



Performance Report FY2011

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Institutional Research
District 509

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PREFACE

Purpose

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

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

Structure of the Report

Each broad institutional indicator listed above is composed of, and defined by, specific unit indicators. For example, the institutional indicator of student success consists of several unit indicators: term-to-term persistence, course completion and graduation. Indicators come from a variety of sources. Many reflect standard evaluation benchmarks used by community colleges throughout the nation.^[2] Others are set by voluntary efforts at accountability, state or federal mandates, regulations from accreditation and financial oversight agencies, or are based on routine requests to the Institutional Research Office from employees, students or the community.

Oversight and reporting are multi-faceted. Typical offices that oversee data collection include: the Planning & Institutional Effectiveness, Marketing & Communications, and Business & Finance. Reporting cycles are also varied. Some indicators are tallied continuously throughout the year, such as enrollment and participation in professional training opportunities. Other indicators are reported at fixed dates, such as completion/graduation, which is reported at the end of each semester. Every effort is made to include the most recently available figures as of the date of this report, with references made to previous years' figures for comparison.

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 past fiscal year. Additionally, it illustrates where there is room for improvement to set future strategic goals and directions.

Indicators provide demonstrative evidence that the College is meeting its Mission. A table on the following page illustrates how indicators align to the College's overall strategic goals. As the table shows, each goal is assessed by multiple indicators, and no one indicator can reveal a complete picture of organizational effectiveness. The alignment of indicators to goals and the results contained in the following pages can be used to assess the College's effectiveness as an organization and the President's effectiveness as a campus leader.

Audience and Feedback

A copy of this report is prepared each summer and given to the President and the Board of Trustees to guide their leadership. Additionally, the Illinois Community College Board requires this report to be filed annually. Finally, digital copies are made available to the general public on the College's web site. Questions about this report and ideas or comments can be forwarded to Philip Garber, Ph.D., Executive Director of Planning & Institutional Effectiveness, at pgarber@elgin.edu or 847-214-7285.

^[1] At present, no quantitative indicators are used to universally assess operational efficiency and process improvements. Instead, progress in this area is largely descriptive and interpretive.

^[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 FY2011

Strategic Goals FY 2011	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	Financial Health	Operational Efficiency and Process Improvements	
Goal 1: Ensuring curriculum currency and program relevance based on critical reflection of outcomes	Mastery of learning outcomes	✓			✓			✓	
	Course grades	✓			✓				
	Pass rates on licensing examinations	✓			✓				
Goal 2: Promoting student engagement and intentional learning	Student satisfaction with programs and services	✓							
	Student engagement	✓							
	Student participation in co-curricular activities	✓							
Goal 3: Improving success milestones among key focus populations: first-time, developmental, adult, Black, and Latino students	Completion rate	✓			✓				
	Persistence rate	✓			✓				
	Standards of Academic Progress (SOAP)				✓				
	Performance after transfer	✓			✓	✓			
	Developmental education course completion rate	✓			✓				
Goal 4: Supporting the continuing growth of faculty in learning theory, teaching methodology, technology, and individual disciplines	Professional development opportunities for employees			✓					
Goal 5: Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures	Diversity of employee base	✓	✓	✓					
	Credit Enrollment by demographic group vs. district	✓				✓			
Goal 6: Ensuring key focus populations have equal access to learning opportunities	Credit Enrollment by division	✓			✓	✓			
	Credit hours by division	✓			✓	✓			
Goal 7: Creating and offering programs and services that meet the emerging learning needs of our students	Placement of graduates into the workforce		✓		✓				
	College readiness	✓			✓	✓			
	Public high School market share	✓				✓			
	Student financial assistance	✓				✓			
	Degrees and certificates awarded	✓			✓				
Goal 8: Ensuring integrity in our relations with others	Community satisfaction with programs and services		✓						
	Employee satisfaction			✓					
Goal 9: Conserving spending while improving quality and effectiveness	Net asset amounts						✓		
	Expenditure to revenue ratio						✓		
	Industry recognition						✓		
	Expenditures for Instruction and Academic Support						✓		
Goal 10: Facilitating quality decision-making								✓	
Goal 11: Developing a collegial environment that supports employees' sense of purpose and self-worth to grow personally and professionally	Diversity of employee base	✓	✓	✓					
	Employee satisfaction			✓					
	Professional development opportunities for employees			✓					
Goal 12: Strengthening relations with businesses, educational, and service organizations vital to our community	Media penetration	✓	✓						
	Non-credit enrollment		✓						
	Community satisfaction with programs and services		✓						

Bold ✓ Identifies main indicators, Gray ✓ identifies secondary indicators.

Executive SUMMARY OF RESULTS

This section contains top-line summary results for FY2011. 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 EFFECTIVENESS INDICATOR:

STUDENT LEARNING

MASTERY OF LEARNING OUTCOMES

Definition: Evidence of demonstrated mastery of competencies specific to predetermined learning outcomes (among students who are enrolled in and complete courses as part of an organized degree or certificate program).

- ➔ **Results:** Improvements were made during FY2011 in the quality of general education outcomes in information literacy and critical thinking, and a revised guide to writing was compiled by the Student Learning Assessment and Advisory Committee to assess written communications. Learning outcomes at the course level were revised and strengthened via refinements to the approval process in CurricUNET and also by strengthening reporting requirements for academic program review.

COURSE GRADES

Definition: 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:** For identified “gateway” courses, the proportion of course enrollments for which a student earned a successful grade has increased by 4% from FY2007 to FY2010. 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 EXAMS

Definition: 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:** The number of ECC students seeking licensure in health professions decreased in calendar year 2010 relative to 2009. However, those students who do take tests continue to perform exceptionally well. ECC students surpass both state and national standings on most licensing examinations.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

STUDENT SATISFACTION
AND ENGAGEMENT

STUDENT SATISFACTION WITH PROGRAMS AND SERVICES

Definition: Factor scores of students' perceptions of learning that are gathered on the Student Satisfaction Inventory™ survey (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:** Student satisfaction with the College, as measured by the Student Satisfaction Inventory (SSI) administered remains strong. Factor scores on particular satisfaction items exceed comparable national community college scores in almost all areas – especially when it comes to campus support services, academic services, and safety and security. Satisfaction with individual concerns, while higher than the national average, is no longer statistically significant, as reported during the 2008 administration of the Student Satisfaction Inventory, and thus remains an area to watch in the future. Similar to the Performance Report FY2010, factor scores on Academic Advising/Counseling remains significantly lower than the national average.

