

Performance Report

Fiscal Year 2020

(Academic Year 2019-2020)

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

September 2020



Elgin
Community
College

Bright Choice. Bright Future.

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INTRODUCTION

Purpose

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

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

Structure of the Report

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

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

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

Report Features

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

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

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

How to Use This Report

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

Audience and Feedback

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

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

Performance Report for Fiscal Year 2020: Sharing ECC's Progress

EQUITY AND LEARNING								
Identify and expand practices to raise academic achievement and completion								
SUCCESS INDICATORS	ECC Source	ECC Most Recent Report	<i>ECC Compared to:</i>				Benchmark Avg. Value	ECC Compared to Benchmark
			<i>Itself</i>		<i>External Benchmarks</i>			
			ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change			
Student Completion of Courses and Programs								
% Completed in 3 years/full-time	<i>ECC data</i>	<i>Fall 2016</i>	35%	35%	↔	31% ¹⁵	↑	
% Completed or transferred in 3 years/full-time	<i>ECC data</i>	<i>Fall 2016</i>	59%	51%	↑	52% ¹⁵	↑	
% Completed in 3 years/part-time	<i>ECC data</i>	<i>Fall 2016</i>	19%	21%	↓	13% ¹⁵	↑	
% Completed or transferred in 3 years/part-time	<i>ECC data</i>	<i>Fall 2016</i>	35%	28%	↑	29% ¹⁵	↑	
% Withdrawal before end of course	<i>ECC data</i>	<i>Fall 2019</i>	12%	11%	↓	8% ¹	↓	
Student Progression Through Coursework								
% Progressing from ABE/ASE to any college	<i>ECC data</i>	<i>FY 2019</i>	6%	7%	↓	--	--	
% Progressing from ESL to any college	<i>ECC data</i>	<i>FY 2019</i>	2%	3%	↓	--	--	
% Progressing Dev. Ed. to college: Math (w/in 2 yrs.)	<i>ECC data</i>	<i>Fall 2017</i>	31%	35%	↓	26% ²	↓	
% Progressing Dev. Ed. to college: English (w/in 2 yrs.)	<i>ECC data</i>	<i>Fall 2017</i>	65%	64%	↑	42% ²	↑	
% Retained fall-to-fall/full-time	<i>ECC data</i>	<i>Fall 2017</i>	79%	75%	↑	70% ³	↑	
% Retained fall-to-fall/part-time	<i>ECC data</i>	<i>Fall 2017</i>	59%	51%	↑	48% ³	↑	
Student Job Attainment								
% CTE completers employed	<i>CT Grad Survey</i>	<i>FY 2019</i>	92%	88%	↑	80% ⁴	↑	
% CTE completers employed in field	<i>CT Grad Survey</i>	<i>FY 2019</i>	77%	66%	↑	62% ⁴	↑	
% Placement of graduates into the workforce/full-time	<i>CT Grad Survey</i>	<i>FY 2019</i>	71%	62%	↑	61% ⁴	↑	
Transfer to Subsequent Educational Institutions								
% Transferred in >2 to 3 years/full-time	<i>NSC</i>	<i>Fall 2016</i>	38%	35%	↓	24% ¹	↓	
% Transferred in >2 to 3 years/part-time	<i>NSC</i>	<i>Fall 2016</i>	21%	20%	↔	10% ¹	↔	
% Degree awardees earning bachelor's w/in 6 yrs.	<i>NSC</i>	<i>FY 2013</i>	26%	21%	↑	27% ¹⁶	↓	
Average ECC student GPA at transfer institutions	<i>4-Yr. College Feedback</i>	<i>Spring 2020</i>	3.08	2.97	↑	3.07 ¹⁴	↑	
Student Engagement and Satisfaction with College Programs and Services								
Survey item rating: "Rate your overall satisfaction with your experience here." (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	5.8	5.9	↓	5.6 ¹	↑	
Survey item rating: "How has your college experience met your expectations?" (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	5.3	5.3	↔	5.0 ¹	↑	
Composite score: Instructional Effectiveness (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	5.9	5.7	↑	5.5 ¹	↑	
Mean response to survey item: "Please rate your level of satisfaction with the overall quality of learning in your educational experience at ECC." (1 to 5 scale)	<i>CSS</i>	<i>Fall 2019</i>	4.32	4.34	↓	--	--	
% Agree with statement: "I feel personally connected to ECC."	<i>CSS</i>	<i>Fall 2019</i>	51%	52%	↓	--	--	

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

Performance Report for Fiscal Year 2020: Sharing ECC's Progress

EQUITY AND LEARNING

Identify and expand practices to raise academic achievement and completion

FY2020 Summary of Success Indicators that Address this Goal

Indicators under the theme of Equity and Learning focus primarily on success demonstrated by ECC students as they move through their programs onto completion. From this year's report, it is clear that the COVID pandemic presented unique challenges – as demonstrated by slight downward movement in three-year completion for part-time students and parity for full-time students, as well as a slight uptick in course withdrawals. Nonetheless, completion and transfer at ECC fare well against national benchmarks, with an 8% gain in completion and transfer for ECC full-time students (59% this year vs. 51% the year before). Overall success is bolstered by students transferring from ECC (38% at ECC vs. 24% benchmark for full-time students and 21% vs. 10% benchmark for part-time students). Progression within ECC is a different matter. Progression from pre-college (developmental) levels to college levels did suffer in 2020 – down slightly in English (57% this year vs. 64% the year before) and significantly in math (18% this year vs. 35% the year before). This is an area to note in future planning. Persistence overall remains strong and higher than national benchmarks. Job attainment among graduates of career-technical education (CTE) programs remains strong and has increased since last year's report. Student engagement and satisfaction indicators show mixed year-over-year trends, with overall satisfaction and instructional effectiveness rated slightly higher than national benchmarks but slightly lower against ourselves in prior years.

