



Illinois  
Community College  
System

# RESULTS REPORT

*Fiscal Year 2003*

*Part I*

*College and State-Level Actions In Support of Statewide Goals*

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**ILLINOIS COMMUNITY COLLEGE SYSTEM**  
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*Fiscal Year 2003*

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# ILLINOIS COMMUNITY COLLEGE SYSTEM

## RESULTS REPORT PART I

*Fiscal Year 2003*

### Introduction

In Illinois, 39 public community college districts and one multi-community college center serve nearly one million students each year. The array of programs and services that a community college offers is largely shaped by the demographics and needs of the district it serves. In a state as large and diverse as Illinois, the community-based structure of the colleges translates into a rich mix of institutions that mirrors that diversity. Beginning in fiscal year 1999, college Results Reports have provided evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens.

The Results Reports also provide evidence of the ways in which the colleges are addressing the *Promise for Illinois*, the Strategic Plan developed by and for the community college system in Illinois. Through seven pledges that are neither prescriptions nor mandates, the *Promise* offers a vision of how the colleges will serve Illinois. The pledges are as follows:

- Address workforce development needs with flexible, responsive, and progressive programs.
- Offer rigorous courses and programs designed for college and university transfer.
- Expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
- Equip Illinois residents with the technology skills they need to be successful in the 21<sup>st</sup> century.
- Emphasize high quality in all programs, services, and operations.
- Deliver affordable learning opportunities to the doorstep of Illinois residents.
- Model and promote leadership and ethical decision making.

Through the Results Reports for fiscal year 2003, the colleges demonstrate both individual and collective accountability for progress toward the statewide goals for higher education in Illinois. The college Results Reports are summarized in the following Results Report for the Illinois Community College System. Part A provides information for each of the six statewide goals identified in the *Illinois Commitment* that identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Many of the state-level initiatives support multiple goals. To reduce repetition, each initiative is included under the goal to which it is most directly related. Part B provides a status report on community college assessment efforts. Under separate cover, Part II "*Report on the Fiscal Year 2003 Performance Indicators for Higher Education*" provides data that support community college performance with regard to the common institutional and mission-specific performance indicators that have been developed for each of the six statewide goals. Exemplary practices that colleges identified through their individual reports are highlighted in both Part I and Part II.

## **PART A: COLLEGE AND STATE-LEVEL ACTIONS IN SUPPORT OF STATEWIDE GOALS**

### **Goal 1 – Economic Growth**

*Higher education will help Illinois business and industry sustain strong economic growth.*

The widespread use of technology and global competition suggests that the economy of the 21<sup>st</sup> century will create new challenges for employers and workers. Foremost of these challenges appears to be the education and training of a competent, globally competitive workforce. According to 2000 Census figures, the new workforce will be more diverse than ever before and will create a new dynamic in the workplace. The way that community colleges take advantage of this opportunity may determine the future direction of this state.

Colleges meet the needs of business and industry through on-site training, job skills credit or non-credit courses, entrepreneurial assistance, small business development, international trade, and government contract assistance; assisting local economic development entities with ongoing efforts to recruit new businesses or assisting in the retention of existing businesses; providing a presence in Illinois Employment and Training Centers (IETC); serving on economic development boards, chamber of commerce boards, and workforce investment boards; offering a variety of career and technical programs and courses developed to target the emerging transitional and current workforce; providing a variety of workshops and seminars to meet continuing professional education needs; supporting welfare-to-work efforts; providing adult programming in basic skills, GED, and ESL; and delivering services to dislocated workers needing to reskill in order to become employable again.

### **College Initiatives**

#### **Adult Education and Family Literacy Programs.**

Adult Education Providers within community colleges assist in helping Illinois to sustain economic growth by working with the Business and Industry Department to provide Adult Basic Education (ABE), Adult Secondary Education (ASE)/GED, English as a Second Language (ESL), and Vocational and Job Skills assistance to many workers. Following are examples of how Adult Education Programs interact with employers to prepare individuals for success in the workplace.

- At **John Wood Community College**, the Adult Education Program through the Office of Community Services offers job-coping skills for adult students.
- The Adult Education Department at **Southwestern Illinois College** collaborates with area employers to provide training for entry level employees. The Adult Education program will build on its success in providing vocational skill programs by expanding the course offerings to meet demand.
- At **Highland Community College**, the Adult Education Department participates on the Local Workforce Investment Board and One-Stop Partner meetings. The Adult Education program offered classes in General Education Development (GED) preparation and English-as-a Second Language (ESL) to enhance the basic skill level of workers at area businesses.

- **Parkland College**, The Adult Education program has assumed responsibility for the Champaign Consortium's Job Skills class. The Adult Education Instructor follows the Parkland's Job Skills Curriculum and is paid with Adult Education funds. Job seekers are enrolled in intensive services for WIA and enrolled as Adult Education students for Parkland.

### **Career and Technical Education Certificate and Degree Programs.**

Each year, over one-third of community college credit enrollments are in traditional baccalaureate/ transfer courses. In addition, Illinois community colleges offer career and technical education in more than 200 occupational specialties for employment training, retraining, upgrading, and professional development. In fiscal year 2002, 25,366 career and technical certificates and degrees were awarded, showing an increase of 3 percent over fiscal year 2001.

Community colleges continue to help build a competent and globally competitive workforce by increasing the number of partnerships with business and industry and labor organizations; integrating advisory committees of employers and practitioners into program planning, review, and development; administering WorkKeys to determine the skills necessary for specific jobs; developing and implementing new programs in response to employer needs; determining employer satisfaction with recent graduates' competencies and college program satisfaction; innovating new instructional delivery methods; and incorporating workplace and employment skills into curricula.

The goal of student academic and skill attainment is a central part of career programs. Advisory committees meet with each respective career program to ascertain the current workplace skills needed with respect to new hires. This dialogue and interaction allows the career program to revise and adapt curriculum content keeping abreast of current industry standards. Purchase of new technological equipment, computer as well as career specific technology, has allowed students opportunities to work with state-of-the-art equipment. This contextual-based learning has given graduates advantages when applying for jobs in the workplace. At **Morton College** examples of the integration of Advisory Committee feedback and general trend assessment led to restructuring the Computer Information System (CIS) Program. The CIS program now offers core courses and has expanded the three career tracks to four: programming, networking, PC repair, and new certificates in web design and E-commerce.

The need for short-term programming has been expressed by business and industry and community college employment and training partners. As a result, several short-term certificates that can be completed in one year or less were implemented. They included: Local Area Network Technician, Web Development, CISCO Specialist, Computer Troubleshooting, Emergency Medical Technician, Polysomnography (Sleep Clinic Technology), Psychiatric Rehabilitation, Medical Office Assistant, Aircraft Inspection, and Meeting Planning.

