</tr>
<tr>
<td>China</td>
<td>5%</td>
</tr>
</tbody>
</table>

Strategic Priority: Technology

Virtual International Student Affairs (VISA) Hangouts, Virtual Workshops, and Virtual Advising

The Office of International Student Affairs is committed to supporting international students during the COVID-19 pandemic. In line with Moraine Valley’s remote status, ISA staff continues to be available to students via remote advising. ISA has expanded its virtual services to international students in innovative ways so that students can remain engaged during a period of distance learning.

Coffee & Conversations (C&C) / Virtual Coffee and Conversations (VCC)

The Office of International Student Affairs created the Coffee & Conversation (C&C) program to bring together domestic, international, and IEL students for social activities. The program allows IEL students to practice their conversational English language skills in a casual setting, provides students a break from classes, and offers a chance to forge new friendships. ISA launched Coffee & Conversations at the beginning of the fall 2020 semester and it continued through the spring 2020 semester. Students participated in several different activities, such as English language learning activities, brainteasers, games, and conversation topics. After MVCC transitioned to online classes, the ISA team continued C&C virtually. It has now evolved into Virtual Coffee and Conversations (VCC) and sessions are held via Zoom. Activities include virtual games, riddles, and conversation prompts.
**Virtual International Student Affairs (VISA) Hangouts**

ISA staff created “Virtual International Student Affairs (VISA) Hangouts”, or “VISA Hangouts,” as a way to provide social connections to international students during the stay-at-home order resulting from COVID-19. ISA anticipated many international students would have the potential to feel isolated, anxious, and stressed during the quarantine period, so VISA Hangouts was developed preemptively to combat feelings of isolation. VISA activities have included a live Q & A with ISA staff, mental health check-ins, conversations about COVID-19, and cooking demonstrations.

International students have expressed their appreciation for these virtual activities, as numerous international students are in the U.S. without their families and friends. Many students count on the ISA staff for support during their time at Moraine Valley and participants have been happy to socialize with other students during the stay-at-home order.

**Virtual Academic Advising**

On April 8th, 2020, ISA began offering virtual academic advising sessions via Zoom. ISA started using the online scheduling tool “YouCanBookme” to schedule advising appointments with students in need of academic advising and help registering for classes.

The 60-minute virtual advising appointments are available 9:00 - 11:30 AM and 1:30 – 4:00 PM, Tuesday through Thursday. These appointments will continue to be offered for the remainder of spring 2020 and during the summer 2020 semester.

**Virtual Optional Practical Training-OPT Workshop**

In an effort to ensure that international students are still able to apply for the employment benefits of Optional Practical Training (OPT), ISA staff developed a two-part virtual OPT interactive workshop offered via Zoom sessions. The first session covered such topics as basic background information about OPT eligibility. It also covered requirements on how to apply, application timelines, how to complete federal forms, and how to gather the required documentation. The second session focused on reviewing completed forms, issuing an OPT I-20, assisting students in assembling their OPT packets, and how to mail OPT paperwork to USCIS Processing Centers.
The OPT two-part workshops were offered on April 16th and 17th and on April 21st and 22nd. All international students had the opportunity to attend the workshop and start their OPT request process.

**International Student Affairs Canvas Course**
In an effort to maintain student engagement, communication, and to verify that international students have maintained their F-1 student visa status, the Office of International Student Affairs developed a Canvas course for currently enrolled international students. A total of 130 international students – from 36 countries – are currently studying at Moraine Valley for the spring 2020 semester and all 130 students were added to the ISA Canvas Course roster. To engage student participation, interactive activities for each week have been laid out and the Canvas course can be viewed as a safe place to have discussions about a variety of topics. The ISA Canvas Course also promotes other college activities—such as those hosted by Student Life—to assist with maintaining a sense of community. Additionally, a resource guide with questions that international students may have – about their I-20s or visas during COVID-19 – has been created and is accessible throughout the course.

**F-1 Visa Regulations Procedures and Immigration Advising**
The Designated School Officials (DSOs) at the Office of International Student Affairs provide various services in support of international students. The services are aimed at retention, success, and student and institutional compliance. The goal is to ensure that all international students are maintaining compliance with U.S. immigration regulations.

The services offered to students in this area include daily immigration advising, and appointments can be pre-booked, or taken on a walk-in basis. An average of three to five hours of a normal workday are dedicated to in-person appointments, email correspondence, and phone conversations. Students receive advice and assistance on such immigration issues as changing visa status, reinstatement of student status, on-campus/off-campus employment, Optional Practical Training (OPT), Curricular Practical Training (CPT), transfer procedures, tax reporting obligations, and travel/reentry procedures.

To effectively accomplish these tasks, it is critical to maintain an up-to-date knowledge of U.S. immigration regulations and procedures related to F-1 international student visas. DSOs interact with the Department of Homeland Security and the Department of State fairly often. Therefore, continuing education and training is needed to stay current on immigration trends and changes.

The Office of International Student Affairs continues to provide high quality immigration support and advising to the international student community.
Virtual International New Student Orientation Program (VINSOP)
Canvas has been utilized as the key tool for the Virtual International New Student Orientation Program (VINSOP) during the COVID-19 response. In an effort to continue international student admission efforts for the summer 2020 semester, all incoming international students will participate in a virtual orientation. VINSOP is a crucial element in assisting students to familiarize themselves with the college, immigration procedures, student experience in the United States, and to provide socialization with peers. It is through orientation that new international students learn about the education system in the United States, the state of Illinois, culture shock, internal processes and procedures, programs, support resources, Student and Exchange Visitor Information System (SEVIS) policies, and U.S. immigration regulations. VINSOP also prepares students for placement testing and registration for their upcoming semester.

To establish crucial interaction with incoming international students, a component of WebEx will become part of the virtual orientation. Also, quizzes on each section have been developed to assess student comprehension.
End of the Academic Year International Ceremony
On May 5th, the Office of International Student Affairs held its End of the Academic Year International Ceremony via WebEx. For the Academic Year of 2019-2020, a total of 37 international student graduates from 18 different countries were celebrated and acknowledged. The 18 countries represented were Yemen, Saudi Arabia, Jordan, Vietnam, India, Pakistan, Japan, Venezuela, Korea, Sweden, Hong Kong, Turkey, Serbia, Poland, Nigeria, China, Sierra Leone, and Albania. Additionally, the ceremony also acknowledged the commitment and dedication of students who participated in the Coffee & Conversation program, International Student Ambassador Organization, and other student clubs. Acknowledgements were made and an international student valedictorian was honored. To supplement the dinner portion of the event, there were recipes distributed ahead of the event from the “International Cookbook” so that participants could cook at home.

International Student Affairs Achievement News

International Student Host Home Program
As Ally Mangia has stepped away from the International Student Host Home Specialist position, Director of International Student Affairs Robert Morley has assumed responsibility of the program until a replacement can be located. Internal and external publications have been utilized to solicit host participation and students are now being given information on the benefits of the Host Home program at an earlier stage in the application process.

Staff Changes
Andrea Barnwell, International Student Affairs Specialist (part-time), accepted a fulltime position at the Illinois Institute of Technology (IIT). Former International Housing Specialist (part-time), Alexandra (Ally) Mangia, is now the International Student Host Home Specialist (part-time).
International Student Ambassador Organization
The International Student Ambassador Organization continued meeting throughout the 2019-2020 school year. Membership included international and local/domestic students. Having both local and domestic students has assisted in the closing of cultural gaps, in expanding knowledge of international education, and in providing a greater opportunity for international students to engage and build strong friendships with local students.

Study in Illinois Transfer Fair
On October 18, 2019, Moraine Valley Community College worked with Study Illinois to host a transfer fair for international students. The event was attended by four-year institutions from Illinois and Indiana and provided international students from Moraine Valley and other local community colleges an opportunity to inquire about local transfer options.

International Educators of Illinois (IEI) 2021 Conference
Moraine Valley Community College was selected as the site for the 2021 International Educators of Illinois (IEI) Annual Conference. Currently, the conference is still scheduled as originally planned. Director of International Student Affairs Robert Morley serves on the leadership team for IEI and is assisting in the planning of the event.

Job Resource Center (JRC) - Student Development Annual Report
FY-2019-2020

Vision
The Moraine Valley Community College Job Resource Center is an innovative leader and subject matter expert in talent preparation, recruitment and retention of the next great hire; educating diverse audiences by providing exemplary career-related resources that utilize relevant data and services to match the needs of the ever-changing world of work.

Mission
The mission of the Job Resource Center is to prepare and connect students, alumni and community members for the world of work through job and internship opportunities, as well as assist employers in the recruitment and retention of their next great hire. Our mission is accomplished by providing comprehensive education of employment issues; excellent employer, faculty and staff relations; job and internship listings; student and alumni appointments; workshops and presentations; job and internship fairs; and other career-related events to enhance the successful pursuit of employment and internship opportunities.
(Both the JRC Vision and Mission Statements were revised on September 4, 2019)

Strategic Priority: Student Success

Job Resource Center Department Data
The Job Resource Center provided services to over 1,230 unduplicated students in FY 2020.
(Data obtained from I.T. & Colleague data entered in JUS20 & HR Student Employee roles/categories from July 1, 2019-May 31, 2020)
Retention and Completion

- Completion: A total of 210 students completed a degree or a certificate in fall 2019 and spring 2020. An additional 47 students petitioned to graduate in summer 2020.

Grade Point Average

(Data obtained from Institutional Research and Information Technology 6/19/20. MVCC Fall 2019 data has been finalized, however spring 2020 data has not been finalized by Institutional Research and may change slightly)
Student Employment Program Data

The Job Resource Center coordinates the Student Employment Program. During FY 2020, 286 students worked in a student employment position.

