Annual Reflection Narrative Instructions

Below is a narrative section consisting of seven questions. This document serves as a template, so please write your responses directly into the spaces provided below.

**Note that the period covered by this Annual Reflection is May 2012-April 2013. Please reflect on activities during this time period throughout the narrative.*

1. **Contributors to the Annual Reflection**:

   Institution Name: Elgin Community College

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
Philip Garber	Executive Director of Planning and Institutional Effectiveness
Mary Perkins	Director of Student and Academic Effectiveness
David Rudden	Director of Institutional Research
Marcy Thompson	Assistant Vice President for Teaching, Learning and Student Development
Bethany Swartz	Institutional Research Analyst

2. **Progress Statement**:
   Please describe in no more than one page your institution's progress in improving student success and completion. In what ways is your reform work transforming the way students experience college?

We have concentrated this past year on outreach to students, employees, and community members. Outreach to students has centered largely on our recently released *Student Success Report*, a hierarchical logistic regression model created by the Elgin Community College (ECC) Institutional Research office to assess the impact of completing success milestones. Modeled after a study from Broward College, the analysis yielded findings we are now translating into marketing "sound bites" for students. For example, we found that students who complete 20 credit hours in their first year are 5 times more likely to complete degrees/certificates or transfer within 3 years than students who do not. Similarly, students who complete 40 credit hours during their second year are 5 times more likely to complete or transfer than those who do not, and students who are college-ready in 3 placement areas (math, reading, and writing) at the start of college are 3 times more likely to complete or transfer than students who are not college-ready. We are currently implementing a marketing initiative called *The 20-in-1 Campaign* to communicate these messages to students and rally them to get them involved proactively in their educational journeys. Additionally, we've made efforts to understand how non-cognitive factors (e.g., planning behaviors, study habits, etc.) affect success and complement academic factors like college preparation, GPA, etc. This area of ongoing work is completely self-funded. We are using non-cognitive assessments, as measured by the Learning and Study Strategies Inventory (LASSI), in many areas including developmental math, new student orientations, our College 101 success course, and a high school mentoring program we piloted this past year (the Transitions Academy).

Our outreach to the community is transforming the way students interact with the college as well. We were recently awarded a national Bellwether award (Community College Futures Assembly) for our Alliance for College Readiness partnership with local high schools, where work this past

year has focused on jointly creating a fourth-year high school math course to prepare students for success in college-level math at ECC. Still in progress, one of our Student Success Infrastructure taskforces (see explanation below in Question 3) is focusing on strengthening advisory and workforce boards to invite the community more directly into our reform efforts. Additionally, the ECC Foundation, Marketing, and Communications offices have teamed together to outline plans to use the Infrastructure to frame the way we fundraise, reach out to alumni and community members through: student success videos, web and social media channels, an ambassador program, and a series of campus visits by elected officials.

As reported in the past, most of our interventions are concentrated on first-year programming, including developmental education. We have expanded our First Year Experience (FYE) program, required for all first-time-in-college students, and the data we have collected continues to show that the FYE program is highly impactful on retaining students. For example, some of the improvements we have made to the College 101 success course include requiring a capstone project, a common reading, and better leveraging connections with the Student Life office to host student events (e.g., "Get to Know Your College", etc.) and to provide peer leaders for College 101 classes. Additionally, in last year's report, we mentioned hiring a consultant to assist with advising/counseling, and under the FYE program, our future plans call for more purposefully connecting new student orientations with advising. We have recently hired a new Dean of Students to oversee this area.

3. **Institution Context**:
Please consider both the positive and negative factors affecting the student success efforts at your institution and provide a brief (no more than one page) summary of the impact each has had on your progress this year. This summary may include aspects related to the institution's culture and environment such as leadership changes, engagement of full- and part-time faculty, staff additions or lay-offs, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

Positive and negative factors have affected our progress with reforms. On the positive side, the Student Success Infrastructure -- the new organizational and operational framework we use to implement interventions -- has significantly increased the number of employees directly involved in success efforts. We have expanded operations from a small core team of 4 co-leaders (2 faculty and 2 administrators) and 8 implementation co-leaders (4 faculty and 4 administrators) to a larger core team of 8 co-leaders (4 faculty and 4 administrators) and 24 implementation co-leaders (12 faculty and 12 administrators) -- combined with a much larger cadre of 89 volunteers (23 faculty, 39 administrators, and 27 staff members). However, while these figures are promising, we are just beginning with the Infrastructure and thus it remains to be seen how the model will be sustained moving forward.