Career and technical certificate and degree programs provide students skills necessary to be successful in the workplace. Offerings include Small Business Management, CD Rom Authoring, Structural Repair Technician, Refinish Technician, Automotive Damage Estimator, Electrical Construction Journeyman, Medium and Heavy Truck Diesel Mechanic, Mortuary Science, Pharmacy Technology, Radiography, Renal/Nephrology, Respiratory Care, and Surgical Technician. Industry certification programs included NATEF Certified Diesel Program, CISCO Certified Network Technician Program, Real Estate, Emergency Rescue Technician, and Food Service/Sanitation.

Following are several specific examples of program initiatives individual colleges have undertaken or are planning to address the workforce preparation needs of their respective districts:

- **Heartland Community College** entered into an agreement with State Farm Insurance Electronics Support Unit (ESU) to provide training for employees. These ESU personnel will complete the two-year AAS Electronics Technology degree. These personnel have been reassigned from other areas of the company and are full-time employees at State Farm while attending Heartland on a full-time basis as part of their job. At the end of the program the students/employees will receive an AAS Electronics Degree, the Computer Maintenance Technician Certificate and are eligible to sit for several professional certification exams such as the A+ and Network+.
- **Elgin Community College** implemented new degree and certificate options in Entrepreneurial Studies targeted to small business and expanded its Small Business Development operations to two more communities, bringing total sites to four.
- **Wilbur Wright College** was awarded a grant from the Illinois Technology Community Fund to support delivery of a network cable and fiber optics program.
- **Southeastern Illinois College** maintained articulation agreements through Education-to-Careers grants in the areas of Child Care and Guidance, Nursing, Business, Welding, and Diesel Technology.
- **Richland Community College** offers curricula in both Fire Science and Criminal Justice, thereby helping local firefighters and law enforcement officers to continue their education for occupational certificates and degrees.
- Every AAS degree at **Sauk Valley Community College** has a work-based learning component that links the college, students, and business together. These students are often hired as a result of the learning experience.

### **Partnerships.**

Illinois community colleges regularly develop partnerships with business and industry, other colleges and universities, secondary schools, local organizations, and federal and state agencies to address workforce development needs. Partnerships occur for many and varied reasons. It might be two or more colleges partnering to maximize resources. Colleges collaborate with state and local organizations in order to provide a more coordinated and unified workforce development system. The following are several specific examples of program initiatives colleges have undertaken that illustrate partnerships.

- **Shawnee Community College** Office of Economic and Small Business Development is a vital member of the five-county economic development partnership. This office has provided assistance over the years to many significant projects, which provide direct benefits to the Shawnee Community College district.
- A consortium was formed by **Kankakee Community College** and neighboring rehabilitation agencies for the purpose of consolidating Direct Service Provider (DSP) training. This initiative has eliminated the duplication of DSP training throughout the Kankakee area saving each agency valuable staff time. With this new opportunity for higher education, the Consortium at KCC intends to offer high quality instruction to all staff members and subsequently, improved services for all adults with developmental disabilities throughout the area.
- **Illinois Valley Community College** maintained its partnership with the Illinois Manufacturing Extension Center housing two of their project managers on campus. This program assists local

manufacturers with process improvement projects to maintain their productivity and their ability to compete in the global market. With this partnership, IVCC was able to significantly impact the viability of several industries in the area, ensuring the retention of key jobs and the market certification needed by these companies to retain their current customer base.

- **Kennedy-King College** partnered with the national Minority Franchising Initiative to host a training session entitled, “Be the Boss, Buy a Franchise.” This seminar provided much needed education and training to encourage franchise ownership opportunities to 75 potential minority entrepreneurs or aspiring franchisees.
- **Moraine Valley Community College** has developed numerous career-based partnerships with local, regional and national business organizations including: Autodesk, to provide credit and noncredit programs for computer-assisted drafting careers; Sun Microsystems to provide a regional Sun Education Center that offers Unix-based certifications; Cisco to provide credit and noncredit programs for CCNA and CCNP certifications; Discrete to provide credit and noncredit programs in computer animation; Microsoft to provide credit and noncredit programs for various Microsoft software product certifications; Lansa to provide credit certification in E-commerce; CEDA to extend the Certified Nursing Assistant program at the CEDA Robbins facility; and St. Francis Hospital to provide onsite Certified Nursing Assistant and RN Refresher courses. Partnerships are in place with Cisco and Checkpoint to deliver credit and noncredit programs in systems security and data assurance.
- **Rend Lake College** partnered with local, regional and state business and economic development agencies to offer a wide variety of workshops, seminars and events. Examples include a partnership with the IRS, The Compliance Alliance Project, and the Illinois Department of Commerce and Economic Opportunity to offer a tax seminar to small business owners and operators. The college also partnered with The National Association of Appraisal Professionals to co-sponsor workshops to assist appraisers in meeting requirements for re-certification.
- **McHenry County College** was one of the first community colleges to partner with Development Dimensions International, which helps companies with employee development of workplace knowledge and skills. Over 320 employees from area organizations were served by this partnership during fiscal year 2003.
- **Prairie State College** has developed the Chicago Manufacturing Campus Training Network to provide all the training needs of Ford Motor Company supplier companies located on the manufacturing campus. This is a collaborative effort among Prairie State College, South Suburban College, the City Colleges of Chicago, the President’s Office of Employment and Training, and the Mayor’s Office of Workforce Development with the suppliers on the Chicago Manufacturing Campus.
- **Triton College** partnered with General Motors, Fox Valley Technical College of Wisconsin and Macomb Community College in Michigan, and four European partners in the “Transatlantic Automotive Technology Educational Collaboration.” This international program will allow students and faculty from the three community colleges to learn and teach in a collaborative setting with students and faculty in Europe. Besides the international student exchanges that are included in the program, web-based learning units are incorporated into the curriculum and will provide a “virtual exchange” via the synchronized instruction of selected units.

