

# Performance Report

## Fiscal Year (FY) 2017

Academic Year (AY) 2016-2017

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

**September 2017**



Elgin  
Community  
College

Bright Choice. Bright Future.

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## INTRODUCTION

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### **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 student success (e.g., completion)
- Indicators related to access to learning (e.g., enrollment by race/ethnicity)
- Indicators related to community learning, engagement, and satisfaction
- Indicators related to employee learning, engagement, and satisfaction
- 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 the indicators listed above. In the report, individual measures and results are aligned to each indicator. For example, the indicator of student success is broken out into measures of: student persistence, transition, and completion/graduation. In the report, each measure starts with a definition and is followed by a brief analysis of comparing the most recent available annual data to data from prior years. A table and/or graph of results is provided as well. When analyzed together, these measures provide an understanding of institutional performance.

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

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

### **Sources for Measures**

Measures in the report come from a variety of sources and are changed often. Most reflect standard voluntary benchmarks used by national organizations, such as the Voluntary Framework of Accountability (VFA) (American Association of Community Colleges), Achieving the Dream, or the National Community College Benchmarking Project (NCCBP). Other measures reflect state or federal mandates, regulations from accreditation and financial oversight agencies, such as the Illinois Community College Board (ICCB) or the Integrated Postsecondary Education Data System (IPEDS) (US Department of Education). Finally, others are defined based on routine requests to the ECC Planning and Institutional Effectiveness Office from employees, students, or the community.

Oversight for reporting is often multi-faceted. Key ECC offices that oversee data collection include: Planning and Institutional Effectiveness; Teaching, Learning, and Student Development; Communications; Professional and Organizational Development; Student Life; and Business and Finance. Since reporting cycles vary, 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 titled 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, 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](mailto: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
	Course Success: All Courses		✓					5
	Course Success: Gateway Courses		✓					6
	Course Success: Developmental Education		✓					7
	Course Success: Adult Education		✓					8
	Pass Rates on Licensing Examinations		✓					9
STUDENT SUCCESS	Student Success Milestones: Full-time Students		✓					10
	Student Success Milestones: Part-time Students		✓					11
	Progression: Adult Basic Education, Adult Secondary Education,		✓					12
	Progression: Developmental Education to College-level		✓					13
	Academic Probation		✓					14
	Placement of Graduates into the Workforce		✓			✓		15
ACCESS TO LEARNING	Credit Headcount by Ethnic Group vs. District			✓				16
	Credit Seat Count and Sections by Area		✓					17
	Non-Credit Headcount by Ethnic Group vs. District			✓		✓		18
	Non-Credit Seat Count and Sections			✓		✓		19
	College Readiness	✓	✓	✓		✓		20
	Public High School Market Share					✓		21
	Student Financial Assistance			✓				22
SATISFACTION & ENGAGEMENT	Student Satisfaction: ECC Benchmark				✓			23
	Student Satisfaction: National Benchmark				✓			24
	Student Engagement with Programs and Services	✓						26
	Student Participation in Co-curricular Activities with Membership	✓						27
	Community Satisfaction with Programs and Services					✓		28
	Employee Satisfaction						✓	29
	ECC Employee Perceptions of Institutional Change						✓	30
FINANCIAL HEALTH	Net Asset Amount				✓			31
	Expenditure to Revenue Ratio				✓			32
	Industry Recognition for Financial Stewardship					✓		33
	Cost Per Credit Hour and FTE Student	✓			✓			34
OPERATIONAL EFFICIENCY & PROCESS IMPROVEMENTS	Media Relations: Placement and Views					✓		35
	Media Relations: Social Media Following					✓		37
	Professional Development Opportunities for Employees						✓	38
	Employee Headcount by Ethnic Group vs. District						✓	39
	Degrees and Certificates Awarded		✓		✓			40

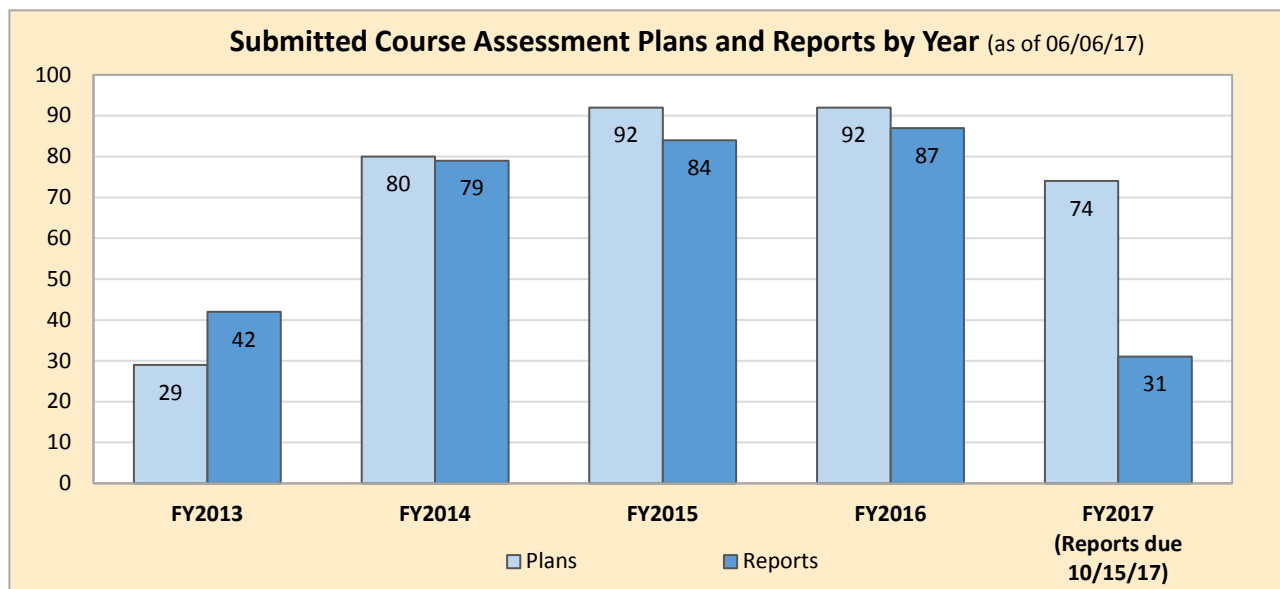
## MASTERY OF LEARNING OUTCOMES

**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 spring 2017, faculty amended the General Education Philosophy which appears in the 2017-18 Catalog. Building upon the framework adopted in 2016, the Student Learning Assessment and Advisory Committee embarked upon a project to devise rubrics for student learning for three outcomes: quantitative literacy, critical thinking, and global and multi-cultural literacy. The rubrics provide explanations of student achievement along a 4-point scale and will contribute to the broad application of outcomes and standardization of measurement outcomes across disciplines. A pilot will be conducted in fall 2017 to implement rubrics in quantitative literacy and critical thinking. Additionally, faculty revised and combined the writing and reading outcome into a new outcome entitled communication which will appear in the 2018-19 Catalog.

The Compliance and Curriculum Office sponsored and held the seventh annual Assessment Diaries Conference on February 3, 2017. Attendance continues to draw from the non-instructional areas to facilitate increased understanding of how the college is working together to further its mission, and this year boasted the highest number of session submissions.

Through the Curriculum Committee, 17 new and 69 existing courses' outcomes were reviewed during the 2015-16 academic year. Review of course outcomes often derive from five-year program reviews or from annual course reviews. In 2017 and 2018, the Compliance and Curriculum Office will be collaborating with the Student Learning Assessment and Advisory Committee to leverage synergies between course assessment and general education assessment.





## COURSE SUCCESS: ALL COURSES

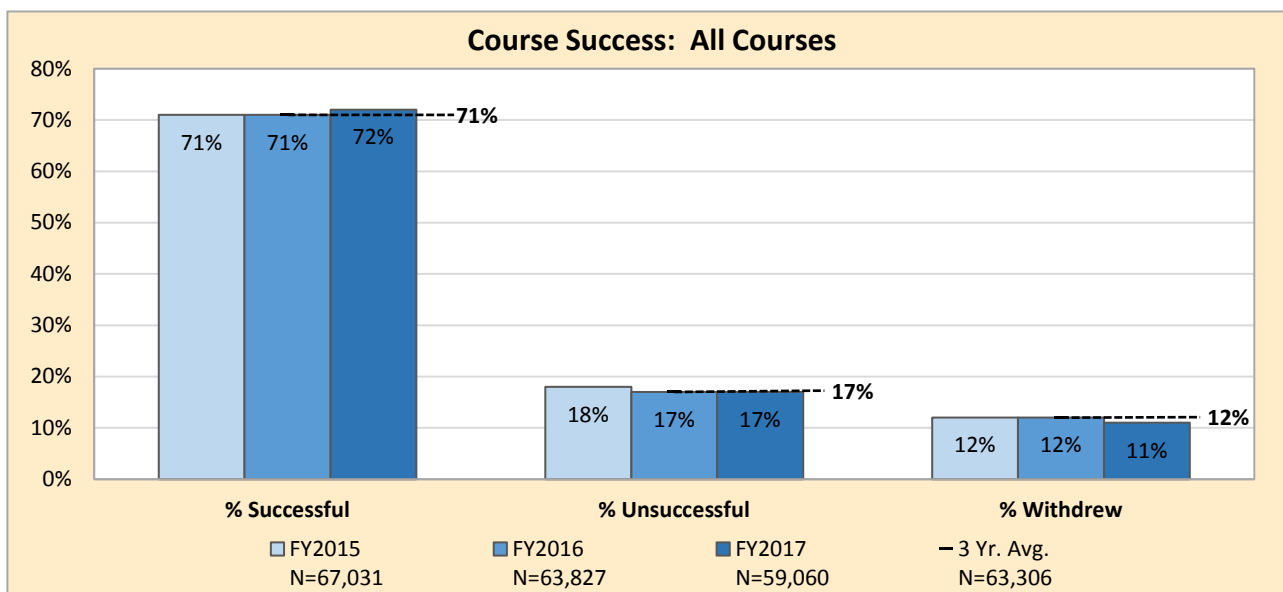
**Definition:** The percentage of students (among those who are enrolled in and complete courses as part of an organized degree or certificate program) who earn successful grades (grades of C or higher or Pass) in all courses offered at ECC. This does NOT include any non-credit or continuing education coursework, but does include most adult education and English as a Second Language coursework.

↳ **Results:** Overall course success rates have consistently been around 70% for the last three years. On average, 7 out of every 10 students enrolled in a course at ECC will complete with an A, B, or C. This represents a slight spike in success rate and concurrent drop in withdrawal rate observed since FY2014 (68% success rate), which can be attributed to a recent procedure change regarding the establishment of an 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, which was factored into success and withdrawal rate calculations. Beginning in FY2015, courses dropped during the first week are designated as a “grace period” – and thus receive a Z grade, which is not factored into calculations.

### Percent of Students Who Are Successful vs. Unsuccessful vs. Withdraw from All Courses

Fiscal Year	All Courses			
	Total Enrollments	% Total Successful	% Unsuccessful	% Withdrew from Course
FY2015	67,031	71%	18%	12%
FY2016	63,827	71%	17%	12%
FY2017	59,060	72%	17%	11%
<b>3-Yr. Average</b>	<b>63,306</b>	<b>71%</b>	<b>17%</b>	<b>12%</b>

Source: ECC Institutional Research Office course grade extracts (XVGS).



## COURSE SUCCESS: GATEWAY COURSES

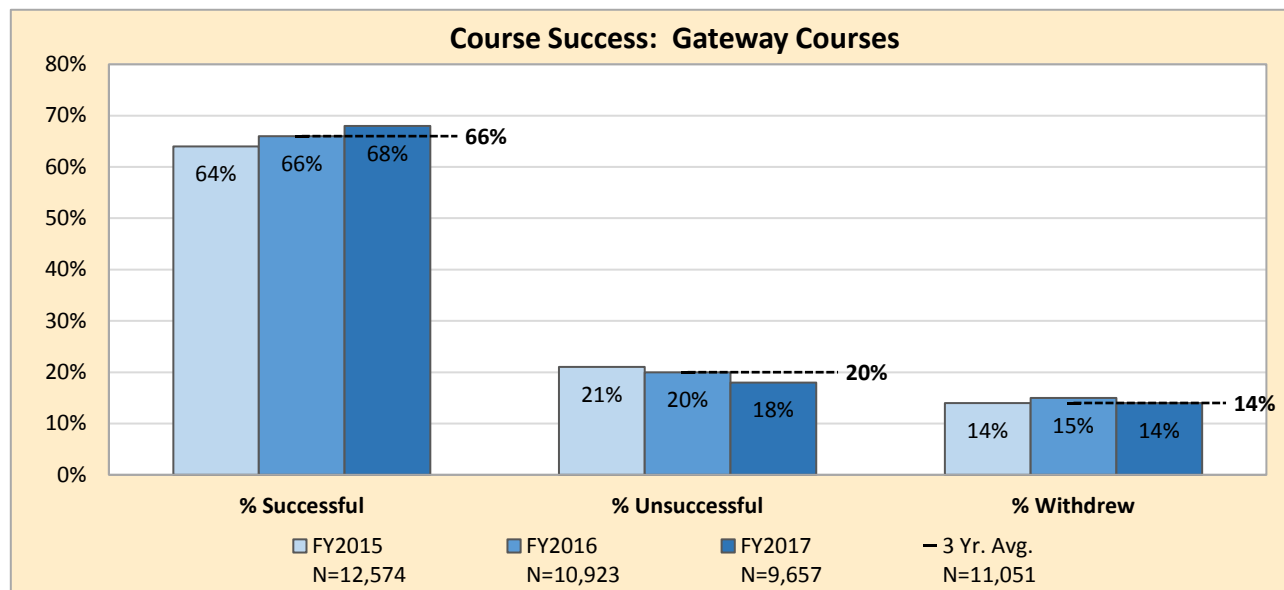
**Definition:** The percentage of students (among those who are enrolled in and complete courses as part of an organized degree or certificate program) who earn successful grades (grades of C or higher or Pass) in gateway courses. Gateway courses are those with traditionally high enrollment and relatively low success rates that often serve as prerequisites for more advanced courses.

↳ **Results:** Gateway course success rates have consistently remained approximately 5% lower than overall success rates for all courses. This is expected, as gateway courses by definition are those with traditionally low success rates and high enrollment. Similarly, the withdrawal rate for gateway courses consistently remains about 3% higher than the withdrawal rate of courses overall. There has been a slight increase in gateway course success rates over each of the last three years (+4% between FY2015 and FY2017).

### Percent of Students Who Are Successful vs. Unsuccessful vs. Withdraw from Gateway Courses

Fiscal Year	Gateway Courses			
	Total Enrollments	% Successful	% Unsuccessful	% Withdrew from Course
FY2015	12,574	64%	21%	14%
FY2016	10,923	66%	20%	15%
FY2017	9,657	68%	18%	14%
<b>3-Yr. Average</b>	<b>11,051</b>	<b>66%</b>	<b>20%</b>	<b>14%</b>

Source: ECC Institutional Research Office course grade extracts (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 last updated in FY2014.



