

# Performance Report

## Fiscal Year 2021

(Academic Year 2020-2021)

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

September 2021



Elgin  
Community  
College

Bright Choice. Bright Future.

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## INTRODUCTION

### Purpose

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

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

### Structure of the Report

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

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

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

## Report Features

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

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

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

## How to Use This Report

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

## Audience and Feedback

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

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

## Performance Report for Fiscal Year 2021: Sharing ECC's Progress

### EQUITY AND LEARNING

Identify and expand practices to raise academic achievement and completion

SUCCESS INDICATORS	ECC Compared to:						
			Itself			External Benchmarks	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Student Completion of Courses and Programs</b>							
% Completed in 3 years/full-time	ECC Data	Fall 2017	42%	35%	↑	33% <sup>15</sup>	↑
% Completed or transferred in 3 years/full-time	ECC data	Fall 2017	62%	59%	↑	52% <sup>15</sup>	↑
% Completed in 3 years/part-time	ECC data	Fall 2017	24%	19%	↑	14% <sup>15</sup>	↑
% Completed or transferred in 3 years/part-time	ECC data	Fall 2017	38%	35%	↑	29% <sup>15</sup>	↑
% Withdrawal before end of course	ECC data	Fall 2020	12%	13%	↓	8% <sup>1</sup>	↑
<b>Student Progression Through Coursework</b>							
% Progressing from ABE/ASE to any college	ECC data	FY 2020	2%	6%	↓	--	--
% Progressing from ESL to any college	ECC data	FY 2020	1%	2%	↓	--	--
% Progressing Dev. Ed. to college: Math (w/in 2 yrs.)	ECC data	Fall 2018	42%	57%	↓	26% <sup>2</sup>	↓
% Progressing Dev. Ed. to college: English (w/in 2 yrs.)	ECC data	Fall 2018	62%	65%	↓	42% <sup>2</sup>	↑
% Retained fall-to-fall/full-time	NSC	Fall 2018	77%	82%	↓	63% <sup>17</sup>	↑
% Retained fall-to-fall/part-time	NSC	Fall 2018	52%	54%	↓	46% <sup>17</sup>	↑
<b>Student Job Attainment</b>							
% CTE completers employed	CT Grad Survey	FY 2020	92%	92%	↔	80% <sup>4</sup>	↑
% CTE completers employed in field	CT Grad Survey	FY 2020	70%	77%	↓	62% <sup>4</sup>	↑
% Placement of graduates into the workforce/full-time	CT Grad Survey	FY 2020	68%	71%	↓	61% <sup>4</sup>	↑
<b>Transfer to Subsequent Educational Institutions</b>							
% Transferred in >2 to 3 years/full-time	NSC	Fall 2017	40%	38%	↑	31% <sup>17</sup>	↑
% Transferred in >2 to 3 years/part-time	NSC	Fall 2017	28%	21%	↑	32% <sup>17</sup>	↓
% Degree awardees earning bachelor's w/in 6 yrs.	NSC	FY 2013	25%	21%	↑	27% <sup>16</sup>	↓
Average ECC student GPA at transfer institutions	4-Yr. College Feedback	Spring 2020	3.08	2.97	↑	3.07 <sup>14</sup>	↑
<b>Student Engagement and Satisfaction with College Programs and Services</b>							
Survey item rating: "Rate your overall satisfaction with your experience here." (1 to 7 scale)	SSI	Spring 2019	5.8	5.9	↓	5.6 <sup>1</sup>	↑
Survey item rating: "How has your college experience met your expectations?" (1 to 7 scale)	SSI	Spring 2019	5.3	5.3	↔	5.0 <sup>1</sup>	↑
Composite score: Instructional Effectiveness (1 to 7 scale)	SSI	Spring 2019	6.0	5.8	↑	5.8 <sup>1</sup>	↑
Mean response to survey item: "Please rate your level of satisfaction with the overall quality of learning in your educational experience at ECC." (1 to 5 scale)	CSS	Fall 2020	4.06	4.32	↓	--	--
% Agree with statement: "I feel personally connected to ECC."	CSS	Fall 2020	46%	51%	↓	--	--

**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 2021: Sharing ECC's Progress

### EQUITY AND LEARNING

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

##### *FY2021 Summary of Success Indicators that Address this Goal*

**FY2021 Summary:** Indicators under the theme of Equity and Learning focus on success demonstrated by ECC students as they move through their programs and onto completion. The COVID-19 pandemic presented unique challenges for student progression in FY2021, as evidenced by downward movement across all metrics in the Student Progression through Coursework indicator. For instance, progression from developmental to college-level math decreased from 57% in FY2020 to 42% in FY2021; in addition, fall-to-fall retention for full-time students decreased from 82% to 77%. The pandemic also impacted employment, as we note diminished placement of career-technical education (CTE) graduates in the workforce (from 71% in FY2020 to 68% in FY2021) and fewer graduates reporting employment in their fields (from 77% in FY2020 to 70% in FY2021). Overall CTE employment was stagnant at 92% for FY2021 from where it was the prior year. Nonetheless, completion and transfer metrics appear to have weathered the circumstances of the pandemic slightly better, as evidenced by an increase in the transfer rates among full-time students (38% in FY2020 to 40% in FY2021) and part-time students (from 21% to 28%). Similarly, completion at ECC was improved for full-time students (from 35% in FY2020 to 42% in FY2021) and part-time students (19% to 24%). Finally, scaled ratings on items pertaining to student satisfaction and engagement were unchanged since the last administration of the Student Satisfaction Inventory (SSI) in 2019; and ratings on the Current Student Survey (CSS) pertaining to quality of learning (4.06) and personal connection (46%) were lower than last year, perhaps reflecting general malaise of the pandemic.

