



ILLINOIS COMMUNITY COLLEGE SYSTEM

EXECUTIVE SUMMARY

**PERFORMANCE REPORT
FOR FISCAL YEAR 2008**

FOCUS ON AFFORDABILITY

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See <http://www.iccb.org/pdf/reports/fy08performancerpt.pdf> for the full report.



EXECUTIVE SUMMARY AND CONCLUSIONS

For seventeen consecutive years, the Illinois Community College System has collaborated to produce Performance/Accountability/PQP-related reports that have documented student and institutional advancement and outcomes. This report tracks progress achieved over the past year, identifies emerging challenges, and describes strategies for building and sustaining positive change. The next few paragraphs provide information about how the Performance Report fits in with related community college accountability initiatives, information about *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* (IBHE) – the replacement for the IBHE’s *Illinois Commitment*; the *Public Agenda for College and Career Success*, the Illinois Community College System’s *Promise for Illinois Revisited*, and the structure of the current report.

IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education was adopted last fall (See <http://www.ibhe.org/Board/agendas/2007/October/Item11.pdf>). The latest IBHE plan goals reflect a more focused approach that maintain ties to IBHE’s last strategic plan – *the Illinois Commitment*. The relationship between *IBHE 2011 Strategic Plan Goals* and the Policy Areas from the previous plan are shown below:

<u>IBHE 2011 Strategic Goals</u>	<u>Previous Related IBHE Illinois Commitment Policy Areas</u>
Attainment	Teaching and Learning, High Quality, Economic Growth
Affordability	Affordability
Diversity	Access and Diversity
Efficiency	Accountability and Productivity

Relatedly over the past year, IBHE, the higher education community, and consultants from the National Center for Higher Education Management Systems (NCHEMS) have been working on a new Master Plan for Higher Education, entitled *The Public Agenda for College and Career Success*. The ties between *IBHE 2011 Strategic Plan Goals* and the Goals of the *Public Agenda* are as follows:

<u>IBHE 2011 Strategic Goals</u>	<u>Public Agenda for College and Career Success Goals</u>
Attainment	Increase educational attainment to match best-performing U.S. states and world countries (1) Increase number of quality postsecondary credentials to meet the demands of the economy (3)
Affordability	Ensure college affordability for students, families, and taxpayers (2)
Diversity	Addressed in the section on increasing educational attainment to match best-performing U.S. states and world countries (1)
Efficiency	Better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the state and its regions (4)

Future versions of the Performance Report are expected to be developed around the goals contained in the *Public Agenda for College and Career Success* and the related promises from the Illinois Community College System’s *Promise for Illinois Revisited*. (See <http://www.iccb.state.il.us/pdf/agendas/2006/PromiseRevisited1-06.pdf>). The Illinois Community College System pledges include:

Future versions of the Performance Report are expected to be developed around the goals contained in the *Public Agenda for College and Career Success* and the related promises from the Illinois Community College System’s *Promise for Illinois Revisited*.

- ✓ **High Quality** – Emphasize high quality in all programs, services, and operations.
- ✓ **Affordable Access** – Deliver affordable and accessible learning opportunities for all residents of

- Illinois.
- ✓ **Competitive Workforce** – Address workforce and economic development needs with flexible, responsive, and progressive programs and services.
 - ✓ **Effective Transitions** – Offer rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another.
 - ✓ **Enhanced Adult Education** – Enhance adult education and literacy programs necessary for individuals and families to achieve high-quality standards of living in Illinois.
 - ✓ **Services for Student Success** – Provide programs and services to assist students succeed in their educational endeavors.

The following table includes *IBHE 2011 Strategic Plan* and *Public Agenda* Goals with the related Promises from the *Promise for Illinois Revisited*. Some of the Promises address more than one *IBHE 2011 Strategic Plan* or *Public Agenda* Goal and have been listed below in conjunction with the predominant category.

<u>IBHE 2011</u>	<u>Public Agenda</u>	Related Promises from the ICCB Strategic Goals <u>Promise for Illinois Revisited</u>
Affordability	Affordability	Affordable Access
Attainment	Attainment Credentials	High Quality, Competitive Workforce
Diversity	Addressed in Attainment	Student Success Services, Enhanced Adult Education
Efficiency	Integrate Educational Research, & Innovation Assets	Effective Transitions

A level of continuity exists across the *Public Agenda for College and Career Success*, *IBHE 2011 Strategic Plan* Goals and the Promises made by the Illinois Community College System. Staff from the Illinois Community College Board and Illinois Board of Higher Education will continue to collaborate with education and workforce partners to advance shared priorities and develop the next iteration of reporting focusing on advancement and performance. The Policy Areas referenced in the 2008 Statewide Community College Performance Report have been modified to reference both the *IBHE 2011 Strategic Plan* Goals and *Illinois Commitment* Policy Areas.

For community colleges, the Performance Report builds on a series of ongoing and evolving complementary accountability and quality assurance initiatives.

The Performance Report is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. For community colleges, the Performance Report builds on a series of ongoing and evolving complementary community college accountability and quality assurance initiatives.

Measuring the array of courses, programs, and services provided requires a variety of complementary initiatives, including Course and Program Approval Processes, Program Review, Recognition, Transition Reporting, Underrepresented Groups Reporting, Web Accessibility Reporting, Career and Technical Follow-up Study Reporting, the Transfer Assembly Transfer Rate Project, the Uniform Financial Reporting System, Unit Cost Study Reporting, and Other Financial Reporting; e.g., Audits, the Comptroller’s Office Public Accountability Initiative Entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System Reporting, Perkins Postsecondary Performance Measure Reporting, Workforce Investment Act Title I Outcomes Reporting, the National Reporting System for Adult Education and Family Literacy Performance Reporting, and others. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association, as well as program-specific accreditation, which is focused on documenting the quality of their programs and services.

Annual narrative requirements have been streamlined this year to allow colleges to focus on one policy area – Affordability/Affordable Access. While narrative reporting is targeted on one policy area performance indicator data reporting is required across all six areas annually. Colleges choose a variety of mission-specific indicators to address local needs and priorities. Mission-specific indicators are identified for each community college in Appendix A. Information on goal setting at the local level in all policy areas is provided in Appendix B.

