Elgin Community College

Performance Report

Fiscal Year 2026

(Academic Year 2025-2026)

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

September 2026

Our Mission
To Improve People's Lives Through Learning

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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 Data Literacy Persona Assessment Median five-year earnings
 Fortify Our Future	Student Affordability Institutional Financial Health Operational Efficiency	Unmet Financial Need Standardized Student Fee Parameters Data Literacy Persona Assessment

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 FY2026 Goal was to increase annual unduplicated enrollment from 16,895 students (baseline) to 17,067 (target) with a stretch goal of 17,121 students (stretch goal) by April 6, 2026 (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 9 unique college goals in FY2026; one goal was repeated and represents two different areas of focus for a total of 10 goals (Goal 6 and 10 are duplicates). 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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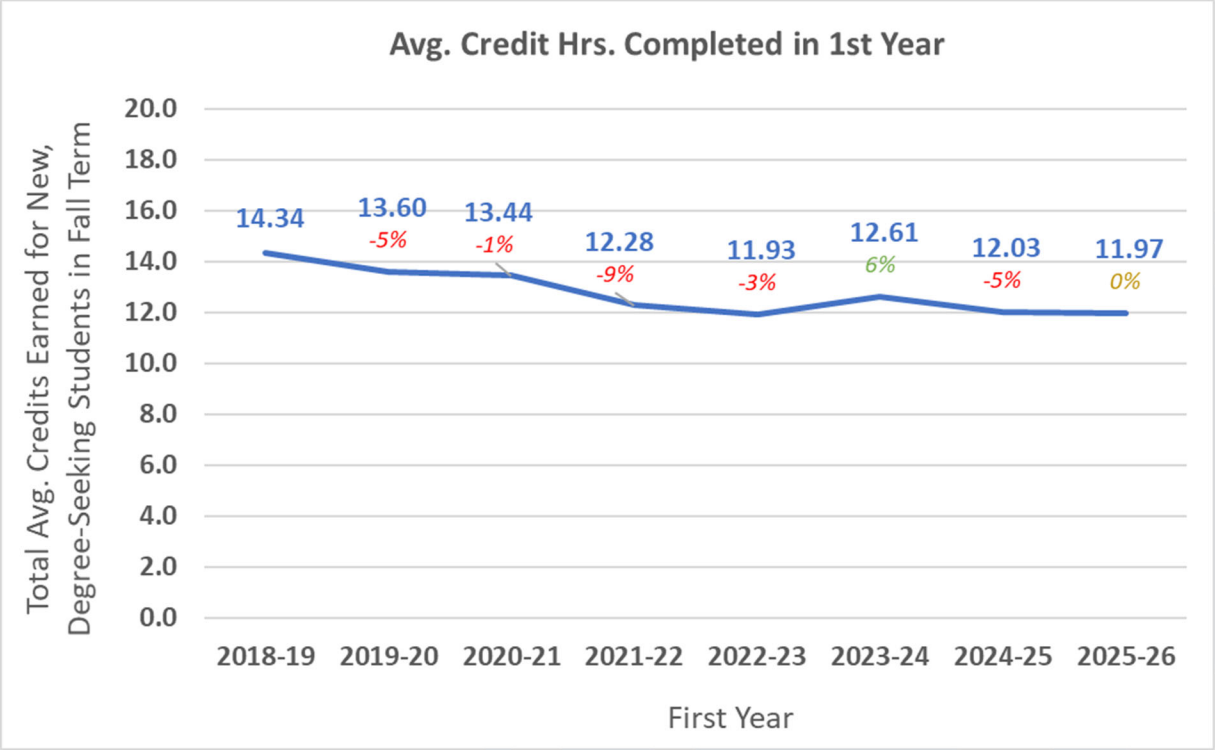
TEACHING AND LEARNING EXCELLENCE

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

GOAL 1: COMPLETION

STATEMENT: Increase the average number of credits earned per student during the first year from 12.03 to 12.36 with a stretch goal of 12.47 by June 30, 2026.

OUTCOME: Target not achieved. The final completion rate of 11.97 fell below the FY2026 baseline of 12.03. The average number of credits earned has decreased two years consecutively.



(Source: ECC Internal Data Warehouse, as of June 30, 2026)

The average credit hours completed in the first year is an early momentum metric and predictor of completion success within five years. It appears relatively flat when looking at the most recent cohorts (0% change from previous to current). However, looking at the data over time, there is a downward trend from the peak (2018-19) of 14.34 to the most recent year of 11.97 (2025-26), representing an average of 2.37 credits or a 16% decrease overtime. Looking for further understanding, the number of part-time students increased while their credit accumulation decreased by about .05 credits over the same period of time. The number of full-time students stayed about the same and they increased their credit accumulation by over 1 credit. Increasing part-time student credit accumulation in the first year is an opportunity for further work.

Key Accomplishments Related to Goal 1: Completion

Equipped Newly Constructed MTC and Added Two Certificate Programs
Completed construction of the Manufacturing Technology Center (MTC) in time for the fall 2026 opening. Through partnerships with regional employers, ECC invested more than $12 million in state-of-the-art instructional equipment supporting Advanced Manufacturing, Automation, Robotics and Maintenance Tech (ARM), Green Energy Technology (including high voltage batteries as part of EV Technology), HVAC (including geothermal systems), and Welding (including CNC laser cutting). The expansion also introduced two new certificate programs: Pipe Welding and Quality Control Technician, providing students with hands-on training for high-demand careers in modern manufacturing and technology fields.

Advanced Health Professions Programs
Due to successful submittal of self-studies and a 2-day site visit, this past year the following programs received accreditation: Medical Assisting and Ophthalmic Technician. The following programs received reaccreditation: Histotechnology and Clinical Laboratory Technology. After a short period of probation, Medical Imaging (Radiography) was reaccredited for 8 years. Nursing had an Accreditation Commission for Education and Nursing (ACEN) site visit and will learn in October the surveyor results. Enrollment in these programs increased 20%. Respiratory Care graduated its first cohort. Sterile Processing expanded offering for non-Surgical Tech students from only one semester to all three semesters. Phlebotomy added an eight-week option in addition to original 16-week option allowing completion in a single semester.

Renewed College's Institutional Accreditation with Higher Learning Commission (HLC)
ECC submitted the Reassurance Argument to the HLC and welcomed a team of peer reviewers to renew the college's institutional accreditation. The college received no findings, meaning that ECC remains fully accredited with no interim monitoring until academic year 2035-36. In lieu of ECC's mid-cycle review scheduled for 2029-30, ECC is invited to participate in a new HLC program allowing long-accredited colleges to file a second Quality Improvement Project (QIP).

Developed *Chart Your Course* Resources
Advising and Transfer Services developed clear curriculum pathways for transfer majors. The, *Chart Your Course* resources included: brochures to align course selection with major and college choice process, in both English and Spanish, printed and online, for Biology, Business, Chemistry, Computers Science, Elementary Education, Engineering, and Psychology. The resources were available for use by advisors for Fall 2026 registration.

Graduated On-campus Dual Credit Student
Accelerate College, on-campus dual credit program, continued to grow, reaching 579 students, with a 92% success rate (grade of A, B, or C). Of the full-time dual credit students, 89 graduated ECC with associate degrees in Spring 2026 while earning their high school degrees concurrently.