Relatedly, the integration of Data Rangers (data team) into leadership roles in the Infrastructure (*From the Backroom to the Boardroom: Recasting Institutional Researchers as Campus Leaders* presented at DREAM 2013) has contributed significantly to increasing our skills and comfort in developing work plans, identifying measures, engaging in self-inquiry, knowing how to manipulate data through reporting tools, and carrying out simple comparisons. Further, the gradual introduction of quality approaches into our operations (e.g., zero-based budgeting, a strategic initiative mini-grant program, and the reaffirmation of accreditation from the Higher Learning Commission) have reinforced emphasis on evaluation and reporting. These new approaches continue to make it easier for Infrastructure co-leaders to lead the college in practicing quality reforms.

Recent improvements at state level have also contributed toward shifting mindsets for the better. Illinois recently joined the Alliance of States as part of the Complete College America initiative and is beginning implementation of performance-based funding for higher education. The state is actively creating a longitudinal data system to hold institutions accountable to common metrics related to student success (e.g., degree completions for all students and at-risk students; advancement from developmental to college-level courses; completing "momentum points": 12 credit hours, 24 credit hours, etc.).

Barriers on the negative side stem from general ambivalence that sometimes comes with change. The phrase "building the aircraft while it's taking off" is used often at ECC, as it seems we are never completely confident that we know where we are going, even though we still move along. Two of our biggest obstacles have been a lack of transparency – whether perceived or real – and the informality that sometimes characterizes our decision-making and action planning. We are sometimes quick to launch projects that we feel particularly passionate about, even when the data indicate another path may be beneficial. At the same time, however, criteria and best practices are not always clear or documented. Additionally, we are not always comfortable sharing ownership or leveraging opportunities across areas, even while we are working hard to engage others broadly.

Adding to negativity at times are negotiations between our Board and collective bargaining organizations. ECC has a proud union history, and for whatever reason, periods of negotiations can be polarizing on our campus. As we enter a new phase of negotiations this summer, there is mounting concern that these talks may interfere with the progress we have made with Infrastructure teams. Finally, external funding from the state continues to impact the resources we can devote to student success. Illinois has continuously decreased its appropriations to community colleges for several years, and the FY2014 state budget calls for a much larger (7.2%) reduction than we had expected for higher education. Even as we devote more of our own resources to student success, we are uncertain how long or to what extent we can scale efforts if funding sources are not secured.

4. **Principles Assessment**:
For each principle listed below, provide a brief summary of your institution's aggregate observations regarding the Principles Assessment Survey *(see below)*. Please be sure to include recognition of achievements and challenges your college has experienced as well as a description of future plans. This summary should be no longer than 3 paragraphs for each principle and may also include a synopsis of your institution's group discussions.

a. Principle 1) Committed Leadership

b. Principle 2) Use of Evidence to Improve Policies, Programs, and Services

c. Principle 3) Broad Engagement

d. Principle 4) Systemic Institutional Improvement

e. Principle 5) Equity

**You may access complete definitions of each of the Five Principles here*

Principles Assessment Survey

To assist in the facilitation of a reflection on your institutional progress, Achieving the Dream has created a Principles Assessment Survey which should be used to solicit stakeholder feedback and group reflection and discussion. Achieving the Dream recommends that institutions administer this survey to a number of stakeholders college wide to ensure an inclusive representation.

The Principles Assessment survey may be used in one of two ways.

- **Option 1:** Administer the online survey by sharing the link (https://adobeformscentral.com/?f=3FfYggsaO18alb4SANJDuQ) and ask stakeholders to submit their survey by April 18, 2013. `Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader the week of April 22, 2013. Please note that individual survey responses will be anonymous to both the institution and Achieving the Dream. Even individual survey responses will be identifiable only by an institution's IPEDS Unit ID.

- **Option 2:** Download the survey and use it to structure a group reflection on the institution's progress and complete the survey as a group. If your institution chooses this

option, the college does not need to submit the completed survey(s) to Achieving the Dream.

Achieving the Dream suggests that the college engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment, and outcomes data for the five Achieving the Dream student success measures (as described in Question 5 below). This discussion will be helpful as you complete the Annual Reflection Narrative.

Elgin Community College administered the Principles Assessment Survey as an online survey in early April 2013. A total of 201 employees responded to the survey: 43% administrators, 25% faculty, and 32% support staff. After data collection, a representative group of stakeholders engaged in discussion about student success and equity on April 17, 2013, as part of the AtD coaches' visit to our campus. The following narrative summarizes the 2013 survey results as well as group discussions about the progress made since the initial Readiness Assessment survey administration in May 2009. It should be noted that the 2009 initial survey was completed by a small cross-functional team of administrators, faculty, and support staff (N=15).