While narrative reporting is targeted on one policy area performance indicator, data reporting is required across all six areas annually.

To limit the data burden on the colleges and eliminate duplicative reporting, Illinois Community College Board (ICCB) staff furnished as much of the requested data as possible using college data from regularly scheduled state submissions. To provide context, external benchmarks and points of reference are cited whenever possible on indicator reporting.

For the focus Policy Area – Affordability/Affordable Access – the report includes Selected Accomplishments and Plans, and Challenges. Through the development of the annual Performance Report, colleagues within and across institutions and at the state level take the opportunity to review and document accomplishments and progress achieved over the past year, enumerate challenges, and formulate plans to make further progress. The collaborative self-examination undertaken at the local level that involves looking across the college to create the institutional report is an essential part of the project.

FISCAL CONTEXT

FISCAL BACKGROUND

The report includes information about the current economic and fiscal climate. The first part addresses the broad fiscal context and the second portion reviews the status of community college grants and tuition and fees.

The National Report Card on Higher Education, Measuring Up 2008, evaluated affordability in every state. Illinois was assigned the grade of F for affordability. *The National Report Card* states that higher education in Illinois has become less affordable for students and their families. According to their calculations, at two year colleges, poor and working class families must devote 37 percent of their income, after financial aid, to pay for costs. Trends are similar across the nation as higher education in 47 other states has also become less affordable. Center for Public Policy and Higher Education researchers contend that higher education has become more affordable in only two states. California was awarded a C- for affordability and was the only state that did not receive an F.

According to Center on Budget and Policy Priorities (2008) analysis, “At least 43 states faced or are facing shortfalls in their budgets for this and/or next year...Current estimates are that mid-year gaps total \$31.2 billion - 7.2 percent of these states’ budgets...” In fiscal year 2009 tax revenues available to support higher education are expected to decline or increase only slightly in many states for multiple reasons including the bursting of the housing bubble and reduced property and sales tax revenues. If employment continues to deteriorate, income tax revenues will also decline. To combat these deficits, at least 16 states have implemented or proposed cuts to public higher education. The Center (2008) estimates Illinois’ mid-year budget deficit in fiscal year 2009 will be \$2.0 billion which is 7.0 percent of the fiscal year 2009 general fund. (<http://www.cbpp.org/9-8-08sfp.htm>)

At the beginning of calendar year 2008, the Illinois Community College Coalition for Funding – a group of

college presidents, trustees, students, and unionized teachers and staff – was formed to urge all parties to make community colleges a state budget priority. The group contends that current funding levels are making college less affordable and will negatively impact community college efforts to train and educate students. (<http://www.communitycolleges.org/Coalitionnews22008.html>)

A report by the State Higher Education Executive Officers (2008), entitled *State Higher Education Finance FY 2007*, indicates that recently Illinois has experienced a period of decline in state support for higher education. In FY 2007, higher education appropriations per public full-time equivalent student in Illinois decreased 19.5 percent from 2002 (N = \$8,740) to 2007 (N = \$7,032). Only five other states saw larger decreases over this time period. According to the report, nationwide average appropriations decreased by 7.7 percent. Only 15 states increased per student support for public institutions. In comparison, Illinois had the largest decrease in total educational revenues per FTE in public higher education during this time period when it decreased 9.7 percent from \$10,948 to \$9,887. Nationwide, in FY 2007 revenues decreased in less than half of states (N = 21) while the average change in revenues across all states was a slight increase of 1.2 percent. (http://www.sheeo.org/finance/shef_fy07.pdf)

Earlier in the Illinois budgetary process, community colleges were scheduled for increases for fiscal year 2009. Resource limitations and competing priorities contributed to a reduction in the final appropriated fiscal year 2009 total direct grants to colleges. Fiscal year 2009 total direct grants to colleges were reduced to \$305.7 Million, which is \$2.7 Million below the previous year (-0.9 percent – Source: ICCB records). In fiscal year 2009, public universities received a 2.7 percent increase over last year to \$1,393.6 Million (Source: IBHE records). (<http://www.ibhe.state.il.us/Board/agendas/2008/August/Item10.ppt>)

Overall across all of Illinois higher education (general fund and pensions), the fiscal year 2009 appropriations rose slightly to \$2,634.5 Million up from \$2,542.5 Million in fiscal year 2008 (3.6 percent) due largely to pension contribution increases. In 2009, pensions (SURS) received 16.2 percent of the total appropriation up from 13.6 percent last year. Community colleges received 11.6 percent of all higher education appropriations in 2009, down from 12.1 percent in 2008. Universities received 52.9 percent of the appropriations in 2009, down from 53.4 percent in 2008. Adult education funding remained similar at 1.8 percent of total appropriations in 2009, down slightly from 1.9 percent in 2008. (<http://www.ibhe.state.il.us/Board/agendas/2008/August/Item10.ppt>)

ILLINOIS COMMUNITY COLLEGE SYSTEM GRANT FUNDING

Illinois Community College System Funding Summary					
Grant Name	Last Amount & Year Funded	Latest Results & Year	Mid-year Rescission	Percent Change 1-Year	Percent Change 5-Year
Special Populations and Disadvantaged Student Success	\$3,000,000 in FY2007	\$0 in FY2009	---	---	---
Advanced Technology and Educational Technology	\$1,557,100 in FY2004	\$0 in FY2009	---	---	---
P-16	\$2,779,000 in FY2008	\$0 in FY2009	---	-100.0%	-100.0%
Perkins Postsecondary Career and Technical Education	\$15,278,000 in FY2009	\$15,278,000 in FY2009	---	-0.4%	-0.6%

Illinois Community College System Funding Summary					
Grant Name	Last Amount & Year Funded	Latest Results & Year	Mid-year Rescission	Percent Change 1-Year	Percent Change 5-Year
Adult Education and Family Literacy Grant Funding	\$53,786,000* in FY2009	\$53,786,000* in FY2009	\$-668,193	-0.9%	0.7%
Illinois Community College System General Revenue Fund Base Operating	\$294,979,600* in FY2009	\$294,979,600* in FY2009	\$-7,255,042	-0.9%	-0.7%

* Prior to mid-year reductions.