TEACHING AND LEARNING EXCELLENCE

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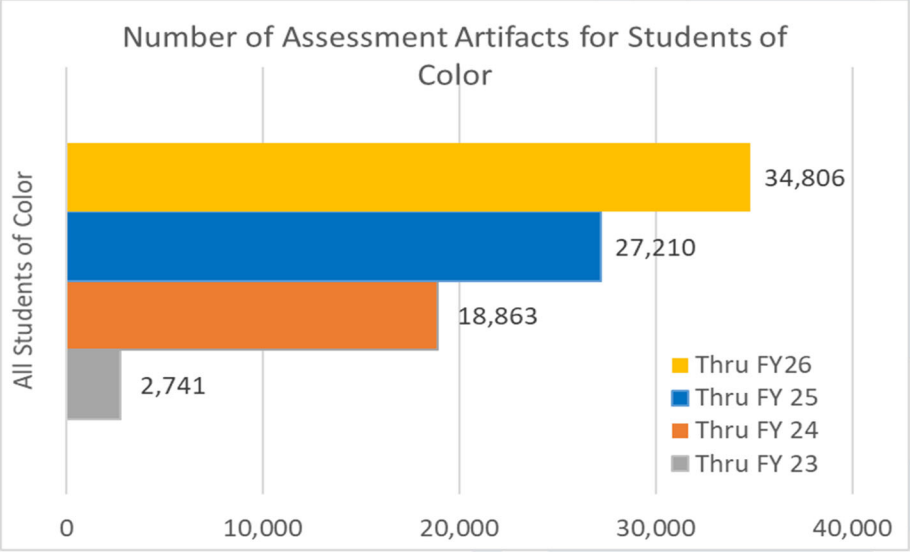
GOAL 2: MASTERY OF LEARNING OUTCOMES

STATEMENT: Attain 80% average achievement among students of color in all general educational learning outcomes with a stretch goal of 90% by June 1, 2026.

OUTCOME: Target partially achieved. Critical Thinking and Quantitative Literacy did not meet target of 80%, falling short with 72% and 62% respectively. Communications, Information Literacy, and Scientific Literacy exceeded the target; Cultural Literacy exceeded the stretch.

The goal focused on the achievement of students of color in general educational learning outcomes. Quantitative Literacy continues to be the lowest percentage of all the outcomes.

	% Meets or Exceeds			
Gen Ed Outcome	***FY 23***	***FY 24***	***FY 25***	***FY 26***
Communication	97%	91%	92%	87%
Critical Thinking	73%	82%	87%	72%
Global Multi-Cultural Literacy	100%	94%	93%	93%
Information Literacy	94%	84%	89%	84%
Quantitative Literacy	56%	57%	74%	62%
Scientfic Literacy	76%	71%	90%	85%



(Source: ECC Internal Assessment Data, as of June 1, 2026)

While the actual percentages may not have continued to increase across outcomes, the most important point is consistency over time. Each year we have more faculty participating and collect more artifacts to assess.

The college's assessment culture continued to evolve. The number of students of color artifacts grew to 34,806, a 28% increase in the last year. (There were 71,239 total artifacts collected across all students.)

Key Accomplishments Related to Goal 2: Mastery of Learning Outcomes

Strengthened Student Learning Outcome Achievement in LVPA

Each Liberal, Visual, and Performing Arts (LVPA) department was to complete two to four learning improvement projects (course assessment). Of the seven departments, 71% (five) completed the projects for a total 17 completed projects; the remaining (two) departments had seven projects still in progress by the deadline. All departments had faculty engaged in projects; full engagement of all departments is a marked improvement over prior years, as the course assessment process is slowly demystified. Departments also updated at least two course outlines with focus on strengthening outcome measurability, ensuring representation of student voices and cultures, alignment with IAI criteria, and ensuring currency and accuracy of curriculum information. A total of 27 outlines were revised, eight were withdrawn, and ten were new.

Inspired Students of Color Exploring Education as a Career Pathway

The Grow Your Own Teachers Illinois awarded a $50,000 grant to create an inspirational and informational experience for what became a 15-student cohort of 11 male and 4 female students of color. Six faculty and administrators developed the cohort objectives; chaperoned the trips, treating them like mobile classrooms; and led student discussions. First was a tour of Civil Rights landmarks, museums, memorial, and sites in Alabama, Mississippi, and Tennessee. Second, a tour of Chicago sites showed the migration of culture and communities of civil action. The experience provided hands-on, real world exposure to education through field experiences and historical engagement; removed financial barriers so all students could fully participate; strengthened pathways to teaching and education-adjacent careers; encouraged reflexivity and critical thinking about education, identity, equity, and social systems that impact education; created a supportive cohort community grounded in growth, reflection, and shared experience; and encouraged continued enrollment and transfer into education programs. Students wrote and delivered presentations and autoethnography projects to reflected on the cohort outcomes.

Enhanced Curricular Supports and Learning Outcomes in ESL

Based on instructor feedback and internal course review, Adult Basic Education Center (ABEC) developed curricular supports for its four beginning ESL levels, giving faculty easier access to outcomes-aligned instructional materials. The resources included slides, activities, and instructional materials across five skill areas: listening, speaking, reading, writing, and digital literacy. Materials also incorporated active applications of learning, including a community resource brochure. ABEC updated three online ESL courses to align with revisions to in-person courses and course outlines, strengthening consistency across instructional formats. Despite significant enrollment and retention challenges due to changes in immigration policy and enforcement, ABEC maintained measurable skill gains comparable to the prior year and exceeded the state target, with 44.2% of students demonstrating a measurable skill gain compared with the 41% state target.