STUDENT ENGAGEMENT

Definition: 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:** Results remain unchanged from those reported in the Performance Report FY2010, given that the CCSSE survey has not been administered since April 2009. Results from that administration reveal that ECC students felt engaged in the many areas of the College, including support for learners and the quality of student-faculty interactions. On the whole, students were on par with other colleges in terms of engagement related to academic challenge and a bit more disengaged, although not significantly, in terms of collaborative learning and student effort. However, students also reported slightly higher levels of student and faculty interaction and a greater emphasis on support for learners than at comparison colleges, although these differences are not significant.

STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Definition: 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.

↳ **Results:** While the overall number of ECC students participating in co-curricular clubs and organizations increased 13% overall during the past two reporting years (FY2009 to FY2011), the distribution of students within organizations has shifted. Membership in clubs related to specific occupational areas has decreased, including the Office Administration Student Association and the Health Occupations Student Association. Similarly, membership in clubs supporting underrepresented groups, such as the Black Student Association and the Gay, Lesbian or Bisexual Students and Supporters, has declined. Meanwhile, membership in professional organizations such as Phi Theta Kappa and Military Branches United has increased.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

STUDENT SUCCESS

DEGREES AND CERTIFICATES AWARDED

Definition: Total number of degrees and certificates awarded to ECC students during the academic year. This figure is reported annually by the Registrar's Office at the completion of each academic year.

- ↳ **Results:** ECC continues to help an increasing number of students achieve their academic goals. The total number of annual certificates and degrees awarded has increased each of the last four academic years, leading to a 41% increase in the annual number of awards between the 2010-2011 and 2007-2008 academic years. The increase in annual certificates awarded was slightly greater than the increase in annual Associate degrees awarded (32% vs. 48%, respectively) between the 2007-2008 and 2010-2011 academic years.

COMPLETION RATE

Definition: 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:** A slightly higher proportion of ECC's FY2007 first-time, full-time, degree-seeking students graduate and/or transfer within 3 years compared to FY2005 (47% vs. 45%, respectively). However, the current rate reflects a 5% decline from the rate reported last year (52%). The most recent comparative information for peer institutions shows ECC is doing as well as, or better, than neighboring community colleges in the rate of students who achieve their goals. A peer group of nearby community colleges reported a combined 49% rate of graduation and/or transfer for the fall 2006 cohort, which was slightly lower than the 52% reported by ECC for the same cohort.

PERSISTENCE RATE

Definition: 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:** Full-time students consistently show a higher rate of persistence (72%) than part-time students (52%). 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 that were slightly lower than the rates for ECC students (40% for part-time students and 66% for full-time students for the fall 2009 cohort). The data indicates that ECC students are being retained at a slightly better rate than peer institutions, that this rate has been consistently increasing for both full-time and part-time students, and that the gap in retention rates between part-time and full-time students has narrowed each of the last 3 years.

STANDARDS OF ACADEMIC PROGRESS (SOAP) STATUS

Definition: The number of enrolled students who, at the completion of a semester, meet any of the definitions set in Administrative Procedure 1.102 for academic probation. SOAP categories are based on the length of time (i.e., number of semesters) a student's cumulative grade point average (GPA) falls below 2.0.

➔ **Results:** An increase from fall 2009 to fall 2010 in the number of students who received a 'caution' (+ 484) or a 'warning' (+ 58) restriction, and an increase in the number of students who were 'suspended' (+ 168) and 'dismissed' (+ 35). Importantly, more students in fall 2010 were successful in returning to 'good' status than during any other semester since SOAP records were kept. This result suggests that the system does provide some accuracy in identifying students with academic challenges and that the college is helping to meet these challenges through its various programs and services.

PERFORMANCE AFTER TRANSFER

Definition: 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:** The Illinois Shared Enrollment and Graduation database is no longer in service as the Illinois State Board of Education prepares the Illinois Longitudinal Data System, which will be in effect by July, 2013. As a result, this data was not available for the current report. As was reported in last year's report, the FY2009 data indicate the ECC Alumni achieve higher GPAs at 4-year Illinois institutions than those who transfer from other Illinois community colleges or those who began their college career at the respective institution. This information will be available again when the Longitudinal Data System is available, perhaps in time for next year's report.

DEVELOPMENTAL EDUCATION COURSE COMPLETION RATE

Definition: 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:** Students in Developmental courses are more likely to complete the course than students enrolled in ESL or Adult Education (ABE/ASE) courses, while students in ESL courses are slightly more likely to be successful in the course than students in Developmental or Adult Education (ABE/ASE) courses. Course success rates in ESL courses has increased by 7% over last year, while those for Developmental and Adult Education courses have remained the same or decreased.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

ACCESS TO LEARNING

CREDIT ENROLLMENT BY DEMOGRAPHIC GROUP VS. DISTRICT

Definition: 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.

- ↳ **Results:** For the past three fiscal years, ECC has maintained higher ratios of minority student enrollment than are observed in the relative distributions of these racial/ethnic groups among District 509 residents. Whereas the proportion of minority individuals in District 509 is nearly 39%, the proportion of minority students at ECC is 45%.
- Hispanic students: 32.1% at ECC; 28.9% of District 509
 - Asian/Pacific Islander: 6.8% at ECC; 6.2% of District 509
 - Black (Non-Hispanic): 5.9% at ECC; 4.1% of District 509

Overall enrollment has also increased each of the three past fiscal years. In FY2010, our overall enrollment was 19,197 up from 16,960 in FY2009. This is a 13% increase from FY2009 to FY2010.

CREDIT ENROLLMENT BY DIVISION

Definition: Number of seats occupied and sections offered to students in FY2010, compared to FY2008 and FY2009 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:** As with enrollment, the overall number of seats occupied for each of the past three years has increased from 55,562 seats in FY2009 to 68,939 in FY2010 (24% increase). Each Division reported an increase in seats occupied over the prior year. Although there were fewer Vocational Skills 1.6 sections offered, the division still had an increase in seats occupied over the prior year.

CREDIT HOURS BY DIVISION

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

- ↳ **Results:** ECC saw a 22% increase in the number of credit hours taken by students from the prior year. Each division has seen an increase except for the Vocational Skills 1.6 courses. The greatest increase from 2009 to 2010 was in the ABEC division with a 65% increase in credit hours.

COLLEGE READINESS

Definition: 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:** Since the formation of ECC's partnership with our public school districts (The Alliance for College Readiness) in 2006, college readiness rates of recent high school graduates have improved by 3.7 percentage points in reading, 6.1 percentage points in writing, and 8.5 percentage points in mathematics. The percent of recent graduates who are completely college ready in all three areas has increased from 23.6% to 31.8% ready and the percentage of recent high school graduates who are completely developmental has decreased from 21.2% to 16.4%.