The Special Populations Grant funding reached a peak in fiscal year 2001 at \$13 Million. The appropriation was eliminated in FY 2003 and a revised related program called the Disadvantaged Student Success Grant was funded at a \$3 Million level in FY 2007. For the second consecutive year in fiscal 2009, the Disadvantaged Student Success Grant has not been funded. Student support services are an important part of college officials' efforts to help students strengthen their foundational academic skills, persist, transition effectively, and advance.

Advanced Technology Grant funding peaked in fiscal year 2002 at nearly \$13.8 Million. In FY 2004, a significantly reduced program was funded at nearly \$1.6 Million and dedicated technology funding dried up entirely in FY 2005. Fiscal year 2009 marked the fifth consecutive year when no restricted funding was allocated to support educational technology at Illinois community colleges. Many career and technical education courses are particularly technology intensive to offer. Computer technology plays an important role in the delivery of supplemental educational content in virtually all courses that colleges offer.

P-16 Grant funding peaked in fiscal years 2007 and 2008 at nearly \$2.8 Million and was eliminated entirely in fiscal year 2009.

Perkins Grant funding has decreased slightly during the past two fiscal years. In fiscal year 2009, funding was nearly \$15.3 Million. Perkins funding was down 0.4 percent from the previous year and 0.6 percent from fiscal year 2005.

Adult Education Grant funding has decreased the past fiscal year. In fiscal year 2009, funding was nearly \$53.8 Million. This was down slightly (0.9 percent) from fiscal year 2008. Funding was up slightly (0.7 percent) compared to five years ago when it was at \$53.4 Million. Fiscal year 2009 funding was reduced by \$668,193 in mid-November 2008.

Base Operating Grant payments to colleges peaked in fiscal year 2002 at \$327.1 Million. The latest Base Operating Grant for fiscal year 2009 was nearly \$295 Million, which is over \$32.1 Million below the fiscal year 2002 funding level. Unadjusted Base Operating Grant Funding in fiscal year 2009 was \$2.8 Million below last year and \$2.2 Million below fiscal year 2005. College operating expenses have risen during the last eight years. Personnel cost increases and recent substantial energy price increases are contributing factors. The mid-year rescission reduced fiscal year 2009 funding by \$7,255,042.

ILLINOIS COMMUNITY COLLEGE SYSTEM TUITION AND FEES

In the Illinois Community College System statewide average tuition and fees for a full-time student in fiscal year 2009 was \$2,521. Average tuition and fees rose 6.9 percent (\$162) over last year and increased by nearly one third over the past five years (31.4 percent or \$603). Compared to eight years ago, average tuition and fees in the Illinois Community College System are up 62 percent (\$965).

According to the Illinois Board of Higher Education (IBHE), Illinois public university annual undergraduate tuition and fees-entry level averaged \$9,400 in fiscal year 2009. The fiscal year 2008 average was \$8,235; hence, public university undergraduate annual tuition and fees-entry level increased 14.1 percent since last year and increased by 54.9 percent compared to five years ago. Compared to eight years ago, average undergraduate tuition and fees-entry level at Illinois public universities are up 129.2 percent (\$5,298). Part of the long-term change is attributable to the entry-level tuition legislation, which requires tuition charged a first-time, undergraduate public university Illinois resident student will remain at the same level for four continuous academic years following initial enrollment or for the “normal time to complete” undergraduate programs that require more than four years. The tuition guarantee applies to those students who first enrolled in public universities *after* the 2003-2004 academic year.

For fiscal year 2009, average in-district community college tuition and fees are just over one-quarter (26.8 percent) of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are comparatively affordable and college staffs are available to help individuals acquire financial aid that they qualify to receive. Nevertheless, with more students applying for financial aid and availability of state and federal assistance dollars declining or remaining level, an increasing number of community college students are forced to take out loans or find some other way to make up a financial aid shortfall.

In Illinois, community colleges are increasingly relying on tuition and fee increases to make up for funding shortfalls in other areas. Recently, state support has been reduced during a period of tight state budgets. Local tax sources are capped in some areas of the state. In other instances, local referenda may be required, which involves additional expenses and can be challenging to pass particularly during a period of economic uncertainty. This shift in policy was highlighted in the Joint Task Force on (Illinois) Community Colleges (2006) Report.

The philosophy of funding community colleges’ unrestricted operating revenue goes back to 1965 when the Illinois Public Community College Act was created. System funding is based on the concept of shared responsibility among the State, the local district residents, and the students. The generally accepted goal of one-third of the costs being distributed equally has shifted recently from the burden being on the State to the students and local taxpayers. The current statewide funding ratio is 40% local, 31.5% student, and 28.5% State sources. The ratio varies significantly among the individual colleges. State resources are as low as 10 % in some areas of the State. In these instances, the students contribute thirty percent of the funds and the local tax payers contribute the remaining 60% to the college resources. If State resources don’t increase significantly, these colleges will be essentially supported by only local taxes and students. *Joint Task Force on (Illinois) Community Colleges Finance & Resources Subcommittee (2006)*

The State of Illinois is experiencing a period of very tight finances, and the Illinois Community College System and the students the system serves are feeling the impact. During late August and early September 2008, the Illinois Community College Board’s Budget and Finance Committee held three hearings to gather local perspectives on funding-related topics.

AFFORDABILITY

No Illinois resident will be denied an opportunity for a college education because of financial need.

BACKGROUND ON AFFORDABILITY

The following section on Affordability includes information from the latest Illinois Student Assistance Commission (ISAC) affordability studies, local community college-generated information about

accomplishments and plans and emerging challenges, and then highlights statewide performance indicators generated by ISAC or the Illinois Community College Board.