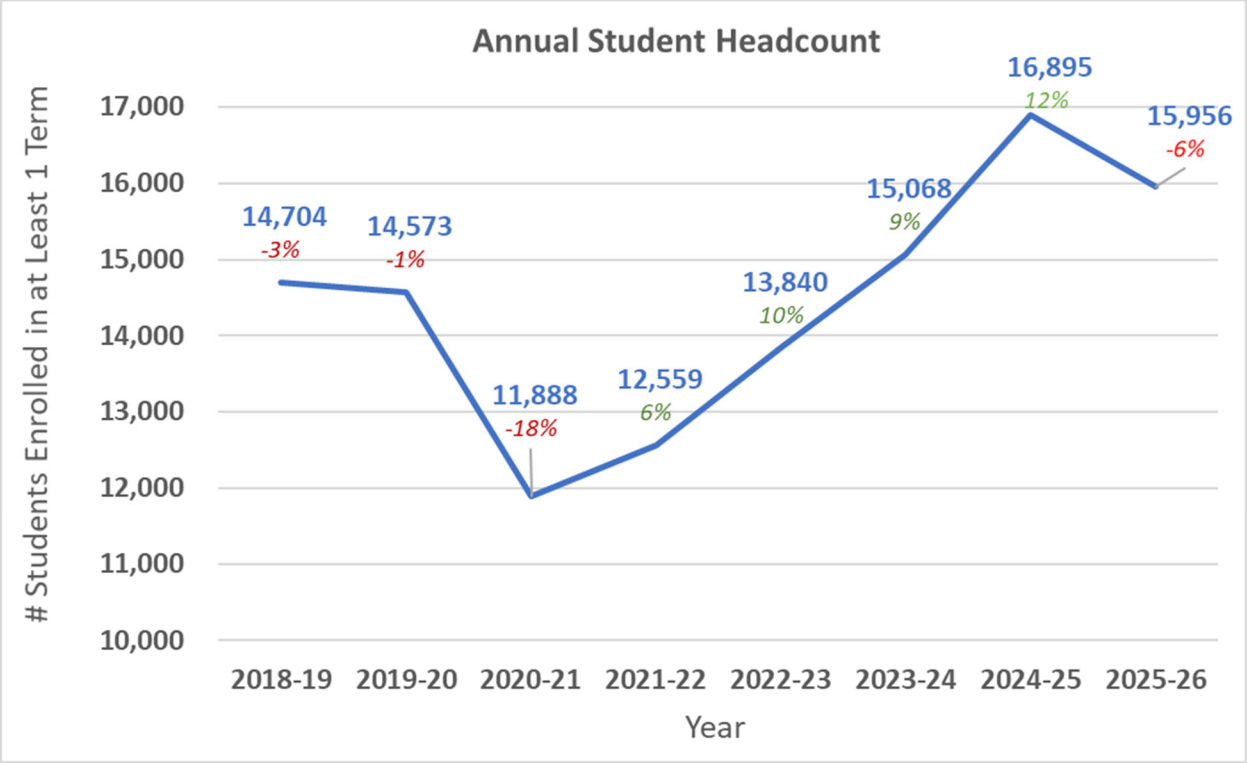
LIFELONG CONNECTIONS

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

GOAL 3: ENROLLMENT

STATEMENT: Increase annual unduplicated enrollment from 16,895 students to 17,067 students with a stretch goal of 17,121 students by April 6, 2026.

OUTCOME: Target not achieved. Total enrollment reached 15,956, falling below the baseline of 16,895 by 939 unduplicated students.



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

Enrollment headcounts have maintained their rebound, remaining above the 2020-21 low during the COVID-19 pandemic lockdown. However, the FY2026 headcount goal missed the target by 1,111 students, with overall enrollment ultimately declining by 6%. Looking at the disaggregated data by race/ethnicity, the Latinx population experienced a statistically significant decline in enrollment of 8% (774 students) from the year prior. ESL student enrollment was down 20% (654 students) from the previous year to FY2025. Enrollment was consistent for fall semester, but declined in the spring. The reason for the decrease is unknown but it is suspected that the heavy presence of United States Immigration and Customs Enforcement (ICE) in the area contributed.

Key Accomplishments Related to Goal 3: Enrollment

Partnered with Consultants to Understand Enrollment Funnel
Partnered with Best Practice Solutions to understand ECC's enrollment funnel (from inquiry through enrollment) and various enrollment trajectories that students can take from the point of inquiry to the point of enrollment. This work supports ECC's Strategic Enrollment Management (SEM) Plan, adopted in 2025, and resulted in the identification of 5 overarching themes, 25 strategies, and 155 tactics for the SEM Committee to explore. This work carries on in FY2027.

Set Record for Largest Number of College Night Attendees
ECC welcomed 770 attendees (the largest in college history) to our annual College Night on October 15, 2025. The free event is open to all current college students, high school students and prospective students providing opportunities for direct connections with representatives from 150 in-state and out of state colleges and universities.

Enhanced Efforts to Connect at Every Stage of Educational Journey
The Recruitment and Outreach Department increased student recruitment engagement connecting students and families with ECC at every stage of the educational journey. A total of: 28,182 students were engaged through outreach, events, campus visits, tours, and admissions presentations; and 19,053 phone calls were answered, providing prospective students and families with timely, accurate, and welcoming support. Expanded early outreach to introduce students to college beginning in kindergarten and continuing through middle school, high school, and adulthood. Expanded Spanish-language tours and sessions, increasing opportunities for Spanish-speaking students and families to connect with ECC.

Broadened Opportunities to Build Early Connections to College
ECC provided experiences to help prospective students see themselves as college students, to explore their future possibilities, and to see ECC as a place where they can belong and succeed. By engaging students and families early, ECC is building awareness, confidence, and pathways to enrollment. The experiences reached: 1,614 middle and high school students who visited campus through Middle School Fridays and High School Visits, providing early exposure to college programs, careers, resources, and student life; 812 students and family members participated in Welcome Wednesday Tours and Admissions 101, learning about ECC, the enrollment process, and next steps; Six (6) Spanish-language sessions were added, including three (3) Welcome Wednesday Tours and three (3) Admissions 101 sessions, expanding access for Spanish-speaking students and families.

Retained Students with Disabilities at a Higher Rate with Individualized Support
Students with disabilities consistently experience a higher rate of continuing their courses from fall to spring than students without disabilities (78% to 71%). The likely reason is the intentional individualized support and engagement students received through the services and staff.

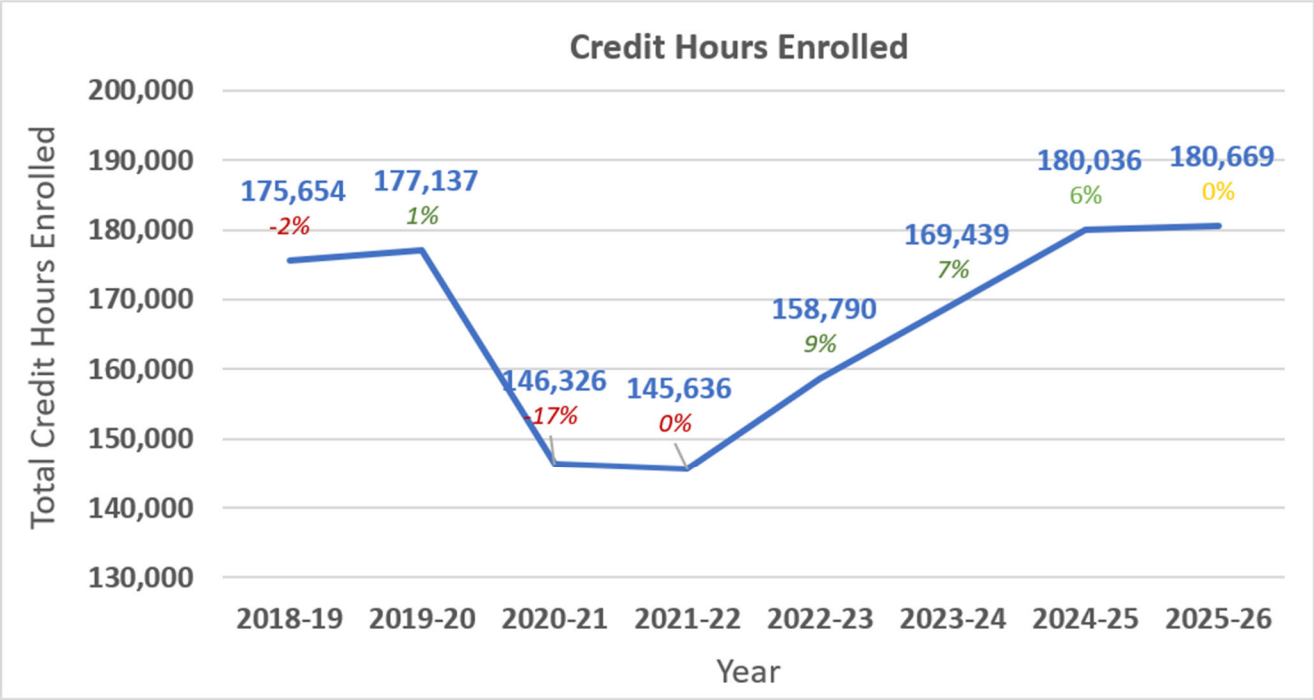
LIFELONG CONNECTIONS

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GOAL 4: CREDIT ACCUMULATION

STATEMENT: Increase the total annual credit hour count from 180,036 to 180,565 with a stretch goal of 180,731 by June 30, 2026.

OUTCOME: Target Achieved. Total annual credit hour count of 180,669 exceeded the target of 180,565 by 104 credit hours, missing the stretch by 62.



