

Performance Report FY2015

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

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Elgin
Community
College

Bright Choice. Bright Future.

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INTRODUCTION

Purpose

According to policies outlined in the Elgin Community College (ECC) *Board of Trustees Handbook*, the Board annually reviews institutional effectiveness indicators that demonstrate the college's progress in meeting the *ECC Strategic Plan* goals. These 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., completion)
- Indicators related to access to learning (e.g., enrollment by race/ethnicity)
- Indicators related to financial health of the College
- Indicators related to operational efficiency and process improvements

Structure of the Report

The Performance Report is the college's annual summary of results for each indicator above. In the report, each indicator is broken into its component measures, which, when analyzed together, improve our understanding of institutional performance. For example, the indicator of student success is broken out into constituent measures of: student persistence, transition, and completion/graduation.

For clarity, each indicator appears as a banner across the top of the pages where its measures are reported. In sum, there are 6 banners in this report:

- STUDENT LEARNING
- STUDENT SUCCESS
- ACCESS TO LEARNING
- SATISFACTION AND ENGAGEMENT
- FINANCIAL HEALTH
- OPERATIONAL EFFICIENCY AND PROCESS IMPROVEMENTS

Under each banner, component measures are detailed, and within each measure, we provide: a definition of the measure; a narrative analysis of results collected during the past fiscal year; and a table or graph of the results compared to previous years. For example, under the banner of Student Success, measures for persistence, transitions and completions are reported. Each measure contains: a definition, a brief analysis of this year's results, and comparisons of this year's data to data from prior years.

Sources for Indicators

Indicators come from a variety of sources. Most reflect standard evaluation benchmarks used by community colleges throughout the nation.¹ Others are based on voluntary efforts at accountability – such as the Voluntary Framework of Accountability² or Achieving the Dream³ – state or federal mandates, regulations from accreditation and financial oversight agencies, or routine requests to the ECC Planning and Institutional Effectiveness Office from employees, students or the community.

¹ 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.

² See American Association of Community Colleges at www.aacc.nche.edu.

³ See Achieving the Dream at www.achievingthedream.org.

Oversight for reporting is multi-faceted. Key college offices that oversee data collection include: Planning and Institutional Effectiveness; Teaching, Learning, and Student Development; Communications; and Business and Finance. Reporting cycles vary also. Some indicators are tallied continuously throughout the year, such as enrollment and participation in professional training opportunities. Others 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 the 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 fiscal year. Additionally, it illustrates where there is room for improvement in setting future strategic goals and targets.

Taken together, indicators provide demonstrative evidence that the college is meeting its Mission. The summary table called Alignment of Performance Indicators to ECC Strategic Goals, which appears on page 3, shows how indicators and measures align to the six (6) strategic goals of the *ECC Strategic Plan for Fiscal Years 2013 Through 2017*, which, in turn, align to the Mission. With this table, the Board of Trustees and ECC public can see, at a glance, see how everything "fits together" – i.e., how the strategic goals are measured and how the strategic goals and measures align to the indicators in the *Board of Trustees Handbook*. 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 this report 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 state Illinois Community College Board and the federal Higher Education Act (Student Right to Know legislation) require many of the metrics contained in this report to be filed annually. Finally, digital copies are made available to the general public on the college's website. Questions about this report and ideas or comments about indicators may be forwarded to Philip Garber, Ph.D., Executive Director of Planning & Institutional Effectiveness, at pgarber@elgin.edu or 847-214-7285.

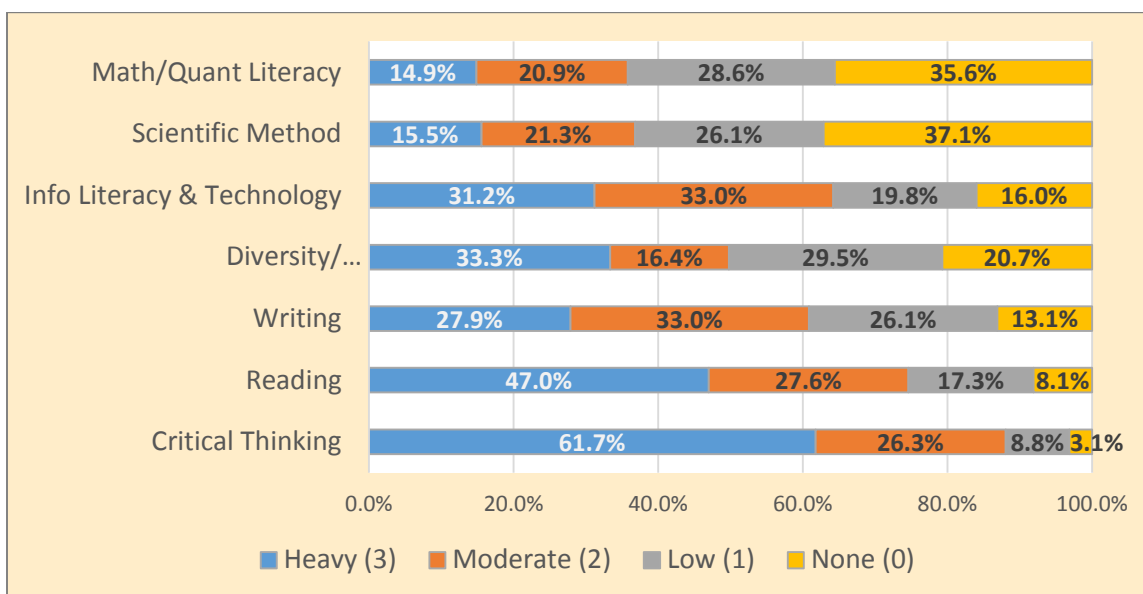
ALIGNMENT OF PERFORMANCE INDICATORS TO ECC STRATEGIC GOALS FOR FY2013 THROUGH FY2017

INSTITUTIONAL EFFECTIVENESS INDICATORS (ECC Board of Trustees)	KEY PERFORMANCE MEASURES (College)	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6	Page Number
		Foster a Learning-Centered Environment	Promote Student Goal Completion	Promote a Climate of Collaboration, Equity, and Inclusion Among All College constituencies	Promote Greater Transparency, Efficiency, and Accountability in College Processes and Systems	Strengthen Educational and Workforce Partnerships to Create a More Responsive and Sustainable Community	Enhance ECC as an Employer of Choice	
STUDENT LEARNING	Mastery of Learning Outcomes	✓	✓					4
	Gateway Course Success		✓					6
	Developmental Course Success		✓					7
	Adult Education Course Completion Rate		✓					8
	Pass Rates on Licensing Examinations		✓					9
STUDENT SUCCESS	Program/Degree Completion Rate		✓					10
	Persistence Rate		✓					12
	Tenth Day to Midterm Course Completion Rate		✓					13
	Transition From Adult Basic Education, Adult Secondary Education, and ESL to College		✓					14
	Developmental Education to College-level Transition Rate		✓					15
	Academic Probation		✓					16
	Performance After Transfer		✓			✓		17
	Placement of Graduates into the Workforce		✓			✓		18
ACCESS TO LEARNING	Credit Headcount by Demographic Group vs. District			✓				19
	Credit Seats and Sections by Division		✓					20
	Non-Credit Headcount					✓		21
	College Readiness	✓	✓	✓		✓		22
	Public High School Market Share					✓		23
	Student Financial Assistance			✓				24
SATISFACTION & ENGAGEMENT	Student Satisfaction with Programs and Services as Measured by Student Satisfaction Survey™ (SSI)				✓			25
	Student Satisfaction with Programs and Services as Measured by ECC Current Student Survey				✓			25
	Student Engagement with Programs and Services	✓						27
	Student Participation in Co-curricular Activities with Membership	✓						28
	Community Satisfaction with Programs and Services					✓		30
	Employee Satisfaction as Measured by the Employee Survey						✓	32
	Employee Satisfaction as Measured by the Achieving the Dream Principles Assessment Survey						✓	32
FINANCIAL HEALTH	Net Asset Amount				✓			33
	Expenditure to Revenue Ratio				✓			34
	Industry Recognition for Financial Stewardship					✓		35
	Cost Per Credit Hour and FTE Student	✓			✓			36
OPERATIONAL EFFICIENCY & PROCESS IMPROVEMENTS	Media Relations					✓		37
	Professional Development Opportunities for Employees						✓	39
	Diversity of Employee Base						✓	40
	Credit Hours by Division			✓	✓			41
	Degrees and Certificates Awarded		✓		✓			42

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).

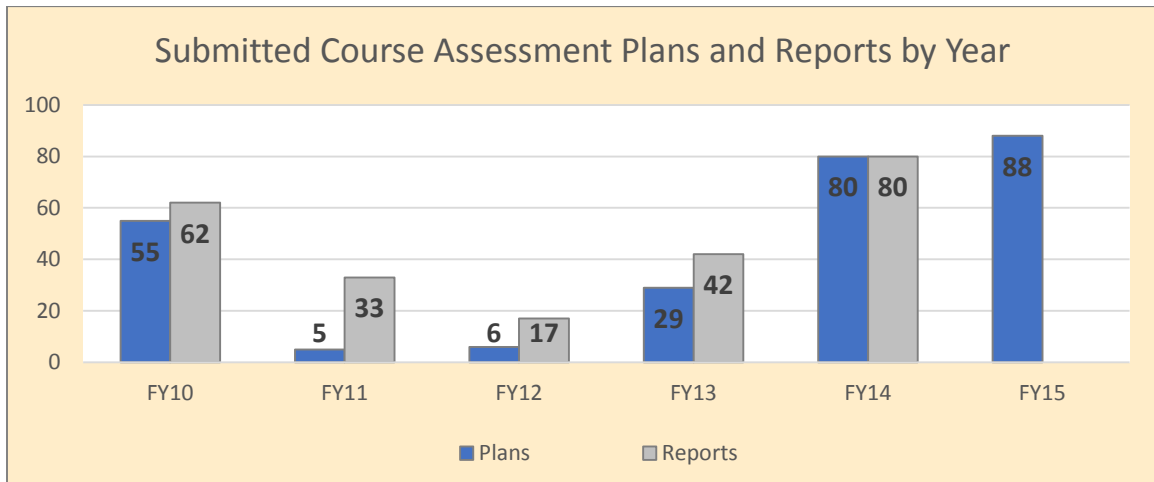
↳ **Results:** In FY2015 the Student Learning Assessment and Advisory Committee (SLAAC) finalized new definitions for general education outcomes in critical thinking, scientific literacy, and reading. These were added to existing definitions for all other general education outcomes: writing, math/quantitative literacy, information literacy/technology, and diversity/global awareness. An alignment project started in FY2015 matched all general education outcomes to the outcomes of specific programs/departments. The figure below represents this alignment across all ECC programs which reported in. A “heavy” rating means that a program believed a significant portion of its program courses contain material necessary for understanding the general education outcome being measured. A “moderate” rating means that an average amount of program content aligns to the general education outcome being measured; and “low” rating means that small amount of course content aligns to the general education outcome. SLAAC provides guidance to program faculty in regard to defining how outcomes can be measured in this way, and discussions continue in FY2016. It is intended that ratings will inform updates to master course outlines – and, in particular, where general education outcomes can be chosen as appropriate prerequisites – and where more authentic measures of learning can be leveraged. This is a unique method to analyze general education, and the project was presented at the Illinois Community College Assessment Fair in March 2015.