### **Services to Business/Industry.**

Illinois community colleges help regional business and industry through developing curricula that address their needs, assuring a steady workforce, and by developing partnerships to enhance and assure continued economic growth. Business and Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include customized job training and testing/assessment, entrepreneurship seminars and workshops, employment training, job search services, adaptation of instructional delivery, government contract procurement assistance, and individualized counseling and management assistance. These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center. In fiscal year 2003, community colleges provided 8,406 customized training courses to 2,272 companies (duplicated count) and served 89,439 employees (duplicated headcount). Through the Illinois Community College Board's Current Workforce Training Grant, the state of Illinois invested \$4.2 million in community colleges to help business and industry to achieve a more productive workforce. From that investment, client companies have reported a total of \$79 million in first year values saved resulting from the assistance of Illinois community colleges. Community colleges spent an average of \$3,535 of grant funds per company/per district and an average of \$88.56 per employee/per district. Following are specific examples of how community colleges meet the needs of their local businesses:

- **Lincoln Land Community College** restructured its human and fiscal resources to allow employers to address their comprehensive workforce training needs with a single point of contact thus providing greater convenience and efficiency to both the employer and individual students. By locating the Business Training Institute within the Capital City Center, the college is able to continue to offer high quality training to employees of the State of Illinois while also offering a well-situated and state-of-the-art training facility to the business community.
- **Lake Land College** became the first college in the nation to provide Process Picture Mapping services for capturing and transferring "best known way" in work methods. This work standardization initiative is critical to all process improvement, quality, and safety initiatives.
- **Illinois Central College** served a need in their business community by providing training for the front-line employee. The series, *The Empowered Employee*, offers a variety of workshop modules in the areas of communication, partnering with a mentor, critical thinking, professional image and continuous improvement.
- **Illinois Eastern Community Colleges** used state workforce grant funds to provide training in Lean Manufacturing for FairRite employees. The training enabled the company to continue operation and maintain its workforce. Had it not been for the training, the company was in jeopardy of closing.
- **William Rainey Harper College** offered a free Small Business Counseling service for existing small business owners with unique concerns about their business. A highly qualified counselor was available for one-on-one appointments to discuss the owner's financial outlook, preparation for a loan application, elements of the owner's business plan, human resource concerns or other topics unique to the owner's business.
- **John A. Logan College** is an ACT WorkKeys System Provider. In consultation with employers, education, and experts in employment and training requirements, ACT has identified key generic employability skills that are critical to effective performance in most jobs. The following critical skills form the basis of the WorkKeys System: Reading for Information, Applied Mathematics,

Listening, Writing, Teamwork, Applied Technology, Locating Information, and Observation. Additional skill scales are developed as needed. During fiscal year 2003, 485 people were given 1,599 exams at five different organizations.

- **College of DuPage** provided training in Conversational Spanish to the Office Depot Business Services Division. These managers travel to Mexico and the intent of the class was to enhance conversation in Spanish when meeting with their counterparts in Mexico.
- Two companies indicated that as a result of the training provided by **Black Hawk College** jobs have been or will be created, and one of those companies indicated that it would be hiring seven additional employees. In addition, 16 companies indicated that full-time jobs would be sustained as a result of the training, and seven of those companies indicated they would sustain a total of 437 full-time workers.
- **Danville Area Community College** continued to promote and enhance the activities of the Assessment Center. This allowed the college to develop effective assessment practices and procedures to ensure the assessment needs of students, community residents and business and industry. Danville utilized the Economic Development Corporation Business Clusters and the Chamber of Commerce Industrial Council to evaluate the community's work skills assessment system.

### **Continuing Education and Public Service.**

Continuing education and public service activities represent an increasingly important facet of the community college mission. All community colleges provide continuing professional education to maintain currency or to meet requirements for continuing professional development in fields such as allied health, real estate, insurance, and education. Illinois community colleges provided 1,990 noncredit public training courses and another 2,585 workshops to 33,652 individuals and served 2,667 organizations. The following are examples of continuing education and public service activities provided by community colleges:

- **Olive-Harvey College** provided continuing education certificates of completion in seven program areas: Nurse Assistant/Aide, Medical Laboratory Technician, Truck Driving, Pharmacy Technician/Assistant, Computer Office Skills, Medical Unit Secretary, and Phlebotomy Technician.
- **Rock Valley College** and Swedish American Health System pooled resources to develop and offer a continuing education course on "Intravenous Therapy for Licensed Practical Nurses" with certification provided upon completion of the course.
- **Kishwaukee College** offered courses for Continuing Professional Development Units (CPDUs) to assist local public school teachers in meeting the new Illinois State Board of Education requirements for continuing education. Most of the state's community colleges are approved providers of professional development courses and activities that teachers may use to meet recertification requirements.
- **Carl Sandburg College** provided continuing education for many occupations including: teachers, real estate professionals, insurance professionals, cosmetologists, nursing home administrators, and healthcare providers. These classes meet regulatory agency requirements for continuing education credit.
- Noncredit courses offered through the **Oakton Community College** Alliance for LifeLong Learning provided additional opportunities for working adults to learn new skills or to upgrade skills in workplace-related subjects such as computer applications, management, communications, and continuing education for allied health professions. Continuing education units were awarded

to 14,750 people (duplicated headcount) in 400 continuing education for health professionals offerings.

### **State's Workforce Development System.**

Community colleges are very much at the heart of the Illinois workforce development vision. College staff sit on Local Workforce Investment Boards and local Youth Councils, host local Illinois Employment Training Centers (One-Stop Career Centers) or provide staff at IETCs hosted by partnering agencies, offer degree and certificate programs or courses that have been certified by the Local Workforce Investment Board, and, in addition to education and training, provide core and intensive services to clients. Below are examples of activities being conducted within the state's workforce development system:

- **Elgin Community College** staff provides leadership for the local Illinois Employment Training Center through a part-time IETC specialist to work in the Career Resource Center, working with partners to improve services, and submitting a proposal to use Workforce Investment Act Title I dollars to provide on-site soft skills training at the IETC and employer sites.
- **Richard J. Daley College** used industry representatives to assist in the development of the new ten-week curriculum, acquired state of the art training equipment through a federal grant, and partners with the Mayor's Office of Workforce Development (MOWD) to recruit dislocated workers for the program. MOWD also assists with job placement for program completers.
- **Parkland College** continued delivery of intensive vocational skills training programs with a focus on workplace skills and literacy. The Adult and Workforce Education department offered a free computer literacy class in an open lab setting at the One-Stop center. Since July 2002, 402 job seekers enrolled in the lab and gained basic computer skills. In the same way, the Engineering Sciences and Technologies department collaborated with the Business Development Center to develop technical examinations for local employers to assess technical knowledge and skills of employees and further training needs.
- **Joliet Junior College** has had an active presence on the local Workforce Investment Board and now has over 60 programs approved for Workforce Investment Act funding.
- **Harold Washington College** established a new partnership with Jitney One and the Mayor's Office of Workforce Development (MOWD) that involved the creation of a four-week workforce preparation curriculum, which was paired with Taxi Training.
- **Kaskaskia College** provides services to students that will enable them to enhance their job seeking skills such as: mock interviews, resume writing skills, dressing for success, and on-line job seeking skills.

### **Services to Welfare Clients.**

Illinois community colleges used the ICCB's Welfare-to-Work grant to support the infrastructure of career and job placement services for welfare recipients and the working poor. In collaboration with the Illinois Department of Human Services, colleges provided clients with academic advisement, career counseling, skill training, basic education, job placement and supportive services. Over 28,000 clients were served through this grant by community colleges. These clients were served through a variety of degree programs, occupational certificate programs, vocational training courses, or basic skills/GED. For example, **College of Lake County** offers GED classes on site for Job Centers of Lake County and "Job Readiness" classes for welfare recipients in conjunction with the Department of Human Services.

