STUDENT DEVELOPMENT DEPARTMENTS
Report of Accomplishments

Student Development: promoting student learning and student success

Highlights of 2017–2018
From the Student Development Leadership Team

It is our pleasure to share the 2017-2018 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.

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Student Development Mission Statement

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

To this end, we will:

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

*Student Development: promoting student learning and student success*
Program Highlights

STUDENT SUCCESS

ADMISSION

High School Visiting Hours

With one-third of students from in-district high schools attending Moraine Valley Community College (MVCC), Admissions recruiters are now holding regular visiting hours at all 10 in-district public high schools. According to high school counselors, students become lost in the admissions process due to lack of information or beginning the application process late. The regular visiting hours at the high schools provide students the opportunity to complete the process and meet all necessary deadlines for admissions with a Moraine Valley representative. These visits vary from bi-weekly to monthly ensuring that students who plan to attend MVCC are able to receive the information necessary to complete the admissions process.

During the high school visiting hours, students fill out the admissions application, submit ACT scores, receive financial aid status information, and receive assistance accessing their MVConnect and email account. Having a regular presence in all district high schools has led the Admissions office to create urgency by expecting a 3-5 day turnaround on each step in the admissions process. Admissions recruiters are able to help students complete steps within 5 business days.

Admissions recruiters guide students through the onboarding process by executing a three-step process in the high school. Recruiters first assist students with completing the application during application workshop visits, then assist students with registering and paying for placement testing (also collecting test scores for those who are exempt from placement), and complete the process by coming back and walking students through the first part of new student orientation. At this point, the students are prepared for in person orientation where they secure a schedule for class.

Students Served During High School Visits

Public

<table>
<thead>
<tr>
<th>School</th>
<th>Fall 16/Spring 17</th>
<th>Fall 17/Spring 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td>145</td>
<td>238</td>
</tr>
<tr>
<td>Argo</td>
<td>122</td>
<td>198</td>
</tr>
<tr>
<td>Eisenhower</td>
<td>280</td>
<td>375</td>
</tr>
<tr>
<td>Evergreen</td>
<td>193</td>
<td>256</td>
</tr>
<tr>
<td>Oak Lawn</td>
<td>83</td>
<td>144</td>
</tr>
<tr>
<td>River View</td>
<td>305</td>
<td>303</td>
</tr>
<tr>
<td>Richards</td>
<td>152</td>
<td>298</td>
</tr>
<tr>
<td>Sandburg</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>Shepherd</td>
<td>171</td>
<td>395</td>
</tr>
<tr>
<td>Stagg</td>
<td>75</td>
<td>287</td>
</tr>
</tbody>
</table>
Although the amount of visits remained the same this year, the recruiters conducted more intentional visits to maximize time and ability to serve students. Aside from regular visits, recruiters also reached over 1000 students via financial aid nights, parent teacher conferences, senior/junior days, and other events held at the high schools. Currently, 36% of high school graduates from in-district high schools attend MVCC after graduation.

Having a regular presence in the high schools permits the college to build stronger relationships with the district high school counselors and allow other stakeholders within the college, such as, Multicultural Student Affairs, TRIO, Disability Services, and Dual Credit, to participate in recruitment opportunities within the allotted visiting hour's timeframe.

**Dual Credit Transition**

In the spring of 2018, the Admissions office and Student Success department collaborated to implement a pilot program that will assist in the transition of dual credit students from high school to Moraine Valley. The collaboration included the development of a communication strategy, a tracking spreadsheet and joint visits to the high schools to connect with graduating dual credit students.

Admissions recruiters reached out to the district high schools who offer dual credit and proposed dual credit transition days as a way to drive the matriculation of dual credit students to Moraine Valley. The events took place at the high schools and provided students with a dual credit informational presentation followed by one on one conversations to move students toward registration. Students were given a new program of study, updated application information and registered for placement testing or completed part one of new student orientation. Additional follow up visits were conducted by Admissions staff to capture as many dual credit students as possible. The Student Success team also conducted programs for the high schools that offer dual credit outside of the Moraine Valley District.

Admissions staff initially visited 16 high schools offering dual credit that covered 1,256 identified dual credit students. Admissions and Student Success personally connected with 350 students at the visits and spent 29.5 hours with these students. Registration of dual credit students for summer 2018 and fall 2018 will be tracked.

**Spring 2018 Continuing Student Communication**

For the spring 2018 semester, phone calls and email blasts were executed to a group of students who were registered for the fall semester, but had not yet registered for the spring semester. The spring 2018 semester had less students, but a higher percentage registered. Due to the decrease in students, it was even more critical to communicate effectively with these students.
Two thousand two hundred sixty-six of the 4,104 (55%) continuing students for spring 2017 registered for classes, compared to 1,414 of the 2,456 (57%) during this timeframe in spring 2018 because of the targeted communication.

The directed e-blast and phone communication to continuing students utilized by Admissions for the spring semester led to more eligible students registering early and securing classes they need to complete their programs. Automating communication with returning students allowed various Student Development departments to focus efforts on populations of students that require more outreach and assistance registering for classes such as students on SOAP/SAP, New Students, and early grads from high school.

**ADVISING**

**New Student Orientation (NSO)**

NSO is required for all students who plan to complete an A.A., A.S., A.F.A., A.A.S. degree, or transfer and complete a Bachelor’s degree. Because of new onboarding policies and updates in student categories, all degree-seeking students are now required to complete a two-part Orientation process. All students seeking a degree with Moraine and/or transfer to a four-year institution must complete both sections of NSO. The new onboarding policy also requires students to complete NSO for the summer, which was put into effect for summer 2018. NSO for degree seeking students includes two parts:

- **Part I:** Online Orientation covers academic policies, procedures, and additional crucial information. Online Orientation is a robust, interactive experience for students that include informational videos, separate sections for specific student groups, section quizzes, and a final test. Students must complete the final test with 100% to proceed with the second part of orientation.
Part II: Advising and Registration is an on-campus portion. After a brief presentation from an Advisor, Counselor, and student Orientation Leader, the students meet with an Advisor to discuss course options before registering for their first semester courses. Through the first week of June 2018, 642 students have already completed NSO for the Summer/Fall 2018 semester (up 72% from this time in 2017).

Listed below are the comparison of numbers from spring 2017 and spring 2018, the first semester of our new onboarding process:

- Spring 2017: 427 (main), 35 (mini) = 462 total students
- Spring 2018: 472 (main), 133 (rolling) + 34 (late-start) = 639 total students

Implementing the new student categories, rolling Orientations, and keeping Orientation open for late-start students led to a 38% increase of spring students.

Below are screenshots from the online Orientation module, which is updated every semester to reflect policy changes, dates, and any new information students need to register for classes and successfully complete their courses.
**Academic Success Workshops**

The Counseling & Career Development Center has developed and implemented the Academic Success Workshop (ASW). The ASW is an introduction to academic expectations for college learners who have been placed on Academic Caution the first time due to a cumulative Standards of Academic Progress (SOAP) GPA of less than 2.0. Topics that are addressed include academic success strategies, college resources that can be used to improve academic achievement, and the SOAP and other college policies that pertain to academic success. The Academic Success Workshop concludes with the development of an Academic Success Contract, which requires students to state what action steps they will take to improve their academic performance for the following semester. Students meet with an academic advisor to receive an approved educational plan to support successful registration for the upcoming semesters. Six hundred ninety-three students signed-up for an ASW across 57 workshops throughout the academic year.

**Example of an ASW Roster**

![ASW Roster Example]

**ASW Student Sign-Up Page**

![ASW Student Sign-Up Form]
**Student Planner**
The Student Planner sub-page includes a link directly to the 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 register and track their progress. 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 Orientations. There is a collaboration with Registration, where the staff are checking the orientation rosters and notifying the Orientation Coordinator if any student needs to adjust their program of study. This enables the student to fully utilize Student Planner to plan and register for their courses during Orientation.

**COL-101 Facilitation**
Advisors facilitate the COL-101 (College: Changes, Challenges, Choices) mandatory Educational Planning Session content for first-time full-time freshmen. During these sessions, Advisors explain resources and use the Student Planning tool to assist students in selecting courses for their upcoming semester. Advisors facilitated 123 sections plus nine make-up sessions (serving approximately 2,400 students) during the fall semester. During the spring semester, the Advisors led another 57 sections plus 9 make-up sessions, which reached roughly an additional 1,100 students. This learning experience helps students in organizing and developing an educational plan and in meeting the course requirements and learning outcomes for success.

**Student Visits to the Advising Center**
From July 1, 2017 through the end of May 2018, Academic Advisors had seen 18,546 student visits in the Academic Advising Center. Based on previous history, and current student counts, the Academic Advising Center should have approximately 20,000 student visits (duplicated), which is on par with the previous two years.

**Educational Planning, Agree to Degree Pledge and Student Success**
As mentioned above, advisors facilitate the Educational Planning Session (EPS) for all COL-101 classes. In order to reflect the new onboarding initiatives, a team of Advisors developed a new online EPS, which is accessible as a permanent resource to all students in MVConnect. The presentation and resources connected to the presentation are available to students 24/7. The new EPS on MVConnect clearly outlines the steps needed to successfully transfer to a four-year university with an A.A. or A.S., or complete the courses needed to graduate with a certificate or A.A.S. degree. During the EPS in the classroom, Advisors present the Agree to Degree Pledge to the COL-101 students and encourage them to submit the pledge. In order to improve the submission process of the pledge and comply with the college’s sustainability policy, the committee developed an electronic process with a pledge submission button on the EPS page in the student portal. Students will also submit the mandatory EPS assignment electronically. 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 confirmation. In the response students are congratulated with their commitment to making education a priority in their life. A follow-up response is automatically generated after one year with a reminder of their first commitment and a question about whether the student is still on track to complete their degree or certificate. All students are encouraged to follow-up with an Academic Advisor, who will monitor the student’s progress.

A small pilot was conducted during the spring of 2018. Forty-three students participated in the pilot.

- 38 out of 43 students submitted the pledge and received a follow up e-mail.
  - These students will receive an additional e-mail after one year.
- The departmental assistant will process the Agree to Degree data and send the follow up email one year later.
- Students overall did very well on the on-line assignment.

The new COL101 EPS will be operational beginning summer 2018. Below is the screenshot from the online orientation module:

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**High School Student Placement Testing**

During the 2017-18 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 Moraine Valley. 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:

- November 3, 2017 Evergreen Park HS testing occurred at ECBI-55 students
• November 14, 2017 Reavis HS @ MV main campus- 20 students
• March 9, 2018 Evergreen Park HS testing at ECBI -46 students
• March 21, 2018 Reavis HS @ MV main campus- 48 students
• April 4, 2018 Eisenhower High School @ MV main campus – 45 students
• April 10, 2018 Argo High School @ Argo High School -26 students
• April 11, 2018 Shepard High School @ MV main campus – 18 students

ARTICULATION AND TRANSFER INFORMATION

College/University Visits
Visits are held outside the Library, in Academic Advising Center, S110, 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 Science building, the T building, and the Student Street.

<table>
<thead>
<tr>
<th>Fall 2017:</th>
<th>Spring 2018:</th>
</tr>
</thead>
<tbody>
<tr>
<td>73 universities</td>
<td>96 universities</td>
</tr>
<tr>
<td>107 sits</td>
<td>138 visits</td>
</tr>
</tbody>
</table>

R U Ready to Graduate & Transfer Events
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, 4-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 4-year universities.

Fall, September 13, 2017
• 19 Colleges and Universities represented
• 221 students met with university representatives
• 11 students applied for university admission, 4 were accepted on the spot

Spring, January 30, 2018
• 18 Colleges and Universities represented
• 226 students met with university representatives
• 67 students applied for university admission, 45 were accepted on the spot

Transfer Agreements
In the 2017-2018 academic year, Moraine Valley signed articulation agreements with three universities:
• Northern Illinois University
• Chicago State University
• Saint Xavier University
Additional agreements under development include:
- Northwestern College
- Roosevelt University
- Aurora University

**ATHLETICS**

(SS.3: Support and develop programs and services and curriculum to strengthen college readiness of students)

Through analysis of courses that student athletes don’t successfully complete, we noticed that Communication classes (writing) were one of the disciplines athletes have the most trouble completing. In an effort to help decrease the number of them not completing those classes, we implemented an essay program for all new student athletes to the college. New student athletes, including first time college student athletes or transfer student athletes are required to complete a one page essay. The more important concept of the initiative is that they are required to take it to the Speaking and Writing Center before turning it in to the Athletic Student Success Specialist for review. Our intent is to introduce new student athletes early to resources available to help ease the transition into college writing and increase preparedness.

**BLUE ISLAND EDUCATION CENTER**

**Education Center at Blue Island Open House**

Related Strategic Goal: SS.1: Ease student navigation of college processes and information. SS.6: Improve student success by increasing staff engagement.

Enrollment Services and Academic Outreach collaborates with Student Service departments as well as academic programs to host an Open House every year. Open House provides community members, high school students, and other prospects an opportunity to explore the academic programs and services offered at Moraine Valley.

In our efforts to increase enrollment and promote student success, we provide our attendees the information needed to navigate through the college process based upon their specific needs. This event allows Moraine Valley to showcase the services we provide throughout the entire college, and student features of the Education Center at Blue Island.

In addition to providing academic services, the Education Center at Blue Island promotes the building for outside vendor use and conveys awareness to the community members who are unaware of the satellite campus. Lastly, Open House guests are given the opportunity to tour the building, specifically the new third floor-nursing wing. Beginning summer 2015, prospective students requiring detailed admissions and financial aid

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
<th>Attendance of Prospective Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU 2013</td>
<td>06/08/2013</td>
<td>45</td>
</tr>
<tr>
<td>SU 2014</td>
<td>06/14/2014</td>
<td>43</td>
</tr>
<tr>
<td>SU 2015</td>
<td>06/06/2015</td>
<td>72</td>
</tr>
<tr>
<td>SU 2016</td>
<td>06/04/2016</td>
<td>55</td>
</tr>
<tr>
<td>SU 2017</td>
<td>06/03/2017</td>
<td>27</td>
</tr>
<tr>
<td>SP 2018</td>
<td>04/26/2018</td>
<td>18</td>
</tr>
</tbody>
</table>
assistance were provided a 30-minute admissions presentation as well as one-on-one financial aid application completion sessions during the open house event. The availability of workshops scheduled during the open house events was designed to encourage the complete support necessary to support students in their endeavors.

In an effort to increase participation, the open house planning committee scheduled the April 26, 2018 open house on a weekday evening in lieu of prior Saturday morning open house events. Eighteen guests attended the 2018 open house. The committee will re-convene to discuss future initiatives as we strive for continuous improvement.

This event provided a surplus of information of the different academic and social programs offered at Moraine Valley. In addition, tours of the building including the newly renovated career programs areas were offered. Ten departments throughout the campus were represented, which allowed students to gain relevant feedback from their specific program of interest and gain information regarding student services.

The continuous implementation and progress of this event will help with our efforts to increase enrollment at the Center.

**Financial Aid Literacy Workshops**

**Related Strategic Goal:** SS.9: Improve retention and completion rates.

The Blue Island Education Center hosted Financial Aid Literacy Workshops for those students who had not met all of the financial aid requirements. During this event, we review the financial aid process, definition of common terms, award letters, compliance policy and procedures, and examples of maintaining eligibility.

There were a total of five Financial Aid Literacy Workshops completed at the Center throughout the Fall 2017 and Spring 2018 semesters. A total of ten students attended and received information in regards to their specific financial aid status.

The information provided during the Workshop is applicable to retention and completion rates due to more than 42% of Moraine Valley students receiving some form of financial aid. Although there are many factors that determines a student’s retention, financial aid is a vital piece for those who rely on its assistance. Educating our students on the importance of maintaining eligibility fosters our continuous efforts to improve student success by identifying financial barriers early in their college career. In addition participants were given a plethora of resources located online in regards to their professional and
personal growth as a Moraine Valley student. The online resources assists the college with enhancing its use of technology in teaching and learning student services.

The Blue Island Center has seen a great return of investment from this initiative in terms of financial aid services. A majority of students who participated in our 2017-2018 Financial Aid Literacy Workshops were not aware of the Blue Island campus or found themselves visiting the site for the first time. Afterwards, students inquired about courses being offered in Tinley Park and resources available at the Center. This in turn has allowed us to see an increase in how many students utilize the financial aid services at the Blue Island Education Center.

**CENTER FOR DISABILITY SERVICES (CDS)**

The Center for Disability Services (CDS) served 893 unique students during the reporting year. The table below provides a term-by-term breakdown by primary disability.

<table>
<thead>
<tr>
<th>Primary Disability Type</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injury</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>ADHD</td>
<td>97</td>
<td>76</td>
<td>45</td>
</tr>
<tr>
<td>Asperger’s</td>
<td>53</td>
<td>53</td>
<td>20</td>
</tr>
<tr>
<td>Blind/Low Vision</td>
<td>12</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Deaf/ Hard of Hearing</td>
<td>24</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>320</td>
<td>281</td>
<td>105</td>
</tr>
<tr>
<td>Mobility Impairment</td>
<td>9</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Psychological Disability</td>
<td>95</td>
<td>92</td>
<td>34</td>
</tr>
<tr>
<td>Seizure Disorder</td>
<td>6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Systemic/Chronic Health</td>
<td>99</td>
<td>86</td>
<td>39</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>730</strong></td>
<td><strong>648</strong></td>
<td><strong>260</strong></td>
</tr>
</tbody>
</table>

Exam Administration
During fall 2016, 1325 exams were administered and in the spring of 2017, 940 exams were administered in the CDS. Since more students are taking advantage of using the Testing Center, the number of exams taken in the CDS office has decreased significantly. This is the result of partnership and collaboration with Testing Services to ensure that students with disabilities only needed extended test time can complete their exams in the Testing Center. In the fall of 2017, 443 exams were administered and approximately 150 exams had been administered through the end of March during spring 2018. Shifting exam proctoring has helped improve quality of service to all students, and has reduced disruptions to the CDS.

**CHILDREN LEARNING CENTER (CLC)**

Continue to provide a beautiful, safe, comfortable, healthy, and welcoming learning environment
In observance of the annual Week of the Young Child, the Children’s Learning Center created a rock garden memorial. Each child in the center designed and hand painted a rock for the garden,
which is located along the east wall of the S building, near CLC. In addition to displaying the artistic skills of the children, the rock garden symbolizes the “solid as a rock” educational foundation that CLC provides for all its young students.

**CODE OF CONDUCT/STUDENT LIFE**

The Code of Conduct & Student Life Office helped the college strengthen its focus on students’ college and career success in the following ways:

1. **Improve retention and completion rates (SS.9):**
   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.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average GPA of Club Members</td>
<td>3.105</td>
<td>3.150</td>
</tr>
<tr>
<td>Average GPA of All Students</td>
<td>2.860</td>
<td>2.952</td>
</tr>
</tbody>
</table>

   1.2. Students involved in clubs and organizations had a retention rate of 83% from fall 2017 to spring 2018.

   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.

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recidivism (repeat violators) of students in conduct process</td>
<td>14.6%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Retention of students in conduct process</td>
<td>74.2%</td>
<td>85%</td>
</tr>
</tbody>
</table>

2. **Engage our students in citizenship and democracy through both educational and practical hands-on civic experiences (SS.11):**
   2.1. Moraine Valley was recognized by the Cook County Clerk’s Office for our efforts to recruit 71 election judges who served at polling locations for local, state, and national elections.
   2.2. Voter registration information was emailed to every student encouraging them to register to vote in local, state, and national elections.
   2.3. Members of the Student Government Association attended Advocacy Day in Springfield to visit with state representatives and to advocate for student funding and community colleges being able to provide bachelor’s degrees in Nursing.
   2.4. The Political Activist Club – Roosevelt Institute attended a forum in New York to learn about writing public policy.
2.5. The Political Activist Club held a How to Lobby Your Legislature training event to educate students on how to be more involved politically, and held a 2018 Primaries: What’s the Big Deal event to educate and inform the community on their right to vote and the process of voting.

2.6. The Student Government Association sponsored Constitution Day with Student Life where students had the opportunity to learn more about the Constitution and U.S. government while answering trivia and held a Get Out to Vote Election Bash to encourage students to vote.

2.7. Action Social & Political Empowerment Club sponsored a voting information table to inform the community of the history of the U.S. Constitution.

2.8. Action Social & Political Empowerment Club and International Women’s Club held an information table regarding social action.

2.9. The Arab Student Union held a Voter Registration event to encourage students that their vote matters.

2.10. The Glacier student newspaper published 16 issues throughout the year.

2.11. 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.
- Go Green! Club, Asian Diversity Club, and Student Government Association cleaned Kean Avenue (closest road next to Moraine Valley) of litter.
- American Sign Language Club prepared lunches for the families staying at the Ronald McDonald House on two separate occasions.
- Business, Finance, and Entrepreneur Club sponsored an event where eight other MVCC clubs volunteered at Feed My Starving Children in Aurora, IL.
- Black Student Association volunteered to read holiday stories to children in Moraine’s very own Children’s Learning Center.
- Student Government Association sponsored and volunteered at several blood drives collecting over 200 units of blood donations.
- Black Student Association and Alliance of Latin American Students volunteered to pack items that were donated to the Ronald McDonald House charity.
- Muslim Student Association collected clothes that were donated to Helping Hands Refugee Drive and held a pizza fundraiser to benefit those harmed in Rohingya.
- Christian Fellowship provided hand written cards from students to a local children’s hospital.
- Phi Theta Kappa organized a couple of food drives to collect items for Moraine Valley’s Project CARE and the Animal Welfare League.
- The Cheer Club collected nonperishable items to send to active U.S. military troops serving overseas.
- Women in Action raised money to donate to the Animal Welfare League and participated in Dance 4 Awareness to raise money for domestic abuse victims.
- Combat to College and Christian Fellowship sponsored a valentine writing event to encourage veterans in the hospital.
- Combat to College held a toy drive to donate to families in need.
• Women in Action sold carnations and candy to raise money that was donated to the Crisis Center for South Suburbia.
• M.A.N. Up held a clothing drive to donate items to St. James Community Church in Broadview.
• The Art Club along with several other clubs participated in the Library Pumpkin Contest that raised money for student scholarships.
• Phi Theta Kappa, Ultimate Frisbee Club, and the Art Club volunteered to work the Halloween 5K Run/Walk sponsored by the FitRec Center to raise money for student scholarships.
• The Anime Club sponsored a Naruto Run to raise money for the American Red Cross Hurricane Relief Fund.

3. **Strengthen student engagement in the college community (SS.10):**

   3.1. In an effort to connect with students early, encourage them to get involved and create a sense of belonging, Student Life participated in new student orientations, open houses, and sponsored many campus wide events (e.g. Welcome Days, Fall Fest, Spring Fest, 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 activities, programs, and opportunities certainly contributed to data from the 2017 Community College Survey of Student Engagement (CCSSE) that shows students scored Moraine Valley significantly higher than the cohort regarding social engagement.

