

Illinois Community College System Transitions Report



Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1171
(217) 785-0123
www.iccb.state.il.us

December 2008

Illinois Community College System Transitions Report

Table of Contents

	<u>Page</u>
Introduction	1
<u>Selected Transitions Measures and Indicators</u>	
Secondary	
Recent High School Graduates Enrolled in Community Colleges	6
Number of Dual Credit Courses Offered, Students Served, and Average Class Size	7
Number of Students Served Through the P-16 Initiative Grant	9
Adult Education	
Number of Level Advancements in Adult Education (ABE/ASE)	10
Number of Level Advancements in English as a Second Language	11
Completers Entering Employment from the National Reporting System for Adult Education	11
Completers Retaining Employment from the National Reporting System for Adult Education	13
Completers Entering Postsecondary Education or Training from the National Reporting System for Adult Education	14
Entered Postsecondary Education or Training from the National Reporting System for Adult Education	14
GED Attainment	15
Developmental	
Developmental Credits Earned Versus Attempted	16
Advancement to College Level Work for Developmental Students	17
Postsecondary Perkins Career and Technical Education	
Student Advancement	19
Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education or Both Within One Year of Graduation.....	20

Table of Contents
(Continued)

	<u>Page</u>
Postsecondary Perkins Career and Technical Education (Continued)	
Placement in Employment.....	21
Retention in Employment	22
Partnerships for College and Career Success Enrollments Secondary Students	23
Licensure Rates	24
General	
First Generation College Students	27
Overall Credits Earned Versus Attempted.....	28
Internet Credits Earned Versus Attempted.....	29
Student Retention.....	30
Transfer Rates	31
Transfer Counts (Fall Snapshot)	32
First-Time, Full-Time Freshmen Who Complete Their Degree/Certificate Within 150% of Catalog time, or Are Still Enrolled or Transferred.....	33
First-Time, Full-Time Freshmen Who Complete Their Degree/Certificate Within 150% of Catalog time	35
Completions by Gender.....	36
Completions by Race	37
Completions by Disability Status	39

Table of Contents
(Continued)

	<u>Page</u>
<u>Selected Statewide Transitions Initiatives</u>	
Secondary	
College & Career Readiness Project (CCR).....	40
P-16 Grant Initiatives.....	42
American Diploma Project (ADP)	42
High School to College Success/High School Feedback Report	43
Adult Education	
Adult Education Strengthening Student Transitions Theme for FY2009	44
Career and Academic Readiness System (CARS)	44
Shifting Gears	44
Developmental	
Shifting Gears	45
Career and Academic Readiness System (CARS)	45
Postsecondary Perkins Career and Technical Education	
Career Clusters, Pathways and Programs of Study	46
Partnerships for College and Career Success (PCCS)	47
General	
Illinois Articulation Initiative (IAI)	48
Course Applicability System/U.Select Illinois	48
Associate of Arts in Teaching (AAT)	49
Lincoln’s ChalleNGe Academy Completer Community College Stipend and Scholarship.....	49
Summary and Selected Next Steps	50

Introduction

“Community colleges play an indispensable role in American education, and it is certain that their importance will increase in the years and decades ahead. . . Yet community colleges have not always been at the center of national debates about the future of education. If the United States is to achieve its goals, both in terms of quality and equality, community colleges must play a central role in the development and implementation of national educational solutions.” College Board (2008). p. 43.

Community colleges are in a pivotal position to help individuals transition from secondary to postsecondary education, from pre-college to college-level coursework, and from entry-level employment into careers requiring higher level skills. With many jobs in the new economy that pay a living wage requiring at least some postsecondary education, community colleges are and will be relied upon to help develop the human capital to keep the individual, state, and nation competitive. Community colleges provide access to educational opportunities and are positioned to help individuals successfully navigate across educational levels and prepare themselves for additional education or entry into the workforce.

Background – What is meant by the term “transitions”? Transition points in the educational process are places where individuals move within and across levels. To help individuals move successfully through the educational process, community college officials monitor student progress, retention, and outcomes. College officials attempt to identify places in the educational pipeline where students may experience academic difficulty and offer needed support services and programs to facilitate forward progress. The following is one model for thinking about educational transitions with an example of a corresponding measure or indicator at the various levels:

- Within course transitions – course completion.
- Within institution/level transitions – retention.
- Transitioning from one educational level to another – transfer.
- Transitioning “out” of education – graduation.
- Transitioning from education to employment – placement in employment.
- Transitioning within employment – employment retention.

At one end of the educational attainment spectrum is the completion of assignments that leads to successful course completion. A student enrolls in a course with the intent of mastering the academic content, gaining knowledge and skills, and earning the associated credit hours. Community colleges serve diverse populations with varied goals. Many students participating in community colleges take courses to gain specific skills and advance workforce-related goals rather than pursuing longer term educational outcomes. Tracking smaller increments of positive movement is important because, for some students, course completion is their goal, and students who are interested in longer term outcomes build their certificates/degrees on a series of smaller

Illinois Community College System Transitions Report

achievements. Related courses are frequently sequential in nature and require mastery of initial material to succeed in subsequent related instruction.

Degrees and certificates are earned by completing the required number of credit hours in specified courses in the student's major and related areas as identified in their program of study. Programs are designed with a scope and sequence that allows students to master a skill set that prepares the individual for employment or the next step in the educational process.

Many transitions occur as individuals advance through the educational process and acquire new skills. For example, students who begin their community college studies in developmental (pre-college) or adult education coursework and then move into college-level coursework are demonstrating progress. High school graduates who enroll in college, individuals who persevere and complete a college degree or certificate, and those who subsequently are placed in employment are all making significant transitions.

Why is it particularly important to give more attention to student transitions now?

The emerging knowledge economy is demanding higher skills of workers in an increasingly global economy. Demographic shifts are accelerating the need to provide postsecondary education to more diverse cross sections of the population. There is an expectation that, to meet the need for skilled workers, additional minority students -- who have traditionally been underserved by higher education -- will need to be included. Likewise, increases in the number of first generation students participating, gaining skills, and completing higher education are also expected to be part of the solution. First generation students can benefit from additional college outreach, advisement, and mentoring since, by definition, they do not have immediate family members with first-hand experience in higher education. Elevating the skills of additional adults with basic skills at or below the high school level should also be an important ingredient in addressing the expected shortages.

While estimates vary, multiple sources indicate that **approximately three-quarters of the jobs of the future that can support a family will require postsecondary education and training and higher level skills.** According to Gunderson (2004) and the Greystone Group, in the years ahead over 75 percent of new jobs are expected to require postsecondary education or training. Washington State University (2007) Social and Economic Sciences Research Center (SESRC) looked at family wage jobs with a threshold below a comfortable middle class lifestyle, but above needing government assistance to meet their basic expenses. SESRC projects that, by 2014 within the state of Washington, 77 percent of new job openings that pay enough to support a small family will be held by workers with postsecondary education -- more than half will require a bachelor's degree.

Accordingly, support for at least two years of postsecondary education can be seen from multiple sources. The National Commission on the Senior Year (2001) calls for strengthening the educational pipeline around a "Triple A Program" -- (1) improving Alignment, (2) raising Achievement, and (3) providing more (and more

Illinois Community College System Transitions Report

rigorous) Alternatives. The commission contends that the new standard should be 15 years of education – grades Pre-kindergarten through 14 or the equivalent of completing a community college education – for all students with the content built around a college preparatory curriculum. Callan and Finney (2003) contend that, to compete in the global economy, virtually every working age young adult (18 to 49 years of age) in the United States needs at least two years beyond high school. A foundational principle of the Skills2Compete (2007) initiative is the idea that every worker in the United States should have access to the equivalent of at least two years of education and training past high school. The Illinois Community College Trustees Association and Illinois Council of Public Community College Presidents have signed on as supporting organizations of Skills2Compete initiative.

Callan (2002) summarized the necessity of developing human capital through postsecondary education to remain competitive.

For individuals, education and training beyond high school have become a virtual prerequisite for full participation in the economic, civic, and social benefits of our nation. Moreover, nations, states, and communities now require a college-educated populace in order to compete in the global economy. These are the realities of the knowledge-based global marketplace-realities grounded not in the pronouncements of educators or government policymakers or researchers, but in labor markets. Willing or not, our nation and its states are in an international economic race to develop human talent-to raise the knowledge and skill levels of societies and communities. Callan. (2002).

The highly skilled baby boom generation is aging and the natural growth in the next generation pipeline of skilled replacement workers is not projected to meet the demand (Generations X, Y, and Z). Based on information available from the Western Interstate Commission of Higher Education (WICHE, 2008), the high school graduate pipeline in Illinois is not expected to provide near the growth needed to replace baby boomers exiting the workforce. According to WICHE, assuming that existing patterns of high school progression, completion, and migration continue, Illinois will produce about the same number of high school graduates in 2015 as in 2005 (123,615 from public schools and 13,942 from nonpublic high schools). . . After reaching a peak in 2009 at 134,495, Illinois is expected to see annual reductions in the number of public high school graduates through 2015 . . . From 2016 through 2022, projected public high school graduates in Illinois will be relatively stable from one year to the next, at around 128,000.

According to the National Center for Public Policy in Higher Education (2004), in Illinois out of every 100 ninth graders entering high school, 72 will graduate from high school in four years, 43 will immediately enter college, 30 will still be enrolled in the second year, and 20 will achieve an associate's degree within three years or a Bachelor's Degree within six years. <http://www.highereducation.org/reports/pipeline/pipeline.pdf>

Illinois Community College System Transitions Report

In Futurework (1999), the U.S. Department of Labor indicates that between 2011 and 2029, baby boomers will be reaching the traditional retirement age of 65. Their retirements are expected to dramatically affect the workforce of the future. According to Gunderson (2005) working with the Greystone Group, by 2030 nationwide 76 million baby boomers are expected to be retired. During the interim, 46 million skilled replacement workers are projected to be trained. Hence, a projected 30 million skilled worker shortage is anticipated. Analysis by the Employment Policy Foundation (2002) of data from the Census Bureau, Bureau of Labor Statistics, and Bureau of Economic Analysis projects that, as soon as 2010, the need for skilled workers may exceed the number of available skilled workers. If current conditions continue forward, Employment Policy Foundation economists project the gap to steadily increase through 2030.

The Illinois Skills Gap. According to the Census Bureau's American Community Survey (2006), 56.2 percent of Illinoisans age 25 and over have at least some postsecondary education. This figure includes 36.1 percent of Illinoisans age 25 and over that have an Associate or higher degree. According to the Illinois Office of the Comptroller (2007) baby boomers – a highly educated and skilled generation – account for nearly 30 percent of Illinois' population. According to Northern Illinois University's P-20 Task Force (2006), about 1.5 million Illinoisans were 65+ years of age in 2006. In Illinois, the age 65+ group is expected to grow to over 2.4 million by 2030 (+60 percent). In Illinois, the relationship between the number of “entry age” workers (18-24 years old) and the number of “exit age” workers (65+) is projected to remain relatively constant through 2015. However, according to the Task Force, as more baby boomers reach the traditional retirement age, nearly twice as many citizens will be workforce “exit age” as will be “entry age”. Hence, if the status quo is maintained, there will be fewer wage earners to support needed programs and services and keep Illinois competitive.

The diversity of the population is increasing. According to the U.S. Census Bureau (2008), nationwide in little more than a generation -- by 2042 -- ethnic and racial minorities will comprise a majority of the nation's population. This transformation is occurring faster than anticipated just a few years ago. Americans who identify themselves as Latino, African American, Asian, Native American, Native Hawaiian and Pacific Islander will together outnumber non-Latino whites. Traditionally, minority students have been underrepresented among those who enter/progress in higher education and among individuals who graduate with college credentials.

National data indicate disparities in educational attainment for individuals in different racial/ethnic groups and those from high- versus low-income families. Haycock (2006) and the Education Trust compiled information from multiple sources including the National Center for Education Statistics (2005), Ogunwole (2006), and the U.S. Census Bureau (2002) indicating that minority students and low-income students did not complete high school or participate as completely in higher education as white students and affluent students.

Illinois Community College System Transitions Report

National Educational Progression By Racial/Ethnic Group				
For Every 100 Kindergartners	African-American	Latino	American Indian/ Alaskan Native	White
Graduate High School	89	62	71	94
Complete Some College	51	31	30	66
Achieve at least a Bachelor's Degree	18	10	12	34

SOURCE: The National Center for Education Statistics), Ogunwole (2006), and the U.S. Census Bureau (2002) as compiled and cited by Haycock (2006).

Ingels et al (The National Center of Education Statistics) state that 60 percent of college graduates by the age of 26 come from high-income families, while only 7 percent of college graduates come from low-income families <http://www.ibhe.state.il.us/board/agendas/2006/june/Item3.ppt>. Increasing the educational attainment across racial/ethnic groups and income levels and reducing these gaps will be important to meeting the need for an educated and trained workforce in Illinois and at the national level.

According to the Western Interstate Commission of Higher Education (2008), the racial/ethnic composition of Illinois' public high school graduating classes will show substantial diversification over the coming decades. In FY 1995, Whites (non-Latino) accounted for 73.4 percent of the graduates from public high schools. By FY 2005, that proportion had fallen to 67.9 percent. By 2015, the proportion of White graduates is projected to be 60.7 percent.

According to the University of Notre Dame Institute for Latino Studies and Census Bureau's American Community Survey (2006), the largest source of population growth in Illinois is the Latino population. In 2006, Illinois had the 5th largest Latino population in the nation, and individuals identifying themselves as Latinos accounted for 15 percent of all Illinoisans. Illinois' overall population grew a modest 12 percent between 1990 and 2006. Illinois' Latino population more than doubled between 1990 and 2006 (from 904,446 to nearly 1.9 million). Illinois' Latino population accounted for over two-thirds (70 percent) of the state's population growth since 1990. Sources: US Census Bureau, University of Notre Dame Institute for Latino Studies. <http://latinostudies.nd.edu/> and http://www.nd.edu/~chifacts/chi_comm.html

The Illinois Community College System's Transitions Report includes an array of measures and indicators that capture student progress at strategic points in the educational process and into the workforce. The Joyce Foundation Shifting Gears initiative was an important factor in deciding to focus additional attention on student transition points across educational levels and into the workplace. Collaborating to align expectations across educational levels and providing necessary support services to students contribute to more seamless transitions. Monitoring progress and developing strategies to optimize the array of transitions is an important part of the community college mission. The focus of the report is the state level and the measures/indicators

Illinois Community College System Transitions Report

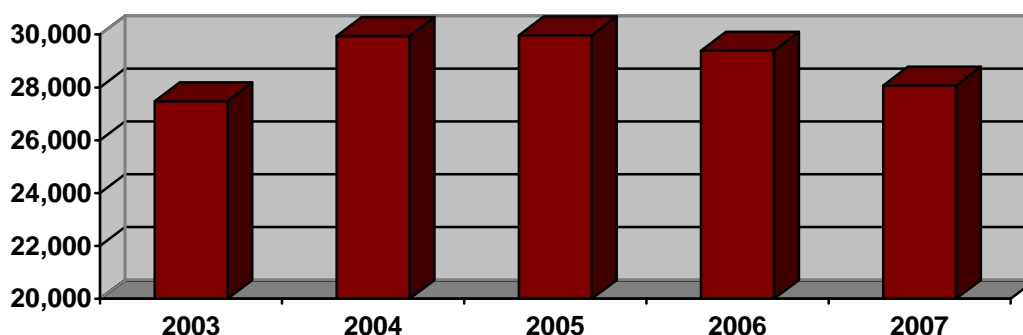
are organized around several student populations served by community colleges: Secondary, Adult Education, Developmental Education, Postsecondary Perkins Career and Technical Education, and the General student population. The years referenced in the measures vary and reflect the latest information for each particular indicator.

SELECTED TRANSITIONS MEASURES AND INDICATORS

SECONDARY

The following indicators provide information about secondary populations and their transitions. Measures presented include recent high school graduates enrolling in community colleges, number of dual credit courses, students enrolled and average class size, and students served through the P-16 initiative grant.

Recent High School Graduates Enrolling in Illinois Community Colleges Fiscal Years 2003 - 2007



SOURCE: Annual Enrollment and Completion (A1) Data

Recent High School Graduates Enrolling in Illinois Community Colleges Fiscal Years 2003 - 2007										
	2003	2004	2005	2006	2007	3 – Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Recent H.S. Graduates Enrolled	27,474	29,947	29,968	29,385	28,065	29,139	-1,320	-4.5%	591	2.2%

Students 17 & 18 years of age not identified as current high school students.

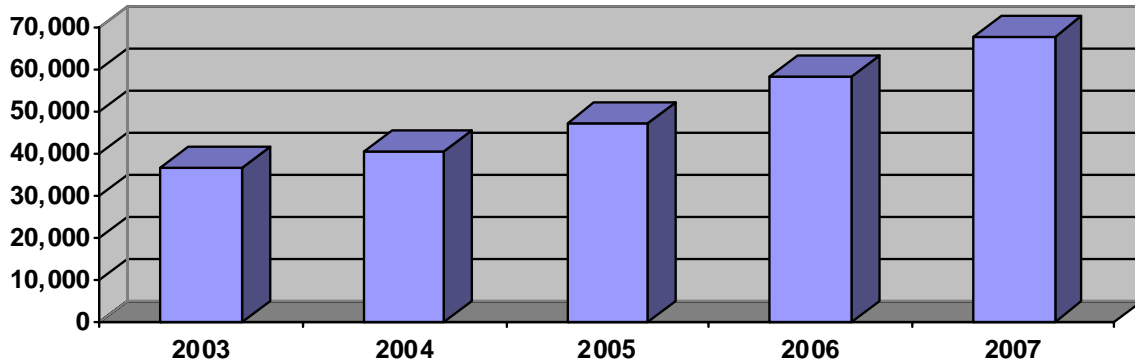
SOURCE: Annual Enrollment and Completion (A1) Data

The number of recent high school graduates transitioning directly to community colleges has been estimated at between 27,500 to 30,000 students over the last five years. This measure includes students 17 & 18 years of age not identified as current high school students. During fiscal year 2007, a total of 28,065 recent high school graduates enrolled in an Illinois public community college, which is a decrease of 4.5 percent from last year and an increase of 2.2 percent from five years ago. In FY 2007, community colleges served an estimated one in five 2006 graduates (28,065 enrolled in community

Illinois Community College System Transitions Report

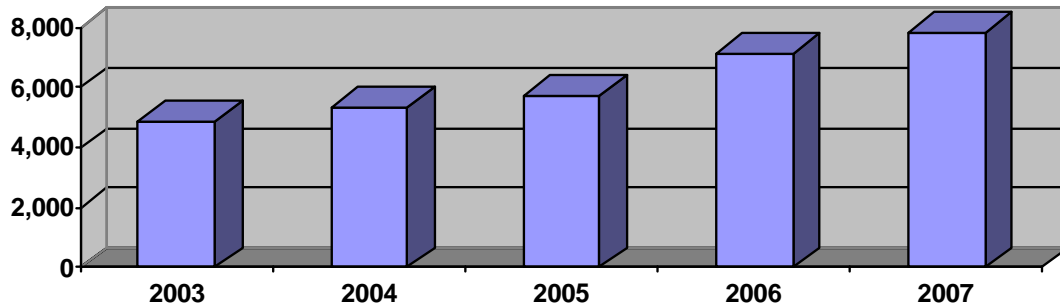
colleges in FY 2007 out of 127,349 FY 2006 high school graduates).
http://www.isbe.net/research/pdfs/eoy_graduates05-06.pdf

**Illinois Community College System
Dual Credit Student Enrollment (Duplicated)
Fiscal Years 2003 - 2007**



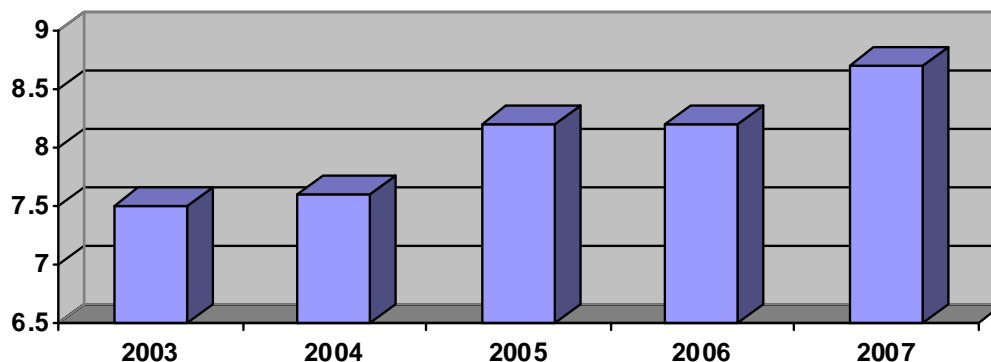
Source: ICCB SU/SR Records

**Illinois Community College System
Dual Credit Course Count
Fiscal Years 2003 - 2007**



Source: ICCB SU/SR Records

Illinois Community College System Dual Credit Average Class Size Fiscal Years 2003 - 2007



Source: ICCB SU/SR Records

Illinois Community College System Dual Credit Course Count, Student Enrollment (Duplicated), and Average Class Size Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Yr Average	1-Yr Change		5-Yr Change	
							N	%	N	%
Number of Courses	4,896	5,326	5,731	7,131	7,825	6,896	694	9.7%	2,929	59.8%
Number of Students (Duplicated)	36,806	40,438	47,040	58,441	67,857	57,779	9,416	16.1%	31,051	84.4%
Average Class Size	7.5	7.6	8.2	8.2	8.7	8.4	0.5	5.8%	1.2	15.4%

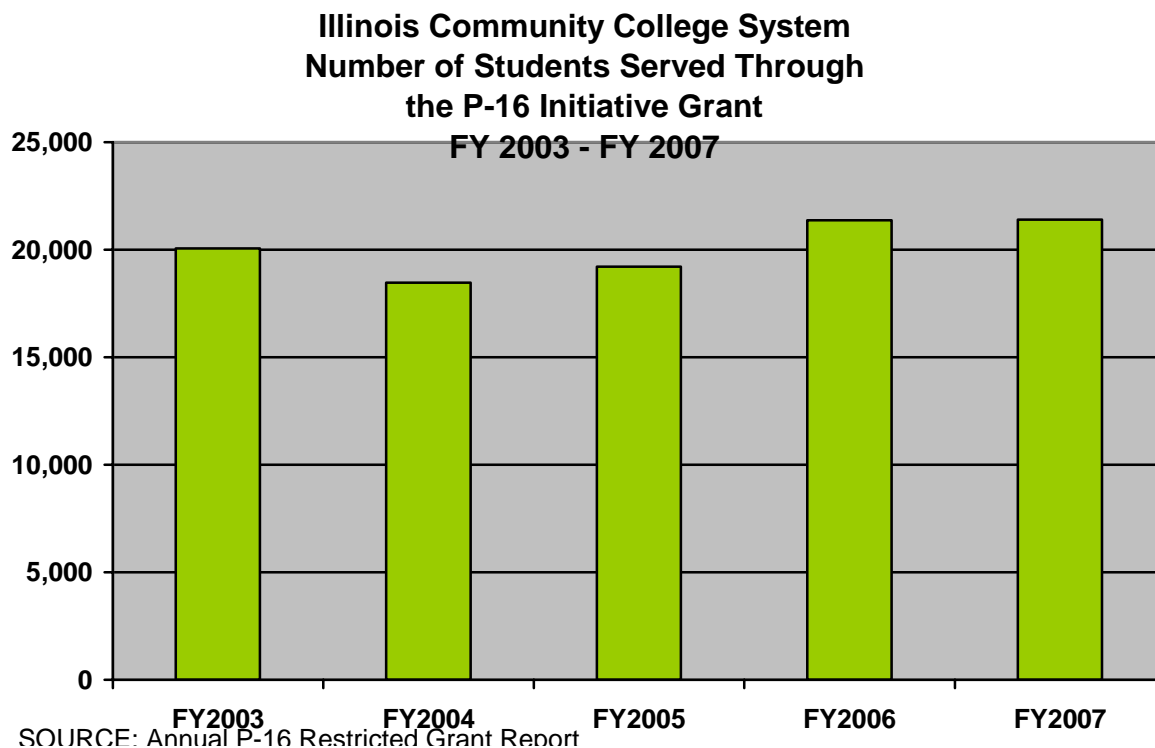
SOURCE: ICCB SU/SR Records

In Illinois community colleges, the number of dual credit courses offered, the number of students enrolled (duplicated), and the average class size have been increasing over the last five years. A high of 7,825 courses were offered in fiscal year 2007. This is an increase of 9.7 percent from fiscal year 2006 (N = 7,131) and 59.8 percent from fiscal year 2003 (N = 4,896). In fiscal year 2007, 67,857 students (duplicated) were enrolled, an increase of 16.1 percent over fiscal year 2006 (N = 58,441) and 84.4 percent over fiscal year 2003 (N = 36,806). The average class size in fiscal year 2007 was 8.7 students. This is a 5.8 percent increase over fiscal year 2006 (N = 8.2) and a 15.4 percent increase over fiscal year 2003 (N = 7.5).