### State-Level Initiatives

**Workforce Preparation Awards.** The ICCB annually presents Excellence in Workforce Preparation Awards to three colleges in recognition of outstanding efforts to improve employment opportunities and provide for a better trained workforce in their communities. Most recent award winners are:

- **College of DuPage** – “Advancing Opportunities”
- **Lincoln Land Community College** – “Project EXCEL-lence”
- **Oakton Community College** – “Partnership in Productivity”

### **Reauthorization of Workforce Legislation.**

The federal Workforce Investment Act (WIA) became law in 1998. WIA was intended to improve the nation’s formerly fragmented workforce development programs, creating an innovative one-stop delivery system where job seekers can find labor market information, job counseling, and job training to help them get back on their feet. The authorization for WIA expires in September, 2003. In collaboration with the Governor’s Office, the ICCB, the community college system, and other WIA partners have developed a list of priority issues for consideration by Congress during the reauthorization process. In addition, the Carl D. Perkins Vocational and Technical Education Act of 1998 will expire in 2003 as well. The Perkins Act provides federal funds to support quality career and technical programs and services at the secondary and postsecondary levels. The ICCB, the community college system, and their education partners will work with legislators and advocacy organizations to ensure that identified priorities are provided for Congress to consider during the reauthorization process.

### **IMEC/Boeing Company Supplier Chain.**

The Business Solutions Network (BSN), a service of the Illinois Community College System, provided learning opportunities to the Illinois Manufacturing Extension Center (IMEC) Boeing Company statewide supplier chain. This integrated approach utilized the collective competencies of seven different community colleges along with consultation with several others. **Illinois Central College, Illinois Valley Community College, Kishwaukee College, Lewis and Clark Community College, Parkland College, Rock Valley College, and Southwestern Illinois College** created the partnership through the ICCB to provide IMEC/Boeing consistency in curriculum and delivery throughout the state, leverage for IMEC/Boeing the existing training relationships between Boeing suppliers and community colleges, and extend to IMEC/Boeing the excellent price/quality offered by BSN partners.

Collaboration with the Illinois Department of Corrections. The ICCB collaborated with the Illinois Department of Corrections (IDOC) to develop a model Associate in Applied Science degree for corrections officers, youth supervisors, and parole officers with a curriculum available to community colleges statewide to enhance the professional skills of IDOC employees. The ICCB also facilitated collaboration between community colleges and the IDOC resulting in a statewide agreement for the colleges to teach CPR/First Aid to over 13,000 IDOC employees.

## **Goal 2 – Teaching and Learning**

*Higher Education will join elementary and secondary education to improve teaching and learning at all levels.*

The P-16 Partnership for Educational Excellence was created in fiscal year 1998 to formally bring together the Illinois Community College Board, the Illinois Board of Higher Education, and the Illinois State Board of Education. As stated in its preamble, the Partnership will “ensure that the whole is greater than the sum of the parts, and that new initiatives will be launched with a deliberate P-16 outlook to benefit students now and into the foreseeable future.”

As part of this comprehensive educational framework, the community college system plays a pivotal role in the ultimate success of student learning in Illinois. It provides a community-based infrastructure of postsecondary institutions with ties to local organizations, universities, and K-12 schools. These partnerships enable the system to be a major contributor to teaching and learning through teacher recruitment, preparation and professional development, as well as through outreach and support to elementary and secondary schools.

Embedded within the seven pledges of the *Promise for Illinois* is the implicit understanding that teaching and learning must remain a top priority for the community college system and the individual institutions that comprise it. Teaching and learning continues to be at the very heart of the community college mission, as evidenced in the colleges’ annual Accountability/Program Review Report.

### **College Initiatives**

#### **K-12 Outreach.**

Community colleges are actively engaged with elementary and secondary students in a multitude of outreach activities designed to enhance students’ learning experiences in a variety of curricular areas. Early assessment and supportive coursework for high school students, tutoring and mentoring programs, enrichment classes and camps, hosting K-12 events on campus, career fairs, recruitment activities, and formal partnership programs were the most common outreach activities described in the colleges’ Results Reports.

Several community colleges reported sharing resources with regional offices of education, district schools, and other education constituents to strengthen partnerships and provide expanding opportunities to K-12 students. The colleges also listed outreach efforts to middle and elementary schools in the areas of skill building, Education-To-Careers, Tech Prep, and other college awareness activities. Below are selected examples of initiatives that are underway or planned at specific colleges:

- **Black Hawk College’s** Family Literacy Program collaborated in fiscal year 2003 with area school districts to provide Family Literacy classes. Classes were held in the East Moline, Moline, Rock Island, Aledo, Estmer, and Kewanee school districts. Both the college and partner school districts directed grant funds to the project, which involved adult and child togetherness activities.

- **Harold Washington College** conducted its first annual Science and Pre-Med Day for high school students, featuring science presentations by college faculty members. Presentations ranged from comparative anatomy to “The Chemistry Stunt Show.” The event served as an excellent recruiting and community relations vehicle to engage Chicago Public School juniors and seniors in careers in science and health care.
- **Heartland Community College’s** “Physics Roadshow” introduced Pepper Ridge Elementary School students to the wonders of pressure through active learning. Students in the college’s physics program assisted the elementary students with two activities and two demonstrations, including the *bed of nails* and *atmospheric can crushing*. The Physics Roadshow has become a regular part of the college’s Mechanical Physics class.
- The **College of Lake County** is involved in a “Youth Safari” program in collaboration with the Lake County Education-To-Careers, Lake County Youth Council, Illinois Department of Employment Security, the Lake County Regional Office of Education, and the Great Lakes Naval Training Center – Family Transition Program. The program offers youth, aged 15-21, the opportunity to meet with employers for part-time, seasonal, and full-time employment, get information on a variety of resources, such as work permits, substance abuse, selective services, personal finance, and network with training providers. In its fourth year, this event has received two awards for innovation and collaboration from state groups: the 2002 Governor’s Workforce Staff Collaboration Award and the Illinois State Board of Education’s Award of Distinction.
- **Prairie State College’s** health careers faculty has developed new strategies to introduce elementary school students to careers in the health field. During their pediatric rotation, nursing students participate in a mini career day at local elementary schools where they teach first and second graders about nursing as a career. In addition, the college’s dental hygiene students go into elementary schools to teach young people about oral hygiene and the work of dental hygienists.
- **Rend Lake College** partnered with Mt. Vernon District #80 and Benton Elementary School to provide tutoring assistance in reading and math for at-risk elementary school students. Approximately 15 Rend Lake students each semester are employed 15 hours per week as tutors and are paid through the Federal Work Study Program.