   **Benchmark | Item | MVCC | 2017 CCSSE Cohort**
   -- | -- | -- | --
   Support for Learners | Providing the support you need to thrive socially – (Quite a bit or Very much) | 46.5% | 36.4% |

   3.3. Students, faculty, and community members gathered to observe and celebrate the Solar Eclipse in an event where Student Life partnered with Marketing and Creative Services.

   3.4. Student Life partnered with the Honors Program to take student leaders and honors students to Iron Oaks Adventure Center for teambuilding exercises.

   3.5. Phi Theta Kappa partnered with the Honors Program to plan and host the 3rd Student Learning Conference: A day of Learning for Students by Students, in which 175 students attended. Topics included developing interpersonal, professional and leadership skills.

   3.6. Facilitated the selection process for seventeen students interested as the Student Graduation Speaker.

   3.7. The Mastodon Art and Literary Magazine published its annual periodical.

   3.8. The Muslim Student Association held an Arab Bazaar to inform students, promote club events, and raise money for scholarships; sponsored a Muslim Student Expo for our students and the community with vendors, speakers and career connections; and, held an Iftar Dinner to celebrate a time of year that is meaningful to them (breaking the fast together).

   3.9. Student Life participated in the 50th Anniversary Community Day Celebration by sponsoring a tent with games and face painting. Additionally, several clubs participated while raising funds for their respective clubs by selling water and other drinks.
3.10. Student Life partnered with Marketing and Communications and International Student Affairs to take students to see the Chicago Fire soccer game.

3.11. Student Life partnered with Student Success to train a Student Leadership Cohort to enhance leadership skills.

3.12. 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.

3.13. The Arab Student Union sponsored a Law Career Discussion Panel to discuss the profession and offer tips to interested students, sponsored an Open Mic Night, and attended a dinner with Mosaics performers to engage with the performers and understand the meaning behind the performances.

3.14. The Go Green! Club took a field trip to attend the Eco Leaders’ Summit at St. Francis University.

3.15. Student Government Association held a Make Your Statement event encouraging students to engage with the organization and a Blackhawks Night to encourage students to cheer on the hockey team.

3.16. The Glacier held a coffee and roundtable discussion for students to share ideas and opinions with reporters for the school paper.

3.17. The Alliance of Latin American Students sponsored a Leadership Series covering relevant topics including Cover Letters and an introduction to Hispanic Association of Colleges and Universities.

3.18. The Action, Social, and Political Empowerment Club and Tritones held a Battle of the Bands to promote the connection between music and education in our world.

3.19. The Art Club sold hand painted mugs, held a Student Art Gallery Reception to promote student art in the U Building and displayed art through several different forums.

3.20. The Business, Finance, and Entrepreneur Club sponsored a So You Want to be a CPA presentation to educate students about licensing requirements, a Stock Market Challenge to educate students about investing, and a Leadership 101 panel discussion on the importance of leadership within an organization.

3.21. The American Sign Language Club held a workshop that gave an introduction to the Americans with Disabilities Act.

3.22. The Cheer Team partnered with 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.

3.23. The Cheer Team sponsored a Kiddie Cheer Camp to entertain and introduce cheer techniques to children in the community.

3.24. The Moraine Valley Historical Society hosted a Pagan Origins of Holiday Rituals event to watch videos and have discussions about holiday traditions, a Fairy Tales Fallacy event to look at the cultural roots of early children’s stories, a Careers in History program to introduce students to careers in this discipline, and a History at the Movies program that looked at the accuracy of historical films.

3.25. The Engineering Club took a field trip to CNH Industrial to learn more about career paths in the STEM field.

3.26. Gender and Sexuality Progress sponsored an Open Mic Night to celebrate uniqueness.
3.27. The Action, Social, and Political Empowerment Club, International Women’s Club, and Christian Fellowship held a Celebrate Life Banquet with the aim of uniting people.
3.28. The Tritones performed for students in the U Building on a couple of occasions.
3.29. The 24 Karat Dance Team, Eskape Dance Team and Fashion Valley Couture educated and entertained students with many performances throughout the year.

4. **Improve student success by increasing staff engagement (SS.6):**
4.1. The Code of Conduct and Student Life Sub-Division adopted 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.
4.4. The Code of Conduct Office provided a Title IX resource document for faculty utilizing the One Book One College book selection, *We Believe You*.
4.5. The Code of Conduct Office continued Conduct Assigned Advisor Training to selected staff members in an effort to connect students with resources and to support retention efforts.
4.6. 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.
4.7. 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.
4.8. Provide Title IX resources through a Portal Page including a Responsible Employee training video.

5. **Identify needs and barriers to student success and develops and implements programs to address them (SS.2):**
5.1. Student Life maintains the Student Life Portal page with videos, a color coded calendar of events, online interest form, and club list.
5.2. Student Life employees gave presentations on how to get involved in clubs and activities through College 101 courses.
5.3. The Code of Conduct Office presented a workshop on Conflict Resolution and Reporting Conduct/Title IX issues to the Leadership Cohort program.
5.4. The Code of Conduct Office participated in a One Book One College panel on sexual assault awareness and reporting.
5.5. 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.

5.6. 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 FAQs.

5.7. 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.

5.8. Title IX training was offered to students through College 101 classes.

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

5.10. 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.

5.11. M.A.N. Up (a black male initiative) invited an Academic Advisor to preset on the importance of obtaining an education.

5.12. Students Taking Action and Reflecting Together sponsored a table with information about wellness including information regarding alcohol and other drugs.

5.13. The Gender and Sexual Progress Club brought awareness to sexual health by holding a Candy and Condoms event.

5.14. The American Sign Language Club sponsored two presenters to discuss Domestic/Sexual Violence in the Deaf Community to discuss these topics in relation to the deaf community.

6. Engage alumni in promoting student enrichment and success (SS.13):

6.1. Student Life partnered with the Moraine Valley Foundation for a Thank-a Thon to call and thank donors.

7. Ease student navigation of college processes and information (SS.1):

7.1. A FERPA Privacy Act Notification was emailed to every student notifying them of their rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended.

7.2. Student Life held a Student Employee Information Session to inform interested students about the employment opportunities in the office.

7.3. Updated our Off-Campus Field Trip Agreement Form to make sure students understand our expectations while they are traveling on a college sponsored trip.

8. Improve student achievement on learning outcomes (SS.8):

8.1. Black Student Association and Alliance of Latin American Students hosted a Study Hall to learn about tutoring resources and help prepare students for finals.

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

9.1. 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:

<table>
<thead>
<tr>
<th><strong>SUMMARY</strong></th>
<th><strong>Code of Conduct Office Case Summary</strong></th>
<th><strong>Summer 2017</strong></th>
<th><strong>Fall 2017</strong></th>
<th><strong>Spring 2018</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Hearing: Responsible</td>
<td></td>
<td>6</td>
<td>44</td>
<td>27</td>
<td>77</td>
</tr>
<tr>
<td>Administrative Hearing: Not Responsible</td>
<td></td>
<td>2</td>
<td>10</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Informal Resolution</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>No Action Required</td>
<td>0</td>
<td>43</td>
<td>14</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Unresolved (at time of report)</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Total Students Referred</strong></td>
<td><strong>8</strong></td>
<td><strong>107</strong></td>
<td><strong>63</strong></td>
<td><strong>178</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **VIOLATIONS** |  |
|-----------------|---|---|---|---|
| **Code of Student Conduct Violations** | **Summer 2017** | **Fall 2017** | **Spring 2018** | **Total** |
| Acts of dishonesty | 2 | 3 | 5 | 10 |
| Disruption of college operation | 4 | 8 | 7 | 19 |
| Physical/verbal abuse, threats, intimidation, harassment, fighting | 3 | 15 | 7 | 25 |
| Sexual harassment | 1 | 1 | 0 | 2 |
| Conduct which alarms and provokes breach of peace | 0 | 2 | 1 | 3 |
| Theft/Damage of college property or community member | 0 | 1 | 2 | 3 |
| Failure to comply with the direction of college officials | 3 | 7 | 8 | 18 |
| Unauthorized use of keys/entry into building | 0 | 2 | 2 | 4 |
| Violation of any college policy | 1 | 10 | 4 | 15 |
| Violation of federal, state, local law | 0 | 4 | 1 | 5 |
| Illegal drugs | 0 | 1 | 0 | 1 |
| Alcohol | 1 | 4 | 0 | 5 |
| Obstruction of free flow of pedestrian/vehicular traffic | 0 | 2 | 0 | 2 |
| Disorderly or lewd conduct | 1 | 4 | 2 | 7 |
| Computer misuse | 3 | 2 | 0 | 5 |
| Mobile device misuse | 0 | 1 | 1 | 2 |
| Unaccompanied dependents | 0 | 0 | 1 | 1 |
| Abuse of the student conduct process | 1 | 9 | 0 | 10 |
| Planning, facilitating, or supporting misconduct | 0 | 4 | 2 | 6 |
| Weapons | 0 | 0 | 1 | 1 |
| Intellectual property infringement | 0 | 1 | 0 | 1 |
| **Total** | **20** | **81** | **44** | **145** |

| **SANCTIONS** |  |
|-----------------|---|---|---|---|
| **Sanctions Imposed** | **Summer 2017** | **Fall 2017** | **Spring 2018** | **Total** |
| Warning | 4 | 14 | 13 | 31 |
| Probation | 3 | 20 | 7 | 30 |
| Loss of privileges | 0 | 3 | 2 | 5 |
| Restitution | 0 | 0 | 2 | 2 |
| Educational sanction: reflection paper | 2 | 2 | 0 | 4 |
Table 1 – Individual/Group Appointments

<table>
<thead>
<tr>
<th>Category</th>
<th>2017-18</th>
<th>2016-17</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>1494</td>
<td>1118</td>
<td>376</td>
</tr>
<tr>
<td>Non-crisis</td>
<td>1468</td>
<td>1060</td>
<td>408</td>
</tr>
<tr>
<td>Crisis</td>
<td>26</td>
<td>58</td>
<td>-32</td>
</tr>
<tr>
<td>Career</td>
<td>467</td>
<td>476</td>
<td>-9</td>
</tr>
<tr>
<td>Academic</td>
<td>2567</td>
<td>1884</td>
<td>683</td>
</tr>
<tr>
<td>Individual</td>
<td>2415</td>
<td>1689</td>
<td>726</td>
</tr>
<tr>
<td>Retention Alert</td>
<td>95</td>
<td>93</td>
<td>2</td>
</tr>
<tr>
<td>ASW</td>
<td>57</td>
<td>102</td>
<td>-45</td>
</tr>
<tr>
<td>Uncategorized Drop-ins</td>
<td>34</td>
<td>626</td>
<td>-592</td>
</tr>
<tr>
<td>Phone/Email Contact</td>
<td>196</td>
<td>238</td>
<td>-42</td>
</tr>
<tr>
<td>CCDC Totals</td>
<td>4758</td>
<td>4342</td>
<td>416</td>
</tr>
</tbody>
</table>

COUNSELING

Students Served
The Counseling and Career Development Center (CCDC) provides direct individual service to students for personal, career, and academic counseling. Table 1 below outlines the total appointments for 2017-18 in each category, and includes the numbers from 2016-17 as comparison. The numbers for this table were pulled directly from Titanium reports and excluded appointments such as consultation and contact with anyone other than the student directly. While we utilize those appointment options to track work done on a student’s behalf and keep notes, those appointments do not necessarily involve the student directly. The difference in personal and academic appointments is skewed by the fact that we are improving our categorization of drop-in appointments to one of the three main categories. Despite that difference, the overall numbers from last year to this year have increase by 416 attended student appointments (these numbers do not reflect appointments that were scheduled and were either cancelled or the student did not show).

There are three specific topics that warrant special mention when talking about meetings with students. Crisis appointments are distinguishable from other Personal appointments because the students that fall under this category receive immediate attention, with some of these
meetings the result of a student breaking down in another area of campus and an employee contacting the CCDC for assistance.

While the overall crisis count dropped by more than 50%, there were seven students transported to the hospital, with five of these incidents happening in the spring semester. This number is higher than usual. The other two special topics all fall under Academic appointments, though each stands out from typical meetings with students. Retention alert students are referred to the CCDC through our Early Warning System, which allows instructors to identify students who are not successful early on in the class. This is the third full academic year this system has been utilized to refer students to the attention of the CCDC.

Retention Alert group appointments were added as an option in our Titanium scheduler midway through the year. This allowed Counselors to have a schedule time to make an initial contact with the student and keep notes for their conversations. Up to three students were scheduled for every half hour appointment. This expedited the response time for contacting students as it was treated as a set appointment. ASWs were also adjusted for this year to accommodate numbers of students trying to get clearance as well as limited availability of Counselors and Advisors. Total number of seats per ASW went from 10 to 20, allowing twice as many students to be seen in the same amount of time, freeing resources for other programming in the college.

In addition, Counselors continued working with RDG-041 and COS-100 faculty to provide early interventions and workshops for this cohort of students, as well as collaborated efforts with Academic Advising to schedule these interventions. Around 50 students were served in the RDG-041/COS-100 cohort this year, which was included in the table under Academic.

**Workshops, Events, and Presentations**

The CCDC offered its own workshops to COL-101 students and various other classes and groups on topics ranging from time management to career planning (a full list, with descriptions and facilitating counselor or counselors can be seen in Table 2). Counselors facilitated over 100 workshops in total this academic year, continuing to provide valued content to College 101 classes. In addition, Counselors organized, presented at, and collaborated for a number of campus-wide events to bring awareness of different educational, social, and cultural topics to students.

**Table 2 – CCDC Workshops**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Description</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Successful at MVCC</td>
<td>This workshop will highlight must have strategies for succeeding in college, must know policies and must turn to resources to use to be successful at Moraine Valley. This presentation goes hand in hand with the textbook chapter on persistence.</td>
<td>Shanya</td>
</tr>
<tr>
<td>Career Snapshot</td>
<td>Students will discuss the process of choosing a major and potential career. In this computer workshop, they’ll complete a brief online assessment and review career sites that can help them discover majors to consider and narrow their career decision.</td>
<td>Gloria</td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
<td>Presenter</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>COL-101 Jeopardy</td>
<td>This fun, informative game highlights campus resources, student policies and academic tips for first-year students at Moraine Valley.</td>
<td>Matthew</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>This workshop helps students gain an understanding of how critical thinking impacts them and teaches them steps to implement it into their education and life.</td>
<td>Matthew</td>
</tr>
<tr>
<td>Dangers of Social Media</td>
<td>Snapchat, Twitter, Tinder, Facebook…you think it, you post it. Before you make that next post, stop and attend this workshop to learn how this may impact your future.</td>
<td>Suzanne</td>
</tr>
<tr>
<td>Developing Academic Success through Mindfulness</td>
<td>Many students feel overwhelmed because of the struggle to balance school and life. Learn how to relax and be present in your own mind so you can be a successful student.</td>
<td>Teresa</td>
</tr>
<tr>
<td>Goal-Setting</td>
<td>This session helps students learn how to set S.M.A.R.T. goals to make the most of their education and life.</td>
<td>Matthew</td>
</tr>
<tr>
<td>It’s On Us—to create an environment where everyone feels safe</td>
<td>These workshops provide an understanding of the dynamics of domestic violence, sexual assault and becoming an upstander. Students will learn common answers to questions regarding these sensitive topics.</td>
<td>Sharon and Souzan</td>
</tr>
<tr>
<td>Juggling 101—Stress Management</td>
<td>Discover how, with small shifts in your life, you can more effectively manage stress.</td>
<td>Afrodite</td>
</tr>
<tr>
<td>Myth Busting Alcohol Use</td>
<td>Using motivational enhancement to dispel commonly held beliefs and expectancies of alcohol use, this workshop focuses on helping participants develop hard reduction strategies when using alcohol.</td>
<td>Anna and Teresa</td>
</tr>
<tr>
<td>Relate 101</td>
<td>Through fun activities and interactive discussion, students will learn to define what culture is, explore their own culture and learn how to relate to diverse cultures. This presentation corresponds with the Relate Chapter in the text.</td>
<td>Shanya</td>
</tr>
<tr>
<td>Sleeping for Success—Really!</td>
<td>Our sleep habits are known to have a powerful effect on memory, learning and other kinds of performance. Assess your level of sleep deprivation and examine how better sleep habits will support academic success.</td>
<td>Pamela</td>
</tr>
<tr>
<td>Taking It to the Net: Student Success in an Online Course</td>
<td>Many students enjoy the flexibility that online courses have to offer. We’ll discuss what students need to succeed in this learning environment, and get tips on how to get the most out of their online courses.</td>
<td>Afrodite</td>
</tr>
</tbody>
</table>
All of us procrastinate from time to time. Sometimes it works in our favor—most of the time not. This workshop focuses on the root of procrastination and how to combat it in a concrete way to increase academic and personal success. 

Teresa

**One Book One College Collaboration**

The efforts of the CCDC’s Domestic Violence and Sexual Assault Awareness Committee should be specifically highlighted here, as they were involved a great deal in Moraine’s One Book One College (OBOC) efforts throughout the school year. Table 3 highlights the various programs offered in conjunction with “We Believe You,” which related stories of campus sexual assault survivors. The Library provided the numbers.

*Table 3 – One Book One College Programming*

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s On Us… To Create An Environment Where Everyone Feels Safe</td>
<td>9/12/17</td>
<td>85</td>
</tr>
<tr>
<td>Following a Sexual Assault: Information for You or Your Loved One</td>
<td>9/21/17</td>
<td>89</td>
</tr>
<tr>
<td>Building Healthy Relationships &amp; Sexual Health</td>
<td>10/12/17</td>
<td>108</td>
</tr>
<tr>
<td>Special Event: &quot;Sex Signals&quot; by Catharsis Productions</td>
<td>10/24/17</td>
<td>142</td>
</tr>
<tr>
<td>“Understanding Violence within the LGBTQ Community”</td>
<td>11/9/17</td>
<td>70</td>
</tr>
<tr>
<td>Are You A &quot;Sexpert&quot;? Sexual Health Workshop for the College Student</td>
<td>2/1/18</td>
<td>85</td>
</tr>
<tr>
<td>Progress in Stopping Sexual Assault? Public Outcry and Finding a New Normal</td>
<td>2/8/18</td>
<td>85</td>
</tr>
<tr>
<td>Sexual Violence in America's 20th Century</td>
<td>2/22/18</td>
<td>50</td>
</tr>
<tr>
<td>Readings from We Believe You</td>
<td>3/7/18</td>
<td>65</td>
</tr>
<tr>
<td>Male Victims of Rape and Survivorship</td>
<td>4/5/18</td>
<td>85</td>
</tr>
</tbody>
</table>

Counselors attended every OBOC event to support students who might be triggered by the content and need to talk to someone. While the number of students who spoke with Counselors at the events was not tracked, students did utilize this option during several of the events. Counselors were able to provide resources as well as follow up with the students.

**Supporting Engineering Pathways Students**

As part of the Perkins grant, Counseling worked with new students in the Engineering Pathways program. Anna Coco worked directly with the students to fulfill requirements of the Perkins grant in terms of administering the MBTI and Career Skills Inventory assessments. However, her involvement with the cohort also resulted in an Engineering Pathways student support group that allowed students a time to process and support each other outside of the classroom and beyond focusing on their studies. It was focused on helping students deal with stress effectively so they could continue focusing on their educational goal.
Support for New Students
In an effort to ease student navigation of college processes and information, Counselors continued to participate in The COL-101 Committee, New Student Orientation, the Parent and Family Orientations, Financial Literacy workshops, and the Admissions Office Open Houses where they presented information through workshops or informational tables and talked with parents, potential students, and current students.

For the first time, however, the CCDC worked in conjunction with Student Success to provide a career planning introductory session to one of the groups of high school students that come to campus for placement testing. The short workshop introduces students to the six Holland General Occupational Themes and self-identify where their interests lie. Students who are undecided can begin to explore options within their chosen themes. In addition, it provides students with a context of why career planning is important for college success and how the Counseling Center can help. Plans have already been made to include this piece as part of the programming provided to these groups when they come next academic year. In addition, the updated Counseling piece of the Perkins grant will focus on introducing students to the career planning process and Counseling services. The intent is to help students connect with Counseling and make a career decision earlier in their college career.

Career Assessment Seminar
Counseling continues to offer three-week Career Assessment Seminars to members of the community through the college’s Continuing Education program. The CCDC also participated, once again, in the Student Success Center’s “Collegiate: Promise Meets Potential” bridge program for district high school students to help recruit this population and help develop their skills for college readiness.

Human Development Courses
Enrollment
Human Development (HDV) course scheduling was evaluated after significant changes were made to course offerings during 2016-2017. Changes were needed due to a relatively high number of class cancellations. The table below reflects enrollment patterns across 2017-2018 for all HDV sections (includes HDV-100 and HDV-111):

<table>
<thead>
<tr>
<th></th>
<th># Sections</th>
<th># Students</th>
<th>Enrolled</th>
<th>Fill Rate</th>
<th># Cancelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>15</td>
<td>231</td>
<td>85.6%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>8</td>
<td>127</td>
<td>88.2%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>2</td>
<td>20</td>
<td>100%</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

HDV-111 Course Fee
In order to manage the increasing costs associated with the assessments provided to students in HDV-111, it was decided that a course fee would be added. This fee helps balance the costs to the College. A $15 course materials fee will be added to HDV-111 starting in spring 2019.
In order to ease student navigation to financial aid processes and information, the Financial Aid Department processed a large update to their financial aid web pages. With the assistance of the Marketing and Communications, the web pages were revamped to now include information regarding return of federal funds, available grants and loans, federal work study, Pell recalculation for enrollment changes, financial aid program limits, financial aid terminology, and a financial aid Q & A.

We have created two new documents this award year. The two documents were the Financial Aid Award Guide and the Financial Aid Calendar. The award guide is a document that provides critical information regarding the entire financial aid process. This guide allows a student to easily review and take important information with them. For the student who needs to know “when” now has the Financial Aid Calendar. The calendar covers the entire award year with information regarding financial aid priority dates, how to access the student portal, and important information regarding enrollment.

In the fiscal year 2017-2018, the financial aid office received 6567 files. The staff reviewed all 6567 (100%) and 6232 (95%) students were able to complete their financial aid files for the fiscal year 2017-2018. The financial aid office accounts for over twenty-three million dollars disbursed in aid, including grants, scholarships, loans and employment opportunities. Nearly 42% of Moraine Valley Community College students receive some sort of financial aid.

The College has been selected to participate in various federal and state grant programs. In order to provide student services and financial assistance for low income students, these programs include the following:

- WIOA Adult program
- Dislocated Worker and WIOA Youth funding from Chicago Cook Workforce Partnership
- Adult Education-Fed Basic,
- TRIO Student Support Services
- TRIO Educational Talent Search
- TRIO Upward Bound.

Financial aid availability is advertised through the college website, college monitors, and social media. The Financial Aid Department, along with IT and other college departments will continue to investigate the use of an integrated document imaging system to streamline the access of student
data, expedite the workflow of assignments, and offer high quality services, which are accessible, accurate, clear and timely, to our current and prospective students.