The National Center for Education Statistics (NCES) conducted two national surveys in 2002-2003, querying both high schools and postsecondary institutions about the scope of concurrent (or dual) enrollment in the United States. NCES reports that, during the 2002-2003 12-month academic year, there were 855,000 enrollments in dual credit courses taught on a high school campus (http://www.nacep.org/about_trends.html). A more detailed look at 808,000 students in dual enrollment by the National Center for Education Statistics, indicated that public two-year institutions enrolled more high school

Illinois Community College System Transitions Report

students in college-level courses (N = 619,000) than public four-year (N = 122,000) and private four-year institutions (N = 67,000) during 2002–2003. (<http://nces.ed.gov/pubs2005/2005008.pdf>)



Illinois Community College System Number of Students Served Through the P-16 Initiative Grant Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Students	20,057	18,471	19,210	21,369	21,398	20,659	29	0.1%	1,341	6.7%

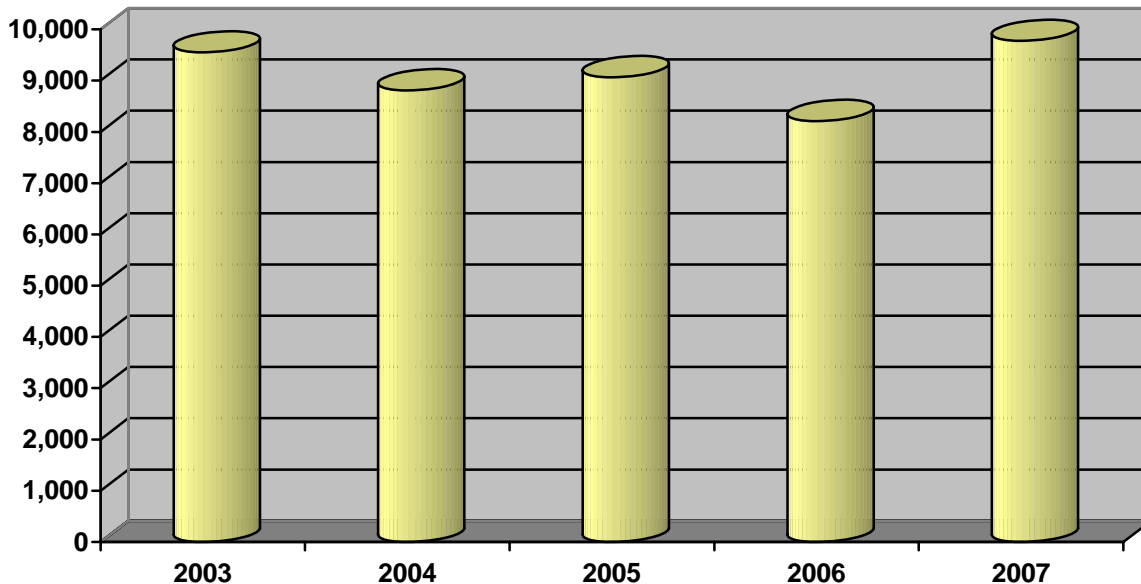
SOURCE: Annual P-16 Initiative Restricted Grant Report.

The number of students served through the P-16 Initiative Grant in dual credit/dual enrollment coursework in fiscal year 2007 was – by a slim margin – the highest over the last five fiscal years (N = 21,398). This represents a slight 0.1 percent increase (N = 29 students) over fiscal year 2006. From fiscal years 2003 to 2007, the number of students served through the P-16 Initiative Grant increased 6.7 percent.

ADULT EDUCATION

The following indicators provide information about adult education populations and their transitions. Measures provided include number of level advancements in adult education (ABE/ASE), number of level advancements in English as a Second Language, completers entering employment for the National Reporting System for adult education, completers retained in employment for the national reporting system for adult education, completers entering postsecondary education or training for the national reporting system for adult education, fiscal year 2007 postsecondary education or training for the national reporting system for adult education, and GED attainment.

Number of Level Advancements in Illinois Adult Education (ABE/ASE) Fiscal Years 2003 - 2007



Source: STAIRS Data System

Number of Level Advancements in Illinois Adult Education (ABE/ASE) Fiscal Years 2003 - 2007										
	2003	2004	2005	2006	2007	3-Yr Average	1-Yr Change		5-Yr Change	
							N	%	N	%
Number of Advancements	9,550	8,811	9,067	8,212	9,777	9,019	1,565	19.1%	227	2.4%

SOURCE: STAIRS Data System

In Illinois, 9,777 adult education students advanced in fiscal year 2007. The number of advancements has increased 19.1 percent from the previous year (N = 8,212) and 2.4 percent from five years ago (N = 9,550). The ICCB-approved test to measure ABE/ASE

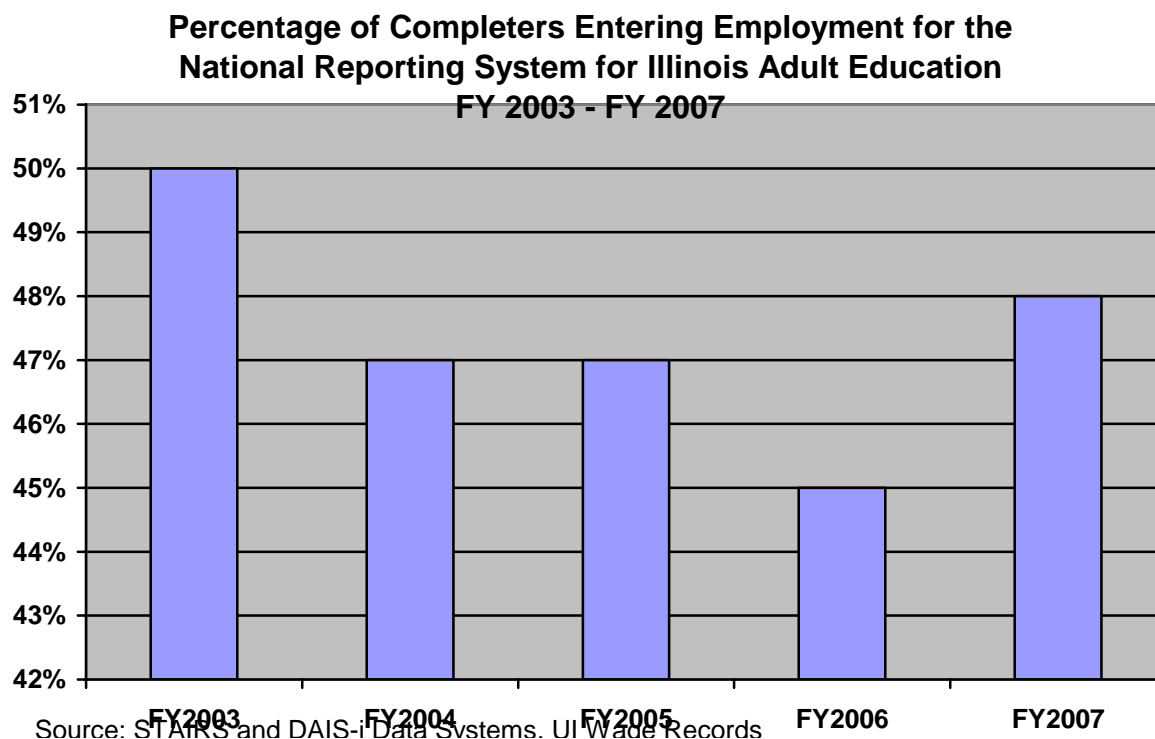
Illinois Community College System Transitions Report

level advancement is the Test of Adult Basic Education (TABE). Level advancements are defined as advancing from one educational functioning level to the next based on pre- and post-test results.

Number of Level Advancements in Illinois English as a Second Language Fiscal Years 2003 - 2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Advances	20,135	14,321	20,374	20,652	24,115	21,714	3,463	16.8%	3,980	19.8%

SOURCE: STAIRS Data System

In the Illinois Community College System, 24,115 English as a Second Language students advanced in fiscal year 2007. The number of advancements has increased 16.8 percent from the previous year (N = 20,652) and 19.8 percent from five years ago (N = 20,135). The ICCB-approved tests to measure ESL-level advancement are the BEST (Basic English Skills Test) Literacy Skills Test, BEST Plus, and the CELSA (Combined English Language Skills Assessment). Level advancements are defined as advancing from one educational functioning level to the next based on pre- and post-test results.



Illinois Community College System Transitions Report

Completers Entering Employment for the National Reporting System for Illinois Adult Education Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007*	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Completers	38,927	39,271	35,676	41,267	24,148	33,697	-17,119	-41.5%	-14,779	-38.0%
Number of Completers Entering Employment	19,490	18,360	16,713	18,693	11,621	15,676	-7,072	-37.8%	-7,869	-40.4%
Percent Achieving Outcome	50.1%	46.8%	46.8%	45.3%	48.1%	46.5%	---	2.8%	---	-2.0%

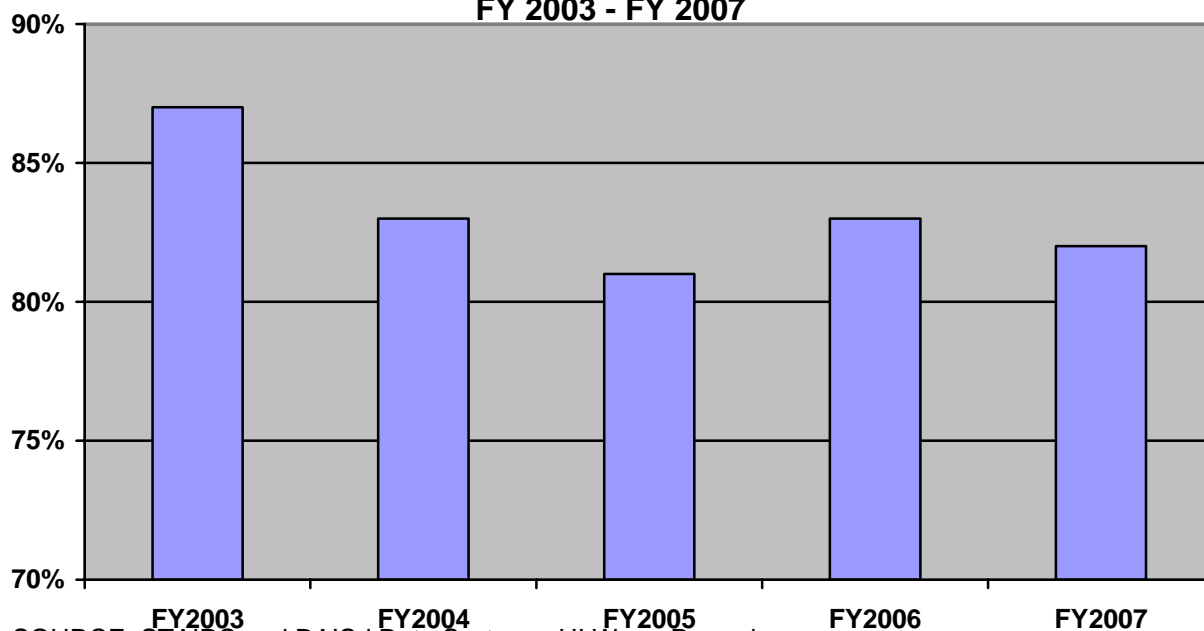
*Change in reporting methodology

SOURCE: STAIRS and DAIS-i Data Systems, UI Wage Records

In fiscal year 2007, 48.1 percent of the completers tracked entered employment (N = 11,621). The latest placement in employment performance is a 3 percent increase over fiscal year 2006 (45.3 percent) and a 2 percent decrease over fiscal year 2003 (50.1 percent). The measurement approach taken on the employment measure was modified in fiscal year 2007 in collaboration with federal officials.

Completers are Adult Education learners that had an educational level advancement, GED achievement, High School Diploma attainment, or Vocational course completion and then formally exited from the Adult Education program. Completers are then measured in the first or second full quarter after leaving the program to determine if they have earnings in the Unemployment Insurance Wage Records. Illinois registered the highest achievement in the nation for adult education participants who entered employment (48.1 percent in fiscal year 2007) according to the latest NRS comparison.

**Percentage of Completers Retaining Employment for the National Reporting System for Illinois Adult Education
FY 2003 - FY 2007**

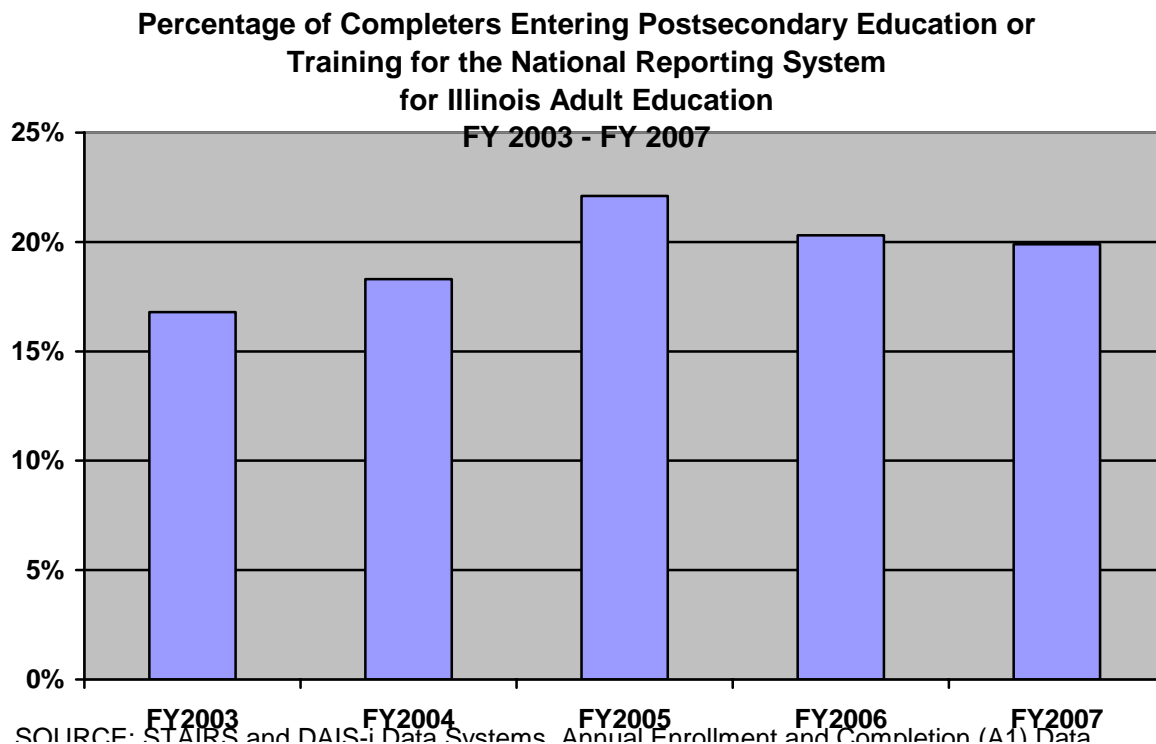


Completers Retaining Employment for the National Reporting System for Illinois Adult Education Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007*	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Completers	19,490	18,360	16,713	18,693	11,621	15,676	7,072	-37.8%	-7,869	-40.4%
Number of Completers Retaining Employment	16,967	15,167	13,615	15,525	9,565	12,902	-5,960	-38.4%	-7,402	-43.6%
Percent Achieving Outcome	87.1%	82.6%	81.5%	83.1%	82.3%	82.3%	---	-0.8%	---	-4.8%

*Change in reporting methodology

SOURCE: STAIRS and DAIS-i Data Systems, UI Wage Records

In fiscal year 2007, 82.3 percent of the completers were retained in employment (N = 9,565). The percentage of completers retaining employment is a 0.8 percent decrease over fiscal year 2006 (83.1 percent) and 4.8 percent decrease over fiscal year 2003 (87.1 percent). Employment retention is calculated for those students that entered employment in the first or second quarter and then still had earnings in the Unemployment Insurance Wage Records two quarters later. The methodology for the measure was modified in 2007 in collaboration with federal program officials. According to NRS comparative information, Illinois has the highest achievement counts in the nation for adult education participants who were retained in employment.



Entered Postsecondary Education or Training for the National Reporting System for Illinois Adult Education Fiscal Years 2003 -2007										
	2003	2004	2005*	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Completers	27,721	27,591	15,113	14,169	11,396	13,559	-2,773	-19.6%	-16,325	-58.9%
Number Entering Postsecondary Education or Training	4,650	5,050	3,341	2,881	2,265	2,829	-616	-21.4%	-2,385	-51.3%
Percent Achieving Outcome	16.8%	18.3%	22.1%	20.3%	19.9%	20.9%	---	-0.4%	---	3.1%

*Prior to fiscal year 2005, ASE low, ASE high, and ABE high intermediate were included. Beginning in fiscal year 2005 to the present, only ASE low and ASE high were included

SOURCE: STAIRS and DAIS-i Data Systems, Annual Enrollment and Completion (A1) Data

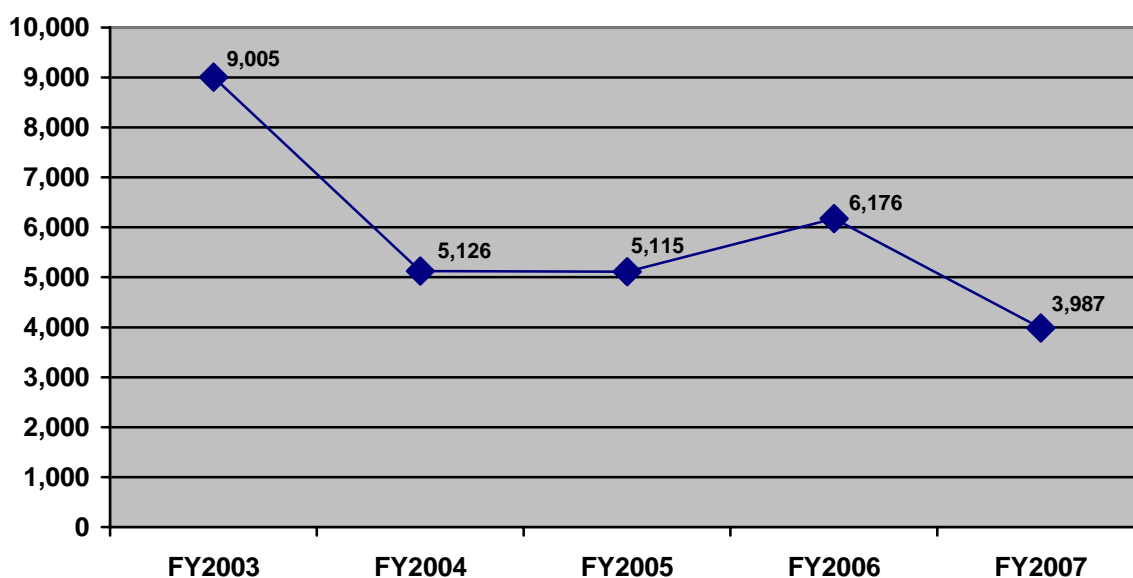
In fiscal year 2007, 11,396 Adult Education participants separated from their program. Of those, 19.9 percent (N = 2,265) entered postsecondary education or training. Compared to fiscal year 2006, the number of completers entering postsecondary education or training decreased by 616 (-21.4 percent). From fiscal years 2003 to 2007, the number of completers entering postsecondary education or training decreased substantially due to the change in methodology that occurred in 2005. The Entered Postsecondary Education or Training outcome is measured for Low Adult Secondary

Illinois Community College System Transitions Report

Education (Grade Level Equivalence 9.0 to 10.9) and High Adult Secondary Education (Grade Level Equivalence 11.0 to 12.9) students that separated from their adult education program and entered a community college credit program.

According to the Illinois Community College Board's NRS report, Illinois has the fifth highest achievement counts in the nation for adult education participants who entered postsecondary education or training. In fiscal year 2007, 2,265 adult education participants in Illinois entered postsecondary education or training.

**Illinois Adult Education GED Attainment
FY 2003 - FY 2007**



SOURCES: ICCB STAIRS Data and GED Testing Service Data

Illinois Adult Education GED Attainment Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
GED Attainment	9,005	5,126	5,115	6,176	3,987	5,093	-2,189	-35.4%	-5,018	-55.7%

SOURCES: ICCB STAIRS Data and GED Testing Service Data

The number of students attaining their GED decreased by over one third in fiscal year 2007 (35.4 percent, N = 3,987) from fiscal year 2006 (N = 6,176). This is a 22.2 percent decrease from fiscal year 2004 (N = 5,126). The measurement approach taken on this indicator was modified in fiscal year 2007 in collaboration with federal officials. Recent GED counts are based on ICCB STAIRS self-reported GED attainment and matches between student STAIRS identifiers and GED Testing Service Data.

Illinois Community College System Transitions Report

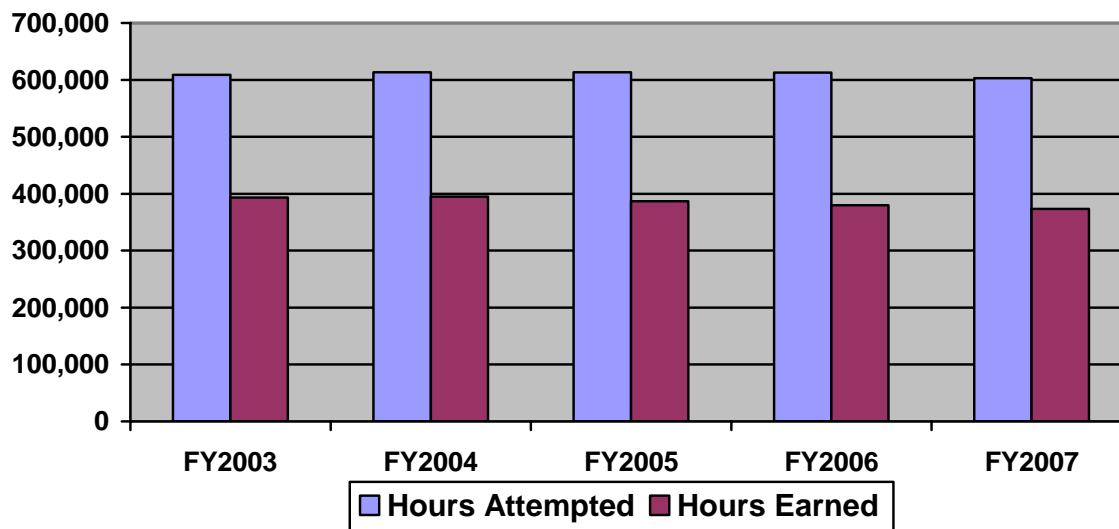
According to the GED Testing Service, the number of adults who took the GED test in 2007 was nearly 729,000 nationwide. This is the highest number since 2001 and an increase of almost 15,000 from 2006. Ten states reported above average pass rates of 85 percent or higher. These states were: Iowa, Delaware, Kansas, Vermont, Wyoming, Alaska, Idaho, Maine, North Carolina, and Oregon. (<http://www.communitycollegetimes.com/article.cfm?TopicId=4&ArticleId=1143>)

Compared to the rest of the country, Illinois (N = 42.7) is just under the national average (N = 43.1) of GEDs produced per 1,000 adults with no high school diploma in 2005. Illinois ranks 37th among the 50 states. Maine has the highest number of GEDs produced at 87.8 for every 1,000 adults who have no high school diploma. (<http://www.higheredinfo.org/dbrowser/index.php?submeasure=325&year=2005&level=nation&mode=graph&state=0>)

DEVELOPMENTAL

The following indicators provide information about students enrolled in at least one developmental course and their progress. Measure provided include developmental credits earned versus attempted and advancement to college-level work.

**Illinois Community College System
Developmental Credits Earned Versus Attempted
Fiscal year 2003 - 2007**



SOURCE: Annual Student Enrollment and Completion (A1) Data

Illinois Community College System Transitions Report

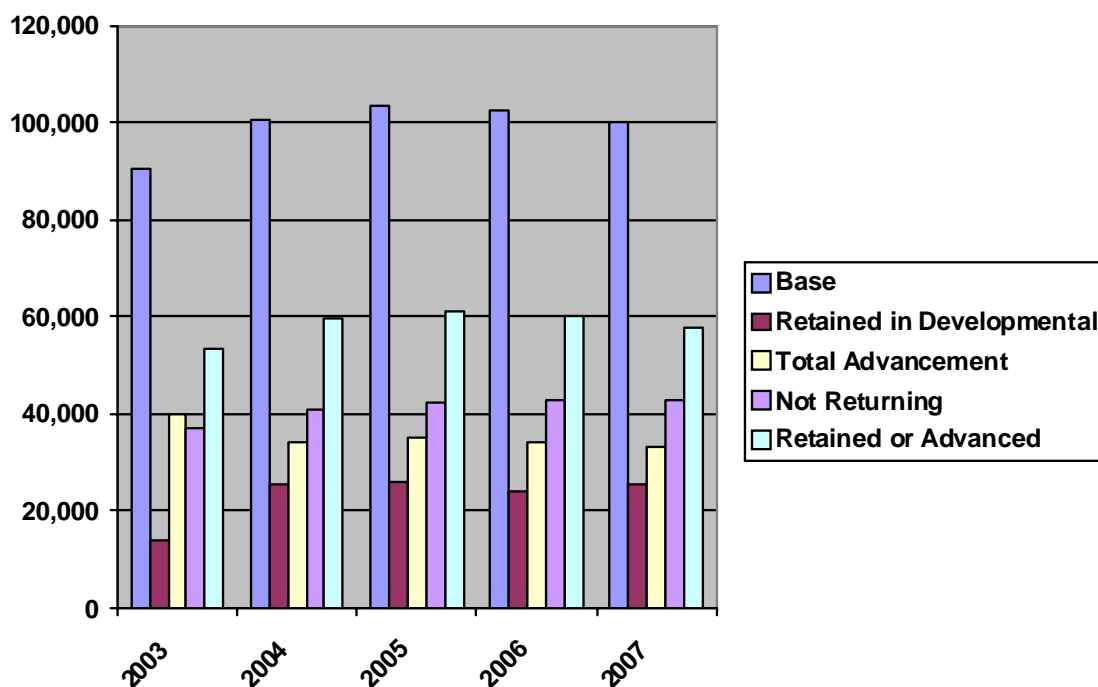
Developmental Credits Earned Versus Attempted Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Hours Earned	393,263	395,029	386,853	380,150	373,566	380,190	-6,584	-1.7%	-19,697	-5.0%
Hours Attempt	608,785	613,104	613,047	612,747	603,047	609,614	-9,700	-1.6%	-5,738	-0.9%
Percent Earned	64.6%	64.4%	63.1%	62.0%	61.9%	62.4%	---	-0.1%	---	-2.7%

SOURCE: Annual Enrollment and Completion Data (A1)

Community colleges provide developmental coursework to a substantial number of students each year. The latest counts show that 100,190 students took at least one developmental course which is down slightly from the prior year (-2.3 percent) and up substantially (10.6 percent) from five years ago.

During fiscal year 2007, students in community colleges earned almost two-thirds (61.9 percent, N = 373,566) of the developmental credits they attempted. This is comparable to fiscal year 2006 (62.0 percent, N = 380,150). Over the five-year period of 2003 to 2007, the percent of developmental credits earned declined each year from a high of 64.6 percent in 2003 to a low of 61.9 percent in 2007.

Illinois Community College System Advancement to College-Level Work for Developmental Students FY 2003 - FY 2007



SOURCE: Annual Enrollment and Completion Data (A1)

Illinois Community College System Transitions Report

Illinois Community College System Advancement to College-Level Work for Developmental Students FY 2003 – 2007								
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change %	5-Year Change %
Base	90,611	100,626	103,542	102,566	100,190	102,099	-2.3%	10.6%
Retained In Develop- mental Rate	15.2%	25.4%	25.2%	23.6%	25.3%	24.7%	-0.6%	10.1%
Advance to College Level Rate	43.9%	33.9%	34.1%	33.3%	33.4%	33.6%	0.1%	-10.5%
Not Returning Rate	40.9%	40.7%	40.7%	43.1%	41.3%	41.7%	-1.8%	0.4%
Retained or Advanced Rate	59.1%	59.3%	59.3%	58.5%	57.5%	58.4%	-1.0%	-1.6%

SOURCE: Annual Enrollment and Completion Data (A1)

One-third of the students – 33,459 individuals – advanced from developmental coursework to college-level instruction in fiscal year 2007. An additional one quarter of the students (N = 25,332) returned the subsequent year and continued to address their basic academic skill deficiencies. Hence, 57.5 percent (N = 57,622) of the students were either retained and/or advanced to college-level work. All these numbers are down slightly from the previous year and from the three-year average except for students retained in remedial coursework which is up from the previous year and the three-year average. The percent of students not returning in fiscal year 2007 (41.3 percent) was down from the previous year (43.1 percent) and comparable to the three-year average.

