Performance Report FY2010

Submitted by:
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Institutional Research
District 509

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Preface

According to policies outlined in the *Elgin Community College Board of Trustees Handbook*, the Board annually reviews key institutional effectiveness indicators for the College's *Strategic Plan*. These indicators assess the College's performance on its institutional goals and include:

- Measures related to student learning, engagement and satisfaction
- Measures related to community learning, engagement and satisfaction
- Measures related to employee learning, engagement and satisfaction
- Measures related to student success (e.g., graduation rates)
- Measures related to access to learning (e.g., enrollment rates by race/ethnicity)
- Measures related to financial health of the College
- Measures related to operational efficiency and process improvements[1]

Each institutional indicator is composed of and defined by specific unit indicators. Results are provided by the individuals, departments and offices who oversee data. For example, indicators related to the College's fiscal responsibility come from the Budget and Finance Office.

Sources for unit indicators are numerous. Many are standard evaluation benchmarks used by community colleges throughout the nation.[2] Others are set by voluntary efforts at accountability, state and federal mandates, accreditation and financial oversight agencies, or from information requests to the Institutional Research Office of Elgin Community College from employees, students or the community.

The College uses the *Performance Report* to provide a snapshot of its performance during the past fiscal year. It illustrates where the College has done well and where there is room for improvement. The report is also used to set or revise strategic goals and objectives for future years. As indicated on the Board Planning Calendar, a copy of this report is prepared each summer and given annually to the President and the Board of Trustees to guide their leadership. Additionally, the Illinois Community College Board requires this report be filed each year.

Questions about this report and ideas or comments for future reports can be forwarded to Philip Garber, Executive Director of Planning and Institutional Effectiveness, at pgarber@elgin.edu or 847-214-7285.

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[1] Measures related operational efficiency and process improvements are not contained in this report, since these measures are largely interpretative at present.

[2] Alfred, R., Shults, C. and Seybert, J. (2007). *Core Indicators of Effectiveness for Community Colleges*. (3rd Ed.). Washington, D.C.: American Association of Community Colleges.

Alignment of Institutional Effectiveness Indicators to the ECC Strategic Plan Goals for FY2010

Strategic Goals FY 2010	Unit Indicator	Institutional Effectiveness Indicators						
		Student Learning, Engagement, and Satisfaction	Community Learning, Engagement, and Satisfaction	Employee Learning, Engagement, and Satisfaction	Student Success	Access to Learning	Fiscal Responsibility	Operational Efficiency/ Process Improvements
Goal 1: Ensuring curriculum currency and program relevance based on critical reflection of outcomes.	Mastery of learning outcomes	X			X			
	Course grades	X			X			
	Pass rates on licensing examinations	X			X			
Goal 2: Promoting student engagement and intentional learning.	Student satisfaction	X						
	Student engagement	X						
	Student participation in co-curricular activities	X						
Goal 3: Improving success milestones among key focus populations.	Student persistence	X			X			
	Completion rate	X			X			
	Transfer rate	X			X	X		
	Developmental education course completion	X			X			
Goal 4: Supporting the continuing growth of faculty in learning theory, teaching methodology, technology, and individual disciplines.	Professional development			X				
Goal 5: Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures.	Diversity of employees	X	X	X				
	Enrollment by demographic group vs. district	X				X		
Goal 6: Ensuring key focus populations have equal access to learning opportunities.	Enrollment by division	X			X	X		
	Credit hours	X			X			
Goal 7: Creating and offering programs and services that meet the emerging learning needs of our students.	Placement of graduates into the workforce				X			
	High School market share	X				X		
	College readiness	X			X	X		
Goal 8: Ensuring integrity in our relations with others.	Community satisfaction with programs and services		X					
	Employee satisfaction			X				
Goal 9: Conserving spending while increasing quality and effectiveness.	Net asset amounts						X	
	Expenditure to revenue ratio						X	
	Industry recognition						X	
Goal 10: Facilitating quality decision making.								X
Goal 11: Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally.	Employee satisfaction			X				
	Employee professional development			X				
Goal 12: Strengthening relations with businesses, educational, and service organizations vital to our community.	Media penetration		X					

SUMMARY OF RESULTS

This section contains top-line summary results for FY2010. First, each Institutional Effectiveness Indicator is listed. Next, unit indicators that comprise each Institutional Effectiveness Indicator are defined, and brief interpretations of results are summarized. Data tables containing specific results for each unit indicator appear in the Details section that follows.

INSTITUTIONAL EFFECTIVESS INDICATOR: Student Learning

MASTERY OF LEARNING OUTCOMES

Among students who are enrolled in and complete courses as part of an organized degree or certificate program, evidence of demonstrated mastery of competencies specific to predetermined learning outcomes

- Results indicate that during FY2010 gains were made in several areas: assessment of general education learning outcomes; electronic tracking and monitoring of program outcomes, assessment plans and updates; better alignment of program-level assessment projects to master course outlines; and improved communication and collaboration across multiple programs through story-telling and demonstrations.

COURSE GRADES

The percentage of students (among those who are enrolled in and complete courses as part of an organized degree or certificate program) who earn successful grades (grades of C or higher or Pass) in selected courses

- Results indicate that, for identified "gateway" courses, the percentage of students earning successful grades has increased by 5% from FY2006 to FY2009. Gateway courses are those with traditionally high enrollment and relatively low success rates that often serve as prerequisites for more advanced courses.

PASS RATES ON LICENSING EXAMINATIONS

The number and/or percentage of Elgin Community College (ECC) students (among those enrolled in respective programs) who earn passing scores on national or state examinations of competencies in particular disciplines. (Passing scores are defined by each particular testing organization.)

