

Annual Report

2021 - 2022



STUDENT DEVELOPMENT
REPORTS OF ACCOMPLISHMENTS

Leadership Team

STUDENT DEVELOPMENT



Dr. Normah Salleh-Barone, Ph.D.
Vice President of Student Development



Bill Finn
Director of Athletics



Scott Friedman, Ph.D.
Dean of Student Engagement



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



Dave Marcial
Dean of Enrollment Services



Kent Marshall
*Dean of Students and
Compliance Officer*



Chet Shaw, Ph.D.
Dean of Student Services

Student Development Mission Statement

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

To this end, we will:

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

Student Development: promoting student learning and student success

Athletics
Annual Report 2021-2022

William Finn, Director

Department & Leadership Team:

- **Athletics**
 - Geoffrey Davis, Athletic Training & Equipment Manager
 - General McArthur, Athletic Student Success Specialist

ACADEMIC/STUDENT SUCCESS

ACADEMIC ACCOMPLISHMENTS

Our student athletes excelled in the classroom for the 2021-2022 academic school year. Four student athletes namely, Jack McDonald (Golf), Sarah Hughes (women's soccer), Ali Amer & Martin Gawron (men's tennis) earned 4.0 GPA's. Additionally, 18 student athletes that earned GPA's higher than 3.5 making the NJCAA All Academic second and third teams.

Men's Tennis took home to Academic Team of the Year for Moraine Valley with a cumulative GPA of 3.43.

A total of 50 MVCC student athletes earned Skyway Conference awards for having at least 24 credits completed and a minimum 3.0 GPA.

Over 50 student athletes petitioned to graduate this past Spring.

COMMUNITY OUTREACH

ATHLETICS HALL OF FAME

After a year off, Moraine hosted its Athletics Hall of Fame. Four Moraine Valley alumni Bill Antonion, Kyle Hastings, Michael Wojnarowski and Julie Moore, were selected. Over the years, this event has grown and succeeded due to the support of family members, friends, staff, and alumni of our athletics programming.

ATHLETIC SUCCESS

ALL SPORTS TROPHY

For the tenth time, the Cyclones captured the prestigious ALL SPORTS trophy, which recognizes the institution that had the best finishes in the majority of the Skyway sports.

SOFTBALL

- 2022 SKYWAY CONFERENCE CHAMPS with an undefeated Conference season.
- Danielle Travis – SKYWAY MVP, ALL NJCAA Region IV 1st team
- Abigail Koran- SKYWAY Pitcher of the Year, Perfect game on 4/23.
- Abbie Wantroba, Alexandria Palumbo, Kara Riordan & Brianna Dvorak – All Conference 1st team.
- Arianna Andersen, Emily Madrigal & Emily Manso – All Conference 2nd team.

WOMEN'S SOCCER

- Adriana Moreno & Aoife Finn – All Region (IV) and All Conference

WOMEN'S BASKETBALL

- Katarina Savic – All Conference and All Region 1st team.
- Kelsey Kelley & Kirsten Kamholz - All Conference Honorable mention.

VOLLEYBALL

- Nicole Ramirez & Abby Sarich- All Conference 1st team & All Region IV team
- Abby Sarich – All American Nominee
- Takiyah Clark & Jaelyn Donald – All Conference 2nd team
- Jaelyn Donald – All Region team

WOMEN'S TENNIS

- Finished 4th in NJCAA Region IV tournament

WOMEN'S CROSS COUNTRY

- Region IV and Conference Champs.
- Natalia Wrobel, Maria Thurman, Jasmeene Guido & Isabelle Vaccaro – All Region and All Conference.

MEN'S BASKETBALL

- Anthony Taylor- All Conference and All Region 1st team
- Anthony Taylor – NJCAA All American Nominee
- Trace Williams - All Conference Honorable Mention
- Kobe Adams – All Conference and All Region 2nd team
- Isiah Burd – All Region 2nd team and All-Conference Honorable mention

MEN'S CROSS COUNTRY

- 1st place in Conference championship and 2nd place in Region IV
- Brandon Armendarez – Skyway Conference Runner of the Year, All American
- Thomas Diaz & Gavin Hampton – All Region and All Conference
- Juan Ramos & Jackson Sima – All Region and All Conference

MEN'S SOCCER

- Fernando Barragan & Colin Kroll – NJCCA Region IV All Region Team

GOLF

- Randy Miller, Michael Smeraldo & Thomas Schaaf – All Conference

Code of Conduct & Student Life Annual Report 2021-2022

Kent Marshall, Dean

Department & Leadership Team:

- Code of Conduct
 - Amanda Mesirov, Coordinator of Code of Conduct
- Student Life
 - Amanda Bendoraitis, Manager of Student Life
- Glacier
 - Janet Kopischke, Student Publications Advisor

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

1. Improve retention, completion and transfer rates (SS.2):

- 1.1. Approximately 20 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.

	Fall 2021	Spring 2022
Average GPA of Club Members	3.124	3.176
Average GPA of All Students	2.880	2.980

- 1.2. Students involved in clubs and organizations had a retention rate of 87.6% from Fall 2021 to Spring 2022 compared to a retention rate of 66.8% for all students.
- 1.3. All students who have gone through the conduct process who are eligible to register for the following semester(s) receive an email from the Code of Conduct office offering assistance and resources for registration. As multiple students replied, were referred to appropriate resources, and ultimately registered, this has proven to be a successful outreach and retention effort.

Repeat violators are defined as students who have either been through the process before or went through it again in the same semester. For 2021-2022, the data shows that 9.8% of students fall into this category (a significant reduction from previous years’ data).

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Recidivism (repeat violators) of students in conduct process	12.1%	10.1%	19.2%	10.7%	9.8%

Retention of students in conduct process	85%	73.07%	50.6%	73.9%	63%
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2. Emphasize students' development of leadership, interpersonal and life skills (SS.6):

- 2.1. Student Life partnered with other Illinois Community College Student Activities Association colleges and offered students the chance to attend a Student Leadership Conference to learn more about leadership styles, conflict management, practice of mindfulness, and finding your voice.
- 2.2. Facilitated the selection process for seven students nominated as the Student Graduation Speaker.
- 2.3. Student Life asked student to LEAF What You're Grateful For prior to the Thanksgiving holiday and posted the responses in building U.
- 2.4. Phi Theta Kappa held an Induction Ceremony where 72 students were inducted into the honorary society.
- 2.5. Facilitated the Student Trustee election process.

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

- 3.1. Student Life partnered with other Illinois Community College Student Activities Association colleges that allowed our students to virtually interact with other community college students through several diversity and inequality programs, a leadership conference and programs, a beat box performance, and a hypnotist.
- 3.2. Student Life offered pumpkin decorating where students could carve or decorate pumpkins for Halloween/Fall, Opening Day Fun where students were encouraged to wear their favorite MLB jersey while enjoying ballpark food and Wii Baseball and other game, celebrated the First Day of Spring providing students the opportunity to decorate flower pots, an Egg Hunt to promote school spirit, a Petting Zoo at the U for an end of the year stress relief program, and a Bar-B-Q to celebrate the end of a successful semester.
- 3.3. Student Life utilized social media to engage our students through programs (i.e. Tuesday Trivia, Pumpkin Decorating Contest, etc.).
- 3.4. Student Life sponsored Lunch with the President where student leaders were able to meet and engage with the college president.
- 3.5. Student Life offered opportunities for students to meet the Student Trustees via virtual formats to ask questions regarding their involvement and to hear about issues that are important to students.
- 3.6. Phi Theta Kappa members volunteered for and were selected as mentors to Moraine Valley international students through the IMPACCT (International Mentor Program Academic Cross-Cultural Teamwork) program. The purpose of the program is to close the gap between domestic and international students and encourage cross cultural exchange while promoting internationalization on campus.
- 3.7. Phi Theta Kappa held an induction ceremony that recognized and welcomed 72 new members into the Alpha Iota Lambda Chapter.

- 3.8. The Glacier partnered with the Library and the communications department to host a Poetry Contest and Coffee House to recognize National Poetry Month.
- 3.9. Tritones performed a song during the Halloween Fun in the U program to get student in the spirit.
- 3.10. STEM Club celebrated National STEM Day by providing activities that showcased the different areas of STEM.
- 3.11. The Art Club held a Studio Day where students were able to create art together and an Origami Day to learn this specific art form.
- 3.12. International Student Ambassadors held a bowling event for members to get to know each other better.
- 3.13. Christian Fellowship sponsored a plaque decoration event to celebrate the meaning of Easter.
- 3.14. Student Life sponsored a trip to Great America for club/organization members to celebrate their accomplishments over the year and to thank them for being involved in Student Life.
- 3.15. Student Life activities, programs, and opportunities certainly contributed to data from the 2021 Community College Survey of Student Engagement (CCSSE) that shows students scored Moraine Valley 2.5 pointed higher than the cohort regarding how much the college emphasizes providing the support students need to thrive socially.

Answered	Item	MVCC	2021 CCSSE Cohort
“Quite a bit” or “Very Much”	Providing the support you need to thrive socially	43.4%	40.9%

4. Improve the student experience by increasing faculty and staff training and engagement (SS.10):

- 4.1. The Code of Conduct and Student Life Sub-Division continues to subscribe to the CAS Standards of Shared Ethical Principles of autonomy, non-maleficence, 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 (in virtual and in-person learning environments), Behavior as a Student Retention Issue: Assisting Students of Concern (presented at Spring 2022 In-Service), Overview of Student Conduct Process, Title IX Resources, Behavioral Intervention Team, Threat Assessment Team, and an Overview of

Student Life. Remote Referral Information was also added to the Code of Conduct portal page during COVID remote work.

- 4.4. The Code of Conduct Office continued the Conduct Assigned Advisor program (with selected staff members) in an effort to connect students with resources and to support retention efforts.
- 4.5. Provide a one-page Sex-Based Misconduct Faculty/Staff Resources guide outlining responsible employees, reporting obligations, and contact information for ongoing assistance for students.
- 4.6. Provide a wallet sized Faculty and Staff Resource Guide for responding to students of concern including Title IX Coordinator contact information and how to locate resources and the full policy.
- 4.7. Provide Title IX resources through a Portal Page including a Responsible Employee training video.
- 4.8. The Glacier Advisor attended several webinars on topics such as the climate crisis, and democracy and reporting on elections.

5. Identify needs and barriers to student success, and develop and implements programs to address them (SS.3):

- 5.1. Student Life maintains the Student Life Portal page with videos, club list, important documents/forms, and other resources.
- 5.2. Student Life supports nursing mothers as the point of contact for the private lactation rooms.
- 5.3. Phi Theta Kappa's Honors in Action Program included facilitating a food drive for the campus food pantry and conducting research on food insecurity in traditional college age students.
- 5.4. Phi Theta Kappa partnered with Counseling during Mental Health Awareness Week to emphasize the importance of students taking care of themselves mentally, physically, and emotionally.
- 5.5. Student Life held a fun, stress relieving program where students made their own calming jars.
- 5.6. Student Life partnered with Counseling to offer alcohol and other drug information to students who attended the Halloween Fun in the U program, the Safe Spring Break Spring Fling, and the Club U program to learn about the effects of alcohol during Alcohol Awareness Month.
- 5.7. Student Life partnered with TRiO to hold a First Generation Student Celebration to encourage that population to get involved on campus.
- 5.8. 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.

- 5.9. The MVCC Sex-Based Misconduct Procedures was emailed to every student notifying them of the full policy, including important definitions, resources & support services, and investigation & resolution process.
- 5.10. A Notice of Availability of Institutional and Financial Aid Information was emailed to every student notifying them of specific Moraine Valley information including: student financial assistance, general institutional information, health and safety information, student outcomes, intercollegiate athletic program information, and voter registration information.
- 5.11. An email regarding Federal Student Financial Aid Penalties for Drug Law Violations was emailed to every student notifying them that a conviction for any offense under any federal or state law involving the possession or sale of illegal drugs, during a period of enrollment when receiving federal aid, will result in the loss of eligibility for any Title IV, HEA grant, loan, or work study assistance.
- 5.12. 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.
- 5.13. Provide Title IX resources through a Portal Page including a video about consent.
- 5.14. 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.
- 5.15. A Meningococcal Disease Brochure for College Students and their Parents email went out to every new student notifying them about the disease and how it can be prevented.
- 5.16. Student Government Association awarded ten \$200 Book Scholarships to students throughout the year.

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

- 6.1. Student Life sponsored Welcome Days and Fall Fest to welcome students back to campus and to encourage their engagement with campus resources and activities on campus for the year.
- 6.2. In an effort to connect with students early, encourage them to get involved and create a sense of belonging, Student Life offered virtual programming and social media posts to introduce our new and returning students to the many different opportunities to get involved on the campus, including our clubs and organizations.
- 6.3. A FERPA Privacy Act Notification was emailed to every student notifying them of their rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended.

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

7.1. Student Life sponsored Stress Relief Week prior to finals to allow students to relieve stress with fun activities and encourage them with study tips and advice.

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

8.1. The Code of Conduct Office collects a variety of descriptive statistics, including the number of violations that occur each semester. Data from the past year are represented below:

SUMMARY

Code of Conduct Office Case Summary	Summer 2021	Fall 2021	Spring 2022	Total
Administrative Hearing: Responsible	1	14	19	34
Administrative Hearing: Not Responsible	0	15	10	25
Informal Resolution	0	0	0	0
No Action Required	1	16	23	40
Unresolved/Unenrolled (at time of report)	2	4	4	10
Total Students Referred	4	49	56	109

*COVID-19 related closure decreased conduct case numbers

VIOLATIONS

Code of Student Conduct Violations	Summer 2021	Fall 2021	Spring 2022	Total
Acts of dishonesty	0	4	4	8
Disruption of college operation	0	0	1	1
Physical/verbal abuse, threats, intimidation, harassment, fighting	1	1	3	5
Failure to comply with the direction of college officials	1	10	13	24
Violation of any college policy	0	11	13	24
Violation of federal, state, local law	0	0	1	1
Obstruction of free flow of pedestrian/vehicle traffic	0	0	2	2
Failure to comply with sanction	0	1	0	1
Planning, facilitating, or supporting misconduct	0	1	0	1
Alcohol	0	0	1	1
Total	2	28	38	68

SANCTIONS

Sanctions Imposed	Summer 2021	Fall 2021	Spring 2022	Total
Warning	0	7	17	24
Probation	0	4	0	4
Educational sanction: reflection paper	0	2	0	2
Educational sanction: follow-up meetings	0	0	1	1
No contact order	1	0	0	1
Withdrawal	0	0	1	1
Hold	0	1	1	2
Referral: counseling	0	1	0	1
Referral: counseling & psych evaluation	0	0	1	1
Deferred suspension	0	1	0	1
Suspension	1	0	1	2
Expulsion	0	1	0	1
Total	2	17	22	41

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

1. Maintain high standards and high-quality programs and services (PD.1):

- 1.1. Moraine Valley's Alpha Iota Lambda chapter of the Phi Theta Kappa National Honor Society was recognized as a REACH Chapter for exceling in membership development at the national level.
- 1.2. The Forensics Team won the Gold Medal at the Phi Rho Pi National Tournament, and three students were named National Champions in the following categories: Impromptu Speaking, Persuasive Speaking, and Dramatic Interpretation. Additionally, members brought home one Silver Medal, four Bronze Medals, and Coach Krista Appelquist won the 2022 Phi Rho Service Award. Earlier in the year the team brought home the First Place Gold Medal at the Phi Rho Pi Region IV Tournament while team member, one member was awarded the peer-voted Don Haggarty Award. Other individual team members' awards earned include: 3 Gold Medals, 11 Silver Medals, and 8 Bronze Medals. The Team Captain earned the Individual Sweepstakes award for scoring the most points for his team. Additionally, Coach John Nash, received the Dennis Ross Award, a student voted honor that recognizes a significant contribution to the speech and debate community, at the state tournament.
- 1.3. The Glacier Student Newspaper won 25 statewide awards at the Illinois Community College Journalism Association Contest including being named Best Student Media and the website won first place in the Mike Foster General Excellence Award. Individual student awards include: nine First Place Awards (News Story of the Year, Reporter of

the Year, individual News Story, Headline Writing, Game Story, Arts Review, Feature Photo, Graphics, and Editorial Cartoon), five Second Place Awards (Headline Writing, News Photo, Page Design, Feature Writing, and Sports Feature), seven Third Place Awards (Sports Feature, Podcast, Editorial Writer of the Year (2), Staff Editorial, Feature Writing, and News Story), and three Honorable Mentions (Sports Column, Sports Photo, and Sports Game Story).

- 1.4. 90.5% of Moraine Valley students said they were “Somewhat” or “Very Satisfied” with Student Organizations according to data from the 2021 Community College Survey of Student Engagement (CCSSE).

2. Develop, integrate, implement and assess common learning outcomes (PD.3)

- 2.1. The Code of Conduct and Student Life office has aligned our assessment cycle with the college's Common Learning Outcomes. With this assessment cycle, Code of Conduct and Student Life measures at least one Common Learning Outcome each academic year. Specifically, for 2021-2022, the office measured the effectiveness of our students' ability to examine diverse perspectives and cultures as they relate to the individual and the regional and global community. A survey was developed and sent to students who participated in clubs/organizations during the 2021-22 academic year. Results showed the following:

- 98% agreed or strongly agreed that Student Life values diversity.
- 94% agreed or strongly agreed that they feel their background and identity are valued within their club/organization.
- 94% agreed or strongly agreed that they feel a sense of belonging in their club/organization.
- 90% agreed or strongly agreed that they interact with members in their club/organization who have a different background or identity than themselves.
- 92% agreed or strongly agreed that students of all backgrounds and with a range of identities have equitable opportunities to engage in their club/organization.
- 92% agreed or strongly agreed that they believe their club/organization is a safe and inclusive space.
- 75% agreed or strongly agreed that they feel comfortable talking about issues of racism to their peers or advisor.
- 75% were able to explain benefits of being involved in a club/organization with peers who have different backgrounds/identities than themselves.
- 82% were able to articulate what actions they would take if an instance of inequality or exclusiveness towards a club/organization member took place.

Well over 75% (our target) of students were able to effectively examine diverse perspectives and cultures as they relate to the individual and the regional and global community. Students were able to understand their own identity and culture; seek involvement with people different from themselves; articulate the advantages and impact of

a diverse society; identify systematic barriers to equality and inclusiveness, then advocate and justify means for dismantling them; in interactions with others, exhibit respect and preserve the dignity of others. We will continue to offer and encourage experiences and programs that facilitate our students effectively examining diverse perspectives.

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

- 3.1. Voter registration information was emailed to every student encouraging them to register to vote in local, state, and national elections.
- 3.2. A voter registration drive was held on National Voter Registration Day to encourage students to get registered and share why they believe voting is important.
- 3.3. The Glacier student newspaper continued with an online presence throughout the year with new content loaded every week during the fall and spring semesters.
- 3.4. Student Life sponsored Constitution Day with the Democracy Commitment where students answered trivia questions about the Constitution.
- 3.5. Even while mostly remote, our students understand the importance of giving back to the community and participated in community service efforts:
 - Phi Theta Kappa facilitated a food drive for the campus food pantry.
 - Christian Fellowship collected over 80 hand decorated cards for children spending the holidays in local hospitals.
 - Student Life and FitRec held a Big Pink Volleyball tournament that raised over \$1000 for breast cancer programming and research.
 - In support of the One Book, One College program, Student Life and the Library sponsored a National Day of Service and Remembrance program where students volunteered at the Sagawau Environmental Learning Center where they helped cut down invasive species.
 - International Student Ambassadors sponsored a Collection for Ukraine where 4 cars full of basic necessities were donated to a local Ukrainian Church to send to Ukraine and several fundraisers where \$577 was donated for the same effort.
 - Muslim Student Association held a Hygiene Drive to donate items to the social service agency Arab American Family Services.
 - Go Green Club volunteered at the Sagawau Environmental Learning Center where they helped cut down invasive species.
 - Go Green Club cleaned up and started some spring planting in the college garden.

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

- 4.1. The Code of Conduct Office updated the posted (on the portal) Statement of Commitment and Responsibility to acknowledge the impact of systemic racism and

violence on our faculty, staff, students, and community members, particularly those who are people of color.

- 4.2. The Code of Conduct Office conducted an audit to identify any bias towards and barriers for underrepresented populations - specifically BIPOC (Black, Indigenous, People of color) - in Moraine Valley's student conduct process, including, but not limited to, bias in the following areas: Code of Student Conduct policies and procedures; referral process; hearing process; sanctioning process; appeal process; record-keeping process; staff training or communication (e.g., does staff seek out opportunities to increase knowledge of equity in higher education).
- 4.3. Student Life sponsored a DYI Reusable Bag program where students decorated a canvas shopping bag to use next time they go grocery shopping to encourage sustainability for Earth Day.

5. Strengthen external partnerships with business, industry, pre-K-12, college/universities, and other service providers (PD.12):

- 5.1. STEM Club offered a field trip for those students considering transferring to University of Illinois Urbana-Champaign and/or majoring in engineering to help them become familiar with the University and learn more about advanced engineering concepts.
- 5.2. As per the Illinois Preventing Sexual Violence in Higher Education Act, Moraine Valley completed and submitted to the state the fifth annual report reflecting calendar year 2021 data.