According to the National Center for Education Statistics, 28.6 percent of students at public two-year institutions are reported to have taken a developmental course during their first year. Math is the subject that has seen the highest percentage of students taking developmental courses with 22.3 percent of students taking at least one developmental course. (http://nces.ed.gov/programs/coe/2008/analysis/sa_table.asp?tableID=1062)

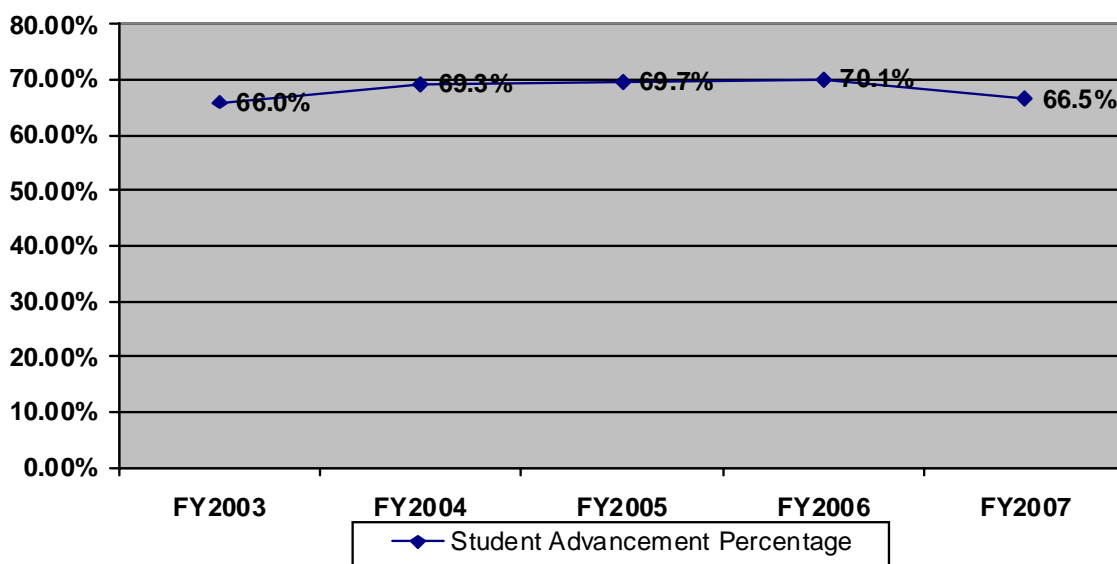
POSTSECONDARY PERKINS AND CAREER AND TECHNICAL EDUCATION

The following indicators provide information about CTE populations and their transitions. Indicators provided include a student advancement measure which includes the percent of students who graduate, transfer, or are still enrolled at the end of a five- year observation period; percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation; graduate placement in employment; graduate retention in employment; the number of secondary students served through partnerships for college and career success; and licensure rates among graduates in selected programs.

Student Advancement

The Student Advancement measure tracks a cohort of degree/certificate seeking career and technical education majors attending to upgrade their skills for a current job or acquire skills for a new career. Successful Student Advancements include those who graduate, transfer, or are retained in the fifth year the cohort is tracked. The number of student advancing in fiscal year 2007 was the highest over the last five fiscal years (N = 17,700). In fiscal year 2007, the actual level of performance was 66.5 percent, which represents a decrease of 3.6 percent from fiscal year 2006 (70.1 percent), but a 0.5 percent increase from fiscal year 2003 (66.0 percent).

**Illinois Community College System
Student Advancements - Postsecondary Perkins
FY 2003 - FY 2007**



SOURCE: State of Illinois Perkins Consolidated Annual Report

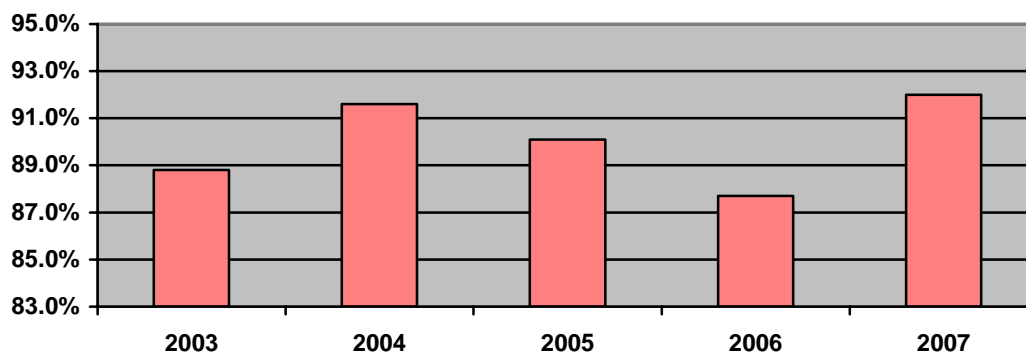
Illinois Community College System Transitions Report

Illinois Community College System Student Advancements – Postsecondary Perkins Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Students in the Numerator	17,097	16,484	16,316	16,935	17,700	16,984	765	4.5%	603	3.5%
Number of Students in the Denominator	25,894	23,798	23,414	24,167	26,601	24,727	2,434	10.1%	707	2.7%
Student Advancement Percentage	66.0%	69.3%	69.7%	70.1%	66.5%	68.8%	---	-3.6%	---	0.5%

SOURCE: State of Illinois Perkins Consolidated Annual Report

Approximately nine out of ten career and technical education degree or certificate recipients were either employed or enrolled in further education or both in each of the last five years. The most recent data from fiscal year 2007 show the highest percentage of employment or continuing education across the last five years (92.0 percent). This is a gain of 4.3 percent since fiscal year 2006 (87.7 percent) and a 3.2 percent gain from fiscal year 2003 (88.8 percent).

**Illinois Community College System
Percent of Career and Technical Education
Degree/Certificate Recipients Either Employed or Enrolled in
Further Education or Both Within One Year of Graduation
Fiscal Years 2003 - 2007**



SOURCE: Career and Technical Follow-up Study

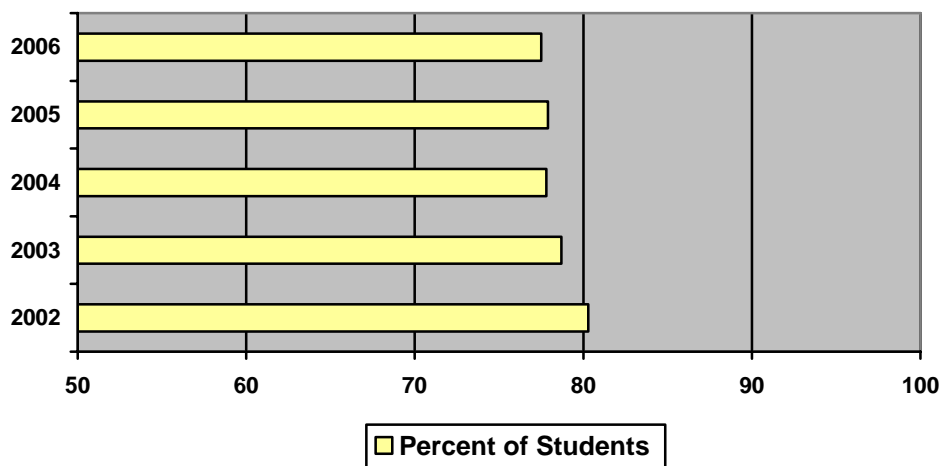
Illinois Community College System Transitions Report

Illinois Community College System Percent of Career and Technical Education Degree/Certificate Recipients Either Employed or Enrolled in Further Education or Both Within One Year of Graduation Fiscal Years 2003 -2007								
	2003	2004	2005	2006	2007	3-Year Average	Percent Change	
							1 Year	5 Year
Percent of Students	88.8%	91.6%	90.1%	87.7%	92.0%	89.9%	4.3%	3.2%

SOURCE: Career and Technical Follow-up Study

Rates for Illinois are comparable to those from Texas and Wisconsin. Three-year follow-up results from Texas with supplemental reporting yielded 94 percent placement in employment or education for workforce program graduates. (<http://www.theccb.state.tx.us/reports/PDF/1174.PDF>, Section XI Placement Data) Wisconsin Technical College System (16 districts) one-year follow-up results for 2006 graduates show a 93 percent rate of employment. Available information shows that Illinois' employment and continuing education results are competitive with statewide outcomes achieved in Texas and Wisconsin. (http://www.wtcsystem.edu/reports/data/graduate/pdf/data_by_prog.pdf)

Illinois Community College System Career and Technical Education Degree/Certificate Recipients Placement in Employment Fiscal Years 2002 - 2006



SOURCE: ICCB Annual Enrollment and Completion Data (A1) and UI Wage Records

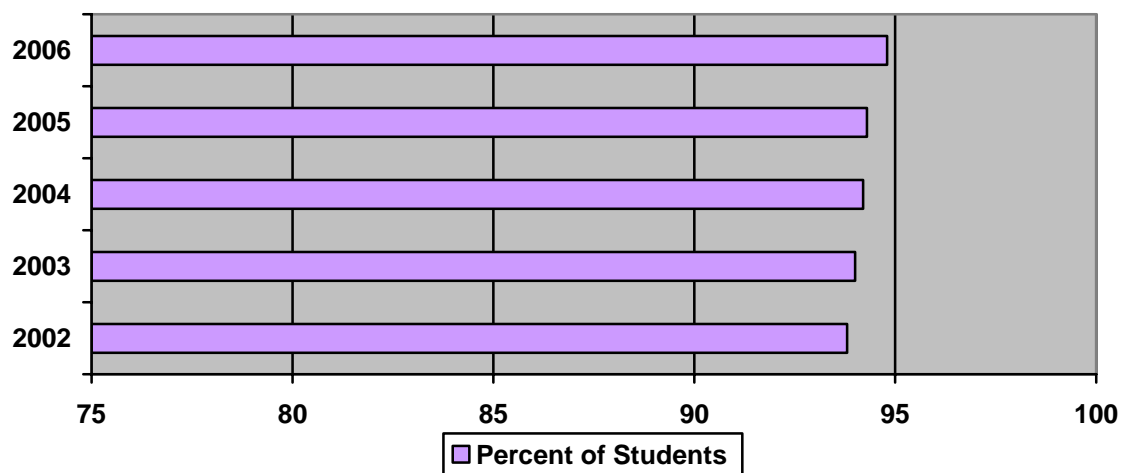
Illinois Community College System Transitions Report

Illinois Community College System Career and Technical Education Degree/Certificate Recipients Placement in Employment Fiscal Years 2002 - 2006								
	2002	2003	2004	2005	2006	3-Year Average	Percent Change	
							1-Year	5-Year
Percent of Students	80.3%	78.7%	77.8%	77.9%	77.5%	77.7%	-0.4%	-2.8%

SOURCE: ICCB Annual Enrollment and Completion Data (A1) and UI Wage Records

Over the last five years, nearly four out of five career and technical education graduates were placed in employment. In fiscal year 2006, 77.5 percent of graduates had been placed in employment. This was a slight decrease of -0.4 percent from the previous year and a decrease of 2.8 percent from five years ago.

Illinois Community College System Career and Technical Education Degree/Certificate Recipients Retention in Employment Fiscal Years 2002 - 2006



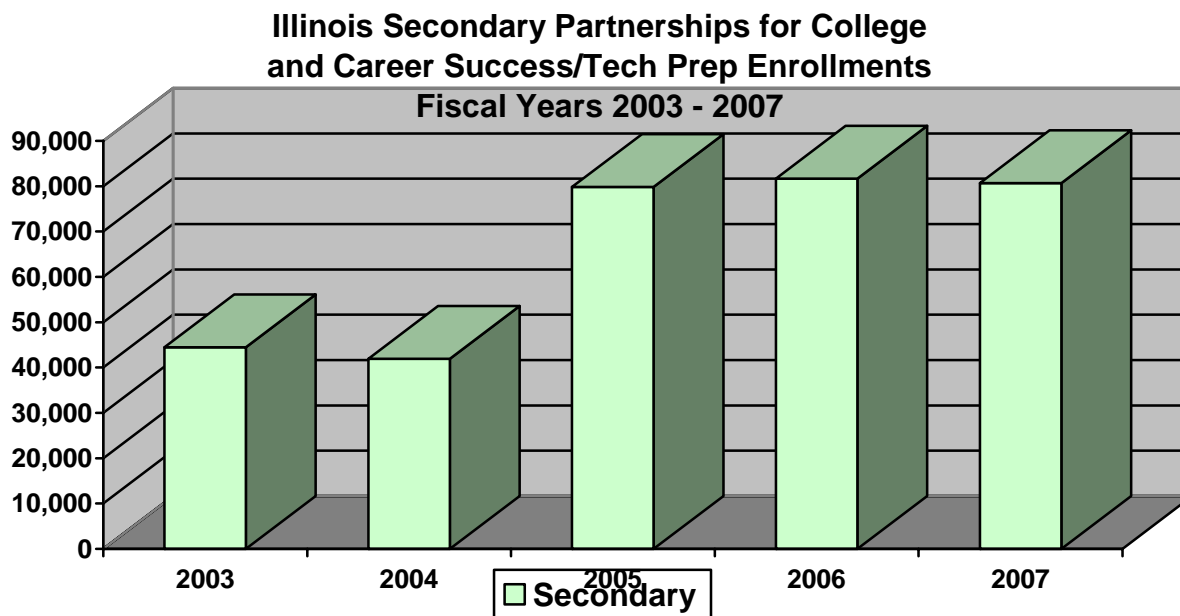
SOURCE: ICCB Annual Enrollment and Completion Data (A1) and UI Wage Records

Illinois Community College System Career and Technical Education Degree/Certificate Recipients Retention in Employment Fiscal Years 2002 -2006								
	2002	2003	2004	2005	2006	3-Year Average	Percent Change	
							1 Year	5 Year
Percent of Students	93.8%	94.0%	94.2%	94.3%	94.8%	94.4%	0.5%	1.0%

SOURCE: ICCB Annual Enrollment and Completion Data (A1) and UI Wage Records

Retention in employment performance among community college system career and technical program graduates has been strong across the five-year observation period. In fiscal year 2006, overall 94.8 percent of students were retained in employment. This

was a slight increase from the previous year (0.5 percent) and five years ago (1.0 percent).

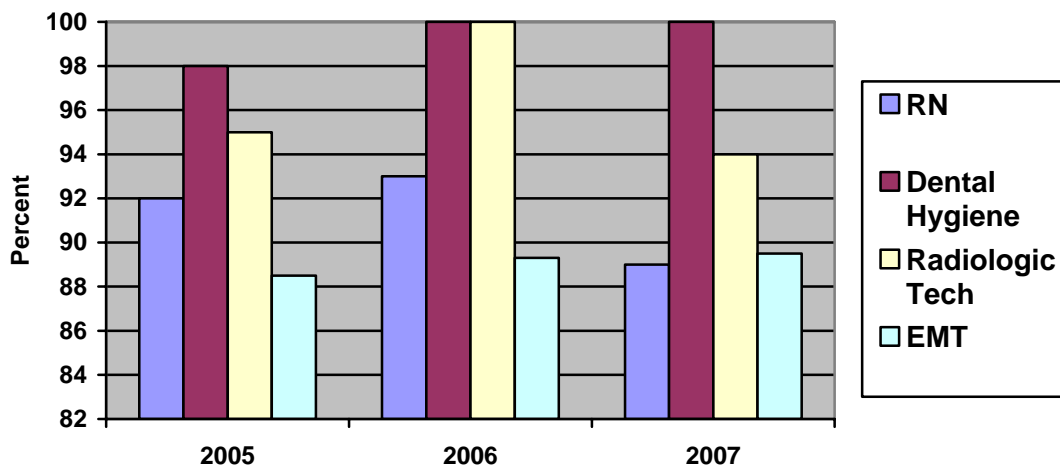


Illinois Secondary Partnerships for College and Career Success Enrollments Fiscal Years 2003 - 2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Number of Students	44,455	41,914	79,829	81,659	80,680	80,723	-979	-1.2%	36,225	81.5%

Source: Perkins Tech Prep Enrollment Consolidated Annual Report

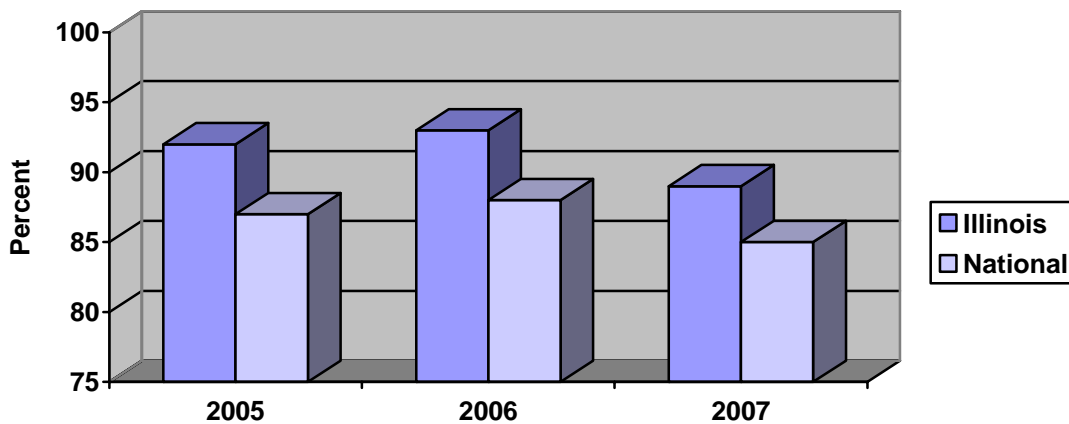
In fiscal year 2007, the number of secondary Partnerships for College and Career Success/Tech Prep students was 80,680. This is a slight decrease of 1.2 percent from the previous year. The methodology for identifying secondary Tech Prep students became more inclusive in fiscal year 2005. Accordingly, over the past five years, secondary Tech Prep enrollment counts increased dramatically (81.5 percent). One in eight secondary students was classified as a Tech Prep student in fiscal year 2007 (Tech Prep = 80,680, and Total Secondary Enrollment = 641,013). <http://www.isbe.state.il.us/reports/annual07/students.pdf>

**Illinois Community College System
Licensure Rates
Fiscal Years 2005 - 2007**



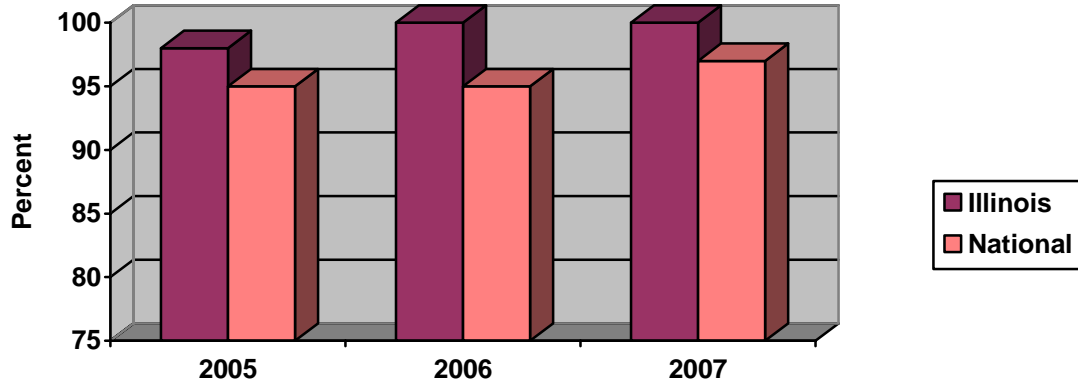
SOURCE: ICCB Performance Report

**Illinois Community College System
RN Licensure Rates
Fiscal Years 2005 - 2007**



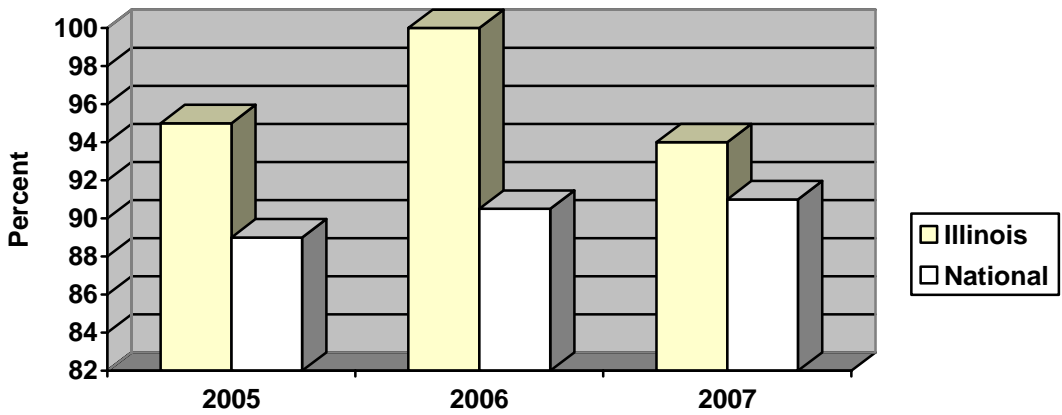
SOURCE: ICCB Performance Report

Illinois Community College System Dental Hygienist Licensure Rates Fiscal Years 2005 - 2007



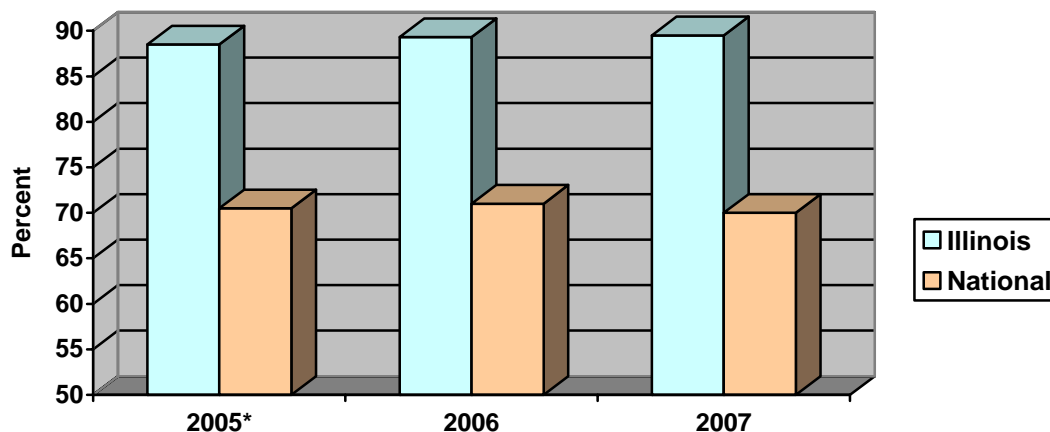
SOURCE: ICCB Performance Report

Illinois Community College System Radiologic Tech Licensure Rates Fiscal Years 2005 - 2007



SOURCE: ICCB Performance Report

**Illinois Community College System
Emergency Medical Technician (EMT) Licensure Rates
Fiscal Years 2005 - 2007**



SOURCE: ICCB Performance Report

Illinois Community College System Licensure Rates Fiscal Years 2005 - 2007						
	2005	2006	2007	3-Year Average	Percent Change	
					1 Year	3 Year
RN– IL	92.0%	93.0%	89.0%	91.3%	-4.0%	-3.0%
RN– National	87.0%	88.0%	85.0%	86.7%	-3.0%	-2.0%
Dental Hygiene– IL	98.0%	100.0%	100.0%	99.3%	0.0%	2.0%
Dental Hygiene– National	95.0%	95.0%	97.0%	95.6%	2.0%	2.0%
Radiologic Tech– IL	95.0%	100.0%	94.0%	96.3%	-6.0%	-1.0%
Radiologic Tech– National	89.0%	90.5%	91.0%	90.2%	0.5%	2.0%
EMT– IL	88.5%	89.3%	89.5%	89.1%	0.2%	1.0%
EMT- National	70.5 %*	71.0%	70.0%	70.5%	-1.0%	-0.5%

SOURCE: ICCB Performance Report

In fiscal year 2007, licensure rates in Illinois were consistently above the corresponding national benchmark. The RN licensure rate is 4.0 percent higher in Illinois than it is nationally, Dental Hygiene is 3.0 percent higher, Radiologic Tech is 3.0 percent higher, and EMT is 19.5 percent higher.

Compared to the previous year, in 2007 Illinois licensure rates increased on one exam, remained the same on another, and decreased on the remaining two. The EMT

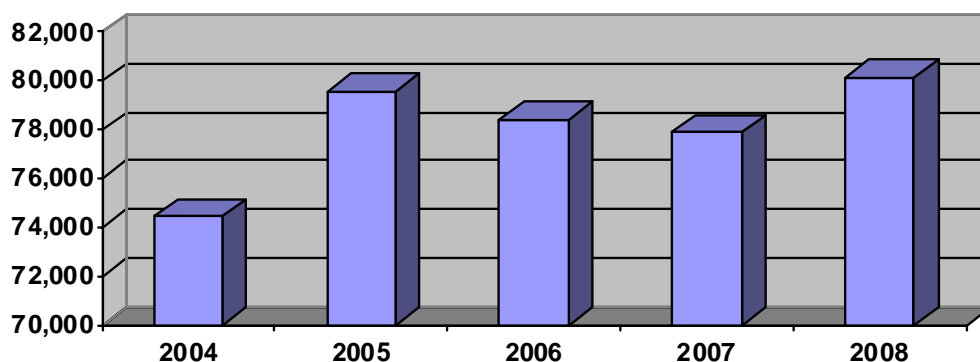
Illinois Community College System Transitions Report

licensure rate increased 0.2 percent from the previous year to 89.5 percent. One program saw 100.0 percent licensure rates, Dental Hygiene, which is no change from the previous year. The Radiologic Tech rate was 94.0 percent, a decrease of 6.0 percent. The RN program's licensure rate was 89.0 percent in 2007 – a decrease of 4.0 percent from the previous year.