ISAC's latest work on affordability looks at public higher education costs between fiscal year 1997 and 2007: *Changes in Affordability of a College Education for Illinois Community College and Public University Students FY 1997 – FY 2007* (November 2008) http://www.collegezone.com/media/agenda1121_item7.pdf and *Changes in Affordability of a College Education for Illinois Community College and Public University Students FY 1997 to FY 2007* (January 2008) <http://www.collegezone.com/media/Affordability2007FINAL.pdf>. The ISAC agenda item/report examines changes in affordability for independent students with and without children as well as dependent students. In keeping with accepted practice in the field, ISAC researchers include actual weighted tuition and basic fees, and estimates of books and supplies, room and board, personal expenses, and transportation in their calculations of cost to attend college.

- College has become **less affordable** for low to middle-income independent students at Illinois community colleges and public universities.
- After subtracting need-based aid from college costs students paid from \$1,400 to \$6,900 more at community colleges and \$4,200 to \$10,400 more at public universities in FY 2007 than in FY 1997.
- Even after adjusting for inflation, out-of-pocket costs increased by \$400 to \$3,800 at community colleges and by \$3,200 to \$7,400 at public universities.
- **Here's why college affordability is suffering:**
- College attendance **costs increased** more than \$4,100 (64 percent) at community colleges and nearly \$7,700 (89 percent) at public universities between FY 1997 and FY 2007 (excluding childcare.) This represents a 27 percent and a 47 percent increase over inflation.
- **Tuition and fees drove the increased costs.** Enrollment-weighted average tuition and fees increased nearly \$1,100 (80 percent) at community colleges and \$4,200 (117 percent) at public universities over the same time period. In inflation-adjusted dollars the increases were 40 percent at community colleges and 69 percent at public universities.
- Changes in **income failed to keep up** with college costs. Adjusted for inflation, income increases ranged from 8 to 15 percent.
- Inflation-adjusted **MAP awards were smaller** for many independent students.
- The percentage of **tuition and fees covered by MAP declined** over the past ten years..
- The percentage of **total costs covered by Pell and MAP decreased** over time for most students.
- In FY 2007, **remaining need exceeded the annual maximum** Stafford loan amount for freshmen and in many cases also exceeded the sophomore limit, forcing many students to rely on more costly alternative loans.
<http://www.collegezone.com/media/Affordability2007FINAL.pdf>

One contributing factor to the tuition and fee increases are the decreases in state support of higher education during the time frame under study.

HIGHLIGHTS OF 2008 AFFORDABILITY ACCOMPLISHMENTS AND PLANS

Community colleges are involved in a variety of activities aimed at keeping college accessible and enhancing affordability, including attempting to expand financial aid opportunities; exploring avenues to contain tuition and textbook costs, expanding online/distance education and other efforts to control travel costs, capitalizing on technology to help maintain affordability; exploring options to better contain rising energy costs and investing in green technology, trying to enhance dual credit, and seeking additional external funds. Selected

examples of these initiatives are included in the following paragraphs. Many colleges are pursuing related projects.

Financial Aid – In the past year, several colleges tried new ways to both encourage timely completion of the *Free Application for Federal Student Aid* (FAFSA) form and provide additional direct assistance to students as they complete the actual form (<http://www.fafsa.ed.gov/>). FAFSA and financial aid workshops are conducted on a regular basis by community college officials. Selected colleges are mentioned creating new scholarship opportunities for students. Several colleges included descriptions of their plans to enhance financial aid-related initiatives, including expanding electronic loan processing, revising financial aid forms, and seeking financial relationships with additional lenders.

Several colleges included descriptions of their plans to enhance financial aid-related initiatives, including expanding electronic loan processing, revising financial aid forms, and seeking financial relationships with additional lenders.

Tuition – Initiatives at selected colleges to address rising tuition included implementing a tuition rate guarantee plan, creating new payment plans, and tuition freezes by a small number of colleges. Plans for the coming year include a handful of colleges who are not planning to raise tuition and investigating authorization of debt certificates to reduce the need for tax levy increases and targeted increases in student fees.

Textbooks – Community colleges are striving to control the high cost of textbooks. Several colleges have textbook rental programs, and a few of the colleges specifically mentioned forming local Textbook Task Forces to examine options to reduce textbook costs.

Many colleges are planning to develop additional online and video conferencing courses and programs to enhance access and reduce travel expenses.

Online/Distance Education and Other Efforts to Contain Travel Costs – In the past year, several colleges reported receiving approval to offer additional online degrees and certificates or developed additional online courses. During the 2008 academic year, students at community colleges encountered increased financial pressures due to spiking fuel costs. Efforts to reduce travel costs include the distribution of gas cards to low-income students, revised

class schedules to accommodate four-day weeks, and adding shuttle bus services. Many colleges are planning to develop additional online and video conferencing courses and programs to enhance access and reduce travel expenses.

Capitalizing on Technology – Community colleges in Illinois are attempting to contain costs through the use of technology. Technology intensive efforts cited by colleges included the installation of new software to increase efficiency and speed, enhancements to student portals, and expanding outreach with targeted email blasts. Additionally, Lake Land College was named in the top 10 tech-savvy community colleges in the country for 2008 by the Center for Digital Education and the American Association of Community Colleges.

Attempting to Contain Rising Energy Costs and Investing In Green Technology – Rising energy costs are problematic at most colleges and college officials are taking steps to lessen the impact by becoming more energy efficient and improving environmental awareness. Seven initial colleges partnered to form The Illinois Community College Sustainability Network (ICCSN): **Black Hawk College, Heartland Community College, Kankakee Community College, Lewis & Clark Community**

Rising energy costs are problematic at most colleges, and college officials are taking steps to lessen the impact.

College, John A. Logan College, Wilbur Wright College, and Olive-Harvey College. Heartland Community College and Kaskaskia College have each attained LEED – Leadership in Energy and Environmental Design – certification for a recent campus building. Other colleges are interested in pursuing LEEDS certification as they move forward. Selected colleges are forming sustainability committees and investing in eco friendly energy sources.

Dual Credit – Dual credit courses enhance affordability by allowing qualified high school students to enroll in college-level courses and have the credits count toward both high school graduation and a college credential. Several colleges mentioned local initiatives aimed at expanding dual credit as one important approach to smoothing the transition from high school to college.