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

1. Expand student, faculty, staff and community access to available technologies (TL.3):

- 1.1. Any Moraine Valley faculty, staff, student, or local community member may file a report to raise a concern about a student's behavior by completing an online incident report form. This report is sent directly to the Code of Conduct Office for review. Since this automated database is fully integrated with our student information system, it supports electronic letters and forms (allowing for faster response rates). Additionally, it allows us to track student demographics and offers real-time reports and statistics. This online database also supports the college's sustainability efforts by allowing the Code of Conduct Office to move from a paper file system to electronic files.
- 1.2. The Student Life Office posts all important documents on MVConnect 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.

2. Improve instruction and student services for technology-delivered learning (TL.4):

- 2.1. To promote online engagement of our students, Student Life continued to sponsor virtual programs throughout the remote learning that took place during the COVID-19 response. Students had the opportunity to participate in programs by participating via social media and logging-in to virtual meetings utilizing different meeting apps.
- 2.2. The Glacier continued in an online format to report on issues that affect our students and to inform them about programs, resources, and how to stay connected during the COVID-19 response and while the campus was remote.
- 2.3. The Code of Conduct office is dedicated to helping provide a safe and inclusive college experience for all of our students, faculty, and staff. To assist in ensuring this environment existed remotely, the Code of Conduct office compiled information about how faculty and staff could refer students of concern, and how students could report concerns to that office. The information was available on the MV Connect Portal.
- 2.4. The Student Trustee elections have been online for 8 years. With the college being mostly remote during COVID-19, this practice allowed us to continue this very important process and allow our students to elect their representative on the Board of Trustees. One candidate was involved in the election this year.

3. Improve the use of technology in making data-informed decisions (TL.2):

- 3.1. The Code of Conduct Office continues using rubrics to measure Learning Outcomes in the hearing and sanction process. The following table represents numbers from this year:

	Number evaluated	Scoring 80% or above
Summer 2021		
Students evaluated	1	0
Sanction Evaluated*	0	N/A
Fall 2021		
Students evaluated	7	3 (42%)
Sanctions evaluated	1	0
Spring 2022		
Students evaluated	19	11 (57%)
Sanctions evaluated	0	N/A

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

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

- Prior to the hearing process:
 - 100% of respondents had been referred to the Code of Conduct Office for the first time
 - 100% read the Code

- 71% read the hearing checklist attached to their letter
- 33% believed their behavior was a violation of the Code
- 33% reached out to a faculty/staff member regarding the process
- During the hearing process:
 - 100% agreed their rights were upheld throughout the hearing
 - 100% agreed they were given the opportunity to share their perspective and be heard
 - 100% agreed they were treated with respect
 - 100% agreed they understood the hearing process
 - 100% stated they understood the sanctioning process
 - 100% stated they understood the appeal process
 - 100% who received a sanction stated they understood why they received that sanction
- As a result of the conversation with the hearing officer:
 - 100% agreed they better understand how their behavior impacts their goals
 - 100% agreed they better understand how their behavior impacts others
 - 100% agreed they understand the expectations for future behavior
 - 100% agreed they understand Moraine Valley cares about safety of campus and students
 - 100% agreed they would consider their hearing officer an option if they needed to talk to someone about a problem or concern.

DIVERSITY, EQUITY and INCLUSION: The Code of Conduct & Student Life Office helped the college deepen its commitment to its core values in the following ways:

1. Cultivate a campus community rich in cultural intelligence (DI.1):

- 1.1. Throughout the year, Student Life sponsored Trivia Questions regarding, Dr. Martin Luther King, Black History Month, National Native American Heritage Month, and Dia de los Muertos (Day of the Dead).
- 1.2. Alliance of Latin American Students, along with Multicultural Student Affairs, sponsored a Cinco de Mayo celebration while giving out walking tacos.

2. Integrate global and intercultural perspectives into courses, programs and services (DI.6):

- 2.1. Student Life partnered with other Illinois Community Colleges to sponsor a virtual guest speaker for an MLK Day celebration. Clint Smith, best-selling author of *How the Word is Passed*, spoke on the migration from slavery to the civil rights movement and the history of black people in the United States.
- 2.2. Student Life partnered with other Illinois Community Colleges to sponsor a virtual guest speaker for Hispanic Heritage Month and bring awareness about intersectionality. Rosa Clemente explored the Afro/Black Latinx experience in America and the need to unite all Latinx cultures for empowerment.
- 2.3. The Manager of Student Life participated in a Book Club with other Student Activity managers (through ICCSAA). They read the book, *Race Talk and the Conspiracy of*

Silence: Understanding and Facilitating Difficult Dialogues on Race, by Derald Wing Sue. Discussions included how to implement these practices on their respective campuses.

3. Expand resources and services to diverse and underrepresented populations (DI.7):

- 3.1. The GASP Club hosted a World AIDS Day program to educate students and discuss the AIDS pandemic and how it effects the LGBTQ+ community today and an event to raise awareness about individual preferred pronouns where students hand-made buttons to display their preferred pronouns.
- 3.2. The Code of Conduct Office presented information regarding Conduct and Title IX Resources at the virtual Rainbow Reception for LGBTQA+ students sponsored by the Celebrating Diversity Task Force.
- 3.3. Muslim Student Association held Friday Prayers offering a space for Muslim students to practice their religious beliefs, sponsored an Iftar dinner where students gathered to break fast together during Ramadan, and held an Eid celebration to commemorate the end of Ramadan.
- 3.4. The Code of Conduct Office updated the posted (on the portal) Statement of Commitment and Responsibility to acknowledge the impact of systemic racism and violence on our faculty, staff, students, and community members, particularly those who are people of color.
- 3.5. Phi Theta Kappa members volunteered for and were selected as mentors to Moraine Valley international students through the IMPACCT (International Mentor Program Academic Cross-Cultural Teamwork) program. The purpose of the program is to close the gap between domestic and international students and encourage cross cultural exchange while promoting internationalization on campus.

4. Develop systems and processes to collect and analyze data to measure the effectiveness of diversity, equity and inclusion initiatives (DI.9)

- 4.1. This year, the Code of Conduct Office conducted an Equity-Minded Audit of the Code of Student Conduct Process to identify any bias towards and barriers for underrepresented populations - specifically BIPOC (Black, Indigenous, People of color) - in Moraine Valley's student conduct process.
- 4.2. Student Life activities, programs, and opportunities certainly contributed to data from the 2021 Community College Survey of Student Engagement (CCSSE) that shows students scored Moraine Valley nearly 4.5 points higher than the cohort regarding how much the college emphasizes encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

Answered	Item	MVCC	2021 CCSSE Cohort
“Quite a bit” or “Very Much”	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	61.7%	57.3%

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

Ethnicity	Fall 2021	Spring 2022
American Indian	0.4%	0.5%
Asian	4.3%	3.4%
Black	12.6%	14.1%
LatinX	24.1%	21.0%
Middle Eastern/N African	N/A	0.5%
White	45.3%	46.3%
Unknown	13.3%	14.1%

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

1. Engage in systematic planning and continuous improvement to support institutional performance, quality and efficiency (IA.1):

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

2. Increase resources to support student recruitment and retention (IA.2):

2.1. Co-chaired the selection and implementation (22 departments) of the Ocelot Chatbot to efficiently accommodate students’ and prospective students’ inquiries 24 hours a day, seven days a week, 365 days a year, and during peak busy times. From December 2021 to July 2022, there were over 17,800 conversations and over 46,700 interactions with The Bot.

LOOKING AHEAD TO 2023:

The Code of Conduct & Student Life office will continue to align our assessment cycle with the college's Common Learning Outcomes. For 2022-2023, the Code of Conduct & Student Life office will measure the effectiveness of our students' critical thinking. We will develop multiple assessment tools to measure effectiveness and goal attainment in regard to critical thinking; administer the assessment tools through the selected means; and analyze the results of the assessment tools.

Student Engagement 2021-2022 Annual Report

Scott N. Friedman, Ph.D., Dean

Departments and Leadership:

- Academic Advising Center & New Student Orientation
 - Debby Blatzer, Assistant Dean
 - Sumeet Singh, Department Chair
- Center for Disability Services
 - Nate Payovich, Director
- Counseling & Career Development Center
 - Dr. Scott Friedman, Dean
 - Sumeet Singh, Department Chair
 - Dr. Anna Rogers, Coordinator (August 2021-January 2022)
- Human Development (HDV) Courses
 - Sumeet Singh, Department Chair
- Student Engagement Subdivision/College-Wide Initiatives
 - Dr. Scott Friedman, Dean
 - Sharon Davis, Secretary II
- Study Abroad & Faculty Exchanges
 - Merri Fefles, Professor, Coordinator of Study Abroad & Faculty Exchanges
 - Dr. Scott Friedman, Dean
- Transfer Center & Articulation Initiatives
 - Tina Carney-Simon, Transfer Coordinator

Academic Advising Center & New Student Orientation

Academic advising is a collaborative relationship between a student and an Academic Advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values and abilities. The Academic Advising Center provides direct services that support students' academic achievement and success. Academic Advisors provide information regarding requirements for all Moraine Valley degrees and certificates. In addition, Academic Advisors support students in their exploration and decision making about transfer schools and choosing appropriate transferable courses to meet required study for specific majors.

With the significant shift to more virtual learning and remote services during the pandemic, Academic Advisors also adapted modalities in which they provided advising services to students. Academic Advisors rapidly adjusted and utilized new technologies for virtual advising. Virtual advising has long been a proven to aid to assist distance education students, and the seamless integration of virtual advising over the past two years was quickly adopted by many students.

Students have increased their reliance upon the expertise of well-versed Academic Advisors that help them make accurate academic choices, navigate various academic options, be successful in

their degree programs, and follow the constantly changing policies educational institutions are implementing. The addition of online advising services fosters engagement and provides advising information in a timely and efficient manner.

Student Success

Academic Advising Student Volume

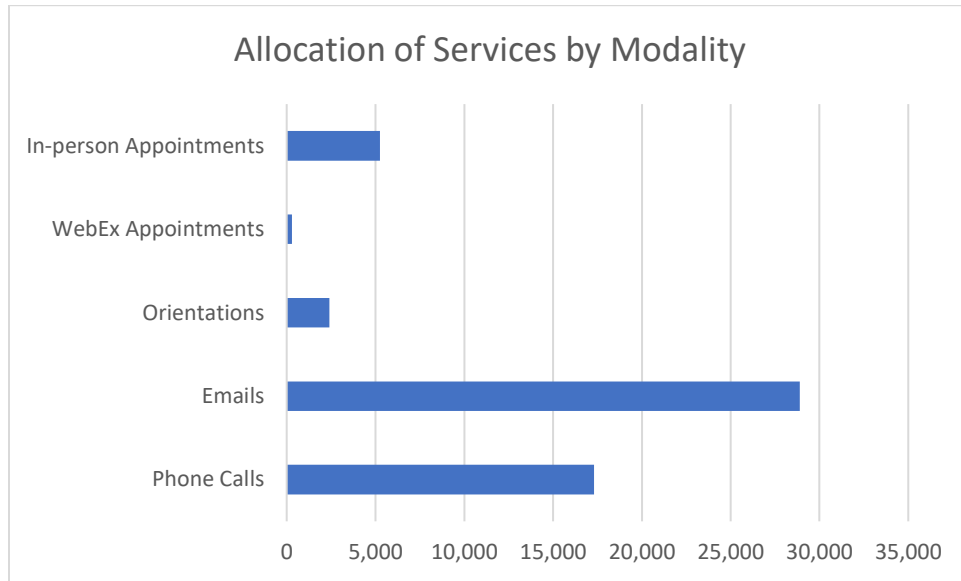
Academic advising at Moraine Valley has shifted considerably due to the COVID-19 pandemic and the college's move to additional course delivery modalities. Advisors have had to be more flexible in adapting to multiple work modalities while also meeting students' needs. While the challenge to move services online was formidable at first, Academic Advising embraced technology to implement and enhance their work. Academic Advisors adjusted to other ways of communicating with students beyond face-to-face sessions, and both students and Advisors became more adept at such interactions. The use of technology has become second nature in the department. Over the past year, Academic Advisors have perfected the different avenues in which they interact with students through the online advising request form, phone calls, emails, WebEx meetings, and conventional in-person service.

Similar to the 2020-2021 academic year with 56,693 contacts, the 2021-2022 year has shown that students have continued with increased requests to the Academic Advising Center. The table below shows the month-to-month counts of student contacts and the annual total.

Fiscal Year July 2021 through June 2022	
Months	Sum of Total
July	4,780
August	8,538
September	2,884
October	4,303
November	5,111
December	3,836
January	5,816
February	2,537
March	3,800
April	4,740
May	4,013
June	3,230
Grand Total	53,588

Despite the challenges of volume that continues to be more than double pre-pandemic levels, the pandemic has resulted in many innovative practices that have positively shaped the ways in which Academic Advisors and students interact. Students are now advised through live video conferencing utilizing WebEx and screen sharing. This additional modality mirrors all of the elements of a quality in-person visit. In addition to WebEx, use of email and phone to provide

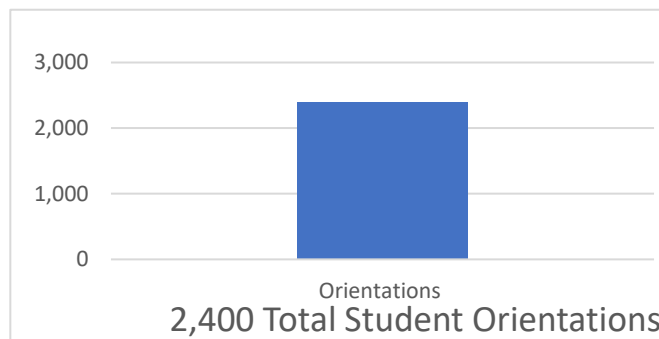
advising to students has dramatically increased. The table below shows modalities for the number of advising services provided to students over the past year.



New Student Orientation Scheduling Sessions

Moraine Valley students frequently enter higher education with unique needs and complex, hectic lives. Thus, initiatives such as orientation programs are critical to maximizing students' opportunities for success. New Student Orientation (NSO) is mandatory for degree-seeking students and is a two-part process. During the sessions, students are informed about critical policies and expectations of the college. There are two mandatory pieces of NSO. Part I: Online Orientation is an online module that addresses academic policies, procedures, and additional key information. Part II: Advising and Registration is the session where students meet with an Academic Advisor to discuss academic goals, select courses, and register and pay for first semester classes.

During the last two years, Part II of Orientation has primarily been provided virtually by Academic Advisors, in one-on-one phone calls and by WebEx. NSO sessions are provided nearly year-round so that students are prepared to start the next semester. There were 2,400 students that completed NSO over the last FY, which is nearly identical to the previous year.



Program Development

One issue that was exacerbated in the remote service environment of NSO was that some students needed additional assistance with a crucial part of the Orientation Process. After completing Part II of NSO, students should be able to plan, schedule and register for their first semester classes utilizing the Student Planner tool. Some students were contacting Academic Advising after their NSO session because they were struggling with the Student Planner tool or didn't remember how to register. In response to this concern, the Coordinator of New Student Onboarding worked with the student Orientation Leaders to create a virtual meeting room for students who needed drop-in help navigating Student Planner.

These sessions give students live help during specified hours throughout the week. Once students sign into the WebEx meeting room, the Orientation Coordinator moves them to a room with an Orientation Leader who shares their screen and walks them through the registration process. These virtual meetings began Spring 2022 and have been very well received by students. For students who show-up in-person requesting assistance with Student Planner, we have Student Orientation Leaders/Student Employees who assist students with the tool on a computer in the Academic Advising Center or downstairs outside the Admissions office. 24 new students took advantage of this service.

Resource Advancement

Conference Presentation

Dan Cristman, Anna Chmiel, and Sumeet Singh presented the session "Facing Challenges-Focusing on Accomplishments" during the 2022 ILACADA virtual Drive-In Conference. Their proposal focused on strategies for nominating colleagues for awards, ideas to keep packets organized throughout the process, and celebrating colleagues for being nominated and for receiving awards.

Recognition and Awards

Moraine Valley's mission to educate the students in a learning-centered environment and recognizing responsibilities to one another is made possible by dedicated employees. Recognizing employees' contributions shows appreciation and respect in a tangible manner and motivates staff to continue their excellent work in support of Moraine's mission. Timely recognition is critical to reinforce the connection to actual achievement throughout the year. The following members of the Academic Advising Center & New Student Orientation were nominated or received awards during the past year:

- Dr. Kim Golk was recognized with an Outstanding Academic Advisor award from the Illinois Academic Advising Association (ILACADA).
- Sumeet Singh was recognized with an Outstanding Academic Advising Administrator Award from the Illinois Academic Advising Association (ILACADA).
- The following NACADA Region 5 award nominations were submitted:
 - Simona Stankevicius for the Excellence in Advising- New Advisor Award
 - Dan Cristman for Excellence in Advising- Advisor Primary Role Award
 - Debby Blatzer for Excellence in Advising- Advising Administrator Award

- COS intervention for the Innovation in Advising Award
- The following NACADA Global Awards nominations were submitted:
 - Dan Cristman for the Outstanding Advising Award- Academic Advising Primary Category
 - Sumeet Singh for the Outstanding Academic Advisor- Administrator Award
 - Dr. Scott Friedman for the Michael C. Holen Pacesetter Award (recipient)
 - The NACADA Michael C. Holen Pacesetter Award recognizes Executive Officers, Provosts and Academic or Student Affairs Officers (i.e., Vice Provosts, Vice Presidents, Deans, etc.) who exemplify a commitment to academic advising and are true advocates for advising, students, and Advisors across the institution. NACADA has more than 12,000 members, and they select only one individual for this award annually.

Center for Disability Services

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

Student Success

CDS General Updates

The CDS welcomed a new staff member – Natalie Johnson, Program Assistant. Natalie has learned very quickly and is making outstanding contributions to the team managing the office, coordinating tutoring services, and interfacing with students and families.

Annual Count of Students Served by Primary Disability

The table below provides the number of students served by disability by term, as well as the unduplicated annual total and percent change between 2020-2021 and 2021-2022. A total of 688 unique students with disabilities were served during FY22, which is slightly less than the previous reporting year.

Primary Disability	2021FA	2021SU	2022SP	21-22 Unduplicated	20-21 to 21-22 % Change
Acquired Brain Injury	2	1	1	2	0.0%
ADHD	91	47	75	125	-3.8%
Autism/Asperger's	58	19	53	71	16.4%
Blind/Low Vision	13	3	11	15	0.0%
Deaf/Hard-Of-Hearing	18	3	12	20	42.9%
Developmental Delay	8	2	8	11	0.0%

Mobility Impairment	10	2	6	10	25.0%
Other Health Impairment	1		1	1	0.0%
Psychological Disability	72	39	61	95	-18.1%
Seizure Disorder	2		2	3	-25.0%
Specific Learning Disability	193	76	162	245	-6.1%
Systemic/Chronic Health	70	33	56	90	-11.8%
Grand Total	538	225	448	688	-5.1%

Annual Count of Services and Accommodations Provided

	Summer 2021	Fall 2021	Spring 2022	Duplicated Totals	Unduplicated Totals
Students Served					
Students registered with CDS and enrolled	225	539	448	1212	688
New students approved for accommodations	74	82	94	250	250
Student appointments	267	511	540	1317	
Testing Accommodations					
Tests proctored/scheduled through the CDS	28	297	295	620	
Tutoring					
Students requesting tutors		48	30	78	
ASL Interpreting Services					
Students requesting interpreters	0	4	1	5	4
Equipment Checkout					
Digital recorders	10	20	20	50	
Note-taking notebooks	4	8	8	20	
iPad	3	9	11	23	
Smart pens	2	10	14	26	
Locker keys	2	2	4	8	
Amigo loan	0	0	0	0	
Alternative Format Materials					
Students requesting eBooks	1	17	17	35	
eBooks requested	1	42	33	76	
High School Visits					
Students attended	0	24	0	24	
Schools represented	0	1	0	1	

Program Development

The CDS continues work on the current Plan, Improve, Evaluate (PIE) continuous improvement plan to assess the utilization of assistive technology and develop additional resources and training to support students. A survey was developed, and CDS staff have been collecting data on students' familiarity with the assistive technology that they check out from the department. This data will be used to develop additional training opportunities to help students take full advantage of the technology available.

Technology

Disability Services Database

The CDS submitted a request for GEER II funding to purchase a software management system for the department. The request was approved and after an extensive review process, the College purchased the Accommodate software package by Symplicity. Implementation began in March 2022 with a goal to begin utilizing the program in the Fall 2022 semester. The software will allow the department to manage all processes and forms in a centralized location creating a simpler and more efficient experience for students, faculty, and staff. The new system will improve accessibility for students and faculty and enhance the tracking and reporting capabilities of the department.

Diversity & Inclusion

Committee Work

CDS Staff members participated in a committee convened to discuss supporting international students in response to the war in Ukraine.

In addition, CDS staff members have been participating in the Illinois Community Colleges Disability Service Providers (ICCDSP) consortium meetings. This year there has been a focus on the implications of House Bill 3950 which addresses transition services from high school to college for students with disabilities.

Professional Development

Nate Payovich participated as a mentor to scholars completing an equity-based project with the Moraine Valley Equity Academy.

Resource Advancement

Hybrid Work

The CDS has continued to refine and develop multiple modalities to provide services for students. We have increased the forms that are available for online submission, and we are

working towards having all forms available for online submission. Almost all of our services are available remotely in addition to in-person. This flexibility increases the accessibility for students with disabilities who may have challenges accessing resources in a particular modality.