## COURSE SUCCESS: DEVELOPMENTAL EDUCATION

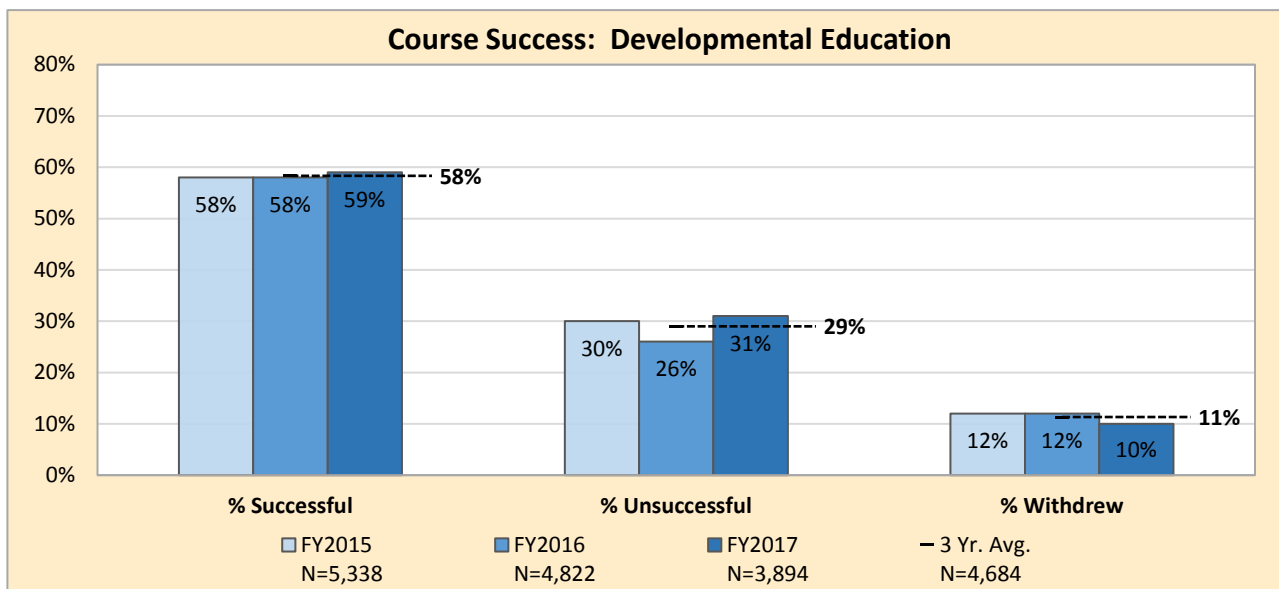
**Definition:** The percentage of students (among those who are enrolled in and complete courses as part of an organized degree or certificate program) who earn successful grades (C or higher or Pass) in developmental courses in English, math, and reading. Developmental courses prepare students with skill deficiencies for regular college-level courses.

↳ **Results:** The proportion of course enrollments in which students earned successful grades has held steady for several years, as has the proportion of students withdrawing. Both the success and withdrawal rates for developmental courses are slightly lower than those of gateway courses for the past seven years. Over a three-year period (FY2015-17), 29% of students enrolled in developmental courses were unsuccessful (compared to 17% in courses overall).

### Percent of Students Who Are Successful vs. Unsuccessful vs. Withdraw from Developmental Education Courses

Fiscal Year	Developmental Education Courses			
	Total Enrollments	% Successful	% Unsuccessful	% Withdrew from Course
FY2015	5,338	58%	30%	12%
FY2016	4,822	58%	26%	12%
FY2017	3,894	59%	31%	10%
<b>3-Yr. Average</b>	<b>4,684</b>	<b>58%</b>	<b>29%</b>	<b>11%</b>

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.



## COURSE SUCCESS: ADULT EDUCATION

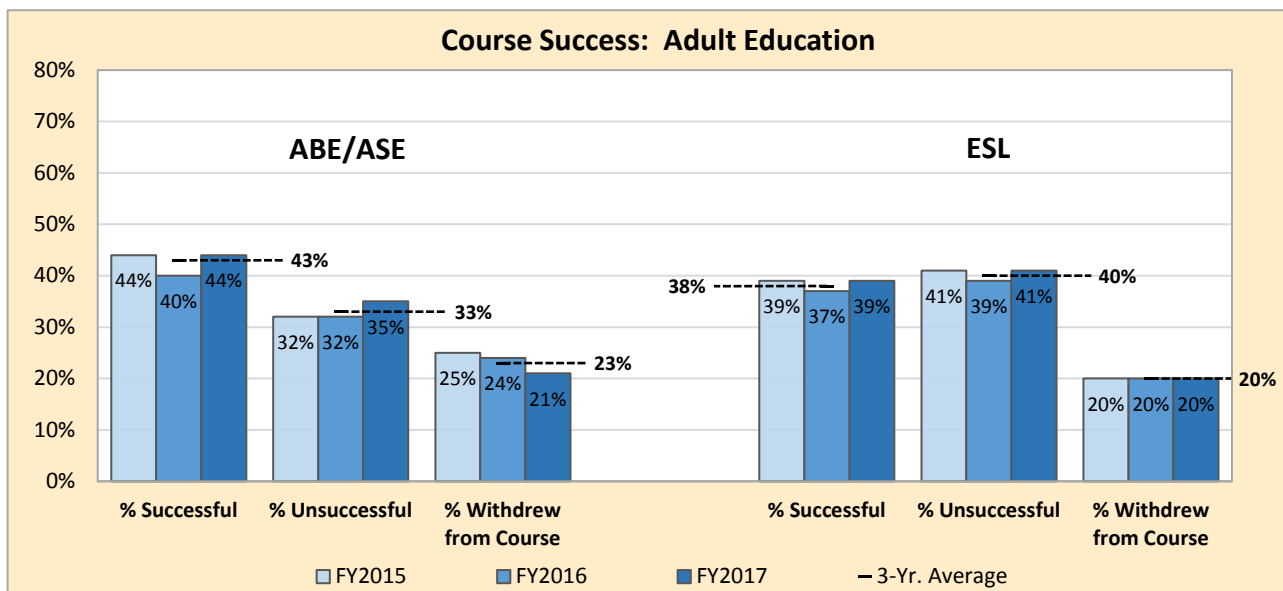
**Definition:** The percentage of students who earn successful grades (grades of C or higher or Pass) in Adult Basic Education/Adult Secondary Education (ABE/ASE) courses, English as a Second Language (ESL) courses, and in credit-track developmental courses during the past two fiscal years.

➔ **Results:** Success rates among students in ABE/ASE courses increased from FY2016 to FY2017 (from 40% to 44%) and among students in ESL courses from 37% to 39%. Course withdrawals rates, while still higher than all courses overall, have declined from FY2016 to FY2017 for both ABE/ASE and ESL courses. The withdrawal rate for ABE/ASE courses dropped from 24% to 21% (which is down considerably from 25% in FY2015), and the withdrawal rate for ESL courses has remained steady at 20%.

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

Fiscal Year	Adult Education (ABE/ASE)				ESL			
	Total Enrollments	% Successful	% Unsuccessful	% Withdrew from Course	Total Enrollments	% Successful	% Unsuccessful	% Withdrew from Course
FY2015	3,152	44%	32%	25%	3,447	39%	41%	20%
FY2016	2,923	40%	32%	24%	3,226	37%	39%	20%
FY2017	2,675	44%	35%	21%	3,196	39%	41%	20%
<b>3-Yr. Average</b>	<b>2,916</b>	<b>43%</b>	<b>33%</b>	<b>23%</b>	<b>3,289</b>	<b>38%</b>	<b>40%</b>	<b>20%</b>

Source: ECC Institutional Research Office, final grades as reported at end of term for indicated fiscal year (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:** In 7 of the 16 fields where licensing examinations were obtained for FY2017, pass rates of ECC students surpass *state* rates (9 fields did not have state pass rates available from the agencies). In 9 of the 16 fields, pass rates of ECC students surpass *national* rates (6 of the fields did not have national pass rates available from the agencies). For one test, Magnetic Resonance Technology, the pass rate of ECC students was lower than the national rate (and the Illinois state rate was not reported). In FY2017, 10 of 16 examinations yielded rates of 100%, which is the highest number of perfect scores obtained since ECC began tracking this metric in this report.

### Percentage of Students Who Pass Licensing Examinations in Professional Disciplines

Program	Examination	2014 (Jan - Dec) FY2015				2015 (Jan - Dec) FY2016				2016 (Jan - Dec) FY2017			
		ECC		State	Nat'l	ECC		State	Nat'l	ECC		State	Nat'l
		N	%	%	%	N	%	%	%	N	%	%	%
Automotive	Certification(s) offered through ECC's testing site for Automotive Service Excellence (ASE) Certifications in a variety of areas									8	100%	N/A	N/A
Basic Nurse Assistant	State competency written evaluation exam for certification, which is required for employment (idph.state.il.us)	62	100%	89%	N/A	42	100%	90%	N/A	47	100%	89%	N/A
Nursing	NCLEX-RN licensure exam offered by National Council of State Boards of Nursing (ncsbn.org)	97	86%	84%	82%	99	90%	86%	85%	97	91%	85%	85%
LPN	NCLEX-PN licensure exam offered by National Council of State Boards of Nursing (ncsbn.org)	40	100%	86%	82%	29	93%	86%	82%	29	100%	91%	84%
Clinical Laboratory Technology	Medical Laboratory Technician Certification exam offered by the American Society of Clinical Pathology (ASCP)(ascp.org)	8	100%	N/A	78%	7	100%	N/A	82%	6	83%	N/A	76%
Dental Assisting	Graduates encouraged to take the national exam to become a certified dental assistant (CDA) (danb.org)	15	87%	69%	84%	14	93%	81%	85%	7	89%	74%	83%
EMT – Paramedic (Presence/St. Joseph)	EMT-P state licensure exam offered by Illinois Department of Public Health (idph.state.il.us) and/or national registry exam	14	86%	74%	N/A	12	100%	80%	N/A	17	100%	89%	N/A
EMT – Paramedic (Advocate/Sherman)		16	100%	74%	N/A	19	100%	80%	N/A	18	100%	89%	N/A
Heating, Ventilation, A/C, Refrigeration, & Energy Management	Low Pressure Boiler Operator (HVAC/ESC)---Licensure offered through National Association of Stationary Operator Engineers (NASOE) resulting in low-pressure boiler operator license									6	83%	N/A	N/A
Histotechnology	National Histotechnician Certification exam administered by American Society of Clinical Pathology (ASCP) (ascp.org)	9	100%	N/A	71%	8	88%	N/A	71%	5	100%	N/A	71%
Magnetic Resonance Imaging	National certifying exam administered by American Registry of Radiologic Technologists (ARRT) in magnetic resonance (arrt.org)	N/A	N/A	N/A	N/A	9	89%	N/A	82%	5	60%	N/A	83%
Massage Therapy	Massage & Bodywork Licensing Exam (MBLEx) offered by The Federation of State Massage Therapy Boards (FSMTB) (fsmtb.org)	14	100%	72%	73%	10	100%	66%	66%	13	100%	72%	72%
Physical Therapist Assistant	National Physical Therapy Examination (NPTE) offered by the Federation of State Boards of Physical Therapy (FSBPT) (fsbpt.org)	16	94%	N/A	86%	16	94%	N/A	84%	18	100%	N/A	87%
Radiography	National certifying exam administered by American Registry of Radiologic Technologists (ARRT) (arrt.org), and licensure by the Illinois Emergency Management Agency - Division of Nuclear Safety (IEMA DNS)	13	100%	N/A	90%	8	100%	N/A	88%	13	100%	N/A	87%
Surgical Technology	National Surgical Technologist Certification exam offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) (nbstsa.org)	15	100%	N/A	70%	17	82%	N/A	70%	21	90%	N/A	70%
Truck Driving	CDL written exam and driving test administered at the commercial driver's license testing center	32	100%	N/A	N/A	44	100%	N/A	N/A	39	100%	N/A	N/A
<b>Total</b>		<b>351</b>				<b>334</b>				<b>349</b>			

Source: ECC Health Professions Division Office (compiled data from score reports) and the ECC Sustainability, Business, & Career Technologies Division Office. NA = state or national information not available from the respective agencies.

## STUDENT SUCCESS MILESTONES: FULL-TIME STUDENTS

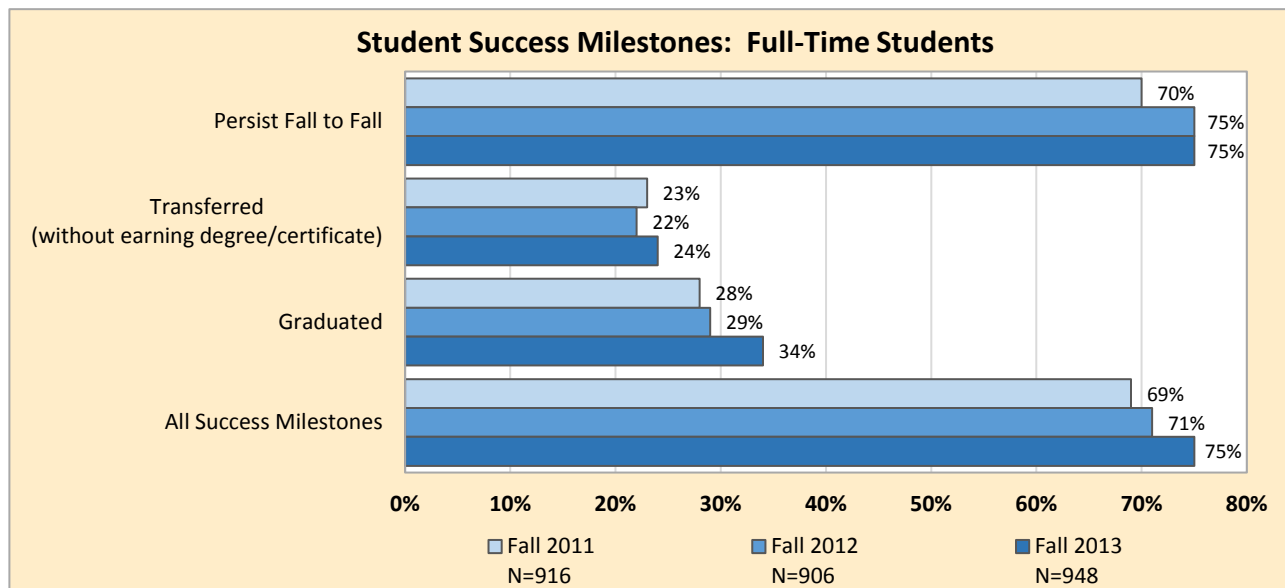
**Definition:** Fall to Fall persistence rates along with rates of graduation and/or transfer for first-time in college, full-time, degree-seeking students within 3 years of their first term of enrollment. This figure is reported for fall cohorts of students who first enrolled at the college 3 years before the current reporting fiscal year.

↳ **Results:** The most recent *full-time* cohort for which completion data is available (per the above definition) is the FY2013 cohort. ECC's graduation and transfer rates have remained steady over the past three fiscal years. ECC's graduate rate has ranged from 28% to 34% over this period and the transfer rate ranged from 22% to 24%. ECC's combined graduated and/or transferred percentages have ranged from 69% to 75%.