(Source: ECC Internal Data Warehouse, as of June 1, 2026)

In FY2026, for the fourth consecutive year, the total credit hours enrolled increased and the goal target was achieved. The increase in credit hours was 633, exceeding the target by 104 credit hours. While the target was achieved and exceeded, and is considered to be a statistically significant difference, indicating real improvement, the increase only represents 0.35% that with rounding is reflected as a 0% increase due to the large number of credit hours. Maintaining the average credit hours enrolled while enrollment decreased (as illustrated in Goal 3) is a positive result and an indication the number of credits did indeed increase per student (both new and continuing).

Key Accomplishments Related to Goal 4: Credit Accumulation

Institutionalized *Just One More* Campaign

Just One More became an institutionalized student success initiative wherein advisors use an asset-based advising model that considers each student's academic preparation, personal responsibilities, and educational goals while sharing ECC's own institutional research to support informed enrollment decisions. Throughout FY2026 the initiative evolved beyond individual advising appointments into broader student engagement efforts. Student-facing messaging and the Advising Sense of Belonging Series, connecting enrollment conversations to students' broader academic identity, reinforced the connection between academic planning, students' sense of belonging, and educational persistence. Collectively, these efforts strengthened the role of academic advising as a key strategy for supporting student success beyond course registration. Institutional outcomes continue to demonstrate encouraging progress. Students who met with an academic advisor consistently attempted more than twice the number of annual credit hours compared with students who did not engage in advising. Similar positive trends were observed among both Hispanic/Latinx and Black students, reinforcing the initiative's value as an equity-minded strategy for strengthening credit accumulation and persistence.

Funded One Free Course to Students

Workforce Development began incorporating tuition assistance into many of their grants to help ensure that students who may not qualify for financial aid still have access to coursework. Over 1,070 students received at least one free course through these grant-funded opportunities. demonstrating how these efforts help remove financial barriers and support students in accumulating credits toward their educational goals.

Tailored Fire Science and Criminal Justice Pathways to High School Schedules

The dual credit office worked collaboratively with the SBCT division to set up pathways on campus that specifically conform to high school districts' schedules. Students across the district had real interest in these pathways but didn't have a way within the confines of the high school schedule to begin pursuing them. As a result, the cohorts were full in both fall and spring.

Expanded Opportunities for Credit Accumulation and Skill Development

ABEC expanded opportunities for students to build language and math skills through supplemental instruction and more intensive course options. Supplemental speaking, listening, and writing courses were added to strengthen specific language skills in addition to their primary five-credit ESL courses. Demand has grown substantially, from three to seven speaking/writing sections in one year. An intensive math bootcamp between its early- and late-start course sessions was introduced. It was adapted a hybrid format. The revised structure enables students to complete eight credit hours of math in a semester, compared with five credit hours in previous years and resulted in an increase in measurable skill gains in math each semester since implementing the intensive model, demonstrating the potential of targeted, accelerated, and flexible instruction to support both skill development and credit accumulation.

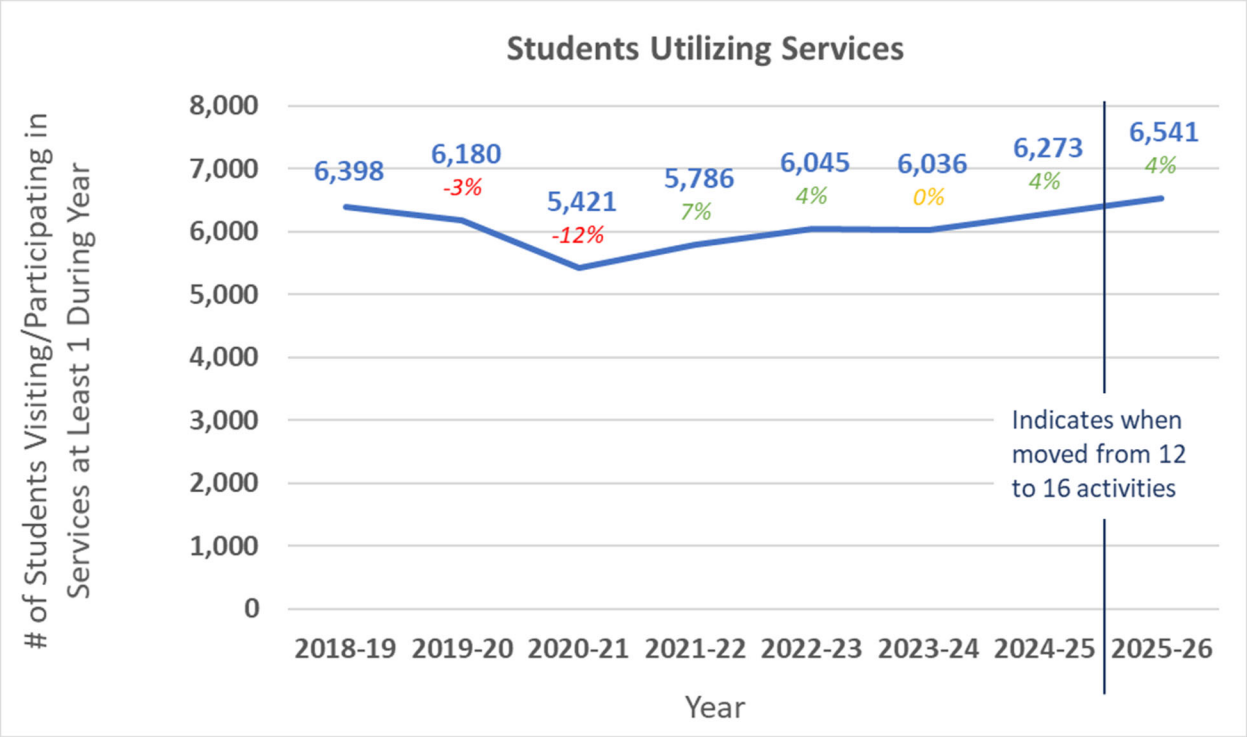
ECC EXPERIENCE

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

GOAL 5: STUDENT EXPERIENCE

STATEMENT: Increase the number of unique students who participate in at least one of 16 targeted engagement activities from 5,442 to 5,586 with a stretch goal of 5,632 by May 15, 2026.

OUTCOME: Stretch achieved. The final number of 6,541 unique students participated in at least one of 16 activities exceeded the stretch goal by 1,093. (Note: The baseline was set when only 12 activities were tracked; four activities were added and counted in FY2026 as planned.)



(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 FY2026, our ability to collect data on student participation continued to improve and now includes 16 total activities. Tutoring center visits, Trio, apprenticeships, and ICAPS participation, have been added to the 12 previous activities: advising, career services, club leader, disability services, honors program, internships, math lab, sports, success coaches, veterans services, Wellness Center, and Write Place.

Key Accomplishments Related to Goal 5: Student Experience

Sponsored ECC's First DREAM Scholar

ECC nominated student Bodhan Andrasko to be a DREAM Scholar and to represent the college at Achieving the Dream's annual convening in Portland, Oregon. He was one of eight scholars selected nationally through a highly competitive application process. As a scholar, Andrashko participated in an immersive leadership and learning experience at DREAM 2026. He engaged with community college leaders from across the country and beyond, participated in leadership development, attended conference sessions, sat on discussion panels, presented his "I AM" poem sharing his personal journey and offering insight into how ECC supported his learning, completion, and opportunity. A reception was held on ECC's campus to acknowledge his honor and to share with our local community and his family.

