

Performance Report

Fiscal Year 2019

(Academic Year 2018-2019)

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

September 2019



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* which 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: Planning and Institutional Effectiveness, Curriculum and Assessment, Human Resources, and Business and Finance. 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.

Performance Report for Fiscal Year 2019: 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
Student Completion of Courses and Programs							
% Completed in 3 years/full-time	<i>ECC data</i>	<i>Fall 2015</i>	35%	37%	↓	23% ¹	↑
% Completed or transferred in 3 years/full-time	<i>ECC data</i>	<i>Fall 2015</i>	51%	53%	↓	40% ¹	↑
% Completed in 3 years/part-time	<i>ECC data</i>	<i>Fall 2015</i>	21%	15%	↑	7% ¹	↑
% Completed or transferred in 3 years/part-time	<i>ECC data</i>	<i>Fall 2015</i>	28%	23%	↑	17% ¹	↑
% Withdrawal before end of course	<i>ECC data</i>	<i>Fall 2018</i>	11%	11%	↔	8% ¹	↑
Student Progression Through Coursework							
% Progressing from ABE/ASE to any college	<i>ECC data</i>	<i>FY 2018</i>	7%	5%	↑	--	--
% Progressing from ESL to any college	<i>ECC data</i>	<i>FY 2018</i>	3%	2%	↑	--	--
% Progressing Dev. Ed. to college: Math (w/in 2 yrs.)	<i>ECC data</i>	<i>Fall 2016</i>	35%	30%*	↑	26% ²	↑
% Progressing Dev. Ed. to college: English (w/in 2 yrs.)	<i>ECC data</i>	<i>Fall 2016</i>	64%	54%*	↑	42% ²	↑
% Retained fall-to-fall/full-time	<i>ECC data</i>	<i>Fall 2016</i>	75%	75%	↔	70% ³	↑
% Retained fall-to-fall/part-time	<i>ECC data</i>	<i>Fall 2016</i>	51%	57%*	↓	45% ³	↑
Student Job Attainment							
% CTE completers employed	<i>CT Grad Survey</i>	<i>FY 2018</i>	88%	90%*	↓	80% ⁴	↑
% CTE completers employed in field	<i>CT Grad Survey</i>	<i>FY 2018</i>	66%	71%	↓	62% ⁴	↑
% Placement of graduates into the workforce/full-time	<i>CT Grad Survey</i>	<i>FY 2018</i>	62%	69%	↓	61% ⁴	↑
Transfer to Subsequent Educational Institutions							
% Transferred in 3 years/full-time	<i>NSCH</i>	<i>Fall 2015</i>	29%	30%	↓	24% ¹	↑
% Transferred in 3 years/part-time	<i>NSCH</i>	<i>Fall 2015</i>	8%	9%	↓	10% ¹	↓
% Degree awardees earning bachelor's w/in 6 yrs.	<i>NSCH</i>	<i>FY 2012</i>	36%	37%*	↓	41% ⁶	↓
Average ECC student GPA at transfer institutions	<i>4-Yr. College Feedback</i>	<i>Spring 2019</i>	2.97	2.98	↓	2.93 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 2018</i>	4.34	4.31	↑	--	--
% Agree with statement: "I feel personally connected to ECC."	<i>CSS</i>	<i>Fall 2018</i>	52%	53%	↓	--	--

* Numbers have been adjusted from FY2018 report.

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

EQUITY AND LEARNING

Identify and expand practices to raise academic achievement and completion

FY2019 Summary of Success Indicators that Address this Goal

ECC is successful in identifying and expanding practices to help students progress from developmental or pre-college to college-level coursework. This is evidenced by internal year-over-year improvements in progression rates for students enrolled in ABE/ASE, ESL, and developmental courses who subsequently enrolled in college-level coursework. While the completion rate for part-time students shows year-over-year improvement, the same rate for full-time students has declined slightly. The pattern is reversed for retention, wherein the full-time rate equals last year's figure, while the part-time rate is lower. Metrics for transfer and job attainment also show declines from last year. Student engagement and satisfaction indicators show mixed year-over-year trends, with satisfaction of quality of learning higher but satisfaction of the educational experience slightly lower. It is important to note that nearly all metrics are significantly higher than available benchmarks, indicating that ECC generally outperforms peer institutions in practices related to equity and learning, even though we see year-over-year declines when comparing against ourselves.