Retention and Completion

![Retention Graph]

(Data obtained from JRC, Institutional Research and Information Technology 6/19/20, 7/6/20)

- Completion: A total of 90 student employees completed a degree or a certificate in fall 2019 and spring 2020. An additional 18 students petitioned to graduate in summer 2020.

Grade Point Average

![GPA Graphs]

(Data obtained from JRC, Institutional Research and Information Technology 6/19/20, 7/6/20.)
Fall 2019 data has been finalized however, spring 2020 data has not been finalized by Institutional Research and may change slightly.

**INTERNSHIP PROGRAM DATA**
The Job Resource Center manages the Internship Program. In FY 2020, 52 students worked as interns in both on-campus and off-campus positions.

**Retention and Completion**

(Data obtained from Institutional Research and Information Technology as of 6/19/20)

- Completion: A total of 36 student interns completed a degree or a certificate in fall 2019 and spring 2020. An additional four students petitioned to graduate in summer 2020.

**Grade Point Average**

(Data obtained from Institutional Research and Information Technology 6/19/20.)
Strategic Priorities: Program Development and Technology

Job Resource Center Service Overview

Individual Appointments
The Job Resource Center had over 275 one-on-one appointments and walk-ins for resume and cover letter critiques, job search skills, interviewing strategies, Non-Traditional Careers and internships. Additionally, the Job Resource Center provided 36 alumni appointments for assistance with resumes, cover letters, and job search strategies.

Virtual Appointments
The Job Resource Center continues to expand the use of communication technologies. To remain accessible to students and alumni, the Job Resource Center developed a virtual platform offering individual appointments for assistance with resumes, cover letters, interviewing skills, internship, or job search questions. In order to provide seamless services and reduce barriers during the global health pandemic and beyond, JRC adapted to job seeker’s needs and available technology by offering email resume reviews, phone appointments and/or video calls. JRC held virtual walk-in hours for quick resume critiques and brief job search questions using Zoom, Skype and WebEx. A private video conferencing link is provided where the JRC representative can share their screen to guide the job seeker and vice versa on a variety of career-related needs.

Virtual Appointments - Screenshot of Resume Review appointment using Zoom Shared Screen.
Constituent Contacts

Front Desk: The Job Resource Center’s staff had 5,562 contacts via phone, email or in person which included employers, students, alumni, community, faculty and staff.

### JRC Front Desk Totals

<table>
<thead>
<tr>
<th></th>
<th>2019 - 2020</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student Walk-In</td>
<td>Student Phone Calls</td>
<td>Employee Walk-In</td>
<td>Employee Phone Calls</td>
<td>Faculty Walk-In</td>
<td>Faculty Phone Calls</td>
<td>Illinois WorkNet Walk-In</td>
<td>Illinois WorkNet Phone Calls</td>
<td>Comm. Member Walk-In</td>
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<td>19-July</td>
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<td>64</td>
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<td>58</td>
<td>16</td>
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<td>19-Aug.</td>
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<td>5</td>
<td>133</td>
<td>11</td>
<td>40</td>
<td>3</td>
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<td>19-Sept.</td>
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<td>131</td>
<td>7</td>
<td>126</td>
<td>6</td>
<td>4</td>
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<td>19-Oct.</td>
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<td>136</td>
<td>6</td>
<td>136</td>
<td>11</td>
<td>18</td>
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<td>19-Nov.</td>
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<td>81</td>
<td>5</td>
<td>78</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>21</td>
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<tr>
<td>19-Dec.</td>
<td>316</td>
<td>83</td>
<td>3</td>
<td>51</td>
<td>11</td>
<td>17</td>
<td></td>
<td>21</td>
<td>7</td>
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<tr>
<td>20-Jan.</td>
<td>575</td>
<td>122</td>
<td>14</td>
<td>95</td>
<td>7</td>
<td>15</td>
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<td>7</td>
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<td>20-Feb.</td>
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<td>119</td>
<td>9</td>
<td>99</td>
<td>3</td>
<td>11</td>
<td></td>
<td>16</td>
<td>20</td>
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<tr>
<td>20-Mar.</td>
<td>23</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
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<tr>
<td>20-Apr.</td>
<td>14</td>
<td>8</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>7</td>
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<tr>
<td>20-May</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3,233</td>
<td>927</td>
<td>57</td>
<td>797</td>
<td>66</td>
<td>134</td>
<td>7</td>
<td>254</td>
<td>87</td>
</tr>
</tbody>
</table>

The Job Report and Internship Report was sent weekly to a total of 2,626 email contacts. In addition, 37,310 contacts were made to students via email, phone, in person or utilizing the College Central Network e-blast system. Furthermore, JRC staff had 14,843 connections with employers via phone, email, College Central Network, or in person regarding employment and internship opportunities.

### Career-Related Workshops & Presentations

- Sixty-one career-related workshops and class presentations on internships, resume writing, Non-Traditional Careers, and other career-related topics were presented to over 990 students. These workshops and presentations assisted them in gaining a competitive edge in the marketplace and successfully attaining future employment.
Additionally, JRC collaborated with various classes and career programs such as Engineering Pathways, Nursing, Medical Coding, Recreation Therapy, Intensive English, Veterinary Assistant, Medical Assistant, Integrated Systems Technology, English as a Second Language, College 101 classes creating tailored presentations and materials that prepared students for job and internship opportunities.

In an effort to integrate global and intercultural perspectives and expand efforts to communicate to diverse audiences, the Job Resource Center provided a variety of presentations to students served by Multicultural Student Affairs, Trio Student Success Services, English as a Second Language, and the Center for Disability Services. Furthermore, JRC provided presentations for new and current international students on topics such as: JRC services, job search practices and interviewing strategies, American style, how to apply for student employment and internships.

Virtual Presentations

Images from JRC’s presentation during Virtual College Exploration Week

- The Job Resource Center hosted virtual presentations on “Pandemic Proofing Your Career: Become an Indispensable Worker” during the college’s Virtual College Exploration Week. The accessible video presentation provides an overview of the JRC services, as well as how to become an indispensable worker.

  Link: https://www.morainevalley.edu/virtualcollege/past-events/pandemic-proofing-your-career-2/

- During the pandemic, the Job Resource Center continued to provide live class presentations and discussions utilizing new technology through virtual platforms such as Zoom for classes including Medical Coding and Basic Nursing Assistant (BNAT) programs, as well as for International Student Affairs students and staff. A forum was available for students to ask questions after the presentation as well as privately.
Job Fairs
Images from the fall 2019 Job Fair

- As a sustained effort to support student success and increase employment opportunities for its students, alumni and community members, the Job Resource Center hosted 275 job seekers composed of 82 students, 102 alumni and 91 community members at the fall 2019 Job Fair. At the fair, students and other job seekers had access to 77 employers from diverse industries who provided opportunities for part-time employment, full-time employment and various internships.

- Moreover, the job fairs have served as an important avenue for our community members and alumni in providing access to local, regional and national companies. The hiring event helps to support workforce needs and strengthen the communities served by the college and beyond. Ultimately, the event continues to help to satisfy a substantial need for businesses to bridge the gaps in skilled labor, fill open positions, and fortify the economy.

- Prior to the fair, the Job Resource Center hosts an Employer Luncheon providing dialogue on topics such as new local and federal employment laws. This discussion and focus group serves not only as a tool to obtain information from employers, but to bring awareness to employers about labor market issues, successful recruitment and retention strategies.

- To expand partnerships that support college resources, JRC obtained a Gold Sponsor employer through UPS for a consecutive year. The employer, who has invested in Moraine Valley and its students, received special recognition during the fall 2019 Employer Luncheon Meeting.

- With a continued effort to increase enrollment, the Job Resource Center included material on the 130+ certificate and degrees offered at the college in the Employer Guide that was given to all participants,
including community members and employers. Information tables were provided for Corporate, Community and Continuing Education and Admissions to promote recruitment. After the fair, a follow-up email was sent to 193 community members and alumni attendees, which included information on how to enroll and register for classes.

- At each job fair, the Job Resource Center recognizes dedicated and collaborative partners who are champions of the JRC mission. The JRC Career Champion award is given to a special individual, group or organization that has repeatedly gone beyond the call of duty to assist the Job Resource Center with its initiatives. The JRC Career Champion Award was presented to the Trio Program’s Student Support Services and Upward Bound for their collaborative efforts and outstanding partnership. Mattie Payne-Mallory and Misty Williams were recognized with the award for their outstanding efforts, commitment and dedicated support to the mission of the Job Resource Center.

JRC Career Champion Award Honorees Mattie Payne-Mallory and Misty Williams of the Trio Program with JRC Director, Dr. Pamela Payne

<table>
<thead>
<tr>
<th>Job Fairs 2016-2020 At a Glance:</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
</tr>
<tr>
<td>158</td>
</tr>
<tr>
<td>Alumni</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>126</td>
</tr>
<tr>
<td>Community</td>
</tr>
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<td></td>
</tr>
<tr>
<td>112</td>
</tr>
<tr>
<td>Total Job Seekers</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>396</td>
</tr>
<tr>
<td>Employers:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>76</td>
</tr>
</tbody>
</table>

Attendees are noted as those who were identified as “student”, “alum” or “community member” at the Job Fair check-in.
Fall 2019 Job Fair Survey Highlights

Employer Survey Highlights:

- According to employer evaluations received at the fair, 98.5% (67 out of 68) of the responding employers strongly agreed or agreed that they were “impressed with the fair”.