PUBLIC HIGH SCHOOL MARKET SHARE

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

➔ **Results:** Although there were slightly fewer high school graduates in District 509 in calendar year 2010 than in 2009 (-36), ECC did experience a net increase from 2009 to 2010 in the number attending our institution (+173), which reflects an increased high school market share of 4% over the previous year (22% in 2009 vs. 26% in 2010). Districts U-46 and 300 experienced the highest gains at 4% (24% in 2009 vs. 28% in 2010) and 9% (18% in 2009 vs. 27% in 2010) respectively; Districts 301 and 303 experienced slight losses at 1% (35% in 2009 vs. 34% in 2010) and 3% (19% in 2009 vs. 16% in 2010) respectively.

STUDENT FINANCIAL ASSISTANCE

Definition: The number of students who, during a fiscal year, receive any form of financial assistance by type of aid, and the sum total (in dollars) that is awarded to those students by funding source.

➔ **Results:** The number of ECC students receiving some form of financial assistance and the number of dollars awarded to students has steadily increased sharply since FY2008 and is currently at an all-time high at 4,734 students and over \$18 million dollars. Federal and state aid in the form of loans and grants has increased sharply since FY2008, while private and institutional forms of support have grown modestly.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

**COMMUNITY LEARNING,
ENGAGEMENT AND SATISFACTION**

PLACEMENT OF GRADUATES INTO THE WORKFORCE

Definition: 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:** ECC career-technical graduates are consistently able to find work in their respective fields. More than 75% of graduates from each of the last 3 years have reported being employed a year after earning their degrees/certificates. In FY2010, 68% 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

Definition: 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:** Satisfaction from the larger community has not been systematically surveyed in a number of years and remains a recurring need. Results from the Kaleidoscope Group cultural audit report in 2010 indicate that ECC is a source of pride in the community and has a strong academic reputation. However, certain community members remain skeptical about the College’s commitment to diversity, equity and inclusion. Results from the 2008 Unicom-Arc survey indicate that ECC has a strong academic reputation in the community and that it meets residents’ more instrumental needs of being conveniently located and safe. However, ECC receives comparatively lower ratings from respondents when it comes to its financial condition, management and stewardship of tax revenues, and partnering with local organizations.

MEDIA PENETRATION

Definition: 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:** More employees provided input on media relations efforts at ECC during FY2011 than during the previous two years. However, the overall satisfaction with media efforts has dropped slightly. Whereas 92% of employees rated ECC’s media relations efforts as ‘good’ or ‘very good’ in 2010, that figure dropped to 87% in 2011, while those who rated ECC’s efforts as ‘poor’ or ‘fair’ increased from 8% in 2010 to 13% in 2011. These figures should be watched closely as a permanent campus communications director is secured.

The number of media placements has also dropped over the previous few fiscal years, from over 1,700 in FY2008 to just over 1,300 in FY2010.

NON-CREDIT ENROLLMENT

Definition: The number and percentage of non-credit students enrolled at ECC during the fiscal year, broken out by race/ethnicity categories. The data is unduplicated by student and fiscal year.

- ➔ **Results:** Overall non-credit enrollment has declined from FY2008 through FY2010, but has rebounded in FY2011. Non-credit enrollment has increased by 6% from FY2010 to FY2011.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

EMPLOYEE LEARNING,
ENGAGEMENT AND SATISFACTION

DIVERSITY OF EMPLOYEE BASE

Definition: The number and percentage of ECC employees, broken out by employee type (faculty vs. all employees) 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:** 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. In 2010, the College has employed 21% minority faculty and 29% minority employees, compared to a student population that is 45% minority and a district population that is 39% minority.

EMPLOYEE SATISFACTION

Definition: 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:** 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

Definition: The number and annual attendance for events related to professional development hosted by ECC during the fiscal year and compared to preceding years. Totals reflect events that actually take place and not cancelled events.

➔ **Results:** Slight reduction in the number of events and participants in FY2011 over FY2010. In particular, 37 fewer events were sponsored by the Center for Enhancement of Teaching and Learning (CETL) and 9 fewer events were sponsored by Human Resources in FY2011 than FY2010. Similarly, fewer individuals took part in events in FY2011 – in particular, there were 85 fewer participants in events sponsored by CETL, and 24 fewer in events sponsored by Human Resources throughout the year.

Gains were seen in the types of workshops sponsored by CETL, with increases in the number attending technology workshops (+46) and courses (+25). Attendance per course was also much higher in FY2011 than in previous years (34 participants across 5 courses), perhaps indicative of some streamlining of training efforts, efficiencies in scheduling, data collection, etc.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

FINANCIAL HEALTH

NET ASSET AMOUNTS

Definition: 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:** The College's net asset levels have increased by 23% over the past 4 fiscal years. That is, ECC has increased its tangible net reserves to help future growth.

EXPENDITURE TO REVENUE RATIO

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

- ➔ **Results:** The College has maintained a ratio below \$1.00 for several years, meaning that the institution is able to meet expenses with a healthy amount of incoming revenue. Results are updated annually following the fiscal audit in late summer.

INDUSTRY RECOGNITION

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

- ➔ **Results:** In the *Performance Report FY2010*, ECC was honored by industry experts as having a strong capacity to meet its financial obligations in full and on time. In FY2010, the College's credit ratings, as set by Moody's and Standard and Poor's, remain unchanged. FY2011 also marks the 7th consecutive year the College has received the Government Finance Officers Association's Certificate of Achievement for Excellence in Financial Reporting and the 2nd year it has received its Distinguished Budget Presentation Award.

EXPENDITURES FOR INSTRUCTION AND ACADEMIC SUPPORT

Definition: Unrestricted expenses from college funds that are expended for instruction, direct departmental costs, equipment, operations and maintenance, student services, and academic administration and planning. These costs include unrestricted expenditures from local funds (e.g., taxes, student tuition, etc.) and grant dollars that are not reimbursed by the state. The unit costs in the table below are shown for a student semester credit hour and full-time equivalent. The unit student semester credit hour is an output measure of instruction, defined as one student taking one semester credit of coursework. One full-time equivalent (FTE) student is defined as 30 student semester credit hours. Only semester hours that are supported with 50% or more unrestricted funds are included.