Seeking External Funding – Many colleges are engaging in additional grantsmanship and fundraising initiatives in an attempt to partially offset budget cuts. However, the current economic climate makes for a highly competitive environment for raising funds. Several colleges reported successes in receiving various grants and equipment donations. Many colleges have plans to increase alumni giving and bring in funds from other sources.

Colleges are engaging in additional grantsmanship and fundraising initiatives in an attempt to partially offset budget cuts. However, the current economic climate makes for a highly competitive environment for raising funds.

Addressing Budget Cuts – To address budget cuts, many colleges are planning to implement additional belt-tightening initiatives and operate within balanced budgets.

SELECTED 2009 AFFORDABILITY CHALLENGES

Community colleges cite a variety of affordability challenges for fiscal year 2009, including those related to financial aid, tuition, textbooks, rising costs, dual credit, limited external funding, and budget cuts. A reoccurring underlying theme contributing to these affordability challenges is the decrease in state support for higher education in Illinois. The overall poor condition of state resources is problematic in Illinois and across most of the nation.

Community colleges provide the most affordable access to higher education in Illinois. As documented in the ISAC (2008) affordability analysis cited earlier in this report, maintaining affordability is a concern and a challenge in the current economic climate. The national recession is impacting state revenues and tight state resources are reducing state funding for community colleges.

College officials are concerned that keeping college affordable without a significant increase in student debt will continue to be a challenge.

Financial Aid – College officials are concerned that keeping college affordable without a significant increase in student debt will continue to be a challenge. Decreased state funding contributes to low-income students receiving fewer MAP funds. Changes in federal loan programs cause challenges for students. Decreased funding for the Federal Work Study (FWS) program has resulted in colleges choosing not to match FWS for fiscal year 2009. College

are also having to absorb the cost of National Guard and Illinois Veterans Grant financial aid awards without state funding.

Tuition – College officials are concerned that tuition and fees may have to be increased due to limited state support. If colleges do not increase tuition, they find it challenging to maintain current programs, offer new programs, provide needed professional development, and fill vacant faculty and staff positions.

Textbooks – Rising textbook prices present challenges for students in Illinois community colleges.

Other Rising Costs – Rising economic costs, such as the price of fuel, food, housing, and elevated unemployment, will present challenges for students and impact colleges. Other cost-related challenges for colleges include funding campus security, including communication and emergency equipment and mental health counseling, lack of state dollars to assist with construction costs which slows or stops new construction and remodeling projects, and population shifts that impact participation in college. Additionally, keeping pace with technology for instructional and administrative purposes creates challenges for institutions. Increased operational costs, including negotiated salary commitments and rising employee insurance costs, put pressure on college budgets.

Dual Credit – Some college officials contend that dual credit opportunities may decrease due to reduced state funding (P-16 grant eliminated). Dual credit course offerings through community colleges will be affected by faculty retirements at area high schools. District high schools may have difficulty recruiting and hiring faculty who are qualified to teach dual credit courses.

External Funding – Fundraising will be difficult and grantsmanship competition is expected to be elevated in the present economy.

Addressing Budget Cuts – Worsening state funding is a common concern among the community colleges, and the colleges report that it makes it difficult not to increase tuition. Specifically noted are the decreases in resources for special needs students, adult education, and dual credit partnerships. The uncertainty of state funding from year to year makes it difficult to plan and effectively implement initiatives that rely on these dollars.

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Even – some would say especially – in tight economic times, investing in higher education makes sense as more individuals will be needing training and retraining. Elevating the skills of the current and future workforce can help improve economic conditions.

SELECTED AFFORDABILITY PERFORMANCE MEASURES

Several affordability performance indicators are included in this report: Tuition & Basic Fees for a Full-time In-district Student; Number of Enrolled Students Who Receive Monetary Award Program (MAP) Grants, Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants, the Number of Enrolled Students Who Receive Pell Grants, and First Generation College Students .

Tuition & Basic Fees for a Full-time In-district Student (3M1) During **fiscal year 2009**, average annual tuition and basic fee costs based on fall 2008 costs for a full-time, **in-district Illinois** community college student was **\$2,521**, up 6.9 percent over the previous year when they averaged \$2,359. During fiscal year 2009, the highest annual tuition and basic fees were at **Carl Sandburg College** (\$3,810) in western Illinois and lowest annual tuition/fees were at **Illinois Eastern Community College** (\$1,890) in southeastern Illinois.

Number of Enrolled Students Who Receive Monetary Award Program (MAP) Grants (3M2)

During fiscal year 2007, a total of 57,211 students who were enrolled in Illinois community colleges received MAP grants. **South Suburban College, Harold Washington College, and College of DuPage** were the Illinois community colleges with the largest number of students receiving MAP grants in

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fiscal year 2007.

Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants (3M3) In fiscal year 2007, a total of 14,801 students, a 16.6 percent increase from fiscal year 2006, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **Harold Washington College, South Suburban College, and Kennedy-King College** had the largest number of students receiving IIA grants in fiscal year 2007.

Number of Enrolled Students Who Receive Pell Grants (3M4) During fiscal year 2007, a total of 81,695 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 18,956 students receiving Pell Grants, which was the largest number of students in any district. **South Suburban College** enrolled 4,246 students with Pell Grants, which was the second largest number of students receiving this form of financial aid.

First Generation College Students (3M6)

In fiscal year 2008, 80,130 Illinois community college students were identified as first generation college students. This is an increase of 2.9 percent from fiscal year 2007. **Southwestern Illinois College, College of DuPage, and Illinois Central College** had the largest number of first generation students.

ATTAINMENT

P-20 PARTNERSHIPS

P-20 measures are locally developed. Multiple statewide initiatives are underway to strengthen P-20 partnerships including the College and Career Readiness Pilot Project, P-16 Grant Initiative, American Diploma Project and the High School to College Success/Feedback Report.

HIGH EXPECTATIONS AND QUALITY

Illinois colleges and universities will be accountable for providing high-quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

BACKGROUND ON HIGH EXPECTATIONS AND QUALITY

Policy Area Five covers performance indicators for 2008. Colleges were not required to present narrative of fiscal year 2008 initiatives or fiscal year 2009 plans.