##### *FY2021 Summary of Strategies that Address this Goal*

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

**Action 1.1. Assess progress in fulfilling initiatives of the ILEA Equity Plan, HLC Student Success Academy, and the Student Success Infrastructure (via Operating Plan Updates)**

Progress made under the Illinois Equity in Attainment (ILEA) Equity Plan, the Higher Learning Commission (HLC) Student Success Academy, and within ECC departments is determined on the basis of self-assessment on initiatives currently underway. During committee meetings, members engage in dialog and critical reflection from which they receive formative feedback on how to hone, revamp, and scale their strategies. This iterative process of providing updates and seeking input is essential for maintaining forward progress. As of the date of this report, all initiatives under ILEA, HLC, and the Student Success Infrastructure (SSI) are making good progress. Several – such as the Mandatory Advising Program (MAP) and the Teaching for Inclusion, Diversity, and Equity (TIDE) Faculty Team – are now institutionalized within department plans, reports, and budgets (e.g., Student Services and Development sponsors MAP and the Center for the Enhancement of Teaching and Learning sponsors TIDE). As a further sign of progress, the College finalized its ILEA Progress Report and applied for Leader College of Distinction Status with Achieving the Dream in late September 2021.

**Action 1.2. Pilot one or two open education resource recommendations and assess their effectiveness**

Due to the pandemic, the initial plan for the Open Educational Resource (OER) initiative was revised; therefore, no pilots were implemented, as Action 1.2 states. Instead, OER efforts were absorbed into a broader initiative on affordability of courses and course materials. A Textbook Cost Reduction Taskforce was launched with co-chairs from faculty and administration and a team of nine (9) faculty, eight (8) administrators, and three (3) Student Government student leaders was assembled. In fall 2021, Institutional Research was consulted to launch a student and a faculty survey to understand student buying patterns, instructional preferences, and their decision-making related to acquiring course materials. Results will inform the taskforce's efforts in spring 2022.

**Action 1.3. Identify opportunities to improve the effectiveness of general education, program, course, and co-curricular assessment**

Based on feedback received from the HLC on the College's 2019 Comprehensive Evaluation, an Assessment Strategy Team (AST) was convened in 2020. Its purpose is to identify strategies for renewing the College's assessment practices and policies,

### EQUITY AND LEARNING

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

stimulate broad faculty engagement around equity-minded assessment, and develop an effective system that leverages evidence of student learning to identify opportunities for improvement. To date, the AST has submitted a Quality Improvement Project (QIP) proposal to HLC on *Advancing Equity through the Assessment of Student Learning* and received approval to move forward. This project will form a foundation for the College's December 2023 Interim Focused Report and its 2025-2026 Comprehensive Evaluation for the HLC. It will result in a sustainable system to leverage the assessment of student learning outcomes and close achievement gaps. The College is taking a phased approach to the project, starting with a small faculty cohort as a proof of concept and then adding new cohorts every semester following. The College is also committing financial resources to work with Brightspace, Inc., the College's learning management system, to adjust how student learning data is organized in the system so that faculty can take advantage of technology functionality in linking their assessments to student learning outcomes. The College will also establish a feed to the data warehouse, which is currently under development.

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

##### **Action 2.1. Set practices that allow students to use chosen names and preferred pronouns**

Phase I of the gender management project began in January 2021. This phase allows students to provide their chosen name, if different from their legal name, and preferred pronouns through online functionality. Incoming students are able to adjust this information on their inquiry and application forms. Faculty can use the Ellucian Faculty Self-Service tool to view class rosters and complete grading activities with chosen names and preferred pronouns. Faculty can also see students' chosen names through Brightspace and CRM Advise.

Phase II planning also began in January 2021 with a review of reports, processes, and communications to determine where chosen names and preferred pronouns should be used. Eighty-five (85%) of the review is complete, with over 200 separate documents and tools modified. The goal is to have all changes rendered by December 2021. An additional request to modify personal pronoun and gender identity drop-down options in Self-Service was received from students and faculty, and these options were similarly updated upon review of technical feasibility with faculty and members of SWANS, a student group focused on LGBTQ+ advocacy. Gender management functionality fosters an environment of inclusivity and belongingness among students, valuing their sense of safety and allowing them to remain focused on academic success.

##### **Action 2.2. Map employability skills frameworks to learning outcomes in general education, programs, and co-curricular offerings; embed mappings into program review**

While an infrastructure exists for the assessment of course, program, and general education learning outcomes, a parallel structure for assessing co-curricular outcomes has yet to be developed. Because co-curriculars are multifaceted at ECC (e.g., some align tightly to courses or course artifacts, whereas others less so), we need an approach to co-curricular assessment apart from the defined work of the Student Learning Assessment Advisory Committee (SLAAC).

To that end, a partnership with Northern Illinois University's (NIU's) Department of Public Administration was formed last year to audit and contextualize co-curricular outcomes and opportunities at ECC. NIU graduate students assisted ECC's Assessment Strategy Team (AST) by creating co-curricular inventories mapped onto employment skills and learning outcomes in twelve (12) selected co-curriculars. Employability Skills Frameworks, which are taxonomies released by the US Department of Education and the state of Illinois, formed the basis for the project, along with ECC's General Education Learning Outcomes. The project involved a series of one-one-one interviews with ECC co-curricular sponsors, and results illustrate a need to formalize learning outcomes and key activities and artifacts within ECC's co-curricular offerings and showed variation in how employability skills and general education are aligned among them. Employability Skills Frameworks were also embedded within program review reports and discussed in the FY2021 Program Review Report which was sent to the Illinois Community College Board (ICCB) in September 2021.

## **Performance Report for Fiscal Year 2021: Sharing ECC's Progress**

### **EQUITY AND LEARNING**

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

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

###### **Action 3.1. Implement professional development to ensure quality online and hybrid instruction**

The Distance Learning Offices continues to collaborate with the Center for the Enhancement of Teaching and Learning (CETL) to offer professional development in multiple formats, with the most popular format being asynchronous. In addition, they are updating the curriculum of asynchronous classes to align more closely to the new Quality Assurance Rubric the College has adopted with Quality Matters. Attendance in the asynchronous programs remains strong even after 18 months of remote instruction. Additional programs are being identified for fall 2021 to build upon the "required" training completed by faculty over the past year.

###### **Action 3.2. Launch professional development on culturally responsive teaching for TLSD senior leaders**

Training offered by the Human Resources Professional and Organizational Development Office in fall 2020 included advanced institutional leadership in equity. Several TLSD senior leaders and faculty attended Achieving the Dream's Equity in Teaching and Learning Institute in spring 2021. The institute featured sessions focused on culturally responsive teaching, such as *Building Equity via Classroom Change: Pedagogies, Practices, and Your Campus* and *Culturally Responsive Curriculum Analysis: A Scorecard*. The SSI Taskforce focused on culturally responsive teaching is drafting annotated versions of ECC's current classroom observation, online observation, and annual self-assessment forms to include connections to practices identified in these trainings. The aim of this work is to assist classroom observers to identify existing equity-minded practices and to grow their understanding when conducting future observations.