- Results indicate that ECC graduates in the health professions continue to score at or above the state and national pass rates on licensing examinations for all reporting programs where state/federal comparison data are available. Additionally, the total number of students seeking licensure in the health professions this year increased substantially (+45%) over last year. Taken together, these data reflect the rigor of ECC's health career programs in preparing students for careers.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Student Satisfaction and Engagement

STUDENT SATISFACTION WITH PROGRAMS AND SERVICES

Factor scores of students' perceptions of learning that are gathered on the Student Satisfaction Inventory (Noel-Levitz), compared to comparable scores obtained from a national sample of community colleges. The Student Satisfaction Inventory is offered to ECC students every other year in even years.

- Results indicate that ECC students are very satisfied with their experiences overall. Students rated ECC above the national average on all scales assessed, with the exception of Academic Advising/Counseling.

STUDENT ENGAGEMENT

Factor scores on the Community College Survey of Student Engagement (CCSSE) that are gathered from ECC students, compared to relevant regional and/or national benchmarks. The CCSSE is offered to ECC students every other year in odd years.

- Results indicate that ECC scored higher than both comparison groups (national sample of comparable sized community colleges, and IL consortium colleges) on the benchmarks *Support for Learners* and *Student-Faculty Interaction*. ECC rated roughly equivalent with comparison groups on the benchmark *Academic Challenge*, and below comparison groups for the benchmarks *Student Effort* and *Active & Collaborative Learning*.

STUDENT PARTICIPATION IN COCURRICULAR ACTIVITIES

ECC student clubs and organizations that contain the greatest numbers of students for the fiscal year and the number of student members in each respective club

- Participation records show that Phi Theta Kappa continues to be the ECC activity or club with the greatest number of participants. The number of clubs with 20 or more participating members has increased from 12 to 17, between FY2009 and FY2010, indicating an increased level of student engagement with cocurricular activities.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Student Success

COMPLETION RATE

Rates of graduation and/or transfer for first-time in college, full-time, degree-seeking students within 3 years of their first term of enrollment, as reported by the US Department of Education (Integrated Post-secondary Education Data System, IPEDS). This figure is reported for fall cohorts of students who first enrolled at the college 3 years before the current reporting fiscal year.

- Results indicate that the majority (52%) of ECC's first-time, full-time, degree-seeking students graduate and/or transfer within 3 years. The current rate reflects a rebound from a recent low for the fall 2005 cohort (45% of students graduating/transferring within 3 years). The most recent comparative figure for peer institutions shows that neighboring community colleges report an aggregated 50% rate of graduation and/or transfer for the fall 2005 cohort, which was slightly higher than the 45% reported by ECC for the same cohort.

PERSISTENCE RATE

Rates of persistence for first-time college students (both part-time and full-time) who begin in a given fall term and return to enroll for the following fall term (e.g., fall 2008 cohort students who also enroll at ECC in fall 2009) or who have completed their program before the start of the following fall term, as reported by the US Department of Education (IPEDS).

- Results indicate that full-time students consistently show a higher rate of persistence than part-time students. However, for both groups of students, the rate of persistence has increased for each of the last three cohorts. The most recent comparative data for peer institutions shows that neighboring institutions reported aggregated persistence rates of 37% for part-time students and 62% for full-time students for the fall 2007 cohort. Taken together, ECC students are being retained at a slightly better rate than peer institutions, and this rate has been consistently increasing for both full-time and part-time students.

PERFORMANCE AFTER TRANSFER

Average grade point averages (GPAs) for ECC students or graduates who were enrolled at 4-year Illinois state institutions during the current academic year, compared to average GPAs for students at those same institutions who had not enrolled or transferred from ECC during the same time period. Performance after transfer is reported by the Illinois Shared Enrollment and Graduation (ISEG) database on an annual basis during summer.

- Results indicate that, in aggregate, students who have earned AA or AS degrees from ECC and transfer to public 4-year baccalaureate universities earn higher GPAs as seniors than students who transfer from other Illinois community colleges. Further, ECC transfer students earn higher senior GPAs at public universities than native students (i.e., non-transferring students who begin and end at the same institution).

DEVELOPMENTAL EDUCATION COURSE COMPLETION RATE

The percentage of ECC students who earn successful grades (grades of C or higher or Pass) in Adult Education (ABE/ASE) courses, English as a Second Language (ESL) courses, and in credit-track developmental courses during the past two fiscal years

- Results indicate that students in developmental courses are slightly more likely to complete the course and more likely to be successful than students in Adult Education (ABE/ASE) or ESL courses. However, for all three types of developmental coursework, the course completion and successful completion rates have increased slightly from FY2009 to FY2010.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Access

ENROLLMENT BY DEMOGRAPHIC GROUP VS. DISTRICT

The number and percentage of credit students enrolled at ECC during the fall semester, broken out by race/ethnicity categories, compared to the number and percentage of District 509 residents during the same time period, also broken out by race/ethnicity categories

- ECC has maintained higher ratios of minority student enrollment than are observed in the relative distributions of these ethnic/racial populations among District 509 residents. Overall, minority students comprised 44% of ECC's FY2010 student body, while 39% of District 509 was comprised of minority individuals during the same time frame.
    - Asian/Pacific Islander students: 7.2% at ECC vs. 6.2% for District
    - Black students: 5.2% at ECC vs. 4.1% for District
    - Hispanic students: 31.2% at ECC vs. 28.9% for District

  Overall enrollment in FY2010 increased 15% over FY2009, giving ECC its highest enrollment in the history of the College. Enrollment increases by some minority groups has increased at even higher rates over that same time frame.
    - Enrollment of Black students in FY2010 increased 35% over FY2009.
    - Enrollment of Hispanic students in FY2010 increased 22% over FY2009.
    - Enrollment of American Indian/Alaskan Native students in FY2010 increased 37% over FY2009.

  Taken together, ECC has been successful in presenting the College as a pathway to higher education for all students, and especially minority students.