We designated this year as the year of the Financial Aid Assistants. The assistants are the student’s first point of contact and provide critical service to our students. It is extremely important to ensure that they are providing students with the most current information when servicing students. This school year our assistants completed the Illinois Student Assistance Commission (ISAC) training series. ISAC provides two workshops: Financial Aid 101 and Financial Aid 201. The first workshop introduces new financial aid professionals to financial aid programs. It builds a foundation in both state and federal aid to allow participants the opportunity to progress to the next level. This workshop focuses on the application stage of the financial aid process.

The second workshop is created to provide a more in-depth training to those who are more experienced in financial aid. This workshop takes a look at verification, satisfactory academic progress, and professional judgment. Although the assistants don’t perform these duties directly, the training received allows them to better serve students by having extensive knowledge in these areas.

**JOB RESOURCE CENTER (JRC)**

**Job Resource Center Overall**
The Job Resource Center provided services to over 1,512 unduplicated students in FY 2018.
(Data obtained from I.T. & Colleague data entered in JUS17 & Student Employee categories July 1, 2017-May 29, 2018)

**JRC Student Retention**: 90.9% Retention from fall 2017 to spring 2018.
- As compared to the overall college retention rate of 67.6%* for Fall 2017 to Spring 2018, there is a higher retention rate for students who received services from the Job Resource Center, showing the Job Resource Center’s impact on retention.

**Completion**: 257 students completed or petitioned to complete a degree or a certificate in fall 2017 or spring 2018.

**Grade Point Average**: For FY17-18, JRC students average Cumulative GPA was 3.01. The overall JRC Fall 2017 average GPA for these students was 3.12. This is higher than the MVCC Fall 2017 GPA of 2.86. The spring 2018 GPA was 2.95. College-wide data is not yet available for spring.

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1(*Data obtained from Institutional Research and Information Technology is an unofficial calculation as complete college-wide data is not yet available)
Individual Appointments
The Job Resource Center had over 467 one-on-one appointments and walk-ins for resume and cover letter critiques, job search skills, interviewing strategies, non-traditional careers and internships. This reflects an increase in overall appointments by 8.6% from the previous year. This impacts retention and completion by providing individualized and customized assistance depending on the student’s job search needs and abilities. Furthermore, this promotes student success in areas of attaining employment and internships so that they are academically successful and graduate with a focused career plan. Additionally, the Job Resource Center provided 34 alumni appointments for one-on-one assistance with resumes, cover letters, and job search strategies.

Constituent Contacts
Front Desk
The Job Resource Center’s staff had contact with 8,306 via phone, email or at the front desk (includes employers, students, community, faculty and staff).

<table>
<thead>
<tr>
<th>JRC Front Desk Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>16-Jul 16-Aug</td>
</tr>
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<td>16-Sept</td>
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<td>16-Oct</td>
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<td>16-Nov</td>
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<td>16-Dec</td>
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<tr>
<td>17-Jan</td>
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<td>17-Feb</td>
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<tr>
<td>17-Mar</td>
</tr>
<tr>
<td>17-Apr</td>
</tr>
<tr>
<td>17-May</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Job Report and Internship Report was sent via email to 9,765 students. The Job Resource Center staff connected with over 45,030 students via email, phone, in person or utilizing the College Central Network e-blast system. Furthermore, the Job Resource Center staff established an additional 15,767 connections with employers via phone, email, College Central Network, or in person regarding employment and internship opportunities.
Student Employment

"Working on campus in a professional office environment has been great. As a Student Employee, I’m learning a lot about customer service and professional skills... The staff really cares about you and your education”
-Feda, Student Employee, Respiratory Therapy Major

The Student Employment Program at Moraine Valley provides a vital avenue for experiential learning, increasing employability skills and enhancing leadership abilities. The college employs over 300 student employees annually. The Student Employment Program has a significant campus impact with over 38 departments and 48 faculty/staff supervisors participating in the program. Data collected over the years has shown that student employees have a higher GPA and retention rate than the overall Moraine Valley student body. From July 01, 2017 to May 30, 2018, there have been 334 student employees hired across campus in the Student Employment Program.

Retention: 96.9% of student employees were retained from Fall 2017 to Spring 2018 which is 43.3% higher than Moraine Valley’s overall retention rate at 67.6%

Completion: 83 student employees completed a degree or a certificate in Fall 2017 or Spring 2018.

Grade Point Average: For FY 2018, student employees’ average cumulative GPA was 3.268.

The JRC Fall 2017 average GPA for these student employees was 3.274 which is 14.5% higher than the MVCC Fall 2017 GPA of 2.86.

(Data obtained from Institutional Research and Information Technology. Please note that MVCC Spring GPA is not yet available as grades have not been finalized per Institutional Research as of 3/30/18)
### 2018 Student Employment Award Recipients:

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Student Employee of the Year</td>
<td>LIZBETH CORTES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MUNOS</td>
</tr>
<tr>
<td></td>
<td>Learning Enrichment &amp; Tutoring Centers</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>Student Employment Supervisor of the Year</td>
<td>TAMIMA FAROOQUI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognized as M.A.S.E.A State of Illinois Supervisor of the Year</td>
</tr>
<tr>
<td>2018</td>
<td>Student Employment Best Practice of the Year</td>
<td>FIT REC</td>
</tr>
</tbody>
</table>

- The Job Resource Center is proud to announce that the Midwest Association of Student Employment Administrators (MASEA) has recognized Moraine Valley Community College staff for the second year in a row. Tamima Farooqui, a Student Employee Supervisor in Job Resource Center received the 2018 State of Illinois Student Employee Supervisor of the Year award in recognition of her excellence in mentoring, professionalism, and leadership. MASEA is a professional organization composed of fourteen states in the Midwest region.
On April 12, 2018, The Job Resource Center hosted a Student Employment Recognition Luncheon to honor the work of our student employees and supervisors in an effort to promote student success. The event was attended by 88 students, faculty and staff.

National Recognition

The Job Resource Center was proud to announce that Student Employment Program was featured in the Fall 2017 issue of the NASPA Leadership Exchange magazine.

- Moraine Valley Community College Job Resource Center’s Student Employment Program was featured in the Fall 2017 issue of the NASPA Leadership Exchange magazine. The
article highlighted student employment as a transformative experience that enhanced a student’s learning experience, as well as supporting retention, persistence, and graduation efforts. Moraine Valley Community College was specifically recognized for its infrastructure, policies, procedures, and practices that elevate experiential learning, employability skills, and leadership. The college’s ability to track student employee retention and GPA data was noted as a high impact practice for higher education institutions. Data collected over the past five years has shown that Moraine Valley student employees have a higher GPA and retention rate than the overall MVCC student body. As a result of the article, Moraine Valley’s Job Resource Center was contacted by several four-year higher education institutions across the nation as having a best practice model to be emulated within their own student employment programs.

- NASPA – Student Affairs Administrators in Higher Education selected Moraine Valley Community College for a site visit on February 1, 2018 to gather information for their research project on Student Employment as a high impact practice for student success. Moraine Valley was one of six higher education institutions chosen nationally. The goal of the visit was to hear the voices of student employees and student employee supervisors to understand the programmatic logistics of running a student employment program and to gather diverse perspectives. Video and photo highlights are below.

Pictured: NASPA selected Moraine Valley Community College for a site visit for a research project on Student Employment as a high impact practice for student success. Students and Supervisors discussed the program and its impact with the NASPA Research Team.
JRC NASPA Visit Videos

- Recap: https://morainevalley.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=7af3e606-c9ae-442a-a0c4-a8b00115fb41
- JRC Zaid Student Employee Testimonial: https://morainevalley.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=96ab35f5-a3fa-4544-972c-a8b00115fb1d
- JRC Carmen Student Employee Testimonial: https://morainevalley.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b6094954-f262-45e1-b901-a8b00115fb01

Job Fairs

Overview
In an effort to support student success, the Moraine Valley Community College Job Resource Center hosts Spring and Fall Job Fairs to provide job search opportunities for gainful employment. When students prosper in their job search, their ability to fund their education increases, as well as having a positive effect on retention and completion. Furthermore, the job fairs help to build the strength of the economy by fulfilling a significant need for businesses to bridge their skilled labor gaps.

- The Job Resource Center hosted a total of 812 job seekers composed of 330 students, 201 alumni and 281 community members at both Fall and Spring Job Fairs held on October 19, 2017 and March 29, 2018. At both job fairs, students and other job seekers had access to over
77 employers, respectively, from diverse industries who provided opportunities for part-time employment, full-time employment and various internships.

- This spring, with the intention to increase enrollment, the JRC included material on the 150 certificate and degrees offered at the college in the Employer Guide that was given to over 400 participants. The JRC provided follow-up information on enrolling at Moraine Valley to community members and alumni attendees.

- The Job Resource Center facilitated employer focus groups during the job fair luncheon meetings held prior to the fairs. These served as a mechanism to obtain information from employers and to educate employers on how they can find their next great hire through new strategies. Employers were polled on key topics and trends, and were invited to partake in a discussion with Moraine Valley faculty, staff and other recruiters. Information from these events helps to strengthen employer, college and job seeker relations in order to meet the needs of the ever-changing world of employment.

Pictured: Employer Luncheon and discussions on “Finding Your Next Great Hire”

- At the past fairs, the Job Resource Center recognized dedicated employer, Andrea Ramirez-Justin, Vice President of Wintrust-Old Plank Trail Community Bank, and a faculty member, Gloria Starkey of the Counseling Department, for their partnership and support with the “JRC Career Champion Award”. The award is given to a special person or organization that has repeatedly gone beyond the call of duty to assist the Job Resource Center’s mission and vision.

JRC Career Champion Award Honorees Gloria Starkey, Faculty Member (Spring 2018) & Andrea Ramirez-Justin, V.P. of Old Plank Trail Community Bank (Fall 2017)
### Job Fairs 2014-2018 At a Glance:

<table>
<thead>
<tr>
<th>Job Fairs</th>
<th>SP14</th>
<th>FA14</th>
<th>SP15</th>
<th>FA15</th>
<th>SP16</th>
<th>SP17</th>
<th>FA17</th>
<th>SP18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>204</td>
<td>176</td>
<td>254</td>
<td>215</td>
<td>158</td>
<td>147</td>
<td>184</td>
<td>146</td>
</tr>
<tr>
<td>Alumni</td>
<td>120</td>
<td>145</td>
<td>143</td>
<td>89</td>
<td>126</td>
<td>193</td>
<td>102</td>
<td>99</td>
</tr>
<tr>
<td>Community Member</td>
<td>397</td>
<td>313</td>
<td>186</td>
<td>199</td>
<td>112</td>
<td>128</td>
<td>112</td>
<td>169</td>
</tr>
<tr>
<td><strong>Total Job Seekers</strong>*</td>
<td>721</td>
<td>634</td>
<td>583</td>
<td>503</td>
<td>396</td>
<td>468</td>
<td>398</td>
<td>414</td>
</tr>
<tr>
<td><strong>Total Employer</strong></td>
<td>67</td>
<td>62</td>
<td>65</td>
<td>74</td>
<td>76</td>
<td>74</td>
<td>77</td>
<td>77</td>
</tr>
</tbody>
</table>

*Job Seekers are noted as those who self-identified as “student”, “alum” or “community member” at the Job Fair check-in.

### Fall 2017 Job Fair Highlights & Results

- During the fall 2017 Job Fair, the Job Resource Center hosted 398 job seekers composed of 184 students, 102 alumni and 112 community members. The event was held on Thursday, October 19, 2017 where students and other job seekers had access to a record 77 companies and their job opportunities. Overall, the Fall Job Fair yielded positive results as JRC hosted the highest number of employers since the event began in 2008. The Job Resource Center had an increase of 25% in student attendees from the previous event (from 147 to 184 students).

- Employers were asked “do you believe you have found your next great hire?”, and 51% (35 out of 69) of the responding employers indicated “yes” on their evaluation the day of the fair. When asked if the employer scheduled “one or more interview”, 60% of noted “yes”. Over 80% (56) employers surveyed noted they are “very likely” to recruit at MVCC again to find their next great hire and expressed satisfaction. Of the 390 job seekers surveyed, 100% indicated there was a “good diversity” of employers at the fair and 32% (124) job seekers indicated they had obtained one or more interviews at the day of the fair.

### Spring 2018 Job Fair

- The Job Resource Center hosted the spring 2018 Job Fair on March 29, 2018. At this event, 414, job seekers participated--composed of 146 students, 99 alums, and 169 community members. Seventy-seven employers, the highest for a spring fair, participated in this fair. There was a four percent increase in job seeker participation in comparison to the fall job fair. There was an increase in community member participation by 51% (from 112 to 169) in comparison to the previous fair in the fall.

- Attending employers were surveyed at the fair, and of the 68 responding employers, 88% (61) of the employers indicated they believe to have found their “next great hire” on their
evaluation. Nearly 40% (27) employers indicated they scheduled interviews totaling over 140 interviews. Furthermore, 92% (63) indicated they are “highly likely” or “likely” to recruit again at Moraine Valley. A notable 21% (78 out of 372) job seekers indicated that they obtained at least one interview on the day of the fair. When asked how likely are you to enroll in a class at Moraine Valley within the next year, 48% (179 of 372) job seekers indicated that they were highly likely or likely to enroll in a class within the year. In an effort to increase enrollment, Moraine Valley program material was sent to the identifiable job seekers. Course offerings and admission materials were also provide to both employers and jobseeker.

**Notable Job Fair Attendee comments:**

- “Meeting Dell Secure Works was a great opportunity and I think I landed a job today—I have several interviews lined up”— Emilio H., Student
- “I appreciated the opportunities to think outside the box and make connections. All the staff were so helpful. Very organized. Employers were so nice and took time with me”— Jeanne P., Community Member
- “It was an outstanding event once again as we found some great candidates. Moraine sets the bar high”— TCF Bank Representative, Employer

**Job Fair Student Attendees Retention, Completion & GPA Analysis:**

- **Retention:** Of the 146 students who attended the Spring Job Fair, 71.2% were retained from fall 2017 to spring 2018. This was 5.3% higher than the MVCC retention rate of 67.6%.
- **Completion:** Forty-six students completed or petitioned to complete a certificate or degree in spring 2018.

**Grade Point Average:** The average Spring GPA of student attendees of Spring Job Fair was 2.94. College-wide Spring data is not yet available for comparison.
Mock Interview Days

- In an effort to enhance student success, the Job Resource Center collaborated with faculty and business partners to host two Mock Interview Days where a total of 28 employers assisted 141 interviewees, including 105 students, 23 alumni and 13 community members, polish their interviewing skills for upcoming job fairs, interviews, and other career opportunities.

- On September 20, 2017, the Job Resource Center hosted the Fall Mock Interview Day with 14 employers from diverse industries and 71 participants. Mock Interview Day Employers included representatives from Wintrust Bank, Advocate Health, TCF Bank, and FedEx. On February 21, 2018, the Job Resource Center hosted the Spring Mock Interview Day with 14 employers, and 70 participants. There was a 125% increase in community member participation in comparison to the previous event. JRC collaborated with Office Systems, Human Development, and Recreation Management and Recreation Therapy faculty to help their classes meet their professional development goals through tailored mock interviews.

Spring 2018 Mock Interview Day Participant Evaluations

- Of the 70 participants surveyed at Mock Interview Day 100% (70) noted improvement in their confidence level.

- JRC added a new question in an effort to increase enrollment. Over 72% (13) of the 19 alumni and community members surveyed noted they are “highly likely” or “likely” to enroll in a class at Moraine Valley in the next year. These individuals were sent program information on Moraine Valley.

- Additionally, 100% (52) of the 52 students surveyed noted they are “highly likely” to enroll in a class at Moraine Valley in the next year.
Mock Interview Days at a Glance 2013-2018

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</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>48</td>
<td>45</td>
<td>47</td>
<td>42</td>
<td>44</td>
<td>54</td>
<td>56</td>
<td>58</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>Alumni</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Community</td>
<td>7</td>
<td>6</td>
<td>14</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>61</td>
<td>69</td>
<td>67</td>
<td>64</td>
<td>68</td>
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<tr>
<td>Total</td>
<td>10</td>
<td>11</td>
<td>14</td>
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<td>14</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Spring Mock Interview Day Student Attendees Retention, Completion & GPA Analysis:

- **Retention**: 95.1% of 52 Spring Mock Interview Day students were retained from Fall 2017 to Spring 2018. This was 40.6% higher than the MVCC retention rate of 67.6%.

- **Completion**: Fourteen students completed or petitioned to complete a degree or certificate in Spring 2018.

- **Grade Point Average**: The average Spring GPA for students participating in Spring Mock Interview Day was 3.11. The JRC Fall 2017 Mock Interview Day attendees average GPA is 2.97. This was 3.8% higher than the MVCC Fall 2017 GPA of 2.86.

Comments from Mock Interview Day participants included:

- “I learned that anything is possible with a positive mindset...This was an amazing experience...made me feel good and realize my potential. My interviewer Theresa [O’Carroll] was great. I learned a lot.” – Sarah P, Student

- “So much insight, including guidance from an HR professional—much appreciated.... I learned to be confident in my personal and abilities in this brave new world... This was very organized and well-presented program” – Anna K., Community Member

Data obtained from Institutional Research and Information Technology is an unofficial calculation.

Data obtained from Institutional Research and Information Technology. Please note that MVCC Spring GPA is not yet available as grades have not been finalized per Institutional Research as of 5/30/2018.
Internship Program
From July 01, 2017-to Present, there have been 60 student interns hired in internships on campus and off campus.

Retention: 93.3% Retention for fall 2017 to Spring 2018
- This is 38% higher than Moraine Valley Community College’s overall retention rate of 67.6%*.

Completion:
- Ten student interns have completed a degree and/or a certificate in the fall of 2017 and 25 petitioned for graduation in spring of 2018. For a total of 35 possibly completing.

Grade Point Average:
- For fall 2017, student interns’ average cumulative GPA was 3.253. For spring 2018, a cumulative GPA being a 3.268
- The Fall 2017 GPA is 13.7% higher than the overall MVCC Fall 2017 GPA of 2.86.

Employer Outreach
The Internship Program brochure for employers was updated and revised to better promote the strategic efforts to have employers post their internships and hire student interns. There has been a total of 121 postings for internships and a total of 57 students hired in internships. The total employer contact via; phone, email, fax, and in-person has been 659.

Intern and Employer Meeting & Awards Ceremony
The 12th Annual Meeting & Awards ceremony took place on April 27, 2018. This event
recognized the accomplishments of the interns and employers who have participated in the program for the past year. This event allows the culinary arts students to participate in experiential learning by allowing them to freshly prepare, creatively display, and assist with serving the food. There were a total of 43 students, employers, faculty, staff and guest in attendance at the event.

Pictures include: Internship Manager, Marie Harrell & Internship Assistant, Christopher Clinton-Dooley, 2018 Culinary Arts students, Faculty; Tzimas Lampros and JRC Director, Dr. Pamela Payne

2018 Internship Employer of the Year

Toni Johnson, Accounting & Human Resources Manager
TNT Deals Inc.

2018 Intern of the Year

Christian Haynes
TNT Deals Inc.

Disney College Program
In fall 2017, the Job Resource Center Internship Program was recognized as a Distinguished Disney College Program Institution.
Moraine Valley Community College Internship Program received this recognition based on the growth and successful completion of the student interns over the past year. Our student success, illustrates the strength of the incredible partnership and support between Disney and Moraine Valley Community College.

**Career-Related Workshops & Presentations**

- The Job Resource Center provided career-related workshops and class presentations on internships, resume writing, non-traditional careers, and other career-related topics to over 660 students to assist them in gaining a competitive edge in the market place and successfully attaining future employment.

- JRC collaborated with various classes and career programs such as Nursing, Health Information Technology, Recreation Therapy, and others to create highly tailored presentations, helping to prepare students for job and internship opportunities, as well as improve their overall career outlook. New this year, JRC provided special presentations to African-American Literature, Computer Science, Communications, I.T. /LAN, Design, and Automotive Technology classes.

**On-Campus Recruitment**

- The Job Resource Center provided students increased opportunities to connect with employers by providing On-Campus Recruitment events. These employers reported connecting with over 859 students during their recruitment events and reported 135 possible hires. JRC collaborated with various companies including FedEx, Harrah’s Casino, BorgWarner, Akira, State Farm, Bridgestone, Best Buy and others. Best Buy again noted hiring over 20 students from these recruiting events in the fall of 2017.

**Outreach**

Through various campus collaborations and outreach opportunities, the Job Resource Center connected with over 1,702 constituencies to highlight the services and resources we provide to our students, alumni and community members. JRC Student Ambassador Program where ambassadors were able to connect with 789 students to promote our services and events to diverse classes and organizations this past year.
**Multicultural Student Affairs Students**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th></th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students</td>
<td>855</td>
<td># of students</td>
<td>866</td>
</tr>
<tr>
<td>Avg. GPA</td>
<td>2.9</td>
<td>Avg. GPA</td>
<td>2.7</td>
</tr>
<tr>
<td>Avg. Completion Rate</td>
<td>80%</td>
<td>Avg. Completion Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Retention Data</td>
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<td>Retention Data</td>
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</tr>
<tr>
<td>Returning</td>
<td>77%</td>
<td>Returning</td>
<td>21%</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>20%</td>
<td>Withdrawn</td>
<td>67%</td>
</tr>
<tr>
<td>Graduates</td>
<td>3</td>
<td>Graduates</td>
<td>12%</td>
</tr>
</tbody>
</table>

The MSA/ELL Center has scheduled 1000 individual appointments, including advising and prospective student appointments. The individual student appointments affected 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, four-year transfer information, and High School Bridge.
### Intensive English Students

#### Fall 2017

<table>
<thead>
<tr>
<th># of students</th>
<th>Avg. GPA</th>
<th>Avg. Completion Rate</th>
<th>Retention Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>2.3</td>
<td>92.5%</td>
<td>Returning: 87%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Withdrew: 13%</td>
</tr>
</tbody>
</table>

#### Spring 2018

<table>
<thead>
<tr>
<th># of students</th>
<th>Avg. GPA</th>
<th>Avg. Completion Rate</th>
<th>Retention Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>2.63</td>
<td>92.23%</td>
<td>Returning: 92.74%</td>
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<td></td>
<td></td>
<td></td>
<td>Withdrew: 7.26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graduates: 59%</td>
</tr>
</tbody>
</table>

### REGISTRATION AND RECORDS

#### FERPA (Family Educational Rights and Privacy) Training

In collaboration with the Admission office, the office of Registration and Records offered FERPA training sessions to current and new employees. This training is vital for educating faculty, staff & 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:

- Spring 2017: 1106 students unduplicated headcount for 1,518 certificates and degrees
- Summer 2017: 487 students unduplicated headcount for 657 certificates and degrees
- Fall 2017: 650 students unduplicated headcount for 914 certificates and degrees
- Spring 2018: Still pending: 1,372 unduplicated headcount for 1,915 certificate and degrees

#### Registration Campaign

The office of Registration and Records office has kicked off its registration campaign called “Registration on the Go” that allowed students to register at remote locations on Moraine Valley’s campus. The initial location was at the front of the library. This campaign’s goal is to increase awareness of registration and provide students opportunity to register. Instead of waiting for students to visit or call the registration office, the registration office was proactive in reaching out to students.