Modernized and Expanded Student Accessibility

The Student Access and Disability Services Office was expanded and modernized in its new Building F location. This move opened additional testing space, from 110 to 1400 square feet, and provided 288.75 hours of test proctoring, reading, and scribing services to eligible students. The office served an active client list of over 800 ECC students annually. The team held 1,409 appointments, 294 drop-ins, representing a 23% increase and responded to 7,607 phone calls and emails, an 18% increase.

Earned Multiple National Junior College Athletic Association Academic Awards

Three ECC athletic teams (baseball, softball, and volleyball) earned the National Junior College Athletic Associates (NIJCAA) Academic Team Award for their student athletes' performance in the classroom. A minimum cumulative team grade point average (GPA) of 3.00 is required to qualify. Softball's roster of 11 combined for an athletic department-high 3.49 GPA, volleyball's 13 players posted a 3.31 GPA and baseball's 35-man roster came together for a program record of a 3.20. Additionally, 28 student-athletes were named individually to the 2025-2026 NIJCAA All-Academic Teams, marking the largest number of honorees in ECC program history. Eligibility requires an overall GPA of 3.60, or higher, with 24 or more credit hours. Four students were named to the First Team with a 4.0 GPA, eight students were named to the Second Team with a 3.80-3.99 GPA and 16 students were named to the Third Team logging a 3.60-3.79 GPA.

Provided Connection, Belonging, and Academic Support through Mentoring Programs

The TRIUMPH (Transforming and Impacting Undergraduate Men Pursuing Higher Education) and SURGE (Sisterhood of Undergraduate Representing Great Excellence) mentoring program scholars achieved higher cumulative GPAs than the overall Black student population, and 92% of participating students enrolled in Fall 2025 returned in Spring 2026, compared with 74% of the overall ECC student population. These early results suggest that intentional mentoring and belonging-focused programming can positively contribute to student persistence and academic success while informing the college's broader Black Student Success strategy.

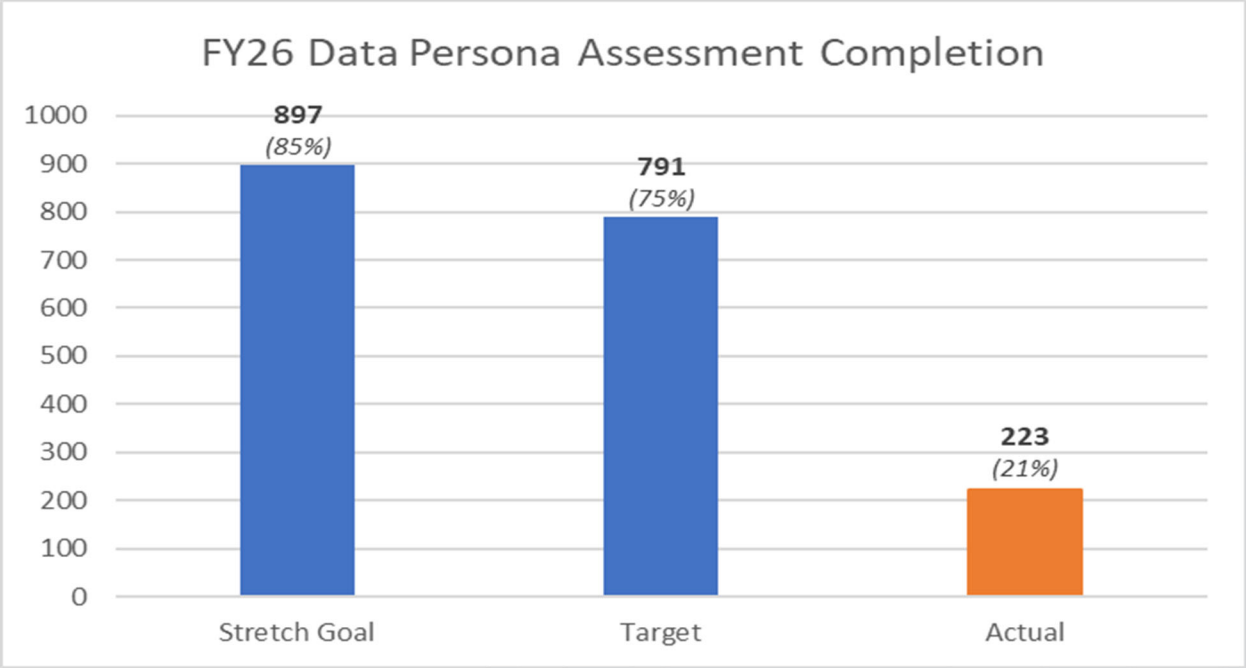
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GOAL 6: EMPLOYEE EXPERIENCE (Same as Goal 10)

STATEMENT: To achieve completed data literacy persona assessments from 791 employees (75%) with a stretch goal of 897 (85%) by March 30, 2026, to use as baseline data in FY2027 goal.

OUTCOME: Target not achieved. A total of 223 data literacy persona assessments were completed, representing 21% of employees, falling short of the target by 568 employees or 54%.



(Source: Internal Qualtrics Survey)

The newly created persona assessment (based on Amelia Parnell's *You Are a Data Person*, 2021) has been established as a useful survey tool to begin understanding the more ambitious endeavor to gauge the college's overall state of institutional data literacy. (See Goal 10 for more persona assessment information.) The Institutional Research Department held three Data Summits to spark shared understanding, energize collaboration, deepen dialogue around our key institutional priorities and provide context for the institutional goals that are selected. The topics covered were: Equity in Student Success; Gateway Course Completion; and Enrollment and Pathways. Each session had approximately 60-90 people attend (mostly administrators and staff), many attendees came to multiple sessions.

Key Accomplishments Related to Goal 6: Employee Experience

Deepened Global Awareness and Intercultural Understanding
Seven employees traveled to Belize as part of the Beyond Borders: Global Engagement Professional Development Program, returning with a deeper understanding of another culture and new perspectives. The group visited educational institutions, met with community health workers and midwives to hear about their experiences, and immersed themselves in the culture.

Calibrated Developmental and College-level English Scoring and Placement
Inconsistent scoring and student placements in developmental and gateway English classes were identified. In response, an inter-departmental effort between Communications and Behavioral Sciences and Testing Services led to placement training/norming sessions to provide review/training on placement procedures, course-level expectations for LTC/098/101, and unique circumstances that could come up in the placement process (ESL issues, disability referrals, etc.). Faculty practiced norming sample essays illustrating each level for discussion. This was the first time in several years that a norming/training session had taken place for faculty already qualified to score placements. Annual training will continue so all placement readers level set together with the new integrated reading and writing placement exam.

Named the Inaugural Recipient of the WBLA Catalyst Award
ECC was selected, through a competitive nomination process, as the winner of The Work-Based Learning and Apprenticeship (WBLA) Catalyst Award which is a statewide recognition from the Illinois Workforce Innovation Board (IWIB). The award recognizes ECC's outstanding contributions and leadership in advancing work-based learning opportunities, including pre-apprenticeships, apprenticeships, internships, and PWE work-based experiences. As a result, ECC was highlighted through ICCB, DCEO, and Apprenticeship Illinois, and participated in a podcast explaining the initiatives that were developed and implemented.

