Elgin Community College

Team Report

HLC ID 1086

Review Type: Comprehensive Evaluation   Open Pathway

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Context and Nature of Review

Review Date

11/03/2025

Review Type

Comprehensive Evaluation

Scope of Review

- Assurance Review
- On-Site Visit
- Federal Compliance

Institutional Context

The purpose of the visit was for a peer review team to conduct a Comprehensive Evaluation which included the Federal Compliance requirements of Elgin Community College (ECC). ECC is in year 9 and on the Open Pathway. Their last reaffirmation of accreditation occurred in 2015-16.

ECC is a comprehensive, public two-year college offering college transfer, academic, career/technical, and workforce development programs. ECC's campus is located in Elgin, IL and serves an enrollment of more than 12,800 students. In Fall 2025, the student population was primarily female (57%), hispanic (54%), and under 23 years of age (58%). Approximately 60% of the students were enrolled in a college transfer program and 68% attended part-time. ECC's mission is to, "Improve people's lives through learning."

ECC programs include 41 Associate degrees and 89 certificates. ECC also offers adult and basic education; State of Illinois High School Diploma instruction and testing; citizenship preparation; English as a second language (ESL); and workforce development for employers. Additional locations include 10 area high schools that work with ECC to offer dual credit classes in their buildings. Instruction occurs in face-to-face, online, and hybrid formats. ECC is approved for distance education courses and programs.

Interactions With Constituencies

President

ECC Trustees

Vice President Planning, Institutional Effectiveness & Tech

Vice President of Business & Finance
Assoc VP of Teaching, Learning and Student Development
Associate Professor I of History
Financial Aid Technical Specialist IV
Administrative Assistant III
Senior Director of Business Services
Procurement Specialist
Managing Director of Business Services
General Counsel
Associate Vice President of Student Services and Development
Dean of Students
Executive Assistant
Associate Dean of Communications & Behavioral Sciences
Internal Auditor
Senior Director of Data Quality
Data Management Analyst
Procurement Specialist
Workforce Development Grant Administrator
Professor II of Mathematics
Director of Construction Projects
Chief Human Resources Officer
Senior Executive Assistant to the President
Associate Dean, Recruitment, Outreach, Global Engagement
Director of Logistics, Records and Asset Management
ECC Trustee
Apprenticeship Coord
Internship Coordinator IV

Senior Director of Emergency Management

Executive Assistant

Senior Director of Data Quality

Vice President Planning, Institutional Effectiveness & Tech

Assoc VP of Teaching, Learning and Student Development

Associate Vice President of Student Services and Development

Financial Aid Technical Specialist IV

Senior Director of Business Services

Procurement Specialist

Managing Director of Business Services

Director of Business Development Center

Director of Construction Projects

Managing Director of Network & Information Security Ops

Senior Director of Emergency Management

Chief Human Resources Officer

Deputy Chief Human Resources Officer

Senior Director of Marketing Strategy

ECC Trustee

Internal Auditor

Circulation Specialist I

Office Coordinator I

Office Assistant IV

Chief Marketing and Communications Officer

Chief of Police

Senior Director of Facilities

Chief Information Officer

Dean of Sustainability, Business & Career Technologies

Executive Assistant

Chief Community and Government Relations Officer
Chief Institutional Success and Engagement Officer
Data Management Analyst
Managing Director of Accounting and Grant Compliance
Director of Business & Finance Information Systems
Project Assessment Administrator
Vice President of Teaching, Learning & Student Development
General Counsel
Dean of Enrollment & Student Financial Services
Director of Grants Research and Development
Community Engagement & Legislative Affairs Specialist

Vice President of Business & Finance

Dean of Students
Director of ADA Student Access & Disability Services
Director of Academic Advising
Assistant Registrar
Associated Dean of Student Services
Director of Transfer
Director of Testing
Manager of TRiO Services
Athletic Director
Asst. Dean of Student Experience and Engagement
Associate VP of Student Services and Development

Assoc Dean of Recruitment and Outreach

VP, Planning, Institutional Effectiveness & IT

Assoc VP of Teaching, Learning & Student Development

Senior Executive Assistant to the President, Board Recorder

Assoc VP of Student Services & Development

Executive Assistant

Project Assessment Administrator

Assoc Dean of Curriculum, Compliance & Special Initiatives

Assoc Dean, CETAL

Senior Director of Data Quality

Manager of Outcomes Assessment

Executive Assistant, Planning Institutional Effectiveness

Dean of Math, Science and Engineering

Dean of Students

Dean of Workforce Development & Continuing Education

VP of Planning , Institutional Effectiveness & IT

Assoc VP of Teaching, Learning & Student Development

Dean of College Transitions

Assistant Registrar

Director of Recruitment & Outreach

Assist Dean of College in HS Programs

Sr. Director of Professional & Organizational Development

Assoc Dean of Student Success

Assoc VP of Student Services & Development

Asst Dean of CETAL

Assoc Dean Recruitment and Global Outreach

Project Administrator

Dean of Enrollment & Student Financial Services

Director of ADA Student Access & Disability Services

Dean of Communications & Behavioral Sciences

Assoc Dean of CETAL

PSYC Faculty, Chair of Undocumented Support

Chief Institutional Success and Engagement Officer

Recruitment Specialist

Data Specialist

Board Trustee

Chief Community and Govt. Relations Officer

Senior Director of Performing Arts

Director of SPEL

Executive Assistant

CELA Specialist

Director of IR

Out-of-School-Coordinator IV

Associate Professor

Director-Intensive English

Prof II/Distance Learning Librarian

Assoc Dean LUPA

Dean Liberal and Performing Arts

Dean of Health Professions

Chief Institutional Success and Engagement Officer

Sustainability, Business, and Career Tech

Associate Dean Sustainability, Business, and Career Tech

Chief Marketing and Communications Officer

Vice President of Teaching, Learning, and Student Development

Chief Government and Community Affairs Officer

Senior Director Marketing Strategy

Director of Illinois Small Business Development Center at ECC

Director of Grants

Circulation Specialist

Tutoring

Veteran Services

Associate Dean Libraries

Faculty SBCT

Job Coordinator WIOA

Coordinator Workforce

Director of Grant Programs

Associate Dean

Curriculum Specialist

Workforce Development Grants Administrator

Associate Dean LUPA

Dean LUPA

Director SPEL

SPEL Internship Coordinator

Dean of Workforce

Director of Grant Programs

Professor Psychology

Associate Dean CABS

Veteran Services/Support Staff Union Pres

Associate Dean CETAC

Dean of Math, Science, and Engineering

Managing Director of Accounting and Grant Compliance

Chief Human Resources Officer

Managing Director, Enterprise Systems, Applications, and Project Management

Managing Director of Institutional Research

Assistant Vice President Business and Finance

Managing Director of Business Services

Deputy Chief Human Resources Officer

Vice President of Business and Finance

Director of Medical Imaging

Professor I Medical Imaging

Faculty

Manager Outcomes Assessment

Professor II Music

Director of Academic Advising

Director of Testing Services

Professor II English

Assistant Registrar

Director of Student Recruitment and Outreach

Associate Dean of Admissions and Registrar

Associate Dean of Student Success

Associate Dean Recruitment, Outreach, and Global Engagement

Associate Dean Curriculum, Compliance, and Special Initiatives

Managing Director Institutional Research

Director of Transfer Services

Dean Academic Resources and Instructional Technology

3 dual credit students

3 students

Student Trustee

Additional Documents

ECC Radiography Program Effectiveness Data

Student Services and Development Annual Report 2024-25

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Rating

Met

Rationale

Elgin Community College (ECC) clearly and consistently communicates its mission to ensure alignment across the campus community and with external stakeholders. The ECC Strategic Plan (2023–2027) expands the mission's relevance to key constituencies, embedding it in institutional priorities and practices.

Mission alignment is reinforced at multiple touchpoints—beginning with onboarding for new employees and students, and continuing through visible messaging such as wall art, digital platforms, and printed materials. The Strategic Plan houses ECC's Shared Values, Philosophies, and Key Imperatives, which collectively support a whole-person approach to education and institutional culture.

Evidence of alignment is seen in processes such as annual goal setting and performance reviews, as highlighted during the HLC visit. These practices were further illustrated in open forums, where examples of mission-driven onboarding and student engagement were shared. The College's structured prioritization approach ensures that financial and operational decisions support its mission, using tools like a scoring matrix for new projects, a position rubric, and a universal funding request process to promote objectivity and consistency.