ENROLLMENT BY DIVISION

Number of seats occupied and sections offered to students in FY2009, compared to FY2007 and FY2008 as reported in the S3 data report. Fiscal year figures are computed by taking data from the end-of-term figures each semester and merging all semesters within a given fiscal year.

- Results indicate that overall enrollment was up in FY2009, compared to FY2008, even though the total number of sections offered was reduced between the two years. The Math, Science, Engineering and Health professions division showed the greatest year-to-year increase in enrollment, followed closely by the Liberal, Visual and Performing Arts (VPA) division. The Adult Basic Education (ABEC) division showed the greatest enrollment loss during this time. These results may be interpreted to mean that the College has taken effective steps toward more efficient course scheduling, so as to accommodate an increasing number of students with fewer course sections.

CREDIT HOURS

Number of credit hours taken by students on 10th day, compared to the same dates during prior semester and prior year

- Results indicate that the number of credit hours taken by students has increased from FY2008 to FY2009 in every division except Adult Basic Education (ABEC) in Vocational Skills courses.

COLLEGE READINESS

Across current and preceding fiscal years, the percentage of incoming first-year students, who enroll at ECC directly from District high schools, and who are determined to be college-ready on the basis of earning a passing score on the ACT or COMPASS placement test. (Passing scores are determined by the College.)

- Results indicate that entering students have consistently been much less prepared for coursework in college-level math than in college-level English or reading. There has been a slight increase in the proportion of students that are college-ready in each area between FY2006 and FY2009, suggesting that recent efforts to work with in-district high schools to promote college readiness are beneficial for new students.

HIGH SCHOOL MARKET SHARE

Percentage of new graduates from in-district high schools who enroll at ECC the semester following their graduation year

- Results indicate that the proportion of graduating seniors from in-district high schools who enroll at ECC the following semester has decreased slightly between FY2008 and FY2009. However, the overall ratio of 1 out of every 5 graduating seniors has been consistent and indicates that ECC is an attractive choice for recent high school graduates in the District.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Community Learning, Engagement & Satisfaction

PLACEMENT OF GRADUATES INTO THE WORKFORCE

Among former ECC students in career-technical programs who respond to ECC's annual Career-Technical Survey, the number and percentage who report being employed one year following the completion of their ECC degree or certificate program and the number and percentage reporting that their present job is related to their ECC program

- Results indicate that ECC career-technical graduates are consistently able to find work in their respective fields. More than 85% of graduates from each of the last 3 years have reported being employed (a year after earning their degrees/certificates), and 75% of employed graduates report being employed in a field that is directly related to their major program of study while at ECC.

COMMUNITY SATISFACTION WITH PROGRAMS AND SERVICES

Satisfaction ratings from a random sample of District residents to questions related to ECC's quality, reputation, etc. (Note: No single statistic satisfies the intent of this indicator, and its definition and data collection methodology can change.)

- Results indicate that the larger community believes ECC to be a source of pride with a strong academic reputation. However, the certain community members remain skeptical regarding the College's commitment to diversity, equity and inclusion.

MEDIA PENETRATION

The number of proactive and reactive media interactions related to ECC; press releases; and print, radio, magazine and online media placements related to ECC, tallied per month throughout the fiscal year and comparing across fiscal years

- Results indicate that perceptions of ECC's media efforts remain high. While the combined "good" and "very good" ratings are weaker in FY2010 than in FY2009, it is worth noting that survey response rates are significantly higher this year. Additionally, the Marketing and Communications Office experienced a number of important transitions this year, including adding a new Director of Communications.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Employee Learning, Engagement & Satisfaction

DIVERSITY OF EMPLOYEE BASE VS. DISTRICT

The number and percentage of ECC employees, broken out by employee type (faculty vs. support staff and administrators) and by race/ethnicity categories, who worked at ECC during the fiscal year, compared to the number and percentage of District residents during the same time period, also broken out by race/ethnicity categories

- Results indicate that the College has maintained a proportion of minority employees that does not necessarily reflect the racial/ethnic makeup of the student body or ECC's district. The College has employed approximately 20% minority faculty and 28% minority employees, overall, for each of the last 3 years.

EMPLOYEE SATISFACTION

Satisfaction ratings from a random sample of ECC employees to questions related to ECC's quality, reputation, etc. (Note: No single statistics satisfies the intent of this indicator, and its definition and data collection methodology can change.)

- Results indicate that 82.5% of employees feel that the quality of ECC has improved or stayed the same over the last 5 years. In addition, 87.2% of employees feel that District taxpayers get an excellent value for the taxes paid to ECC. However, throughout the College, there is a desire for strategic focus and accountability around key areas.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR EMPLOYEES

The number and annual attendance for events related to professional development hosted by ECC during the fiscal year and compared to preceding years

- There were 191 training events/workshops offered at ECC in FY2010. Sixty-four (64) of these events were hosted by Human Resources, and the rest were hosted by CETL. This is compared to the 217 events that were offered during FY2009.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Fiscal Responsibility

NET ASSET AMOUNTS

The dollar value of all College assets minus the value of all expenses, calculated at the end of each fiscal year and carried over to the start of the following fiscal year

- Results indicate that the College's net asset levels have increased by 22% over the past 4 fiscal years. That is, ECC has increased its tangible net reserves to help future growth.

EXPENDITURE TO REVENUE RATIO

Total expenditures divided by total revenues for fund types in aggregate (e.g., Education Fund, Operations and Maintenance Fund, Audit Fund, Liability Protection and Settlement Fund and PBC Operations and Maintenance) comparing across fiscal years. This ratio represents how much the College is spending for every dollar it brings in as revenue.

- Results indicate that the College has maintained ration below $1.00 for several years, meaning that the institution is able to meet expenses with a healthy amount of incoming revenue.