Committed Leadership

The area of greatest strength since the 2009 survey was senior leaders' commitment to a student success agenda, including Board expectations for regular reports on student success. Examples of this commitment include the *ECC Strategic Plan for FY2013 Through FY2017* which is clearly centered on student success. Discussions with employees have emphasized a need for the senior leadership team to be more visible to the college community as well as for more transparency in decision-making. Comparing the 2009 to the 2013 surveys, slight increases were found in the area of communications about student success and in the leadership team actively supporting student learning and completion. Discussions with employees reinforce how ECC has improved communicating an emphasis on student success, but more work remains still. In general, discussions with employees indicate culture change is happening, albeit slowly.

The Principles Assessment survey showed a decline in ratings from 2009 to 2013 in faculty leaders actively supporting the student success agenda. This year, as noted above, a new Infrastructure was implemented to support student success efforts. Faculty have been frustrated with how the Infrastructure was established and which individuals were appointed to leadership roles. Discussions with employees emphasize a need to create stronger processes whereby faculty understand and/or feel involved in the budget process and the roles of faculty and administrators in the institutional change process. Not surprisingly, the survey highlights that faculty and administration have differing views about the willingness of their respective constituencies to support a student success agenda. Faculty expressed through the survey less agreement than senior leaders about an explicit commitment to student success.

Use of Evidence to Improve Policies, Programs, and Services

The Principles Assessment survey identified the greatest areas of improvement since 2009 included the Institutional Research (IR) staff educating and assisting college personnel in using data and engaging employees in regularly reviewing data for opportunities for improvement. These improvements are attributable to increases in IR staff and an emphasis by IR and other areas of the college to actively reach out to encourage the use of data and research. In addition, the college has formally defined its core student success outcomes and indicators. These are used consistently across units and are embedded in institutional practices such as program review and other student success analyses. The sources and definitions of indicators have also been systematized thanks to our involvement with Achieving the Dream and our data definitions committee, a taskforce of the Data Rangers group. Extensive data warehouses have been created so that longitudinal analyses based on a wide range of characteristics can be conducted with relative ease. Moreover, with the help of the Review Team and the Deans' Council, the college is working to define a more comprehensive set of criteria to be used to evaluate the

effectiveness of academic programs. These criteria also incorporate expanded accreditation expectations for monitoring student success more directly.

The college has also established more consistent analyses of data, such as an annual Student Success Report, regular review of gateway course data, and bi-annual CCSSE and SSI survey administrations. Each of these analyses is released widely throughout the college and intentional discussions are fostered around the findings. Starting FY2014, faculty and student services staff will be more regularly engaged in conversations about data. In addition, institutional student success data tools have been made more widely available to faculty and staff and efforts have been undertaken to incorporate these data into essential institutional functions like program review and academic decision-making.

There seems to be opportunity for improvement with expanding information technology (IT) capacity to support the demand for data and institutional research as well as with the regular surveying of students, faculty, and staff to identify opportunities for improvement. It should be noted the IR staff has routinized regular surveys to solicit input from students, faculty, and staff in the last year. The college should continue to help staff, faculty, and administrators learn how to make meaning from data.

Broad Engagement

According to the survey, respondents engaged in the Infrastructure and student success efforts were more likely to rate the following areas *lower* than respondents not engaged with this work:

- Faculty meeting regularly to review course and program outcomes and develop strategies for addressing achievement gaps
- Faculty routinely assessing academic programs and teaching strategies from the perspective of current research on effective higher education practice
- College securing active student participation in efforts to improve student outcomes
- College securing input from external stakeholders to identify causes of achievement gaps and form strategies to improve student success.

We believe, from these results, that employees who are engaged in success efforts are more attuned, and thus more critical, to a lack of participation by employees who are not involved. In the 2009 Readiness Assessment, it was noted that faculty in particular have few discussions about best practices in teaching and learning based on research. While there are pockets of dialog occurring within particular academic departments, the fact that such discussions are not widespread remains an area of concern. A more focused approach to faculty engagement and strategic development is needed. Moreover, the college needs to assist newly tenured faculty as support structures tend to fall away once tenure is achieved.

In 2012, the college revised its student success teams to create a broader Infrastructure to more clearly link all student success related efforts under a single umbrella and to provide intentionality to communication and planning. This has brought greater coherence to the many efforts and has created more opportunities for college employees to get engaged in the work.

There continues to be opportunities for improvement with engaging part-time faculty in efforts to improve student success, increasing alignment/collaboration between academics and student services, and with engaging student services staff in assessing student success strategies using current research on effective practice. Discussions with employees held during the coaches' April visit especially emphasized a need to better engage adjunct instructors. This may be accomplished by ensuring meetings are held at times convenient to this group of employees or providing other methods for involvement than attending meetings. The lack of adjunct faculty engagement in student success efforts was also noted as a key weakness at the college in 2009.