## Performance Report for Fiscal Year 2021: Sharing ECC's Progress

<b>HOLISTIC PROGRAMMING</b> Strategically build and maintain enrollment and purposeful pathways							
<b>SUCCESS INDICATORS</b>	ECC Compared to:						
	Itself					External Benchmarks	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Student Mastery of Learning Outcomes</b>							
% Students who are successful – All courses	<i>ECC data</i>	<i>FY 2021</i>	71%	72%	↓	79% <sup>1</sup>	↓
% Students who are successful – Gateway courses	<i>ECC data</i>	<i>FY 2021</i>	68%	71%	↓	--	--
% Students who are successful – Developmental Ed.	<i>ECC data</i>	<i>FY 2021</i>	59%	61%	↓	69% <sup>1</sup>	↓
% Students who are successful – Adult Education (ABE/ASE)	<i>ECC data</i>	<i>FY 2021</i>	42%	48%	↓	--	--
<b>Enrollment of Identified Target Populations</b>							
% ECC racial/ethnic minority students	<i>ECC data</i>	<i>FY 2021</i>	55%	59%	↓	24% <sup>1</sup>	↑
% ECC Hispanic students	<i>ECC data</i>	<i>FY 2021</i>	38%	45%	↓	24% <sup>7</sup>	↑
% ECC African-American students	<i>ECC data</i>	<i>FY 2021</i>	4%	5%	↓	13% <sup>7</sup>	↓
% New students placing into Dev Ed courses	<i>ECC data</i>	<i>FY 2021</i>	35%	57%	↓	--	--
% New students who placed into Dev Ed courses who also enrolled in Dev Ed Courses during the first term	<i>ECC data</i>	<i>FY 2021</i>	27%	41%	↓	44% <sup>8</sup>	↓
% ECC dual credit/enrollment (all students)	<i>ECC data</i>	<i>FY 2021</i>	8%	6%	↑	12% <sup>7</sup>	↓
% ECC adult students (age 25+)	<i>ECC data</i>	<i>FY 2021</i>	30%	34%	↓	41% <sup>7</sup>	↓
<b>Degree of Fit Between Students' Goals, Skills, and Experiences and College Programs and Services</b>							
Standardized score: Support for Learners	<i>CCSSE</i>	<i>Spring 2021</i>	53	53	↔	50 <sup>11</sup>	↑
% Responding to survey item: "Courses or specific programs of study that I am interested in are not offered at times that are convenient for me."	<i>CSS</i>	<i>Fall 2020</i>	26%	34%	↓	--	--
% Responding to survey item: "I have found the course path for my program of study to be confusing."	<i>CSS</i>	<i>Fall 2020</i>	21%	21%	↔	--	--
Survey item: "This school does whatever it can to help me reach my educational goals." (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	5.93	5.77	↑	5.53 <sup>12</sup>	↑
Composite score: Responsiveness to Diverse Populations (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	6.18	6.03	↑	5.74 <sup>12</sup>	↑
Composite score: Student Centeredness (1 to 7 scale)	<i>SSI</i>	<i>Spring 2019</i>	6.06	5.90	↑	5.65 <sup>12</sup>	↑
% Full-time students earning at least 24 credit hours in first year <sup>3</sup>	<i>ECC data</i>	<i>FY 2020</i>	42%	43%	↓	33% <sup>17</sup>	↑
% Part-time students earning at least 12 credit hours in first year <sup>3</sup>	<i>ECC data</i>	<i>FY 2020</i>	20%	22%	↓	17% <sup>17</sup>	↑

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

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## Performance Report for Fiscal Year 2021: Sharing ECC's Progress

### HOLISTIC PROGRAMMING

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

##### *FY2021 Summary of Success Indicators that Address this Goal*

###### **FY2021 Summary:**

Indicators and metrics under Holistic Programming were heavily impacted by circumstances of the pandemic. All metrics under the Student Mastery of Learning Outcomes indicator decreased last year from where they had been in FY2020. The percentage of students successful in all courses fell slightly from 72% to 71%, as did the percentage of students who were successful in gateway (71% to 68%) and developmental courses (61% to 59%) and especially in Adult Education (48% to 42%). ECC underperformed relative to national benchmarks, where available, on some of these metrics. ECC's ability to enroll diverse students (under the indicator of Enrollment of Identified Target Populations) diminished as well, especially among Hispanic students (from 45% to 38%). This decline confirms national reports which point to the disproportional impact of the pandemic on Latinx communities. Metrics under the indicator of Degree of Fit between Students' Goals, Skills and Experiences come from various internal and external surveys. Some surveys were not administered during FY2021, such as the Student Satisfaction Inventory (SSI), where scores remain unchanged since last year's report. Finally, while the proportion of ECC students who have met national credit-hour benchmarks has declined slightly from last year for both full-time and part-time students, ECC students are more likely to meet these thresholds than similar students nationally (42% at ECC vs. 33% nationally for full-time students, and 20% at ECC vs. 17% nationally for part-time students).