INDUSTRY RECOGNITION

Recognition by independent financial analysts of the College's fiscal performance for a given fiscal year

- In FY2010, ECC was recognized by industry experts as having a strong capacity to meet its financial obligations in full and on time. The College was praised by two key credit rating agencies (Moody's and Standard & Poor's) for maintaining its operating surpluses, maintaining a manageable debt portfolio, and having ample operating liquidity.

  Additionally, the College received accolades in FY2010 for the quality of its budget preparation and reporting. FY2010 is the 7th consecutive year the College has received the Government Finance Officers Association's Certificate of Achievement for Excellence in Financial Reporting and the first year it received the association's Distinguished Budget Presentation Award. This award recognizes the College's ability to align its budgeting practices with its strategic goals.

DETAILS

This section of the report contains specific data tables or diagrams for each unit indicator contained in the preceding Summary of Results section. Sources for unit indicators are also identified.

INSTITUTIONAL EFFECTIVESS INDICATOR: Student Learning

COURSE LEARNING

Student Learning Assessment and Advisory Committee (formerly the Assessment Committee)

The SLAAC is responsible for maintaining, measuring and designing improvement strategies for the College's General Education outcomes.

This year the committee adopted a three-phase process – *plan, implement and measure* – to address general education outcomes. During the first phase (Year 1) the committee will review and analyze current data and trends, review current outcome language and make revisions if desired, identify activities and plan new strategies to improve the results of the outcome. During the second phase (Year 2) the committee will coordinate the implementation of the identified activities and in the third (Year 3), the committee will measure the students' learning related to the outcome and determine if the effectiveness of the activities.

In FY10 the committee began with the writing outcome as its priority and the year was spent discussing strategies to improve the outcome. Professor Michele Noel was granted release time to update *A Guide to Writing at ECC* and the new version will be distributed in COL101 *Student Success* sections this fall. Professor Bill Demaree took charge of another idea of the SLAAC, with the weekly e-mail *Grammar Tip of the Week*. The committee began planning *Writing Across the Curriculum* in the form of a series of CETL workshops to be offered in FY2011. Some topics were introduced in the new initiative event *The Assessment Diaries* held in April 2010.

CurricUNET and Course Assessment

In fall 2009 instructional coordinators were trained on using the new Assessment Module within CurricUNET to submit their annual course assessment plans and updates. This integrated process will ensure that the assessment projects match the course outline and documented course outcomes. Electronic reviews and approvals will also streamline the work, reduce paperwork and increase participation in the College's annual course assessment process. Per the cycle's timeline, reports on these assessment plans will be submitted in October 2010 also via CurricUNET. In fact, many course updates were subsequently initiated as a direct result of this new process, because CurricUNET will only allow assessment plans to be created from the outcomes listed on the actual outline in the database.

CurricUNET and Curriculum Committee

Before meaningful measurement, analysis and improvement strategies can be made, the outcomes themselves must be well constructed. Faculty have increased their attention to course-level learning outcomes as documented on official course outlines. Any new course or major and minor course changes were put through the Curriculum Committee review process. The Director of Outcomes Assessment played a role in reviewing the outcomes, and collaborating with faculty on suggested improvements. Throughout FY2010 at least 55 courses were revised to include new or improved learning outcomes which are concise, relevant and measurable. The CurricUNET system has aided in the transparency of course outcomes and the electronic review process has made more faculty aware of their importance. We anticipate even more courses to undergo a review and update of learning outcomes in FY2011. It is noteworthy to mention that ECC's Nursing Department reviewed its entire curriculum and updated learning outcomes in all of its courses in fall 2009.

The Assessment Diaries
As a result of recommendations by the Higher Learning Commission of the North Central Association during its March 2009 focused visit, the Teaching, Learning, and Student Development (TLSD) division applied for ECC new initiative funds to host an internal event for faculty and staff. ECC faculty were invited to present their current assessment projects and progress to an audience of their peers. The event was successful in highlighting the progress we have made in measuring and improving student learning. Faculty were able to network and learn from others outside of their departments and divisions, and excitement was built towards a culture of assessment and student learning. The division plans on hosting another event in 2011.

Source: FY2010 Report from ECC Compliance & Curriculum Office

COURSE GRADES

% of Students Who Successfully Complete vs. Withdraw from "Gateway" Courses*

FY	Academic Terms	% Total Successful	% Withdrew from Course
FY2006	Fall 2005 & Spring 2006	55%	20%
FY2007	Fall 2006 & Spring 2007	57%	18%
FY2008	Fall 2007 & Spring 2008	61%	16%
FY2009	Fall 2008 & Spring 2009	60%	17%
Average	**Fall 2005 through Spring 2009**	**58%**	**18%**

*Source: Course-Level Database, ECC Institutional Research Office. Success defined as grades of A, B, C, CR, P or S. Dropped defined as grade of W or AW. Enrollments exclude AU, NR and missing grades. Gateway courses include: BEC102, BIO101, BIO110, BUS100, BUS101, BUS120, ENG101, ENG102, FLS101, HUM216, MMT101, MTH102, MTH112, PHC109, PSY100, and RDG110 & SOC100.

