

# Performance Report

## Fiscal Year 2018

(Academic Year 2017-2018)

Submitted by:

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

September 2018



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 of Trustees annually reviews key dimensions that demonstrate the college's progress in meeting strategic plan goals. Key dimensions the Board reviews include:

- Student learning, engagement, and satisfaction
- Student success
- Access to learning
- Community learning, engagement, and satisfaction
- Employee learning, engagement, and satisfaction
- Financial health
- Operational efficiency and process improvements

### Structure of the Report

The *Performance Report* is the college's annual summary of these dimensions and collectively demonstrates how the college meets goals of the *ECC Strategic Plan for 2018 to 2022*. Each dimension is reflected in the form of success indicators in the plan and also in this report. In turn, these indicators are organized into strategic goals. For example, under the Equity and Learning goal, five success indicators are defined: student completion; student engagement and satisfaction; progression through coursework; job attainment; and transfer. These indicators correspond to the *Board Handbook* dimensions of: access; student learning, engagement and satisfaction; and success. All indicators of the *Performance Report* align to *Board Handbook* dimensions as depicted below:

STRATEGIC PLAN GOALS	SUCCESS INDICATORS <sup>1</sup>	BOARD HANDBOOK DIMENSIONS
<b>EQUITY AND LEARNING</b>	<ul style="list-style-type: none"> <li>• Student completion of courses and programs</li> <li>• Student engagement and satisfaction with college programs and services</li> <li>• Student progression through coursework</li> <li>• Student job attainment</li> <li>• Transfer to subsequent educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Learning</li> <li>• Student Learning, Engagement, and Satisfaction</li> <li>• Student Success</li> </ul>
<b>HOLISTIC PROGRAMMING</b>	<ul style="list-style-type: none"> <li>• Degree of fit between students' goals, skills, and experiences and college programs and services</li> <li>• Enrollment of identified target populations</li> <li>• Student mastery of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Learning</li> <li>• Student Learning, Engagement, and Satisfaction</li> <li>• Student Success</li> </ul>
<b>COMMUNITY PARTNERSHIPS</b>	<ul style="list-style-type: none"> <li>• Readiness of incoming students</li> <li>• Preparedness of graduates for transfer and/or employment</li> <li>• Responsiveness to student and community needs</li> <li>• Value added to the community</li> <li>• Employer and community satisfaction with college programs, services, and graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Learning</li> <li>• Community Learning, Engagement, and Satisfaction</li> </ul>
<b>SERVICE EXCELLENCE AND COLLABORATION</b>	<ul style="list-style-type: none"> <li>• Effectiveness and efficiency of institutional processes</li> <li>• Employee mastery of professional development goals</li> <li>• Employee awareness and understanding of institutional processes</li> <li>• Employee satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Employing Learning, Engagement, and Satisfaction</li> <li>• Financial Health</li> <li>• Operational Efficiency and Process Improvement</li> </ul>

<sup>1</sup> Success Indicators appears as subheadings in the *Performance Report* which are further subdivided into individual metrics. For example, in the report, student completion is disaggregated separately into completion among full-time students and part-time students.

## **Report Features**

*Sources.* Indicators and metrics are set by various college offices that oversee data collection which include: Planning and Institutional Effectiveness; Curriculum and Assessment; Human Resources; and Business and Finance. Since reporting cycles vary, every effort is made to include the most recently available figures as of the date of this report, with references to the prior available year for comparison.

*Benchmarks.* Metrics are updated annually by the college to coincide with current trends and research. For many metrics, ECC's figures are compared to figures from other colleges or organizations when available. Many benchmarks come from national organizations, such as Achieving the Dream (ATD) or the National Community College Benchmarking Project (NCCBP). Others come from 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, per the US Department of Education).

*Accomplishments.* The *ECC Strategic Plan for 2018 to 2022* breaks out each goal into actionable strategies. Strategies are further divided into actions which are set annually by college offices and departments to correspond to the college's annual budget. Within each strategy, key accomplishments are summarized from the prior fiscal year. These provide another lens from which to understand how the college meets strategic goals.

## **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. Taken together, *Board Handbook* dimensions, success metrics, and accomplishments provide an overall understanding of how the college meets its strategic goals and fulfills its mission and vision.

