

ILLINOIS COMMUNITY COLLEGE BOARD

FY22/FY23 Learning Renewal/GEER II Quarter Reporting Template

FY22 Final Quarter: Due July 31, 2022

FY23 1st Quarter Due: October 31, 2022

FY23 2nd Quarter Due: January 31, 2023

FY23 3rd Quarter Due: April 30, 2023

FY23 4th Quarter Due: July 31, 2023

Submit complete report to: ICCB.grantpayments@illinois.gov

Please also cc the complete report to: deana.schenk@illinois.gov

COLLEGE:	Joliet Junior College
SUBMITTED BY NAME/TITLE:	Dr. Stephanie McIntyre-Braun, Dean of Academic Intervention and Support and Dr. Angela Kaysen-Luzbetak, Dean of Student Success
PHONE/EMAIL:	815-280-2824/ sbraun@jjc.edu

Provide a narrative for each section below. If you need additional space, you may expand the fields or provide additional information in attachments as appropriate.

ACADEMIC SUPPORT NARRATIVE

Describe the status of the Learning Renewal Academic Support work completed or in progress during this quarter. What milestones did you reach in the implementation of specific goals, activities, and tasks of the Academic Support plan (53.8% of allocation)? Describe the method used to determine equitable use of funds to serve the academic needs of students most disadvantaged by COVID-19 circumstances.

¹ JJC Fact Book 2021, page 39;

<https://www.jjc.edu/sites/default/files/PDFs/Institutional%20Research/Fact%20Book%202021.pdf>.

² JJC Fact Book 2021, page 39;

<https://www.jjc.edu/sites/default/files/PDFs/Institutional%20Research/Fact%20Book%202021.pdf>.

³ JJC Fall 10th Day Census Enrollment Report, page 1;

https://www.jjc.edu/sites/default/files/PDFs/Institutional%20Research/Fall%202021%20Census%20-%20Unduplicated%20Totals_0.pdf.

Refuse Indicate/ Unknown	2.3%	7.7%	2.3%	6.0%	2.4%	5.5%
White	54.6%	30.8%	55.7%	45.1%	55.2%	38.2%

It is also interesting to note that an older student population participated in the Laptop Borrowing program. While students aged 25 years and older tend to represent about 25% of the entire student body, this same group comprised about 50% of all Laptop Borrowing participants. For years, JJC has discussed the implementation of programs designed to attract non-traditional students. While not the original intention of this service, JJC may have unintentionally discovered a program which attracts students aged 25-55 in particular. See "Age Comparison" table below.

Age Comparison						
	2019-2020 Academic Year		2020-2021 Academic Year		2021-2022 Academic Year	
	JJC Fall 2019 (Headcount) (n=14,318) ⁴	Laptop Borrowers (Mar. 2020- Jul. 2020) (n=26)	JJC Fall 2020 (Headcount) (n=10,267) ⁵	Laptop Borrowers (Aug. 2020- Jul. 2021) (n=184)	JJC Fall 2021 (n=11,551) ⁶	Laptop Borrowers (Aug. 2021- Jul. 2022) (n=330)
16 & Under	4.0%	0.0%	1.0%	0.5%	0.1%	0.3%
17-20	56.0%	26.9%	54.0%	35.3%	58.8%	43.0%
21-24	18.0%	23.1%	21.0%	15.8%	18.3%	18.2%
25-30	9.0%	15.4%	11.0%	18.5%	9.0%	13.9%
31-39	6.0%	7.7%	7.0%	19.6%	6.7%	13.0%
40-55	6.0%	19.2%	6.0%	9.8%	5.8%	10.9%
56-99	2.0%	7.7%	1.0%	0.5%	1.3%	0.6%
Unknown/ Not Reported	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Based on the small but growing sample size, it appears there is a relationship between borrowing a laptop and increased persistence and retention rates. Reviewing Fall 2020 to Spring 2021 persistence rates, the overall persistence rate for all JJC students was 67.6%. As outlined in the "Persistence Rates" table below, 79.1% of all Laptop Borrowers persisted from the Fall 2020 semester to the Spring 2021 semester. Perhaps these students are more ambitious and actively sought out the Laptop Borrowing program. Perhaps these students are more engaged with faculty, advisors, and other populations who promoted this service. Perhaps these students have higher persistence rates because they had technology more readily available to them. A deeper dive may be necessary to determine specific reasons for success; however, it does appear there is a positive correlation between those students who borrowed a laptop and those same students' persistence rates. Fact Book 2022 data is not available as of the time of this quarterly report.