- When asked if the employer scheduled “one or more interviews”, 63% (43 out of 68) of the responding employers, indicated “yes” on their evaluation.

- When surveyed “do you believe you have found your next great hire? 52% (36 out of 68) of the responding employers noted a positive response or “yes”.

Job Seeker Survey Highlights

- According to job seeker surveys received at the fair, over 95% (198 out of 208) responding job seekers noted that they strongly agreed that there was a “good diversity of employers at the fair”, and over 31% (65 out of 208) noted they were able to obtain “one or more interviews” at the Job Fair.

- Job Seekers were also asked, “How likely are you to enroll in a class at Moraine Valley within the next year?” Of the surveys received from community members, 51% (42 out of 81) of the respondents selected “highly likely” or “likely” to enroll at the college.

Spring 2020 Job Fair

- The spring 2020 Job Fair, which was scheduled for March 26, 2020, was cancelled due to the global health pandemic that resulted in closure of the campus.

Mock Interview Days Images from fall and Spring Mock Interview Day events

- The Job Resource Center hosted Mock Interview Days where 28 employers assisted 150 participants in perfecting their interviewing skills for upcoming job fairs, internship and job interviews, and other career opportunities. JRC continues to collaborate with academic programs including Office Technology, Human Development, Recreation Management and Recreation Therapy faculty to help their classes meet their professional development goals through tailored mock interviews with representatives from varied industries.
The Fall Mock Interview Day had an 8.82% increase in participants (from 68 to 74) in comparison to the previous semester. However, the Spring Mock Interview Day had a 2.7% increase in total participants (from 74 to 76) in comparison to the previous fall event.

Mock Interview Days 2016-2020 at a Glance

<table>
<thead>
<tr>
<th></th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
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<td>54</td>
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<td>Alumni</td>
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<tr>
<td>Total Employer Interviewers</td>
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<td>14</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

Data based on participants identified as “student”, “alum” or “community member” at event check-in.

Mock Interview Day Participant Comments & Survey Highlights:

The survey results from the fall 2019 Mock Interview Day showed that 100% (74 out of 74) of responding participants improved their perceived confidence and communication skills by at least three points after their Mock Interview session. The survey results from the Spring 2020 event also show that 100% (72 out of 72) of the responding participants indicated that their communication skills and confidence improved after their mock interview by at least two points on a 1-10 scale. Furthermore, at least three students were invited to apply for positions by three employers. These employers included JP Morgan Chase, Chicago Park District, and Advocate Aurora Healthcare.

Student Testimonials:
"Mock Interview Day was a great experience. The JRC is a welcoming place run by people who sincerely want to help Moraine students! By participating in their Mock Interview Day, I actually built my network with my interviewer, followed up with her during the job and internship fairs, and eventually got hired for a part-time position related to my interviewer's field and my interest…” – Pamela U., Student, Business Major

“Mock Interview Day was a really awesome experience. Not only did I get helpful feedback from the interviewer, I got to interview with Chicago Park District and make a great connection” – Mireya B., Student, Recreation Therapy Major
On-Campus Recruitment

- JRC offered students increased opportunities to connect with over 21 employers by providing On-Campus Recruitment events in high-traffic areas. Employers included United States Census, Pete’s Fresh Market, FedEx, UPS and others. New this year, the JRC provided employer recruitment tables at the MVCC Southwest Education Center (SWEC) and Education Center at Blue Island (ECBI) campuses thereby increasing student access to employment opportunities in underrepresented and diverse areas. On-Campus Recruitment employers reported connecting with over 656 students during their recruitment events and reported 128 possible hires.

In-person and Virtual Outreach

- Through various campus collaborations and outreach opportunities, the Job Resource Center made over 1,649 contacts at various outreach events to highlight the services and resources to students, alumni and community members. In an effort to connect to diverse populations and reduce barriers, JRC staff provided outreach at special events for underrepresented groups. JRC Student Ambassadors and staff were able to promote services to diverse students that included Phi Theta Kappa, Student Life, Muslim Student Association, Black Student Association, Black History Month, LGBTQ Resource Day, Asian Diversity Club, International Student Ambassador Club, and International Educational Week.

- During the onset of the pandemic, the Job Resource Center heavily utilized online platforms for outreach. JRC collaborated with Student Life and Multicultural Student Association students to produce video clips for student success on social media called “Tips for Students by Students” in an effort to increase engagement and retention during the pandemic. The JRC intern and other students provided encouraging words, communication tips and study tips for Moraine Valley students. The videos clips and helpful tips were featured on the college’s Facebook and Instagram pages prior to final exams.

Images of JRC representatives at outreach events
The Job Resource Center responded quickly to the potential financial issues caused by the pandemic by researching and compiling a list of companies who offer immediate hire opportunities. Understanding that the pandemic resulted in temporary reduction of wages or job loss, JRC created a resource hub for students, alumni and the community with direct links to grocery stores, warehouses, food delivery, cleaning services, and others. Furthermore, the resource page featured information on how to apply for unemployment, as well as remote work opportunities and the Job Resource Center’s online job board which is updated on a daily basis in partnership with local area colleges. This information is hosted on the link below: https://www.morainevalley.edu/community-unemployment-resources/ and on the JRC web page. During the pandemic, JRC worked with Marketing and Creative Services to design the page and present it on Moraine Valley’s main web site in a user-friendly and accessible format for the public. The page has had over 1,207 visits with high engagement (as of 5/31/20). The information was also shared in JRC’s new Canvas course with students and faculty to increase access and promote the page.
Social Media: Since July 2019, the Job Resource Center utilized Facebook, Instagram and Twitter to post 281 career-related opportunities, articles, job search information and career events as the platform allows for interactive and immediate response. The JRC Facebook page presently has 910 followers or “likes” and 12% of these are new followers for this period. Posts have been viewed and/or shared by an average of 102 followers. Usage of social media technology continues to generate dialogue and promotes events and services to employers, students, alumni, and community members. Online Job Board-College Central Network (CCN): JRC continues to provide high quality, up-to-date job search technology through our web-based job listing service, College Central Network, in collaboration with other partner community colleges. Due to the system’s continuous improving technology, job seekers had on-demand access to over a combined total of 2,775 career opportunities and had the ability to post their resumes and portfolios for employers to view. The service allows all job seekers, including students, alumni and community members, the ability to utilize career related resources, apply for positions, create portfolios, and learn about upcoming events. The system also assists job seekers in remaining connected with the Job Resource Center to receive the latest information to enhance the successful pursuit of employment and other opportunities.

College Central Network (CCN) Data:
July 1, 2019 – May 31, 2020:
- Employers Registered: 271
- MVCC Job Postings: 962
- CCN Consortium Job Postings: 1,813
- New Job Seekers Registered: 866
  (MVCC Students: 753 Alumni: 66 and Community Members: 47)

JRC Canvas Course
The Job Resource Center developed and debuted its new Canvas course in order to provide online access to resources such as job listings, online presentations and up-to-date information for students and faculty. The use of the Canvas course allows faculty to easily cross-share information with different courses and promote the Job Resource Center. The addition of this resource helps provide a structured digital platform that lessens barriers for students through easily accessible and timely information, which JRC staff can update regularly.

- https://canvas.morainevalley.edu/courses/5213

Spring 2020 Career Week
In an effort to expose more students to the services of the Job Resource Center, Career Week was held February 18 to February 21, 2020, to promote the Job Resource Center to all students, faculty and staff. This event includes employer collaboration to broaden students’ knowledge of professional skills and career-related opportunities. In order to grant unprecedented access to the Career Week presentations to all campuses (Main Campus, SWEC and ECBI), the JRC worked with Multimedia and live streamed each presentation successfully. With the assistance of Multimedia and Marketing & Creative Services departments, JRC created new videos, which were utilized in classroom presentations and online. These were designed to educate students on the job search process from employers’ perspectives in an effort to increase student attainment of jobs and internships.

Career Week started with a grand kick off in the Job Resource Center to provide students, faculty and staff an introduction to the Job Resource Center. The remainder of the week consisted of collaborations with faculty to offer presentations during their classes; Human Development, Introduction to Psychology and College 101. There were three presentations conducted by Shundra Johnson, Career Development and Internship Advisor, Chicago Park District on “Creating A Blue Print for Your Career;” Dr. Anna Rodgers, MVCC Faculty, on “Growth Mindset” and Dr. Patrina McCoy-Hart, Superintendent, Cook County Sheriff Office on “Non-Traditional Career Path.”

As compared to Career Week 2019, where 127 students participated, Career Week 2020 had 142 students*, which showed a 12% increase, despite having one less day and two less presentations. As compared to Career Week 2019, in which there were 136 total participants, Career Week 2020 had 173 total participants, showing a 27% increase.

*Mock Interview Day data was tabulated separately even though the event was a part of Career Week

**STUDENT EMPLOYMENT PROGRAM**

The Student Employment Program at Moraine Valley provides a vital avenue for experiential learning, increasing employability skills and enhancing leadership abilities. From July 1, 2019 to May 31, 2020, there have been 286 student employees hired across campus. The Student Employment Program has a significant campus impact with about 35 departments and more than 50 faculty/staff supervisors participating in the program. Data collected over the past eight years has shown that student employees have a higher GPA and retention rate than the overall Moraine Valley student body.
“I am learning about the work culture in America, gaining vital skills for my future in business and have been able to make great connections…. It has helped me to get out of my comfort zone and expand my professional skills…. It has also helped me with some financial independence allowing me to focus on my classes.”
-Mauricio S., International Student, Student Employee

Student Employment Program Orientations
- In addition to conducting 21 Student Employee Orientation sessions through February 2020, new this year, the Job Resource Center also facilitated 16 Orientation sessions for Supervisors of Student Employees, 56 faculty and staff members attended.

