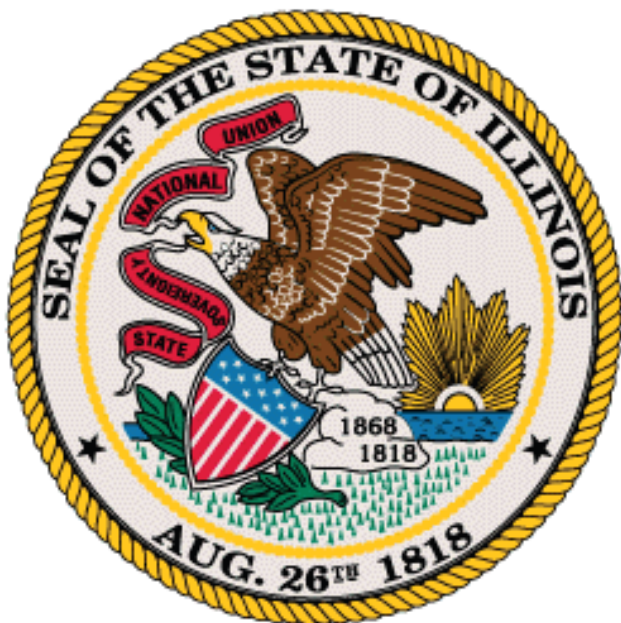


Illinois Community College Board

2013 – 2014 Biennial Report



REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY

A summary of programs and activities during calendar year 2013 through 2014

ILLINOIS COMMUNITY COLLEGE BOARD

Alexi Giannoulas
Chair

Suzanne Morris
Vice Chair

Guy H. Alongi

Randy Barnette

Terry Bruce

Michael Dorf

Teresa Garate

Thomas Pulver

Jake Rendleman

Martin Nall
*Student Board
Member*

**Dr. Karen Hunter-
Anderson**
Executive Director

2013—2014 Biennial Report

Illinois Community
College Board
401 East Capitol Avenue
Springfield, Illinois
62701-1711

Voice 217-785-0123
TDD 217-782-5645
FAX 217-524-4981

Report also available at
www.iccb.org

Printed by the Authority
of the State of Illinois
2/28/15

THE ILLINOIS COMMUNITY COLLEGE BOARD MISSION

The mission of the Illinois Community College Board, as the state coordinating board for community colleges, is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes cooperation within the system, and accommodates those State of Illinois initiatives that are appropriate for community colleges. As an integral part of the state's system of higher education, community colleges are committed to providing high-quality, accessible, and cost-effective educational opportunities for the individuals and communities they serve.

The Illinois Community College Board oversees the 48 public community colleges in the 39 community college districts and one community college center and has statutory responsibility for the statewide planning and coordination of the community college system. The Board consists of 12 members, 11 of whom are appointed by the Governor and confirmed by the state Senate. One student member is selected by the ICCB Student Advisory Committee.

The Board is assisted by an Executive Director and staff located in Springfield, Chicago, and Herrin. Board staff works with the colleges, state agencies, the Legislature, and the Office of the Governor to support the Board in carrying out its responsibilities.

While the individual community college districts vary in terms of demographics, resources, and educational priorities, their status as locally governed institutions allows them to address varying local needs uniquely. The Illinois Community College System is the third largest in the nation. More than one million students attend Illinois community colleges each year.



Illinois Community College System

Dr. Bettie Truitt, Interim
Black Hawk College
 6600 34th Avenue
 Moline, IL 61265
 (309) 796-5000

Dr. Lori L. Sundberg
Carl Sandburg College
 2400 Tom L. Wilson Boulevard
 Galesburg, IL 61401
 (309) 344-2518

Ms. Cheryl L. Hyman
City Colleges of Chicago*
 226 West Jackson Boulevard
 Chicago, IL 60606
 (312) 553-2500

Dr. José M. Aybar
Richard J. Daley College*
 7500 S. Pulaski Road
 Chicago, IL 60652
 (773) 838-7500

Dr. Margaret Martyn, Interim
Harold Washington College*
 30 East Lake Street
 Chicago, IL 60601
 (312) 553-5600

Ms. Arshele Stevens
Kennedy-King College*
 6343 South Halsted
 Chicago, IL 60621
 (773) 602-5000

Dr. Anthony Munroe
Malcolm X College*
 1900 West Van Buren Street
 Chicago, IL 60612
 (312) 850-7000

Ms. Angelia Millender
Olive-Harvey College*
 10001 S. Woodlawn Avenue
 Chicago, IL 60628
 (773) 291-6100

Dr. Reagan Romali
Truman College*
 1145 West Wilson Avenue
 Chicago, IL 60640
 (773) 907-4000

Dr. David Potash
Wilbur Wright College*
 4300 North Narragansett Avenue
 Chicago, IL 60634
 (773) 777-7900

Dr. Robert Breuder
College of DuPage
 425 Fawell Boulevard
 Glen Ellyn, IL 60137
 (630) 942-2800

Dr. Jerry Weber
College of Lake County
 19351 West Washington St.
 Grayslake, IL 60030
 (847) 543-2000

Dr. Alice Marie Jacobs
Danville Area Community College
 2000 East Main Street
 Danville, IL 68132
 (217) 443-3222

Dr. David Sam
Elgin Community College
 1700 Spartan Drive
 Elgin, IL 60123
 (847) 697-1000

Dr. Kenneth L. Ender
 (William Rainey) **Harper College**
 1200 West Algonquin Road
 Palatine, IL 60067
 (847) 925-6000

Mr. Robert Widmer, Interim
Heartland Community College
 1500 West Raab Road
 Normal, IL 61761
 (309) 268-8000

Dr. Joe M. Kanosky
Highland Community College
 2998 West Pearl City Road
 Freeport, IL 61032
 (815) 235-6121

Dr. John S. Erwin
Illinois Central College
 One College Drive
 East Peoria, IL 61635
 (309) 694-5422

Mr. Terry L. Bruce
Illinois Eastern Community Colleges**
 233 East Chestnut Street
 Olney, IL 62450
 (618) 393-2982

Dr. Jay Edgren
Frontier Community College**
 2 Frontier Drive
 Fairfield, IL 62837
 (618) 842-3711

Ms. Kathryn Harris
Lincoln Trail College**
 11220 State Highway 1
 Robinson, IL 62454
 (618) 544-8657

Mr. Rodney Ranes
Olney Central College**
 305 North West Street
 Olney, IL 62450
 (618) 395-7777

Dr. Matt Fowler
Wabash Valley College**
 2200 College Drive
 Mt. Carmel, IL 62863
 (618) 262-8641

Dr. Jerry Corcoran
Illinois Valley Community College
 815 North Orlando Smith Road
 Oglesby, IL 61348
 (815) 224-2720

