

# Performance Report

## Fiscal Year 2022

(Academic Year 2021-2022)

Submitted by:  
The Office of Planning & Institutional Effectiveness  
Elgin Community College  
District 509

September 2022



Elgin  
Community  
College

Bright Choice. Bright Future.

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## INTRODUCTION

### Purpose

According to policies outlined in the Elgin Community College (ECC) *Board of Trustees Handbook*, the Board of Trustees annually reviews key dimensions that demonstrate progress in meeting strategic plan goals. Key dimensions the Board reviews include:

- Access to learning
- Community learning, engagement, and satisfaction
- Employee learning, engagement, and satisfaction
- Financial health
- Operational efficiency and process improvements
- Student learning, engagement, and satisfaction
- Student success

### Structure of the Report

The *Performance Report* is the College's annual summary of the dimensions above and demonstrates summatively how the College meets goals of the *ECC Strategic Plan for 2018 to 2022*. Each dimension is reflected in the form of success indicators, which align to strategic goals. For example, under the Equity and Learning goal, five success indicators are defined: student completion; student engagement and satisfaction; progression through coursework; job attainment; and transfer. These indicators correspond to the *Board Handbook* dimensions of: access, student learning, engagement and satisfaction, and success. All indicators of the *Performance Report* align to *Board Handbook* dimensions as depicted below:

STRATEGIC PLAN GOALS	SUCCESS INDICATORS <sup>1</sup>	BOARD HANDBOOK DIMENSIONS
EQUITY AND LEARNING	<ul style="list-style-type: none"> <li>• Student completion of courses and programs</li> <li>• Student engagement and satisfaction with college programs and services</li> <li>• Student progression through coursework</li> <li>• Student job attainment</li> <li>• Transfer to subsequent educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Learning</li> <li>• Student Learning, Engagement, and Satisfaction</li> <li>• Student Success</li> </ul>
HOLISTIC PROGRAMMING	<ul style="list-style-type: none"> <li>• Degree of fit between students' goals, skills, and experiences and college programs and services</li> <li>• Enrollment of identified target populations</li> <li>• Student mastery of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Learning</li> <li>• Student Learning, Engagement, and Satisfaction</li> <li>• Student Success</li> </ul>
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none"> <li>• Readiness of incoming students</li> <li>• Preparedness of graduates for transfer and/or employment</li> <li>• Responsiveness to student and community needs</li> <li>• Value added to the community</li> <li>• Employer and community satisfaction with college programs, services, and graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Learning</li> <li>• Community Learning, Engagement, and Satisfaction</li> </ul>
SERVICE EXCELLENCE AND COLLABORATION	<ul style="list-style-type: none"> <li>• Effectiveness and efficiency of institutional processes</li> <li>• Employee mastery of professional development goals</li> <li>• Employee awareness and understanding of institutional processes</li> <li>• Employee satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Employee Learning, Engagement, and Satisfaction</li> <li>• Financial Health</li> <li>• Operational Efficiency and Process Improvement</li> </ul>

<sup>1</sup> Success Indicators appears as subheadings in the *Performance Report* that are further subdivided into individual metrics. For example, student completion is disaggregated separately into completion among full-time students and part-time students.

## Report Features

*Sources.* Indicators and metrics are set by various College offices that oversee data collection and include the following ECC offices: Planning and Institutional Effectiveness, Curriculum and Assessment, Human Resources, and Business and Finance; and as signified in the Higher Education Policy report, *Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework*<sup>2</sup>. Since reporting cycles vary, every effort is made to include the most recently available figures as of the date of this report, with references to the prior available year for comparison.

*Benchmarks.* Metrics are updated annually by the College to coincide with current trends and recent research. For many metrics, ECC's figures are compared to figures from other colleges or organizations when available. Many benchmarks come from national organizations, such as Achieving the Dream (AtD) or the National Community College Benchmarking Project (NCCBP). Others come from state or federal mandates, regulations from accreditation and financial oversight agencies, such as the Illinois Community College Board (ICCB) or the Integrated Postsecondary Education Data System (IPEDS), per the US Department of Education.

*Accomplishments.* The *ECC Strategic Plan for 2018 to 2022* breaks out each goal into actionable strategies. Strategies are further divided into actions, which are set annually by College offices and departments and correspond to the College's annual budget. Within each strategy, key accomplishments are summarized from the prior fiscal year. These provide another lens from which to understand how the College meets strategic goals.

## How to Use This Report

The *Performance Report* is both a summative and formative document. It provides a top-level snapshot of the College's performance during the fiscal year. Additionally, it illustrates where there is room for improvement in setting future strategic goals. Taken together, *Board Handbook* dimensions, success metrics, and accomplishments provide an overall understanding of how the College meets its strategic goals and fulfills its mission and vision.

## Audience and Feedback

A copy of this report is prepared early each fall for the prior fiscal year and given to the President and the Board of Trustees to guide their leadership. Additionally, the state Illinois Community College Board and the federal Higher Education Act (Student Right to Know legislation) require many of the metrics contained in this report to be filed annually. Finally, digital copies are made available to the public on the College's website. Questions about this report and ideas or comments about indicators may be forwarded to Philip Garber, PhD, Vice President of Planning, Institutional Effectiveness, and Technology at [pgarber@elgin.edu](mailto:pgarber@elgin.edu) or 847-214-7285.

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<sup>2</sup> Janice, A. & Voight, M. (2016, May). *Toward convergence: A technical guide for the Postsecondary Metrics Framework*. Institute for Higher Education Policy. [http://www.ihep.org/sites/default/files/uploads/docs/pubs/ihep\\_toward\\_convergence.pdf](http://www.ihep.org/sites/default/files/uploads/docs/pubs/ihep_toward_convergence.pdf)

## Performance Report for Fiscal Year 2022: Sharing ECC's Progress

EQUITY AND LEARNING							
Identify and expand practices to raise academic achievement and completion							
SUCCESS INDICATORS	ECC Source	ECC Most Recent Report	ECC Compared to:				
			Itself			External Benchmarks	
			ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Student Completion of Courses and Programs</b>							
% Completed in 3 years/full-time	ECC Data	Fall 2018	43%	42%	↑	33% <sup>15</sup>	↑
% Completed or transferred in 3 years/full-time	ECC data	Fall 2018	61%	62%	↓	52% <sup>15</sup>	↑
% Completed in 3 years/part-time	ECC data	Fall 2018	21%	24%	↓	13% <sup>15</sup>	↑
% Completed or transferred in 3 years/part-time	ECC data	Fall 2018	31%	38%	↓	28% <sup>15</sup>	↑
% Withdrawal before end of course	ECC data	Fall 2021	15%	12%	↑	8% <sup>1</sup>	↑
<b>Student Progression Through Coursework</b>							
% Progressing from ABE/ASE to any college	ECC data	FY 2022	5%	2%	↑	--	--
% Progressing from ESL to any college	ECC data	FY 2022	4%	1%	↑	--	--
% Progressing Dev. Ed. to college: Math (w/in 2 yrs.)	ECC data	Fall 2019	33%	42%	↓	26% <sup>2</sup>	↑
% Progressing Dev. Ed. to college: English (w/in 2 yrs.)	ECC data	Fall 2019	65%	62%	↑	42% <sup>2</sup>	↑
% Retained fall-to-fall/full-time	NSC	Fall 2019	77%	77%	↔	63% <sup>17</sup>	↑
% Retained fall-to-fall/part-time	NSC	Fall 2019	47%	52%	↓	46% <sup>17</sup>	↑
<b>Student Job Attainment</b>							
% CTE completers employed	CT Grad Survey	FY 2021	96%	92%	↑	80% <sup>4</sup>	↑
% CTE completers employed in field	CT Grad Survey	FY 2021	73%	70%	↑	62% <sup>4</sup>	↑
% Placement of graduates into the workforce/full-time	CT Grad Survey	FY 2021	54%	68%	↓	61% <sup>4</sup>	↓
<b>Transfer to Subsequent Educational Institutions</b>							
% Transferred in >2 to 3 years/full-time	NSC	Fall 2018	37%	40%	↓	33% <sup>17</sup>	↑
% Transferred in >2 to 3 years/part-time	NSC	Fall 2018	16%	28%	↓	20% <sup>17</sup>	↓
% Degree awardees earning bachelor's w/in 6 yrs.	NSC	FY 2015	26%	25%	↑	27% <sup>16</sup>	↓
Average ECC student GPA at transfer institutions	4-Yr. College Feedback	Spring 2020	3.08	3.08	↔	3.07 <sup>14</sup>	↑
<b>Student Engagement and Satisfaction with College Programs and Services</b>							
Survey item rating: "Rate your overall satisfaction with your experience here." (1 to 7 scale)	SSI	Spring 2019	5.8	5.8	↔	5.6 <sup>1</sup>	↑
Survey item rating: "How has your college experience met your expectations?" (1 to 7 scale)	SSI	Spring 2019	5.3	5.3	↔	5.0 <sup>1</sup>	↑
Composite score: Instructional Effectiveness (1 to 7 scale)	SSI	Spring 2019	6.0	6.0	↔	5.8 <sup>1</sup>	↑
Mean response to survey item: "Please rate your level of satisfaction with the overall quality of learning in your educational experience at ECC." (1 to 5 scale)	CSS	Fall 2021	4.26**	4.06	↑	--	--
% Agree with statement: "I feel personally connected to ECC."	CSS	Fall 2021	57%**	46%	↑	--	--