GENERAL

The following indicators provide information about transitions across postsecondary populations. Indicators include first generation college students, overall credits earned versus attempted, internet credits earned versus attempted, completions by gender, completions by race, and completions by disability status.

Illinois Community College System First Generation College Students Fiscal Years 2004 - 2008



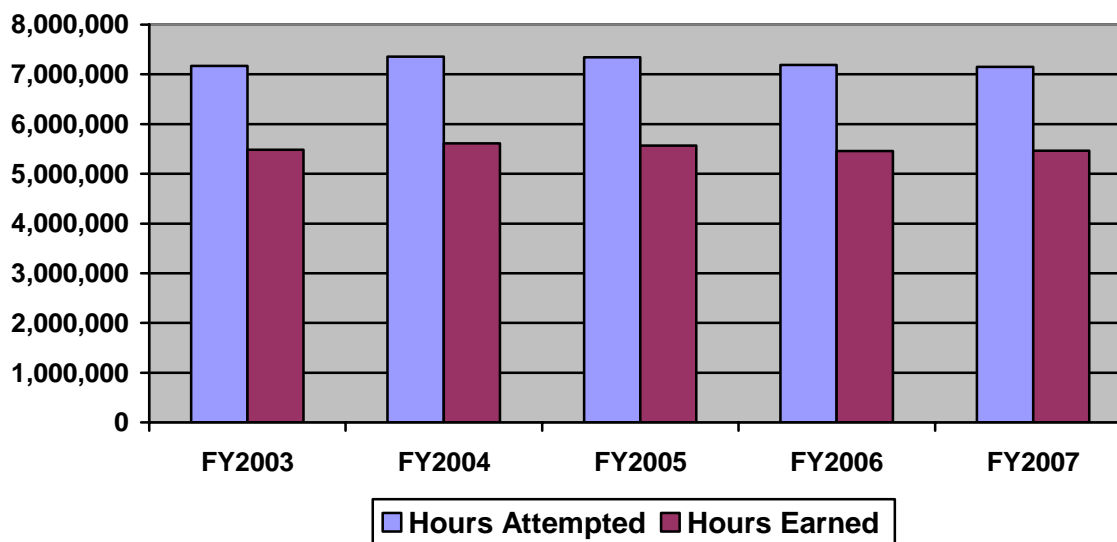
SOURCE: Illinois Student Assistance Commission (ISAC)

Illinois Community College System First Generation College Students Fiscal Years 2004 -2008										
	2004	2005	2006	2007	2008	3-Yr Average	1-Yr Change		5-Yr Change	
							N	%	N	%
Number of Students	74,439	79,600	78,408	77,877	80,130	78,805	2,253	2.9%	5,691	7.6%

SOURCE: Illinois Student Assistance Commission (ISAC)

In fiscal year 2008, the number of first generation college students attending an Illinois community college registered a five-year high at 80,130. This is an increase of 2.9 percent from fiscal year 2007 (N = 77,877) and up 7.6 percent from fiscal year 2004 (N = 74,439).

**Illinois Community College System
Overall Credits Earned Versus Attempted
FY 2003 - FY 2007**



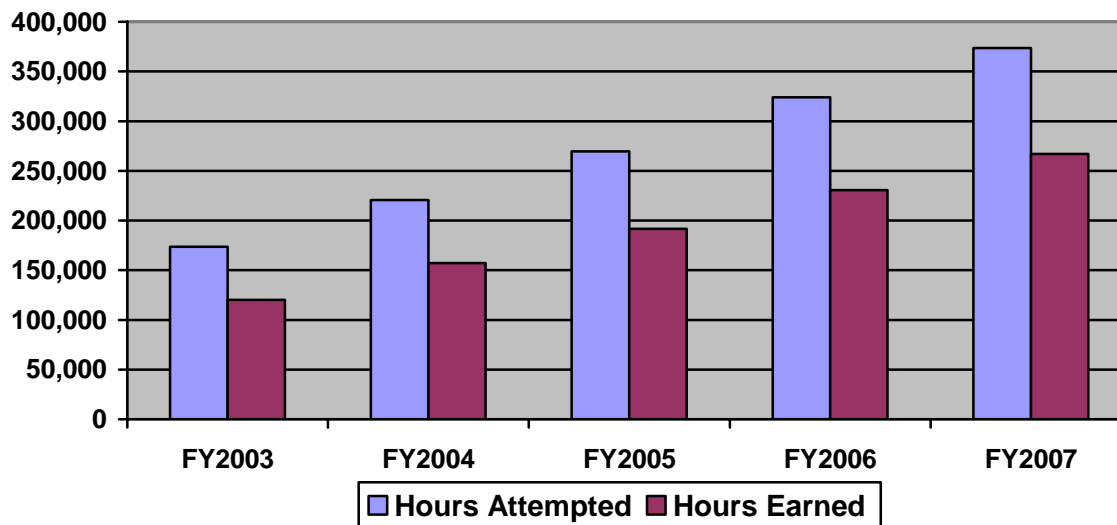
SOURCE: Annual Student Enrollment and Completion (A1)

Illinois Community College System Overall Credits Earned Versus Attempted Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Hours Earned	5,481,235	5,612,241	5,565,356	5,455,802	5,461,223	5,494,127	5,421	0.1%	-20,012	-0.4%
Hours Attempted	7,166,821	7,355,508	7,342,738	7,186,025	7,148,639	7,225,801	-37,386	-0.5%	-18,182	-0.3%
Percent Earned	76.5%	76.3%	75.8%	75.9%	76.4%	76.0%	---	0.5%	---	-0.1%

SOURCE: Annual Enrollment and Completion Data (A1)

During fiscal year 2007, Illinois Community College System students earned over three-quarters of the credits they attempted (N = 5,461,223 / 7,148,639). This is a slight increase (0.5 percent) from fiscal year 2006 when students earned 75.9 percent of the overall credits attempted. Over the five-year period of 2003 to 2007, the percent of overall credits earned has remained steady at just over three-quarters. The number of credit hours attempted has decreased slightly in each of the last four years.

**Illinois Community College System
Internet Credits Earned Versus Attempted
FY 2003 - FY 2007**



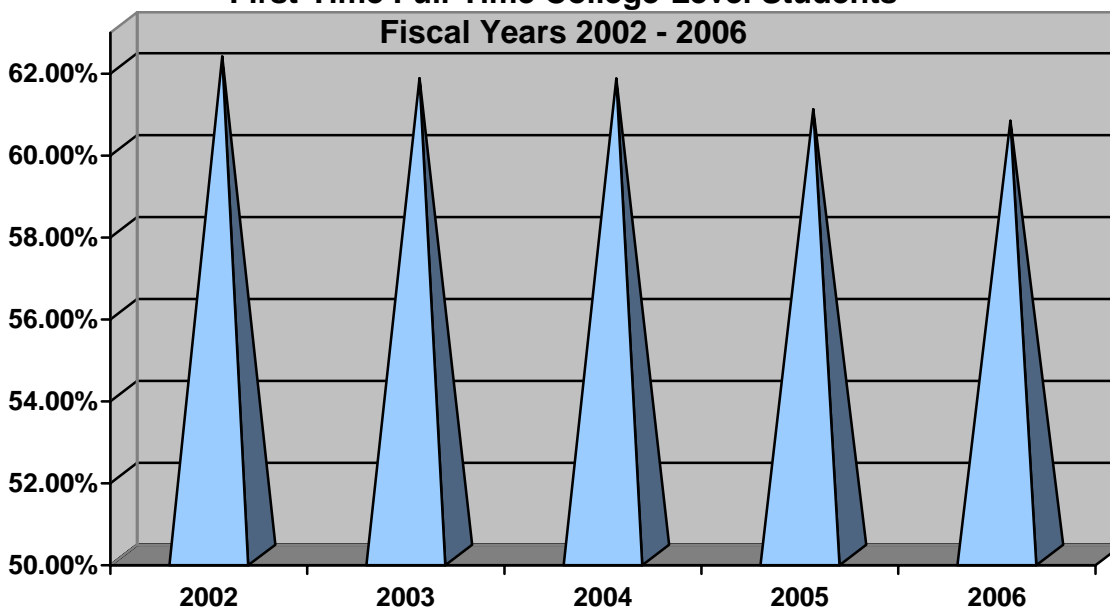
SOURCE: Annual Student Enrollment and Completion (A1)

Illinois Community College System Internet Credits Earned Versus Attempted Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Hours Earned	120,263	157,073	191,691	230,566	266,907	229,721	36,341	15.8%	146,644	121.9%
Hours Attempted	173,466	220,484	269,555	324,109	373,702	322,455	49,593	15.3%	200,236	115.4%
Percent Earned	69.3%	71.2%	71.1%	71.1%	71.4%	71.2%	---	0.3%	---	2.1%

SOURCE: Annual Enrollment and Completion Data

During fiscal year 2007, Illinois Community College System students earned seven out of ten (71.4 percent) internet credits they attempted. This is comparable to fiscal year 2006 (71.1 percent earned). Over the five-year period of 2003 to 2007, the percent of internet credits earned has steadily increased each year from 69.3 percent in 2003 to 71.4 percent in 2007 – an increase of 2.1 percent. At the same time, the number of internet-based credit hours attempted has increased dramatically. The number of credits attempted more than doubled between 2003 and 2007. The rate of successful internet course completions has increased slightly during this period of dramatic enrollment growth in internet credits. Internet earned credit rates trailed the overall earned credit rates during each of the last five years. Some narrowing of the gap is noted.

**Illinois Community College System
Adjusted Retention for
First-Time Full-Time College-Level Students
Fiscal Years 2002 - 2006**

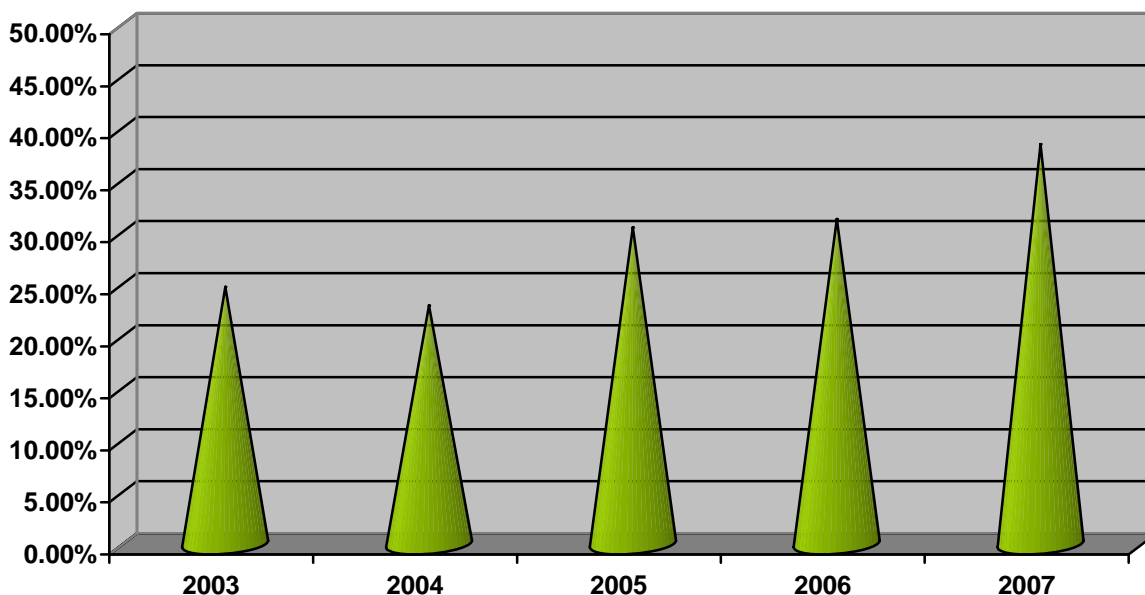


Illinois Community College System Adjusted Retention for First-Time Full-Time College-Level Students Fiscal Years 2002 - 2006								
	2002	2003	2004	2005	2006	3-Year Average	Percent Change	
							1-Year	5-Year
Adjusted Retention Rate	62.2%	61.6%	61.6%	60.9%	60.6%	61.0%	-0.3%	-1.6%

SOURCE: Fall Enrollment (E1) and Annual Enrollment and Completion (A1)

Fall to fall retention rates for first-time, full-time college-level students have been just above 60 percent for the last several years. Community colleges offer many certificate programs that can be completed in a year or less. The adjustment factor counts students who complete a program within the year as successes. Adjusted rates for first-time, full-time college-level students have been decreasing slightly each year since fiscal year 2002. In fiscal year 2006, the adjusted retention rate was 60.6 percent, down 0.3 percent from the previous year (N = 60.9 percent) and 1.6 percent from five years ago (N = 62.2 percent).

**Illinois Community College System
Transfer Rates
Fiscal Years 2003 - 2007**

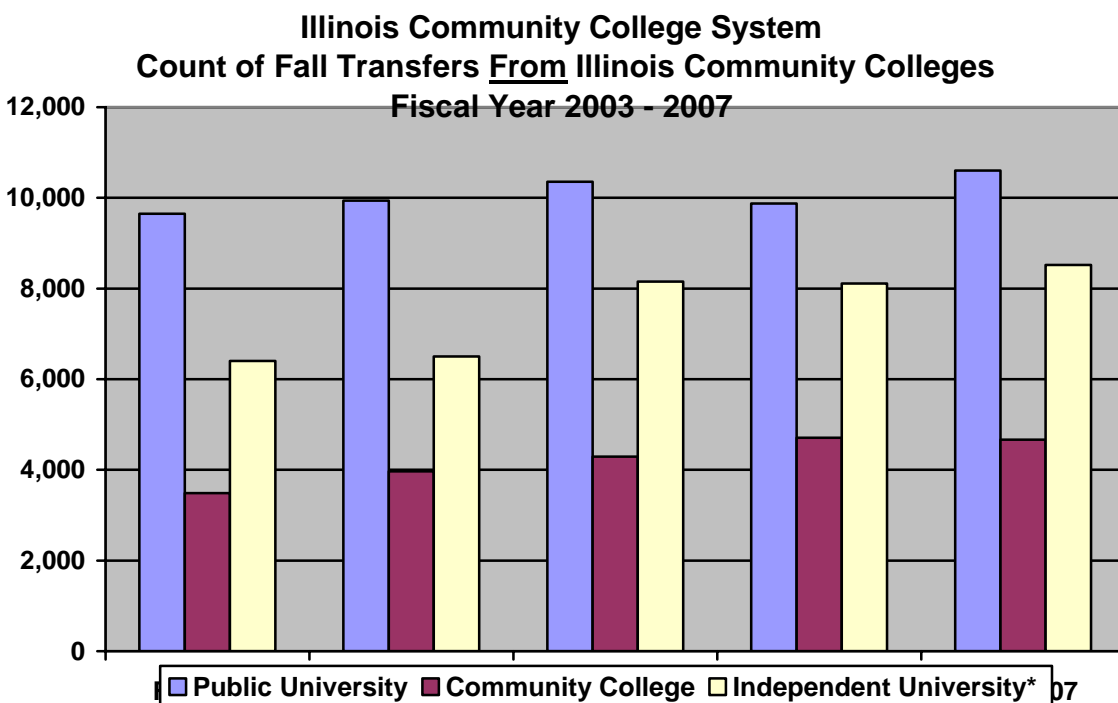


SOURCE: Fall Enrollment (E1), Annual Enrollment and Completion (A1), and Community College and University Shared Data

Illinois Community College System Transfer Rates Fiscal Years 2003 - 2007								
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change	5-Year Change
Number	7,564	6,815	9,050	9,216	11,873	10,046	2,657	4,309
Rate	24.7%	22.9%	30.4%	31.2%	38.4%	33.3%	7.2%	13.7%

SOURCE: Fall Enrollment (E1), Annual Enrollment and Completion (A1), and Community College and University Shared Data

Transfer rates are calculated using the National Transfer Assembly approach developed by a workgroup in conjunction with the Center for the Study of Community Colleges at the University of California in Los Angeles (UCLA). 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 have been increasing since fiscal year 2004. The latest Illinois transfer rate was 38.4 percent in fiscal year 2007, up 7.2 percent versus last year and 13.7 percent higher than five years ago. Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.



*Includes Not-For-Profit, For-Profit, and Out-of-State (2005-2007 only)

Count of Fall Transfers From Illinois Community Colleges Fiscal Years 2003 -2007										
Transfer To:	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Public University	9,647	9,937	10,353	9,878	10,603	10,278	725	7.3%	956	9.9%
Community College	3,484	3,969	4,292	4,711	4,663	4,555	-48	-1.0%	1,179	33.8%
Independent University*	6,400	6,499	8,153	8,108	8,517	8,259	409	5.0%	2,117	33.1%
Total	19,531	20,405	22,798	22,697	23,783	23,093	1,086	4.8%	4,252	21.8%

*Includes Not-For-Profit, For-Profit, and Out-of-State (2005-2007 only)

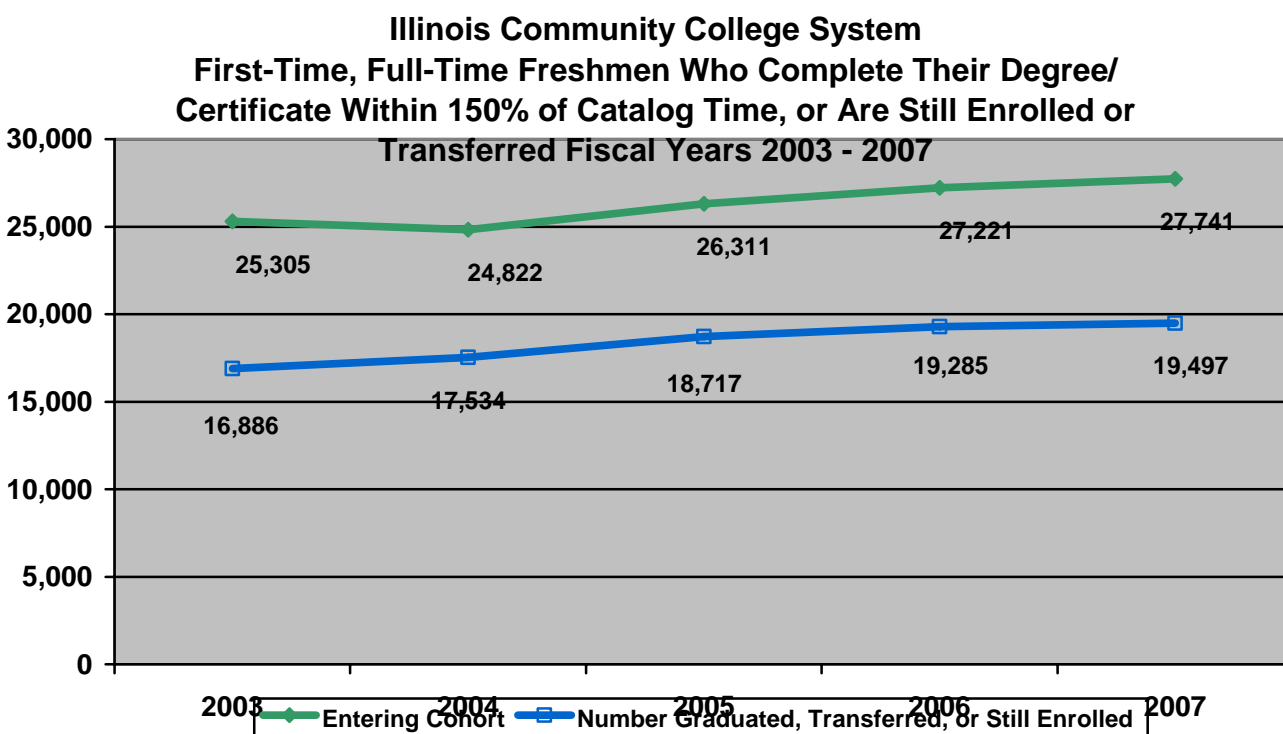
SOURCE: IBHE Databook and Fall Enrollment Survey

This measure provides a snapshot of transfers from community colleges to other institutions in the fall for the last five years. The related transfer rate measure tracks a cohort of students over time and provides transfer results for those particular individuals.

Illinois Community College System Transitions Report

A substantial number of Illinois community college students transfer each year to Public Universities, other Community Colleges, Not-For-Profit Institutions, For-Profit Institutions, and Out-of-State Institutions. Overall, the latest counts show that 23,783 students transferred from community colleges, which is up slightly from the prior year (4.8 percent) and up substantially (21.8 percent) from five years ago.

The accompanying graphic and table also provide information about the number of transfers from community colleges to other institutions by sector. In fall 2007, 10,603 community colleges students transferred to Public Universities, an increase of 7.3 percent over fall 2006 and 9.9 percent over fall 2003. In fall 2007, 4,663 students transferred to another community college in fall 2007, which is a slight decrease (-1.0 percent) from fall 2006, but a substantial increase (33.8 percent) from fall 2003. Independent Universities (which include Not-For-Profit Institutions, For-Profit Institutions, and Out-of-State Institutions) saw 8,517 students transfer from community colleges, which is a 5.0 percent increase from the previous year and a 33.1 percent increase over five years. The Independent University count does not include Out-of-State transfers in fall 2003 and fall 2004.



SOURCE: Fall Enrollment (E1), Annual Enrollment and Completion (A1), and Shared Data files. Fall

Illinois Community College System Transitions Report

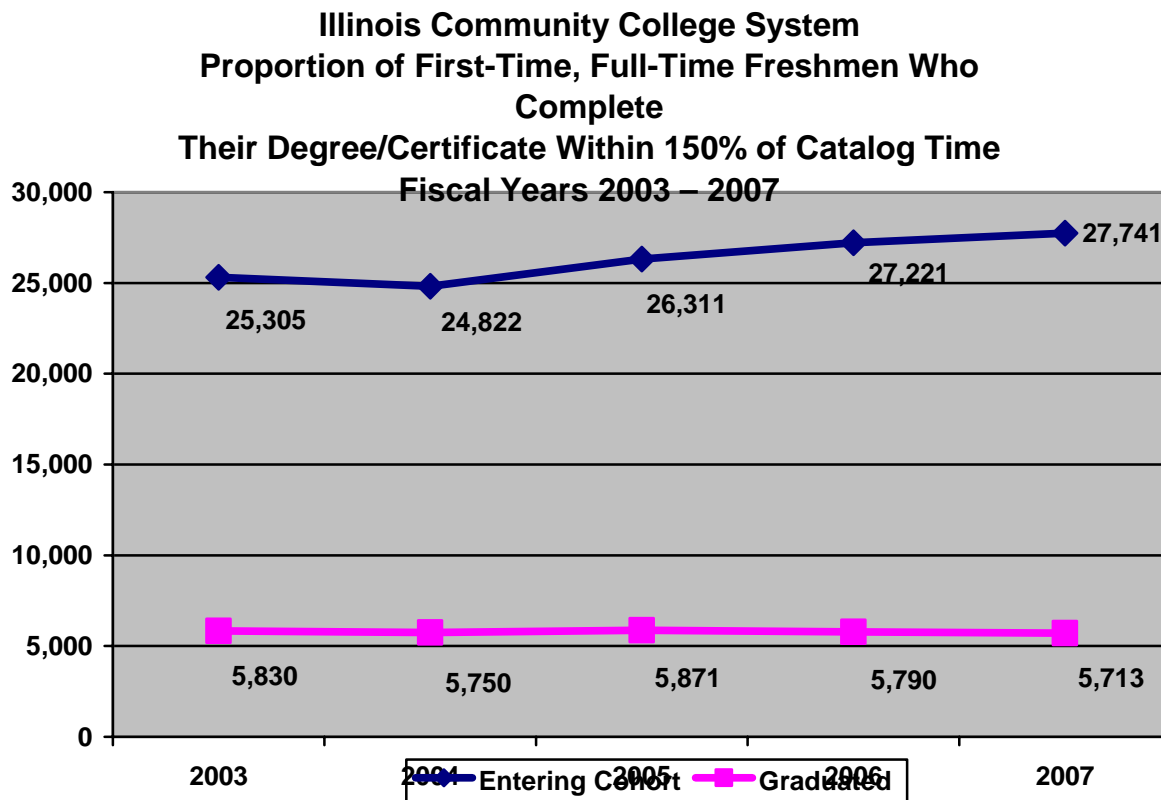
Illinois Community College System Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree/Certificate Within 150% of Catalog Time, or Are Still Enrolled or Transferred Fiscal Years 2003 – 2007										
	2000 -	2001 -	2002 -	2003 -	2004 -	3-Year Average	1-Year Change		5-Year Change	
	2003	2004	2005	2006	2007		N	%	N	%
Entering Cohort	25,305	24,822	26,311	27,221	27,741	27,091	520	1.9%	2,436	9.6%
Number Graduated, Transferred, or Still Enrolled	16,886	17,534	18,717	19,285	19,497	19,166	212	1.1%	2,611	15.5%
Percent Graduated, Transferred, or Still Enrolled	66.7%	70.6%	71.1%	70.8%	70.3%	70.7%	---	-0.5%	---	3.6%

SOURCE: Fall Enrollment (E1), Annual Enrollment and Completion (A1), and Shared Data files. Fall 2001 through Summer 2007 data include information from the National Student (Loan) Clearinghouse.

In fiscal year 2007, 70.3 percent (N =19,497) of the 2004 first-time, full-time freshmen completed their degree within 150 percent of catalog time, or were still enrolled or transferred during the observation time frame. The rate decreased slightly from last year (-0.5 percent) and is up 3.6 percent from five years ago.