The Compliance and Curriculum Office, in cooperation with SLAAC, sponsored and held the 5th Annual Assessment Diaries “Spotlight on Learning” on February 27, 2015. The event was attended by approximately 75 ECC faculty, administrators, and staff. The opening session was framed around the Higher Learning Commission’s criteria for accreditation, following which participants were able to choose from 12 breakouts presented by full-time and part-time faculty, staff, and ECC students. Presentation awards were presented by the ECC President over lunch. Planning is

underway for the 6th annual event in 2016 which will be broader in scope to include other areas, such as the work done within the Student Success Infrastructure.

Through the Curriculum Committee, 12 new and 100 existing courses' outcomes were reviewed during the 2014-2015 academic year. Many were the result of prior program reviews. Participation in the annual course assessment process has continued to grow with implementation of a sliding due date format based on semester. In FY2015, 88 course assessment plans were submitted, an all-time record (see figure below).



GATEWAY COURSE SUCCESS

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 gateway courses. Gateway courses are those with traditionally high enrollment and relatively low success rates that often serve as prerequisites for more advanced courses.

↳ **Results:** Gateway course success rates have consistently remained about 8% below the success rates of all courses. This is to be expected, as, per the definition above, gateway courses have traditionally lower success rates and traditionally high enrollment. Similarly, the withdrawal rate for gateway courses consistently remains about 3% higher than the withdrawal rate of all courses overall. The slight spike in the success rate and drop in the withdrawal rate for FY2015 are due to an academic policy change regarding the add/drop period at the beginning of each term. Prior to FY2015, courses that were dropped during the first week of a term resulted in a withdrawal (W) grade. Beginning in FY2015, courses dropped during the first week of the term have been designated as a “grace period” drop and receive a Z grade, which is not factored into these rate calculations.

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

Fiscal Year	Gateway Courses*		All Courses	
	% Total Successful	% Withdrew from Course	% Total Successful	% Withdrew from Course
FY2011	60%	19%	68%	16%
FY2012	61%	18%	69%	16%
FY2013	61%	19%	69%	16%
FY2014	59%	19%	68%	15%
FY2015	64%	14%	71%	12%
5-Yr. Average	61%	18%	69%	15%

Source: ECC Institutional Research Office course grade extracts, FY2015 (XVGS). Success is defined as grades of A, B, C, CR, P, or S. Dropped is defined as grade of W or AW. Enrollments exclude AU, NR and missing grades. *Gateway courses are top-enrolled courses with the lowest success rates. This list includes: BIO-110, BUS-100, BUS-101, BUS-120, CIS-110, COL-101, CRJ-101, ECN-102, HPE-112, MMT-101, MTH-101, MTH-102, MTH-112, MTH-120, PHC-109, PSY-100, RDG-110, SOC-100, SPH-106, and SPN-101. This list of courses was updated since the FY2014 Performance Report and all figures were adjusted.

DEVELOPMENTAL COURSE SUCCESS

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 (C or higher or Pass) in developmental courses in English, math and reading. Developmental courses prepare students with skill deficiencies for regular college-level courses.

➤ **Results:** The proportion of course enrollments for which students earned successful grades has held steady for several years, as has the proportion of students withdrawing. Both the success rates and withdrawal rates for developmental courses are slightly lower than those of gateway courses for the past 4 years.

Percent of Students Who Successfully Complete vs. Withdraw from Developmental Courses

Fiscal Year	Academic Terms	% Total Successful	% Withdrew from Course
FY2012	Fall 2011 & Spring 2012	58%	15%
FY2013	Fall 2012 & Spring 2013	57%	15%
FY2014	Fall 2013 & Spring 2014	58%	17%
FY2015	Fall 2014 & Spring 2015	58%	12%
Average	Fall 2011 through Spring 2015	58%	15%

Source: ECC Institutional Research Office course grade extracts, (XVGS). Success defined as grades of A, B, C, CR, P, or S. Dropped is defined as grade of W or AW. Enrollments exclude AU, NR and missing grades. Developmental courses included in this table are: ENG 094, ENG 097, ENG 098, MTH 090, MTH 096, MTH 097, MTH 098, RDG 085, RDG 090, and RDG 091.

ADULT EDUCATION COURSE COMPLETION RATE

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

↳ **Results:** The overall course completion rate of students in Adult Education courses increased from FY2014 to FY2015 (38% vs. 44%) such that the rate is now comparable to course completion rates in developmental (58%) and ESL (39%) courses. However, withdrawal rates from Adult Education and ESL courses (25% and 20% respectively in FY2015) remain higher than rates for developmental courses (12%).

Numbers and Percentages of Students Who Are Successful vs. Unsuccessful vs. Withdraw from Courses in Adult Education/Adult Secondary Education, Developmental, and English as a Second Language Courses

Course Type	FY2013						FY2014						FY2015					
	Successful*		Unsuccessful*		Withdrew*		Successful*		Unsuccessful*		Withdrew*		Successful*		Unsuccessful*		Withdrew*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Ed (ABE/ASE)	1,933	56%	568	16%	946	27%	1,184	38%	830	27%	959	31%	1,372	44%	996	32%	784	25%
ESL	2,553	59%	670	15%	1,126	26%	1,277	41%	1,212	37%	645	21%	1,339	39%	1,402	41%	706	20%

Source: ECC Institutional Research Office, final grades as reported at end of term for indicated fiscal years (XVGS). *"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.

PASS RATES ON LICENSING EXAMINATIONS

Definition: The number and/or percentage of 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 and set by each particular testing organization.

➔ **Results:** Across all 12 health licensing examinations taken in FY2015, the pass rates of ECC students surpass state and national rates. In last year's report, 10 of the 12 examinations yielded the highest possible rates of 100% (meaning that all ECC students who took an examination passed it), and for FY2015, 8 of 12 examinations yielded rates of 100%. The two programs that did not yield a rate of 100% (Dental Assisting and Physical Therapist Assistant) still surpassed the state and national rates at 87% and 94% respectively.

Percentage of Students Who Pass Licensing Examinations in Professional Disciplines

Program	Examination	2012 (Jan – Dec) FY2013				2013 (Jan – Dec) FY2014				2014 (Jan – Dec) FY2015			
		ECC		State	Nat'l	ECC		State	Nat'l	ECC		State	Nat'l
		N	%	%	%	N	%	%	%	N	%	%	%
Basic Nurse Assistant	State Competency Written Evaluation Exam for certification, which is required for employment (idph.state.il.us)	81	100%	84%	N/A	54	100%	90%	N/A	62	100%	89%	N/A
Nursing	NCLEX-PN or NCLEX-RN offered by National Council of State Boards of Nursing (ncsbn.org)	100	97%	91%	90%	100	88%	85%	83%	97	86%	84%	82%
LPN		23	96%	85%	84%	27	100%	88%	85%	40	100%	86%	82%
Clinical Laboratory Technology	Medical Laboratory Technician Certification Exam offered by the American Society of Clinical Pathology (ascp.org)	7	100%	N/A	77%	9	100%	N/A	88%	8	100%	N/A	78%
Dental Assisting	Graduates encouraged to take national exam to become a certified dental assistant (CDA) (danb.org)	4	100%	97%	78%	11	100%	100%	88%	15	87%	69%	84%
EMT – Paramedic (Presence/St. Joseph)	EMT-B state licensing exam offered by Illinois Department of Public Health (idph.state.il.us)	30	100%	N/A	N/A	14	86%	73%	N/A	14	86%	74%	N/A
EMT – Paramedic (Advocate Sherman)		11	100%	N/A	N/A	14	100%	93%	N/A	16	100%	74%	N/A
Histotechnology	Histotechnician (HT) Certification Exam offered by American Society of Clinical Pathology (ascp.org)	8	100%	N/A	67%	7	100%	N/A	100%	9	100%	N/A	71%
Massage Therapy	Massage & Bodywork Licensing Exam (MBLEX) offered by The Federation of State Massage Therapy Boards (fsmtb.org)	23	91%	73%	73%	15	100%	73%	73%	14	100%	72%	73%
Physical Therapist Assistant	National Physical Therapy Examination (NPTE) offered by the Federation of State Boards of Physical Therapy (FSBPT) (fsbpt.org)	15	93%	83%	83%	17	100%	N/A	83%	16	94%	N/A	86%
Radiography	National certifying exam given by American Registry of Radiologic Technologists (ARRT) and licensure by Illinois Emergency Management Agency - Division of Nuclear Safety (IEMA DNS) (arrrt.org)	13	100%	N/A	93%	13	100%	N/A	90%	13	100%	90%	90%
Surgical Technology	National Surgical Technologist Certification Exam offered by National Board of Surgical Technology and Surgical Assisting (NBSTSA) (nbstsa.org)	18	94%	N/A	N/A	18	100%	N/A	N/A	15	100%	N/A	70%
Total		333				299				319			

Source: ECC Health Professions Division Office, compiled data from various testing agencies, summer 2015. The following programs are in the process of obtaining pass rates on licensing examinations: Computer & Info Sciences; EMT – Basic (Fire Science Program - Advocate Sherman); Energy Management; Heating, Ventilation, Air Conditioning & Refrigeration; Human Services - Early Childhood; Human Services - Substance Abuse; Office Admin Technology - Microsoft Applications & Specialized Options; Truck Driving; Health and Wellness Management; and Welding.

PROGRAM/DEGREE COMPLETION RATES (AGGREGATE)

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’s Integrated Postsecondary 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.