- ➔ **Results:** Net instructional costs per unit semester credit hour and net instructional costs per FTE enrollment remain higher than state averages. This means that it costs ECC more than other Illinois colleges, on average, to deliver instruction for students. Reasons are numerous. Some programs offered at ECC (and not at other colleges) cost more than others, such as truck driving, technology programs and culinary arts. Additionally, the portion of unit instructional costs allocated to operations and maintenance is higher at ECC than at other colleges, particularly in recent years with ECC campus construction. Finally, the introduction of smaller

and newer programs, which often have higher unit costs than larger or more established programs due to economies of scale, can contribute to higher unit costs.

In general, net cost is an input (or 'leading') indicator that should be considered together with completion, student success, and other output (or 'lagging') indicators to gain a fuller perspective.

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 EFFECTIVENESS INDICATOR:

STUDENT LEARNING

MASTERY OF LEARNING OUTCOMES

Student Learning Assessment and Advisory Committee (SLAAC) [formerly the Assessment Committee]

The committee continued with its three-phase process of plan, implement and measure, to address general education outcomes.

In fall 2010 the committee reviewed the Information Literacy, Technology and Critical Thinking outcomes. Task forces reviewed ECC data on student achievement towards these outcomes, reviewed the wording and scope of these outcomes, and studied how other community colleges define and measure similar skills. It was concluded that Information Literacy and Critical Thinking, while similar, should remain distinct outcomes in the general education program. Technology, however, will likely be removed from the list of outcomes, as the group concluded it was too vague and not emphasized as a distinct set of skills for all students. Some work was begun to examine better and more authentic ways of measuring Information Literacy and Critical Thinking.

The Written Communication outcome was in phase two (implement) in FY2011. As planned, the revised “A Guide to Writing at ECC” document was made available to COL-101 instructors to distribute to their class. The guide was also posted on the D2L homepage and made prominent on the library’s website. Systems will be in place next year to measure when and how often the document is accessed. Results from a questionnaire administered at the end of the COL-101 classes in the fall and spring semesters indicate that 71% of the students have used or intend to use the Guide during the semester and 69% intend to use it in their future courses. Additionally, various ways to improve student writing skills will be a focus topic at the next Assessment Diaries event, co-sponsored by SLAAC.

Due to work-to-rule, the committee did not meet for most of the spring semester.

CurricUNET and Course Assessment

The Assessment Module within CurricUNET was utilized in FY2011 to submit FY2010 course assessment reports and FY2011 course assessment plans. Behind-the-scenes technical problems made the October deadline difficult. Despite the problems, 27 departments submitted reports on their assessment activities in 37 courses. Attention to course-assessment measures, findings and improvements has also been elevated now that a significant portion of the 5-year Program Review report addresses this topic of quality.

CurricUNET and Curriculum Committee

Throughout FY2011, learning outcomes at the course-level were revised and strengthened via the approval processes within CurricUNET. New courses and those undergoing other outline changes received special attention to ensure the outcomes were well-written (measurable, specific and representative of course content). Forty-four courses received outcomes updates while being reviewed by Curriculum Committee in the fall. Seventeen *new* courses also received particular attention to outcomes during their submission. Program review and course-level assessment activities have re-focused faculty attention on the importance of the outcomes themselves, and significant faculty conversations are happening across campus with regard to what students should be learning. Towards the goal of furthering student success, Curriculum Committee also approved the addition of various basic skills prerequisites to 17 courses.

Source: FY2011 Report from ECC Compliance & Curriculum Office.

COURSE GRADES

Percent of Students Who Successfully Complete vs. Withdraw from “Gateway” Courses*

Fiscal Year	Academic Terms	% Total Successful	% Withdrawn from Course
FY2007	Fall 2006 & Spring 2007	57%	18%
FY2008	Fall 2007 & Spring 2008	61%	16%
FY2009	Fall 2008 & Spring 2009	60%	17%
FY2010	Fall 2009 & Spring 2010	61%	18%
Average	Fall 2006 through Spring 2010	60%	17%

Source: XVGS course grade extracts FY2007 to FY2010, 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 are those out of the top-enrolled courses with the lowest success rates. This list includes: BEC 102, BIO 101, BIO 110, BUS 100, BUS 101, BUS 120, ENG 101, ENG 102, FLS 101, HUM 216, MMT 101, MTH 102, MTH 112, PHC 109, PSY 100, RDG 110 and SOC 100.

PASS RATES ON LICENSING EXAMINATIONS

Examination	2008 (Jan - Dec)				2009 (Jan - Dec)				2010 (Jan - Dec)			
	ECC		State	Nat'l	ECC		State	Nat'l	ECC		State	Nat'l
	N	%	%	%	N	%	%	%	N	%	%	%
RN	100	94%	90%	87%	111	93%	91%	88%	97	92%	88%	88%
LPN	54	89%	90%	86%	67	100%	91%	86%	31	97%	91%	87%
Basic Nurse Assistant	120	100%	NA	NA	155	100%	NA	NA	117	100%	NA	NA
Clinical Lab Technology	8	100%	NA	72%	7	100%	NA	76%	8	75%	NA	76%
Surgical Technology	13	85%	NA	65%	10	90%	NA	63%	17	94%	NA	54%
Dental Assisting	4	100%	100%	87%	4	75%	93%	73%	6	100%	100%	99%
EMT - Paramedic (Provena)	11	100%	NA	NA	18	83%	NA	NA	17	100%	NA	NA
EMT - Paramedic (Sherman)	21	95%	NA	NA	26	100%	NA	NA	21	100%	NA	NA
Massage Therapy*	15	93%	63%	64%	8	93%	60%	61%	18	97%	66%	68%
Physical Therapist Assistant*					13	62%	NA	82%	15	86%	NA	84%
Radiography**									13	100%	NA	91%
Histotechnology**									3	100%	NA	75%
Total	346				419				363			

Source: Data from various testing agencies, compiled by ECC Health Professions Division Office, summer 2011.

*Physical Therapist Assistant exams were introduced in 2009. **Radiography and Histotechnology exams were introduced in 2010.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

STUDENT SATISFACTION
AND ENGAGEMENT

STUDENT SATISFACTION WITH PROGRAMS AND SERVICES

Scale	Satisfaction Ratings		Difference Between Importance and Satisfaction Ratings*		National Comparison**
	2008	2010	2008	2010	
Academic Services	5.80	5.74	-0.51	-0.58	+
Instructional Effectiveness	5.66	5.69	-0.81	-0.79	+
Registration Effectiveness	5.59	5.69	-0.81	-0.75	+
Student Centeredness	5.56	5.57	-0.63	-0.64	+
Service Excellence	5.50	5.54	-0.70	-0.67	+
Campus Climate	5.49	5.49	-0.72	-0.74	+
Admissions and Financial Aid	5.24	5.35	-1.06	-1.02	+
Campus Support Services	5.37	5.30	-0.45	-.052	+
Concern for the Individual	5.28	5.29	-1.08	-1.08	even
Safety and Security	5.44	5.28	-0.94	-1.18	+
Academic Advising/Counseling	5.00	5.04	-1.37	-1.37	-

Source: The Noel-Levitz *Student Satisfaction Inventory*™ from Curriculum & Compliance Office, spring 2008.