FY2019 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. Reassess impacts of targeted outreach for Black students

During FY2019, the college institutionalized many activities for Black students that had been previously carried out as trial initiatives under the Student Success Infrastructure (SSI). Direct interventions now funded through departments included: / *Dream in Color* Week, Black Student Recognition Ceremonies, and African-American history and culture course (HIS189 and HIS190). Indirect interventions that have become institutionalized include faculty development focused on culturally responsive teaching (Center for Excellence in Teaching and Learning - CETL), mentoring for men of color (Triumph Grant), and the hiring of a Student Life Coordinator. Ongoing activities that support these initiatives included: consultations and referrals between Student Life and advising, training for student ambassadors, the Black Student Achievers student organization, HBCU fairs and tours, co-curricular events, and the *Still Processing* student group that focuses on exploring racial identity.

Action 1.2. Identify supports for undocumented students

During FY2019, Student Life, SSI faculty, the Admissions and Registration Office, college administrators, and ECC students implemented changes needed to provide accommodations for undocumented students. These included: creating new scholarships, designating academic advisors as "point people" for undocumented students, guest speakers and sponsored student discussions and events, raising understanding of undocumented students' needs among senior leaders and the Board through professional development, updating the ECC website to include information specifically for undocumented student applicants and enrollees, and the *Still Processing* student group.

Action 1.3. Develop practices for improving online course availability and assessing impact

In FY2019, a gap analysis conducted by administrators and faculty illustrated a need to grow online opportunities. Activities conducted included: verification of which courses are available through online learning, a review of all degree and certificate offerings and percentages of courses available through online learning, and review of courses transferred to peer institutions. Key recommendations were offered included: developing new courses, institutionalizing quality assurance processes for online programs, integrating online learning into program marketing, and including feasibility reviews for online programs during regular program reviews and new program development. Implementation of these recommendations will require collaboration among departments over a multi-year period. To start, 14 courses are recommended for short-term online development, which will increase ECC's total number of fully online programs from three certificate programs to seven degrees, six certificates, and the General Education Core Credential. A secondary recommendation is to ensure pathways to ECC's biggest transfer institutions and pathways for popular majors are offered online. Finally, guidelines for what a quality assurance program should be were created. Marketing strategies for potential online students and feasibility of online delivery and timelines will be forthcoming, and the committee defers these to Action 10.1 (Program Viability Scorecard) for further discussion.

Performance Report for Fiscal Year 2019:

Sharing ECC's Progress

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. *Actions not defined for this strategy in FY2019*

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

Action 3.1. Increase the use of equitable instructional methods

The Center for Excellence in Teaching and Learning (CETL) Advisory Group and the Instructional Technology/Distance Learning Department launched multiple professional development opportunities on equitable instruction which included: a culturally responsive teaching course, deeper discussions and a safe space for engaging in critical conversations with other faculty, and a brownbag lunch series for faculty to engage informally on issues such as student motivation, the role of community colleges, and the importance of self-awareness. Additionally, CETL, the Global and International Studies Taskforce (GIST), the MAGIC committee, and Student Life offered a Critical Engagement Series of monthly TED Talk-type videos followed by a guided discussion on a variety of topics (e.g., religion, sexuality, social class, etc.).