### 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 2011		Fall 2012		Fall 2013	
	N=916		N=906		N=948	
	N	%	N	%	N	%
Persist Fall to Fall	644	70%	675	75%	707	75%
Transferred (without earning degree/certificate)	213	23%	204	22%	229	24%
Graduated	253	28%	260	29%	323	34%
All Success Milestones	630	69%	644	71%	715	75%

Source: Achieving the Dream (AtD) Data submissions.



## STUDENT SUCCESS MILESTONES: PART-TIME STUDENTS

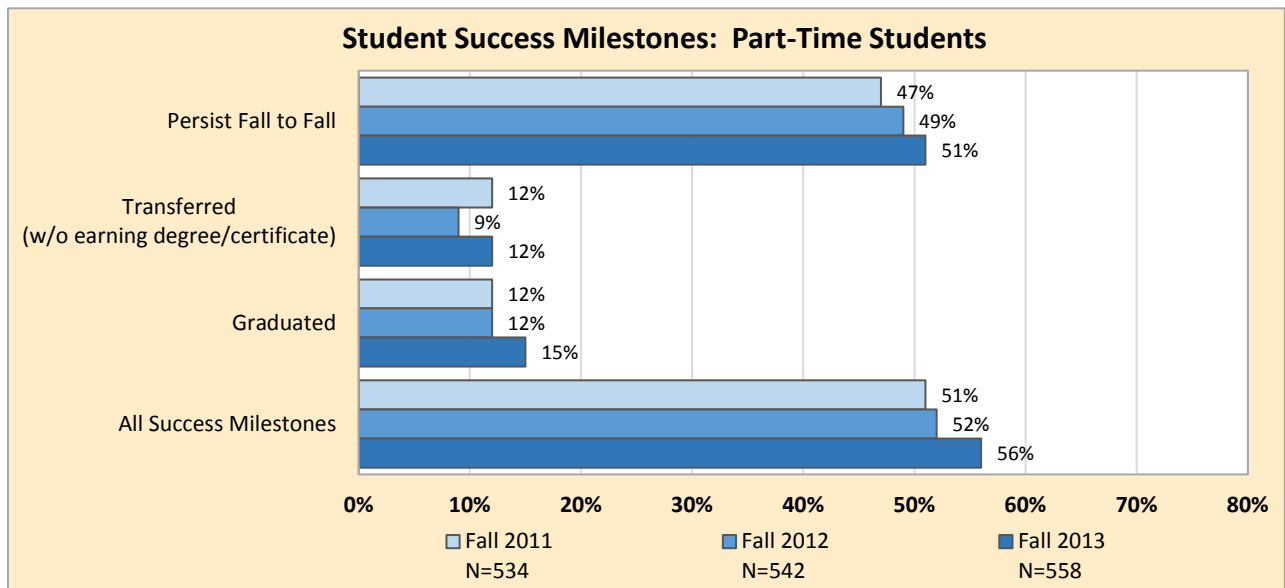
**Definition:** Fall to Fall persistence rates along with rates of graduation and/or transfer for first-time in college, full-time, degree-seeking students within 3 years of their first term of enrollment. This figure is reported for fall cohorts of students who first enrolled at the college 3 years before the current reporting fiscal year.

↳ **Results:** The most recent *part-time* cohort for which completion data is available (per the above definition) is the FY2013 cohort. ECC's graduation and transfer rates have remained steady over the past three fiscal years. ECC's graduate rate has ranged from 12% to 15% over this period and the transfer rate ranged from 9% to 12%. ECC's combined graduated and/or transferred percentages have ranged from 51% to 56%.

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

Cohort Term	Fall 2011		Fall 2012		Fall 2013	
	N=534		N=542		N=558	
	N	%	N	%	N	%
Persist Fall to Fall	251	47%	264	49%	282	51%
Transferred (without earning degree/certificate)	66	12%	48	9%	68	12%
Graduated	66	12%	67	12%	83	15%
<b>All Success Milestones</b>	<b>273</b>	<b>51%</b>	<b>280</b>	<b>52%</b>	<b>310</b>	<b>56%</b>

Source: Achieving the Dream (AtD) Data submission.



## PROGRESSION: ADULT BASIC EDUCATION, ADULT SECONDARY EDUCATION, AND ESL TO COLLEGE-LEVEL

**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.

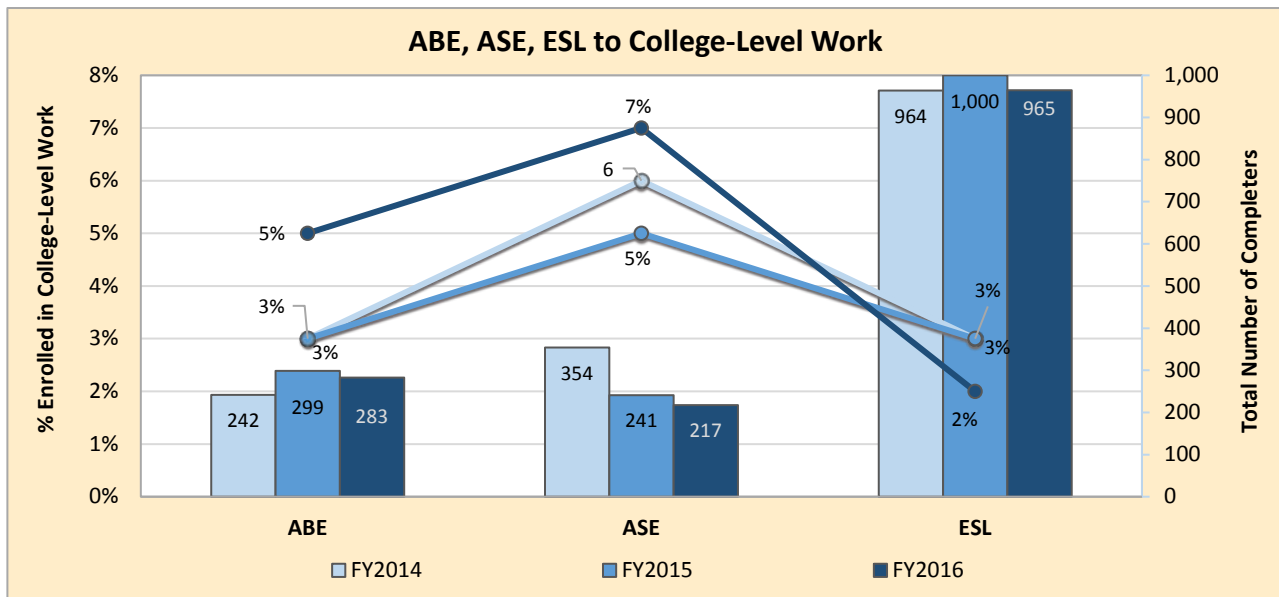
↳ **Results:** There has been little change between FY2015 and FY2017 in the proportion of ABE, ASE, or ESL graduates who continue to enroll in college-level coursework. On average, approximately 5% of ABE/ASE program completers enroll in college-level coursework within one year. ESL program completers are even less likely to continue at approximately 3% on average.

While the number of completers of ABE programs has increased slightly over the last three years, the number of ASE program completers has declined significantly from FY2014. The number of completers of ESL programs has remained steady over this time.

### **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	FY2014		FY2015		FY2016	
	Total Completers	Enrolled in College-Level Coursework	Total Completers	Enrolled in College-Level Coursework	Total Completers	Enrolled in College-Level Coursework
ABE	242	3%	299	3%	283	5%
ASE	354	6%	241	5%	217	7%
ESL	964	3%	1,000	3%	965	2%

Source: ECC Institutional Research Office, graduates as reported in Annual Student Completion & 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.





## PROGRESSION: DEVELOPMENTAL EDUCATION TO COLLEGE-LEVEL

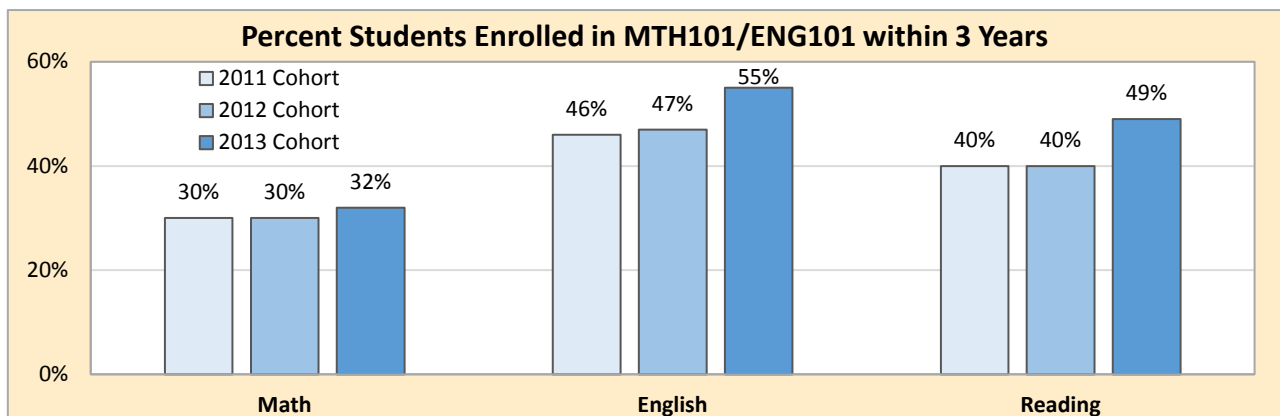
**Definition:** The percentage of new, degree-seeking students who complete a placement exam and initially place into a developmental level of math, English and/or reading and subsequently enroll in the first college-level course in math or English within 3 years of that first term. A 3-year timeframe 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, 32% of new students who place into any level of developmental math enroll in a college-level math class within three years, which is up slightly (+2%) from the previous cohort. It is more likely that students who place into developmental English (55%) and/or reading (49%) will enroll in college-level English. These rates have also increased substantially for the 2013 cohort. The observed increases for enrollment in college-level English may be due, in part, to the implementation of Accelerated Learning Program (ALP), which were first offered in fall 2013. ALP courses are intended to accelerate the progression through developmental English by allowing students who place into ENG-098 to enroll in a paired section of ENG-098 and ENG-101 in the same semester.

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

Placement		2011 Cohort		2012 Cohort		2013 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	274	7%	256	7%	210	9%
	MTH 096	507	29%	483	27%	499	30%
	MTH 098	284	54%	317	52%	317	51%
	<b>Total</b>	<b>1,069</b>	<b>30%</b>	<b>1,056</b>	<b>30%</b>	<b>1,026</b>	<b>32%</b>
English	ENG 094	21	5%	14	7%	16	19%
	ENG 097	186	33%	153	27%	132	38%
	ENG 098	412	54%	402	56%	465	61%
	<b>Total</b>	<b>619</b>	<b>46%</b>	<b>569</b>	<b>47%</b>	<b>613</b>	<b>55%</b>
Reading	RDG 085	7	<1%	6	<1%	3	0%
	RDG 090	106	19%	100	27%	94	31%
	RDG 091	307	48%	265	45%	286	56%
	<b>Total</b>	<b>420</b>	<b>40%</b>	<b>371</b>	<b>40%</b>	<b>383</b>	<b>49%</b>

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

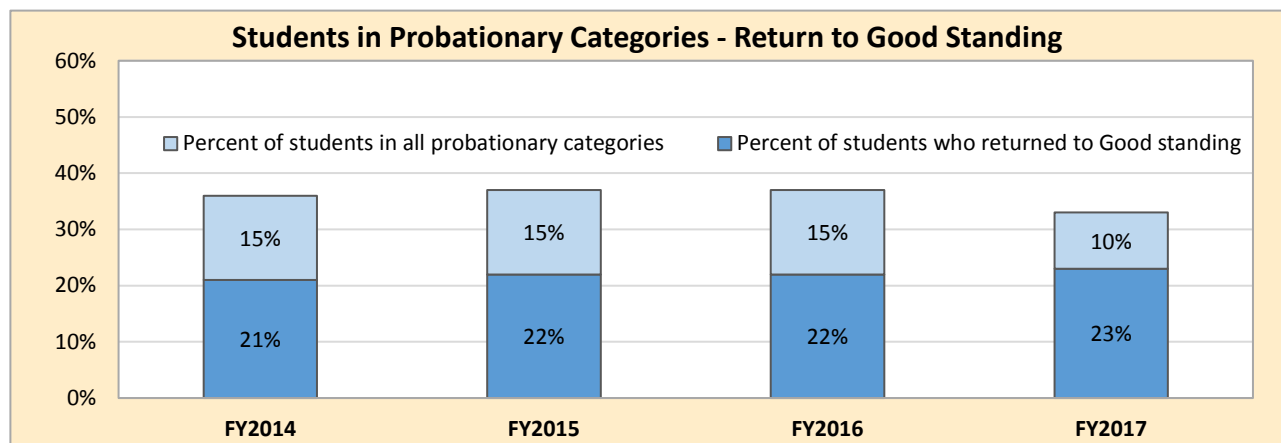
**Definition:** The number of enrolled career-technical and university transfer students who, at the completion of a semester, meet any of the categories set in ECC’s Administrative Procedure 1.102 for academic probation. Categories are based on whether a student earns a cumulative GPA below 2.0 for one or more semesters. Students whose cumulative GPA falls below 2.0 for one semester are placed in “caution” status; those whose cumulative GPA falls below 2.0 for two semesters are placed in “warning” status; those whose cumulative GPA falls below 2.0 for three semesters are placed in “probation” status. Those whose cumulative GPA continues to remain below 2.0 are dismissed for one semester unless an appeal is made. Reinstated students return to “probation” status. [NOTE: Adult Basic Education students are monitored apart from Administrative Procedure 1.102.]

↳ **Results:** Ten percent (N=2,672) of ECC students enrolled in FY2017 were classified in any category of academic probation, which is a decrease from prior years. Twenty three percent (N=615) of students in probationary categories returned to good standing at some point during FY2017, while the remainder continued in probation or were dismissed. The percentage of students who triggered a probationary status in FY2017 may have diminished over prior years due to a revision of Academic Procedure 1.102 in spring 2017. Formerly a student’s cumulative GPA alone was used to determine probationary status. The procedure now requires tracking and contacting a student when his or her current term GPA rises above 2.0 (even if the cumulative GPA remains below 2.0). A rising GPA in any term is considered an indication that a student may be on a path toward returning to good standing.

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

Number of students who	FY2015	FY2016	FY2017*
Received a CAUTION	1,574	1,552	1,548
Received a WARNING	761	776	612
Were placed in PRESUSPENSION/PROBATION status	429	432	252
Were placed on SUSPENSION	248	243	239
Were DISMISSED	130	141	21
<i>Total # in all probationary categories</i>	3,142	3,144	2,672
<i>End of Semester Enrollment less ABEC</i>	21,474	21,319	27,061
<i>% in all probationary categories</i>	15%	15%	10%
Returned to GOOD standing	697	687	615
<i>% Returned to Good standing</i>	22%	22%	23%

Source: ECC Student Services Office. \*The Standards of Academic Progress policy and practice was updated as of Spring 2017.



