

Pass Rate on Professional Licensure Exams:

The National Council Licensure Examination for **Registered Nurses** (NCLEXRN®) median pass rate for FY 2007 graduates was 89.0 percent. The median pass rate for Illinois community college Dental Hygiene programs in FY 2007 was 100.0 percent. Fiscal year 2007 graduates **Radiologic Technology** programs providing pass rate information reported a median pass rate of 94.0 percent. The **Emergency Medical Technician** median pass rate for FY 2007 Illinois community college graduates was 89.5 percent.



Transfer Rates:

The statewide transfer rate for cohorts of community college entering students based on the Illinois Shared Enrollment and Graduation (ISEG) files and the National Student Clearinghouse (NSC) Student Tracker **was 31.2 percent in FY 2006 and 38.4 percent in FY 2007.**

Average Class Size:

During FY 2007, the average class size was 18.01, which is very close to the average from last year (17.90) and a 3.4 percent increase from FY 2000.

Full-Time Transfer Faculty Preparation:

During FY 2008, an average of 97.1 percent of all full-time transfer faculty held a Master's or higher degree. Eight out of ten colleges (79.2 percent) reported that 95 percent or above of

all full-time transfer faculty held a Master's or higher degree.

Number of General Education Courses Included in the Illinois Articulation Initiative (IAI):

During FY 2008, there were 4,517 Illinois community college general education courses included in the IAI, an average of 94 courses per college. Every college offered at least 60 IAI courses. More than one-half of Illinois community colleges offered at least 90 IAI-approved general education courses in FY 2008.



Number of Major-Specific Courses Included in the Illinois Articulation Initiative (IAI):

During FY 2008, 7,011 major-specific courses were included in the IAI, an average of 146 courses per college. Each college offered at least 70 courses and four colleges offered over 200 courses each.

Graduate Satisfaction by College:

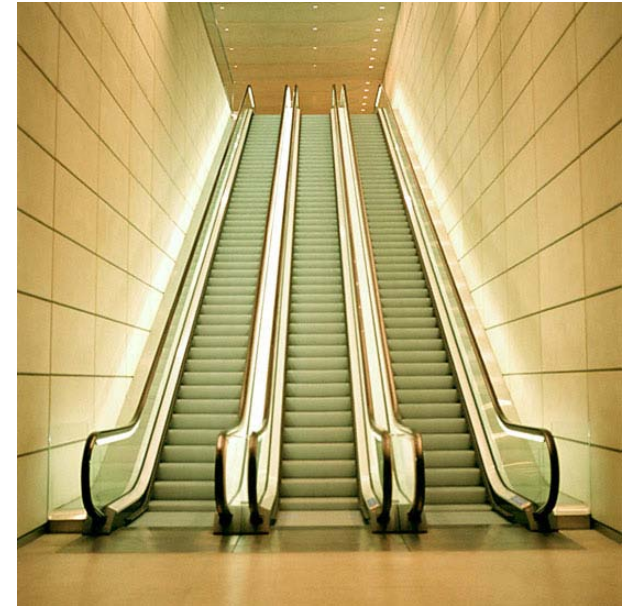
During FY 2007, nearly nine out of ten (88.0 percent) graduates were satisfied with their community college experience. Graduate satisfaction increased 0.4 percent from FY 2003 to FY 2007.

See the full report for more information <http://www.iccb.org/pdf/reports/fy08performan cerpt.pdf> January 2009



Illinois Community College System Performance Report

Attainment



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Research and Policy Studies
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P-20 Partnerships:

College and Career Readiness (CCR) Pilot Project. The College and Career Readiness (CCR) initiative contributes to the development of higher levels of shared expectations about what the term “college ready” means in Illinois. Five colleges are participating in pilot projects: **Moraine Valley Community College, South Suburban College, Southwestern Illinois College, John A. Logan College, and Shawnee Community College.** In addition, **Elgin Community College** has been voluntarily participating in some aspects of the project.

P-16 Grant Initiatives. P-16 Grant Initiative funding is used to expand community college services to high school students desiring to take college-level classes prior to receiving their high school diploma. The grant is primarily used to support dual credit and dual enrollment programs. Through these programs, secondary to postsecondary alignment and collaboration is increased and limited state and local educational funds are maximized.



American Diploma Project. The American Diploma Project (ADP) is a cooperative project with Achieve, Inc., aimed at further aligning expectations across educational levels and increasing student readiness for college and careers. ADP requires leaders from the Governor’s Office, P-12, Higher Education, and Business to collaborate on a policy agenda for college and career-ready academic standards, graduation requirements, assessments, data, and accountability systems. The Illinois State Board of Education

(June 2008), Illinois Board of Higher Education (August 2008), and Illinois Community College Board (September 2008) have endorsed ADP project participation. The Governor’s Office and Illinois Business Roundtable are integral partners in the project.



High School to College Success/Feedback Report. A High School Feedback Report for high school principals has been produced by Illinois public universities since 1990. Community colleges began generating a more uniform set of feedback reports based on common data elements at the local level at the same time. The High School to College Success Report is expected to include three separate reports: (1) Individual High School Reports indicating how graduates perform in their first year of postsecondary education, (2) State Aggregate High School Report that combine these aggregate data into a single state report, and (3) Individual Postsecondary Reports to show colleges and universities information on freshmen and the high schools where they graduated.

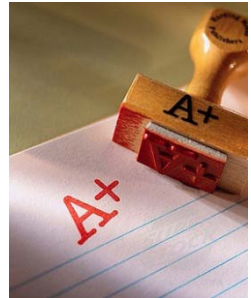
High Expectations and Quality:

Illinois community colleges are involved in initiatives to establish high standards for teaching and learning, document student progress and outcomes, and promote continuous program improvement. The Program Review Process is the primary method in which the colleges assure the quality of their programs and services. Programmatic need, quality, and cost are examined through the review process.

Recognition is a complementary initiative where colleges address instructional, administrative, financial, facility, and equipment standards established by the Illinois Community College Board (ICCB).

ICCB staff completed a cycle of Recognition evaluation reviews and visits in fiscal year 2008. Program Review policies and processes for all 39 college districts were evaluated. Colleges have made substantial progress in incorporating student learning outcome results into their review processes. Most colleges have made considerable progress in refining their Program Review systems.

The state-level Program Review system has been revised so the statewide initiative assists colleges in their efforts to further strengthen local reviews, identify and disseminate best practices, address emerging state-level issues, and further promote system accountability. Within the revised ICCB Program Review Process that was implemented in fiscal year 2007, colleges are reviewing career and technical programs, academic disciplines, and cross-disciplines based on a common statewide five-year schedule. Student and academic services are being reviewed once every five years on a schedule that is determined by each college.



Annual summary reports are generated by the ICCB and focus on program review results, present best practices and innovations, and identify programmatic issues that need to be addressed at the state level.