## **Audience and Feedback**

A copy of this report is prepared early each fall for the prior fiscal year 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., Senior Executive Director of Planning and Institutional Effectiveness, at [pgarber@elgin.edu](mailto:pgarber@elgin.edu) or 847-214-7285.

## Performance Report for Fiscal Year 2018:

### Sharing ECC's Progress

<b>EQUITY AND LEARNING</b>							
<b>Identify and expand practices to raise academic achievement and completion</b>							
<b>SUCCESS INDICATORS</b>	<b>ECC Compared to:</b>						
			<b>Itself</b>			<b>External Benchmarks</b>	
	ECC Source	ECC Most Recent Report	ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Student Completion of Courses and Programs</b>							
% Completed in 3 years/full-time	ECC data	Fall 2014	37%	34%	↑	22% <sup>1</sup>	↑
% Completed or transferred in 3 years/full-time	ECC data	Fall 2014	53%	53%	↔	38% <sup>1</sup>	↑
% Completed in 3 years/part-time	ECC data	Fall 2014	15%	15%	↔	6% <sup>1</sup>	↑
% Completed or transferred in 3 years/part-time	ECC data	Fall 2014	23%	26%	↓	17% <sup>1</sup>	↑
% Withdrawal before end of course	ECC data	Fall 2017	13%	11%	↓	9% <sup>1</sup>	↓
<b>Student Progression Through Coursework</b>							
% Progressing from ABE/ASE to any college	ECC data	FY 2017	5%	6%	↓	--	--
% Progressing from ESL to any college	ECC data	FY 2017	2%	2%	↔	--	--
% Progressing Dev. Ed. to college: Math (w/in 2 yrs.)	ECC data	Fall 2014	34%	32%	↑	26% <sup>2</sup>	↑
% Progressing Dev. Ed. to college: English (w/in 2 yrs.)	ECC data	Fall 2014	61%	55%	↑	42% <sup>2</sup>	↑
% Retained fall-to-fall/full-time	ECC data	Fall 2015	75%	75%	↔	70% <sup>3</sup>	↑
% Retained fall-to-fall/part-time	ECC data	Fall 2015	57%	51%	↑	47% <sup>3</sup>	↑
<b>Student Job Attainment</b>							
% CTE completers employed	CT Grad Survey	FY 2017	88%	80%	↑	80% <sup>4</sup>	↑
% CTE completers employed in field	CT Grad Survey	FY 2017	71%	71%	↔	62% <sup>4</sup>	↑
% Placement of graduates into the workforce/full-time	CT Grad Survey	FY 2017	69%	59%	↑	61% <sup>4</sup>	↑
% Graduates employed in Illinois	College2Career	FY 2018	77%	--		79% <sup>5</sup>	↓
<b>Transfer to Subsequent Educational Institutions</b>							
% Transferred in 3 years/full-time	NSCH	Fall 2014	30%	24%	↑	24% <sup>1</sup>	↑
% Transferred in 3 years/part-time	NSCH	Fall 2014	9%	12%	↓	10% <sup>1</sup>	↓
% Degree awardees earning bachelor's w/in 6 yrs.	NSCH	FY 2011	42%	39%	↑	41% <sup>6</sup>	↑
Average ECC student GPA at transfer institutions	--	--	--	--		--	--
<b>Student Engagement and Satisfaction with College Programs and Services</b>							
Survey item rating: Rate your overall satisfaction with your experience here (1 to 7 scale)	SSI	Spring 2016	5.9	5.7	↑	5.5 <sup>1</sup>	↑
Survey item rating: How has your college experience met your expectations? (1 to 7 scale)	SSI	Spring 2016	5.3	5.1	↑	4.9 <sup>1</sup>	↑
Survey item rating: Would you enroll here again? (1 to 7 scale)	SSI	Spring 2016	6.2	6.0	↑	5.8 <sup>1</sup>	↑
Composite score: Instructional Effectiveness (1 to 7 scale)	SSI	Spring 2016	5.9	5.7	↑	5.5 <sup>1</sup>	↑
% Responded to survey item: Please rate your level of satisfaction with the overall quality of learning in your educational experience at ECC (1 to 5 scale)	CSS	Fall 2017	88%	88%	↔	--	--

### FY2018 Summary of Success Indicators that Address this Goal

ECC is successfully identifying and expanding practices to raise academic achievement and completion as evidenced by the year-over-year improvement in most indicators related to this goal. Indicators related to completion and transfer show strong growth overall.