Dr. Michael Dreith
John A. Logan College
 700 Logan College Road
 Carterville, IL 62918
 (618) 985-3741

Mr. Michael Elbe
John Wood Community College
 1301 South 48th Street
 Quincy, IL 62305
 (217) 224-6500

Dr. Debra Daniels
Joliet Junior College
1215 Houbolt Road
Joliet, IL 60431
(815) 729-9020

Dr. John Avendano
Kankakee Community College
100 College Drive
Kankakee, IL 60901
(815) 802-8100

Dr. James C. Underwood
Kaskaskia College
27210 College Road
Centralia, IL 62801
(618) 545-3000

Dr. Thomas L. Choice
Kishwaukee College
21193 Malta Road
Malta, IL 60150
(815) 825-2086

Dr. Jonathan Bullock
Lake Land College
5001 Lake Land Boulevard
Mattoon, IL 61938
(217) 234-5253

Dr. Dale T. Chapman
Lewis & Clark Community College
5800 Godfrey Road
Godfrey, IL 62035
(618) 468-7000

Dr. Charlotte J. Warren
Lincoln Land Community College
5250 Shepherd Road,
P.O. Box 19256
Springfield, IL 62794
(217) 786-2200

Dr. Vicky Smith
McHenry County College
8900 U.S. Highway 14
Crystal Lake, IL 60012
(815) 455-3700

Dr. Sylvia Jenkins
Moraine Valley Community College
9000 West College Parkway
Palos Hills, IL 60465
(708) 974-4300

Dr. Dana Grove
Morton College
3801 South Central Avenue
Cicero, IL 60804
(708) 656-8000

Dr. Margaret Lee
Oakton Community College
1600 East Golf Road
Des Plaines, IL 60016
(847) 635-1600

Dr. Thomas R. Ramage
Parkland College
2400 West Bradley Avenue
Champaign, IL 61821
(217) 351-2200

Dr. Terri Winfree
Prairie State College
202 South Halsted Street
Chicago Heights, IL 60411
(708) 709-3500

Mr. Terry Wilkerson
Rend Lake College
468 North Ken Gray Parkway
Ina, IL 62846
(618) 437-5321

Dr. Gayle Saunders
Richland Community College
One College Park
Decatur, IL 62521
(217) 875-7200

Mr. Michael Mastroianni
Rock Valley College
3301 North Mulford Road
Rockford, IL 61114
(815) 921-7821

Dr. George Mihel
Sauk Valley Community College
173 Illinois Route 2
Dixon, IL 61021
(815) 288-5511

Dr. Tim Bellamey
Shawnee Community College
8364 Shawnee College Road
Ullin, IL 62992
(618) 634-3200

Mr. Don Manning
South Suburban College
15800 South State Street
South Holland, IL 60473
(708) 596-2000

Dr. Jonah Rice
Southeastern Illinois College
3575 College Road
Harrisburg, IL 62946
(618) 252-5400

Dr. Georgia Costello
Southwestern Illinois College
2500 Carlyle Avenue
Belleville, IL 62221
(618) 235-2700

Mr. Curtis Oldfield
Spoon River College
23235 North County 22
Canton, IL 61520
(309) 647-4645

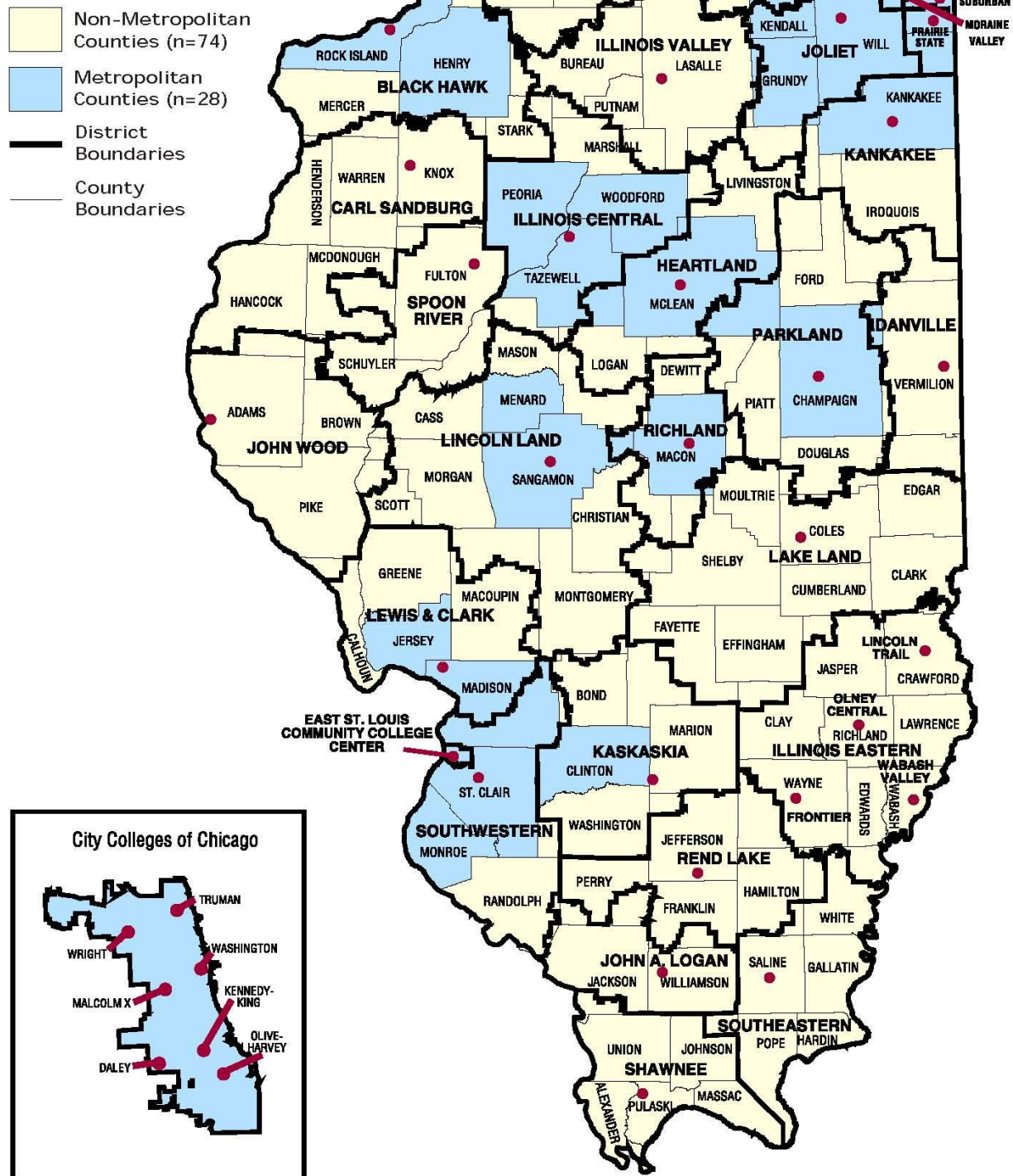
Ms. Mary-Rita Moore, Interim
Triton College
2000 Fifth Avenue
River Grove, IL 60171
(708) 456-0300

Dr. Christine J. Sobek
Waubonsee Community College
Route 47 at Waubonsee Drive
Sugar Grove, IL 60554
(630) 466-7900

*City Colleges of Chicago serves as the administrator for all colleges with a single asterisk.