**Color**     = 5% or greater improvement from prior year's metric and/or benchmark value     = 5% or greater decrease from prior year's metric and/or benchmark value  
**Indicator:**  = 4.9% or less improvement from prior year's metric and/or benchmark value     = 4.9% or less decrease from prior year's metric and/or benchmark value

### EQUITY AND LEARNING

#### Identify and expand practices to raise academic achievement and completion

##### *FY2022 Summary of Success Indicators that Address this Goal*

Indicators under the goal of Equity and Learning focus on ECC students as they move through their programs and onto completion. The COVID-19 pandemic presented unique challenges for this goal, as evidenced by continued downward movement on several metrics. In the Student Completion of Course and Programs indicator, the percent of full-time students who completed or transferred within three years decreased from 62% to 61%, and the percent of part-time students decreased from 38% to 31%. Part-time students who complete within three years decreased from 24% to 21%. In the Student Progression through Coursework indicator, progression from developmental to college-level math decreased from 42% to 33%; additionally, fall-to-fall retention for part-time students decreased from 52% to 47%. On a positive note, more graduates reported being employed (from 92% to 96%) and more reported employment in their fields (from 70% to 73%); however, the placement of career-technical education (CTE) graduates into the fulltime workforce decreased from 68% to 54%. Completion was slightly improved for full-time students (from 42% to 43%), while the overall withdrawal rate rose moderately over the same time (12% to 15%). Under the Student Progression through Coursework indicator, progression from ABE/ASE and ESL to college increased (from 2% to 5% for ABE/ASE and 1% to 4% for ESL). Progression from developmental to college-level English also increased (from 62% to 65%). Finally, scaled ratings on items pertaining to student satisfaction and engagement remain unchanged since the last administration of the Student Satisfaction Inventory (SSI) in 2019; and ratings on the Current Student Survey (CSS) pertaining to quality of learning (4.26) and personal connection (57%) were higher than last year, perhaps reflecting an increase in on-campus in-person operations.

##### *FY2022 Summary of Strategies that Address this Goal*

#### **STRATEGY 1. Create learning environments to ensure students acquire the knowledge and skills needed for academic and career success**

##### **Action 1.1. Implement department and individual goals for meeting Equity Plan targets (*related to 4.2 and 7.1*)**

Funding from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) was used to establish a professional Student Success Coaching Program within the Student Services and Development Division. The aim was, and still is, to provide holistic support to students most vulnerable to the impacts of the COVID-19 pandemic with the aim of increasing course success, course progression, and student retention. The mission of the Student Success Coach Program is to provide students with individualized, intrusive, high-touch, holistic support to overcome barriers and develop skills needed to achieve academic, personal, and professional growth.

Eligible students must meet stated criteria. All are either newly enrolled African-American students; students enrolled in at least one online or hybrid or developmental education class; and/or students connected to the Student Disabilities Services Office. Students must also meet [Illinois Equity in Attainment \(ILEA\)](#) criteria – they must be Pell eligible; African-American; or Latinx. In total, 135 students (unduplicated) received coaching to date, and between October 4, 2021 and June 30, 2022, a total of 479 student coaching appointments were held.

Qualitative and quantitative results of the program are positive. Student feedback indicates that Student Success Coaches do indeed provide academic and social-emotional support. During the spring 2022 semester, faculty started a pilot to infuse a Student Success Coach within a developmental literacy course, Literacy (LTC 099) with the intent of integrating support resources into the classroom and increasing the likelihood that students will continue to use resources outside of class. Results show that the course success rate (grades of C or higher) of students in the embedded LTC 099 course surpassed the success rate typically observed for this course (71% vs. 55%). This program is slated to continue.

### EQUITY AND LEARNING

#### Identify and expand practices to raise academic achievement and completion

##### **Action 1.2. Textbook & Course Materials Cost Reduction Taskforce to make recommendations in spring 2022; use ILEA Catalyst Grant for implementation**

Under the Student Success Infrastructure and ILEA, the Textbook and Course Materials Cost Reduction Taskforce (the Taskforce) conducted a survey in early fall 2021. The survey assessed perceptions of the usage of course materials by students and faculty. From the themes identified by the survey, Taskforce established working groups: Faculty Support and Outreach; Cost Saving Textbook/Fee Systems; Virtual Student Resources; and Open Educational Resources (OER).

During spring 2022, the working groups researched potential strategies for reducing costs. A list of nine recommendations and three additional ideas to reduce the cost of course materials and textbooks for ECC students were reported to the Cabinet in June 2022. Decisions on next steps for prioritization and implementation are being determined.

The Taskforce was funded by the ILEA Catalyst Grant to assess current practices, explore strategies to address cost reduction, and to offer recommendations. The timetable for the grant did not allow the Taskforce to launch experts' workshops as originally planned, as this is more appropriate for implementation of the A/OER strategy, a step that has not yet been actualized; however, broadening awareness was still a big part of the Taskforce's role and integral to the success of the project. Funds were also used to pay adjunct faculty to participate on the Taskforce. The balance of funds offset Achieving the Dream (AtD) expenses such as annual membership fees and the spring 2022 AtD Coaches Visit.

##### **Action 1.3. Create an accessibility plan with measurable goals**

An Accessibility Committee was formed to draft and implement a five-year-plan focused on making ECC fully digitally accessible. Initially, the draft plan was expected to be submitted in December 2021 but was postponed to July 2022 along with a draft of an Accessibility Policy. In spring 2022, two Instructional Technology/Accessibility Coordinators were hired to assist faculty with instructional accessibility and offer professional development for faculty, staff, and administration. A full roll-out of instructional accessibility services is expected fall 2022. The Instructional Improvement & Distance Learning Office purchased software to test the accessibility of instructional materials with assistive technology and update documents that needed accessibility features. Additional content was uploaded to ECC's accessibility webpage to provide tutorials on how to create accessible materials.

Instructional Improvement & Distance Learning is now running a pilot program to determine the most effective implementation for remediation of course documents. It is collaborating with the Student Access & Disability Services Office to support students who need digitally accessible materials. Logs are being kept on the types of documents being remediated and the time spent doing it. Once the pilot is complete, the College will have a better understanding of the efficacy of services.

#### **STRATEGY 2. Develop students' self-advocacy skills and professional behaviors**

##### **Action 2.1. Draw inferences from analyses of general education outcomes and use them to guide work needed to comply with HLC Core Component 4B**

The College launched its Higher Learning Commission (HLC) Quality Initiative Project (QIP) on July 26, 2021. The *Advancing Equity through the Assessment of Student Learning* QIP aims to cultivate a culture in which assessment is used to enhance student learning and close equity gaps. The integration of strategy, consistent planning and accountability, and professional development is at the heart of the initiative.