Mission alignment also informs ECC's recruitment strategies. The College's commitment to diversity, equity, and student success is reflected in its public messaging—such as "Elgin Community College is committed to fostering a diverse and inclusive learning and working environment"— and in hiring practices that prioritize candidates whose experiences and dispositions align with ECC's mission. The Recruitment and Outreach Department further supports this alignment by designing content and outreach strategies that emphasize access, equity, and community engagement, as outlined in the Strategic Enrollment Management (SEM) Plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Rating

Met

Rationale

Elgin Community College (ECC) demonstrates its commitment to the public good by aligning academic operations with its mission to serve students, employees, and the broader community. This commitment is evident in initiatives such as the public release of the Community Report, which showcases ECC's efforts to address regional healthcare workforce needs through direct partnerships with medical centers—making the college's impact visible and accessible to the public.

ECC also collaborates with local employers to offer short-term apprenticeships and pre-apprenticeships, providing practical workforce development opportunities that benefit both students and the community. Faculty in professional programs report that approximately 50% of ECC students are incumbent workers seeking to upskill, further reinforcing the College's role in supporting economic mobility and workforce readiness.

The Workforce Development and Continuing Education (WDCE) department extends ECC's mission to younger audiences through early outreach initiatives, such as career exploration camps in science, firefighting, and manufacturing for middle school students. Participation in these camps has grown from 14 students in 2023 to nearly 70 in 2025.

WDCE also houses the Strategic Partnerships and Experiential Learning Office, which organizes annual apprenticeship expos during National Apprenticeship Week. These events have engaged over 300 high school juniors and seniors from area schools, along with 75 community members, strengthening ECC's role as a connector between education and industry.

Additionally, the Sustainability, Business, and Career Technologies (SBCT) Department exemplifies ECC's impact through its Commercial Driver's License (CDL) program, which boasts a 90% completion and employment rate—directly contributing to regional workforce development. ECC also houses the Small Business Development Center where local community members can seek services as they embark on opening a small business.

The HLC site visit further substantiated ECC's assurance argument, highlighting strategic efforts to build awareness, grow programs, and meaningfully serve the public good through mission-driven operations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

Elgin Community College (ECC) fulfills its mission and reflects the diversity of society by creating inclusive opportunities for students, staff, and the broader community to learn and grow in a globally connected world. Central to this effort is ECC's Equity Philosophy, which pledges to "provide support to those who need it." This commitment is demonstrated through both internal and external engagement opportunities.

During the visit, the team observed ECC's active support systems, including a busy and student-run Food Pantry, where students were engaged in stocking and maintaining the space—an example of mission-driven service and community care.

ECC's dedication to diversity and inclusion is further supported by two key campus groups: the Multicultural and Global Initiatives Committee (MAGIC) and the Global and International Studies Team (GIST). These groups lead programming that celebrates cultural heritage and global awareness, including events such as Black History Month, Latinx Heritage Month, and International Week.

The college also houses the Center for Civic Engagement (CCE), a faculty led and student-run initiative that promotes civic responsibility, democratic participation, and community vibrancy. ECC's leadership in youth civic engagement is nationally recognized.

Additionally, the ECC Arts Center plays a vital role in making the arts accessible and affordable. Through partnerships with local high schools and community organizations, the Arts Center supports in-residence ensembles and programs in orchestra, choir, youth and adult theatre, dance, and Mexican ballet—fostering cultural enrichment and community collaboration.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 1 Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rating

Met

Rationale

Elgin Community College (ECC) has a clear Mission Statement that drives institutional operations and is articulated publicly. The Mission Statement appears in various publications and is readily available on the website. ECC has relevant programs and student support services to support the mission and demonstrate a commitment to creating learning experiences and growth opportunities for the community. After reviewing the evidence provided in the Assurance Argument and during the visit, the Comprehensive Evaluation team concludes that Criterion One and its Core Components are Met.

2 - Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Rating

Met

Rationale

Elgin Community College (ECC) demonstrates a strong commitment to integrity through comprehensive adherence to formal policies and procedures across all levels of governance and operations. ECC has maintained continuous accreditation with the Higher Learning Commission (HLC) since 1968, aligning with HLC Criteria and Assumed Practices to ensure quality. At the state level, ECC is recognized under the Illinois Public Community College Act and recertifies its status every five years through the Illinois Community College Board (ICCB), most recently in 2022–23.

The ECC Board of Trustees maintains a robust governance framework through annually reaffirmed Board Policies. These policies govern board operations, presidential oversight, executive limitations, and goal setting. Board actions, such as approving course and lab fees, are directly tied to specific governance policies (e.g., GP2). The Board of Trustees indicated that their work is closely tied to the strategic plan of the college with deliberate effort to align their work with the priorities of the college. Board members described rigorous efforts to ensure that policies are followed and that the public has access to the work of this group.

Campus community members described transparency both in admissions procedures and other college information such as job outlooks and salaries for specific programs of study. Divisions like Teaching, Learning, and Student Development (TLSD) maintain centralized documentation of practices related to academics and student services. Other departments (e.g., HR, IT, Emergency Operations) follow federal, state, and local regulations relevant to their functions.

ECC honors collective bargaining agreements for various employee groups. Regular meetings between union leaders and administration support compliance and conflict resolution. Documentation of these interactions is maintained and shared through appropriate channels, ensuring transparency and accountability.

Faculty described Advisory Boards that help guide academic programs and keep the college academic programs in line with the workforce needs of the community. This was reinforced by a new board member stating the immense amount of support and resources that businesses provide to the college.

ECC's multi-layered governance structure, legal compliance, transparent procedures, and ethical oversight mechanisms collectively affirm its integrity in operations, aligning well with the expectations of Core Component 2A. The following suggestions may provide an opportunity to enhance this work.

Although divisions like TLSD maintain internal documentation, the extent to which these practices are standardized, regularly reviewed, and aligned with institutional policies is not fully detailed. A more formalized process for reviewing and integrating departmental practices into the broader policy framework could enhance consistency. Addressing how department practices for documentation are standardized would further strengthen ECC's commitment to fair and ethical practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

Rating

Met

Rationale

Elgin Community College (ECC) demonstrates a commitment to ensuring that all public-facing information—whether on its website, social media, or printed materials—is accurate and consistent with internal data sources such as the Colleague Student Information System (SIS), course catalogs, and program review reports.

ECC Students have access to up-to-date information on academic resources, support services, and campus life through multiple platforms including the ECCExperience mobile app and Brightspace D2L. These tools provide real-time access to course materials, advising, tutoring, wellness services, and more. A review of the Website corroborates the campus communities indications that students have good access to the information they need for success.

Employees access essential job-related information through the my.Elgin portal, which includes HR forms, budget tools, training registration, and data dashboards. Department heads are responsible for maintaining the accuracy of this content, as outlined in their position descriptions. Community members expressed that collaboration at ECC is a strength and seemed to feel comfortable openly expressing their views during the on-site visit. When asked if employees felt well informed about the work of the college, the example of the robust strategic planning process that involved students, faculty, staff, and other stakeholders was provided.

ECC conducts scheduled reviews of academic programs and administrative procedures and has a yearly student services report. These include annual program health reviews, five-year formal program reviews, biennial procedure audits, and annual updates to the Student Right to Know page. The Vice-President of Student Services indicated that the annual report for student services areas is used to inform stakeholders of their work in addition to informing the goals and strategic planning of each area.

The institution provides multiple avenues for internal and external stakeholders to report inaccuracies or suggest improvements. These include the Community Suggestion Box, website feedback forms, and the ECC Requests Portal. Overall, ECC presents itself clearly to the campus and community public constituents through a variety of accessible documents and information. Students generally expressed feeling like their voices were adequately heard and that they were provided opportunities to provide feedback.

ECC may consider the following suggestions to enhance the work in these areas. Although feedback tools are available (Suggestion Box, Jira Portal, etc) the process for reviewing and acting on

submitted feedback is not described. Publishing response timelines or outcomes could improve transparency and stakeholder confidence. In addition, ECC relies on platforms like CampusM and Atlassian Jira and several others. In addition, ensuring that third-party software integrations are regularly monitored for data accuracy, privacy compliance, and user experience is critical. How multiple information systems may impede service area collaboration and employee quick access to a student's comprehensive story should be considered.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Rating

Met

Rationale

The Elgin Community College (ECC) Board of Trustees annually reaffirms its governance policies, which include oversight of executive functions, goal setting, and fiduciary responsibilities. Board actions, such as the approval of course and lab fees (e.g., Action 085-F-25), are explicitly tied to policy directives (e.g., GP2 Item 4). Trustees operate within clearly defined boundaries, with communication protocols that ensure requests and decisions flow through the President and Board Chair. The President is empowered to report any deviations from Board policy, reinforcing a culture of accountability.