FY2020 Summary of Strategies that Address this Goal

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

Action 1.1. Create a multi-year equity plan that outlines measureable targets for eliminating gaps among identified student groups and strengthening accountability (see 13.1)

ECC joined the Partnership for College Completion in spring 2019. The Partnership's Illinois Equity in Attainment (ILEA) Initiative aims to eliminate achievement gaps among African-American students, Latinx students, and low-income (Pell Grant eligible) students by the end of 2025. Throughout the 2019-2020 academic year, ECC's ILEA Steering Committee drafted and submitted a five-year Equity Plan to the Partnership together with 28 other community colleges and baccalaureate-granting Illinois institutions that also submitted plans. ECC's Equity Plan includes six direct student-facing strategies and one indirect faculty-facing strategy, as listed below:

- ILEA Equity Plan Strategy 1: Mandatory Advising Program (MAP)
- ILEA Equity Plan Strategy 2: Open Educational Resources (OER)
- ILEA Equity Plan Strategy 3: Student Mentoring Program (TRIUMPH Grant and Peer to Peer Mentoring)
- ILEA Equity Plan Strategy 4: Latinx Expansion and Outreach
- ILEA Equity Plan Strategy 5: Complete to Compete Scholarships for Students
- ILEA Equity Plan Strategy 6: Holistic Case Management Model
- ILEA Equity Plan Strategy 7: Teaching/Learning, Inclusion, Diversity, and Equity (TIDE) Faculty Development Program

Action 1.2. Identify strategies to reduce textbook costs

During 2020, ECC initiated an Open Educational Resource (OER) Advisory Committee to provide oversight and direction for the creation and implementation of an OER course development model. The COVID pandemic shutdown halted progress, as attention shifted to implementing remote learning for the remainder of spring and throughout the summer and fall semesters. In summer 2020, the committee explored third party vendors as an alternative and Achieving the Dream consulting services to help build an implementation plan. Full implementation of an OER pilot is on hold until next year.

EQUITY AND LEARNING

Identify and expand practices to raise academic achievement and completion

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

Action 2.1. Identify synergies and gaps in co-curricular programming by mapping to general education and program learning outcomes

During 2020, a taskforce met to discuss the various types of co-curricular programs offered at ECC and organize them in types (e.g., student clubs and organizations, field experiences and internships, and service learning and volunteer opportunities). The committee designed a template for mapping key elements of these programs onto ECC general education learning outcomes and onto the Illinois Essential Employability Skills Framework (from the Illinois Community College Board and the Illinois Department of Commerce and Economic Opportunity). For the remainder of 2020 and until the end of 2023 (the date when ECC's required focused report on assessment is due to the Higher Learning Commission, HLC), this taskforce and various campus leaders/organizers of co-curricular activities will gather artifacts and evidence of learning, define or "unpack" them where needed, and assess their impact. A survey of co-curricular offerings for students, faculty, and administrators will also be deployed as an additional measure.

Action 2.2. Define employability skills and professional behaviors and align them to general education and program learning outcomes

In its 2020 review of ECC's 2019 Assurance Argument, the Higher Learning Commission (HLC) identified assessment of student learning as an area needing further focus. In 2020, faculty on ECC's Student Learning Assessment Advisory Committee (SLAAC) discussed ways to strengthen assessment of general education and increase faculty participation in gathering required evidentiary artifacts of learning to demonstrate impact. A first step toward this goal was to map ECC's general education learning outcomes onto employability skills regarded as essential in life and work. The committee mapped the general education learning outcomes onto the Illinois Essential Employability Skills Framework (mentioned above) and the Employability Skills Framework (from Perkins Collaborative/US Department of Education). SLAAC polled faculty about gaps in the evidence they see from students, and results indicated a need for a tool/resource for student when it comes to writing professional email messages. This professional resource and others are being developed, and training opportunities are being identified through the Center for Excellence in Teaching and Learning, and external agencies. Next steps for SLAAC in 2021 include further auditing student skills across the curriculum and mapping them to general education. In fall 2020, SLAAC begins this work with the general education outcome of global and multicultural literacy, and future semesters will focus on remaining general education outcomes, culminating in a comprehensive report prepared for the HLC in December 2023.

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

Action 3.1. Implement professional development to ensure quality online delivery (see 4.2)

Last year we reported that a new ECC committee was formed to focus on expansion of online learning. The committee identified ECC courses ready for online development to facilitate transfer and to the delivery of fully online programs. In spring and summer 2020, as faculty adapted their courses for remote delivery, the college adopted Quality Matters (QM) as the rubric and organizing framework through which to assess quality in the design, delivery, and accessibility of online courses – replacing the previous framework from the Illinois Online Network. In order to ramp up professional development opportunities for ECC faculty, we leveraged services provided by the Quality Matters Organization, thereby assisting ECC faculty with requirements of the 2020 Memorandum of Understanding between the Board and the Faculty Association of Elgin Community College (ECCFA). In addition to several sections of ECC's workshops – *Techniques for Managing the Enhanced Classroom* and *Online Instruction and Assessment Practices* – the Center for Excellence in Teaching and Learning offered nine sections of workshops provided by Quality Matters, *Designing Your Online Course* and *Teaching Online: An Introduction*. Additional courses and workshops are being planned as we support faculty in 2021.