## EQUITY AND LEARNING

### Identify and expand practices to raise academic achievement and completion

However, there is an opportunity to improve upon such rates for part-time students. Success indicators related to job attainment show significant year-over-year improvement. Student engagement and satisfaction indicators show relative improvement but are dated. Nearly all metrics are significantly higher than available benchmarks, indicating that ECC generally outperforms its peers in practices related to academic achievement and completion.

### FY2018 Summary of Strategies that Address this Goal

#### **Strategy 1. Create equitable learning environments to ensure students acquire the knowledge and skills needed for academic and career success.**

##### **Action 1.1. Reassess impacts of targeted outreach for Black students**

Student Services and the Student Success Infrastructure (SSI) Committee led efforts to strengthen outreach to Black students in FY2018. Efforts will continue in FY2019 and include weekly newsletters; Thirsty Thursdays, bi-weekly discussion series centered on Black history, identity, and education; leadership retreats, group outings, and individual check-ins; leadership assessment packets; and HBCU (Historically Black Colleges and Universities) fairs. A weeklong *I Dream in Color* learning campaign launches in FY2019. Faculty began developing curricula and resources needed to offer an African-American history and culture course. This course will be forwarded to the Curriculum Committee in FY2019.

##### **Action 1.2. Identify supports for undocumented students**

Student Life, SSI faculty and administrators, and the Organization of Latin American Students jointly organized efforts to improve awareness and understanding of the needs of undocumented students. Examples of FY2018 activities included employee professional development, student discussions, a student resource document, and sponsoring attendance at the Illinois Latino Council on Higher Education.

#### **Strategy 2. Develop students' self-advocacy skills and professional behaviors.**

##### **Action 2.1. Develop resources to assist employees in reinforcing specific skills needed by students (e.g., time management, etc.)**

The Student Success Center developed a time management template to guide students through academic goal setting and scheduling. The template was piloted as a Desire2Learn self-guided workshop for students who were referred through Spartan Alert. Student Services redefined GPA standards in the Standards of Academic Progress administrative procedure. Monitoring term GPAs rather than cumulative GPAs allows more students to be identified who could potentially benefit from services the college offers. The Center also began sending congratulatory emails to students who return to good standing following probation. Additionally, the Tutoring Center eliminated fees for private tutoring.

#### **Strategy 3. Study and model research-based teaching practices that elevate student learning.**

##### **Action 3.1. Increase understanding of instructional design methods**

Book discussions occurring in FY2018 raised awareness of the types of learner-centered practices occurring in academic and career disciplines and identified opportunities for faculty development. The Center for the Enhancement of Teaching and Learning (CETL) will offer programming in FY2019 to allow faculty to develop learner-center practices to improve instruction and student learning.

##### **Action 3.2. Infuse cultural competence into classrooms**

A Director of the CETL was hired in FY2018, and a faculty advisory board was launched. Culturally Responsive Teaching was identified as a need to be addressed in FY2019. Faculty attended the Culturally Responsive Teaching and Training Program at the Community College of Baltimore County in spring 2018 as an initial step toward furthering faculty dialog around cultural competence in pedagogy.