The ECC Board of Trustees operates under the Illinois Community College Act, which mandates non-partisan elections and safeguards against undue influence in institutional decision-making. This legal foundation is reinforced by the Board's own practices. Described by a seasoned Board Member, the Board's practices "robustly" promote integrity, accountability, and public trust. An example provided is how all trustees and senior administrators disclose financial interests annually, in compliance with the Illinois Government Ethics Act. In addition a public forum held before each Board meeting fosters open dialogue between trustees and college leadership, enhancing informed decision-making and the Board begins each meeting by reaffirming its Vision, Mission, Shared Values, and Philosophies, reinforcing its fiduciary and student-centered responsibilities. Trustees participate in state and national conferences, receive mentorship by current board members, and engage in legislative advocacy, demonstrating a commitment to continuous learning and alignment with strategic goals. Board members gave examples of their training and professional development that aligned with their statements. New board members felt highly engaged and expressed their satisfaction with their knowledge base. In addition, the Board evaluates the president prior to conducting structured retreats to review and develop goals, in alignment with those set for the president, review policies, and review board performance. These practices collectively reflect a governance culture that is ethical, transparent, and aligned with ECC's mission and strategic priorities.

While ECC demonstrates strong alignment with Criterion 2C, there are a few areas for enhancement in writing for future reviews. The Student Trustee participates in the Affirmation of Service, but the scope of their voting rights, influence, and training is not detailed. Providing more clarity on the Student Trustee role would be helpful to future reviewers. In addition, the Board evaluates the President and itself annually, but the criteria, outcomes, and how feedback informs improvement are not fully described. Consider publishing a summary of evaluation processes and how they align with strategic goals and institutional effectiveness.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Rating

Met

Rationale

Elgin Community College's (ECC) Teaching, Learning, and Student Development (TLSD) Division maintains centralized resources to support faculty development, curricular integrity, and student learning outcomes. These resources are accessible via the College's intranet and reflect ECC's commitment to academic excellence and transparency.

Academic freedom is formally defined in the ECCFA/Board Contract and reinforced in Administrative Procedure (AP) 4-407 on Academic Integrity, which outlines ethical standards and consequences for violations such as plagiarism and fabrication. ECC's Strategic Plan explicitly includes freedom of inquiry and ethical practices as core values, alongside excellence, accountability, collaboration, and a holistic approach. As a public institution, ECC complies with the Illinois Freedom of Information Act (FOIA) and maintains transparency through public reports and Tableau dashboards.

ECC fosters a vibrant culture of inquiry through its Center for Undergraduate Research, Innovation and Creativity (CURIC), one of the few such centers at a community college and an exceptional accomplishment. CURIC supports original student research, including a notable 2025 discovery of beta zinc oxalate, now listed in the International Powder Diffraction Database. A student participant in this program described CURIC as "an amazing program" that is providing funding for an historical research project and connects him to faculty mentors.

Events like the annual Symposium and platforms such as Socrates Café and Safe Zone training provide safe spaces for open discourse and diverse perspectives. Students expressed feeling as though college staff and administrators welcome feedback and actively engage students in important conversations. The Student Trustee described having experienced that staff and administration are usually informed and working on student concerns before student government is able to bring things forward to them.

Faculty are encouraged to pursue professional growth through self-assessments, sabbaticals, and advanced training, supported by the Faculty Development Committee and Faculty Equity Research Community. The Center for the Enhancement of Teaching, Assessment, and Learning (CETAL) hosts TIDE Chats to promote inclusive teaching practices and open dialogue.

ECC provides a robust professional development budget, enabling faculty, administrators, and staff to attend conferences, with additional support for presenters and adjunct faculty. Several faculty members and a Dean expressed feeling there is adequate funding and encouragement for professional

development.

ECC extends its commitment to freedom of expression beyond academics through events hosted by the Humanities Center, Arts Center, Writers Center, and MAGIC Committee, all open to the broader community. In addition, ECC's response to student activism, such as the 2020 student-led protest on police accountability, exemplifies its support for civic engagement and student voice, with campus police joining to ensure safety and solidarity.

While ECC's support for Freedom of Expression is evident, there are a few suggestions that would enhance this work. There does not appear to be formal assessment mechanisms to evaluate how well freedom of expression and academic freedom are upheld or perceived across the institution. This very well may be part of annual surveys or reviews, but it was not clear in the College's report. ECC could implement regular climate surveys or feedback loops to assess whether students and faculty feel safe and supported in expressing diverse viewpoints. In addition, while adjuncts can attend conferences with approval, it's unclear how consistently they are included in broader conversations about academic freedom, professional development, and institutional culture. ECC could strengthen adjunct engagement through targeted development opportunities and clearer inclusion in governance or faculty-led initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Rating

Met

Rationale

Elgin Community College's (ECC) Administrative Procedures, aligned numerically with Board Policies, govern all operational areas and are reviewed and approved on a regular cycle. Procedures are publicly posted for transparency. Departments engaged in regulated practices (e.g., Human Resources, IT, Emergency Operations) comply with applicable federal, state, and local regulations, including Title IX, cybersecurity, and food safety standards.

Labor agreements define working conditions for faculty, staff, and specialized employee groups. Biweekly meetings between union leadership and administration ensure ongoing compliance and collaborative problem-solving. Evidence of adherence includes union meeting minutes, closed session documentation, and publicly available agreements.

Internal and external audits are conducted regularly, with quarterly reports presented to the Board's Finance Committee and annual external audit findings shared with the full Board. These mechanisms provide robust oversight and reinforce ECC's commitment to ethical and responsible conduct.

ECC demonstrates a clear and consistent commitment to the responsible acquisition, discovery, and application of knowledge through its academic integrity policies, instructional support services, and student-centered procedures. ECC's Academic Integrity Policy (AP 4-407) and Student Code of Conduct (AP 4-402) establish expectations for ethical behavior in academic and personal conduct. These policies are introduced to students during orientation, the College 101 course, and through digital platforms such as the student portal and MyECC mobile app.

A standard academic integrity statement is contractually required in all course syllabi via the master syllabus template, ensuring consistent messaging across the curriculum.

Faculty librarians in the Renner Academic Library and Learning Resources Center provide in-person and online instruction on information literacy, plagiarism avoidance, and responsible research practices. They collaborate with faculty and offer curated research guides tailored to disciplines such as art, current events, and fact-checking.

The Write Place, ECC's writing lab, supports students through walk-in and scheduled appointments, and offers a college-wide writing manual ("A Guide to Writing at ECC") and a Writing with Integrity video tutorial, reinforcing ethical writing practices. Both Faculty and Students praised these resources and indicated how helpful they are to student success.

ECC uses an online Academic Integrity Violation Form to document and address infractions. The

process is educational and restorative, with consequences ranging from warnings and tutorial completion to assignment revisions or course failure, depending on severity and faculty discretion.The Student Disciplinary Committee Hearing Process ensures due process and proportional sanctions, supporting both accountability and learning.

The following suggestions could further strengthen ECC's evidence in this area. ECC offers robust resources (e.g., Writing with Integrity tutorial, library instruction), but there does not appear to be a formal assessment to determine how effective these interventions are in reducing violations or improving student understanding. ECC could consider implementing pre/post assessments, surveys, or longitudinal tracking of academic integrity violations to evaluate the impact of its educational efforts. In addition, sanctions for academic integrity violations appear to be determined by individual faculty and outlined in syllabi, which may lead to inconsistencies in enforcement across departments. ECC could develop a standardized sanctioning rubric or faculty training to ensure equitable treatment of students and consistent application of policies. (Note: The link to the ECC Student Code of Conduct from the Student Conduct Reporting page indicates Page Not Found.)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 2 - Summary

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Rating

Met

Rationale

Elgin Community College (ECC) demonstrates a strong commitment to integrity through well-established governance structures, transparent operations, and adherence to ethical standards. The institution maintains compliance with accreditation and state regulations, supports academic freedom, and fosters responsible knowledge practices. ECC's Board of Trustees operates with transparency and accountability, aligning its work with strategic goals. Students and employees have access to accurate information and multiple feedback channels. The recent Site Visit from the HLC Review Team provided insight from the campus community including robust conversations with Board members, faculty, staff, administration, and students that supported the College's compliance to ethical and responsible conduct. After reviewing the evidence provided in the Assurance Argument and during the visit, the Comprehensive Evaluation team concludes that Criterion Two and its Core Components are Met.

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Rating

Met

Rationale

Elgin Community College (ECC) offers a broad range of degree and certificate programs designed to meet student, community, and workforce needs. The College provides transfer-oriented degrees including the Associate of Arts (AA), Associate of Engineering Science (AES), Associate of Fine Arts in Music, Art, and Music Education (AFA), Associate of Liberal Studies (ALS), and Associate of Science (AS). ECC also offers career and technical programs, including the Associate of Applied Science (AAS) and a variety of certificates that prepare students for direct entry into the workforce. Courses are offered in a various modality: traditional, online (synchronous and asynchronous). Courses and programs are offered online, during the day and evenings. Online courses are developed using the Quality Matters rubric. During the site visit, ECC stated that online courses have not had a regular review of course quality. Students and staff commented that many of the asynchronous online courses do not seem to have regular and substantive interactions between students and faculty. ECC should consider developing a process ensuring online course quality maintains the same level of quality for learning along with a standard for ensuring all online courses have regular and substantive interactions with faculty as expected by the US Department of Education for online courses. Additional professional development for online full time and adjunct faculty could enhance the student experience with online courses.