Action 3.2. Pilot a campus-wide approach for culturally responsive teaching beginning with English faculty (see 11.1)

The college launched a Teaching/Learning for Inclusivity, Diversity, and Equity (TIDE) faculty committee in 2019. This team is featured prominently in the Equity Plan set through ILEA partnership and its work is detailed under Action 11.1 of this report.

Performance Report for Fiscal Year 2020: Sharing ECC's Progress

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Performance Report for Fiscal Year 2020: Sharing ECC's Progress

HOLISTIC PROGRAMMING Strategically build and maintain enrollment and purposeful pathways							
SUCCESS INDICATORS	ECC Compared to:						
	Itself					External Benchmarks	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
Student Mastery of Learning Outcomes							
% Students who are successful – All courses	<i>ECC data</i>	<i>FY 2020</i>	72%	72%	↔	77% ¹	↓
% Students who are successful – Gateway courses	<i>ECC data</i>	<i>FY 2020</i>	72%	69%	↑	--	--
% Students who are successful – Developmental Ed.	<i>ECC data</i>	<i>FY 2020</i>	61%	61%	↔	66% ¹	↓
% Students who are successful – Adult Education (ABE/ASE)	<i>ECC data</i>	<i>FY 2020</i>	48%	48%	↔	--	--
Enrollment of Identified Target Populations							
% ECC racial/ethnic minority students	<i>ECC data</i>	<i>FY 2020</i>	59%	56%	↑	26% ¹	↑
% ECC Hispanic students	<i>ECC data</i>	<i>FY 2020</i>	45%	42%	↑	24% ⁷	↑
% ECC African-American students	<i>ECC data</i>	<i>FY 2020</i>	5%	5%	↔	13% ⁷	↓
% New students placing into Dev Ed courses	<i>ECC data</i>	<i>FY 2020</i>	67%	61%	↑	--	--
% New students enrolling in Dev Ed courses in first term	<i>ECC data</i>	<i>FY 2020</i>	48%	50%	↓	44% ⁸	↑
% ECC dual credit/enrollment (all students)	<i>ECC data</i>	<i>FY 2020</i>	6%	5%	↑	12% ⁷	↓
% ECC adult students (age 25+)	<i>ECC data</i>	<i>FY 2020</i>	34%	36%	↓	41% ⁷	↓
Degree of Fit Between Students' Goals, Skills, and Experiences and College Programs and Services							
Standardized score: Support for Learners	<i>CCSSE</i>	<i>Spring 2017</i>	53	51	↑	50 ¹¹	↑
% Responding to survey item: "Courses or specific programs of study that I am interested in are not offered at times that are convenient for me."	<i>CSS</i>	<i>Fall 2019</i>	34%	36%	↓	--	--
% Responding to survey item: "I have found the course path for my program of study to be confusing."	<i>CSS</i>	<i>Fall 2019</i>	21%	19%	↑	--	--
Survey item: "This school does whatever it can to help me reach my educational goals." (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	5.93	5.77	↑	5.53 ¹²	↑
Composite score: Responsiveness to Diverse Populations (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	6.18	6.03	↑	5.74 ¹²	↑
Composite score: Student Centeredness (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	6.06	5.90	↑	5.65 ¹²	↑
% Full-time students earning at least 24 credit hours in first year ³	<i>ECC data</i>	<i>FY 2019</i>	42%	40%	↑	44% ¹⁷	↓
% Part-time students earning at least 12 credit hours in first year ³	<i>ECC data</i>	<i>FY 2019</i>	20%	18%	↑	32% ¹⁷	↓

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

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

HOLISTIC PROGRAMMING

Strategically build and maintain enrollment and purposeful pathways

FY2020 Summary of Success Indicators that Address this Goal

Indicators and metrics related to Holistic Programming are generally favorable in this year's report, as they were last year. The indicator of Student Mastery of Learning Outcomes remains essentially unchanged, except for growth in successful completion of college-level gateway courses, which improved from 69% last year to 72% this year. In comparing course success at ECC to national or statewide benchmarks, however, the college lags behind in success in developmental courses (61% at ECC vs. 66% benchmark). From the indicator of Degree of Fit between Students' Goals, Skills and Experiences, ECC students regard the college as academically challenging while also providing quality support services. Most survey ratings are favorable for ECC (e.g., student centeredness; responsiveness to diversity, etc.) except for ratings about the clarity of course pathways. The indicator of Enrollment of Identified Target Populations shows that ECC's student populations are changing – with steady growth among students of color, driven largely by enrollment of Latinx students. The adult market share at ECC is lower than at other colleges (34% at ECC vs. 41% nationally), yet adult students remain a strategic priority due to changing demographics for Illinois as a whole. ECC also serves a larger percentage of part-time students than other institutions. ECC students take comparatively longer to accumulate credits toward completion. Credit accumulation is a new metric in this year's report under the Degree of Fit indicator. It shows that ECC students accumulate fewer credits at ECC than nationally; with full-time students, who represent a minority of students at ECC, more on par with national benchmarks (42% at ECC vs. 44% nationally) and part-time students farther behind (20% at ECC vs. 32% nationally).