Counseling & Career Development Center

The Counseling & Career Development Center provides holistic academic, career, and personal counseling to support students. Counselors strengthened strategies to meet the needs of students through critical educational supports, personal counseling services, and retention-focused interventions. In adapting previous exceptional services, the Counselors provided multiple levels of service and resources to support students through the past two years of the pandemic.

Student Success

During the past year, there were 10,336 student appointments scheduled in the Counseling Center. Total appointments scheduled were on par with the previous year. Of the appointments scheduled, 9,135 student appointments were marked as attended (88% of those scheduled). It is important to note that the rate of students attending has significantly increased during FY22, increasing by 16% from FY21. The table below provides a general breakdown of attended appointments by type.

Appointment Type	FY21	FY22	% Change
Academic	5,728	4,900*	-14.46
Personal	932	1,192	+27.9
Career	273	351	+28.57
Consultations & Other	483	1,524	+215.53
TOTAL	7,416	7,967^	+7.43

*Decrease due primarily to fewer Starfish flags; see detail in the Technology section.

^Does not include an additional uncategorized 1,524 phone/email contacts Counselors completed with students during FY22.

Personal Counseling & Support

Personal appointments and drop-in sessions accounted for 919 counseling appointments attended during FY22. Personal appointments are identified by a student who may present with symptoms of a mental illness or other dire personal concern that could impede their success.

As an extension of personal counseling, Counselors attended to 33 student crises last year. Crises continued to look different from pre-pandemic times. Crises are circumstances where students may need urgent intensive care. During crises, students are usually distraught, sometimes suicidal, and may require hospitalization. In most situations when in-person, two Counselors will spend several hours with the student in crisis to intervene, deescalate the situation and create a plan with the student. Whenever a Counselor was unsuccessful in reaching a student quickly, the Counselor would contact the Moraine Valley Police Department to request a well-being check. In a few of these instances, as a result of the well-being check, students were hospitalized.

Beyond personal appointments, the Counseling & Career Development Center has sought to help meet the needs and support the most vulnerable, at-risk students through Project Care and the Foundation's Emergency Financial Assistance grant program. During the year, Project Care logged 273 appointments with students. In times of need, students reached out for food and other financial resources. Prepackaged food bags were also placed outside of the Library and sent to the Education Center in Blue Island so that students could take a bag and go.

Academic Counseling

Another primary function of the Counseling & Career Development Center is academic counseling interventions. Academic counseling encompasses many different components including one-on-one interventions with students who may need help with gaining academic and study skills, semester interventions with students from the COS-041/RDG-041 cohorts and students who encounter academic restrictions due to the Standards of Academic Progress (SOAP) policy. In total, Counselors engaged 4,900 students for academic counseling this year.

Of those students who received academic counseling support, 1,396 were primarily for SOAP interventions. During Summer 2021, 409 students had a SOAP status. 1,404, students had a SOAP status during Fall 2021, and 923 moved to SOAP status during Spring 2022.

SOAP students on Academic Caution continued to complete their Academic Success Workshop intervention within Canvas. The online workshop was developed to provide students the opportunity to complete the required workshop in a convenient 24/7 format. 88 out of 195 (45.13%) students on Academic Caution completed the Canvas intervention after Summer 2021 and 448 out of 985 (45.48%) students completed after Fall 2021. Spring 2022 Caution students are actively completing the intervention.

Career Counseling

One way Counselors strive to empower students with motivation to persist and to succeed is through career counseling. During the academic year, Counselors held 351 career counseling sessions with students. Students who sought career counseling ranged from those who are completely undecided to those who may just need help in exploring and deciding between two career choices. Career counseling sessions were up 28.57% compared to FY21.

Program Development

Peer Educators

Due to the college receiving the Governor's Emergency Education Relief II (GEER II) grant, Dr. Friedman worked to hire a temporary Awareness & Prevention Education Coordinator, Darcelle Dieudonné. Under Darcelle's leadership, the Counseling Center hired three Peer Educators. These student employees assisted in awareness and prevention programming, peer outreach, and support of the Project Care food pantry. Specific to the food pantry, the Peer Educators helped fellow students during open pantry hours. Holding open hours for the food pantry was a trial to determine need, and our Peer Educators supported 17 students for 23 total visits over the one month trial. This helped improve ease of access and reduce food insecurity amongst our students.

AOD Programming

The Counseling Center partnered with Student Life and the Code of Conduct office to host alcohol and other drug (AOD) programming in-person during Spring 2022. First, “Safe Spring Break” was held March 7-10 with a focus on pledging to participate in less risky activities. On March 10th, the event was aligned with the college’s Spring Fling event, and more than 50 students participated in alcohol awareness activities. The second major AOD event was “Club U,” which took place on April 12th. The Peer Educators worked alongside college faculty and staff to guide students through three alcohol education stations. Over 100 students participated in this event.

Technology

Starfish

During the academic year, Counselors utilized the Starfish early alert system to intervene with and retain students. During the academic year, Counselors provided outreach and intervention to students based on the 793 flags raised by instructors. Unlike last year when Counselors intervened with most Starfish referrals, this year Counselors primarily intervened only with students who were not already connected to another department (more detail below). Starfish interventions included everything ranging from academic counseling and study techniques, to helping students access on-campus and external resources, to technology resources and navigating obstacles they were encountering on-campus and in life.

Dr. Scott Friedman and Dr. Chet Shaw, Dean of Student Services, partnered to expand the scope of Starfish outreach to departments including MSA, TRIO, and ISA. An internal document created by Shanya Gray was expanded by Dr. Anna Rogers and Dr. Friedman as a training guide for the other departments. Dr. Friedman met with staff in these departments and provided a step-by-step walkthrough of how to sort and filter in Starfish to find the students connected with their departments. This work was supported behind-the-scenes by Aaron Roe and Deb Malkinson who created new organization codes in Starfish to allow for sorting based on connections with a specific department. Through both the technology and training, these efforts significantly expanded the staff providing academic interventions to students.

Diversity, Equity and Inclusion

Beyond participating in programming, the Counseling Center regularly collaborated with Multicultural Student Affairs and TRIO Student Support Services to support minority students on-campus. Through targeted referrals, students are seamlessly referred between these offices.

Several Counselors served as mentors in the D.R.E.A.M. mentoring program through Multicultural Student Affairs. This program seeks to provide educational and academic mentoring for students of color.

During the year, the Counseling & Career Development Center continued collaborating with International Student Affairs to support international students. Counselors presented at the ISA new student orientation. Hiyam Yusef is the designated Counselor to partner with International Student Affairs and work with international students.

Institutional Advancement

The Project Care food pantry continued to experience extremely high volume in year two of the pandemic. To stock the food pantry, Dr. Scott Friedman challenged departments across campus to participate in the first “Pack the Pantry” effort. The pictures below show just some of the food that was donated by our generous Moraine Valley colleagues to support our students.



Human Development (HDV) Courses

Student Success

HDV-100 Healthy Relationships Course

During Spring 2021, the faculty who previously taught the Healthy Romantic Relationships course, Teresa Hannon and Dr. Anna Rogers, made significant revisions to the course to focus more broadly on healthy relationships. The new course was approved starting Fall 2021.

16 students enrolled in the one section offered during Fall 2021, and Spring 2022.

HDV-111 Career Planning Course

The Career Planning course was developed to help undecided students identify career direction. Counselors provide students with a number of career assessments and resources that narrow the career search for many students. In addition, the course teaches many fundamental skills such as resume writing, interviewing techniques, and career shadowing.

During Summer 2021, 15 students enrolled in the one section offered. In Fall 2021, 199 students enrolled across 12 sections. In Spring 2022, 106 students enrolled across 7 sections. In total for the 2021-2022 academic year, 320 students enrolled in HDV-111. This was an increase of 38 (13.48%) students from 2020-2021.

Student Engagement Subdivision/College-Wide Initiatives

Diversity, Equity, and Inclusion

Illinois Equity in Attainment (ILEA) Initiative

In Fall 2018, Moraine Valley joined the Illinois Equity in Attainment (ILEA) initiative. ILEA is the hallmark program of the Chicago non-profit Partnership for College Completion, and the main focus is to eliminate racial and socioeconomic achievement gaps at partner campuses by 2025. Dr. Scott Friedman, Dean of Student Engagement, served as institutional lead from joining through Spring 2022.

Because of our ongoing ILEA work, Moraine Valley was awarded a \$12,000 ILEA Catalyst Grant to support our Equity Plan strategies. Dr. Friedman wrote the grant with input from Dr. Khan, Dr. Kristine Christensen, and members of the ILEA Core Team. As a result of the grant,

- Over 20 members of the Student Development Supervisors Council read and discussed *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*.
- Over 30 Student Development faculty and staff participated in a session in which lead author, Dr. Tia Brown McNair, provided concrete ideas for Moraine Valley to implement more student-ready practices.
- 23 Scholars were selected to join the Equity Academy to complete equity-based projects.
- Over 120 faculty and staff participated in DEI monthly sessions offered both in-person and remotely.
- Equity Academy participants engaged in the materials through additional readings and quizzes in a dedicated interactive Canvas course.

D.R.E.A.M. Mentoring

Dr. Friedman continues to serve as a DREAM mentor to a second-year student.

Program Development

Illinois Articulation Initiative General Education Physical Sciences

Dr. Friedman continues to serve on the Illinois Articulation Initiative (IAI) General Education Physical Sciences panel. In this role, he provides input on the impact of panel decisions regarding transferability of courses. Additionally, he has provided technical assistance to Department Chairs and Deans to ensure smooth approval of IAI course submissions from the college.

Resource Advancement

GEER II Grant

The college was awarded a \$538,054 Governor's Emergency Education Relief Fund II (GEER II) grant. Dr. Friedman was lead author of the grant and serves as grant manager. The funds were split into academic and social emotional support categories in alignment with the state's Learning Renewal plan. For the academic funds, the college proposed to select and implement a CRM (under review), select and implement a Disability Services database (completed), implement ACUE faculty training (underway), develop and offer a summer bridge program

(underway), and select and implement an academic assessment platform (completed). For the social emotional funds, the college proposed to have five faculty complete Mental Health First Aid Facilitator training (underway), complete NASPA Peer Educator Facilitator training (completed), train certified Peer Educators (underway), administer the CORE AOD survey (underway), hire additional Adjunct Counselors (revised so funds could off-set the salary of current Adjuncts), hire the Awareness & Prevention Education Coordinator (completed), hire three Peer Educators (completed), off-set coordinator costs (completed), implement the Ocelot chatbot (completed), and provide emergency grants (planned for future awarding). The GEER II grant was extended through June 30, 2023.

ICCB Board Meeting

Dr. Friedman was invited to co-present at the Illinois Community College Board board meeting on December 3, 2021. He was asked to speak to the college's response to growing mental health challenges, initiatives underway to support students, and use of HERF and GEER funds to expand mental health resources for students.

HLC Assurance Argument

Dr. Friedman and Sumeet Singh both served on teams that drafted the HLC Assurance Argument. This was the college's first Assurance Argument under Open Pathways accreditation. The response from reviewers and HLC was that all criterion were met, indicating the college's strength and maturity in meeting accreditation requirements.

Supporting Prestigious Transfer Scholarships

Dr. Friedman serves as the campus representative for the Jack Kent Cooke Foundation Undergraduate Transfer Scholarship. The scholarships are valued at \$40,000 per year toward completing the bachelor's program.

Awards and Accomplishments:

- Dr. Friedman was awarded the NASPA 2022 *Doris Michiko Ching Award for Excellence as a Student Affairs Professional*
- Dr. Friedman was also notified of his selection as the NACADA 2022 *Michael C. Holen Pacesetter Award* to be presented at the Annual Conference in October
- Dr. Friedman was nominated for the following College awards:
 - Dr. Vernon O. Crawley Leadership Award
 - Adjunct Professor of the Year
 - Dave Sarther Teamwork Award- Equity Academy Steering Committee
 - Embracing Diversity Award- Equity Academy Steering Committee

Study Abroad & Faculty Exchanges

Study Abroad informs students about opportunities for international travel-study experiences and supports students participating in these programs. In addition, Study Abroad supports virtual study abroad programming. Faculty Exchanges occur when college faculty or staff participate in international exchange focused on enhancing educational practice and internationalization of the college's curriculum and resources.

Program Development

Study Abroad Association

Dr. Scott Friedman and Merri Fefles implemented a one-year subscription for the Study Abroad Association's 360° Global Learning Experiences platform. This interactive web platform allows faculty to engage students studying the Humanities, Business, Sciences, and Global Perspectives. Dozens of locations throughout the world are made available to students through interactive content which can be explored using a computer, smartphone, or smart glasses. Several Moraine Valley faculty utilized this platform to increase global engagement in their classes. The platform also offers some faculty replacement options for what would have been in-person field trips.

Professor Fefles has been developing the curriculum to potentially offer SSC-101 utilizing the Global Learning Experiences platform. Other community colleges have launched similar courses to help engage more students in global education while also encouraging more students to consider the benefits or participating in study abroad experiences.

Transfer Center & Articulation Initiatives

The Transfer Center is the physical and virtual resource for students interested in transferring to a four-year college or university. The Transfer Center is co-located with the Academic Advising Center since Academic Advisors provide all transfer advising. Articulation initiatives are critical to the smooth transfer and acceptance of Moraine Valley courses by other institutions. In addition, transfer agreements and transfer guides are developed as tools to encourage the smooth transfer of Moraine Valley students.

Student Success

Supporting Student Transfer

Tina Carney-Simon, Transfer Coordinator, assisted approximately 10 students in a pilot of providing direct assistance to students seeking to transfer. Although the pilot was extremely time-intensive, students were assisted in applying to and/or exploring the University of Miami, University of Notre Dame, Vanderbilt University, the University of Illinois at Chicago, and other Ivy League universities.

Governors State University Dual Degree Program Outcomes Shared

- Total MVCC students to transfer to GSU through DDP: 255 (25% of all DDP students)
 - 9 new students transferred during 2021-2022
- Total MVCC students who transferred to GSU and received a DDP Scholarship: 88
- Total amount of DDP awards received by MVCC students at GSU during AY21-22: \$65,943
- MVCC students hold an average GSU GPA of 3.61 compared to 3.54 for all DDP students.

Program Development

Transfer Fairs

- State University Transfer Fair – State University Transfer Fair was held in-person for the first time in two years on October 12, 2021. 12 state university representatives met with 34 students in the Building G gymnasium.
- Virtual specialized fairs were offered for National Transfer Student Week - October 18-22, 2021 included Big 10 Transfer, Selective Admissions Transfer, HBCUs and LatinX Transfer Fairs.
- This year's Private Illinois Colleges & Universities (PICU) Transfer Fair was also held on-campus again for the first time in two years, on February 22, 2022. Representatives from 25 universities attended the fair and met with over 60 students on the B & L bridge.

Transfer Agreements

- National Louis University – Transfer agreement was signed for the Direct 2 Success pathway that includes a tuition discount for students and MVCC employees, 8/26/21.
- DeVry University – Renewal of transfer agreement was completed in January 2022. The agreement includes transfer of courses in programs for Criminal Justice AAS, Business Administration AAS, Marketing and Management AAS, and Human Resources AAS into DeVry's Bachelor of Science in Technical Management (BSTM) degree.
- Chamberlain University – Nursing RN-BSN transfer agreement was completed in January 2022.
- University of Maryland Global Campus agreement was signed in January 2022. This agreement includes tuition discount for students and staff.
- The transfer agreement with the School of the Art Institute was updated and renewed.

TransferBoost Initiative

The state of Illinois was selected as one of three states to participate in the TransferBoost initiative. Initiative goals include increasing successful transfer from community colleges to four-year institutions, improving on-time completion of both the associate's and bachelor's degrees, and containing costs so students have a better idea of total costs for both institutions/degrees. Moraine Valley was selected as one of the Illinois community colleges and partnered with both Governors State University and Southern Illinois University-Carbondale. Both Tina Carney-Simon, and Dr. Scott Friedman, Dean, assisted the college with the TransferBoost initiative.

Other Transfer Initiatives

- Early Childhood Education articulations were updated with both Chicago State University and Governors State University to ensure smooth transfer and acceptance of credit for Moraine Valley students.
- Additional discussions for new transfer agreements occurred with Augustana College, National Louis University, Illinois State University, and Purdue University Northwest.

Diversity, Equity, and Inclusion

Tina Carney-Simon was selected as a Moraine Valley Equity Academy scholar. Her equity-based project is focusing on several elements of the transfer preparation and transfer process with an eye on experiences of racially-diverse students. One goal of this work is to improve marketing and communication to diverse students to help dispel myths about transfer while also increasing supports to encourage an increase in successful transfers.

**Student Services
Annual Report 2021 - 2022**

Chet Shaw, Ph.D., Dean

Departments and Leadership:

- International Student Affairs
 - Robert Morley, Director of International Student Affairs
 - Cecilia Galvan, International Student Services & SEVIS Coordinator
- Job Resource Center
 - Pamela Payne, Director of Job Resource Center
 - Marie Harrell, Internship Manager
- Multicultural Student Affairs
 - Adrienne Stewart, Director of Multicultural Student Affairs
 - Tianna Richards, Manager of Multicultural Student Affairs
 - Aurora Zwick, Manager, English Language Learner Center
- TRiO – Educational Talent Search
 - Josiah Fuller, Director of Educational Talent Search
- TRiO – Student Support Services
 - Mattie Payne-Mallory, Director of Student Support Services
 - Marcus Hawkins, Educational Case Manager
 - Philip Davis, Educational Case Manager
- TRiO – Upward Bound
 - Misty Williams, Director of Upward Bound Project

International Student Affairs (ISA) Highlights

International Student Orientation Program

The International Student Orientation Program (ISOP) is required for all new international students each semester at Moraine Valley Community College. The Office of International Student Affairs staff provides a four-day program, which addresses important U.S. immigration regulations, academic advising, cross cultural advising, health insurance requirements, and placement testing.

New international students are introduced to Moraine Valley's Student Portal and assisted with their initial login and password changes. They learn about the different career degree programs offered at the college and transfer options for students whose intentions are to earn a bachelor's degree in the United States. The Fall 2021 ISOP event was a hybrid event, which allowed students to participate online and in person. However, the Spring 2022 and Summer 2022 ISOP event were both held on campus. These events marked the first ISOP events hosted on campus since the Spring 2020 semester.



During the International Student Orientation Program, ISA staff work collaboratively with other departments to assist with testing, registration, and tuition payments. Likewise, representatives from other departments introduce their services and welcome new international students to Moraine Valley. Daniel Gorman from the Testing Center, Kipp Cozad and Jeff Carpenter from the Academic Skills Center, Anna Chmiel from Academic Advising, Amanda Mesirov and Kent Marshall from Code of Conduct, and Sha’bree Drink from the Job Resource Center all helped make international student onboarding a campus-wide effort for the 2021-2022 school year.

International Student Admission and Enrollment

During the 2021-2022 semester, the Office of International Student Affairs experienced a sharp increase in the number of applications from prospective international students. Many factors contributed to the increase in international student applications, but notable factors include the recruitment efforts of the International Student Affairs staff regarding constant communication with prospective students, collaboration with overseas education agencies, and engagement with local members of the community. The efforts of ISA staff members not only resulted in a greater number of applications, but also produced a substantial increase in new enrollments each semester.

New International Student Intake 2021-2022

International Intake FY 21-22	International Applications Processed by ISA	Incomplete Not Admitted	Evaluated & Admitted	New Int’l Students Oriented/Enrolled
Fall 2021	298	150	148	18
Spring 2022	429	105	324	33
Summer 2022	264	72	192	35
Total	991	327	664	86

International Intake FY 21-22	International Applications Processed by ISA	Incomplete Not Admitted	Evaluated & Admitted	New Int’l Students Oriented/Enrolled
Fall 2021	189%	131%	289%	20%

Spring 2022	194%	33% %	383%	120%
Summer 2022	134%	76%	170%	150%
Total	175%	77%	199%	95%

Percentage Change from 2020-2021 to 2021-2022

New International Student Intake 2020-2021

International Intake FY 20-21	International Applications Received by ISA	Incomplete Not Admitted	Evaluated & Admitted	New Int'l Students Oriented/Enrolled
Fall 2020	103	65	38	15
Spring 2021	146	79	67	15
Summer 2021	112	41	71	14
Total	361	185	176	44

International Enrollment

According to the most recent Northern Illinois Community College International Administrators (NICCIA) survey, Moraine Valley is the community College with the second largest international student population in Illinois. Visa delays and embassy closures had an impact on the total amount of international students who were able to enter the country, but MVCC still maintains one of the largest international community college populations in the state and total enrollment increased from Fall 2021 to Spring 2022.