All ECC courses and programs are current and require levels of student performance appropriate to the credential awarded. The College's five-year program review process ensures continuous improvement and academic rigor. During program review, faculty evaluate the relevancy, currency, and effectiveness of all courses within a program. Technical and career program representatives collaborate with their respective Program Advisory Committees, which meet annually to review curriculum and recommend updates based on current industry standards. Recommended changes are implemented through established curriculum processes. During the site visit, the College specified that advisory committees do meet once a year looking at the current and future trends of a program and they also use economic data to determine sustainability in the region. The College is working to

ensure advisory committees have a cross-function of business, industry and community partners.

All academic programs at ECC have clearly defined Student Learning Outcomes (SLOs) at the course, program, and institutional levels. Course Learning Outcomes (CLOs) are documented in the Master Course Outline and are a required component of all syllabi, as guided by ECC's Syllabi Template and Guide. Program Learning Outcomes (PLOs) identify what students will know and be able to do upon completion of their program. During the visit, faculty provided examples of CLOs being redeveloped because of assessment; one example was the Arts Department revamping their PLOs and CLOs to align with student and business needs. PLOs are published in the College Catalog, and within student handbooks. Faculty also complete curriculum maps during the five-year program review process to demonstrate the progression of learning from introduction to mastery across the curriculum. Curricular design uses a holistic approach in PLOs and then scaffolds to CLOs and General Learning Outcomes (GELOs). Programs assess PLOs using direct and indirect measures including input from the community. Some programs are subject to external credentialing or specialized accreditation requirements, which are clearly identified in the College Catalog and on the ECC website. ECC supports numerous co-curricular activities including internships, volunteer experiences and competition; ECC has a Center for Civic Engagement where students are able to engage with leaders in their communities and on campus.

To ensure alignment and consistency in concurrent enrollment courses, ECC maintains accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). During the site visit, ECC explained their training and development of dual credit faculty. Dual credit faculty are required to participate in annual professional development and are supported by assigned faculty liaisons. Liaisons conduct classroom observations, provide course training, and review syllabi, assessment methods, and grading procedures to ensure that dual credit courses meet the same standards as on-campus offerings. Professional development opportunities are regularly provided to promote instructional quality and continuous improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Rating

Met

Rationale

Elgin Community College (ECC) has established six General Education Learning Outcomes (GELOs):Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy and Global and Multicultural Literacy. These GELOs are integrated across programs and courses, reflected in curriculum maps. The College's General Education framework is published in the College's Catalog, and the College's CETAL (Center for the Enhancement of Teaching, Assessment, and Learning) website. The General Education Learning Outcomes (GELOs) are designed to engage students in collecting, analyzing, and communicating information, while promoting intellectual inquiry, creative work, and adaptable skills. Faculty design courses and assignments to foster student mastery of these outcomes, and the assessment data are stored and monitored within the College's CurricUNET system. GELOs are also assessed during the College's Program Review process and during a yearly outcome project review, with those results stored and documented in various Institutional Research Tableau reports. Additionally, the Transfer Office ensures course consistency using the Illinois Articulation Initiative and working with four-year institutions.

Evidence of intellectual inquiry and creative engagement can be found across multiple disciplines; for example, in music, where students explore a range of musical genres; in hospitality management, where they design and prepare food, supplies, and services; and in the Humanities Center, where students and faculty collaborate to explore complex issues and deepen understanding. Students also engage with the community through service-learning opportunities, civic engagement courses, and elective internships. The College's Center for Civic Engagement, recognized at previous HLC and Achieving the Dream conferences and named a Bellwether Award finalist, plays a central role in fostering civic responsibility, leadership, and community engagement among students.

ECC values human and cultural diversity, providing students with opportunities to develop the knowledge and skills necessary to live and work effectively in a multicultural society. Embedded within the general education curriculum is the General Learning Outcome of Global and Multicultural Literacy, which supports this commitment.

During the site visit, the team confirmed that the College has an Institutional Review Board. ECC's IRB ensures that all research involving human participants is conducted in accordance with ethical standards and federal regulations. The IRB provides oversight for research conducted by faculty, staff, and students, safeguarding the rights, welfare, and privacy of participants. The Vice President of Planning and Instructional Effectiveness and Technology is the chair of the board. Faculty, staff, and

students proposing research involving human subjects are required to obtain IRB approval prior to beginning any data collection activities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Rating

Met

Rationale

Elgin Community ECC (ECC) ensures the quality and effectiveness of its academic programs and student services by maintaining qualified faculty and appropriate staffing levels. As of Fall 2024, the institution employed 148 full-time faculty and 340 adjunct faculty, supporting a target student-to-faculty ratio of 20:1. Faculty qualifications are established using the Higher Learning Commission (HLC) Faculty Qualification Guidelines and the institution's own Administrative Procedure 5-103: Minimum Requirements for Appointment of Faculty. These standards ensure that faculty possess appropriate academic credentials, professional experience, and licensure to teach in their assigned disciplines. ECC recognizes that faculty and staff diversity is not comparable to the student body and have this as an ongoing priority to close the gap as the College understands the correlation between the student sense of belonging and seeing themselves in faculty and staff.

Full-time faculty are hired based on program growth, accreditation requirements, and institutional needs to maintain the 60% full-time to 40% part-time ratio. Dual credit instructors must meet the same qualification standards as ECC faculty and are supported by a Dual Credit Liaison, who provides mentorship, instructional support, and site visits to ensure academic rigor and alignment with ECC-level expectations. The Associate Vice President of Teaching, Learning, and Student Development (TLSD) and Human Resources (HR) jointly review faculty credentials to verify compliance with institutional and accreditation standards. Human Resources maintains all credential documentation and reports to ensure accountability and readiness for review.

In alignment with the Faculty Handbook, full-time faculty are expected to maintain regular office hours up to ten per week; teach a minimum of 15 hours per semester and participate in ECC committees, engage in departmental and institutional meetings to support governance, curriculum development, and student success initiatives as outlined in their job description. From discussions during the visit, faculty who participate in hiring committees must complete a cultural competency class. Adjunct faculty participate in a Saturday session and an asynchronous course before teaching at ECC. ECC should consider adding professional development regarding student interactions in online courses. Student surveys, faculty observation and self-study are triangulated in an annual faculty evaluation process. Academic and financial aid advisors are required to hold at least a bachelor's degree and possess relevant experience in higher education advising, ensuring that students receive informed and effective guidance. During the visit, students expressed concerns about their instructor's preparation for teaching an online course and with receiving timely responses from online faculty, particularly adjunct instructors. Students did seek assistance with learning during full-time faculty office hours. ECC may want to consider developing a formal communication policy that will set

expectations regarding response times for students and faculty.

ECC fosters continuous professional growth through a comprehensive system of support coordinated by the Office of Professional and Organizational Development (POD). The Faculty Development Handbook outlines available professional development opportunities, which include annual funding of $3,500 for full-time faculty and $3,000 for adjunct faculty to support conference attendance, graduate coursework, and other professional learning. A New Faculty Orientation Program includes an online onboarding course, a two-day in-person orientation, and a two-semester learning series centered on teaching, learning, and student engagement. Opportunities for sabbaticals, workshops, and specialized training related to pedagogy and discipline-specific advancement. Staff and administrative personnel also have access to professional development funds, with $3,400 per year for full-time staff and $1,250 per year for part-time staff. The ECC allocates $100,000 annually to support this development, ensuring that all employees have equitable access to learning and growth opportunities. Professional development participation is tracked through the HR Information System (HRIS), managed collaboratively by POD and Human Resources. Each employee's participation in conferences, training courses, compliance courses, and other professional activities is logged and reviewed annually as part of the performance evaluation process. Supervisors and deans incorporate PD engagement into annual reviews to ensure alignment with individual goals, program needs, and institutional priorities. POD also provides workshops in emergency preparedness, technology, customer service, and regulatory compliance, contributing to institutional effectiveness and student support. Employees are encouraged to serve on ECC committees and in leadership roles such as committee chair or co-chair, which promote shared governance and professional collaboration. Faculty participate in required training in diversity and inclusion, Title IX and FERPA and with other teaching and learning opportunities. During the site visit, faculty and staff expressed satisfaction with the level of financial support and accessibility of professional development opportunities provided by ECC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Rating

Met

Rationale

Elgin Community College (ECC) provides comprehensive, high-touch student support designed to meet the diverse needs of its student population. All degree- and certificate-seeking students have an advisor assigned, ECC uses an advising case management model. Data from the 2024-25 Student Services and Development (SSD) report indicated that 17,780 academic advising sessions either in person, by phone or virtually were held even though students are not required to meet with an academic advisor. The College also provides specialized advisors to support student populations including athletes, adult education/ESL learners, dual credit students, veterans, and international students. Athletes are required to participate in the Athletes Committee to Excellence Program, which includes mandatory advising and study hours to support both academic and athletic success. During the site visit, dual credit students commented on their satisfaction with their dual credit advisors and the Transfer office as they explore transfer options beyond ECC. To promote engagement with advisors, ECC employs several strategies including proactive outreach, through email, text reminders, and Spartan Alert notifications which encourage students to schedule appointments during their time at ECC.