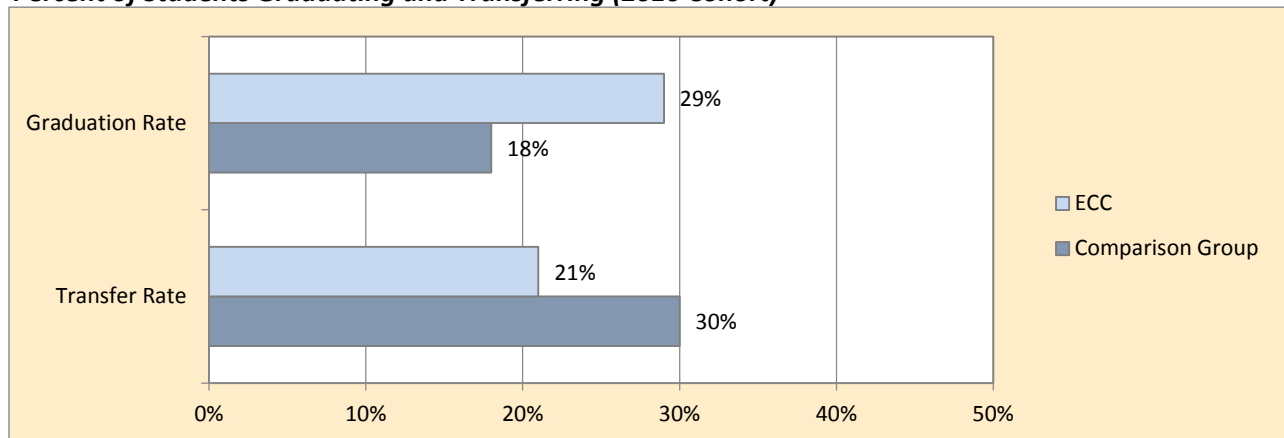
➔ **Results:** The most recent cohort for which completion data is available (per the above definition) is the FY2011 cohort. ECC’s graduation and transfer rates have remained steady over the past three fiscal years. ECC’s graduate rate has ranged from 29% to 31% over the last three years and our transfer rate has ranged from 21% to 23%. After a decrease in the combined graduated and/or transferred percentages from FY2009 to FY2010 (52% vs. 50%), there was an increase from FY2011 to FY2012 (50% vs. 54%).

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

Cohort Term	Fall 2009 (N=895)		Fall 2010 (N=908)		Fall 2011 (N=859)	
	Tracked Through		Summer 2013		Summer 2014	
	N	%	N	%	N	%
Graduated	282	30%	261	29%	263	31%
Transferred (without earning degree/certificate)	205	22%	195	21%	198	23%
Combined Graduated and/or transferred within 3 years of first term	487	52%	456	50%	461	54%

Source: IPEDS Graduation Rate Survey (GRS), spring 2015.

Percent of Students Graduating and Transferring (2010 Cohort)*



Source: IPEDS Feedback Report, 2014. 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. *Since the IPEDS Feedback Report is published in October of each year, the comparison group data for the 2011 cohort is not available and therefore 2010 cohort data are displayed.

PROGRAM/DEGREE COMPLETION RATES (DISAGGREGATED)⁴

First Time, Full-time, Certificate or Degree-seeking Students						
Cohort 2011 for Completion in 2014		Total N	Completed or Graduated		Transferred	
			%	N	%	N
Gender	Female	400	32%	127	22%	89
	Male	459	30%	136	24%	109
Ethnicity	American Indian/Alaskan Native	3	0%	0	33%	1
	Asian/Pacific Islander	46	24%	11	24%	11
	Black (Non-Hispanic)	31	10%	3	29%	9
	Hispanic	215	28%	60	17%	37
	Nonresident Alien	3	0%	0	33%	1
	White (Non-Hispanic)	505	35%	175	24%	122
	Two or more races	21	19%	4	38%	8
	Race and ethnicity unknown	34	29%	10	24%	8
Grants/Loans	Pell Grant Recipients	311	30%	94	27%	69
	Stafford Loan Recipients	54	30%	16	24%	9
	Did not Receive either Pell Grant or Stafford Loan	395	35%	140	27%	69

Source: ECC Student Financial Aid List, 2011; ICCB Fall Enrollment (E1), 2011; Achieving the Dream Data (AtD), 2014; IPEDS Data, 2014.

⁴ The Higher Educational Opportunity Act legislation requires program/degree completion rates to be disaggregated annually by gender, race/ethnicity, and financial aid status and reported publically. Rates are presented here for the 2011 student cohort. Rates for previous cohorts can be found in earlier Performance Reports available from www.elgin.edu.

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 or who have completed their program before the start of the following fall term, as reported by the U.S. Department of Education’s Integrated Postsecondary Educational Data System (IPEDS).

➤ **Results:** Retention rates are calculated from the initial fall student cohort one year later to the next fall. Full-time students show a higher rate of persistence (76%) than part-time students (55%) for the current and prior years. The persistence rates for full-time students fell slightly while the part-time persistence rates increased slightly from the fall 2012 to fall 2013 cohorts.

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

Enrollment Type	Student Cohort from Fall Term					
	Fall 2011 <i>Tracked to Fall 2012</i>		Fall 2012 <i>Tracked to Fall 2013</i>		Fall 2013 <i>Tracked to Fall 2014</i>	
	N	%	N	%	N	%
Full-Time	634	74%	675	77%	681	76%
Part-Time	190	50%	198	53%	193	55%
Total	824	67%	873	70%	874	70%

Source: IPEDS Fall Enrollment Report, spring 2014.

TENTH-DAY TO MIDTERM COMPLETION RATE

Definition: The percentage of students who were enrolled on the 10th day of each semester and were still enrolled at the midterm in the same term. This rate is a measure of student persistence within any given semester.

➔ **Results:** More than 90% of all students enrolled at the college's census date (10th) day are still enrolled at ECC at the midterm over the last three academic years. The rate has increased slightly from fall 2013 to fall 2014 (95% vs. 98%) but has largely held steady.

Numbers and Percentages of Students Enrolled at 10th Day and Midterm during Fall and Spring Semesters

Term	10th Day Enrollment	Those Still Enrolled at Midterm	10th Day to Midterm Retention
Spring 2011	11,943	11,537	97%
Fall 2011	11,811	11,303	96%
Spring 2012	11,612	11,126	96%
Fall 2012	11,554	10,908	94%
Spring 2013	11,363	10,724	94%
Fall 2013	11,285	10,704	95%
Spring 2014	11,852	10,520	95%
Fall 2014	10,937	10,793	98%

Source: ECC Institutional Research Office, enrollment data as reported at 10th day and midterm for indicated semesters (XXE1 data extracts).

TRANSITION FROM ADULT BASIC EDUCATION, ADULT SECONDARY EDUCATION, AND ESL TO COLLEGE

Definition: The percentage of students that complete Adult Secondary Education (ASE) Basic Skills certificates in one fiscal year and enroll in college-level courses the following year. This definition is used by the American Association of Community College’s Voluntary Framework of Accountability (VFA) for Adult Education students’ transition to college-level coursework.

➤ **Results:** There has been marked improvement in the transition from Adult Basic Education/Adult Secondary Education (ABE/ASE) courses to college-level courses for ABE and ASE completers between FY2012 and FY2014. Nearly half (43%) of ABE completers in FY2014 transitioned into college-level coursework, compared to just 6% in FY2012. Similarly, nearly one third (32%) of ASE completers transitioned to college-level coursework, compared to just 11% in FY2012. This improvement coincides with a change in institutional policy to advise incoming Adult Education/Adult Secondary Education/English as a Second Language students to enroll initially in a greater number of credit hours than had been recommended prior to FY2013.

Numbers and Percentages of Students Who Graduate from Adult Basic Education/Adult Secondary Education/English as a Second Language Courses and Enroll and Graduate from College-Level Courses

Program Type	FY2012		FY2013		FY2014	
	Total Graduates	Enrolled in College-Level Coursework*	Total Graduates	Enrolled in College-Level Coursework*	Total Graduates	Enrolled in College-Level Coursework*
ABE	301	6%	353	32%	242	43%
ASE	369	11%	599	17%	354	32%
ESL	1,070	4%	609	8%	964	5%

Source: ECC Institutional Research Office, graduates as reported in Annual Completion submission to ICCB (A1) and subsequent enrollments as reported in verified grade reports for (XVGS). *Subsequent enrollments include any college-level course enrollment that occurs during the *following* fiscal year from the one in which the student graduated from his/her respective ABE program. This measure follows a definition used by the Voluntary Framework of Accountability.

DEVELOPMENTAL EDUCATION TO COLLEGE-LEVEL TRANSITION RATE

Definition: The percentage of new, degree-seeking students who complete a placement exam and initially place into a developmental level of math, English and/or reading and subsequently enroll in the first college-level course in math or English within 3 years of that first term. A 3-year timeframe represents the federal U.S. Department of Education's Integrated Postsecondary Educational Data System (IPEDS) standard definition of 150% of time to successfully complete an Associate's degree and/or transfer to a baccalaureate institution.

➔ **Results:** A student's likelihood of enrolling in college-level math or English within 3 years of first enrolling at ECC decreases exponentially with each level of developmental placement below college-level. Overall, only 30% of new students who place into any level of developmental math enroll in a college-level math class within 3 years. Similarly, only 46% of new students who place into developmental English and 40% of new students who place into developmental reading enroll college-level English (English 101) within 3 years. These rates have declined over the last three years.

Numbers and Percentages of Students Who Enroll in College-Level Math and English Courses after Initial Placement in Developmental Courses

Placement		2009 Cohort		2010 Cohort		2011 Cohort	
		Total N	Enrolled in MTH101/ENG101 within 3 Years	Total N	Enrolled in MTH101/ENG101 within 3 Years	Total N	Enrolled in MTH101/ENG101 within 3 Years
Math	MTH 090	317	10%	294	10%	274	7%
	MTH 096	565	30%	474	31%	507	29%
	MTH 098	281	59%	259	56%	284	54%
	Total	1,163	31%	1,027	31%	1,069	30%
English	ENG 094	25	8%	24	21%	21	5%
	ENG 097	158	34%	142	30%	186	33%
	ENG 098	421	59%	429	59%	412	54%
	Total	604	50%	595	50%	619	46%
Reading	RDG 085	1	0%	5	0%	7	0%
	RDG 090	100	27%	98	28%	106	19%
	RDG 091	300	47%	283	51%	307	48%
	Total	401	42%	386	44%	420	40%

Source: Achieving the Dream (AtD) data submissions. This includes first-time in college, degree-seeking students from each respective cohort who placed into respective areas of developmental education.

ACADEMIC PROBATION

Definition: The number of enrolled career-technical and university transfer students who, at the completion of a semester, meet any of the definitions set in Administrative Procedure 1.102 for academic probation. 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 beginning with the “caution” category (1 semester of GPA below 2.0) and ending with “suspension” category (4 semesters of GPA below 2.0). [NOTE: Adult Basic Education students are monitored apart from Administrative Procedure 1.102.]

➔ **Results:** Several comparisons can be made with counts of students in probationary categories. One method is to tally the proportion of students in any probationary category (i.e., caution, warning, pre-suspension, and suspension) out of the total number of students enrolled in a given term. Using this formula, a slightly smaller proportion of students are classified as being in probation in spring semesters over the years (e.g., 15% in spring 2014 vs. 17% in spring 2012) but not in the fall terms (e.g., 17% in fall 2014 vs. 16% in fall 2012). The percentage of students who have returned to good standing following probation remains small (at 4% for spring 2015) and consistent for many years.