## PLACEMENT OF GRADUATES INTO THE WORKFORCE

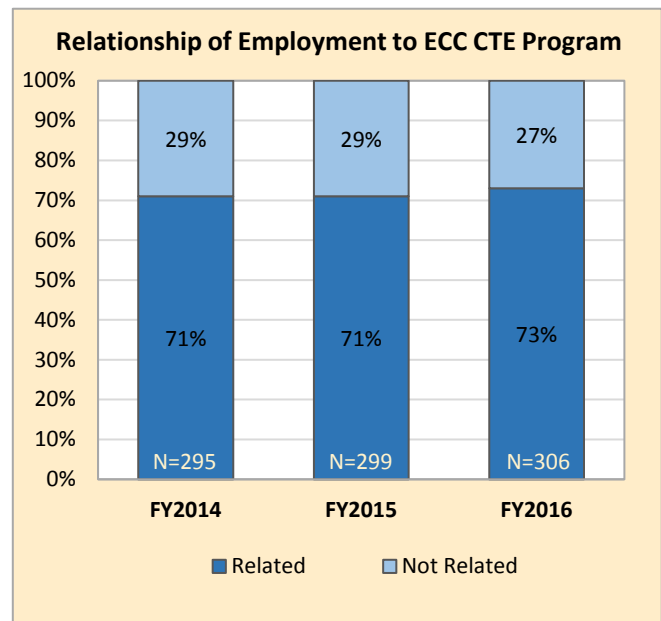
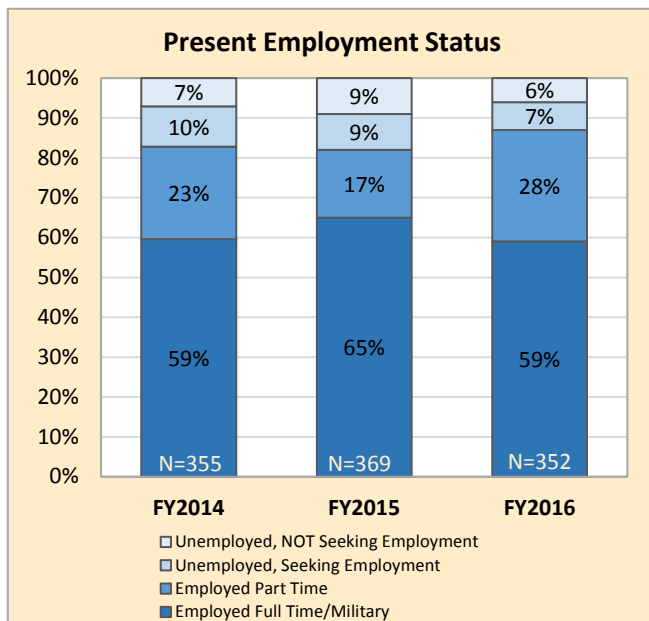
**Definition:** Among former ECC students in career-technical programs who respond to ECC’s annual Career-Technical Survey, the number and percentage who report being employed one year following the completion of their ECC degree or certificate program and the number and percentage reporting that their 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 three years have reported being employed a year after earning their degrees or certificates. This trend increased from 82% in FY2014 and FY2015 to 87% in FY2016. Moreover, 73% of employed graduates in FY2016 report being employed in a field that is directly related to their program at ECC.

### Numbers and Percentages of ECC Graduates in Various Employment Categories

		FY2014		FY2015		FY2016	
		Count	%	Count	%	Count	%
<b>Present Employment Status</b>	Employed Full Time/Military	210	59%	238	65%	206	59%
	Employed Part Time	83	23%	63	17%	100	28%
	Unemployed, Seeking Employment	37	10%	33	9%	26	7%
	Unemployed, NOT Seeking Employment	25	7%	35	9%	20	6%
	<b>Total</b>	<b>355</b>	<b>100%</b>	<b>369</b>	<b>100%</b>	<b>352</b>	<b>100%</b>
<b>Relationship of Present Job to CTE Program at ECC</b>	Yes, it is related	210	71%	211	71%	222	73%
	No, it is not related	85	29%	88	29%	84	27%
	<b>Total</b>	<b>295</b>	<b>100%</b>	<b>299</b>	<b>100%</b>	<b>306</b>	<b>100%</b>

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



## CREDIT HEADCOUNT BY ETHNIC GROUP VS. DISTRICT

**Definition:** The number and percentage of credit students enrolled at ECC during the fiscal year,<sup>1</sup> 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 FY2016 ECC's overall credit enrollment was 16,114 students, a 4 % decrease from the 16,737 total obtained in FY2015. 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 26%, the proportion of Hispanic students at ECC is 40%; and whereas the proportion of Black (Non-Hispanic) residents is 4%, the proportion of Black (Non-Hispanic) students at ECC is 5%. Overall, the proportion of minority students at ECC is 55%.

Hispanic students:	40% of ECC	26% of District
Asian/Pacific Islander students:	7% of ECC	8% of District
Black (Non-Hispanic) students:	5% of ECC	4% of District
Two or More Races students:	3% of ECC	2% of District
<b>TOTAL</b>	<b>55% of ECC</b>	<b>40% of District</b>

### Racial and Ethnic Distribution of ECC Students vs. District 509

Race/Ethnicity	FY2014		FY2015		FY2016		District 509 Population (2015)	
	N	%	N	%	N	%	N	%
American Indian/Alaskan Native	63	<1%	74	<1%	83	<1%	1,661	<1%
Asian/Pacific Islander	1,105	6%	1,121	7%	1,081	7%	33,730	8%
Black (Non-Hispanic)	955	6%	878	5%	783	5%	16,408	4%
Hispanic	6,243	36%	6,551	39%	6,492	40%	111,708	26%
Nonresident Alien	101	<1%	93	<1%	80	<1%	N/A	N/A
White (Non-Hispanic)	8,190	48%	7,574	45%	7,098	44%	263,421	60%
Unknown/Two or More Races	437	3%	446	3%	497	3%	9,251	2%
<b>Total</b>	<b>17,094</b>	<b>100%</b>	<b>16,737</b>	<b>100%</b>	<b>16,114</b>	<b>100%</b>	<b>436,179</b>	<b>100%</b>

Source: ECC Institutional Research Office, Student Enrollment & Completion submission (A1); U.S. Census 2015 American Community Survey (ACS) percent year average estimates.

<sup>1</sup> 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., FY2016).

## CREDIT SEAT COUNT AND SECTIONS BY AREA

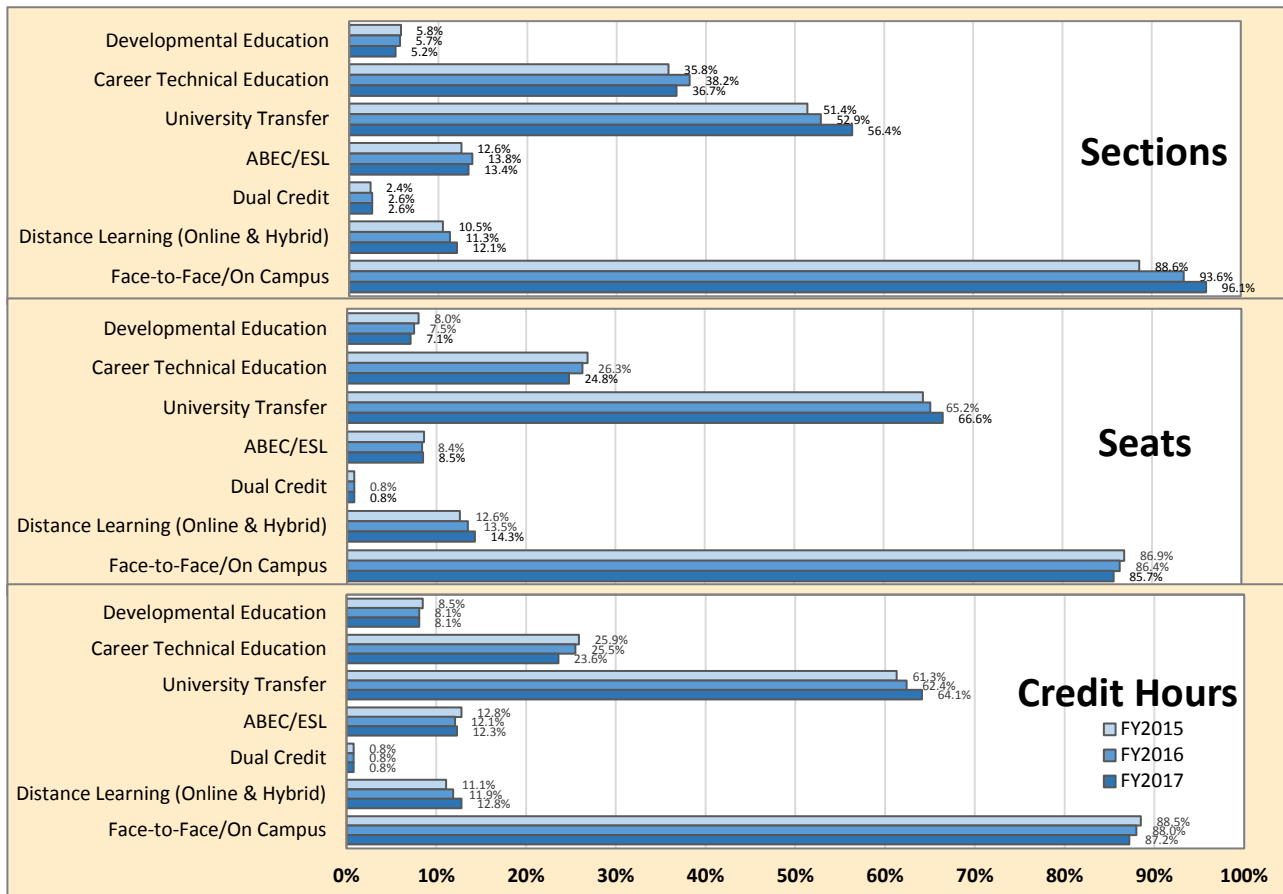
**Definition:** The number of seats occupied and sections offered to students during the fiscal year, as reported in the Illinois Community College Board’s S3 data report. Fiscal year figures are computed by taking data from the end-of-term figures each semester and merging all semesters within a given fiscal year. Data are duplicated, and areas are not mutually exclusive.

➔ **Results:** The table below illustrates the number of sections, seats, and credit hours by different subgroups. The college offers more university transfer sections than career technical sections. Developmental education credit hours have been declining for the past three fiscal years, while distance education has been increasing. Distance learning formats represent around 14% of all seats and 13% of all credit hours.

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

	Sections						Seats						Credit Hours					
	FY2015		FY2016		FY2017		FY2015		FY2016		FY2017		FY2015		FY2016		FY2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Developmental Education	260	5.8%	234	5.7%	197	5.2%	4,830	8.0%	4,326	7.5%	3,815	7.1%	17,077.0	8.5%	15,518.0	8.1%	14,799.0	8.1%
Career Technical Education	1,616	35.8%	1,564	38.2%	1,392	36.7%	16,349	26.9%	15,245	26.3%	13,375	24.8%	51,769.0	25.9%	48,989.0	25.5%	43,057.5	23.6%
University Transfer	2,319	51.4%	2,167	52.9%	2,138	56.4%	39,082	64.4%	37,774	65.2%	35,935	66.6%	122,759.0	61.3%	120,100.0	62.4%	116,928.5	64.1%
ABEC/ESL	570	12.6%	564	13.8%	507	13.4%	5,220	8.6%	4,862	8.4%	4,607	8.5%	25,585.0	12.8%	23,216.0	12.1%	22,367.5	12.3%
Dual Credit	109	2.4%	107	2.6%	99	2.6%	468	0.8%	444	0.8%	418	0.8%	1,630.0	0.8%	1,522.0	0.8%	1,368.0	0.8%
Distance Learning (Online & Hybrid)	474	10.5%	462	11.3%	458	12.1%	7,674	12.6%	7,836	13.5%	7,731	14.3%	22,179.0	11.1%	22,970.0	11.9%	23,262.0	12.8%
Face-to-Face/On Campus	3,996	88.6%	3,837	93.6%	3,641	96.1%	52,748	86.9%	50,071	86.4%	46,197	85.7%	177,218.5	88.5%	169,367.0	88.0%	159,124.5	87.2%
<b>Total Credit Hours</b>	<b>4,508</b>	<b>100%</b>	<b>4,099</b>	<b>100%</b>	<b>3,788</b>	<b>100%</b>	<b>60,669</b>	<b>100%</b>	<b>57,922</b>	<b>100%</b>	<b>53,928</b>	<b>100%</b>	<b>200,136.5</b>	<b>100%</b>	<b>192,355.0</b>	<b>100%</b>	<b>182,386.5</b>	<b>100%</b>

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



## NON-CREDIT HEADCOUNT BY ETHNIC GROUP VS. DISTRICT

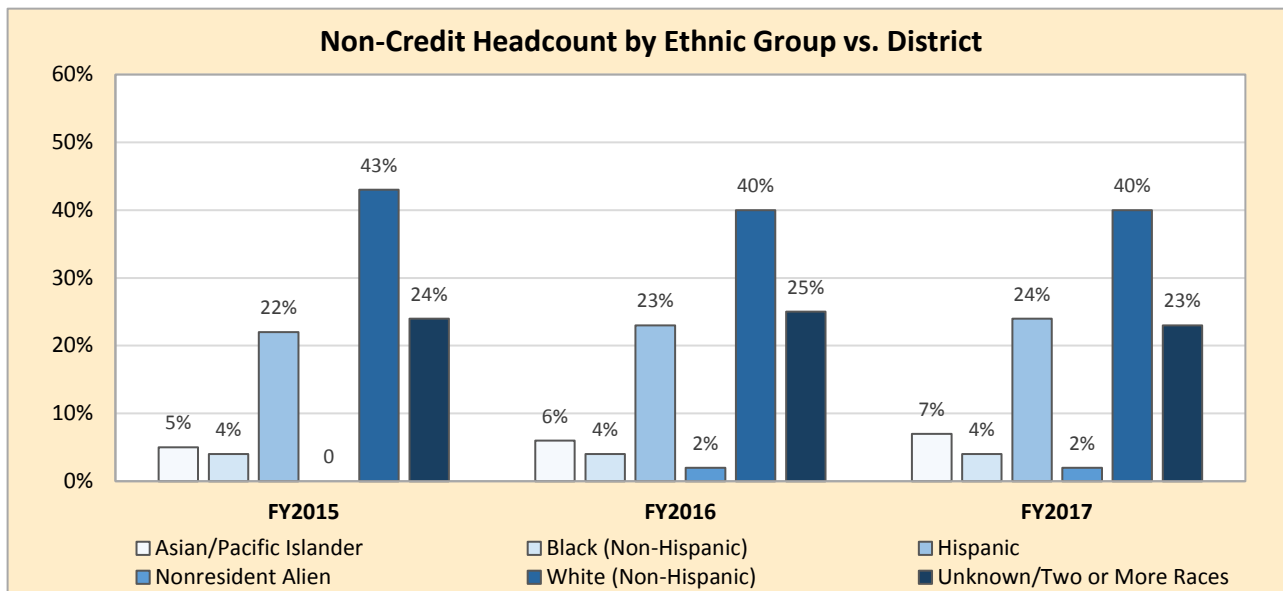
**Definition:** The number and percentage of non-credit students enrolled at ECC during the fiscal year, broken out by race/ethnicity categories. The data is unduplicated by student and fiscal year.