## Performance Report for Fiscal Year 2018:

### Sharing ECC's Progress

<b>HOLISTIC PROGRAMMING</b> <b>Strategically build and maintain enrollment and purposeful pathways</b>							
<b>SUCCESS INDICATORS</b>	<b>ECC Compared to:</b>						
				<b>Itself</b>			<b>External Benchmarks</b>
	<b>ECC Source</b>	<b>ECC Most Recent Report</b>	<b>ECC Most Recent* Value</b>	<b>ECC Prior Year* Value</b>	<b>ECC Year-to-Year Change</b>	<b>Benchmark Avg. Value</b>	<b>ECC Compared to Benchmark</b>
<b>Student Mastery of Learning Outcomes</b>							
% Students who are successful – All courses	<i>ECC data</i>	<i>FY 2018</i>	72%	72%	↔	76% <sup>1</sup>	↓
% Students who are successful – Gateway courses	<i>ECC data</i>	<i>FY 2018</i>	69%	68%	↑	--	--
% Students who are successful – Developmental Ed.	<i>ECC data</i>	<i>FY 2018</i>	60%	61%	↓	62% <sup>1</sup>	↓
% Students who are successful – Adult Education (ABE/ASE)	<i>ECC data</i>	<i>FY 2018</i>	50%	51%	↓	--	--
<b>Enrollment of Identified Target Populations</b>							
% ECC Racial/Ethnic minority students	<i>ECC data</i>	<i>FY 2018</i>	55%	55%	↔	26% <sup>1</sup>	↑
% ECC Hispanic students	<i>ECC data</i>	<i>FY 2018</i>	42%	42%	↔	27% <sup>7</sup>	↑
% ECC African-American students	<i>ECC data</i>	<i>FY 2018</i>	5%	5%	↔	4% <sup>7</sup>	↑
% Students placing in Dev Ed courses	<i>ECC data</i>	<i>FY 2018</i>	64%	63%	↑	--	--
% New students enrolling in Dev Ed courses	<i>ECC data</i>	<i>FY 2018</i>	46%	50%	↓	49% <sup>8</sup>	↓
% ECC Dual Credit (all students)	<i>ECC data</i>	<i>FY 2018</i>	4%	4%	↔	11% <sup>7</sup>	↓
% ECC adult students (age 25+)	<i>ECC data</i>	<i>FY 2018</i>	37%	38%	↓	44% <sup>7</sup>	↓
<b>Degree of Fit Between Students' Goals, Skills, and Experiences and College Programs and Services</b>							
Standardized score: Support for Learners	<i>CCSSE</i>	<i>Spring 2017</i>	53	51	↑	50 <sup>6</sup>	↑
% Responding to survey item: Courses or specific programs of study that I am interested in are not offered at times that are convenient for me	<i>CSS</i>	<i>Fall 2017</i>	37%	38%	↓	--	--
% Responding to survey item: I have found the course path for my program of study to be confusing	<i>CSS</i>	<i>Fall 2017</i>	20%	23%	↓	--	--
Survey item: This school does whatever it can to help me reach my educational goals (1 to 7 scale)	<i>SSI</i>	<i>Spring 2016</i>	5.77	5.48	↑	5.39 <sup>6</sup>	↑
Composite score: Responsiveness to Diverse Populations (1 to 7 scale)	<i>SSI</i>	<i>Spring 2016</i>	6.03	5.88	↑	5.63 <sup>6</sup>	↑
Composite score: Student Centeredness (1 to 7 scale)	<i>SSI</i>	<i>Spring 2016</i>	5.90	5.66	↑	5.51 <sup>6</sup>	↑
<b>FY2018 Summary of Success Indicators that Address this Goal</b>							

Metrics related to strategically building and maintaining enrollment and purposeful pathways show mixed improvements year-to-year and when comparing to external benchmarks. The Degree of Fit between Students' Goals, Skills and Experiences, and College Programs and Services is currently measured only through student self-reported satisfaction on a variety of surveys. These ratings indicate universal improvement with favorable comparisons compared to external benchmarks, when available. However, Student Mastery of Learning Outcomes and Enrollment of Identified Target Populations metrics generally show lack of year-over-year improvement. Comparisons with external benchmarks on these indicators generally shows ECC's performance lagging behind national or statewide comparison groups, except for those metrics examining the racial/ethnic diversity of ECC's student body.

## HOLISTIC PROGRAMMING

### Strategically build and maintain enrollment and purposeful pathways

#### FY2018 Summary of Strategies that Address this Goal

##### **Strategy 4. Strengthen outreach, recruitment, retention, and completion of key target populations.**

###### **Action 4.1. Set enrollment targets for FY2019 and beyond**

The Strategic Enrollment Management (SEM) Committee reorganized and established a target to increase fall 2018 tenth day headcount by 1% over fall 2017. Efforts to reinforce student outreach included reorganization of front-line staff and targeted marketing messages. SEM surveyed employees and students regarding the college's capacity to offer flexible services for adult learners, and discussions continue in FY2019. The college also redesigned the marketing materials for adult information sessions and added tactics to increase adult outreach.