According to the National Center for Education Statistics, in 2006, about 50 percent of students who began at a community college in 2003–04 were still enrolled in college (either in the same school or having transferred to a new school), 6 percent had completed a degree or certificate program and left college, and 45 percent had left college without completing a degree or certificate program. A greater percentage of these first-time freshmen at community colleges than first-time freshmen at public four-year institutions or at private not-for-profit four-year institutions had left school in 2006 without completing a degree or certificate program (45 vs. 17 and 16 percent, respectively). (<http://nces.ed.gov/programs/coe/2008/analysis/sa03b.asp>)

According to the National Center for Higher Education Management Systems, in fiscal year 2005, 34,715 Associate Degrees were awarded in Illinois. This represents 26.3 percent of Illinois high school graduates in fiscal year 2002 (N = 131,816). Illinois' rate is slightly higher than the national average. Nationally, 696,660 Associate Degrees were awarded representing 24.1 percent of Illinois high school graduates in that same time frame (N = 2,892,416). (<http://www.higheredinfo.org/dbrowser/index.php?submeasure=86&year=2005&level=nation&mode=data&state=0>)



SOURCE: Integrated Postsecondary Education Data System

Illinois Community College System Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree/Certificate Within 150% of Catalog Time Fiscal Years 2003 – 2007										
	2003	2004	2005	2006	2007	3 Year Average	1 Year Change		5 year Change	
							N	%	N	%
Entering Cohort	25,305	24,822	26,311	27,221	27,741	27,091	520	1.9%	2,436	9.6%
Number Graduated	5,830	5,750	5,871	5,790	5,713	5,791	-77	-1.3%	-117	-2.0%
Percent Graduated	23.0%	23.2%	22.3%	21.3%	20.6%	21.4%	---	-0.7%	---	-2.4%

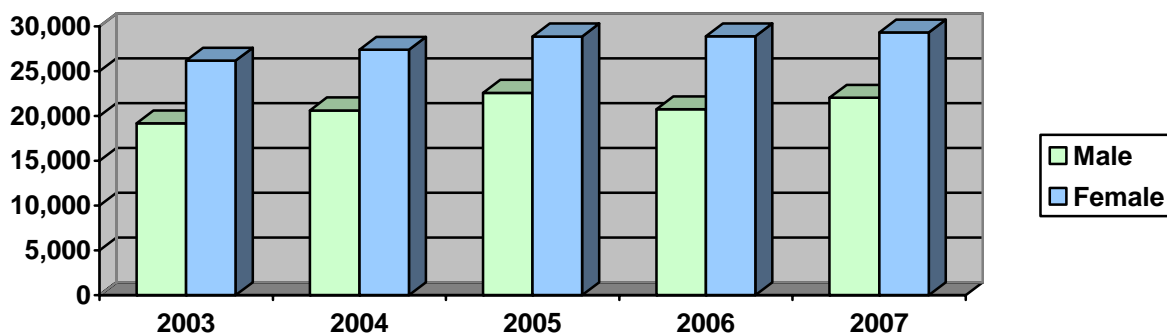
SOURCE: Integrated Postsecondary Education Data System

The graduation rate measure is more narrowly focused on program completion than the previous measure which recognizes additional positive student advancement. In fiscal year 2007, 20.6 percent (N =5,713) of the 2004 first-time, full-time freshmen completed their degree/certificate within 150 percent of catalog time. The rate decreased slightly from last year (-0.7 percent) and -2.4 percent from five years ago. Nationally for community colleges, the proportion was slightly lower in fiscal year 2007 at 19.6

Illinois Community College System Transitions Report

percent. Over the past three years, the average proportion was 21.4 percent at Illinois community colleges compared to 20.4 percent nationally.

Illinois Community College System Completions by Gender Fiscal Years 2003 - 2007



SOURCE: Annual Enrollment and Completion (A1)

Illinois Community College System Completions by Gender Fiscal Years 2003 - 2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Male	19,172	20,621	22,582	20,738	22,030	21,783	1,292	6.2%	2,858	14.9%
Female	26,158	27,365	28,862	28,889	29,292	29,014	403	1.4%	3,134	12.0%
Total Students	45,330	47,986	51,444	49,627	51,322	50,798	1,695	3.4%	5,992	13.2%

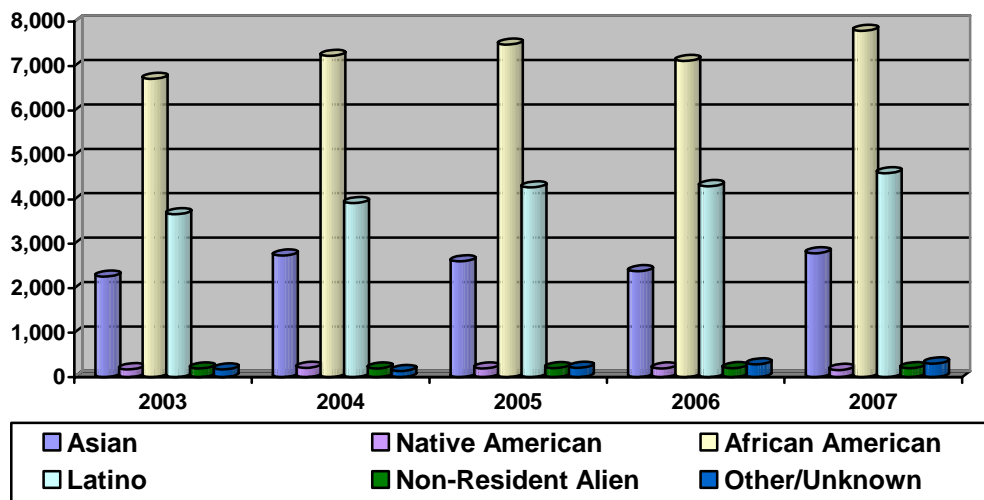
SOURCE: Annual Enrollment and Completion (A1)

Females make up 57.1 percent of all graduates in the Illinois Community College System. In fiscal year 2007, the number of female graduates increased 1.4 percent to 29,292 from fiscal year 2006. Over the previous five years, this was an increase of 12.0 percent. The number of male graduates increased 6.2 percent from fiscal year 2006 to reach 22,030 graduates. This was an increase of 14.9 percent from five years earlier.

Most community college completers, historically, have been female. Overall, almost six out of ten graduates were female in each of the last five years. The proportion among Illinois community colleges is slightly below the national proportion of 62.1 percent of certificate and associate degree completers from 2006. (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp)

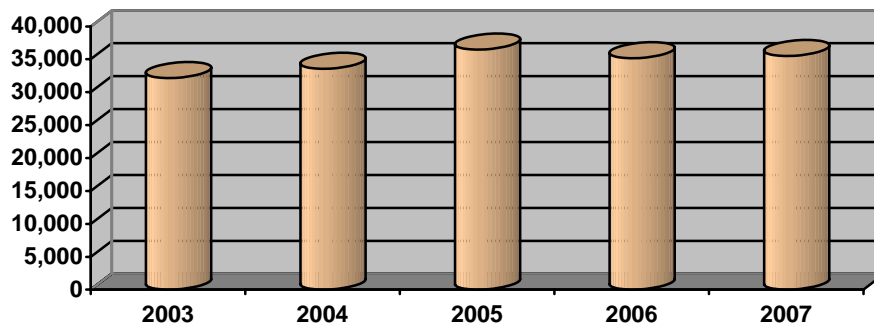
Illinois Community College System Transitions Report

Illinois Community College System Completions by Race Among Minority Students Fiscal Years 2003 - 2007



SOURCE: Annual Enrollment and Completion (A1)

Illinois Community College System Completions by Race Among White Students Fiscal Years 2003 - 2007



SOURCE: Annual Enrollment and Completion (A1)

Illinois Community College System Completions by Race Fiscal Years 2003 -2007

	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Asian	2,262	2,734	2,606	2,382	2,787	2,591	405	17.0%	525	23.2%
Native American	176	209	194	193	161	183	-32	-16.6%	-15	-8.5%
African American	6,714	7,229	7,485	7,116	7,794	7,465	678	9.5%	1,080	16.1%
Latino	3,666	3,917	4,268	4,296	4,589	4,384	293	6.8%	923	25.2%

Illinois Community College System Transitions Report

Illinois Community College System Completions by Race Fiscal Years 2003 -2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
White	32,145	33,564	36,476	35,154	35,485	35,705	331	0.9%	3,340	10.4%
Non-Resident Alien	194	196	204	199	201	201	2	1.0%	7	3.6%
Other/ Unknown	173	137	211	287	305	268	18	6.3%	132	76.3%
Total Students	45,330	47,986	51,444	49,627	51,322	50,798	1,695	3.4%	5,992	13.2%

SOURCE: Annual Enrollment and Completion (A1)

African Americans (15.2 percent) and Latinos (8.9 percent) were the minorities accounting for the largest percentages of total graduates. The number of African American graduates in fiscal year 2007 was 7,794, an increase of 9.5 percent from fiscal year 2006 (N = 7,116) and 16.1 percent over the past five years (N = 6,714). In fiscal year 2007, there were 4,589 Latino graduates, an increase of 6.8% from fiscal year 2006 (N = 4,296) and 25.2 percent over the past five years (N = 3,666).

The number of Asian graduates increased 17.0 percent in fiscal year 2007 (N = 2,787) from fiscal year 2006 (N = 2,382). This is a 23.2 percent increase from fiscal year 2003 (N = 2,262). There were 201 Non-Resident Alien and 161 Native American graduates in fiscal year 2007.

Nearly seven out of ten graduates were White (N = 35,485) in fiscal year 2007. White graduates increased 0.9 percent from fiscal year 2006 and increased 10.4 percent from five years ago.

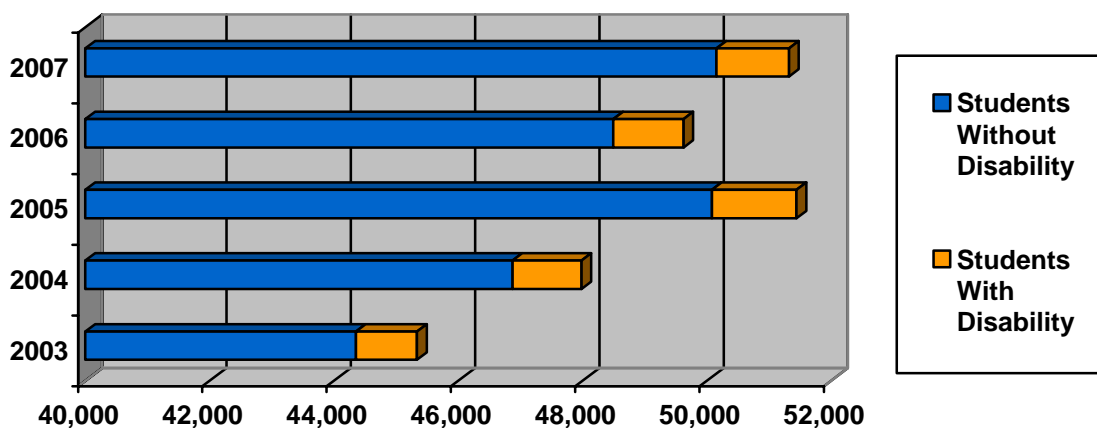
Data for Illinois community colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and serve as a useful point of reference in this section of the report. Illinois results are similar to the national figure of 31.9 percent minority among associate degree graduates in 2006 as provided by the National Center for Education Statistics. (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp)

One in 20 (5.4 percent) graduates in fiscal year 2007 self-identified as Asian. This is similar to the national figure of 4.9 percent in 2006. Just over one in seven graduates (15.2 percent) from fiscal year 2007 identified themselves as African American. This was somewhat above the 2006 national average of 12.6 percent. More than 8 percent of graduates from fiscal year 2007 identified themselves as Latino (N = 4,589, 8.9 percent). Nationally, about 11.3 percent of associate degree graduates were Latino in 2006. Less than one half of 1 percent (0.3 percent) of graduates from fiscal year 2007 identified themselves as Native Americans. Nationally, about 1.2 percent of graduates identified themselves as Native American in 2006. From fiscal years 2003 through 2007, Nonresident Alien graduates accounted for 0.4 percent of the total completer population. This is below the national average of 1.9 percent in 2006. Almost 70 (69.1)

Illinois Community College System Transitions Report

percent of the graduates from fiscal year 2007 identified themselves as White (Non-Hispanic) (N = 35,485). This is similar to the national figure of 68.1 percent in 2006. (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp)

Illinois Community College System Completions by Disability Status Fiscal Years 2003 - 2007



SOURCE: Annual Enrollment and Completion (A1)

Illinois Community College System Completions by Disability Status Fiscal Years 2003 – 2007										
	2003	2004	2005	2006	2007	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Students With Disability	985	1,110	1,359	1,130	1,164	1,218	34	3.0%	179	18.2%
Students Without Disability	44,354	46,876	50,085	48,497	50,158	49,580	1,661	3.4%	5,804	13.1%
Total Students	45,330	47,986	51,444	49,627	51,322	50,798	1,695	3.4%	5,992	13.2%

SOURCE: A1 Record Submission

Across the Illinois Community College System, 1,164 students with disabilities graduated in fiscal year 2007, which represents 2.3 percent of all graduates. The number of graduates with disabilities has increased 3.0 percent from the previous year (N = 1,130) and 18.2 percent from five years ago (N = 985). These gains are smaller than those for all graduates which saw a 3.4 percent increase from the past year and 13.2 percent increase over the past five years.

According to the U.S. Census' Current Population Survey (2006), nationwide 12.3 percent of the total population between the ages of 16 and 64 has a disability, and 37.2

percent of the population with a disability was employed. According to the 2005 American Community Survey, almost 14 percent between 18 and 34 were enrolled in college or graduate school. In Illinois (2006) data, over 825,000 (9.9 percent) individuals in the state between 16 and 64 years of age reported having a disability. Of that disability population, 38.2 percent were in the workforce compared to 74.7 percent with no disability. (http://factfinder.census.gov/servlet/ACSSAFFPeople?_submenuId=people_4&_sse=on)

SELECTED STATEWIDE TRANSITIONS INITIATIVES

Examples of statewide transitions initiatives that are underway in Illinois which the Illinois Community College Board partners in and provides leadership to include: College and Career Readiness (CCR); P-16 Grant Initiatives; the American Diploma Project (ADP); the High School to College Success/High School Feedback Report; the Adult Education Strengthening Student Transitions Theme for FY 2009; the Career and Academic Readiness System (CARS); Shifting Gears; Career Clusters, Pathways and Programs of Study; Partnerships for College and Career Success (PCCS); Illinois Articulation Initiative (IAI); Course Applicability System/U.Select Illinois; Associate of Arts in Teaching (AAT); and Lincoln's ChalleNGe Academy Completer Community College Stipend and Scholarship. The student population categories are used to list the selected statewide transition indicators. Several of the initiatives could be listed under multiple categories. A single broad category was selected to avoid duplication – Secondary, Adult Education, Developmental, Postsecondary Perkins and Career and Technical Education; or General.

Secondary

College and Career Readiness (CCR) – Pilot Initiative to Collaborate Across Educational Levels to Increase the Number of College Ready High School Graduates Transitioning to Higher Education

The College and Career Readiness (CCR) initiative is being implemented to further dialogue and enhance cooperation across secondary and postsecondary education. The project will make a positive contribution to developing elevated levels of shared expectations about what the term “college ready” means in Illinois. CCR pilot colleges include Moraine Valley Community College, South Suburban College, Southwestern Illinois College, John A. Logan College, and Shawnee Community College. Kaskaskia College and Elgin Community College have been voluntarily participating in some aspects of the project.

The goals of the CCR project include:

- Diagnosing college readiness and working with ACT through their Course Placement Service initiative to evaluate student performance on ACT subtests with specific related community college developmental education and freshman-level courses.
- Collaborating across educational levels to reduce remediation and decrease the need for developmental education coursework in math, reading, and writing at the college level through increasing the number of students successfully

Illinois Community College System Transitions Report

completing the college-prep core curriculum, assisting students in their efforts to arrive at college with the core academic skills needed to succeed in college, and increasing the numbers of students who successfully transition into postsecondary education.

- Strengthening the alignment of high school and college curriculum.
- Providing resources and academic support to students with the aim of enriching the senior year of high school. Depending on the individual student's needs, these initiatives may include developmental coursework, advanced/dual credit coursework, or providing other appropriate interventions.
- Enhancing evaluation processes and providing multiple measures of the effectiveness of the college readiness intervention strategies.

Since 2001, all high school juniors have taken the Prairie State Achievement Exam, which includes the ACT college assessment exam. ACT subtest scores can be correlated with subsequent student performance in specific community college courses. The probability of a student achieving a specified score on the ACT subtest and succeeding in the corresponding college-level course can be predicted with a high degree of statistical certainty. Customized ACT test results are being used in collaboration with high schools to assist secondary students while still in high school. Specific academic skill areas for improvement are identified and individual students develop work plans to close identified skill gaps. The extra help can be provided during the summer between their junior and senior year of high school and/or during the student's senior year in high school.

Participating community colleges are working with their secondary partners to:

- Share data and information and create data-sharing agreements with educational partners.
- Create CCR teams composed of faculty and counselors/advisers from the community college and high school. Work with designated CCR Coordinators from the community college and team members to develop intervention strategies, design appropriate Readiness Rx contracts with each student for developmental or advanced coursework, monitor student progress, provide readiness support services, and retest students to assess their academic skills growth at strategic points in the educational process.
- Create Readiness Prescriptions (Readiness RX) for each student based on their readiness for college-level work; provide course recommendations for remediation or for advanced coursework – in AP classes or dual credit/dual enrollment programs; and identify needed supplemental academic support services (i.e., tutoring, mentoring, and college application and scholarship form completion assistance).

ICCB staff and project evaluators are working with participating community college and high school officials to develop and implement evaluation processes to help measure the effectiveness of intervention strategies, fine tune operational processes, and explore opportunities to expand the initiative to additional student populations.

P-16 Grant Initiatives (Dual Credit & Dual Enrollment)

The P-16 Grant Initiative funding is intended to allow community colleges to expand their service to high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework. The grant is primarily used to support dual credit and dual enrollment programs. These programs serve to increase secondary to postsecondary alignment and collaboration, reduce curricular duplication, and maximize limited state and local educational funds.

Dual credit refers to an arrangement where students currently enrolled in high school enroll in a college-level course and, upon successful completion, earn both college and high school credit. Dual enrollment refers to an arrangement where students who are still enrolled in high school also enroll in a college-level course at a community college. Upon successful completion of the course, the students earn college credit only. To support these programs, colleges are eligible to receive the course tuition and fees associated with the coursework of dual credit/dual enrollment students. The college may use funds received for full or partial coverage of students' tuition and fees.

In the past year, enrollment has occurred mostly at secondary schools. Colleges are reporting that 400 high schools in Illinois participate in dual credit programs and 440 participate in dual enrollment. In fiscal year 2007, community colleges established 78 new dual credit agreements with area high schools and 45 more are expected in fiscal year 2008.

American Diploma Project (ADP)

Illinois is the 34th state to join the American Diploma Project (ADP) and work with Achieve, Incorporated, to further align expectations across educational levels and increase 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.

The 33 states that are already part of the ADP network educate 80 percent of America's high school students and have committed to address key policy priorities:

- Increase alignment. Align high school standards with college and workplace expectations. Align high school graduation requirements with college and workplace expectations.
- Elevate the rigor of high school curriculum. Require all graduates to take rigorous courses aligned to college and career ready standards that prepare them for life after high school.
- Streamline assessment systems. Tests students take in high school serve as placement tests for college and hiring for the workforce.

Illinois Community College System Transitions Report

- Strengthen accountability. Hold high schools accountable for graduating students who are ready for college or careers and hold postsecondary institutions accountable for student success once enrolled.
- Link data systems. Develop P–20 longitudinal data systems.

Achieve staff work with state alignment teams to establish College and Career Readiness Standards. Alignment teams include P-20 education, executive, and business leaders. Each state is encouraged to learn from its neighbors and develop its own action plan for fine tuning and carrying out their unique state agenda. Achieve holds an Alignment Institute and helps state teams identify the English and mathematics expectations required for high school graduates to enter college-level courses at postsecondary institutions and gain entry-level positions in quality jobs. In order to help states align elementary, middle, and high school standards with college and career ready expectations, Achieve has produced model course descriptions and benchmarks specifying what students should know and be able to do beginning in elementary school to culminate in college and career readiness by the end of high school. Achieve convenes the state alignment team three times over the initial year; provides technical assistance, training, tools, and coaching; compares initial state expectations with national benchmarks; and reviews preliminary and final drafts of College and Career Readiness Standards.

High School to College Success/High School Feedback Report

Illinois public universities produced a standardized High School Feedback Report to high school principals for program improvement since 1990. At the same time, community colleges began generating at the local level a more uniform set of feedback reports based on common data elements. The local approach was selected for community colleges since they attract the majority of their students from within their district boundaries. In keeping with the guidance of Illinois Senate Joint Resolution 59, the Illinois Community College Board, Illinois State Board of Education, and Illinois Board of Higher Education are collaborating with ACT, Inc. to create a revised pilot High School to College Success Report with a projected Spring 2009 release date. http://www.ilga.gov/legislation/BillStatus_pf.asp?DocNum=59&DocTypeID=SJR&legID=33657&GAID=9&SessionID=51&GA=95 Information about Illinois public high school graduates who enroll in the public community colleges and public universities in the state will be available through the report with the aim of fostering further collaborations and dialogue and improving alignment across educational levels.

The High School to College Success Report is expected to include three separate reports: (1) Individual High School Reports indicating how graduates from individual high schools 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 provide colleges and universities with information on freshmen and the high schools where they graduated. The following types of information can be anticipated in the reports: high school grade point averages; ACT College Readiness Benchmark Scores; relationship between college preparation and student success; ACT composite scores; relationship between ACT scores,

developmental coursework, and college grade point average; and rates of persistence and retention at the same Illinois postsecondary institution. (http://www2.learningpt.org/ILHS2008/IL_HS-report_v7.pdf)

Adult Education

Adult Education Strengthening Student Transitions Theme for FY 2009

The August 2008 Adult Education and Family Literacy Administrators meeting focused on strengthening transitions for adult education students into college-level coursework and the workplace. Administrators were able to attend sessions addressing state policy, tools for aiding transitions, and best practices for helping individuals advance. Nearly two dozen sessions were offered. At the end of the conference, administrators spent time identifying next steps to take at the local level to improve programs and services to facilitate student transitions in their Adult Education program. This focus on strengthening student transitions has been identified as the Adult Education Community's theme for fiscal year 2009.

Career and Academic Readiness System (CARS) – Enhancing Opportunities for Online Foundational Academic Skills

The new internet-based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative is being designed to enhance and extend existing developmental education course/content delivery opportunities. The CARS online teaching and learning system will provide engaging interactive coursework to help individuals build their basic academic skills anytime and anywhere they have adequate internet access.

The CARS system is being designed to serve multiple audiences and can be used to supplement existing instruction or provide foundational academic instruction (Math, English/Reading/Writing, etc.) as a standalone distance education application. Target markets include students in community college developmental education courses, students in adult education who are seeking to transition into higher education or advance in the workplace, and high school students who are preparing for college-level coursework. During the CARS initiative's three-year start-up phase, there will be three main activities:

- Developing the initiative's vision and framework and establishing a steering committee consisting of key stakeholders, including community college, adult education, and high school faculty and staff;
- Creating a curriculum subcommittee to adapt existing online learning systems and materials as the foundation for the curriculum for the CARS system and create new educational content as needed; and
- Developing, piloting, and implementing the CARS developmental education online system with community colleges, K-12 schools, and adult education providers.

Shifting Gears

Shifting Gears is a Joyce Foundation-funded initiative with the goals of positively impacting policy and increasing the number of current and aspiring workers transitioning from adult education and developmental education into postsecondary credit education. A more complete description of the Shifting Gears initiative appears in the Developmental/Remedial Education section.

Developmental Shifting Gears

Shifting Gears is a Joyce Foundation-funded initiative with the goals of positively impacting policy and increasing the number of current and aspiring workers transitioning from adult education and developmental education into postsecondary credit education. Three Midwestern states – Illinois, Indiana, and Wisconsin – are actively participating in career pathway enhancing initiatives aimed at elevating the skills and job prospects of low-income working adults. This multi-state project intends to further align the Midwest’s workforce and postsecondary education systems with labor market demand.

In Illinois, Shifting Gears is supporting bridge programming in the high demand industries of Healthcare, Transportation, Distribution, Logistics (TDL), and Manufacturing. The eight pilot projects include Black Hawk College, College of DuPage, Lewis & Clark Community College, John A. Logan College, the City Colleges of Chicago, McHenry County College, College of Lake County, and Oakton Community College. The approach being used across projects is to integrate workforce and foundational academic skills course content. These blended and contextualized courses are being used to enhance student’s core math, science, and verbal and written communication skills and develop the area specific technical skills for success in the workforce.

As a part of this initiative, these promising instructional and delivery models are being demonstrated and evaluated in the specified industry clusters. Illinois’ overall project goal is to use these demonstration projects to help identify policy issues that help, or are barriers to people moving smoothly through the education and training system and to identify best-practice transition models. Cooperation across state agencies will help identify and eliminate the policy barriers to expanding bridge programs and promoting student success. Plans are to use progress and results from the demonstration projects to develop additional buy-in from partners and stakeholders and seek long-term support to build upon the initiative. As a part of this project, a statewide data infrastructure that supports regional career pathway systems is being developed and tested across the pilot projects

Career and Academic Readiness System (CARS) – Enhancing Opportunities for Online Foundational Academic Skills

The new internet-based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative is being designed to enhance and

extend existing developmental education course/content delivery opportunities. A more complete description of the CARS initiative appears in the Adult Education section.

Postsecondary Perkins Career and Technical Education Career Clusters, Pathways and Programs of Study

Illinois' approach to Programs of Study within Career and Technical Education is being organized around Career Clusters and Career Pathways. According to the State's Career Clusters (<http://www.careerclusters.org/index.php>), the United States Department of Education recognizes 16 **Career Clusters** nationally and 81 associated Career Pathways. The clusters provide major groupings of similar occupations and industries within the United States economy (e.g., business, information technology, manufacturing, health, human services). When a student selects a cluster, they are provided with information about an array of career options organized around the specified industry. Within each of the career clusters are various **Career Pathways** representing a variety of occupational fields or jobs associated with the career cluster. Once a student selects a cluster, they are guided through a series of appropriate courses that are applicable to the field as a whole. Math, science, and English are required to prepare individuals for clusters and students can begin to see what role each will play in their ability to work in their chosen area of endeavor. One of the stated goals of the Career Clusters Initiative is to facilitate the successful transition among educational levels and into employment:

Learners will apply knowledge and skills defined for a cluster and a pathway to transition to specific postsecondary and/or occupational education and training, including:

Employability knowledge and skills standards defined for a cluster and pathway;

Technical knowledge and skills standards defined for a cluster and pathway; and

Academic knowledge and skills standards defined for a cluster and pathway. Career Clusters Vision, Mission and Goals (2008). <http://www.careerclusters.org/vision.php>

Each pathway focuses students on the courses and experiences that will allow them to explore careers and prepare for two-year and four-year colleges, and the workplace. By further aligning course content at the secondary level with increasingly advanced academic and technical courses at the postsecondary level, Programs of Study aims to equip students with the skills and credentials required for success in high-demand and high-wage careers. The project will more closely link complimentary educational and workforce initiatives in order to establish additional formal linkages between basic skills, academic preparation, and entry-level training.