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Sharing ECC's Progress

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Performance Report for Fiscal Year 2019:

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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 2019</i>	72%	72%	↔	77% ¹	↓
% Students who are successful – Gateway courses	<i>ECC data</i>	<i>FY 2019</i>	69%	69%	↔	--	--
% Students who are successful – Developmental Ed.	<i>ECC data</i>	<i>FY 2019</i>	61%	60%	↑	66% ¹	↓
% Students who are successful – Adult Education (ABE/ASE)	<i>ECC data</i>	<i>FY 2019</i>	48%	47%*	↑	--	--
Enrollment of Identified Target Populations							
% ECC racial/ethnic minority students	<i>ECC data</i>	<i>FY 2019</i>	56%	55%	↑	26% ¹	↑
% ECC Hispanic students	<i>ECC data</i>	<i>FY 2019</i>	42%	42%	↔	23% ⁷	↑
% ECC African-American students	<i>ECC data</i>	<i>FY 2019</i>	5%	5%	↔	13% ⁷	↓
% New students placing in Dev Ed courses	<i>ECC data</i>	<i>FY 2019</i>	61%	60%	↑	--	--
% New students enrolling in Dev Ed courses	<i>ECC data</i>	<i>FY 2019</i>	50%	46%	↑	46% ⁸	↑
% ECC dual credit/enrollment (all students)	<i>ECC data</i>	<i>FY 2019</i>	5%	4%	↑	11% ⁷	↓
% ECC adult students (age 25+)	<i>ECC data</i>	<i>FY 2019</i>	36%	37%	↓	42% 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 2018</i>	36%	37%	↓	--	--
% Responding to survey item: "I have found the course path for my program of study to be confusing."	<i>CSS</i>	<i>Fall 2018</i>	19%	20%	↓	--	--
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	↑

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Performance Report for Fiscal Year 2019:

Sharing ECC's Progress

HOLISTIC PROGRAMMING

Strategically build and maintain enrollment and purposeful pathways

FY2019 Summary of Success Indicators that Address this Goal

Metrics related to building and maintaining enrollment and purposeful pathways show mixed improvements year-to-year and when compared to external benchmarks. The Degree of Fit between Students' Goals, Skills and Experiences, and College Programs and Services is currently measured only through student self-reported satisfaction on a variety of surveys. These ratings indicate universal year-over-year improvement with favorable comparisons to external benchmarks, when available; however, they are still indirect measures. Student Mastery of Learning Outcomes and Enrollment of Identified Target Populations metrics generally show little improvement over last year. Comparisons with external benchmarks on these indicators show ECC's performance lagging behind national or statewide comparison groups, except for those metrics examining the racial/ethnic diversity of ECC's student body.

FY2019 Summary of Strategies that Address this Goal

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

Action 4.1. Provide outreach for near completers; use data to determine the impact of these efforts on enrollment and matriculation

Phone call campaigns provided additional outreach to 1,139 "near completers" (i.e., students who had earned 45 institutional + transfer credits during the last three years but had not earned an associate degree). This effort compliments work done for many years in reaching students at risk of being dropped for non-payment (DNP). Over time, DNP figures at the college have trended downwards due to outreach efforts, meaning that the number of students dropped declined over time, while the number who returned to good standing increased. Similarly, the college expects, through phone call campaigns, to see declines over time in the number of near completers who drop. Statistics are being tracked in the Institutional Research department, and, for the fall 2019 enrollment period, we successfully reached 25% (N=286) and left messages with another 56% (N=635) who had not enrolled at the time of our call. Twenty-five percent (25%) of students in the first group did eventually re-enroll, while 20% in the second group re-enrolled. Both of these figures are higher than the 9% who re-enrolled without having us call them. A promising start, we will use these figures as baselines for future campaigns. The committee also plans to track follow-up behaviors (e.g., returned calls, expressing intent, etc.) as a means for understanding intent toward continued enrollment.