**FY2010 figures will be available in July 2010.

PASS RATES ON LICENSING EXAMINATIONS

Examination	2008 (Jan - Dec)				2009 (Jan - Dec)			
	ECC		State	National	ECC		State	National
	%	N			%	N		
RN	94%	100	90%	87%	93%	111	91%	88%
LPN	89%	54	90%	86%	100%	67	91%	86%
Basic Nurse Assistant	100%	120			100%	155		
Clinical Lab Technology	100%	8		72%	100%	7		76%
Surgical Technology	85%	13		65%	90%	10		63%
Dental Assisting	100%	4	100%	87%	75%	4	93%	73%
EMT - Paramedic	100%	11			93%	44	86%	
Provena	100%	11			83%	18		
Sherman					100%	26		
Physical Therapy*	NA	NA	NA	NA	62%	13		
Massage Therapy*	NA	NA	NA	NA	86%	7	60%	61%

Source: Data from various testing agencies, compiled by ECC Health Careers Office. *Physical and Massage Therapy exams were introduced in 2009.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Student Satisfaction and Engagement

STUDENT SATISFACTION WITH PROGRAMS AND SERVICES

Scale	Satisfaction	Gap	National Comparison
Academic Services	5.80	0.51	+
Instructional Effectiveness	5.66	0.81	+
Registration Effectiveness	5.59	0.81	+
Student Centeredness	5.56	0.63	+
Service Excellence	5.50	0.70	+
Campus Climate	5.49	0.72	+
Safety and Security	5.44	0.94	+
Campus Support Services	5.37	0.45	+
Concern for the Individual	5.28	1.08	+
Admissions and Financial Aid	5.24	1.06	+
Academic Advising/Counseling	5.00	1.37	--

Source: Noel-Levitz Survey from Curriculum & Compliance Office, Spring 2008

STUDENT ENGAGEMENT

CCSSE Summary Benchmarks	FT Students	PT Students	ECC Mean	Comparison to Large Colleges
Active and Collaborative Learning	53.6	45.9	48.5	49.2
Student Effort	53.0	46.9	49.0	49.5
Academic Challenge	54.3	47.1	49.5	49.6
Student-Faculty Interaction	55.5	47.6	50.3	49.2
Support for Learners	52.6	51.3	51.8	49.5

Source: CCSSE Results from Curriculum & Compliance Office, Spring 2009

STUDENT PARTICIPATION IN COCURRICULAR ACTIVITIES WITH MEMBERSHIP >20 STUDENTS

Club Name	Total Membership	
	FY2009	FY2010
Phi Theta Kappa (PTK)	400	425
Advocacy for Disabled and Able People Together (ADAPT)	45	40
Organization of Latin American Students (OLAS)	35	40
Amnesty International	30	35
Hospitality Club	30	30
Alpha Beta Gamma Business Honor Society	24	20
Associated Nursing Students (ANS)	25	20
United Students of All Cultures (USAC)	20	15
Gay, Lesbian or Bisexual ECC Students & Supporters (GLOBES)	20	22

Club Name	Total Membership	
	FY2009	FY2010
Office Administration Student Association (OASA)	20	35
Spartan Christian Fellowship	20	25
Students for the Ethical Treatment of Animals (SETA)	20	Not reported
Asian Filipino Club	<20	54
Anime Club	<20	24
Black Student Association (BSA)	<20	24
College Programming Board (CPB)	<20	20
Mock Trial Team	<20	40
Health Occupational Students Association (HOSA)	<20	30

Source: ECC Student Life Office

INSTITUTIONAL EFFECTIVENESS INDICATOR: Student Success

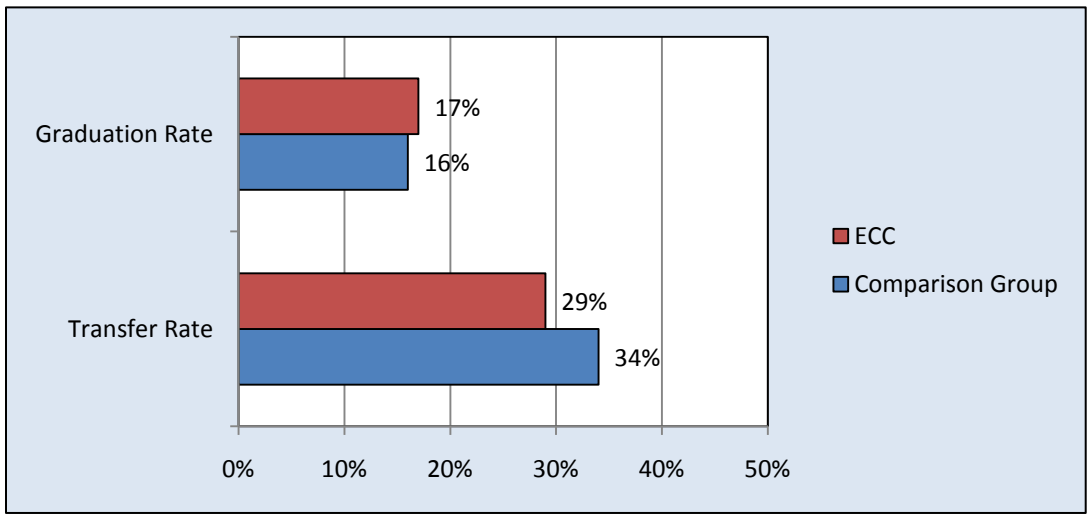
COMPLETION RATE

Numbers and Percentage of First-Time, Full-Time Degree-Seeking Students Who Graduated or Transferred Within 150% of Time after Initial Enrollment

Cohort Term	Fall 2004 (N = 787)		Fall 2005 (N = 635)		Fall 2006 (n = 420)	
Tracked Through	Summer 2007		Summer 2008		Summer 2009	
	N	%	N	%	N	%
Graduated	183	23%	106	17%	106	25%
Transferred (without earning degree/certificate)	227	29%	181	29%	114	27%
Combined Graduated and/or Transferred within 3 years of first term	410	52%	287	45%	220	52%

Source: IPEDS Graduation Rate Survey (GRS), Spring 2010

Percent of Students Graduating and Transferring (2005 Cohort)



Source: Student Right-to-Know Rates. Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking

undergraduate students who were new to ECC during the cohort year. Comparison institutions are IPEDS neighboring colleges.