###### **Action 4.2. Reevaluate brand position and community awareness**

The Marketing and Communications Office redesigned and relaunched the ECC website following extensive review of how information is searched and utilized on the site. The college identified a consultant to grow digital marketing as a means to build greater awareness of the college on social media, improve search optimization, and fulfill SEM goals related to recruitment, enrollment, and persistence. The college expanded outreach on radio, Comcast, *Impact* magazine, and added director positions related to content and creative services as well as digital and social media.

##### **Strategy 5. Routinely assess and adjust college practices to ensure that students make informed decisions.**

###### **Action 5.1. Ensure students understand and apply transfer-focused and career-focused pathways earlier than they currently do**

In FY2018 the college led discussions with high school administrators and teachers to map high school courses onto ECC courses in career-technical areas. These discussions continue in FY2019. The Admissions Office and Student Success Center led revisions of administrative procedures to ease entry, planning, and navigating services (including student tours). These revisions resulted from analysis of point-of-service surveys in admissions, advising, and surveys of high school guidance counselors. The college prepared materials needed to rollout text messaging to students in FY2019. Finally, the Admissions and Career Development Services Office rolled out an online career assessment as part of new student welcome communications.

##### **Strategy 6. Develop an institution-wide approach to class scheduling and the efficient delivery of services.**

###### **Action 6.1. Incorporate contextualization strategies into career-technical education programs**

Faculty began preparations to pilot programs in which literacy instruction is contextualized within career programs. Programs in which a contextualized format will be introduced in FY2019 include Early Childhood Education (ECE) and Heating, Ventilation, Air Conditioning (HVAC).

## Performance Report for Fiscal Year 2018: Sharing ECC's Progress

<b>COMMUNITY PARTNERSHIPS</b>							
<b>Advance Relationships that Benefit the College, Students, and Partnering Organizations</b>							
<b>SUCCESS INDICATORS</b>	ECC Source	ECC Most Recent Report	<i>ECC Compared to:</i>				
			<i>Itself</i>			<i>External Benchmarks</i>	
			ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Readiness of Incoming Students</b>							
% College Ready in Math (D509 area high schools)	<i>ECC Data</i>	<i>Fall 2017</i>	38%	41%	↓	--	--
% College Ready in English (D509 area high schools)	<i>ECC Data</i>	<i>Fall 2017</i>	77%	73%	↑	--	--
% College Ready in Reading (D509 area high schools)	<i>ECC Data</i>	<i>Fall 2017</i>	82%	81%	↑	--	--
<b>Preparedness of Graduates for Transfer and/or Employment</b>							
# Degrees and certificates awarded	<i>ECC Data</i>	<i>FY 2017</i>	2,055	2,535	↓	2,074 <sup>7</sup>	↓
% Aggregate pass rates on CTE licensing exams	<i>ECC Data</i>	<i>2017</i>	87%	93%	↓	81% <sup>9</sup>	↑
Average time to graduate (in years)	<i>ECC Data</i>	<i>FY 2018</i>	4.1	4.5	↓	5.2 <sup>6</sup>	↓
<b>Responsiveness to Student and Community Needs</b>							
% Enrolling from public high schools	<i>ECC Data</i>	<i>Fall 2017</i>	23%	23%	↔	22% <sup>1</sup>	↑
Annual tuition and fees	<i>ECC Data</i>	<i>FY 2017</i>	\$3,750	\$3,570	↑	\$3,946 <sup>7</sup>	↓
<b>Value Added to the Community</b>							
% Area residents enrolling in courses	<i>ECC Data</i>	<i>FY 2017</i>	4%	4%	↔	5% <sup>7</sup>	↓
% Minority students enrolled in non-credit courses	<i>ECC Data</i>	<i>FY 2017</i>	40%	38%	↑	--	--
# Non-credit seat count – prof. & vocational dev.	<i>ECC Data</i>	<i>FY 2017</i>	3,130	3,502	↓	3,499 <sup>7</sup>	↓
# Students receiving ISAC Grant awards	<i>ISAC</i>	<i>FY 2017</i>	1,262	849	↑	777 <sup>10</sup>	↑
<b>Employer and Community Satisfaction with College Programs, Services, and Graduates</b>							
% Employers satisfied with preparation of graduates	--	--	--	--	--	95% <sup>1</sup>	--

### FY2018 Summary of Success Indicators that Address this Goal

Taken as a whole, the success indicators for Advancing Relationships that Benefit the College, Students, and Partner Organizations illustrate mixed results. Incoming high school student readiness metrics indicate that there is slight year-over-year improvement, but this is not consistent across all domains. Related metrics indicating participation by the community in ECC courses and non-credit programming illustrate year-over-year stagnation or decline. Metrics related to Preparedness of Graduates for Transfer/Employment indicate that fewer students have been graduating in year-over-year comparisons, but that students who are graduating are doing so more quickly. ECC has an opportunity to identify additional metrics for success indicators measuring progress on this goal, particularly in relation to gauging employer/community satisfaction and responsiveness to community needs.