FY2020 Summary of Strategies that Address this Goal

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

Action 4.1. Outline actions needed to address adult learner needs (see 2018 CAEL-ALFI Survey results)

Following the Council on Adult Experiential Learning (CAEL) Adult Learner Inventory conducted in 2018, ECC conducted six in-person campus conversations regarding survey results and recommendations and one conversation about implementation pertaining to finances. The implementation conversation raised a need to creating web content for adult learners and an easily identified web form for institutional aid; increasing advertising of adult resources; and making the current financial literacy course, Financial Smarts, easily accessible on the web. Additional conversations were postponed to fall 2020 to be held via videoconferencing.

Action 4.2. Strategically develop high priority online courses (see 3.1)

As explained in Action 3.1, a committee was convened in 2019 to focus on expansion of online learning. The college is now following the committee's recommendation to move 14 courses online that provide fully online programs and to develop online delivery of an additional 9 courses that facilitate transfer. Due to an unprecedented move to remote learning caused by the COVID pandemic, the college facilitated a rapid conversion to online development that continues in fall 2020 and spring 2021. In spring 2020, 91% of courses that had begun as face-to-face or hybrid were converted to online. The spring semester ended with 95% of course sections taught in an online format and only 4% taught in-person. These figures contrast starkly with those from fall 2019 and spring 2019 semesters where 89% of sections were taught in-person. Online course development continues at an accelerated pace, with an additional 90 courses coming online and Desire2Learn course shells being developed for spring 2021. These efforts have far surpassed the committee's original recommendations. Once these efforts have been reviewed, students looking for exclusively online courses will have many more options than previously provided, and there will likely be additional supports needed.

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

Action 5.1. Identify strategies to increase undecided students' success

One strategy described in ECC's new Equity Plan (Actions 1.1 and 11.1) is the college's Mandatory Advising Program. A key element of this program is transitioning students who have not declared a program of study to a Career Development Specialist in order to align their interests to their career and/or transfer goals. In 2020, the college hired one new part-time

HOLISTIC PROGRAMMING

Strategically build and maintain enrollment and purposeful pathways

Career Development Specialist to facilitate this work. Career Development Services held 137 appointments with undecided students, of which 46% (63 students) moved from an undecided to a decided status. Additionally, Career Development Services increased Focus®2 usage to 672 users, and implemented Career Coach Phase 1, which makes the online tool available to help explore career options. These tools are used by undecided students, or any student, to hone their academic pathways, which is an essential component to ensuring students complete on time.

Action 5.2. In partnership with high school and employers, develop and strengthen career pathways

ECC completed a Comprehensive Local Needs Assessment (CLNA) and drafted the 2021-2024 federal Perkins V grant work plan with input from secondary partners and other stakeholders. Through the Alliance for College and Career Student Success (ACCSS), a process for developing pathways that define course sequencing and work-based learning experiences in high school that lead to multiple ECC programs was created. To date, two college-career pathways (Information Technology and Business-Financial Services) have been drafted. Moreover, the College has prepared a pre-apprenticeship program pilot and received an apprenticeship expansion grant through the Illinois Department of Commerce and Economic Opportunity. ECC also collaborated with local schools in career exploration events – including 9 Middle School Friday events held at the ECC campus (welcoming 1,086 students) and District U-46 Career EXPO event for over 3,500 eighth grade students and highlighting ECC career-technical programs.

Action 5.3. Develop training with high school districts to strengthen advising in grades 9-14

After researching various advising approaches used by school partners, ACCSS worked with School District U46 counselors and administrative leaders to draft a Developmental Counseling Framework for grades 7 through 12. ACCSS also worked with School Districts 303 and 301 to map Postsecondary and Career framework plans to grade level standards as defined by Illinois Postsecondary and Workforce Readiness legislation. In addition, ACCSS audited National Alliance of Concurrent Enrollment Partnerships and Illinois state requirements related to advising for dual credit students, the results of which was a new position request in FY2021 for an ECC advising-retention specialist to support dual credit students. ACCSS also hosted professional development workshops for counselors to improve knowledge of dual credit and transitional courses. This work will extend next year to train area counselors and ECC staff to earn the Chicago College and Career Advising Credential through the Chicago Jobs Council. Lastly, an expanded list of college-career readiness workshops and resources will be offered for parents and students in 2020-21.

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

Action 6.1. Analyze course scheduling and use common frameworks (e.g., Higher Education Scheduling Index) to address scheduling needs in key areas (e.g., ENG101, career-tech courses, and schedules for undecided students)

The Institutional Research Office developed Tableau software visualization dashboards to measure the college's scheduling efficiency based on Higher Education Scheduling Index (HESI) metrics. In working with the English Department, the college confirmed a sufficient number of English 101 course sections were offered across all times and days of week. Adjustments were made to the timing of when pending sections are opened to provide a wider selection of day and evening options throughout the registration period. This information will inform scheduling practices and will be included in the institution's scheduling guidelines.