### **High School Articulation.**

Nearly all the colleges reported certain common initiatives intended to improve high school articulation, including dual enrollments, accelerated college enrollment, articulated courses, Tech Prep sequencing, programs for gifted or honors students, course waivers based on Advanced Placement Tests or CLEP exams, feedback reports to high schools, bridge programs, and other standards-based activities and curriculum alignment efforts.

Dual credit and dual enrollment are common means of enriching the final year(s) of high school for a number of students, addressing issues of time-to-degree and establishing linkages between the colleges and high schools. Not only did nearly all colleges report participation in dual enrollment, most indicated that they plan to increase dual enrollment opportunities. Dual credit courses provide high school students the opportunity to use the course to satisfy high school requirements and to earn college credit. Dual enrollment refers to high school students who enroll in college courses in addition to their high school curriculum. Preliminary data for fiscal year 2003 indicate that there were 30,269 dual credit enrollments at community colleges statewide (an increase of nearly 57 percent over the previous year), and an additional 4,867 college courses (not for dual credit) taken by high school students, a decrease of

approximately 22 percent from the previous year. Tech Prep programs provide another effective means of linking and blending high school and postsecondary programs. With support from industry, information technology opportunities in Tech Prep are increasing, as well. The colleges' Results Reports indicated numerous initiatives in the area of high school articulation. The following are selected examples:

- **Joliet Junior College** was involved in the establishment of an “educational training center” at a site jointly supported by the college, Governor’s State University, and Lincoln Way High School. Begun in the fall of 2002, the partners offer a series of courses designed to allow prospective education majors to start their undergraduate degrees.
- **Kaskaskia College** has dual credit agreements in 14 career and technical programs (50 individual courses) and in 8 core academic areas (26 individual courses). During the past year, a total of 1,636 district high school students earned dual credit. This coursework generated 9,275 college credit hours — 5,892 in career and technical courses and 3,383 in academic courses.
- **Kishwaukee College** hosted its fourth annual Articulation Conference. This event, co-sponsored by the Kishwaukee Education Consortium, is designed to ensure the continuity of curriculum between local high schools and the college in a wide variety of academic and occupational programs, and ease the transition for local high school graduates as they continue their education.
- **Lewis and Clark Community College’s** Enrollment Center and the College/High School Partnership departments teamed up to take the college’s enrollment process on-site at several high schools. Students, parents, and high school staff were invited to attend a one-day enrollment event at their high schools. Students took the College Placement Test, spoke with a college advisor, applied for financial aid, and registered for summer and/or fall 2003 courses. The college team went to four high schools: two rural and two urban. The program was so well-received that next year the team plans to increase the number of high school sites in order to reach more students.
- **Lincoln Land Community College** and Springfield Public School District #186 co-wrote a grant called “Bridging Academics through Technology” which was submitted to the United States Office of Education. The primary focus of the grant is to create a successful transitional bridge for students between middle school and high school and between high school levels utilizing Lanphier High School and college faculty and staff. A key component of the grant is to allow students to strengthen their academic skills through the use of technology.
- **Olive-Harvey College** will begin formal partnerships with two local institutions, Corliss High School and Middle College High School, in fiscal year 2004. These partnerships will offer accelerated programs by which students can receive both a high school diploma and an associate’s degree in five years.

### **Connective Activities within the P-16 Continuum.**

Created in fiscal year 1998, the *P-16 Partnership for Educational Excellence* was developed to formally bring together the Illinois Community College Board, Illinois State Board of Education, and the Illinois Board of Higher Education to collectively ensure that policies, programs and services are in place throughout the education continuum to enable all Illinois citizens to attain their educational goals. The community college system has made a significant commitment to strengthening existing programs and enabling the development of additional initiatives. Examples follow:

- **Illinois Eastern Community Colleges** continue to promote the Education-To-Careers concept through an organized partnership of business, industry, K-16 education, and social service

- agencies. The colleges promote elementary, secondary, and postsecondary faculty development opportunities, career exploration, advisement, and choice for all students.
- **Illinois Valley Community College** created an Education Program Advisory Council (EPAC) in fall 2002. The council includes IVCC administration and faculty, as well as representatives from ROEs and LaSalle/Putnam County Educational Alliance for Special Education. School district teachers, paraprofessionals, and administrators are also involved. The objectives of EPAC are to develop partnership relationships with local school districts, identify the needs of local districts, develop workshops to enhance teacher professional development plans, address teacher aide training, collaborate with regional office staff, address state initiatives, and examine future teacher clubs/recruitment issues.
  - **Lake Land Community College's** Career Services program offers access to many free services for students and community members, such as the use of Discover and the Kuder Career Planning System. All students seventh grade and above in K-12 schools within the college's district have access to this interest inventory and portfolio program. The portfolio can be used to house an individual's personal information regarding education, employment, extracurricular activities, etc., which can be stored electronically in a central location and accessed for life.
  - **John A. Logan College** is a member of the Southern Illinois Education Alliance. The Alliance was formed in 2001 and was initially funded by the National Education Association. The Southern Illinois PreK-16+ Education Alliance seeks to serve students and educators in all educational institutions in the area. Elementary, secondary, and postsecondary students and educators benefit from collaborative efforts of the Alliance. Parents and the educational and business communities also benefit from successful partnerships and working relationships.
  - **Malcolm X College**, through its commitment to "expand the availability of courses and cooperative programs for P-16 students and faculty," established collaborative partnerships with nine elementary and high schools in 2003. These partnerships were created as part of their TRIO Talent Search Program Grant. The program provided college visits, college admission and financial aid information, parental education, and services in advising and tutoring.
  - **Triton College**, through an agreement with School District #89, increased access to educational opportunities provided at the Maywood Family Educational Center. Triton provided materials and instructors for English as a Second Language, General Education Development, and Family Literacy courses. The purpose of the program, known as the Illinois Workforce Advantage, is to intensify the positive human impacts of state programs in distressed, but resilient communities through stronger coordination and expanded access for individuals and families to information and community technology.

### **Teacher Recruitment and Preparation.**

Defining the community college role in teacher preparation has been at the forefront of state and local discussions and activities. An important component of improving teacher quality is effectively recruiting and training prospective teachers. Community colleges are an integral part of the effort to attract students to the education field and are prime venues for providing future teachers with strong foundational skills and early field experiences.

Many colleges are located in inner cities or rural communities where teacher shortages often exist. They directly serve their communities by providing access to preparatory courses for students who are place-bound, interested in pursuing a career in teaching, and who seek an affordable education. Career

development activities sponsored by the colleges reach into junior high and high school to inform students about teaching careers.