Term	Enrollment
Fall 2021	90
Spring 2022	95
Summer 2022 (Enrollment is Optional)	56

Top Five Countries of Origin 2021-2022

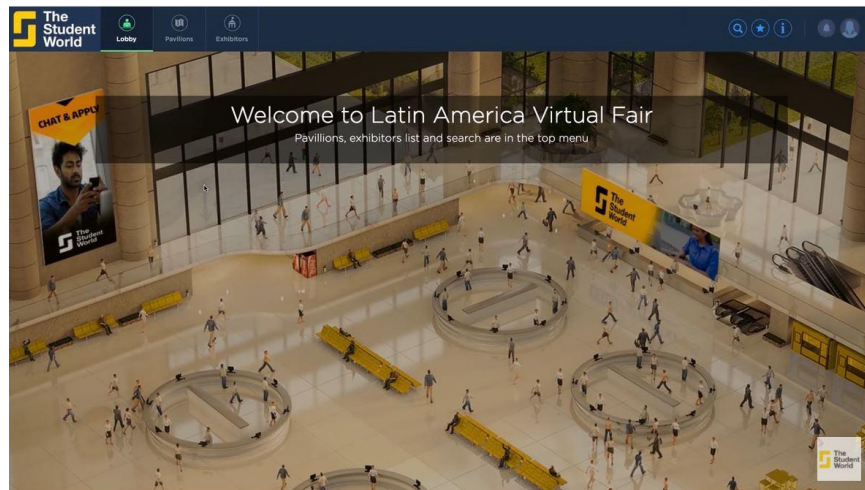
Jordan is currently the largest producer of international students for Moraine Valley and India is the second largest country of origin. Vietnam and South Korea make up third and fourth largest countries, respectively. Japan, Germany, Pakistan, Saudi Arabia, and Tunisia are all tied for the fifth largest population of international students.

	Country of Origin	Student Population %
1.	Jordan	20%
2.	India	15%
3.	Vietnam	13%
4.	South Korea	4%
5.	Japan, Germany, Pakistan, Saudi Arabia,	3%

	& Tunisia	
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Virtual International Recruitment: Southeast Asia, Latin America, & Middle East

In order to increase international enrollment for MVCC. International Student Affairs representatives participated in multiple virtual recruitment events in Latin America, East/Southeast Asia, and the Middle East. In order to reach students in a virtual setting, the Office of International Student Affairs used a virtual platform provided by FPP Edu Media. A total of four events were attended and 399 students had one-on-one interactions with ISA representatives.



Latin America

ISA representatives visited two virtual fairs with FPP Edu Media in Latin America. The events attended were the Study in the USA: Focus in LATAM event on October 21, 2021 and the Latin American Community College HS Sessions on November 4, 2021. In total, ISA representatives met with 198 students.

Event	Date	Interactions
Study in the USA: Focus in LATAM	October 21, 2021	167
The Latin American Community College HS Sessions	November 4, 2021	31

East/ Southeast Asia

The Office of International Student Affairs attended one virtual fair with FPP Edu Media in East/Southeast Asia. The event attended was the Study in the USA: Focus in East/ Southeast Asia on October 26, 2021. In total, ISA representatives met with 98 prospective students.

Event	Date	Interactions
Study in the USA: Focus in East/ Southeast Asia	October 26, 2021	98

Middle East

Representatives from the Office of International Student Affairs attended one virtual fair with FPP Edu Media in the Middle East and North Africa. The event attended was the Middle East

Virtual Fair on November 10, 2021. In total, ISA representatives met with 108 students and had meetings four high school counselors.

Event	Date	Interactions
Middle East Virtual Fair	November 10, 2021	108

Collaboration with Education Agencies

In an effort to increase international student enrollment, International Student Affairs staff members met with prospective educational agencies at ICEF Toronto event from May 13 – May 16. In total, ISA staff members met with 56 potential education agencies. As a result of the meetings, agency agreements were signed with education agencies from various regions of the world. These agreements will help contribute to future international student enrollment.

Event	Date	Interactions
ICEF Toronto 2022	May 13, 2021 – May 16, 2021	56

Campus-Wide Collaboration

In the spirit of teamwork, the Office of International Student Affairs collaborated with various departments at Moraine Valley to improve the overall international student experience. Collaboration included, but was not limited to, focus groups with Intensive English Language (IEL) faculty and students, the planning and execution of International Education Week (IEW), and partnership with Phi Theta Kappa (PTK) for International Mentor Program Academic Cross-Cultural Teamwork (IMPACCT).

IEL Faculty and Student Focus Group

In an effort to gain insight from IEL instructors on their experiences with international students in the classroom and to discuss international student regulations and policies, the ISA office felt it was important to meet with IEL instructors and hosted an IEL faculty focus group. Discussions centered around how to work together to assist and advise international students while taking Intensive English Language courses.

International Education Week

The office of International Student Affairs collaborated with the International Education Committee and the Intensive English Language program to spread awareness about the diverse cultures on campus. International Education Week took place on November 15 - November 19th, 2021. Presentations were conducted in-person and through the WebEx platform.



-Arab Scholars and Writers

Dr. Amani Wazwaz, professor of Communications, provided a survey of important historical and contemporary Arab scholars and writers.

-What Would I Tell My Former Self: International Student Alumni Panel

International student alumni discussed their experiences studying in the US. Panelists provided hypothetical advice to their former selves ahead of their academic journeys.

-International Games and Live Cultural Museum

Students played games from diverse regions while learning about other cultures. Appetizers from a variety of countries were available.

-Transferring Abroad

Attendees learned about transfer opportunities abroad after Moraine Valley as well as the study abroad program at Moraine Valley.

-Basketball and Ping Pong Tournament

Students played basketball and ping pong with the international student ambassadors.

-Immigrant Student Stories

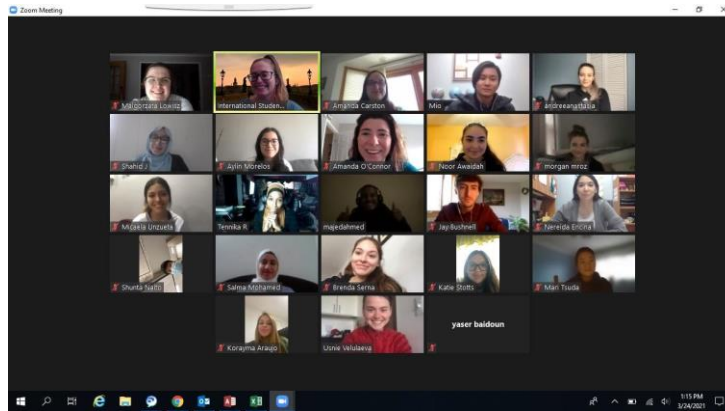
Foreign-born Moraine Valley students discussed "push and pull" factors that motivated them to leave their homelands to come to the United States.

-Meet and Greet Through Gather

Prospective international students met through a virtual platform, Gather. Current students were able to tell prospective students about their experience at Moraine Valley and in the United States!

International Mentor Program Academic Cross-Cultural Teamwork Program (IMPACCT)

The Office of International Student Affairs collaborated with Phi Theta Kappa to support the IMPACCT program. IMPACCT provides new international students an assured opportunity to connect with PTK students who are currently excelling at Moraine Valley and who may have similar academic goals and interests as them. IMPACCT is also designed to enhance leadership and communication skills and to strengthen global awareness. PTK mentors teach international students the ropes around Moraine Valley and international students teach PTK mentors about their culture.



\Coffee and Conversations, International Student Ambassador Organization, Workshops, Town Hall Meetings, and Advising

The Office of International Student Affairs is committed to supporting international students. ISA staff members were available to students through virtual platforms and in-person meetings. During the 2021-2022 school year, ISA expanded its virtual and in-person services to international students to ensure that students remained engaged.

Coffee & Conversations

The Office of International Student Affairs created the Coffee & Conversation (C&C) program to bring domestic and international IEL students together for social activities with other members of the campus community. The program allows IEL students to practice their conversational English language skills in a casual setting and offers students a chance to forge new friendships. Students participate in several different activities such as English language learning activities, brain teasers, games, and conversation topics. The event is held every Wednesday and is open to both domestic and international students.

The International Student Ambassador Organization: Donations for Ukraine

The International Student Ambassador Organization continued meeting throughout the 2021-2022 school year. Membership included international and local/domestic students. Having both local and domestic students assisted in the closing of cultural gaps, expanding knowledge of international education, and in providing a greater opportunity for international students to engage and build strong friendships.

In March of 2022, the International Student Ambassador Organization helped organize and collect humanitarian aid for Ukraine from members of the campus community. A total of five cars full of donations were driven to the Saints Peter and Paul Ukrainian Orthodox Church in Palos Park, IL. Donations from all throughout campus included diapers, toothbrushes, sleeping bags, etc.



Optional Practical Training (OPT) Workshop(s)

In an effort to ensure that international students are able to apply for the employment benefit of Optional Practical Training (OPT), ISA staff developed a two-part, virtual OPT workshop through the WebEx platform. The first session covered basic background information about OPT eligibility. It also covered requirements on how to apply, application timelines, how to complete federal forms, and how to gather the required documentation. The second session focused on reviewing completed forms, issuing an OPT I-20, assisting students in assembling their OPT packets, and how to mail OPT paperwork to USCIS Processing Centers. The OPT two-part workshops were offered during the month of February. All international students had the opportunity to attend the workshop and start their OPT request process.

Transfer Workshop(s)

A Virtual Transfer workshop was offered during the Fall 2021 semester and another was offered during the Spring 2022 semester. The workshops were able to provide international students with an in depth look at the transfer process. ISA staff members focused on the specific requirements related to student visas, deadlines, and best practices to help with a smooth and successful transfer.

Town Hall Meetings

To provide updates throughout the 2021-2022 academic year and communicate SEVP regulations, the Office of International Student Affairs hosted town hall meetings during the fall and spring semesters on the WebEx platform. International students were given information related to transfer/graduation procedures, OPT/SEH, RCL, medical insurance, registration, COVID-19 institutional/ state guidelines, travel, and other topics. Questions submitted by students were also answered during Q&A sessions.

Academic Advising

During the 2021-2022 school year, the Office of International Student Affairs provided both on-campus and online advising appointments for international students. On-campus appointments were available during normal working hours. For online appointments, ISA used the online scheduling tool "YouCanBookme" to schedule advising appointments with students in need of

assistance. For online appointments, 60-minute advising appointments were available. Students were also able to schedule on-campus appointments with ISA staff members.

F-1 Visa Regulations Procedures and Immigration Advising

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

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

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

As a result of this constant interaction with government organizations, the Office of International Student Affairs is able to provide high quality immigration support and advising to the international student community.

International Student Host Home Program

ISA staff members have collectively assumed responsibility for the International Student Host Home Program until the vacant Housing Specialist position is filled. Internal and external publications have been utilized to solicit host participation and students are now being given information on the benefits of the Host Home Program at an earlier stage in the application process.



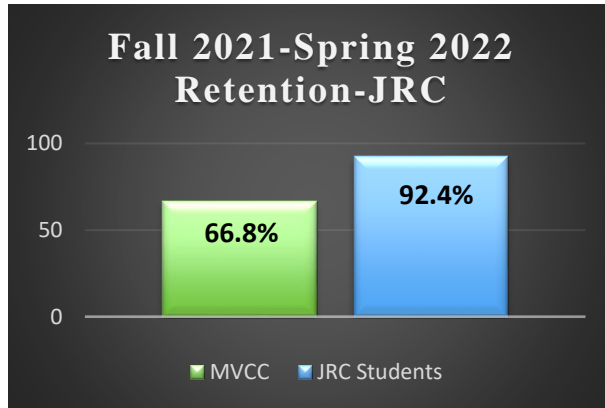
Student Development Annual Report 2021-2022

JOB RESOURCE CENTER AT A GLANCE

JOB RESOURCE CENTER DEPARTMENT DATA

The Job Resource Center provided in-person and virtual services to 630 unduplicated students in FY 2022.

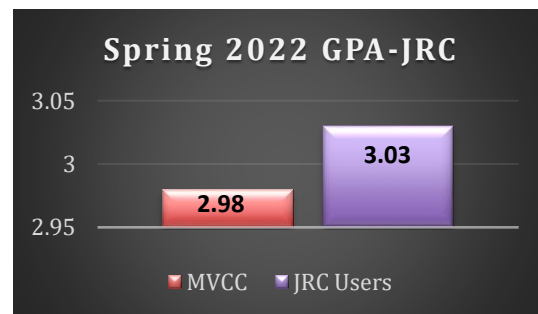
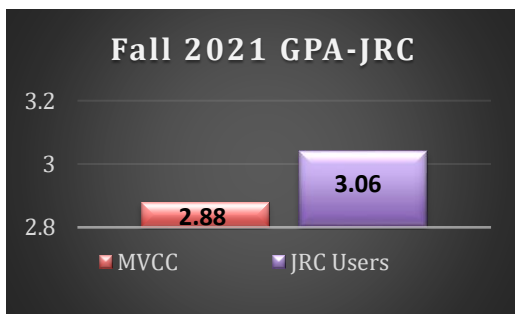
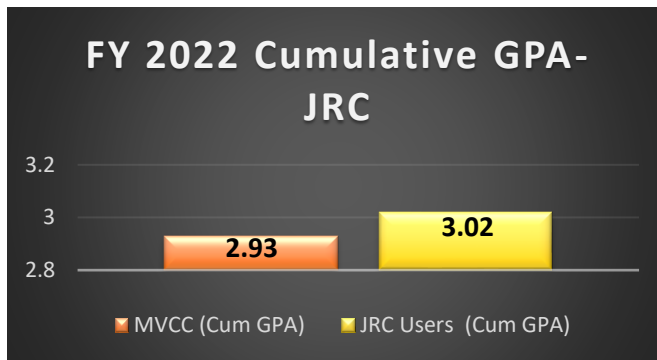
Retention and Completion



(Data obtained from Institutional Research and Information Technology as of 7/15/22)

- JRC Retention: 92.4% retention from Fall 2021 to Spring 2022. As compared to the overall college retention rate of 66.8% for Fall 2021 to Spring 2022, there is a significantly higher retention rate for students serviced by the JRC.
- Completion: A total of 151 students completed a degree or a certificate in Fall 2021 and/or Spring 2022.

Grade Point Average



(Data obtained from Institutional Research and Information Technology as of 7/15/22)

(MVCC Fall 2021 data has been finalized by Institutional Research, however data may change slightly, and Spring 2022 data is not final, still waiting on some spring grades to be finalized per Institutional Research)

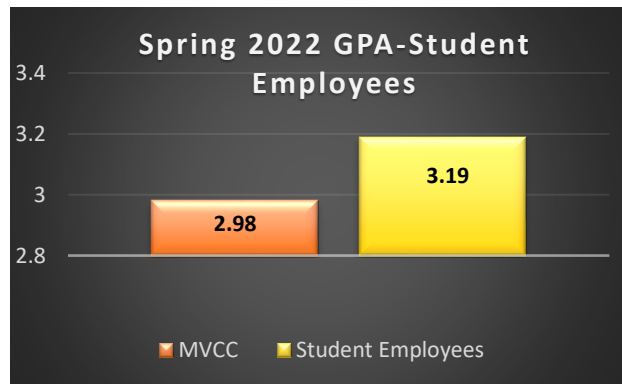
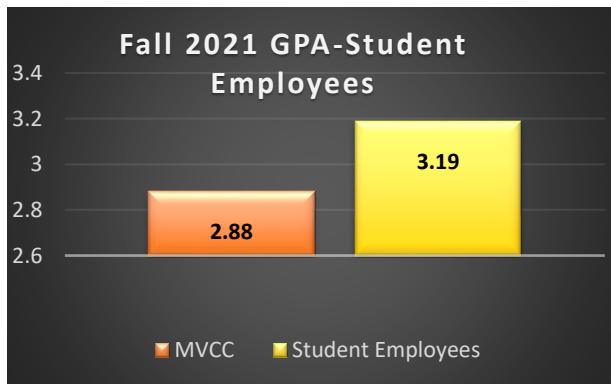
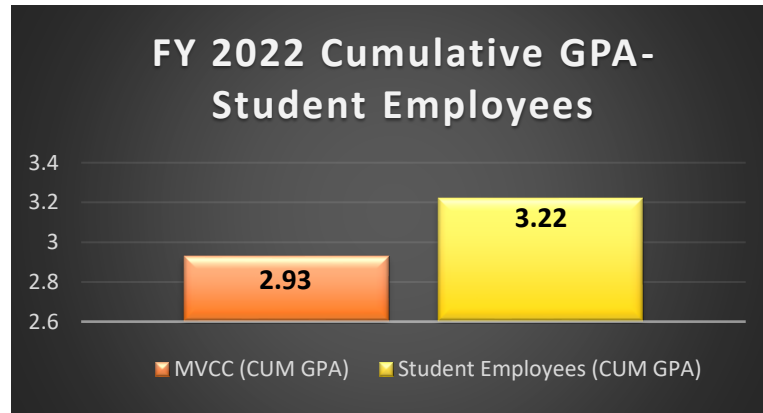
STUDENT EMPLOYMENT PROGRAM DATA

The Job Resource Center coordinates the Student Employment Program. During FY 2022, 151 students worked in a student employment position.

Retention and Completion

- Student Employment Retention: 96.4% retention from Fall 2021 to Spring 2022. As compared to the overall college retention rate of 66.8% for Fall 2021 to Spring 2022, is a significantly higher retention rate for student employees.
- Completion: A total of 32 student employees completed a degree and/or a certificate in Fall 2021 and/or Spring 2022.

Grade Point Average

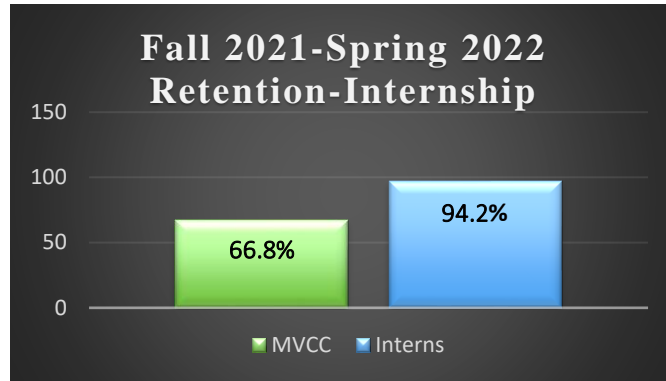


(Data obtained from Institutional Research and Information Technology as of 7/15/22)
(MVCC Fall 2021 data has been finalized by Institutional Research, however data may change slightly.
Spring 2022 data is not final, still waiting on some spring grades to be finalized per Institutional Research)

INTERNSHIP PROGRAM DATA

The Job Resource Center manages the Internship Program. In FY 2022, 67 students worked as interns, in on-campus and/or off-campus positions.

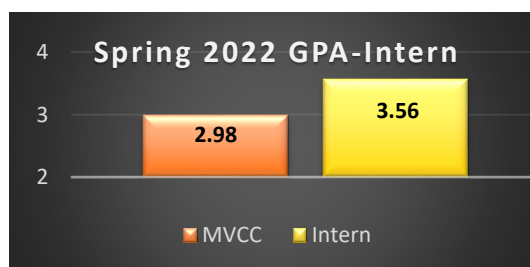
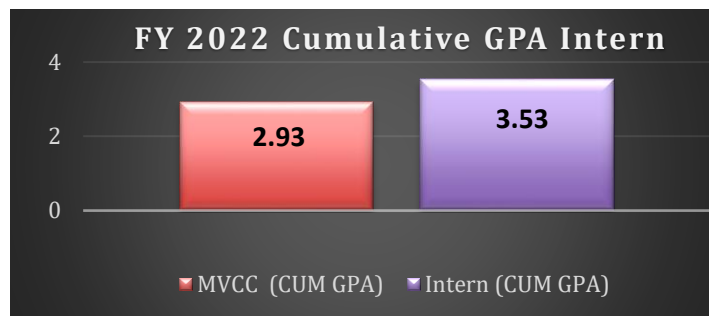
Retention and Completion



(Data obtained from Institutional Research and Information Technology as of 7/15/22)

- Student Intern Retention: 94.2% retention from Fall 2021 to Spring 2022. As compared to the overall college retention rate of 66.8% for Fall 2021 to Spring 2022, is a significantly higher retention rate for student interns.
- Completion: A total of 42 student interns completed a degree and/or a certificate in Fall 2021 and/or Spring 2022.

Grade Point Average



(Data obtained from Institutional Research and Information Technology as of 7/15/22)

(MVCC Fall 2021 data has been finalized by Institutional Research, however data may change slightly. Spring 2022 data is not final, still waiting on some spring grades to be finalized per Institutional Research)

JOB RESOURCE CENTER SERVICE OVERVIEW

Individual Appointments

The Job Resource Center had 237 virtual & in-person one-on-one appointments for resume and cover letter critiques, job search skills, interviewing strategies, non-traditional careers, and internships. Additionally, the Job Resource Center provided 3 alumni appointments for assistance with resumes, cover letters, and job search strategies.

Constituent Contacts

Front Desk: The Job Resource Center's staff had 4,827 contacts via phone, email or in person which included employers, students, alumni, community, faculty, and staff.

JRC Front Desk Totals												
Date	Student WI	Student Ph.	Alumni Ph.	Emp. WI	Emp. Ph.	Fac. WI	Fac. Ph.	ILWN WI	ILWN Ph.	CM WI	CM Ph.	Total
July, 2021	69	8		1	84	14	3		1	8	1	189
Aug. 2021	376	198	1	5	139	30	9	1		17	2	778
Sept. 2021	330	179		1	136	4	4			4	1	659
Oct. 2021	281	112		9	101	13				7		523
Nov. 2021	246	56			77	7	4	1		7	1	399
Dec. 2021	130	60			48	4				1	7	250
Jan. 2022	104	45			48	1				2	2	202
Feb. 2022	212	57		3	77	8	4	1	1	2	3	368
Mar. 2022	308	66		7	128	2	3			5	3	522
Apr. 2022	247	67		6	74	10	1	1		3	4	413
May, 2022	148	58		5	84	1				1	2	299
June, 2022	97	17		4	40	17	26	1	3	8	12	225
Total	2548	923	1	41	1036	111	54	5	5	65	38	4827

The Job Report and Internship Report was sent weekly to a total of 6,679 email contacts. In addition, 9,722 contacts were made to students via email, phone, in-person or by utilizing the College Central Network e-blast system. Furthermore, JRC staff had 715 connections with employers via phone, email, College Central Network, or in-person regarding employment, internships, and other career-related resources.