2020 Student Employee of the Year Virtual Celebration
- In response to the global health pandemic, the Job Resource Center celebrated National Student Employment Week, with a virtual celebration of the Student Employee of the Year. The Job Resource Center team, along with Dr. Normah Salleh-Barone - Vice President of Student Development, Dr. Chet Shaw - Dean of Student Services, staff from Marketing and Communications, Financial Aid and Student Success participated in a video conference call to the Student Employee of the Year winner, Denzel Pennix. Denzel was selected among eight students nominated for this acknowledgement.

2020 Student Employment Award Recipients:

<table>
<thead>
<tr>
<th>2020 Student Employee of the Year:</th>
<th>2020 Student Employment Best Practice of the Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denzel Pennix</td>
<td>Academic Skills Center/Tutoring</td>
</tr>
<tr>
<td>Student Success, Veterans Resource Center</td>
<td></td>
</tr>
</tbody>
</table>

Image from the Student Employee of the Year virtual celebration on April 16, 2020.
• Denzel’s supervisor noted in his nomination that “serving in the Veterans Resource Center as administrative support, he must continually problem solve. He assists student veterans and dependents in applying and submitting for state and federal education benefits. Each situation is unique and different. He must possess the knowledge of all eight different state and federal education benefits for student veterans and dependents. He has handled every situation well and followed through to ensure knowing the support is there for them.”

• The Speaking and Writing Center won the 2020 Student Employment Program Best Practice of the Year Award. According to the nomination materials, the Speaking and Writing Center “enhances employability skills of student employees. Many hours were spent researching credible sources for the Student Resource Binder. Topics included Tips of the Week, MLA and APA citation, Annotated Bibliographies, Sentence Structure, Essay Structure, Complex/Compound Sentences, Independent/Dependent Clauses, Speech Outlines and our Speaking and Writing Center (SWC) Presentation Outline. During this development process, our student employees used credible resources, databases, websites and education journals to compile information. The discussions during the development honed the skills of our [student employees]; they built teamwork skills, learned time management, and developed problem solving skills.”

• Unfortunately, there was no winner for the 2020 Student Employment Supervisor of the Year, due to lack of nominations.

NON-TRADITIONAL CAREERS
The Job Resource Center works to bring awareness to Non-Traditional Careers, careers in which 25% or less of one’s gender is employed in an occupation – through outreach, workshops and the Non-Traditional Career Panel.
“I am primarily influenced by my parents, both nurses working hard to provide others necessary care to those in need. The nursing field itself can allow diverse experiences in different parts of healthcare. In the near future, I hope to find myself in a position in which I can contribute my expertise with ease to both patients and healthcare professionals alike.”

-Evan B., 4.0 GPA, Expected Nursing Major
Non-Traditional Career Student, Student Employee

The Non-Traditional Career Panel hosted on Wednesday, November 13, 2019 had an increase in student attendance from the previous years, which included 66 students and six panelists. The panelists shared their work experience from diverse careers such as office administration/support, information technology, healthcare, and law enforcement. Prior to attending the panel 37% of students indicated they were more likely, or very likely to consider a Non-Traditional Career. After attending the panel, 74% of the student participants responded that they were more likely or very likely to consider a Non-Traditional Career.

Images from the Non-Traditional Career Panel

- The Job Resource Center collaborated with Student Life and participated in a panel discussion that highlighted the contributions of women in Non-Traditional Careers, specifically women in STEM fields, and African-Americans in their role in history.

- Additionally, the Job Resource Center collaborated with the Multicultural Student Affairs department to present two Non-Traditional Careers workshops to the Alliance of Latin American Students and Black Student Association. These workshops provided diverse students with information on Non-Traditional Careers, and the benefits and potential challenges of working in such roles.

- Non-Traditional Careers information was also provided to the Center for Disability Services, and at the DREAM Mentor, Trio and International Student Affairs orientation sessions.

**INTERNSHIP PROGRAM**

The Internship Program provided information and access regarding experiential learning opportunities to 992 students via workshops, presentations, individual appointments, outreach and other internship related events. From July 2019 to May 2020 there were 52 students hired as interns.
Internship Fair & Symposium
The Internship Fair & Symposium was held September 9, 2019 at the Moraine Valley Business & Conference Center. Students had the opportunity to hear from industry experts about the importance of internships and engage one-on-one with employers seeking to hire interns. There were 48 students and 70 overall attendees. This was a 17.0% increase in student attendance and an 18.6% increase in overall attendance as compared to fall 2018. In addition, a record number of seven first-time employers which included Anytime Fitness - Homer Glen, Evangers Dog & Cat Food LLC, Orland Park Public Library, Project C.U.R.E., Moraine Valley Community College Sustainability Department, Orland Park Library, Southside Pain Relief Center, and Y.W.C.A. South Suburban Center participated in the event. In addition, three students were hired in an internship because of the fair. Numerous students were interviewed; however, they were not able to participate in an internship until the spring semester and unfortunately, the spring internships were cut short due to the global health pandemic.

Internship Program Employer Outreach
The Internship Program continues to build relationships with employers and collaborate with them whenever possible. Employer outreach comes in the form of their participation in panels, classroom presentations, mock interviews and other career-related events. This year there have been 241 postings for internships. There has been a total of 827 employer contacts via in-person, phone, fax and email.
Internship Program Cross Campus Collaboration

The Internship Program continues to collaborate with the faculty of the Engineering Pathways Program. Staff facilitated presentations on resumes, cover letters, and interviewing skills, as well as providing resume critiques to 18 students. The Engineering Pathways program has a collaborative partnership with the University of Illinois at Urbana-Champaign to allow students to start their engineering degree at Moraine Valley. Students have guaranteed transfer admission to the College of Engineering at the University of Illinois at Urbana-Champaign as a junior upon completion of Moraine Valley’s program.

- In addition to the workshops, on October 4, 2019, the Internship Program collaborated with the Engineering Pathways program to coordinate a special Mock Interview Day in which employers and staff with engineering backgrounds interviewed 18 students. The interviewers had varied industry experience in chemical, agricultural, electrical and civil engineering. The employers were from HBK Engineering, Mondelez (Nabisco), MVCC and an engineering consultant.

“Internships are critical for engineering students. The JRC partnership with my engineering students has been amazing. These students receive help reviewing and writing their resumes and cover letters. The JRC also gives the students a chance to practice their interviewing skills with mock interviews that are set up with local engineering companies. The students have expressed how much they learn during this process. It has been great to see all the successful internships that our students have had: NASA, Fermilab, Argonne, etc. I think the JRC has gone above and beyond to help my engineering students.”

–Dr. Jennene Fields, Engineering Pathways Faculty
Evaluations taken after the interview process indicated:

- Prior to the mock interview, 24% (4 out of 17) of the students rated themselves as average and below average interviewers and after the mock interview, none of the students rated themselves average or below average interviewers
- When surveyed, students responded to the question, “What was helpful about the event?” Students stated the following: “Being able to receive honest feedback, ability to get more comfortable with the process of interviewing, able to know what I did wrong, learn how to speak one-on-one much better, prepare for interviews; professional interviews to be exact”

Through a proactive and positive partnership with faculty presentations were conducted in Business, Information Technology, Psychology, Office Technology, Human Development, College 101, Digital and Graphic Design, English as a Second Language and Mathematics classes.

“I really think that the internships benefit the student in multiple ways. Students really do not understand the power of how an internship may benefit them in the end. The presentations given each semester by the Internship Manager emphasizes the importance of pursuing and obtaining an internship before graduating. Whether paid or unpaid, students should not pass on an opportunity to learn from an employer in the career industry they are pursuing. After the presentation, the students are exposed to insights on internships helping to further their career or change the direction because the internship helped them see that career choice is what they want or not what they want. Both decisions provide clarity and insight.”

-Klaudia Mallett, Adjunct Faculty, Psychology

As a result of the global health pandemic, the Faculty Internship Coordinators were asked to change their curricula for grading the internship. This process was different and challenging. Despite the challenge, some were able to add a new component to their internship course that will enhance the curriculum for the students in future classes. Instead of the students having an in-person internship, some were tasked with transitioning to a virtual internship. Even though some were able to complete their hours before the intended completion date, many had to complete a research paper, along with a
video discussing the impact of the pandemic on their career industry and ways to adapt to the changing work format for most. An example of one of the student intern’s final internship project is below.

- **Student’s Internship Course Project**

https://youtu.be/lEBjQg7OlO4

**Intern and Employer Virtual Celebration**

Image from the Intern and Employer virtual announcement celebration on May 4, 2020

Each spring, the Job Resource Center Internship Program celebrates the accomplishments of the Internship Employers and the Student Interns at the annual Intern & Employer Recognition Breakfast, previously known as the Intern and Employer Meeting & Awards Ceremony. This year, the celebration announcement was held virtually on May 4, 2020. This event recognized the accomplishments of the interns and employers who have participated in the program for the past year. Usually this consists of a meeting, recognition ceremony and breakfast prepared by the MVCC Culinary Arts program. Even though things were quite different this year, a recognition celebration was still planned and executed.

- On the celebration call were six Moraine staff members to include JRC, two students and two employers. The recipients of the awards were not aware they had won; they only knew they were nominated. Once the announcement was made, the winners were quite surprised.