Persistence Rates		
20FL-21SP (JJC) ⁷	6,944	67.6%
20FL-21SP Laptop Borrowers (n=196)	155	79.1%
21FL-22SP (JJC)	Data unavailable at time of report	Data unavailable at time of report
21FL-22SP Laptop Borrowers (n=205)	146	71.2%

Reviewing Fall 2020 to Fall 2021 retention rates, the overall retention rate for all JJC students was 42.8%. As outlined in the "Retention Rates" table below, 58.2% of all Laptop Borrowers were retained from the Fall 2020 semester to the Fall 2021 semester. For all the reasons listed above, this population of students may have other commonalities that attracted them to this program. Again, however, it does appear there is

a positive correlation between those students who borrowed a laptop and those same students' retention rates. Fact Book 2022 data is not available as of the time of this quarterly report.

Retention Rates (p. 47 of Fact Book 2021)		
20FL-21FL (JJC)	2,392	42.8%
20FL-21FL Laptop Borrowers (n=196)	114	58.2%

All students who pick up a laptop must show a Student ID; those who did not already possess a student ID were issued during the time of the laptop pick-up. The selection of staff to oversee the Laptop Borrowing Program was strategic as this position has the ability to issue Student IDs.

In addition to the results above, the researcher also tracked the number of Laptop Borrowing participants who earned an Associate's Degree or a Certificate. As outlined in the "Graduates" table below, 138 total Associate's Degrees and Certificates were awarded.

Graduates (Laptop Borrowers by semester)	AA	AAS	AGS	AS	CA	CC	TOTAL Graduates
Spring 2020	1	0	0	0	9	1	11
Summer 2020	0	0	0	0	0	0	0
Fall 2020	3	7	0	0	3	0	13
Spring 2021	1	11	4	4	10	12	42
Summer 2021	0	0	0	0	0	0	0
Fall 2021	3	6	2	0	9	11	31
Spring 2022	5	9	1	0	7	19	41
TOTAL	13	33	7	4	38	43	138

Table Notes: "AA" denotes Associate in Arts; "AAS" denotes Associate of Applied Sciences; "AGS" denotes Associate of General Studies; "AS" denotes Associate of Science; "CA" denotes Certificate of Achievement; "CC" denotes Certificate of Completion.

The method by which Joliet Junior College determined equitable use of funds to serve the academic needs of students most disadvantaged by COVID-19 circumstances was allowing students to self-identify as needing technology support. The Laptop Borrowing Program was widely promoted throughout the campus, did not charge for services, and allowed students to request and receive a device in a single visit.

⁴ JJC Fall 2020 10th Day Census Report, p. 1;

https://www.jjc.edu/sites/default/files/PDFs/Institutional%20Research/Fall%202020%20Census%20-%20Unduplicated%20Totals_0.pdf.

⁵ JJC Fall 2020 10th Day Census Report, p. 1;

https://www.jjc.edu/sites/default/files/PDFs/Institutional%20Research/Fall%202020%20Census%20-%20Unduplicated%20Totals_0.pdf.

⁶ JJC Fall 2021 10th Day Census Enrollment Report, page 1;

https://www.jjc.edu/sites/default/files/PDFs/Institutional%20Research/Fall%202021%20Census%20-%20Unduplicated%20Totals_0.pdf

⁷ JJC Fact Book 2021, page 46;

<https://www.jjc.edu/sites/default/files/PDFs/Institutional%20Research/Fact%20Book%202021.pdf>.

ACADEMIC SUPPORT DATA

Where applicable, please provide a detailed overview of the summary level data collected during the quarter related to academic supports. Please disaggregate data by demography (e.g., race/ethnicity, socioeconomic status, etc.), when possible.

New student support programs (e.g. bridge programs, camps, 1st year experiences, etc.):

How many students enrolled in the program?

How many students completed the program?

How many students enrolled for classes at the college in the subsequent semester?