Numbers and Percentages of Students in Probationary Categories; Numbers and Percentages Who Return to Good Standing

Number of students who by the end of the semester...	2012			2013			2014			2015
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Received a CAUTION	648	129	911	628	148	924	593	145	919	580
Received a WARNING	529	97	261	486	89	243	426	85	238	449
Were placed in PRESUSPENSION status	180	66	226	183	79	241	169	65	209	145
Were placed on SUSPENSION	151	34	94	122	28	101	127	27	104	122
Were DISMISSED	60	22	66	60	21	47	58	19	52	49
Total # in all probationary categories	1,568	348	1,558	1,479	365	1,556	1,373	341	1,522	1,345
End of Semester Enrollment less ABEC	9,378	4,252	9,545	9,306*	4,130*	9,533	8,946	3,995	9,201	8,696
% in all probationary categories	17%	8%	16%	16%*	9%*	16%	15%	9%	17%	15%
Returned to GOOD standing	320	78	297	316	84	263	326	86	256	312
% Returned to Good standing	3%	2%	3%	3%	2%	3%	4%	2%	3%	4%

Source: ECC Student Services Office, Academic Semester Standing Report. *Figures for 2013 have been recalculated since the FY2013 Performance Report.

PERFORMANCE AFTER TRANSFER⁵

Definition: Aggregate student grade point averages (GPAs) for ECC alumni and graduates who were enrolled at baccalaureate-granting Illinois state institutions during the prior academic year, compared to aggregate GPAs for students at those same institutions who had begun their college careers at those institution (i.e., “native” students).

➔ **Results:** For the institutions that have provided such information, ECC students appear to have average GPAs at transfer institutions that are comparable, or even slightly higher, than other community college transfer students and native students to each institution.

Success of ECC Transfer Students

Transfer Institution	All ECC Transfers (Degree & Non-Degree)	All ECC Transfers to Institution		All Community College Transfers to Institution		All Non-Transfer (Native) Students to Institution	
	Academic Year	N	Avg. GPA	N	Avg. GPA	N	Avg. GPA
Illinois State University	2014-2015	134	3.10	4,815	2.98	11,907	2.99
	2013-2014	140	3.12	1,164	2.99	10,752	3.08
	2012-2013	120	3.04	1,141	3.01	11,052	3.07
Northern Illinois University	2014-2015	N/A	N/A	N/A	N/A	N/A	N/A
	2013-2014	N/A	N/A	N/A	N/A	N/A	N/A
	2012-2013	N/A	N/A	N/A	N/A	N/A	N/A
	2011-2012	255	3.03	2,919	2.88	N/A	N/A
	2010-2011	254	2.96	3,139	2.87	N/A	N/A
	2009-2010	233	2.99	2,932	2.89	N/A	N/A
U of I – Urbana/Champaign	2014-2015	25	2.97	724	3.04	6,236	3.24
	2013-2014	27	2.91	671	3.04	6,405	3.25

Source: Transfer Student Feedback Reports are provided by each institution.

⁵ Until 2010, student data regarding performance after transfer was reported annually by the state Illinois Shared Enrollment and Graduation (ISEG) data warehouse. However, this warehouse was discontinued in 2010, as the state began preparations for the P-20 Illinois Longitudinal Data System (ILDS). The ILDS was mandated by Illinois Public Act 96-0107 with a target completion date of June 2013, but no data are available yet. When this system becomes available for institutional use, data about ECC student performance at transfer institutions will again be included in the Performance Report. Data are, individually and voluntarily, by transfer institutions about former ECC students. Each institution provides different data, uses a different format, and different time frames.

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 the last 3 years have reported being employed a year after earning their degrees or certificates. This trend decreased from FY2012 to FY2013 (84% vs. 78%) but slightly increased in FY2014 (82%). Moreover, 71% of employed graduates in FY2014 report being employed in a field that is directly related to their program of study at ECC.

Numbers and Percentages of ECC Graduates in Various Employment Categories

		FY2012		FY2013		FY2014	
		Count	%	Count	%	Count	%
Present Employment Status	Employed Full Time	185	62%	201	55%	210	59%
	Employed Part Time	67	22%	82	23%	83	23%
	Full Time Military Service	0	0%	1	<1%	0	0%
	Unemployed, Seeking Employment	36	12%	45	12%	37	10%
	Unemployed, NOT Seeking Employment	13	4%	36	10%	25	7%
	Total	301	100%	365	100%	355	100%
Relationship of Present Job to Major at ECC	Yes, it is related	152	61%	201	71%	210	71%
	No, it is not related	99	40%	82	29%	85	29%
	Total	251	100%	365	100%	295	100%

Source: ECC Institutional Research Office, Career-Technical Graduate Survey, FY2012-FY2014.

CREDIT HEADCOUNT BY DEMOGRAPHIC GROUP VS. DISTRICT

Definition: The number and percentage of credit students enrolled at ECC during the fiscal year,⁶ 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:** In FY2014 ECC's overall credit enrollment was 17,121 students, a 2% decrease from the 17,532 total obtained in FY2013. However, for the past three fiscal years, ECC has maintained higher proportions of Hispanic and Black (Non-Hispanic) students than those reflected in the District 509 population as a whole. Whereas the proportion of Hispanic residents in the District is 25%, the proportion of Hispanic students at ECC is 36%; and whereas the proportion of Black (Non-Hispanic) residents is 4%, the proportion of Black (Non-Hispanic) students at ECC is 6%. Overall, the proportion of minority students at ECC is 52%.

Hispanic students:	36% of ECC	25% of District
Asian/Pacific Islander students:	6% of ECC	8% of District
Black (Non-Hispanic) students:	6% of ECC	4% of District
Two or More Races students:	3% of ECC	1% of District
TOTAL	51% of ECC	38% of District

Racial and Ethnic Distribution of ECC Students vs. District 509

Race/Ethnicity	FY2012		FY2013		FY2014		District 509 Pop. (2014)	
	N	%	N	%	N	%	N	%
American Indian/Alaskan Native	47	<1%	53	<1%	63	<1%	316	<1%
Asian/Pacific Islander	1,204	7%	1,193	7%	1,105	6%	34,793	8%
Black (Non-Hispanic)	1,143	6%	1,011	6%	955	6%	15,421	4%
Hispanic	6,212	34%	6,159	35%	6,243	36%	109,670	25%
Nonresident Alien	151	<1%	110	<1%	101	<1%	N/A	N/A
White (Non-Hispanic)	9,433	51%	8,653	49%	8,190	48%	270,700	62%
Unknown/Two or More Races	475	3%	463	3%	437	3%	6,038	1%
Total	18,624	100%	17,642	100%	17,121	100%	436,938	100%

Source: ECC Institutional Research Office, Annual Student Enrollment & Completion, August 2014 (A1); US Census, extracted by GIS in 2014.

⁶ ECC's annual enrollment and seat counts are verified and certified by the Illinois Community College Board in the fall. Given the September date of this report, the most recent certified annual head and seat counts are from the preceding fiscal year (i.e., FY2014).

CREDIT SEATS AND SECTIONS BY DIVISION

Definition: The number of seats occupied and sections offered to students during the fiscal year, as reported in the Illinois Community College Board’s 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 slightly decreased from 65,374 seats in FY2013; 62,781 seats in FY2014; and 60,669 in FY2015.

Totals of All Available Course Sections and Seats Occupied by Students within Those Sections by Fiscal Year

	FY2013		FY2014		FY2015	
	Sections	Seats	Sections	Seats	Sections	Seats
Adult Basic Education (ABE/ASE/GED)	471	6,099	514	4,781	570	5,220
Business	565	7,986	558	7,577	520	7,265
Communications and Behavioral Sciences	975	16,181	1,025	16,168	1010	15,746
Health Professions	448	4,784	549	4,479	522	4,168
Liberal, Visual, and Performing Arts	777	9,838	745	9,500	672	8,981
Math, Science & Engineering	595	12,917	603	12,602	603	12,430
Student Services	118	1,942	113	1,907	90	1,579
Sustainability, Safety & Career Technologies	539	5,607	559	5,760	518	5,262
Vocational Skills 1.6	4	20	1	7	3	18
Total	4,492	65,374	4,667	62,781	4,508	60,669

Source: ECC Institutional Research Office, Course Section Enrollment, FY2013-FY2015 (SU & SR).

NON-CREDIT HEADCOUNT

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 18% over a 3-year period from 4,780 in FY2013 to 3,900 in FY2015.

Totals of All Available Course Sections and Seats Occupied by Students within Those Sections by Fiscal Year

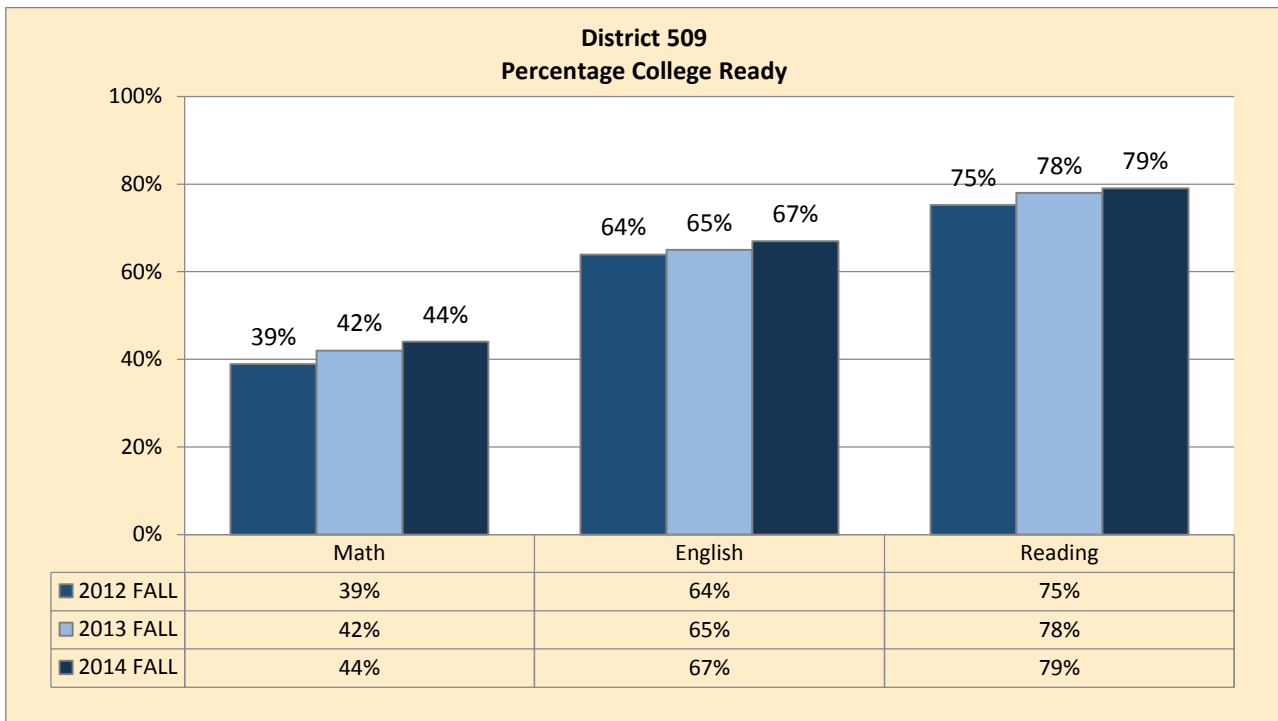
Race/Ethnicity	FY2013		FY2014		FY2015	
	N	%	N	%	N	%
American Indian/Alaskan Native	19	<1%	13	<1%	21	<1%
Asian/Pacific Islander	320	7%	259	6%	210	5%
Black (Non-Hispanic)	181	4%	152	4%	168	4%
Hispanic	987	20%	954	23%	860	22%
Nonresident Alien	26	<1%	27	<1%	32	<1%
White (Non-Hispanic)	2,445	51%	1,852	44%	1,662	43%
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A
Race and Ethnicity Unknown	802	17%	902	22%	947	24%
Total	4,780	100%	4,165	100%	3,900	100%