ECC ensures that student services are effective and responsive through a comprehensive, data-informed assessment framework which includes the development of learning outcomes which are assessed during the five-year program review and collection of data that includes service usage, outcomes, and improvement initiatives. Student surveys and post-service evaluations measure satisfaction and perceived impact. Spartan Alert data show that students who engage with early alert interventions and success coaches achieve higher GPAs and exhibit improved retention. In 2025, faculty issued 2,000 Spartan Alerts, with positive outcomes for students who followed through. Performance metrics monitor enrollment conversion, persistence, retention, and completion rates. Focus groups and advisory committees provide qualitative insights to guide service enhancements. Assessment results inform continuous improvement initiatives, including expanded tutoring hours, bilingual staffing, and enhancements to student resources.

ECC offers a wide range of services to support academic, personal, and social success, including: Tutoring Center (free, seven days a week; surveys indicate higher GPAs among users); Student Success Center, including transfer services with structured pathways for continued education beyond an associate degree; career development, counseling, and mental health services; Disability services and student access support; TRIO Student Support Services for first-generation, low-income, and disabled students and Testing Center and Spartan Alert early intervention program. The College

ensures tailored support for diverse student populations. Some examples include veterans receive specialized advising through the Veterans Resource Center; a TRIUMPH mentoring program supports men of color, promoting retention and graduation and student-athletes participate in structured academic support programs. Data from their annual SSD report and affirmed with students is ECC commitment to listening to the needs of students. The ECC food pantry, push button door handles and prices and selection in cafeteria were all addressed because of student voices being heard. During the visit, it was evident that ECC has a robust student life with numerous opportunities and clubs for student engagement.

To further enhance student support, ECC is implementing new technologies including CRM Advise and Salesforce to integrate improved data collection and information sharing across departments. Planned infrastructure improvements include a unified Student Success Platform integrating advising, tutoring, and early alert data; expanded virtual advising and tutoring options to improve accessibility; upgrades to the Student Resource Guide and website, including interactive navigation and multilingual access; renovation of the Student Success Center to increase study and collaboration spaces; predictive analytics tools to identify at-risk students earlier and enhanced mobile access to Spartan Alert and student success dashboards. Through these initiatives, ECC maintains a high-touch, student-centered support model while leveraging technology to increase accessibility, engagement, and student success. While ECC is a "bring your own device" campus; students commented on lack of computer labs and IT staff to assist with student technology issues. ECC could benefit from providing additional spaces and IT support besides classroom labs for student use to enhance learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Rating

Met

Rationale

Elgin Community College's (ECC) student learning assessment is coordinated and overseen by the Student Learning Assessment and Advisory Committee (SLAAC) and the Curriculum Committee (CC). ECC maintains a comprehensive framework of learning outcomes, including Course Learning Outcomes (CLOs); Program Learning Outcomes (PLOs); General Education Learning Outcomes (GELOs) and Co-Curricular Learning Outcomes (CCLOs). Additionally, the Assessment Council has established timelines and expectations for all academic units focused on assessment and established Assessment Liaisons to assist faculty in their assessment activities. Its work continues under the SLAAC. ECC's Quality Initiative (QI) focused on renewing campus-wide support for assessment and achieved significant goals: broaden faculty participation in assessment, with 133 faculty engaged in specific course assessment projects from Fall 2021 to Spring 2025; expand leadership in assessment, with over 36 faculty serving as course or cohort leads, supported by compensation and leadership opportunities and enhance data collection and use, enabling faculty to implement targeted teaching and curricular improvements. ECC is committed to data-driven, inclusive assessment strategies. ECC expects departments to conduct one outcome project per year along with the establishment of a five-year assessment roadmap established during Program Review. For example, disaggregated data in the Biology program recognized inconsistencies and lower attrition rates. Faculty discussions about their assessment metrics resulted in improving their alignment of lecture and lab content and the development of a lab practicum for all twenty-three sections. Another example provided was in the economics program which led to the creation of a specialized vocabulary sheet to support students for whom English is a second language. During the visit, another example demonstrated was how the results of an assessment to determine low student completion led to the welding course adding online math skill activities. Additionally, ECC defines and documents learning outcomes across various student activities, ensuring alignment between curricular and co-curricular experiences. Assessment results are collected across the institution and various Tableau assessment dashboards provide staff and academic details and trends about their assessment activities. ECC acknowledged during the visit that getting assessment data reported and completed from faculty can be challenging; faculty struggle with the data results, and additional professional development is needed for staff and faculty.

Assessment of student services and co-curricular activities is also embedded annually in the establishment of student learning goals and with program review. This integration strengthens students' holistic learning experience and supports measurable improvements in achievement. CLOs are clearly articulated in syllabi, providing students with guidance on expected learning achievements in each course. PLOs are established for all programs, but they are not consistently shared with students or stakeholders across the College. ECC would benefit from making PLOs more visible to

students, parents, prospective employers, and other stakeholders by clearly articulating the skills and knowledge graduates are expected to acquire on the College's web pages. CLOs are articulated on course syllabi ECC's Strategic Plan (2022–27) reinforces the institution's commitment to teaching and learning excellence through: key focus on Teaching and Learning Excellence; an annual goal of Mastery of Learning Outcomes; investments in faculty development and leadership, including enhanced training and resources for assessment practices and improved internal communication around assessment and greater flexibility in planning and reporting cycles. Moving forward, ECC plans to: increase transparency of program learning outcomes to students and stakeholders through the College Catalog and program web page; continue building faculty expertise and engagement in assessment; and utilize assessment data to inform teaching, curricular improvements, and co-curricular programming. Through these initiatives, ECC demonstrates a sustained, systematic approach to assessing student learning, engaging faculty, and using evidence to enhance educational outcomes across the College. ECC should continue enhancing their processes to engage more faculty and staff services in assessment activities. Additionally, ECC should consider putting an emphasis on understanding how students in online courses are achieving learning outcomes and explore ways to align success rates in online courses with on campus courses. Students expressed concerns about the quality of instruction and ability to learn in online courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.F. Program Review

The institution improves its curriculum based on periodic program review.

Rating

Met

Rationale

Elgin Community College (ECC) maintains a regular process of program review as required by the Illinois Community ECC Board. Programs are reviewed on a five-year cycle. The current process includes self-study, examination of progress towards previous goals, advisory committee and external stakeholder input, reflections on curriculum changes, student learning outcomes, assessment methods and program quality and equity along with a thorough analysis of program enrollment, labor markets trends, costs/efficiency. Prior to sending to ICCB, reports are shared with the President Cabinet and ECC's Board of Trustees. ECC expressed during the site visit that because of program review, the Paralegal AAS program was moved from a degree to a certificate and the Office Administration AAS program was sunset due to low program enrollment and external environment changes. Additional Program Review changes include canceling old courses, updating course descriptions and learning outcomes and changing prerequisites. ECC maintains a curriculum committee (CC) and a cross-functional review team (CFRT); the CC is a faculty-led governance committee responsible for the formal review of curricular changes to programs and courses and the CFRT is an operational team that conducts a pre-review of all curricular proposals before going to CC. All programs and course information is housed in CurricUNET, the curriculum management system. ECC has clearly defined process for development of new programs which includes a feasibility study, labore market data, engagement with external stakeholders, financial analysis and alignment with ECC's strategic priorities. Besides the formal ICCB review, ECC develops annual goals for programs to ensure relevancy and currency with current labor market needs. During the visit, the Digital Imaging program faculty discussed how they were working towards the removal of probation status with their accreditation body by meeting the a requirement of having a Program Director and meeting the requirements of data reporting as part of their annual program goals and enhancements.