Career-Related Workshops & Presentations

- The Job Resource Center facilitated 33 career-related workshops and class presentations on internships, resume writing, Non-Traditional Careers, and other career-related topics to 568 students/alumni. These workshops and presentations assisted them in gaining a competitive edge in the marketplace and successfully attaining future employment.

Social Media Outreach & Engagement

Job Resource Center provides a social media presence for students, alumni, community members, employers, staff, and faculty to learn more about events, workshops, professional correspondence, and other career-related topics. There were 1,664 virtual contacts made on JRC social media based on comments to postings, messages to inbox and inquiries on Facebook, Instagram, and Twitter.

Online Job Board-College Central Network (CCN)

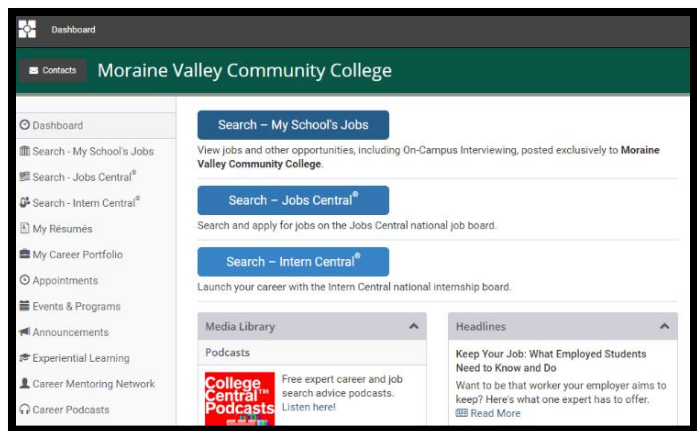
JRC continues to provide high quality, up-to-date job search technology through our web-based job listing service, College Central Network, in collaboration with other partner community colleges. Due to the system's continuous improving technology, job seekers had on-demand access to over a combined total of 9,175 career opportunities and had the ability to post their resumes and portfolios for employers to view. The service allows all job seekers, including students, alumni and community members, the ability to utilize career related resources, apply for positions, create portfolios, and learn about upcoming events. The system also assists job seekers in remaining connected with the Job Resource Center to receive the latest information to enhance the successful pursuit of employment and other opportunities.

College Central Network (CCN)

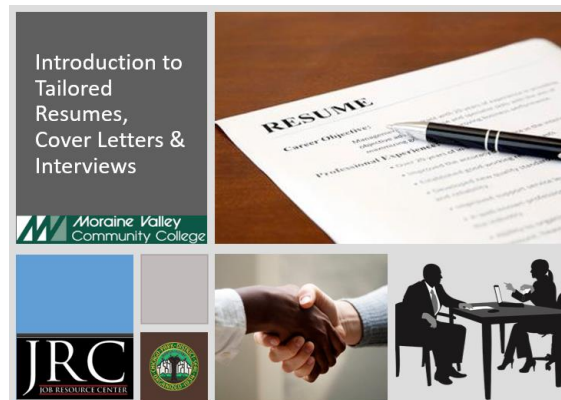
Data:

July 1, 2021– June 30, 2022:

- Employers Registered: 519
- MVCC Job Postings: 1,837
- CCN Consortium Job Postings: 7,338
- New Job Seekers Registered: 562 (MVCC Students: 562 Alumni: 62 and Community Members: 32)



EMPLOYER PARTNERSHIPS/CAREER PREPARATION



As a result of the partnership with Chicago Park District, the JRC presented a virtual presentation for their internal staff to enhance their resume, cover letter and interviewing skills. This opportunity allowed for information to be disseminate regarding Moraine Valley Community College's curriculum and resources.

Accenture

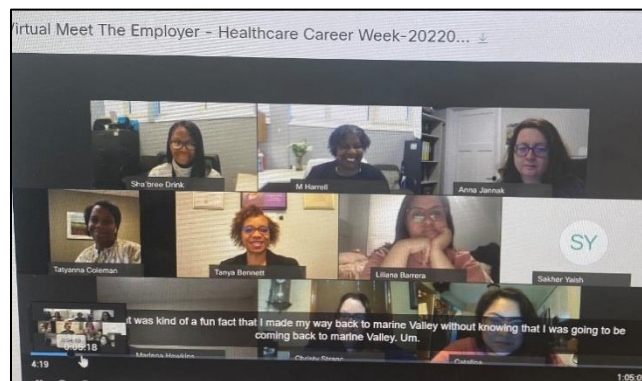
A new partnership formed with Accenture; professional services company specializing in informational technology services and consulting. There were presentations held to introduce students to the Accenture Apprenticeships offered in the Chicago area. The uniqueness of the presentation was its virtual and in-person which allowed students to participant both in-person and outside of the class. Two faculty: Chris Matussek, Digital Art/Design and Mike Wade, Business opened their classes for students who were on campus with the presenter being virtual from Georgia. This created equity and inclusion for students who were unable to attend in person. As of today, one student accepted and is starting the yearlong apprenticeship.



The Job Resource Center hosted Career Preparation month in collaboration with faculty and staff. During the month of February, *Rapid Resume Reviews* and *Successful Interviewing* presentations were held. Students received resume critiques that included strategies on how to market and brand their skills, abilities, experiences, and knowledge in a resume format. There were two sessions held with ten students engaging in the opportunity. Furthermore, three *Successful Interviewing* presentations were held in which fifty-five students gained knowledge from Job Resource Center staff on how to successfully execute an interview both in-person and virtually. Presentation participants were from Phi Theta Kappa Honor Society, College 101, and Medical Assistant classes. Of the respondents in attendance, 100% reported that they were very likely to utilize the information that was presented.



Health Sciences Career Week took place in March 2022 where industry experts in the field of nursing presented virtual informational sessions to students interested in pursuing careers in health sciences in particular nursing. Closed captioning was provided for participants to ensure service access and equity for all students. Both workshops took place during Women's History Month. For the first presentation, two African American female nursing professionals spoke about their career path and how to leverage opportunities, as well as how to find resources that are career enhancing. Both nurses, one in direct care who joined us from Michigan and the other from the administration told students of a variety of opportunities within the health care field. Their perspectives were well-received, and questions asked by the students went past the 60-minute period.



The second presentation, *Find Your Dream Job in Health Sciences* was held virtually by a HR representative from *Loyola Medicine*. She spoke to the students about finding the best employment opportunities, what employers look for in a candidate, how to apply and how to make yourself stand out among the other candidates.

STUDENT EMPLOYMENT PROGRAM

The Student Employment Program at Moraine Valley provides a vital avenue for experiential learning, increasing employability skills and enhancing leadership abilities. From July 1, 2021, to June 30, 2022, there have been 143 student employees hired across campus. The Student Employment Program has a significant campus impact with about 21 departments and more than 46 faculty/staff supervisors participating in the program. Data collected over the past 10 years has shown that student employees have a higher GPA and retention rate than the overall Moraine Valley student body.



Student Employment Recognition and Appreciation

- The Job Resource Center celebrated *National Student Employment Week* with a week-long appreciation and recognition of student employees and supervisor.
 - Each department were given the above poster to be displayed in their area. Additionally, both supervisors and student employees were sent ideas on how to celebrate each other, as well as the Job Resource Center provided “Thank You cards” for both student employees and supervisors to show their gratitude for all their hard work.
 - In lieu of a ceremony, the Job Resource Center gave all supervisors and student employees appreciation gifts in honor of their participation in the Student Employment Program.



Appreciation Gifts for Student Employees and Supervisors
2022 Student Employment Award Recipients:

**2022 Student Employee of
the Year Winner!!!**



Levin Paulson
**Student Employee in the Learning
Resource Center**



**2022 Supervisor of the Year
Winner!!!**



Lauren Zajac
**Assistant Dean, Student
Success**

2022 Best Practice Award Winner!!!!



FitRec Team



**FitRec – Student Employee Supervisors -
Angela Caringella and Alejandro Herrera**

Student Employment Program Orientations

- The Job Resource Center facilitated 28 virtual Orientation sessions for Student Employees and 17 virtual Orientation sessions for Supervisors of Student Employees.

NON-TRADITIONAL CAREERS

Non-Traditional Careers and work-based learning was sponsored by JRC to students through outreach efforts, presentations, and career events. There were outreach efforts and presentations in which 217 students were made aware of Non-Traditional careers.

- One event that promoted Non-Traditional careers and work-based learning to include women in engineering was the “The First Look @Argonne Conference.” The virtual session held on October 29, 2021, provided students with information about Argonne's multidisciplinary science portfolio, robust internship programs, and access to the scientific staff dedicated to this scientific work. The target audience for this conference included members of an underrepresented racial and/or ethnic group, women, persons with disabilities, and members of the LGBTQ+ communities. Two Moraine Valley Community College students participated in the event. Of the students who attended, one applied to the summer 2022 internship opportunity, accepted, and is currently participating in the experiential learning opportunity.
- JRC Specialist Non-Traditional Careers (Grant funded) position vacant as 10-10-21.

INTERNSHIP PROGRAM

The Internship Program continued to offer virtual services and outreach to students, employers, faculty, and staff. The Internship Program provided information and access regarding experiential learning opportunities to 510 students via workshops, presentations, individual appointments, outreach, and other internship related events. From July 2021 to June 2022 there were 67 students hired as interns. Employer outreach came in the form of their participation in virtual panels, virtual classroom presentations, and other career-related events. This year there have been 227 postings for internships. There has been a total of 498 employer contacts via in-person, phone, fax, and email.

Virtual Internship Fair & Symposium



- The Fall 2021 Internship Fair & Symposium was held virtually on September 20, 2021. This year's event opened with employers answering questions asked by the Internship Manager. These questions touched on preparing for an internship, what to expect at the internship and how to gain valuable experience by participating in an internship. Also, this general session allowed for the students to get introduced to the employers who would be representing the specific industries in the breakout rooms. After the conclusion of the first session, the event continued with four breakout sessions where students were able to hear from industry experts in the areas of Business/Office Technology, Engineering/Information Technology, Law, and Design. The employers spoke about their respective companies and specific internship opportunities offered at the company. In addition, this was an opportunity for the students to engage with the employers in a more personal setting.
- The total number of participants at this virtual event were 62. Of those participating, 49 were students. The employer organizations participating in the event were: Chicago Park District, CompTIA, The Glacier Newspaper, PepsiCo/Quaker Oats Bridgeview, Tinley Park Progress and Wator & Associates, PC. Of the six companies participating, four were first time participants. When compared to the previous fiscal year, there was an overall increase in participants of 59%. There was a 133% increase in student participation as compared to FY21.

Internship Program Cross Campus Collaboration

- The Internship Program continued to collaborate with the faculty of the Engineering Pathways Program. The Internship Manager facilitated virtual presentations on resumes, cover letters, and interviewing skills. As a result, some students took advantage of having their resume reviewed by the Internship Manager in a one-on-one session.
- A new partnership was cultivated this year with the Paralegal studies program. The Internship Manager presented on resumes, cover letters and internships in a virtual setting.
- Also, the Internship Manager presented to classes in Business, Digital Art/Design, Office Technology, College 101, Medical Office Assistant, and the Phi Theta Kappa honor society. In addition, the Internship Manager conducted a presentation for the students in International Student Affairs program.

Intern and Employer Virtual Recognition Ceremony



Image of Intern and Employer Recognition Ceremony PowerPoint

- Each Spring, the Job Resource Center Internship Program celebrates and recognizes the accomplishments of the Internship Employers and the Student Interns at the annual Intern & Employer Recognition Ceremony. During the event, attendees are presented with a year in review report of the Internship Program, a keynote speaker and the celebrating of the Intern and Employer of the year announcements.



This year's keynote speaker was a former Disney College Program intern and alumni of Moraine Valley Community College, *Terrance McKinney, Senior Technical Talent Acquisition Partner, Toast*

<https://morainevalley.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=3df64b36-3dce-473f-86c7-aeae014c8a2a>



The **2022 Intern of the Year** recipient was Sarah Schudt interned with *The Glacier Newspaper*. The intern selected is based on their reliability, quality of work, initiative, professionalism, and uniqueness of contribution to the organization.

Sarah Schudt, The Glacier Newspaper

Nominator wrote:

“Her skills and attention to detail have been a blessing for the staff as she works with advisors, editors, and writers to collaborate on weekly articles and stories. She has made herself available through the course Remind app to work with the staff. She has utilized the software in the Creative Cloud suite in her creations to produce outstanding and impactful pieces which are attractive and eye-catching. I

have no doubt that Sarah is ready to enter workforce as a professional graphic designer upon her completion of her internship this semester with The Glacier.”



The **2022 Employer of the Year** is Shundra Johnson from the Chicago Park District. The employer is selected based on their ability to mentor and guide the student intern, teach valuable skills to include interpersonal skills that will help the student in their future career. In addition, the ability to be patient and understanding, knowing this is a learning opportunity for the student.

Shundra Johnson, The Chicago Park District

Nominator wrote:

“Shundra is a fabulous employer. She is very kind and caring. She always makes sure that I understand the materials. Being her intern allowed me to develop my interpersonal and organizational skills as well as my teamwork and languages skills. She is a problem solver, easily identifying and proposing solutions to any road bumps that I face as an intern. Having her as my advisor and employer at Chicago Park District will make the difference on my curriculum vitae.

Educational Talent Search – ETS

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



ETS is currently funded to serve 518 participants at the following five schools: Kellar Middle School (Robins), Calumet Middle School (Calumet Park), Hamlin Upper Grade Center (Alsip), Eisenhower High School (Blue Island), and Richards High School (Oak Lawn). Two-thirds of ETS participants must be low-income & first-generation students. Participants must also be a U.S. citizen or permanent resident, demonstrate academic potential and a need for services. ETS services include college visits, exposure to career opportunities, motivational support, cultural trips, academic advising, mentoring, and assistance with college applications and financial aid.

ETS' efforts are coordinated between Moraine's ETS staff, the target schools' teachers, counselors, administrators, and the participants' parents. As permitted by target school administrators, ETS' 3 outreach specialists and director conduct weekly visits to target schools to meet with students individually and in groups for updates, advising, mentoring, workshops, and other services. In Fall 2021, three of our target schools allowed our outreach staff to restart visits, while two of our target middle schools did not allow our staff to resume outreach in 2021-22. In March 2022, ETS conducted its first field trip in two years. Field trips (college visits, cultural visits, and career trips) play a crucial role in exposing our students to opportunities and enticing new students to join the program. Our program plans to continue college visits and activities to a pre-pandemic level in the 2022-23 school year.

ETS just completed the first year of its 5-year grant cycle, which was renewed in Spring 2021.

TRIO ETS Events for 2021-22

During the pandemic, students were contacted weekly through text blasts and mass emails. Students were also contacted through letters and phone calls conducted by staff members. Parents, teachers, and school administrators were also kept informed through the ETS newsletter, mailings, and periodic phone calls.

Throughout the year 2020-21, the ETS director and staff researched and assessed new software and academic platforms for participants for 2021-22. The following three platforms were selected to improve the program: Nucleus Robotics, Method Test Prep, and Mindview Writing Software, which were implemented in September 2021.

Events held in a virtual format in Fall 2021 included our financial aid/FASA workshop (October 2021) which was offered in conjunction with Illinois Student Assistance Commission (ISAC);

the scholarship workshop which shared scholarship sources and application tips, as well as common challenges in applying for scholarships (October 2021).

Given that ETS is a hands-on program that has provided only remote services since March of 2020, and no in-person services, programming, or school visits; our team was eager to restart school visits. Our staff was able to conduct weekly visits at Kellar Middle School, Richards High School, and Eisenhower High school.

In March 2022, UIC was the first local institution visit for ETS. Students were able to explore the campus, ask questions and receive presentations from its admissions office, and support programs for first generation and students of color.

In April 2022, ETS offered a cultural trip to Shen Yun for its middle school students. Shen Yun was a spectacular dive into Chinese history and culture. Shen Yun is a series of colorful dance acts, representing historical and social events from ancient and modern China.

In June 2022, ETS offered a Summer Minicamp for its students. The three day camp was held in-person on Moraine Valley's main campus in Palos Hills, IL. The camp focused on career selection, career options, and mental health. ETS collaborated with the Nursing Dept, Counseling, Job Resource Center, and 7th University or its workshops and sessions. 7th University is an organization of licensed clinical social workers and life coaches that meet with students to address social, emotional, and mental health barriers faced by students and fosters positive decision-making and coping skills. The Summer Mini Camp culminated with a college visit to Purdue University Northwest in Hammond, IN.

TRIO Student Support Services (SSS) Program

Overview of TRIO-SSS

The TRIO-Student Support Services (SSS) program is in the 22nd year of operation, serving first-generation, low-income, and disabled students. The program is designed to increase the academic success, retention, graduation, and transfer rates of students who are at high risk of leaving college prior to graduation. The program is supported by the U.S. Department of Education, which provides service to 160 Moraine Valley Community College students.

1. STRATEGIC PRIORITY: STUDENT SUCCESS

Tutoring

TRIO-SSS has Student Peer and Paraprofessional Tutoring in 2021 and 2022. As a direct result, many students have progressed by advancing from the developmental education sequence into college-level courses, which increased the tutoring demand. This tutoring program not only assisted students to be better prepared for their exams, but also engaged more students to participate in the TRIO-SSS programs and services offered.

Tutoring: A total of 25 unduplicated students attended tutoring sessions from July 2020-March 2022 in the TRIO Zone all students engaged in tutoring remain in good academic standing and persist to the next semester.

Over the past year, we expanded our tutoring options to be offered online to make these services more available to students. Our online tutoring option gave students the ability to send and discuss assignments through email when their schedules did not give them enough opportunities to visit our office. This new option helped increase our students' use of tutoring and helped our tutor build more consistent relationships with more students. As we move forward, we are continuing to develop more tutoring options for students and improve the accessibility of our tutoring program.

During COVID-19, tutoring became very important for students who were trying to adjust to their new learning circumstances. To make sure we could effectively assist students throughout this time, we sought out and used modern technology and software to improve our availability to students during quarantine. We downloaded Google Voice to our phones to give students a formal and reliable number to contact us for assistance, the Zoom Video Conferencing app to hold tutoring sessions, and share work. This use of new software helped us stay connected with students, keep them involved, and assure them that our service would still be available for them.

2. STRATEGIC PRIORITY: PROGRAM DEVELOPMENT

TRIO – Student Support Services Mandatory Orientation

TRIO-SSS mandatory orientations for participants has reduced the amount of time staff members spent calling students to give program and the college updates. Mandatory orientation also required the students to be more accountable and a method used to empower students. Orientation sessions were conducted twice a year, once in the fall and once in the spring semester. There was a total of 30 students who attended the orientations. The orientation sessions set the tone for student engagement and interactions. The learning outcomes of this programing are students learn about campus resources, their role as a TRIO student, staff expectations and the recommendation to be an active participant in TRIO-SSS programs and services.

Workshops

TRIO-SSS conducted a total of three workshops for FY 21-22. 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 2021-22 included:

Virtual National TRIO Day	16 Students
Meet the tutor	10 Students
Financial Literacy	8 Students
Canvas Workshops	5 Students
In person TRIO Student Leadership Conference 2022@ Illinois State University	6 Students
In-person Orientation	30 Students
Financial Aid	10 Students
TRIO SSS Hip Hop Decoded Event	6 Students

College Visit

TRIO-SSS conducted a total of six college visits for FY 2021-22. Students were able to tour the colleges and received registration information. The students asked questions and walked away with the college’s financial aid and scholarship information. The SSS college visits are an important activity that introduces students to college entrance requirements, dormitory life, career and major options and campus resources that are potentially available to students.

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 four-year institution during the academic year.
- Objective #3a: 25% of new participants served each year will graduate with an associate degree or certificate within four years.
- Objective #3b: 20% of new participants served each year will transfer with an associate degree or certificate within four years.

TRIO-SSS conducted the following college visits:

Northwestern University	5 Students
University of Wisconsin	5 Students
Governors State University	2 Students

- Objective #3a: 25% of new participants served each year will graduate with an associate degree or certificate within four years.
- Objective #3b: 20% of new participants served each year will transfer with an associate's degree or certificate within four years.

3. STRATEGIC PRIORITY: TECHNOLOGY

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 send emails to 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 TRIO-Student Support Service students' progress. This programming also 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.

Looking Ahead to 2022 and 2021

After the Pandemic the TRIO-SSS staff has stayed committed to increasing the student engagement.

The TRIO-SSS staff will review all participant feedback and will use it to revise programming and services.

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 of the TRIO-Student Support Services student.

Analyzing the objectives and goals from the Individual Education Plan and Master Academic Plan will ensure that these programs are in alignment with the need for TRIO- Student Support

Services at Moraine Valley Community College and the TRIO-Student Support Services grant objectives.

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

TRIO UPWARD BOUND PROGRAM

TRIO Upward Bound (UB) is a federally funded program that provides free services designed to improve academic, college/career and personal skills to prepare 63 eligible (first-generation/low-income) high school students to be successful in high school and be eligible for and successful in college. The program is currently in its fifth year of its third round of a five-year grant awarded to the college and was recently refunded for another five-year grant. This year we have had *student success such as 68% of our current students being retained and staying active in all services, despite the struggles of the COVID-19 Pandemic and transitioning back into an "in-person" world.* The following main services were offered throughout the 2021-2022 year.