### FY2018 Summary of Strategies that Address this Goal

**Strategy 7. Prepare students and ensure successful transitions through the educational pipeline (preschool through bachelor's degree).**

**Action 7.1. Pilot dual credit in high schools**

The college established a Dual Credit Taskforce to set parameters for establishing dual credit offerings in high schools. A model for offering dual credit classes co-taught by ECC and qualified high school faculty was designed. A fall 2018-spring 2019 pilot of English 101 and English 102 was developed in School District 303 (St. Charles). Results will be used to inform expansion of dual credit offerings. Additionally, the college streamlined the dual enrollment onboarding process to include academic advising and orientation for high school students.

## COMMUNITY PARTNERSHIPS

### Advance Relationships that Benefit the College, Students, and Partnering Organizations

#### **Strategy 8. Strengthen student learning connections outside the classroom.**

##### **Action 8.1. Develop experiential learning opportunities**

The college created a Workforce Development and Continuing Education (WDCE) division. In addition to laying groundwork for offering apprenticeships (see 10.2), this division began systematically tracking partnership needs as a necessary step toward developing longer-term workforce strategies. Student Life began a practice of reporting student success outcomes across co-curricular areas. Results indicate that students who are more involved in leadership opportunities attempt more credits and earn higher GPAs than students who are less involved. Reporting gains across co-curricular areas will be important for prompting college-wide strategies on leveraging experiential learning.

#### **Strategy 9. Leverage community and workforce partnerships to develop resources and secure funding that supports program and student needs.**

##### **Action 9.1. Conduct needs assessment to expand programming at Education and Work Center and Center for Emergency Services**

The college hired a consultant to assess the viability of offering credit-bearing programming at the Education and Work Center (EWC). An EWC Taskforce secured grant funding to conduct a survey of students, community residents, and workforce partners and also prepared materials to secure Higher Learning Commission (HLC) approval to support this expansion. The college also formed a Center for Emergency Services (CES) Taskforce to explore short and longer-term programming options at the Burlington location.

#### **Strategy 10. Design and structure programs in ways that respond to community and workforce needs.**

##### **Action 10.1. Develop options for transitioning students from non-credit to credit programming**

The college purposefully reached out to employers in FY2018 to be more responsive and corporate-friendly with non-credit offerings. Modifications in fire science and the forklift training program will serve as models for how the college might repackage courses in the future. Examples of improvements made include processing paperwork in batch so employers can more quickly register their employees and cross-listing non-credit options within ECC credit courses already being offered. FY2019 discussions will center on "feeder" non-credit courses that serve as pipelines for credit certificates. Collectively, these actions position the college to modernize the curriculum and make it accessible to area workers.

##### **Action 10.2. Support the development of apprenticeships**

WDCE is currently developing apprenticeships with area companies and facilitating discussions to onboard new companies interested in apprenticeships for employees. The division laid groundwork to begin offering Department of Labor approved apprenticeships in IST/Maintenance Technology AAS (Industry Consortium for Advanced Technical Training) and a hybrid Basic Nurse Assistant (BNA) certificate. WDCE is preparing grants for funding from the Illinois Manufacturing Association.