ECC has processes to grant credit for prior learning as appropriate, including credit for military service, ECC Level Examination (CLEP) tests, and evaluation of vocational/technical credits. General information regarding credit for prior learning is included in the ECC Catalog and on the website. ECC defines these procedures on the ECC's website and ECC Catalog to ensure procedures are implemented fairly for all students. ECC also maintains a transfer process for students bringing credits to ECC for other institutions. Any transfer courses that are part of the Illinois Articulation Initiative (IAI), a formal review process is followed for equivalent determination. ECC maintains formal articulation agreements between ECC and other institutions which allow an ECC student to transfer up to 70 credits and those articulations are listed on the ECC website. These interactions are designed to maintain quality engagement like in-person courses, supporting student success in online modalities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Rating

Met

Rationale

Elgin Community College (ECC) demonstrates a strong and ongoing commitment to student retention and completion. Students consistently report that their success is a priority for faculty and staff, student activities, and individual faculty and staff as critical to their progress. These initiatives reflect the ECC's culture of care and its dedication to fostering student achievement. ECC takes a data-driven approach to student success. Leadership regularly reviews retention and completion rates, using a comprehensive data warehouse to inform planning, resource allocation, and assessment of student success initiatives. Each department within the Student Services and Development (SSD) set annual student learning goals, has a mission statement and has created a climate of innovation. Each department collects data, publishes results in the SSD Annual Report and uses results from students' surveys and assessments to inform them about changes in processes and procedures. An example shared during the site visit was a pilot titled "Just One More Campaign" which encourages well-positioned students to enroll in one additional course per semester resulting in increased revenue and academic success. External benchmarking confirms that ECC's graduation and retention metrics exceed those of peer institutions. Surveys, including student satisfaction, transfer, and employment surveys, as well as the Community ECC Survey of Student Engagement (CCSSE) and Noel-Levitz Student Satisfaction Survey, provide additional insights. Notably, 96% of the former students surveyed reported they would still choose ECC if they enrolled again.

ECC actively participates in statewide and national initiatives to improve student outcomes. These include the Partnership for College Completion, Achieving the Dream (ATD) network, and, in 2023, the ATD Community of Vibrancy Framework and Excelencia in Education programs to enhance success for Latinx students. These efforts have led to targeted interventions for first-generation, Black, Latinx, undocumented, and justice-impacted students. Outcome data are currently being collected, with results expected in 2026 to evaluate whether these interventions are closing achievement gaps by race/ethnicity, gender, age, and Pell status. ECC's retention and completion metrics reflect the impact of these initiatives: full-time student retention from fall to fall is 77%, compared to 68% for other Illinois ECCs. Areas for improvement include first-year math completion, which is currently 22%, below the 44% benchmark for Aspen Top 150 Community Colleges. Through a combination of student-centered support, targeted interventions, and ongoing data analysis, ECC demonstrates a sustained commitment to improving student outcomes and fostering equity, engagement, and success across all student populations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Rating

Met

Rationale

Elgin Community College (ECC) demonstrates Teaching and Learning as a priority for the College with ECC's academic offerings appropriate to a comprehensive community college and are designed for the communities in their service areas. Program quality and rigor are maintained, and student support is provided for effective teaching and learning with student support intentionally fitting the unit needs of student group. ECC demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. After reviewing the evidence provided in the Assurance Argument and during the visit, the Comprehensive Evaluation team concludes that Criterion Three and its Core Components are Met.

4 - Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Rating

Met

Rationale

Elgin Community College (ECC) has a defined governance structure that supports effective leadership and promotes collaboration across the institution. The Board of Trustees (Board) functions efficiently, consisting of seven elected officials who serve six-year terms and one student trustee who serves a one-year term. The Board is responsible for establishing the governing board policies, delegating and determining the appropriate level of detail for policy development. ECC's Board policies are organized into four categories: Governance, Board-President Relationship, Executive Parameters, and Goals.

The Board meets monthly and holds a public forum, referred to as the Committee of the Whole (COTW), one day prior to each meeting. During COTW sessions, agenda items that will be brought forward for a vote are discussed in detail. The Board noted that recent COTW meetings have included topics such as budgeting and the opportunity for detailed discussion relevant to the financial information presented during those sessions.

The President, supported by the Executive Cabinet—which includes key leadership positions—ha been delegated by established administrative procedures to implement Board policies and effectively manage the College's operations. Faculty, staff, and students actively participate in ECC's shared governance through structured committees such as the Deans Council, Curriculum Committee, Student Government Association, Illinois Community College Board Student Advisory Committee, unions, and other task-oriented teams. These governance structures facilitate planning, policy and procedure development, and institutional decision-making in alignment with ECC's mission and values. Staff provided an example of this process in action through the revision of the College's travel policy to address international travel.

ECC demonstrates a growing and intentional use of data in institutional decision-making within the Office of Planning and Institutional Effectiveness & Tech Department that provides access to both

administration and employees to reach informed decisions. The College invested in Tableau servers to provide interactive data that allows stakeholders to use data to inform the decision-making process. The Board discussed how constant reports are provided to monitor initiatives within the College. Both the Board and Employees shared insights on how it improved their ability to analyze and present data such as represented in the annual Performance Report that includes metrics such as statistics on completion, learning outcomes, enrollment, and annual financial health. Employees discussed the Tableau training was made available to employees to ensure they were efficient in the use of the tool. In open sessions, employees also discussed using Ellucian Self Service to monitor budget and budget spending and encumbrances which has allowed employees to make data informed decisions with real time data.

Employees discussed the use of data in their Strategic Enrollment Management (SEM) Plan and how Tableau was utilized to provide a detailed view of course enrollment trends across various time periods for enrollment modeling. The data allowed them to identify drop-offs and bottlenecks, as well as to focus on key areas such as pathways from noncredit to credit programs, dual credit opportunities, flexible delivery options for working adults, and strategies to re-engage those individuals back into the higher education system.

ECC maintains shared governance through a curriculum committee (CC) and a cross-functional review team (CFRT); the CC is a faculty-led governance committee responsible for the formal review of curricular changes to programs and courses and the CFRT is an operational team that conducts a pre-review of all curricular proposals before going to CC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Rating

Met

Rationale

Elgin Community College (ECC) demonstrates a strong fiscal position and strategic financial planning that supports its vision of student success and affordability. ECC has strong financial reserves and available liquidity. The FY 2025 financial audit was not available at the time of the site visit. No audit findings or compliance concerns were reported in recent fiscal years. The College maintains an Operating Reserve Policy equivalent to six months of operating expenditures a Composite Financial Index (CFI) within the HLC's recommended range, indicating financial strength and capacity for long-term sustainability.

Revenue is diversified across three major sources—tuition (~24%), state support (~9%), and property taxes (~60%). This mix ensures a degree of resilience and sustainability, especially given the unpredictable nature of state and federal funding and serves as the College's most stable funding source. ECC operates within the limits of Illinois' property tax extension limitation law, which caps property tax increases at the lower of the Consumer Price Index (CPI) or 5%. Annual tax levy adjustments are justified through a comparison of current resources and expenditures to ensure fiscal accountability and valuation trends remain strong.

A Campus Master Plan is integral to the College's strategic and financial planning processes and undergoes formal updates every five years and a contracted architectural firm facilitates a ten-year visioning process. Through the Campus Master Plan process, a new manufacturing and technology center was identified as essential to fulfilling ECC's mission. The building, opening in fall 2026, will be funded through a combination of revenues including bond proceeds (~$51 mil), existing ECC funds (~$27 mil) and state funding (~$29 mil). Moody's assigned an Aaa rating in September 2024 to ECC's General Obligation Bonds (Alternate Revenue Source), Series 2024 with a par amount of $51.2 million. ECC has ~ $179 million in debt outstanding.

ECC has told taxpayers that the bond sale will not result in a property tax increase. The debt payments on the General Obligation Bonds, Series 2024 will be from tax levy dollars within the operations and maintenance fund and from tuition and fees revenue. ECC acknowledges the increased operating and maintenance costs associated with new facilities, as well as the deferred maintenance needs of existing buildings. These expenses are funded through current tax dollars, which may place an additional strain on available resources.

Enrollment management is directly tied to ECC's mission and fiscal planning. Over the past five years, the College has experienced double-digit enrollment growth; however, the most recent fall

semester showed a more moderate increase of around 2%, bringing enrollment levels close to pre-COVID numbers. With demographic shifts resulting in smaller high school graduating classes, ECC discussed the need to address enrollment through their Strategic Enrollment Management plan.

ECC has effectively utilized grants and federal funding to expand student services and academic programming. The institution recognizes the volatility of federal grant funding and has planned accordingly. The ECC Foundation provides critical scholarship and programmatic support. Its grassroots outreach efforts actively reduce barriers for students seeking aid, including simplified forms, automatic eligibility for top-performing students, and specialized waivers for senior citizens.

ECC employs 140 full-time faculty members and maintains positive labor relations through well-structured collective bargaining agreements. Transparency and trust between administration and faculty are reported to be at an all-time high. Faculty have demonstrated adaptability in instructional delivery, embracing hybrid and remote modalities that align with student needs and operational flexibility.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Rating

Met

Rationale

The Board actively participates in strategic planning development meetings, which are intentionally broad in scope and designed to encourage brainstorming and open dialogue. This inclusive approach ensures that all stakeholders feel their perspectives are heard and valued in the planning process. Annual updates are incorporated into the College's annual goals, allowing progress to be assessed and goals to be refined each year.

Engagement with external constituents—including focus groups, advisory boards, legislature, industry and community partners—provides additional insight into the evolving needs of the campus and surrounding community. A recent example of this collaborative process was the planning and programming of the new Technology Building, which required substantial time, coordination, and input from all stakeholder groups to ensure alignment with institutional goals and the needs of students, faculty, community, and industry partners.