Source: ECC Institutional Research Office, Annual Non-Credit Enrollment & Completion, FY2013-FY2015 (N1).

COLLEGE READINESS

Definition: Across current and preceding fiscal years, the percentage of incoming first-year students who enroll at ECC directly from District 509 high schools and who are determined to be college-ready on the basis of earning a passing score on required placement tests (e.g., ACT, the ECC English/Writing Placement Test or COMPASS). Passing scores are determined by the college.

➤ **Results:** College readiness rates for incoming students continue to rise, sustaining a trend in place for several years. Reading is the discipline where students enter ECC most college-ready, and math is where students arrive least ready. Comparing fall 2014 to fall 2013, increases in the percentage of incoming students identified as college-ready were found across all disciplines: in English (67% in fall 2014 vs. 65% in fall 2013) and reading (79% vs. 78%), and math (44% vs. 42%).



Source: ECC Teaching, Learning, & Student Development Office, Placement data for District 509 incoming high school graduate cohorts (E1 and XTSU).

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:** The market share from public high schools has decreased slightly from the FY2014 report but still remains at approximately one-fourth of all district high school graduates. District 301 schools' (Burlington) share has risen slightly (21% to 28%) over the last couple of years, as has that of District 300 (21% to 26%). On the other hand, the share from District 303 (St. Charles) has decreased over the last two years (from 24% to 15%). The overall rate of enrollment from area high schools is 23% for 2014, which is down slightly from last years' rate of 25% but up slightly from the rate of 22% in calendar year 2012.

Numbers and Percentages of High School Graduates Enrolling in ECC by School District and Year

	Calendar Year 2012			Calendar Year 2013			Calendar Year 2014		
	HS Graduates <i>In Spring</i>	Enrolled at ECC <i>in Fall</i>		HS Graduates <i>In Spring</i>	Enrolled at ECC <i>in Fall</i>		HS Graduates <i>In Spring</i>	Enrolled at ECC <i>in Fall</i>	
		N	%		N	%		N	%
District U-46	2,619	633	24%	2,656	689	26%	2,677	638	24%
District 300	1,436	305	21%	1,341	334	25%	1,362	352	26%
District 301	262	56	21%	265	96	36%	225	64	28%
District 303	988	165	24%	1,032	186	18%	1,072	165	15%
Total	5,305	1,159	22%	5,294	1,305	25%	5,336	1,219	23%

Source: National Student Clearinghouse (NSC) submissions by local high school districts, fall 2014. Aggregate graduate and subsequent enrollment information is shared through the Alliance for College Readiness Data Team. *Note:* This source was updated for the FY2015 Performance Report. Formerly data were gathered from the ECC Admissions Office from local high schools.

District U-46 [Bartlett, Elgin, Larkin, South Elgin, and Streamwood High Schools]

District 300 [Dundee Crown, Hampshire, and Jacobs High Schools]

District 301 [Burlington Central High School]

District 303 [St. Charles East and St. Charles North High Schools]

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.

↳ **FY15 Results:** The number of ECC students receiving some form of financial assistance in FY2015 increased to 6,204 from 6,180 in FY2014. Federal loan aid decreased from \$16.6M in FY2014 to \$15.1M in FY2015, as well as state aid (from \$1.3M to \$1.1M). However, community forms of support increased (from \$741K to \$760K) and private forms of support increased (from \$313K to \$356K). In sum, the total amount of financial assistance has diminished slightly from last year (\$19.1M in FY2014 vs. \$17.4M in FY2015). Loans decreased by 18.2% from last year (4.4M to 3.7M) and PELL decreased by 7.4% from last year (11.3M to 10.5M).

Number of Students and Totals by Type of Award

YEAR	Number of students served	Federal \$ awarded	State \$ awarded	ECC Trustee waivers and Foundation scholarships	Private \$ Awarded – Rotary and Community	TOTAL
FY11 (AY10-11)	5,632	\$19,036,357	\$1,759,934	\$525,317	\$154,528	\$21,476,135
FY12 (AY11-12)	6,531	\$18,643,218	\$2,109,225	\$609,430	\$92,977	\$21,461,381
FY13 (AY12-13)	6,620	\$17,936,135	\$1,652,932	\$742,721	\$134,732	\$20,466,520
FY14 (AY13-14)	6,180	\$16,691,675	\$1,355,902	\$741,868	\$313,200	\$19,102,645
FY15 (AY14-15)	6,204	\$15,164,690	\$1,136,210	\$760,341	\$356,675	\$17,417,916

Source: ECC Student Financial Aid Office, August 2015.

STUDENT SATISFACTION WITH PROGRAMS AND SERVICES

Definition: Students' perceptions of learning and climate as gathered on the *Student Satisfaction Inventory™* survey (SSI, Ruffalo Noel-Levitz) and the *Current Student Survey* (CSS, ECC). Measures on the SSI are compared to scores obtained from a national sample of community colleges, and measures from the CSS are compared to the same measures obtained in previous years. The SSI is offered to ECC students every other year, whereas the CSS is offered every year.

- ↳ **Results for SSI:** Student satisfaction, as measured by the Student Satisfaction Inventory, was last measured in 2013. This assessment is conducted on a regular basis, but remains unchanged from last year's Performance Report. As of 2013, factor scores in all areas were significantly higher than comparable national community college scores in almost all areas, with the exception of academic advising/counseling, for which ECC students report the same level of satisfaction as the national sample. Gap values, which represent the difference between students' average satisfaction scores in each area minus the average importance score of that area, were highest for academic advising/counseling, concern for the individual, and admissions/financial aid. These values indicate that ECC is furthest from the students' ideals in those areas. Gap values are smallest for academic services and campus support services, suggesting that ECC is closest to students' ideals in those areas.
- ↳ **Results for CSS:** The ECC Current Student Survey reveals that there has been a consistently high degree of overall satisfaction with ECC over the last 3 years, with approximately 90% of students reporting that they are either "Very Satisfied" or "Satisfied" when asked this question each year (90% in 2014). Students hold a similarly high level of satisfaction with the overall quality of learning at ECC (92% in 2014), and campus safety (88% in 2014). Students reported only slightly less satisfaction with quality of services for students (86% in 2014), inclusiveness (85%), and student-centeredness of faculty and staff (84%). There was an additional related question which asked how personally connected to ECC students felt. Student responses to this question were significantly lower than the satisfaction scale, with 59% of students reporting that they felt "Very Connected" or "Connected" to ECC. In looking at these same responses over three years of surveys, all scales show remarkably high and consistent satisfaction ratings over each of the three survey administrations, with the exception of Connectedness. Personal Connectedness has consistently been the lowest rated scale in this group of questions.

Student Satisfaction with Programs and Services as Measured by the Student Satisfaction Inventory™ (SSI)

Scale	Satisfaction Ratings		Difference Between Importance and Satisfaction Ratings*		National Comparison**
	2010	2013	2010	2013	2013
Academic Services	5.74	6.05	-0.58	-0.37	+
Safety and Security	5.28	5.78	-1.18	-0.70	+
Registration Effectiveness	5.69	5.76	-0.75	-0.71	+
Instructional Effectiveness	5.69	5.72	-0.79	-0.79	+
Student Centeredness	5.57	5.66	-0.64	-0.65	+
Campus Climate	5.49	5.62	-0.74	-0.69	+
Service Excellence	5.54	5.61	-0.67	-0.67	+
Campus Support Services	5.30	5.55	-0.52	-0.43	+
Admissions and Financial Aid	5.35	5.44	-1.02	-0.97	+
Concern for the Individual	5.29	5.36	-1.08	-1.05	+
Academic Advising/Counseling	5.04	5.18	-1.37	-1.23	even

Source: ECC Institutional Research Office, the Ruffalo Noel-Levitz Student Satisfaction Inventory, spring 2013. *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 2013 satisfaction scores for ECC students were greater than a national sample of community colleges, while a negative sign indicates that the 2013 satisfaction score for ECC students was smaller than the national sample.

SATISFACTION & ENGAGEMENT



Student Satisfaction with Programs and Services as Measured by the ECC Current Student Survey

Satisfaction with...	All Students*		
	Fall 2012	Fall 2013	Fall 2014
Overall quality of learning	91%	89%	92%
Overall quality of services for students	86%	84%	86%
Degree to which faculty and staff are student-centered	81%	81%	84%
Safety and security on campus	88%	88%	88%
Degree to which the college environment is inclusive of all student groups	82%	84%	85%
Overall satisfaction with ECC	91%	89%	90%
In general, how personally connected do you feel to ECC?	57%	61%	59%

Source: ECC Institutional Research Office, ECC Current Student Survey, fall 2012-2014. *Percentage of students reporting "satisfied" or "very satisfied" with each area.

Student Satisfaction with Programs and Services as Measured by the Current Student Survey (Disaggregated by Race/Ethnicity and Gender)

Satisfaction with...	Asian or Pacific Islander		Black Non-Hispanic		Hispanic		White Non-Hispanic		All Students
	Male N=35	Female N=53	Male N=7	Female N=36	Male N=68	Female N=139	Male N=100	Female N=288	
	%*	%*	%*	%*	%*	%*	%*	%*	
Overall quality of learning	89%	94%	100%	92%	96%	93%	88%	93%	92%
Overall quality of services for students	83%	92%	100%	92%	91%	89%	79%	86%	86%
Degree to which faculty and staff are student-centered	83%	87%	100%	89%	84%	81%	80%	86%	84%
Safety and security on campus	80%	83%	100%	92%	81%	87%	93%	91%	88%
Degree to which the college environment is inclusive of all student	74%	91%	86%	81%	82%	87%	83%	88%	85%
Overall satisfaction with ECC	86%	91%	100%	94%	94%	96%	85%	92%	90%
In general, how personally connected do you feel to ECC?	62%	78%	71%	49%	63%	60%	61%	56%	59%

Source: ECC Institutional Research Office, ECC Current Student Survey, fall 2014. *Percentage of students reporting "satisfied" or "very satisfied" with each area.

STUDENT ENGAGEMENT WITH PROGRAMS AND SERVICES

Definition: Benchmark scores on the *Community College Survey of Student Engagement (CCSSE)* that are gathered from ECC students, compared to relevant regional and/or national benchmarks (which are standardized across all survey respondents to have a mean of 50 and a standard deviation of 25). The CCSSE is offered to ECC students every other year.

➔ **Results:** ECC's benchmark scores on the CCSSE increased from 2012 to 2014 for 3 summary benchmarks (active and collaborative learning; student effort; and academic challenge), and remained steady for two other benchmarks (student-faculty interaction and support for learners). Importantly, 2014 results correct a trend noted in the 2012 and 2013 Performance Reports, when benchmark scores had appeared to decline. Relative to each year's cohort of similarly-sized colleges (i.e., large colleges), ECC's benchmarks were slightly higher in 2014 in all areas except for student effort (47% for ECC vs. 50% for large colleges). Student effort includes the following items: preparing two or more drafts of a paper; integrating ideas from multiple sources; coming to class having completed assigned readings; using tutoring, skill and computer labs; reading on one's own for personal enjoyment or academic enrichment; and studying and class preparation.

CCSSE Benchmark Scores for ECC vs. Cohort of Large Colleges

CCSSE Summary Benchmarks	ECC Benchmark Scores (Three-year Cohorts)			Large Colleges* Benchmark Scores (Three-year Cohorts)		
	2009	2012	2014	2009	2012	2014
Active and Collaborative Learning	49%	48%	51%	49%	49%	49%
Student Effort	49%	49%	47%	50%	49%	50%
Academic Challenge	50%	48%	51%	50%	50%	50%
Student-Faculty Interaction	50%	50%	50%	49%	49%	49%
Support for Learners	52%	51%	51%	50%	49%	49%

Source: ECC Teaching, Learning, & Student Development Office, Community College Survey of Student Engagement (CCSSE) results, spring 2014.

*Large colleges are defined as those that enroll between 8,000 - 14,999 students per IPEDS fall enrollments.

STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES WITH MEMBERSHIP

Definition: Names of ECC registered student clubs and organizations and the duplicated numbers of student members from the start until the end of the academic year.

↳ **Results:** The number of student clubs and organizations decreased 16% from FY2014 to FY2015 after remaining steady for the past several years (32 clubs in FY2012; 29 in FY2013; 31 in FY2014; and 26 in FY2015). Duplicated student memberships decreased in FY2015 (e.g., 1,325 members in FY2014 vs. 1,200 members in FY2015). The distribution of students within organizations has also shifted. Phi Theta Kappa, the international student honor society, remains ECC’s largest student organization with 466 members. Eighteen (18) clubs have a professional or occupational focus (e.g., Associated Nursing Students); 15 have a cultural or religious focus (e.g., Muslim Student Association); 3 are primarily social (e.g., Gamers United); 5 focus on advocacy external to ECC (e.g., Amnesty International); and 6 are related to student affairs within ECC (e.g., College Programming Board). Several clubs and organizations (e.g., Spartan Law Review, Film Club, and Health Career Students) were inactivated in FY2015, while membership in many formerly defunct clubs resurfaced, including the Performing Arts Club (15 new members) and the Spartan Design Club (15 new members).

Memberships in ECC Student Clubs and Organizations

Club Name	Total Membership Per Club			
	FY2012	FY2013	FY2014	FY2015
Phi Theta Kappa (PTK)	475	475	439	466
Organization of Latin American Students (OLAS)	60	62	145	100
Gamers United (GU)	95	65	30	55
Spartan Christian Fellowship (SCF)	30	100	75	55
Anime Club	10	43	34	46
Associated Nursing Students (ANS)	20	25	19	45
Collegiate Entrepreneurship Organization			150	45
Hospitality Club	30	Inactive	20	40
Advocacy for Disabled and Able People Together (ADAPT)	40	45	35	39
ASPIRE	N/A	10	11	35
Office Administration Student Association (OASA)	15	Inactive	Inactive	35
United Students of All Cultures (USAC)	20	15	25	35
ECC Observer –Student Newspaper	20	6	17	26
Black Student Association (BSA)	5	15	50	25
Muslim Student Association (MSA)	12	30	24	20
College Programming Board (CPB)	1	15	20	15
Human Services Club	12	25	Inactive	15
Leather Crafting Club				15

SATISFACTION & ENGAGEMENT



Club Name	Total Membership Per Club			
	FY2012	FY2013	FY2014	FY2015
Performing Arts Club	Inactive	Inactive	Inactive	15
Spartan Design Club	Inactive	Inactive	Inactive	15
Student Government (SG)	12	14	9	15
Chinese Student Club	20	30	30	12
SEEK to Educate, formerly Future Teachers Club (FTC)	10	18	5	12
Military Branches United (MBU)	Inactive	Inactive	11	10
Peace and Justice Group	10	11	11	6
Man Club			12	3
Alpha Beta Gamma Business Honor Society (ABG)	5	18	Inactive	Inactive
Amnesty International	15	10	Inactive	Inactive
Asian Filipino Club	Inactive	Inactive	Inactive	Inactive
Chess Club			6	Inactive
Criminal Justice Club	Inactive	Inactive	Inactive	Inactive
Djembe (Drum Club)	15	20	11	Inactive
E.A.R.S. (ECC Audio Recording Society)	N/A	20	9	Inactive
Film Club	N/A	35	20	Inactive
Health Career Students	10	4	18	Inactive
Health Occupational Students Association (HOSA)	5	Inactive	Inactive	Inactive
Meditation Club	12	25	Inactive	Inactive
Mock Trial Team	40	40	Inactive	Inactive
Pakistan Student Association	10	Inactive	Inactive	Inactive
Spartan Law Review	15	20	10	Inactive
Student Organization for Sustainability			12	Inactive
Students for the Ethical Treatment of Animals (SETA)	Inactive	Inactive	Inactive	Inactive
Students Who Are Not Silent (SWANS) (renamed from Gay, Lesbian or Bisexual ECC Students & Supporters [GLOBES])	5	20	13	Inactive
Survivors: Pro Life Club	5	20	40	Inactive
T.E.A. (Teach , Educate, Advocate)	10	Inactive	Inactive	Inactive
Ultimate Frisbee Club	7	N/A	Inactive	Inactive
Writers Block (renamed from Cellar Door)			14	Inactive
TOTAL DUPLICATED MEMBERSHIP	1,051	1,236	1,325	1,200

Source: ECC Student Life Office, summer 2015. N/A indicates that membership counts were unavailable at the time of this report. Inactive indicates the club has, at one time, been a recognized student organization but was inactive during the specified academic year.

COMMUNITY SATISFACTION WITH PROGRAMS AND SERVICES

Definition: Satisfaction ratings from a random sample of District 509 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 of the community was last assessed in FY2012 using the Community Survey. A segmentation methodology was used to identify 3 primary targets and prospects for the college using cluster analyses. Two key segments – those with affinity/some interest in attending ECC and those who have previously taken classes here – are profiled. Results indicated that those who attended in the past generally have higher overall impressions and satisfaction than those who are interested but have never attended. Thus, attendance matters.

Among both segments, qualities that are most attractive about ECC include: providing an affordable quality education, offering the latest technological advances, providing training in up-and-coming fields, employability of graduates, and transfer to 4-year universities. The qualities which are least satisfying/appealing include particular auxiliary services: childcare services, dining options, and student clubs and organizations. Overall, the Community Survey suggests the most effective approach to maximizing community needs is to regularly profile the distinct needs of 3 targets: those pursuing higher education beyond ECC, those who intend to use ECC as a means to advance their careers, and (a smaller but still significant group) those who see ECC as a means to fulfill personal interests which may not directly relate to additional education or career advancement. Survey data shows that ECC serves truly three distinct groups with very distinctive characteristics.

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

	ECC Prospects	Past ECC Attendees
Affordably provides a high quality education	41%	63%
Offers facilities with the latest technological advancements	41%	60%
Trains students well so that they will meet prospective employers' requirements	41%	65%
Their associate degree students are well prepared to succeed at a four-year university	41%	65%
Trains students in the newest up-and-coming fields	41%	63%
Their faculty provides high quality instruction	41%	60%
Enables students to achieve their learning objectives – whatever they may be	40%	58%
The class credits earned there can be successfully transferred another school	40%	65%
Partners with universities to make the process of transferring class credits more seamless	40%	65%
Trains students well so that they will be able to find employment in the local community	40%	63%
The campus is easy to get to	39%	55%
Partners with small businesses for obtaining internship experience and job placement	38%	60%
The campus is very safe and free of crime	38%	60%
Appreciates racial and ethnic diversity	38%	52%

SATISFACTION & ENGAGEMENT



	ECC Prospects	Past ECC Attendees
Their faculty has real life experiences to help enrich the learning experience	37%	62%
Provides individual attention	37%	51%
Provides courses that are appropriate for a diverse population	37%	59%
Provides learning in a variety of settings	37%	58%
Does not raise tuition rates during bad economic times	36%	54%
Partners with high schools to allow students to earn college credit while attending high school	36%	47%
Offers basic courses at the high school or lower level for adults who wish to pursue their GED	34%	47%
Offers high quality online learning options	33%	45%
Provides a comprehensive bookstore	33%	50%
Offers services at various satellite locations around the community that would be convenient for me	33%	41%
Offers ESL	32%	40%
Has a beautiful campus setting	30%	40%
Has many dining options on campus	25%	29%
Allows students to become more involved in their education through various clubs and student organizations	24%	58%
Offers childcare on campus	16%	33%

Source: ECC Planning & Institutional Effectiveness Office, Community Survey, September 2012.

EMPLOYEE SATISFACTION

Definition: Satisfaction ratings from a random sample of ECC employees to questions related to ECC’s quality, reputation, etc. No single survey or methodology defines this indicator, although typically surveys are used to assess overall performance. (For this report, results from the spring 2015 ECC Employee Survey and the spring 2015 Achieving the Dream Principles Assessment Survey are reported.)

↳ **Results from the 2015 ECC Employee Survey:**

The ECC Employee Survey was last administered in spring 2015. Employees generally responded that they were either “satisfied” or “very satisfied” with the majority of the statements related in ECC’s core values and overall impressions. The highest rated statement was “*Overall ECC is a good place to work*” with 91% of employees reporting being very satisfied/satisfied. An area for improvement, as seen by only 72% of employees feeling very satisfied/satisfied, is “*Integrity and honesty are valued at the college.*”

↳ **Results from the 2015 Achieving the Dream Principles Assessment Survey:**

The Principles Assessment Survey was administered in April 2015. Employees responded (on 5-point scales from 1 = not at all, to 3 = increasing, to 5 = a lot) the degree to which they believed the actions that fall under 5 dimensions of institutional improvement are carried out at ECC. (Note that this measures institutional efficacy, a scale that is different from scaled ratings of satisfaction.) The highest rated item was *committed leadership* (54%), whereas the lowest rated item was *broad engagement* (38%). Other dimensions included: *systemic institutional improvements* (50%), *equity* (49%), and *use of evidence* (48%).

Employee Satisfaction as Measured by the ECC Employee Survey

College Values and Overall Impressions	% Very Satisfied or Satisfied
Overall, ECC is a good place to work	91%
ECC is successful in meeting its mission and goals	83%
Learning is a primary focus of the college	85%
Academic freedom and freedom of inquiry are valued	78%
The college provides opportunities and supports that are necessary for students to succeed	89%
ECC strives to create an environment that respects diversity and inclusion	85%
Integrity and honesty are valued at the college	72%

Source: ECC Employee Survey in April 2015 was taken by 412 employees.

Employee Satisfaction as Measured by the Achieving the Dream Principles Assessment Survey

Principle	2013	2014	2015
Committed Leadership	55%	61%	54%
Use of Evidence to Improve Policies, Programs,	51%	57%	48%
Broad Engagement	34%	36%	38%
Systemic Institutional Improvement	49%	47%	50%
Equity	49%	55%	49%

Source: ECC AtD Principles Assessment Survey in April 2015 was taken by 166 employees (72 faculty, 47 administrators; and 47 support staff). Percentages represent those responding 4 or 5 on 5-point scales (from 1= not at all to 5= a lot) regarding the extent to which ECC exemplifies efficacy with respect to the items being measured. Each principle is comprised of 6 to 12 individual survey items.

NET ASSET AMOUNT

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:** ECC's net asset level increased 6% from FY2014 to FY2015 and by nearly 42% since FY2010. That is, ECC has increased its tangible net reserves to help future growth.

Net Assets

NET ASSETS AT CLOSE OF FISCAL YEARS					
FY2010	FY2011	FY2012*	FY2013	FY2014	FY2015
\$89,931,176	\$102,605,171	\$109,336,404	\$114,826,189	\$120,870,099	\$127,870,098

Source: ECC Budget & Finance Office, Audited Budgets, August 2015. *Prior period adjustment was made in October of 2012 which changed the ending net asset balance to reflect the final audit report.

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:** For FY2015, this ratio was 0.99. 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.

Expenditure to Revenue Ratio

	FY2010 Actual	FY2011 Actual	FY2012 Actual	FY2013 Actual	FY2014 Actual	FY2015 Actual	FY2016 Proposed
Total Operating Revenues	\$74,297,768	\$72,952,444	\$83,124,382	\$74,896,556	\$92,475,775	\$95,253,157	\$88,236,663
Total Operating Expenditures	\$72,324,559	\$53,829,173	\$74,860,902	\$68,124,126	\$88,655,184	\$94,087,874	\$88,236,663
Expenditure to Revenue Ratio	0.97	0.74	0.90	0.91	0.96	0.99	1.0

Source: ECC Budget & Finance Office, Audited Budgets, August 2015. *Note:* Operating funds include the Education Fund, Operations & Maintenance Fund, and Public Building Commission Operations & Maintenance Fund.

INDUSTRY RECOGNITION FOR FINANCIAL STEWARDSHIP

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

↳ **Results:** During FY2015, ECC was honored once again by industry experts as having a strong capacity to meet its financial obligations in full and on time. The college received the certificate of achievement in both financial reporting and budget presentation by the Government Finance Officers Association (GFOA) and maintains its Aaa credit rating with Moody’s and its AA+ rating with Standard & Poor’s.

Industry Recognition for Financial Stewardship

Financial Area	Organization	Recognition Type
Credit Rating	Moody’s	Credit rating remains at Aaa in FY2015
Credit Rating	Standard & Poor’s	Credit rating remains at AA+ in FY2015
Financial Reporting	Government Finance Officers Association	Certificate of Achievement for Excellence in Financial Reporting for the Comprehensive Annual Financial Report for FY2014
Budget Preparation	Government Finance Officers Association	Distinguished Budget Presentation Award for the FY2015 Annual Budget

Source: ECC Budget & Finance Office, Correspondence from various credit organizations during FY2015.

COST PER CREDIT HOUR AND FTE STUDENT

Definition: Direct credit instructional expenditures include salaries, benefits, supplies, travel, and equipment for all full-time and part-time faculty and other instructional administration and support personnel, including but not limited to librarians, lab assistants, and tutors. These costs exclude grant dollars and tuition reimbursement benefits. Only semester hours that are supported with 50% or more unrestricted funds are included. One full-time equivalent (FTE) student is defined as 30 student semester credit hours.

Results: Data from the National Community College Benchmarking Project (NCCBP) remains unchanged for this indicator, as ECC did not participate in FY2015. The institution has adopted the practice of participating in this project on a biennial basis. Net instructional costs per semester credit hour and per FTE enrollment remain higher than most community colleges nationally and have increased substantially between FY2012 and FY2014. This means that it costs ECC more than other colleges, on average, to deliver instruction for students. While ECC strives to keep expenditures contained, these figures may be higher due to the fact that ECC absorbs many costs that other colleges do not. ECC reflects these savings back onto students (e.g., course waivers for demonstrated success) and employees (e.g., substantial benefit packages for employees). Reasons why ECC's percentile scores are comparatively higher may have to do with the higher cost-of-living in northern Illinois compared to the nation as a whole. It is important to note that even though ECC figures have increased between FY2010 and FY2014, its relative rank among other community colleges participating in the NCCBP has decreased, as evidenced by lower percentile scores (86th to 83rd) over that period. National figures have also increased over this same period and substantially between FY2012 and FY2014.

Cost Per Credit Hour and FTE Student

	FY2010 NCCBP Report (FY2008 data)	FY2012 NCCBP Report (FY2011 data)	FY2014 NCCBP Report (FY2013 data)
Cost Per Credit Hour			
ECC (Percentile)	\$196 (86 th)	\$186 (84 th)	\$222 (83 rd)
NCCBP Median	\$130	\$131	\$150
Cost Per FTE Enrollment			
ECC (Percentile)	\$5,880 (86 th)	\$5,586 (84 th)	\$6,674 (82 nd)
NCCBP Median	\$3,914	\$3,932	\$4,514

Source: NCCBP Feedback Reports (2010, 2012, & 2014) are available in September of each year. ECC's costs based on audited total direct instructional expenditures divided by the total student credit hours and FTE (total credit hours divided by 30) enrollment.

MEDIA RELATIONS

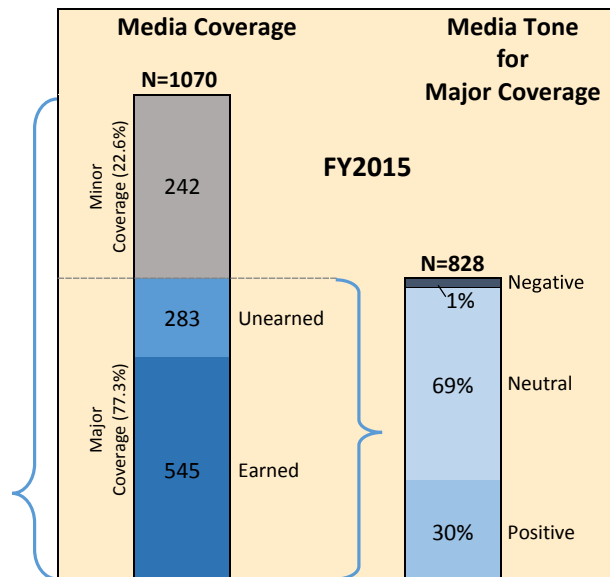
Definitions: The number of unique media placements⁷ related to ECC includes print, radio, magazine, and online media. This measure includes the number of such placements which are major (e.g., blogs, news or feature stories, press releases, editorial/opinion, and photo/radio/TV coverage) vs. minor (e.g., mentions and event/calendar listings); the pitch of these placements (e.g., ECC pitch/request vs. unsolicited/paid efforts); and the tone⁸ of these placements (e.g., positive, neutral or negative).

➔ **Results from media placements:** For FY2015 77% (N=828 of 1,070) of unique media placements reflect major stories, of which 66% (N=545 of 828) were earned by ECC (i.e., pitched to reporters, placed through news releases, or via responding to reporter requests). Of earned placements, tone was positive for 39% (N=214 of 545), neutral for 60%, and negative for <1%. Most unique news stories occurred in the fall (September through December) and at the end of the academic year (May).

➔ **Results from Media Relations Survey⁹:** The Media Relations Survey was not administered since the FY2014 report.

Number of Print, Radio, Television, Magazine, or Online Unique Media Placements (FY2015)

	FY2013 Stories	FY2014 Stories	FY2015 Stories
July	61	29	44
August	80	90	47
September	110	97	67
October	117	73	65
November	115	54	75
December	126	70	60
January	93	85	56
February	98	52	349*
March	94	72	82
April	83	67	97
May	111	69	87
June	32	37	41
Total	1,120	795	1,070
Monthly Average	93.3	66.3	89.1



*Note: In February 2015, an ECC student was confirmed with a case of the measles, which created a surge in media coverage for that month. Of the total 349 media placements that month, 303 were related to the measles case.

⁷ The number of unique media placements reflects unduplicated counts (as opposed to previous years which contained duplicates). A change was implemented in FY2013 to refocus on the quality and nature (as opposed to number) of news stories. In previous years, print and online versions of the same news story were counted twice. Since 2013, they are counted only once.

⁸ The Communications Office rates the college's media coverage by tone of the story using three ratings: positive, negative, or neutral. Positive stories are written with a clear favorable endorsement of the college and its programs. Neutral stories do not take a position positively or negatively about the college, or they are announcements or event/calendar listings that are neutral by nature of the subject matter or the way they are written. Negative stories cast a bad light on the institution and its programs by their angle of coverage or the way they present the college or the opinion about the institution.