- The 2020 Intern of the Year recipient was Genae Grabowski who interned at The Glacier Newspaper. The intern is selected based on their reliability, quality of work, initiative, professionalism and uniqueness of contribution to the organization. Her supervisor reported that “Genae had a great work ethic and her talent was outstanding…she made my first semester as the student publication advisor easier than expected.” Genae was able to create templates that were reusable for future publications instead of having to be recreated for each issue. Genae was chosen due to her outstanding contribution to the student newspaper.
The 2020 Employer of the Year was Tamima Farooqui from the Job Resource Center. The employer is selected based on their ability to mentor and guide the student intern, teach valuable skills to include interpersonal skills that will help the student in their future career. In addition, the ability to be patient and understanding knowing this is a learning opportunity for the student. Tamima said a few words to thank everyone for the award and to thank her nominator, the student intern. Ms. Farooqui’s nominator was also on the phone and spoke about Tamima’s mentorship and “willingness to assist me with not only the duties and responsibilities of the internship, but also life lessons.” In addition, she reported that Tamima was “patient and understanding.” These attributes helped the intern stay focused and complete her requirements for graduation during this unprecedented time.

Tamima Farooqui
MVCC Job Resource Center
2020 Internship Employer of the Year

Genae Grabowski
The Glacier Newspaper
2020 Intern of the Year

Disney College Program
The Disney College Program remains one of the most popular internships made available to the Moraine Valley student. As always, the program warrants a lot of interest and this year was no different. This year started off really well for the program, there were four students that participated in the fall 2019 semester and three participated in spring 2020 semester. Due to the global health pandemic, the spring 2020 program was cut short. Of the seven students participating this academic year, one of the students extended her program from fall 2019 to spring 2020. The experience gained from participating in the Disney College Program offers student interns extensive training in communication, customer service, leadership and marketing employability skills.

“I have taken a lot of classes through the program! I have taken classes on Guest Relations, Resume building, Networking 101, and a four-week Leadership 101 class. I will be taking more in March that discuss being a Traditions Assistant, and also on Disney's training and development. I really see myself continuing a career with Disney… it is definitely in my future.”

- Caitlin R., Disney College Program intern, fall 2019, spring 2020
The Multicultural Student Affairs (MSA) and English Language Learner (ELL) Centers’ combined mission is to promote the success of students of color and English Language Learners. MSA 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/group activities to promote their integration into the college environment and academic success. MSA services are available to all students; however, primary constituents are individuals of color and individuals with limited English. The MSA/ELL staff effectively served close to 8000 students (during the 2019-2020 academic year).

**Strategic Priority: Student Success**

**Individual Appointments**

MSA/ELL Center has scheduled 1500 individual appointments and over 3000 duplicate appointments, including advising and prospective-student appointments. The individual student appointments impact the retention and completion rates by providing prescriptive advising, including the following: academic advising for general education courses, Intensive English Language Program (IELP) to general education coursework, foreign degree incorporation, 4-year transfer information, and high school bridge program.

<table>
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<tr>
<th>ELL Orientations</th>
<th># of Sessions held</th>
<th># of participants</th>
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</thead>
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<td>102</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>17</td>
<td>32</td>
</tr>
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The average orientation class size is five students per session and classes are held in room S 226, which has a maximum capacity of eight. Orientations are conducted to prepare students for registering for the fall, spring and summer semesters. MSA has added two late orientations to accommodate students; those sessions will be held in T952, which seats 20 students.

During the COVID-19 pandemic, to have a continuous process flow for our incoming students, we created a Canvas IEL Orientation course. A WebEx meeting was scheduled and new students were able to follow along using Canvas. Students are introduced to college services, and they review test results, while pursuing a select program of study and schedule courses. Students are able to access all of the resources after completing IEL Orientation, and without having to visit the campus.

<table>
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<tr>
<th>ELL Workshops</th>
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<th># of participants</th>
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<td>5</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>7</td>
<td>13</td>
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</table>

For fall 2019, the ELL Center offered two scholarship workshops that consisted of two meetings plus follow-up appointments. For spring 2020, the ELL Center offered seven online student information sessions. In an effort to keep IEL students informed and engaged, weekly information sessions were held. This gave students an opportunity to ask questions and interact with each other in a virtual setting, using WebEx. In addition, IEL students were given access to an Information for IEL Student Canvas course that provides various resources, such as financial aid, scheduling, tuition, and how that information can be accessed at any time. Students are able to participate in a discussion board to stay in touch with other students and staff.
Email to Underrepresented Groups
Email communication is sent to all students of color, student club members, and the Dream Mentoring program prospects to invite them to utilize department services, meet with MSA staff, and join the Dream program, as well as campus announcements and registration reminders. Due to the 2020 COVID-19 pandemic, we began working remotely; during this time, phone and email were the best modes of contacting students. The volume of emails and phone calls made increased exponentially during this time. Multicultural Student Affairs collaborated with TRIO-Student Support Services and International Affairs to reach out to the over 6000 Latino and African American students. Students received calls for health and welfare check-ins, advising and class schedule, technology/email login assistance and general assistance and calls to students with GPAs of 2.0 and under to assist students to successfully navigate the college process. A total of 1,016,114 emails were sent to students from the MSA department due to working remotely during the CO-VID-19 pandemic. In addition, the ELL office sent 750 emails to IEL students.

MSA/ELL Phone Calls for Fall and Spring Registration

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<th>MSA phone calls</th>
<th># of calls</th>
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<td>Fall 2019</td>
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<tr>
<td>(unduplicated)</td>
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<td>(duplicated)</td>
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<tr>
<td>Spring 2020</td>
<td>11,000</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>(unduplicated)</td>
<td></td>
<td>(duplicated)</td>
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ELL Student Graduates, Retention, GPA, and Ethnic Data
2019FA - 2020SP IEL Students*: GPA, Retention, Ethnic, Completions

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<thead>
<tr>
<th>Student Counts</th>
<th>Graduate Data</th>
<th>Retention Data</th>
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<tr>
<td>Total Students</td>
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<td>% Graduates</td>
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<td></td>
<td>2019FA/2020SP</td>
<td>Possible Continuing Students</td>
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<td></td>
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<td>Enrolled 2019FA &amp; 2020SP</td>
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<tr>
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<td>153</td>
<td>65</td>
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GPA Data

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<td>_With Dev. Ed.</td>
<td>_GPA</td>
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Ethnicity

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<th>Ethnicity</th>
<th>Total Students</th>
<th>%</th>
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<td>Black</td>
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ELL High School Senior Bridge Day and Community Outreach High School Bridge Program

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<th>Sessions</th>
<th>Schools</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>22</td>
</tr>
</tbody>
</table>
- The ELL manager made one visit to the Oak Lawn Library, spoke to seven patrons that participate in the library’s conversation circles. (November 2019)
- The ELL staff participated in the College’s open house to provide information to the attendees.
- The ELL staff provided four information sessions to the ESL Level 4 and 5 classes during the fall 2019 semester.
- With the assistance of the Counseling department at Oak Lawn Community High School, the IEL Manager was able to present virtually to 22 students. (Two Sessions) Six students have taken their placement test and are registered for orientation.

### Multicultural Student Affairs Students

<table>
<thead>
<tr>
<th>MSA</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2019</strong></td>
<td></td>
</tr>
<tr>
<td>MSTC FA 19 Average Transcript GPA: 2.8</td>
<td></td>
</tr>
<tr>
<td>MSTC FA 19 Term Credit Percentage: 83%</td>
<td></td>
</tr>
<tr>
<td>MSTC FA 19 Retention Data: 86%</td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.8%</td>
</tr>
<tr>
<td>Black</td>
<td>38.3%</td>
</tr>
<tr>
<td>Latinx</td>
<td>53.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

| **Spring 2020**   |               |
| MSTC SP 20 Average GPA: 2.9 |
| MSTC SP 20 Term Credit Percentage: 90.1% |
| MSTC SP 20 Retention Rate: 90% |
| White             | 1.9%          |
| American Indian   | 0.6%          |
| Asian             | 3.1%          |
| Black             | 32.1%         |
| Latinx            | 62.3%         |

### Multicultural Student Affairs Graduates FY 2019-2020

<table>
<thead>
<tr>
<th>MSA</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Petitioners</strong></td>
<td>460</td>
</tr>
<tr>
<td><strong>Graduates</strong></td>
<td>390</td>
</tr>
<tr>
<td>Average GPA</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td>% of all Graduates</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>3.7%</td>
</tr>
<tr>
<td>Black</td>
<td>6.3%</td>
</tr>
<tr>
<td>Latinx</td>
<td>25.9%</td>
</tr>
</tbody>
</table>

### Strategic Priority: Program Development

#### DREAM Mentoring Program

The DREAM Mentoring program is a Staff/Faculty/Student mentoring program designed to help students reach educational and career goals, as well as to 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 for student mentees. For FY 2019-2020, 83
students attended DREAM orientations with 67 committed students completing the program. Of these students, 87% were retained from semester to semester with an average G.P.A of 2.9.

**DREAM (Directing Results through Educational and Academic Mentoring)**

<table>
<thead>
<tr>
<th>TOTAL FY 19-20</th>
<th>Minority Students Contacted</th>
<th>DREAM Mentee Orientation</th>
<th>Committed Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>5,028</td>
<td>83</td>
<td>67</td>
</tr>
</tbody>
</table>

**DREAM FA 19**
- **Average GPA:** 2.8
- **Term Credit Percentage:** 83.4%
- **Retention Data:** 87%

**Ethnicity**

<table>
<thead>
<tr>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Latinx</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4%</td>
<td>0.0%</td>
<td>2.4%</td>
<td>29.3%</td>
<td>65.9%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Spring 2020**
- **Average GPA:** 3.0
- **Term Credit Percentage:** 99%
- **Retention Data:** 87%

**Ethnicity**

<table>
<thead>
<tr>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Latinx</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4%</td>
<td>0.0%</td>
<td>2.4%</td>
<td>29.3%</td>
<td>65.9%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**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 2019</td>
<td>4</td>
<td>236</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>5</td>
<td>76</td>
</tr>
</tbody>
</table>

Students participated in workshops on careers, internships, and being a successful student. Multicultural Student Affairs strives to create workshops that supplement and enhance students of color and DREAM mentees’ college experience. The workshop topics included undocumented student resource information sessions, minority student transfer information, minority scholarship search financial literacy, and understanding the college culture as a minority student. MSA also coordinated with TRIO, Financial Aid, and Counseling and Career offices to offer a wide range of workshops.

**Celebrating Diversity Task Group**

The Celebrating Diversity committee provided new and diverse programming for the students, staff and faculty this year. The committee, along with Alliance of Latino student clubs and the Black Student Association provided the campus with 30 unique and diverse educational and social programs, which included Hispanic Heritage month, Black History month, LGBTQ Awareness month, Cinco De Mayo, and Juneteenth to over 1100 students, staff, and faculty in the 2019-2020 academic year. During Black History month, the Black Student Association collaborated with the African American Student and Community committee to sponsor B-Me dinner and dialogue. BSA also collaborated with Professor of Communication and Literature Amani
Wazwaz on a discussion on the Watts Riots of 1965. The Alliance of Latin American Students and the Black Students Association partnered with Multicultural Student Affairs for the We Study series to provide study hall time for students to study for final exams in December and May; 150 students participated in this event.

Meet and Greet the Office Multicultural Student Affairs Staff
The office of Multicultural Student Affairs held its first Meet and Greet the staff of Multicultural Student Affairs for 70 students and parents on August 6th. The program was designed for students and parents to meet the staff and learn about the role our staff plays in the success of the students during their time at Moraine Valley. The students and parents received information on what our office provides, from a master academic plan for course work to graduation and matriculation. We discussed the socialization aspect of college, for example, including the benefits and relationships students will gain from peers and staff by joining a club. Staff went over academic workshops offered during the year, for example, including study skills, time management, stress management, and cultural events for students, staff, and community members. We also discussed the DREAM mentoring program (Directing Results through Education and Mentoring) and the importance of having a mentor. TRIO staff provided information and the opportunity to submit an application to the program on the spot. The Dean of Student Services spoke to the students about MSA and TRIO as advocates for students. Parents and students were able to mingle with staff and other parents and students starting in the fall semester.

Parents were able to ask questions and voice concerns they may have had. Some of the questions asked included how to pay online, how often a student can meet with an MSA staff member, to bullying on campus and the college response to students if it happens to them. Students were also able to meet one-on-one with the MSA coordinator with questions about their class schedule. The office plans to continue hosting the program every summer for incoming freshmen students of color.

Black Minds Empowered Dinner and Dialogue (B-Me)
The Black Minds Empowered Dinner and Dialogue was developed to provide approximately 70 African American students with a venue to discuss with other students the positive and negative experiences they have had during their academic journey at Moraine. The program was a collaboration between the Multicultural Student Affairs office and Human Resources. Students discussed questions in small groups facilitated by staff and faculty. The information gained from this program will be used to assist in providing future programming, both social and academic, for students of color. Students enjoyed the opportunity to discuss their experiences with peers and meet new friends.

Strategic Priority: Technology
“We Are in This Together” Virtual Programming
During the spring 2020 semester, MSA took their spring programming and workshops online to the student population. The virtual support online programming was created to provide students with the opportunity to interact virtually with the MSA staff and to continue the strong relationships the office has built with the student population. Workshops in the “We are in this together” series included “Transfer Talk,” information on how to transfer to a four-year university, “Wellness Wednesday,” on the importance of self-care, healthy eating, and mental health, and “Personal Power,” on self-branding and living in the moment. We also held Zoom meetings for students to hang out with staff on Fridays to answer questions or to talk. MSA also created workshops to help students navigate and distress during finals week. We included tips and ideas on how to stay as stress-free as possible with, for example “Fresh Air Monday,” a reminder to take a breather and step outside for fresh air, “Tea Time Tuesday,” requesting students to join MSA on Zoom for a break with our choice of drink, coffee, tea, or hot chocolate, and “Wellness Wednesday.” This series has been able to keep our students connected to our office and let students know that we are supporting them.

The English Language Learner manager hosts weekly information sessions via Zoom for Intensive English Language Learners. These sessions allow IEL students to ask questions about course registration, programs,
financial aid, and available services. IEL Orientations have continued via Zoom to welcome new students into
the program. New students learn important information about program offerings, support services, and college
policies.

**Educational Talent Search (ETS)**

Educational Talent Search (ETS) is a TRIO program funded through the Department of Education; it is one of the three TRIO programs currently at Moraine Valley. The goal of all TRIO programs is to increase the number of students from disadvantaged backgrounds who attend and complete college. ETS focuses on college preparation for low-income and first-generation middle and high school students (6th–12th grade) in Moraine Valley’s southeast sector.

ETS is currently funded to serve 518 participants at three target schools: Kellar Middle School in Robbins and two high schools, which are Eisenhower in Blue Island and Richards High School in Oak Lawn. Two-thirds of ETS participants must be low-income and first-generation students. Participants must also be U.S. citizens or permanent residents and demonstrate academic potential and a need for services. ETS services include academic advising, mentoring, college visits, exposure to career opportunities, motivational support, and assistance with college applications and financial aid.

ETS’s efforts are coordinated between Moraine’s ETS staff: the target schools’ teachers, counselors, administrators, and the participants’ parents. ETS’s outreach specialists conduct weekly visits to target schools where they meet with students individually and in groups for updates, workshops, and other services. Many ETS services are offered on site at the target schools. ETS also coordinates trips for its participants to provide exposure to college campuses, career and college educational opportunities, and cultural enrichment. The year 2020 is the 4th year of its five-year grant cycle, 2016–2021.

**Strategic Priority: Student Success**

**Major Accomplishments**

Each year, ETS reports its attainment of its stated objectives on its Annual Performance Report (APR). ETS measures its number of students served, promotions, graduation of seniors, graduates with honors, students who have enrolled in college, and graduates who have attained a degree within 6 years. ETS was able to meet all of its objectives as enumerated in the graph below:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Projected number/rate</th>
<th>Attained rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded to serve</td>
<td>518 students</td>
<td>519 students</td>
</tr>
<tr>
<td>Secondary school persistence—6th-grade to 11th-grade students promoted to the next grade level</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>Education Indicator</td>
<td>Regular Diploma Graduation Rate</td>
<td>Rigorous Program Graduation Rate</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Secondary school graduation</strong></td>
<td>85%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>Secondary school graduation and rigorous program</strong></td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Postsecondary education enrollment</strong></td>
<td>38%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Postsecondary attainment</strong></td>
<td>21%</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Strategic Priority: Program Development**

**SAT Preparation Class and Financial Aid Awareness Workshop**
Performance on college entrance exams (such as the SAT) is essential in determining students’ college choices. To this end, ETS sponsored its annual SAT preparation workshops in September and October of 2019 at the Blue Island Center. Two experienced SAT instructors reviewed SAT testing strategies and the content of both verbal and mathematics tests. In addition to instruction, our students were able to attempt practice SAT tests. The SAT workshops culminated with scholarship information and financial aid workshops offered in conjunction with the Illinois Student Assistance Commission. During the financial aid workshops, students and parents received an overview of the financial aid process and up-to-date information on financial aid deadlines. The scholarship portion of the workshops included scholarship search strategies, scholarship sources, and scholarship application tips. The scholarship and the financial aid workshops were open to both students and parents. Students’ attendance at SAT workshops has been more consistent in the last two years, as students and parents have completed a contract to attend all the sessions.

**ETS College Campus Visits**
ETS conducted four college visits during the 2019–2020 school year; our spring college visit schedule was abbreviated due to the pandemic. Our college visits expose ETS students to college admission requirements, possible college opportunities, and campus life at various institutions. ETS always seeks to expand its students’ experiences by visiting different institutions; this year marked ETS’s first visits to Michigan State University and the University of Wisconsin at Whitewater.
Below are the ETS college campus visits for 2019–2020.
### College Visits FY 2019–2020

<table>
<thead>
<tr>
<th>Campus visited</th>
<th>Location</th>
<th>Date</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>East Lansing, MI</td>
<td>08/07/2019</td>
<td>18 students</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>DeKalb, IL</td>
<td>10/11/2019</td>
<td>26 students</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>Normal, IL</td>
<td>11/06/2019</td>
<td>27 students</td>
</tr>
<tr>
<td>University of Wisconsin at Whitewater</td>
<td>Madison, WI</td>
<td>2/17/2020</td>
<td>29 students</td>
</tr>
</tbody>
</table>

Overall, ETS college visits are a key activity that not only increases students’ interest in participating in the ETS program but also exposes students to college majors, college entrance requirements, dormitory life, and campus resources potentially available to students.

### Middle School Trips
ETS sponsored two trips with a science emphasis, visiting two of Chicago’s iconic destinations: the Field Museum and the Shedd Aquarium. In each trip, students were given access to special exhibits and presentations from science professionals and environmental and biological experts. Students were able to get presentations on soil conservation and soil science, environmental and water preservation, and man’s impact on ecosystems.

In addition to their science information, ETS trips affect the social and cultural isolation of the program’s participants.