Resource allocation at ECC is mission-driven and student-focused, with a clear emphasis on promoting student success and affordability. Transparency is a cornerstone of the budgeting process with rubric to document the scoring of budget items. Each department prepares a zero-based budget, which is reviewed by the Budget Council and subsequently by the Cabinet and ultimately presented to the Board of Trustees for approval.

The Office of Planning and Institutional Effectiveness utilizes environmental scans for analysis to inform institutional decision-making and strategic direction. Community surveys, such as those administered through Claritas, provide valuable data to guide marketing strategies and shape how programs are presented to prospective students. These surveys offer qualitative and quantitative insights into community needs and perceptions, helping identify the roles ECC can play in supporting workforce and educational development.

Economic impact data and viability and vulnerability assessments are completed to evaluate institutional strengths, risks, and opportunities. These assessments, conducted on a five-year cycle, consider factors such as artificial intelligence (AI)–related opportunities and threats, climate-related changes, and human-caused risks that may affect institutional operations or student outcomes.

Labor market analyses, including Lightcast job reports, provide extensive historical data and trend forecasting to identify where employment opportunities are emerging. These insights help the College align academic programs with current and future workforce demands. An identified area is focused on

understanding where ECC students are finding employment and how the College can further strengthen its role in connecting graduates with evolving career opportunities.

ECC evaluates data to enhance student success and operational effectiveness. Institutional processes have been standardized to promote consistency and efficiency, ensuring that systems and services are intuitive and accessible from all aspects of the student experience. ECC has added circulation specialists, implemented software including CRM Advise and Salesforce and coordinates the loan of specialized equipment, including HVAC training tools and program-specific computers, allowing students to continue their coursework from home. In the health professions, ECC increased the number of anatomical models and related instructional materials in response to data indicating the need for enhanced hands-on learning resources. ECC has developed a financial literacy program and offers one-on-one loan counseling to support students' financial well-being, aligning these initiatives with equitable student access and success.

Student feedback introduced the opportunity for ECC to offer certain Associate of Applied Science (AAS) degrees entirely online or through evening course schedules. Asynchronous general education courses were also made available to meet degree requirements while accommodating diverse student needs. Academic advisors meet regularly as part of the Deans Group to exchange observations, share feedback, and address evolving student concerns, ensuring continuous improvement in academic support and guidance. ECC launched a fully translated Spanish version of its website and introduced live translation services to better serve students and their families as part of its commitment to accessibility and inclusion. These initiatives reflect the College's ongoing dedication to using data and stakeholder feedback to drive continuous improvement, equity, and innovation across all areas of the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 4 - Summary

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Rating

Met

Rationale

Elgin Community College (ECC) maintains an effective governance structure supported by an engaged Board of Trustees, active shared governance, and a President with a clearly defined administrative framework. The College demonstrated intentional and expanding use of data through tools such as Tableau and Ellucian Self Service, supporting planning, budgeting, and the Strategic Enrollment Management process. ECC's financial position is strong, characterized by diversified revenue, healthy reserves, no recent audit findings, and strategic long-term planning reflected in its Campus Master Plan and the development of the new Manufacturing and Technology Center. The institution engages internal and external stakeholders in strategic planning, uses environmental scans, labor market data, and community surveys to inform decisions, and allocates resources through transparent, zero-based budgeting aligned with mission and student success. Continuous improvement efforts include technology investments, standardized processes, improved advising, expanded online and evening options, enhanced instructional materials, and increased accessibility through a fully translated Spanish website and translation services. After reviewing the evidence provided in the assurance Argument and during the visit, the Comprehensive Evaluation team concludes that Criterion Four and its Core Components are Met.

FC - Federal Compliance

Rating

Met

Rationale

1. Assignment of Credits, Program Length and Tuition

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

Elgin Community College (ECC) assigns all credit hours, defined consistent with the Carnegie unit definition, as defined by the System Rules Manual of the Illinois Community College Board (July 2024) in Section 1501.309 Course Classification and Applicability. Details are provided for lecture, laboratory, clinical practicum, internship, and accelerated schedule courses. This is further outlined by the Credit and Contact Hour Calculation Document on the college website on the Federal Compliance Documents page. A resource, the Class Time Calculator, is used to calculate overall contact hours and equate to relevant credit hours. Documents on the same site, Curriculum & Program Development Guidelines and New Program Development Template define the process for creation or modification of courses and programs, including verification of the accurate calculation of credit and contact hours by the Manager of Curriculum (New Program Development Guidelines, p. 12). Course applicability toward degree requirements is also defined in the same section (1502.309) to ensure appropriate assignment of credits to degree requirements.

The college maintains a standardized scheduled process that defines start and end dates for courses, duration, independent study parameters, special section procedures, and guidelines for section meeting times based on contact hour. Another use of the Class Time Calculator noted above is to accurately calculate a scheduled course duration with or without breaks. These redundancies in calculating credit hours provide a multi-layered approach of verification.

Review of sample course syllabi across multiple departments (22), course levels (000-200) and across multiple delivery methods confirm adherence to the expectations defined in the college policy. The sampled courses ranged in credit hour assignment from 0.5 to 12.0 credits and included face-to-face, hybrid, online, lecture, lab, lecture and lab, and practicum courses. Syllabi include course start and end dates, meeting expectations, and out of class work expectations. While not a requirement, the college may benefit from a uniform syllabus template.

It is worth noting the current version of the Federal Compliance Filing worksheet no longer provides

a direct prompt to provide the web address for tuition, fees and refund policies. While the college did not provide the web address for where tuition, fee and refund information could be found in this section, it was easily searchable online and noted in Section 4 Practices for Verification of Student Identity. Credit course charges and fees (enrollment, testing, course, laboratory, instructional, payment plan, and other) are all available to the public at https://elgin.edu/pay-for-college/tuition-fees/ .

Refund policies for credit and non-credit courses (Administrative Procedure 2.102) are also directly linked from the tuition and fees page and can be accessed at https://elgin.edu/about/legal-notices /procedures/refunds-for-credit-and-non-credit-courses-2102.php.

2. Institutional Records Regarding Student Complaints

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

The college website provides information on the formal grievance policy (Administrative Procedure 4.401) and procedures (https://elgin.edu/about/legal-notices/procedures/complaint-procedure-4401.php) as well as the procedures for specific types of complaints including academic regulations, privacy, disciplinary charges, discrimination, sexual harassment, disability accommodations, college employees, and students. Regular review of student complaints, except Title IX concerns, are handled by the Dean of Students. A recent example of student complaints regarding the college's withdrawal and tuition refund policy led to policy changes increasing the time students have to make class schedule changes without financial penalty. The college has also recently added staff to the department to more effectively handle complaints in a timely manner.

3. Publication of Transfer Policies

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

The college website, in its 2025-2026 electronic catalog, (https://catalog.elgin.edu/student-resources /transfer-process/) provides detailed and clear criteria used to make transfer of credit decisions. The college participates in the Illinois Articulation Initiative (IAI), a statewide agreement allowing for easy transfer of completed general education requirements between participating Illinois colleges and universities (https://catalog.elgin.edu/student-resources/transfer-process/illinois-articulation-initiative-iai/). This site lists all participating institutions with articulation agreements and provides details on the transferability of specific courses both into and out of the college. Specific information related to college credit transfer from career-technical high school coursework details partner institutions and

qualifications (https://elgin.edu/admissions/apply/high-school-students/articulated-credit-program/). The college participates in the iTransfer online portal system, allowing students to easily determine which credits for courses offered by other institutions in Illinois are accepted by the college and which courses are accepted by other institutions from the college (https://itransfer.org/). They also provide access to the online tool Transferology allowing students to explore how credits will transfer to or from schools nationwide.

4. Practices for Verification of Student Identity

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

The college initially verifies student identity through the establishment of residency when students are required to provide a valid photo ID. Details of ID requirements dependent on student details are included on their website at https://elgin.edu/about/legal-notices/procedures/student-residency-4102.php.

While details were not provided explaining how the college verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade, the information could be found on the college website (https://elgin.edu/student-services/technical-help/access-ecc-portal/). Access to McECC Experience, ECC Events, student email, D2L (the LMS used by the college), announcements, transcript requests, student finance information, financial aid, tax information, academic planning, registration, and student reference links are all available through AccessECC Student Portal. New users of the student portal must create a unique user ID and password using last name, birthdate, ECC ID number or Social Security Number. ID verification is completed prior to being provided with access to the student portal. No additional fees are associated with student identity verification as noted on the Tuition and Fees page on the website (https://elgin.edu/pay-for-college/tuition-fees/). Reasonable efforts are made to protect students' privacy as noted below in #5.