Systemic Institutional Improvement

Respondents indicated notable improvements in the area of institutional improvements since 2009. The primary improvement is identifying a limited set of strategic priorities based on data and decisions about budget allocation based on evidence. These improvements are attributable to the Teaching, Learning, and Student Development division's recent adoption of four priority

areas from the *ECC Strategic Plan* as well as improved processes and expectations to link evidence with budgetary requests. Although improvements have been made, faculty responses indicate they do not recognize how budget allocations are tied to program effectiveness, so this improvement may be limited to administrators only.

Opportunities for improvement continue to be needed with regard to providing training for faculty and staff on using data and research, establishing onboarding activities for new faculty and staff that foster a commitment to student success, actively working to sustain practices that prove to be effective, and using grants to strategically support efforts to improve student outcomes. In addition, although improved ratings were reported on the 2013 Principles Assessment Survey, it should be noted that employee discussions still indicate frustrations with too many priorities being worked on at any given time, making it challenging to gain support for initiatives and move them forward.

Equity

Since the beginning of ECC's involvement with Achieving the Dream, there has been an institutional emphasis on equity. It is evident in the college's values and has been a focus of for several years. Therefore, it professional development efforts is not surprising respondents rated each of the equity principles relatively high.

As noted in the *ECC Strategic Plan* and reflected in this survey, the college must continue to diversify its staffing to reflect the demographic composition of its service area's population. Opportunities for improvement exist with creating routine opportunities for all students and especially those facing the most significant barriers, to voice their opinions, and for all employees to enhance their understanding of how to work with students from diverse backgrounds.

5. Student Success Data:

Please review your institution's disaggregated data for the five Achieving the Dream student success measures listed below. This data must be disaggregated by race/ethnicity, gender, and Pell status.

Next, prepare a one- to two-paragraph summary for each measure that a) describes your progress in comparison with previous year outcomes, (b) addresses rising or declining results over time, (c) explains your progress in closing achievement gaps among the disaggregated student groups, and (d) describes your plans for addressing decreases or sustaining and building increases. For *at least* one measure, please include a table or graph to illustrate your points.

Finally, describe any achievement gaps evident in the data for all five Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

a. Measure One: Successful completion of developmental instruction and advancement to credit-bearing courses

In the tables below, developmental course completion is disaggregated by gender, race/ethnicity and Pell status. The data represents the proportion of students from each respective fall cohort who had placed into *any* level of developmental math, English and/or reading and then successfully completed (with a grade of A, B or C) the highest level of developmental coursework in each of these areas during their first two years at ECC. The data reveal modest increases of 6%, between the 2006 and 2010 cohorts, in the successful completion of developmental English and Reading coursework. Although the overall successful completion of the developmental math sequence lags behind both English and reading, the developmental math sequence has seen the greatest overall increase of the three course areas (10%) over the five cohorts included in the table below. Successful completion of developmental math coursework, however, has seen double-digit increases across all disaggregated subgroups, with the largest increases observed among women, Latino and African American/Black students.

These increases in successful completion of developmental coursework can be attributed, in large part, to a variety of strategies that are currently being implemented in the College Transitions and Developmental Education unit. These strategies involve the creation and adoption of accelerated courses, supplemental instruction through new labs in math and reading, and new testing and placement practices. The initial focus of these strategies has been in math, with reading beginning in spring 2013. The work of ECC's Alliance for College Readiness, a formal partnership with each of the four public school districts in our service area, has also contributed to increases, as one of the main objectives of this partnership has been to improve the level of readiness of new, incoming students in each of the three areas of developmental coursework.

Successful Completion of Highest Level of Developmental MATH (within 2 years)

		Cohort														
		2006			2007			2008			2009			2010		
		Total N	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*	
Student Group			*N*	*%*		*N*	*%*		*N*	*%*		*N*	*%*		*N*	*%*
All		673	191	28%	712	237	33%	824	241	29%	850	289	34%	822	311	38%
Gender	Female	352	119	34%	367	137	37%	401	141	35%	429	160	37%	428	198	46%
	Male	321	72	22%	345	100	29%	423	100	24%	421	129	31%	394	113	29%
Race/ Ethnicity	Asian	43	18	42%	71	24	34%	46	14	30%	31	11	35%	48	25	52%
	Black	54	5	9%	37	6	16%	51	2	4%	64	16	25%	48	10	21%
	Hispanic	148	40	27%	154	54	35%	210	59	28%	256	84	33%	229	92	40%
	White	414	124	30%	438	149	34%	496	161	32%	422	157	37%	442	167	38%
Received Pell?	No	547	156	29%	562	192	34%	649	203	31%	582	201	35%	505	201	40%
	Yes	126	35	28%	150	45	30%	175	38	22%	268	88	33%	317	110	35%

Source: Annual Achieving the Dream data submission to JBL Associates.
(Includes all new, first time in college students in respective cohort who were initially placed into any level of developmental math.)