Improved Faculty and Staff Infrastructure to Meet Accessibility Standards
Through coordinated efforts between Instructional Improvement/Distance Learning and Student Access & Disability Services, instructional technology and accessibility specialists created the infrastructure (training, software support, and designated personnel to support faculty) to improve accessibility by making 10 courses compatible with screen reading and other assistive software; completing 76 captioning requests for students who are deaf or hard of hearing; and remediating 68 instructional videos to include audio descriptions for students who are blind or have low vision. Institutional capacity expanded through the full implementation of YuJa Panorama, providing students with alternate formats for course materials while equipping faculty with tools to identify and improve accessibility within the college's learning management system. Faculty and staff participated in 75 accessibility training sessions across seven instructional topics, strengthening institutional readiness to meet evolving accessibility standards while creating more inclusive learning environments for all students.

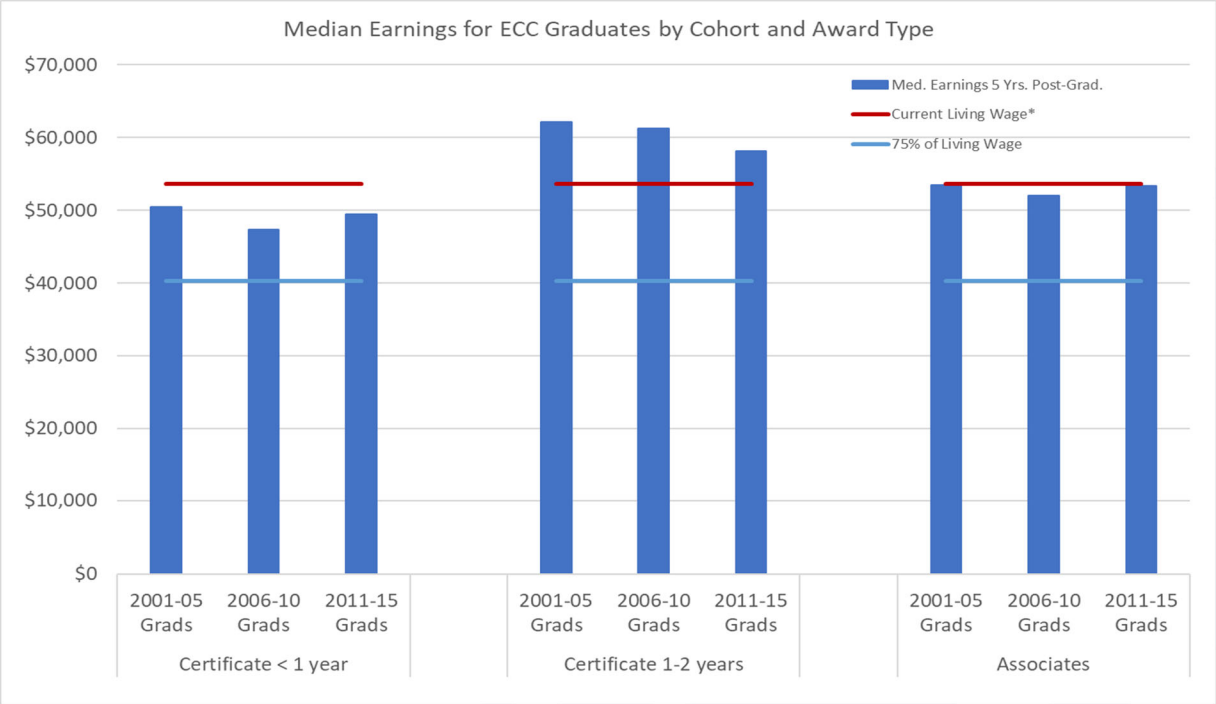
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GOAL 7: COMMUNITY EXPERIENCE

STATEMENT: Ensure that the median 5-year earnings of the most recently available cohort of all ECC graduates is $40,498 (75% of the living wage) with a stretch goal of $53,997 (100%) by June 30, 2026.

OUTCOME: Target achieved. The 5-year earnings for the most recently available cohort (2011-2015) of $53,421 exceeded the target by $12,923 (99%), missing the stretch by $576 (1%).



(Source: PSEO Website)

All cohorts exceeded the target (75% of living wage) at five years. Looking at the disaggregated data, graduates with a less than one-year certificate earn less than the living wage; those with a 1-2-year certificate earn above the living wage; and graduates with an associate's degree are just under the living wage. We suspect that the slightly lower earnings by associate's degree completers is the result of transfer following graduation and that those completers will, in time, earn above the living wage when they graduate from their baccalaureate institutions. With increased scrutiny of higher education, wage information is becoming an increasingly vital metric for Aspen, Achieving the Dream, and other oversight agencies, and is also increasingly important for the college's own internal reviews of its academic programs.

Key Accomplishments Related to Goal 7: Community Experience

Won 1st Place in Statewide Food Drive Initiative

ECC participated in ICCB's statewide initiative Feed the Need Food Drive taking first place. The ECC community donated over 34,000 non-perishable items, more than twice than the previous year, for the Spartan Food Pantry. The Police Department won our internal department challenge for bragging rights and the traveling trophy.

Bolstered Campus Response and Support Following Immigration Enforcement Incident

The college took steps to support the campus community, strengthen employee preparedness, and reinforce protocols for responding to immigration related matters. Through several All College and student discussions, the college provided guidance regarding interactions with immigration authorities, addressed concerns, and supported members of the campus community. Some sessions were moderated by experts from Centro de Información, a local community organization that supports immigrants in the Elgin area. The college also reviewed and strengthened its practices related to immigration enforcement, including signage intended to ensure the campus community understands applicable protocols and access requirements. A May 2026 review by local media outlets of 24 Illinois institutions of higher education reported that ECC was the only community college identified as fully compliant with the Illinois Bivens Act (HB 1312), which establishes requirements for how immigration-related matters are to be handled on Illinois college campuses

Engaged in Community and Legislative Affairs

ECC staff, faculty, and trustees recorded touchpoints across at least 50 distinct communities extended into regional, state, and national arenas. In total, at least 19 named partner organizations were engaged; 95 legislative activities were logged, 35 of which directly involved elected officials; 12 pieces of formal written advocacy; and participation in 2 capitol-level lobby efforts. Of these, the board was directly involved in 53 community engagement activities and 21 legislative activities. The board activity was sustained every month of the year, peaking in the fall enrollment season (Sep–Oct) and rebuilding through the spring semester. Three themes emerged: workforce development as a link across both community and legislative work; a deliberate equity focus on Latinx, immigrant, adult-learner, and healthcare-workforce communities; and a maturing, structured advocacy operation (Internal Legislative Advisory Committee, weekly ICCCP calls, year-round legislator outreach).

Recognized for Leadership and Service by Elgin YWCA

The Elgin YWCA honored two ECC leaders at their annual Leader Luncheon in May 2026. Pietrina Probst was awarded The Harriet Gifford & Hattie Griffin Education Award for her exceptional commitment to student success, academic and career goals, and leadership in the education community. Dr. Kristina Garcia was awarded the Betty Brown Racial Justice Award for her exceptional commitment to promoting racial justice, equity, and empowering women.