*Note that negative values represent average satisfaction scores that are lower than the average importance scores for that scale, while positive values represent average satisfaction scores that are higher than the respective importance score.

**Positive signs indicate that the difference between satisfaction and importance scores for ECC students were smaller than a national sample of community colleges, while a negative sign indicates that this difference is greater for ECC students than the national sample.

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: *Community College Survey of Student Engagement* (CCSSE) results from Curriculum & Compliance Office, spring 2009.

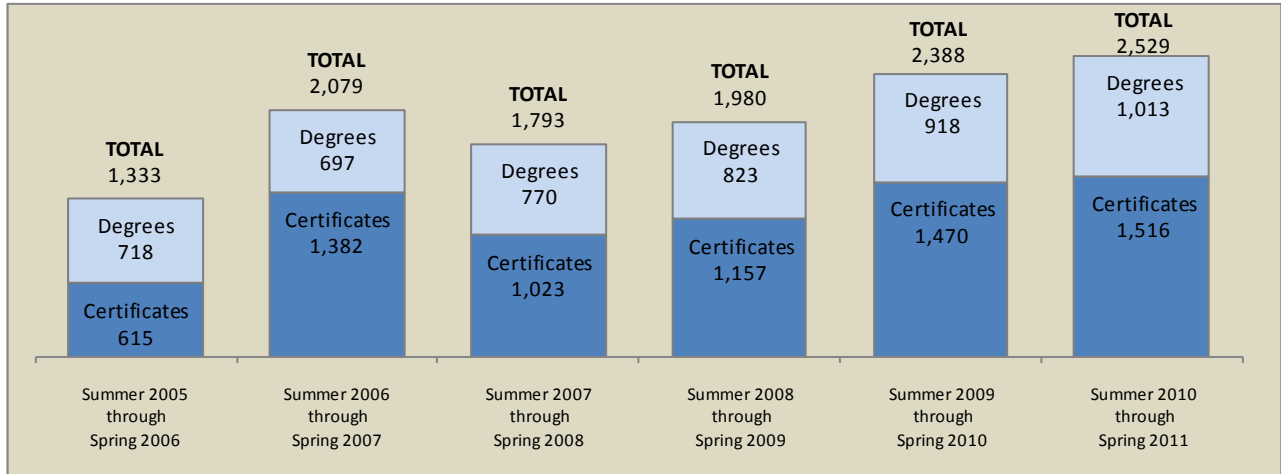
STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES WITH MEMBERSHIP

Club Name	Total Membership Per Club		
	FY2009	FY2010	FY2011
Phi Theta Kappa (PTK)	400	425	475
Criminal Justice Club	N/A	N/A	50
Organization of Latin American Students (OLAS)	35	40	45
Advocacy for Disabled and Able People Together (ADAPT)	45	40	40
Mock Trial Team	<20	40	40
Hospitality Club	30	30	30
Asian Filipino Club	<20	54	30
Amnesty International	30	35	25
Office Administration Student Association (OASA)	20	35	25
Spartan Christian Fellowship	20	25	25
Associated Nursing Students (ANS)	25	20	20
Gamers United	N/A	N/A	20
United Students of All Cultures (USAC)	20	15	15
Anime Club	<20	24	15
Black Student Association (BSA)	<20	24	15
College Programming Board (CPB)	<20	20	15
Military Branches United (MBU)	N/A	10	15
Alpha Beta Gamma Business Honor Society	24	20	5
Gay, Lesbian or Bisexual ECC Students & Supporters (GLOBES)	20	22	5
Health Occupational Students Association (HOSA)	<20	30	5
Students for the Ethical Treatment of Animals (SETA)	20	Not reported	Inactive

Source: ECC Student Life Office, summer 2011.

INSTITUTIONAL EFFECTIVENESS INDICATOR: STUDENT SUCCESS

DEGREES AND CERTIFICATES AWARDED



Source: ECC’s Registrar Office.

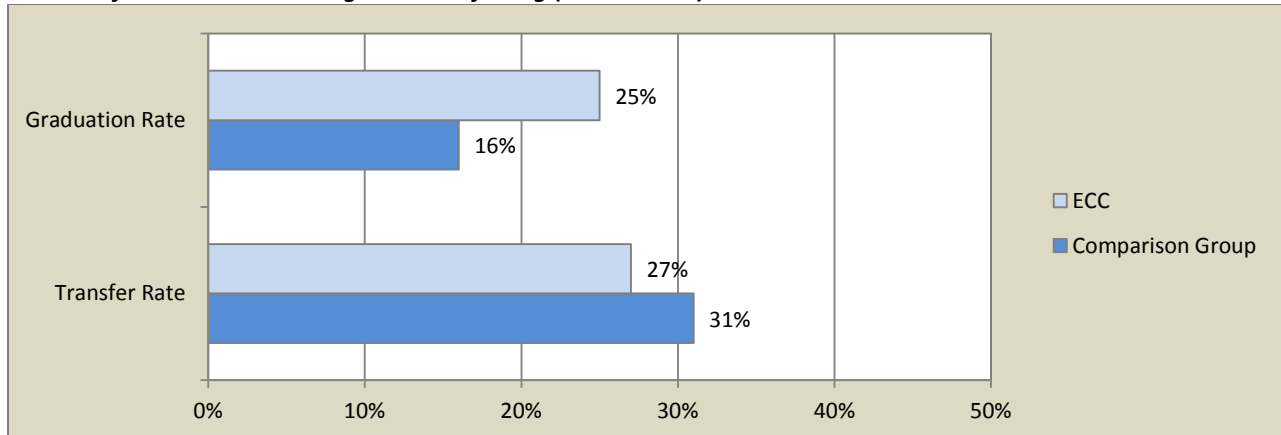
COMPLETION RATE

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 2005 (N = 635)		Fall 2006 (N = 420)		Fall 2007 (N = 616)	
	Summer 2008		Summer 2009		Summer 2010	
Tracked Through	N	%	N	%	N	%
Graduated	106	17%	106	25%	157	25%
Transferred (without earning degree/certificate)	181	29%	114	27%	135	22%
Combined Graduated and/or Transferred within 3 years of first term	287	45%	220	52%	292	47%

Source: IPEDS Graduation Rate Survey (GRS), spring 2011.

