



Providing Equitable Access to 4-year Education Degree Completion on a Community College Campus



Elgin
Community
College

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Elgin Community College

- Enrollment of 9,000+
- ECC is a comprehensive, fully accredited public institution recognized by the Aspen Institute as one of the top 25 community colleges in the country.
- ECC proudly is recognized as a Hispanic Serving Institution (HSI)



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**ASPEN
PRIZE**

FOR COMMUNITY
COLLEGE EXCELLENCE

aspen institute

SEMIFINALIST

2023



Hispanic
Serving
Institution



Achieving the Dream
**LEADER COLLEGE
OF DISTINCTION**



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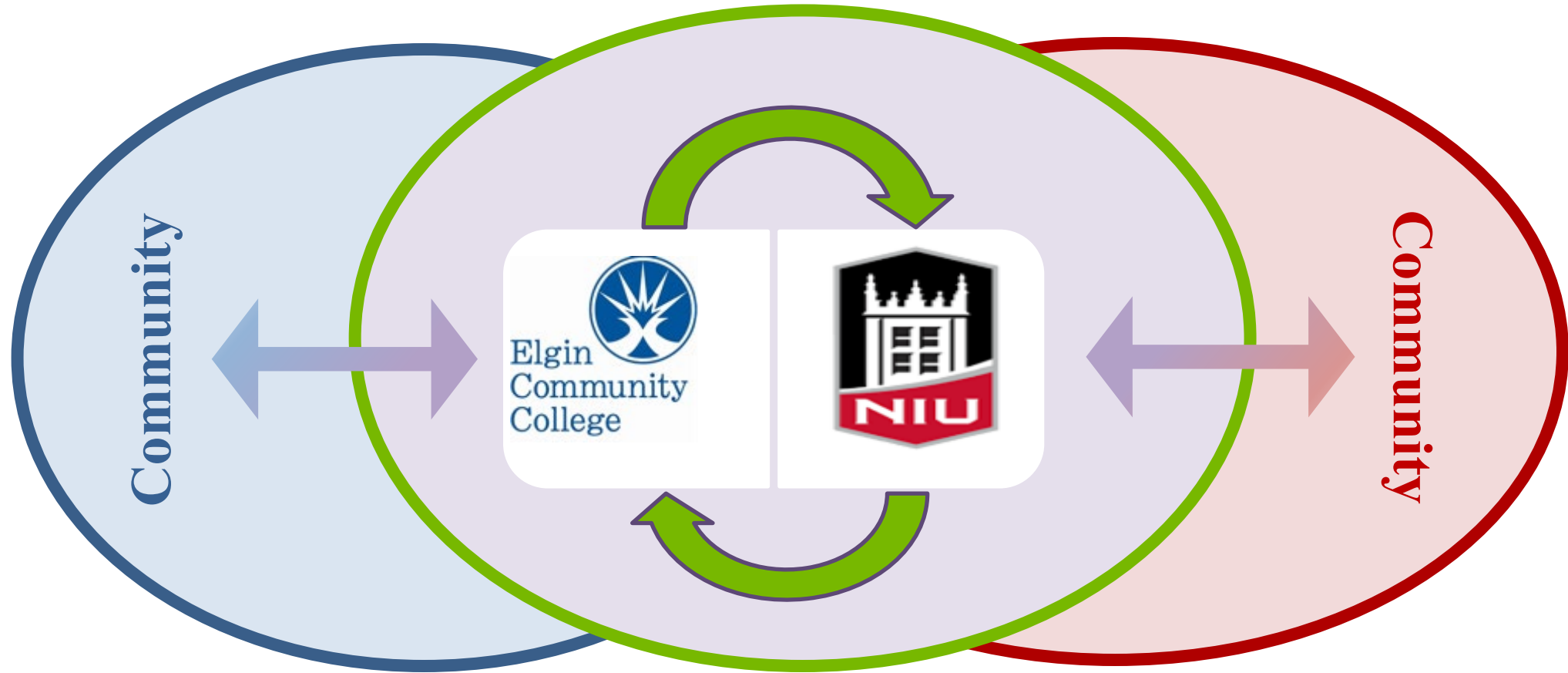


Components of a Successful Partnership

- Addresses Student Need
- Serves the Community
- Has Equitable Access
- Not Dependent on Outside Funding
- Student Sense of Community



Building Stewards of Place



A Program to Fit Students and Community



District Problem

ECC District Schools consistently reported challenges finding qualified teachers



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Student Problem

Students lacking access to local degree completion programs



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Shared Barriers

- **Districts need qualified teachers**
- **College students want to become teachers and remain local**
- **What has prevented students from addressing these district needs?**

Equitable Access - Cost & Location



Grow Your Own

- Many Grow Your Own programs lack access to local completion options
- This is an equity gap
- Rethink this process & provide path options from start to finish





Degree Completion options

Existing degree completion options at ECC-

- Business
- Human Services
- Criminal Justice

Limitations-

- Primarily serve a non-traditional student population
- Limited 'College Experience'



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Partnering with a University

- Where do ECC students transfer most often?
- What is the preferred transfer destination for Education majors?

**Both answers for our students were
Northern Illinois University**



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Barrier 1 - Transfer Pathways

University Collaboration

- Improved course alignment
- 2+2's that meet licensure requirements
- Improved equitable access



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Barrier 2 - Access to Resources

COLLABORATION AT ECC

Revised processes:

- **Library access**
- **Tech use**
- **Student ID's**
- **Childcare**



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Collaboration - Local School Districts

- In-district student teaching with multiple schools
- Alignment with both community college & university
- Impact- access to a qualified applicant pool



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Program Delivery:

Cohort Approach

- Part-time options while an ECC student
- Full-time cohort delivery as an NIU student at ECC



Day 1 - How Did We Get Here



- **What it took to get here**
- **Building a cohort**
- **Planning**

Cohort 1



- **Cohort 1-**
 - **15 Students**
- **9 students identified as Hispanic/Latino**
- **All graduated with ESL/BL endorsement.**

First 2 Years at ECC

- **Faculty, advisor & dean involvement**
- **Continued access to student success team**
- **Students continue to have access to other transfer options**



Persistence



- 100% graduation rate
- **Students earn a BS El Ed degree with ESL or Bilingual Endorsement**
- **Most are working locally.**



Student Success

	Students	Underrepresented Background	Graduates
Cohort 1	15	9	15
Cohort 2	20	15	20
Cohort 3	20	13	20 on track for May 2023
Cohort 4	13	7	13 on track for May 2024
Total	68	45	100% Grad Rate

PLEDGE Program at NIU

PLEDGE

- **P**artnership to **L**ead and **E**mpower
- **D**istrict-**G**rown **E**ducators



Why Teacher Diversity Matters

Having a diverse teacher workforce connects cultures, sets high expectations, and reduces implicit bias.

A diverse teacher workforce not only supports a student's academic and social and emotional outcomes, it can lead classroom students to consider becoming educators themselves.

*Diversity in the Classroom: Why Representation Matters
Jacqueline Rodriguez, Diverse Issues in Higher Education



Points of Emphasis

- This is not a grant-funded program
- Cohort after ECC is full-time only
- Process revision across ECC
- University collaboration





Student Feedback

“Highly, highly, HIGHLY recommend this program. It offered everything I needed, including lower overall cost, close proximity to home/work/church, and the opportunity to make more meaningful connections in the district I planned on working in. It also provided the chance to work with an amazing group of peers who I now have as coworkers and who all supported each other in graduating so that no one gave up. I wouldn’t trade the 2+2 cohort experience for anything.”



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Questions?

PROUD TO BE
ECC

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