#### Special Admission Ranking for Allied Health Programs:

Radiologic Technology - 99 applications received and processed

Nursing

- Fall 2017
  - 97 applications received and processed for RN
  - 10 applications received and processed for LPN-RN program

- Spring 2018
- 117 applications received and processed for RN
- 11 applications received and processed for LPN-RN program

Respiratory Therapy Technology - 66 applications received and processed
Sleep Technology - 23 applications received and processed
Health Information Technology - 14 applications received and processed

**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>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school transcripts</td>
<td>756</td>
<td>272</td>
<td>369</td>
<td>132</td>
<td>189</td>
<td>63</td>
<td>157</td>
<td>37</td>
<td>108</td>
<td>188</td>
<td>2,271</td>
</tr>
<tr>
<td>College transcripts</td>
<td>185</td>
<td>281</td>
<td>87</td>
<td>114</td>
<td>160</td>
<td>92</td>
<td>274</td>
<td>46</td>
<td>159</td>
<td>145</td>
<td>1,543</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL TRANSCRIPTS**

**COLLEGE TRANSCRIPTS**
Transfer Credit Evaluation
The office of Registration and Records has processed 1,115 student transcripts from July 1, 2017 to May 31, 2018. This resulted in 17,876 credits applied toward students’ certificates and degrees.

The most common institutions we received transcripts from:
- South Suburban College
- Joliet Junior College
- Illinois State University
- St Xavier University
- City Colleges of Chicago
- Prairie State College
- College of DuPage
- University of Illinois at Chicago
- Robert Morris University
- Lewis University
**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>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person</td>
<td>340</td>
<td>446</td>
<td>252</td>
<td>254</td>
<td>232</td>
<td>222</td>
<td>437</td>
<td>187</td>
<td>307</td>
<td>211</td>
<td>2,888</td>
</tr>
<tr>
<td>Electronic/ Mail</td>
<td>1,229</td>
<td>2,849</td>
<td>1,279</td>
<td>1,472</td>
<td>1,289</td>
<td>1,120</td>
<td>2,453</td>
<td>1,173</td>
<td>1,544</td>
<td>1,139</td>
<td>15,547</td>
</tr>
<tr>
<td>Total</td>
<td>1,569</td>
<td>3,295</td>
<td>1,531</td>
<td>1,726</td>
<td>1,521</td>
<td>1,342</td>
<td>2,890</td>
<td>1,360</td>
<td>1,851</td>
<td>1,350</td>
<td>18,435</td>
</tr>
</tbody>
</table>

**TES (Transfer Evaluation System) Project:**
The office of Registration and Records are building equivalencies in TES system. TES is a premier interactive resource for course data from institutions of higher education. This will help prospective students view what classes they have taken at other institutions that Moraine Valley will accept.

**Uniform Withdrawal:**
The office of Registration and Records implemented a uniform withdrawal policy. This policy will allow a majority of the courses to have a uniform withdrawal date. This policy will take effect spring 2019. A course withdrawal is defined as when a student requests a drop from a course after the prescribed refund deadline. The advantages of this new policy are:

- Allow students and faculty to have consistent withdrawal dates to lessen confusion.
- It allows students to withdraw from classes when the office of Registration and Records is open to provide assistance.

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

- Curriculum Review Team
- DREAM (Directing Results Through Educational and Academic Mentoring) Mentor Program
- Web Steering Subcommittee
- Hosted roundtable discussion during Ellucian Live 2017

**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, and 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

**SOUTHWEST EDUCATION CENTER**

**Southwest Education Center Open House**
Related Strategic Goal: SS.1: Ease student navigation of college processes and information.
SS.6: Improve student success by increasing staff engagement.

Enrollment Services and Academic Outreach collaborates with Student Service departments to host an Open House every year during the Spring Semester. Open House is open to the public to promote the services provided for the community members, high school students, and other prospects looking to further their education.

In an effort to increase enrollment and promote student success, we provide our attendees the information needed to navigate through the college process based upon their specific needs. This event allows Moraine Valley to showcase the services we provide throughout the entire college, and also promote our commitment to sustainability, use of natural resources and student features of the Southwest Education Center.

In addition to providing academic services, this allows the Southwest Education Center to promote the building for outside vendor use and conveys awareness to the community members who are unaware of the satellite campus. Being the college’s first Leadership in Energy and Environmental Design Platinum certified building, we take pride in our commitment to sustainability by supporting a socially responsible community that advances preservation and enhancement of natural resources. Lastly, Open House guests are given the opportunity to tour the building and experience our eco-friendly operations first hand.

On May 9, 2018, 41 guests attended Open House. Attendees included mostly District 230 High School students looking to take Dual Credit/Enrollment courses and others interested in the transfer programs. Nine departments throughout the campus were represented, which allowed
students to gain relevant feedback from their specific program of interest and gain information regarding student services.

There has been a steady increase in non-credit courses that community members are always excited about taking during the semesters. The continuous implementation and progress of this event will help with our efforts to increase enrollment at the Center.

<table>
<thead>
<tr>
<th>OPEN HOUSE EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>SP 2015</td>
</tr>
<tr>
<td>SP 2016</td>
</tr>
<tr>
<td>SP 2017</td>
</tr>
<tr>
<td>SP 2018</td>
</tr>
</tbody>
</table>

**Heartland Blood Center: Blood Drive**

**Related Strategic Goal**: SS.11: Engage our students in citizenship and democracy through both education and practical hands-on civic experiences.

In our efforts to strengthen student engagement throughout the community, the Southwest Education Center hosted a Blood Drive during the fall 2017 academic semester, with the assistance of Heartland Blood Center.

There were 11 participants who donated blood and received a gift card for their contribution. Participants went through a screening process prior to donating. Once requirements were met, students and administrators were directed to a phlebotomist to continue the process. Eight out of eleven participants were able to contribute a total of 8 units (8 pints). Those who were not able to donate still received a small token of appreciation.

From the moment The Southwest Education Center opened its doors to the community we have constantly integrated service opportunities to strengthen student success. Since 2011 the Center has hosted Blood Drives engaging our students with more hands-on civic experiences and providing our students with a safe, comfortable and welcoming learning environment. After
noticing a gap in our student engagement with the college community, it became priority to reach out to our local Blood Center and attract our students who are interested in getting involved.

Moraine Valley has a continuous mission to educate the whole person in a learning-centered environment while recognizing our responsibilities to one another, our community and the world we share. Heartland Blood Center’s purpose is in accordance with our mission by supplying blood to over 70 hospitals in the Chicagoland and Northwest Indiana region, with Palos Community Hospital being one of those clinics. In turn, that could result in helping a co-worker, friend or even a family member. In addition, this allows our students to get involved in the community, build relationships with local businesses and potentially save the life of another.

This event didn’t include any implementation cost which allowed for a great return of investment. Students were not only able to get involved, but some received extra credit in their courses for participating, while others expressed internal gratification. This event also has allowed us to increase our community outreach to those located out of our district which in turn exposes the campus to the public. In addition this endeavor will assist the institution with expanding our partnerships that support resource opportunities for students.

**Financial Aid Literacy Workshops**

Related Strategic Goal: SS.9: Improve retention and completion rates.

The Southwest Education Center hosted Financial Aid Literacy Workshops for those students who had not met all of the financial aid requirements. During this event, we review the financial aid process, definition of common terms, award letters, compliancy policy and procedures, and examples of maintaining eligibility.

Seven Financial Aid Literacy Workshops were completed at the Center throughout the Fall 2017 and Spring 2018 semesters. Thirteen students attended and received information in regards to their specific financial aid status.

The information provided during the workshop is applicable to retention and completion rates due to more than 42% of Moraine Valley students receiving some form of financial aid. Although there are many factors that determines a student’s retention, financial aid is a vital piece for those who rely on its assistance. Educating our students on the importance of maintaining eligibility fosters our continuous efforts to improve student success by identifying financial barriers early in their college career. In addition participants were given a plethora of resources located online in regards to their professional and personal growth as a Moraine Valley student. The online resources assists the college with enhancing its use of technology in teaching and learning student services.

The majority of students who participated in our 2017-2018 Financial Aid Literacy Workshops were not aware of the Tinley Park campus or found themselves visiting for the first time.
Afterwards, students inquired about courses being offered in Tinley Park and resources available at the Center. This in turn has allowed us to see an increase in how many students utilize the financial aid services at the Southwest Education Center.

**STUDENT SUCCESS CENTER**

**Dual Credit**
The 2017-2018 Dual Credit Program supports 25 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 71 high school instructors qualified to teach college-level courses. There are 39 unique courses, 175 dual credit sections within General Education and Career Technical Education disciplines. In order to support curriculum alignment and program of study discussion, all 71 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 2017: 1,440</td>
<td>Fall 2017: 4,194</td>
</tr>
<tr>
<td>Fall 2016: 1,389</td>
<td>Fall 2016: 4,049</td>
</tr>
<tr>
<td>One year change: 4% increase</td>
<td>One year change: 4% increase</td>
</tr>
<tr>
<td>Spring 2018: 2,151</td>
<td>Spring 2018: 7,643</td>
</tr>
<tr>
<td>Spring 2017: 2,167</td>
<td>Spring 2017: 8,019</td>
</tr>
<tr>
<td>One year change: -0.7% decrease</td>
<td>One year change: -5% decrease</td>
</tr>
</tbody>
</table>

**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 2017-2018 academic year, 54 high school students took the opportunity to earn college credit by enrolling in the HSC-150-Basic Nursing Assistant Training course. The Dual Enrollment program experienced an increase of student enrollment by 17.3 percent within the BNAT Dual Enrollment courses.

<table>
<thead>
<tr>
<th>Dual Enrollment Courses</th>
<th>FY 15 2014-15</th>
<th>FY 16 2015-16</th>
<th>FY 17 2016-17</th>
<th>FY 18 2017-18</th>
<th>Percentage Change +/- FY 16 to FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC-150</td>
<td>20</td>
<td>34</td>
<td>46</td>
<td>54</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

**Dual Credit Transition Day**
During the spring 2018 semester, a new initiative within Student Success coupled with Admissions was launched to provide intentional and targeted coaching to dual credit seniors at our participating high schools, both in and out of district. In addition, through this new program, progress made per student through the on-boarding process is now being tracked to provide the staff of New Student Orientation information as it pertains to students’ prior academic history with Moraine Valley or any relationships and affiliations across campus that have been built. To date 11 schools have been visited, reaching 181 students. Post-visit, our Admissions team has begun to coordinate with each
school for possible follow-up or external communication to aid in the matriculation of this population.

As of April, future dates are continuing to be confirmed for our remaining in-district partners as well as out-of-district public and private high schools.

**Financial Literacy-Warning Workshops**

Financial Aid Warning Workshops continued for 2017-2018. To increase accessibility, an online RSVP form was developed allowing students to schedule, reschedule and select workshops at any of the three Moraine campuses beginning as soon as the Financial Aid SAP letter is disseminated. To increase a sense of urgency among students as well as ensure students are receiving information in a timely fashion, workshops were concluded prior to mid-terms as opposed to all semester long. Thirty workshops were held reaching 248 students between efforts conducted at all three campuses. Of that group, five students were actually continued warning students who were interested in receiving the information for future reference.

<table>
<thead>
<tr>
<th>Workshop Term (Term placed on warning)</th>
<th>Number of Students Placed on Warning (including non-FA recipients)</th>
<th>Number of students who attended a workshop</th>
<th>Number of Students Who Maintained FA eligibility after term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017FA (from 2017SP)</td>
<td>417</td>
<td>96</td>
<td>28</td>
</tr>
<tr>
<td>2018SP (from 2017FA)</td>
<td>648</td>
<td>157</td>
<td>62</td>
</tr>
</tbody>
</table>

**Withdrawal Pilot**

In an effort to monitor, document, and curb withdrawal trends in courses with high withdrawal rates, an intervention process termed “Withdrawal Pilot” was created in the fall of 2016. The results have been so impressive that the program won the College’s 2018 Innovation of the Year Award. The program focuses on students seeking to withdraw from Computer Science Transfer 140 (CSC-140) and/or Human Anatomy and Physiology I (BIO-180). Students are required to meet with either their professor or the Student Success Specialist, to discuss reasons for withdrawing, possibilities for improving class performance, support services available for the student, and/or next steps after withdrawing. The aim of the intervention is to decrease CSC-140 and BIO-180 withdrawal rates while increasing student success in the class.

Results from the fall 2017 semester demonstrate that the Withdrawal Pilot initiative continues to meet its intended goals. In the fall 2016 semester, the withdrawal rate for CSC-140 was 11.3%. The average withdrawal rate for the fall 2014, 2015, and 2016 semesters were 18.9%. At the conclusion of the fall 2017 semester, the withdrawal rate for CSC-140 was 9.5%.

Additionally, the success rate (measured by the number of students who received an A, B, or C) for CSC-140 continued to increase. In the fall 2016 semester, the success rate for CSC-140 was 68.7%. The average withdrawal rate for the fall 2014, 2015, and 2016 semesters were 59.6%. At the conclusion of the fall 2017 semester, the success rate for CSC-140 was 75.9%. 
In regards to BIO-180, the average withdrawal rate for the fall 2014, 2015, and 2016 BIO-180 classes was 22.9%. At the conclusion of the fall 2017 semester, the withdrawal rate rose slightly to 23.9%. Additionally, there was a minor decrease in the BIO-180 success rate during the same semester. The average success rate for the fall 2014, 2015, and 2016 semesters was 61.7%. Outcomes from fall 2017 data show that the success rate for that particular semester was 61.3%. Data from the Withdrawal Pilot is illustrated succinctly in the chart below:

### Withdrawal Rates:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012-15 Average</th>
<th>Fall 2016</th>
<th>Fall 2014-16 Average</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-140</td>
<td>21.6%</td>
<td>11.3%</td>
<td>18.9%</td>
<td>9.5%</td>
</tr>
<tr>
<td>BIO-180</td>
<td>N/A</td>
<td>N/A</td>
<td>22.9%</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

### Success Rates (Students who received an A, B, or C in the class):

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012-15 Average</th>
<th>Fall 2016</th>
<th>Fall 2014-16 Average</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-140</td>
<td>56.2%</td>
<td>68.7%</td>
<td>59.6%</td>
<td>75.9%</td>
</tr>
<tr>
<td>BIO-180</td>
<td>N/A</td>
<td>N/A</td>
<td>61.7%</td>
<td>61.3%</td>
</tr>
</tbody>
</table>

### Men’s Basketball Intervention Initiative

Academic and social intervention with the Moraine Valley Community College’s Men’s Basketball Team has led to improved fall to spring retention for the 2017-18 academic year, a year in which Student Success did not provide intervention. From fall 2016 to spring 2017, four men’s basketball team members were not retained because of ineligibility related to poor academic performance. Only one such incidence occurred from fall 2017 to spring 2018. Continuous intervention and engagement with team members concerning their progress in respective classes, time management, and class attendance presumably contributed to the men’s basketball team’s academic accomplishments.

### 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 2016-17 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 between two to three student inquiries per week.

**STUDY ABROAD**

**Student Participation in Study Abroad**
During the 2017-2018 academic year, two students participated in Study Abroad through the Illinois Consortium for International Studies and Partnerships (ICISP) partnership. One student studied in China, and the other studies in Spain. An additional 15 students participated in the BIO-221 Study Abroad program to.

**Faculty Exchange**
For the first time in several years, Moraine Valley will have two faculty members participating in the ICISP exchange program. Linda Brandt and Craig Slocum will both be participating in an exchange with colleagues from the Netherlands. The partners from institutions in the Netherlands will come to the campus during fall 2018, and Moraine Valley faculty will travel next June.

**Study Abroad Work Group**
The Study Abroad Work Group developed two documents over the past two years. The first is a document for faculty members to propose a new Study Abroad opportunity. The second is a form that allows faculty and staff to express interest in a faculty/staff exchange opportunity. Since funding for Study Abroad is still under discussion, both documents have been put on-hold for the current time.

**TESTING SERVICES**
Placement testing is the primary component for ensuring that new students are successful in their courses. It allows the college to accurately determine what classes students are academically prepared to take. In addition, Testing Services supports current students taking traditional and alternative modes of academic instruction by providing a center for administration and monitoring of course exams and specialized certification testing. Lastly, Testing Services supports our community members by offering a facility in which those who take online courses at another college or university may take their course exams in a proctored environment and/or have the opportunity to pursue specialized certifications for their career field. The Specialized Testing Services offered by the department generated $23,213 in revenue this academic year.

**Placement Testing**
Students may take a combination or all of the following tests - Reading, English/Sentence Skills and Math. Students whose second language is English may take all or combination of the following tests- ESL Listening, ESL Reading, and ESL Grammar, ESL e-write and/or Math. Group testing for International students and area high school students were also conducted this year.

<table>
<thead>
<tr>
<th>ACCUPLACER Placement Test</th>
<th>Reading</th>
<th>English</th>
<th>Math</th>
<th>Total Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Fall 2017</td>
<td>2,579</td>
<td>2,531</td>
<td>3,211</td>
<td>8,321</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1,363</td>
<td>1,298</td>
<td>1,862</td>
<td>4,523</td>
</tr>
<tr>
<td>AY 19’</td>
<td>3,942</td>
<td>3,829</td>
<td>5,073</td>
<td>12,844</td>
</tr>
</tbody>
</table>
Services administered a total of 14,198 - Reading, English, Math, and ESL placement tests to 7,202 students during this academic year. These numbers include students who returned for a retest.

### ESL Placement Test

<table>
<thead>
<tr>
<th></th>
<th>ESL Listening</th>
<th>ESL Reading</th>
<th>ESL Grammar</th>
<th>ESL Sentences</th>
<th>Total Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Fall 2017</td>
<td>223</td>
<td>221</td>
<td>215</td>
<td>216</td>
<td>875</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>122</td>
<td>122</td>
<td>117</td>
<td>118</td>
<td>479</td>
</tr>
<tr>
<td><strong>AY 19’</strong></td>
<td><strong>345</strong></td>
<td><strong>343</strong></td>
<td><strong>332</strong></td>
<td><strong>334</strong></td>
<td><strong>1,354</strong></td>
</tr>
</tbody>
</table>

### Students Tested

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Fall 2017</td>
<td>5,045</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>2,157</td>
</tr>
<tr>
<td><strong>AY 19’</strong></td>
<td><strong>7,202</strong></td>
</tr>
</tbody>
</table>

### Group Placement Testing

Group placement testing for MVCC International students as well as our area high schools was facilitated by Testing Services. Testing Services collaborated with International Student Affairs and administered the Compass test during the fall semester and ACCUPLACER test during the spring semester to 93 International students.

Testing services also collaborated with the Admissions Office, Multicultural Student Affairs, Dual Credit, Disability Services and worked with area high school counselors from Stagg, Eisenhower, Argo, Shepard, Oak Lawn, Reavis High Schools as well as the ELL students. On April 10, a group test was conducted at Argo High School. Twenty-seven students participated yielding (22) Math, (18) Reading, and (18) English tests. In total, 217 high school students participated in the MVCC Group Placement testing this year.

### Certification and Other Specialized Testing

Encouraging student success is also achieved by working with academic departments to assist students with pursuing specialized certifications. Students who are certified in their particular field can increase their potential for job opportunities as well as increases in salary. Testing Services offers MVCC students and members of the community with the convenience of taking their certification exams at Moraine Valley.

#### Certified Nursing Assistant (CNA) Certification Exams

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CNA</strong></td>
<td></td>
</tr>
<tr>
<td>Sum/Fall 2017</td>
<td>287</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>114</td>
</tr>
<tr>
<td><strong>AY 19’</strong></td>
<td><strong>401</strong></td>
</tr>
</tbody>
</table>

The Certified Nursing Assistant (CNA) State Certification exam is conducted every month by this department. This office administered 401 CNA exams for current students in the CNA program as well as community members pursuing...
certification. In addition, the state pays a proctoring fee to the college which generated $4,010 in revenue for the college this year.

**Pearson Vue Testing**

Testing Services provides support for MVCC GED students and community members who are pursuing their high school equivalency. Pearson VUE GED testing has steadily increased since testing first began. In addition, during the fall of 2016 the additional testing stations were added which provide more testing options for candidates. This academic year 435 students were administered the GED test through the department. The American Medical Technologists battery consists of seven certification exam categories and is a Pearson VUE product. This test was introduced to Moraine Valley in September 2017 and offers certification for the following categories; Medical Technologists, Medical Assistants, Phlebotomy Technicians, Medical Laboratory Assistants, Medical Laboratory Technicians, Medical Administrative Specialists, and Dental Assistants. Revenue, from these exams totaled $4,152.00 for the college.

**MOS, IC3 and QuickBooks Certification Exams**

The Testing Center supported students in the Information Management Systems (IMS) Program, by administering and proctoring exams for students who were in need of Microsoft Office Specialist (MOS) tests, IC3 and QuickBooks certifications. Community members also requested these certification exams to be administered as well as other certification tests offered which included Adobe Photoshop, MTA Database Fundamentals, MTA Windows Operating System and AutoCAD Certified User. In total, 83 certification exams were administered this year. Students taking MVCC IMS courses are not charged a proctoring fee however, community members are charged $25 to proctor these exams. Revenue from these exams totaled $602.

**Academic Testing for Career Programs**

Testing Services supports MVCC Nursing program students and faculty by facilitating and administering the Test of Essential Academic Skills (TEAS), for the students who are applying to the Nursing program. This academic year TEAS tests were administered to students applying to this program. Testing Services continued to administer the KAPLAN LPN Transitions test to students applying

<table>
<thead>
<tr>
<th>MOS, IC3 and QuickBooks Certification Exams</th>
<th>MOS</th>
<th>IC3</th>
<th>QuickBooks</th>
<th>Adobe, MTA exams, AutoCAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum/Fall 2017</td>
<td>59</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>44</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Testing for Career Programs</th>
<th>TEAS</th>
<th>KAPLAN</th>
<th>CADC</th>
<th>CLEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum/Fall 2017</td>
<td>142</td>
<td>9</td>
<td>74</td>
<td>50</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>201</td>
<td>10</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>AY 19’</td>
<td>343</td>
<td>19</td>
<td>126</td>
<td>85</td>
</tr>
</tbody>
</table>
to the LPN bridge program during the fall and spring semester. Nineteen students were administered the Kaplan Test in the Testing Center. The KAPLAN test earned $368 in revenue.

In support of our Addictions Studies program students and community members, Testing Services offered the Illinois Certified Alcohol and Drug Abuse Counselor (CADC) Certification testing. This test was very popular among the residents and MVCC students. The Testing Center and the Illinois Certification Board entered into an MOU to continue offering these exams. The fee is $20 per test. This year students were administered the CADC exam and $2,520 in revenue was earned for the college.