More than 40 percent of the graduates of Illinois public university teacher preparation programs initially enroll at an Illinois community college. Over 60 percent are enrolled in community colleges at some point prior to graduation. On average, over 900 transfer courses are offered in teacher education at Illinois community colleges each year. Close to 100,000 teacher education semester credit hours are generated by community colleges annually.

Advances in partnerships, articulation and transfer, teacher preparation, and teacher recruitment were evident in the colleges' Results Reports. Examples follow:

- **Elgin Community College** will play an increased role in supporting the “No Child Left Behind” (NCLB) legislation through the training of paraprofessionals. The college will collaborate with school districts to offer classes on-site, provide faculty members to teach courses, help to promote training programs through marketing activities, and offer classes in a variety of formats.
- **Illinois Central College** is working with Illinois State University and the Peoria Regional Superintendent to establish a Professional Development School. The design of the program will include two years of preparation at ICC, one year at Illinois State University, and the last year completing an internship under the supervision of the Regional Superintendent. It is anticipated that the first class will begin in the fall of 2004.
- **Rock Valley College's** Teacher Education program convened an advisory council consisting of faculty, education union representatives, district supervisors, and community leaders to review teacher education efforts in the district. Their recommendations included offering dual credit education courses to be taught in the high schools and the formalization of future teacher clubs in the high schools and at the college.
- **Harry S. Truman College** was an active participant in the Preparing Tomorrow's Teachers to Use Technology (PT3) grant initiative and the two statewide Teacher Quality Enhancement and Illinois Professional Learning Partnership grants managed by Northeastern Illinois University. The college hosted the initial meeting of the Chicago Teacher Prep Partnership meeting in July 2002, with over 70 attendees, and is currently engaged with other City Colleges in designing a Chicago Teacher Pipeline project with Chicago Public Schools and Illinois State University.
- **Wilbur Wright College**, through its Continuing Education Division, offered review courses for the Illinois Enhanced Test of Basic Skills. The courses were provided free of charge to members of the college's Future Teachers of America club. Thirty-five students participated.

### **Teacher Professional Development.**

Because of current recertification requirements, there is a high demand for professional development opportunities for Illinois educators. Community colleges provide a variety of valuable professional development opportunities for teachers, most notably in the area of instructional technology. The colleges serve as access points for the Illinois Virtual Campus (IVC), which makes Internet-based courses available through a single point of contact. Coupled with this is Illinois Community Colleges Online (ILCCO), which provides Internet-based learning opportunities throughout the state. Additionally, the colleges' proximity to local schools serves to provide opportunities for teachers to upgrade skills in the use of instructional

technology and in other areas, as needed. The colleges' Results Reports provided numerous examples of professional development efforts. Below are selected examples:

- **College of DuPage** delivered Command Spanish® for School Staff, a 20-hour course that can be used to obtain teacher re-certification Continuing Professional Development Units (CPDUs), to Queen Bee School District's Glenside and Americana schools. The program is designed to provide functional language skills for school personnel who have occasional contact with Spanish-speaking students and visitors, as well as intensive training for non-Spanish-speaking teachers who have Spanish-speaking children in their classroom.
- **John Wood Community College** offers a week long course each summer for practicing K-12 teachers. The topic for fiscal year 2003 was "Building Capable People," which allowed participants to use the formats of Multiple Intelligence, Emotional Intelligence, Workplace Skills, and Illinois Learning Standards. In addition, educators learned how to teach communications, problem-solving, critical thinking, emotional control, and self-management through lessons that addressed the content and interpersonal skills necessary for success. Participants were eligible for three graduate credits from Illinois State University for completion of the course.
- **Kankakee Community College** offered a Mathematics and Science Enrichment Workshop in collaboration with Olivet Nazarene University and the Illinois Math and Science Academy. The enrichment project was designed to support sustained and intensive professional development for 6<sup>th</sup> - 12<sup>th</sup> grade teachers of math and science. Teachers from private and public schools in Kankakee and Iroquois counties were invited to attend the week long summer workshop. Each participant received post-graduate credit, a stipend, and funds for classroom software.
- **Kennedy-King College** received a \$75,000 Dwight D. Eisenhower Program Grant to improve the capacity of Chicago Public School teachers to educate elementary, middle, and high school students in math and science. The project offered teachers an opportunity to become familiar with the college's science courses, then assume leadership in math and science in their own schools, assisting and leading other teachers as they incorporated math and science into their elementary, middle and high school curricula.
- **Moraine Valley Community College** completed a three-year National Science Foundation grant entitled, "Applied Internet Technology: Curriculum and Careers." As part of the grant, 62 high school faculty participated in training, impacting approximately 3,700 students from 20 high schools in the Chicago metropolitan area.
- **Shawnee Community College's** Teaching and Learning Center has state-of-the-art equipment to be used by area teachers to learn and implement technology into their classrooms. The college's Instructional Technology Specialist conducted technology workshops and worked one-on-one with faculty. The Teaching and Learning Center is open to all public school teachers throughout the college district.

### *State-Level Initiatives*

#### **Illinois P-16 Partnership for Educational Excellence.**

The ICCB is a full partner along with the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) in the Illinois P-16 Partnership for Educational Excellence. Through this partnership, the three agencies acknowledge their shared responsibility for the educational continuum in

Illinois. The partner agencies have jointly received two federal grants as part of their P-16 efforts: the Middle School TQE and the PT3. Each is described below:

**Teacher Quality Enhancement (TQE).**

The Illinois Community College Board is a partner with the Illinois State Board of Education and the Illinois Board of Higher Education in a federal Teacher Quality Enhancement (TQE) project administered by IBHE. The project is in its third year and is developing curricula for middle school teacher education. Four consortia composed of faculty from public universities and community colleges have developed curricula and embedded professional teaching standards into the models. As part of its role in the project, ICCB is working with community colleges to ensure that community college faculty have a thorough understanding of NCATE and Illinois Teaching Standards so that students completing community college general education curricula will be able to successfully pass the Test of Basic Skills required for entry into Colleges of Education.

**Preparing Tomorrow's Teachers to Use Technology (PT3).**

The ISBE and IBHE are partners in a federal Preparing Tomorrow's Teachers to Use Technology (PT3) grant administered by the ICCB. Four curriculum design teams in math, science, humanities, and communications and one technology advisory team representing approximately 20 community colleges and universities have developed 111 modules to infuse technology into twenty arts and sciences courses. The modules have gone through a process of review, field-testing, and revision. The modules have been reviewed again for the process of assessing the transferability of technological techniques used from one subject area to another. The results of this process resulted in a document that will be included on the project web site. Two new teams, a professional development training team and a seminar resources team have been formed and are working with a professional development trainer consultant to develop training seminars to expand the technology infusion beyond the pilot site institutions. Training of arts and science faculty took place during May and June through four workshops. During fiscal year 2004, the third and final year of the project, training will expand the use of the modules, an "e-handbook" to be used by sophomore preservice teachers will be developed, and all modules will be reviewed to ensure compliance with NCATE standards.