Percent of Students Graduating and Transferring (2006 Cohort)



Source: IPEDS Feedback Report, spring 2011, as compiled by ICCB. Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students who were new to ECC during the cohort year only. Comparison institutions are IPEDS neighboring colleges. Students who both graduate **and** transfer within 3 years are included in the graduation rate but not the transfer rate.

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 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%
Full-Time	617	67%	715	69%	935	72%
Part-Time	274	37%	301	43%	313	52%
Total	891	58%	1,016	61%	1,248	67%

Source: IPEDS Fall Enrollment Report, spring 2011.

STANDARDS OF ACADEMIC PROGRESS (SOAP) STATUS

Number of students who by the end of the semester...	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
Received a CAUTION	856	455	76	554	735	87	1,038
Received a WARNING	286	518	89	230	587	114	288
Were placed in PRESUSPENSION status	502	231	93	342	220	111	140
Were placed on SUSPENSION	0	231	19	144	189	37	312
Were DISMISSED	0	0	0	20	41	25	55
Returned to GOOD standing	219	319	99	N/A	309	90	327

Source: Datatel extract from the end of the terms indicated.

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	2,769	2.73	2,648	2.44
Eastern Illinois University	37	2.94	7	3.04	3,731	2.95	6,640	2.81
Governors State University	6	2.87	2	2.35	613	3.10	2,695	3.22
Illinois State University	152	2.94	65	3.08	6,018	2.93	12,572	2.99
Northeastern Ill University	66	3.01	31	3.03	4,190	3.00	4,494	2.73
Northern Illinois University	707	3.05	335	3.17	7,093	2.97	11,038	2.73
S I U - Carbondale	84	2.97	28	3.31	6,512	2.93	8,663	2.65
S I U - Edwardsville	14	3.04	1	3.80	3,818	2.85	6,721	2.86
U of I - Chicago	2	3.30	1	4.00	5,037	3.07	10,767	2.79
U of I - Springfield	147	3.01	50	3.08	2,025	2.94	912	2.89
U of I - Urbana/Champaign	10	2.56	3	2.73	2,448	3.23	27,343	3.18
Western Illinois University	114	3.18	19	3.44	3,133	2.42	8,132	2.69
Private, 4-year Institutions	118	3.08	20	2.92	4,221	3.05	16,164	3.13
All Universities	1,566	2.99	579	3.12	51,608	2.93	118,789	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	FY2010						FY2011**					
	Successful*		Unsuccessful*		Withdrew*		Successful*		Unsuccessful*		Withdrew*	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult Ed (ASE/ABE)	1,099	54%	338	16%	613	30%	602	50%	169	14%	438	36%
Developmental (CIS/ENG/MTH/RDG)	2,294	59%	942	24%	620	16%	2064	59%	897	26%	541	15%
ESL	2,225	56%	983	25%	747	19%	1352	63%	336	16%	474	22%

* "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.

** FY2011 does not include spring 2011 term grade data.

Source: ECC Institutional Research Office, XVGS Data as reported at end of term for indicated fiscal years.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

ACCESS TO LEARNING

CREDIT ENROLLMENT BY DEMOGRAPHIC GROUP VS. DISTRICT

Race/Ethnicity	FY2008		FY2009		FY2010		District 509 Pop. (2010)	
	N	%	N	%	N	%	N	%
Asian/Pacific Islander	1,077	6.7%	1,225	7.2%	1,305	6.8%	27,774	6.2%
American Indian/Alaskan Native	44	0.3%	35	0.2%	57	0.3%	814	0.2%
Black (Non-Hispanic)	719	4.5%	884	5.2%	1,132	5.9%	18,280	4.1%
Hispanic	5,081	31.6%	5,286	31.2%	6,166	32.1%	130,390	28.9%
White (Non-Hispanic)	9,124	56.8%	9,481	55.9%	10,537	54.9%	273,548	60.7%
Total	16,076	100%	16,960	100%	19,197	100%	450,806	100%

Source: ECC Institutional Research Office, Annual Student Enrollment & Completion (A1) as reported in August 2008 - 2010; US Census, extracted by EMSI in 2010 (Q1).

CREDIT ENROLLMENT BY DIVISION

	FY2008		FY2009		FY2010	
	Sections	Seats	Sections	Seats	Sections	Seats
All Divisions	4,036	54,398	3,739	55,562	4,642	68,939
Business and Career Technologies	1,164	13,266	1,095	13,438	1,314	16,369
Communications and Behavioral Sciences	881	13,698	781	13,987	868	16,393
Math, Science, Engineering, and Health Professions	744	11,260	698	12,403	1,038	15,413
Student Services	71	1,326	84	1,810	113	2,248
Liberal, Visual, and Performing Arts	720	8,368	705	8,664	814	10,321
Vocational Skills 1.6	82	372	36	357	27	390
ABEC	374	6,108	340	4,903	468	7,805