Assessment Structure. A cohort structure was established to provide faculty with the professional development and support needed to elevate the work of assessing student learning from being one of perfunctory compliance to an essential improvement function. Two new faculty roles were established to lead the assessment cohorts: (1) the Faculty Cohort Lead

### EQUITY AND LEARNING

#### Identify and expand practices to raise academic achievement and completion

and (2) the Faculty Course Lead. Compensation was negotiated with the Elgin Community College Faculty Association (ECCFA). Each cohort is comprised of a Faculty Course Lead for each course in the cohort and is led by a Faculty Cohort Lead. High-priority courses selected for inclusion in a cohort are a mixture of high-volume courses that have large equity gaps, and some that do not, so that the cohort can share diverse experiences. A new cohort will be established every semester and will work together under renewed assessment processes for a duration of 4 semesters.

Professional Development. A robust professional development program is a critical component of the QIP. The first workshop in a multi-year series, *Asset Thinking and Data Literacy*, was created in collaboration with the Center for Enhancement of Teaching, Assessment, and Learning (CETAL); the Equity, Diversity and Inclusion Office; Institutional Research; and the Assessment Office. In addition to hosting a workshop for the fall 2021 Assessment Cohort, the workshop also included members of the Student Learning Assessment Advisory Committee (SLAAC) and the Student Success Infrastructure (SSI).

To date, three new workshops have been developed to support faculty as they navigate the assessment process: *Asset Thinking & Data Literacy*; *Alignment and Assessment Planning*; and *Honing Your Assessment Plan*. A fourth workshop is under development and will be called *Collaboratively Make Sense of Data*.

Assessment Tools. To facilitate faculty analysis, it is critical to have a means to link assessment tools to specific assignments across different courses that are aligned to course and general education learning outcomes. Members of the SLAAC, the Assessment Office, and the Instructional Improvement & Distance Learning Office met with the College's Brightspace software vendor in the summer of 2021 to discuss configuring the Desire2Learn (D2L) standards tool to achieve this end. It was determined that the tool's structure and functionality exist currently without additional cost. Training was provided to the staff so that they can assist faculty in leveraging this tool in their courses. Finally, an online Course Assessment Toolkit was developed that details elements of the student learning assessment process as departments embark upon efforts to improve student learning for all subgroups.

Assessment Cohorts. The first assessment cohort was established in fall 2021, and Professor Erin Vobornik was selected as the faculty cohort lead. The high-priority courses included in this cohort are: ACC 100: Introductory Accounting; BIO 110: Principles of Biology; CMS 101: Fundamentals of Speech; ENG 101/ENG 102: English Composition I & II; HUM 116: Logic. The fall 2021 cohort completed three of the five professional development workshops focusing on asset thinking and data literacy, assessment planning, and leveraging D2L for assessment. Student learning assessment plans for each high priority course were developed and assessment for several courses and general education student learning outcomes. Learning Improvement Reports will document assessment findings and identify interventions to improve student learning.

A second assessment cohort formed in spring 2022, and Professor Elizabeth Hope was selected as the faculty cohort lead. The five high-priority courses for the spring 2022 cohort included: BUS 100: Introduction to Business; HIS 152: U.S. History Since 1865; LTC 099: College Literacy; MTH 099: Combined Basic & Intermediate Algebra; and PSY 100: Intro to Psychology. The spring 2022 cohort also completed workshops on assessment planning and asset thinking and data literacy. This cohort is poised to complete their assessment plans in fall 2023 and begin assessing student learning.

#### **Action 2.2. Gather and discuss learning outcomes, artifacts, and data from cocurricular activities**

Expanding student learning outcomes assessment into cocurricular areas is an important focus of the Assessment Strategy Team (AST) as part of the QIP. The AST recommended a subgroup of members take on the topic and consider additional collaborators. In fall 2021, a subgroup was formed and met twice a month to define what cocurricular activities mean at ECC and to propose an assessment process. Drafts of a philosophy statement were shared with AST and SLAAC in December with positive feedback. The subgroup made a formal recommendation to the full AST on March 3, 2022, which included the finalized statement about learning assessment within co-curricular areas:



### EQUITY AND LEARNING

#### Identify and expand practices to raise academic achievement and completion

*Elgin Community College sponsors structured learning opportunities beyond the classroom which complement the formal curriculum and support the institution's mission. Cocurricular programs and activities develop students' skills across the General Education Learning Outcomes and enhance employability. Such offerings typically do not count for college credit or apply towards graduation. The College is committed to measuring and strengthening student learning from these cross-campus experiences with the same attention, structure, support and equity-mindedness as course- and program-level assessment.*

The proposal outlined a formal and structured process to define, measure, document, and improve student learning in co-curricular spaces and identified programs to begin the process in the fall. Once implemented, the process will provide additional evidence of student learning across the College's General Education outcomes and employability skills frameworks from the state of Illinois and the federal Perkins V Program. The process will also incorporate an equity lens to plan for data disaggregation where feasible.

In May 2022, five areas were selected and invited to begin this work. They include the following cocurricular areas: Global and International Studies Taskforce (GIST), MAGIC, the Honors Program, the TRIUMPH Program for men of color, and ECC Athletics. Additionally, the assessment manager's job description was updated in spring 2022 to include a focus on cocurricular assessment. With funding from the Planning and Institutional Effectiveness (PIE) Office, the manager attended another HLC webinar series in May 2022 called Optimizing Cocurricular Assessment.

#### **STRATEGY 3. Study and model research-based teaching practices that elevate student learning**

##### **Action 3.1. Ensure equity in the delivery and evaluation of instruction**

The primary objective of the QIP is to cultivate a culture in which assessment is used to enhance student learning and close equity gaps. The integration of strategy, consistent planning and accountability, and professional development are at the heart of the initiative. While engaging in course learning outcomes assessment for selected courses, faculty cohorts engage in professional development. In total, five primary efforts are being implemented:

- New Faculty Ordination – a monthly series designed to support new full-time faculty in designing and fostering equity in instruction
- Teaching/Learning for Inclusivity, Diversity, and Equity (TIDE) – this faculty committee offers several opportunities for faculty to build their understanding of equity in the classroom: Walking the Equity Walk series; TIDE Faculty Chats; and TIDE Pods.
- Creating Accessibility Materials Workshops Series – in conjunction with Action 1.3, this series focuses on helping employees create digital materials that prioritize access for all.
- Align with Design Workshop Series – this series is aimed to support faculty in designing and fostering equitable courses.
- The TLSD Syllabus Template – this document guides faculty in how to incorporate Culturally Responsive Teaching Principles

In fall 2021, 20 faculty on average participated in at each option (an increase since spring 2021). The participation breakdown was: 20% part-time faculty, 70% full-time faculty, and 10% administrators. The part-time faculty average doubled from spring 2021. Faculty from all academic divisions, including the ECC Library, attended programs in the fall, with Communications and Behavioral Sciences (CABS) and Health Professions Math Science and Engineering (HPMSE) having the most attendees.

TIDE Pods launched fall 2021 include 21 faculty participants and all academic divisions represented. The breakdown includes 29% part-time faculty and 71% full-time faculty. Additionally, notes are kept for TIDE Core Group Member meetings, which include reflection on previous initiatives and future plans.

## **Performance Report for Fiscal Year 2022: Sharing ECC's Progress**

In spring 2022, there were an average of 16 people at each program (49 unique participants), with the average participation breakdown was 17% part-time faculty, 66% full-time faculty, and 17% administrators. Faculty from all academic divisions, including the Library, attended programs in the spring, with CABS and HPMSE consistently having the most participants.