## Performance Report for Fiscal Year 2018:

### Sharing ECC's Progress

<b>SERVICE EXCELLENCE AND COLLABORATION</b>							
<b>Instill a Culture of Service Excellence and Collaboration</b>							
<b>SUCCESS INDICATORS</b>	ECC Source	ECC Most Recent Report	<i>ECC Compared to:</i>			<i>External Benchmarks</i>	
			ECC Most Recent* Value	ECC Prior Year* Value	ECC Year-to-Year Change	Benchmark Avg. Value	ECC Compared to Benchmark
<b>Employee Satisfaction</b>							
% Employees responding "satisfied" or "very satisfied" to survey item: ECC is successful in meeting its mission and goals	<i>ICAT</i>	<i>Spring 2015</i>	83%	--	--	--	--
% Grievance rate	<i>ECC Data</i>	<i>FY2017</i>	2.2%	0.9%	↑	0.2% <sup>1</sup>	↑
% Harassment rate	<i>ECC Data</i>	<i>FY2017</i>	0.5%	0.0%	↑	0.1% <sup>1</sup>	↑
<b>Employee Mastery of Professional Development Goals</b>							
Development/training expenditures per FTE employee	<i>ECC Data</i>	<i>FY 2018</i>	\$1,361	--	--	\$367 <sup>1</sup>	↑
# Professional development opportunities	<i>ECC Data</i>	<i>FY 2018</i>	1,130	1,073	↑	--	--
% Employees attending Safe Zone training	<i>ECC Data</i>	<i>FY 2018</i>	7%	5%	↑	--	--
<b>Effectiveness and Efficiency of Institutional Processes</b>							
Direct instructional expenditures	<i>ECC Data</i>	<i>FY 2017</i>	\$48.1M	\$54.2M	↓	--	--
Cost per credit hour	<i>ECC Data</i>	<i>FY 2017</i>	\$264	\$282	↓	\$163 <sup>1</sup>	↑
Cost per FTE student	<i>ECC Data</i>	<i>FY 2017</i>	\$7,916	\$8,458	↓	\$4,902 <sup>1</sup>	↑
% Programs with learning outcomes	<i>ECC Data</i>	<i>FY 2018</i>	100%	100%	↔	--	--
% Programs with learning outcomes targets	<i>ECC Data</i>	<i>FY 2018</i>	N/A	46%	--	--	--
<b>Employee Awareness and Understanding of Institutional Processes</b>							
% Employees responding "very satisfied" or "satisfied" to survey item: Integrity and honesty are valued at the college	<i>ICAT</i>	<i>Spring 2015</i>	72%	--	--	--	--
% Employees attending Assessment Diaries conference	<i>ECC Data</i>	<i>Spring 2018</i>	7%	8%	↓	--	--
% Employees participating in cultural competency training in hiring	<i>ECC Data</i>	<i>FY 2018</i>	12%	12%	↔	--	--

#### FY2018 Summary of Success Indicators that Address this Goal

ECC appears to have focused efforts this past year on maintaining the effectiveness and efficiency of institutional processes related to budgeting, as broad metrics related to institutional costs appeared to decrease between FY2016 and FY2017. While improved year-to-year, the institutional cost metrics are still substantially higher than most national benchmarks available for comparative purposes. Other metrics related to employee satisfaction and mastery of developmental goals are generally mixed and only sporadically available. There is an opportunity to explore more direct and consistent measures related to employee satisfaction and mastery of professional development goals in the future. Employee awareness and understanding of institutional processes includes metrics related to workshop attendance which lack external benchmarking.

#### FY2018 Summary of Strategies that Address this Goal

##### **Strategy 11. Provide relevant continuing education opportunities for employees.**

###### **Action 11.1. Define CETL and Professional and Organizational Development programming**

Advisory committees of employees developed surveys of professional development to be launched in FY2019 through Human Resources and the CETL. Results will be used to tailor programming to address specific challenge areas. The Cabinet gradually

## **Performance Report for Fiscal Year 2018:**

### **Sharing ECC's Progress**

#### **SERVICE EXCELLENCE AND COLLABORATION**

##### **Instill a Culture of Service Excellence and Collaboration**

restored previously frozen funding in many areas which included support for employee participation at conferences, and support will continue in FY2019.

#### **Strategy 12. Improve the recruitment, hiring, and onboarding of new employees.**

##### **Action 12.1. Rollout talent management system**

The college partnered with software firm Page Up to acquire a talent management system and began rollout of the recruiting and onboarding modules. Human Resources is currently updating forms and processes needed for a wider launch in FY2019. This software reduces time-intensive manual processes required to onboard employees.