The College Level Examination Program (CLEP) was right before the start of the academic year. This year Testing Services administered the CLEP Test to 79 students and the revenue from this test totaled $1,185.

The Emergency Management Services (EMS) program is another academic program in which the Testing Center supports students by providing a venue for students to take their mandatory module assessments. Approximately 13 students were in attendance for each of the 11 tests that were administered in the Testing Center. This career program is a full year cohort in which the class begins in August and ends in May with their final exam. EMS students came to the Testing Center to take their exams at least once a month.

**TRIO EDUCATIONAL TALENT SEARCH (ETS)**

Each year ETS submits an annual report to the Department of Education for the Annual Performance Report (APR). The APR measures ETS’s achievement based on program objectives for the previous year. Below is a summary on the 2016-17 APR results that were reported to the Department of Education in March 2018:

- **Funded to Serve** - ETS served 519 students in 2016-17 (ETS were funded for 518). ETS had 386 low income and first-generation (74.6%), and exceeded the 2/3 low income first-generation.

- **ETS reached each of its annual objectives in 2016-2017.** Below are the objectives and results.
  - **Objective- Secondary School Persistence.**
  - **97% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.**
    - Results for Secondary School Persistence – ETS had 100.00% school persistence of non-seniors.

  - **Objective -85 % of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.**
    - Results for Secondary graduation - 94% of our seniors graduated with a
regular high school diploma and 24.5% completed a rigorous program of study.

- Objective - 38% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term (e.g., spring term).
  - Result - 69.4% or 74 of our 108 seniors with a regular diploma enrolled in an institution of higher learning.

TRIO STUDENT SUPPORT SERVICES

Annual Performance Report Objective Achievement

The TRIO Student Support Services (SSS) program is in its 16th 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 before graduation. The program is supported by the U.S. Department of Education which provides service to 160 Moraine Valley Community College students.

TRIO-Student Support Services (SSS) has a persistence rate of 96.3%, which is 26.3% higher than the grant objective of 70% persistence. The population breakdown consists of 49.39% African American, 35.98% Hispanic, 12% White, 1.2% Pacific Islander, 1.83% Asian, and 1.83% Native American. TRIO-(SSS) students have successfully maintained good academic standing with 146 of the 162 students achieved a Grade Point Average (GPA) of 2.0 and above. The program has a 90.13% good academic standing rate, which is higher than the grant objective of 70%.

Tutoring

To achieve Grant Objective 2 Academic Support, TRIO-SSS introduced Student Peer and Paraprofessional Tutoring in 2017. As a direct result, over fifty four students progressed by advancing from the developmental education sequence into college-level courses which increased tutoring demand. This tutoring programing not only assisted students to be better prepared for their exams but engaged more students to participate in the TRIO-SSS programs and services offered.

Tutoring: A total of twenty unduplicated students attended tutoring sessions from July 2017 through March 2018 in the TRIO Zone, thirty four students attended tutoring in the college's Academic Skills Center, and twenty nine students received assistance in the Academic Writing Center.

Meet the Tutors: Fourteen students attended this event. TRIO is working diligently on ways to increase the opportunity for students to meet the tutors and as a method to enhance the student to tutor relationships.

Currently, all eighty three students engaged in tutoring remained in good academic standing and persisted to the next semester. Fifteen of the eight three students petitioned to graduate for May 2018.
TRIO UPWARD BOUND

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

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

UB Objective: (1) Secondary School Graduation Objective that states students during the program year with an expected graduation date in that year, will graduate in that year with a regular secondary school diploma. (2) Postsecondary Enrollment Objective that states 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 and 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 1 and 2, for 15 parents and students who were in the 12th grade. Part 1 addressed the entire financial aid process and part 2 addressed the FAFSA process. This year the staff 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 was successful in preparing the parents and students and resulted in 100% of the graduating class completing the initial FAFSA before December 15, 2017.

College Preparation and Success Student and Parent Workshops
Upward Bound offered a College Prep Boot Camp for 15 parents and students who were in the 12th grade. The purpose of the boot camp was to prepare students and parents for the college application process, transition from high school to college, and how to be successful in college. This Boot Camp was successful in preparing the parents and students and resulted in 100% of the graduating class completing the Moraine Valley Community College enrollment application and enrollment applications for other institutions by December 15, 2018.

Upward Bound also offered a High School Success Seminar for 10 parents and students who were in the 9th and 10th grade. 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 college eligible. 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 set to graduate with a rigorous curriculum.
PROGRAM DEVELOPMENT

ADMISSIONS

**MVCC Open House**
In the fall and spring semesters, Admissions provides families and potential students the opportunity to learn about Moraine Valley through presentations, tours of the campus and by speaking with representatives from various departments within Student Development at its Open House. The open house included Admissions and Financial Aid presentations, the addition of a student panel discussion and the inclusion of a separate workshop for prospective returning adult students and working students.

Admissions staff collected demographic, program and graduation information from participants through the online RSVP form. Admissions staff used the information to track the persistence of the potential students through the onboarding process. Before the event, Admissions staff identified participants who already applied to Moraine Valley. At the event, the staff encouraged students who did not apply prior to the event to complete an application upon entering the event. Over 55% of the participants have an active application on file. Admissions staff were also able to assist students with registering for placement testing at the Admissions table. Participants looking to utilize financial aid were able to have questions answered by the Financial Aid office staff. Illinois Student Assistance Commission (ISAC) was present to assist with FAFSA applications and questions.

By offering a general presentation and financial aid presentation together, students and parents had the opportunity to have all of their onboarding questions answered in one place and receive a complete overview of Moraine Valley. Potential students also had the time to have more focused conversations with Student Development representatives at their individual tables and explore career programs that were

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**Total number of 2018 graduates: 15**
- Post-Secondary Enrollment 12 (80%)
- MVCC Enrollment: 7 (41%)
- University Enrollment: 5 (42%)
  - St. Xavier University, Alabama A&M University (2)
  - University of Illinois-Urbana/Champaign,
    Indiana University/Purdue University of Indianapolis
- Undecided Enrollment: 3 (25%)

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**Fall Open House Attendance**

<table>
<thead>
<tr>
<th></th>
<th>FALL 2014</th>
<th>FALL 2015</th>
<th>FALL 2016</th>
<th>FALL 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Attendance</td>
<td>160</td>
<td>285</td>
<td>255</td>
<td>258</td>
</tr>
</tbody>
</table>

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**Spring Open House Attendance**

<table>
<thead>
<tr>
<th></th>
<th>SPRING 2016</th>
<th>SPRING 2017</th>
<th>SPRING 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Attendance</td>
<td>320</td>
<td>322</td>
<td>265</td>
</tr>
</tbody>
</table>

**11*Spring 2016-2017 included multiple GED/ESL classes included in attendance (50-75 students).**
represented throughout the open house. A student panel, led by the director of Admissions, allowed potential students the opportunity to hear first-hand experiences with Moraine Valley and have their questions answered by their peers.

A separate session was conducted specifically for returning adult students. The session focused on the topics of retraining, career assessment programs of study. The session concluded with walking students through the admissions steps. Fall 2017 saw 25 participants and Spring 2018 had 15 participants.

**High School Visit Day**
To bring more students and parents to the campus, Moraine Valley Admissions took advantage of the Columbus Day holiday by developing a visit day for district high school students. High School Visit day was held 10/9/2017. The program is designed to give potential students and families the opportunity to:

- Experience MVCC on week day when classes are in session and more students and faculty are on campus.
- Take an in depth look at specific MVCC program areas that are not typically accessible during weekend open house events.
- Get answers to questions related to MVCC enrollment steps/timeline.
- Hear from current students about their MVCC experience.

The event began with an admissions presentation and student panel followed by tours of the nursing labs, fire science department and a general campus tour. A total of 43 high school students and parents attended and provided very positive feedback about the event. High School Visit Day attendees who did not apply before the event were brought to the student street in the S building to complete their application. Admissions followed up with the students and helped them through the onboarding process.

**College Career Night**
College Career Night is funded in part by the in district high schools in an attempt to expose their students to the variety of college choices. The College Career Night is an annual event where the Admissions office hosts over 100 colleges and universities to meet with district high school students. Over 100 colleges, representatives from Blue Island (ECBI) and Southwest Education Center (SWEC) along with MVCC career programs participated in the event. Strong marketing efforts led to an increase in attendance this year. 365 prospective students and family members attended the event. The attendance represented an increase of 18 percent from the previous year. By hosting the event, Moraine Valley staff and departments are the first tables visible at the entrance and expose many potential students to the campus, leading to 16 students completing an application at the event.

**Adult Recruitment and Outreach**
Adult Learner Information Sessions are one hour information sessions for adults interested in starting or completing a degree/certificate program or taking classes to improve job skills. These sessions were held monthly at the main campus, every other month at SWEC and ECBI and throughout the year at district libraries. During these sessions, attendees were provided with an overview of degree/certificate programs offered at the college as well as programs and resources to help adults achieve their education and career goals. It should be noted that presentations at local libraries were marketed as more general “community college knowledge” presentations to appeal both to adult learners and parents of high school students.

This year’s sessions included time to complete applications on the spot. Attendees that were not able to attend any of the sessions were able to meet one on one with Admissions via personal appointments.

For this year, 11 sessions were conducted between the three campuses. Sixty one students attended the sessions and 28 applied. Another 15 students met with Admissions for an appointment where all of them
applied for Admissions. Of the students served through the information sessions, 55% completed an application.

Admissions staff researched common practices conducted by Education Advisory Board (EAB), along with peer institutions, to develop a framework for the future recruitment of adult students. Many of the below items are in progress or being discussed to implement throughout next year.

<table>
<thead>
<tr>
<th>Research</th>
<th>Program Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Partner with Information Technology/Institutional Research to identify current adult students.</td>
<td>• Identify programs that are attractive to adult students</td>
</tr>
<tr>
<td>• Analyze data to determine trends (programs, class times, etc...)</td>
<td>• Develop “fast track” programs, more online classes and night and weekend classes</td>
</tr>
<tr>
<td>• Create survey for current adult students</td>
<td>• Create a schedule that outlines these items</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Branding/Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a brand for adult learners</td>
</tr>
<tr>
<td>• Redesign website specifically for adult learners</td>
</tr>
<tr>
<td>• Create marketing material specifically for adult learners</td>
</tr>
<tr>
<td>• Tuition reimbursement/career growth in area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with Corporate, Community, and Continuing Education to establish business partnerships</td>
</tr>
<tr>
<td>• Reengage with business partners (Amazon, UPS, etc....)</td>
</tr>
<tr>
<td>• Continue to refine adult information sessions and adult open house sessions</td>
</tr>
<tr>
<td>• Find a dedicated recruiter to be hands on with returning students</td>
</tr>
</tbody>
</table>

**On Campus Events and Tours**
The general campus visits give parents and students the opportunity to take a tour of the campus and learn more about MVCC. The tours are offered on Tuesdays at 10am, 2pm, and 6pm. During these tours, student employees tour the attendees around the campus, visiting most of the buildings. The parents and students are also encouraged to ask questions. The tour guides start by asking about interest in programs and activities and use the information to tailor the tour to each participant.

Each year, many schools inside and outside of our district bring students to the campus to take part in tours and presentations aimed at exposing these students to what Moraine Valley has to offer. The tours are conducted by Admissions office staff.

The presentations are conducted by Admissions staff and other Moraine Valley staff depending on the subject requested by the individual school. Many times additional presentations are conducted by specific career programs or Disability Services. By having potential students and their families participate in campus tours, the Admissions staff has the opportunity to attract students to the school by helping students uncover all that Moraine Valley has to offer.

Group presentations and tours offer students an explanation of specific areas of Moraine Valley, a comprehensive look at the campus and instruction on how to enroll at Moraine Valley. These activities
allow the Admissions office to connect with students who show interest by coming to campus and help them make Moraine Valley their first choice.

**ADVISING**

**Intrusive Advising in COS-100 - College Skills Course**

Academic Advisors facilitate Academic Planning Sessions during the COS-100 course, which is offered as a co-requisite of RDG-041 (Approaches to College Reading). The Academic Planning Sessions consist of two separate parts:

- **Day I – Class Visit:** Academic Advisors facilitate a session during class time to present information regarding resources, services, policies, procedures, and course planning; and,
- **Day II – Student Visit in Academic Advising Office:** during student’s scheduled class time, students visit Academic Advising office and follow the walk-in procedure for signing-in to receive advising services. This step is designed to help students become comfortable with initiating contact with Academic Advisors in the future. Students meet with Advisors one-on-one to discuss their individual academic plan. This session reinforces information presented during the class visit and allows for degree planning based on the individual’s goals as well as developmental education requirements.

Academic Advisors facilitated sessions in four sections during the fall semester and in three sections during the spring semester. Based on student surveys received after Day II, 49 students received individualized advising during the fall semester and 20 students during the spring semester.
semester. Students seem to be receptive to this intrusive advising style, as demonstrated by the ratings below:

<table>
<thead>
<tr>
<th>Fall 2017 Academic Advising Survey</th>
<th>Average Score (1 strongly disagree - 4 strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>The advisor showed genuine interest in helping me.</td>
<td>3.75</td>
</tr>
<tr>
<td>The presentation provided me with helpful information and resources.</td>
<td>3.81</td>
</tr>
<tr>
<td>I will use the resources provided to me in the future.</td>
<td>3.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2018 Academic Advising Survey</th>
<th>Average Score (1 strongly disagree - 4 strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>The advisor showed genuine interest in helping me.</td>
<td>3.89</td>
</tr>
<tr>
<td>The presentation provided me with helpful information and resources.</td>
<td>3.61</td>
</tr>
<tr>
<td>I will use the resources provided to me in the future.</td>
<td>3.89</td>
</tr>
</tbody>
</table>

Overall, this is one of several initiatives used during the COS-100 course to support students in developmental reading. Based on information provided by Developmental Education Department, the pass rate for RDG-041 in Fall 2017 was 76.4% as compared to 38% in Fall 2012 when COS-100 was not a co-requisite.

**The Transfer Admission Guarantee (TAG)**

The TAG Program is a partnership between Moraine Valley and the University of Illinois at Chicago (UIC) that offers a guaranteed transfer pathway to several UIC programs. Students transferring to UIC are informed during their advising session about the TAG Program. Advisors also advise students on course selection and
educational plans needed to have a guaranteed admission into UIC as long as all admission requirements are met.

**University of Illinois at Urbana-Champaign Engineering Pathways Program**

The Engineering Pathways program offered at Moraine Valley is a smart and cost-effective way to guarantee transfer admission into the College of Engineering at the University of Illinois at Urbana-Champaign (UIUC). Students have access to Academic Advisors and program staff at both Moraine Valley and UIUC. This past academic year, the third Engineering Pathways cohort was admitted to Moraine Valley. The program offers guaranteed admission into the College of Engineering at UIUC as a junior.

**ATHLETICS**

*(PD.11: Continue to build the structures and infrastructures, as necessary, to support college programs and partnerships.)*

Each student athlete has to complete and turn in a series of documents to the Athletic department prior to the start of the semester. In the past, the document “bundles” have come in all together, one document at a time, or a few documents at a time. The latter two situations necessitating additional resources for compiling, reporting, filing and other administrative duties. We have now adjusted that process and all intake documents from potential student athletes must be completed and turned in together. This streamlines some of the office work associated with tracking down necessary paperwork as well as the filing, copying, etc. Ultimately allowing the resources to be used for different office tasks and/or projects.

**CENTER FOR DISABILITY SERVICES (CDS)**

**Developmental Education Partnerships**

The Center for Disability Services and the Developmental Education staff continue to offer a cohort to those students that are eligible. The cohort group for spring, 2018 had one student pass both classes, one student pass one class and fail the other, and two students that failed both classes.

The CDS and the Developmental Education staff met on a bi-weekly basis throughout the spring semester. There were ongoing concerns around student’s attendance, taking and retaking exams, and missing assignments/projects. The cohort offered a weekly workshop that was recommended
all participants attend. It was discovered that at times, a student would attend class but not the workshop or attend the workshop and not attend class.

At this time, the CDS and the Developmental Education team are looking at the recruitment process for the cohort, the weekly workshop, and student’s attendance. The improvements to the cohort are tying the workshops to the RDG-071 grade, combining the RDG-071 and COM-085 coursework binders, and introducing workshop and CDS cohort attendance contracts.

**High School Partnerships**
The CDS recruits new incoming high school students to Moraine Valley. This has been an ongoing collaborative process between the CDS and the in-district high schools. The CDS office informs the counselors of dates and times that are available for high school visits. Each high school coordinates a group of 10-30 juniors and seniors to attend the visit so they can become more informed about the transition from high school to college. To date, the CDS has met with 234 high school students, walk-ins, and high school students that did not attend a high school visit and familiarized them with the following processes: admissions, financial aid, Accuplacer testing, submission of official high school transcript, and New Student Orientation.

**CHILDREN’S LEARNING CENTER**

**Maintain high standards and high quality programs and services**
The entire Children’s Learning Center (CLC) received their credential after successfully completing the Child Care Assistance Program (CCAP) training. The training, which is mandated by both the state, Illinois Department of Human Services (IDHS) and the federal government, is for any provider receiving funding through CCAP. The training was deemed necessary to ensure all childcare providers are aware of the proper procedure and protocol to follow regarding the health and safety of young children. The training covered health related issues such as proper nutrition, immunizations and physical activity. It also covered issues of safety for young children, including procedures for evacuating or sheltering in house in cases of severe weather conditions, natural disasters, power/energy outages, active shooters and/or disgruntled parents and staff. Although the mandated completion date for this training is fall of 2018, the CLC staff completed the training by the end of 2017. Additionally, completion of this training satisfied one of the necessary requirements for achieving the Silver Circle of Quality from ExceleRate Illinois.

**Strengthen partnerships with businesses, industry, preK-12, college/university and other service providers**
The CLC director served as an evaluator for the Early Childhood Grant Block request for proposal RFP’s. The proposals were for FY 19 Preschool for All (PFA) and Preschool for All Expansion (PFAE). Per the Illinois State Board of Education (ISBE) policy for Merit-Based Review and Selection Process for Competitive Grants, the director was trained on the procedure for evaluating, scoring and reporting recommendations for approval/disapproval of proposals. The evaluation process was guided by a nine-component rubric covering several areas. Participation in the evaluation process was a valuable learning tool for the entire CLC staff: it exposed the staff to the various elements of responding to a grant RFP as well as, writing and submitting a proposal.
The Code of Conduct & Student Life Office helped the college develop programs and services to anticipate and meet current and future student, community and business needs in the following ways:

1. **Maintain high standards and high quality programs and services (PD.1):**
   1.1. The Forensics Team brought home the Gold Team Medal at both the Phi Rho Pi National and Region IV Speech Tournaments. Additionally, three individual Gold Medals were won at the National Tournament in the following categories: Speaking to Entertain, Impromptu Speaking, and Persuasive Speaking. Throughout the year, the Forensics Team also won First Place in three local competitions and Fifth Place in another local competition where they were the only Community College participating among all four year colleges and universities.
   1.2. Moraine Valley’s Alpha Iota Lambda chapter of the Phi Theta Kappa National Honor Society won the 2018 Distinguished Chapter Officer Team Award (for the second year in a row) at the national conference.Regionally, the chapter won the following awards for 2017: Leader of Distinction Award, Spirit Award, two Hall of Honor Officer Awards, Outstanding Member, Horizon Award for Advisor, Most Distinguished Chapter Officer Team, the Dr. Mary Anne Player Appreciation Award, and the Five Star Chapter Award.
   1.3. Student Life held the 43rd Annual Student Life Award Banquet celebrating students, advisors, and clubs for all of their great work throughout the year. The following awards were presented: Cyclone Pride Award, Community Service Award, Distinguished Officer, Outstanding Club Member, Best Supporting Club Member, Outstanding New Club, Best New Officer, Outstanding New Advisor, Most Creative/Involved Member, Best Collaboration, Dr. Crawley Student Leader of the Year, Advisor of the Year, Club of the Year, Award of Excellence, and a Special Recognition Award. Current and past recipients are posted on the Student Life portal page.
   1.4. *The Mastodon,* Moraine Valley’s Art and Literary Magazine, won Eighth Place in the Best of Show category for Literary Magazines at the Associated Collegiate Press National College Media Convention in Dallas, Texas.
   1.5. The Moraine Valley Community College Cheer Team won First Place in their category at the 2017-2018 American Cheer Power Patriotic Open Championship cheer competition.
   1.6. Student Life initiated a Certificate of Involvement program to recognize the great efforts of club members. This recognition took place at each Inter-Club Council meeting with a photo shoot to follow that was shared on social media outlets.

2. **Impart principles of sustainability across all campus departments to effect sustainable, operational changes, which realize economic benefits; engage students, staff and faculty in learning and practice; and engage the broader community in practice for sustainable, economic and social justice development (PD.9):**
   2.1. The Go Green! Club, Student Government Association, and Tritones sponsored a Swap-a-Thon to encourage the campus community to reduce, reuse and recycle while swapping gently used items.
   2.2. The Go Green! Club visited the University of St. Francis to tour their beehive facility to understand how it was initiated and set up.
   2.3. The Go Green! Club attended the Student Sustainability Summit to learn more about Eco-Leaders.
3. **Strengthen partnerships with business, industry, pre-K-12, college/university, and other service providers (PD.3):**

3.1. Student Life partnered with Transfer Services for a field trip to Illinois State University to learn about the institution

3.2. Student Life partnered with the Honors Program to visit the University of Illinois for a college tour and to attend the football game

3.3. Student leaders from clubs/organizations (along with 10 other community colleges) attended a Leadership Conference sponsored by Joliet Junior College to hear from a keynote speaker and attend breakout sessions.

3.4. As per the Illinois Preventing Sexual Violence in Higher Education Act, Moraine Valley completed and submitted to the state the first annual report reflecting calendar year 2016 data.

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

**SOAP Policy Revision**

The CCDC was part of a committee of stakeholders that updated the SOAP policy to better meet student need and provide more intrusive Counseling efforts to aid in retention. The new policy is designed to catch students who might be struggling at an earlier point in their education and to allow more strategic interventions as the semesters go on. The major changes are as follows:

- SOAP policy goes into effect for students at the first attempted credit instead of credit 12
- Elimination of Continued Caution and Continued Probation
- Academic Caution students must earn a cumulative GPA of 2.0 or they move to Probation
- SOAP status will now be run after all semesters, including summer, starting 2018SU

These changes align more with other peer institution policies as well as with SAP for financial aid. This policy change will also be utilized in the Counseling PIE to help guide the new intervention strategies for working with students on Academic Probation.

**Retention Academy Projects**

Two Counseling projects were also submitted and approved for Moraine Valley’s new Retention Academy, resulting in three Counselors working on projects that will research and guide Counseling interventions for retention. Both of these projects utilized data to plan or enhance intervention efforts, and will take advantage of Titanium’s data collection capabilities to further inform their work and future interventions.