Action 4.2. Report lessons learned about brand positioning and community awareness

The Marketing and Communications Department executed tactics to improve ECC's brand awareness from 50% top-of-mind awareness/familiarity in 2016 to the recommended 65% (per Clarus, Inc.). To do so, we were advised to expose individuals to ECC's messaging 12 to 15 times within different media. In FY2019, the college strengthened its digital presence through search engine optimization and better tracking of web clicks and traffic from web sources (e.g., Google, Facebook, and Snapchat). In addition, the college provided ECC commercials through *Comcast Sports* and Spanish language radio, published a new *Impact* magazine (incorporating the ECC Foundation's *IMPACT* magazine, the *President's Report*, and the alumni newsletter), and purchased a drone to create aerial photos and videos for social media and a *Chicago Tribune* online ad. Analytics from Comcast, Google, and Carnegie Dartlet are being used to assess the impact of leads; offer insights on the types of keyword searches, landing pages/referrals, and social media platforms that are most likely convert interested individuals into ECC enrollees. Ongoing analytics will help us understand the impact of these approaches to retention/persistence over longer periods.

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

Action 5.1. Explore use of non-credit as an on-ramp for credit programs

The Workforce Development and Continuing Education (WDCE) Department created internal articulation agreements between non-credit and credit areas that allow students to transfer earned non-credit(s) to college credits in selected courses. The piloted courses included non-credit fire safety and cybersecurity courses and an online CompTIA certification course.

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Sharing ECC's Progress

HOLISTIC PROGRAMMING

Strategically build and maintain enrollment and purposeful pathways

Through these agreements, once the certifications are earned, students can return to earn an AAS degree by applying earned "non-credits" into credit courses. The expected outcomes to be gained from Action 5.1 are increased numbers of students earning certifications, increased persistence, and gainful employment. It is also expected to increase revenue.

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

The College Transitions and Developmental Education (CTDE), the Workforce Development and Continuing Education (WDCE), and the Sustainability, Business, and Career Technologies (SBCT) departments adopted the Alliance for College Readiness' strategic priority areas for developing career pathways and expanding dual credit opportunities for Grades 9 through 16. These priorities included: implementation of apprenticeship programs' expansion of internship programs, development of non-credit to credit Information Technology pathway (see Action 5.1), maintenance of employer-ECC relationships to strengthen career-technical education (CTE) programs, exploration of articulation dual credit opportunities with regional trade associations, and the development of career exploration events for District 509 students.

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

Action 6.1. Set parameters for comprehensive review of course scheduling

During FY2019, the college used the Ad Astra Tool™ to identify indicators needed for understanding course scheduling: when courses are offered, how courses fill, and their impact on subsequent enrollments. Dashboards were created using Tableau software. These steps taken in FY2019 will prepare the college for subsequent actions of the FY2020 operating plan, wherein metrics and dashboards will drive discussions that lead to recommendations into how the college can optimize course availability within students' programs of study.

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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)	<i>ECC Data</i>	<i>Fall 2018</i>	38%	38%	↔	--	--
% College Ready in English (D509 area high schools)	<i>ECC Data</i>	<i>Fall 2018</i>	77%	77%	↔	--	--
% College Ready in Reading (D509 area high schools)	<i>ECC Data</i>	<i>Fall 2018</i>	81%	82%	↓	--	--
Preparedness of Graduates for Transfer and/or Employment							
# Degrees and certificates awarded	<i>ECC Data</i>	<i>FY 2018</i>	2,365	2,055	↑	1,347 ⁷	↑
% Aggregate pass rates on CTE licensing exams	<i>ECC Data</i>	<i>FY 2019</i>	93%	87%	↑	85% ⁹	↑
Average time to graduate (in years)	<i>ECC Data</i>	<i>FY 2018</i>	4.2	4.1	↑	5.2 ⁶	↓
Responsiveness to Student and Community Needs							
% Enrolling from public high schools	<i>ECC Data</i>	<i>Fall 2018</i>	22%	23%	↓	21% ¹	↑
Annual tuition and fees	<i>ECC Data</i>	<i>FY 2018</i>	\$3,870	\$3,750	↑	\$4,206 ⁷	↓
# Dual credit course sections offered	<i>ECC Data</i>	<i>FY 2019</i>	379	304	↑	--	--
% Graduates employed in Illinois	<i>College2Career</i>	<i>FY 2019</i>	78%	77%	↑	67% ⁵	↑
Value Added to the Community							
% Area residents enrolling in courses	<i>ECC Data</i>	<i>FY 2018</i>	4%	4%	↔	5% ⁷	↓
% Minority students enrolled in non-credit courses	<i>ECC Data</i>	<i>FY 2018</i>	42%	40%	↑	--	--
# Non-credit seat count – prof. & vocational dev.	<i>ECC Data</i>	<i>FY 2018</i>	3,266	3,130	↑	3,540 ⁷	↓
# Students receiving ISAC (e.g., MAP) Grant awards	<i>ISAC</i>	<i>FY 2018</i>	1,292	1,262	↑	869 ¹⁰	↑
Employer and Community Satisfaction with College Programs, Services, and Graduates							
% Employers satisfied with preparation of graduates	--	--	--	--	--	96% ¹	--