In Illinois, the system has elected to concentrate initial efforts on the **Health Sciences cluster** with emphasis on the Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development Pathways, and **Manufacturing Cluster** with emphasis on Maintenance, Installation and Repair, Quality

Assurance, Logistics and Inventory Control, and Health Safety and Environmental Assurance Pathways.

Partnerships for College and Career Success (PCCS)

The Partnerships for College and Career Success (PCCS) initiative is federally funded under Title II of Perkins IV legislation and aims to develop seamless pathways that prepare students for high-wage, high-demand careers. Partnership programs have existed for several years and achieved substantial success at the state and local levels. These Partnerships are built around local geographic areas and collaborations. Partnerships must include representation from area secondary schools, Education for Employment (EFE) Regions, Area Career Center, community college(s) and business and industry within the Partnership District. Illinois Partnerships must work to develop specific state-level Career and Technical Education (CTE) Model Pathway Materials (when assigned) and address locally specific CTE Programs of Study (when applicable). Successful Partnerships are built around several key components:

- Collaboration across educational levels and between educators and the business community.
- Career Pathways and Programs of Study.
- Professional Development compliant with Perkins IV, Title II for teachers, faculty, administrators, and counselors within the Partnership.
- Provide equal access to educational opportunities for special populations (all racial/ethnic groups, individuals with disabilities, individuals with limited English proficiency, single parents, dislocated homemakers, and individuals in nontraditional employment for their gender).
- Provide Preparatory Services such as recruitment, career and personal counseling and occupational assessment.
- Closely coordinate partnership activities with the activities funded by the member EFEs basic state grants and community college(s) basic state grants.
- Partnerships must report on performance using the Perkins IV, Title II Performance Measures and Basic State Grant Performance Measures. Basic Grant Measures include the number of Illinois secondary and postsecondary CTE Programs of Study students served; the number and percent of secondary CTE Programs of Study students who enroll in postsecondary education, enroll in postsecondary education in the same field, complete a state or industry-recognized certification or licensure, complete courses that earn postsecondary credit, and enroll in remedial math, writing, or reading courses upon entering postsecondary education; and the number and percent of postsecondary credit hours. Tech Prep measures include placement in a related field of employment within 12 months of graduation, completion of a state or industry-recognized certification or license, completion of a community college degree or certificate program (normal time), and completion of a bachelors degree program (normal time).

There are 40 local Partnerships operating in Illinois. They smooth the transition from secondary to postsecondary education and/or facilitate a direct transition into the workforce for high school graduates.

General

Illinois Articulation Initiative

The Illinois Articulation Initiative (IAI) is a joint initiative of the ICCB, Illinois Board of Higher Education, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process for the more than 30,000 students that transfer each fall among all sectors of higher education in Illinois. Illinois community colleges are the primary providers of the freshman and sophomore year of postsecondary education in Illinois public higher education. Community college faculty and staff, along with representatives from four-year institutions, serve on IAI panels that developed specific recommendations for lower-division transfer courses. Recommendations have been endorsed by the IAI Steering Panel, ICCB, and IBHE for a common General Education Core Curriculum (GECC) and over two dozen majors. The IAI Core Curriculum includes 12-13 courses (37-41 credit hours) in five different academic areas: Communications, Mathematics, Science, Humanities/Fine Arts, and Social/Behavioral Sciences. The GECC transfers to any IAI participating institution and fulfills the lower-level General Education requirements.

Staff from the ICCB and IBHE collaborate with Illinois colleges and universities to review IAI key components and are cooperatively implementing a series of revisions to the initiative which began during 2006-2007. GECC panels are developing lists of objective criteria to evaluate courses for inclusion in the GECC. The criteria are intended to further standardize the course evaluation process and aid institutions in curriculum development. Recently, the work of the Major/Discipline Advisory Committees has been refined. The Major/Discipline Advisory Committees are identifying no more than four courses that serve as the major/discipline-specific common core and are generally required at the lower-division level in bachelors degree programs in that academic area. As the project moves forward, the Major/Discipline Advisory Committees will restrict their course approval activities to this core. Courses approved for statewide articulation are listed on the iTransfer website (www.iTransfer.org). ICCB and its staff have provided leadership and support to the IAI since its inception in January 1993.

Course Applicability System/U.Select Illinois

The Course Applicability System (CAS) which is transitioning to a new name this fall -- u.select Illinois -- provides free internet-based information to students and advisors to facilitate planning for the transfer of courses from one cooperating higher education institution to another. CAS is an emerging complimentary component piece of the Illinois Articulation Initiative (IAI). Since the CAS tool is web-based, it is available 24/7 to anyone with a computer and an internet connection. CAS provides Course Equivalencies between participating schools. The system Planning Guide indicates how specific courses from specific institutions will transfer to another school and how they apply toward specific degrees. Students and academic advisors can run Planning Guides for as many schools and for as many degree programs as they would like. Each

Illinois Community College System Transitions Report

member institution uses the combination of the Course Equivalency Guide and the Academic Program to show just how a course will apply within each degree program available in CAS.

Institutions participating in the CAS system can use it to answer student questions such as: How will a course from a nearby community college transfer back to a specific university? How can taking classes at a community college during the summer help a traditional university student complete a bachelor's degree at a four-year institution? How is a particular student progressing at their current school — students enter their specific courses into the webpage template and can track their progress toward program completion. Additional information about the Illinois CAS system can be located at the following links: <http://www.ibhe.state.il.us/cas/default.htm> and <https://uic.transfer.org/cas/index.jsp>

Associate of Arts in Teaching Degree

In September 2002 in cooperation with the ICCB, the Illinois Board of Higher Education (IBHE), and the Illinois State Board of Education (ISBE), the University of Illinois formed a steering committee through its P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models. The goal was to develop AAT degree models in high-need teaching disciplines that would facilitate a smooth transition for and enhanced preparation of community college students as they transfer into university teacher preparation programs. To date, AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education have been completed and are in the implementation stages. An AAT Successful Implementation Conference was held in November 2005. Additionally, a “Next Steps to Successfully Implementing the AATs in Math and Science” Conference was conducted in April 2006. At these conferences, teams of key individuals from universities and community colleges (with approved AAT degrees) discussed next steps in partnering to implement AAT degrees in a manner that ensures community college students can smoothly transition to university programs.

Four customized checklists to facilitate AAT program development were released by the ICCB in August 2006. Accordingly, checklists for the AAT in Secondary Math, Secondary Science, Early Childhood Education and Special Education are now available on the ICCB website (<http://www.iccb.state.il.us/HTML/what/aat.html>). The checklists provide information to show what ICCB and IBHE staff will be looking for as a very thorough review of each AAT proposal is conducted, how college officials can determine that their proposal is ready to submit, and problem areas and recommendations (PAR).

Lincoln's Challenge Academy Completer Community College Stipend and Scholarship

According to the Lincoln's Challenge Academy website (<http://www.ngycp.org/state/il/>), in 1993, Congress provided funding for the National Guard to pilot youth intervention programs to determine the extent to which life skills and employability of high school dropouts could be improved through participation in a life skills program using a military

Illinois Community College System Transitions Report

boot camp model. Illinois was chosen as one of the original pilot sites and has the largest program in the country with an annual target of 800 graduates. In May 2001, the Illinois program was named the Lincoln's ChalleNGe Academy. Illinois community colleges are partners in the initiative and offer graduates postsecondary educational opportunities upon successful residential program completion.

The Lincoln's ChalleNGe Academy provides at-risk young men and women in Illinois with an opportunity for a fresh start. There are eight core objectives for cadets attending the academy that they must demonstrate proficiency with during the strictly supervised residential intervention: Academic Excellence; Job Skills; Physical Fitness; Leadership/Fellowship; Health, Sex Education, and Nutrition; Life Coping Skills; Responsible Citizenship; and Community Service. In 2003, a Dual Credit component was added and all students are awarded three credit hours for Basic Computers if a student qualifies - they can also earn an additional three credit hours for English Composition. Program completers enter the post residential phase and are offered educational and enrichment opportunities such as attending career fairs. They are encouraged to complete the American College Testing (ACT) and Armed Services Vocational Aptitude Battery (ASVAB) tests. They perform required community service. An orientation began in fall 2008 and a partnership was formed with ISAC to provide Financial Aid workshops to students and parents. Cadets enter the post resident phase after graduating the resident phase. During this phase, they return home to continue their education or enter the job market. They are eligible for a \$2,200 stipend and a \$1,000 scholarship for continuing education costs, career and technical/vocational training, and job-related costs.

Upon successful completion of Lincoln's ChalleNGe Academy, students may qualify to receive a scholarship to an Illinois community college. Cadets are selected for scholarships based on their overall performance at the academy. To remain qualified for the scholarship, students are required to maintain a grade point average (GPA) of 2.0 or higher, submit a renewal application, and comply with academic standards required by the community college.

Education and workforce partners and stakeholders are working together to advance these statewide initiatives.

Summary and Selected Next Steps

Jobs in *all* of the middle-skill categories combined will generate about 21 million openings over the next decade, or nearly 40 percent of the total. Within this category, jobs specifically requiring postsecondary vocational awards or associate's degrees will grow at more than 20 percent, a rate above the growth in jobs requiring only a bachelor's degree or a bachelor's degree plus work experience.

Substantial demand remains for individuals to fill skilled jobs in the middle of the labor market, with many jobs there paying high wages. This is particularly true for jobs that require an associate's degree or some particular vocational training and certification. . . **Bureau of Labor Statistics projections indicate, at a minimum, that demand for mid-level skills and occupations will remain robust in the future, with jobs requiring postsecondary education or at least moderate-term training growing substantially over the next decade.** Demands for skilled labor in construction, health care, computer use, transportation, and elsewhere are projected to grow at above-average rates. Replacement needs for retiring workers will also be strong, generating even more job openings in the middle than the top of the skills spectrum. . . What all of these findings suggest is that the demand for postsecondary education and training in the U.S. labor market will remain strong. It will remain strong not only for workers with bachelor's and advanced degrees, but for those with more than high school, but less than a four-year degree. Greater public investments in education and skills training in all of these areas will likely generate important returns for the U.S. economy. Holzer, H.J. & Lerman, R.I. (November 2007). p. 19 & 29.

Community colleges play a pivotal role in developing the human capital and skilled workforce employers need to thrive in an increasingly competitive environment. Community colleges train individuals to fill important middle skills jobs that are a foundational component of the economy. Community colleges assist individuals in their efforts to improve their lives. The colleges provide individuals with accessible opportunities to gain skills and make transitions from secondary to postsecondary education, from pre-college to college-level coursework, from two-year institutions to four-year colleges and universities, and from entry-level employment into careers requiring higher level skills.

Demographic shifts are accelerating demands that transitions initiatives be strengthened. Baby boomers are aging and demographers project that the natural pipeline of replacement workers will not be sufficient to meet the need for skilled workers. According to Northern Illinois University P-20 Task Force (2006) related research, the relationship between the number of "entry age" workers (18-24 years of age) and the number of "exit age" workers (65+) is projected to remain relatively constant in Illinois through 2015. However, as more baby boomers reach the traditional retirement age, nearly twice as many citizens will be workforce "exit age" as "entry age". Hence, if the status quo is maintained, there will be fewer wage earners to support needed programs and services and keep Illinois competitive.

Addressing the worker shortage is expected to take creativity and the involvement of a more diverse cross section of the population, including all traditional populations as well as racial/ethnic minorities, individuals from low-income families, first generation students, non-native English speakers, and adults who have not previously developed their skills to their full potential. Approximately three-quarters of the jobs of the future

Illinois Community College System Transitions Report

that can support a family will require postsecondary education and training and higher level skills. Hence, for the good of the individual and their family, as well as to provide a competitive advantage for Illinois and the nation, higher levels of education and training should be promoted for the array of Illinoisans exhibiting an ability to benefit.

The Illinois Community College System's Transitions Report includes an array of measures that capture student progress at strategic points in the educational process and into the workforce. The Joyce Foundation Shifting Gears initiative was an important factor in deciding to focus additional attention on student transition points across educational levels and into the workplace. Collaborating to align expectations across educational levels and providing necessary support services to students contribute to more seamless transitions. The focus of the report is the state level and the measures are organized around several student populations served by community colleges: Secondary, Adult Education, Developmental Education, Postsecondary Perkins Career and Technical Education, and the General student population. The years referenced in the measures vary and reflect the latest information for each particular indicator. The report also includes selected statewide transitions initiatives to strengthen transitions that are organized around the same categories. The report provides recommendations to advance the emerging transitions agenda.

This section of the report summary contains overview tables showing the measures by student population along with results and one- and five-year trends. Additional details on each measure appear in the body of the report. Measures and indicators use the latest available data which may differ across assessments. Highlights of the results are also included.

Secondary

Illinois Secondary Measures Summary			
	Latest Results	Percent Change	Percent Change
Measure Name	(FY2007)	1 Year	5 Year
Recent High School Graduates Enrolling in Illinois Community Colleges	28,065	-4.5%	2.2%
Dual Credit Course Count	7,825	9.7%	59.8%
Dual Credit Student Enrollment (duplicated)	67,857	16.1%	84.4%
Dual Credit Average Class Size	8.7	5.8%	15.4%
Number of Students Served Through The P-16 Initiative Grant	21,398	0.1%	6.7%

A series of five Secondary measure outcomes are provided below.

The number of recent high school graduates transitioning directly to community colleges has been estimated at between 27,500 to 30,000 students over the last five years. This measure includes students 17 and 18 years of age not identified as current high school students. During fiscal year 2007, a total of 28,065 recent high school graduates enrolled in an Illinois public community college, which is a decrease of 4.5 percent from

Illinois Community College System Transitions Report

last year and an increase of 2.2 percent from five years ago. In FY 2007, community colleges served an estimated one in five 2006 graduates (28,065 enrolled in community colleges in FY 2007 out of 127,349 FY 2006 high school graduates). http://www.isbe.net/research/pdfs/eoy_graduates05-06.pdf

In Illinois community colleges, the number of dual credit courses offered, the number of students enrolled (duplicated), and the average class size have been increasing over the last five years. A high of 7,825 courses were offered in fiscal year 2007. This is an increase of 9.7 percent from fiscal year 2006 (N = 7,131) and 59.8 percent from fiscal year 2003 (N = 4,896). In fiscal year 2007, 67,857 students (duplicated) were enrolled, an increase of 16.1 percent over fiscal year 2006 (N = 58,441) and 84.4 percent over fiscal year 2003 (N = 36,806). The average class size in fiscal year 2007 was 8.7 students. This is a 5.8 percent increase over fiscal year 2006 (N = 8.2) and a 15.4 percent increase over fiscal year 2003 (N = 7.5).

The number of students served through the P-16 Initiative Grant in dual credit/dual enrollment coursework in fiscal year 2007 was – by a slim margin – the highest over the last five fiscal years (N = 21,398). This represents a slight 0.1 percent increase (N = 29 students) over fiscal year 2006. From fiscal years 2003 to 2007, the number of students served through the P-16 Initiative Grant increased 6.7 percent.

Overall among the Secondary measures, dual credit and dual enrollment are growing. Recent high school transitions into community college show short-term decreases and longer term gains.

Adult Education

Illinois Adult Education Measures Summary			
Measure Name	Latest Results (FY 2007)	Percent Change 1 Year	Percent Change 5 Year
Number of Level Advancements in Adult Education (ABE/ASE)	9,777	19.1%	2.4%
Number of Level Advancements in English as a Second Language	24,115	16.8%	19.8%
Completers Entering Employment for the National Reporting System for Adult Education (Percent Achieving Outcome)	48.1%	2.8%	-2.0%
Completers Retaining Employment for the National Reporting System for Adult Education (Percent Achieving Outcome)	82.3%	-0.8%	-4.8%
Entered Postsecondary Education or Training for the National Reporting System for Adult Education (Percent Achieving Outcome)	19.9%	-0.4%	3.1%
GED Attainment	3,987	-35.4%	-55.7%

A series of six adult education measures are highlighted below.

Illinois Community College System Transitions Report

In Illinois, 9,777 adult education students advanced in fiscal year 2007. The number of advancements has increased 19.1 percent from last year (N = 8,212) and 2.4 percent from five years ago (N = 9,550). The ICCB-approved test to measure ABE/ASE level advancement is the Test of Adult Basic Education (TABE). Level advancements are defined as advancing from one educational functioning level to the next based on pre- and post-test results.

In the Illinois Community College System, 24,115 English as a Second Language (ESL) students advanced in fiscal year 2007. The number of advancements has increased 16.8 percent from the previous year (N = 20,652) and 19.8 percent from five years ago (N = 20,135). The ICCB-approved tests to measure ESL level advancement are the BEST (Basic English Skills Test) Literacy Skills Test, BEST Plus, and the CELSA (Combined English Language Skills Assessment). Level advancements are defined as advancing from one educational functioning level to the next based on pre- and post-test results.

In fiscal year 2007, 48.1 percent of the completers entered employment (N = 11,621). The latest placement in employment performance is a 3 percent increase over fiscal year 2006 (45.3 percent) and a 2 percent decrease over fiscal year 2003 (50.1 percent). The measurement approach taken on the employment measure was modified in fiscal year 2007 in collaboration with federal officials. Illinois registered the highest achievement in the nation for adult education participants who entered employment (48.1 percent in fiscal year 2007) according to the latest NRS comparison.

In fiscal year 2007, 82.3 percent of the completers were retained in employment (N = 9,565). The percentage of completers retaining employment is a 0.8 percent decrease over fiscal year 2006 (83.1 percent) and 4.8 percent decrease over fiscal year 2003 (87.1 percent). Employment retention is calculated for those students that entered employment in the first or second quarter and then still had earnings in the Unemployment Insurance Wage Records two quarters later. The methodology for the measure was modified in 2007 in collaboration with federal program officials. According to NRS comparative information, Illinois has the highest achievement counts in the nation for adult education participants who were retained in employment.

In fiscal year 2007, 11,396 Adult Education participants separated from their program. Of those, 19.9 percent (N = 2,265) entered postsecondary education or training. Compared to fiscal year 2006, the number of completers entering postsecondary education or training decreased by 616 (-0.4 percent). The measurement approach taken on the entered postsecondary education or training measure was modified in fiscal year 2005 in collaboration with federal officials. The entered postsecondary education or training outcome is measured for Low Adult Secondary Education (Grade Level Equivalence 9.0 to 10.9) and High Adult Secondary Education (Grade Level Equivalence 11.0 to 12.9) students that separated from their adult education program and entered a community college credit program.

Illinois Community College System Transitions Report

The number of students attaining their GED decreased by over one third in fiscal year 2007 (35.4 percent, N = 3,987) from fiscal year 2006 (N = 6,176). This is a 22.2 percent decrease from fiscal year 2004 (N = 5,126). The measurement approach taken on this indicator was modified in fiscal year 2007 in collaboration with federal officials. Recent GED counts are based on ICCB STAIRS self-reported GED attainment and matches between student STAIRS identifiers and GED Testing Service Data.

Adult education student advancement performance across levels remains strong for ABE/ASE and ESL populations. Placement in employment and employment retention for Illinois adult education populations remain strong compared to other states. Recent Illinois performance indicates that transitions to postsecondary education and GED attainment are areas where additional progress can be made.

Developmental

Developmental Measures Summary			
Measure Name/Title	Latest Results (FY 2007)	Percent Change 1 Year	Percent Change 5 Year
Rate of Developmental Credits Earned Versus Attempted (Percent Earned)	61.9%	-0.1%	-2.7%
Students Enrolled in at Least One Developmental Course (Base)	100,190	-2.3%	10.6%
Retained in Developmental (Year 2) Rate of Developmental Students	25.3%	-0.6	10.1%
Rate of Developmental Students Who Advanced to College Level	33.4%	0.1%	-10.5%
Not Returning – Rate Among Developmental Students	41.3%	-1.8%	0.4%
Retained or Advanced – Advancement to College Level Work for Developmental Students	57.5%	-1.0%	-1.6%

Several measures related to students enrolled in developmental courses at community colleges are summarized in the table. Community colleges continue to provide developmental coursework to a substantial number of students each year. The latest count shows that 100,190 students took at least one developmental course which is down slightly from the prior year (-2.3 percent) and up substantially (10.6 percent) from five years ago.

During fiscal year 2007, students in community colleges earned almost two-thirds (61.9 percent, N = 373,566) of the developmental credits they attempted. This is comparable to fiscal year 2006 (62.0 percent, N = 380,150). Over the five-year period of 2003 to 2007, the percent of developmental credits earned declined each year from a high of 64.6 percent in 2003 to a low of 61.9 percent in 2007.

One-third of the students – 33,459 individuals – advanced from developmental coursework to college-level instruction in fiscal year 2007. An additional one quarter of the students (N = 25,332) returned the subsequent year and continued to address their basic academic skill deficiencies. Hence, 57.5 percent (N = 57,622) of the students were either retained and/or advanced to college-level work. All these numbers are down

Illinois Community College System Transitions Report

slightly from the previous year and from the three-year average except for students retained in remedial coursework which is up from the previous year and the three year average. The percent of students not returning in fiscal year 2007 (41.3 percent) was down from the previous year (43.1 percent) and comparable to the three-year average.

Overall recently, there has been a slight decline in the number of students taking developmental coursework. The extent to which returning students successfully completed developmental courses and advanced to college-level coursework has been relatively steady for four years at about one-third of returning individuals.

Postsecondary Perkins and Career and Technical Education

Illinois Postsecondary Perkins Career and Technical Education Measures Summary			
Measure Name/Title	Latest Results (FY 2007)	Percent Change 1 Year	Percent Change 5 Year
Student Advancements – Postsecondary Perkins (Student Advancement Percentage)	66.5%	-3.6%	0.5%
Percent of Career and Technical Education Degree/Certificate Recipients Either Employed or Enrolled in Further Education or Both Within One Year of Graduation	92.0%	4.3%	3.2%
Career and Technical Education Degree/Certificate Recipients Placement in Employment	77.5% (FY 2006)	-0.4%	-2.8%
Career and Technical Education Degree/Certificate Recipients Retention in Employment	94.8% (FY 2006)	0.5%	1.0%
Partnership for College and Career Success Enrollments of Secondary Students	80,680	-1.2%	81.5%
Licensure Rates - RN– IL	89.0%	-4.0%	---
Licensure Rates - RN– US	85.0%	-3.0%	---
Licensure Rates - Dental Hygiene– IL	100.0%	0.0%	---
Licensure Rates - Dental Hygiene– US	97.0%	2.0%	---
Licensure Rates - Radiologic Tech– IL	94.0%	-6.0%	---
Licensure Rates - Radiologic Tech– US	91.0%	0.5%	---
Licensure Rates - EMT– IL	89.5%	0.2%	---
Licensure Rates - EMT- US	70.0%	-1.0%	---

A half-dozen measures addressing Career and Technical Education and Postsecondary Perkins are referenced in the table.

The Student Advancement measure tracks a cohort of degree/certificate seeking career and technical education majors attending to upgrade their skills for a current job or acquire skills for a new career. Successful Student Advancements include those who graduate, transfer, or are retained in the fifth year the cohort is tracked. In fiscal year 2007, two-thirds of the students advanced. The number of students advancing in fiscal year 2007 was the highest over the last five fiscal years (N = 17,700). The current Student Advancement Rate is a decrease of 3.6 percent from fiscal year 2006 (70.1

Illinois Community College System Transitions Report

percent) and a 0.5 percent increase from fiscal year 2003 (66.0 percent).

Approximately nine out of ten career and technical education degree or certificate recipients were either employed or enrolled in further education in each of the last five years. The most recent data from fiscal year 2007 show the highest percentage of employment or continuing education across the last five years (92.0 percent). This is a gain of 4.3 percent since fiscal year 2006 (87.7 percent) and a 3.2 percent gain from fiscal year 2003 (88.8 percent).

Over the last five years, nearly four out of five career and technical education graduates were placed in employment. In fiscal year 2006, 77.5 percent of graduates had been placed in employment. This was a slight decrease of -0.4 percent from the previous year and a decrease of 2.8 percent from five years ago.

Retention in employment performance among Illinois Community College System career and technical program graduates has been strong across the five-year observation period. In fiscal year 2006 overall, 94.8 percent of students were retained in employment. This was a slight increase from the previous year (0.5 percent) and five years ago (1.0 percent).

In fiscal year 2007, the number of secondary Partnerships for College and Career Success/Tech Prep students was 80,680. This is a slight decrease of 1.2 percent from the previous year. The methodology for identifying secondary Tech Prep students became more inclusive in fiscal year 2005. Accordingly, over the past five years, secondary Tech Prep enrollment counts increased dramatically (81.5 percent). One in eight secondary students was classified as a Tech Prep student in fiscal year 2007 (Tech Prep = 80,680, and Total Secondary Enrollment = 641,013). <http://www.isbe.state.il.us/reports/annual07/students.pdf>

In fiscal year 2007, licensure rates in Illinois were consistently above the corresponding national benchmark. The RN licensure rate is 4.0 percent higher in Illinois than it is nationally, Dental Hygiene is 3.0 percent higher, Radiologic Tech is 3.0 percent higher, and EMT is 19.5 percent higher.

Compared to the previous year, in 2007 Illinois licensure rates increased on one exam, remained the same on another, and decreased on the remaining two. The EMT licensure rate increased 0.2 percent from the previous year to 89.5 percent. One program saw 100.0 percent licensure rates, Dental Hygiene, which is no change from the previous year. The Radiologic Tech rate is 94.0 percent, a decrease of 6.0 percent. The RN program's licensure rate was 89.0 percent in 2007 – a decrease of 4.0 percent from the previous year.

Illinois Community College System Transitions Report

General

General Measures Summary			
Measure Name/Title	Latest Results (FY 2007)	Percent Change 1 Year	Percent Change 5 Year
First Generation College Students	80,130 (FY 2008)	2.9%	7.6%
Overall Credits Earned Versus Attempted (Percent Earned)	76.4%	0.5%	-0.1%
Internet Credits Earned Versus Attempted (Percent Earned)	71.4%	0.3%	2.1%
Adjusted Retention for First-Time Full-Time College Level Students	60.6% (FY 2006-2007)	-0.3%	-1.6%
Transfer Rates (Cohort Tracking)	38.4%	7.2%	13.7%
Transfer Count (Overall Snapshot)	23,783	4.8%	21.8%
Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree/Certificate Within 150% of Catalog Time, or Are Still Enrolled or Transferred (Percent Graduated, Transferred, or Still Enrolled)	70.3% (FY 2004-2007)	-0.5%	3.6%
Proportion of First-Time, Full-Time Freshmen Who Complete Their Degree/Certificate Within 150% of Catalog Time (Percent Graduated)	20.6% (FY 2004-2007)	-0.7%	-2.4%
Overall Completions (Total Students)	51,322	3.4%	13.2%
Completions by Gender (Male)	22,030	6.2%	14.9%
Completions by Gender (Female)	29,292	1.4%	12.0%
Completions by Race (Asian)	2,787	17.0%	23.2%
Completions by Race (Native American)	161	-16.6%	-8.5%
Completions by Race (African American)	7,794	9.5%	16.1%
Completions by Race (Latino)	4,589	6.8%	25.2%
Completions by Race (White)	35,485	0.9%	10.4%
Completions by Race (Non-Resident Alien)	201	1.0%	3.6%
Completions by Race (Other/Unknown)	305	6.3%	76.3%
Completions by Disability Status (Students With Disability)	1,164	3.0%	18.2%
Completions by Disability Status (Students Without Disability)	50,158	3.4%	13.1%

The following indicators provide information about transitions across postsecondary populations. Indicators include first generation college students, overall credits earned versus attempted, internet credits earned versus attempted, completions by gender, completions by race, and completions by disability status.