- **Project 1** – To investigate and improve the use of the college’s retention alert system to intervene effectively with students at risk of earning a GPA below 2.0, to minimize their chance of failing and subsequently dropping out of college.
- **Project 2** – To evaluate CCDC’s current interventions with students on Academic Probation and, utilizing data, research, and best practices, enrich the work Counseling does with students on this tier of academic restriction, in order to enhance retention.

The Academic Probation-focused project was also chosen as the Counseling PIE for the next two years. However, in order to accommodate the timeline for the Retention Academy, this project will implement improvements as soon as the semester ends and grades come out, far in advance of the required timeline or the Academy.
**FINANCIAL AID**

There are not many organizations that offer solid training in the area of financial aid. Financial aid has its own language and can be challenging at times from a student perspective. Trying to understand the logistics around federal regulations to execute the program is much more difficult. Many colleagues rely on experience to train and educate staff. However, Moraine Valley uses the National Association of Student Financial Aid Administrators (NASFAA). NASFAA is an organization that provides training and professional development in the area of financial aid. One service that they provide is Professional Credentials. These credentials allow an individual to learn and test their skill set in areas that cover the entire financial aid program.

The Financial Aid department has earned over 20 professional credentials from NASFAA in the following topics: Application Process, Cash Management, Verification, Direct Loans, Professional Judgment, Gainful Employment, Return of Title IV Funds, and Satisfactory Academic Progress. Everyone in the staff has earned at least 1 credential with NASFAA. Information provided by this training will allow the department to perform more efficiently and better educate the student population.

Our Default Management Team finalized our new Loan Default Management Plan. These federal regulations change yearly. Therefore, it is imperative to review and update our policies to remain in compliance with federal regulations. After careful review and research, our team developed a plan that consists of new items such as: online loan information session, aligning with our new plan with other federal policies and a new loan repayment course.

**JOB RESOURCE CENTER**

**Career Week**

The Job Resource Center values the students and employers connected to the program. In an effort to expose more students to the services of the Job Resource Center, Career Week was created to promote the Job Resource Center to all students, faculty and staff. This event included employer collaboration to enhance students’ knowledge of professional skills and career related opportunities. Career week started with a grand kick off, Branding Yourself presentation and a 15-minute rapid resume review. Employer Andrea Ramirez-Justin of Old Plank Trail Community Bank provided the students with the 15-minute rapid resume review. In addition, other employers participating were Maureen McKay and Ron Phillips of Metal-Matic, Inc. they spoke on internships and non-traditional careers. In the middle of the week, Leia Gertos of Northwest
Mutual presented on Professional Communications. In addition, later in the week, Shundra Johnson of Chicago Park District and Matthew Cullen, MVCC Career Counseling, presented on Choosing your Career. Lastly, the week concluded with a Disney Day where three Disney College Program Alumni: Allyson Murphy, Morgan Mallett, and Patricia Glod, spoke about their experience and the impact that the internship had on their career choices and course selections. Over the course of the five days a total of 82 students were exposed to the opportunities, resources, and employer interaction. In order to provide process improvement, JRC initiated a survey to gather information from students.

**Survey Results:**
During Career Week, 61 unduplicated surveys were completed by the students.

- From the (61) students surveyed, 29 students have used the JRC services before and 36 have not.
  - The students who answered yes to using the services before felt that the services were extremely helpful (45%), thought the services were very helpful (37%), thought the services were helpful (11%), or thought the services were somewhat helpful (7%).
  - The students who answered no to using JRC services reported that they either had a job (38%), were focused on classes (34%), not aware of services (24%) or other (4%).

- The services the students reported they have received or participated in were: office visits for internships, resume/cover letter reviews, job search; workshop/classroom Presentations on resume/cover letter, social media & networking, non-traditional careers, how to pursue and internship and best use of a job fair services; Events to include career week, job fair, internship symposium & panel.

- As a result of the survey 44 students were currently working: on campus (10 students) or off campus (36 students). Of those working, two were working both on and off campus.

- The students heard about the career week through: Faculty (40%), Flyer (23%), JRC (16%), Other-emails/friend (9%), Social Media (8%), or Workshops (4%).

- This information assisted JRC in focusing on how to market to students who are currently working or focused on classes. Furthermore, we will continue to increase collaboration and outreach to faculty.

**Internship Fair & Symposium**
- The Internship Fair & Symposium was held on September 11, 2017. There was a total of 52 participants/attendees: 30 students, 13 employers and nine faculty/staff. Of the 30 student participants, three were given interviews. As compared to last year’s fair this was a 30% decrease in the number of attendees. The reason for the decrease may be contributed to a decrease in the number of students registered for the two CTE classes that collaborate with the Internship Program to host this event.
STUDENT SUCCESS CENTER

High School Testing and Transition Program
Student Success conducted five main campus Accuplacer group testing and admission information sessions for Reavis, Eisenhower, Richards, Shepard High Schools and 1 off-site group testing at Argo High School with 157 students. Each school was provided an introduction to the Testing Center rules, 1/1 Academic Advising to review placement scores, Student Life overview and next steps with New Student Orientation.

Parent and Family Orientation
The 2017-2018 Parent and Family Orientation provides information to the parents and family members of first-time/full-time and part-time students on how to prepare their son and/or daughter for New Student Orientation. During the spring 2018 semester, 307 rsvp’d and a record number of 425 attended.

College Fairs
The Student Success Center collaborated 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.

Memberships
The Dual Credit Program is a member of NACEP (National Alliance of Concurrent Enrollment Partnerships) and ILACEP (Illinois Alliance of Concurrent Enrollment Partnerships).

TESTING SERVICES

Instructor Online, Hybrid and Make-up Exams
The Testing Services department supports current students by providing online, non-traditional instructional course, and make-up testing for students. This year 18,522 course exams were administered to students in the Testing Center. In addition, 218 distance exams were administered by Testing Services to community residents enrolled at four year universities and colleges who were in need of a proctored environment to take their test. Community/university proctored testing yielded $5,623.50 in revenue for the college this academic year. This testing brought students
taking exams from schools throughout the US and around the world, from countries such as Ireland, Greece and the UK.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum/Fall 2017</td>
<td>912</td>
<td>1,532</td>
<td>704</td>
<td>1,712</td>
<td>2,089</td>
<td>1,899</td>
<td>2,053</td>
<td><strong>10,901</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>Tests Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>112</td>
<td>1,522</td>
<td>1,647</td>
<td>2,071</td>
<td>2,318</td>
<td><strong>7,670</strong></td>
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</tbody>
</table>

TRIO EDUCATIONAL TALENT SEARCH (ETS)

ETS’ efforts are coordinated between Moraine’s ETS staff, the target schools’ teachers, counselors, administrators and the participants’ parents. ETS’ three 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 educational opportunities and cultural enrichment. ETS is currently in the second year of its five year grant cycle 2016-2021.

**ETS Trips & College Campus Visits**

ETS conducted thirteen student trips in 2017-18. ETS’s trips encompassed academic and cultural enrichment, career and college opportunities, mentoring and personal development.

ETS’s college visits are a key component of the program for high school participants. College visits expose ETS students to college admission requirements, understanding what it takes to be successful in college and campus life opportunities. Below are ETS trips and college campus visits for 2017 & 2018.
<table>
<thead>
<tr>
<th>Campus visited</th>
<th>Location</th>
<th>Date</th>
<th>Number of Students who attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moraine Valley Fall Fest 2017 and campus visit</td>
<td>Palos Hills, Illinois</td>
<td>9/20/2017</td>
<td>11 students</td>
</tr>
<tr>
<td>Eastern Illinois University campus visit</td>
<td>Charleston, Illinois</td>
<td>11/8/2017</td>
<td>28 students</td>
</tr>
<tr>
<td>Indiana University Purdue University at Indianapolis IUPUI campus visit</td>
<td>Indianapolis, Indiana</td>
<td>2/19/2018</td>
<td>30 students</td>
</tr>
<tr>
<td>University of Illinois Campus Visit</td>
<td>Urbana, Illinois</td>
<td>3/26/2018</td>
<td>25 students</td>
</tr>
<tr>
<td>UIC Campus visit</td>
<td>Chicago, Illinois</td>
<td>3/20/2018</td>
<td>30 students</td>
</tr>
<tr>
<td>Notre Dame Campus Visit</td>
<td>South Bend, Indiana</td>
<td>3/28/2018</td>
<td>30 students</td>
</tr>
<tr>
<td>Purdue Northwest campus visit</td>
<td>Hammond, Indiana</td>
<td>4/12/2018</td>
<td>28 students</td>
</tr>
</tbody>
</table>

In addition to college visits, ETS also conducted five trips involving cultural exploration, mentoring, personal development and career exploration. ETS’s mentoring trips addressed challenges faced by young men and women including a topic on Consider Healthy Choices. ETS trips to Chinatown and the Mexican Museum of Art allowed students to investigate diverse history and traditions.

ETS also sponsored a trip to Google’s Chicago office in the West Loop. During our Google Tour, ETS students met Google staff who have faced similar challenges with students in the ETS program. Students were encouraged to further their education and consider STEM professions as career choices.

ETS’s cultural, career and mentoring trips are below:

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Date</th>
<th>Number of students who attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Tour</td>
<td>Chicago, IL</td>
<td>6/14/2017</td>
<td>14 students</td>
</tr>
<tr>
<td>Feed My Starving Children Field Trip</td>
<td>Aurora, IL</td>
<td>10/26/2017</td>
<td>28 students</td>
</tr>
<tr>
<td>Mexican Museum of Arts</td>
<td>Chicago, IL</td>
<td>12/9/2017</td>
<td>27 students</td>
</tr>
<tr>
<td>Event</td>
<td>Location</td>
<td>Date</td>
<td>Participants</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Manhood 101</td>
<td>Elementary</td>
<td>11/4/2017</td>
<td>6 students</td>
</tr>
<tr>
<td>Young Women's Mentoring</td>
<td>MVCC main campus</td>
<td>11/8/2017</td>
<td>27 students</td>
</tr>
<tr>
<td>Chinatown Tour</td>
<td>Chicago, IL</td>
<td>4/19/2018</td>
<td>12 students</td>
</tr>
</tbody>
</table>

In addition to addressing cultural enrichment, college selection, personal development and career opportunities, ETS’s trips also increase student’s participation in the program.

**SAT Preparation Class & Financial Aid Awareness Workshop**
ETS sponsored an SAT preparation workshop in September and October of 2017 at the Moraine Valley’s Blue Island Center. Two experienced SAT instructors taught five weeks of SAT preparation. In addition to instruction, ETS students were able to attempt practice SAT tests. Student improvement was tracked through participant attendance and practice test performance. Students’ attendance have been more consistent in the last three years as students and parents complete a contract to attend all sessions. Over the eleven sessions of SAT, we averaged eight students per session. The SAT workshops culminated with two scholarship and financial aid workshops offered in conjunction with the Illinois Student Assistance Commission (ISAC). During the financial aid workshop, students received an overview of the financial aid process and updated information on financial aid deadlines and procedures. The scholarship workshop included scholarship search strategies, scholarship sources and scholarship application tips. Both the scholarship and financial aid workshops were offered to both students and parents.

**Saturday School – STAR Program**
A Saturday School initiative was piloted this year at Moraine Valley’s Blue Island Center. Beginning in September 2017, (STAR) - Saturday Trio Academic Readiness began as an alternative to after-school tutoring. Participation in after school tutoring has declined in recent years due to competition with after-school activities. For fourteen Saturday’s in fall and spring, STAR was held from 10am until noon at the Blue Island Center. A certified elementary teacher familiar with working with ETS
students taught three subjects – math, reading and English to ETS’s middle school participants. ETS averaged eight students over the fourteen sessions of STAR.

TRIO STUDENT SERVICES

TRIO – Student Support Services Mandatory Orientation
TRIO-SSS required mandatory orientations for participants. Mandating orientation has reduced the amount of hour's staff members spent calling students to get updates. Mandatory orientation has empowered students to be more accountable for their educational success. Orientation sessions were conducted twice a year; once in the fall and once in the spring semester. There were a total of thirty four students who attended the orientations. The orientation sessions set the tone for student engagement and interactions. The learning outcomes of this programing were students rediscovering campus resources, understanding their roles as TRIO students, staff expectations and the recommendation to be active participants in TRIO-SSS programs and services.

Workshops
TRIO-SSS conducted a total of three workshops for FY 17-18. 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 to meet the following objectives:

- Objective #1: 70% of all participants served by the TRIO-SSS project will persist from one academic year to the next academic year or graduate and transfer from a 2-year institution to a 4-year institution during the academic year.
- Objective #2: 80% of all 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 2017-18 included:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA Completion Workshops</td>
<td>100 students</td>
</tr>
<tr>
<td>Writing Skills Workshop</td>
<td>4 students</td>
</tr>
<tr>
<td>TRIO Day 2018</td>
<td>13 students</td>
</tr>
</tbody>
</table>

College Visit
TRIO-SSS conducted a total of six college visits for FY 2017-18. There were no costs for this event.

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

- Objective #1: 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and transfer from a 2-year institution to a 4-year institution during the academic year.
- Objective #3a: 25% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.
- 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.
TRIO-SSS conducted the following college visits:

<table>
<thead>
<tr>
<th>College Visit</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Illinois-Urbana Champaign</td>
<td>4 Students</td>
</tr>
<tr>
<td>DePaul Fourth Annual Trio STEM fair</td>
<td>3 Students</td>
</tr>
<tr>
<td>The University of Chicago</td>
<td>8 Students</td>
</tr>
<tr>
<td>The University of Illinois at Chicago Open House</td>
<td>4 students</td>
</tr>
<tr>
<td>Illinois State University Transfer Day</td>
<td>6 students</td>
</tr>
</tbody>
</table>

**Cultural Trip**

Cultural trips assisted the program to meet the following grant objective:

Objective #1: 70% of all participants served by the TRIO-SSS project will persist from one academic year to the next academic year or graduate and transfer from a 2-year institution to a 4-year institution during the academic year.

Students participated in three cultural activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cirque du Soleil Luiza</td>
<td>13 students</td>
</tr>
<tr>
<td>Aladdin on Broadway</td>
<td>15 students</td>
</tr>
<tr>
<td>Amish Acres</td>
<td>3 students</td>
</tr>
</tbody>
</table>

**Snack and Chat**

Snack and Chat opportunities were provided for the students in October 2017 through May 2018. Students were able to partake in a snack and chat, which provided the opportunity to informally discuss any college topics or any other discussion topic that may be impacting student’s college experience at Moraine Valley. This event serviced forty eight students.

This activity helped the program to meet the following grant objectives:

- Objective #1: 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and transfer from a 2-year institution to a 4-year institution during the academic year.
- Objective #3a: 25% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.
- Objective #3b: 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

**National First Generation Day Celebration**

On October 12, 2017, students had the opportunity to listen to a panel of first-generation staff tell their story of overcoming first-generation barriers and obstacles. Students also had the opportunity to network with other first-generation students in the TRIO-Student Support Services program. Furthermore, students learned that it is possible to overcome the adversities that come with being first-generation college students. There were fifteen students present for this event.
This activity helped the program to meet the following grant objectives:

- **Objective #1:** 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and transfer from a 2-year institution to a 4-year institution during the academic year.

- **Objective #3a:** 25% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.

- **Objective #3b:** 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

**TRIO-Student Support Service’s 50th Year Celebration**

TRIO-Student Support Service’s 50th Celebration was held on April 25, 2018 and students had the opportunity to learn the history of TRIO-Student Support Services. The students were also able to network with other TRIO students. There were sixteen students present for this event.

This helped the program to meet the following grant objectives:

- **Objective #1:** 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and transfer from a 2-year institution to a 4-year institution during the academic year.

- **Objective #3a:** 25% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.

- **Objective #3b:** 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

**TRIO UPWARD BOUND**

**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, Career Awareness, Service Learning, Summer Enrichment/Bridge Program, College and Cultural Tour, Saturday Academic Academy, SAT Prep Class, STEM Exploration.

**UB Objective:** (1) Academic Performance Objective that states students during the school year will have a cumulative GPA of a 2.5 or better. (2) Academic Performance on Standardized Test Objective that states graduating seniors during the year will have achieved at the proficient level on the state assessment in reading/language arts and math. (3) Secondary School Retention and Graduation Objective that states students served during the year will continue in school for the next academic year at the next grade level or will have graduated. (4) Secondary School Graduation Objective that states students during the program year with an expected graduation date in that year, will graduate in that year with a regular secondary school diploma. (5) Postsecondary Enrollment Objective that states 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, Career Awareness, Service Learning, Summer Enrichment/Bridge Program, College and Cultural Tour, Saturday Academic Academy, SAT Prep Class, STEM Exploration.

**MVCC Goal:** Creating Prospective Students, Creating a Moraine Valley Applicant, Creating Successful First-Year Students, 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 to Illinois State University, Indiana State University, Northern Illinois University, Ferris State University, DePaul University, Loyola University, Indiana University and University of Wisconsin, Madison, provided 30 to 40 students with an opportunity to hear directly from the college admissions office about requirements and the opportunity 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 “Level Up” workshops for approximately 20-30 students, once a month to strengthen academic and personal development skills. The workshops consisted of topics such as “test anxiety”, “options after high school”, “teen violence”, “careers in the automotive field”, and “GRIT”- Growth, Resilience, Instinct and Tenacity.

**Leadership Development: TRiO Day Leadership Conference**
Upward Bound provided 20 students the opportunity to participate in a TRiO Day Leadership Conference where students 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.

**Career Awareness: Chicago Auto Show**
Upward Bound developed and expanded services to meet the needs of current and emerging occupational skill sets by providing A Career Awareness Day to the Chicago Auto Show. This year, 25 students learned about various STEM and Business careers in the Automotive Field. Students used the information learned to determine if the career field sparked an interest for them personally.

**Service Learning: Feed My Starving Children**
Upward Bound required all students to participate in community/service learning throughout the school year to give the students a sense of giving back and making participants to be well-rounded students who will be eligible for college. This year, 25 students participated in “Feed My Starving Children” where they prepared pre-packaged meals to be sent to countries in need.
Saturday Academic Academy
Upward Bound provided a Saturday Academic Academy twice a month for students to be successful at the secondary and postsecondary level. Approximately 25-30 students per session participated 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 the 11th Graders. This class informed students about the actual structure and format of the test and the most effective techniques to successfully complete the test. The class also reviewed core subject content that will possibly be covered on the test. This year, 10 students from the 11th Grade class participated in this course and students felt as they were prepared because the course took away the feeling of test anxiety and students 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-11th grade students to prepare them for the upcoming school year and the ACT/Compass exams and offered a Summer Bridge Program for graduates to bridge them from high school to experience a smooth transition to college.

Summer Enrichment Program
- This year, 25 students (9th to 11th grade), participated in a 5 week program at MVCC
- Workshops: College Preparation, Leadership, Diversity, Non-Traditional Careers, Dangers of Social Media, and Importance of Internships.
- Fieldtrips: Medieval Times, Forest Preserve Cleanup, University of Wisconsin-Madison, Blue Spring Caverns, and Indiana University.

Summer Bridge Program
- This year, four graduating seniors (12th grade), participated in a 5 week Bridge Program at MVCC.
- Classes: College 101, Math Review, College Technology
- Workshops: Blackboard, Orientation Expectations, Financial Literacy, College Transition, Career Awareness.
- Fieldtrips: Medieval Times, Forest Preserve Cleanup, University of Wisconsin-Madison, Blue Spring Caverns, and Indiana University.

College and Cultural Tour
Upward Bound successfully offered a College and Cultural Tour to Alabama and Florida to expose students to various college campuses, historic and cultural sites and career opportunities. They also learned leadership and team-building skills.

Alabama and Florida College/Cultural Tour
This year, 38 students (9th to 12th grade) participated in a weeklong college and cultural tour to Alabama and Florida.

- Cultural Awareness: U.S. Space and Rocket Center
- Historical Awareness: Kelly Ingram Park, Birmingham Civil Rights Museum
- College Exploration: Alabama A&M University, University of Alabama, Florida State University, Florida A&M University.

**TECHNOLOGY**

**ADMISSIONS**

**Daily Application Tracking Spreadsheet**

The Admissions department, dean of Enrollment Services and Institutional Research department collaborated to develop a single spreadsheet, which is updated daily, to track new applicants for each semester. The application tracking spreadsheet allows Admissions to monitor the daily activity of incoming applications. The spreadsheet includes demographic, program of study and high school information. In addition, the date of application, whether the applicant completed placement and registration is included.

The spreadsheet is used to create call lists to help students complete the onboarding process. To serve as a comparison from year to year, data is being generated from the spreadsheet to serve as a comparison year over year. Admissions is able to monitor the percentage of applicants who complete placement and register. This information will be used to create enrollment forecasts for future semesters. As Admissions continues to utilize the spreadsheet, enhancements will be made to improve the communication and forecasting possibilities. For example, New Student Orientation information is being explored as an addition the spreadsheet for further tracking of the group.

<table>
<thead>
<tr>
<th>APPL START</th>
<th>APPL DATE</th>
<th>Test</th>
<th>Register</th>
<th>Date of Application</th>
<th>Program Title</th>
<th>APPL RESIDENT</th>
<th>high school name</th>
</tr>
</thead>
<tbody>
<tr>
<td>072925</td>
<td>26-Nov-14</td>
<td>No</td>
<td>Yes</td>
<td>5-Dec-17</td>
<td>Stationary Engineer (AAS)</td>
<td>OUID</td>
<td>MOUNT CARMEL HIGH SCHOOL</td>
</tr>
<tr>
<td>074247</td>
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<td>Yes</td>
<td>10-Jan-18</td>
<td>Computer Science-Technical Emphasis</td>
<td>OUID</td>
<td>LOCKPORT TOWNSHIP HIGH SCHOOL</td>
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<td>070005</td>
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<td>Yes</td>
<td>9-Jan-18</td>
<td>Science Transfer (AS)</td>
<td>OUID</td>
<td>THORNWOOD HIGH SCHOOL</td>
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<td>Yes</td>
<td>5-Dec-17</td>
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<td>INDI</td>
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<tr>
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<td>Yes</td>
<td>11-Jan-18</td>
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<td>10-Jan-17</td>
<td>Yes</td>
<td>Yes</td>
<td>12-Jan-18</td>
<td>Science Transfer (AS)</td>
<td>OUID</td>
<td></td>
</tr>
<tr>
<td>0774810</td>
<td>26-Mar-17</td>
<td>Yes</td>
<td>Yes</td>
<td>27-Nov-17</td>
<td>Science Transfer (AS)</td>
<td>INDI</td>
<td></td>
</tr>
<tr>
<td>0777986</td>
<td>11-May-17</td>
<td>No</td>
<td></td>
<td>Science Transfer (AS)</td>
<td>OUST</td>
<td>GED COMPLETER</td>
<td></td>
</tr>
<tr>
<td>0779965</td>
<td>5-Jun-17</td>
<td>No</td>
<td></td>
<td>Liberal Arts Transfer (AA)</td>
<td>INTL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0780008</td>
<td>21-Jun-17</td>
<td>Yes</td>
<td>Yes</td>
<td>10-Jan-18</td>
<td>Science Transfer (AS)</td>
<td>INDI</td>
<td></td>
</tr>
</tbody>
</table>

For the spring 2018 semester, 2,896 new applications were created. Of the new applicants, 1,379 (48%) completed placement testing. A total of 1,285 (44%) registered for classes. Ninety three percent of applicants who completed placement registered for classes.