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COMMUNITY PARTNERSHIPS							
Advance Relationships that Benefit the College, Students, and Partnering Organizations							
SUCCESS INDICATORS	ECC Compared to:						
			Itself			External Benchmarks	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
Readiness of Incoming Students							
% College Ready in Math (D509 area high schools)	ECC Data	Fall 2019	36%	38%	↓	--	--
% College Ready in English (D509 area high schools)	ECC Data	Fall 2019	81%	77%	↑	--	--
% College Ready in Reading (D509 area high schools)	ECC Data	Fall 2019	82%	81%	↑	--	--
Preparedness of Graduates for Transfer and/or Employment							
# Degrees and certificates awarded	ECC Data	FY 2019	2,202	2,365	↓	1,758 ⁷	↑
% Aggregate pass rates on CTE licensing exams	ECC Data	FY 2019	94%	93%	↑	86% ⁹	↑
Average time to graduate (in years)	ECC Data	FY 2019	4.1	4.2	↓	5.6 ⁶	↓
Responsiveness to Student and Community Needs							
% Enrolling from public high schools	ECC Data	Fall 2019	23%	22%	↑	21% ¹	↑
Annual tuition and fees	ECC Data	FY 2020	\$3,960	\$3,960	↔	\$4,322 ⁷	↓
# Dual credit course sections offered	ECC Data	FY 2020	446	379	↑	--	--
% Graduates employed in Illinois	College2Career	FY 2020	78%	78%	↔	75% ⁵	↑
Value Added to the Community							
% Area residents enrolling in courses	ECC Data	FY 2019	3%	4%	↓	3% ⁷	↔
% Minority students enrolled in non-credit courses	ECC Data	FY 2019	39%	42%	↓	--	--
# Non-credit seat count – prof. & vocational dev.	ECC Data	FY 2019	3,175	3,266	↓	7,203 ¹⁸	↓
# Students receiving ISAC (e.g., MAP) Grant awards	ISAC	FY 2019	1,389	1,262	↑	1,472 ¹⁰	↓
Employer and Community Satisfaction with College Programs, Services, and Graduates							
% Employers satisfied with preparation of graduates	--	--	--	--	--	96% ¹	--

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

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COMMUNITY PARTNERSHIPS

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

FY2020 Summary of Success Indicators that Address this Goal

As noted in last year's report, metrics related to advancing relationships that benefit the college, students, and partnering organizations continue to illustrate mixed results. Incoming high school student readiness metrics indicate slight improvements in students' reading/writing readiness over last year, but they also indicate a lower proportion of incoming students are college-ready in math. Metrics related to Responsiveness to Student and Community Needs indicate that ECC serves a slightly higher proportion of high school students from the community with increased market share and course offerings, and at the same cost to students as last year. These metrics continue to show improvements over similar national and/or state benchmarks. Metrics related to Preparedness of Graduates for Transfer/Employment generally show slight improvements over last year, although the total number of awards granted year-over-year has decreased along with decreasing enrollments. However, these metrics continue to be higher than national or state benchmarks. Metrics related to Value Added to the Community, which measure aspects of non-credit enrollment, illustrate significant declines year-over-year and underperform in comparison to national and state benchmarks. This represents an opportunity for growth at ECC. As noted in last year's report, ECC also has an opportunity to identify additional metrics and success indicators measuring progress on Community Partnerships, particularly as they relate to gauging employer/community satisfaction and responsiveness to community needs.

FY2020 Summary of Strategies that Address this Goal

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

Action 7.1. Assess the impact of newly implemented placement practices on student success and institutional resources

In summer and fall 2019, the college implemented revised placement requirements for entering students. These new placement measures align to the ICCB Illinois Common Placement Framework and ensure more accurate and holistic consideration of student readiness for college entry. New placement measures include high school GPAs and revised minimum SAT and PSAT scores. The impacts of these new measures on first term enrollment, course success, and subsequent enrollment and success are being studied, and analyses will shed light on their efficacy and accuracy for ensuring success. The impact of using SAT scores are forthcoming later this fall and spring, and PSAT scores will be used for the first time in fall 2021. At present, our analyses have focused on high school GPAs. As of now, we have found that students placing into college-level math via high school GPAs versus via other methods were similarly successful in their first college-level math course (with 83% of students completing the course successfully when placed via GPAs compared to 82% of students placing via other methods). Students placing into college-level English via high school GPAs were slightly more successful in their first college-level English course (with 88% of student completing the course successfully when placed via GPAs compared to 81% of students placing via other methods).

Action 7.2. Implement transitional curriculum in communications; evaluate transitional curriculum in math

The Alliance for College and Career Student Success (ACCSS) developed three transitional math courses in collaboration with area high schools to ensure readiness for college-level work, as required by the Postsecondary and Workforce Readiness Act. All three courses have State Portability approval, ensuring students who earn a grade of C or better in high school place directly into college-level math upon entry to ECC. ECC collaborates with each school district to assess the impact of these courses and provide support for the eleven high school instructors who teach them, which includes support with collection of assessment artifacts and data analysis. Transitional math midterm exams and other student success data have been collected and analyzed to identify needed course improvements and results will be reported in the Alliance updates for the Board and on our website. A state taskforce is working on a draft of Transitional English Language Arts (ELA) competencies and policies, which will be available this year.

COMMUNITY PARTNERSHIPS

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

STRATEGY 8. Strengthen student learning connections outside the classroom.