Illinois Community College System Transitions Report

In fiscal year 2008, the number of first generation college students attending an Illinois community college registered a five-year high at 80,130. This is an increase of 2.9 percent from fiscal year 2007 (N = 77,877) and up 7.6 percent from fiscal year 2004 (N = 74,439).

During fiscal year 2007, Illinois Community College System students earned over three-quarters of the credits they attempted (76.4 percent, N = 5,461,223 / 7,148,639). This is a slight increase (0.5 percent) from fiscal year 2006 when students earned 75.9 percent of the overall credits attempted. Over the five-year period of 2003 to 2007, the percent of overall credits earned has remained steady at just over three-quarters. The number of credit hours attempted has decreased slightly in each of the last four years.

During fiscal year 2007, Illinois Community College System students earned seven out of ten (71.4 percent) internet credits they attempted. This is comparable to fiscal year 2006 (71.1 percent earned). Over the five-year period of 2003 to 2007, the percent of internet credits earned has steadily increased each year from 69.3 percent in 2003 to 71.4 percent in 2007 – an increase of 2.1 percent. At the same time, the number of internet-based credit hours attempted has increased dramatically. The number of credits attempted more than doubled between 2003 and 2007. The rate of successful internet course completions has increased slightly during this period of dramatic enrollment growth in internet credits. Internet earned credit rates trailed the overall earned credit rates during each of the last five years. Some narrowing of the gap is noted.

Fall to fall retention rates for first-time, full-time college-level students have been just above 60 percent for the last several years. Community colleges offer many certificate programs that can be completed in a year or less. The adjustment factor counts students who complete a program within the year as successes. Adjusted rates for first-time, full-time college-level students have been decreasing slightly each year since fiscal year 2002. In fiscal year 2006, the adjusted retention rate was 60.6 percent down 0.3 percent from the previous year (N = 60.9 percent) and 1.6 percent from five years ago (N = 62.2 percent).

Transfer rates are calculated using the National Transfer Assembly approach developed by a workgroup in conjunction with the Center for the Study of Community Colleges at the University of California in Los Angeles (UCLA). 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 have been increasing since fiscal year 2004. The latest Illinois transfer rate was 38.4 percent in fiscal year 2007, up 7.2 percent versus last year and 13.7 percent higher than five years ago. Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Illinois Community College System Transitions Report

The transfer count measure provides a straightforward snapshot/count of the number of students who transfer from community colleges to other institutions in the fall. The related transfer rate measure tracks a cohort of students over time and provides transfer results for those particular individuals. The fall snapshot count documents that a substantial number of Illinois community college students transfer each year to Public Universities, other Community Colleges, Not-For-Profit Institutions, For-Profit Institutions, and Out-of-State Institutions. Overall, the latest counts show that 23,783 students transferred from community colleges, which is up slightly from the prior year (4.8 percent) and up substantially (21.8 percent) from five years ago.

In fiscal year 2007, 70.3 percent (N =19,497) of the 2004 first-time, full-time freshmen completed their degree/certificate within 150 percent of catalog time, or were still enrolled or transferred during the observation timeframe. The rate decreased slightly from last year (-0.5 percent) and is up 3.6 percent from five years ago.

The graduation rate measure is more narrowly focused on program completion than the previous measure which recognizes additional positive student advancement. In fiscal year 2007, 20.6 percent (N =5,713) of the 2004 first-time, full-time freshmen completed their degree/certificate within 150 percent of catalog time. The rate decreased slightly from last year (-0.7 percent) and -2.4 percent from five years ago. Nationally for community colleges, the proportion was slightly lower in fiscal year 2007 at 19.6 percent. Over the past three years, the average proportion was 21.4 percent at Illinois community colleges compared to 20.4 percent nationally.

Females make up 57.1 percent of all graduates in the Illinois Community College System. In fiscal year 2007, the number of female graduates increased 1.4 percent to 29,292 from fiscal year 2006. Over the previous five years, this was an increase of 12.0 percent. The number of male graduates increased 6.2 percent from fiscal year 2006 to reach 22,030 graduates. This was an increase of 14.9 percent from five years earlier.

African Americans (15.2 percent) and Latinos (8.9 percent) accounted for the largest percentages of minority graduates. The number of African American graduates in fiscal year 2007 was 7,794, an increase of 9.5 percent from fiscal year 2006 (N = 7,116) and 16.1 percent over the past five years (N = 6,714). In fiscal year 2007, there were 4,589 Latino graduates, an increase of 6.8 percent from fiscal year 2006 (N = 4,296) and 25.2 percent over the past five years (N = 3,666).

The number of Asian graduates increased 17.0 percent in fiscal year 2007 (N = 2,787) from fiscal year 2006 (N = 2,382). This is a 23.2 percent increase from fiscal year 2003 (N = 2,262). There were 201 Non-Resident Alien and 161 Native American graduates in fiscal year 2007.

Nearly seven out of ten graduates were White (N = 35,485) in fiscal year 2007. White graduates increased 0.9 percent from fiscal year 2006 and increased 10.4 percent from five years ago.

Across the Illinois Community College System, 1,164 students with disabilities graduated in fiscal year 2007, which represents 2.3 percent of all graduates. The number of graduates with disabilities increased 3.0 percent from the previous year (N = 1,130) and 18.2 percent from five years ago (N = 985).

SELECTED STATEWIDE TRANSITIONS INITIATIVES

Examples of statewide transitions initiatives that are underway in Illinois which the Illinois Community College Board partners in and provides leadership to include College and Career Readiness (CCR); P-16 Grant Initiatives; the American Diploma Project (ADP); the High School to College Success/High School Feedback Report; the Adult Education Strengthening Student Transitions Theme for FY 2009; the Career and Academic Readiness System (CARS); Shifting Gears; Career Clusters, Pathways and Programs of Study; Partnerships for College and Career Success (PCCS); Illinois Articulation Initiative (IAI); Course Applicability System/U.Select Illinois; Associate of Arts in Teaching (AAT); and Lincoln's ChalleNGe Academy Completer Community College Stipend and Scholarship. The student population categories are used to list the selected statewide transition initiatives. Several of the initiatives could be listed under multiple categories. A single broad category was selected to avoid duplication – Secondary, Adult Education, Developmental, Postsecondary Perkins and Career and Technical Education, or General.

Secondary

College and Career Readiness (CCR) – Pilot Initiative to Collaborate Across Educational Levels to Increase the Number of College Ready High School Graduates Transitioning to Higher Education

The College and Career Readiness (CCR) initiative is being implemented to further dialogue and enhance cooperation across secondary and postsecondary education. The project will make positive contributions to developing shared expectations about what the term “college ready” means in Illinois. The goals of the CCR project include diagnosing college readiness, collaborating across educational levels to reduce remediation, strengthening the alignment of high school and college curriculum, providing resources and academic support to students, and enhancing evaluation processes.

P-16 Grant (Dual Credit & Dual Enrollment)

The P-16 Grant funding allows community colleges to expand service to high school students with the ability and interest in taking college-level classes prior to receiving their high school diploma. The grant is primarily used to provide financial support to dual credit and dual enrollment programs. These programs serve to increase secondary to postsecondary alignment and collaboration.

American Diploma Project (ADP)

During spring/fall 2008, Illinois took the necessary steps to join the American Diploma Project (ADP) and has begun working with Achieve, Incorporated, to further align expectations across educational levels and increase student readiness for college and careers. As a part of the ADP network, Illinois is committed to address key policy priorities including increased alignment, elevated rigor of high school curriculum, streamlined assessment systems, strengthened accountability, and linked data systems.

High School to College Success/High School Feedback Report

The High School to College Success Report is an initiative between public higher education (ICCB/IBHE/ISEG), public secondary schools (ISBE) and ACT, Inc. to provide a more transparent high school feedback report. A goal of the initiative is to promote enhanced alignment across educational levels and contribute to a reduction in the need for developmental education among recent high school graduates.

Adult Education

Adult Education Strengthening Student Transitions Theme for FY 2009

The August 2008 Adult Education and Family Literacy Administrators meeting focused on strengthening transitions for adult education students into college-level coursework and the workplace. Administrators attended sessions addressing state policy, tools for aiding transitions, and best practices for helping individuals advance. At the end of the conference, administrators spent time identifying next steps at the local level to facilitate student transitions in Adult Education programs. This focus on strengthening student transitions has been identified as the Adult Education Community's theme for fiscal year 2009.

Career and Academic Readiness System (CARS) – Enhancing Opportunities for Online Foundational Academic Skills

The new internet-based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative is being designed to enhance and extend existing developmental education course/content delivery opportunities. The CARS online teaching and learning system will provide engaging interactive coursework to help individuals build their basic academic skills anytime and anywhere they have adequate internet access.

Shifting Gears

Shifting Gears is a Joyce Foundation-funded initiative with the goals of positively impacting policy and increasing the number of current and aspiring workers transitioning from adult education and developmental education into postsecondary credit education. A more complete description of the Shifting Gears initiative appears in the Developmental/Remedial Education section.

Developmental Shifting Gears

Shifting Gears is a Joyce Foundation-funded pilot initiative with the goals of positively impacting policy and increasing the number of current and aspiring workers transitioning from adult education and developmental education into college level postsecondary credit education. In Illinois, Shifting Gears is supporting bridge programming in the high demand industries of Healthcare, Transportation, Distribution, Logistics (TDL), and Manufacturing. The eight pilot projects include Black Hawk College, College of DuPage, Lewis & Clark Community College, John A. Logan College, the City Colleges of Chicago, McHenry County College, College of Lake County, and Oakton Community College. The approach being used across projects is to integrate workforce and foundational academic skills course content. These blended and contextualized courses are being used to enhance student's core math, science, and verbal and written communication skills and develop the area specific technical skills for success in the workforce. Illinois' overall project goal is to identify policy issues that help or are barriers to people moving smoothly through the education and training system and to identify best-practice transition models.

Career and Academic Readiness System (CARS) – Enhancing Opportunities for Online Foundational Academic Skills

The new internet-based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative is being designed to enhance and extend existing developmental education course/content delivery opportunities. A more complete description of the CARS initiative appears in the Adult Education section.

Postsecondary Perkins Career and Technical Education Career Clusters, Pathways and Programs of Study

Illinois' approach to Programs of Study within Career and Technical Education is being organized around Career Clusters and Career Pathways. **Clusters** are formed around major groupings of similar occupations and industries within the United States economy (e.g., business, information technology, manufacturing, health, and human services). Within each of the career clusters are various **Career Pathways**. The national level recognizes 16 clusters and 81 associated pathways. The project further aligns course content at the secondary level with increasingly advanced academic and technical courses at the postsecondary level. The Illinois approach to Programs of Study aims to equip students with the knowledge and credentials required for success in the emerging high skills workplace. The project aims to establish additional formal linkages between basic skills, academic preparation, and entry-level training.

Partnerships for College and Career Success (PCCS)

The Partnerships for College and Career Success (PCCS) initiative develops seamless avenues that prepare students for careers that are in demand now and those that are projected to thrive in the future. Partnerships are built around local geographic areas and collaborations. Partnership programs have existed for several years and achieved substantial success at the state and local levels. Successful Partnerships are built around several key components, including cooperation, career pathways, professional

Illinois Community College System Transitions Report

development, equal opportunity, preparatory services, closely coordinated activities, and accountability/performance reporting.

General

Illinois Articulation Initiative

The Illinois Articulation Initiative (IAI) is a joint initiative of the ICCB, Illinois Board of Higher Education (IBHE), and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process among all sectors of Illinois higher education. Community college faculty and staff, along with representatives from four-year institutions, serve on IAI panels that developed specific recommendations for lower-division transfer courses. Recommendations have been endorsed for a common General Education Core Curriculum (GECC) and an array of major-specific courses. The IAI Core Curriculum includes 12-13 courses in five different academic areas. The Core Curriculum transfers to any IAI Participating school and fulfills the lower-level General Education requirements.

Staff from the ICCB and IBHE collaborate with Illinois colleges and universities to review IAI key components and are cooperatively implementing a series of revisions to the initiative which began during 2006-2007. GECC panels are developing lists of objective criteria to evaluate courses for inclusion in the GECC to further standardize the course evaluation process and aid institutions in curriculum development. Recently, the work of the Major/Discipline Advisory Committees has been refined. The Major/Discipline Advisory Committees are identifying no more than four courses that serve as the major/discipline specific common core and are generally required at the lower division-level in bachelors degree programs in that academic area. As the project moves forward, the Major/Discipline Advisory Committees will restrict their course approval activities to this core. Courses approved for statewide articulation are listed on the IAI website (www.iTransfer.org).

Course Applicability System/U.Select Illinois

The Course Applicability System (CAS) which is transitioning to a new name this fall -- U.select Illinois -- provides free internet-based information to students and advisors to facilitate planning for the transfer of courses. CAS provides Course Equivalencies between participating schools. The system Planning Guide indicates how specific courses from specific institutions will transfer to another school and how they apply toward specific degrees.

Associate of Arts in Teaching Degree

Associate of Arts in Teaching (AAT) degree models have been developed in high-need disciplines. The resulting AAT programs are designed to facilitate a smooth transition for community college students to transfer into university teacher preparation programs. To date, AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education have been completed and are being implemented. Four customized checklists to facilitate AAT program development are available on the ICCB website. Additional information about the Illinois AAT degrees can be located at the following link: http://www.iccb.org/pdf/career_tech/

[aat/aatfinalreport2.pdf](#).

Lincoln's ChalleNGe Academy Completer Community College Stipend and Scholarship

The Illinois National Guard youth intervention program called the Lincoln's ChalleNGe Academy works to improve life skills and employability of high school dropouts through participation in a military boot camp program. There are eight core objectives that cadets attending the academy must demonstrate proficiency with during the strictly supervised residential intervention: Academic Excellence; Job Skills; Physical Fitness; Leadership/Fellowship; Health, Sex Education, and Nutrition; Life Coping Skills; Responsible Citizenship; and Community Service. Participants can enroll in dual credit, are offered education and enrichment opportunities, and can receive a scholarship to an Illinois community college. Additional information about the program can be located on the Lincoln's ChalleNGe Academy website (<http://www.ngycp.org/state/il/>).

Selected Next Steps

The following section of the report highlights selected next steps aimed at developing further elevated, aligned, and shared expectations across P-20 education. These efforts should contribute to smoothing student transitions across educational levels and into the workplace.

Secondary

Participate in the new High School to College Success/High School Feedback reporting system. The High School to College Success Report is an emerging initiative between public higher education – Illinois Community College Board (ICCB)/ Illinois Board of Higher Education (IBHE)/Illinois Shared Enrollment and Graduation Consortium (ISEG) and public high schools – Illinois State Board of Education (ISBE) – to work with ACT, Inc., to provide a more transparent high school feedback report that promotes enhanced alignment across educational levels. With the appropriate authorizations, ICCB can provide information for community colleges, ISEG can provide information for public universities, and ISBE can provide information for public high schools in the state. ACT, Inc., can provide additional background information on students based on their responses to the supplemental data collection components that accompany the ACT assessment (interest inventory, course and grade information questionnaire, student profile, future plans, etc.).

Work with community colleges to encourage and support involvement by area junior high schools/middle schools and high schools to administer the Explore and Plan assessments from ACT, Inc., to their students. The Illinois State Board of Education (ISBE) is making funding available for schools to implement Explore and Plan in addition to the Prairie State Achievement Exam (which includes the ACT assessment and selected Workkeys assessments). <http://www.isbe.state.il.us/assessment/htmls/protocol.htm> The Explore/Plan/ACT sequence is known as the Educational Planning and Assessment System (EPAS) which provides a longitudinal, systematic approach to educational and career planning, assessment, instructional

support, and evaluation tracking capabilities. The system focuses on assessing the integrated, higher-order thinking skills students need to develop in grades K-12. <http://www.act.org/epas/index.html> Having additional information available about student performance from Explore and Plan can help identify areas for improvement in student preparation earlier in the educational process. Schools can then design interventions to help students who are falling behind earlier in the educational process.

Strengthen efforts to promote higher education outreach and access through the delivery of dual credit opportunities. Dual credit offers high performing high school students with another option for studying advanced college-level academic content while they are still enrolled in high school. College officials control course content and academic standards for dual credit courses. Previously, the P-16 Initiative Grant allowed community colleges to expand service to high school students seeking to complete college-level coursework prior to receiving their high school diploma (formerly known as the Accelerated College Enrollment Grant). Dual credit initiatives are an important mechanism for smoothing the transition between high school and college.

Adult Education

Continue and refine the use of the web-based Data and Information Systems Illinois (DAIS-i) system for all adult education and family literacy programs to elevate Adult Education progress and results. DAIS-i, implemented in fiscal year 2008, is a robust data system and collects information about students (e.g., outcomes, demographics, attendance); faculty and staff (e.g., qualifications, professional development, classes taught, etc.); and courses. All of the adult education programs throughout Illinois take advantage of the system. DAIS-i allows for real-time comparison of programs' National Reporting System student educational gains with federal and statewide performance targets. The capability to monitor program and student success during the year should contribute to elevated state performance.

Collaborate to meet the needs of additional Adult Education students in Illinois. Additional resources to support Adult Education are needed. The Illinois Adult Education provider community currently serves approximately 125,000 students; however, waiting lists for individuals needing Adult Education services exist throughout the state. Currently, more than 1.8 million of Illinois' 9.9 million adults have less than 12 grades of formal education, including about 713,000 people with less than a 9th grade education. The number of adults with less than a 9th grade education has increased by 4.4 percent since 2003. Approximately 2.33 million Illinois residents speak a language other than English as the primary language in their home. English literacy skills for entry and advancement in the labor force are needed by many of these residents (U.S. Census. 2007 Index of Need.). Hence, the demand for adult education in Illinois exceeds the current capacity. To help address the unmet need, the ICCB will continue to seek additional resources to meet the needs of the Illinois population.

Seek additional support for GED Testing Administration statewide. In fiscal year 2006, the GED Transition Committee which includes Regional Superintendents of Schools, Cook County GED Testing staff, Illinois Adult Continuing Educators

Illinois Community College System Transitions Report

Association (IACEA), and Illinois Community College Board (ICCB) staff, conducted a Fee and Feasibility Study to determine the actual costs of administering the GED Test in Illinois. After a review of this information, the GED Transition Committee recommended to the ICCB the following: 1) to eliminate the deficit of \$1.2 million, the ICCB should request additional resources from the state Legislature to offset a portion of the cost of administering the GED Test and 2) to raise the cost to take the GED to \$50, which is an increase of \$15. Additionally, since this information was reviewed, the American Council on Education/GED Testing Services increased their fees for testing materials by more than 15 percent which would increase the deficit over the previously stated \$1.2 million. Given this information, the Illinois Community College Board at its September 19, 2008 Board meeting made the difficult decision to increase the GED Testing fee. Effective July 1, 2009, the GED Testing Fee in Illinois will increase from \$35 to \$50. The fee increase does not fully address the deficit, but should help defray some of the costs associated with the GED Testing process.

This new fee is well within the range of other states in the Midwest and is, in some cases, significantly less than other large states. With this fee increase, Illinois will still remain among the lowest cost states in the nation as it relates to GED fee structures. States that have lower fees either receive full state support or partial support. Nationwide, the cost to take the GED Test varies among states and ranges from no cost to approximately \$150. The ICCB will continue to seek additional resources from the state Legislature to keep GED costs low for students.

Refine and enhance transition initiatives designed to help adult education students advance into postsecondary education and attain their GEDs. Student attainment of a GED or high school diploma and engaging students in bridge programs to facilitate the transition to postsecondary education or training remains a top priority in adult education. Recently, Illinois was awarded a Shifting Gears grant from the Joyce Foundation to implement bridge programming to help transition low-skill, low-wage adults into postsecondary programs in critical skills shortage industries. This initiative is led by the ICCB, and key partners include the Illinois Department of Commerce and Economic Opportunity (DCEO) and Women Employed. The partners plan to compete for further private foundation funding of related bridge program initiatives.

Developmental Education

Seek innovative solutions to decrease the need for developmental education among recent high school graduates. Explore opportunities to expand the elevated transitional support services, contextualized learning approaches, and summer bridge initiatives being piloted in the College and Career Readiness project and the Shifting Gears initiative. Helping students address their basic skill deficiencies before they complete high school benefits all parties and allows for a more seamless transition into postsecondary education.

Collaborate with assessment experts and other community college representatives to explore establishing minimum cut scores for entry into college-level courses (e.g., math, communications/reading/writing). ICCB staff have compiled cut score information from the colleges and will collaborate with local officials including those with expertise in measurement and assessment to determine the ability and desirability of setting a minimum cut score in the core academic areas. Assessment experts from other sectors and testing experts may also be invited to participate in these discussions. Common cut scores could add another dimension of commonality to the definition of what college ready means within the Illinois Community College System.

Move forward with the new internet-based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative. This three-year start-up project will use technology to provide additional access and outreach to individuals who need to strengthen their basic academic skills (Math, English/Reading/Writing, etc.) anytime and anywhere they have adequate internet access. A vision and framework will be established by the steering committee. A curriculum subcommittee will adapt existing online learning systems and materials as the foundation for the curriculum for the CARS system and create new educational content as needed. The system will be developed, piloted, and implemented with community colleges, K-12 schools, and adult education providers.

Career and Technical Education

Collaborate to implement Programs of Study and career clusters and pathways. The 16 Career Clusters and 81 Career Pathways are foundational elements in Illinois' effort to move Career and Technical Education forward. These concepts are an integral part of creating Programs of Study and advancing an enhanced workforce development agenda in the state. The Programs of Study initiative aims to equip students with the skills and credentials required for success in high-demand and high-wage careers by establishing additional formal linkages between basic skills, academic preparation, and entry-level training. Once a student selects a cluster, they are guided through a series of appropriate courses that are applicable to the field as a whole. Math, science, and English are foundational skills that are required to prepare individuals for clusters, and students can more clearly see the role each will play in their ability to enter and succeed in their chosen occupation or profession.

Develop new data systems to monitor and report postsecondary Perkins IV Core Measures and Perkins IV Tech Prep Measures. The latest edition of the federal Perkins legislation places an elevated emphasis on tracking student progress, transitions, and outcomes. New measures have been created under Perkins IV. Illinois has begun designing and developing two new companion web-based data systems to share college and consortia-level outcomes with the field and promote elevated performance.

Partner with workforce representatives from DCEO to prepare adequate numbers of individuals for positions in high demand occupations. In Illinois, the Workforce

Illinois Community College System Transitions Report

Development System has elected to concentrate initial efforts on the Health Sciences cluster with emphasis on the Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development Pathways, and Manufacturing Cluster with emphasis on Maintenance, Installation and Repair, Quality Assurance, Logistics and Inventory Control, and Health Safety and Environmental Assurance Pathways.

General

Continue to refine and expand the number and variety of transition points being tracked. The initial report contains a variety of important measures about major student groups that community colleges serve. As subsequent editions of the full report or focused sections of the report are produced, consideration should be given to incorporating additional measures that offer further insights into student transitions and progress.

Continue efforts to collaborate and link distributed data systems to follow student progress and outcomes. The new High School to College Success/High School Feedback Report is one example where Illinois is demonstrating an ability to work together to track student progress and outcomes. As these initiatives advance, entities possessing expertise with specific student populations retain responsibility for the collection and validation of their data and the publication of factual information about the student populations they serve. Data across educational systems are linkable through a common student identifier which allows the tracking of student performance. The approach builds on the states current resource investments, existing infrastructure, and staff expertise regarding specific student populations. Data are linked to address questions which cannot be adequately addressed by a single data system and responsibility for data quality, comprehensiveness and adherence to specified standards remains with the originator of the data.

Linking existing data systems across the state, meets multiple essential elements of the Data Quality Campaign. The Data Quality Campaign (DQC) is a national collaborative initiative working to encourage and support policymakers' efforts to fully develop and use data to improve education (Data Quality Campaign. April, 2007). ICCB regularly links data systems to track students across educational levels within the state and across the country and has done this for specific student populations for over a decade. The essential elements identified by DQC that Illinois has the ability to address currently include the following. In Illinois a unique statewide student identifier can be used to connect student data across key databases and years. Match student records between the P-12 and higher education systems. Provide student-level enrollment, demographic, and program participation information. Provide student-level college readiness test scores for specific populations. Provide student-level graduation and dropout data. Match individual students' test records from year to year to measure growth among specific student populations. Provide information on untested students at the P-12 level. Each agency or consortium has data review processes and procedures to assess and elevate data quality, validity, and reliability. Areas from the Data Quality Campaign where additional work could be done in Illinois include (1) build a teacher identifier system with an ability to match teachers to students (the Illinois

Illinois Community College System Transitions Report

teacher data warehouse offers some potential for making progress in this area and the ICCB has done some work related to this topic on a course-level basis) and (2) the ability to provide student-level transcript information, including information on courses completed and grades earned. Pilot initiatives are underway with community colleges and the ICCB that include this level of detail. Collecting this level of detail involves the creation of substantial data sets.

Strengthen student support services. Student support services and systems are an important part of the educational infrastructure that provides the assistance many students need to succeed. Illinois community colleges plan to continue seeking resources to deliver additional student support services. Grants such as the Student Success Grant provided flexibility to colleges to target their educational support systems to the needs of the students they serve. Colleges were able to use these grant funds for a variety of services, including counseling, tutoring, assessment, mentoring, and retention programs for specific populations.