## Performance Report for Fiscal Year 2022: Sharing ECC's Progress

<b>HOLISTIC PROGRAMMING</b> Strategically build and maintain enrollment and purposeful pathways							
<b>SUCCESS INDICATORS</b>	<i>ECC Compared to:</i>						
				<i>Itself</i>			<i>External Benchmarks</i>
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Student Mastery of Learning Outcomes</b>							
% Students who are successful – All courses	<i>ECC data</i>	<i>FY 2022</i>	69%	71%	↓	79% <sup>1</sup>	↓
% Students who are successful – Gateway courses	<i>ECC data</i>	<i>FY 2022</i>	67%	68%	↓	--	--
% Students who are successful – Developmental Ed.	<i>ECC data</i>	<i>FY 2022</i>	57%	59%	↓	69% <sup>1</sup>	↓
% Students who are successful – Adult Education (ABE/ASE)	<i>ECC data</i>	<i>FY 2022</i>	39%	42%	↓	--	--
<b>Enrollment of Identified Target Populations</b>							
% ECC racial/ethnic minority students	<i>ECC data</i>	<i>FY 2022</i>	56%	55%	↑	24% <sup>1</sup>	↑
% ECC Hispanic students	<i>ECC data</i>	<i>FY 2022</i>	43%	38%	↑	25% <sup>7</sup>	↑
% ECC African-American students	<i>ECC data</i>	<i>FY 2022</i>	4%	4%	↔	12% <sup>7</sup>	↓
% New students placing into Dev Ed courses	<i>ECC data</i>	<i>FY 2021</i>	35%	57%	↓	--	--
% New dev. ed. students enrolling in Dev Ed courses in first term	<i>ECC data</i>	<i>FY 2022</i>	32%	27%	↑	39% <sup>8</sup>	↓
% ECC dual credit/enrollment (all students)	<i>ECC data</i>	<i>FY 2022</i>	10%	8%	↑	16% <sup>7</sup>	↓
% ECC adult students (age 25+)	<i>ECC data</i>	<i>FY 2022</i>	34%	30%	↑	36% <sup>7</sup>	↓
<b>Degree of Fit Between Students' Goals, Skills, and Experiences and College Programs and Services</b>							
Standardized score: Support for Learners	<i>CCSSE</i>	<i>Spring 2021</i>	53	53	↔	50 <sup>11</sup>	↑
% Responding to survey item: "Courses or specific programs of study that I am interested in are not offered at times that are convenient for me."	<i>CSS</i>	<i>Fall 2021</i>	31%**	26%	↑	--	--
% Responding to survey item: "I have found the course path for my program of study to be confusing."	<i>CSS</i>	<i>Fall 2021</i>	20%**	21%	↓	--	--
Survey item: "This school does whatever it can to help me reach my educational goals." (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	5.93	5.77	↑	5.53 <sup>12</sup>	↑
Composite score: Responsiveness to Diverse Populations (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	6.18	6.03	↑	5.74 <sup>12</sup>	↑
Composite score: Student Centeredness (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	6.06	5.90	↑	5.65 <sup>12</sup>	↑
% Full-time students earning at least 24 credit hours in first year <sup>3</sup>	<i>ECC data</i>	<i>FY 2021</i>	41%	40% <sup>^</sup>	↑	33% <sup>17</sup>	↑
% Part-time students earning at least 12 credit hours in first year <sup>3</sup>	<i>ECC data</i>	<i>FY 2021</i>	21%	21% <sup>^</sup>	↔	16% <sup>17</sup>	↑

<sup>3</sup> The ICCB utilizes 12 credit hours during the first year for part-time students and 24 credit hours for full-time students as benchmark thresholds to indicate satisfactory progress in meeting "momentum point" metrics for Illinois performance-based funding.

**Color**    ■ = 5% or greater improvement from prior year's metric and/or benchmark value    ■ = 5% or greater decrease from prior year's metric and/or benchmark value  
**Indicator:**   = 4.9% or less improvement from prior year's metric and/or benchmark value      = 4.9% or less decrease from prior year's metric and/or benchmark value

## Performance Report for Fiscal Year 2022: Sharing ECC's Progress

### HOLISTIC PROGRAMMING

#### Strategically build and maintain enrollment and purposeful pathways

##### *FY2022 Summary of Success Indicators that Address this Goal*

Indicators and metrics under Holistic Programming continued to be heavily impacted by circumstances of the pandemic. All metrics under the Student Mastery of Learning Outcomes indicator decreased in FY2022 for the second year in a row. The percentage of students successful in all courses fell slightly from 71% to 69%, as did the percentage of students who were successful in gateway (68% to 67%), in developmental courses (59% to 57%), and in Adult Education (42% to 39%). ECC underperformed relative to national benchmarks, where available. ECC's ability to enroll diverse students, especially among Latinx students (under the indicator of Enrollment of Identified Target Populations) rebounded from a low in FY2021 (from 38% to 43%), getting closer to pre-pandemic rates. Metrics under the indicator of Degree of Fit between Students' Goals, Skills and Experiences come from various internal and external surveys. Some surveys were not administered during FY2021, such as the Student Satisfaction Inventory (SSI), where scores remain unchanged since last year's report. Finally, while the proportion of ECC students who meet national credit-hour benchmarks increased slightly again for full-time students (from 40% to 41%), the level for part-time students remained the same (21%). ECC students are more likely to meet these thresholds than similar students nationally (41% at ECC vs. 33% nationally for full-time students, and 21% at ECC vs. 16% nationally for part-time students).

##### *FY2022 Summary of Strategies that Address this Goal*

#### **STRATEGY 4. Strengthen outreach, recruitment, retention, and completion of key target populations**

##### **Action 4.1. Deploy software solution(s) to ensure engagement of new and returning students (related to 10.1)**

A team representing Student & Academic Systems, Enrollment Services, Global Engagement, Marketing and Communications, Information Technology, Adult Basic Education, Workforce Development, Institutional Advancement/Foundation, and Business Services wrote a formal Request for Proposal (RFP) to purchase of an institutional client relationship management (CRM) system in fall 2021. In December 2021, the Board of Trustees approved the recommendation to purchase a Salesforce CRM with implementation provided by a vendor Servio. In March 2022, the Board also approved the purchase of Marketing Cloud software with implementation provided by vendor Offprem. This software will sit atop the CRM and facilitate texting and email automation. All contracts are currently under legal review. The execution timeline is dependent upon contract approval.

##### **Action 4.2. Conduct brand messaging audit (related to 1.1)**

Administering focus groups and a community survey post-pandemic is vital to understanding how the community views the College, and ECC's last comprehensive study of community perceptions was back in 2017. An RFP was issued on May 5, 2022, seeking a qualified vendor to provide proposals related to brand messaging that includes focus groups, a community survey, and a comprehensive report and recommendations. On June 14, 2022, Clarus Corporation was chosen. The data gathered will help ECC communicate more effectively with its target market segments through data-driven personas reflecting people's attitudes and perceptions of ECC. The project is scheduled to begin in early FY2023.

#### **STRATEGY 5. Routinely assess and adjust college practices to ensure that students make informed decisions**

##### **Action 5.1. Assess the impact of newly deployed service delivery tracking (CRM Advise, SARS, etc.) in meeting success milestones (see 6.1)**

Holistic Case Management is a large-scale strategy within our ILEA partnership. The first phase of the strategy involves using data to ensure that support services are applied where help is most needed. CRM Advise software and consistent usage of the Early Alert Program are vital to the success of Holistic Case Management, as these efforts develop and improve academic success skills for students who need them. Efficacy is measured in several ways: course grades earned in classes for which an Early Alert was triggered and student retention into the following term are two examples of how the College monitors this program. Data show that students who received an Early Alert and then respond to emails and phone calls from their advisor to develop a plan for success ("Completed Alerts") are more likely to earn passing grades than students who receive Early Alerts but do not meet with their advisor ("Open Alerts").

## **Performance Report for Fiscal Year 2022:**

### **Sharing ECC's Progress**

When looking only at students meeting one or more of the ILEA criteria (e.g., students who are African-American, Latinx, and/or Pell-eligible), a similar final grade pattern is found when comparing Completed Alerts against Open Alerts. Additionally, students who meet an academic advisor to discuss the Early Alert and develop a plan for success are more likely to continue at into the subsequent semester. ILEA students are slightly more likely than non-ILEA students to be retained into future terms. Although this difference is not statistically significant, it does suggest that Early Alerts are robust.

The Early Alert system is increasingly valued and used by faculty. Results also show that students who engage with the support provided to them through Early Alerts are more likely to succeed in their classes and continue into future semesters. Granted, Early Alert is one of many support systems, and since many factors contribute to student success, a direct causal relationship cannot be inferred. Still, the program does provide benefit, and the College intends to continue and scale it.