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COMMUNITY PARTNERSHIPS

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

FY2019 Summary of Success Indicators that Address this Goal

Metrics related to advancing relationships that benefit the college, students, and partnering organizations illustrate mixed results. Incoming high school student readiness metrics indicate no year-over-year improvement. Metrics related to Responsiveness to Student and Community Needs have declined since last year but still represent higher values than state and national benchmarks. Metrics indicating participation by the community in ECC courses and non-credit programming illustrate slight improvements or at least year-over-year parity. Metrics related to Preparedness of Graduates for Transfer/Employment indicate substantial year-over-year improvements and are consistently higher than national or statewide benchmarks. ECC has an opportunity to identify additional metrics for success indicators measuring progress on this goal, particularly in relation to gauging employer/community satisfaction and responsiveness to community needs.

FY2019 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. Expand dual credit in high schools

In the full-time dual credit program, ten District 300 students earned associate degrees in May 2019. In the 2019-20 academic year, 142 students are enrolled; 85 are new one-year students; 26 are new two-year students; and 31 are anticipated to complete associates degrees in May 2020. For the part-time dual credit program, 166 students are enrolled for in 2019-20; 90 are in CTE programs; and 76 are enrolled in general education courses. The in-high school dual credit program has 198 students enrolled in 2019-20. A Dual Credit Faculty Liaison role was created to support high school instructors and meet accreditation standards. In June, ECC conducted high school instructor training to support the FY2020 expansion of the in-high school pilot. An agreement was reached to offer music (MUS140) as dual credit at Larkin High School (District U46). Other accomplishments included: hiring an early College Programs Coordinator, renewing memoranda of understanding, launching a Dual Credit Advisory Council; holding internal monthly workgroup meetings related to expansion activity, integrating dual credit information into high school course guides that mirror ECC materials, reporting quarterly updates to the ECC Board of Trustees, providing annual summaries to school districts that include participation, enrollment, and student success metrics.

Action 7.2. Assess the impact of placement practices

The college adopted all recommendations for placement and prerequisites set by set by the Illinois Community College Chief Academic Officers and the Illinois Community College Chief Student Services Officers. The impacts of these changes continue to be recognized and, as of summer 2019, they included: changes to ECC catalogs and testing information on the ECC website and in admissions communications, lowering SAT placement scores to align with national benchmarks, lowering ACT English placement score to 19 and raising the ACT Reading placement score to align with English, modifying existing policies by adding criteria for students with 3.0 cumulative GPAs to place directly into certain 100-level courses, adopting new policy to accept appropriate developmental courses in English at other regionally accredited colleges, and maintaining current policy to accept GED score of 165 or comparable scores on other high school equivalency tests. In comparing students' placements before and after these changes, more students are placing "college ready," which is attributed to the lowering of the standardized test scores to align with the national benchmarks. We will continue to monitor impacts of these changes during the 2019-20 academic year.

STRATEGY 8. Strengthen student learning connections outside the classroom.