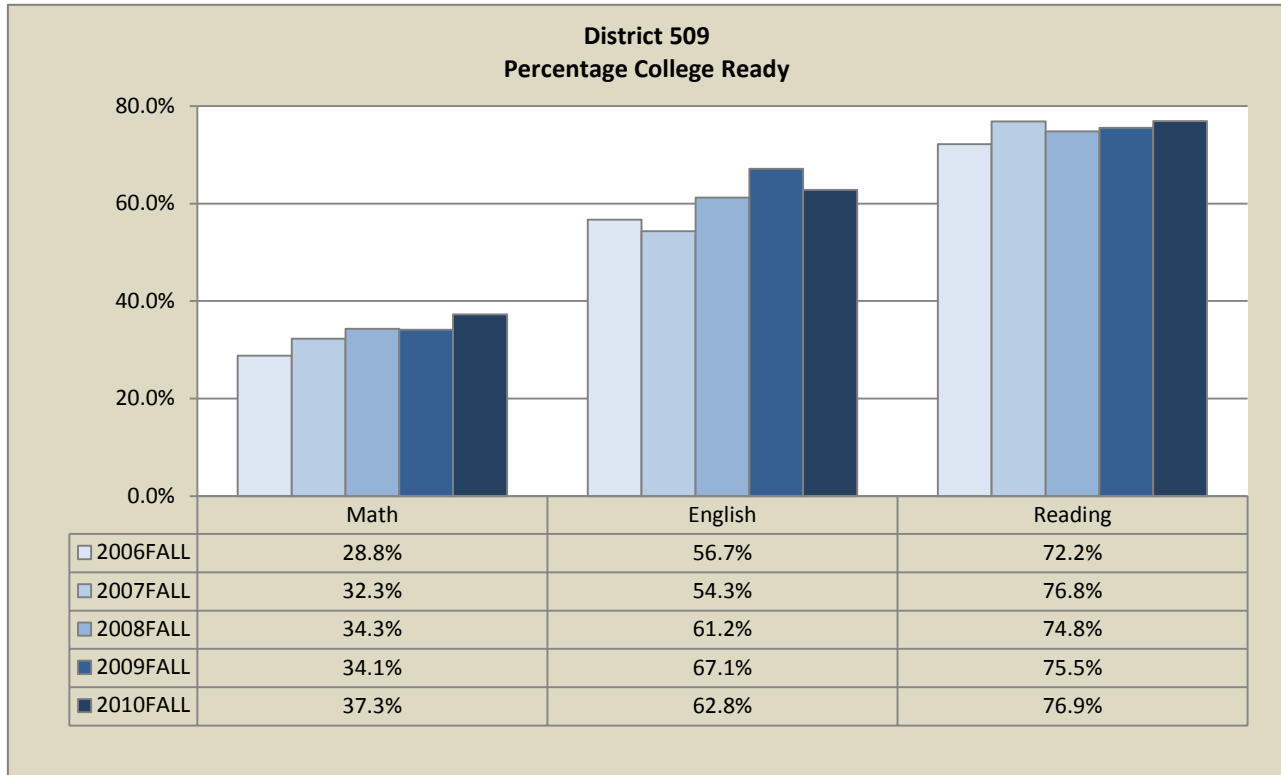
Source: ECC Institutional Research Office, Course Section Enrollment (SU & SR) FY2008 - FY2010.

CREDIT HOURS BY DIVISION

	Credit Hours		
	2008	2009	2010
All Divisions	168,669.0	172,312.5	210,842.5
Business and Career Technologies	39,374.0	39,500.0	47,606.0
Communications and Behavioral Sciences	40,945.0	41,860.0	46,610.0
Math, Science, Engineering, and Health Professions	43,207.5	47,490.5	57,722.0
Student Services	1,315.5	1,804.5	2,227.00
Liberal, Visual, and Performing Arts	23,271.0	24,254.0	28,371.0
Vocational Skills 1.6	630.0	621.5	599.0
ABEC	19,926.0	16,782.0	27,707.5

Source: ECC Institutional Research Office, Course Section Enrollment (SU & SR) FY2008 - FY2010.

COLLEGE READINESS



Source: Placement Test Results, ECC Alliance for College Readiness, fall 2006 to fall 2010. Note: 2009 results have been updated to reflect improved data collection/student identification processes.

PUBLIC HIGH SCHOOL MARKET SHARE

Rate of Enrollment of Local High School Graduating Classes

	Calendar Year - 2008			Calendar Year - 2009			Calendar Year 2010		
	HS Graduates in Spring	Enrolled at ECC in Fall		HS Graduates In Spring	Enrolled at ECC in Fall		HS Graduates In Spring	Enrolled at ECC in Fall	
		N	%		N	%		N	%
U-46	2,474	497	20%	2,541	619	24%	2,563	715	28%
District 300	1,270	254	20%	1,392	249	18%	1,254	342	27%
District 301	253	81	32%	220	78	35%	235	79	34%
District 303	970	181	19%	991	190	19%	1,056	173	16%
Total	4,967	1,013	20%	5,144	1,136	22%	5,108	1,309	26%

Source: High school graduate figures are collected by ECC Enrollment Management from local high schools in June of each year. ECC enrollment (fall semester) come from Placement Test Database from ECC Alliance for College Readiness. Note: FY2009 direct from high school enrollment numbers have been revised to reflect increased accuracy in capturing all new, direct from high school students, including students who enroll with dual credits earned during high school.

STUDENT FINANCIAL ASSISTANCE

YEAR	Number of students served	Federal \$ awarded	State \$ awarded	ECC Trustee waivers and Foundation scholarships	Private \$ Awarded – Rotary and Community	TOTAL
FY05 (AY 04-05)	2,854	\$5,600,000	\$1,258,067	\$5,629,342	\$147,843	\$7,613,381
FY06 (AY 05-06)	3,333	\$5,080,261	\$1,506,681	\$655,580	\$255,150	\$7,479,672
FY07 (AY 06-07)	3,130	\$5,340,893	\$1,691,785	\$716,853	\$193,167	\$7,942,698
FY08 (AY07-08)	2,840	\$6,361,283	\$1,463,089	\$531,306	\$103,039	\$8,458,716
FY09 (AY08-09)	3,957	\$9,344,835	\$1,902,224	\$419,862	\$188,682	\$11,855,603
FY10 (AY09-10)	4,734	\$15,446,527	\$2,018,370	\$550,458	\$183,218	\$18,198,573
FY11 (AY10-11)	5,632	\$19,036,357	\$1,759,934	\$525,317	\$154,528	\$21,476,135

Source: ECC Student Financial Aid Office.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

**COMMUNITY LEARNING,
ENGAGEMENT AND SATISFACTION**

PLACEMENT OF GRADUATES INTO THE WORKFORCE

		FY2008		FY2009		FY2010	
		Count	%	Count	%	Count	%
Present Employment Status	Employed Full Time	223	55.9%	148	55.4%	217	56.5%
	Employed Part Time	107	26.8%	73	27.3%	83	21.6%
	Full Time Military Service	0	0.0%	0	0.0%	1	0.3%
	Unemployed, Seeking Employment	18	4.5%	30	11.2%	55	14.3%
	Unemployed, NOT Seeking Employment	51	12.8%	16	6.0%	28	7.3%
	Total	399	100.0%	267	100.0%	384	100.0%
Relationship of Present Job to Major at ECC	Yes, it is related	253	76.7%	154	70.6%	204	68.2%
	No, it is not related	77	23.3%	64	29.4%	95	31.8%
	Total	330	100.0%	218	100.0%	299	100.0%

Source: Career-Technical Graduate Survey, FY2008 - FY2010.

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, spring 2010.