**Education Commission of the States PT3.**

ICCB is a partner in a three-year PT3 grant administered by the Education Commission of the States (ECS). Illinois was one of three states chosen as partners for the project, which will involve finding ways to overcome policies and practices that impede the ability of community colleges to participate in the recruitment and professional training of technology-trained teachers. The overall purpose of the project is to accomplish a systemic change that will ultimately result in a significant increase in the quantity and diversity of K-12 teachers trained to use technology, particularly in hard-to-staff urban and rural schools.

**Associate of Arts in Teaching (AAT).**

There has been a growing consensus among Illinois' education community that the development of an Associate of Arts in Teaching (AAT) degree would be a productive step toward clearly defining the community college role in teacher preparation. Through a P-16 initiative, the University of Illinois-Urbana/Champaign has been working with ICCB and Illinois State University to bring community colleges and universities together to develop an AAT degree program. Currently, the Task Force is focusing its work on creating a Secondary Math and Science Education model. A review of Special Education, which initially was a third target area, was postponed due to the continuing legal changes experienced by the field. In late June, the Task Force convened faculty/administrator workgroups for a two-day work session in Springfield to develop a course syllabus template for each of the five identified education courses within the proposed degree model, A matrix showing identification and alignment of ISBE and NCATE standards for each course, and recommendations for infusing core technology and core language arts standards into the general education curriculum. Math and science committees also met during this time to address specific courses for freshman and sophomore education majors in these two content areas. The work of the committees was released for public comment in late September 2003. After feedback, the AAT Secondary Math and Science models will be finalized and taken to ICCB, IBHE, and ISBE board members for review and endorsement.

In addition, a subgroup of community college Chief Academic Officers has been established to assist efforts in implementing the AAT throughout the community college system. A second focus of their work will be on a collaborative pilot project to educate arts and sciences faculty about the Illinois Learning Standards and the Basic Skills Test and to develop curricula that ensure education students are prepared to pass the Basic Skills Test prior to transfer. It is anticipated that the project will culminate in the publication of a document titled, "*A New Model for Enhancing Teacher Education in the Community College and Preparing Students for the Basic Skills Test,*" which will be disseminated to all community colleges in Illinois.

**Paraprofessional (Teacher Aide/Teacher Assistant) Preparation.**

Throughout the past year, the Illinois State Board of Education and Illinois Community College Board have worked in partnership through the establishment of a Paraprofessional Task Force. This collaboration, created to address the increased requirements for teacher assistants found in the No Child Left Behind (NCLB) federal legislation, culminated in the development of a statewide model for an Associate of Applied Science degree and certificate for paraeducators. The final report of the Task Force was presented to ICCB at its May 2003 meeting and received unanimous approval.

In April 2003, ICCB engaged in a second partnership effort with ISBE regarding the development of test preparation opportunities for paraprofessionals in Illinois. This preparation focuses on preparing individuals for the ETS "Parapro" and ACT Work Keys assessments through the development of a statewide curriculum. The curriculum provides an overview of both assessment exams, a review of math, reading, and writing content, and tips for taking standardized tests. The curriculum will be available in both on-line and on-site formats. ICCB received a grant from ISBE to coordinate this effort, which is being implemented in collaboration with representatives from community colleges, the K-12 community, Regional Offices of Education, and education unions. To date, the curriculum has been developed and content manuals printed for use in on-site delivery. Mini-grants have been awarded to 23 partnerships, comprised

of community colleges, ROEs, local school districts, and education unions, to support the delivery of the test preparation instruction. Paraprofessionals participating in courses offered by these partnerships will be able to access the preparation at no cost. On-site course offerings began in September. Four regional training sessions have been scheduled in fall 2003 to help instructors become familiar with the manual's content and structure. The on-line tool is currently under development and should be available in January 2004.

**Natural Allies.**

In the spring of 2002, the ICCB was awarded a grant through the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill. Entitled "Natural Allies," the three-year project focuses on infusing special education models and methods across the early childhood preparation curriculum at community colleges throughout Illinois. A 17-member travel team attended a four-day institute in North Carolina in July 2003 to create a statewide plan for achieving these goals. The State Resource Planning Team (SRPT) met again in September to finalize the state plan and create strategies for implementation.

**Illinois Articulation Initiative.**

The Illinois Articulation Initiative (IAI) is a joint initiative of the Illinois Board of Higher Education, ICCB, 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. The 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. To date, recommendations have been endorsed by the IAI Steering Panel, ICCB, and IBHE for a common general education core and 27 majors. Panels meet bi-annually to review courses submitted by participating institutions as comparable to those in their recommendation. ICCB and its staff have provided leadership and support to the IAI since its inception in January 1993.

**Lincoln Academy of Illinois.**

Each year an outstanding senior from each of the four-year degree granting institutions and one second-year student from a community college are awarded the Student Lincoln Academy Medallion, thereby becoming Student Laureates of The Lincoln Academy of Illinois. Student Laureates are honored for their overall excellence in curricular and extracurricular activities. A special ceremony is held to commemorate the occasion with the Governor presenting the awards. Wilbur Wright College was the recipient for this year's award.

**Teaching and Learning Excellence Conference.**

Every year, the Teaching and Learning Excellence Conference draws from 250-350 community college faculty and administrators. The purpose of the conference is to highlight faculty and their exemplary teaching and learning strategies, including curricular development efforts, support systems for distance education, and techniques for classroom assessment. The conference is a collaborative effort of the Illinois Community College Board, the Presidents Council, the Illinois Community Trustees Association, and the Illinois Community College Faculty Association.

**Working Connections IT Faculty Development Institute.**

The Working Connections IT Faculty Development Institute provides cutting edge instructional technology training for community college faculty and staff. The Institute offers IT courses for college faculty, enabling teachers to stay ahead of the fast-paced changes in technology and ensuring that their students enter the IT workforce with skills that are equal and competitive with the current needs of the IT industry. Illinois is one of ten states implementing the Working Connections IT Faculty Development Institute model. The ICCB took a leadership role in planning, coordinating, and implementing the faculty development for the Illinois Community College System. The Working Connections 2003 Institute took place in June 2003 and was hosted by Lincoln Land Community College's Capitol City Center. The week-long event was attended by 82 faculty members from 38 different colleges. Six different training tracks were offered during the institute along with three keynote speakers. A Faculty Advisory Board is already helping to plan next summer's institute.