### Girls’ Mentoring—Women of Character Series
During 2019–20, ETS embarked on a new initiative, the Women of Character series, in collaboration with Multicultural Student Affairs. The Women of Character series was designed to give students a safe space to communicate their goals, fears, frustrations, and ambitions. The goal is to provide encouragement, support, and skills to navigate life challenges while teaching coping skills, communication skills, and other lifelong transferable skills.

In our first year, we were able to retain 15 out of 17 participants. Facilitators tracked student progress and engagement levels. The ETS staff and students met the fourth Thursday of every month until the program had to operate remotely in March, 2020 due to the COVID-19 pandemic.

### TRIO- Student Support Services (SSS)

**Overview of TRIO-SSS**

The TRIO-Student Support Services (SSS) program is in its 20th year of operation, serving first-generation, low-income, and disabled students. The program is designed to increase the academic success, retention, graduation, and transfer rates of students who are at high risk of leaving college prior to graduation. The U.S. Department of Education, which provides service to 160 Moraine Valley Community College students, supports the program.
TRIO-SSS has a persistence rate of 99 percent, which is 29 percent higher than the grant objective of 70 percent. The population breakdown consists 70 percent of African American students and 30 percent of people in other ethnic groups. TRIO-SSS students have successfully maintained good academic standing, with 149 of the 161 students served achieving a grade point average of 2.0 or above. The program has a good academic standing rate of 91 percent, which is higher than the grant objective of 70 percent.

**Strategic Priority: Student Success**

**Tutoring**

TRIO-SSS provided student peer and paraprofessional tutoring in 2019 and 2020. As a direct result, many students have progressed by advancing from the developmental education sequence into college-level courses, which increased the tutoring demand. This tutoring program not only assisted students to be better prepared for their exams but also engaged more students to participate in the TRIO-SSS programs and services offered.

**Tutoring:** Sixty unduplicated students attended tutoring sessions from July 2019 to March 2020 in the TRIO Zone; 31 students attended instruction in the college’s Academic Tutoring Center, and 29 students received assistance in the Academic Writing Center. Currently, all 60 students engaged in tutoring remain in good academic standing and have persisted to the next semester.

During this year, we expanded our tutoring options to make this service more available for students. We began offering online tutoring to students, which gave them the ability to send and discuss assignments through email when their schedules did not give them enough opportunities to visit our office. This new option helped increase our students’ use of tutoring and assisted our tutor to build more consistent relationships with more students. As we move forward, we are continuing to develop more tutoring options for students and improve the accessibility of our tutoring program. During COVID-19, tutoring became very important for students who were trying to adjust to their new learning circumstances. To make sure we could effectively assist students throughout this time, we sought out and used modern technology and software to improve our availability to students during the quarantine. We downloaded Google Voice to our phones to give students a formal and reliable number to contact us for assistance and the Zoom video conferencing app to hold tutoring sessions and share work. This use of new software helped us stay in contact with students, keep them involved, and assure them that our service would still be available for them.

**Strategic Priority: Program Development**

**TRIO-SSS Mandatory Orientation**

TRIO-SSS mandatory orientation for participants reduced the time staff members spent calling students to give program and college updates. It also required the students to be more accountable and has been a method used to empower them. Orientation sessions were conducted twice a year: once in the fall and once in the spring semester. Sixty students attended the orientations. The orientation sessions set the tone for student engagement and interactions. The learning outcomes of this program were that students learned about campus resources, their role as TRIO students, staff expectations, and the recommendation to participate actively in TRIO-SSS programs and services.

**Workshops**

TRIO-SSS conducted three workshops for FY 2018-19. All workshops included cross-campus collaborations with many departments. These efforts to collaborate required no costs to the college and assisted the TRIO-SSS program in meeting the following objectives:
• Objective #1: 70% of participants served by the TRIO-SSS project will persist from one academic year to the next or graduate and transfer from a two-year institution to a four-year one during the academic year.

• Objective #2: 80% of enrolled participants served by the TRIO-SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

### The Workshops for FY 2019-20 included

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>National TRIO Day @ Elgin Community College</td>
<td>5</td>
</tr>
<tr>
<td>TRIO-Thursday Check-In Online</td>
<td>60</td>
</tr>
<tr>
<td>Workshop Wednesday-Online</td>
<td>20</td>
</tr>
<tr>
<td>Canvas Workshops</td>
<td>10</td>
</tr>
<tr>
<td>Workshops in Person</td>
<td>25</td>
</tr>
</tbody>
</table>

### College Visit

TRIO-SSS conducted six college visits for FY 2019-20. Students were able to tour the colleges and received registration information. They asked questions and walked away with the colleges’ financial aid and scholarship information. The SSS college visits are an important activity, introducing students to college entrance requirements, dormitory life, career and major options, and campus resources potentially available to students.

These visits assisted the program to meet the following grant objectives:

• Objective #1: 70% of participants served by the SSS project will persist from one academic year to the beginning of the next or graduate and transfer from a two-year institution to a four-year one during the academic year.

• Objective #3a: 25% of new participants served each year will graduate with an associate’s degree or certificate within four years.

• Objective #3b: 20% of new participants served each year will transfer with an associate’s degree or certificate within four years.
TRIO-SSS conducted the following college visits:

<table>
<thead>
<tr>
<th>College</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Illinois-Chicago</td>
<td>4 Students</td>
</tr>
<tr>
<td>The University of Illinois Urbana-Champaign Vet Med</td>
<td>4 Students</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>4 Students</td>
</tr>
</tbody>
</table>

**Snack and Chat**

Snack and chat opportunities were provided for the students in October 2019 through May 2020. Students were able to partake in a snack and have informal discussions on various topics. Some topics included college resources and anything else that may have impacted the students’ college experiences at Moraine Valley. A total of 58 students participated in these sessions throughout the year.

This activity helped the program meet the following grant objectives:

- Objective #1: 70% of participants served by the SSS project will persist from one academic year to the beginning of the next or graduate and transfer from a two-year institution to a four-year one during the academic year.

- Objective #3a: 25% of new participants served each year will graduate with an associate’s degree or certificate within four years.

- Objective #3b: 20% of new participants served each year will transfer with an associate’s degree or certificate within four years.
National First Generation Day Celebration

On October 12th, 2019, students had the opportunity to view the award-winning documentary narrated by Golden Globe nominee Blair Underwood. Blair Underwood tells the story of four first generation high school students. The demographics of these first generation students includes the following: An inner-city athlete, a small-town waitress, a Samoan warrior dancer, and a daughter of migrant field workers. These first generation students set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

Shot over three years and featuring some of the United States’ top education experts (Richard Kahlenberg, the Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, the University of Southern California), the film explored the problem of college access faced by first-generation and low-income students and how their success has significant implications for the future of the nation. A total of 12 students were present for this event. Time did not permit a full discussion, but we learned that every student present was able to identify with the students on screen and their first-generation situations (College, n.d.).

Strategic Priority: Technology

Student Progress Letters

TRIO-SSS staff worked with the Information Technology department to develop a new student progress letter. By using the TRIO-SSS campus organization program in the Colleague system, TRIO-SSS staff members were able to send emails to all instructors one week after midterms. This new development assisted the team to foster relationships with the faculty and helped provide our department with accurate data regarding the 160 TRIO-SSS students’ progress. This programing also assisted the TRIO-SSS staff with keeping the students engaged in their academic progress. The information gained allowed the program to meet the following objectives:

- Objective #1: 70% of participants served by the SSS project will persist from one academic year to the beginning of the next or graduate and transfer from a two-year institution to a four-year one during the academic year.

- Objective #2: 80% of enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

Looking Ahead to 2021 and 2022

After being part of the Illinois Equity in Attainment debrief session, we plan to review our student communication and increase the program’s social media presence.
The TRIO-SSS staff will review all participant feedback and use it to revise the programming and services.

The TRIO-SSS staff will use the Annual Performance Report data and each student’s Individual Education Plan as an assessment of the moderate evidence for the effectiveness of the academic coaching of the TRIO-SSS student.

Analyzing the objectives and goals from the individual education plan and master academic plan will ensure that these programs are in alignment with the need for TRIO-SSS at Moraine Valley Community College and the TRIO-SSS grant objectives.

Assessment of the department’s programs and services will assist the SSS in determining the future programs and services that will be offered to students. Much consideration will be given to programs and services that will assist participants in understanding how to navigate the college process successfully.

**TRIO UPWARD BOUND (UB)**

TRIO Upward Bound is a federally funded program that provides 62 eligible (first-generation/low-income) high school students with free services designed to improve academic, college/career, and personal skills to help them to succeed in high school and prepare them to be eligible for and successful in college. The program is currently in its third round of grant cycles and on its third year of a five-year award period. The following services were offered throughout the 2019–2020 academic year and had a major impact on Student Success, Program Development, and Technology throughout the year.

**Strategic Priority: Student Success**

**Impact of Upward Bound Services on Student Success of Upward Bound Students:**

**Service:** The Financial Literacy Workshops/College Prep and Success Workshops

Upward Bound Objective: (1) The Secondary School Graduation Objective states that during the program year, students who are expected to graduate in that year will do so with a regular secondary school diploma. (2) The Postsecondary Enrollment Objective states that seniors who graduate during the program year will enroll in postsecondary education by the fall term immediately following high school.