↳ **Results:** Overall non-credit enrollment has declined 20% over a three-year period from 3,900 in FY2015 to 3,130 in FY2017.

### Number and Percentage of Students Enrolled in Non-Credit Courses by Fiscal Year

Race/Ethnicity	FY2015		FY2016		FY2017		District 509 Population (2015)	
	N	%	N	%	N	%	N	%
American Indian/Alaskan Native	21	<1%	14	<1%	17	<1%	1,661	<1%
Asian/Pacific Islander	210	5%	191	6%	208	7%	33,730	8%
Black (Non-Hispanic)	168	4%	152	4%	128	4%	16,408	4%
Hispanic	860	22%	811	23%	750	24%	111,708	26%
Nonresident Alien	32	<1%	75	2%	49	2%	N/A	N/A
White (Non-Hispanic)	1,662	43%	1,393	40%	1,247	40%	263,421	60%
Unknown/Two or More Races	947	24%	863	25%	731	23%	9,251	2%
<b>Total</b>	<b>3,900</b>	<b>100%</b>	<b>3,499</b>	<b>100%</b>	<b>3,130</b>	<b>100%</b>	<b>436,179</b>	<b>100%</b>

Source: ECC Institutional Research Office, Noncredit Course Enrollment submission (N1). U.S. Census 2015 American Community Survey (ACS) percent year average estimates.



## NON-CREDIT SEAT COUNT AND SECTIONS BY ICCB CATEGORY OF ACTIVITY

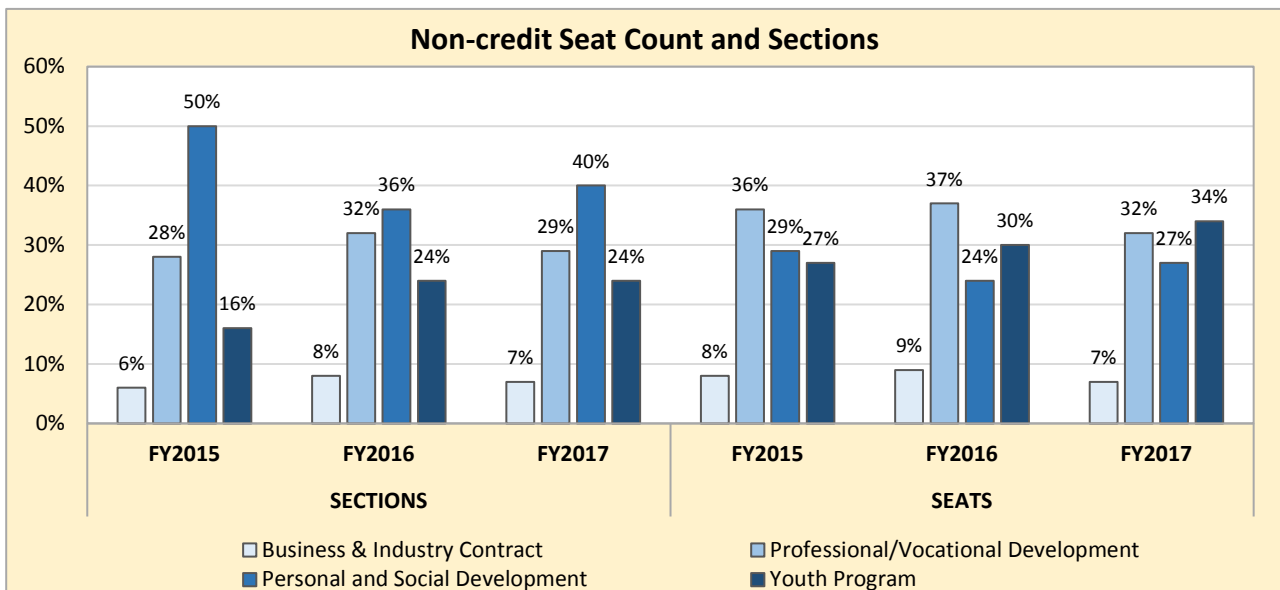
**Definition:** The number of seats occupied and sections offered to students during the fiscal year, as reported in the Illinois Community College Board’s N1 data report.

↳ **Results:** Like enrollment, the overall number of seats occupied for each of the past three years has also slightly decreased from 7,046 seats in FY2015; 6,723 seats in FY2016; and 6,179 in FY2017. ECC saw an uptick in sections in FY2017 from 734 in FY2016 to 768 in FY2017.

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

	Sections						Seats					
	FY2015		FY2016		FY2017		FY2015		FY2016		FY2017	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Business &amp; Industry Contract</b>	59	6%	61	8%	52	7%	562	8%	635	9%	433	7%
<b>Professional/Vocational Development</b>	281	28%	237	32%	223	29%	2,520	36%	2,456	37%	1,988	32%
<b>Personal and Social Development</b>	506	50%	262	36%	310	40%	2,043	29%	1,621	24%	1,680	27%
<b>Youth Program</b>	167	16%	174	24%	183	24%	1,921	27%	2,011	30%	2,078	34%
<b>Total</b>	<b>1,013</b>	<b>100%</b>	<b>734</b>	<b>100%</b>	<b>768</b>	<b>100%</b>	<b>7,046</b>	<b>100%</b>	<b>6,723</b>	<b>100%</b>	<b>6,179</b>	<b>100%</b>

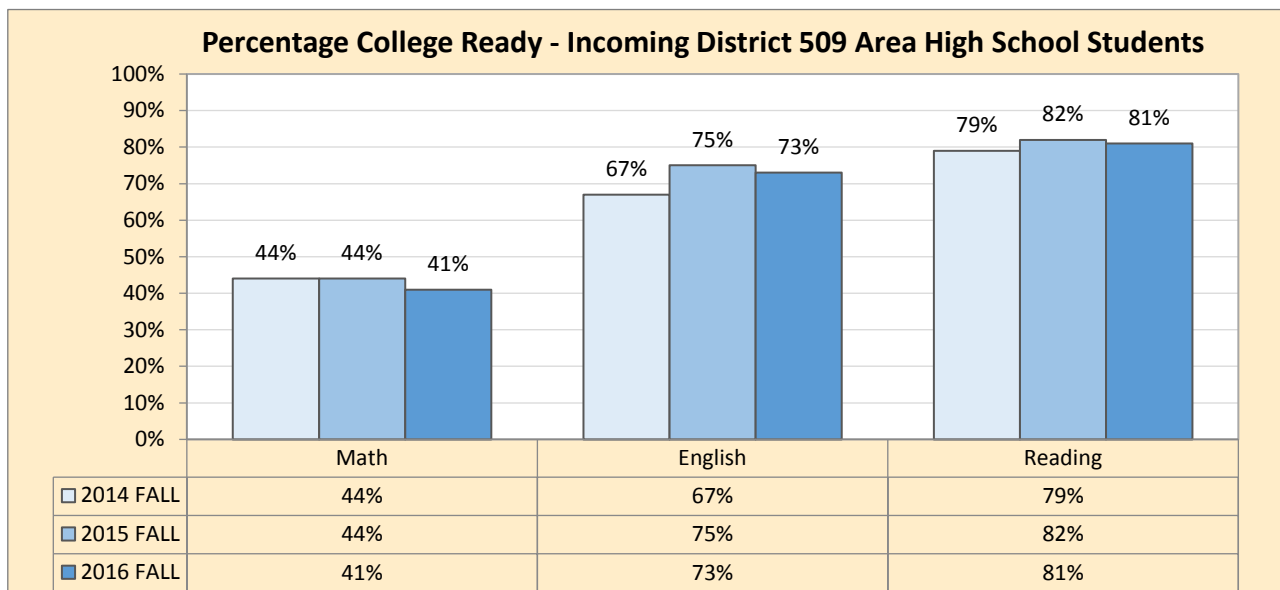
Source: ECC Institutional Research Office, Noncredit Course Enrollment submission (N1).



## COLLEGE READINESS

**Definition:** Across current and preceding fiscal years,<sup>2</sup> 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:** After seeing a continual rise in college readiness rates for incoming students for the past several years, the fall 2016 (FY2017) college ready rates slightly decline from prior years. Reading is the discipline where students enter ECC most ready, and math is where students arrive least ready. Comparing fall 2016 (FY2017) to fall 2015 (FY2016), the percentage of incoming students identified as college-ready decreased in math (41% in fall 2016 vs. 44% in fall 2015) and English (73% vs. 75%) and reading (81% vs. 82%).



Source: 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.

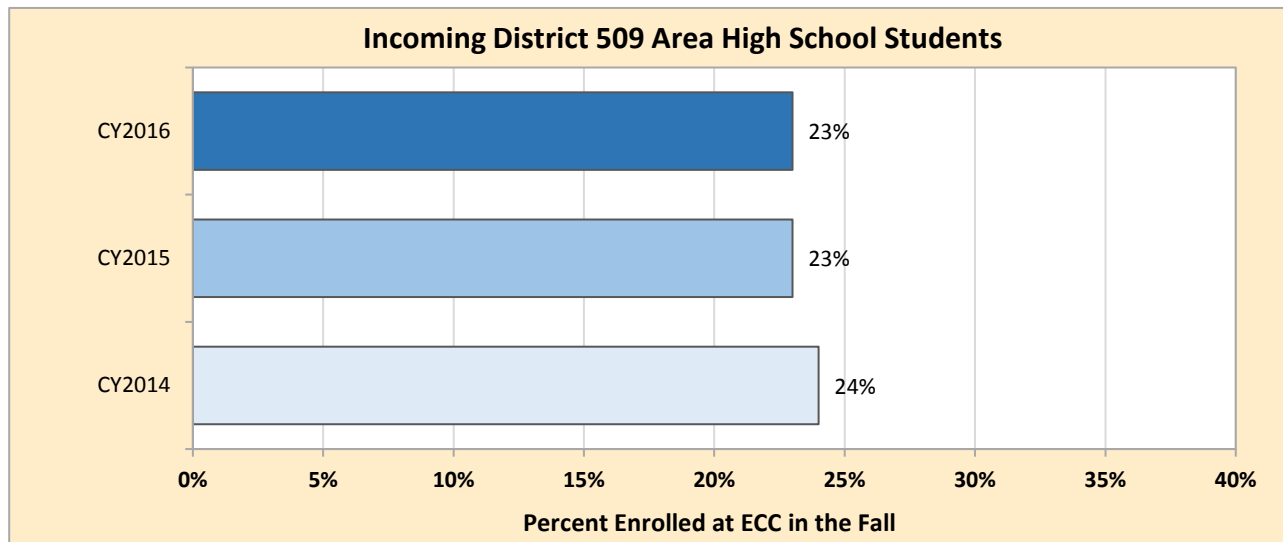
↳ **Results:** The market share from public high schools remains at approximately one-fourth of all district high school graduates. The proportion of graduates from each district has been consistent over the last few years, with a slight increase in the proportion of graduates from District 301 choosing ECC and a slight decrease from U-46 graduate over time. District 301 (Burlington) graduates are the most likely to choose ECC, although they represent the smallest count of students from any of the school districts. District 303 (St. Charles) graduates are the least likely to choose ECC after graduation. As the largest high school district in D509, approximately half of each incoming new student class comes from District U-46.

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

	Calendar Year 2014			Calendar Year 2015			Calendar Year 2016		
	HS Graduates In Spring	Enrolled at ECC in Fall		HS Graduates In Spring	Enrolled at ECC in Fall		HS Graduates In Spring	Enrolled at ECC in Fall	
		N	%		N	%		N	%
<b>District U-46</b>	2,677	691	26%	2,515	619	25%	2,602	599	23%
<b>District 300</b>	1,362	352	26%	1,278	309	24%	1,388	355	26%
<b>District 301</b>	225	64	28%	263	86	33%	244	83	34%
<b>District 303</b>	1,073	179	17%	1,047	181	17%	1,113	178	16%
<b>Total</b>	<b>5,337</b>	<b>1,286</b>	<b>24%</b>	<b>5,103</b>	<b>1,195</b>	<b>23%</b>	<b>5,347</b>	<b>1,215</b>	<b>23%</b>

Source: National Student Clearinghouse (NSC) submissions by local high school districts. 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 disbursed to those students by funding source.

↪ **Results:** The number of ECC students receiving some form of financial assistance decreased slightly from 5,228 in FY2016 to 5,199 in FY2017. Federal aid decreased from \$13.8M in FY2016 to \$12.4M in FY2017. State aid totaled \$1.2M in FY2017 with \$76,422 being state mandated but ECC funded. The ECC Trustee & Foundation scholarships, ECC waivers, and institutional work study category decreased by 19% from FY2016 to FY2017 due to a significant decrease in senior citizen tuition waivers and ECC Board of Trustee Scholarships. Financial assistance from private sources increased significantly due to reporting methods. We are now including private financial assistance that flows directly through Student Accounts and is not awarded by the Financial Aid & Scholarships Office. Overall, the total amount of student financial assistance decreased by 6% from FY2016 to FY2017.

### Number of Students and Totals Disbursed by Type of Award

Year	Number of Students Served	Federal \$ Disbursed <sup>1</sup>	State \$ Disbursed <sup>2</sup>	Stated Mandated-ECC Funded \$ Disbursed <sup>3</sup>	ECC Trustee & Foundation Scholarships, ECC Waivers & Institutional Work Study <sup>4</sup>	Private \$ Disbursed <sup>5</sup>	Total
<b>FY2017</b> (AY2016-17)	5,199	\$12,402,960	\$1,186,681	\$76,422	\$684,958	\$1,129,210	\$15,480,231

Source: ECC Financial Aid & Scholarships Office.

<sup>1</sup> PELL, Loans, FSEOG, FWS, TRiO, Upward Bound, Federal Veteran Grants

<sup>2</sup> MAP and majority of IVG

<sup>3</sup> ING, POW, portion of IVG

<sup>4</sup> ECC Trustee & Foundation scholarships, ECC Waivers & Institutional Work Study

<sup>5</sup> Private Loans, Third-party Billings, Private Scholarships

## STUDENT SATISFACTION: ECC BENCHMARK

**Definition:** Students’ perceptions of learning and campus climate as gathered on the ECC Current Student Survey (CSS). Results are compared to the same measures obtained in previous years. The CCS is offered to ECC students every year.