Illinois community colleges are actively 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 as a part of the Recognition cycle. Colleges have made substantial progress in incorporating student learning outcome results into their review processes. Most colleges have made considerable progress in developing Program Review systems that are integrated into larger institutional quality improvement initiatives that inform institution-level planning and budget development.

SELECTED HIGH EXPECTATIONS AND QUALITY PERFORMANCE INDICATORS

Information pertaining to several mission-specific indicators is provided including: Pass Rates on

Professional Licensure Exams, Transfer Rates, Average Class Size, Full-Time Baccalaureate/transfer Faculty Preparation, Number of General Education Courses Included in the Illinois Articulation Initiative, Number of Major-Specific Courses Included in the Illinois Articulation Initiative, and Graduate Satisfaction by College.

Pass Rate on Professional Licensure Exams (5C2)

Pass rates on Professional Licensure Exams are calculated based on the number of graduates from a program who pass the examination in a specified year versus all graduates from that program that take the test in that year. The National Council Licensure Examination for **Registered Nurses** (NCLEX-RN®) median pass rate for fiscal year 2007 Illinois community college graduates was 89.0 percent. Illinois community college ADN graduates performed above the national level (88 percent) on the NCLEX-RN® licensure exam.

Fiscal year 2007 Illinois community college graduates in **Associate Degree Nursing/Registered Nursing, Dental Hygiene, and Radiologic Technology** all **exceeded** available comparative pass rates.

The median pass rate for Illinois community college **Dental Hygiene** programs in fiscal year 2007 was 100.0 percent. The corresponding fiscal year 2007 national average pass rate for Dental Hygiene examinations was about the same at 96.0 percent. Fiscal year 2007 graduates from Illinois community college **Radiologic Technology** programs reported a median pass rate of 94.0 percent. The national average pass rate for Radiologic Technology programs was 91.0 percent. The **Emergency Medical Technician** median pass rate for fiscal year 2007 Illinois community college graduates was 89.5 percent.

Transfer Rate (5M3)

Transfer Rate (5M3) is one measure of quality for students interested in pursuing a bachelors degree. Transfer rates for Illinois community colleges are calculated using the National Transfer Assembly approach. Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years, and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students based on the Illinois Community College and Public University Shared Data Files and the National Student Clearinghouse Student Tracker was 31.2 percent in fiscal year 2006 and 38.4 percent in fiscal year 2007. NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and former students from all sectors of higher education. More than 2,800 of U.S. colleges and universities contribute to NSC data systems Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Average class size (5M4)

Classes that are reasonable in size offer students an opportunity for additional interaction with the professor and classmates. During fiscal year 2007, the average Illinois community college class size was 18.01, which is very close to the average from last year (17.90) and a 3.4 percent increase from fiscal year 2000.

Faculty Preparation (5M5)

During fiscal year 2008, an average of 97.1 percent of all Illinois Community College System 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 their transfer faculty held a Master's or higher degree. Nationwide, the most recent available data from the *Digest of Education Statistics, 2007* are for full-time faculty teaching across all programs at community colleges and show 85.2 percent possessed a Master's degree or above (fall 2003) http://nces.ed.gov/programs/digest/d06/tables/dt06_235.asp.

Number of General Education Courses Included in the Illinois Articulation Initiative (5M6) During fiscal year 2008, there were 4,517 Illinois community college general education courses included in the Illinois Articulation Initiative (IAI) for an average of 94 courses per college. Over one-half of Illinois community colleges offered at least 90 IAI-approved general education courses in fiscal year 2008.

Number of Major-Specific Courses included in the Illinois Articulation Initiative (IAI) (5M7) This performance indicator measures each college's involvement in the Illinois Articulation Initiative which promotes student transfer. During fiscal year 2008, 7,011 major-specific courses were included in the Illinois Articulation Initiative, an average of 146 courses per college. Each college offered at least 70 major-specific IAI courses and four colleges offered over 200 courses each.

Graduate Satisfaction by College (5C1)

During fiscal year 2007, slightly less than nine out of ten (88.0 percent) Illinois community college graduates were satisfied/very satisfied with program components, courses outside the program major and support programs and services. Graduate satisfaction increased 0.4 percent from fiscal year 2003 to fiscal year 2007.

ECONOMIC GROWTH

Higher education will help Illinois sustain strong economic growth through teaching, service, and research.

BACKGROUND ON ECONOMIC GROWTH

Policy Area One covers performance indicators for 2008.

SELECTED ECONOMIC GROWTH PERFORMANCE INDICATORS

Six Economic Growth performance indicators are included in the report: Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education, Annual Number of Community College Graduates By Broad Field of Study, Number of Businesses Provided with Technical Assistance Through College Business and Industry Centers, Number of Individuals Provided with Technical Assistance Through College Business and Industry Centers, Number of Businesses Attracted or Retained Through College Business and Industry Centers and Total Number of Business and Industry Center Courses/Workshops Conducted.

The most recent three-year average shows **nine out of ten** occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within a year of graduation.

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education

(1C1) Based on the three-year average from fiscal years 2005 to 2007, Career and Technical Education Follow-up Survey results, nine out of ten (89.9 percent) career and technical education graduates from Illinois community colleges were either employed or enrolled in further education

within one year of graduation. Graduate follow-up studies among community colleges are common across the country, but there is no nationwide standardized process, so methodological differences exist. Statewide, enrollment or continuing education figures from similar studies covering 2004 graduates in Texas (89 percent) and 2006 graduates in Wisconsin (93 percent) show that Illinois' employment and continuing education results (92.0 percent) among 2006 graduates are competitive with outcomes in those states.

Annual Number of Community College Graduates by Broad Field of Study (1S3). Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. College-level program graduate trends appear in the following paragraphs. There has been an overall increase of 13.2 percent for all graduates since fiscal year 2003. Short term, the overall number of completers increased 3.4 percent from 2006 to 2007. Broad categories are used in the analysis to provide an overview of trends. More detailed analysis for specific programs appear in the *Follow-up Study of Career and Technical Education Program Graduates* and *Program Review* reports.