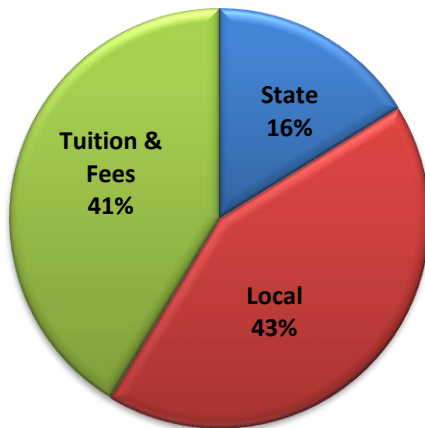
**Illinois Eastern Community Colleges serves as the administrator for all colleges with double asterisks.

Illinois Community College Districts



Illinois Community College System Funding

State Funding has supported increased demands being placed on community colleges. More than ever before, Illinois community colleges are faced with the challenge of securing the financial resources necessary to meet the diverse needs of their students and their communities. To achieve this goal, community colleges depend on three primary sources of funding: state grants, local taxes, and student tuition and fees.



FY14 Sources of Funding

The system is based on **equal funding from state revenues, local property taxes, and student tuition.** In FY 14 the **state underfunded** their third of the system by **\$50.07 per credit hour or \$344.4 million**

In fiscal year 2014, community colleges received \$334.1 million in operating and restricted grants. Base Operating, Equalization, Small College and Performance grants are the major grants that support operations at the colleges. The remaining state monies support various restricted grant program such as Adult Education and Career and Tech Education programs.

Grants to Community Colleges

	FY2013 Final <u>Appropriations</u>	FY2014 Final <u>Appropriations</u>
<u>State Funds</u>		
<u>Operating Grants</u>		
Base Operating Grant	\$ 191,271,900	\$ 191,271,900
Performance Based Funding	\$ 360,000	\$ 360,000
Small College Grant	\$ 550,000	\$ 550,000
Equalization Grant	\$ 75,570,800	\$ 75,570,800
unrestricted grants	\$ 267,752,700	\$ 267,752,700
<u>Statewide Initiatives & Other Grants</u>		
City Colleges of Chicago Grant	\$ 14,079,000	\$ 14,079,000
East St. Louis Higher Education Center	\$ 1,491,500	\$ 1,491,500
Adult Education Grants	\$ 16,026,200	\$ 16,026,200
Adult Education Grants Public Assistance	\$ 5,546,200	\$ 5,546,200
Adult Education Grants Performance	\$ 10,701,600	\$ 10,701,600
GED Testing	\$ 980,000	\$ 980,000
Career and Technical Education Grants	\$ 17,569,400	\$ 17,569,400
statewide initiatives	\$ 66,393,900	\$ 66,393,900
Total State Grants	\$ 334,146,600	\$ 334,146,600

Illinois Community College System is Keeping Tuition Low

Fall FY2014

	Tuition*	Fees*	Total	30 Hours
BLACK HAWK	\$ 115.00	\$ -	\$ 115.00	\$3,450.00
CHICAGO	\$ 89.00	\$ 13.33	\$ 102.33	\$3,069.90
DANVILLE	\$ 108.00	\$ 12.00	\$ 120.00	\$3,600.00
DUPAGE	\$ 107.15	\$ 32.85	\$ 140.00	\$4,200.00
ELGIN	\$ 109.00	\$ -	\$ 109.00	\$3,270.00
HARPER	\$ 108.50	\$ 16.00	\$ 124.50	\$3,735.00
HEARTLAND	\$ 130.00	\$ 9.00	\$ 139.00	\$4,170.00
HIGHLAND	\$ 115.00	\$ 16.00	\$ 131.00	\$3,930.00
ILLINOIS CENTRAL	\$ 115.00	\$ -	\$ 115.00	\$3,450.00
ILLINOIS EASTERN	\$ 77.00	\$ 15.00	\$ 92.00	\$2,760.00
ILLINOIS VALLEY	\$ 93.60	\$ 7.40	\$ 101.00	\$3,030.00
JOLIET	\$ 80.00	\$ 27.00	\$ 107.00	\$3,210.00
KANKAKEE	\$ 104.00	\$ 13.00	\$ 117.00	\$3,510.00
KASKASKIA	\$ 97.00	\$ 14.00	\$ 111.00	\$3,330.00
KISHWAUKEE	\$ 101.00	\$ 11.00	\$ 112.00	\$3,360.00
LAKE COUNTY	\$ 93.00	\$ 19.00	\$ 112.00	\$3,360.00
LAKE LAND	\$ 87.50	\$ 20.30	\$ 107.80	\$3,234.00
LEWIS & CLARK	\$ 101.00	\$ 17.00	\$ 118.00	\$3,540.00
LINCOLN LAND	\$ 99.00	\$ 11.00	\$ 110.00	\$3,300.00
LOGAN	\$ 97.00	\$ -	\$ 97.00	\$2,910.00
MC HENRY	\$ 93.00	\$ 9.00	\$ 102.00	\$3,060.00
MORAIN VALLEY	\$ 109.00	\$ 17.00	\$ 126.00	\$3,780.00
MORTON	\$ 79.00	\$ 20.00	\$ 99.00	\$2,970.00
OAKTON	\$ 95.34	\$ 5.00	\$ 100.34	\$3,010.20
PARKLAND	\$ 109.00	\$ 8.50	\$ 117.50	\$3,525.00
PRAIRIE STATE	\$ 108.00	\$ 16.00	\$ 124.00	\$3,720.00
REND LAKE	\$ 95.00	\$ -	\$ 95.00	\$2,850.00
RICHLAND	\$ 101.00	\$ 6.00	\$ 107.00	\$3,210.00
ROCK VALLEY	\$ 87.00	\$ 10.00	\$ 97.00	\$2,910.00
SANDBURG	\$ 140.00	\$ -	\$ 140.00	\$4,200.00
SAUK VALLEY	\$ 98.00	\$ 5.00	\$ 103.00	\$3,090.00
SHAWNEE	\$ 95.00	\$ -	\$ 95.00	\$2,850.00
SOUTH SUBURBAN	\$ 120.00	\$ 17.75	\$ 137.75	\$4,132.50
SOUTHEASTERN	\$ 91.00	\$ 4.00	\$ 95.00	\$2,850.00
SOUTHWESTERN	\$ 103.00	\$ 5.00	\$ 108.00	\$3,240.00
SPOON RIVER	\$ 105.00	\$ 20.00	\$ 125.00	\$3,750.00
TRITON	\$ 103.00	\$ -	\$ 103.00	\$3,090.00
WAUBONSEE	\$ 100.00	\$ 5.00	\$ 105.00	\$3,150.00
WOOD	\$ 123.00	\$ 10.00	\$ 133.00	\$3,990.00
	\$102.08	\$10.57	\$112.65	\$3,379.40