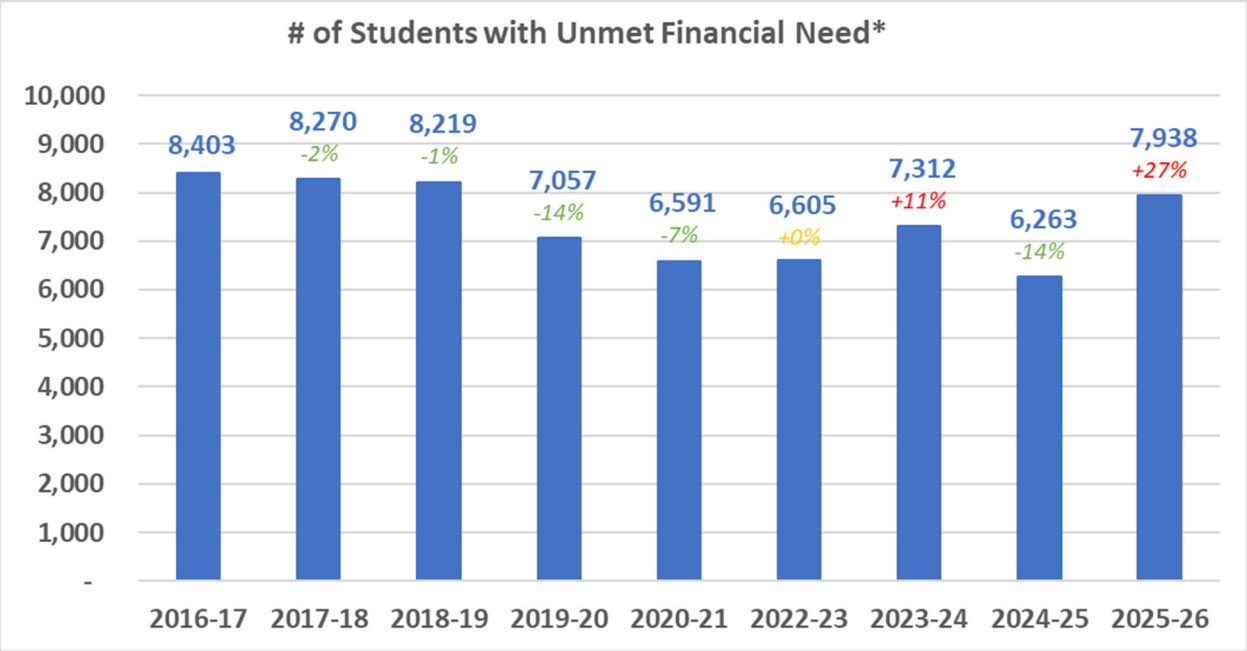
FORTIFY OUR FUTURE

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

GOAL 8: STUDENT AFFORDABILITY

STATEMENT: Decrease the number of students with unmet need from 6,263 to 6,169 with a stretch goal of 6,139 by June 30, 2026.

OUTCOME: Target not achieved. The final number of students with unmet need increased to 7,938, representing 1,675 additional students than the baseline.



**Students receiving aid from any source that does not cover total expected college costs.*
(Source: ECC Internal Financial Aid Data, as of June 30, 2026)

FY2026 was the first year unmet financial need was the focus, a slightly different view compared to the previous two years. For this metric, an increase is undesirable, and while the number of students with unmet need is lower than prior to the pandemic, the ideal direction is a decrease. In fiscal years 2019-2020 through 2022-2023, federal pandemic relief funds were dispersed, influencing those amounts. FY2023-24 did not include those funds and was an increase from the FY2018-19, the most recent previous year without those funds. The current large increase in unmet need is attributed to the eligibility restrictions under FAFSA Simplification Act requirements in 2024-2025 as well as significantly higher costs and inflation facing students today verses a few years ago.

Key Accomplishments Related to Goal 8: Student Affordability

Distributed $1,085,876 in Scholarship Awards

There was an 18% increase in scholarship support in FY2026 with the total amount reaching over a million dollars. The ECC Foundation awarded $452,188 in scholarships to 334 unique students demonstrating the its commitment to removing financial barriers, expanding educational opportunities, and empowering more students to achieve their academic and career goals. The Board of Trustees supported 233 unduplicated students with $421,449. Private scholarships provided 145 unique students with funds totaling $212,239.

Offset $534,687 in Direct Student Support Through WIOA Program

Workforce Development serves the colleges most vulnerable students by providing funds to offset the high costs associated with pursuing an education. A total of 311 students were served. Through the Individual Training Account, $479,154 was provided for tuition, books, tools, and uniforms. Another $55,533 went toward transportation assistance for classes and clinicals. All students served had incomes below the $15,060 poverty threshold for a household of one. Through comprehensive services and community partnerships, Workforce Investment Opportunity Act (WIOA) reduced financial and personal barriers; achieved a 92% training retention and completion rate; created career-related paid work experience opportunities (internships), through which students earned $53,723 in wages; and connected students with free or reduced-cost food, healthcare, mental health services, and vehicle repairs.

Reduced Cost and Time Required to Complete High School Credential

ABEC expanded its use of the Illinois Alternative Methods of Credentialing (AMOC) program, providing eligible students who are close to completing high school with a faster and more affordable pathway to a high school credential. Students complete their remaining requirements through online, self-paced coursework and earn their credential in as little as a few weeks. The program offers a significant cost advantage, with a $20 transcript review compared with $144 for the General Education Development (GED) exam. Following a pilot year in FY2025, ABEC expanded its commitment in FY2026, with nine students completing the program and an additional eight beginning the process. ABEC is refining its processes to streamline student access and developing a plan to market and scale the program at the college**.**

Implemented Plans to Reduce Course Materials Costs to Students

To support faculty in transitioning to open educational resources (OER) a two-hour workshop was developed, offered seven times, and completed by 33 faculty. Faculty who adopted OER textbooks saved students an estimated $14,600. The Zero-Cost Adoption Program (ZAP) is a support program that up to 12 teaching faculty participate in for up to three semesters. Those faculty find learning materials for a module, unit, or course that enhance, or ultimately may replace, learning materials at a cost to students. Three faculty members have so far completed the program with a total estimated savings to students so far of $6,000.



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GOAL 9: INSTITUTIONAL FINANCIAL HEALTH

STATEMENT: Attain approval for proposed standardized student fee parameters by June 30, 2026, to be introduced for fall 2027 fees, with a stretch goal of introducing the parameters for fall 2026 fees.

OUTCOME: Target not achieved. The proposed standardized student fee parameters were not presented for approval.

REVENUE	EXPENDITURES	MEDIATING FACTORS
• Tuition and fees • State reimbursement	• Salaries and benefits • Department operating costs	• Section Counts • Section enrollment • Generated credit hours

A Financial Impact Taskforce convened to reexamine the College's budgeted revenue mix to better account for actual tuition generated by different course types: transfer, business-occupational, and technical courses. Ten administrators representing Deans' Council, Business and Finance, Planning and Institutional Effectiveness, and Student Services met seven times. Data discussed included direct costs associated with course delivery, such as salaries, benefits, and department operating costs. These were weighed against revenues, such as state reimbursements, tuition, and course and lab fees, as well as mediating factors, such as historic section counts and credit hours. Regression and exponential smoothing techniques were used to develop a preliminary model, which to be refined in the future to inform cost structures and decision-making related to fees, course waitlists, and schedules. This work also aligns to the SEM Plan goal of developing a financial impact model that informs enrollment, strengthens forecasting, and supports resource allocation. The taskforce will continue to meet periodically in FY2027 to refine the models, establish parameters, and engage stakeholders.

Key Accomplishments Related to Goal 9: Institutional Financial Health

Optimized Financial Stewardship Through Competitive Insurance Services Procurement
A comprehensive competitive procurement process for Property & Casualty and Health & Welfare Insurance Brokerage Services was completed. The project represented a significant risk management and employee benefits initiative, bringing together Business Services, Human Resources, and institutional stakeholders to evaluate brokerage partners capable of providing strategic guidance, compliance expertise, claims advocacy, market analysis, employee benefits consulting, and long-term risk management support. By conducting a formal market evaluation and competitive selection process, the college reinforced its commitment to transparency, fiscal responsibility, and proactive oversight of programs that protect institutional assets, employees, and students.