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	2011
Very Good	12%	50%	52%	29%
Good	35%	50%	40%	58%
Fair	47%	0%	6%	11%
Poor	6%	0%	2%	2%
# of Respondents	24	18	65	76

Source: Media Relations Survey of Cabinet, Deans, Associate & Assistant Deans, Marketing Specialists and News You Can Use Recipients, 2008 to 2011, ECC Marketing & Communications Office.

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

	FY2009	FY2010	FY2011
July	91	127	103
August	114	119	91
September	156	152	97
October	127	170	117
November	88	178	125
December	97	134	184
January	179	127	132
February	149	112	142
March	168	141	142
April	233	189	201
May	187	100	TBD
June	168	128	TBD
Total	1,757	1,677	1,334
Monthly Average	146.4	139.8	133.4

Source: News You Can Use Monthly Reports, ECC Marketing & Communications Office, July 2011.

NON-CREDIT ENROLLMENT

Race/Ethnicity	FY2008		FY2009		FY2010		FY 2011	
	N	%	N	%	N	%	N	%
Asian/Pacific Islander	337	4.7%	296	5.1%	307	5.1%	307	4.8%
American Indian/Alaskan Native	14	.2%	8	.1%	17	.3%	15	.2%
Black (Non-Hispanic)	229	3.2%	178	3.1%	197	3.3%	230	3.6%
Hispanic	1,067	14.8%	848	14.6%	921	15.4%	967	15.2%
White (Non-Hispanic)	3,537	49.0%	2,933	50.5%	4,518	75.3%	4,808	75.4%
Nonresident Alien	12	.2%	18	.3%	37	.6%	49	.8%
Other/Unknown	2,018	28.0%	1,528	26.3%	0	.0%	0	.0%
Total	7,214	100.0%	5,809	100.0%	5,997	100.0%	6,376	100.0%

Source: ECC Institutional Research Office, Annual Non-credit Enrollment & Completion (N1) as reported in July 2008 - 2011.

INSTITUTIONAL EFFECTIVENESS INDICATOR: EMPLOYEE LEARNING, ENGAGEMENT AND SATISFACTION

DIVERSITY OF EMPLOYEE BASE

Race/Ethnicity	Faculty						All Employees						District 509 Population	
	2008		2009		2010		2008		2009		2010		2010	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian/Pacific Islander	24	4.6%	30	5.3%	31	4.9%	42	3.9%	57	5.0%	59	4.8%	27,774	6.2%
American Indian/Alaskan Native	2	0.4%	2	0.4%	4	0.6%	3	0.3%	3	0.3%	6	0.5%	814	0.2%
Black/Non-Hispanic	21	4.0%	25	4.4%	32	5.1%	65	6.0%	70	6.1%	84	6.9%	18,280	4.1%
Hispanic	33	6.3%	38	6.7%	42	6.7%	163	15.0%	167	14.5%	172	14.0%	130,390	28.9%
White/Non-Hispanic	418	80.4%	453	79.6%	497	78.9%	778	71.5%	821	71.5%	870	71.0%	273,548	60.7%
Unknown	22	4.2%	21	3.7%	24	3.8%	37	3.4%	30	2.6%	34	2.8%	N/A	N/A
Total	520	100%	569	100%	630	100%	1,088	100%	1,148	100%	1,225	100%	450,806	100%

Source: C1 Submission, October 2008, 2009 & 2010.

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 Information Technology (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, spring 2010.

Top 2 Box Scores (Employee Survey)	% 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		FY2011	
		Number of Events	Attendance	Number of Events	Attendance	Number of Events	Attendance
Technology Workshops	CETL	36	104	38	90	35	136
Pedagogy Workshops	CETL	26	248	58	417	46	342
Courses	CETL	4	20	7	9	5	34
Webinars	CETL	4	27	10	44	3	13
Other/Conference (IDUG May 2011)	CETL	4	105	14	190	1	140
All Human Resources Events	HR	107	2,098	64	1366	55	1,342

Source: CETL and ECC Human Resource Offices, May 2011. Note: The total 'Number of Events' represents events that actually took place and does not include cancelled events.

INSTITUTIONAL EFFECTIVENESS INDICATOR:

FINANCIAL HEALTH

NET ASSET AMOUNTS

NET ASSETS AT CLOSE OF FISCAL YEARS				
FY2006	FY2007	FY2008	FY2009	FY2010
\$66,412,736	\$72,988,786	\$79,711,065	\$85,287,625	\$89,931,176

Source: Audited Budgets, ECC Budget & Finance Office.

EXPENDITURE TO REVENUE RATIO

	FY2006 Actual	FY2007 Actual	FY2008 Actual	FY2009 Actual	FY2010 Actual	FY2011 Actual* <i>April 30, 2011</i>	FY2012 Proposed
Total Revenues	\$54,776,332	\$60,407,504	\$64,562,325	\$70,553,514	\$74,297,768	\$72,952,444	\$76,126,570
Total Expenditures	\$51,211,209	\$57,571,408	\$57,591,212	\$65,345,806	\$72,324,559	\$53,829,173	\$76,407,625
Expenditure to Revenue Ratio	0.93	0.95	0.89	0.93	0.97	0.74	1.00

Source: Audited Budgets, ECC Budget & Finance Office, July 2011. *Unaudited, FY2011.

Note: Operating funds include the Education Fund, Operations and Maintenance Fund and Public Building Commission Operations and Maintenance Fund.

INDUSTRY RECOGNITION

Financial Area	Organization	Recognition Type
Credit Rating	Moody's	Credit rating remains at Aaa in FY2011
Credit Rating	Standard & Poor's	Credit rating remains at AA+ in FY2011
Financial Reporting	Government Finance Officers Association	Certificate of Achievement for Excellence in Financial Reporting for the Comprehensive Annual Financial Report for FY2011
Budget Preparation	Government Finance Officers Association	Distinguished Budget Presentation Award for the FY2011 Annual Budget

Source: Correspondence from various credit organizations to ECC Budget & Finance Office during FY2011.

EXPENDITURES FOR INSTRUCTION AND ACADEMIC SUPPORT

	FY2007	FY2008	FY2009	FY2010
Net Instructional Costs per Unit				
ECC	\$303.97	\$294.04	\$318.72	\$293.71
IL State Avg.	\$214.92	\$217.92	\$229.00	\$214.34
Net Instructional Costs per FTE Enrollment				
ECC	\$9,119	\$8,821	\$9,562	\$8,811
IL State Avg.	\$6,448	\$6,538	\$6,870	\$6,430

Source: Unit Cost Reports from FY2007 to FY2010 based on end-of-year, unaudited financial figures, ICCB.