*Standard fees paid by all students

PUBLIC UNIVERSITIES AVERAGE**:	\$13,382.00
PRIVATE NOT FOR PROFIT INSTITUTIONS**:	\$24,693.00
PROPRIETARY INSTITUTIONS**:	\$19,257.00

**source: IL Student Assistance Commission

Illinois Community College Board Is Fostering Opportunity

Illinois Community Colleges Offer Comprehensive Instructional Programs. Illinois' comprehensive community colleges continue to play a vital role in the state's educational and workforce preparation. The colleges provide access and opportunity to individuals with diverse goals, including transferring to another college or university, preparing for a new career or upgrading skills for a current occupation, or sharpening basic skills. Individually and collectively, the colleges strive to be productive and responsive to the needs of their communities and the state, as well as accountable to the various constituencies they serve.

Completions	FY14	One-Year Change	Five-Year Change	Ten-Year Change
System-wide	69,812	1.1%	22.7%	35.7%

Baccalaureate/Transfer Programs: For FY 2013 and 2014, baccalaureate/transfer remained the largest credit instructional program area for Illinois community colleges. During FY 2013, 40.5% (280,070) of all credit enrollments were in this program area and 43.5% (287,080) for FY 2014. In FY 2013, over 20,200 Baccalaureate/Transfer degrees were earned and over 23,200 in FY 2013. Four (4) new Baccalaureate/Transfer programs and 405 new courses were added to the college's offerings during FY 2013 and 2014.

Highway Construction Careers Training Program (HCCTP): Through an agreement with the Illinois Department of Transportation, the ICCB administers the HCCTP. The HCCTP is designed to prepare minorities, women, and disadvantaged individuals to enter the trades. Across the state, twelve community colleges offer the training. Potential clients go through a rigorous assessment process before selection. If selected they participate in an intensive training program of 450 hours with remediation, contextualized learning, work-based learning, and job-readiness. There is at least one HCCTP offered in each of IDOT's districts. In its fifth year the HCCTP has seen graduates enter all the highway construction trades.

Career and Technical Education Programs: For fiscal years 2013 and 2014, career and technical programs were the second largest credit instructional area for Illinois community colleges. During FY 2013, 27.1% (187,560) of all credit enrollments were in this program area and in FY 2014, 26.2% (172,630) of credit enrollments were in career and technical education. Nearly 66.7% of all collegiate degrees and certificates earned during fiscal years 2013 and 2014 were for completion of career and technical programs. In FY 2013, students successfully completed over 44,500 career and technical degrees and certificates, and 46,500 during FY2014. The colleges added 509 Career and Technical Education programs and 1,619 courses to their offerings during FY 2013 and 2014. The five areas of biggest growth over this period were Health, Information Technology, Manufacturing, Sustainable Technologies, and Agriculture.

Accelerating Opportunity / Illinois Career and Academic Preparation System: The ICCB has participated for the past four years in this Bill & Melinda Gates Foundation Initiative that is led by Jobs for the Future (JFF) and builds on Washington State's Integrated Basic Education Skills Training (IBEST) initiative, the strengths of the "Shifting Gears" – Joyce Foundation Initiative, and the Illinois Adult Education Strategic Plan. It is continuing through the **ICCB Illinois Career and Academic Preparation System** as funding through Jobs for the Future expires. The purpose of the project is to provide Career and Technical Education (CTE) college credit and program certificate opportunities to adult education and family literacy (AEFL) students that lack basic skills. Students are concurrently working to complete their high school equivalency and are co-enrolled in credit CTE courses through an integrated instructional model—supplemented by support courses and augmented by team teaching that includes CTE faculty and basic skills instructors. The model provides career pathway opportunities for adult education students and is aimed at securing employment opportunities for these students. Twenty-five colleges are currently engaged in offering these opportunities to students.

General Education Credential: The Illinois Articulation (IAI) General Education Core Curriculum (GECC) provides foundational academic skills needed to pursue upper-division coursework through 12 to 13 courses in math, communications, physical and life sciences, humanities and fine arts, and social and behavioral sciences. Currently, GECC completers can request a notation on their transcripts recognizing completion. However, some colleges in New York, Virginia, Arizona, Louisiana, New Jersey, and Michigan award transfer certificates for general education core completion, which benefits students by encouraging persistence and helping with job placement and advancement. Illinois is currently exploring the implementation of

this Credential and anticipates it's in the near future. Potential benefits to students may include encouraging persistence toward academic goals and helping with job placement and advancement. Universities and four year colleges benefit because they can eliminate general education transcript reviews for students with the credential. Community colleges benefit because they further document student achievement and formally recognize student foundational academic skill attainment. **The ability for community colleges to award the GECC credential is currently moving forward in ICCB rules.**

Dual Credit for High School Students:

The ICCB plays a pivotal role in overseeing the development, delivery, and evaluation of dual credit across the state. Dual credit refers to a course that is taken by a qualified high school student for which the student receives both college and high school credit. Dual credit significantly impacts students by reducing college costs, speeding time to degree completion, and easing the transition from high school to college. It amplifies the usefulness and applicability of the 11th and 12th grades, maximizes state and local educational resources, and provides a platform that fosters secondary and postsecondary collaboration and interdependence. Ultimately, it's a "win-win" arrangement that gives students a head start toward earning college credits. As a leader in dual credit, the ICCB works collaboratively with secondary and postsecondary stakeholders to expand student access to higher education while simultaneously maintaining the high academic standards expected of the Illinois community college system.



Illinois Community College Board Is Developing Partnerships

The Illinois Community College Board continues to work collaboratively across the state with other partners to address the alignment of workforce development, education and economic development. Over the past year, through Workforce Development, Career and Technical Education and Adult Education, community colleges and ICCB have moved forward in a coordinated way, continuing to focus on the sector/clusters such as manufacturing, healthcare, and transportation, distribution and logistics (among others) with an emphasis on low-skilled and low-income adults through work such as Business and Industry training, Professional and Continuing Education training, Accelerating Opportunities, Bridge program implementation, Career Pathways, Programs of Study, and continuing the Adult Education Strategic Plan implementation – all focused on meeting the needs of Illinois employers and workforce. ICCB's ongoing partnerships with other agencies and entities such as OET are critical to addressing Illinois' economic and workforce needs.