Program Area Cluster	Number of 2007 Graduates	Short Term 1 Year Trend	Longer Term Trend 2003-2007
Pre-baccalaureate/transfer	15,726	0.0%	9.5%
Education	1,326	5.3%	25.8%
Agriculture	730	-14.5%	1.0%
Business	3,778	-6.3%	-39.6%
Engineering-Related	1,081	-4.9%	-13.0%
Health Sciences	14,602	7.0%	38.5%
Public and Protective Services	2,080	-11.0%	31.2%
Trade and Industrial	7,393	25.8%	31.0%
All Other Programs Combined	4,606	-3.3%	17.6%

Pre-Baccalaureate/Transfer programs account for approximately **one-third of all graduates** over the last several years (N = 15,726 in FY 2007). **Health Sciences** account for the **second largest** number of graduates in 2007 (N = 14,602). **Trade and Industrial** programs contributed the **third largest** number of graduates (N = 7,393). Based on the percentage change, one notable short-term increase (at least 25 percent) occurred in Trade and Industrial (25.8 percent). Agriculture (-14.5 percent), Business (-6.3 percent), Engineering-Related (-4.9 percent), Public and Protective Services (-11.0 percent), and All Other Programs Combined (-3.3 percent) all experienced single-year decreases. **Five-year trends showed increases in the number of graduates in seven of the nine program areas.** Programs with at least 25 percent long-term growth included Education (25.8 percent), Health Services (38.5 percent), Public and Protective Services (31.2 percent), and Trade and Industrial (31.0 percent). Business (-39.6 percent) and Engineering-Related (-13.0 percent) both experienced a five-year decrease.

Number of Businesses and Individuals Provided with Technical Assistance Through College Business and Industry Centers (1M1 & 1M2) During fiscal year 2007, Illinois community colleges served 5,182 *businesses* through Business and Industry Centers, a 48.2 percent increase from the 3,497 businesses served in fiscal year 2000. During fiscal year 2007, Illinois community colleges served 97,918 *individuals* through Business and Industry Centers, a 9.5 percent increase from the 89,439 individuals served in fiscal year 2003.

DIVERSITY

ACCESS AND DIVERSITY

Illinois will increase the number and diversity of residents completing training and education programs.

BACKGROUND ON ACCESS AND DIVERSITY The Illinois Community College System serves a diverse student clientele through a variety of credit and noncredit programs and courses. The Illinois community colleges reported a total of 932,388 students in credit and noncredit courses during fiscal year 2007. For students

enrolled in credit coursework, more than half were female (55.5 percent), more than one-third were minorities (36.8 percent), and the median age of credit-generating students was 25.7 with an average age of 30.6, which were both slight decreases from the previous year. The number of students documented with disabilities in community colleges totaled 12,337 in fiscal year 2007. Information on students enrolled in noncredit courses showed nearly identical gender representation (55.6 percent female), about one-fourth minority noncredit enrollments, and just under one-half of noncredit students 40 years of age or above.

Collegiate-level degrees and certificates were awarded to 51,322 students at Illinois community colleges in fiscal year 2007, 3.4 percent more than in fiscal year 2006. Baccalaureate/transfer degrees were earned by 14,631 students, down 0.7 percent since the previous year and accounted for 28.5 percent of all completions. Career and technical education programs made up 69.2 percent of the remaining college degree and certificate completions, totaling 35,495, a 5.0 percent increase from fiscal year 2006.

SELECTED ACCESS AND DIVERSITY PERFORMANCE INDICATORS

Several Access and Diversity indicators are included in the report: Individuals with Disabilities Completions; Race/Ethnicity Completions for Minority Combined, Asian, African American, Latino, and Nonresident Alien; Gender Completions; Number of Students Enrolled by Disability Status, Race/ethnicity, and Gender; Number of Students Served Through Developmental Coursework; Number of Students Served Through Adult Education (ABE/ASE) Coursework; Number of Students Served Through English as a Second Language (ESL) Coursework; Remedial Credits Earned Versus Attempted; and Percentage of Full-time Combined Minority Faculty.

Population	Number of 2007 Graduates	Short-Term 1 Year Percent Change	Longer Term FY 2003-2007 Percent Change
Individuals with Disabilities	1,164	3.0%	18.2%
Minorities Combined	15,837	9.4%	20.1%
Asian	2,787	17.0%	23.2%
African American	7,794	9.5%	16.1%
Latino	4,589	6.8%	25.2%
Native American	161	-16.6%	-8.5%
Nonresident Alien	201	1.0%	3.6%
Other	305	6.3%	76.3%
White	35,485	0.9%	10.4%
Female	29,292	1.4%	12.0%
Male	22,030	6.2%	14.9%

Statewide, the number of students with disabilities who graduated in fiscal year 2007 increased by 3.0 percent compared to the previous year.

Completions by Race/Ethnicity, Disability Status, and Gender (4C1) Statewide, the number of students with disabilities who graduated in fiscal year 2007 increased by 3.0 percent compared to the previous year. **College of DuPage** reported the largest number of individuals with disabilities who graduated from a single college (N = 109). Three out of ten (30.9 percent) fiscal year 2007 certificate and associate degree graduates identified

themselves as being members of a **minority** group (non-White). From 2006 to 2007, the overall number of minority graduates decreased by 9.4 percent. Of the colleges with at least 150 minority graduates in the most recent data, **Oakton Community College** (89.4 percent; fiscal year 2007 N = 356) and **Harry S Truman College** (70.7 percent; fiscal year 2007 N = 466) registered the largest percentage gains over this time frame. In fiscal year 2007, there were **29,292 female completers** statewide in the Illinois Community College System, 57.1 percent of all completers and a 1.4 percent increase from fiscal year 2006.

Number of Students Enrolled by Disability Status, Race/Ethnicity, and Gender (4M1) During fiscal year 2007, a total of 11,071 students self-identified as disabled were enrolled in Illinois community colleges, which is approximately 1.6 percent of the total community college population served through credit coursework. During fiscal year 2007, **Olney Central College** (6.7 percent), **Richland Community College** (3.9 percent), **McHenry County College** (3.7 percent), and **Kankakee Community College** (3.7 percent) served the largest proportion of disabled students. In fiscal year 2007, **Olive-Harvey College** (98.7 percent) and **Kennedy-King College** (95.4 percent) served the largest proportion of combined minority students, which was much higher than the statewide average of 34.3 percent. Female students accounted for almost two-thirds (66.1 percent) of **Olney Central College** students, which was much higher than the statewide figure of 55.5 percent.