Action 8.1. Actions not defined for this strategy in FY2019

COMMUNITY PARTNERSHIPS

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

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

Action 9.1. Craft an institutional advancement strategic plan to support the college's strategic goals

Led by Institutional Advancement and ECC Foundation, key collaborators sought information through various formats to guide the selection of strategic goals around fundraising and advancement. Feedback was collected from interviews, surveys, and focus groups. A national consultant provided an operational review and assessment. All results gathered were systematically compiled, analyzed in the *Strategic Planning Results and Action Plan*, and distributed to the stakeholders for further feedback and input.

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

Action 10.1. Establish criteria for new program opportunities

The Teaching, Learning, and Student Development (TLSD) division led an environmental scan of industry/occupations through collection of labor market data, review of joint agreements/chargebacks, local demand/job openings, and accreditation standard/credentials. At their May TLSD meeting, the TLSD team presented an industry/occupation summary of the top ten fastest growing industries in District 509, the region, and the nation; and the top twenty occupations in the region. They created a rubric to identify potential new programs and recommended that the rubric gets included in the program development process. Further reflection and review of this process from this point forward will help the college determine how often information should be updated (e.g., annually or biannually) and who will manage it.

Action 10.2. Pilot one apprenticeship program in fall 2019

The Strategic Partnerships and Experiential Learning (SPEL) office and key contributors researched options for apprenticeship models and built agreements and processes with external partners. The college received sponsorship from the U.S. Department of Labor, and created and completed first-year program evaluations. By the end of FY2019, key outcomes had been accomplished which included: eleven (11) students successfully completing apprenticeship coursework; both the Industrial Systems Technology (IST) and Integrated Manufacturing Technology (IMT) fall 2019 cohorts were filled; and with eighteen (18) apprentice-students scheduled for FY2020, the Basic Nurse Assistant (BNA) program was being evaluated. Together all apprenticeship cohorts brought twelve (12) students to campus that would not have attended ECC, otherwise.

Performance Report for Fiscal Year 2019:

Sharing ECC's Progress

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Performance Report for Fiscal Year 2019:

Sharing ECC's Progress

SERVICE EXCELLENCE AND COLLABORATION							
Instill a Culture of Service Excellence and Collaboration							
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
Employee Satisfaction							
% Employees responding "satisfied" or "very satisfied" to survey item: "ECC is successful in meeting its mission and goals."	ICAT	Spring 2015	83%	--	--	--	--
% Grievance rate	ECC Data	FY 2019	1.0%	0.8%	↑	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 2018	\$706	\$645*	↑	\$369 ¹	↑
# Professional development offerings (ECC internal)	ECC Data	FY 2019	76	62	↑	--	--
# Professional development enrollments (ECC internal)	ECC Data	FY 2019	456	505	↓	--	--
Effectiveness and Efficiency of Institutional Processes							
Direct instructional expenditures	ECC Data	FY 2018	\$46.7M	\$46.7M	↔	--	--
Cost per credit hour	ECC Data	FY 2018	\$260	\$256	↑	\$176 ¹	↑
Cost per FTE student	ECC Data	FY 2018	\$7,798	\$7,685	↑	\$5,285 ¹	↑
% Programs with learning outcomes	ECC Data	FY 2019	100%	100%	↔	--	--
% Programs with learning outcomes targets	ECC Data	FY 2019	72%	46%	↑	--	--
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 2015	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	↑

* Numbers have been adjusted from FY2018 report.

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

SERVICE EXCELLENCE AND COLLABORATION

Instill a Culture of Service Excellence and Collaboration

FY2019 Summary of Success Indicators that Address this Goal

On the whole, metrics related to 'Effectiveness and Efficiency of Institutional Process' represent a significant opportunity for improvement, as all metrics in this category are either stagnant or declined when compared to last year. Where comparisons are available, ECC cost metrics do not compare favorably to national benchmarks. New metrics related to 'Employee Satisfaction' and 'Employee Awareness and Understanding of Institutional Processes' indicate that ECC employees are generally more satisfied than national benchmarks, although internal trend data is not yet available. There is an opportunity to explore more direct and consistent measures related to employee satisfaction and mastery of professional development goals in the future.