Bridging the Gap: During fiscal year 2014, the ICCB funded 15 community colleges to partner with high schools in their districts to engage curriculum alignment. Twenty-three (23) colleges were funded during fiscal year 2013. Colleges coordinated curriculum alignment meetings with secondary and postsecondary faculty and administrators focused on the implementation of the Common Core State Standards (CCSS) for English Language Arts and Math. Additionally, colleges were asked to plan and develop a summer bridge programs (during 2014) designed to reduce remediation in math and/or English, emphasizing the connection between high school and college curriculum. Colleges also were encouraged to explore the alignment of postsecondary curriculum with next generation science standards, provided they were examined as a supplement to the ELA and math work.

Common Core Alignment Efforts / Higher Education Leadership Team – PARCC Assessment Implementation: ICCB has worked to engage teachers and faculty with one another to address curricular alignment issues related to the common core and ensure that higher education has a firm and sound understanding of both the common core and the PARCC assessment. ICCB staff participates on the Higher Education Leadership group that is examining the relevance and relationship of the PARCC assessment to community colleges. The IBHE is also represented. Common discussions center on the validity of the assessment, the implementation of the assessment, and the applicability of the assessment for placement and admissions in Illinois higher education.

Early Childhood Education: The Early Childhood Credential Workgroup, including representatives from the Illinois Board of Higher Education, the Illinois Community College Board, the Illinois Department of Human Services, INCCRRA, and the Governor's Office of Early Childhood Development convened an advisory group comprised of community college and four-year institution partners examined strengths and challenges related to the Illinois ECE preparation and specifically to: identify specific programmatic strategies to more fully align programs, course series, certificates, etc. with the Gateways Credentials; provide logistical and systems recommendations for Gateways and institutional procedures to enhance the institutional/Gateways partnership for candidates; and recommend a communications strategy for sharing recommendations of the panel to all ECE constituencies including employers, government agencies, and candidates. Recommendations from the workgroup aligned with three specific overarching themes or ideas. These themes included: Gateways processes and procedures for administering credentials; institution of higher education's program alignment and entitlement accountability; and candidate financial and programmatic supports. Currently a considerable part of the ECE workforce in Illinois has accumulated college credits leading to no specific degree, certificate, or credential. Therefore, it is important to remove any barriers between the credentialing system and candidates. Overall, the established Gateways Credential system is a vehicle to bridge these issues and in doing so elevate professional preparation of practitioners and public perception of the profession.

STEM College & Career Readiness Project: The STEM CCR project builds upon the work that was done in the Illinois College and Career Readiness Program Act (PL 095-0694, Section 5 of the Public Community College Act, Sec. 2.24 (2007); PL 096-1300, Section 5 of the Public Community College Act, Sec. 2.25 (2010). During the five years that this act was in place, the ICCB supported seven colleges in the implementation of specific interventions aimed at reducing remediation. Though this act was discontinued, it remains as critical as ever that the community college system engage in programs like these in an effort to find ways in which to reduce remedial need amongst our high school population of students because today, almost 50% of students enroll in some sort of remedial education courses. And quite simply, those that do are much less likely to graduate.

Thanks to a partnership with the Illinois State Board of Education, the ICCB has been able to continue this work with seven new partner colleges. Though the focus is more specific to STEM programs, the goals are nearly the same: Goal 1: Diagnosing college readiness for students in Programs of Study by aligning placement assessments from secondary to postsecondary education in developmental and freshmen curriculum. Goal 2: Reduction of remediation by utilizing targeted interventions in the high schools to decrease remedial needs for students in math, reading and writing. Goal 3: Alignment of high school and college curriculum. Goal 4: Provision of resources and academic support to students to enrich the senior year of high school through remedial or advanced coursework and other interventions. Goal 5: Evaluating the performance of the interventions through both self-evaluation processes and an external evaluation. *Funded sites are: 1) Olive Harvey – City Colleges; 2) Wilbur Wright College – City Colleges; 3) Harold Washington College – City Colleges; 4) John Wood Community College; 5) Illinois Central College; 6) Heartland Community College; 7) Olney Central College – Illinois Eastern Community Colleges.*

Illinois Community College Board Is Engaging In Continuous Improvement

Carl D. Perkins Career and Technical Education Act Administration: The ICCB administers several grant programs that directly support CTE. This includes federal funding from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). On an annual basis, eligible recipients of federal Postsecondary Perkins funds must prepare a Perkins plan to submit to the ICCB for approval. The plans ensure that colleges meet the nine required uses of funds as prescribed by Perkins as well as employ activities to meet the state-adjusted Perkins performance measures. The ICCB also requires that community colleges build CTE Program of Study implementation and evaluation into their annual Perkins plans. To ensure that these and other CTE grants meet their intended goals, the ICCB supports a wide range of regionally-based professional development opportunities through the Regional Network. This includes activities in support of special populations, accountability, and continuous quality improvement. While workshops and meetings are held year round, the largest statewide CTE convening is the annual Forum for Excellence conference, designed to showcase best practices and provide technical assistance to the field. In addition to comprehensive professional development, The ICCB CTE staff has expanded the resources and technical assistance available to the colleges and their Perkins administrators through the development of the Postsecondary CTE website and a manual for Perkins Postsecondary CTE implementation.

Pathways to Results: Since 2009, the ICCB has further supported the development of programs of study through Pathways to Results local implementation grants. These funds help to acknowledge the continuous nature of programs of study advancement and embrace continuous improvement as a philosophy for implementation. Beginning in Fiscal Year 2013, all colleges that receive Postsecondary Perkins funding are required to engage in a continuous improvement process focused on programs of study. All, except for two community colleges, have formally participated in Pathways to Results and choose to use this five-phase process for evaluation and continuous improvement for their college CTE programs of study. In past fiscal years, colleges were guided to use PTR to create a program of study or to identify a problem in a CTE program, e.g., enrollments, retention, equity issues, etc. In the latter option, colleges are able to pinpoint the problem and, with technical assistance, create solutions to address the issue. For Fiscal Year 2015, the PTR grants allowed recipients to use and implement this continuous improvement process in other areas including: program review, deficient Perkins performance measures, and performance of special populations, as defined by Perkins.

Dual Credit Enhancement: The purpose of the Dual Credit Enhancement Grant is to support the development, enhanced delivery and evaluation of local dual credit programs and to expand student access to higher education while maintaining high academic standards. In fiscal year 2015, the ICCB granted funding to 35 community colleges – 10 more than the previous fiscal year - that had to focus on at least one objective from each section to further encourage the creation and implementation of innovative strategies:

Section A

1. Plan and implement new dual credit offerings in existing locations based upon student needs and founded upon local partnerships.
2. Plan and implement dual credit offerings in disciplines, locations, or high schools where dual credit has never been conducted in the applying district, based upon student needs and founded upon local partnerships.
3. Develop, support and utilize innovative instructional models that have not been attempted in dual credit classrooms in the applying district.