##### *FY2021 Summary of Strategies that Address this Goal*

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

###### **Action 4.1. Create a taskforce to oversee adult learner strategies**

Several strategy discussions related to 2018 results from the College's administration of the Council on Adult Experiential Learning (CAEL) Strategies/Principles were held to advance enrollment of adult students. These included a Technology Implementation Conversation on December 8, 2020; three Strategic Partnerships Conversations on December 4, 2020 and February 8 and March 8, 2021; and a presentation at the ECC TEACH Conference on February 16, 2021. The Technology Principle Implementation meeting was especially informative and resulted in nine (9) action steps to implement in FY2022. Additionally, the College added extra language to the Enrollment Steps Posters about adult students being able to receive financial aid and scholarships. We also began exploring a partnership with Guild Education, which helps employees utilize their employer education benefits with ECC, and a service agreement is under review. Finally, we conducted a phone call campaign for all current students, near completers, and stop-outs to encourage re-enrollment and conducted a separate campaign for Adult Basic Education Center (ABEC) students who left on or before midterm;

###### **Action 4.2. Tailor website messaging to key populations (e.g., adults, undocumented students, and students in online and hybrid courses)**

The College collaborated with the Adult Basic Education Center (ABEC) and Admissions and Recruitment to develop an adult education continuous improvement plan. The plan, which was sent to the Illinois Community College Board (ICCB), focuses on retaining enrollment levels for the high school equivalency (HSE) program and growing enrollment for English as a Second Language (ESL). Key actions in the plan include a year-round paid search campaign for HSE and ESL classes on Google and Bing and the development of a new paid social media campaign promoting HSE and ESL classes on Facebook and Instagram. There is a need to raise awareness of HSE and ESL classes through enhanced marketing support and spending. Tactics include direct mail, email marketing, print ads and advertorials, radio ads, PSAs, and interior bus ads.

MarCom partnered with Admissions to plan, promote, and execute our first Virtual Open House recruiting event in April. The event was promoted via direct mail, digital ads (Facebook, Instagram, LinkedIn and Snapchat), web banners, campus signage, Google MyBusiness, College calendar, and email marketing to relevant lists. As a result, 205 people registered to attend the event and 111 attended live. Event promotion generated more than 762,000 media impressions and 1,400 clicks to ads.

### HOLISTIC PROGRAMMING

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

MarCom also partnered with STEM leadership to develop and market a new STEM Speaker Series during the spring 2021 semester. The objective was to showcase the expertise of ECC faculty and engage the community and raise awareness of ECC's STEM offerings. Promotion of this event resulted in more than 375 registrants and 248 live attendees across five virtual events. Relatedly, MarCom supported outreach to employers and students interested in apprenticeship programs via promotion of virtual Apprenticeship Fairs in April and June, yielding more than 150,000 ad impressions; 1,000 clicks to ads; and 200 registrants.

MarCom focused heavily on year-round pay-per-click (PPC) digital advertising campaigns on Google and Bing. Top search engines connect prospective students with ECC and generate online inquires and applications. New, restructured campaigns were launched to build brand awareness and grow Adult Education, as noted previously. The College's new 360° virtual tour was launched on [www.elgin.edu/virtualtour](http://www.elgin.edu/virtualtour) in spring and is being promoted to prospective students via email, social media, marketing microsites, and enrollment print pieces.

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

##### **Action 5.1. Rollout CRM Advise software; locate/define students' actions and behaviors to track (see 14.2)**

In FY2021, the College acquired an Ellucian product called CRM Advise to manage student data related to advising, advising recommendations, and to manage communications and workflows among advisors, students, and faculty. Implementation consisted of configuring, defining, and preparing custom data imports, user management, communications (text/email) setup, defining process workflows, defining system administration processes, and preparing faculty to be able to submit alerts. Automated alerts were configured as well (which will not require faculty initiation) and communication plans were built to streamline, document, and centralize communications that originate from advisors. Faculty and staff were also trained.

CRM Advise went "live" in the spring 2021 semester. Advisor usage has been steady and has helped inform the ongoing work of implementation. Slightly more faculty are using the system than the College's previous Early Alert system. As of May 2021, nearly 800 early alerts were submitted by faculty. Over half were issued for students falling into one or more of the ILEA student groups (e.g., Black students, Latinx students, or Pell Grant recipient). Each of these alerts represent a concerted effort on the part of faculty and advisors to connect with and address obstacles or barriers. Several alerts were attempts to reinforce positive or encouraging behavior in the form of "kudos" notifications.

CRM Advise also computes Student Success Scores for students. Utilizing data, we made decisions on what factors and weights to include in these scores with an understanding that adjustments may be needed as we move forward. Advisors met with students and compared the progress and standing of each student to his/her scores, which remain hidden for now. Once their validity and accuracy can be more confidently relied upon, scores will be used to target high-touch communications and interventions appropriate for particular students likely to benefit from them. An end-of-term analysis will be conducted, using feedback provided by advisors throughout the term, to determine next steps.

Finally, an automated communication plan was built and utilized in the spring 2021 to send targeted, time-specific information to student groups at different points throughout the semester. Some unforeseen complications arose around midterm which led to turning off the automated communication plan temporarily, however. The lessons learned from that experience informed a rebuilding of the communication plan to begin soon. In the meantime, academic advisors have been communicating the communication plan content to their caseloads manually.

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

Through our work with the NIU Education Systems Center team, the Alliance has established guidelines for a common regional process for creating college-career pathways. These were developed based on best practices for the collaborative development of educational pathways spanning grades 9 through 14 that require partnership between secondary and

### HOLISTIC PROGRAMMING

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

postsecondary institutions to ensure alignment and student transitions. The guidelines originally drafted in July 2020 have undergone further refinement with our secondary partners to better reflect what was learned in 2020-2021 when we created our first pathways. This is a significant milestone as we have not previously had a consistent process.

Regional college-career maps have been published to guide district-level pathway development and/or refinement in Information Technology and Business-Financial Services. The development of regional maps began with identifying high-priority occupations within industry sectors that are considered high-skill, high-wage, and in-demand based on labor market data. Next, ECC programs of study leading to high priority occupations were identified. From them, we identified courses common across credentials that provide foundational knowledge important to that industry and are feasible for dual credit delivery. Each district is currently drafting district-specific pathway maps for Information Technology and Business-Financial Services that fit this description while also providing recommendations for non-career technical education coursework and work-based learning opportunities. Guidelines and regional pathway maps are available on the Alliance website at [www.elgin.edu/alliance](http://www.elgin.edu/alliance).

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

##### **Action 6.1. Analyze and expand weekend programming options**

Instruction continued to be delivered online in spring and summer 2021. At the time these schedules were created, vaccines for the COVID virus had not yet been developed, and infection rates were increasing. Approximately, 100 additional courses were developed for online delivery for spring. Social distancing requirements resulted in lower section caps for lab courses with face-to-face instruction. In order to provide more time for planning and to assess the status of the pandemic and conditions under which the College would be allowed to deliver instruction, fall 2021 registration was decoupled from summer registration and opened in May 2021. During this time, vaccines were approved and started to be administered to the general public.