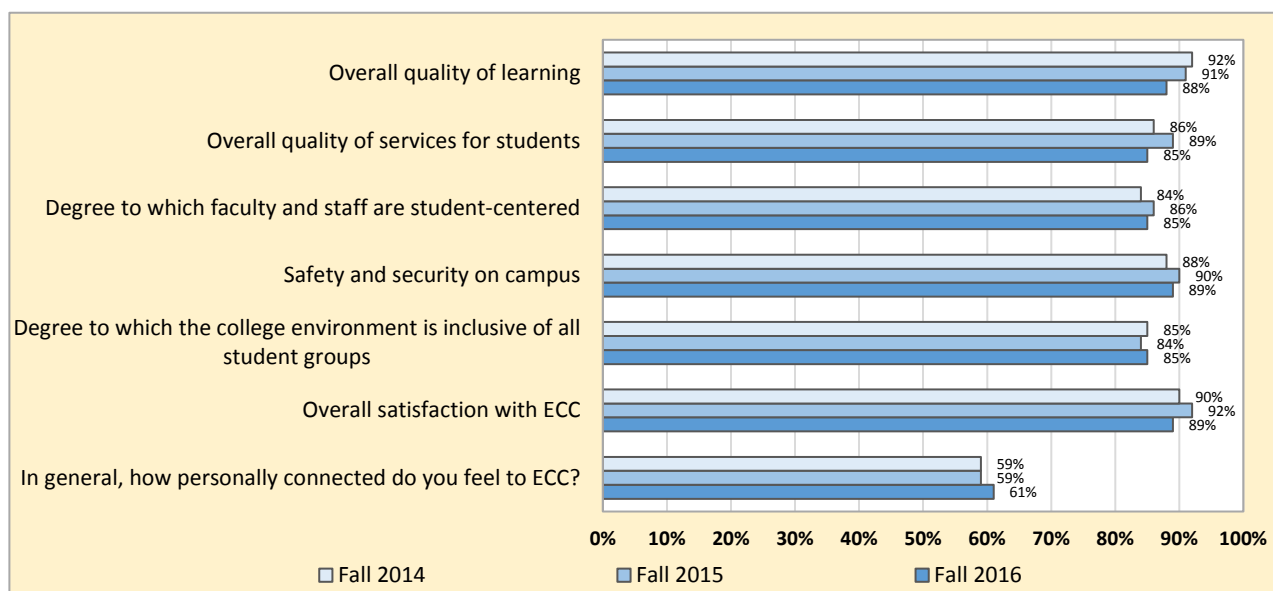
↳ **Results:** The CSS reveals a consistently high degree of overall satisfaction with ECC over the last three years, with approximately 90% of students either “very satisfied” or “satisfied” each year (89% in 2016). There has been a slight decline in this rating since last year, however. Students hold similarly high satisfaction with the quality of learning (88% in 2016) and campus safety (89% in 2016). Students reported only slightly less satisfaction with the quality of services (85% in 2016), student-centeredness of faculty and staff (85%), and inclusiveness (85%). Student responses to a question about how personally connected they feel are lower than their satisfaction ratings, with 61% of students responding a “very connected” or “connected,” although this represents a slight increase in this proportion over prior years.

### Programs and Services as Measured by the ECC Current Student Survey

Satisfaction with...	All Students*		
	Fall 2014	Fall 2015	Fall 2016
Overall quality of learning	92%	91%	88%
Overall quality of services for students	86%	89%	85%
Degree to which faculty and staff are student-centered	84%	86%	85%
Safety and security on campus	88%	90%	89%
Degree to which the college environment is inclusive of all student groups	85%	84%	85%
Overall satisfaction with ECC	90%	92%	89%
In general, how personally connected do you feel to ECC?	59%	59%	61%

Source: ECC Institutional Research Office, ECC Current Student Survey.

\*Percentage of students reporting “satisfied” or “very satisfied” with each area.



## STUDENT SATISFACTION: ECC VS. NATIONAL BENCHMARK

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

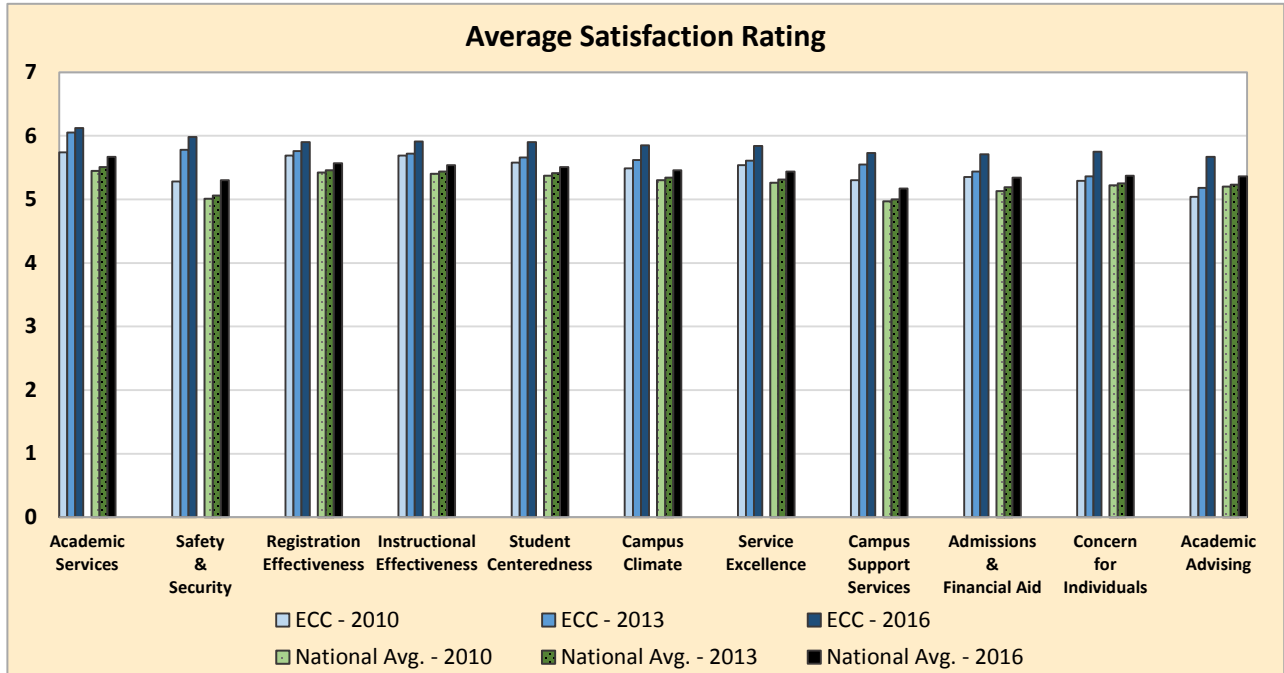
↳ **Results:** (note that this survey was not administered in FY2017). Spring 2016 factor scores in all areas of the Student Satisfaction Inventory were significantly higher than comparable national community college scores. Gap values, which represent the difference between students' average satisfaction score minus the average importance score for each area surveyed, were highest for academic advising/counseling, concern for the individual, and admissions/financial aid. Gaps values in 2016 were the same as those obtained in 2013. Gap values are smallest for academic services and campus support services, as they were with the 2013 survey, suggesting that ECC is closest to students' ideals in these areas. For each SSI scale, there has been a consistent trend from 2010 to 2016 of increasing average satisfaction scores and decreasing average gaps.

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

Scale	Satisfaction Ratings			Difference Between Importance and Satisfaction Ratings*			National Comparison**
	2010	2013	2016	2010	2013	2016	2016
Academic Services	5.74	6.05	6.12	-0.58	-0.37	-0.27	+0.45
Safety and Security	5.28	5.78	5.98	-1.18	-0.70	-0.45	+0.68
Registration Effectiveness	5.69	5.76	5.90	-0.75	-0.71	-0.54	+0.33
Instructional Effectiveness	5.69	5.72	5.91	-0.79	-0.79	-0.56	+0.37
Student Centeredness	5.57	5.66	5.90	-0.64	-0.65	-0.37	+0.39
Campus Climate	5.49	5.62	5.85	-0.74	-0.69	-0.43	+0.39
Service Excellence	5.54	5.61	5.84	-0.67	-0.67	-0.42	+0.40
Campus Support Services	5.30	5.55	5.73	-0.52	-0.43	-0.23	+0.56
Admissions and Financial Aid	5.35	5.44	5.71	-1.02	-0.97	-0.59	+0.37
Concern for the Individual	5.29	5.36	5.75	-1.08	-1.05	-0.58	+0.38
Academic Advising/Counseling	5.04	5.18	5.67	-1.37	-1.23	-0.69	+0.31

Source: ECC Institutional Research Office, the Ruffalo Noel-Levitz Student Satisfaction Inventory. \*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 2016 satisfaction scores for ECC students were greater than a national sample of community colleges, while a negative sign indicates that the 2016 satisfaction score for ECC students was smaller than the national sample.

# SATISFACTION & ENGAGEMENT



## STUDENT ENGAGEMENT WITH PROGRAMS AND SERVICES

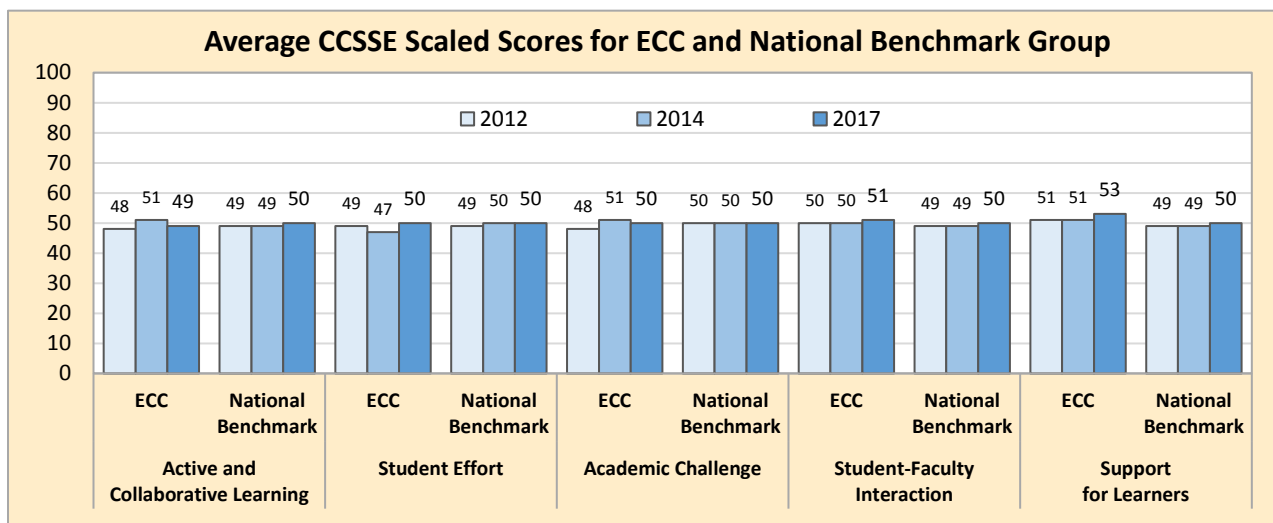
**Definition:** Benchmark scores on the *Community College Survey of Student Engagement (CCSSE)* that are gathered from ECC students, compared to relevant regional and/or national benchmarks (which are standardized across all survey respondents to have a mean of 50 and a standard deviation of 25). The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

→ **Results:** ECC's benchmark scores on the CCSSE increased slightly from 2014 to 2017 for three summary benchmarks (student effort, student-faculty interaction, and support for learners), and declined slightly for two other benchmarks (active and collaborative learning, and academic challenge). Although slight increases or declines were observed for each benchmark category, no score has differed by more than 2 percentage points from the 2012 scores, indicating a strong degree of consistency in these benchmark scores. Relative to each year's national benchmark, ECC's benchmarks were slightly higher in student-faculty interaction (51% for ECC vs. 50% nationally) and support for learners (53% vs. 50%). The student-faculty interaction scale measures how students interact with faculty, for example, by discussing grades and assignments or by working with faculty on activities other than coursework. The support for learners scale measures how much students believe ECC, for example, provides financial support or encourages them to spend time studying.

### CCSSE Benchmark Scores for ECC vs. Cohort of Large Colleges

CCSSE Summary Benchmarks	ECC Benchmark Scores			National* Benchmark Scores		
	2012	2014	2017	2012	2014	2017
Active and Collaborative Learning	48%	51%	49%	49%	49%	50%
Student Effort	49%	47%	49%	49%	50%	50%
Academic Challenge	48%	51%	50%	50%	50%	50%
Student-Faculty Interaction	50%	50%	51%	49%	49%	50%
Support for Learners	51%	51%	53%	49%	49%	50%

Source: ECC Teaching, Learning, & Student Development Office, Community College Survey of Student Engagement (CCSSE) results. \*CCSSE questions were slightly revised and some new questions were added for the 2017 administration. The national benchmark for this year, thus, includes only data from the 2017 administration, whereas other years' national benchmarks include a three-year average of national data.



## 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 from 28 in FY2016 to 21 in FY2017. Duplicated memberships decreased in FY2017 as well (e.g., 1,374 members in FY2016 vs. 959 in FY2017). Phi Theta Kappa, the international student honor society, remains ECC's largest student organization with 400 members. Nine clubs have an academic or occupational focus (e.g., Associated Nursing Students); 5 have a cultural or religious focus (e.g., Muslim Student Association); 2 are primarily social (e.g., Gamers United); 3 focus on advocacy external to ECC (e.g., Students Who Are Not Silent or SWANS); and 2 are related to student affairs (e.g., College Programming Board).