**Impact of Upward Bound Services on Student Success of Moraine Valley Students:**

**Service:** The Financial Literacy Workshops/College Prep, Success Workshops

**MVCC Goal:** Creating Prospective Students, Creating a Moraine Valley Applicant

**Financial Literacy Student and Parent Workshops**

Upward Bound offered a Financial Literacy Boot Camp Part one and two, for 15 students in the 12th grade and their parents. Part one addressed the entire financial aid process. Part two addressed the FAFSA process. This year Upward Bound continued to focus on the new FAFSA changes including the new October 1st filing date and researching more financial resources due to the uncertainty of the MAP Grant. The Boot Camp successfully prepared the parents and students, resulting in 92% of the graduating class completing the initial FAFSA before December 15, 2018.

**College Preparation and Success Student and Parent Workshops**

Upward Bound offered a College Prep Boot Camp for 15 students in the 12th grade and their parents. 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 as well as how to succeed in college. This boot camp successfully prepared the parents and students, resulting in 100% of the graduating class completing the MVCC application and applications for other institutions by December 15, 2018.
Upward Bound also offered a High School Success Seminar for 20 students in the 9th and 10th grades and their parents. The purpose of this seminar was to prepare students and parents for success in high school, and inform them of the requirements needed to become eligible for college. The High School Success Seminar had a major impact because students increased their enrollment in Dual Credit/AP/Honors Classes and 100% of the participants are now set to graduate with a rigorous curriculum.

Strategic Priority: Program Development

Impact of Upward Bound Services on Program Development of Upward Bound Students:
Service: National College Fair, Campus Visits, Alumni Panel, Level UP Workshops, Leadership Development, Service Learning, Summer Enrichment/Bridge Program, College and Cultural Tour, Saturday Academic Academy, SAT Prep Class, and E-Learning.

Upward Bound Objective: (1) The Academic Performance Objective states that during the school year, students will have a cumulative GPA of a 2.5 or better. (2) The Academic Performance on Standardized Test Objective states that during the year, graduating seniors will have achieved at the proficient level on the state assessment in reading/language arts and math. (3) The Secondary School Retention and Graduation Objective states that students served during the year will continue in school for the next academic year at the next grade level or will have graduated. (4) The Secondary School Graduation Objective states that during the program year, students who are expected to graduate in that year will do so with a regular secondary school diploma. (5) The Postsecondary Enrollment Objective states that seniors who graduate during the program year will enroll in postsecondary education by the fall term immediately following high school.

Impact of Upward Bound Services on Program Development of Moraine Valley Students:
Service: National College Fair, Campus Visits, Alumni Panel, Level UP Workshops, Leadership Development, Service Learning, Summer Enrichment/Bridge Program, College and Cultural Tour, Saturday Academic Academy, SAT Prep Class, and E-Learning.

MVCC Goal: Creating Prospective Students, Creating a Moraine Valley Applicant, Creating Successful First-Year Students, and Creating Successful Continuing Students.

National College Fair/College Campus Visits/Alumni Panel
To strengthen student engagement in the college community, Upward Bound took students to college fairs, campus visits, and shared the college perspective from Upward Bound Alumni. The college fairs provided students an opportunity to talk with college representatives face-to-face. This year’s campus visits (Purdue University Northwest, Marquette University, and Lewis University), provided 30 to 40 students an opportunity to hear directly from the college admissions office about requirements and to experience the campus environment and culture. The Upward Bound Alumni shared their experiences about college life and the benefits of preparing for college.

“Level UP” Workshop Series
To develop programs and services that address the skills gap, Upward Bound conducted a series of monthly “Level Up” workshops for approximately 20 to 30 students, to strengthen academic and personal development skills. The workshops consisted of topics such as test anxiety, options after high school, teen violence, and personal and professional relationships.

Leadership Development: TRIO DAY LEADERSHIP CONFERENCE
A total of 20 Upward Bound students participated in a TRIO Day Leadership Conference where they were empowered to reach their full potential by engaging in activities that accommodated the students at all levels in
the areas of college readiness, student leadership, community service, engagement, and career development. The students learned skills that will assist them in their growth at the secondary and post-secondary level.

**Service Learning:**
Upward Bound requires all students to participate in community/service learning throughout the school year to give them a sense of giving back and assisting participants in being well-rounded, college-eligible students. This year, 25 students participated in the “Bridge Teen Center Thrift Store” community service project where they sorted and prepared donated items to be sold at the thrift store. Proceeds from these items would assist with programming for youth at the Teen Center. Students also learned about the needs in these communities and how great of an impact they had on the members of the communities they serve.

**Saturday Academic Academy**
Upward Bound provides an ongoing, bi-weekly Saturday Academic Academy for students to be successful at the secondary and post-secondary level. Approximately 25 to 30 students per session participate in core class supplemental instruction, academic skill enhancement workshops, and a variety of activities and lessons focused on character building, leadership development, and college/career preparation.

**SAT Preparation Class**
Upward Bound provided an SAT Preparation Class for 11th graders. This class informed students about the actual structure and format of the test, and the most effective techniques to learn to successfully complete the test. The class also reviewed core subject content that could possibly be covered on the test. Ten students from the 11th grade class participated in this course and felt they were prepared, expressing that the course took away their test anxiety and they had a better understanding of how to actually “take the test.”

**Summer Enrichment/Bridge Program**
Upward Bound successfully offered a Summer Enrichment Program for 9th, 10th and 11th graders to prepare them for the upcoming school year and the ACT/Compass exams. A Summer Bridge Program was also offered for graduates to bridge them from high school to college with an easy transition.

**Summer Enrichment Program**
- Participants: 35 students (9th to 11th grade) participated in a 5-week program at MVCC
- Career Awareness Workshops: Dangers of Social Media, Internships, Non-Traditional Careers, Moraine Valley CC Admissions, and Dual Credit
- Leadership Development: 7 Habits of Highly Effective Teens Course, Life Skills Course, and Student Leadership Conference

**Summer Bridge Program**
- Participants: 5 graduating seniors (12th grade) participated in a 5-week Bridge Program at MVCC
- Academic Enrichment: College 101, Math Review, and College Technology
- College Transition Workshops: Blackboard, Orientation Expectations, Financial Literacy, College Transition, and Career Awareness
- Academic/Historical/Cultural Fieldtrips: West Side Story Theater Awareness Day, Ultimate Ninja Teambuilding Day, Argonne National Laboratory STEM Day, Etiquette Training, UIC Campus Visit,
Chinatown Cultural Awareness Day, Willis Tower Tour, Chicago Architecture Tour, Student Leadership Conference and Tour at SIUC, and Hamilton Play Theater Awareness.

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 College and Cultural Tour
- Participants: 42 students (9th to 12th grade) participated in a week-long college and cultural tour to Atlanta.
- STEM Awareness: Georgia Aquarium and the Center for Disease Control
- Cultural/Historical Awareness: Martin Luther King Center, World of Coca Cola, and Stone Mountain
- College Exploration: Western Kentucky University, Clark Atlanta University, Morehouse College, Spelman College, Emory University, Georgia State University, and Georgia Tech.

Strategic Priority: Technology

Impact of Upward Bound Services on Technology of Upward Bound Students:
Service: Communication Access
Upward Bound Objective: (1) The Secondary School Retention and Graduation Objective states that students served during the year will continue in school for the next academic year at the next grade level or will have graduated. (2) The Academic Performance Objective states that during the program year, students will have a cumulative GPA of 2.5 or better.

Impact of Upward Bound Services on Technology of Moraine Valley Students:
Service: Communication Access
MVCC Goal: Creating Successful First-Year Students and Creating Successful Continuing Students.

Communication Access: REMIND.COM
Upward Bound used a new form of communication to inform students and parents of announcements, updates, and important information regarding the program. This communication, called REMIND.COM, is a new system that allows Upward Bound students and parents to sign-up for a specific class associated with their grade level and receive information through text messages. Staff can access the website to send messages. Students and parents became more active in the program due to the text messaging communication and expressed they were more informed of activities and events on a more continuous basis.

E-Learning (COVID-19 Contingency Plan)
To address and successfully implement the Upward Bound services during the COVID-19 pandemic, an E-Learning Contingency Plan was created and implemented.

Academic Enrichment
- Virtual Bi-Weekly Supplemental Instruction on Core Subject Areas and SAT Preparation
- Virtual Daily Study Hall Sessions/Tutoring on Math, Science, and English
- Virtual Weekly Workshops on E-Learning Study Skills Enhancement

Cultural Enrichment
- Virtual Monthly Fieldtrips
- Virtual Monthly Workshops

College Preparation
- Virtual Monthly College Visits and Presentations
• Virtual Monthly Workshops

Student Communication
• Emails
• Service Reminders and Announcements via Remind.com
• Virtual Weekly Student Check-in Meetings

Parent Communication
• Emails
• Service Reminders and Announcements via Remind.com
• Virtual Parent Check-in Meetings

OBJECTIVE ACHIEVEMENT
(Based on 2018–2019 Data)
Upward Bound successfully completed its annual performance report by achieving core objectives in the areas of retention and graduation at the secondary level and enrollment at the post-secondary level.

Academic Performance: 62% of the participants served during the program year maintained a 2.5 or above grade point average.

Retention: 100% of the participants served during the program year continued in secondary school and in the program for the current academic year at the next grade level or graduated from secondary school.

Graduation: 100% of the participants who have an expected graduation date in 2019 will have completed a rigorous secondary school program of study and will graduate with a regular secondary school diploma.

Postsecondary Enrollment: 75% of the participants who have an expected graduation date in 2019 have an anticipated acceptance in a program of postsecondary education for the fall 2019 term.

2020 Graduates (Based on 2019–2020 Data)
Total number of anticipated graduates: 15
Undecided Enrollment as of April 2020: 1
MVCC anticipated enrollment: 7 (50%)
Anticipated university enrollment: 7 (50%)