Student feedback regarding scheduling preferences was collected in fall 2020 via the Current Student Survey and through an informal poll administered by the academic advisors as they met with students to plan spring schedules. Questions were added to the survey to solicit information from students regarding their preference for asynchronous vs. synchronous instruction; instructional modality (i.e., face-to-face, hybrid, synchronous, and asynchronous) by course type (i.e., general lecture, speech, math, science with lab, science without lab, language, and fine arts); overall satisfaction with student learning, obstacles faced; and remedies for obstacles. In general, students were satisfied with the predominantly online learning environment of 2020, with 72% of respondents saying that they were "very satisfied" or "satisfied" with online classes in summer and fall 2020. When asked about obstacles, the most commonly cited topics included: financial difficulties exacerbated by the pandemic and online learning in general. With respect to modality, the overriding theme across questions and responses was flexibility. When asked to rank their preferred modality for different course types, students stated that completely face-to-face was *least* favored for lecture-based seminars and science courses without labs, while synchronous online modalities were *most* favored. However, for math courses, science courses with labs, and fine arts courses, hybrid options were most preferred while asynchronous online options were *least* favored. In open-ended comments, many students indicated a preference to see many or all future courses offered in multiple modalities to better facilitate individual learning styles and various contextual/situational circumstances.

## Performance Report for Fiscal Year 2021: Sharing ECC's Progress

COMMUNITY PARTNERSHIPS							
Advance Relationships that Benefit the College, Students, and Partnering Organizations							
SUCCESS INDICATORS	ECC Compared to:						
			Itself			External Benchmarks	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Readiness of Incoming Students</b>							
% College Ready in Math (D509 area high schools)*	ECC Data	Fall 2020	49%	46%	↑	--	--
% College Ready in English (D509 area high schools)*	ECC Data	Fall 2020	82%	78%	↑	--	--
% College Ready in Reading (D509 area high schools)*	ECC Data	Fall 2020	81%	79%	↑	--	--
<b>Preparedness of Graduates for Transfer and/or Employment</b>							
# Degrees and certificates awarded	ECC Data	FY 2020	2,270	2,202	↑	1,758 <sup>7</sup>	↑
% Aggregate pass rates on CTE licensing exams	ECC Data	FY 2019	94%	93%	↑	86% <sup>9</sup>	↑
Average time to graduate (in years)	ECC Data	FY 2020	4.2	4.2	↔	5.6 <sup>6</sup>	↓
<b>Responsiveness to Student and Community Needs</b>							
% Enrolling from public high schools	ECC Data	Fall 2020	18%	26%	↓	20% <sup>1</sup>	↓
Annual tuition and fees	ECC Data	FY 2021	\$3,972	\$3,972	↔	\$4,322 <sup>7</sup>	↓
# Dual credit course sections offered	ECC Data	FY 2021	545	446	↑	--	--
% Graduates employed in Illinois	College2Career	FY 2021	79%	78%	↑	75% <sup>5</sup>	↑
<b>Value Added to the Community</b>							
% Area residents enrolling in courses	ECC Data	FY 2019	3%	3%	↔	3% <sup>7</sup>	↔
% Minority students enrolled in non-credit courses	ECC Data	FY 2020	35%	39%	↓	--	--
# Non-credit seat count – prof. & vocational dev.	ICCB	FY 2020	3,065	3,175	↓	2,913 <sup>18</sup>	↑
# Students receiving ISAC (e.g., MAP) Grant awards	ISAC	FY 2020	1,945	1,389	↑	1,020 <sup>10</sup>	↑
<b>Employer and Community Satisfaction with College Programs, Services, and Graduates</b>							
% Employers satisfied with preparation of graduates	--	--	--	--	--	95% <sup>1</sup>	--

\* (of those students who have a placement on record)

**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 2021: Sharing ECC's Progress

### COMMUNITY PARTNERSHIPS

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

##### *FY2021 Summary of Success Indicators that Address this Goal*

##### **FY2021 Summary:**

As noted in last year's report, metrics related to advancing external relationships are steady, and even improving slightly, with a few exceptions. First, incoming high school student readiness continues to improve, as it did in last year's report. Readiness in math improved from 46% to 49%; readiness in reading improved from 78% to 82%; and readiness in English improved from 79% to 81%. ECC continues to prepare students well for jobs and transfer, as evidenced by an increase in the number of degrees and certificates awarded in FY2021 versus the prior year (2,270 vs. 2,202) and a slight uptick in the proportion of students passing licensing exams (up from 93% to 94%). Tuition remained steady in FY2021 at \$3,972 annually for full-time enrollment, and the College continues to enroll more and more high school dual enrolled students (545 in FY2021 vs. 446 in FY2020). However, generally speaking, the proportion of incoming ECC students who come from high schools is trending sharply downward (from 26% in FY2020 to only 18% in FY2021) as college enrollments across the nation decline during the pandemic and as high schools throughout Illinois enroll fewer students than they used to, according to US Census data. Finally, metrics related to Value Added to the Community, which measure aspects of non-credit enrollment, illustrate declines year-over-year but do perform favorably in comparison to national and state benchmarks.

##### *FY2021 Summary of Strategies that Address this Goal*

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

**Action 7.1. Summarize and communicate gaps with undecided, near completers, and non-returning students and make recommendations for enhancing support**

The College strengthened tracking and analysis of students' undecided declarations from their applications. Percentages of students entering as undecided in 2018-2019, 2019-2020, and 2020-2021 are 29%, 30% and 31%, respectively.

The Mandatory Advising Program (MAP) was impacted by the pandemic. While the Student Success Center continued to offer and conduct MAP appointments, registration holds were not enforced. In fall 2020, additional incentives were used to motivate students to seek advising: \$25 Amazon gift cards were raffled for students who completed MAP appointments by a deadline. Additionally, in spring 2021, in collaboration with the ECC Foundation, the Center offered a "micro scholarship" to MAP students who met one of the Equity Plan (ILEA) student groups – African-American, Latinx, or Pell Grant eligible. This allowed students a chance to win \$400, and they could receive \$10 (deposited directly into their student accounts) for simply following the steps to schedule and attend MAP appointments and register for fall 2021 classes.