### Memberships in ECC Student Clubs and Organizations

Club Name	Total Membership Per Club		
	FY2015	FY2016	FY2017
Phi Theta Kappa (PTK)	466	501	400
Associated Nursing Students (ANS)	45	240	226
ASPIRE	35	45	48
Advocacy for Disabled and Able People Together (ADAPT)	39	30	45
Students Who Are Not Silent (SWANS)[renamed in 2014 from Gay, Lesbian or Bisexual ECC Students & Supporters (GLOBES)]	Inactive	55	20
Spartan Christian Fellowship (SCF)	55	20	20
Performing Arts Club [reactivated FY2015]	15	14	20
Human Services Club	15	102	20
Chinese Student Club	12	20	20
Black Student Association (BSA)	25	8	16
Organization of Latin American Students (OLAS)	100	47	15
Gamers United (GU)	55	30	15
College Programming Board (CPB)	15	10	15
Anime Club	46	48	14
Spartan Design Club [reactivated FY2015]	15	12	12
ECC Observer – Student Newspaper	26	16	11
Student Government (SG)	15	12	10
Muslim Student Association (MSA)	20	10	10
Military Branches United (MBU)	10	26	9
United Students of All Cultures (USAC)	35	16	7
#Team Entrepreneurs of District 509		4	6
Alpha Beta Gamma Business Honor Society (ABG)	Inactive	Inactive	Inactive
Amnesty International	Inactive	Inactive	Inactive
Asian Filipino Club	Inactive	Inactive	Inactive
Break Dance Club		9	Inactive
Chess Club	Inactive	Inactive	Inactive
Collegiate Entrepreneurship Organization	45	24	Inactive
Criminal Justice Club	Inactive	Inactive	Inactive
Diembe (Drum Club)	Inactive	3	Inactive
E.A.R.S. (ECC Audio Recording Society)	Inactive	Inactive	Inactive
Film Club	Inactive	Inactive	Inactive
Health Career Students	Inactive	Inactive	Inactive
Health Occupational Students Association (HOSA)	Inactive	Inactive	Inactive
Hospitality Club	40	35	Inactive
Leather Crafting Club	15	12	Inactive
Man Club (merged with Spartan Christian Fellowship 2016)	3	N/A	Inactive
Meditation Club	Inactive	Inactive	Inactive
Mock Trial Team	Inactive	Inactive	Inactive
Office Administration Student Association (OASA)	35	N/A	Inactive
Pakistan Student Association	Inactive	Inactive	Inactive
Peace and Justice Group	6	5	Inactive
SEEK to Educate, formerly Future Teachers Club (FTC)	12	N/A	Inactive
Spartan Law Review	Inactive	Inactive	Inactive
Student Organization for Sustainability	Inactive	Inactive	Inactive
Students for the Ethical Treatment of Animals (SETA)	Inactive	Inactive	Inactive
Survivors: Pro Life Club	Inactive	Inactive	Inactive
T.E.A. (Teach, Educate, Advocate)	Inactive	Inactive	Inactive
Ultimate Frisbee Club	Inactive	20	Inactive
Writers Block [reactivated Cellar Door FY2014]	Inactive	Inactive	Inactive
<b>Total Duplicated Membership</b>	<b>1,200</b>	<b>1,374</b>	<b>959</b>

Source: ECC Student Life Office, self-reported by each club or organization. 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

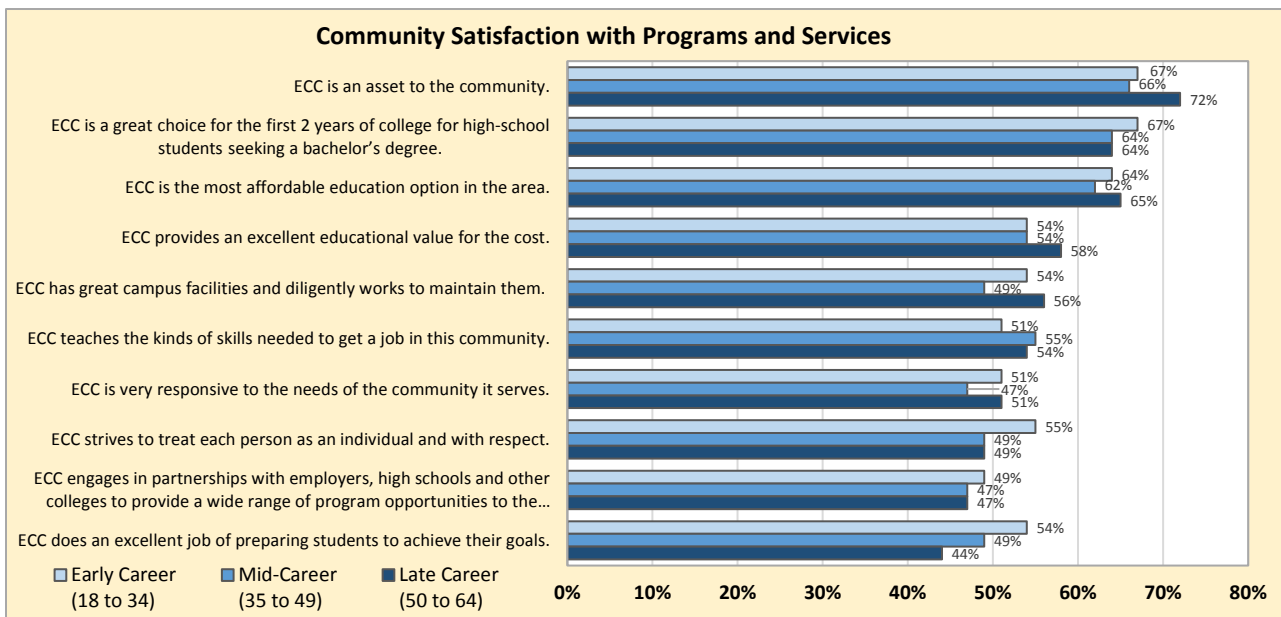
**Definition:** Satisfaction ratings from a random sample of District 509 residents to questions related to ECC’s quality, reputation, etc. (Note: No single statistic satisfies the intent of this indicator, and its definition and data collection methodology can change.)

➔ **Results:** Satisfaction and perceptions of the community were assessed in spring 2017 using a Community Survey conducted by Clarus Corporation. A segmentation methodology was used to randomly identify households for this survey from each zip code within District 509. Households were selected to establish a sample of respondents that were representative, by zip code, to the total population distribution within the district. Age group “Early Career”, “Mid-Career”, and “Late Career” segmented responses. Results indicated that satisfaction ratings were fairly equivalent across age group, although younger respondents tended to be slightly more satisfied than older age groups.

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

	Age Segment		
	Early Career (18 to 34)	Mid-Career (35 to 49)	Late Career (50 to 64)
ECC is a great choice for the first 2 years of college for high-school students seeking a bachelor’s degree.	67%	64%	64%
ECC is an asset to the community.	67%	66%	72%
ECC is the most affordable education option in the area.	64%	62%	65%
ECC provides an excellent educational value for the cost.	54%	54%	58%
ECC has great campus facilities and diligently works to maintain them.	54%	49%	56%
ECC teaches the kinds of skills needed to get a job in this community.	51%	55%	54%
ECC is very responsive to the needs of the community it serves.	51%	47%	51%
ECC strives to treat each person as an individual and with respect.	55%	49%	49%
ECC engages in partnerships with employers, high schools and other colleges to provide a wide range of program opportunities to the community.	49%	47%	47%
ECC does an excellent job of preparing students to achieve their goals.	54%	49%	44%

Source: ECC Planning & Institutional Effectiveness Office, Community Survey, Spring 2017.





## EMPLOYEE SATISFACTION

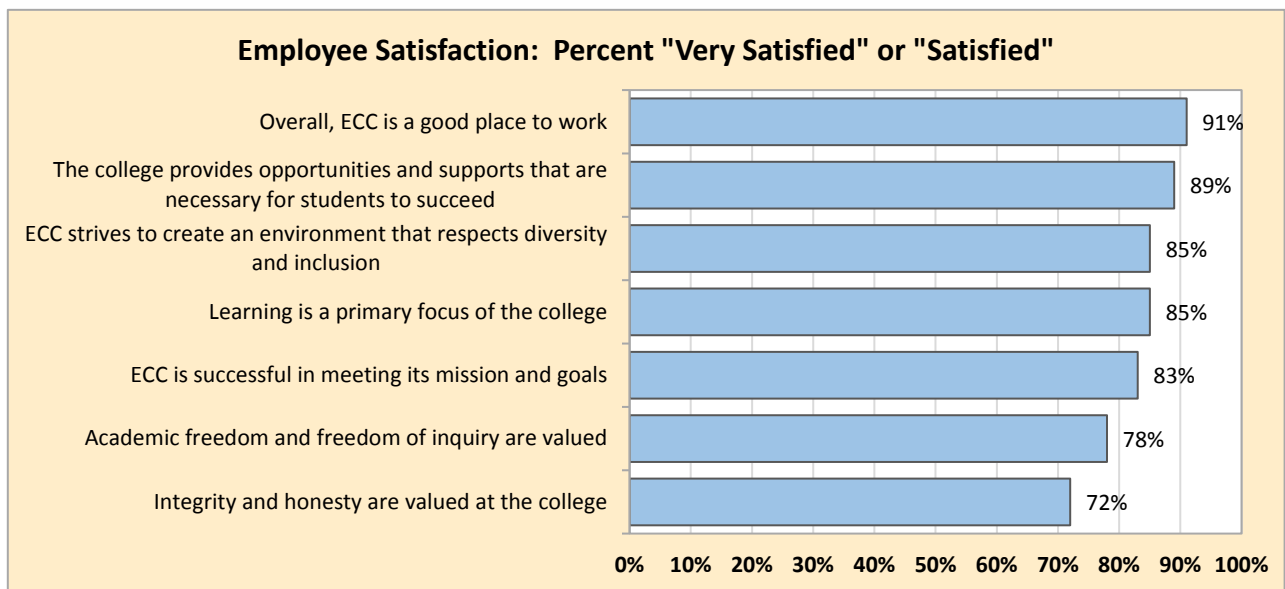
**Definition:** Satisfaction ratings from a random sample of ECC employees to questions related to ECC’s quality, reputation, etc. No single survey or methodology defines this indicator, although typically surveys are used to assess overall performance.

➔ **Results:** The ECC Employee Survey was last administered in spring 2015, completed by 412 employees. 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.*”

### 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%
The college provides opportunities and supports that are necessary for students to succeed	89%
Learning is a primary focus of the college	85%
ECC strives to create an environment that respects diversity and inclusion	85%
ECC is successful in meeting its mission and goals	83%
Academic freedom and freedom of inquiry are valued	78%
Integrity and honesty are valued at the college	72%

Source: ECC Employee Survey.



## EMPLOYEE PERCEPTIONS OF INSTITUTIONAL CHANGE

**Definition:** Designed for colleges and coaching teams to use in order to assess their progress in building each capacity and determine strategies to further build on achievements. The Institutional Capacity Assessment Tool (ICAT) is composed of 77 questions that aggregate into 7 “capacity scales” that align to the Achieving the Dream (AtD) framework. Each statement is rated on a scale of 1 to 4, with 1 representing “minimal” level and 4 representing “exemplary” level of capacity in the given dimension.

↳ **Results:** The average ratings were consistent across the board with 3’s, putting ECC at a strong level of capacity for each dimension. In total there were 10 items that received an average rating of 3.5 or higher.

Based on a follow-up All College Meeting, three items were identified to be the lowest average ratings across the institution with the largest opportunities for improvement:

- Do professional development activities support adjunct faculty? (2.6)
- Are data regularly used to improve educational practice in the classroom? (2.8)
- Is professional development appropriately aligned to advance student success? (2.7)

### Employee Perceptions of Institutional Change

Capacity and Items	Average Rating
<b>Leadership and Vision</b>	
Does the college have a clear and compelling vision for student success?	3.6
Does the Board of Trustees provide leadership for student success?	3.5
Does the president actively support efforts to improve student success?	3.6
Does the Board of Trustees use data to promote the college's vision for student success?	3.5
<b>Teaching and Learning</b>	
Does the College offer a comprehensive array of learning supports for students?	3.5
Does the college provide accelerated options to traditional developmental education?	3.5
Are program-level learning outcomes designed to prepare students to transition to the workplace and transfer to a 4-year institution?	3.5
<b>Strategy and Planning</b>	
Does the college's strategic plan focus on student success?	3.5
Does the college have a group of individuals responsible for coordinating and executing the student success agenda?	3.5
<b>Policies and Practices</b>	
Do policies and practices support the student during the first-year experience?	3.5

Source: From Achieving the Dream (AtD) Institutional Capacity Assessment Tool (ICAT), an online self-assessment to help colleges assess areas of strength and improvement in the Institutional Capacity Framework.

## 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 7% from FY2016 to FY2017.

### Net Assets

NET ASSETS AT CLOSE OF FISCAL YEARS					
FY2012*	FY2013	FY2014	FY2015	FY2016	FY2017
\$109,336,404	\$114,826,189	\$120,870,099	\$127,870,098	\$127,438,709	\$137,149,474

Source: ECC Budget & Finance Office, Audited Budgets. \*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 FY2017, this ratio was 0.90. 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

	FY2012 Actual	FY2013 Actual	FY2014 Actual	FY2015 Actual	FY2016 Actual	FY2017 Actual	FY2018 Proposed
<b>Total Operating Revenues</b>	\$83,124,382	\$74,896,556	\$92,475,775	\$95,253,157	\$104,611,307	\$111,760,249	\$76,278,912
<b>Total Operating Expenditures</b>	\$74,860,902	\$68,124,126	\$88,655,184	\$94,087,874	\$96,645,320	\$100,466,102	\$75,432,498
<b>Expenditure to Revenue Ratio</b>	<b>0.90</b>	<b>0.91</b>	<b>0.96</b>	<b>0.99</b>	<b>0.92</b>	<b>0.90</b>	<b>0.99</b>

Source: ECC Budget & Finance Office, Audited Budgets.

## INDUSTRY RECOGNITION FOR FINANCIAL STEWARDSHIP

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

↳ **Results:** During FY2017, 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
Credit Rating	Standard & Poor’s	Credit rating remains at AA+
Financial Reporting	Government Finance Officers Association	Certificate of Achievement for Excellence in Financial Reporting for the Comprehensive Annual Financial Report for FY2016
Budget Preparation	Government Finance Officers Association	Distinguished Budget Presentation Award for the FY2017 Annual Budget

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

## 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:** ECC participates in the National Community College Benchmarking Project (NCCBP) on a biennial basis, most recently in FY2016. Net instructional costs per semester credit hour and per FTE enrollment, as reported to the NCCBP, remain higher than most community colleges nationally and have increased substantially between FY2008 and FY2015. The ECC cost per credit hour has increased by 57% during this time, compared to an increase of 25% for the median cost per credit hour as reported through the NCCBP. 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 compensation packages for employees). ECC has consistently been in the 80<sup>th</sup> to 90<sup>th</sup> percentile of institutions nationally for both cost per credit hour and cost per FTE enrollment.

### **Cost Per Credit Hour and FTE Student**

	<b>FY2010 NCCBP Report (FY2008 data)</b>	<b>FY2012 NCCBP Report (FY2011 data)</b>	<b>FY2014 NCCBP Report (FY2013 data)</b>	<b>FY2016 NCCBP Report (FY2015 data)</b>
<b>Cost Per Credit Hour</b>				
ECC (Percentile)	\$196 (86 <sup>th</sup> )	\$186 (84 <sup>th</sup> )	\$222 (83 <sup>rd</sup> )	\$258 (83 <sup>rd</sup> *)
NCCBP Median	\$130	\$131	\$150	\$163
<b>Cost Per FTE Enrollment</b>				
ECC (Percentile)	\$5,880 (86 <sup>th</sup> )	\$5,586 (84 <sup>th</sup> )	\$6,674 (82 <sup>nd</sup> )	\$7,746 (83 <sup>rd</sup> *)
NCCBP Median	\$3,914	\$3,932	\$4,514	\$4,902

Source: NCCBP Feedback Reports 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. \*Budget figures reported to NCCBP for FY2016 were retroactively corrected after the percentile figures were calculated. These percentiles represent estimates based on response distribution profile shared by NCCBP.