PERSISTENCE RATE

Numbers and Percentage of First-Time Students Who Persisted to Following Fall Term or Graduated Before Following Fall Term

Enrollment Type	Cohort Term					
	Fall 2006		Fall 2007		Fall 2008	
	N	%	N	%	N	%
Full-Time	420	61%	617	67%	715	69%
Part-Time	286	33%	274	37%	301	43%
Total	**706**	**50%**	**891**	**58%**	**1,016**	**61%**

Source: IPEDS Fall Enrollment Report, Spring 2010

PERFORMANCE AFTER TRANSFER

Success of Transfer Students in FY2009 (Academic Year 2008 - 2009)

Transfer Institution	ECC Students as Seniors				Academic Year 2008-2009			
	All ECC Transfers (Degree & Non-Degree)		ECC AA or AS Graduates Only		All CC Transfers to Institution		All Non-Transfers (Native) Students to Institution	
	N	Avg. GPA	N	Avg. GPA	N	Avg. GPA	N	Avg. GPA
Chicago State University	5	2.38	1	2.30	2769	2.73	2648	2.44
Eastern Illinois University	37	2.94	7	3.04	3731	2.95	6640	2.81
Governors State University	6	2.87	2	2.35	613	3.10	2695	3.22
Illinois State University	152	2.94	65	3.08	6018	2.93	12572	2.99
Northeastern Ill University	66	3.01	31	3.03	4190	3.00	4494	2.73
Northern Illinois University	707	3.05	335	3.17	7093	2.97	11038	2.73
S I U - Carbondale	84	2.97	28	3.31	6512	2.93	8663	2.65
S I U - Edwardsville	14	3.04	1	3.80	3818	2.85	6721	2.86
U of I - Chicago	2	3.30	1	4.00	5037	3.07	10767	2.79
U of I - Springfield	147	3.01	50	3.08	2025	2.94	912	2.89
U of I - Urbana/Champaign	10	2.56	3	2.73	2448	3.23	27343	3.18
Western Illinois University	114	3.18	19	3.44	3133	2.42	8132	2.69
Private, 4-year Institutions	118	3.08	20	2.92	4221	3.05	16164	3.13
All Universities	1566	2.99	579	3.12	51608	2.93	118789	2.93

Source: Illinois Shared Enrollment and Graduation Database (ISEG) Report, Spring 2010

DEVELOPMENTAL EDUCATION COURSE COMPLETION RATE

Developmental Course Outcome by Course Type

Course Type	FY2009						FY2010**					
	Successful*		Unsuccessful*		Withdrew*		Successful*		Unsuccessful*		Withdrew*	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult Ed (ASE/ABE)	1,404	52%	427	16%	850	32%	1,099	54%	338	16%	613	30%
Developmental (CIS/ENG/ MTH/RDG)	3,269	56%	1,566	27%	1,006	17%	2,294	59%	942	24%	620	16%
ESL	2,906	51%	1,660	29%	1,136	29%	2,225	56%	983	25%	747	19%

***** ("Successful" includes grades of A, B, C, CR or S. "Unsuccessful" includes grades of D, E, F, I, U or NC. "Withdrew" includes AW & W grades.)
****** (FY 10 does not yet include Spring 2010 grade data.)
Source: ECC Institutional Research Office, XVGS Data as reported at end of term.

INSTITUTIONAL EFFECTIVENESS INDICATOR: Access

ENROLLMENT BY DEMOGRAPHIC GROUP VS. DISTRICT

Race/Ethnicity	FY2007		FY2008		FY2009		District 509 Pop. (2010)	
	N	%	N	%	N	%	N	%
Asian/Pacific Islander	1,068	6.3%	1,077	6.7%	1,225	7.2%	27,774	6.2%
American Indian/Alaskan Native	38	0.2%	44	0.3%	35	0.2%	814	0.2%
Black (Non-Hispanic)	812	4.8%	719	4.5%	884	5.2%	18,280	4.1%
Hispanic	5,274	31.3%	5,081	31.6%	5,286	31.2%	130,390	28.9%
White (Non-Hispanic)	9,634	57.1%	9,124	56.8%	9,481	55.9%	273,548	60.7%
Total	**16,861**	**100%**	**16,076**	**100%**	**16,960**	**100%**	**450,806**	**100%**

Sources: ECC Institutional Research Office, A1 Data as reported in September 2007, 2008 & 2009; US Census, extracted by EMSI in 2010 (Q1).

ENROLLMENT BY DIVISION

	FY2007		FY2008		FY2009	
	Sections	Seats	Sections	Seats	Sections	Seats
All Divisions	3,861	55,896	4,036	54,398	3,739	55,562
Business and Career Technologies	1,158	13,590	1,164	13,266	1,095	13,438
Communications and Behavioral Sciences	828	13,910	881	13,698	781	13,987
Math, Science, Engineering, and Health Professions	663	10,721	744	11,260	698	12,403
Student Services	67	1,272	71	1,326	84	1,810
Liberal, Visual, and Performing Arts	679	8,531	720	8,368	705	8,664
Vocational Skills 1.6	71	348	82	372	36	357
ABEC	395	7,524	374	6,108	340	4,903