Based on the results of MAP during fall 2019 and the significant decline in CTE enrollments that semester, an advisor was specifically designated for CTE students in spring 2021. The advisor worked with students enrolled in culinary arts, IST/IMT, welding, and computer information systems. Because it was determined that MAP appointments outside the classroom were barriers for students, this advisor visited students within their classrooms. Students will still be able to meet face-to-face; however, that option will be left up to the students.

Near completers are students who have completed at least 45 credit hours, been active for the past two years, but have not graduated, transferred, or re-enrolled at ECC. Analysis conducted for the prior two years in preparation for the release of the Complete to Compete Scholarship revealed that students with disabilities, students of color, and older students typically characterize near completers and unlikely to earn degrees within one year of attaining 45 credit hours. The Complete to Compete Scholarship addresses this equity gap. Last year, 80% of Complete to Compete Scholarship recipients graduated, which is 20% higher than a comparative sample of near completers who did not receive the scholarship but re-enrolled in fall 2020.

### COMMUNITY PARTNERSHIPS

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

Non-returning students are students who have not graduated, transferred, or re-enrolled at ECC for a given semester and who have also not yet attained 45 total credit hours. Outreach to non-returning students has been intensified to encourage re-enrollment. Outreach takes the form of phone calls and analyses of rates of contact, categorization of issues/hurdles identified by students, and enrollment of contacted students. Nearly 5,000 students were called during the summer of 2020, though contact was only able to be made with 1,648 of the students. Of those contacted, the most common reasons for not enrolling were concerns about online learning, financial difficulties, and/or they planned to enroll but had just not yet done so. Thirty percent of students contacted ultimately enrolled in fall 2020.

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

Transitional courses are developed by high schools and the College to ensure student readiness for college-level work, as required by the Postsecondary and Workforce Readiness Act. Transitional courses are or will be offered at area high schools during students' senior year to strengthen skills in math and English Language Arts. Transition to College Algebra, Transition to Quantitative Literacy, and Transition to Technical Math courses were first taught in 2019-2020 by 23 instructors enrolling 706 students. As of the date of this report, 40 high school instructors teach these courses which, collectively, serve 1,200 students. All three courses have State Portability Approval, ensuring students who earn a grade of C or better place directly into college-level math upon entry to ECC. We continue to collaborate with school districts to assess the impact of transitional courses and provide support for high school instructors.

The state taskforce released a draft of Transitional Communication/English Competencies and Policies earlier in 2021, and the College expect their approval by the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE) in December 2021. Professor II of English and Director of the Alliance for College Readiness, Dr. Alison Douglas, served on the state Transitional English Competency Development Taskforce. The Alliance began planning for the implementation of Transitional English with district partners in summer 2021. Transitional Math course assessment plans and a year-end summary are also being prepared. Transitional English Course Parameters and Competencies news update and draft document available at <https://edsystemsniu.org/transitional-english-course-parameters-and-competencies/>.

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

#### **Action 8.1. Audit work-based learning opportunities used across campus and classify them according to common frameworks (similar to 9.1)**

An audit of work-based learning (WBL) opportunities used across campus was deferred in FY2021 due to the COVID-19 pandemic and has been re-included in the FY2022 Operating Plan. Results will be classified according to the Illinois Career Pathways Dictionary definitions to help delineate what learning experience already occur at ECC and where we need to prioritize their development. Examples of work-based learning are plentiful. For instance, Workforce Innovation and Opportunities Act (WIOA) Youth receive 6 to 8 weeks of paid work experience with area employers aligned with their career paths. The Strategic Partnerships and Experiential Learning (SPEL) Office provides ECC students with paid and unpaid internships and prospective and current students with employer-sponsored apprenticeships. Under these requirements, CTE programs undergo rigorous review to ensure nine (9) quality criteria are embedded. The Vice President of TLSD's Office provided support to complete training on Perkins V Grant expectations in April. Criteria include work-based learning (WBL) and authentic learning experiences. Such experiences must include team-based challenges and student involvement at both secondary and postsecondary levels.

As noted under Action 5.2, ECC's academic divisions partnered with the College Transitions and Secondary Partnerships Division and high school partners to define secondary to postsecondary college-career pathways. In addition, several of the high-value dual credit courses within these pathways are planning to pilot WBL experiences into their courses. Accounting 101 (ACC-101) piloted team-based challenges in spring 2021, and Computer Information Sciences 110 and 121 (CIS-110 and CIS-121) are piloting this fall 2021. ECC faculty and administrators received guided support in WBL from NIU EdSystems

### COMMUNITY PARTNERSHIPS

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

consultant, Ms. Heather Penczak, whose work is being funded through our Chase Grant secured through the ECC Foundation.

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

There were 302 legislative and community engagement activities in FY2021. This represents a 144% increase compared to FY2020. The Board of Trustees participated in 59 instances of them, which is down by 39% compared to FY2020. Employees participated in 604 legislative and community engagement activities. Employees' engagement increased by 127% compared to FY2020. Also, throughout FY2021, ECC's parking lot provided accommodation and staff support for 32,475 families to receive food assistance from the Northern Illinois Food Bank.

Employees continue their heavy involvement in district activities. AMITA St. Joseph Hospital awarded a scholarship to an ECC student. The College notes an increase in organizations' requests to use our free job post website, including elected officials' offices. The St. Charles Chamber of Commerce enhanced its collaboration in working closer with Workforce and Continuing Education and the Dean of Sustainability, Business and Career Technologies and the Managing Director of Community Engagement and Legislative Affairs. New collaborations were formed with the Kenneth Youth Center and the Boys and Girls Club of South Elgin. ECC provided care bags to clinical workers of six (6) healthcare organizations during the pandemic. Elgin Mental Health Hospital renewed their clinical education partnership with ECC. Finally, more than fifty (50) Spanish-speaking community members joined ECC's Latinx Heritage Month Committee to host an event called *Latinxs and COVID-19: Stories from the Front Lines*.

Despite an overall reduction in in-person events during the pandemic, ECC Trustees also maintained active involvement in community and legislative activities. At the start of FY2021, Trustees set a plan to participate in 39 separate activities related to Board professional development, state and federal legislative and advocacy events, and student and community activities. By the end of FY2021, Trustees had completed 74% (N=29 of 39) of their planned actions, which included a combination of virtual and in-person events, meetings, presentations, and training workshops.