Negotiated Two Collective Bargaining Agreements
ECC successfully concluded negotiations for both the ECCFA and SSECCA collective bargaining agreements. The faculty agreement (2026-2028) and support staff agreement (2026-2029) were negotiated, ratified, and approved by the Board of Trustees. These agreements support positive labor-management relations, provide operational stability, and advance ECC's commitment to employee engagement and fiscal responsibility.

Modified Art Course Fees to be More Transparent and Align Revenues to Expenditures
The LVPA instructional coordinator solicited feedback from faculty to determine what supplies were used in Art courses; aligned course fees with current supply needs; ensured course supplies were accessible to faculty and students during the first weeks of the term; and clarified department purchased vs. student purchased supplies in syllabi. This information led to FY2027 course fees changes. Students benefit from the transparency in making their course decisions.

Exceeded Anticipated Investment Income
Interest on investment income was budgeted to be $2,400,000. The actual was $5,103,216, representing an increase 212.63% over what was anticipated and was added to our revenue line and contributed to covering unexpected expenses like, the increase in benefits from insurance claims; consulting services; capital outlay; and tuition waivers.

Selected as Award Winner and Contributing to the Bottom Line
Workforce Development received the Innovation Award from the Illinois Council for Continuing Education and Training for ECC’s pre-apprenticeship program. The seven-day program helps individual get started in a specific industry and prepares them for eventual apprenticeships and full-time employment Once in an apprenticeship, students not only earn a living, but also have their ECC tuition covered by their employer, taking a light credit load over several years ultimately completing their program and making them eligible for the next level in their career. This program also keeps a consistent guaranteed stream of tuition from employers.

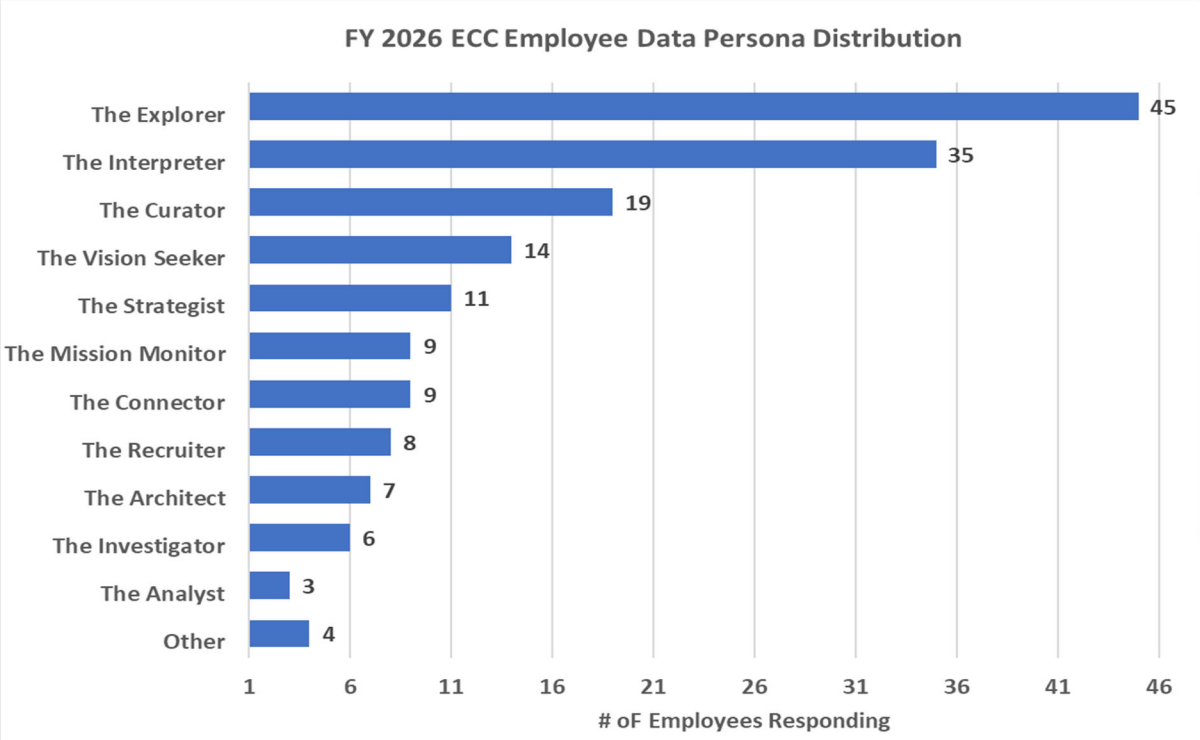
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GOAL 10: OPERATIONAL EFFICIENCY (Same as Goal 6)

STATEMENT: To achieve completed data literacy persona assessments from 791 employees (75%) with a stretch goal of 897 (85%) by March 30, 2027, to use as baseline data in FY2027 goal.

OUTCOME: Target not achieved. A total of 223 data literacy persona assessments were completed, representing 21% of employees, falling short of the target by 568 employees or 54%.



(Source: Internal Qualtrics Survey)

This goal statement is a duplicate of Goal 6 but the chart displays different data. The top three data personas suggest a strong institutional foundation for data literacy, with employees demonstrating particular strengths in asking meaningful questions, making sense of information, and using data to inform others. The results also point to an opportunity to further develop complementary data literacy skills across the institution which focus on institutional knowledge of current trends both internally and externally, as well as identifying a plan of action once data has been used to answer questions, so that curiosity and analysis can more consistently translate into confident, informed action.

Key Accomplishments Related to Goal 10: Operational Efficiency

Launched ECC Request Portal Dashboard
Information Technology launched the ECC Request Portal (Jira) Dashboard to allow all employees/users to view the status of requests, incidents, and projects within each IT area. Statuses include executing, pending further input, scheduled/to do, completed/done, canceled, and deferred.

Created Artificial Intelligence Governance Group
An Artificial Intelligence Governance Group (AIGG) was created to provide college-wide support and leadership related to the use and application of AI at ECC, including machine learning and language models, generative AI, and agentic AI. Formed during spring 2026, representatives from faculty, staff, administrators, and students will develop a resource space on my.elgin.edu and submit an Administrative Policy to the Cabinet for approval in FY2027.

Established a Strong Foundation to Develop an Approach to Meet Students' Basic Needs
Through the ICCB Students' Basic Needs Community of Practice (SUCCESS) statewide initiative, ECC engaged in a comprehensive evaluation of institutional policies, practices, and services related to students' basic needs, including food security, housing, transportation, access to learning resources, and connections to community support. The evaluation found opportunities to improve institutional data collection, better coordinate outreach across divisions, centralize communication regarding available resources, and strengthen referral processes so students experience a more seamless and supportive system of care. Initiatives to address these findings are planned for implementation in FY2027.

Expanded Reporting and Change Management Culture
Information Technology expanded the Jira ticketing system to include reporting to the campus community on my.elgin.edu through quarterly reports on tickets completed, satisfaction scores, and projects. A total of 21,369 Jira tickets were generated and 18,225 were closed successfully within the fiscal year. Of the 843 clients who submitted satisfaction ratings (optional), departments received an average overall rating of 4.96 on a 5-point scale. Also, more complete project reporting mechanism was developed to show status of projects in flight as well as planned start dates for projects in the pipeline. Internally, IT has been developing more of a Change Management culture, with change request tickets and a scheduled change calendar. This helps provide more structure around changes (backout plans, communication plans, etc.) while also providing clearer information about when changes are scheduled and their potential impacts on college systems.