#### **Action 5.2. In partnership with secondary districts, outline regional plans for strengthening college and career readiness**

In partnership with secondary partners, the College Transitions Office expanded the number of college-career readiness events available to the ECC District 509 (D509) community. The topics addressed in these events also expanded. In fall 2021, the sessions were delivered virtually. In spring 2022, we offered sessions in a hybrid format, allowing for in-person and virtual participation. Throughout the spring semester, we had at least double the participants attend virtually compared to in-person for each session.

A pilot seven-week training session was held in summer 2021 for D509 school counselors and staff. The training was designed to expand knowledge of post-secondary pathway options and resources. Moreover, the training foci includes youth-centered coaching strategies, such as goal setting, overcoming goal setbacks, cultural responsiveness, and trauma-informed care. We partnered with the Chicago Jobs Council, which has experience training Chicago Public School counselors for several years. Twelve staff completed the training, including several ECC staff. A second cohort of 18 D509 staff and community organization members completed training in April 2022, thereby extending access and knowledge to personnel working with youth.

#### **STRATEGY 6. Develop an institution-wide approach to class scheduling and the efficient delivery of services**

##### **Action 6.1. Assess the impact of newly deployed service delivery tracking (CRM Advise, SARS, etc.) in meeting success milestones (see 5.1)**

See description under Action 5.1.

## Performance Report for Fiscal Year 2022: Sharing ECC's Progress

COMMUNITY PARTNERSHIPS							
Advance Relationships that Benefit the College, Students, and Partnering Organizations							
SUCCESS INDICATORS			ECC Compared to:				
			Itself			External Benchmarks	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Readiness of Incoming Students</b>							
% College Ready in Math (D509 area high schools) *	ECC Data	Fall 2020**	62%	46%	↑	--	--
% College Ready in English (D509 area high schools) *	ECC Data	Fall 2020**	83%	78%	↑	--	--
% College Ready in Reading (D509 area high schools)	ECC Data	Fall 2020**	81%	79%	↑	--	--
<b>Preparedness of Graduates for Transfer and/or Employment</b>							
# Degrees and certificates awarded	ECC Data	FY 2022	2,201	2,270	↓	1,967 <sup>7</sup>	↑
% Aggregate pass rates on CTE licensing exams	ECC Data	FY 2021	92%	94%	↓	79% <sup>9</sup>	↑
Average time to graduate (in years)	ECC Data	FY 2022	3.2	4.2	↓	5.6 <sup>6</sup>	↓
<b>Responsiveness to Student and Community Needs</b>							
% Enrolling from public high schools	ECC Data	Fall 2020	18%	26%	↓	20% <sup>1</sup>	↓
Annual tuition and fees	ECC Data	FY 2022	\$3,972	\$3,972	↔	\$4,480 <sup>7</sup>	↓
# Dual credit course sections offered	ECC Data	FY 2022	661	545	↑	--	--
% Graduates employed in Illinois	College2Career	FY 2022	79%	79%	↔	69% <sup>5</sup>	↑
<b>Value Added to the Community</b>							
% Area residents enrolling in courses	ECC Data	FY 2021	2%	3%	↓	2% <sup>7</sup>	↔
% Minority students enrolled in non-credit courses	ECC Data	FY 2021	23%	35%	↓	--	--
# Non-credit seat count – prof. & vocational dev.	ICCB	FY 2021	993	3,065	↓	2,913 <sup>18</sup>	↓
# Students receiving ISAC (e.g., MAP) Grant awards	ISAC	FY 2021	1,900	1,945	↓	1,027 <sup>10</sup>	↑
<b>Employer and Community Satisfaction with College Programs, Services, and Graduates</b>							
% Employers satisfied with preparation of graduates	--	--	--	--	--	95% <sup>1</sup>	--

\* Of those students who have a placement on record.

\*\*Fall 2020 College readiness percentages have been updated from the prior year's performance report to reflect the increase of students that became college ready due to additional placement criteria implemented such as high school transition course work and high school GPA.

**Color**     = 5% or greater improvement from prior year's metric and/or benchmark value     = 5% or greater decrease from prior year's metric and/or benchmark value  
**Indicator:**  = 4.9% or less improvement from prior year's metric and/or benchmark value     = 4.9% or less decrease from prior year's metric and/or benchmark value

## Performance Report for Fiscal Year 2022: Sharing ECC's Progress

### COMMUNITY PARTNERSHIPS

#### Advance Relationships that Benefit the College, Students, and Partnering Organizations

##### *FY2022 Summary of Success Indicators that Address this Goal*

Incoming high school student readiness continues to improve at ECC. New methods to demonstrate college readiness, which have been implemented for the past few years (such as high school transitional courses and high school GPAs) allow students to demonstrate readiness in ways other than standardized tests. This move allows students who otherwise would not be considered "college ready" to move directly into college-level courses upon enrollment. Readiness in math for fall 2020 improved from 46% to 62%, a difference of 13% over last year's report; readiness in English improved from 78% to 83%; and readiness in reading increased from 79% to 81%. ECC preparedness of students for jobs and transfer dropped to FY2020 levels with certificates awarded decreasing from 2,270 to 2,201 in FY2022. There was also a downtick in the proportion of students passing licensing exams (from 94% to 92%). The average time to graduate improved from 4.2 years to 3.2, suggesting that mandatory advising and placing students onto pathways is helping. Tuition remained steady at \$3,972 annually for full-time enrollment, and the College continues to enroll more high school dually enrolled students (from 545 to 661). However, the proportion of incoming ECC students who come from high schools is trending downward at ECC (from 26% in FY2020 to only 18% in FY2021) and across the nation according to US Census data. Finally, metrics related to Value Added to the Community, which measure aspects of non-credit enrollment, illustrate declines year-over-year but do perform favorably in comparison to national and state benchmarks.

##### *FY2022 Summary of Strategies that Address this Goal*

#### **STRATEGY 7. Prepare students and ensure successful transitions through the educational pipeline (preschool through bachelor's degree)**

##### **Action 7.1. Summarize and communicate gaps with undecided, near completers, and non-returning students and scale what works (related to 1.1)**

To ensure that undecided students (students without declared programs of study on their admissions application) enter a program pathway, the College began in FY2022 to send additional follow-up information about career development resources. Undecided students now receive an emailed [video](#) following new student orientation (NSO) that contains an eSARS link to schedule an appointment with an academic advisor and/or Career Development Specialist. Students are also informed about the FOCUS-2 career assessment inventory to help identify career interests and possible majors.

The Career Development Services (CDS) Office automatically receives a weekly list of undecided students from the Admissions Office for further triage. The total number of incoming students with an "undecided" program has been about 20% historically; within that, the proportion who go on to identify a program of study within their first year has been about 6%. However, for FY2022, this proportion increased to 9% as the NSO and email efforts began.

To ensure that students who are near-completers (those who have accrued a large number of credits toward completion) and non-completers (students who stop out) continue to make progress toward graduation, phone call campaigns provide the high-touch, personalized contact. Phone calls also help identify specific needs and encourage enrollment, recruitment, and retention. Dedicated staff are needed to make contacts and collect data.

Toolkits developed by the Marketing and Communications Office, campaign scripts and talking points, and a database to capture reasons why students have elected not to enroll or reenroll continue to be strengthened. Results from previous campaigns showed that many students do not enroll or reenroll because of finances. In fall 2021, Student Financial Services and the Student Services and Development Division collaborated on a call campaign to inform students who had recently enrolled but were not currently enrolled in fall 2021 that outstanding debt balances from past terms (spring 2020 through summer 2021) had been cleared using federal Higher Education Emergency Relief Funds (HEERF).

### COMMUNITY PARTNERSHIPS

#### Advance Relationships that Benefit the College, Students, and Partnering Organizations

The campaign reached out to a total of 545 students. Contact was made with 125 students (23%), while a voicemail was left with 251 additional students (46%). Of the students who spoke directly with an ECC representative during the campaign, 10% returned to enroll in the following spring 2022 term. Of those who received a voicemail message only, 7% re-enrolled in spring 2022. Similarly, of those who were not contacted and did not receive a voicemail from an ECC representative, 7% re-enrolled in spring 2022. Call campaign data and data from previous call campaigns are reflective of a strategy that could be scaled to reach more prospective, continuing, and stop-out students.

#### **Action 7.2. Implement high school transitional curriculum in communications**

Transitional courses are collaboratively developed by high schools and ECC to ensure student readiness for college-level work, as required by the Postsecondary and Workforce Readiness Act. Transitional courses are/will be offered at the high school during students' senior year for students who demonstrate a need to strengthen their skills in the areas of math and English Language Arts. The state task force published the final guidance for Transitional English course competencies and policies in January 2021. ECC's Professor II of English and Director of the Alliance for College Readiness, Dr. Alison Douglas, served on the state's Transitional English Competency Development Taskforce.

The Alliance for College and Career Student Success (ACCSS) Coordinating Council has agreed to defer further discussions on implementing transitional English courses to summer 2022. While there is interest, it was determined that during this second year of the pandemic that the Council has too many competing demands.

#### **STRATEGY 8. Strengthen student learning connections outside the classroom**

#### **Action 8.1. Audit work-based learning opportunities used across campus and classify them according to common frameworks**

Anecdotally we know that many ECC programs engage in work-based learning (WBL) experiences to ensure students are informed and engaged about college and career planning. With an increased emphasis from the federal Perkins V Grant on programs of study, Action 8.1 was created to strategically and intentionally define, audit, and document the various types of WBL activities happening at ECC and gauge their alignment to Illinois state frameworks. This audit was not completed due to the effects of the pandemic and employee turnover and will be deferred to a future year. Discussions at the Deans' Council are forthcoming on how to best implement Action 8.1.

#### **Action 8.2. Involve employees systematically in district organization activities**

The College participated in 426 legislative and community engagement activities. Community engagement activities were up by 41.1% in FY2022 compared to FY2021. This includes 98 instances of engagement with the Board of Trustees as well as increased engagement by employees. Board engagement activities are up by 66% and employee engagement activities by almost 39% compared to FY2021.

A seamless process of engaging employees in external groups and activities to increase awareness of the Workforce Development & Continuing Education Division is underway. For instance, embedding community engagement expectations within ECC job descriptions is an important strategy for positions requiring an external focus.

An integrated external engagement group was launched in FY2022 to develop a comprehensive approach to community engagement. This group will create practices and mechanisms that prioritize and facilitate enhanced interactions with businesses and community stakeholders; communicate opportunities for involvement, and set the roles and expectations of those who represent the College externally.



### COMMUNITY PARTNERSHIPS

#### Advance Relationships that Benefit the College, Students, and Partnering Organizations

##### **STRATEGY 9. Leverage community and workforce partnerships to develop resources and secure funding that supports program and student needs**

###### **Action 9.1. Set plans to equip the Regional Manufacturing Center (RMC)**

ECC continues to work with members of the US Congress and the Illinois General Assembly (IGA) to secure funding for a new RMC. ECC has received overwhelming support from both Illinois Senators and State Representatives. In FY2022, the state appropriated \$28,536,000 for the construction of the manufacturing center. The IGA recently passed the state budget and includes \$30,006,000 in re-appropriated/new funds for ECC ([Refer 10200HB0969ham001](#)).

In October 2021, State Representative Anna Moeller in collaboration with other elected officials sent a letter to Governor Pritzker asking to release funding for the RMC. Funds in the amount of \$1,000,000 were released for the "costs associated with the expansion of the Manufacturing Building."

In April 2022, the Illinois Department of Commerce and Economic Opportunity released \$500,000 for RMC construction. ECC also submitted an appropriation request for a Mechatronics and Automation Program to all members of Congress representing ECC ([Community Project Funding Application FY2023](#)). Awards from members of the US Congress are expected in late summer/early fall.

In January 2022, the Board of Trustees approved funding to begin building the RMC. The Institutional Advancement & ECC Foundation launched a fundraising campaign focused on student success, student completion, and workforce development. As part of this campaign, equipment for workforce development, including equipment for the RMC, will be accepted and count toward the overall campaign goal.

###### **Action 9.2. Strengthen partnerships to deliver programs at the RMC**

The ECC President, the Board of Trustees, and the Government Relations Office continue to advocate for legislation to support the construction of the RMC from both the IGA and the US Congress. The state allocates funding for multiple years, and these funds need to be reauthorized each fiscal year. Advocacy activities include building and maintaining relationships with elected officials and the departments of the state government, actively asking elected officials to keep these appropriations in the capital budget and asking for additional funds. The US Congress recently approved appropriations for community projects, and ECC has applied for funding.

See Action 9.1 for greater detail of FY2022 activities.

##### **STRATEGY 10. Design and structure programs in ways that respond to community and workforce needs**

###### **Action 10.1. Increase systematicity in tracking and using partner and prospects data (related to 4.1)**

In FY2022, the Board of Trustees approved a recommendation to purchase a custom-built Salesforce CRM solution through Servio, a technology consultant/partner. A team representing Student & Academic Systems, Enrollment Services, Global Engagement, Marketing and Communications, Information Technology, Adult Basic Education, Workforce Development, Institutional Advancement/Foundation, and Business Services was assembled to initiate a formal RFP for the purchase. The solution will provide the following benefits:

- House and centralize constituent data including prospects, students, alumni, corporate partners, donors, etc.
- Serve the needs of various departments in aiding outreach, recruitment, and prospecting efforts to capture and nurture prospects through the student life cycle
- Streamline Adult Basic Education forms and processes to provide improved integration with ECC systems and internal processes

## **Performance Report for Fiscal Year 2022: Sharing ECC's Progress**

### **COMMUNITY PARTNERSHIPS**

#### **Advance Relationships that Benefit the College, Students, and Partnering Organizations**

- Aid Workforce Development in their outreach and engagement with area employers
- Connect to an existing CRM system recently built by Institutional Advancement & ECC Foundation to further centralize and streamline data
- Scale to additional departments to meet longer-term needs of the College

Key functions of the CRM system include communication management, event management, application management, reporting, and form and landing page creation.

In March 2022, the Board also approved the purchase of Marketing Cloud software and implementation with vendor Offprem. This software sits atop the CRM system and facilitates texting and email automation. All contracts are currently with ECC Legal Affairs for review. The execution timeline for this project is dependent upon when these contracts are signed.

Institutional Advancement & ECC Foundation implemented Salesforce and moved all data from Blackbaud's Raiser's Edge and Financial Edge systems into Salesforce. Data has been cleaned and connection processes (usually involving uploading csv/excel uploads from other sources) have been implemented. As the College comes on board with Salesforce, Phase II of connecting all instances of Salesforce will get underway.

Data inputted into Salesforce was audited against legacy data from the former Blackbaud system, and it was found that all information was successfully migrated. Entering Phase II, data such as the number of entries, changes to records, and notes entered will be tracked, which will lead to greater efficiency and planning around partner outreach.

#### **Action 10.2. Modernize Buildings H and O in accordance with the master plan (pending progress with the RMC)**

Planning and programming were carried out to ensure that the renovation and expansion of Building H will meet the needs of the programs. A cross-functional team was formed and continues to meet to review construction plans, equipment needs, technology needs, timelines, program and relocation plans, and reopening plans. Building H construction will start in January 2023 and continue through December 2023.

Building O renovation will begin after the construction of the RMC.

## Performance Report for Fiscal Year 2022: Sharing ECC's Progress

<b>SERVICE EXCELLENCE AND COLLABORATION</b>							
<b>Instill a Culture of Service Excellence and Collaboration</b>							
<b>SUCCESS INDICATORS</b>	ECC Source	ECC Most Recent Report	<i>ECC Compared to:</i>				
			<i>Itself</i>			<i>External Benchmarks</i>	
			ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Employee Satisfaction</b>							
Survey Item Rating: "The goals and objectives of this institution are consistent with its mission and values." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.63		--	3.58 <sup>13</sup>	↑
% Grievance rate	ECC Data	FY 2021	1.0%	1.7%	↓	0.2% <sup>1</sup>	↑
Survey Item Rating: "Rate your overall satisfaction with your employment here so far." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.81		--	3.98 <sup>13</sup>	↓
Survey Item Rating: "The work I do is valuable to the institution." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.77		--	3.85 <sup>13</sup>	↓
<b>Employee Mastery of Professional Development Goals</b>							
Survey Item Rating: "I have adequate opportunities for training to improve my skills." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.46		--	3.40 <sup>13</sup>	↑
Survey Item Rating: "I have adequate opportunities for professional development." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.61		--	3.43 <sup>13</sup>	↑
Development/training expenditures per FTE employee	ECC Data	FY 2021	\$231	\$823	↓	\$409 <sup>1</sup>	↓
# Professional development offerings (ECC internal)*	ECC Data	FY 2020	121	76	↑	--	--
# Professional development enrollments (ECC internal)*	ECC Data	FY 2020	1,591	1,146	↑	--	--
<b>Effectiveness and Efficiency of Institutional Processes</b>							
Direct instructional expenditures	ECC Data	FY 2021	\$55.7M	\$54.2M	↑	--	--
Cost per credit hour	ECC Data	FY 2021	\$382	\$306	↑	\$183 <sup>1</sup>	↑
Cost per FTE student	ECC Data	FY 2021	\$11,472	\$9,185	↑	\$5,485 <sup>1</sup>	↑
% Programs with learning outcomes	ECC Data	FY 2021	100%	100%	↔	--	--
% Programs with learning outcomes targets	ECC Data	FY 2021	71%	71%	↔	--	--
<b>Employee Awareness and Understanding of Institutional Processes</b>							
% Employees responding "very satisfied" or "satisfied" to survey item: <i>Are policy review and development processes data-informed?</i>	ICAT	Fall 2021	88%	85%	--	--	--
Survey Item Rating: "This institution has written procedures that clearly define who is responsible for each operation and service." (1 to 5 scale)	CESS Employee Survey	2019	3.20		--	3.11 <sup>13</sup>	↑

\*Professional development courses/enrollments records were shifted from Ellucian Colleague to eTalent, which had more limited access to data records at the time of report preparation. Thus, FY2021 data are reported here.

**Color**      █ = 5% or greater improvement from prior year's metric and/or benchmark      █ = 5% or greater decrease from prior year's metric and/or benchmark  
**Indicator:**      █ = 4.9% or less improvement from prior year's metric and/or benchmark      █ = 4.9% or less decrease from prior year's metric and/or benchmark

## Performance Report for Fiscal Year 2022: Sharing ECC's Progress

### SERVICE EXCELLENCE AND COLLABORATION Instill a Culture of Service Excellence and Collaboration

#### *FY2022 Summary of Success Indicators that Address this Goal*

Success indicators related to Service Excellence and Collaboration are measured primarily through survey feedback. The Ruffalo Noel-Levitz College Employees Satisfaction Survey (CESS) is a primary source. Last deployed in fall 2018, the benchmark values have not changed since last year's report. Several ratings at ECC are lower than comparable benchmarks, including perceptions of the value of work (3.77 vs. 3.85) and overall satisfaction (3.81 vs. 3.98). However, perceptions of the institutional mission and satisfaction with training opportunities are higher at 3.63 (vs. 3.58) and 3.46 (vs. 3.40), respectively. The College has an opportunity to explore direct and consistent measures related to employee satisfaction and mastery of professional development goals, especially since shifting professional development recordkeeping from Ellucian Colleague to eTalent. Under the Effectiveness and Efficiency of Institutional Processes indicator, three instructional costs metrics (instructional expenditures, credit hour, and FTE student) show year-over-year increases, and all are significantly higher than comparable benchmarks. Programs with learning outcomes and programs with targets for learning outcomes stayed the same as last year. Finally, metrics under the Employee Awareness and Understanding of Institutional Processes indicator show promise. Employees responding "very satisfied" and "satisfied" to the AtD ICAT survey question on data-informed policies (*Are policy review and development processes data-informed?*) increased from 85% in 2017 to 88% in 2022. Meanwhile, ratings from the 2018 CESS question on procedures (*This institution has written procedures that clearly define who is responsible for each operation and service*) is higher than peer institutions (3.20 vs. 3.11) as reported last year.

#### *FY2022 Summary of Strategies that Address this Goal*

#### **STRATEGY 11. Provide relevant continuing education opportunities for employees**

##### **Action 11.1. Strengthen employee professional development related to equity, diversity, and inclusion (using insights from spring 2021 surveys)**

Through an enterprise agreement negotiated between HR Professional and Organizational Development (POD) and Skillsoft/Percipio (learning content provider), ECC employees have access to 50 on-demand courses related to equity, diversity, and inclusion (EDI). EDI content units fall into themed categories: diversity and inclusion; diversity, equity, and inclusion leader camps; embracing equity; inclusive leadership; managing across generations; and overcoming unconscious bias. The Percipio agreement greatly expands employee access to EDI content because the College is no longer limited to less than 100 licenses as before. In FY2023, POD is planning robust communications to inform the approximately 1,300 ECC employees of expanded access to these resources.

ECC also maintains 8 other EDI-related POD eTalent learning activities (including Safe Colleges, outside experts and speakers, internal book club discussions, etc.). Of those, 312 participants attended in FY2022, which includes 182 unique (unduplicated) participants. Although pre- and post-workshop surveys are distributed to gauge satisfaction with these activities, they were implemented in the latter half of FY2022, so POD will strengthen efforts in FY2023 to collect survey feedback. Of the surveys gathered in FY2022, feedback was generally positive.

In addition to formal offerings through POD programs, employees (and students) have access to MAGIC (Multicultural and Global Initiatives Committee) workshops focused on diversity and inclusion in society. The Black Lives Matters Series continued in FY2022 with parts 8-10: Critical Race Theory: What is it?; The Color of Health: Biases in Healthcare and Their Impacts on Communities; and Banned Books: Censorship and Race. The College also continues to offer GIST (Global and International Studies Taskforce) workshops which are open to all.

Another resource for EDI professional development targeted toward faculty is TIDE, as explained under Action 3.1.

### SERVICE EXCELLENCE AND COLLABORATION Instill a Culture of Service Excellence and Collaboration

#### **Action 11.2. Strengthen employee planning and goal setting**

In spring and summer 2021, HR Employee Relations, POD, and PIE rolled out the FY2022 performance appraisal process, which includes new goal setting for approximately 500 non-faculty (administrative and support staff) employees. To instill good goal setting techniques, videos were created for on-demand training. The Performance Appraisal Process and Goals and Objectives Parts 1 and 2 videos are available in English and Spanish with companion materials. Both are designated as mandatory for these employees. The Part 1 video was viewed by 424 employees, and the Part 2 video by 350 employees. Content from both videos was also offered five times in customized, in-person, instructor-led sessions for employees who work first, second, and third shifts. Four of the five sessions were presented in Spanish.

The team also offered 12 virtual drop-in sessions and performance cafés consisting of a short presentation and open dialog for questions and answers about crafting goal statements. Attendance was tracked for eight sessions and reached 128 attendees. Finally, additional mandatory training was assigned on the Appraisal Check-In process and consisted of five instructor-led or on-demand asynchronous sessions of 138 participants. Similar mandatory training on Writing Self-Assessments was assigned and delivered in an on-demand asynchronous format, and 239 employees participated. In sum, less than half the employees assigned participated in these trainings, which presents a future opportunity for the College.

In fall 2021, training videos were added to the onboarding task list for all new administrative and support staff employees.

#### **STRATEGY 12. Improve recruitment, hiring, and onboarding of new employees**

##### **Action 12.1. Assess understanding and use of cultural competence principles by search committees**

Before joining a search committee, ECC employees are required to complete Part One: Seeking Cultural Consciousness and Competence in Hiring. In FY2022, participation in this course returned to pre-pandemic levels with 81 participants completing the course. An optional, but recommended, Part Two: Seeking Cultural Competence in Hiring is also available. A total of 27 participants attended this past year.

The Talent Acquisition Office reviews all interview questions to ensure specific and high-quality EDI questions are being asked. The office also evaluates additional training needs for search committees. During FY2022, a six-step plan to understand the use and impact of cultural competence principles by search committees was designed. Moving forward, the following actions will be undertaken to collect data from each job search:

- Create a survey to get feedback from search committees on the search committee process
- Perform a quarterly review of the diversity of the applicant pool and those selected to be interviewed
- Review interview questions created by search committees
- Review the diversity of hiring committees
- Review time to fill (posting to hire) data to understand the processing time of searches
- Take a snapshot of the current diversity of the workforce and review it one (1) year after the process is in place

This data will be used to identify the need for changes and improvements to the process.

#### **STRATEGY 13. Strengthen cross-departmental communication and opportunities for dialog and reflection**

##### **Action 13.1. Launch a redesigned employee portal and assess its effectiveness**

The following are the major accomplishments achieved in FY2022 in launching the redesigned *my.elgin* employee portal:

- Migrated content from the former eNet intranet in April 2022

### SERVICE EXCELLENCE AND COLLABORATION Instill a Culture of Service Excellence and Collaboration

- Improved the organization, accessibility, and findability of faculty evaluation and development handbooks and forms. Marketing and Communications revised 100 faculty development and evaluation forms to be fillable and accessible.
- Improved the organization, accessibility, and findability of 54 other employee forms
- In the Institutional Announcements page of *my.elgin*, posted more than 220 employee-related announcements
- Starting in April 2022 (Spartan Review #287), populated content for ECC's electronic weekly newsletter from information housed on *my.elgin* with links taking readers to source information
- Used the Homepage Hero image to visually strengthen awareness of priorities
- Housed All College meeting recordings on the site (as opposed to sending them through email attachments)

Multiple forms of assessing the effectiveness of the redesigned portal have been used:

- Sent a survey to 1,971 employees via an email invite. Three hundred fifteen (315) responses were gathered between May 20 to June 18, 2022
- Conducted 15 usability interviews between April 21 and May 24, 2022 via Zoom including faculty, professional and administration staff both part- and full-time

Participants were positive about the redesigned intranet (64% of participants were satisfied with the redesign; 9% were dissatisfied, and the remaining 27% were neutral). Specific comments mentioned how *my.elgin* looks more up-to-date with a design that is eye-catching. Additional responses mentioned how the new portal is more organized than the prior site. Participants were pleased with the global search and section search. They were positive that the College Calendar and Announcements pages are now located on the homepage; some felt this would eliminate the need for so many emails. They were happy to see social media postings on the homepage. Participants perceived that *my.elgin* could become a hub for all sites, materials, etc., needed to conduct work, and they appreciated having separate spaces for each department and committee. Improvements to be worked on include improvements to search capabilities, better navigation between documents and forms, and reducing the number of spaces to feature nested navigation under major groupings, thereby reducing left-side navigation. Some improvements have already been completed, including changing the icon for the Quick Links to make it more recognizable, changing the word on the Spaces Hero Banner to make it easier to understand the purpose of that section, and adding additional labeling to announcements on the homepage.

#### **STRATEGY 14. Systematically use evidence to guide academic and operational improvements and redirect resources for maximum impact**

##### **Action 14.1. Support dashboards with a data warehouse**

Key milestones to develop an institutional data warehouse have been met or are still in progress:

- Identified an external consultant in early FY2022 through an RFP process to build a warehouse with embedded student success analytic metrics and improve data availability and college-wide usage
- Selected ASR Analytics as a consultant and began a three-phase process to develop the warehouse functionality
  - Phase 1 was completed in late FY2022 to identify end-user data and visualization needs and priorities
  - Phase 2 began in FY2022 with an anticipated completion in FY2023 to develop student and course-level data and end-user dashboards for accessing data
  - Phase 3 will begin in late FY2023 with expected completion in early FY2024 to expand the data warehouse to include data related to finance, financial aid, human resources, and other areas
- Continue to build interest in data dashboards through targeted development of Tableau visualizations for specific projects, departments, and committees. We expect this work to continue through FY2023.

## **Performance Report for Fiscal Year 2022:**

### **Sharing ECC's Progress**

**Action 14.2. Audit and assess operational changes resulting from the pandemic and remote work; scale what is deemed beneficial**

A white paper on the future of work was prepared and presented to the Cabinet and the Board in January 2022. Afterwards, a committee of five Cabinet members researched remote work approaches and drafted an administrative procedure on remote work. A pilot program to test the procedure began May 6, 2022, which will be evaluated in FY2023.

# Performance Report for Fiscal Year 2022: Sharing ECC's Progress

## APPENDIX

### **Benchmark Sources**

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- 1: National community college median values, National Benchmark Report (FY2019), National Community College Benchmark Project (NCCBP), <https://nccbp.org/>
- 2: Average values for all Achieving the Dream Institutions, Benchmarking for Success Report (FY2014), Achieving the Dream (ATD), <http://www.achievingthedream.org/>
- 3: Data Feedback Report (FY2019), Integrated Postsecondary Education System (IPEDS), <https://nces.ed.gov/ipeds/>
- 4: Career-Technical Graduate Follow-Up Survey Report (FY2015), Illinois Community College Board (ICCB), <https://www.iccb.org/data/studies-reports/student-reports/fy-2015-follow-up-study-of-cte-program-graduates/>
- 5: College 2 Career Readiness Tool, Illinois Community College Board (ICCB), <https://www.ilcollege2career.com/#/>
- 6: Community Colleges Outcomes Report (FY2017), National Student Clearinghouse (NSC), <https://nscresearchcenter.org/>
- 7: Data and Characteristics Report (FY2021), Illinois Community College Board (ICCB), <https://www.iccb.org/data/>
- 8: Illinois State Report Card (FY2020), Illinois State Board of Education (ISBE), <https://www.isbe.net/ilreportcard>
- 9: Aggregate average of pass rates for all Illinois state licensure tests completed by at least one ECC student in 2021
- 10: Data Book (FY2021), Illinois Student Assistance Commission (ISAC), <http://www.isac.org/e-library/>
- 11: Community College Survey of Student Engagement (CCSSE) Benchmark Report (2021), <https://www.ccsse.org/>
- 12: Student Satisfaction Survey (SSI) Benchmark Report (2019) [Ruffalo Noel-Levitz], <https://www.ruffalonl.com/>
- 13: College Employee Satisfaction Survey (CESS) Benchmark Report (2019) [Ruffalo Noel-Levitz], <https://www.ruffalonl.com/>
- 14: Transfer Student Feedback Report – Illinois State University (2020)
- 15: ICCB IPEDS Summary Report (2021-2022)
- 16: Achieving the Dream (ATD) Student Success Report (FY2021)
- 17: Postsecondary Data Partnership Dashboards; First-time, 2-year, Illinois, Public Institutions (FY2021)
- 18: ICCB Annual Enrollment and Completions Report (FY2021), <https://www.iccb.org/data/annual-reports/>

### **ECC Data Sources**

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- CCSSE:** Community College Survey of Student Engagement. Composite scores represent standardized aggregate scores with mean of 50. (Last administered in Spring 2021, N=721 students.)
- College2Career:** ICCB and IDES joint web utility that allows for exploration of employment-related outcomes for each Illinois public college/university (<https://www.ilcollege2career.com/#/>)
- CSS:** Current Student Survey. Internal online survey, administered annually with all currently-enrolled students. Questions follow a format where 1="Very Dissatisfied" and 5="Very Satisfied". (Last conducted in Fall 2020, N=1,665 students.)
- CT Graduate Survey:** Annual survey of employment for CTE program graduates from the prior year (Fall 2020, N=507 alumni)
- ECC Data:** Data queried from the College's Datatel Colleague ERP system
- ICAT:** Institutional Capacity Assessment Tool (Last administered in Spring 2017, N=140 employees.)
- ICCB:** Illinois Community College Board
- ISAC:** Illinois Student Assistance Commission
- ISBE:** Illinois State Board of Education
- NCCBP:** National Community College Benchmarking Project
- NSC:** National Student Clearinghouse
- SSI:** Ruffalo Noel-Levitz Student Satisfaction Inventory. Satisfaction responses follow a scale where 1="Not Satisfied at All" and 7="Very Satisfied". Expectation questions follow a scale where 1="Much worse than expected" and 7="Much better than expected". Future enrollment questions follow a format where 1="Definitely not" and 7="Definitely yes". (Last administered in Spring 2019, N=811 students.)

### **Note**

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\* "Most recent" year for given data. "Prior year" represents similar data one year or term prior to date, where available.

\*\*Past analyses of the Current Student Survey included calculations that were adjusted to accurately reflect the demographics of ECC students as a whole. Fall 2021's analysis did not include these calculations.

^ Data from previous year has been altered to reflect how the PDP has been calculated