Academic support equipment (e.g. laptops, servers, cameras, etc.):

If individual equipment, how many students used the equipment?

If course level equipment, how many students were enrolled in classes with the equipment? How many courses and sections benefited from the equipment?

Advising and other supports (e.g. tutoring, success coaches, etc.):

How many students received services?

How many of these students received repeat services?

If services were embedded in courses, how many courses provided support?

Academic professional development:

How many faculty and staff participated in professional development to enhance academic supports?

- **New student support programs (e.g. bridge programs, camps, 1st year experiences, etc.):**
 - How many students enrolled in the program?
 - In Spring 2022, 220 unduplicated students checked out laptops.
 - How many students completed the program?
 - NA
 - How many students enrolled for classes at the college in the subsequent semester?
 - See persistence and retention rates tables above.
- **Academic support equipment (e.g. laptops, servers, cameras, etc.):**
 - If individual equipment, how many students used the equipment?
 - In Spring 2022, 220 unduplicated students checked out laptops.
 - If course level equipment, how many students were enrolled in classes with the equipment?
 - No
 - How many courses and sections benefited from the equipment?
 - In Spring 2022, 220 unduplicated students enrolled in a total of 1,792 credits.
- **Advising and other supports (e.g. tutoring, success coaches, etc.):**
 - How many students received services?
 - NA
 - How many of these students received repeat services?
 - NA
 - If services were embedded in courses, how many courses provided support?
 - NA
- **Academic professional development:**
 - How many faculty and staff participated in professional development to enhance academic supports?
 - NA

SOCIAL EMOTIONAL SUPPORT NARRATIVE

Describe the status of the Social Emotional Support work completed or in progress during this quarter. What milestones did you reach in the implementation of specific goals, activities, and tasks of the Social Emotional Support plan (46.2% of allocation)? Describe the method used to determine equitable use of funds to serve the social emotional needs of students most disadvantaged by COVID-19 circumstances.

Social Emotional Support Outcomes:

- Increased access to support services in English and Spanish.
- Follow-up support will be provided for at-risk students identified as academically struggling and/ or at-risk for stopping out due to the pandemic.
- Early identification of students struggling financially or medically that can be assisted by other support services.

Social Emotional Support Quarter Four Results:

Student support and retention during the pandemic continues to be a top priority. GEER II funds provided staff the opportunity to work additional hours. The Student Advising Center (SAC) increased the hours of two professional and one clerical staff member. The Center for Multicultural Access and Success (CMAS) also increased the hours of one professional staff member.

Updated (Effective March 2022). Staffing challenges provided an opportunity to redirect grant funds to support social emotional health and wellness as well as academic support for a high-risk group of student athletes. As the research indicates, student-athletic retention and mental health has declined throughout the pandemic. Moving into a post-pandemic world, support from grant dollars allowed an increase in hours worked for a one Student-Athlete Retention Specialist. This staff member works directly with student athletes monitoring academic persistence, as well as providing coaching and support to increase a student's likelihood of completion. Data is tracked in a student advising software tool and data will be available at the end of the semester.

These staffing changes provided additional support for student-athletes requiring mental health support; students may meet with this newly grant-funded staff member and transition to a mental health advocate in the Office of Student Rights and Responsibilities.

The method by which Joliet Junior College determined equitable use of funds to serve the social emotional needs of students most disadvantaged by COVID-19 circumstances was allowing students to self-identify as needing advising and coaching support. GEER II dollars were used within the Athletics Department, Center for Multicultural Access and Success, and the Student Advising Center. Staff were available to meet with students in-person or virtually.

SOCIAL EMOTIONAL SUPPORT DATA

Where applicable, please provide a detailed overview of the summary level data collected during the quarter related to social emotional supports. Please disaggregate data by demography (e.g., race/ethnicity, socioeconomic status, etc.), when possible.

Social emotional support events (e.g. DEI events, wellness fairs, mental health fairs):

What types of events were held?

How many events were held?

Approximately how many students attended each event?

Social emotional outreach and materials:

How many students were reached through outreach efforts?

How many students received materials?

Mental health counseling and other social emotional supports (e.g. case management, peer support, accessibility services, success coaches, etc.):

How many students received services?

How many of these students received repeat services?

Mental health and/or social emotional support professional development:

How many faculty and staff participated in professional development related to mental health or social emotional support?