⁹ In previous years, this indicator was assessed by asking respondents to assess the *effectiveness* of ECC's media relations efforts. In FY2013 ECC changed this measure to assess *perceptions* of how the college is portrayed by the media. Thus, the Media Relations Survey measure has changed from one pertaining to effectiveness to one pertaining to appropriateness and quality.

Analysis: ECC continues to deal with significant changes in local media as reporters are asked to cover more topics, more institutions, and larger geographical areas with less resources. This trend results in less coverage for the college. To address this, the ECC Communications Office is investing more resources in telling ECC's story through other channels, including social media and through the college's online newsroom. While still in the early stages, ECC's online newsroom has created additional views of our news via web traffic as well as unique, interactive experiences with our content for visitors.

Despite changes in the local media, ECC has maintained its level of coverage for FY2015, while managing several high profile media crises, including the February 2015 measles case as well as reporter requests related to the high profile events at the College of DuPage, which has resulted in increased scrutiny of all institutions of higher education. Changes in the tone of the major media coverage (FY2015 30% positive, 69% neutral, 1% negative vs. FY2014 63% positive, 33% neutral, 4% negative) can partially be attributed to these situations. However, it is important to keep in mind that grading the tone of stories is a somewhat subjective task and dependent on what happens in any given year (e.g., ECC winning the Bellwether award or Achieving the Dream (AtD) Leader College recognition). The goal for ECC is to minimize negative stories so that tone remains positive or neutral overall, which the college continues to do year after year.

FY2015 Milestones

ECC earns its media coverage. Of the college's 1,070 unique media placements in FY2015, 54% (or 574 placements) was earned by the ECC Communications Office through story pitches to reporters, news releases, or responses to reporter requests. Unearned coverage included stories that mention ECC but are not the result of any efforts by the college. A bulk of the college's unearned media coverage (245 of 496 placements) can be traced to two major stories spread nationally by wire services: an ECC measles case and an Illinois Senate report on college presidents' salaries and perks. Factoring out these placements, ECC earned nearly 70% of its media coverage for FY2015.

ECC manages media crises through quick responses, key messaging, and relationships with reporters. In February 2015, an ECC student was diagnosed with measles, becoming the 11th local case and embroiling ECC in a topic of national significance. Every major Chicago area news outlet, including four TV stations, covered the ECC case, requiring the ECC Communications Office to manage the story on multiple fronts while disseminating important information to students, employees, and the community. ECC's efforts resulted in positive coverage for the college throughout the incident, including recognition by several television outlets of the college's quick response and good communication. A Fox 32 television reporter said in her live report: "All indications are that they [ECC] reacted very quickly. According to the college, the Kane County Health Department notified them on Monday, and very quickly they got to work informing the faculty, students and staff, employees, anybody who was at risk about what was going on here."

ECC's image as an excellent institution of higher learning is reflected by the tone of media coverage. Ninety-five percent (95%) of ECC's media coverage was graded as positive or neutral in tone for FY2015. Despite a high profile health scare and increased scrutiny of community colleges due to controversies at College of DuPage, only 5% of ECC's media coverage was graded as having a negative tone.

By the Numbers

- **54% of ECC media coverage is earned** through story pitches to reporters, news release, or responses to reporter requests.
- **95% of ECC's media coverage is positive or neutral in tone.**
- **303 unique media placements were generated by coverage of the ECC measles case.**

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:** ECC experienced a 7% increase in the number of professional development events (i.e., workshops, courses, webinars and one-on-one assistance) offered in FY2015 (N=355) compared to FY2014 (N=332). However, the duplicated number of attendees decreased 50% from 4,475 in FY2014 to 2,231 in FY2015.

Professional and Organizational Development/CETL/Emergency Management Employee Development Headcount and Workshop/Session Totals

Name of Event	Host	FY2012		FY2013		FY2014		FY2015	
		Number of Events	Attendance	Number of Events	Attendance	Number of Events	Attendance	Number of Events	Attendance
Technology Workshops – Distance Learning (DL)**	DL	42	127	27	86	22	111	6	5
Online Courses – Distance Learning**	DL	11	39	3	16	2	9	4	26
CETL Pedagogy Workshops	CETL	31	229	26	260	38	289	50	409
Magna Commons Registered Users	CETL					0*	157*	1*	158*
CETL Webinars	CETL	8	25	3	18	0	0	2	9
CETL One-on-One Assistance (> 30 min)	CETL	85	85	117	117	59	59	34	34
Other/Conferences/Special Sessions	CETL	1	29	8	142	0	0	3	22
Emergency Management/Faculty & Staff Professional Development	EM					71*	529*	120	389
Professional and Organizational Development	POD	80	1,294	108*	1,298	140	3,321	135	1,179
Totals		258	1,828	292	1,937	332	4,475	355	2,231

Source: CETL and Professional and Organizational Development/Emergency Management, July 2015. Totals compiled from Ellucian Colleague; Emergency Management; CETL and POD sign-in sheets; Magna Publications user reports; Workplace Answers online training reports; Skillsoft online Microsoft training; DCFS online; and MS Outlook appointment data. The total 'Number of Events' represents events that actually took place and does not include cancelled events. *Number of events (i.e., online video seminars) was not tracked for FY2014 (157) and FY2015; 158 represent the number of registered users with access to more than 150 online seminars from which to choose. **Host for technology workshops has been updated from CETL to DL for years prior to FY2015.

DIVERSITY OF EMPLOYEE BASE

Definition: The number and percentage of ECC employees who worked at ECC during the fiscal year, broken out by employee type (faculty vs. all employees), compared to the number and percentage of District 509 residents during the same time period, also broken out by race/ethnicity categories.

➔ **Results:** The overall number of employees at ECC decreased by 16% from FY2013 to FY2014 (from 1,396 to 1,168). The relative proportions of Black (Non-Hispanic) employees (7%) and employees who identified as having two or more races (2%) are higher at ECC than among the overall District 509 population. The proportion of Hispanic and Asian/Pacific Islander employees is lower at ECC than in the District (respectively, 16% at ECC vs. 25% in the District and 5% at ECC vs. 8% in the District).

Hispanic employees:	16% of ECC	25% of District
Asian/Pacific Islander employees:	5% of ECC	8% of District
Black (Non-Hispanic) employees:	7% of ECC	4% of District
Two or More Races employees	2% of ECC	1% of District
TOTAL	30% of ECC	38% of District

Racial and Ethnic Distribution of ECC Employees vs. District 509

Race/Ethnicity	Faculty						All Employees						District 509 Population	
	2012		2013		2014		2012		2013		2014		2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
American Indian/ Alaskan Native	5	<1%	6	<1%	4	<1%	7	<1%	8	1%	6	<1%	316	<1%
Asian/Pacific Islander	35	6%	33	5%	33	5%	59	5%	61	4%	60	5%	34,793	8%
Black (Non-Hispanic)	27	4%	24	3%	25	4%	83	7%	89	6%	84	7%	15,421	4%
Hispanic	44	7%	44	6%	47	8%	178	15%	191	14%	185	16%	109,670	25%
White (Non-Hispanic)	492	79%	504	69%	476	79%	802	70%	862	62%	811	69%	270,700	62%
Unknown/Two or More Races	19	3%	49	8%	16	3%	25	2%	185	13%	22	2%	6,038	1%
Total	622	100%	733	100%	601	100%	1,154	100%	1,396	100%	1,168	100%	436,938	100%

Source: ECC Institutional Research Office, C1 submission, October 2014. U.S. Census extracted by GIS in 2014.

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 experienced a minimal decline in credit hours (0.8%) taken by students from the prior year. Each division experienced slight decreases except for the Adult Basic Education (ABE/ASE/GED) division.

Total Credit Hours by Division

	Credit Hours		
	FY2013	FY2014	FY2015
All Divisions	212,409.00	201,782.50	200,136.50
Business	22,206.50	21,228.00	20,549.50
Sustainability, Safety & Career Technologies	20,425.50	20,534.00	18,471.00
Math, Science & Engineering	49,900.00	48,635.00	48,233.00
Health Professions	14,033.50	13,242.00	12,875.50
Student Services	1,933.00	1,921.00	1,587.50
Liberal, Visual, and Performing Arts	27,832.00	26,742.00	25,571.00
Adult Basic Education (ABE/ASE/GED)	27,532.00	20,969.00	25,585.00
Communications and Behavioral Sciences	48,520.00	48,501.00	47,240.00
Vocational Skills 1.6	26.50	10.50	24.00

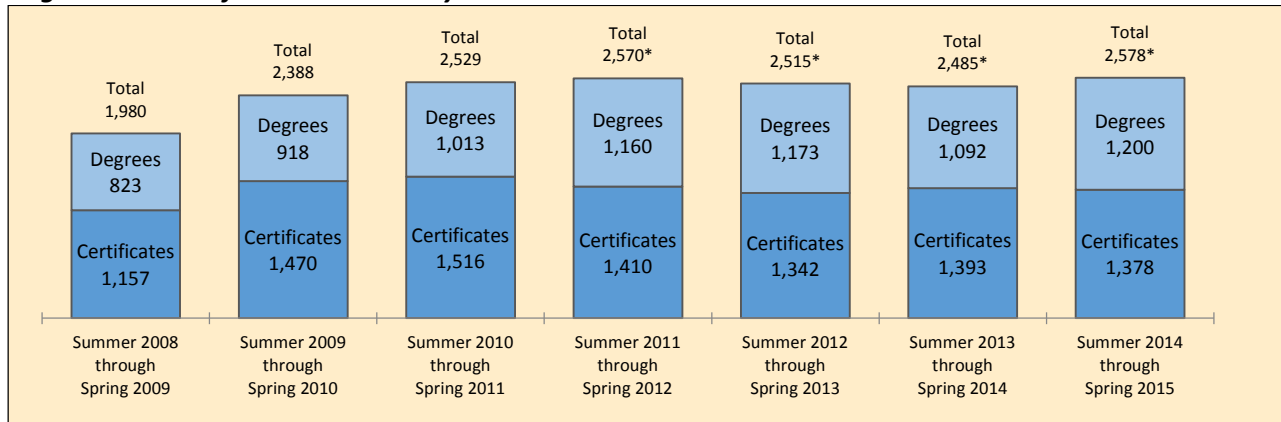
Source: ECC Institutional Research Office, Course Section Enrollment, FY2013-FY2015 (SU & SR).

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 Records and Registration Office at the completion of each academic year.

➔ **Results:** In 2014-2015, ECC set a new record for the number of awards given in an academic year. In total, there were 1,200 degrees and 1,378 certificates awarded in 2014-2015. The total number of awards increased 4% between since 2013-2014.

Degrees and Certificates Awarded by Academic Year



Source: ECC Institutional Research Office, Annual Completions, FY2009-FY2015 (A2) – September 2015. *In November 2015, figures were updated by the Registration and Records Office as shown.

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