**Data Dashboard**

The admissions office utilizes the data dashboards provided by Institutional Research to check registration of applications, manage the drop for non-payment (DREG) process and compare student groups from semester to semester. Admissions created baseline data regarding the student population distribution by student type for fall 2017 and spring 2018 semesters. This data will be used as a guide when targeting...
specific populations during the recruitment process, forecast the sources where students are coming from and create trend data for future semesters. The below charts breakdown the student types distribution for the fall 2017 and spring 2018 semesters.

**ACADEMIC ADVISING**

**Online Advising and WebEx**
During the 2017-2018 academic year, the Academic Advising Center continued to serve the online student population through online academic advising services. A virtual conferencing tool WebEx was utilized to create an academic advising experience equivalent to in person meetings through screen sharing. Each semester Academic Advising emailed specialized communications to students enrolled in two or more online courses inviting the student to participate in online academic advising services via WebEx. This included 597 students from the fall 2017 semester and 652 students from the spring 2018 semester. Students who responded to the email were scheduled to participate in a WebEx session through their student email. Over 150 students have communicated in response to the academic advising email and 78 students utilized WebEx for advising during the academic year.

Data collected from the pilot year of 2016-2017 was further utilized in examining the impact of virtual academic advising services. One hundred ninety-eight student participants consented to participate in an online study. All students were provided a degree audit and were encouraged to schedule their online academic advising session. Of the 198 students, 94 students participated in the services and 104 decided not to participate further. The research shows that students who have participated in online academic advising services had a higher success rate, including term GPA and completion rate. During spring 2017, the difference in GPA was significant; students who did not meet with the academic advisor averaged a 2.9 term GPA while students who met with the academic advisor averaged a 3.48 term GPA. Withdrawal rates during the academic year were significantly lower between students who had utilized services verses those who did not, a difference of 5.13% versus 11.7%.
The online student population is consistently growing at Moraine Valley, including part-time and full-time students. Our pilot study shows that academic advising services are vital to online student success.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Spring 18</th>
<th>Fall 17</th>
<th>Difference</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students taking at least one online or hybrid course</td>
<td>4,302</td>
<td>3,773</td>
<td>529</td>
<td>14%</td>
</tr>
<tr>
<td>One Online</td>
<td>2,772</td>
<td>2,550</td>
<td>222</td>
<td>8.7%</td>
</tr>
<tr>
<td>Two Online</td>
<td>652</td>
<td>597</td>
<td>55</td>
<td>9.2%</td>
</tr>
<tr>
<td>Three Online</td>
<td>217</td>
<td>207</td>
<td>10</td>
<td>4.8%</td>
</tr>
<tr>
<td>Four Online</td>
<td>92</td>
<td>71</td>
<td>21</td>
<td>29.6%</td>
</tr>
<tr>
<td>Five Online</td>
<td>20</td>
<td>26</td>
<td>-6</td>
<td>-23%</td>
</tr>
<tr>
<td>Six Online</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Seven Online</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>New</td>
</tr>
<tr>
<td>Online Only (2+)</td>
<td>323</td>
<td>326</td>
<td>-3</td>
<td>-0.9%</td>
</tr>
</tbody>
</table>

Based on the high level of success with online academic advising services, additional Academic Advisors are being trained to utilize WebEx for academic advising purposes. This training will go into effect for the fall 2018 semester.

**Chat 2017-2018**

Chat services continue to be a vital communication tool utilized by students to reach Academic Advising and Admissions. With a total of 1,052 chats combined, Academic Advising served 465 students via chat and 80 students via text.

**ATHLETICS**

*(TL.1: Be more agile and adaptive in developing infrastructure and support for new technologies)*

The morning of each athletic competition, the athletic department confirms the registration of the student athletes due to participate that day. In the past, this has been an individual search of each student’s schedule on Colleague. Since the inception of the “dashboard,” we have been able to check the registration statuses in batches. Similar to the day-to-day review of class schedules,
monitoring the registration numbers was done one student at a time. Now with the “dashboard,” monitoring registration rates for student athletes is far more efficient.

BLUE ISLAND EDUCATION CENTER

Learning College Day Presentation: Come Take a Virtual Ride to the Park & Island

Related Strategic Goal: TL.4: Expand the use of new communication technologies.

Enrollment Services and Academic Outreach collaborated on a presentation during Learning College Day that showcased both off-campus sites in Tinley Park and Blue Island. Participants were able to visit the Blue Island and Blue Island Center through a virtual tour. The purpose of this presentation is to also showcase the interactive video equipment that has been a part of our enrollment and retention efforts since spring 2017.

There were six Moraine Valley Community College staff members who attended the presentation. Academic Outreach Director and Coordinator exhibited information in regards to each Center’s staff and programs available. In collaboration, Student Development Specialists presented information as it pertains to student services and building activity. Furthermore, in order for participants to gain the full experience of our interactive video equipment, Southwest Education Center Administrators presented their information remotely off-campus in Tinley Park.

As we guided our fellow Moraine Valley staff members through the tour, it allowed those who have never visited the off-campus sites the opportunity to tour the center through the use of video technology. In addition, both off-campus sites were able to assess the efficiency of the interactive video and move forward with offering Distance Learning as a way to improve our enrollment and retention rates as well as expand the use of Distance Learning throughout the college community. There was no implementation cost for this initiative, therefore the return of investment should be positive in the near future in regards to staffing courses, employee knowledge and engagement, and off-campus exposure.

CHILDREN’S LEARNING CENTER (CLC)

Expand the use of new communication technologies

For professional development opportunities, the CLC staff has expanded their usage of various communication technologies. Currently, 100% of staff training required by DCFS, CCAP and ExceleRate Illinois, is obtained via online training; webinars; podcasts and computer teleconferencing. There are many benefits in utilizing this technology – most of the trainings, webinars, etc., are offered free of charge and are facilitated by organizations on both the local and national level. The college, therefore, does not incur the cost of registration or participation fees, or travel expenses for the staff to attend the trainings. Many of these sessions are repeated or can be downloaded, making it convenient for scheduling time for staff to participate. It also eliminates the need for the college to pay overtime hours for staff to attend trainings held during evening hours or Saturdays. Online trainings are self-paced; staff members complete training at their individual level of speed.
The Code of Conduct & Student Life Office helped the college enhance its use of technology in teaching and learning, student services and operations in the following ways:

1. **Identify and implement new technology for resource optimization and sustainability (TL.5):**
   1.1. 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. The Student Life Office utilizes Colleague to create a Student Life database to inform interested students of Student Life activities, including club and organization events. Mass emails can be sent to students about specific events and opportunities that might interest them. This means of informing students about activities encourages involvement and helps promote student success.
   1.4. The Student Government Association partnered with the Institutional Research Department to use survey software and student email to deliver electronic ballots. 304 students voted in the election.

2. **Improve the use of technology in making data-informed decisions (TL.2):**
   2.1. The Code of Conduct Office continues using rubrics to measure Learning Outcomes in the hearing process and in the 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><strong>Summer 2017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students evaluated</td>
<td>5</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Sanction Evaluated</td>
<td>4</td>
<td>3 (75%)</td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students evaluated</td>
<td>40</td>
<td>17 (42.5%)</td>
</tr>
<tr>
<td>Sanctions evaluated</td>
<td>2</td>
<td>2 (100%)</td>
</tr>
<tr>
<td><strong>Spring 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students evaluated</td>
<td>22</td>
<td>17 (77%)</td>
</tr>
<tr>
<td>Sanctions evaluated</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2.2. The Code of Conduct Office developed 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:
  o 100% read the Code
  o 40% changed their behavior related to the alleged violation(s)
  o 40% reached out to a faculty or staff member regarding the conduct process
  o 100% agreed that it was clear how to schedule a meeting
  o 80% agreed that it was clear where they could find information about the conduct process as well as their rights and responsibilities
  o 100% asked questions about what they did not know or understand

• During the hearing process:
  o 60% agreed that their rights were upheld throughout the hearing
  o 100% agreed that they were given the opportunity to share their perspective and be heard
  o 80% agreed they were treated with respect
  o 100% agreed they understood the hearing process
  o 60% agreed they understood the sanctioning process
  o 80% agreed they understood the appeal process

• As a result of the conversation with the hearing officer:
  o 80% agreed they better understand how their behavior impacts others
  o 80% agreed they understand the expectations for their future behaviors as a member of the Moraine Valley community
  o 80% agreed that they understand the Moraine Valley cares about their safety and the safety of our campus
  o 80% agreed that if they had a problem or concern and needed to talk to someone, they would consider their hearing officer as an option

**FINANCIAL AID**

As mentioned earlier, training is very important to be successful in financial aid. The Title IV program has a number of rules and regulations that we are required to have knowledge of. To help aid in staying update to date, we have developed a virtual training video. These videos allow the staff to learn new concepts and review when additional assistance is needed as well as allow the user to learn at their own pace and can serve as a refresher.

In conclusion, we were able to collaborate with our student newspaper to develop a monthly submission of financial aid information. The law requires we send students multiple notifications. Many times students can become accustomed to the notices and sometimes overlook them. Our information is very important and we want to ensure we provide the necessary information pertaining financial aid. With this new collaboration we are able to provide not only updates on new policies but we are also able to provide helpful tools and important dates.
Video: 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.

Example: Employer Interview Tips
https://www.youtube.com/watch?v=KPeHYeFshGI

- Social Media: Since July 2017, the Job Resource Center utilized Facebook and Twitter to post 287 career-related opportunities, articles, job search information and career event information as the platform allows for interactive and immediate response. The JRC Facebook page presently has 860 followers or “likes” and 32% of these are new. Posts have been viewed and/or shared by an average of 125 followers. Usage of social media technology continues to generate dialogue and promotes our events and services to employers, students, alumni, and community members. JRC was able to connect to over 12,210 Facebook members for the Spring Job Fair through targeted advertising and posts.

- The Job Resource Center launched an Instagram page to better connect with traditional-aged students. The site features images from events promotion to much more.

- In an effort to collaborate with Student Life and promote Career Week Spring 2018, Facebook and Snapchat were utilized to promote the daily events and presentations. For those who were unable to attend in person, new technology “Facebook Live” was used to live broadcast the events.

- JRC has streamlined the job posting process for the Student Employment Program by providing an electronic version of the Request for Student Employee Form. The use of technology allows the jobs to be posted faster in order to fill the positions sooner.

- College Central Network (CCN): The 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 14 other partner community colleges. Due to the system’s continuously improving technology, job seekers had on-demand
access to hundreds of career opportunities and had the ability to post their resumes and portfolios for employers to view. The service allows job seekers the ability to utilize career related resources, find career mentors, apply for positions, 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.

- JRC purchased a mobile digital display unit to digitally market and share information regarding events, on-campus employer recruiting, as well as employability skills.

**College Central Network (CCN) Data:**

July 1, 2017– May 31, 2018:
- MVCC Job Postings: 1,329
- Employers Registered: 646
- CCN Consortium Job Postings: 4,538
- New Job Seekers Registered: 1,832
  (MVCC Students: 975 Alumni: 318 and Community Members: 539)

**REGISTRATION AND RECORDS**

**Electronic Forms**
The office of Registration and Records converted the paper form of the Program of Study Change Request and Transcript Evaluation Request to electronic forms via MVConnect. These new electronic forms enable the Office of Registration and Records to track and enhance students' experience by allowing students to submit their request online and able 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.

**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>Apr</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>86</td>
<td>103</td>
<td>81</td>
<td>109</td>
<td>101</td>
<td>90</td>
<td>91</td>
<td>87</td>
<td>139</td>
<td>110</td>
<td>997</td>
</tr>
<tr>
<td>Current Enrollment</td>
<td>467</td>
<td>633</td>
<td>748</td>
<td>571</td>
<td>523</td>
<td>437</td>
<td>646</td>
<td>401</td>
<td>744</td>
<td>464</td>
<td>5,634</td>
</tr>
<tr>
<td>Date of Attendance</td>
<td>22</td>
<td>15</td>
<td>20</td>
<td>38</td>
<td>28</td>
<td>17</td>
<td>19</td>
<td>13</td>
<td>23</td>
<td>22</td>
<td>217</td>
</tr>
<tr>
<td>Total Transactions</td>
<td>575</td>
<td>751</td>
<td>849</td>
<td>718</td>
<td>652</td>
<td>544</td>
<td>756</td>
<td>501</td>
<td>906</td>
<td>596</td>
<td>6,848</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS CENTER

Financial Literacy- Online Loan Session
In the fall of 2017, Loan Sessions required by our Financial Aid department were moved online to provide around-the-clock accessibility. The Online Loan Sessions eliminated the need for personnel to facilitate small group sessions prior to packaging students for their financial aid award. Prior to the implementation of this online program, students would have to wait at times up to 3 weeks before a student would complete necessary steps towards receiving a student loan. This new modality allows students to complete the requirements within the same day. From 2017FA to present, a total of 568 students have applied for a loan, of which 489 (86.1%) students have completed the online course.

Financial Literacy- First Time Online Course
With promising data from our 2016-2017 pilot, Student Success continued to provide online financial literacy for first-time financial aid applicants. Our pilot showed that first time applicants were 20% more likely to maintain their financial aid eligibility after their first term if having taking the online course.

Prior to launching the 2017-2018 course, additional awareness of the course were present during New Student Orientation, access through Financial Aid Self-Service, and on the college’s website. Modifications were made to the course, to enhance content material based upon student feedback from the pilot. To further increase awareness of financial aid resources, a mid-term newsletter was developed. The newsletter was sent to all course completers the week before mid-terms, for both FA2017 and SP2018, reminding students of the SAP requirements and providing strategies for success such as the importance of speaking with an instructor, grade projecting, and the use of support services. Beginning in 2017FA, we saw a 58.2% open rate (indicating that students at least opened the email) increase to a 69.4% open rate for 2018SP.

The data below denotes all students who completed their financial aid files during the specified terms, followed by the number of students who successfully completed the course (concluding the knowledge assessment with a 70% or higher) and their ability to maintain their satisfactory SAP status. From our pilot year to now, we saw an increase in student ability to maintain their satisfactory financial aid status from 65.5% (648 students, 2016FA) to 84.1% (2017FA).
While the number of course completers dropped slightly, so did our number of first-time financial aid applicants who completed their files.

<table>
<thead>
<tr>
<th>Term</th>
<th>Total number of first-time FA (FTFA) applicants</th>
<th>2017FA Successful course completion</th>
<th>Successful course completion AND maintained Satisfactory SAP status following 2017FA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017FA</strong></td>
<td>2070</td>
<td>924 (44.6%)</td>
<td>777 (84.1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No course completion</td>
<td>No course completion AND maintained Satisfactory SAP status following 2017FA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1145 (55.3%)</td>
<td>847 (74.0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term*</th>
<th>Total number of first-time FA (FTFA) applicants</th>
<th>Successful course completion</th>
<th>Successful course completion AND maintained Satisfactory SAP status following their first term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester data is finalized August 2018</td>
<td>452</td>
<td>71 (16.0%)</td>
<td>No course completion AND maintained Satisfactory SAP status following their first term</td>
</tr>
<tr>
<td><strong>2018SP</strong></td>
<td></td>
<td></td>
<td>380 (84.1%)</td>
</tr>
</tbody>
</table>

**Financial Literacy-Resource Webpage**
Throughout 2017-2018 there have many additional resources developed to further aid in the education of our students, families, and colleagues as it pertains to financial literacy. With the dedication and assistance of Information Technology, two open-access digital resource calculators were developed to allow students the ability to project their SAP-GPA or SAP-Completion Rate given any prior academic history (if applicable) or anticipated coursework. Marketing worked closely with Student Success to centralize all financial literacy content into one webpage, which became available late 2018SP. This new webpage houses information about all online courses, warning workshops, open access resources, third-party services, such as ISAC, and the ability for faculty members, clubs and organizations to schedule financial literacy workshops.

**SOUTHWEST EDUCATION CENTER**

**Learning College Day Presentation: Come Take a Virtual Ride to the Park & Island**

Related Strategic Goal: TL.4: Expand the use of new communication technologies.
Enrollment Services and Academic Outreach collaborated on a presentation during Learning College Day that showcased both off-campus sites in Tinley Park and Blue Island. Participants were able to visit the Southwest and Blue Island Center through a virtual tour. The purpose of this presentation is to also showcase the interactive video equipment that has been a part of our enrollment and retention efforts since Spring 2017.

Academic Outreach Director and Coordinator exhibited information in regards to each Center’s staff and programs available, along with the Southwest Center’s sustainability features and Leadership in Energy and Environmental Design awards. In collaboration, Student Development Specialists presented information on student services and building activities. In order for participants to gain the full experience of our interactive video equipment, both Southwest Education Center Administrators presented their information remotely off-campus in Tinley Park.

As we guided our fellow Moraine Valley staff members through the tour, it allowed those who have never been to the off-campus sites to have a chance to finalize their visit. In addition, both off-campus sites were able to assess the efficiency of the interactive video and move forward with offering Distance Learning as a way to improve our enrollment and retention rates as well as expand the use of Distance Learning throughout the college community.

**TESTING SERVICES**

**RegisterBlast**

Register Blast is an online scheduling system used for specialized/high stakes exams and was implemented September 2017. This new registration tool has eliminated the need for students and community members to call the testing center to make their testing appointments. It allows test candidates to make their payment in advance, 24 hours a day, with a credit or debit card. Therefore the candidate has one less step during the check-in process. They are provided with a printed receipt, an automated email confirmation and automated appointment reminders upon schedule completion. The Test of Essential Academic Skills (TEAS), CLEP, CERTIPORT certification exams such as Microsoft Office and IC3 as well as distance proctoring services are few of the tests students can now register for online. Since implementation 403 test candidates have scheduled their exams and certifications online utilizing the software. The new system has resulted in a more seamless and expedient check in process, more convenient payment options, reduced number of no shows and has reduced paper and phone calls. Candidates are also able to view test dates throughout the semester without needing to call the Testing Center. The software has provided candidates with the freedom to select a test date and time that works best for them. They also have the option to reschedule without needing to call the center.

**TRIO STUDENT SUPPORT SERVICES**

**Student Progress letters**

TRIO-Student Support Services staff worked with the Information Technology (IT) department to develop a new student progress letter. By using the TRIO-SSS campus organization program in Colleague, TRIO-SSS staff were able to emails all instructors one week after mid-terms. This new development assisted the team to foster relationships with faculty and assisted with providing our department with accurate data regarding all 160 TRIO-Student Support Service students’ progress.
This programing assisted the TRIO-Student Support Services’ staff in keeping the students engaged in their academic progress. The information gained allowed the program to meet the following objectives:

- Objective #1: 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and transfer from a 2-year institution to a 4-year institution during the academic year.

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

TRIO UPWARD BOUND

Impact of Upward Bound Services on Technology of Upward Bound Students:
Service: Communication Access

UB Objective: (1) Secondary School Retention and Graduation Objective that states students served during the year will continue in school for the next academic year at the next grade level or will have graduated. (2) Academic Performance Objective that states students during the program year will have a cumulative GPA of a 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, 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 is REMIND.COM, 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 go on the website to type and send the messages. Students and parents became more active in the program due to the text messaging communication. Students and parents also disclosed they were more informed of activities and events on a more continuous basis.

DIVERSITY AND INCLUSION

ADMISSION

The admissions office supports many efforts throughout the campus community to celebrate diversity. Admissions is currently assisting with the planning and has been part of the execution conferences aimed at reaching out to many diverse groups including Hispanic students, students of color, Arab students and non-traditional adult students. Many admissions staff members assist in the planning and participate in events around campus that promote diversity. Admissions is currently active in the Latino Community Outreach Committee and Sharing the Dream Committee. Admissions staff provides perspective adult students complete admissions through Adult
Information Sessions. Admissions staff members are active in the planning and support of the upcoming Empowerment Through Diversity and Inclusion Conference and the Teen Summit. Admissions staff also participates and supports cultural activities on campus throughout the year.

**ADVISING**

Academic Advisors takes an active role in promoting respect for diversity, exploration, and learning from various cultures that our increasingly diverse student body represents. Academic Advisors collaborate with Multicultural Student Affairs to support programming and events. Including heritage celebration events and diversity conferences aimed towards currently enrolled and the college district communities.

Academic Advisors support the Center for Disability Services with advising during the fall and spring semesters. This intervention proactively encourages students to utilize Academic Advising services to take ownership of their educational plans within the comfort of the CDS office.

**ATHLETICS**

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

Collaborating with Marketing and Communications, the Athletic department hosted its first “Hall of Fame” inductee ceremony. This year five Moraine Valley Alumni from coaches to players were selected. Honoring the past contributors to Moraine’s athletic department will help strengthen our Alumni support. Additionally, many of our new student athletes’ leads and recruitment begin with referrals from past athletes and coaches. We are hoping that an annual ceremony will continue to bridge the gap with past student athletes, coaches and the college. Ultimately helping Moraine recruit new students overall, not just athletes.

**BLUE ISLAND EDUCATION CENTER**

**Food Pantry**

*Related Strategic Goal: D104: Expand efforts to communicate and provide resources and services to diverse and underrepresented populations*

The Education Center at Blue Island partnered with Phi Theta Kappa to expand the Moraine Valley Food Pantry to the Blue Island extension site. Seventeen bags of food were distributed to Blue Island from the main campus. This effort addresses the needs of students with a lower socioeconomic status in need of food who live near the Education Center at Blue Island. Since this program’s inception in the Fall 2017 semester, two bags have been distributed to one student. Efforts toward marketing the Blue Island Food Pantry are underway.

**CHILDREN’S LEARNING CENTER (CLC)**

**Recruit and retain students of diverse backgrounds**
The Children’s Learning Center continues to reach out for student employees from diverse backgrounds to expose both children and staff to variances in cultural aspects of everyday life, especially in those areas of most interest to the children such as learning different words, special day celebrations and different foods. During 2017 – 2018, the Arabic student employees enjoyed the opportunity to share a bit of their culture with others; the children have been learning to how to count, say basic words and sing familiar children’s songs in Arabic. The staff has learned about Ramadan and the Eid celebration, even sharing recipes using common Middle Eastern spices such as Zaatar. To culminate this experience, the student employees treated the entire childcare staff to a breakfast they prepared themselves, consisting of such dishes as hummus, falafel, pickled vegetables and mint tea.