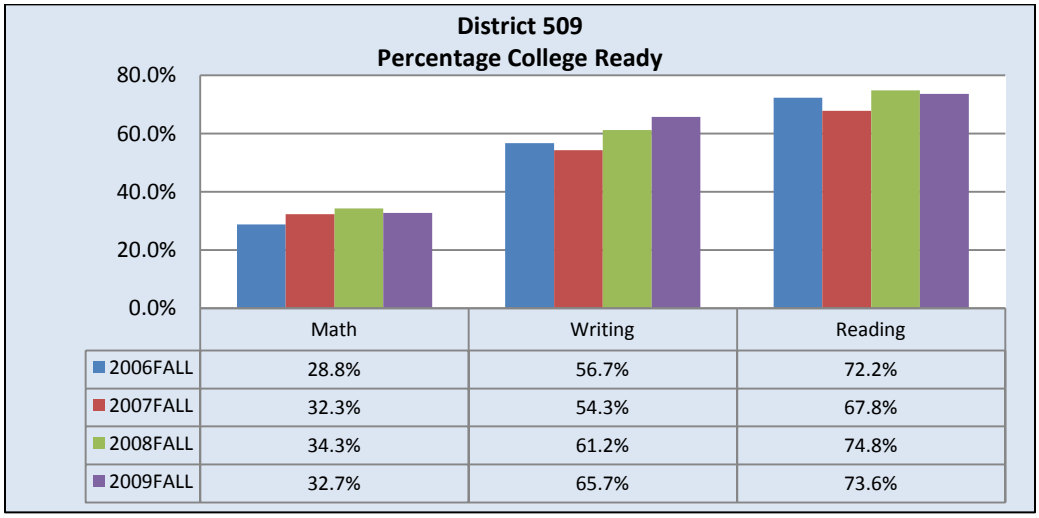
Source: ECC Institutional Research Office, S3 FY2004-2009

CREDIT HOURS BY DIVISION

	2007	2008	2009
	Credit Hours	Credit Hours	Credit Hours
All Divisions	164,836.5	168,669.0	172,312.5
Business and Career Technologies	39,070.0	39,374.0	39,500.0
Communications and Behavioral Sciences	38,373.5	40,945.0	41,860.0
Math, Science, Engineering, and Health Professions	41,313.0	43,207.5	47,490.5
Student Services	1,263.5	1,315.5	1,804.5
Liberal, Visual, and Performing Arts	22,408.0	23,271.0	24,254.0
Vocational Skills 1.6	639.0	630.0	621.5
ABEC	21,769.5	19,926.0	16,782.0

Source: ECC Institutional Research Office, S3 FY2004-2009

COLLEGE READINESS



	Math	Writing	Reading
2006FALL	28.8%	56.7%	72.2%
2007FALL	32.3%	54.3%	67.8%
2008FALL	34.3%	61.2%	74.8%
2009FALL	32.7%	65.7%	73.6%

Source: Placement Test Results, ECC Alliance for College Readiness

HIGH SCHOOL MARKET SHARE

Rate of Enrollment of Local HS Graduating Classes

	FY2008			FY2009		
	HS Graduates	Enrolled at ECC		HS Graduates	Enrolled at ECC	
		N	%		N	%
U-46	2,474	493	20%	2,541	532	21%
District 300	1,292	254	20%	1,341	187	14%
District 301	253	81	32%	220	55	25%
District 303	970	179	18%	991	149	15%
Total	**4,989**	**1,008**	**20%**	**5,093**	**923**	**18%**

Source: High school graduate figures collected by ECC Enrollment Management. ECC enrollment (Fall semester) from Placement Test Database from ECC Alliance for College Readiness

INSTITUTIONAL EFFECTIVENESS INDICATOR: Community Learning, Engagement & Satisfaction

PLACEMENT OF GRADUATES INTO THE WORKFORCE

		FY2007		FY2008		FY2009	
		Count	%	Count	%	Count	%
Present Employment Status	Employed Full Time	67	77.0%	75	49.7%	81	66.4%
	Employed Part Time	12	13.8%	52	34.4%	23	18.9%
	Full Time Military Service	0	0.0%	0	0.0%	0	0.0%
	Unemployed, Seeking Employment	3	3.4%	15	9.9%	13	10.7%
	Unemployed, NOT Seeking Employment	5	5.7%	9	6.0%	5	4.1%
	Total	**87**	**100.0%**	**151**	**100.0%**	**122**	**100.0%**
Relationship of Present Job to Major at ECC	Yes, it is related	71	75.5%	114	89.8%	77	74.8%
	No, it is not related	23	24.5%	13	10.2%	26	25.2%
	Total	**94**	**100.0%**	**127**	**100.0%**	**103**	**100.0%**

Source: Career-Tech Survey, FY2009 from ECC Institutional Research Office

COMMUNITY SATISFACTION WITH PROGRAMS AND SERVICES

Cultural Audit Findings from External Community

- Students and community members appreciate ECC for its quality, affordability and convenience.
- Students value the diversity at ECC; however, some need help making connections across lines of racial and ethnic differences.
- Community groups want more and different contact with the leaders of ECC as well as new ways to meet emerging learning needs.
- Community groups support the development of college/community connections that will result in jobs for students and graduates.
- The White community is divided in its perception of this diversity and equity initiative.
- There is a unanimous cry for more diverse faculty and staff to support student achievement, create cultural understanding and competence and improve the diverse recruiting process.
- Latino community members hold a skeptical view of ECC's diversity, equity and inclusion initiatives and yet want to remain supportive of these efforts.
- Black community members express a strong desire to link with ECC to develop a more inclusive culture within ECC and the communities it serves.
- Barriers to educational success exist or Black and Latino students

Source: Kaleidoscope Group Report to ECC, FY2010

Percent Rating 'Strongly Agree' and 'Agree' to Question of Whether Item Describes ECC

	% Total Descriptive (Rating of 5-7)
Conveniently located campus	83.4%
Source of pride for communities in the region	65.7%
Safe and secure campus	62.9%
Strong academic reputation	62.3%
Buildings that are modern and up-to-date	60.1%
High quality instruction	59.1%
A valuable safety net for local residents during economic downturns	57.7%
Partners with local organizations on important programs	51.5%
Good financial condition	37.5%
Good job managing tax dollars	37.1%
Aging facilities in need of renovation and repair	29.3%

Source: Unicom-Arc Community Survey, ECC Marketing & Communications Office, November 2008

MEDIA PENETRATION

"How would you rate the current overall media relations efforts at ECC?"