Provide support for technology. Community colleges are charged with educating and training individuals for the jobs of today and the future. A sizable portion of the career and technical courses and programs are technology intensive. Training students with the materials and equipment they will be expected to be proficient with in the workplace requires the colleges to keep pace with changing technology. Delivering quality instruction also requires colleges to upgrade instructional technology to facilitate the learning and teaching process. The ICCB continues to support the integration of technology into curriculum to enhance student achievement and encourages professional development for faculty and staff. A need exists for additional funding to support this needed technology. A dedicated funding stream to help defray the costs related to infrastructure, transmission, and maintenance associated with technology would further assure the colleges' ability to keep up with changing technology.

Report measures are consistent with the goals of the Public Agenda for Higher Education and the Illinois Community College System's Promise for Illinois Revisited. The Public Agenda for College and Career Success proposes four goals to a new pathway of progress and prosperity. Excerpts from the latest draft of the Public Agenda follow.

Educational Attainment – Increase educational attainment to match best-performing U.S. states and world countries. Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability. Increase the number of adults reentering education and completing a postsecondary credential. Reduce geographic disparities in education attainment

Affordability – Ensure college affordability for students, families, and taxpayers. Make Illinois one of the five most affordable states in the country measured in terms of a) the percent of family income required to pay net cost of attendance for low- and middle-income families, and b) the

Illinois Community College System Transitions Report

average amount of debt per undergraduate student.

Education and Workforce – Increase the number of quality postsecondary credentials to meet demands of the economy. Increase the number of people with quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry. Improve transitions between associate and baccalaureate degree levels. Increase the number of postsecondary degrees in fields of critical skills shortages, such as Nursing, Allied Health, and Information Technology.

Education and Economic Vitality – Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. Boost Illinois into the ranks of the five states with the fastest growing economies through cutting-edge research, technology transfer, workforce training, innovation education, and a culture of entrepreneurship.

The goals are addressed with many of the measures in the Transitions Report and are aligned with the current Illinois Community College System pledges (See <http://www.ibhe.state.il.us/masterPlanning/comment/default.asp>)

The Illinois Community College System Pledges include:

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. (See <http://www.iccb.state.il.us/pdf/agendas/2006/PromiseRevisited1-06.pdf>).

Community colleges are an important part of the education and workforce system of Illinois and provide educational access to a broad cross section of the state's adult and young adult populations. Community colleges help individuals transition from secondary to postsecondary education, from pre-college to college-level coursework, and from entry-level employment into careers requiring higher level skills. As Illinois moves forward to meet future challenges, community colleges will play an important role in providing individuals with the skills needed to compete.

Illinois Community College System Transitions Report

Community colleges are a prodigious engine of economic growth, helping produce an educated and skilled workforce that improves the quality of life in their communities and collectively across the United States. Two-year colleges have a significant impact on both communities and individuals, expanding economic and social choices for students, while helping secure the health and welfare of their communities and our nation. . . It is no exaggeration to say that if community colleges did not exist, Americans would have to find other ways to educate most of the men and women who put out fires, fight crime, expand small firms, and care for the sick and elderly. They would also have to find other (probably more expensive) ways to introduce many immigrants, minority Americans, and foreign students to the benefits of higher education. America, as we know it, is inconceivable without the contributions of these institutions.

College Board. 2008. p. 16.

BIBLIOGRAPHY

- American Association of Community Colleges. (August 18, 2008). More Adults Taking and Passing GED Tests. @ *Community College Times*. Washington D.C.: Author. <http://www.communitycollegetimes.com/article.cfm?TopicId=4&ArticleId=1143>
- American Diploma Project. (2007). *Closing the Expectations Gap 2007 An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Work*. Washington, D.C.: Author. <http://www.achieve.org/files/50-state-07-Final.pdf>
- American Diploma Project Network. (2008). The American Diploma Project: Closing the expectations gap. Washington D.C.: Author. <http://www.achieve.org/files/AboutADP.pdf>
- Answers.com. (2008). *Results for 'distributed computing'*. Answers Corporation. <http://www.answers.com/topic/distributed-computing>
- Association of Career and Technical Education. (2008). Illinois Career and Technical education State Profile. Alexandria, VA: Author. http://www.acteonline.org/resource_center/IL_profile.cfm
- Bernstein, R. & Edwards, T. (August 14, 2008) *An Older and More Diverse Nation by Midcentury*. Washington, D.C.: U.S. Census Bureau. <http://www.census.gov/Press-Release/www/releases/archives/population/012496.html>
- Blackwood, B. (2008). *Community College Coalition for Funding holds February 20 Media Conference to Launch Campaign*. Illinois Community College Trustees Association. Springfield, IL: Author. <http://www.communitycolleges.org/Coalitionnews22008.html>
- Bureau of Labor Statistics. (2008). *Employment Projections: 2006-2016*. Washington, D.C.: U.S. Department of Labor. <http://www.bls.gov/news.release/ecopro.toc.htm>
- California Department of Consumer Affairs. NCLEX Pass Rates (2007). Board of Registered Nursing. California. <http://www.rn.ca.gov/schools/passrates.shtml>
- Callan, P.M. (2002) *Measuring Up 2002: The State-by-State Report Card for Higher Education*. San Jose, CA: The National Center for Public Policy and Higher Education. <http://measuringup.highereducation.org/2002/articles/Introduction.htm>

Illinois Community College System Transitions Report

- Callan, P. M. & Finney, J. E. (June 2003). Multiple Pathways and State Policy: Toward Education and Training Beyond High School. Boston, MA: Jobs for the Future. http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/56/b6.pdf
- College Board. (2008). *Winning the Skills Race and Strengthening America's Middle Class: An Action Agenda for Community Colleges. Report of the National Commission on Community Colleges*. Washington, D.C.: College Board. http://professionals.collegeboard.com/profdownload/winning_the_skills_race.pdf
- College & Work Ready Agenda. (2008). *Improving the Odds. Preparing Washington Students for Family-Wage Jobs*. Seattle, WA: College & Work Ready Agenda. http://www.collegeworkready.org/downloads/finalforweb_improvingthe_odds_report_113007.pdf
- Cosker, T., Kean, L., & Ray, J. (2007). Transfer 101: Time to Learn about Student Transfer. Ninety-Third Annual Meeting Leading the Higher Education Revolution Your Call to Action. February 28-March 3, 2007 Boston, Massachusetts. http://handouts.aacrao.org/am07/finished/T0130p_J_Ray.pdf
- Data Quality Campaign. (April 2007). *Building and Using Statewide Longitudinal Data Systems: Implications for Policy*. Austin, TX: National Center for Educational Achievement. http://www.dataqualitycampaign.org/files/Publication-Building_Using_Statewide_Longitudinal_Data_Systems-Implications_for_Policy-040107.pdf
- Dohm, A. & Shniper, L. (2007). *Occupational employment projections to 2016*. Monthly Labor Review, November 2007, pp 86-105. <http://www.bls.gov/opub/mlr/2007/11/art5full.pdf>
- Electronic Health Records Taskforce. (March 2, 2006). *Illinois Electronic Health Records (HER) Activities*. Springfield, IL: Illinois Department of Public Health. <http://www.idph.state.il.us/ehrf/illehractivities.htm>
- Employment Policy Foundation. (2002). Cited in Twomey, J. (November, 2006). *Six Mega Trends That Are Jolting the U. S. Labor Market. A Webinar Presented by the Workforce Development Network and NYATEP*. New York State Conference of Mayors and Municipal Officials. <http://usmayors.org/workforce/documents/CF2006JohnTwomey-MegatrendsJoltingUSLaborMarket.pdf>
- Gunderson, S. (January 2004). *The Fifth Revolution: America's Emerging Workforce*. PowerPoint presentation to the U.S. Conference of Mayors, Boston, MA. Referenced in Workforce development for older youth *David E. Brown, Mala B. Thakur(2006)* New Directions for Youth Development, No. 111, Fall 2006 © Wiley Periodicals, Inc. Published online in Wiley InterScience Hoboken, NJ

Illinois Community College System Transitions Report

(www.interscience.wiley.com) <http://blogs.cce.cornell.edu/community-horticulture/files/2006/12/workforce.pdf>

Gunderson, S. (October 7, 2005). *The Challenges Facing Community Colleges*. Presented at Faculty Association of California Community Colleges Conference: Meeting of the Minds. Chicago, IL: The Greystone Group, Inc. <http://facc.org/workshop/conf/2005/GundersonPresentation.pdf>

Haycock, K. (June 2006). Improving Achievement and Closing Gaps, Pre-K Through College. Presentation at Illinois Board of Higher Education Meeting Chicago. Washington, D.C.: Education Trust. <http://www.ibhe.state.il.us/board/agendas/2006/june/default.htm>

Healthcare Information and Management Systems Society. (2008). *Integration & Interoperability*. Chicago, IL: Healthcare Information and Management Systems Society. http://www.himss.org/ASP/topics_integration.asp

Holzer, H.J. & Lerman, R.I. (November 2007). *America's Forgotten Middle Skills Jobs: Education and Training Requirements in the Next Decade and Beyond*. Washington, D.C.: The Workforce Alliance, Skills2Compete Campaign. <http://www.skills2compete.org/atf/cf/%7B8E9806BF-4669-4217-AF74-26F62108EA68%7D/ForgottenJobsReport%20Final.pdf>

Illinois Board of Higher Education. (August 12, 2008). *Agenda Item #10. Fiscal Year 2009 Higher Education Appropriations. Governor's Action*. Springfield, IL: Author. <http://www.ibhe.state.il.us/Board/agendas/2008/August/Item10.ppt>

Illinois Board of Higher Education. (August 12, 2008). *Agenda Item #15. State of Illinois Participation in the American Diploma Project*. Springfield, Illinois: Author. <http://www.ibhe.state.il.us/Board/agendas/2008/August/Item15.pdf>

Illinois Board of Higher Education. (2008). *Illinois Course Applicability System*. Springfield, IL: Illinois Board of Higher Education. <http://www.ibhe.state.il.us/cas/default.htm>

Illinois Board of Higher Education, Illinois Community College Board, and Illinois State Board of Education. (2008). *iTransfer*. Springfield, IL: Author. <http://www.itransfer.org>

Illinois Business Roundtable. (2008). *Education Policy*. Chicago, Illinois: Author. <http://www.illinoisbusinessroundtable.com/education.htm>

Illinois Community College Board. (2008). *Illinois Career and Technical Programs of Study Project: A Collaborative Approach To Facilitating Curricular Alignment And Successful Student Transitions*. Springfield, IL: Author.

Illinois Community College System Transitions Report

<http://www.mchc.com/eweb/upload/Programs%20of%20Study%20-website%20FINAL%20version.pdf>

Illinois Community College Board, Illinois State Board of Education, and Illinois Board of Higher Education. (2008). *The Illinois High School to College Success Report: Overview of the 2007-08 Pilot Report*. Chicago, IL: Learning Point Associates. http://www2.learningpt.org/ILHS2008/IL_HS-report_v7.pdf

Illinois Community College Board. (October 2003). *Report of the Illinois P-16 Education Initiative: Community College/University Partnerships Associate of Arts in Teaching Steering Committee*. Illinois. http://www.iccb.org/pdf/career_tech/aat/aatfinalreport2.pdf

Illinois Department of Healthcare and Family Services website. (2005). Springfield, IL: Illinois Department of Healthcare and Family Services. <http://www.myhfs.illinois.gov/>

Illinois General Assembly. (2007). Bill Status of SJR0059. Springfield, IL: Illinois General Assembly. http://www.ilga.gov/legislation/BillStatus_pf.asp?DocNum=59&DocTypeID=SJR&%20LegID=33657&GAID=9&SessionID=51&GA=95

Illinois Office of the Governor. (May 9, 2008). *Gov. Blagojevich announces launch of Web portal to keep patients in state programs safer Secure Web portal now allows physicians treating Medicaid patients to view past prescriptions, immunizations and procedures*. Chicago, IL: Illinois Office of the Governor. <http://www.illinois.gov/PressReleases/PressReleasesListShow.cfm?RecNum=6814>

Illinois State Board of Education. (2007). *Public School Enrollment Comparison 1996-97 and 2006-07*. Springfield, IL: Author. <http://www.isbe.state.il.us/reports/annual07/students.pdf>

Illinois State Board of Education. (March 13, 2007). *2005-2006 Number Of High School Graduates By Gender And Race/Ethnicity*. Springfield, IL: Author. http://www.isbe.net/research/pdfs/eoy_graduates05-06.pdf

Illinois State Board of Education. (August 19 – 21, 2008). *Board Retreat Packet. Minutes of Illinois State Board Of Education Work Study: Standards Review Discussion of the American Diploma Project on June 18, 2008*. <http://www.isbe.net/board/meetings/aug08retreat/schedule.pdf>

Illinois State Board of Education. (2008). *Explore/Plan Procedures and Protocol*. Springfield, IL: Author. http://www.isbe.state.il.us/assessment/pdfs/ordering_protocol.pdf

Illinois Community College System Transitions Report

- Illinois State Comptroller. (2008). *Population Aging: Are Governments Ready?* Springfield, IL: Author. <http://www.ioc.state.il.us/FiscalFocus/article.cfm?ID=262>
- Ingels, S.J., Curtin, T.R., Kaufman, P., Alt, M.N., Chen, X. (March 2002). *Coming of Age in the 1990's: The Eighth Grade Class of 1988 12 Years Later*. Washington, D.C.: National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002321>
- Institute for Latino Studies (2008). Notre Dame, IN: University of Notre Dame. <http://latinostudies.nd.edu/> and http://www.nd.edu/~chifacts/chi_comm.html
- Intergenerational Initiative. (2007). *Forum II. Aging is an Asset for P-20+ Education*. Intergenerational Initiative Policy Report: 2007 – 2. Carbondale, IL: Southern Illinois University. <http://www.siu.edu/offices/iii/pdf/Aging%20is%20Assest%20Forum%20II.pdf>
- Intergovernmental Advisory Board, American Council for Technology. (January 2006). *Health IT in Government – Transforming Health Care and Empowering Citizens: A Report for the Intergovernmental Advisory Board*. Washington, D.C.: Intergovernmental Advisory Board, American Council for Technology. http://www.himss.org/Content/files/healthit_govt.pdf
- Joint Task Force on (Illinois) Community Colleges. (December 13, 2006). *Final Report of the Illinois General Assembly Joint Task Force on Community Colleges*. Springfield, Illinois: Illinois Community College Board. <http://www.iccb.org/pdf/reports/General%20Assembly%20Joint%20Task%20Force%20Report.pdf>
- Joyce Foundation. (2007). *Shifting Gears*. Chicago, IL: Author. <http://www.joycefdn.org/Programs/Employment/ViewSubProgram.aspx?SubProgId=10>
<http://www.joycefdn.org/FeaturedTopics/FeaturedTopicDetails.aspx?NewsId=124>
- Kenward, K.; O'Neil, T.; Eich, M.; and White, E. (2008). *2006 Nurse Licensee Volume and NCLEX Examination Statistics*. National Council of State Boards of Nursing, Inc. [https://www.ncsbn.org/08_2006_LicExamRB_Vol31_21208_MW\(1\).pdf](https://www.ncsbn.org/08_2006_LicExamRB_Vol31_21208_MW(1).pdf)
- Kleiner, B., and Lewis, L. (2005). *Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03* (NCES 2005-008). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics. <http://nces.ed.gov/pubs2005/2005008.pdf>
- Kuh, G.D. (2007). *Success in college*. In P. Lingenfelter (Ed.), *More student success: A systemic solution*. Boulder, CO: State Higher Education Executive Officers.

Illinois Community College System Transitions Report

- Kuh, G. D., Kinzie, J., Cruce, T., Shoup, R., & Gonyea, R. M. (January 2, 2007). *Connecting the Dots: Multi-Faceted Analyses of the Relationships between Student Engagement Results from the NSSE, and the Institutional Practices and Conditions That Foster Student Success*. Bloomington, IN: Center for Postsecondary Research, Indiana University Bloomington.
http://nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf
- Lingenfelter, P. (2007). *More student success: A systemic solution*. Boulder, CO: State Higher Education Executive Officers.
- McNichol, E. and Lav, I. (August 5, 2008). *29 States Faced Total Budget Shortfall of at Least \$48 Billion in 2009*. Center on Budget and Policy Priorities. Washington D.C.: Author. <http://www.cbpp.org/1-15-08sfp.htm>
- Myrent, M. & Lombardo, R. (February 11, 2004). *Illinois Justice Network Portal*. Presented at Implementation Board Meeting of the Illinois Integrated Justice Information System. Chicago, IL: Illinois Integrated Justice Information System.
http://www.icjia.org/IJIS/public/PowerPoint/IMB_02112004_IJN.ppt and
<http://www.icjia.state.il.us/ijis/public/index.cfm?metasection=presentations>
- National Alliance for Concurrent Enrollment Partnerships. (2007). *Concurrent Enrollment: National Trends & Research*. National Alliance for Concurrent Enrollment Partnerships. Syracuse, New York: Author.
http://www.nacep.org/about_trends.html
- National Center for Education Statistics. (2008). Fast Facts. *The Condition of Education 2007, Indicator 10*. Washington, D.C.: Author.
<http://nces.ed.gov/fastfacts/display.asp?id=89>
- National Center for Education Statistics. (2008). Part B. Community College Students= Short-Term Persistence or Attainment Rate. *The Condition of Education: Special Analysis 2008*. Washington, D.C.: Author.
<http://nces.ed.gov/programs/coe/2008/analysis/sa03b.asp>
- National Center for Education Statistics. (2008). Percentage distribution of first-time undergraduates in 2003-04, by persistence or attainment rate, control and type of postsecondary institution, programs plans, and attendance status: 2006. *The Condition of Education: Special Analysis 2008*. Washington, D.C.: Author.
<http://nces.ed.gov/programs/coe/2008/analysis/figures/fig18.asp?popup=true>
- National Center for Education Statistics. (2008). Table 102. Averaged freshman graduation rates for public secondary schools, by state: Selected years, 1990-91 through 2004-05, *Digest of Education Statistics*. Washington, D.C.: Author.
http://nces.ed.gov/programs/digest/d07/tables/dt07_102.asp?referrer=report

Illinois Community College System Transitions Report

National Center for Education Statistics. (2008). Table 184. Total fall enrollment in degree-granting institutions, by level of enrollment, sex, attendance status, and type and control of institution: 2005, *Digest of Education Statistics*. Washington, D.C.: Author. http://nces.ed.gov/programs/digest/d07/tables/dt07_184.asp

National Center for Education Statistics. (2008). Table 221. Number and percentage of students enrolled in postsecondary institutions, by level, disability status, and selected student characteristics: 2003-04, *Digest of Education Statistics*. Washington, D.C.: Author. http://nces.ed.gov/programs/digest/d07/tables/dt07_221.asp

National Center for Education Statistics. (2008). Table 271. Associate=s degrees conferred by degree-granting institutions, by race/ethnicity and sex of student: Selected years. 1976-77 through 2005-06, *Digest of Education Statistics 2007*. Washington, D.C.: Author. http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp

National Center for Education Statistics. (2008). Table 356. Participants in adult basic and secondary education programs, by type of program and state of jurisdiction: selected fiscal years, 1990 through 2005, *Digest of Education Statistics 2007*. Washington, D.C.: Author. http://nces.ed.gov/programs/digest/d07/tables/dt07_356.asp

National Center for Education Statistics. (2008). Table SA-8. Percentage of beginning postsecondary students who reported taking various types of remedial courses in their first year, by control and type of institution: 2003-04. *The Condition of Education: Special Analysis 2008*. Washington, D.C.: Author. http://nces.ed.gov/programs/coe/2008/analysis/sa_table.asp?tableID=1062

National Center for Education Statistics. (2008). Table SA-25. Percentage of 2003-04 beginning postsecondary students who in 2006 were still enrolled and/or had completed a degree of certificate program at any postsecondary institution, by control and type of institution, program plans, and attendance status. *The Condition of Education: Special Analysis 2008*. Washington, D.C.: Author. http://nces.ed.gov/programs/coe/2008/analysis/sa_table.asp?tableID=1024

National Center for Education Statistics. (June 2005). *The Condition of Education 2005*. Washington, D.C.: U.S. Department of Education Institute of Education Sciences. <http://nces.ed.gov/pubs2005/2005094.pdf>

The National Center for Higher Education Management Systems. (2007). Adult Learners: GEDs Produced per 1,000 Adults with No High School Diploma: 2005. Boulder, Colorado: Author. <http://www.higheredinfo.org/dbrowser/index.php?submeasure=325&year=2005&level=nation&mode=graph&state=0>

Illinois Community College System Transitions Report

The National Center for Higher Education Management Systems. (2007). Associate Degrees Awarded per 100 HS Graduates 3 Years Earlier: 2005. Boulder, Colorado: Author.

<http://www.higheredinfo.org/dbrowser/index.php?submeasure=86&year=2005&level=nation&mode=data&state=0>

National Center for Higher Education Management. (March 17, 2008). *A Public Agenda for Illinois Higher Education: Planning for Career and College Success*. Summary Observations and Findings Regarding Public Need. Boulder, Colorado.: Author.

<http://www.ibhe.state.il.us/masterPlanning/materials/APublicAgendaforIllinois.pdf>

The National Center for Higher Education Management Systems. (2008). Crosscutting Info: Student Pipeline - Transition and Completions Rates from 9th Grade to College: 2004. Boulder, Colorado: Author.

<http://www.higheredinfo.org/dbrowser/index.php?submeasure=119&year=2004&level=nation&mode=data&state=0>

The National Center for Higher Education Management Systems. (2008). Student Learning: Nursing Exam (NCLEX) Pass Rates - First-Time Candidates: 2005. Boulder, Colorado: Author.

<http://www.higheredinfo.org/dbrowser/index.php?submeasure=120&year=2005&level=nation&mode=graph&state=0>

The National Center for Higher Education Management Systems. (August 4, 2008). *Draft Consultants' Report: Developing a Public Agenda for College and Career Success*. Boulder, Colorado: Author.

<http://www.ibhe.state.il.us/masterPlanning/materials/PublicAgendaReport080408.pdf>

National Center for Public Policy and Higher Education. (April 2004). Illinois Educational Pipeline in *Policy Alert*. San Jose, CA: Author.

<http://www.highereducation.org/reports/pipeline/pipeline.pdf>

National Commission on Adult Literacy. (June, 2008). *Reach Higher, America: Overcoming Crisis in the U.S. Workforce*. New York, NY: Council for Advancement of Adult Literacy.

<http://www.nationalcommissiononadulthoodliteracy.org/report.html>

National Commission on the High School Senior Year. (2001). *Raising Our Sights: No High School Senior Left Behind*. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

http://webdev.ous.edu/state_board/workgroups/edp/files/RaisingOurSights1-32.pdf

Illinois Community College System Transitions Report

- National Council of State Boards of Nursing. (2008). NCLEX Examination Pass Rates. National Council of State Boards of Nursing. <https://www.ncsbn.org/1237.htm>
- National Guard Youth Challenge Program. (2008). *Lincoln's Challenge Academy*. About Us. Illinois. <http://www.ngycp.org/state/il/aboutus.php>
- Northern Illinois University P-20 Task Force. (June, 2006). *Keeping Illinois Competitive*. Illinois Status Report Science, Technology, Engineering & Math Education. Dekalb, IL: Northern Illinois University. http://www.keepingillinoiscompetitive.niu.edu/ilstem/pdfs/STEM_ed_Trends_1-3.pdf
- Ogunwole, S.U. (February 2006) *We the People: American Indians and Alaska Natives in the United States Census 2000 Special Reports*. Washington, D.C.: U.S. Census Bureau. <http://www.census.gov/population/www/socdemo/race/censr-28.pdf>
- Peterson, K. (January, 2003). *Overcoming Senior Slump: The Community College Role*. *RRIC Digest*. Los Angeles, CA: ERIC Clearinghouse for Community Colleges. <http://www.ericdigests.org/2004-1/slump.htm>
- Red Lantern. (2008). U.select. Oxford, OH: Miami University. <https://uic.transfer.org/cas/index.jsp>
- Southern Illinois University Edwardsville Department of Economics and Finance. (2008). *2007 Index of Need*. Data derived from U.S Census Bureau. <http://www.iccb.org/docs/adulted/Table%20Summaries%2007%20for%20Website.xls>
- State Higher Education Executive Officers (SHEEO). (October 2007). *Focus on More Student Success*. Network News: 26(3).
- State Higher Education Executive Officers. (2008). State Higher Education Finance FY 2007. Washington D.C.: Author. http://www.sheeo.org/finance/shef_fy07.pdf
- States' Career Clusters Initiative. (2008). Career Clusters Vision, Mission and Goals. Silver Spring Maryland: Author. <http://www.careerclusters.org/index.php>
- Stillwell, R. and Hoffman, L. (2008). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2005-06* (NCES 2008-353). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, D.C. <http://nces.ed.gov/pubs2008/2008353.pdf>
- Texas Higher Education Coordinating Board. Community and Technical Colleges Division, (2005). Texas Public Community and Technical Colleges 2005 Statewide Factbook. Section XI Placement Data. Austin, Texas: Author.

Illinois Community College System Transitions Report

<http://www.thecb.state.tx.us/reports/PDF/1174.PDF>

Texas State Classification Office. (2001). *The Pending Labor Shortage Fact or Fiction?* Austin, TX: State of Texas. <http://www.hr.state.tx.us/advisory/tpea.pdf>

U.S. Census. (2008). *2006 American Community Survey Data Profile Highlights for Illinois*. Illinois Fact Sheet. Washington, D.C.: U.S. Census Bureau. http://factfinder.census.gov/servlet/ACSSAFFacts?_event=Search&geo_id=&geoContext=&street=&county=&cityTown=&state=04000US17&zip=&lang=en&sse=on&pctxt=fph&pgsl=010

U.S. Department of Labor. (1999). *Futurework - Trends and Challenges for Work in the 21st Century*. Washington, D.C.: U.S. Department of Labor. <http://www.dol.gov/oasam/programs/history/herman/reports/futurework/report/chafter1/main.htm#1b>

United States Department of Commerce. U.S. Census Bureau. (2006). *American Community Survey (2007). Disability*. Washington, D.C.: Author. http://factfinder.census.gov/servlet/ACSSAFFPeople?_submenuId=people_4&sse=on

Western Interstate Commission of Higher Education. (2008). *Knocking at the College Door. Projections of High School Graduates by State and Race/Ethnicity, 1992-2022*. Boulder, CO: Western Interstate Commission of Higher Education. <http://www.wiche.edu/policy/Knocking/1992-2022/index.asp> and <http://www.wiche.edu/policy/Knocking/1992-2022/Illinois.pdf>

Wisconsin Technical College System. (2008). *2007 State Graduate Follow-Up Report*. Wisconsin. http://www.wtcsystem.edu/reports/data/graduate/pdf/data_by_prog.pdf