- **Social emotional support events (e.g. DEI events, wellness fairs, mental health fairs):**
 - What types of events were held?
 - Office of Student Activities hosted the following virtual session on Wednesday, April 13, 2022 from 2-3pm: My Struggle with Mental Health as an Athlete. You are Not Alone presented by Ivy Watts: As a Black female who experienced immense pressure from juggling sports, school and personal life, Ivy's talks are engaging, interactive and relatable. Ivy continues to be open about her current mental health struggle including caregiver stress, grief, and loss to demonstrate to attendees that although healing is not linear, we have the tools within us and around us to get through difficult times. Attendees will leave feeling empowered to seek help, know that they are not alone and will also learn tangible tools for self-care and mental wellness for all stages of their lives.
 - How many events were held?
 - The GEER II grant only paid for the April 13, 2022 session.
 - Approximately how many students attended each event?
 - 8 students attended this event.
- **Social emotional outreach and materials:**
 - How many students were reached through outreach efforts?
 - NA
 - How many students received materials?
 - NA
- **Mental health counseling and other social emotional supports (e.g. case management, peer support, accessibility services, success coaches, etc.):**
 - How many students received services?

Below is the data collected from the Social Emotional Support portion of this grant.

	Students Served (Apr. 2022)	Students Served (May 2022)	Students Served (Jun. 2022)	Total Students Requesting Support in Spanish (undup.)	Total Number of Staff (12 hours per week each)
SAC	97	80	NA – all grant dollars expended	0	1 (Success Coach: First Year Experience Specialists)
SAC ESL	40	31	NA – all grant dollars expended	71	1 (Bilingual Frontline Support)
CMAS	50	34	NA – all grant dollars expended	9	1 (Specialist)
Athletics	25	42	NA – all grant dollars expended	0	1 (Specialist)
TOTAL	212	187	NA – all grant dollars expended	80	

Table Notes: “SAC” denotes Student Advising Center retention, outreach, academic advising, coaching support; “SAC ESL” denotes Student Advising Center ESL Support through New Student Orientation, translation support, virtual online assistance; “CMAS” denotes Center for Multicultural Access and Success retention, outreach, academic advising, coaching.

- How many of these students received repeat services?
 - Data not available
- **Mental health and/or social emotional support professional development:**
 - How many faculty and staff participated in professional development related to mental health or social emotional support?
 - NA

PARTNERSHIP NARRATIVE

Please describe the status of collaborative partnerships you have developed or enhanced and how the institutional, community, industry, and secondary partners are contributing to the implementation and success of the Learning Renewal Academic and/or Social Emotional supports.

One great example of collaborative partnerships developed as a result of this grant includes a meeting held between Joliet Junior College and Illinois Valley Community College. As a result of the February 28, ICCB Learning Renewal Plan – Academic Support virtual meeting, Dr. McIntyre-Braun from JJC had an opportunity to share the implementation and tentative outcomes of the Laptop Borrow Program. Staff/administration from IVCC were also in attendance at this February meeting. The following week, Bonnie Campbell, Associate Vice President for Academic Affairs, and Crystal Credi, Special Populations Transition Specialist, arranged to meet with Dr. McIntyre-Braun, Dean of Academic Intervention and Support; Erica Reyes, Director of Academic Intervention and Accommodation Services; and Elizabeth Bell, Supervisor of Tutoring and Learning Center. In addition to the laptop loan discussion, the group discussed technology tutoring which allows students a space to ask about learning management system, email, or other “JJC Tech” questions. Additionally, JJC purchased Innovative Educator online workshops to allow students a virtual opportunity to attend workshops about college success, test-taking tips, reducing test anxiety, study skills, etc. This information was also shared by JJC.

In summary, the discussion was a great first step to sharing positive outcomes of grant initiatives, and allowing peer institutions to learn from each other.

EXECUTIVE ORDER 2021-20 NARRATIVE

If applicable, please describe the status of EO 201-20 work or funds expended.

Not applicable

DIRECT STUDENT AID FUNDS NARRATIVE AND DATA

If applicable, please provide a detailed overview of the summary level data collected during the quarter related to direct student aid. Please disaggregate data by demography (e.g., race/ethnicity, socioeconomic status, etc.), when possible.