**CODE OF CONDUCT/STUDENT LIFE**

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

1. **Cultivate a campus community rich in cultural competencies (DI.1):**
   1.1. The Alliance of Latin American Students sponsored a History of Mexican Tissue Flowers event, Diversity Day, Popular Hispanic Folktales, an Independence Day Celebration, and a Day of the Dead Buffet to share traditions and bring awareness to their culture.
   1.2. The Arab Student Union sponsored a Teach me how to Debka event to educate students about Debka history and how it has evolved over time.
   1.3. The Black Student Association sponsored a Spring Fashion Show celebrating Women’s History Month and held a Why Suffer in Silence program to educate students about emotional suffering and mental stigmas in the African-American community.
   1.4. Combat to College co-sponsored our Veteran’s Day Celebration to honor our student, faculty/staff, and community member veterans.
   1.5. The Gender and Sexuality Progress Club sponsored a Back to School pizza party to educate the campus about issues facing LGTQ+ students, an event to celebrate and bring awareness to human sexuality, a Snow Flake Tutorial that represented each person’s individuality, and a Gender & Sexual Health Survey to bring awareness to issues facing our students.
   1.6. The Muslim Student Association held an Iftar Dinner to celebrate the breaking of their fast during Ramadan and produced a podcast through the Library that discussed topics related to Muslim and Arabic youth.
   1.7. The Art Club took a China Town field trip to educate members of the differences and similarities of Chinese art and art from around the world and provided face painting to honor the Day of the Dead.
   1.8. The American Sign Language Club sponsored a Silent Bingo Night, Signs and Skates program, Sign and Dine Dinner, Game Night and a Bowling Night (Signs, Strikes, and Spares) program to give students an opportunity to socialize, practice the sign language skills, and promote inclusion inviting deaf and hard of hearing students.
   1.9. The American Sign Language Club sponsored a Black Deaf Culture Through the Lens of History presentation to discuss the culture, education and sociolinguistics of black deaf people.
1.10. The Moraine Valley Historical Society hosted a Yemen History and Culture event to inform students of diverse people and cultures in our community that sometimes go unnoticed.

2. **Integrate global and intercultural perspectives into programs and services (DI.2):**

2.1. Student Life activities, programs, and opportunities certainly contributed to data from the 2017 Community College Survey of Student Engagement (CCSSE) that shows students scored Moraine Valley significantly higher than the cohort regarding student contacts with others from different backgrounds.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item</th>
<th>MVCC</th>
<th>2017 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support for Learners</strong></td>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – (Quite a bit or Very much)</td>
<td>63.8%</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

2.2. The Asian Diversity Club sponsored an Asian Chai Tea Party to educate the community about different Asian cultures.

2.3. The Muslim Student Association and Women in Action sponsored a Hijab Day to bring awareness of women’s choices related to the wearing of a hijab.

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

3.1. The table below shows the self-reported ethnicity of students participating in clubs/organizations:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.5%</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>2.5%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Black</td>
<td>12.7%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25.2%</td>
<td>23.4%</td>
</tr>
<tr>
<td>White</td>
<td>44.1%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>15%</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

3.2. The Student Life Office hosted an Adult Learner Coffee for students age 50+ for this population to share accomplishments, struggles, and suggestions with administrators.

3.3. The Black Student Association sponsored the Black Talk Series – a discussion regarding current issues affecting the African American community.

3.4. The Gender and Sexuality Progress Club sponsored speakers for National Coming Out Day and What’s Left of Queer? a discussion of LGBTQ+ assimilationist social movements.

3.5. Women in Action held a Tea Party to network and share experiences with members of the Executive Leadership of the campus to celebrate Women’s History Month.

The Art Club partnered with the Counseling and Career Development Center to hold a Mental Health Awareness Art Gallery Showing to bring awareness to mental health disorders.
COUNSELING AND CAREER DEVELOPMENT CENTER (CCDC)

Counseling was once again involved with diversity and inclusion efforts this year, joining Multicultural Student Affairs in various programs. Counselors served as mentors for the Directing Results through Educational and Academic Mentoring (D.R.E.A.M.) program. They were also part of three committees/work groups, including planning and facilitating workshops for the Empowerment through Diversity and Inclusion Conference, working with GASP to invite and sponsor “What is Left of QUEER?” by Dr. Yasmin Nair, and serving on the Gender Equity committee. One of the Counselors was also a panel member for JRC’s Non-traditional Careers event.

FINANCIAL AID

The Financial Aid Department values diversity and inclusion by adapting to the changing student demographics. The office provides a comprehensive financial aid program to meet the immediate and long-term needs of a diverse population of students. Currently, 42% of the Moraine Valley student population utilizes financial aid to finance their education. Through regular participation and support of campus-wide events and initiatives that are geared toward minority students, we hope to raise awareness of financial aid programs and Moraine Valley resources.

The Financial Aid Department continues to work with several Moraine Valley Community College student development departments to inform both prospective students and parents of the benefits of attending Moraine Valley Community College. Students are able to make educated decisions regarding college selection by receiving clear and accurate information regarding costs and financial assistance. Financial Aid staff presented financial aid information at parent open houses, open houses at the Blue Island and Tinley Park Education Centers, an adult college success fair, the Job Resource Center’s Job Fair, and parent orientations. The staff also facilitated various FAFSA completion workshops to students who were unable to attend the main campus sessions at our off-campus sites, Blue Island Education Center and Southwest Education Center.

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

JOB RESOURCE CENTER

Non-Traditional Career Panel

95
• In an effort to bring awareness to non-traditional careers, careers in which 25% or less of a gender is underrepresented, the Job Resource Center hosted a Non-Traditional Career Panel on Tuesday, November 7, 2017. A total of five panelists from diverse careers including office administration, nursing, social work, automotive and geographic information systems technology shared their experiences working in non-traditional careers. Additionally, a total of 18 students received information regarding five non-traditional careers, as well as learning the benefits and advantages of working in those industries. Students were provided a pre-event survey regarding their awareness of non-traditional careers. Post event surveys indicated that 88% of the student attendees increased in their awareness of at least two Non-Traditional careers, and 50% of the student attendees increased in their likeliness to consider a Non-Traditional career, thus exceeding the initial expected outcome of a 10% awareness increase and a 20% increase in their likelihood to consider a Non-Traditional Career.

• The Job Resource Center staff presented customized workshops to TRiO students and Multicultural Student Affairs students about the benefits of internships, writing tailored resumes and cover letters, using social media effectively for a job search and creating a positive brand identity. Additionally, JRC Student Ambassadors and staff provided brief presentations on the Job Resource Center’s services to several diverse Student Life campus groups such as Asian Diversity Club, MAN-Up, and the Muslim Student Association, as well as six Intensive English Language classes throughout the year. New this past year, JRC presented to GED/HSE classes, as well as Disability Services on job search strategies, resume writing and non-traditional careers.

MULTICULTURAL STUDENT AFFAIRS (MSA)

Directing Results through Education and Academic Mentoring
The DREAM Mentoring program is a staff, faculty, student mentoring program designed to help students reach their educational and career goals as well as provide social and personal direction. Multicultural Student Affairs (MSA) recruits students to participate as DREAM mentees via mail correspondence inviting students to the DREAM Mentee Orientation. The orientation provided an overview of the program and expectations as a student mentee. Students had to attend six workshops per academic year, attended campus programs with their mentor and meet once a month with either the Multicultural Student Affairs office director or coordinator. These meetings were to support students in their educational and personal discovery journey at MVCC. As of spring
2018, 64 students participated in the DREAM mentoring program. Of the 64 committed students, 90% were retained from fall semester to Spring semester compared to the overall MSA student retention rate of 77%. The DREAM mentee maintained a cumulative 3.2 GPA and a completion rate of 85% as compared to MSA students 2.7 GPA and a completion rate of 80%. Overall, the students that use Multicultural Student Affairs support services are doing well compared to the overall GPA, retention and completion rates of the general student population. MSA will continue to assess students’ needs and develop effective programming to assist students in completing their education.

<table>
<thead>
<tr>
<th>DREAM (Directing Results through Educational and Academic Mentoring)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2017</strong></td>
</tr>
<tr>
<td>Minority Students Contacted</td>
</tr>
<tr>
<td>6,535</td>
</tr>
</tbody>
</table>

| **Spring 2018**                                               |
| Minority Students Contacted                              | DREAM Mentee Orientation | Committed Participants | Avg. GPA | Avg. Completion Rate | Retention Data |            |
| n/a                                                         | n/a                     | 64                     | 3.0      | 94%                  | 39%            | 61%                     |

**MSA Workshops**

<table>
<thead>
<tr>
<th></th>
<th># of workshops held</th>
<th># of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>5</td>
<td>40</td>
</tr>
</tbody>
</table>

*Students participated in workshops on careers, internships, and being a successful student.*

Multicultural Student Affairs strives to create workshops that both 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, and understanding the college culture as a minority student. MSA also collaborated with TRIO, Financial Aid, and Counseling and Career offices to offer a wide range of workshops.

**ELL High School Senior Bridge Day and Community Outreach**
The ELL center hosted a High School Senior bridge day during the Spring 2018 semester with four area high schools participating: Stagg, Reavis, Oak Lawn and Argo. The visiting students learned about the IEL program and how to transition to MVCC and college life. The students received a tour of the campus and spoke with MSA peer mentors. Thirty-six high school seniors took the ESL ACCUPLACER test. The students were provided with an IEL Orientation date to prepare for the fall 2018 semester.

- The ELL staff participated in the College’s open houses to provide information to the attendees.
The ELL Manager presented at the Oak Lawn High School Spanish Speaking Parent Night, giving parents and students information on beginning the process of successfully navigating college.

The ELL Manager attended the Summit for Bilingual Parents at the Hilton in Oak Brook to provide information about the College’s services and programs.

The ELL Manager conducted the Spanish version of the Parent and Family Orientation with twelve participants.

The ELL Manager provided information sessions to five of the ESL level 4 and 5 classes.

**Latino Student and Community Committee and African-American Student and Community Committee (Rescheduled)**
The Latino Student and Community Committee, the African-American Student and Community Committee, and the Human Resources Office collaborated together to develop the Empowerment through Diversity and Inclusion Conference for the FY 17-18 academic year. The conference was planned to be held February 09, 2018. The conference combined the Latino High School Student Empowerment Conference, Black Minds Empowered, and the Diversity Dialogue Conference. The conference was targeted to district high schools, to Moraine Valley students, staff, and faculty, and to community members from Moraine’s 26 districts schools and various community agencies. Due to inclement weather in February 2018, the conference was rescheduled to September 28, 2018.

**Latino Student and Community Committee**
The Latino Student and Community committee collaborated with the Financial Aid office on FAFSA completion days. The week long program was offered to Moraine Valley students to increase their awareness of the new changes and filing date to complete the FAFSA. Students were able to attend working sessions and complete their FAFSA through the help of experienced financial aid staff. The working sessions had over 40 student participants and many students completed their financial aid early for the 2018-2019 fiscal year.

**Celebrating Diversity Task Group**
Leadership through the offices of Multicultural Student Affairs and Student Life spearheaded the 11th year of the college-wide Celebrating Diversity Task Group, which sponsored cultural highlighting events including: Hispanic Heritage, Arab Heritage, Black History, Women’s History, Asian History, Italian Heritage, Indian Heritage, LGBTQ+ day, Disability Awareness week, and Greek Heritage. The events included movies, lectures, documentaries, music, food, crafts, short plays, and a comedy show. These programs assisted the college in helping students to feel more engaged, valued and welcomed at the college. “All Belong” at Moraine Valley Community College.

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 Black Student Association provided the campus with 25 unique and diverse educational and social programs to approximately 4,000 students, staff and faculty in the 2017-2018 year. During Black History month, the Black Student Association performed a live museum with past influential African Americans that included; James Baldwin, the Supremes, President Barak Obama, Misty Copeland, and Katherine Johnson. The program showcased the legacy they left behind and students spoke about how the legends lives has influenced them today. Disability awareness week
offered students, staff and faculty the opportunity to connect with an individual that may have a physical disability. Lincolnway Special Recreation Association provide the equipment for P.E. takeover for students to take part in sport activities such as: Chair basketball, sitting volley ball (lower-body impairments) and goalball (visually impaired) and participants were able to interact with 25 students from Lifestyles Academy in Palos Park. Over 100 students and staff participated in the event and learned that there is more to living life with a disability.

**Multicultural Student Affairs and English Language Learner Graduation Recognition Ceremony**

This year, the MSA and ELL Center recognized 460 graduating students color and limited English speaking students in completing an associates degrees or a certificates. Each graduate was able to bring one guest to the Recognition Ceremony. The graduates participated in a pinning ceremony and received a certificate of achievement for their accomplishment. Also, recognized at the ceremony were 57 mentees in the Directing Results through Education Mentoring Program (DREAM). The students were recognized for completing their first academic year and maintaining a 2.0 GPA or above. The ceremony was attended by over 200 students, graduates, family, staff and faculty.

**REGISTRATION AND RECORDS**

**Chosen Name**

The office of Registration and Records have employed a process that allows students to change their first name to a chosen name. A chosen name is a name student choses to be called that is different from their legal or official name on record. Moraine Valley extends this accommodation to help foster a more welcoming, supportive and respectful campus climate for all of its students.

**STUDENT SUCCESS CENTER**

**Women’s Leadership Conference**

Moraine Valley hosted the first-ever Women’s Leadership Conference on December 1, 2017 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. Jeanne Sparrow, award-winning reporter and television host served as guest speaker and moderator for the Leadership Panel. More than 230 women and young girls participated in the 19 sessions that were offered, including 50 high school students from Shepard, Richards and Eisenhower High Schools.

**Leadership Series Cohort**

In the fall of 2017, we launched a uniquely crafted program focused on increasing student leadership skills. Partnering with Student Life, Student Success offered a semester long cohort experience exploring leadership with 13 students from various campus clubs and organizations. Throughout the program, students completed a series critical reflection pieces, engaged in hands
on activities included uncovering the impact of their social identity, systemic barriers, dominant narratives and ally-ship. At the conclusion of the program students showcased their interpretation of leadership through the inaugural ‘Walking Museum’ giving them the autonomy to illustrate their understanding of the concepts presented in the class in their own unique way. The museum was filled with visual art pieces, hand crafted by members of the cohort as well as interpretative art pieces such as a violinist selection, spoken word piece and skit. In addition to the museum, the students were also asked to complete a two-page reflection paper on their personal growth throughout their time spent in the program. Below are some brief excerpts:

“The leadership program was a program I really wanted to be a part of, but I did not know that it would change my life. It gave me more knowledge on how to lead and talk to others around. The skills that leadership taught me are skills I can take along with me everywhere I go, and NOT just in the time we meet together.”

“I enjoyed coming every Thursday because I knew it would always be something new to learn. I ended up getting a lot more out of the program than I thought I would have. I have acquired new skills I can use in other leadership opportunities and in daily life. I also feel like I became more comfortable in sharing my ideas and thoughts.”

“This leadership cohort has allowed myself to get to know myself on a deeper level and how to effectively reach to others to build relationships and a sense of community. I am very humbled to have gotten the opportunity to learn what it takes to become a leader.”

“One of the single most important pieces of information that I’ve learned from the Leadership Cohort would have to be that leaders come in all different shapes and sizes! There is no one size fits all when it comes to being a leader. This is a concept that I had a hard time coming to terms with due to the fact that society declares there is a certain look one must have to be any sort of leader in today’s world. This is a topic that we addressed early in the course and we even discussed vocabulary to accurately characterize what it is.”

“I remember Ms. Humbles saying something along the lines of ‘your presence means something to the group’ and she really pushed the fact that we have to commit ourselves because we don’t want to let our peers down and at the time I really felt that because it was so easy for me to not continue with groups and I knew that I didn’t want to let anyone down. I now realize that I was being encouraged and held accountable and given that extra push and sometimes to be a good leader you have to enforce that on people.”

“The vision for my project reflect how I view Leadership today. It isn’t just a definition out of a dictionary to me anymore. It is way more than that and the best way I could think of portraying that was in the form of a recipe. My ingredients consist of a chunk of character, a dash of dedication, a spoonful of selflessness, and a teaspoon of teamwork along with an ounce of optimism.”
TRIO EDUCATIONAL TALENT SEARCH
Each year ETS serves students from diverse racial, economic, cultural and educational backgrounds. ETS embraces diversity; currently over 50% of ETS participants are African American while 30% are Hispanic; 386 of our 520 participants are both low income and first generation. ETS’s staff is composed of individuals who have faced similar challenges as our participants. Each year ETS plans activities to promote understanding, acceptance and valuing of people of diverse races, religions, and ethnicities. These activities have included Field trips to Chinatown, the Holocaust Museum (Skokie, IL), the DuSable Museum, and the Mexican Museum of Arts.

RESOURCE ADVANCEMENT

ADMISSIONS

High School Counselor Breakfast
The High School Counselor Breakfast is an annual event held in December which is a collaboration between the MVCC community and our high school partners. The breakfast is designed to strengthen the relationship between Moraine Valley and the district high schools. The breakfast serves as a resource for counselors to assist their students in making Moraine Valley their first choice. Through the breakfast, the counselors are equip to assist in driving more students to Moraine Valley. The event is open to all in-district public and private high school counselors, with an average of 50 counselors in attendance. 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.

Presentations included an overview of the newly implemented new student onboarding process, financial aid changes, transfer opportunities, early college programs, resources available to district counselors, and a discussion regarding data that was shared with each individual high school. The presented data outlined enrollment trends, persistence, and completion, along with some other data specific to each school. The data was used to discuss ways to help students through the enrollment process and become success Moraine Valley students.

A survey was sent to high school counselors before the breakfast and the responses were used to format the program and presentations. As a result of the conversation, Admissions created a monthly e-newsletter to keep high school counselors aware of important dates and information pertinent to supporting students likely to enroll at MVCC.

ARTICULATION AND TRANSFER CENTER

The Articulation and Transfer Center assisted in coordinating the Illinois Association for College Admission Counseling Transfer Summit in spring 2018. The event was hosted at Moraine Valley, and was an opportunity for admissions counseling professionals from high schools, community colleges, and four-year schools from throughout Illinois to visit our campus.
CHILDREN’S LEARNING CENTER

Expand commitment to future leadership opportunities.
During 2017-2018, some Children’s Learning Center staff attended a Women’s Leadership conference. The well-attended event was held on campus and women from various levels in their careers were presented, from students to professional businesswomen. Radio/TV personality, Jean Sparrow, addressed the group and shared her experiences in working for and obtaining her goals. The conference was very empowering and many staff members have since become more engaged in professional organizations and to seek leadership positions within those organizations, as well as, obtain higher levels of credentials from organizations such as ExceleRate Illinois.

CODE OF CONDUCT/STUDENT LIFE

The Code of Conduct & Student Life Office helped the college continue to identify alternative revenue sources, maximize resources, contain costs, and keep tuition affordable in the following ways:

1. Identify and disseminate internal and external best practices of fund development and resource management (RA.4):
   1.1. The Student Life Office applied best practices and standardized 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 (RA.5):
   2.1. The Arab Student Union partnered with the Foundation to hold the Annual Academic Excellence Scholarship Celebration and raised money to further the club’s scholarship fund.
   2.2. The Muslim Student Association raised funds and partnered with the Foundation to continue a scholarship.
   2.3. The American Sign Language Club raised funds for a scholarship that will be awarded to a member of the club.

JOB RESOURCE CENTER

- The Job Resource Center developed new marketing materials for the college that showcase the services Corporate Community & Continuing Education, Job Resource Center, and Admissions offer to strengthen the workforces and economic development of the district and beyond. The brochure is geared towards local government officials, chambers members, and employers in order to increase awareness of Moraine Valley Community College’s offerings to educate the future workforce, develop the next great hire, and train the current employee.
To build partnerships with employers and improve overall hiring outcomes, the Job Resource Center held an Employer Luncheon Meeting prior to the Spring Job Fair on March 29, 2018. The luncheon meeting offered a venue for 162 diverse employers, staff, and faculty an opportunity to dialogue relating to hiring trends, market place issues and academic programming needs. This year, Job Resource Center positioned itself as an employer educator by providing relevant data and strategies to improve employers’ hiring practices through presentation topics such as talent acquisition and employee retention.

The Job Resource Center made efforts to develop partnerships that support resource advancement opportunities. With the assistance of the Foundation Office and Marketing & Creative Services, the Job Resource Center developed an online donation portal with the Foundation to engage potential sponsors.

On December 7, 2017, in collaboration with the Integrated Systems program, Job Resource Center staff presented at the National Fluid Power Association (NFPA) Regional conference which was held at Moraine Valley in an effort to build business partnerships, discuss solutions for skills gaps and improve hiring outcomes.

REGISTRATION AND RECORDS

Campus Involvement
The office of Registration and Records supports various campus-wide initiatives by serving on the following committees and work groups:
- Curriculum Review Team
- DREAM (Directing Results Through Educational and Academic Mentoring) Mentor Program
- Web Steering Subcommittee
- Hosted roundtable discussion during Ellucian Live 2017

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, and 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

**STUDENT SUCCESS CENTER**

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

**Dual Credit Articulation Conference**
The Dual Credit Program has partnered with MVCC Faculty in all content areas of dual credit to provide an all-day conference which included 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. 71 dual credit instructors, three MACS representatives and 32 MVCC faculty members were in attendance.
Looking Ahead—Plans for the Year 2018

CODE OF CONDUCT AND STUDENT LIFE
The Student Life office will develop an assessment plan that includes: identifying programmatic goals and intended program outcomes, developing relevant student learning and development outcomes for the programs in Student Life (club officers, leadership workshops, activities, etc.), identifying/developing assessment tools to measure effectiveness and goal attainment, interpreting assessment results to inform planning and decision-making, assessing effectiveness of implemented changes and providing evidence of improvement of programs and services, and reporting results to stakeholders.

The Code of Conduct Office will track statistics to determine the success and effectiveness of student interventions through the Behavior Intervention Team (BIT). We will collect data on whether or not students who become connected with resources are more likely to return the following semester (if they are eligible; i.e., if they are not suspended or expelled through the sometimes concurrent conduct process), and less likely to be referred again for similar behavior.

TRIO

- **Student Services** staff have been assessing the resources the program offered this past year in an effort to establish continuous improvements for future programs and services offered to students and to maximize the TRiO-SSS budget efficiently. The following are two initiatives the department would like to examine and that will assist in effective program management and development:
  
  o Using the Annual Performance Report data and the student's Individual Education Plan as an assessment of the moderate evidence of the effectiveness of the academic coaching for the TRIO-Student Support Services student.
  
  o Analyzing the objectives and goals from the Individual Education Plan and Master Academic Plan to ensure that these programs are in alignment with the needs for TRIO-Student Support Services at Moraine Valley Community College and the TRIO-Student Support Services grant objectives.
  
  o This assessment will assist the department in determining the impact of programs and services that are offered TRIO-Student Support Services participants and to increase student’s awareness on how to be successful in the college environment.

- **Upward Bound** reviews and evaluates all programming and services each year and uses the information to address the needs of the students based on the feedback provided. As we look ahead into the 2017-2018, school and program year, we intend to focus our efforts on the following goals:
  
  o To increase participation in community service learning and the understanding of how it helps in creating a well-rounded student.
  
  o To enhance test preparation skills and increase SAT scores.
Student Development Division:
Departments at a Glance

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