## MEDIA RELATIONS: PLACEMENT AND VIEWS

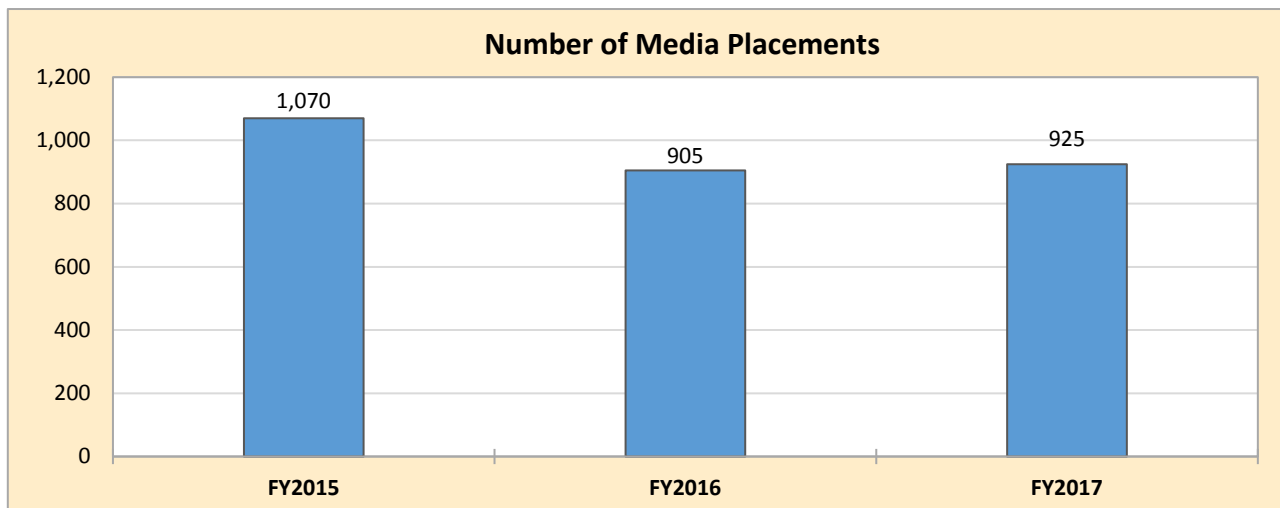
**Definition:** The number of media placements about ECC per year compared to prior years. Placements include print, radio, magazine, and online media as well as views to the college’s online newsroom page. Totals are calculated based on unique placements and do not include print/online duplicates.

➔ **Results:** The college averaged 1,759 views per month in its online newsroom for FY2017, an increase of 2.6% from the FY2016 average. The number of media placements increased 2.2% in FY2017 compared to FY2016 results (925 vs. 905), despite a continuing climate of decreased local reporting resources. Due to staffing changes within the Communications Office, data for media placements generated by news releases was not available at the time of this report. Additionally, there has been a strategic effort and focus on expanding digital storytelling through social media in lieu of sending out traditional news releases.

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

	FY2015 Stories	FY2016 Stories	FY2017 Stories
July	44	29	96
August	47	35	84
September	67	39	68
October	65	96	66
November	75	49	68
December	60	40	91
January	56	101	104
February	349	92	109
March	82	67	122
April	97	130	118
May	87	108	48
June	41	119	55
<b>Total</b>	<b>1,070</b>	<b>905</b>	<b>925</b>
<b>Monthly Average</b>	<b>89</b>	<b>75</b>	<b>77</b>

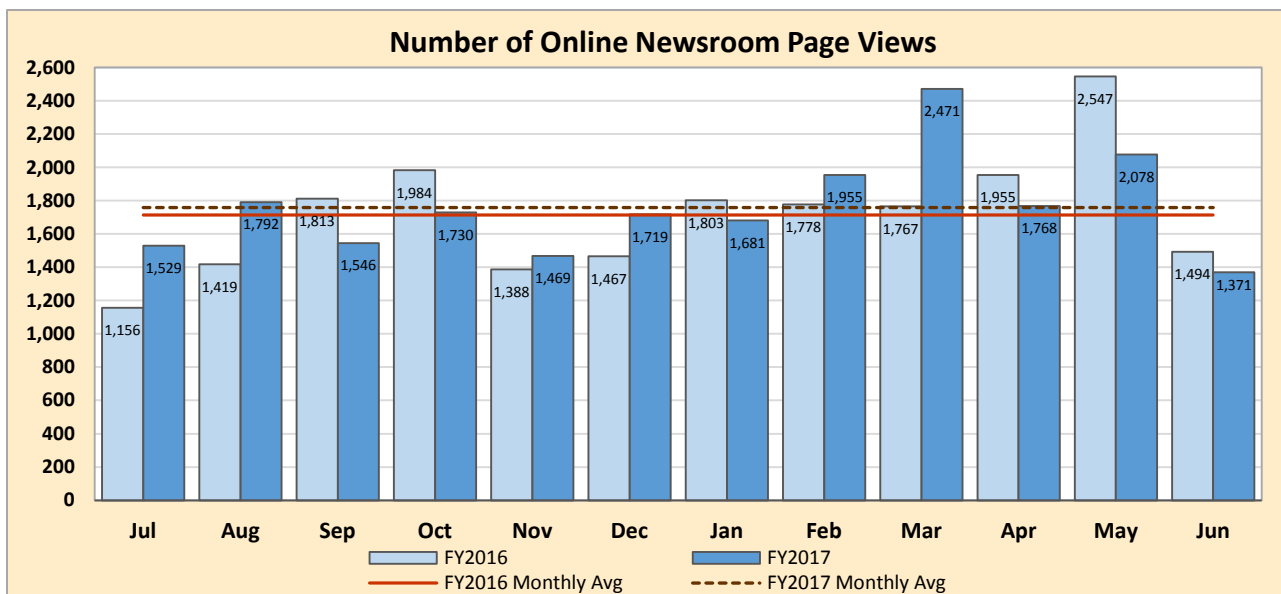
Source: ECC Marketing and Communications Office, Monthly Media Relations Reports.



## Number of Online Newsroom Page Views

	FY2016	FY2017
July	1,156	1,529
August	1,419	1,792
September	1,813	1,546
October	1,984	1,730
November	1,388	1,469
December	1,467	1,719
January	1,803	1,681
February	1,778	1,955
March	1,767	2,471
April	1,955	1,768
May	2,547	2,078
June	1,494	1,371
<b>Total</b>	<b>20,571</b>	<b>21,109</b>
<b>Monthly Average</b>	<b>1,714</b>	<b>1,759</b>

Source: ECC Marketing and Communications Office, Monthly Media Relations Reports.



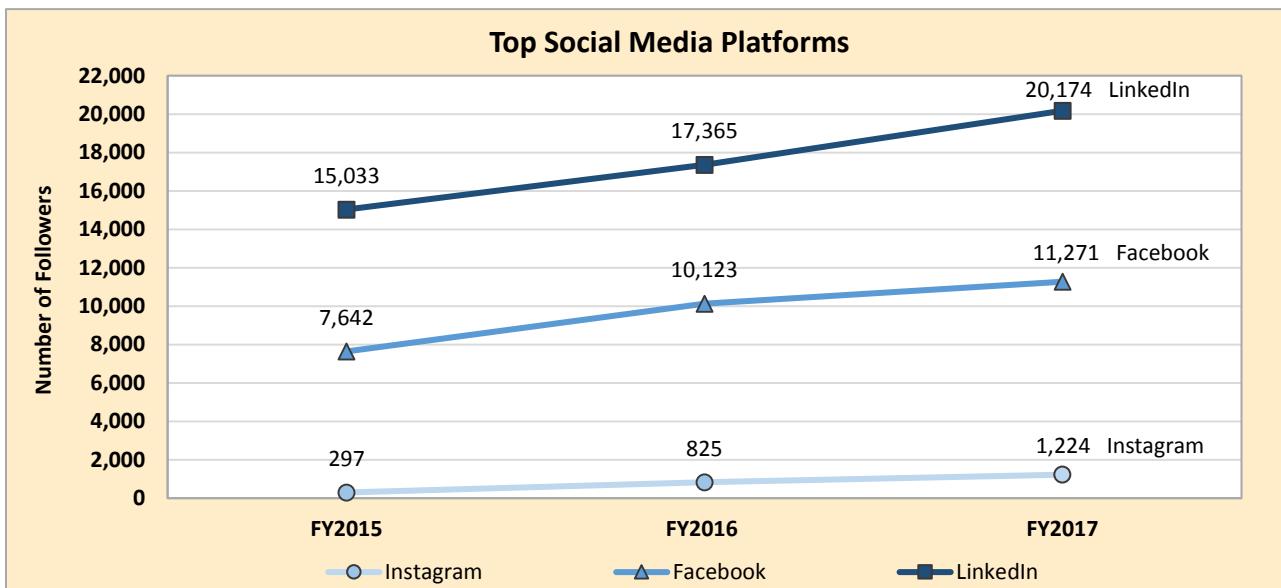


## MEDIA RELATIONS: SOCIAL MEDIA FOLLOWING

**Definition:** The number of ECC followers on social media platforms by year compared to prior years.

↳ **Results:** The college received increases in its number of followers on social media in FY2017. Most online followers track the college using LinkedIn, followed by Facebook, then Instagram, which again experienced the largest year-to-year percentage gain of all platforms (1,224 in FY2017 vs. 825 in FY2016, or 48%).

	FY2015 Followers	FY2016 Followers	FY2017 Followers
Instagram	297	825	1,224
Facebook	7,642	10,123	11,271
LinkedIn	15,033	17,365	20,174
<b>Total</b>	<b>22,972</b>	<b>28,313</b>	<b>32,669</b>



Source: ECC Marketing and Communications Office, Monthly Media Relations Reports.

## 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:** Distance Learning offered more sections for online and hybrid learning options than previous years. Six programs were scheduled for FY2017 with 40 seats across multiple sections and increased 1-on-1 support for technology and instructional design. While Emergency Management attendance increased from FY2016 to FY2017, the number of events declined (186 vs. 59). Duplicated counts of events and attendance in CETL and in POD decreased substantially from FY2016 to FY2017.

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

Category	Host	FY2015*		FY2016*		FY2017	
		Number of Events	Attendance	Number of Events	Attendance	Number of Events	Attendance
Distance Learning [includes technology workshops and online courses]	DL	6	5	6	59	8	56
Center for Enhancement of Teaching & Learning (CETL) [Includes workshops, webinars, one-on-one assistance (> 30 min ), Magna Commons registered users, and other conferences/special sessions]	CETL	89	474	92	407	5	69
Emergency Management	EM	120	389	186	409	59	456
Professional & Organizational Development	POD	135	1,179	78	1,307	45	492
<b>Totals</b>		<b>350</b>	<b>2,047</b>	<b>362</b>	<b>2,182</b>	<b>117</b>	<b>1,073</b>

Source: CETL and Professional & Organizational Development/Emergency Management office and Distance Learning office. 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.

\* Prior to FY2017, Distance Learning events were categorized separately (i.e., technology workshops versus online courses).

Prior to FY2017, CETL hosted events were categorized separately (i.e., pedagogy workshops, webinars, etc.).

An adjustment was made to the FY2015 & FY2016 Performance Reports from what was originally reported due to tracking changes.

## EMPLOYEE HEADCOUNT BY ETHNIC GROUP VS. DISTRICT

**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 7% from FY2015 to FY2016 (from 1,144 to 1,064). 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. 26% in the district and 5% at ECC vs. 8% in the district).

Hispanic employees:	16% of ECC	26% 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	2% of District
<b>TOTAL</b>	<b>30% of ECC</b>	<b>40% of District</b>

### Racial and Ethnic Distribution of ECC Employees vs. District 509

Race/Ethnicity	Faculty						All Employees						District 509 Population (2015)	
	FY2014		FY2015		FY2016		FY2014		FY2015		FY2016			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
American Indian/ Alaskan Native	4	<1%	4	<1%	4	<1%	6	<1%	6	<1%	6	<1%	1,661	<1%
Asian/Pacific Islander	33	5%	31	5%	26	5%	60	5%	61	5%	53	5%	33,730	8%
Black (Non-Hispanic)	25	4%	24	4%	26	5%	84	7%	78	7%	77	7%	16,408	4%
Hispanic	47	8%	44	8%	41	8%	185	16%	182	16%	168	16%	111,708	26%
White (Non-Hispanic)	476	79%	456	79%	417	78%	811	69%	791	69%	735	69%	263,421	60%
Unknown/ Two or More Races	16	3%	18	3%	16	3%	22	2%	26	2%	25	2%	9,251	2%
<b>Total</b>	<b>601</b>	<b>100%</b>	<b>577</b>	<b>100%</b>	<b>530</b>	<b>100%</b>	<b>1,168</b>	<b>100%</b>	<b>1,144</b>	<b>100%</b>	<b>1,064</b>	<b>100%</b>	<b>436,179</b>	<b>100%</b>

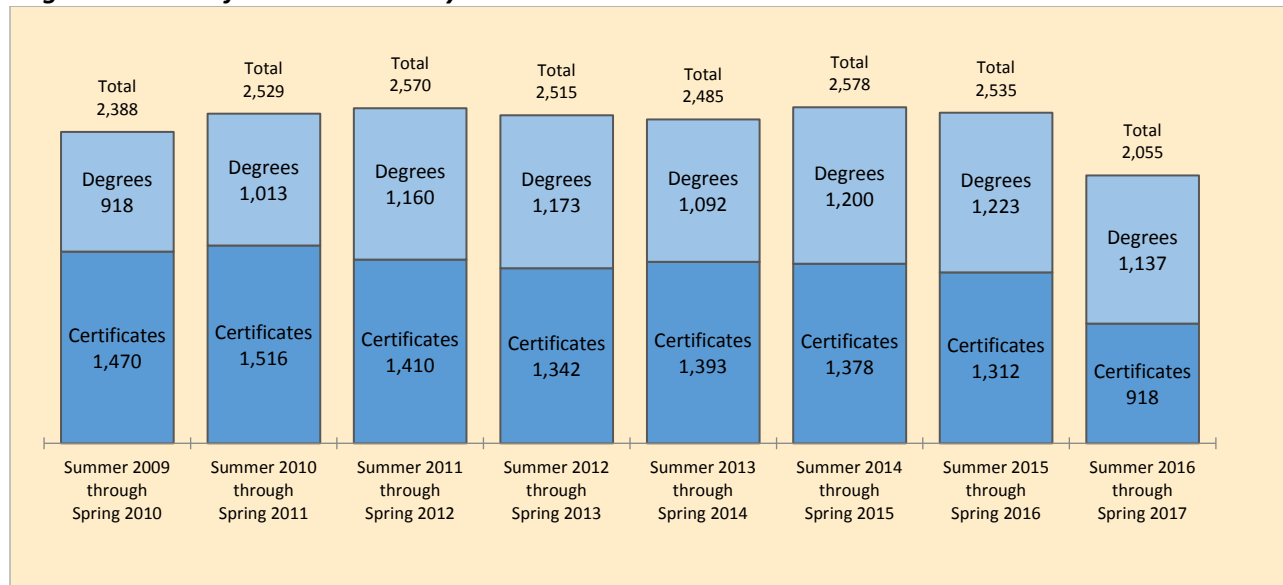
Source: ECC Institutional Research Office; Faculty, Staff, and Salary submission (C1). U.S. Census 2014 American Community Survey (ACS) 5-year average estimates.

## 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:** There were 1,137 degrees and 918 certificates awarded in the 2016-17 academic year. This was a decline from the 2015-16 year for the number of awards given in an academic year.

### Degrees and Certificates Awarded by Academic Year



Source: Graduation Totals provided by the Registration and Records Office.

## **DISCONTINUED MEASURES**

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**Indicators from previous year that are not included in this fiscal year's report:**

### **Student Success**

- PROGRAM DEGREE COMPLETION RATES (AGGREGATE)
- PROGRAM/DEGREE COMPLETION RATES FULL-TIME (DISAGGREGATED)
- PROGRAM/DEGREE COMPLETION RATES PART-TIME (DISAGGREGATED)
- PERFORMANCE AFTER TRANSFER

### **Satisfaction & Engagement**

- STUDENT SATISFACTION WITH PROGRAMS AND SERVICES