Successful Completion of Highest Level of Developmental ENGLISH (within 2 years)

Student Group		Cohort														
		2006			2007			2008			2009			2010		
		Total N	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*	
			N	*%*		*N*	*%*		*N*	*%*		*N*	*%*		*N*	*%*
All		421	218	52%	436	252	58%	488	251	51%	470	287	61%	506	296	58%
Gender	Female	215	125	58%	202	132	65%	204	109	53%	215	134	62%	235	148	63%
	Male	206	93	45%	234	120	51%	284	142	50%	255	153	60%	271	148	55%
Race/ Ethnicity	Asian	36	22	61%	44	26	59%	37	19	51%	30	19	63%	35	21	60%
	Black	39	16	41%	29	12	41%	43	11	26%	45	19	42%	44	17	39%
	Hispanic	113	56	50%	125	76	61%	161	79	49%	184	111	60%	180	107	59%
	White	224	117	52%	229	132	58%	237	137	58%	170	116	68%	214	137	64%
Received Pell?	No	326	161	49%	325	187	58%	365	193	53%	311	197	63%	285	179	63%
	Yes	95	57	60%	111	65	59%	123	58	47%	159	90	57%	221	117	53%

Source: Annual Achieving the Dream data submission to JBL Associates.

(Includes all new, first time in college students in respective cohort who were initially placed into any level of developmental English.)

Successful Completion of Highest Level of Developmental READING (within 2 years)

Student Group		Cohort														
		2006			2007			2008			2009			2010		
		Total N	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*	
			N	*%*		*N*	*%*		*N*	*%*		*N*	*%*		*N*	*%*
All		262	136	52%	295	162	55%	337	167	50%	311	153	49%	339	195	58%
Gender	Female	140	80	57%	154	96	62%	169	93	55%	164	94	57%	189	124	66%
	Male	122	56	46%	141	66	47%	168	74	44%	147	59	40%	150	71	47%
Race/ Ethnicity	Asian	27	15	56%	32	17	53%	24	14	58%	16	8	50%	22	12	55%
	Black	27	15	56%	23	8	35%	37	8	22%	33	8	24%	30	16	53%
	Hispanic	75	39	52%	100	59	59%	115	59	51%	129	61	47%	120	71	59%
	White	128	64	50%	136	75	55%	156	84	54%	112	65	58%	142	84	59%
Received Pell?	No	209	104	50%	221	118	53%	243	124	51%	193	102	53%	186	107	58%
	Yes	53	32	60%	74	44	59%	94	43	46%	118	51	43%	153	88	58%

Source: Annual Achieving the Dream data submission to JBL Associates.

(Includes all new, first time in college students in respective cohort who were initially placed into any level of developmental reading.)

b. Measure Two: Enrollment in and successful completion of the initial college-level "gateway" math and English courses

In the tables below, gateway math and English course completion are disaggregated by gender, race/ethnicity and Pell status. The data represents the proportion of all students from each respective fall cohort who had successfully completed (with a grade of A, B or C) their first college-level math and/or English course within their first 3 years at ECC. The data shows that the trend data for successful completion of college-level math/English follows a similar pattern as the data in Measure One. There are modest increases in successful completion rates over the 5 cohorts: 6% for math and 8% for English. Similar increases are observed across all disaggregated subgroups between the 2006 and 2009 cohorts.

Although there have not been recent interventions aimed specifically at college-level math or English, the observed increases in the proportion of students who successfully complete these courses within the first 3 years can be attributed to the work being done to improve the completion rates for developmental coursework, as described in Measure One. The observed improvements in the proportion of students who successfully complete developmental coursework during their first 3 years are a necessary precursor to any increases in successful completion of college-level coursework. Future plans include course pairings which allow students to enroll in the final developmental course in a sequence with its respective college-level gateway course in the same term, so as to accelerate the progression through these sequences.

Successful Completion of Highest Level of College-Level Math (within 3 years)

		Cohort											
		2006			2007			2008			2009		
		Total N	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*		*Total N*	*Successful*	
			N	*%*		*N*	*%*		*N*	*%*		*N*	*%*
All		1018	233	23%	1098	290	26%	1266	327	26%	1313	381	29%
Gender	Female	516	136	26%	519	151	29%	582	161	28%	626	195	31%
	Male	502	97	19%	579	139	24%	684	166	24%	687	186	27%
Race/ Ethnicity	Asian	68	22	32%	103	29	28%	72	20	28%	67	22	33%
	Black	71	3	4%	53	6	11%	68	2	3%	69	8	12%
	Hispanic	211	44	21%	230	49	21%	291	56	19%	344	86	25%
	White	641	158	25%	690	202	29%	801	239	30%	703	235	33%
Received Pell?	No	838	197	24%	882	248	28%	1,032	274	27%	935	279	30%
	Yes	180	36	20%	216	42	19%	234	53	23%	378	102	27%

Source: Annual Achieving the Dream data submission to JBL Associates.
(Includes all new, first time in college students in respective cohort.)

Successful Completion of Highest Level of College-Level English (within 3 years)

Student Group		Cohort											
		2006			2007			2008			2009		
		Total N	*Successful?*		*Total N*	*Successful?*		*Total N*	*Successful?*		*Total N*	*Successful?*	
			N	*%*		*N*	*%*		*N*	*%*		*N*	*%*
All		1018	472	46%	1098	574	52%	1266	609	48%	1313	703	54%
Gender	Female	516	267	52%	519	298	57%	582	319	55%	626	371	59%
	Male	502	205	41%	579	276	48%	684	290	42%	687	332	48%
Race/ Ethnicity	Asian	68	32	47%	103	58	56%	72	39	54%	67	39	58%
	Black	71	19	27%	53	13	25%	68	9	13%	69	23	33%
	Hispanic	211	79	37%	230	104	45%	291	107	37%	344	153	44%
	White	641	327	51%	690	388	56%	801	439	55%	703	425	60%
Received Pell?	No	838	394	47%	882	468	53%	1,032	513	50%	935	516	55%
	Yes	180	78	43%	216	106	49%	234	96	41%	378	187	49%

Source: Annual Achieving the Dream data submission to JBL Associates.
(Includes all new, first time in college students in respective cohort.)

c. Measure Three: Course completion with a grade of "C" or better

In the table below, successful course completion rates are disaggregated by gender, race/ethnicity and Pell status. The data represents the ratio of all courses completed with a "C" grade or better out of all courses attempted by each cohort. The data shows that the successful course completion rates have remained remarkably consistent across all 6 cohorts, between 75% and 78%. This is also true of the disaggregated subgroups, with the exception of Black students. The successful course completion rates for Black students had varied much more over these cohorts, from 54% to 66%. The successful course completion rates for Black students also remains consistently lower than all other subgroups across all cohorts.

The college recognizes the need to improve the course success rates for its Black students. During the 2012-2013 academic year, ECC implemented its new Student Success Infrastructure, as reported earlier, which includes a taskforce specifically aimed at improving Black/Latino achievement. One of the responsibilities of this taskforce will be to evaluate the needs of our Black students in an effort to propose initiatives to improve upon these success rates.

Course Completion with a Grade of "C" or Better

Student Group		Cohort											
		2006		2007		2008		2009		2010		2011	
		N	*Ratio*	*N*	*Ratio*	*N*	*Ratio*	*N*	*Ratio*	*N*	*Ratio*	*N*	*Ratio*
All		1018	75%	1098	77%	1266	77%	1313	77%	1371	78%	1443	76%
Gender	Female	516	79%	519	79%	582	79%	626	79%	664	81%	687	76%
	Male	502	71%	579	75%	684	74%	687	74%	707	75%	756	76%
Race/ Ethnicity	Asian	68	77%	103	79%	72	73%	67	74%	77	77%	68	78%
	Black	71	59%	53	66%	68	55%	69	60%	66	62%	80	54%
	Hispanic	211	74%	230	73%	291	75%	344	72%	344	76%	427	74%
	White	641	77%	690	79%	801	79%	703	80%	794	80%	769	78%
Received Pell?	No	838	76%	882	78%	1,032	78%	935	78%	901	80%	867	78%
	Yes	180	73%	216	74%	234	72%	378	74%	470	74%	576	72%

Source: Annual Achieving the Dream data submission to JBL Associates.

(Includes all new, first time in college students in respective cohort.)

d. Measure Four: Term-to-term and year-to-year retention

In the table below, initial fall-to-spring and fall-to-fall retention rates are disaggregated by gender, race/ethnicity and Pell status. The data represents the proportion of new, first-time-in-college students who returned to enroll at ECC in the spring following their initial fall term, as well as in the following fall term. The data illustrates increases in both retention rates overall and across all disaggregated subgroups. The overall fall-to-spring retention increased from 69% for the 2006 cohort to 80% for the 2010 cohort, while the fall-to-fall retention rate increased from 50% to 64%. Similar increases are observed across all disaggregated subgroups, with Latino students showing the largest increase (+15%) over that time frame. Black students showed the largest fall-to-fall retention increase (+17%) across those cohorts.