In order to successfully implement the Upward Bound Services during the transition back to "in-person" after the COVID-19 Pandemic, a Hybrid Contingency Plan was put into place for the Academic Enrichment Program (Fall/Spring Semester) and a full In-Person Summer Enrichment Program. We learned that some virtual services were beneficial to the students, and they were included in the regular services. A Personal Development and Enrichment Program was also administered to address the social and emotional needs of students during the transition after the pandemic.

4. STRATEGIC PRIORITY: STUDENT SUCCESS

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

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

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) Post-secondary Enrollment Objective that states seniors who graduate during the program year will enroll in post-secondary 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 10 parents and students who were in the 12th grade. Part 1 addressed the entire financial aid process. Part 2 addressed the FAFSA process. 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, 2021.

College Preparation and Success Student and Parent Workshops

Upward Bound offered a College Prep Boot Camp for 10 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 MVCC application and applications for other institutions by December 15, 2021.

Upward Bound also offered a High School Success Seminar for 25 parents and students who were in the 9th to 11th 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.

5. STRATEGIC PRIORITY: PROGRAM DEVELOPMENT

Impact of Upward Bound Services on Program Development of Upward Bound Students:

Service: Virtual/In Person College Fair, Campus Visits, Virtual Level Up and Motivation Monday Workshops, Leadership Development, Social/Emotional Learning, Service Learning, Saturday Academic Academy, Character Development, SAT Prep Class, Summer Enrichment/Bridge Program, and College and Cultural Tour.

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) Post-secondary Enrollment Objective that states seniors who graduate during the program year will enroll in post-secondary education by the fall term immediately following high school.

Impact of Upward Bound Services on Program Development of Moraine Valley Students:

Service: Virtual/In-Person College Fair, Campus Visits, Virtual Level Up and Motivation Monday Workshops, Leadership Development, Social/Emotional Learning, Service Learning,

Saturday Academic Academy, Character Development, SAT Prep Class., Summer Enrichment/Bridge Program, and College and Cultural Tour.

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

Virtual and In-Person College Fair/College Campus Visits

To strengthen student engagement in the college community, Upward Bound students participated in virtual and in-person college fairs and in-person campus visits. Upward Bound collaborated with Illinois Association of College Admission Counseling and their Virtual College Fairs to provide students an opportunity to virtually talk with college representatives face to face. They also attended the In-Person College Fair that was hosted by MVCC. This year's in-person campus visits (Governors State, U of I Springfield, Northeastern IL, Valparaiso) provided 20 to 25 students with an opportunity to hear directly from the college admissions office about requirements and the opportunity to experience the campus environment and culture.

Virtual "Level UP" Workshop Series

To develop programs and services that address the skills gap, Upward Bound conducted a series of "Level Up" virtual 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", and "personal and professional relationships".

Social/Emotional Learning: Motivation Monday and 7th University Workshop Series

To develop programs and services that address the Social and Emotional status of students post-COVID and during their transition back to "In-Person" learning, Upward Bound conducted a series of workshops for approximately 20-30, students that were offered during the Motivation Monday workshop series and during the Saturday Academic Academy. These workshops were conducted in collaboration with 7th University, a group of presenters who specialize in Social and Emotional Learning among high school students. Some topics consisted of transitioning back to In-Person learning, knowing your purpose, self-motivation, conflict resolution, civic-engagement, and community economics.

Leadership Development: Virtual TRIO Day/In-Person Student Leadership Conference

20 Upward Bound students participated in a Virtual TRIO Day where they learned about and celebrated the history of TRIO Programs and the services that were created to provide all students equal opportunities in education. 14 Upward Bound students participated in a Student Leadership Conference at Illinois State University where they were empowered to reach their full potential by engaging in workshops that accommodated the students at all levels in the areas of college readiness, student leadership, community service, engagement, and career development. The students learned skills that will assist them in their growth at the secondary and post-secondary level.

Service Learning

Upward Bound requires all students to participate in community/service learning throughout the school year to give 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 2 community service projects where they learned about the food shortage around the world and how different organizations are created to fulfill the food needs of those countries. They also learned about the importance of service and worked together to prepare food to be delivered to the countries in need. These projects were completed in collaboration with the Chicago Food Depository and Feed My Starving Children.

Saturday Academic Academy

Upward Bound provided a Saturday Academic Academy twice a month for students to be successful at the secondary and post-secondary 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 a Virtual 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. 10 students from the 11th Grade class participated in this course and felt they were prepared because the course took away the feeling of test anxiety and they had a better understanding of how to actually “take the test”.

Summer Enrichment/Bridge Program

Upward Bound successfully offered a Summer Enrichment Program for 9th-11th grade students to prepare them for the upcoming school year and the SAT exams and a Summer Bridge Program for graduates to transition them from high school to college.

Summer Enrichment Program

- 30 students (9th to 11th grade), participated in a 5-week program at MVCC
- ***Academic Enrichment:*** Math, Science, English, Financial Literacy, Leadership, Arabic, College Preparation, Physical Education
- ***Academic/Historical/Cultural Fieldtrips:*** Feed My Starving Children, Chicago History Museum, International Museum of Surgical Science, University of Wisconsin-Madison Visit, Grand Valley State Visit, Navy Pier/Chicago Architectural Tour
-

Summer Bridge Program

- 3 graduating seniors (12th grade), participated in a 5-week Bridge Program at MVCC
- ***Academic Enrichment:*** College 101, Math Review, College Technology

- **College Transition Workshops:** Blackboard, Orientation Expectations, Financial Literacy, College Transition, Career Awareness
- **Academic/Historical/Cultural Fieldtrips:** Feed My Starving Children, Chicago History Museum, International Museum of Surgical Science, University of Wisconsin-Madison Visit, Grand Valley State Visit, Navy Pier/Chicago Architectural Tour

College and Cultural Tour

Upward Bound successfully offered an In-Person College and Cultural Tour to New York to expose students to various college campuses, historic and cultural sites, and career opportunities. They also learned leadership and team-building skills.

College and Cultural Tour

- 32 students (9th to 12th grade) participated in a 5-day, In-Person College and Cultural Tour in the local area.
- **Cultural/Historical Awareness:** Rock and Roll Hall of Fame, Niagara Falls, Statue of Liberty, Ellis Island, 911 Memorial, African Burial Ground, Coney Island, Lion King Play
- **College Exploration:** Cleveland State University, New York University, Colombia College

Student Testimonial

“I joined TRIO in my sophomore year, and I’ve now graduated being more successful than I felt like I could have ever been. TRIO has given me opportunities to learn what’s best for me from time management, to studying skills, to even picking a college based on my interest. TRIO has helped me grow independently and taught me how to college search on my own what questions to ask and where to go for help. Beyond academics, TRIO also has done a very great job in helping me meet more people, feel more welcome, and being part of a community. I have benefited overall from TRIO and I’ve had so much fun throughout the years and if I could get everyone in TRIO, I definitely would. From experience, it’s highly recommended for those who may need a push or want to grow further.”

Brea Debro
 Class of 2022
 Attending MVCC Fall 2022
 Major: Social Work

MULTICULTURAL STUDENT AFFAIRS (MSA)

The Multicultural Student Affairs (MSA) and English Language Learner (ELL) Centers’ combined mission is to promote the success of students of color and students with limited English. MSA provides direct student support services and coordinates individual/group activities to promote integration into the college environment and academic success. MSA services are available to all students; however, primary constituents are individuals of color and

individuals with English Language Learners. The MSA/ELL staff served over 7,000 students during the FY 2021 - 2022 academic year.

Student Success

Individual Appointments

MSA/ELL Center has scheduled 1,986 individual appointments, including advising and prospective-student appointments. The individual student appointments impact the retention and completion rates by providing prescriptive advising, including, academic advising for academic classes for general education courses, Intensive English Language Program (IELP) to general education coursework, foreign degree incorporation, 4-year transfer information, and high school bridge program.

ELL Orientations

ELL Orientations	# of Sessions held	# of participants
Fall 2021	34	72
Spring 2022	26	43

Students have the choice of on-campus or virtual IEL Orientation sessions.

The average on-campus orientation class size is two students per session and are held in room S226 which has a maximum capacity of eight. Fall (July – December), Spring (January to June). Orientations to prepare for summer and fall semesters run from April to August. MSA offers two late orientations to accommodate students, those sessions are held in T952 which seats twenty students.

Virtual IEL Orientations which were started in FY21 continue to be offered during the Covid-19 pandemic using WebEx and a Canvas IEL Orientation course. This allowed for a continuous process flow for incoming students. New students follow along using Canvas during the virtual session giving them experience navigating Canvas the College’s LMS. Students are introduced to college services, review test results, select program of study, and schedule courses. Students can access all resources after completing IEL Orientation without having to visit the campus.

ELL Student Graduate, Retention, GPA and Ethnic Data

Total Students	Average GPA's		Retention			Graduates	
	Transcript	SOAP	Enr_2021FA	Enr_2021FA & 2022SP	%	Students	%
186	2.541	2.456	124	88	71.0%	4	0.02

Ethnicity		
Hispanic	12	6.5%
White	75	40.3%
Asian	8	4.3%
Black	1	0.5%
Middle Eastern/N African	21	11.3%
Unknown	69	37.1%
Total	186	100.0%

ELL High School Senior Bridge Day and Community Outreach

High School Bridge Program

Sessions	Schools	# of students
4	3	43

- The following High School participated in a Virtual ELL High School Senior Bridge Day: Eisenhower. Two different virtual formats were offered as requested. One format covered the Transition to MVCC along with all the considerations students must make during this process. The other format was in two parts: the first going over the transition process, the second brought the students back for a Q&A session. The format was decided by the H.S. Counselors and what they felt was best for their students. One-on-one sessions were offered to all students that had additional questions. 31 students participated in the virtual sessions, some students participated while in the classroom and at home. The sessions were recorded and shared to all students, to allow those that were not able to participate in the live session have access to the information.
- Argo and Oak Lawn Community High School attended in-person bridge days. Each high school brought six students. The students were able to take their IEL program placement exam and received a tour of campus.
- The ELL Center offered four recruitment sessions to the higher-level ESL students called Getting to Know IEL these online student information sessions had twenty-seven participants in total. These sessions are for ESL students that are ready to transition to the Intensive English Language (IEL) academic program. The sessions provide information on the IEL program, the benefits of the program, the admissions process and how to apply for financial aid. The sessions are held on campus and virtually through WebEx and the invitations are shared with Adult Basics Skills department and ESL faculty who promote the sessions to the advanced level ESL students. These sessions encourage the ESL student to continue their educational journey.

MSA/ELL Ongoing Multicultural Student Communication Efforts

Minority Student Emails

Emails are sent to all students of color, student club members, and the Dream Mentoring program participants. Emails include invitations to utilize department services, meet with MSA staff, join the Dream program and campus announcements and registration reminders. Due to the 2020 Covid-19 pandemic we began working remotely, during this time phone and email were the

best mode of contacting students. The volume of emails and phone call made increased exponentially during this time. Multicultural collaborate with TRIO and International Student Affairs to reach out to the over 7,885 Latino and African American Students. Students received calls for health and welfare check-ins, advising and class schedule, technology/email login assistance, general assistance, and calls to student with GPA of a 2.0 and under to help those students navigate courses to help them achieve academic success. 1,977,412 emails were sent out during FY 22.

MSA/ELL Phone Calls for Fall and Spring Registration

MSA/ELL phone Calls
Fall 2021 (unduplicated) 8071
Spring 2022 (unduplicated) 7993

Multicultural Student Affairs Students

MSA	# Of students
Fall 2021	2437

MSTC FA 21 Average Transcript GPA: 2.9

MSTC FA 21 Retention: 96%

Ethnicity		
American Indian	40	1.6%
Asian	223	9.2%
Black	460	18.9%
Hispanic	1570	64.4%
White	5	0.2%
Middle Eastern/N Africar	139	5.7%
Total	2437	100.0%

Spring 2022	3238
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MSTC SP 22 Average GPA: 2.7

MSTC SP 22 Retention: 31%

Ethnicity		
American Indian	49	1.5%
Asian	286	8.8%
Black	657	20.3%
Hispanic	2024	62.5%
White	9	0.3%
Middle Eastern/N Africar	213	6.6%
Total	3238	100.0%

Multicultural Student Affairs Graduates FY 2021-2022

MSA	# Of students
Graduates	387
Average GPA	3.2

Ethnicity		
American Indian	6	1.6%
Asian	38	9.8%
Black	75	19.4%
Hispanic	266	68.7%
White	0	0.0%
Middle Eastern/N Africar	2	0.5%
Unknown	0	0.0%
Total	387	100.0%

Diversity and Inclusion

The DREAM Mentoring program is a staff, faculty, student mentoring program designed to help students reach educational and career goals, as well as to provide social and personal direction. Multicultural Student Affairs recruited DREAM mentees via mail correspondence inviting them to the DREAM Mentee Orientation. The orientation provided an overview of the program and expectations for student mentees. For FY 2021-2022, 54 students attended DREAM orientations with 33 committed students completing the program. Of these students 81% were retained from semester to semester with an average GPA of 3.1.

DREAM (Directing Results through Educational and Academic Mentoring)

TOTAL FY 21-22	Minority Students Contacted	DREAM Mentee Orientation	Committed Participants
	6,915	54	33
Fall 2021			

DREAM FA 21 Average GPA: 3.0

DREAM FA 21 Term Credit Percentage: 84.4%

DREAM FA 21 Retention Data: 81%

Ethnicity		
American Indian	1	3.0%
Asian	1	3.0%
Black	13	39.4%
Hispanic	16	48.5%
White	1	3.0%
Unknown	1	3.0%
Total	33	100.0%

Spring 2022

DREAM SP 22 Average GPA: 3.4

DREAM SP 22 Term Credit Percentage: 83%

DREAM SP 22 Retention Data: 37%

Multicultural Student Affairs Workshops

MSA Workshops	# of workshops held	# of participants
Fall 2020	4	236
Spring 2021	5	76

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, financial literacy, and understanding the college culture as a minority student. MSA also coordinated with TRIO, Financial Aid, and Counseling and Career offices to offer a wide range of workshops.

Celebrating Diversity Task Group

The Celebrating Diversity committee provided new and diverse programming for the students, staff, and faculty this year. The committee along with Alliance of Latino student club and Black Student Association provided the campus with 21 unique and diverse educational and social programs which included Hispanic Heritage month, Black History month, LGBTQ Awareness month, Cinco De Mayo, and Juneteenth to approximately 400 students, staff and faculty participating in virtual programming in the 2020-2021 year. The Alliance of Latin American Students and Black Students Association partnered with Multicultural Student Affairs for the We Study series to provide study hall time for students to study for final exams in December and May, 65 students participated in this event. Black Student Association hosted Black Solidarity Day and the Black Student Association Social for students to show support for each other during Black History month.

Retention Phone Call Drive to Currently Enrolled and Stop Out Students

The office of Multicultural Student Affairs and English Language Learner center created the retention phone call drive to provide students with remote access to Moraine Valley staff during the pandemic. The phone drive reached out to over 16,000 students during the summer, fall and spring semesters. The program was developed to reach students to assist them with retention from semester to semester and staying on track to complete classes and their graduation date. MSA collaborated with TRIO -SSS, TRIO-Upward Bound, International Student Affairs, Office of Admissions, Student Life, and Dean of Student Services. The staff provided students with general information on registration dates and deadlines, financial aid, advising, WIOA, CARES ACT, and GEARS. The students also received information on how to make course selection appointments with MSA staff to register for the spring, summer and fall semesters. During peak, students were able to schedule thirty-minute appointments, to receive assistance with selecting courses for their specific major and transfer schools. Student were able to discuss with staff any concerns they had. The MSA staff also scheduled hour long follow up appointments with students to discuss their major, career and transfer schools to create master academic plans toward graduation. The phone calls addressed students' financial concerns that hindered them from continuing or completing their degree. The MSA staff worked with the student to find alternative ways to resolve financial concerns, when possible, by collaborating with the Financial Aid office and New Student Retention with the CARES Act: Higher Education Emergency Relief (HEERF) and Governor Emergency Relief Fund (GEERS) programs. When students shared personal concerns the MSA staff acted as liaison to connect them with the Counseling and Career office, and those with academic issues with the Tutoring Services center. Students often commented their appreciation for being called during the pandemic as it created a connection with Moraine Valley and the appointments helped them to build relationships with a specific person they could call or email when needed. The phone drive helped to increase the spring 2021 enrollment by one thousand more than the spring 2020 enrollment. The MSA office continued retention phone call drive program for the 2021/2022 academic year.

We are in this together virtual programming

During the Spring 2021 semester, MSA offered their spring programming and workshops online. The virtual support online programming was created to provide students with the opportunity to interact virtually with the MSA staff and to continue the strong relationships the office has built with the student population. Workshops in the "We are in this together" series included "Transfer talk", information on how to transfer to a four-year university, "Wellness Wednesday" importance of selfcare, healthy eating and mental health, "Acts of Kindness" to show support and love for others, and "Personal Power", self- branding and living in the moment. We also held zoom meetings for students to hang-out with staff on Fridays to answer questions or just to talk. MSA also created workshops to help students navigate and destress during finals week. We included tips and ideas on how to stay stress-free events for example "Fresh Air Monday", a reminder to take a breather and step outside for fresh air, "Cyclone Fridays" to promote school spirit and "Wellness Wednesday". These series has been able to keep our students connected to our office and let students know that we are supporting them.

The English Language Learner manager host weekly information sessions via Zoom for Intensive English Language Learners. These sessions allow IEL students to ask questions about course registration, programs, financial aid, and available services. IEL Orientations have

continued via Zoom to welcome new students into the program. New students learn about important information about program offerings, support services and College policies.

Drive-By Pizza Wednesday

The Multicultural Student Affairs office hosted an end of the year celebration to thank students of color for participating in MSA office virtual programming, completing the semester and class selection meetings as a thank you. The students received a pizza lunch, gift, and information on summer class selection appointments, DREAM, and club information for the upcoming 21-22 academic year.

**Enrollment Services
Annual Report 2021-2022**

Dave Marcial, Dean

Departments and Leadership:

- Admissions
 - Andy Sarata, Director of Admissions and Recruitment
- Financial Aid
 - Justin Pichey, Director of Financial Aid (temp)
 - Veronica Wade, Assistant Director of Financial Aid
 - Simon Sieczka, Financial Aid Coordinator
 - Guadalupe Cuellar, Higher Education Emergency Relief Fund and Technical Coordinator
- Registration and Records
 - Kate Wachtor, Assistant Dean of Enrollment Services
 - Rosa Perez, Registration and Records Coordinator

Strategic Priority: Student Success

- Ease student navigation of college processes and information
- Implement programs and processes to address student success barriers.

Admissions Office Activity Tracking

The office of admissions focuses on the recruitment and matriculation of new students. The office regularly tracks and monitors activity for each staff member to assess their outreach tactics. The monitoring helps determine where their time needs to be allocated to ensure new students are being assisted through the onboarding process. The tracking system also allows the director to monitor and evaluate where the peak times and properly utilize resources to make sure students receive sustenance in the appropriate times.

The department transition to using Microsoft 365 as the new tracking system. It is a sharable document and allows all team members in the admissions office to input, track, monitor and adjust their weekly schedule. As a sharable document, the entire office can see the progress in-person and off-campus activities. We evaluate busy times to allocate resources when needed. This new tracking creates urgency, accountability, and community by living in a shared document for the whole office to view and use.

The department can report weekly and monthly totals in a timely manner. For example, for the last calendar year, the Admissions Recruitment staff has:

- Made 31,354 follow up and appointment calls
- Set 2,924 new appointments with prospective students
- Conducted 3,042 virtual and in person student meetings

- Assisted students with completing 2,960 applications

Below is an example of the tracking form used by the Admissions team.

Weekly Data						
	Date: 4/18	Date: 4/19	Date: 4/20	Date: 4/21	Date: 4/22	
Recruitment Numbers						Weekly Totals
High School Visits			1	1	1	3
Campus Tours						0
Admissions Info Sessions						0
Community Events						0
Other						0
MVCC College Fair						0
On campus presentations						0
Lead Cards Collect						Weekly Totals
High School Visits			16	15	5	36
Campus Tours						0
Admissions Info Sessions						0
Community Events						0
MVCC College Fair						0
On campus presentations						0
Communication Email Breakdown						Weekly Totals
Student/Counselor Email Questions		211	206	37	10	464
Phone Calls						Weekly Totals
Received		3	2	1	0	6
Returned		2	1	1	0	4
Student Appointments						Weekly Totals
Student appointments scheduled		15	4	6	1	26
Student appointments completed		6	5	3	0	14
Applications		8	6	9	2	25
Mailings						Weekly Totals
Reply letters for information		0	0	0	0	0
Other Recruitment Events and Updates:						
Transcripts/test scores rec and sent to Rec		5	7	9	1	22
Student appts. completed via Zoom		0	0	0	0	0
4/18- OFF						
Sent emails to Eisenhower and Richards HS seniors on my roster- 4/19						
Richards HS Visit- 4/20 (11- 1:30pm)						
Sent emails to Reavis HS seniors on my roster- 4/20						
Shepard HS Visit- 4/21 (9:50am-1:30pm)						
Delta HS Visit - 4/22 (9:30-1pm)						
4/22- OFF (1-5pm)						

Application Conversion Rate

The Admissions office began to evaluate the conversion rate for new applications this year. Conversion rate is the number of new applicants who register for class compared to the total number of new applicants for a given semester. The below chart gives a historical look at the conversion rate for fall and spring applications.