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

##### **Action 9.1. Increase systematically in tracking partner data (similar to 8.1)**

In carrying out Action 9.1, the ECC Foundation/Institutional Advancement acquired Salesforce, a software suite that provides efficient management of data related to alumni, retirees, and donors. The software also supports friend-raising/fundraising outreach and gift/scholarship processing. Salesforce is an "open" operating system, meaning that it integrates well with third-party applications used for payment processing and event planning, as well as to Salesforce software used in the College to manage data on internships, apprenticeships, and clinical sites. Work to integrate the ECC Foundation's and the College's separate Salesforce systems is complex and continues to date; however, when completed, the merger will expand the College and ECC Foundation's analytical capacities beyond what we can do with "closed" systems.

To support the acquisition of Salesforce, the ECC Foundation/Institutional Advancement hired Sleek Consulting as part of Action 9.1. Sleek consultants advised the College's IT Department on how to prepare our network for cloud hosting. They also built a customized architecture specific to the ECC Foundation/Institutional Advancement and migrated data out of the former Raiser's Edge data system and into Salesforce. The consultants also trained ECC employees on the Salesforce user interface and workflows, and they offered advice on future customizations. Finally, in the course of migrating data, Sleek cleaned and standardized our data on alumni, retirees, and donors to ensure its integrity and security. Successful on-time implementation of Salesforce provides evidence that Action 9.1 was completed successfully.



## **Performance Report for Fiscal Year 2021: Sharing ECC's Progress**

### **COMMUNITY PARTNERSHIPS**

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

**Action 9.2. Conduct a feasibility study for the Complete to Compete endowment campaign and launch, if applicable**

A feasibility study with a national consultant was completed in late summer 2021. The study used interviews from forty (40) potential donors to help identify various areas of student success (including student success coaches, the Student Success Fund, Complete to Compete Scholarship, and other scholarships). The study concluded that a larger capital campaign is justified.

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

**Action 10.1. Identify actions to be undertaken as a result of campus master planning; identify a viable solution for the Regional Training Center**

ECC received notification that \$28,536,000 was appropriated in House Bill (HB) 0064 (\$2,036,000, newly appropriated) for the manufacturing building. However, no funds were released from the Office of Management and Budget (Governor's Office) in FY2021 to begin development of the project. The Board of Trustees and administration advocated for the release of these funds throughout the fiscal year. The funding for the manufacturing center and other projects was re-appropriated in FY2022 in HB 0900.

## Performance Report for Fiscal Year 2021: Sharing ECC's Progress

<b>SERVICE EXCELLENCE AND COLLABORATION</b> Instill a Culture of Service Excellence and Collaboration							
SUCCESS INDICATORS	<i>ECC Compared to:</i>						
	<i>Itself</i>					<i>External Benchmarks</i>	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Employee Satisfaction</b>							
Survey Item Rating: "The goals and objectives of this institution are consistent with its mission and values." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.63	--	--	3.58 <sup>13</sup>	↑
% Grievance rate	ECC Data	FY 2020	1.7%	1.0%	↑	0.2% <sup>1</sup>	↑
Survey Item Rating: "Rate your overall satisfaction with your employment here so far." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.81	--	--	3.98 <sup>13</sup>	↓
Survey Item Rating: "The work I do is valuable to the institution." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.77	--	--	3.85 <sup>13</sup>	↓
<b>Employee Mastery of Professional Development Goals</b>							
Survey Item Rating: "I have adequate opportunities for training to improve my skills." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.46	--	--	3.40 <sup>13</sup>	↑
Survey Item Rating: "I have adequate opportunities for professional development." (1 to 5 scale)	CESS Employee Survey	FY 2019	3.61	--	--	3.43 <sup>13</sup>	↑
Development/training expenditures per FTE employee	ECC Data	FY 2020	\$823	\$980	↓	\$409 <sup>1</sup>	↑
# Professional development offerings (ECC internal)*	ECC Data	FY 2020	121	76	↑	--	--
# Professional development enrollments (ECC internal)*	ECC Data	FY 2020	463	456	↑	--	--
<b>Effectiveness and Efficiency of Institutional Processes</b>							
Direct instructional expenditures	ECC Data	FY 2020	\$54.2M	\$51.9M	↑	--	--
Cost per credit hour	ECC Data	FY 2020	\$306	\$295	↑	\$183 <sup>1</sup>	↑
Cost per FTE student	ECC Data	FY 2020	\$9,185	\$8,860	↑	\$5,485 <sup>1</sup>	↑
% Programs with learning outcomes	ECC Data	FY 2021	100%	100%	↔	--	--
% Programs with learning outcomes targets	ECC Data	FY 2021	71%	68%	↑	--	--
<b>Employee Awareness and Understanding of Institutional Processes</b>							
% 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 <sup>13</sup>	↑

\* In FY 2021, professional development courses/enrollments records were shifted from Ellucian Colleague to eTalent, which had more limited access to data records at the time of report preparation. Thus, FY 2020 is reported here.

**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 2021: Sharing ECC's Progress

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

#### *FY2021 Summary of Success Indicators that Address this Goal*

##### **FY2021 Summary:**

Many success indicators related to Service Excellence and Collaboration have been measured using employee survey feedback. The Ruffalo Noel-Levitz College Employees Satisfaction Survey (CESS) is the primary source for these metrics, but the CESS was last deployed in fall 2018, so the CESS benchmark values in the table have not changed since that time. Results are mixed with respect to the Effectiveness and Efficiency of Institutional Processes indicator, in that instructional cost metrics show year-over-year increases and are significantly higher than comparable national benchmarks. Yet the number of instructional programs with learning outcomes and learning outcome targets have improved over last year, reflecting ECC's renewed commitment to assessment efforts over the past 18 months. There remains 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 FY2022 to provide another lens for measures related to organizational development and institutional efficiencies.

#### *FY2021 Summary of Strategies that Address this Goal*

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

###### **Action 11.1. Assess campus emergency and violence prevention plans through ongoing training**

Action 11.1 was written to ensure emergency operations planning and training across campus. In reality, actual events arising from the COVID-19 pandemic meant that real-life deployment of emergency operations happened "on the fly" throughout the year. As events unfolded from March 2020 to the present, ECC engaged in rapid deployment of training and testing, which has occurred continuously since then. In this sense, the pandemic and last year's remote work set a stage for validating the integrity of ECC's emergency capabilities.