FY2019 Summary of Strategies that Address this Goal

STRATEGY 11. Provide relevant continuing education opportunities for employees.

Action 11.1. Conduct employee climate surveys

The Ruffalo Noel-Levitz College Employee Satisfaction Survey was administered in fall 2018 over a four-week period to assess where ECC stands in comparison to other institutions in terms of campus climate and workplace satisfaction. A total of 258 employees took the survey, of which 91 (36%) were faculty, 93 (37%) were staff, and 69 (27%) were administrators. The results demonstrated broad satisfaction in campus climate and work environment, including involvement in planning, a strong focus on students and learning, and respect within the wider community. Gaps/opportunities identified included the following: unclear hiring and operational practices, diminished morale, and sense of job worth/value. The Cabinet is hosting all-college meetings on Action 11.1 in fall 2019.

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

Action 12.1. Continue rollout talent management system

Human Resources successfully rolled out eTalent in January 2019. Formal feedback is yet to be collected, but anecdotally the system appears to be working well to recruit, interview, and onboard new hires.

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

Action 13.1. Document and summarize progress in fulfilling this Operating Plan

Throughout FY2019, teams actively worked on the action steps outlined in this operating plan, and Cabinet leaders reached out to learn about actions and provide feedback and support. The Planning and Institutional Effectiveness (PIE) Office hosted campus discussions to encourage analysis and reflection on these accomplishments. Consolidated progress reports are posted regularly on the employee portal to update the campus community and broaden understanding of progress. However, Cabinet suspects use and reflection upon progress updates are still limited, especially for faculty and staff. Additional mechanisms to gather and respond to improve communications about the operating plan will be solicited in FY2020.

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

Action 14.1. Improve the accuracy, design, and ease-of-use of dashboards

A collaborative effort from Institutional Research, Information Technology, deans, faculty and consultants resulted in progress being made in creating dashboards in Tableau software for enrollment, usage of services, and success outcomes. Visuals were redesigned to reflect how we think about and use data, and multiple dashboards were created to match the program review templates. A shared drive repository for dashboards was created, and in FY2020, the college will move this to the employee portal through a single sign-on feature. This will be especially helpful to encourage broader use campus-wide. The next step for Action 14.1 is to institutionalize and continue to build understanding and utility of dashboards.

Action 14.2. Set parameters for regular review of program health data

The TLSLSD division, Institutional Research, and Business and Finance developed criteria for the Program Viability Scorecard and dashboards, which included: enrollment trends, success metrics, program efficiency metrics, and costs. Feedback on their utility was collected from deans. These documents were institutionalized, and a process for continued assessment is under development. The assessment cycle will allow extra time for programs identified as needing special attention, so that action plans can be written and resources put into place according to need.

APPENDIX

Benchmark Sources

- 1: National community college median values, National Benchmark Report (FY 2018), National Community College Benchmark Project (NCCBP), <https://nccbp.org/>
- 2: Average values for all Achieving the Dream Institutions, Benchmarking for Success Report (FY 2014), Achieving the Dream (ATD), <http://www.achievingthedream.org/>
- 3: Data Feedback Report (FY 2018), Integrated Postsecondary Education System (IPEDS), <https://nces.ed.gov/ipeds/>
- 4: Career-Technical Graduate Follow-Up Survey Report (FY 2015), 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 (FY 2017), National Student Clearinghouse (NSCH), <https://nscresearchcenter.org/>
- 7: Data and Characteristics Report (FY 2019), Illinois Community College Board (ICCB), <https://www.iccb.org/data/>
- 8: Illinois State Report Card (FY 2019), 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 2018
- 10: Data Book (FY 2018), 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 (2019)

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:** 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 2018, n=1,117 students)
- CT Graduate Survey:** Annual survey of employment for CTE program graduates from the prior year (Spring 2018, 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
- NSCH:** 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).

Notes

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