Action 8.1. Forge partnerships with local businesses for out-of-class work-based learning opportunities

The Strategic Partnerships and Experiential Learning Office expanded employer outreach through industry-specific cold and warm calls, industry presentations, ECC social media, employer and veteran's representative manufacturing tours, and employer informational meetings to increase the number of employers sponsoring apprentices through the AAS or BVS certificate in Basic Nurse Assistant (BNA). Several programs of study pathway discussions were held this year and prioritized over detailed work-based learning discussions. A committee was formed to begin outlining needs and requirements for sharing data and reports about business partners, area employers, and community contacts. Customer relationship management (CRM) software tools were discussed, and the committee will propose, consider, and adopt a common platform in 2021.

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

Action 9.1. Promote capital needs to potential funders

Through master planning efforts conducted throughout 2020, ECC began outlining plans for a regional manufacturing training center on its campus in Elgin. The center will provide state-of-the-art equipment and technology to deliver the latest innovations in modern manufacturing skills. Nine meetings were held to inform legislators of the plans and to ask for their support, and the college received equipment donations from local employers. On May 23, 2020, Illinois Senator Castro's request for ECC was officially submitted as one of the regional projects in the FY2021 New Capital Projects Bill (HB0064). On May 24, 2020, HB0064 passed by both houses with ECC's requests totaling \$28,036,000.

Action 9.2. Launch a 'mini' fundraising campaign

The ECC Foundation launched a \$120,000 "mini" fundraising campaign focused on supporting a new student completion program entitled Complete to Compete, which is one of the Equity Plan strategies for ILEA. Due to the pandemic, the fundraising was cut short at just shy of \$80,000. However, the amount raised was more than enough to launch the pilot program, and the first cohort of 13 scholarship recipients was awarded in fall 2020. In addition, the Foundation launched two new campaigns to focus on student success in the face of the pandemic crisis, the Emergency Student Relief Fund, which raised over \$52,000 and the Student Success Fund, which aims to raise over \$100,000, both to award cash relief to students struggling from financial difficulties because of the crisis. As of September 2020, over \$70,000 has been raised for the second campaign.

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

Action 10.1. Launch a campus plan to maximize facility use; launch a regional needs assessment to identify program opportunities

Throughout 2019-20, ECC worked with Perkins & Will, Inc. to develop new comprehensive multi-year facilities master plan. The plan includes workforce planning recommendations derived from labor market data and a study of space utilization. In May 2020, the Board approved the final plan. Additionally, the college submitted a Letter of Intent to apply for a grant with Grand Victoria Foundation to fund a regional needs assessment.

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SERVICE EXCELLENCE AND COLLABORATION								
Instill a Culture of Service Excellence and Collaboration								
SUCCESS INDICATORS	ECC Source	ECC Most Recent Report	ECC Compared to:				Benchmark Avg. Value	ECC Compared to Benchmark
			Itself			External Benchmarks		
			ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change			
Employee Satisfaction								
Survey Item Rating: "The goals and objectives of this institution are consistent with its mission and values." (1 to 5 scale)	CESS Employee Survey	2019	3.63	--	--	3.58 ¹³	↑	
% Grievance rate	ECC Data	FY 2020	1.7%	1.0%	↑	0.2% ¹	↑	
Survey Item Rating: "Rate your overall satisfaction with your employment here so far." (1 to 5 scale)	CESS Employee Survey	2019	3.81	--	--	3.98 ¹³	↓	
Survey Item Rating: "The work I do is valuable to the institution." (1 to 5 scale)	CESS Employee Survey	2019	3.77	--	--	3.85 ¹³	↓	
Employee Mastery of Professional Development Goals								
Survey Item Rating: "I have adequate opportunities for training to improve my skills." (1 to 5 scale)	CESS Employee Survey	2019	3.46	--	--	3.40 ¹³	↑	
Survey Item Rating: "I have adequate opportunities for professional development." (1 to 5 scale)	CESS Employee Survey	2019	3.61	--	--	3.43 ¹³	↑	
Development/training expenditures per FTE employee	ECC Data	FY 2019	\$980	\$706	↑	\$369 ¹	↑	
# Professional development offerings (ECC internal)	ECC Data	FY 2020	121	76	↑	--	--	
# Professional development enrollments (ECC internal)	ECC Data	FY 2020	463	456	↑	--	--	
Effectiveness and Efficiency of Institutional Processes								
Direct instructional expenditures	ECC Data	FY 2020	\$45.1M	\$46.7M	↓	--	--	
Cost per credit hour	ECC Data	FY 2020	\$257	\$260	↓	\$176 ¹	↑	
Cost per FTE student	ECC Data	FY 2020	\$7,703	\$7,798	↓	\$5,285 ¹	↑	
% Programs with learning outcomes	ECC Data	FY 2020	100%	100%	↔	--	--	
% Programs with learning outcomes targets	ECC Data	FY 2020	68%	72%	↓	--	--	
Employee Awareness and Understanding of Institutional Processes								
% Employees responding "very satisfied" or "satisfied" to survey item: Integrity and honesty are valued at the college.	ICAT	Spring 2017	72%	--	--	--	--	
Survey Item Rating: "This institution has written procedures that clearly define who is responsible for each operation and service." (1 to 5 scale)	CESS Employee Survey	2019	3.20	--	--	3.11 ¹³	↑	

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

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SERVICE EXCELLENCE AND COLLABORATION