Much of the increase in retention rates can be attributed to the college's comprehensive First Year Experience (FYE) program, which includes new student orientation, learning communities and a College 101 success course. ECC has recently begun *The 20-in-1 Campaign* to convey the significance to students of successfully completing 20 credit hours during their first year. Many of the important components of this campaign will have an impact on retention, as well as successful completion of first-year coursework. Although there have been widespread increases in retention rates across all cohorts, retention rates for Black students still lag behind all other subgroups by more than 10%. This will continue to be an area that the college needs to improve upon. The Improving Black/Latino Achievement taskforce described earlier will be instrumental in making progress in this area.

Fall-to-Spring and Fall-to-Fall Retention Rates

Student Group		Cohort														
		2006			2007			2008			2009			2010		
		Total N	*Fall-to-Spring*	*Fall-to-Fall*	*Total N*	*Fall-to-Spring*	*Fall-to-Fall*	*Total N*	*Fall-to-Spring*	*Fall-to-Fall*	*Total N*	*Fall-to-Spring*	*Fall-to-Fall*	*Total N*	*Fall-to-Spring*	*Fall-to-Fall*
All		1018	69%	50%	1098	74%	59%	1266	77%	60%	1313	82%	65%	1371	80%	64%
Gender	Female	516	71%	53%	519	76%	62%	582	80%	61%	626	81%	67%	664	83%	66%
	Male	502	66%	47%	579	72%	56%	684	75%	58%	687	82%	64%	707	78%	61%
Race/ Ethnicity	Asian	68	78%	57%	103	75%	59%	72	78%	61%	67	88%	72%	77	82%	68%
	Black	71	55%	24%	53	58%	34%	68	66%	40%	69	74%	49%	66	67%	41%
	Hispanic	211	66%	48%	230	67%	59%	291	73%	57%	344	78%	63%	344	81%	65%
	White	641	70%	53%	690	77%	60%	801	79%	63%	703	85%	67%	794	82%	65%
Received Pell?	No	838	66%	50%	882	73%	58%	1,032	76%	60%	935	80%	66%	901	80%	65%
	Yes	180	78%	51%	216	78%	60%	234	84%	58%	378	86%	64%	470	82%	61%

Source: Annual Achieving the Dream data submission to JBL Associates.
(Includes all new, first time in college students in respective cohort.)

e. Measure Five: Completion of certificates or degrees

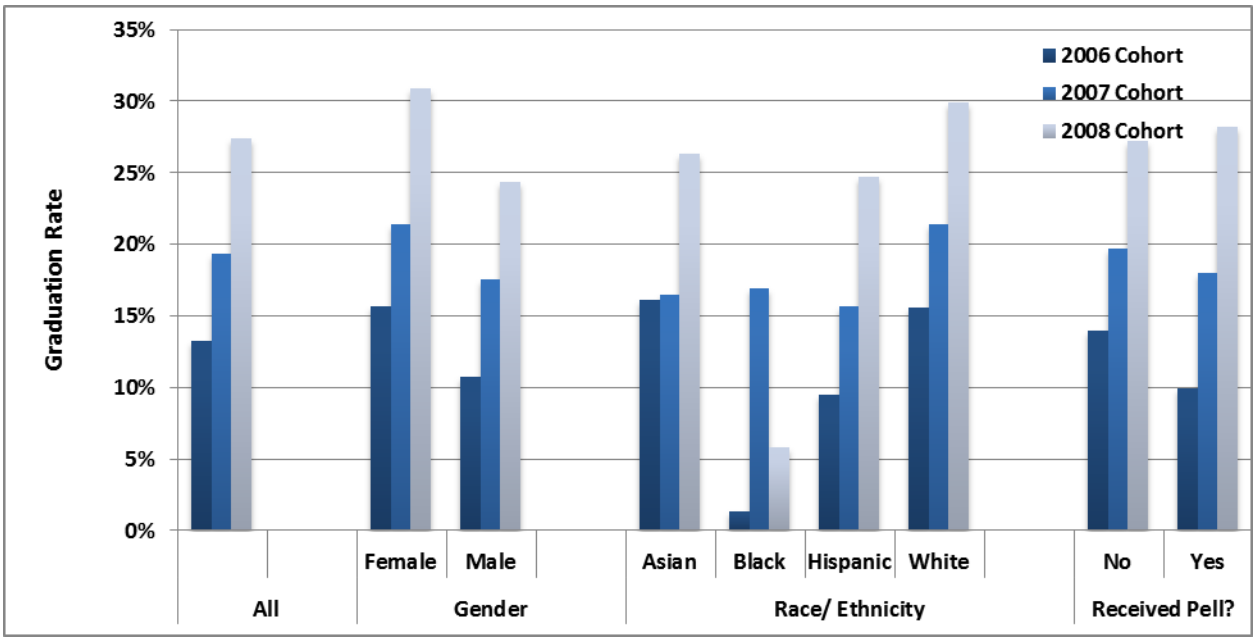
In the table and bar charts below, graduation rates are disaggregated by gender, race/ethnicity and Pell status. The data represents the proportion of new, first time in college students who earned a degree and/or certificate at ECC within 4 years of first enrollment. The data illustrates substantial increases in overall graduation rates, as well as across all disaggregated subgroups. In most instances, the graduation rate nearly doubled for the 2008 cohort when compared to the 2006 cohort. The overall graduation rate increased by 14% between the 2006 and 2008 cohorts. The largest increases over this short timeframe were observed for Latino students (+16%) and Pell recipients (+18%).