Describe the tool or metrics used to determine student need and/or eligibility that illustrates the equitable use of funds to serve students most impacted by COVID-19 circumstances.

Provide the number of students who received aid.

Explain purpose of the aid (e.g. housing assistance, childcare, etc.)

Per the application, student aid distribution was not allowed.

SUCSESSES

Highlight any overall successes the college has experienced with implementing Academic Supports and Social Emotional Supports.

See "Academic Support Narrative" section for successes.

Social Emotional Successes:

Student access to support services and increased research on pandemic student success provided insight into the critical need for sustainable mental health support for high risk-students. JJC's student body comprises 51% first-generation college students. Having intentional outreach done by staff who were provided additional hours through grant funding was a success.

Success rates were monitored by cohort groups and direct service and follow-up was significant. Without grant funding providing additional staff hours would have been extremely challenging.

CMAS provides coaching, advising, financial literacy programming, and social and emotional support programs in collaboration with other Student Development areas. The increase in hours for one Specialist provided a significant number of students access to one-on-one support. CMAS does extensive outreach and retention follow-up ensuring students are successful academically and have personal needs met to continue to achieve.

The staff described in the above chart are frontline positions. Post-pandemic outreach has been time consuming as student priorities have changed. The additional support continues to benefit students as early indicators of summer and fall enrollment trends look positive and student caseloads are full. Team members continue to provide high-tech/high-touch support for students and additional follow-up for those at-risk.

BARRIERS

List any barriers the college encountered during the quarter, including any financial issues, with implementing Academic Supports and Social Emotional Supports.

Academic Support Barriers:

Barriers include technology; the ALMA Library System (asset management and laptop checkout technology) does not automatically import new students. This is a manual batch process; the Laptop Loan program has encountered new students unable to check out a laptop because they are not yet in ALMA. No student is denied; but the technology limitations mean the student must call ahead or return on another date to acquire a laptop.

FY 2021 GEER Reporting

State Agency/Grantor: Illinois Community College Board

Grant Number		GEERII-52522		CSFA Number		684-00-2455		CFDAs		84.425C		Appropriation Number(s) by Agency (For Agency Use Only)	
Grantee Name		Joliet Junior College											
FEIN Number		DUNS											
36-2638684		69959013											
Street Address		1215 Houbolt Road											
Report Period		4/1/22-6/30/22		Final Report for Award		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Mandatory Match %		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Indirect cost not allowed	
Program Restrictions:		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Explanation of Restrictions:		ICC-grantpayments@illinois.gov						All reports must be submitted by the due dates in the grant agreement to:	
Category/Program Expenses		Grant Expenditures											
		Due 10/30		Due 1/30		Due 4/30		Due 7/30		PY Total Expended		Approved Budget	
		Quarter 5 Dates: 7/1/21-9/30/21		Quarter 6 Dates: 10/1/21-12/31/21		Quarter 7 Dates: 1/1/2022-3/31/2022		Quarter 8 Dates: 4/1/2022-6/30/2022		7/1/2020-6/30/2021		Remaining Balance Available	
		\$0.00		\$6,343.91		\$14,390.21		\$13,029.18		\$33,763.30		\$40,165.19	
		\$0.00		\$2,982.03		\$21,539.98		\$17,677.94		\$42,199.95		-\$6,401.88	
		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		\$0.00		\$111,556.99		\$0.00		\$0.00		\$111,556.99		\$0.00	
		\$0.00		\$0.00		\$3,400.00		\$1,074.77		\$4,474.77		\$0.00	
		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		\$0.00		\$9,686.02		\$3,131.35		\$2,542.62		\$15,359.99		-\$0.01	
		\$0.00		\$130,568.95		\$42,461.54		\$34,324.51		\$207,355.00		\$207,355.00	
TOTAL EXPENDITURES		\$0.00		\$130,568.95		\$42,461.54		\$34,324.51		\$207,355.00		\$207,355.00	
GRANTEE CERTIFICATION (2CFR 200.415)		By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)											
Name of Authorized Grantee Representative:		Cristine Rodriguez											
Signature of Authorized Grantee Representative:													
Date:		7/25/22											
Title:		Award Manager											
Telephone Number:													
Approved Date:													