Semester	Applications	Starts	% Started
SP 16	4,057	1,265	31%
SP 17	4,422	1,104	25%
SP 18	2,931	971	33%
SP 19	2,333	892	38%
SP 20	1,723	816	47%
SP 21	1,678	612	36%
SP 22	1,547	572	37%

FA 15	6,774	3,666	54%
FA 16	8,194	3,536	43%
FA 17	7,598	3,235	43%
FA 18	6,795	3,091	45%
FA 19	5,194	2,642	51%
FA 20	4,564	1,946	43%
FA 21	3,695	1,858	50%
TOTAL	61,505	26,206	43%

TOTAL SPRING	18,691	6,232	34%
TOTAL FALL	42,814	19,974	47%

The overall conversion rate has increased in the last semester for both fall and spring. The admissions team is using this data to determine where in the process students are stopping and not persisting to registration. Admissions will look at the stop points and develop strategies to increase the amount of students who register compared to new applications. The long-term goal is to be over 60% in the fall and 40% in the spring semester.

Length of Time Between Application and Registration

To help drive positive enrollment, Admissions needs to shorten the length of time between application and registration for new students. The longer the timespan between application and registration, the less likely a student will successfully complete the process. Additionally, coaching students to choose the appropriate program of study will ensure a smooth registration and financial aid process.

These are the strategies Admissions is employing to shorten the length of time between application and registration.

1. Review and adjust communication process with regards to the application process
3. Review and refine recruiter interaction with students
4. Review the accuracy of information shared with new students throughout the student development division

Reviewing and revising these items has allowed the admissions staff to better communicate the process to new students and help them understand the importance of completing registration quicker and choosing the correct program of study.

SPRING 2020

Average Days to Complete

Application to Placement Test*	21 days
Placement Test to Registration*	15 days
All Applications to Registration**	29 days

FALL 2020 (Entire Semester)

Average Days to Complete

Application to Placement Test* 76 days

Placement Test to Registration* 31 days

All Applications to Registration** 89 days

FALL 2020 (June 1 to August 31st)

Average Days to Complete

Application to Placement Test* 26 days

Placement Test to Registration* 14 days

All Applications to Registration** 25 days

*Only brand new, first time, applicants that completed placement testing are included in this section.

**All applicants are included in this section. This includes new first time, reapplied, and program changes.

Strategic Priority: Program Development

- Develop innovative programs and services to anticipate and meet current and future student needs.
- Ensure a student-centered approach to the recruitment of new students.
- Maintain high standards and high-quality programs and services.
- Use data analytics to create new programs.

IACAC Illinois Regional College Fair at Moraine Valley Community College

The IACAC Illinois Regional College Fair was held Tuesday, April 12th in the H Building. It was the first time the fair was held since the beginning of COVID. The fair was in conjunction with Illinois Association for College Admission Counseling (IACAC). Continuing to partner with IACAC allows Moraine Valley to share costs for marketing to the high schools, funding for the event and attraction of top colleges to attend the fair. IACAC also marketed the event to the community.

In attendance were Moraine Valley Admissions and Career Programs along with 96 colleges from around the country. Students and families have more options from Moraine Valley and other 4-year institutions to explore post-secondary opportunities. The Regional College fair yielded 97 prospective students and 250 total people to the campus.

Comment from parent at the event:

“It is great that you have so many colleges in one place for students to explore and compare. We enjoyed the mix of in state and out of state colleges. Thank you for putting this event together. It definitely helps students explore college choices.”

-Parent who attended College Night

Housing Authority of Cook County (HACC)

Admissions continues to partner with Moraine Valley Staff and the Housing Authority of Cook County (HACC) to assist residents in the Blue Island area start or return to school. There have been four open houses for the HACC residents. The first was virtual, the second was held at the Education Center in Blue Island and the latest sessions were virtual. Blue Island staff continues to work with HACC residents to assist them with new student onboarding. To date, eight residents have applied for admissions, and one has registered for classes.

Event	Attended	Application	Registered
December 2020 Virtual Event	10	4	1 (3 credit hours)
April 2021 ECBI Event	6	2	0
January 2022 Virtual Event	3	2	0
March 2022 Virtual Event	0	0	0
TOTAL	19	8	1

Student Development continues to develop new ways to reach HACC students. In the future, events such as Mock College Day and a Bridge Program will drive more HACC residents to explore what Moraine Valley has to offer. The Mock College Day would give students an opportunity to experience college life on the main campus. The day would include presentations, activities, and tours of the campus. The Moraine Valley Summer Bridge Program is being offered in the summer for our in district high school students (ages 16+). These students register for COL 101, complete the course and gain knowledge to help them prepare for college. The plan is to replicate this program for HACC residents.

Strategic Priority: Diversity and Inclusion

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

Creating a Culturally Competent Admissions Office

The admissions office continues to support many efforts throughout the campus community to celebrate diversity. The Admissions staff assists in planning and participating in events around campus that promote diversity. Admissions staff supports cultural activities on campus throughout the year by promoting events to new and continuing students and attending events. Admissions staff has worked with the Marketing department to design and print materials in

Spanish, Arabic and Polish. Admissions is currently working on specialized tours for Latino/a/x and Arab families. Admissions has employed a diverse group of student employees who are able to assist fellow students who speak Spanish and Arabic.

Supporting Undocumented Students

The Admissions office has a dedicated Admissions Recruiter who works with undocumented students. The recruiter partners with the Multicultural Student Affairs and Financial Aid to ensure undocumented students, and their families, are being assisted through the admissions process, focusing on the specific needs, procedures and policies that affect undocumented students. The Admissions Recruiter working with undocumented students has completed trainings and attends conferences, Sharing the Dream Conference, to ensure they are able to utilize the newest resources when working with undocumented students.

In addition, a page on the Moraine Valley website has been developed to drive undocumented students to the appropriate representatives in the Admissions and Multicultural Student Affairs offices. The page also provides financial resources. Below is an example from the webpage.

UNDOCUMENTED STUDENT RESOURCE LIAISONS

You can schedule an in-person meeting or over-the-phone conversation. We want to ensure that students feel welcomed and honored in whatever identity they hold.

[Aurora Medina Zwick](#)

Liaison for Undocumented Student Support
Manager, English Language Learner Center
Multi-Cultural Student Affairs
708-974-5718
zwick@morainevalley.edu

[Andriana Esparza](#)

Liaison for Undocumented Student Support
Admissions Recruiter
Admissions and Recruitment
708-974-5356
esparzaa75@morainevalley.edu

Strategic Priority: Resource Advancement

- Expand partnerships that support resource opportunities.

High School Counselor Breakfast

Moraine Valley Admissions office held the annual High School Counselor Breakfast virtually again this year. The event was held Friday, December 10th with high school counselors around the district. The meeting included 61 counselors from our district high schools and 18 representatives from Moraine Valley Student Development and Academic Affairs divisions.

This year's program included information and updates that provided the high school counselors tools and information to help their students transition from high school to college. Presentations included: An introduction of the new Dean and Assistant Dean of Enrollment Services, Placement testing updates, Health Sciences department updates, Introduction to the Associates of

Engineering Sciences degree, Financial Aid updates and Admissions updates. Also added was a discussion of best practices some of the high school counselors are using to assist students coming to Moraine Valley. This discussion gave new and current counselors some good ideas on how to assist students and partner with Moraine Valley Admissions staff to help matriculate students to Moraine Valley. A survey was sent to all participants to provide feedback regarding the topics and time of the year.

Based on the survey, we have listed some reactions from high school counselors who attended the meeting:

“The counselor meeting is vital to the partnership that we have between our high school and Moraine Valley. It is essential that we work collaboratively in order to best serve our students and get them to their next level of education and on their path to success after high school.”

-Sarah, Counselor Reavis High School

“I always find the MVCC Counselor Breakfast event incredibly helpful and informative. No matter when it is hosted, we make sure to have at least 2-3 counselors attend and we always discuss what was presented in the next team meeting. This year, I liked that we could submit questions ahead of time to help streamline the presentation. Although the virtual format certainly is convenient, I also look forward to the opportunity to visit campus, see any new facilities, and visit with colleagues from other schools as well as MVCC staff. I have personally seen a lot of improvements to the enrollment process as a result of questions and conversations that came out of this event, and for that I thank everyone involved!”

-Kelly, Counselor Oak Lawn High School

CAPPEX

To increase the number of new student inquiries the Admissions office receives; the Admissions office has continued a partnership with third party vendor, CAPPEX. CAPPEX is an online platform for potential college students to research, compare and connect with colleges all over the country. Moraine Valley has collaborated with CAPPEX by working together to develop a landing page on the CAPPEX website. This gives the students and opportunity to research Moraine Valley Community College and send inquires within the CAPPEX platform.

To date, Admissions has received 3,830 inquiries. 1,216 are students from Illinois. 415 have applied for admissions. That is a 34% inquiry to application rate for CAPPEX inquiries in Illinois.

The chart below outlines the registration numbers from CAPPEX inquiries for the fall 2021 and spring 2022 semesters.

Semester	Head Count	Credit Hours	Tuition Revenue
Fall 2021	39	405	\$63,180
Spring 2022	28	305	\$47,580
TOTAL	67	710	\$110,760

With a yearly contract investment of \$6,500 with CAPPEX, Moraine Valley Community College's return on investment is \$104,260 in tuition for the fall 2021 and spring 2022 semesters. With a bulk of the CAPPEX inquiries still in high school, Moraine Valley admissions has an opportunity to grow the return on investment even higher in the coming semesters.

FINANCIAL AID COLLEGE WIDE ANNUAL REPORT

Financial Aid Award Summary

The Financial Aid office received a total of 9,974 FAFSA applications for the 2021-2022 award year and completed 6,857 files. The total applicant conversion rate for the financial aid department is 69%; a 3% increase from 2020-2021.

Moraine Valley Award Summary 2021-2022 (as of 7/20/2022)	
Pell Grant	\$12,747,143
Federal Supplemental Educational Opportunity Grant (FSEOG)	\$308,495
Illinois Monetary Award Program (MAP)	\$2,470,463
Federal Loans	\$1,862,173
Private Loans	\$242,278
Scholarships (excludes HEERF & GEERS)	\$961,883
VA Benefits	\$187,960
Total Financial Aid	\$18,780,395

OnBase – Process Improvements

The Financial Aid office continues to use OnBase, the college's document imaging software, to collect and process student financial aid documents. The Financial Aid office conducted a process review of OnBase to determine process improvements. Based on this review, the Financial Aid office in conjunction with the IT department created an enhanced workflow queue that routes documents to an individual expeditor's personal workflow queue when documents are uploaded. This enhancement notifies expeditors of pending documents in their queue. This will help improve the overall processing efficiency in the Financial Aid office.

Federal Supplemental Educational Opportunity Grant and Federal Work Study – Automation & Updates

Part of the Financial Aid office's process review included the utilization of the campus Student Information System, Colleague. One of the major opportunities identified from the process review was the automation of the financial aid awarding processing of Federal Work-Study and Federal Supplemental Educational Opportunity Grant (FSEOG) funds. Historically the college has manually awarded these funds to student's financial aid packages. The financial aid office is now automating the awarding of both funds.

The college previously awarded eligible students FSEOG in the amount of \$800 for the year. Starting in 2022-2023 that amount will be increased to \$1,000.

Historically, Federal Work-Study funds have only been awarded to Pell eligible students. Effective summer 2022, Federal Work-Study funds will be awarded to all Title IV eligible students that demonstrate a financial need. Our hope is that this expansion in awarding funds will help more students to apply and accept on-campus job opportunities.

Higher Education Emergency Relief Funds (HEERF)

In response to the global COVID-19 pandemic, the federal government instructed the U.S. Department of Education to provide institutions emergency relief funds to be sent directly to students. Over the course of the pandemic there have been three iterations of the Higher Education Emergency Relief Funds (HEERF) that schools have received. Moraine Valley received a total of \$19,258,605 in funding to disburse directly to students. The Financial Aid office led the college's efforts to disburse these funds to students but could not have done it with the help of IT, Finance, Cashiers, and Grants offices.

Increasing Enrollment & Addressing Funding Barriers

The Financial Aid office has worked diligently to help increase enrollment by addressing funding barriers that prevent students from attending Moraine Valley. Two examples are the pre-deregistration calls and Title IV ineligible program of study tracking process.

The Financial Aid team contacts prospective, new, and current students that appear on the pre-deregistration list. The purpose of the outreach is to provide resources to the student as they finalize their registration for the semester. Including helping students set up payment plans, complete a Free Application for Federal Student Aid (FAFSA)/Alternative Application for Illinois Financial Aid, or scheduling appointments to complete their financial aid file. The goal is to minimize the number of students that are dropped for non-payment. In partnership with ISACorps, the financial aid office hosted eight FAFSA workshops during the current academic year.

For students who are enrolled in courses that are not applicable to their program of study, and consequently may not be eligible to receive Title IV funding, the Financial Aid office sends a weekly notification to students enrolled in such courses so that they are aware and can make any necessary schedule adjustments.

Compliance Updates

The Financial Aid office conducted an internal compliance audit and identified a few areas of opportunities where policies needed to be updated or created to help keep Moraine Valley in compliance with the U.S. Department of Education. These updates were critical to avoid direct financial impact to the college.

The Financial Aid office updated the college's Satisfactory Academic Progress policy, specifically to include the calculation of maximum time frame for certificate programs. In conjunction with the changes in policy, rules in Colleague were created to ensure the calculations are done accurately.

Another critical update was the implementation of requiring a last date of attendance (LDA) being submitted for students that receive an F grade for a course. Without the LDA the college may potentially be out of compliance with Title IV regulations, which again, would have a direct financial impact to the college. This implementation was a collaborative effort with Academic Affairs, the Registrar's, and the IT departments. The requirement of submitting an LDA for all F grades has been implemented effective summer 2022.

The Financial Aid office has played an integral role in the recent institutional drop policy that will go into effect fall 2022. Historically, the college had not dropped students that were marked as never attended or participated in their registered course(s). As a result, a student would receive an F grade and be financially responsible for tuition charges.

In collaboration with Academic Affairs, IT, Registration and Records, Internal Auditor, and Finance, the committee was able to review its current procedures and examine its potential equity gaps and formulate a new policy. The new policy requires faculty to submit an LDA at census date for the course if students never attended. The student will then be institutionally dropped from the course, issued a non-punitive grade, and refunded any tuition and fees charges. This policy closes the equity gaps of students most impacted and allow them to stay Title IV eligible without incurring charges and F grades for courses they are not attending. In Addition, helps them be in compliance with our Satisfactory Academic Progress requirements. This new policy will be fully implemented in fall 2022.

The financial aid staff also received training on ISIR verification review and processing, and exercising professional judgment with student financial aid files. These trainings are vital in the office's efforts to remain compliant.

OFFICE OF REGISTRATION AND RECORDS

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

The office of Registration and Records is responsible for maintaining and administrating student records for students and faculty. The department's functions include class registration for students and community members, processing of payments, graduation petitions, collection and

evaluation of high school and college transcripts, document imaging and records retention, faculty support with grade submission and general policy inquiries, posting of transfer credit, maintenance of academic record and transcripts, issuance of academic transcript, athletics and honor societies certification of eligibility, residency determination for tuition purposes, degree conferral, and diploma distribution.

Mission Statement:

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

FISCAL YEAR UPDATES

Winter Session:

The office of Registration and Records, in collaboration with several departments, assisted with the expansion of Winter Session for Spring 2022 to 37 courses. These accelerated online courses ran for four weeks before the start of Spring semester (12/20/2021 to 1/14/2022). This initiative accelerated student options towards degree completion.

	Enrollment- Day 1	Enrollment- Day 7	Final Enrollment
Spring 2022	728	667	608
Spring 2021	760	756	612
Spring 2020	333	307	179

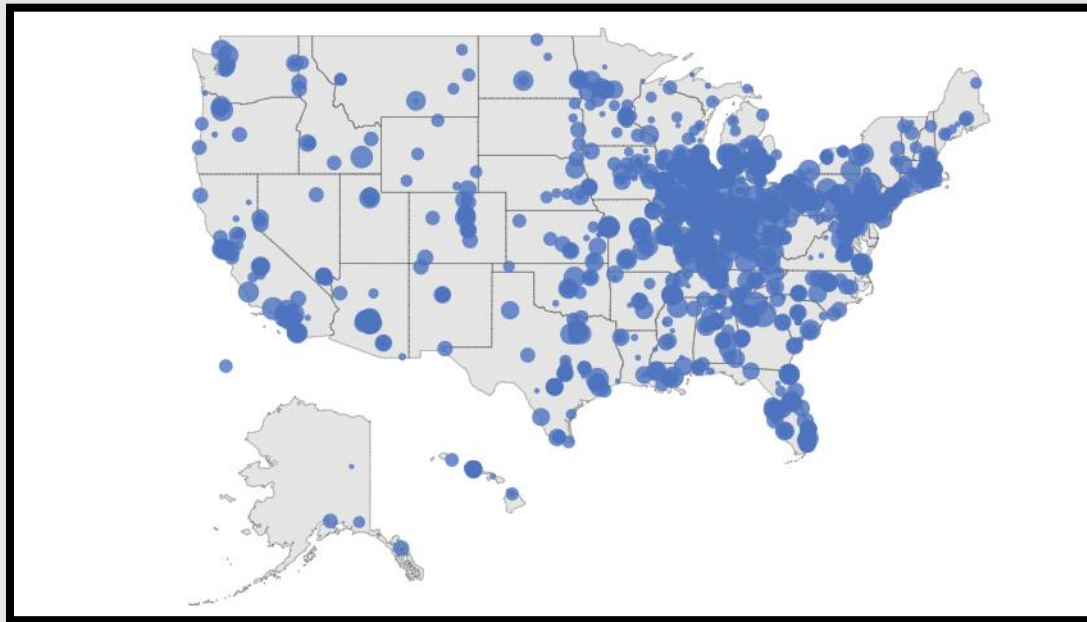
	Spring 2022	Spring 2021	Spring 2020
Passing ABC	553	535	150
D & F	52	77	25
Incomplete	3	0	4
Total Enrollment	608	612	179

Transfer Evaluation System (TES):

The office of Registration and Records continues to build equivalencies in TES system. TES is a premier interactive resource for course data from institutions of higher education. Records has increased total equivalency count to 55,830 from 51,737 as recorded the year prior. The impact of constant and consistent equivalencies being added to TES strengthens several key areas such

as: Admissions, Advising, and Transfer Services. Expanding equivalencies in TES allows these areas the ability to expedite onboarding efforts in course advisement, as well as transfer services/articulation agreements.

Info graph image below captures every state in which we have established an equivalency.



College and High School Transcripts Received:

Total number of college and high school transcripts received.

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
*High school transcripts	251	600	1609	661	409	539	118	138	313	290	346	1310	6584
College transcripts	157	209	55	75	112	89	184	113	91	139	148	113	485

*Please note that due to an effort to move paper documents to OnBase, we combined historical transcripts previously stored at the P building with scanning and filing of current high school transcripts. The additional scans greatly skewed the data making it impossible to separate out historical high school transcripts from current high school graduates.

Transfer Credit Evaluation

The office of Registration and Records has processed 1,485 student transcripts from July 1, 2021 to June 30, 2022. This resulted in 49,622 credits applied toward students' certificates and degrees compared to 45,573 last fiscal year, which is a 9% increase. The office also received transcripts from 345 institutions.

The top institutions we evaluated transcripts from:

1. City Colleges of Chicago, 139
2. University of Illinois at Chicago, 81
3. Joliet Junior College, 69
4. South Suburban College, 66
5. Saint Xavier University, 65
6. College of DuPage, 58
7. Prairie State College, 43
8. Illinois State University, 42

DREG procedure changes and communication guides:

Prior to November 9th, 2021, Moraine Valley would run our deregistration process every day on students who failed to make payment within 24 hours of registering for a course. In order to provide students additional time to make payment arrangements, Cashiers, Registration and Financial Aid collaborated to make a change in our operating procedures to only DREG students once a week. A student who has a delinquent notice is given a full week to make a payment.

To better communicate with students who appear on our Pre-DREG list, a daily list is shared with our Financial Aid expeditors to make personal calls to students to address any barriers to making payment/establishing their Financial Aid. These students are also emailed and sent a text message. If a student still fails to make payment after the week, the student is dropped with an X status. A DREG list is then provided to Registration to contact and assist students with re-registering and establishing a payment plan. Students are also emailed and sent a text message.

DREG CONTACT HISTORY					
Date	Students contacted	Unduplicated: Students who re-registered/are currently registered	have not re-registered/have been deregistered		Recoup Rate
11/9/2021-11/17/2021	192	107	70		68.63%
Dec-21	170	90	60		60.00%
Jan-22	320	145	80		55.17%
Feb-22	34	12	22		54.55%
Mar-22	3	1	2		33%
Apr-22	297	139	125		52.65%
May-22	324	131	138		48.70%
Jun-22	115	54	61		46.96%

In order to address students who may have repeatedly neglected establishing a method of payment or secured Financial Aid, we are looking to implement an additional layer of review to our DREG reporting and process. This additional layer will look for students who are dropped

due to a delinquent account on unique drop dates. After 2-3 of these statuses within the same registration period, a student will have a PERC hold placed on their account with the notice to have a conversation with a member of Enrollment Services prior to being released to register. The Registration and Information Technology department are working in collaboration to develop the reporting for this student population.