	2008	2009	2010
Very Good	12%	50%	52%
Good	35%	50%	40%
Fair	47%	0%	6%
Poor	6%	0%	2%
# of Respondents	**24**	**18**	**65**

Source: Media Relations Survey of Cabinet, Deans, Associate & Assistant Deans, Marketing Specialists, and News You Can Use Recipients, May 2010, ECC Marketing & Communications Office.

Number of Print, Radio, Television, Magazine or Online Media Placements

	FY2008-2009	FY2009-2010
July	91	127
August	114	119
September	156	152
October	127	170
November	88	178
December	97	134
January	179	127
February	149	112
March	168	141
April	233	189
May	187	TBD
June	168	TBD
Total	**1,757**	**1,449**
Monthly Average	**146.4**	**144.9**

Source: News You Can Use Monthly Reports, ECC Marketing & Communications Office

INSTITUTIONAL EFFECTIVENESS INDICATOR: Employee Learning, Engagement & Satisfaction

DIVERSITY OF EMPLOYEE BASE

Race/Ethnicity	Faculty						All Employees						District 509 Population	
	2007		2008		2009		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian/Pacific Islander	23	4.6%	24	4.6%	30	5.3%	37	3.7%	42	3.9%	57	5.0%	27,774	6.2%
American Indian/ Alaskan Native	2	0.4%	2	0.4%	2	0.4%	N/A	N/A	3	0.3%	3	0.3%	814	0.2%
Black/Non-Hispanic	20	3.9%	21	4.0%	25	4.4%	69	6.9%	65	6.0%	70	6.1%	18,280	4.1%
Hispanic	30	6.0%	33	6.3%	38	6.7%	146	14.6%	163	15.0%	167	14.5%	130,390	28.9%
White/Non-Hispanic	407	81.1%	418	80.4%	453	79.6%	714	71.3%	778	71.5%	821	71.5%	273,548	60.7%
Unknown	20	3.9%	22	4.2%	21	3.7%	31	3.1%	37	3.4%	30	2.6%	N/A	N/A
Total	**502**	**100%**	**520**	**100%**	**569**	**100%**	**1,001**	**100%**	**1,088**	**100%**	**1,148**	**100%**	**450,806**	**100%**

Note: The increase in total employees from 2007 to 2008 can be explained by reclassification of tutors from a non-reportable category contingent) to a reportable one (adjunct). Disaggregation by status (full-time v. part-time) has been added to this analysis during FY10 and will continue moving forward.

EMPLOYEE SATISFACTION

Cultural Audit Findings from Employees

All levels of the organization express a commitment to students as the most satisfying aspect of their work. There is great respect for Dr. Sam as a leader. The faculty experiences a high degree of satisfaction with the Library and IT services, and all believe the main campus facilities are comfortable and often a source of pride. In all the focus groups, there is also a desire for strategic clarity, systemic focus and accountability around key areas of action, with recruitment, diversity and cultural competence seen as critical to moving the organization forward.

1. Strong commitment to students at all levels
2. appreciation for Dr. Sam's leadership and receptivity
3. collegial and friendly environment for the most part
4. appreciate resources offered

Source: Kaleidoscope Group Report to ECC, FY2010

	% Total Descriptive (Rating of 5-7)
Conveniently located campus	95.2%
High quality instruction	90.8%
Safe and secure campus	89.9%
Source of pride for communities in the region	86.6%
A valuable safety net for local residents during economic downturns	86.0%
Good financial condition	85.3%
Strong academic reputation	83.9%
Partners with local organizations on important programs	80.4%
Buildings are modern and up-to-date	77.0%
Good job managing tax dollars	73.9%
Aging facilities in need of renovation and repair	67.2%

Source: Unicom-Arc Staff Survey, ECC Marketing & Communications Office, November 2008

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR EMPLOYEES

Name of Event	Host	FY2009		FY2010	
		Number of Events	Attendance	Number of Events	Attendance
Technology Workshops	CETL	36	104	38	90
Pedagogy Workshops	CETL	26	248	58	417
Courses	CETL	4	20	7	9
Webinars	CETL	4	27	10	44
Other	CETL	4	105	14	190
All Human Resources Events	HR	107	2,098	64	1366

Source: CETL & ECC Human Resource Offices, May 2010

INSTITUTIONAL EFFECTIVENESS INDICATOR: Fiscal Responsibility

NET ASSET AMOUNTS

NET ASSETS AT CLOSE OF FISCAL YEARS			
FY2006	FY2007	FY2008	FY2009
$66,412,736	$72,988,786	$79,711,065	$85,287,625

Source: Audited Budgets, ECC Budget & Finance Office

EXPENDITURE TO REVENUE RATIO

	FY2006 Actual*	FY2007 Actual*	FY2008 Actual*	FY2009 Actual*	FY2010 March 31, 2010 Actual	FY2011 Proposed
Total Revenues	$57,844,340	$63,477,827	$67,456,866	$73,162,976	$	$
Total Expenditures	$52,974,193	$57,811,047	$57,918,316	$65,895,921	$	$
Expenditure to Revenue Ratio	**0.92**	**0.91**	**0.86**	**0.90**	TBD	TBD

Source: Audited Budgets, ECC Budget & Finance Office

INDUSTRY RECOGNITION

Financial Area	Organization	Recognition Type
Credit Rating	Moody's	Credit rating increased from Aa to Aaa
Credit Rating	Standard & Poor's	Credit rating increased from AA- to AA+
Financial Reporting	Government Finance Officers Association	Certificate of Achievement for Excellence in Financial Reporting for the Comprehensive Annual Financial Report for FY2009
Budget Preparation	Government Finance Officers Association	Distinguished Budget Presentation Award for the FY2010 Annual Budget

Source: Correspondence from various credit organizations to ECC Budget & Finance Office.