Instill a Culture of Service Excellence and Collaboration

FY2020 Summary of Success Indicators that Address this Goal

Many success indicators related to Service Excellence are measured using employee survey feedback. The Ruffalo Noel-Levitz College Employees Satisfaction Survey (CESS) is one example. Last deployed in fall 2018, the CESS benchmark values in the table have not changed since last year's report. However, where available, ECC shows considerable year-over-year improvements. Improvement are especially noted in the Employee Mastery of Professional Development Goals indicator, wherein professional development opportunities and expenditures increased this year as compared to last year, and in the Effectiveness and Efficiency of Institutional Processes indicator, wherein instructional cost metrics show year-over-year declines. There is an opportunity to explore more direct and consistent measures related to employee satisfaction and mastery of professional development goals in the future. The Achieving the Dream Institutional Capacity Assessment Tool (ICAT), last administered in 2017, will be re-administered in spring 2021 to provide another lens for measures related to organization development and institutional efficiencies. Additionally, a campus survey on equity will be launched in 2021 to provide a baseline from which to gauge growth in practices.

FY2020 Summary of Strategies that Address this Goal

STRATEGY 11. Provide relevant continuing education opportunities for employees.

Action 11.1. Pilot a campus-wide approach for culturally responsive teaching beginning with English faculty (see 3.2)

As described in Action 1.1, ECC joined the Partnership for College Completion and created an Equity Plan in 2020. One of the strategies included in this plan is the Teaching/Learning, Inclusion, Diversity, and Equity (TIDE) Faculty Development Program. This strategy, TIDE, addresses the concept of culturally responsive teaching through a series of five pedagogical workshops. During fall 2019, TIDE piloted this series with the English Department and is expanding it to other academic departments through the Center for Excellence in Teaching and Learning. From March through May 2020, the team hosted seven informal TIDE Chats with 20 to 30 participants at each. Next steps for TIDE include training faculty and administrators in equity coach certification facilitated by the National Alliance for Partnerships in Equity (NAPE).

Action 11.2. Assess campus emergency and violence prevention plans through ongoing training

An Emergency Management Training and Exercise Committee conducted meetings with internal constituencies throughout much of the 2019-20 academic year. The committee created a strategic Multi-Year Training and Exercise Plan. The fall 2020 semester was slated as a time to begin training and practicing the new plan. However, with the COVID pandemic in spring 2020 and with effects lasting into the fall, the committee put trainings on hold to create an Emergency Operations Committee for immediate planning and triage. Through online meetings, the Emergency Operations Committee has met weekly since spring 2020 to date to discuss essential measures. Examples of tasks the committee is undertaking include outlining and deploying practices to limit building access and ensure safe entry for essential employees; authorizing emergency purchases of cleaning/sanitizing supplies; and planning for instructional and technological needs for employees and students working and learning remotely.

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

Action 12.1. Add modules to eTalent for professional development and performance appraisals

A new committee rolled out performance modules in the PageUp software suite (which ECC calls eTalent). The new modules allow employees to summarize job accomplishments, align them to performance goals, rate themselves on key job areas, and record strengths and opportunities. The system also allows supervisors to add notes to employees' self-appraisals and provide their own ratings of employees' performance. The new system will be used for the first time in fall 2020 for administrative and staff employees, replacing the college's paper-based system. Following the fall 2020 cycle, the committee will then turn its attention to rolling out new modules for professional development. The professional development modules will allow employees to browse and learn about training opportunities that match their performance goals and allow them to register for workshops within the eTalent. Professional development modules will be phased in during the second half of 2021.

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SERVICE EXCELLENCE AND COLLABORATION

Instill a Culture of Service Excellence and Collaboration

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

Action 13.1. Create multi-year communication plans for equity and student success to promote common understanding (see 1.1)

As described in Action 1.1, ECC prepared and published an Equity Plan as required by membership in the Partnership for College Completion. The plan centers on equity and inclusion for targeted student populations and quantifiable targets for growth. To promote communication and understanding, the Partnership relaunched its website to feature ECC's Equity Plan along with the plans of other colleges. ECC is also launching its own webpages on diversity, inclusion, and equity. This work continues. There is a need for the college to assess the degree to which awareness and understanding of equity are evolving, which provides the impetus for a campus-wide survey and report to be done in 2021.

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

Action 14.1. Communicate evaluation plans (logic models) for key student success initiatives

Action 14.1 in FY2020 reflects an evolving shift in how ECC launches new initiatives and projects. This shift involves greater attention to planning and evaluation practices throughout the lifecycle of a project – from the point of launch through institutionalization (see "ECC Decision-Making Model" as described in major institutional reports since 2012). Achieving the Dream is one such organization that encourages member colleges to articulate hypotheses and define outcomes before work ever begins. Solid progress has been made on Action 14.1 in 2020. The first sign of progress was hiring a Project Assessment Administrator in June 2019. Serving as a critical thought partner on major projects, this administrator assists project leaders to articulate rationales and metrics that keep projects on track and on budget. The second sign of progress is intentional use of the Decision-Making Model. First proposed in 2012, the model was never assigned a point person until the Project Assessment Administrator began work, and now a series of project templates, logic models, and implementation processes have been renewed and revised. The final sign of progress is infiltrating the Decision-Making Model down to the project and goal-setting level. Specific connections at the project action level are arising in the college's Student Success Infrastructure and ILEA Steering Committee.