Institutional Drop policy:

After an internal audit of over 800 student records and a review of current practices, Moraine Valley Community College supported a policy change to institutional drop students for non-attending. This policy was presented and approved by the Executive Leadership Team, Joint Dean's, Institutional Research, Information Technology, Dean of Academic Services, and Internal Auditor. The institutional drop policy would prevent Title IV funds from being disbursed to a student and mitigate any failing grades at the end of a term. The current timeline is to test the process and communication tracks in summer 2021 and move the process into production in fall 2022. Further data regarding this initiative will be tracked and reported on a monthly basis.

MVconnect migration to Self-Service:

In order to facilitate several grading parameters that needed to be instituted to support the Institutional Drop, a final push to migrate grade submission to Self-Service was initiated in summer 2022. Full diversion away from MV Connect was finalized on 6/14/2022. Marketing, IT, and Registration communicated to faculty and staff the upcoming changes via portal post and emails sent directly to faculty teaching over summer term.

To assist faculty and staff with navigating these changes, steps with visual aids were created and three courses offered through CTL in collaboration with IT, will take place on 7/27, 8/12 and 8/19 in a remote format.

Graduation and Graduation Petition Statistics

Summer 2021 549 students earned a total of 817 degrees

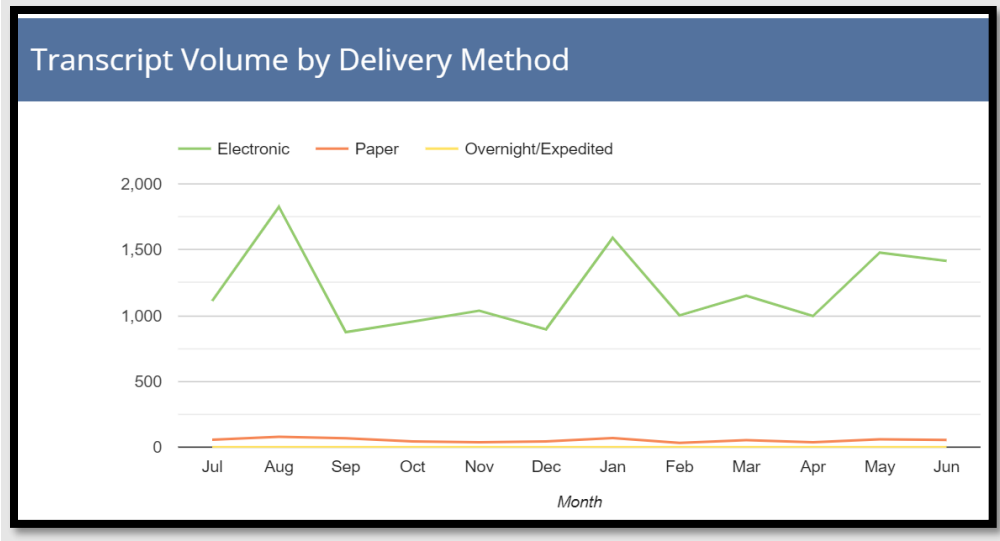
Fall 2021 1,735 students earned a total of 2,453 degrees

Spring 2022- 1,409 students earned a total of 1,959 degrees

Please note that these figures are unduplicated students.

Transcript Services

The office of Registration and Records transitioned to Parchment as the exclusive vendor to process Moraine Valley digital transcript. Parchment offers online transcript ordering available to students 24/7 using phone, tablet or personal computer. Students can request and track their transcripts status online. This allows Moraine Valley immediate fulfillment of transcript requirements for jobs and transfer school needs.



Top Receiving institutions:



Campus Involvement:

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

- Moraine Valley Community College Radiologic Technology Advisory Committee
- Moraine Valley Community College Web Steering Subcommittee
- Moraine Valley Community College Curriculum Review Team Committee Member
- Developmental Coursework Redesign Committees

External Connections:

The office of Registration and Records has connections to professional organizations, external agencies, and vendors.

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)

External Agencies and Vendors:

- Ellucian - Colleague
- National Student Clearinghouse
- CollegeSource – Transfer Evaluation System
- e-Scrip-Safe
- Hyland OnBase
- Parchment
- Ocelot – Chatbot

**Student Success
Annual Report 2021-2022**

Jo Ann Jenkins, Ph.D., Dean

Departments and Leadership:

- Student Success
 - Lauren Zajac, Assistant Dean, Student Success
 - Tracy Jones, Coordinator, Bridge to Success Program
- Testing Services
 - Dan Gorman, Director of Testing Services
 - Lupita Medina, Coordinator of Testing Services
- Veteran Services
 - Ryan Kelly, Coordinator of Veteran Services

Student Success

Dual Credit

Currently, the Dual Credit Program supports 31 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. The college classes are taught by 109 high school instructors qualified to teach college-level courses. There are 53 unique courses, with 403 dual credit sections within General Education and Career Technical Education disciplines. To support curriculum alignment and program of study discussion, all high school instructors are invited to the annual Dual Credit Articulation Conference in September to meet with Moraine Valley faculty. This is a key feature in developing relationships with our secondary partners. 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.

Census Headcount

Fall 2020: 1,842
Fall 2021: 2,143
Increase: 16.34%

Spring 2021: 2,386
Spring 2022: 2,822
Increase: 18.27%

Census Credit Hours

Fall 2020: 5,613
Fall 2021: 6,875
Increase: 22.48%

Spring 2021: 8,130
Spring 2022: 10,190
Increase: 25.34%

Dual Enrollment

HAC-105				1		3	1	0
HAC-111						2	1	0
MTH-151					24	17	16	11
MTH-152					47	56	59	31
MTH-210					29	41	45	24
ASL-100								1
ASL-101								1
LAN-101								1
LAN-153								1
LAN-163								1

Testing Services: Summer 2021 Testing Services developed a process to place follow-up calls to all newly-admitted MVCC students who received initial placement testing information via email. Follow-up calls reduced the average time from admission to placement exam completion by 18%, from 72 days for Fall 2020 admits to 59 days for Fall 2021 admits. Over the same time period this change also reduced the average time from admission to course enrollment by 2 full weeks.

Fall 2021 Testing Services resumed Faculty Course Exam services for MVCC students and faculty. Revised Testing Guidelines were submitted to, and approved by MVCC Vice-President for Academic Affairs and implemented for FY 2021-2022.

Fall 2021 Testing Services resumed offering full Certification and Licensing Exam services following the temporary shutdown of these services due to COVID-19 campus closure, in compliance with public health requirements for social distancing. This service resumption provided greatly increased opportunities for MVCC students and community members to complete required exams for EMT/EMS certifications, Nursing Program admissions, and GED High School Equivalency certificates, among many others.

Intrusive Retention Assistance

Strategic Priorities: Student Success; Program Development; Diversity and Inclusion

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 2021-22 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 produced roughly six inquiries per day.

During the 2021-22 academic year, the Intrusive Retention Assistance outreach took place during the Summer 2021, Fall 2021, and Spring 2022 semesters. Overall, 12,078 students were reached through Intrusive Retention Assistance.

Student Success Summer Bridge Program

Strategic Priorities: Student Success; Program Development

In Summer 2022, Student Success initiated its inaugural Summer Bridge Program for in-district graduating high school seniors seeking to enroll at Moraine Valley. Students were recruited to the program with the idea of providing students free summer classes, registration assistance, and financial aid help in an effort to smoothen the enrollment process.

18 students are currently enrolled in the program and are receiving at least one summer course for free. Many students are enrolled in two summer courses, which also includes free course fees and books. An accurate assessment of the program will not be feasible until the conclusion of the program at the end of the summer semester.

Dual Enrollment General Population

Strategic Priorities: Student Success; Program Development

Dual Enrollment General Population is a collection of Dual Enrollment students attending Moraine Valley but who are not part of a specialized cohort. These students enroll in on-campus courses as high school students after receiving approval from their respective high schools and Moraine Valley’s Student Success Center

- In Fall 2021, there were 31 Dual Enrollment General Population students
- In Spring 2022 there were 19 Dual Enrollment General Population students
-

Diversity, Equity, and Inclusion

Dual Credit: To address issues of diversity, equity, and inclusion, the dual credit team continues to build programming to increase student access. After noticing a disparity in participation between white and minority students (noted in the chart below), the dual credit team met with District 218’s Director of Equity and Curriculum Director of Career and Technical Education to further identify barriers to access and brainstorm ways to increase participation. The dual credit team will continue to meet with their high school partners to address these topics.

Dual Credit Enrollments	2020 – 2021 Academic Year – CTE & Gen. Ed.			
	2020 FA	2021 SP	Total Enrollment	%
Native Amer., Hawaiian, Pac. Islander, Asian	80	94	174	5%

African American	181	231	412	11%
Hispanic	401	460	861	23%
White	784	1017	1801	49%
Multi-racial	61	166	321	3%
Undefined	155	166	321	9%
TOTALS:	1662	2034	3696	100%

Dual Enrollment: One of the biggest barriers to participation in dual enrollment coursework is tuition, along with associated fees and supplies. To mitigate these barriers, the department of Student Success applied for a College Bridge Grant to address these inequities. If awarded, a significant portion of this grant will be utilized to pay for tuition, fees, textbooks, and any additional associated costs for minority students in Fall 2022 and Spring 2023 dual enrollment courses. By removing the traditional barriers associated with participation in dual enrollment courses, Student Success will provide a pathway to increase participation and help students get a head start on their college coursework.

Veteran’s Services: *Dependents now included in scholarships*

The sponsors of the Thank You Veteran Scholarship Fund agreed to include dependents as eligible recipients. This is the first scholarship at Moraine Valley to provide opportunities for dependents. These dependents are children or spouses of a veteran. This will greatly assist the families of veterans. The Thank You Veteran Scholarship Fund comes directly from generous donations by Moraine Valley employees.

Testing Services: Spring 2022 Testing Services collaborated with MVCC Research and Planning to develop and analyze data on remote placement testing session outcomes, disaggregated by student attributes such as Race/Ethnicity, Pell Grant Eligibility, Veteran Status among others. This data will be used to make recommendations to improve remote testing and learning equity for all MVCC students.

Spring 2022 Testing Services collaborated with MVCC Resource Development and MVCC Research and Planning to provide disaggregated Perkins Grant-supported testing utilization data to the Illinois Community College Board based on Special Populations membership for exam candidates.

Program Development

Dual Credit: Moraine Valley faculty, along with partners from area high schools, attended the annual Dual Credit Articulation Conference. During the conference, participants were able to complete syllabi review, discuss curriculum alignment, highlight professional development opportunities, and suggest additional opportunities for dual credit programming. The dual credit

team continues to build programming to best support dual credit instructors, high school partners, community partners, and local businesses.

Financial Literacy

The 2021-2022 Financial Literacy program provides information to students who are financial aid participants. This program is executed in two forms, an online module to first time financial aid participants and an in-person workshop for financial aid warning students.

- The 2021-2022 online Financial Literacy program provides students who completed the FASFA and are receiving financial aid for the first time.
 - In this academic year, **497** students did the online module.
 - As of July 2022, **293** of the students that completed the online module have registered for the Fall 2022 semester.
- The 2021-2022 in-person Financial Literacy workshop provides information for students who are placed on financial aid warning status. The students have fallen below a 2.0 GPA or have less than a 67% completion rate.
 - **521** students were placed on financial aid warning in the Spring of 2022 and **303** of those students returned for the spring semester.
 - **127** students completed the workshop.
 - **223** total students lost their financial aid after the Spring 2022 semester.
 - **69** students who completed the workshop lost their financial aid.

Veteran's Services: Welcome Back Event with the Orland Park VFW

The Orland Park VFW sponsored a Welcome Back event with pizza at lunch during the fall semester. This was the first event for our student veterans and dependents since the start of the pandemic. The officers from the VFW had lunch with our students while assisting with information on VA benefits and other community resources. This partnership is valuable in having support from fellow veterans who have shared experiences.

Testing Services: Summer 2021 Testing Services developed several interactive Google Sheets spreadsheets to facilitate tracking of placement testing registration and completion among students from specific populations, facilitating collaboration by sharing real-time tracking data with other MVCC departments, including Multicultural Affairs, International Student Affairs, and Nursing Admissions.

Fall 2021 Testing Services developed a Google Sheets spreadsheet for tracking Faculty Course Exam submissions. This spreadsheet was used for internal tracking purposes only, and improved the efficiency of tracking exam submissions and providing proctors with accurate information about faculty specifications for each exam submission, as well as providing efficient service and accurate information to students.

Fall 2021 Testing Services developed an MS Excel spreadsheet for Faculty Course Exam visits which improved tracking of student testing appointments and testing visit outcomes. This interactive tracking tool provides more detailed statistics on student and faculty utilization of Faculty Course Exam services, which facilitates planning for future semesters and allows continuous service improvements.

Dual Enrollment General Population

Strategic Priorities: Student Success; Program Development

Dual Enrollment General Population is a collection of Dual Enrollment students attending Moraine Valley but who are not part of a specialized cohort. These students enroll in on-campus courses as high school students after receiving approval from their respective high schools and Moraine Valley's Student Success Center

- In Fall 2021, there were 31 Dual Enrollment General Population students
- In Spring 2022 there were 19 Dual Enrollment General Population students

Technology

Veteran's Services: *Veterans Financial Aid Webpage*

The Veterans Financial Aid Webpage was updated to improve navigating and accessing information. A student veteran, service member, or dependent can now learn about the eligibility criteria and how to apply for both VA Education Benefits, and State Veterans Education Benefits. There are additional resources on how to use these benefits. A great tool for staff when there are direct inquires on these benefits to provide this webpage.

Institutional Advancement

Testing Services: Spring 2022 Testing Services collaborated with MVCC Admissions to provide data on new student onboarding processes to the MVCC Foundation in support of an extension of placement testing fee waivers. The data provided showed significant improvements in the efficiency of the new student onboarding process, facilitating timely enrollment and increasing tuition revenue since the placement fee waivers were first implemented in Fall 2020.

July 2022 MVCC Foundation Board of Directors approved an extension of placement testing fee waivers for FY 22-23, and approved inclusion of continuing students in the fee waiver program.

**Department of Campus Recreation (FitRec)
Annual Report 2021-2022**

Director, Michael Schneider

Department of Campus Recreation (FitRec) FY 22 Report:

Summary:

Each month the department produces a “flash report” which provides basic information related to memberships, facility usage, and financial summaries. In addition, a quarterly report is produced containing detailed information organized within the sections below. This specific report is a year end summary utilizing the FY 22 Goals outlined below.

Student Outcomes/Student Development

Goal 1.A. Increase student usage of facilities, services, and programs

- Students from four College 101 classes toured FitRec and activated their memberships. Fitness/Wellness goal setting was performed in multiple classes facilitate by FitRec staff.
- “RecFest” was held on September 1 with ~175 students in attendance. The event included several organizations from campus, the Army, and sponsored by various restaurants.
- In collaboration with Student Life, FitRec hosted the Big Pink Volleyball Tournament on October 14. This event was very successful with 9 teams participating and generating nearly \$1,300 for breast cancer research.

Goal 1.B. Develop, implement, and assess learning outcomes and opportunities for student employees

- In April, a survey of all part time staff was conducted with 26 student employees reporting the following:
 - 88.5% agree that their work in Campus Recreation has improved their time management skills.
 - 92.3% agree that their work in Campus Recreation has improved their ability to resolve conflict.
 - 80.7% agree that their work in Campus Recreation has developed their ability to set and achieve realistic goals.
 - 96.2% agree that their work in Campus Recreation has developed their ability to work as part of a team.
 - 73.1% agree that their time here at FitRec has prepared them for their future career.

Goal 1.C. Manage the student led FitRec Leadership Committee with engagement, philanthropy, and training opportunities

- Student employee members of this committee assisted in interviews and trainings throughout the year.

- In spring of 2022, this leadership program received the award for the college’s “Best Practice” related to student employment.

Enhancing the Campus Community

Goal 2.A. Promote FitRec throughout campus and in the community

- Hosted the 9th Annual Halloween 5K with a record attendance of over 350 participants. The event generated in \$9,000 in net revenues dedicated to MVCC student scholarships. The first (3) \$1,000 scholarships are set aside for FitRec deserving student employees.
- Held a successful indoor triathlon with 39 participants in late February.
- Provided fitness assessments for community members during the “Holiday Mayhem” program.
- Provided successful children’s special events including “Glow in the Dark” with 12 participants and “Game Night” with 9.

Goal 2.B. Improve brand continuity and messaging

- The Assistant Director of Membership and Marketing re-engaged with the social media committee on campus.
- The department switched software in March of 2022. This conversion allowed for the consolidation to one APP which is being utilized heavily by the campus and the community. This consolidation has also allowed the department to message members in a more targeted way.
- FitRec successfully sent out a monthly newsletter to all members consistently throughout the year.

Goal 2.C. Provide quality programs and services that encourage recruitment and retention of members and students

- Completed Holiday Mayhem member incentive program had a total of 83 participants – over 2000 miles of cardio and 683 classes attended
- On 3/24/22 the department brought the Bench Press competition back. Overall this was a successful event led by a student employee (Ibrahim Awadallah) with 16 men and women participating.
- Intramurals were limited due to Covid restrictions, but in Q4 the department managed to provide a successful 3-point contest (16 participants) and 3 vs 3 basketball tournament (5 teams).
- The department had 10 children join the youth fitness program which targets 10-13 year olds. This program orients these children to cardio equipment as well as other weights and fitness available on the fitness floor.

Facility Usage of Space/Satisfaction Measures

Goal 3.A. Maintain or improve satisfaction levels of community, faculty/staff, and students

- From the spring survey (students, community, faculty/staff) with 202 responses;

- 85% agreed or agreed strongly that they were satisfied with the value of current membership.
- 79% agreed or agreed strongly that programs and services were of high quality.
- 89% agreed or agreed strongly the facility was friendly and inviting.
- 89% were satisfied or highly satisfied with the equipment availability and cleanliness.

Goal 3.B. Improve overall HFRC usage for community and employees

The chart below shows the change in usage from FY 21 to FY 22. The department anticipates continued usage improvement in FY 23.

	FY 21	FY 22	% change
Student Visits	37,714	49,480	31.2%
Faculty/Staff Visits	4,071	6,418	57.7%
Community Visits	126,481	166,725	31.8%
Total Visits	162,266	222,623	37.2%

Goal 3.C. Consistently operate a clean and well-maintained facility

- From the spring survey (students, community, faculty/staff) with 202 responses.
 - 91% agreed or agreed strongly that the facility was clean.
 - 90% agreed or agreed strongly the facility was well maintained.
- In June, the Cyclone Center wood courts were re-finished. This aligned with a new facility scrubber which has allowed for easier and more consistent court cleaning.

Goal 3.D. Improve equipment and facility options for members and students

- Due to budget constraints, minimal changes were made in FY 22. There will be a new equipment prioritization plan and updated 5-year capital improvement plan prepared for FY 23.

Staff Accomplishments/Highlights

Goal 4.A. Ensure appropriate standards and certifications are maintained and tracked in all areas

- Required staff and instructors achieved 100% compliance in First Aid/CPR certification maintenance.

Goal 4.B. Maintain or increase the FitRec Student Scholarship Fund and/or develop additional funds for student development.

- The Halloween 5K resulted in over \$9,000 in student scholarship funding. This 8th annual event is led by FitRec in collaboration with the Moraine Valley Foundation.

Goal 4.C. Represent Moraine Valley locally, regionally, or nationally via events, presentations, publications, or appearances

- On June 6, FitRec hosted a Chicagoland gathering with 18 area colleges/universities and over 50 attendees. This was an excellent showcase event in which campus recreation employees were able to collaborate with likeminded campus recreation employees to improve operations, programs, and services.

Financial

Goal 5.A. Meet or exceed department revenue goals:

The chart below shows that memberships and programs began to bounce back considerably in FY 22. Overall, the department exceeded revenue projections by 18% and by 37% from FY 21 (\$1,123,833). This trend should continue into FY 23 with all covid restrictions removed by spring of 2022.

Category	FY 22 Projected	FY22 Total
Membership Revenues	\$1,084,400	\$1,152,835
Program Revenues	\$150,100	\$169,521
Lockers	\$5,600	\$6,195
Facility Rental Revenues	\$50,000	\$78,393
Guest Passes	\$10,900	\$24,335
ProShop	\$5,000	\$4,281
KidRec	\$20,400	\$99,449
Other/Misc Revenue		\$5,743
Total Earned Revenues	\$1,306,000	\$1,540,750

Note: This does not include over \$163,000 transferred from the department of education for lost revenues.

Goal 5.B. Keep department expenses at or below quarterly and annual projections

The chart below shows expenses exceeded the projected amount by 12.5%. This was due primarily to a return to normalized operations and staffing levels. In addition, the minimum wage continues to increase by \$1 each year leading to a significant staffing cost increase annually.

Category	FY 22 Projected	FY22 Total
Full Time Salaries and Benefits	\$790,565	\$777,778
Part Time Salaries and Benefits	\$428,673	\$693,827
Operating Expenses	\$692,725	\$680,361
Total Expenses	\$1,911,963	\$2,151,966

Goal 5.C. Meet or exceed the department’s net operating goal each year:

The department ended within 1% of the budgeted net operating loss projected. This does not include any budgeted transfers by the department of education. This was also a 15% improvement from the FY 21 net loss of \$719,156.

Category	FY 22 Projections	FY22 Total
Net Operating	(\$605,963)	(\$611,216)