Section B

4. Engage secondary and postsecondary faculty in curriculum alignment and articulation activities related specifically to current and new dual credit offerings.
5. Support the recruitment efforts of qualified faculty to teach dual credit and qualified students to enroll in dual credit.
6. Provide professional development to dual credit faculty and administrators.
7. Assess the effectiveness of dual credit programs through the development of or investment in evaluation metrics and methods.

The Dual Credit Enhancement grant has been the most popular leadership grant amongst the community colleges and continues to support the growth of partnerships between the secondary and postsecondary institutions.

Strategic Plan for Workforce Education: The Illinois Community College Board, in partnership with the Illinois Community College Presidents' Council and the Department of Commerce and Economic Opportunity, will engage multiple stakeholders in the creation of a five-year Workforce Education Strategic Plan.

The purpose of a community college system-wide strategic plan is to lay the foundation for future workforce initiatives in the state, attract business, and develop educational opportunities to support students' success as they prepare to enter the workforce. As the largest provider of public workforce training in the state, the system of 48 community colleges ensures that all Illinois residents have educational and training opportunities leading to high wage and high growth employment. Responding to the needs of the community is a core mission of the Illinois Community College System.

This plan will focus on strengthening system-wide visibility and impact by aligning workforce education and training. For this purpose, the development of a strategic plan will enhance an already robust system and will:

- ensure education and economic competitiveness for the system at the local and state levels;
- strengthen Business and Industry relationships;
- maximize employer engagement in the development of relevant programs that will lead to sustainable wages;
- enhance education and training at all levels of the system including adult education, business and industry, career and technical education, and continuing education; and
- provide integrated options for students to move them quickly into career pathway programs/Programs of Study (POS).

Illinois Community College Board Is Helping to Transition Adult Students into College & Workforce

The ICCB continues to build and expand opportunities for adult education students to transition into college and the workforce. Beyond preparation for the high school equivalency exam or improving English language skills, adult education in Illinois is dedicated to building on the pathways created to assist students to obtain or improve their employment options and successfully enroll and complete postsecondary education. Expanded bridge and transition programming, integrated models of instructional delivery, alignment of standards with the Common Core State Standards and College and Career Readiness Standards, technology, career development and awareness skills, evidence based models, and the use of data for decision making, are all designed to make the promise a reality for many low skilled adults. Through a diverse provider network, we will continue to work collaboratively to-ward fulfilling the goals of the strategic plan and to build on past successes. This includes a focus on services that equip adult students with the skills necessary to compete and thrive in Illinois.

Workforce Preparation: The preparation of students for success in the workforce remains a major goal of the adult education system. Assisting low-skilled adults in attaining skills that are necessary for this success is important. One of the ways in which the program helps students to be successful is the receipt of an Illinois High School Equivalency Certificate (IHSEC). The IHSEC provides individuals with opportunities to further employment, training, and postsecondary education. FY14 saw the launch of the new 2014 GED® test. The number of individuals earning a GED® in FY14 reached 14,646. In Fiscal Year 2014, 61% of Adult Education students were still employed nine months after completing instruction and entering the workforce. The program also provided services to 15,448 individuals receiving public assistance which assisted them in gaining the education and workforce preparation skills necessary for their success.

Evidence Based Reading Instruction (EBRI): Adult Education continues to increase the use of EBRI through intensive professional development to programs and instructors. This method of instruction requires intensive training and is specifically

designed to help improve reading comprehension and fluency for intermediate level students. Currently 67 programs have received training and implemented EBRI instruction into the services offered. Only 12 funded programs do not have teams trained and 8 of those are in training during FY15.

English-as-a-Second Language: ESL learners constitute the majority (52%) of Adult Education instruction. In FY12, there were 67 Adult Education providers throughout Illinois providing ESL instruction. EL/Civics Competencies address the topics of the Democratic Process, Housing, Community Resources, US School System and Health Services and are used by all programs receiving EL/Civics funding. Of the 5,356 EL/Civics funded students completing at least 15 attendance hours, 4,783 (89%) met the competency requirement by completing at least two EL/Civics competencies for each fifteen attendance hours earned. As a group, these students completed a total of 149,122 competencies. These learners become more competent in English literacy and civics education to participate more fully in education, the workforce and to obtain citizenship. In FY14, 40 Adult Education programs received EL/Civics funding.

PROVIDER DIVERSITY

Services were offered through a variety of provider types in FY14. These types included the following:

Local Education Agencies	20
Faith-Based Organizations	3
Community-Based Organizations	25
Community, Junior or Technical Colleges	39
Four-year Colleges or Universities	1
Illinois Department of Corrections	1
TOTAL	89

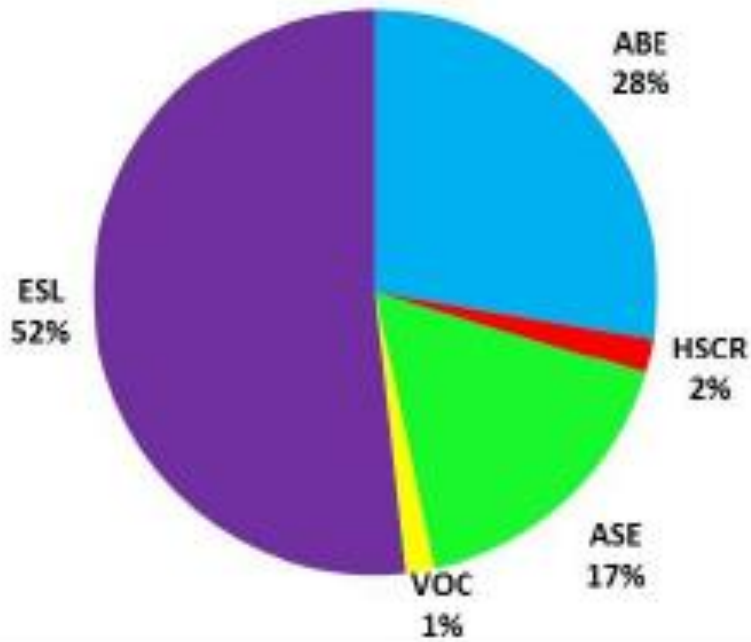
FY 2014 Students Served and Units Provided in Adult Education

Instruction Type	Students	Units ²
English-as-a-Second Language (ESL)	45,284	470,766
Adult Basic Education (ABE)	24,205	228,114
Adult Secondary Education (ASE)	14,882	129,565
High School Credit (HSCR)	1,749	34,074
Vocational (VOC)	1,433	10,661
TOTAL	87,553	873,180

¹ U.S. Census, Index of Need, 2014

² One unit of instruction equals 15 hours of enrollment

Students in Adult Education and Family Literacy



Illinois Community College Board Is Linking Education, Workforce, and Economic Development

ICCB Workforce Development is a critical piece of the community college system and encompasses involvement and collaboration with the private sector across many industries, local workforce investment areas/boards, community college business and industry centers, OET, other state agencies, and other ICCB and community college departments. The overall goal is to address the workforce/economic needs of the state either through individual college initiatives designed to meet local workforce needs or training partnerships designed to target regional or statewide workforce/economic development needs.