Number of Students Served Through Adult Education (ABE/ASE) Coursework (4M2) During fiscal year 2007, a total of 44,552 students were served through adult education coursework, a 3.8 percent decrease from the 46,316 students served during fiscal year 2006.

Number of Students Served Through English as a Second Language (ESL) Coursework (4M3) During fiscal year 2007, 66,074 students were served through ESL coursework, a 0.3 percent decrease from the 66,243 students served during fiscal year 2006.

Number of Students Served Through Developmental Coursework (4M6) During fiscal year 2007, an average of 14.1 percent of students enrolled in Illinois community colleges (N = 96,718) were enrolled in developmental coursework, which is fewer than the reported fiscal year 2000 national level (23.2 percent). While the number of students enrolled in developmental coursework in fiscal year 2007 decreased (N = 96,718) compared to the prior year (N = 118,158 in fiscal year 2006), the percent of students served decreased from 14.5 percent to 14.1 percent.

During fiscal year 2007, Illinois Community College System students earned almost two-thirds (62.1 percent) of the remedial credits they attempted, which was about the same as fiscal year 2006.

Remedial Credits Earned Versus Attempted (4M7) During fiscal year 2007, Illinois Community College System students earned almost two-thirds (62.1 percent) of the remedial credits they attempted, which was about the same as fiscal year 2006.

EFFICIENCY

PRODUCTIVITY AND ACCOUNTABILITY

Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

BACKGROUND ON PRODUCTIVITY AND ACCOUNTABILITY

Policy Area Six covers performance indicators for 2008. Colleges were not required to provide a narrative on activities and accomplishments during fiscal year 2008 or plans and challenges anticipated in fiscal year 2008.

Community colleges are accountable to multiple constituencies because they are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private contributions. In addition to required state and federal reporting, each college has developed a system of measuring, tracking, and reporting institutional productivity and cost effectiveness to its locally elected board of trustees and district residents. All Illinois public community colleges are accredited by **the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA)**. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In instances where program accreditation is optional, colleges nearly always seek accreditation as a way to provide graduates with an advantage when seeking new employment or advancement opportunities. Illinois Community College Board staff conduct a recognition evaluation of each college once every five years. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board. The final recognition report to each college includes both compliance and advisory (quality) recommendations. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive.

SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS

Performance Measures related to Accountability and Productivity included Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level, Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average, Proportion of First-time Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time or are Still Enrolled or Transferred, Population Served, Full-Time Equivalent Student/Faculty Ratio, and Number of Students Served Through Dual Enrollment Courses.

Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level (6C1)

Statewide, the one-year rate of instructional unit cost between 2006 (\$208.43) to 2007 (\$214.92) increased by 3.1 percent, while the Higher Education Price Index (HEPI) for overall operations increased an estimated 3.4 percent during the same time frame.

Statewide, the one-year rate of instructional unit cost between 2006 (\$208.43) to 2007 (\$214.92) increased by 3.1 percent, while the Higher Education Price Index (HEPI) for overall operations increased an estimated 3.4 percent during the same time frame.

Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average (6C2)

Statewide, direct instructional support costs experienced a 5.8 percent increase from 2006 to 2007. This translates into a \$5.01 average increase for community colleges. Many colleges experienced indirect instructional support cost decreases during fiscal year 2007 compared to the statewide average.

Of the 27,741 fall 2004 cohort of full-time entering freshmen, 70.3 percent graduated, transferred, or were still enrolled by summer 2007.

Proportion of First-time, Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time, or are Still Enrolled or Transferred (6C3) Of the 27,741 fall 2004 cohort of full-time entering freshmen, 70.3 percent graduated, transferred, or were still enrolled by summer 2007. From the 2003 cohort to the 2004

cohort, the number of successful student advancements increased 1.1 percent.

Population Served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2007, Illinois community colleges enrolled a total of 932,388 students through credit and noncredit coursework. According to the most recent Bureau of the Census figures, there were 12,832,169 people living in Illinois. Therefore, one out of every 14 Illinoisans attended course work in a community college. Narrowing the look to an estimated 9,615,583 Illinoisans over 18 years of age indicates that almost one out of ten individuals attended a community college during fiscal year 2007. The average community college enrollment percentage of the entire population was 7.3 percent of each respective district.

Full-Time Equivalent Student/Faculty Ratio (6M6)

During fiscal year 2007, Illinois community colleges averaged an 18.5 student-faculty FTE ratio. The most recent national data from the Digest of Education Statistics, 2007 are from fall 2005 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 19.2 (http://nces.ed.gov/programs/digest/d07/tables/dt07_237.asp). Hence, student/faculty FTE staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average, while remaining sufficiently small to allow for individualized student attention. During fiscal year 2007, **Shawnee Community College** had the lowest student-faculty FTE ratio (7.6).

Number of Students Served Through Dual Enrollment Courses (6M9)

During fiscal year 2007, Illinois community colleges enrolled 44,506 students in dual credit courses. From 2005 to 2007, the number of students in dual enrollment courses increased 30.3 percent statewide.

Douglas Gould, in his article *Community Colleges Are Essential to a Healthy Economy*, noted the following:

Community colleges play a crucial and unique role in higher education, serving as gateways of opportunity and key players in building a stronger economy. . .

- Community colleges level the playing field by giving anyone who works hard the chance to get a college education.
- Community colleges allow people at all stages in their lives to be lifelong learners.
- Community colleges are a distinctly American creation, helping people fulfill a very American value: the opportunity of people to better themselves.

Moreover, our society benefits when everyone has access to higher education, and these institutions give more people that access.

For further information please review the full Performance Report which is available on the Illinois Community College Board internet homepage: <http://www.iccb.org/pdf/reports/fy08performancerpt.pdf>.

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331

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