For the past 18 months, ECC has implemented the National Incident Management System (NIMS) process to maintain operational coordination. This system includes deployment of NIMS required areas of Planning, Logistics, Operations, and Finance. The President's Cabinet serves as the NIMS required Policy Group. An Operations Coordination Group was also convened to implement tactics to mitigate the effects of COVID-19 on campus. These tactics have been maintained throughout the response.

Demobilization functions are being carried out now by the Safety Committee, and many members of the Operational Coordination Group serve on the Safety Committee as well. Finally, a COVID-19 Response Team was formed to conduct internal contact tracing for potential and confirmed cases. Information, guidance, notifications and resources were, and continue to be, provided to students and employees. This function continues through fall 2021 in a reduced capacity.

###### **Action 11.2. Assess understanding of equity, diversity, inclusion, and cultural competence among employees and students**

In summer and fall 2020, a cross-departmental team of administrators and faculty explored various climate surveys and ultimately selected HEDS (Higher Education Data Sharing) Consortium as a third-party survey with comparative data, which was deployed in January and February, 2021. All current students and employees (11,336 individuals total) were invited to respond to the survey, and a total of 1,103 responses were received (10% response rate). Results showed a few areas of concern which will be further explored in FY2022 in collaboration with the Executive Director of Equity, Diversity, and Inclusion (EDI) and other departments. Some noted areas for improvement include: addressing concerns among individuals with left-leaning political views who felt community members were less satisfied with their own sense of belonging than they reported in reality; addressing concerns among African-American/Black and non-binary respondents who reported insensitive and disparaging remarks more frequently than their counterparts; addressing the fact that sources of insensitive and disparaging remarks were most frequently reported to be students and community members; reaching out to those with conservative/right political views who reported being least comfortable sharing their views; and ensuring that everyone

## **Performance Report for Fiscal Year 2021: Sharing ECC's Progress**

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

understand ECC's processes for reporting and investigating discrimination and harassment incidents. ECC's results compared to other institutions nationally will be analyzed and interpreted in FY2022.

Meanwhile, a few immediate actions were taken to address concerns: providing consistent discrimination and harassment information that is easily accessible; finding ways to improve access to EDI offerings regardless of schedules and tracking attendance; launching facilitated book discussions about EDI; and having all Cabinet members commit to having EDI-related goals in their eTalent Goal Plans that will be cascaded to other employees.

#### **Action 11.3. Roll out eTalent performance and professional development modules**

The eTalent My Development (learning/professional development) module launched on January 4, 2021. Importing of Human Resources Professional Development and Center for the Enhancement of Teaching and Learning (CETL) courses is being finalized, and [www.elgin.edu](http://www.elgin.edu) has been updated to include FAQs. In fall 2020, the first performance appraisal was launched in the eTalent My Performance module, and the College had a 97% performance appraisal completion rate for all non-faculty employees.

The Annual Performance Appraisal Process was relaunched on July 1, 2021 to align the performance period with the fiscal year and budgeting cycle (starting with the FY2022 appraisal). Goal setting was moved to the beginning of the appraisal process, and Goal Plans are now the first step to be completed in eTalent. An intentional step was taken to emphasize writing "SMART goals" that index Operating Plan actions and cascade them from divisions and departments to every employee. Training videos were produced; guides and instructions were created for downloading/printing; and several performance cafés were held. These sessions provided additional support and, at times, one-on-one consultation on writing Goal Plan statements.

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

##### **Action 12.1. Standardize search committee processes. (This includes creating a mechanism for saving interview notes; ensuring consistency in the composition of committees; etc.)**

The committee was delayed due to circumstances of the COVID-19 pandemic. Initial plans were to begin meeting in 2020, but the date was pushed back to fall 2020. Since that time, meetings have been held every two weeks. To date, the committee has reviewed the previous audit from 2014 and key resources from the ILEA strategies along with MAGIC and other efforts. Mr. Anthony Ray, Chief Human Resources Officer, is taking notes and reviewing them with the committee. The committee completed its work in September 2021, and a final document is in production.

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

##### **Action 13.1. Redesign employee portal and access its effectiveness**

The eNet 2.0 project is in full swing, with work being done to foster better internal communication through an employee Intranet. Major accomplishments in FY2021 included: identified improvements needed for eNet2.0 based on the Process Improvement Team's recommendation; developed a mind-map to include requirements for product development; conducted design review meetings with department heads and Cabinet members to solicit feedback and buy-in on the final design; created and approved the implementation plan and timeline to host the public site and intranet site "live" within a single system; contracted with vendor Terminal Four to host both sites in the cloud, thereby eliminating strain on ECC's on-premise servers (completed August 2021); completed the naming, branding and logo development for *my.elgin.edu*; began work on the implementation of a new all-College calendar system which will integrate employee events into the system; vetted various vendors and selected JotForm for the forms audit project in FY2022.

## **Performance Report for Fiscal Year 2021: Sharing ECC's Progress**

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

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

**Action 14.1. Implement and track ideas coming from the Process Improvement Team**

The Process Improvement Team accomplished at least 15 different accomplishments in FY2021. Improvements included streamlining and simplifying administrative processes; removing unnecessary fees for students and improving student refund policy; increasing transparency; and improving contract processes. Strengthening the employee portal and digitizing forms, as explained in Action 13.1, is another action that surfaced through the Process Improvement Team.

**Action 14.2. Rollout CRM Advise software; locate/define student actions and behaviors to track (*see 5.1*)**

See Action 5.1.

# Performance Report for Fiscal Year 2021:

## Sharing ECC's Progress

### APPENDIX

#### Benchmark Sources

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

#### ECC Data Sources

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

#### Note

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- \* "Most recent" year for given data. "Prior year" represents similar data one year or term prior to date, where available.  
\*\* Due to unforeseen circumstances within ICCB, data for FY2021 is currently unavailable.

## **Performance Report for Fiscal Year 2021: Sharing ECC’s Progress**

### **NOTES**

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