Business and Industry/ Continuing Education Training: Corporate and continuing education continues to be vital workforce components at the community colleges. Providing connections with employers in key industry areas is certainly the focus. The ability to connect workers with the skills employers demand is very important. A new report is currently under development to continue to reflect information about key partnerships and outcomes of the colleges' with employers.

US Department of Labor Workforce Innovation Fund/Accelerated Training for Illinois Manufacturing: The ICCB received funding to provide professional development, curriculum updates/revisions, and manufacturing curriculum training to the five regional Accelerated Training for Illinois Manufacturing (ATIM) partnerships. The ICCB also is a Workforce Innovation Fund (WIF)/ATIM state partner participating with the Department of Commerce and Economic Opportunity and

Illinois Department of Employment Security in the development and implementation of the initiative. ICCB participates in the state partner meetings and prepares and provides information, works with the community colleges, and participates in providing training to the regions.

Construction Business Development Center (CBDC): Through an Intergovernmental Agreement with the Illinois State Toll Highway Authority the ICCB administers the CBDC. The CBDC is made up of community colleges in areas in which the Tollway "Move Illinois" initiative is under way. In FY 2014, four community colleges offered technical assistance services to small, minority and women owned contractors in order to prepare them to bid on Tollway projects. Examples of services include estimating, tax issues, accounting, construction software, and bid preparation. In its first year, over 50 companies were provided assistance and over 20 submitted bids.

Illinois Community College System is A Return on Investment for Illinois Student and Employers

Illinois community colleges are advancing the State's goal of 60% by 2025:¹

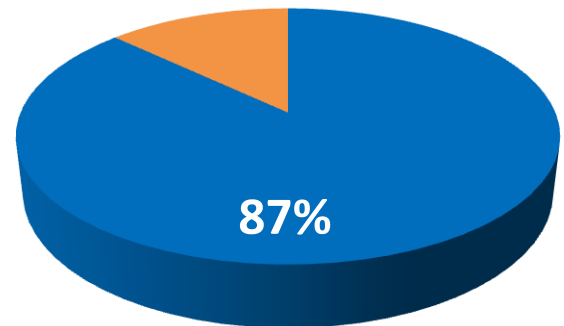
- Statewide, there was a **57% increase** in Illinois community college graduates between 2000 and 2012. Health Professions and Related Sciences had the highest number of completers, **increasing 173%**.

An Illinois community college education increases earnings for workers – even during a recession:

- *Taking courses* at an Illinois community college pays off. On average, all students who finished their community college coursework in FY2011 saw a **25.3% increase** in earnings over their pre-enrollment wages.²
- *Graduates* realize even greater benefits. An Illinois community college graduate can expect a total lifetime earnings **gain of over \$570,000** – a **44% increase** over the average total lifetime earnings of those not completing a community college program.

Investing in an Illinois community college degree yields an average **annual rate of return of over 14%**.

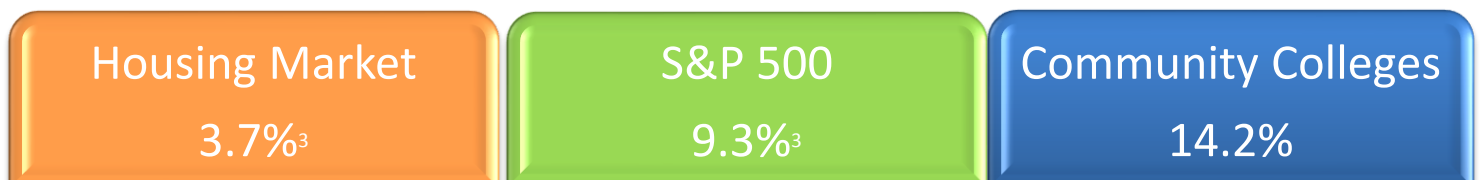
Nearly **9 in 10** community college students stay in Illinois for employment in the 5-year period after graduation.



Illinois community colleges add skills to our workforce and boost business:

- At some point over the past 12 years, **74%** of Illinois employers hired a community college student.
- Over the past 12 years, **1.7 million** Illinois workers participated in credit courses at an Illinois community college.
- Over the past 12 years, nearly **1.4 million** Illinoisans enrolled in community college noncredit, short-term business and industry

Average Annual Rate of Return of Initial Investment



¹Illinois' goal is 60% of adults having a college degree or other marketable credential by the year 2025.

²This figure measures the change in earnings between pre-enrollment & post-completion and represents graduates and individuals who did not re-enroll in FY2012.

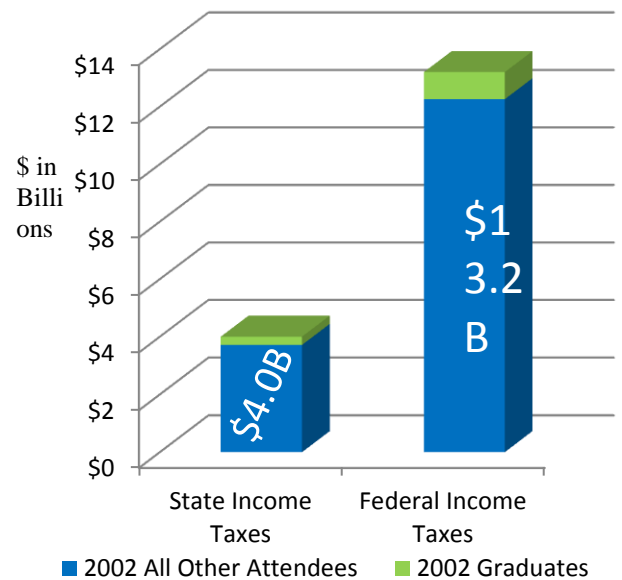
³Case-Shiller Home Price Index and S&P 500, 1928-2012.