Action 14.2. Reduce barriers that impede operations

At the August 2019 Convocation, Dr. Sam launched a Process Improvement Team whose purpose was to identify practices that hamper our ability to remain innovative, agile, and responsive to students and strategic goals. In fall 2019, the team conducted a comprehensive series of listening sessions and surveys that involved every major constituency group– students, staff, faculty, and administrators. From the resulting data, 163 ideas emerged and 24 student process enhancements were identified that mirrored a similar list identified by the HLC Student Success Academy. In a December 2019 retreat, the Process Improvement Team distilled these into 16 key improvement areas, weighted in terms of their complexity, cost, impact, and benefit. Many of these have since been undertaken and resolved, such as raising the minimum wage for student workers and streamlining approval processes for professional development. Since then, the team has catalogued others that require more vetting, attention, and discussion. Individual touch-base meetings are occurring now for these areas.

Action 14.3. Rollout predictive analytics tool for student success

A key to rolling out effective student supports is an ability to predict how students need support and then to deliver those supports as needs unfold. For this to occur, a full picture of student needs is warranted along with a full understanding of how services map onto them. In fall 2019, a call for proposals was released for software to perform this function at ECC, and soon thereafter, ECC acquired CRM Advise, an Ellucian product. The new tool will replace the older Early Alert system that had been provided by WebAdvisor (which is now being discontinued). The new tool provides a more robust platform for synthesis of student data as it unfolds and allows seamless channels for faculty or support professionals to make referrals to advisors, career specialists, and others. Technical configurations of the system began in March 2020, and functional implementation began in July 2020. Faculty representatives contributed to initial decisions made about configurations, and the new tool will be ready for full deployment at the start of the spring 2021 semester.

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APPENDIX

Benchmark Sources

- 1: National community college median values, National Benchmark Report (FY2018), National Community College Benchmark Project (NCCBP), <https://nccbp.org/>
- 2: Average values for all Achieving the Dream Institutions, Benchmarking for Success Report (FY2014), Achieving the Dream (ATD), <http://www.achievingthedream.org/>
- 3: Data Feedback Report (FY2019), Integrated Postsecondary Education System (IPEDS), <https://nces.ed.gov/ipeds/>
- 4: Career-Technical Graduate Follow-Up Survey Report (FY2015), Illinois Community College Board (ICCB), <https://www.iccb.org/data/studies-reports/student-reports/fy-2015-follow-up-study-of-cte-program-graduates/>
- 5: College 2 Career Readiness Tool, Illinois Community College Board (ICCB), <https://www.ilcollege2career.com/#/>
- 6: Community Colleges Outcomes Report (FY2017), National Student Clearinghouse (NSC), <https://nscresearchcenter.org/>
- 7: Data and Characteristics Report (FY2020), Illinois Community College Board (ICCB), <https://www.iccb.org/data/>
- 8: Illinois State Report Card (FY2020), Illinois State Board of Education (ISBE), <https://www.isbe.net/ilreportcard>
- 9: Aggregate average of pass rates for all Illinois state licensure tests completed by at least one ECC student in 2019
- 10: Data Book (FY2019), Illinois Student Assistance Commission (ISAC), <http://www.isac.org/e-library/>
- 11: Community College Survey of Student Engagement (CCSSE) Benchmark Report (2017), <https://www.ccsse.org/>
- 12: Ruffalo Noel-Levitz Student Satisfaction Survey Benchmark Report (2019), <https://www.ruffalonl.com/>
- 13: College Employee Satisfaction Survey (CESS) Benchmark Report (2019), <https://www.ruffalonl.com/>
- 14: Transfer Student Feedback Report – Illinois State University (2020)
- 15: ICCB IPEDS Summary Report (2020) (*new source; revised for FY2020 report*)
- 16: Achieving the Dream (ATD) Student Success Report (FY2020)
- 17: Postsecondary Data Partnership Dashboards; 2-year, Illinois, Public Institutions (FY2019)
- 18: ICCB Annual Enrollment and Completions Report (FY2019), <https://www.iccb.org/data/annual-reports/>

ECC Data Sources

- CCSSE:** Community College Survey of Student Engagement. Composite scores represent standardized aggregate scores with mean of 50. (Last administered in Spring 2017, N=1,015 students.)
- College2Career:** ICCB and IDES joint web utility that allows for exploration of employment-related outcomes for each Illinois public college/university (<https://www.ilcollege2career.com/#/>)
- CSS:** Current Student Survey. Internal online survey, administered annually with all currently-enrolled students. Questions follow a format where 1="Very Dissatisfied" and 5="Very Satisfied". (Last conducted in Fall 2019, N=1,385 students.)
- CT Graduate Survey:** Annual survey of employment for CTE program graduates from the prior year (Fall 2019, N=578 alumni)
- ECC Data:** Data queried from the College's Datatel Colleague ERP system
- ICAT:** Institutional Capacity Assessment Tool (Last administered in Spring 2017, N=140 employees.)
- ICCB:** Illinois Community College Board
- ISAC:** Illinois Student Assistance Commission
- ISBE:** Illinois State Board of Education
- NCCBP:** National Community College Benchmarking Project
- NSC:** National Student Clearinghouse
- SSI:** Ruffalo Noel-Levitz Student Satisfaction Inventory. Satisfaction responses follow a scale where 1="Not Satisfied at All" and 7="Very Satisfied". Expectation questions follow a scale where 1="Much worse than expected" and 7="Much better than expected". Future enrollment questions follow a format where 1="Definitely not" and 7="Definitely yes". (Last administered in Spring 2019, N=811 students.)

Note

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