Unfortunately, as with our retention and course completion measures, graduation rates for Black students still lag behind those of all other subgroups. Although there was a spike in the graduation rate for the fall 2007 cohort of Black students (17%), this rate for the 2008 cohort regressed to well below that of other subgroups (6%). This will continue to be an area that the college needs to improve upon. Again, the Improving Black/Latino Achievement taskforce will be instrumental in making progress on this measure.

Earned Degree/Certificate Within 4 Years

Student Group		Cohort								
		2006			2007			2008		
		Total N	*Graduated*		*Total N*	*Graduated*		*Total N*	*Graduated*	
			N	*%*		*N*	*%*		*N*	*%*
All		1018	135	13%	1098	213	19%	1266	347	27%
Gender	Female	516	81	16%	519	111	21%	582	180	31%
	Male	502	54	11%	579	102	18%	684	167	24%
Race/ Ethnicity	Asian	68	11	16%	103	17	17%	72	19	26%
	Black	71	1	1%	53	9	17%	68	4	6%
	Hispanic	211	20	9%	230	36	16%	291	72	25%
	White	641	100	16%	690	148	21%	801	240	30%
Received Pell?	No	838	117	14%	882	174	20%	1,032	281	27%
	Yes	180	18	10%	216	39	18%	234	66	28%

Source: Annual Achieving the Dream data submission to JBL Associates.
(Includes all new, first time in college students in respective cohort.)



f. Describe any achievement gaps evident in the data for all Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

In nearly all instances, ECC observed substantial increases/improvements across recent new student cohorts on the five measures outlined above. The single most glaring achievement gap is with respect to our Black students. Black students showed improvements similar to all other disaggregated subgroups in successful course completion, retention and graduation across

recent cohorts, but these measures still remain well below those of other subgroups. The college has recognized the need to improve achievement gaps for its Black students and, during the 2012-2013 academic year, has instituted a new institutional taskforce with the specific focus of improving Black and Latino student achievement. This Improving Black/Latino Achievement taskforce will be evaluating the needs of our Black students in an effort to propose initiatives to improve upon these success rates.

6. **Student Success or Completion Efforts**:
In addition to Achieving the Dream, with which other student success efforts is your institution affiliated? Please put a check next to each that applies.

☒ ACE
☐ Carnegie Foundation for the Advancement of Teaching and Learning Quantway
☐ Carnegie Foundation for the Advancement of Teaching and Learning Statway
☒ Complete College America
☐ Completion by Design
☐ FIPSE
☐ Foundations of Excellence
☐ New Mathways (Dana Center)
☒ Reaffirmation of Accreditation
☐ Title III
☒ Others (please list):
- Community College Futures Assembly: Bellwether Award
- Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant
- Hispanic Serving Institution (HSI)

7. **Sharing**:
Is there any additional information you would like to share with Achieving the Dream in this reflection?

None

8. **Reminder:**
As part of your Annual Reflection, your institution must complete the **Interventions Showcase Update** online by May 15, 2013. If your college is applying for Leader College status, it must also complete the **2013 Leader College Application** by May 15, 2013.

- Interventions Showcase Update: Your institution's Core Team Leader will receive an email in mid-April with information about how to review and update your intervention information (for example, updates on your student success policies and practices). (Due May 15)
- 2013 Leader College Application: Colleges that are applying for Leader College status must also complete Appendix Two (Due May 15). If your college is not applying for Leader College status, you do not need to complete this application.