Illinois Community College System is A Return on Investment for Local Communities

Illinois community colleges are responding to the state's changing demographics and educational needs:

- More students are enrolling in community college directly after high school. In FY2012 over half of community college enrollees were **age 24 or less**.
- Enrollments in Illinois community colleges have increased for minorities. In FY2012 African American students made up **16.8%** of the total (up from 14% in 2000) and Hispanic students made up **16.1%** of (up from 14.4% in 2000).
- More enrolling students are preparing for college transfer. As a percent of total enrollments, transfer students grew from 30% in 2000 to **38.7%** in 2012.
- Since 2006, online enrollments have almost doubled. By 2012, **105,536 students** took at least one online class for credit, about **14.8%** of

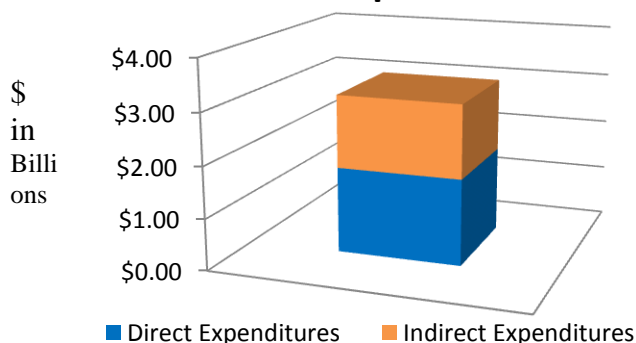
Illinois community college students generated billions of dollars in state & federal income tax revenues from 2003-2012:



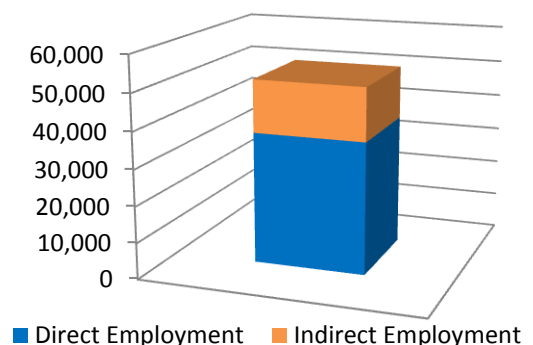
Illinois community colleges boost the economy of local communities:

- In FY2012 Illinois community colleges generated a total economic output of **\$3.1 billion** and almost **51,000 jobs**.

Economic Output - \$3.1 Billion



Employment - 50,973

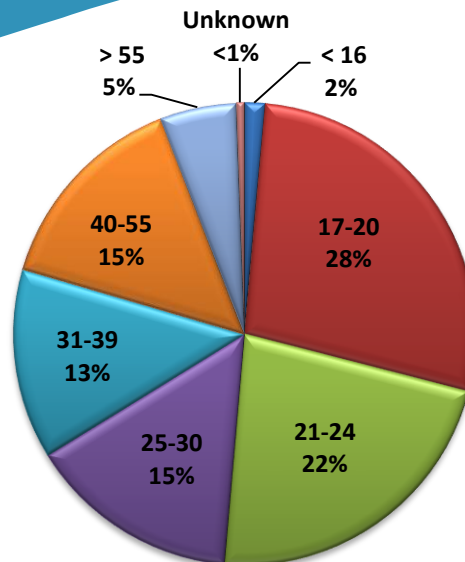


Sources: Illinois Community College Board, Illinois Department of Employment Security, Northern Illinois University Center for Governmental Studies, *Illinois Community Colleges' Economic Impacts* (2014).

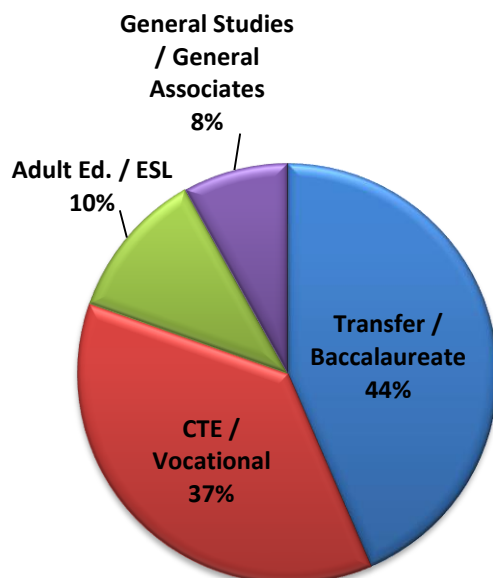


Illinois Community College System

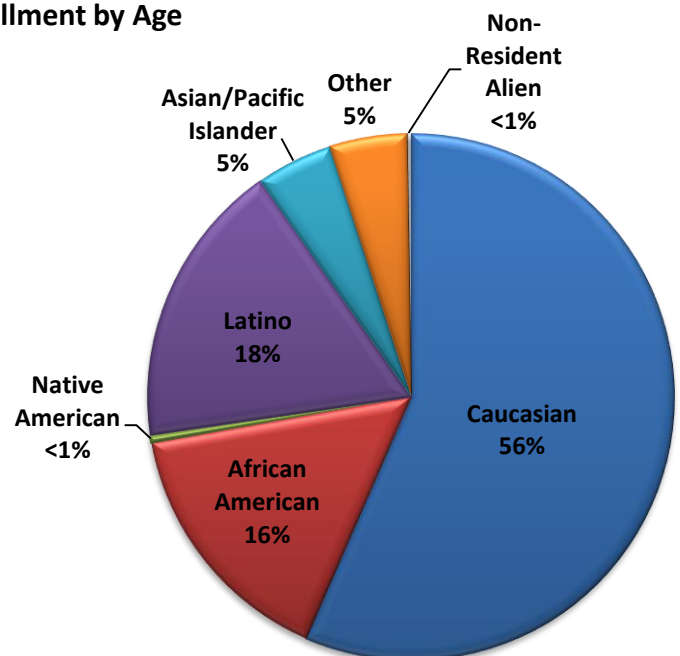
Enrollment Information
Fiscal Year 2014



FY14 Enrollment by Age



FY14 Enrollment by Program Area



FY14 Enrollment by Ethnicity

Illinois Community College System

Enrollment and Funding Information
Fiscal Year 2014
(Continued)

Enrollment Information

Total Enrollment	FY14	One-Year Change	Five-Year Change	Ten-Year Change
System-wide Credit	659,712	-4.6%	-9.7%	-5.6%
System-wide Non-Credit*	193,812	-4.3%	-23.9%	-24.9%

* Non-Credit is comprised solely of Community Education courses and is derived from unduplicated counts.

Veterans Enrolled	FY14	One-Year Change	Five-Year Change	Ten-Year Change
System-wide	15,511	8.1%	22.0%	25.3%

Students with Disabilities	FY14	One-Year Change	Five-Year Change	Ten-Year Change
System-wide	19,866	28.7%	47.2*	58.0%

* This information is currently not available.

Dual Credit Enrollment	FY14	One-Year Change	Five-Year Change	Ten-Year Change
System-wide	50,091	0.01%	66.6%	--*

* Due to a recent shift from using duplicated to unduplicated counts, this information is not available.