#### **Strategy 13. Strengthen cross-departmental communication and opportunities for dialog and reflection.**

##### **Action 13.1. Reflect college-wide on the progress made in executing this plan**

Cabinet leaders (Goal Champions) created a multi-year Operating Plan to foster common understanding and communication of goals. The Cabinet will further strengthen efforts in FY2019 to champion efforts being led by action teams. The Strategic Planning Committee (SPC) obtained Board approval for new five-year college-wide goals and revised success indicators, and deployment began in January 2018. The Planning and Institutional Effectiveness (PIE) area is adjusting the Performance Report to align new indicators to strategies and actions.

#### **Strategy 14. Systematically use evidence to guide academic and operational improvements and redirect resources for maximum impact.**

##### **Action 14.1. Broaden the use of dashboards**

PIE built customizations into Tableau for enrollment dashboards. The office also sponsored professional development for deans and faculty to derive program data on enrollment and will release more dashboards in FY2019. WDCE developed Salesforce visualizations regarding workforce information (e.g., company information, employment needs, etc.).

##### **Action 14.2. Define program health criteria**

Deans set definitions for assessing program health, created a scorecard, and outlined steps for regular review in the future.

## Performance Report for Fiscal Year 2018:

### Sharing ECC's Progress

### APPENDIX

#### Color Key:

**Over prior year's metric or benchmark value...**

-  = 5% or greater improvement
-  = Less than 5% improvement

**Compared to prior year's metric or benchmark value...**

-  = 5% or greater decrease
-  = Less than 5% decrease

#### Benchmark Sources

- 1: National community college median values, National Benchmark Report (FY 2016), National Community College Benchmark Project (NCCBP), <https://nccbp.org/>
- 2: Average values for all Achieving the Dream Institutions, Benchmarking for Success Report (FY 2014), Achieving the Dream (ATD), <http://www.achievingthedream.org/>
- 3: Data Feedback Report (FY 2017), Integrated Postsecondary Education System (IPEDS), <https://nces.ed.gov/ipeds/>
- 4: Career-Technical Graduate Follow-Up Survey Report (FY 2015), Illinois Community College Board (ICCB), <https://www.iccb.org/data/>
- 5: College 2 Career Readiness Tool, Illinois Community College Board (IPEDS), <https://www.ilcollege2career.com/#/>
- 6: Community Colleges Outcomes Report (FY 2017), National Student Clearinghouse (NSCH), <https://nscresearchcenter.org/>
- 7: Data and Characteristics Report (FY 2018), Illinois Community College Board (IPEDS), <https://www.iccb.org/data/>
- 8: Illinois State Report Card (FY 2018), Illinois State Board of Education (ISBE), <https://www.isbe.net/ilreportcard>
- 9: Aggregate average of pass rates for all Illinois state licensure tests completed by at least one ECC student in 2017
- 10: Data Book (FY 2017), Illinois Student Assistance Commission (ISAC), <http://www.isac.org/e-library/>

#### ECC Data Sources:

- CCSSE:** Community College Survey of Student Engagement. Composite scores represent standardized aggregate scores with mean of 50. (Last administered in Spring 2017).
- College2Career:** ICCB and IDES joint web utility that allows for exploration of employment-related outcomes for each Illinois public college/university (<https://www.ilcollege2career.com/#/>)
- CSS:** Internal online survey, administered annually with all currently-enrolled students. Questions follow a format where 1="Very Dissatisfied" and 5="Very Satisfied". (Last conducted in Fall 2017)
- CT Graduate Survey:** Annual survey of employment for CTE program graduates from the prior year
- ECC Data:** Data queried from the College's Datatel Colleague ERP system
- ICAT:** Institutional Capacity Assessment Tool (last administered in Spring 2015)
- ICCB:** Illinois Community College Board
- ISAC:** Illinois Student Assistance Commission
- ISBE:** Illinois State Board of Education
- NCCBP:** National Community College Benchmarking Project
- NSCH:** National Student Clearinghouse
- SSI:** Ruffalo Noel-Levitz Student Satisfaction Inventory. Satisfaction responses follow a scale where 1="Not Satisfied at All" and 7="Very Satisfied". Expectation questions follow a scale where 1="Much worse than expected" and 7="Much better than expected". Future enrollment questions follow a format where 1="Definitely not" and 7="Definitely yes". (Last administered in Spring 2016).

#### Notes:

\* "Most recent" year for given data. "Prior year" represents similar data one year or term prior to date, where available.