5. Protection of Student Privacy

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

The college publishes its general privacy policy on its website (https://elgin.edu/about/legal-notices/privacy-policy/). This policy covers three general types of data collected by the college and includes public data, internal administrative data, and personal identifiable data. Specific timelines associated

with records retention and disposal are included in Administrative Procedure 3.102 and is available to the public on the website (https://elgin.edu/about/legal-notices/procedures/records-retention-and-disposal-3102.php). The college developed a Red Flag Identity Theft Prevention Program, Administrative Procedure 3.407, consistent with the Federal Trade Commission's Red Flags Rule and provides that information to the public (https://elgin.edu/about/legal-notices/procedures/red-flag-identity-theft-prevention-program-3407.php). Privacy related to student academic records and FERPA, Administrative Procedure 4.103) is also publicly facing on the college website (https://elgin.edu/about/legal-notices/procedures/student-academic-records-4103.php) and as part of the policy, annual notification is provided each year by the Dean of Students Office to student with Right to Know information.

Biennial training is required for all employees as well as during onboarding. Privacy policies clearly include any agent of the college, and the Privacy Policy notes under the section Access, Security, and Use of Third Parties that written contracts define the context in which data are used, shared, stored, and deleted. Contracts are kept on file in the college's Business and Finance and/or Legal Affairs Offices.

6. Publication of Student Achievement Data

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

The college makes robust student outcome data (detailed demographics, retention for full-time and part-time students, completion rates broken down by demographic, transfer rates, job placement rates, athletics participation, and pass rates on licensing examinations for 15 programs) available on the Right to Know webpage (https://elgin.edu/about/right-to-know/). Charts are clearly labelled when data is not available for specific degree programs. The information is presented in plain language and addresses the broad variety of its student populations and programs. It is easy to navigate to the college's student achievement information from the college's homepage and through a search of related terms on the website.

7. Standing With State and Other Accreditors

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

The college is authorized by the state through the Illinois Community College Board (ICCB). The college discloses accurately to the public its relationship with the Higher Learning Commission on the

college website (https://elgin.edu/about/accreditation/). This site notes that the "most up-to-date list of accredited programs is in the College Catalog."

The complete list of program accreditation is noted in the College Catalog (https://catalog.elgin.edu /degree-programs-certificates/). There are currently 34 programs noting program accreditation. The status of each programmatic accreditation can be accessed by clicking on the link to the academic department.

There is currently one accreditation sanction action of note that is clearly communicated to the public on the website (https://elgin.edu/areas-of-study/radiography /?_gl=1*1a992jv*_gcl_au*MTA0MDg1NDg1My4xNzYxNjYwMTYy*_ga*ODc4MzI1ODg3LjE3NjA0NzI1 and https://pxl-elginedu.terminalfour.net/prod01/cdn-pxl-elginedu-prod/media/elginedu/areas-of-study/radiography/jrcert-award-letter-091025.pdf), and the involved program, radiologic technology, appears to be making progress in addressing the concerns as noted in the approval of good cause extension dated September 10, 2025. This does not affect the institution's legal status or authority to grant degrees or offer programs.

8. Recruiting, Admissions and Related Enrollment Practices

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

The college has in place multiple documents guiding recruiting, admissions, and related institutional practices. Recruiters and admissions counselors comply with the National Association for College Admission Counseling (NACAC), National Association of Student Personnel Administrators (NASPA) and American Association of Collegiate Registrars and Admissions Officers (AACRAO) Ethnics and practice statements.

Financial aid advisors comply with the U.S. Department of Education and the State of Illinois Codes of Conduct. The U.S. Department of Education provides information on rules of behavior and privacy act and warning. The state of Illinois has created a security statement that is followed as well.

College websites adhere to the ECC web brand identity standards, designed to not only maintain the brand's integrity but also enhance the user experience and reinforce the credibility of the institution.

All employees attend mandatory New Employee Orientation, and all employees must complete mandatory training each year related to discrimination and harassment training, sexual harassment prevention training along with FERPA training. In addition, all Elgin Community College employees receive and abide by the Elgin Community College Staff/Administrative Handbook which contains sections on employee conduct, and state officials and employee ethics act. A Business Ethics and Conduct policy (Administrative Procedure 3.808) requires employees to behave in an ethical manner and avoid dishonest behavior (https://elgin.edu/about/legal-notices/procedures/business-ethics-and-conduct-3808.php).

Appendix A: Title IV Program Responsibilities

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance Review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as met with concerns or not met.

Rationale:

Mandatory Reporting: Fraud, Abuse or Failing to Meet Title IV Responsibilities

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

Title IV Program Responsibilities

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs)?

Answer (Choose one response and delete the other):

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.)**:**

Fraud or Abuse

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other):

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.)**:**

Interim Monitoring (if applicable)

Not applicable.

Review Summary

Criteria For Accreditation

Met

Federal Compliance

Met

Core Components Ratings

Number	Title	Rating
1	Mission	
1.A.	Mission Alignment	Met
1.B.	Mission and Public Good	Met
1.C.	Mission and Diversity of Society	Met
1.S.	Criterion 1 Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A.	Integrity	Met
2.B.	Transparency	Met
2.C.	Board Governance	Met
2.D.	Academic Freedom and Freedom of Expression	Met
2.E.	Knowledge Acquisition, Discovery and Application	Met
2.S.	Criterion 2 - Summary	Met
3	Teaching and Learning for Student Success	
3.A.	Educational Programs	Met
3.B.	Exercise of Intellectual Inquiry	Met
3.C.	Sufficiency of Faculty and Staff	Met
3.D.	Support for Student Learning and Resources for Teaching	Met
3.E.	Assessment of Student Learning	Met
3.F.	Program Review	Met
3.G.	Student Success Outcomes	Met
3.S.	Criterion 3 - Summary	Met
4	Sustainability: Institutional Effectiveness, Resources and Planning	
4.A	Effective Administrative Structures	Met

4.B	Resource Base and Sustainability	Met
4.C	Planning for Quality Improvement	Met
4.S.	Criterion 4 - Summary	Met

Overall Recommendations

Accreditation Recommendation

Reaffirm Accreditation

Pathways Recommendation

Eligible to Choose

Conclusion

Elgin Community College (ECC) clearly demonstrates that it lives by its mission, "Improving lives through learning." Team members heard frequent examples from many employees and students during their visit. During the visit, the Review Team gained insight from the campus community which included robust conversations with Board members, faculty, staff, administration, and students that supported the College's compliance to ethical and responsible conduct. The college also demonstrates teaching and learning as a priority. Their academic offerings are appropriate to a comprehensive community college and are designed for the communities in their service area. Program quality and rigor are maintained, and student support is provided. ECC evaluates the effectiveness of teaching and student learning through processes designed to promote continuous improvement. ECC exhibits responsible fiscal management, demonstrates a strong fiscal position and strategic financial planning that supports its vision of student success and affordability. After reviewing the evidence provided in the Assurance Argument and during the visit, the Comprehensive Evaluation team concludes that all Criteria and their Core Components are Met and ECC is eligible to choose the pathway for its next cycle of reaffirmation of accreditation.

INTERNAL

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Elgin Community College, Illinois

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 11/03/2025 - 11/04/2025

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016
Year of Next Reaffirmation of Accreditation: 2025 - 2026

☐ No Change
✓ Recommended Change: 2035-2036

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

✓ No Change
☐ Recommended Change:

Competency-Based Education:

✓ No Change
☐ Recommended Change:

Pell-Eligible Prison Education Program:

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

☐ No Change
✓ Recommended Change:

Upcoming Reviews: Eligible to Choose

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	41	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:

Doctoral Degrees:	0	✓ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	91	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

51.0904 Emergency Medical Technology/Technician (EMT Paramedic) - Certificate - - Presence St. Joseph Hospital

51.0904 Emergency Medical Technology/Technician (EMT Paramedic) - Certificate - - Advocate Sherman Hospital

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

✓ No Change
☐ Recommended Change:

Additional Locations:

Harry D Jacobs High School, 2601 Bunker Hill Dr., Algonquin, Illinois 60102 United States

Bartlett High School, 701 W Schick Rd., Bartlett, Illinois 60103 United States

Elgin Community College - Burlington, 815 East Plank Rd., Burlington, Illinois 60109 United States

Central High School, 44w625 Plato Rd, Burlington, Illinois 60109 United States

Dundee Crown High School, 1500 Kings Rd., Carpentersville, Illinois 60110 United States

Elgin High School, 1200 Maroon Dr., Elgin, Illinois 60120 United States

Larkin High School, 1475 Larkin Ave., Elgin, Illinois 60123 United States

Hampshire High School, 1600 Big Timber Road, Hampshire, Illinois 60140 United States

South Elgin High School, 760 E Main St., South Elgin, Illinois 60177 United States

Streamwood High School, 701 W. Shaumburg Rd., Streamwood, Illinois 60107 United States

✓ No Change
☐ Recommended Change: