



Elgin
Community
College

Performance Report

Fiscal Year 2025

(Academic Year 2024-2025)

**Submitted by
The Office of Planning and Institutional Effectiveness
Elgin Community College
District 509**

September 2025

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INTRODUCTION

Purpose

According to policy, the Elgin Community College Board of Trustees annually reviews key indicators or metrics that demonstrate progress in meeting ECC Strategic Plan goals. These indicators serve as guideposts to ensure that Elgin Community College (ECC), through its decisions and actions, remains accountable to its Mission of *improving people's lives through learning*.

The Performance Report is the college's annual summary of these indicators. Prepared at the end of each fiscal year, the Performance Report provides a high-level snapshot of how the college delivered its Mission during the prior year. Each indicator in the report aligns to a college goal. In turn, the college goals align to the key imperatives of the ECC Strategic Plan. The table below displays the alignments of these various components.

STRATEGIC PLAN KEY IMPERATIVES	COLLEGE GOALS	PERFORMANCE INDICATORS
 Teaching and Learning Excellence	Completion Mastery of Learning Outcomes	Credits Earned in First Year General Education Learning Outcomes
 Lifelong Connections	Enrollment Credit Accumulation	Unduplicated Student Headcount Total Annual Credit Hours Count
 ECC Experience	Student Experience Employee Experience Community Experience	Student Engagement Activity Count HSI Servingness Plan Creation Brand Ambassadorship Strategy
 Fortify Our Future	Student Affordability Institutional Financial Health Operational Efficiency	Average Non-loan Aid Awarded Budget Planning Process Gap Implement JIRA POS Survey

Goals and Performance Indicators

College goals are set each year by the President's Cabinet based on review of the prior year's performance. Goals are intended to account for any gaps and/or new opportunities noted during review. Using SMART Goal methodology, each college goal contains a current state or baseline; an intended target; a stretch goal that challenges us further; and a date by when the target is to be achieved. For example, for Goal 3 (Enrollment), the college's FY2025 Goal was to increase annual unduplicated enrollment from 15,068 students (baseline) to 15,445 (target) with a stretch goal of 15,821 students (stretch goal) by March 31, 2025 (date).

To aid the college in deciding which goals to focus on, the college relies on performance indicators gathered by various ECC departments and offices; new metrics from outside agencies, such as Achieving the Dream (AtD); new higher education research; and mandates from state or federal regulatory agencies and accreditors. Goals selected as a priority in any given year often derive from these indicators, which sometimes foreshadow where future focus is needed.

Structure of the Report

The college set 10 college goals in FY2025; thus, this Performance Report contains 10 sections, each summarizing progress made on one of these 10 goals. Each college goal lays out on two pages in printed form: our current progress, our past progress (where available), and key accomplishments or strategies that helped us fulfill the goal. The left-side page contains the current and past progress in visual form, usually with a chart or graph, along with written explanation beneath it. The right-side page contains accomplishments in the form of narrative descriptions. These accomplishments may or may not be directly related to a specific college goal; the examples are inclusive of all college activity including those that indirectly support a specific college goal or are in service of the broader Key Imperative definition.

Audience and Feedback

Insights derived from discussion of the Performance Report guide leadership practices of the Board of Trustees and President. A formal review of the report takes place during the ECC Board's public Committee of the Whole meeting each October. Additionally, the Illinois Community College Board and the federal Higher Education Act (Student Right to Know legislation) require many of the indicators contained in this report to be filed annually. In 2022, the Illinois General Assembly passed legislation to require Elgin Community College and other Illinois colleges to solicit external feedback on accountability measures; the Performance Report aids in compliance with this law. Finally, digital copies are made available to the public on the college's website.

Questions about this report, and ideas or comments about future indicators, may be forwarded to Philip Garber, PhD, Vice President of Planning, Institutional Effectiveness, and Technology at pgarber@elgin.edu or 847-214-7285.

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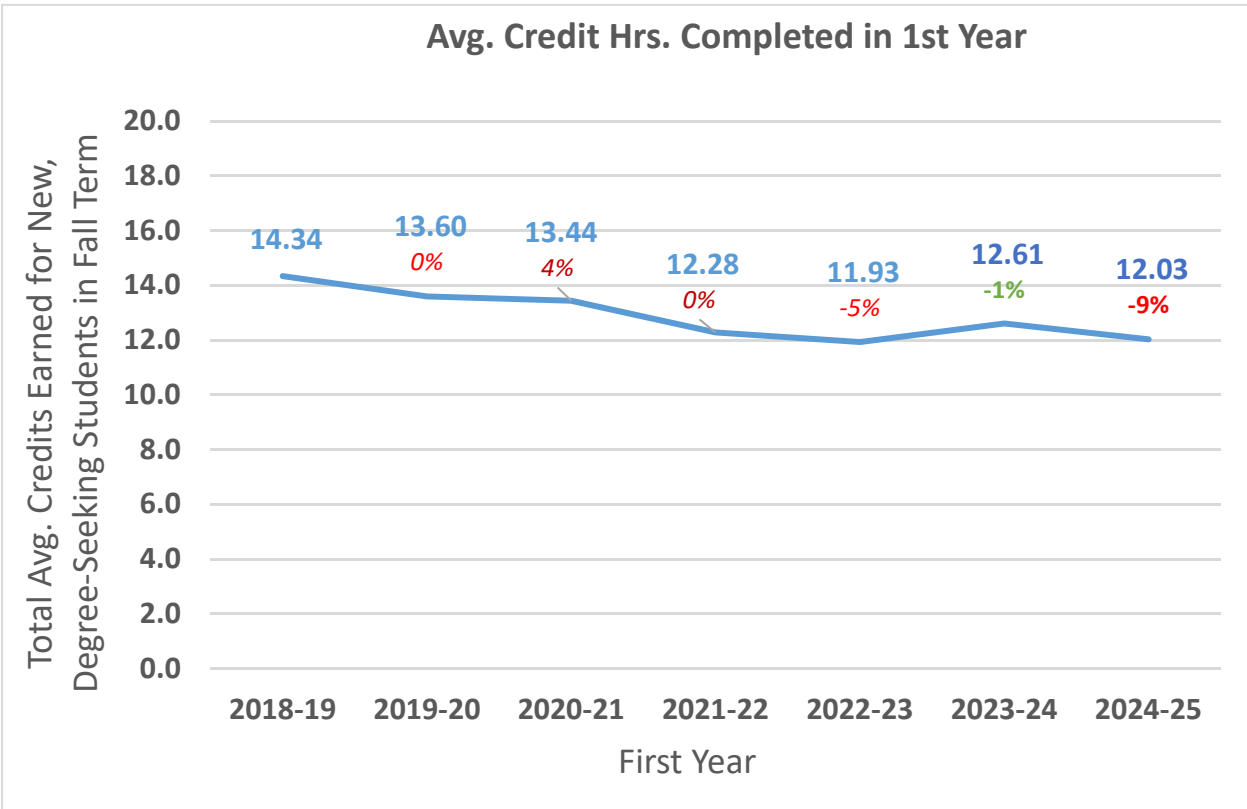
TEACHING AND LEARNING EXCELLENCE

Deliver instructional practices and curriculum to ensure student-centered learning.

GOAL 1: COMPLETION

STATEMENT: Increase the average number of credits earned/completed per student during students' first year at ECC from 12.6 to 13.0 with a stretch goal of 13.1 by June 30, 2025.

OUTCOME: Target not achieved. The final number of credits earned/completed of 12.03 fell below the FY2025 goal baseline of 12.6.



(Source: ECC Internal Data Warehouse, as of June 30, 2025)

The average number of credits earned/completed per student during students' first year at ECC was a new focus in FY2025. The previous metric was a lagging indicator based on 4-year completion rates and did not translate well to an annual goal approach as it did not allow for the impact for the work completed in the fiscal year to be measured or realized. Therefore, a more actionable metric was selected. However, in compiling this report, no strategies or tactics to specifically address this metric have been identified which is consistent in the result. There is opportunity to explore this student population to identify related strategies.

Key Accomplishments Related to Goal 1: Completion

Started New Transfer Pathways

ECC started new transfer pathways in FY2025 including an AAS to BS pathway in criminal justice with the Northern Illinois University's (NIU) Public Service Leadership Program. Historically, NIU is our largest transfer institution; with this pathway, it will continue to grow. Also, ECC entered into a comprehensive agreement with the University of Maryland Global Campus (UMGC) to provide ECC students and their eligible dependents guaranteed admission. The partnership does not require a guaranteed transfer pathway, as UMGC will accept up to 70 college credit hours from ECC, extending beyond the traditional 60 credit hours.

Addressed Barriers Identified by Justice Impacted Students

Initially, ECC engaged EDSystems to interview Justice Impacted Students (JIS) to understand their needs. The results were coupled with researching practices at other colleges with JIS programs and analyzing ECC data. A callout to all students was made inviting them to identify themselves; 81 students stepped forward, of which 71 received grant funds totaling \$16,000. Most of the funds went to transportation (\$11,800) and the remaining balance (\$4,200) was tuition assistance, capped at \$500 per student. A waitlist for the 10 additional students was created.

Continued Dramatic Increases in Dual Credit Enrollment and High Completion Rate

Overall, dual credit enrollment increased from 1,852 in FY2024 to 2,735 in FY2025, a 48% increase. The increase at the high schools was 60% while at the college was 9%. The credit accumulation for both groups remains stable, as most students at the high school take one dual credit course and at the college take several courses up to a full load. Dual credit students completed 20,295 credits, up 33% from 15,269 last year. The attempted vs. completed rate was 92%, compared to the aggregate total rate of 75% for all students in FY2025.

Funded Complete to Compete Student Cohort in the Amount of \$20,000

Complete to Compete continues to be a very successful strategy for helping students complete their education at the college. In FY2025, there were four students in the cohort; each student received \$5,000. Of those, three students graduated in spring. The remaining student is completing a previously unavailable class required for their degree during fall and will then graduate. While small in scale, students who receive these funds are able to complete.

Reached a Historical High Number of Graduates to Walk in Graduation Ceremony

ECC hit an all-time high with 545 students walking in the spring graduation ceremony. Total for the year, there were 1,131 degrees and 1,259 certificates awarded. The number of degrees has been increasing since 2021 following the pattern seen with increased enrollment and general education completion certificates. Over this period of time, there has been a shift in student focus to more traditional areas of study and intent to transfer. Now, about 60% are transfer and 25% are career technology.



TEACHING AND LEARNING EXCELLENCE

Deliver instructional practices and curriculum to ensure student-centered learning.

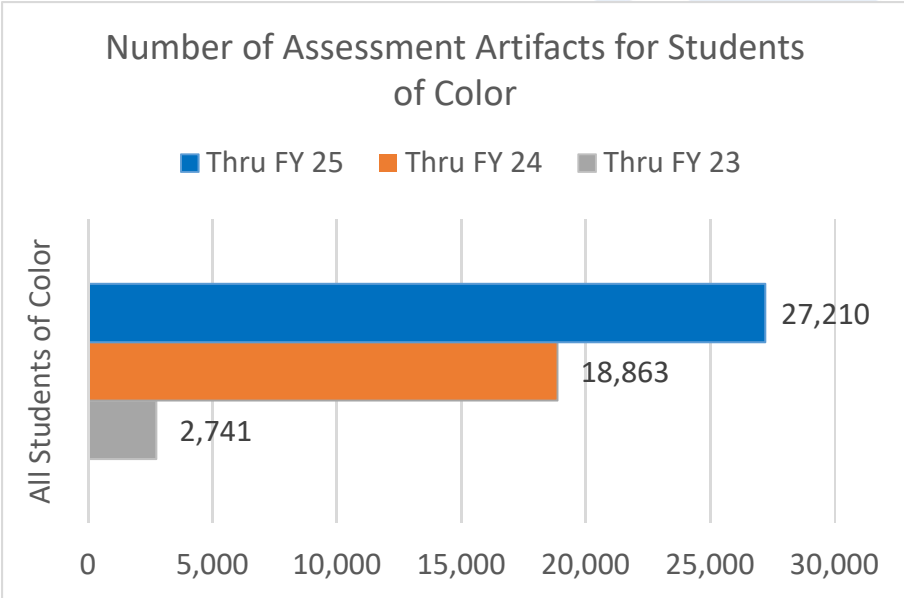
GOAL 2: MASTERY OF LEARNING OUTCOMES

STATEMENT: Attain 80% average achievement among students of color in all general educational learning outcomes with a stretch goal of 90% by June 1, 2025.

OUTCOME: Target partially achieved. Quantitative literacy did not meet the target of 80% falling short with 74%; critical thinking and information literacy both exceeded the target; communication, global/multicultural literacy, and scientific literacy all met or exceeded the stretch.

Gen Ed Outcome	% Meets or Exceeds		
	FY 23	FY 24	FY 25
Communication	97%	91%	92%
Critical Thinking	73%	82%	87%
Global Multi-Cultural Literacy	100%	94%	93%
Information Literacy	94%	84%	89%
Quantitative Literacy	56%	57%	74%
Scientific Literacy	76%	71%	90%

The goal focused on the achievement of students of color in general educational learning outcomes. Quantitative literacy is the only outcome to remain below the desired 80% “meets or exceeds” combined threshold (red highlight). The remaining five outcomes are 80% or higher.



The college’s assessment culture continued to evolve. The number of students of color artifacts grew to 27,210, a 44% increase in the last year. (There were 48,426 total artifacts collected last year across all students.)

(Source: ECC Internal Assessment Data, as of June 1, 2025)

Key Accomplishments Related to Goal 2: Mastery of Learning Outcomes

Restructured SLAAC to Oversee QIP and Improve Faculty Involvement

In fall 2024, the Student Learning Assessment and Advisory Committee (SLAAC) assumed responsibility to oversee the Quality Improvement Initiative (QIP) on the Advancing Equity Through the Assessment of Student Learning Initiative. SLAAC established a process for reviewing Learning Improvement Reports and sharing feedback with faculty to commend assessment work accomplished and provide suggestions for next steps. SLAAC reviewed and provided feedback on 12 Learning Improvement Reports resulting in a closer dialogue with faculty involved in the assessment cohorts.

Given a Successful Review of QIP from HLC

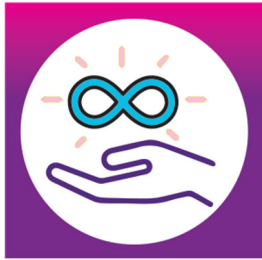
The college submitted its Final Report to the HLC on the QIP Initiative Advancing Equity Through the Assessment of Student Learning in June 2025. The HLC provided a successful review, highlighting the strategic attention paid to high priority courses and expansion of faculty roles and support in outcomes assessment. The initiative created a more streamlined approach to general education assessment and increased opportunities to consider general education progress.

Automated D2L to Tableau Pipeline for Assessment Dashboards

A collaborative effort between Institutional Research (IR) and Center for the Enhancement of Teaching, Assessment, and Learning (CETAL) led to faculty assessment data improvement. Creating an automated process to access D2L data in a more consistent and efficient way, including: clarifying how artifacts would be counted; setting frequency of dashboard refresh; and providing feedback on dashboard layout and new filter features that are helpful to faculty. The streamlining process will further the momentum for general education alignment and the increased number of artifacts reviewed from a larger number and broader range of courses.

Discovered a New Compound Through Student Involved Research

The Center for Undergraduate Research, Innovation, and Creativity (CURIC) and Skyway research projects discovered a new compound of Zinc (Beta Zinc Oxalate). Last year, the Skyway research team included a group of students in partnership with Argonne National Laboratory and with faculty leadership provided by Dr. Soma Chattopadhyay. These students successfully synthesized zinc oxide (ZnO) nanoparticles by sol-gel. ZnO nanoparticles have demonstrated strong antibacterial activities and are potential candidates for getting rid of bacteria. The Skyway group tested the ZnO on bread, masks, etc., and CURIC Fellow Vanish Patel did a study titled, "Speciation of Heavy Metals in Drinking Water of USA and Investigating Ways of Remediation for Getting Rid of Bacteria in Water." He even used water from Lake Spartan in his research. This new compound has been accepted by and will be added to the Powder Diffraction database, which is maintained by the International Centre for Diffraction Data.



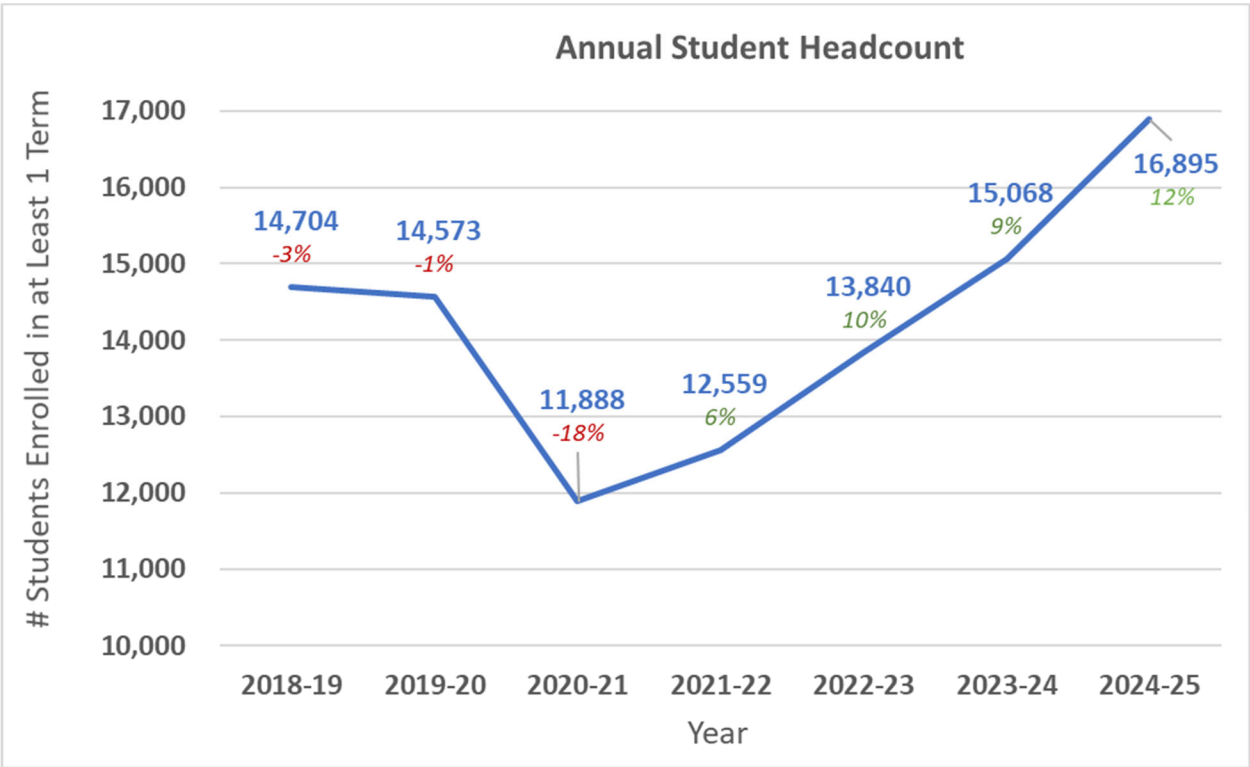
LIFELONG CONNECTIONS

Create a lifelong meaningful, and mutual relationship with the college.

GOAL 3: ENROLLMENT

STATEMENT: Increase annual unduplicated enrollment from 15,068 students to 15,445 students with a stretch goal of 15,821 students by March 31, 2025.

OUTCOME: Stretch exceeded. Total enrollment for FY2025 (AY24-25) reached 16,895 students exceeding the 15,821-stretch goal.



(Source: ECC Internal Data Warehouse, as of Withdrawal Deadline in Spring)

Enrollment headcounts have rebounded since the 2020-21 low during the COVID-19 pandemic lockdown. The FY2025 goal achievement surpassed the stretch goal with a 12% continued increase in student headcount of 15,445. Reasons are largely due to an increase in Hispanic/Latinx, dual credit program, and adult education enrollments. Note that dual credit and adult education credits do not generate a full per credit hour rate of tuition revenue. Enrollment increases in these programs do not correlate to the same increases in revenues seen from other programs.

Key Accomplishments Related to Goal 3: Enrollment

Enrolled 182 International Students – a 72% Increase

The Center for Global Engagement participated in 21 international recruitment fairs and conducted more than 42 in-person visits to international high schools. These initiatives generated 426 applications of which 182 I-20s were issued for prospective F-1 students. The total unduplicated international student enrollment reached 160 students, representing 35 countries, marking a 72% increase from FY2024. The students had an average of 25 cumulative credit hours, and an average cumulative GPA of 2.98.

Grew Outreach and Engagement

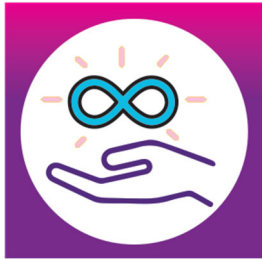
Recruitment and Outreach Services directly engaged with over 9,100 individuals at on- and off-campus events, an increase of 1,656 compared to FY2024 and fielded more than 18,800 phone calls. The department continues to prioritize intentional, early engagement by introducing the concept of college to younger students and their families. By “planting the seed” early, the department aims to cultivate a college-going mindset and strengthen the pipeline of students.

Doubled Attendance at Annual Experience ECC Open House

ECC hosted its annual Experience ECC Open House in April 2025 and drew more than 650 attendees, more than double the attendance compared to the same event in FY2024. The event featured participation from over 50 academic programs and student service departments. It provided prospective students and their families with a dynamic opportunity to engage directly with faculty and staff about academic programs and student support services, and to receive personalized guidance on the enrollment process. The event offered 13 themed campus tours including Health Professions, Math and Science, Culinary Arts, Career and Technical Education, Visual and Performing Arts, and a Spanish-language general tour.

Launched a CRM to Aid Student Recruiting, Onboarding, and Tracking

The Student Services and Development (SSD) Division and Information Technology (IT) successfully launched ECC’s new customer relationship management (CRM) system to enhance student recruitment, onboarding, and enrollment tracking from initial inquiry through registration. Powered by Salesforce, the CRM integrates with Ellucian Colleague, ECC’s student information system, to provide a unified platform for tailored communications and a more seamless enrollment experience. Now fully deployed across Admissions, Registration, Recruitment, Adult Education, First Stop, and Enrollment Services, achieving 100% usage in these key student-facing areas. On June 17, the new application for admission went live, enabling students to submit applications online and track their status in real time. In addition, the Request for Information (RFI) journey and automated messaging in Marketing Cloud are active, delivering timely, personalized outreach to prospective students. To ensure a smooth rollout and staff readiness, 10 group training sessions totaling more than 15 clock hours were completed, building broad adoption and technical competency across departments.



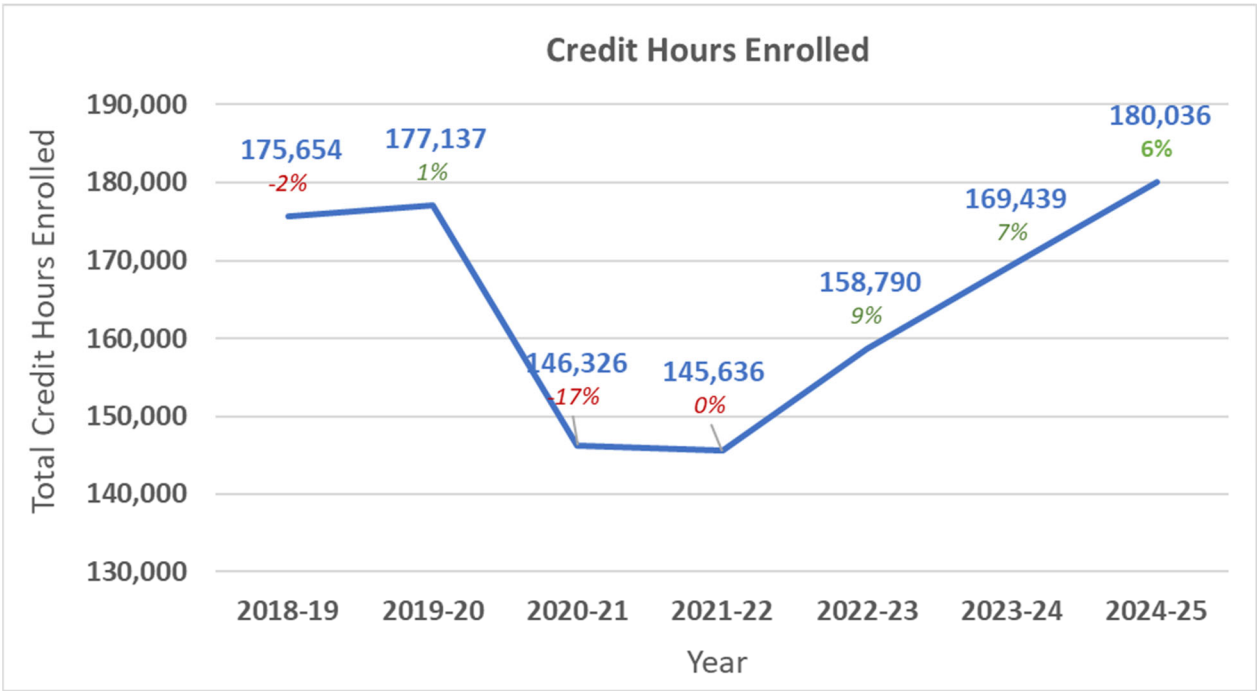
LIFELONG CONNECTIONS

Create a lifelong meaningful, and mutual relationship with the college.

GOAL 4: CREDIT ACCUMULATION

STATEMENT: Increase the total annual credit hour count from 169,439 to 173,675 with a stretch goal of 177,911 by June 30, 2025.

OUTCOME: Stretch exceeded. Total credit hour count of 180,036 exceeds stretch goal of 177,911.



(Source: ICCB SRSU Data Submission, as of end of spring 2025)

In FY2025, for the third year in a row, the total credit hours enrolled increased. The current increase of 6% exceeded both the target by over 4,569 credit hours and the stretch by 2,125 credit hours, to reach a total of 180,036 credit hours. This pattern continues as enrollment increased by 12% (as illustrated in Goal 3). Despite these increases, the average number of credits attempted by each student has been declining since the pandemic. In 2020-21, students enrolled on average in 12.3 credit hours for the year which has declined to 10.7 average credits per year in FY2025. Lower credit hour generation is another reason why Goal 1 (Completion) may have fallen short of its target.

Key Accomplishments Related to Goal 4: Credit Accumulation

Increased Credit Enrollment through “Just One More” Campaign

In fall 2022, the Advising team launched the “Just One More” campaign, encouraging students to enroll in one additional class per semester to support timely degree completion and overall academic success. Building on the success of the pilot, data revealed that students who met with an advisor increased their average credit enrollment from 10 to 11 credits between fall 2022 and fall 2023. For fall 2024, enhancements were made to better identify and monitor participating students, with a focus on both credit accumulation and academic performance. Notably, students who enrolled full time continued to achieve strong academic outcomes, maintaining an average cumulative GPA of 2.92. These results underscore the positive impact of the “Just One More” campaign in supporting student progress toward timely degree completion.

Piloted Embedding Student Success Coaches into Developmental Courses

ECC began embedding student success coaches into developmental math (MTH-090) to replicate positive findings coming from a similar pilot practices in developmental literacy (LTC-099) in FY2022. Results from the math pilot in FY2025 found courses with embedded coaches generate higher retention than courses without coaches (91% vs. 80%) but the impact on course grades is less certain. Following the Plan, Do, Study, Act model, after evaluating this intervention, in fall 2025 the college shifted from an embedded coach model to a connected coach model to allow for the coaches to visit more course sections and provide more opportunities for them to connect individually with students outside of class, which showed a significant correlation for student success in the data.

Maintained 90% Retention Rate of Apprentices

During FY2024, two strategies were developed to address retention rates of apprentices: dedicating an apprentice advisor and developing a robust 5-touch case management strategy. Improving the tracking and management of student schedule and course plans, on time placement testing, and accurate pre-requisites and course substitutions gave clarity around students’ course plans helping to maximize the number of credits an apprentice takes each semester. As a result, a 90% retention rate of apprentices for FY2025 was achieved, with 100% of apprentices from spring 2025 returning for fall 2025.

Introduced Kinder to College Initiative in Spring 2025

The Kinder to College initiative introduces higher education to kindergarten-aged children in a fun, engaging, and age-appropriate way. It plants the seeds of college early, fostering a positive association with higher education while strengthening partnerships between college, local schools, and families. It aims to support lifelong connections and recruitment efforts by creating early pathways to college awareness. The program reached 85 students in the first year.



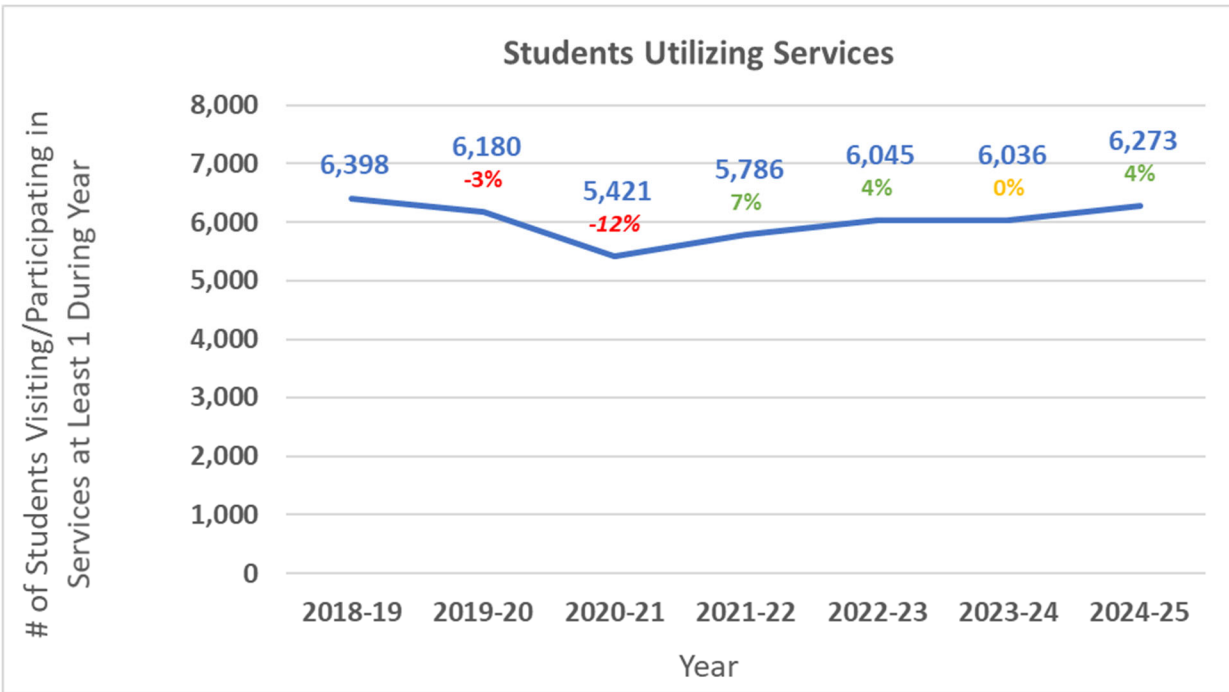
ECC EXPERIENCE

Cultivate a welcoming destination for students, employees, and our community.

GOAL 5: STUDENT EXPERIENCE

STATEMENT: Increase from 6,036 unique students who participated in at least one targeted student engagement activity to 6,338 students with a stretch goal of 6,640 students by May 16, 2025.

OUTCOME: Target not achieved. The final number of 6,273 unique students fell below the target of 6,338.



(Source: Data Warehouse, as of frozen last day of term)

Involvement matters. Research indicates that students who participate in as few of three student engagement activities positively impacts their student success. (ATD Brief Columbus State Community College, 2019). In both FY2024 and FY2025, our ability to collect data on student participation has improved and now includes 12 activities: advising, career services, club leader, disability services, honors program, internships, math lab, sports, success coaches, veterans services, Wellness Center, and Write Place. Actions were taken during this year to allow data collection for an additional four activities in FY2026 (tutoring, TRiO, apprenticeships, and ICAPS). Plans are in place to continue adding more activities to the data collection.

Key Accomplishments Related to Goal 5: Student Experience

Expanded Belongingness Knowledge and Awareness Among Academic Advisors

Academic Advisors participated in 9 hours of a home-grown professional development series focused on Belongingness at ECC. Advisors researched special student populations and presented research-focused findings to the Advising group so that all advisors can feel better equipped to promote a sense of belonging for each and every student. The student populations identified were: Latinx, veterans, mental health, undecided, first generation, male minority, disabilities, non-traditional/adult, and athletes.

Introduced Individualized Study Materials for Health Professions

During the spring semester, Success Coaches designed individualized study materials for Nursing and Physical Therapy students, including custom bookmarks that featured test-taking strategies and tips for success within their rigorous programs. Tailored classroom presentations for the new cohort of Respiratory Care students, focusing on three key areas: *Keys to Academic Success*, *Effective Study Techniques*, and *Managing Test Anxiety* were also hosted. The sessions covered practical tools for overcoming procrastination and self-sabotage, prioritizing tasks, managing time effectively, and creating a productive study environment for students in their program. When addressing test anxiety, students were guided through techniques like box breathing, visualization, positive self-talk, and grounding exercises. Coaches also provided fidget items to help manage stress and gently reminded students to steer clear of negative group talk, fostering a more supportive and empowering academic atmosphere.

Offered 50 Essential Academic and Personal Development Strategy Workshops

TRiO Student Support Services partnered with Wellness Services, Tutoring, Financial Aid, Career Services, Student Success Coaches, KCT Credit Union, and various student support services areas to offer over fifty workshops per semester. Workshops included topics such as *Mastering Your Time*, *Staying Motivated*, and *Learning Styles*. These unique partnerships have significantly boosted student engagement. These sessions help to build confidence, improve time management skills, and discover learning techniques that align with students' strengths. When surveyed, 85% of students reported feeling "more connected to ECC" and 83% reported having "a strong support system" after participating.

Integrated Research and Civic Engagement Communities Resulting in Publication

The paper, "Unusual Synergy: Undergraduate Research and Civic Engagement Initiatives at Community Colleges," co-authored by CURIC and CCE, was accepted for publication in the *Journal of Experiential Learning and Teaching in Higher Education*. The paper was authored by two ECC faculty members and six student fellows.



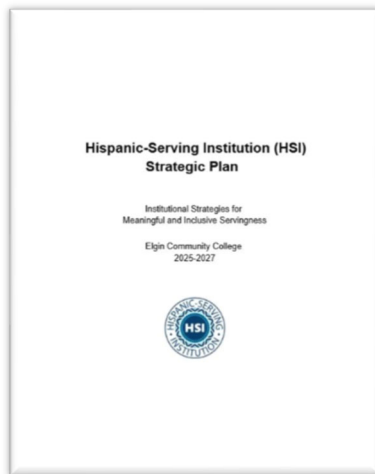
ECC EXPERIENCE

Cultivate a welcoming destination for students, employees, and our community.

GOAL 6: EMPLOYEE EXPERIENCE

STATEMENT: Create HSI Servingness Plan for FY2026 implementation with a stretch goal of implementing one approach by June 30, 2025.

OUTCOME: Target achieved. The HSI Servingness Plan was created and approved by the Cabinet for FY2026 implementation.



A steering team of 14 multi-disciplinary faculty, administration, and staff members was formed to develop a strategic plan specifically tailored to support Hispanic Serving Institution (HSI) initiatives. The process had three major phases: conducting a comprehensive needs assessment, reviewing best practices in HSI initiatives, and drafting a Servingness plan that reflects the unique strengths and opportunities for ECC.

During the listening phase, insights from stakeholders of the ECC community were gathered. This included reviewing data previously assembled by the Equity and Student Success Action Council's (ESSAC) Latinx Student Success and HSI Identity

Strategy team as well as collecting additional information in the form employee and student surveys, qualitative feedback gathered from an open-ended reflection form, and forums for groups of students, employees, and community members.

Next, during the visioning phase, the team translated the data gathered into insights and aspirations. Through this process, a new purpose for HSI Servingness was created, along with a vision, values, and long- and short-term priorities.

ECC's HSI Servingness Plan aligns with the ECC institutional strategic plan and reflects the college's equity-centered approach to "Servingness." ECC aims to advance meaningful strategies that support student success, including: fostering meaningful educational experiences through culturally responsive programs; inclusive teaching and curriculum; and support systems that reflect and honor students lived experiences. ECC is committed to continuous, intentional efforts to create an environment where Latinx students are seen, supported, and empowered to thrive. The plan was presented to the Cabinet and approved for implementation in FY2026.

Key Accomplishments Related to Goal 6: Employee Experience

Honored with Prestigious 2024 National Model Chapter Award

The ECC chapter of the American Association for Women in Community Colleges (AAWCC) was recognized for their high achievement in changing women's lives through education, service, and leadership development. Their exceptional work on and off campus is making a difference in the lives of students, their families, colleagues, and within our diverse communities. The award was presented at the 2024 AAWCC Conference held in October.

Presented Belongingness Series at Regional Conference

Two advisors delivered a presentation about the Belongingness Series at the Region 5 National Academic Advising Association (NACADA) conference. The learning and sharing among the advisors are an extension of Servingness. The presenters received great feedback from other institutions about the value of this type of programming within advising spaces.

Featured a Hispanic Serving Institution Expert as the Convocation Guest Speaker

A highlight of the fall 2024 Convocation was guest speaker Dr. Gina Ann Garcia. Dr. Garcia is an expert in issues of equity and justice in higher education with an emphasis on understanding how Hispanic Serving Institutions (HSIs) embrace and enact an organizational identity for serving minoritized populations. She authored two books: *Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities* and *Transforming the Hispanic Serving Institutions for Equity and Justice*. CETAL supported a summer synchronous reading group of faculty and administrators to read the former book and discussed how it relates to their roles within the college and community.

Developed Employee Competencies in Equity, Diversity, and Inclusion

Resources and training related to our HSI identity were provided to ECC employees at the fall 2024 All College Meeting, the purpose of which was to educate employees on HSI definitions and Servingness concepts. An HSI webpage was completed on the employee portal (my.elgin.edu). Professional and Organizational Development and CETAL jointly completed an inventory of EDI offerings for FY2025 to ensure all competencies receive attention. Outcomes included: 5 Mental Health First Aid trainings; a draft of an asynchronous course on equitable and inclusive teaching; 77% of employees (924) completed at least one HSI-related training (exceeding stretch goal of 75%); all divisions achieved 70% or higher employee participation and two of them had 100% of their employees participate.

Completed the Seal Serving Institutional Transformation Assessment (SSITA)

Created by *Excelencia* in Education, the SSITA self-assessment tool prepares institutions for their journey to more intentionally serve Latino students and build campus support among faculty, staff, and administrative leaders. The tool functioned as context-setting and was useful in telling the story of ECC services and programs, grounding the work of the team.



ECC EXPERIENCE

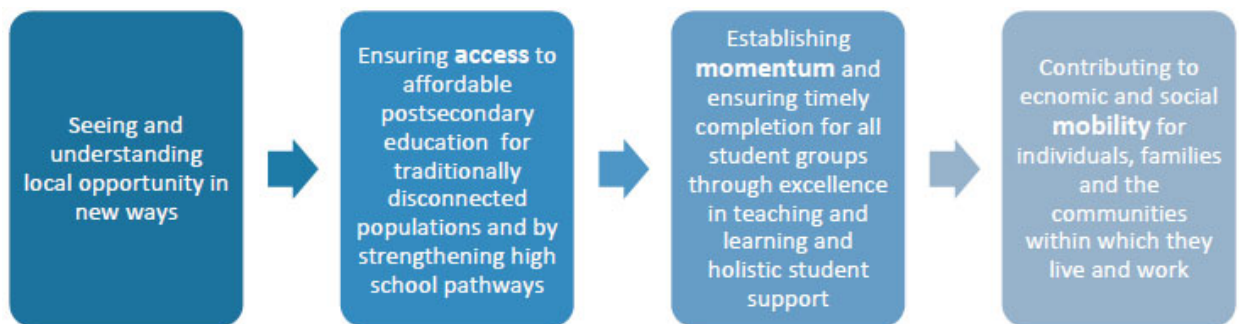
Cultivate a welcoming destination for students, employees, and our community.

GOAL 7: COMMUNITY EXPERIENCE

STATEMENT: Implement a unified strategy for brand ambassadorship by June 30, 2025, with a stretch goal by April 30, 2025.

OUTCOME: Target not achieved. Goal was paused temporarily due to the unfilled vacated position impacting the community ambassador program.

Centering Community Colleges as Hubs of Economic Mobility & Community Vibrancy



The brand ambassadorship came out of ATD Community Vibrancy cohort. While it is unfortunate this goal was paused due to the organizational structure changes and vacancy, the full year was not a loss as time was spent planning. Based on observations by the newly hired Chief Community and Government Relations Officer during her late FY2025 on-boarding period, specific strategies were determined so that this goal is poised for successful outcomes and has a renewed energy and purpose going into FY2026.

The Community Ambassador Program will formalize how ECC staff represent the college at community events or serve on external boards. The program will include a process for ambassador assignments and basic training. By April 2026, the program is set to be designed and launched. By December 2025, a baseline assessment and cross-mapping of current ECC staff serving in community organization boards, identify gaps, and alignment with ECC's service area and strategic priorities. A feedback mechanism for ambassadors to report insights to leadership will be established. By June 2026, the ambassadors' tools will be evaluated to inform program expansion.

Key Accomplishments Related to Goal 7: Community Experience

Placed 2nd in Statewide Food Drive Initiative

From October 14 to November 30, 2024, ECC participated in a statewide initiative: Feed the Need Food Drive sponsored by ICCB. Keeping with the competitive spirit between colleges, ECC departments and clubs/organizations came together in our own friendly competition among employee teams. Workforce Development claimed the title with an outstanding 301 donations per employee! While overall in the state, ECC donated the second most items totaling 14,667.

Provided Communication Access for Individuals at Events

The college acquired equipment and services needed to support individuals with language needs: listening receivers for simultaneous interpretation for non-English speakers; and Chromebooks with real-time captions and assistive listening devices/personal amplification devices for hearing-impaired individuals. Marketing and Communication built awareness of these new services, while the PIE, IT, Disability Services, and Institutional Success and Engagement departments assisted with rollout and distribution. Surveys of 32 attendees who used these devices at both fall and spring graduations revealed a 100% satisfaction.

Selected as One of Ten Bellwether Finalists

The Center for Civic Engagement was selected as one of ten Bellwether finalists in the Instructional Programs and Services category. All finalists were invited in February to San Antonio, Texas, to compete to win the Bellwether Award for their category. A team was assembled to produce a digital binder, participate in a table showcase, and give an oral presentation. The college is especially proud to have included a student civic leader.

Recognized with Two Elgin Image Awards

The Enhancing Elgin Committee of the Elgin Development Group recognizes outstanding individual, businesses, and organizations making a powerful difference in the City of Elgin. In October 2024, Clare Ollayos, DC, received the Volunteer Extraordinaire award for extensive and diverse volunteer efforts. The CCE received the Creating a Difference award for training students as civic leaders engaging on campus, in the community, and in our democracy.

Solidified Our Commitment to Serve Undocumented Students

ESSAC's Undocumented Student Success Strategy Team received funds to update website communications and internal professional development related to serving undocumented students. The team welcomed two guests: Dr. Alejandra Rincon conducted an audit report of ECC practices; and Mr. Daniel French spent a day of entertainment to celebrate the myriad of cultures represented by undocumented students. Following the release of anti-DEI and anti-immigrant federal executive orders in 2025, ECC reinforced its adherence to its established Equity Plans (completed in 2020 and 2024) and formalized actions for employees and students to take in the event that Immigration Customs Enforcement (ICE) agents come to campus.



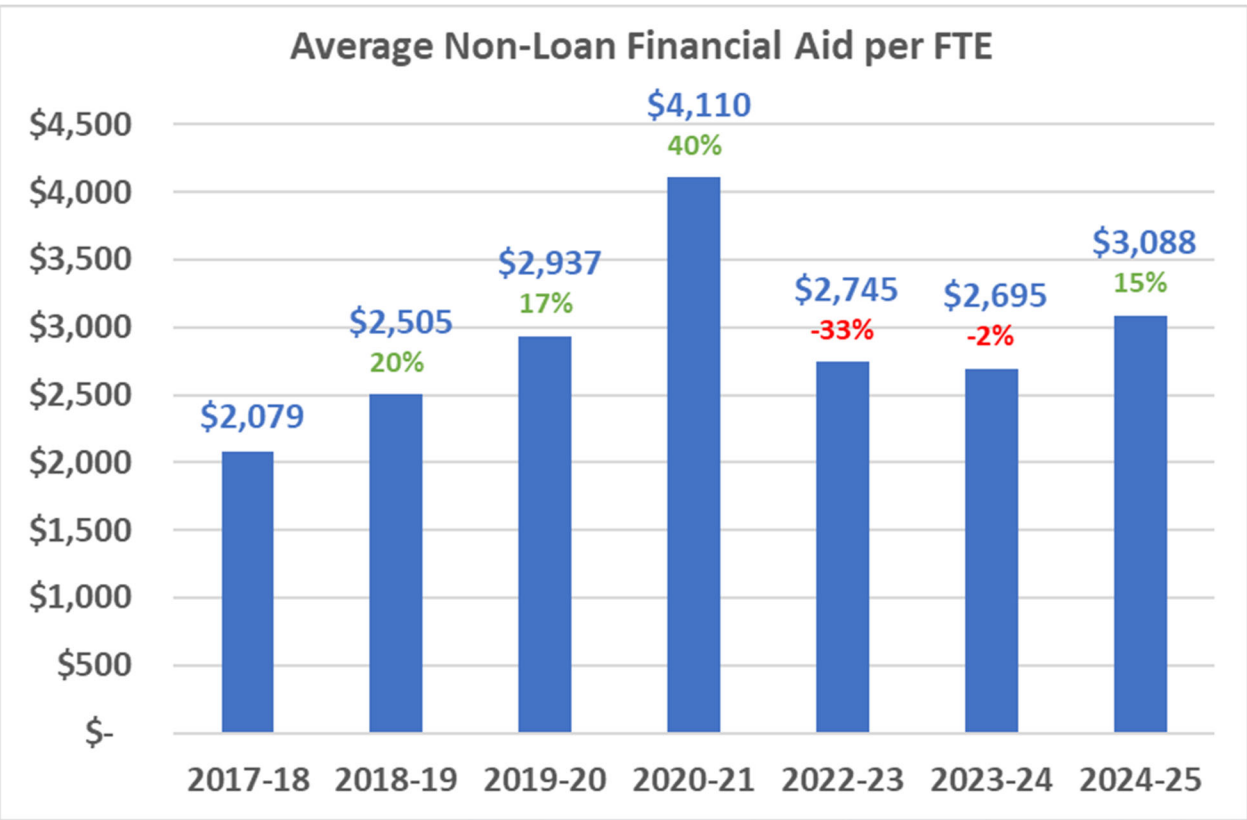
FORTIFY OUR FUTURE

Position the college to remain affordable while ensuring long-term financial stability and operational efficiency.

GOAL 8: STUDENT AFFORDABILITY

STATEMENT: Increase the average non-loan aid to student aid recipients (standardized to FTE) from \$2,965 to \$2,830 with a stretch goal of \$2,965 by June 30, 2025.

OUTCOME: Stretch exceeded. The total average non-loan aid award to students was \$3,088, exceeding the stretch of \$2,965.



(Source: ECC Internal Financial Aid Data, as of June 30, 2025)

FY2025 is the second year that the average non-loan aid to student aid recipients was a focus. During the pandemic, the Coronavirus Aid, Relief, and Economic Security (CARES) Act allotted funding known as the Higher Education Emergency Relief Fund (HEERF) to postsecondary education institutions that were dispersed in fiscal years 2019-20 through 2022-23, influencing those amounts. FY2023-24 did not include any HEERF funds and was an increase from the FY2018-19, the most recent previous year without those funds. The FY2025 amount of \$3,088 continued a positive increase of 15% from last year and exceeded the stretch goal by 4.15%.

Key Accomplishments Related to Goal 8: Student Affordability

Secured \$627,000 in Funds for Introductory Trade Programs

The *Taking Back the Trades* program started with two grants from the Illinois Community College Board, one for \$228,000 in May 2024 and another for \$299,000 in December 2024, to provide summer internships and industry-recognized credentials in healthcare, manufacturing, and other fields for 16-18 years old students. Through the *Make It in Illinois* initiative, ECC received \$90,000 from the Illinois Department of Commerce and Economic Opportunity and Illinois Innovation Network to increase awareness locally on the importance of manufacturing. Finally, the Center for Emergency Services (CES) secured a \$10,000 grant from State Farm Insurance to expand its new *Firefighting Career Exploration* program, which launched in summer 2024. The program is open to middle schoolers and high school freshmen.

Distributed \$367,215 in Scholarship Awards in 2024-2025 Academic Year

The ECC Foundation distributed \$367,215 total scholarship awards, averaging \$1,232.36 per student, reflecting a 9% increase from the prior year.

Inaugurated a Full Scholarship Program

The ECC Foundation's inaugural cohort of the Seigle Scholars Program began in the 2024-25 academic year. Established through a \$500,000 gift from the Seigle family, the program provides full-ride scholarships for eligible ECC students who enroll full-time, earn at least a 3.0 GPA, and intend to pursue majors in service-oriented fields. The scholarship covers tuition, fees, labs, and books for up to 60 credits toward an associate degree. Three (3) ECC students received this prestigious award, totaling \$12,400.

Started a Student Advisory Board for Financial Education and Wellness

In partnership with KCT Credit Union and Phi Theta Kappa (PTK) student organization, a student advisory board for financial education and wellness began. This student group meets monthly to discuss financial wellness topics, explore how to encourage students to learn more about financial matters, and put on events during the academic year promoting financial wellness. This group has supported the continuance of our "How to Win at Life" game that started within the Financial Smarts program. In April 2025 (the first time since the pandemic), the game was held in person, with 100–125 students participating over two days. It is exciting that the financial literacy effort has migrated from an administrative driven effort to a student driven effort.

Created Plan to Reduce Course Materials Costs to Students

A TLSD team collected course material cost data to set a baseline for future goals and to draft a plan to ensure course materials are reasonably affordable for students. The team set goals to reduce cost by 10% in spring 2028 and to increase the number of sections with no cost text to 35%. They drafted a plan of zero-cost textbook adoption program (ZAP) including a professional development plan for faculty to support making changes.



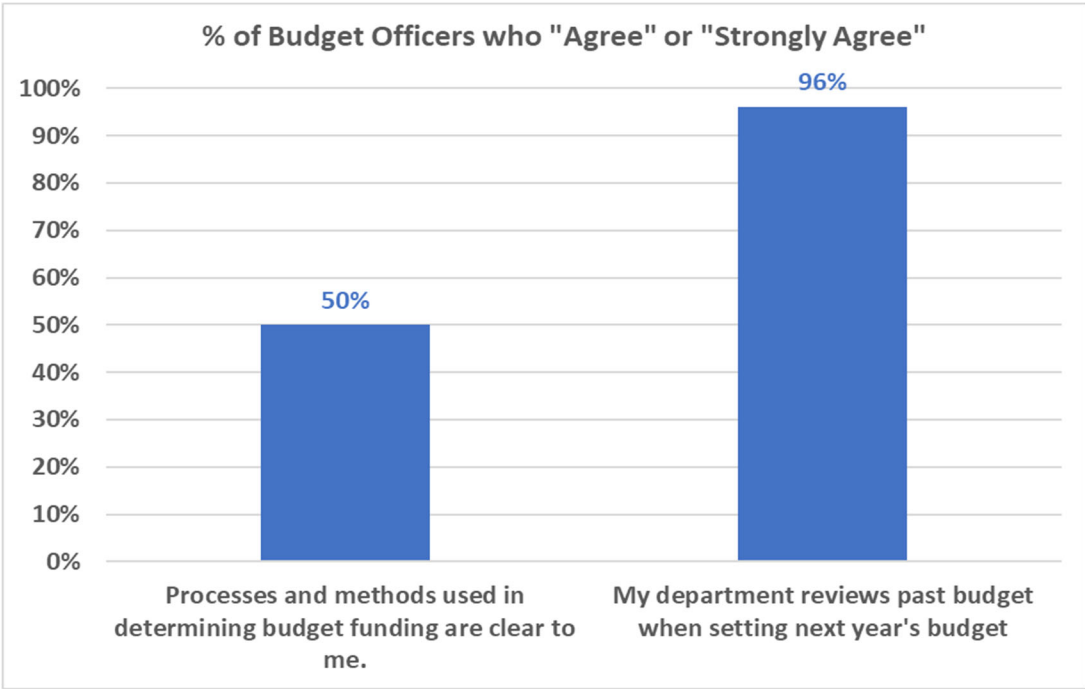
FORTIFY OUR FUTURE

Create a lifelong meaningful, and mutual relationship with the college.

GOAL 9: INSTITUTIONAL FINANCIAL HEALTH

STATEMENT: Implement one change to address a budget planning process gap with a stretch of two changes as identified in the budgeting process self-assessment by June 30, 2025.

OUTCOME: Target partially achieved. The self-assessment was conducted and gaps were identified. No changes to address the gaps were implemented before the deadline.



An internal Budget Survey conducted in spring 2025 revealed that budgeting at ECC is a highly participatory process within individual departments, but those same departments lack an understanding of priorities of other departments. For example, while 96% of survey respondents report studying their own departmental spending to set their budgets, only 50% of respondents report having a clear understanding of priorities, projects, or positions in other areas or college-wide. While not in time for FY2025, based on the feedback, changes have been recommended to be made during FY2026: to increase the understanding, coordinating, and transparency of other departments budgets among budget officers; and opening up the Budget Forum every December campus-wide at an All College Meeting to review the methods, decision-making processes, and larger budgeted items.

Key Accomplishments Related to Goal 9: Institutional Financial Health

Obtained Funding to Renovate Building F

The Capital Development Board (an Illinois state board) supplied funding to renovate Building F which will cover up to 75% of the infrastructure expenses (lights, HVAC and mechanical). Those repairs will be completed without relying on additional college funds. The college will fund the remaining 25%.

Raised Instructional Equipment Fee

The Board of Trustees approved an overall per credit hour tuition rate increase by \$3 for FY2026, raising tuition from \$135 to \$138 per credit hour. The increase includes a \$1 increase for the instructional equipment allocation (from \$2 to \$3) which equates to \$155,000 in additional funds to support the increase in costs and the amount of aging instructional equipment on campus.

Budgeted Effectively to Operate with Only 7% State Funds

The intention of the Illinois Community College Act was to fund community colleges with equal contributions from state funds, tuition, and property taxes (33% each). ECC has been able to budget effectively and adequately operate with only 7% state funds, relying mostly on property taxes (63%) and tuition and fees (26%). ECC is the second lowest tuition rate in the State of Illinois for tuition and fees (many colleges have a lower tuition, but add many required fees, which ECC does not do). This is achieved through good fiscal management and oversight.

Received Record Number of Bids

ECC's financial health is very strong as evidenced by Aaa credit rating from Moody's contributing to ECC's strong position when going out for a bond sale of \$55M in August 2024. A total of 46 individual bids were received from nine different banks (one bank bid 13 times), resulting in a lower interest rate because of this competition.

Audited the Return of Title IV Funds (R2T4 - Financial Aids)

Conducted an internal audit of the Return to Title IV funds to ensure accurate reporting and returning of funds to the government within the 45-day time period. This return calculation is based on percentage of semester attended and percentage of funds students received verses what they earned. Failure to meet this requirement can result in penalties and fines for the college and loss of access to funds for the students. Carrying a large receivable balance has a negative impact on the financial health of the institution as we absorb the cost of students' funds that are returned and credit their student account; it also keeps students from accessing the funds in the future as Title IV has life-time limits, contributing to their debt. Maintaining an accurate accounting and timely return of funds ensures students have access to funds and maintains the academic integrity of the institution. A total of \$519,308 was disbursed to 378 students who fully withdrew and a return was calculated.

Key Accomplishments Related to Goal 10: College Fundraising



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GOAL 10: OPERATIONAL EFFICIENCY

STATEMENT: Administer a quick point-of-service survey to determine baseline needed for FY2026 goal setting with a stretch goal of having improvement plans ready for implementation by June 30, 2025.

OUTCOME: Target partially achieved. JIRA was implemented and a point-of-service survey administered after each ticket completion. Data is collected but the reporting and distribution is not automated so it was not used to set FY2026 goals by the deadline.

ECC Requests Portal
 Employees: please log in using your @elgin.edu email address and password.
 Students: please log in using your @student.elgin.edu email address and password.
 Enter your email to log in or sign up
 Email address
 Next

Implementation milestones to integrate JIRA continued to be achieved throughout the fiscal year. In October 2024, JIRA rolled out to all employees as the ECC Requests Portal on myElgin and as ECC Student Requests to students for D2L support. Since go-live, many enhancement requests were made from the JIRA Agents (employees managing their department's requests), including a complete rebuild of the hardware form automations. These requests were based on their workflow experiences and feedback from users (people making the requests). The IT team remains highly responsive to accomplishing all the enhancements which were not anticipated in the initial timeline.

After each ticket completion, users are given a quick point-of-service survey, about the fulfillment of their request, using a five-star rating. A total of 482 ratings were given, 94% of the responses gave a 5-rating. While these data are being collected in aggregate there is not a way to report and distribute it to the departments for their own use. Therefore, it was not yet being used this year as a departmental feedback tool driving improvement plans.

Work began to create dashboards to provide information for data-driven decision-making at an overall level and future plans include expanding the dashboards to provide actionable data at the department level, including point-of-service ratings and comments.

Coaching and on-going support to JIRA Agents continues as some department teams required more time to acclimate to the new system and processes and others are thriving.

Key Accomplishments Related to Goal 10: Operational Efficiency

Wrote Essential Add-Ons to the Campus Emergency Operations Plan

A comprehensive Campus Recovery Plan (CRP) was created to accompany the Campus Emergency Operations Plan (CEOP). The CRP describes the approaches ECC will take to return to normal following a major disaster. In addition, the college created several annexes to the CEOP related to cybersecurity, communications, resource management, and other practices. The next steps are to create Continuity of Operations Plans for each department

Designed New Dashboards for PACE Climate Survey Workgroup Reporting

As part of the annual PACE Climate Survey, ECC is provided several reports at the overall level and disaggregated by various demographics. However, workgroup, department, and division reports are generated internally using the vendor supplied datafile. Running, proofing, and distributing the reports was quite time-consuming and caused the workgroup reports to roll out long after the overall results. The Planning and Institutional Research offices designed dashboards for leaders to access directly for their own reporting areas' results with the ability to data-mine which will be available the same time as the overall reports.

Centralized Travel Booking Through One Travel Agency

A new service rolled out to employees offering conference and academic air travel bookings through one centralized travel agency. The expenses are booked directly to a single P-card and then charged to the department. A total of 89 flights were booked.

Connected Students with Financial Resources Automatically Based on Screening Question

To connect more students with financial resources, ECC launched a campaign where all applicants who answer "yes" to a Perkins question automatically receive information about grants such as WIOA. This proactive approach ensures that students who may be unable to afford classes are made aware of financial supports available to them right from the start.

Initiated the Data Governance Advisory Group

The core responsibility of the Data Governance Advisory Group (DGAG) is to support, evaluate, document, and make decisions related to Elgin Community College's lifecycle data management needs. The main goals are to ensure data integrity; uphold compliance; evaluate needs; establish strategic priorities; set and promote standards; increase sharing; perform risk assessment activities; and maintain documentation. The Advisory Group is led by IT and IR and its members are a cross-section of several divisions. The planning and development stages occurred during the first half of FY2025 and the preliminary implementation stage was during the second half. The infrastructure was fine-tuned so that a full implementation of the Advisory Group is ready for FY2026.