### **Goal Three: Affordability**

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

Community colleges strive to ensure that no residents in their districts are denied an opportunity to receive an education because of financial need. To this end, several strategies have been implemented to respond to students' needs for financial resources to support their educational endeavors. These strategies range from maintaining tuition and fees at a reasonable rate to offering scholarships, grants, and short-term loans. Students come to community colleges with a variety of goals, ambitions and circumstances. Many are place-bound due to family and/or employment obligations and see community colleges as a way to pursue their educational and occupational goals without leaving their families, communities and employment. Every effort is made to help students complete their academic and occupational pursuits, whether it is continuing their education at a four-year institution and/or fulfilling their employment goals.

Given the reduction in state resources, the cost of attending a community college remains fairly reasonable and offers greater access to students statewide. In fiscal year 2003, the average statewide cost for community college enrollments was \$58.81 per semester hour, which reflects an increase of approximately 7.6 percent from the previous year. The highest fiscal year 2003 tuition cost was \$78.70; the lowest was \$45.00.

In addition to reasonable tuition, community colleges offer students financial aid support through tuition waivers, scholarships, special tuition payment programs, and transportation, book and instructional material voucher programs. For fiscal year 2002, community colleges gave tuition waivers totaling \$2.7 million. Following are examples of how colleges have supported students through diverse programming.

#### **College Initiatives**

- **City Colleges of Chicago** supports students with a selection of financial aid projects. The U Pass program, for example, offered cooperatively with the Chicago Transit Authority, provides full-time students with unlimited transportation to and from their classes. **Richard J. Daley College** offers individuals who are on public assistance, but not eligible for federal student assistance, tuition waivers for their first five hours of college coursework. **Malcolm X College** offers several scholarships to students. For students with high school diplomas who may still have academic deficiencies in math and English, **Wilbur Wright College** offers remedial instruction free of charge.
- Students who qualify and elect to participate in the Honors Program at **Richland Community College** receive a tuition waiver equaling 75% of the tuition cost. **John Wood Community College** is involved in a cooperative effort of the Educational Leaders Council — including the college, Quincy University, Quincy Public Schools, Blessing-Rieman College of Nursing, Gem City College, Chaddock School, and Vatterott College. Each year, 12 academically talented eighth grade students who face obstacles are selected to attend college. Participants who successfully complete all program requirements during high school will be eligible for a full-tuition waiver at John Wood Community College and a two-year tuition waiver at Quincy University.
- In addition to tuition waivers, **Triton College, Moraine Valley Community College, and Kankakee Community College** meet student financial needs through a convenient monthly tuition

budget plan. The FACTS program offers students various means for tuition payments. Through FACTS students can have their monthly payment deducted from a checking account, savings account, or a credit card.

- **Rend Lake College** initiated a rental book program in 1998. The textbook rental program charges \$47 per book, \$20 of which is a deposit fee returned to the student when the book is returned in good condition at the end of the semester. The program has proven to be beneficial for students, as more monies can be used for living expenses such as childcare or transportation.
- **Joliet Junior College** has continued its Student Emergency Fund for students who may not have enough money for a meal on campus, are having difficulty in paying their utilities, or cannot afford bus transportation. This program allows a student to ask any JJC employee for assistance. Through this program, a student might obtain a meal voucher, bus fare, or even emergency money for class supplies.

### **Scholarships through Foundations and Other Organizations.**

While tuition and fees remain low compared to other educational institutions, there are still residents in Illinois who cannot afford to attend a community college. As a result, colleges have undertaken several initiatives through their Foundations, and with corporations and community organizations to increase access to financial resources for students.

- Next year, **Waubensee Community College** intends to expand a program called “Building Foundations for the Future.” Through this program, the college targets a specific industry and finds a lead donor who can bring in his/her peers to create a scholarship associated with the industry. This year, the lead donor, who was a land developer agreed to contribute \$20,000 as seed money with the hope that the initial effort would bring in at least another \$30,000 in order to endow one full-time scholarship. The college also plans to create a scholarship program with local area churches that would award scholarships to members of each church.
- Through a cooperative agreement with the local health care organizations and hospitals, **Richland Community College** health care students who sign an employment promise are offered tuition support and sign-on bonuses. Rend Lake College Foundation has entered into an agreement with the Good Samaritan Regional Health Center to implement a program which provides funding to pay students’ tuition, fees and other expenses after committing to an employment agreement with the facility.
- **Kennedy King College and Moraine Valley Community College** have entered into an agreement with United Parcel Service (UPS). The program offers UPS employees educational benefits with the Earn & Learn Program. These benefits include tuition payments, transportation and housing allowances as well as bonus incentives for students who successfully complete courses.
- **McHenry County College** created a scholarship award program in cooperation with its Foundation entitled “Be the First.” These awards are given to students, ages 15 to 20, whose parents have not graduated from college. Endowments of \$600,000 have been pledged or received for this program.

**Financial Assistance and Outreach.**

Community colleges make every effort to maximize students' financial assistance through special initiatives and outreach. Generally, community colleges participate in the full array of federal and state financial assistance programs. In fiscal year 2002, community college students received 48,481 MAP awards, approximately a 5 percent increase over the previous year. The mean award for this fiscal year was \$959, with a total dollar amount of \$46,490,577. Colleges have reached out to provide financial aid information to high school graduates, parents, counselors, and faculty and staff within colleges. On-campus and high school workshops and working one-on-one with students to ensure that they understand the intricacies of applying for financial aid have been key strategies.

- **Southwestern Illinois College** has expanded its presence in the community by conducting workshops for various high schools (both public and private), service clubs and career days for eighth graders.
- For the 2002-2003 academic year, **Sauk Valley Community College** financial assistance staff has taken a more active role in working with the P.L.A.C.E. (Promoting Latino Access to College Education) grant program. An emphasis was placed on helping Latino students understand financial aid and their opportunities for education assistance.
- **Rock Valley College's** financial aid staff hosted a regional Illinois Student Assistance Commission (ISAC) workshop for high school counselors. Approximately, 150 counselors attended the two-day session. Members from both ISAC and Rock Valley staff presented. In partnership with Rockford College and Rockford School District 205, RVC's Financial Aid office hosted a financial aid information night for students and their parents that was attended by approximately 250 people.
- To extend its outreach to students, **Morton College** implemented several strategies, including sponsoring financial aid workshops and seminars with information in English and Spanish. Part of the workshop involved familiarizing students with procedures for completing the FAFSA online, and helping students locate websites on the Internet providing information about scholarships.
- **The College of Lake County** hosted three separate Free Application for Federal Student Aid (FAFSA) Completion Day events in the spring of 2003, which were attended by more than 150 students. At this event, students were given individualized assistance in completing their FAFSA.
- As part of an outreach effort, **Kishwaukee College** has included a two-page easy-to-use financial aid chart in each class schedule brochure outlining the major financial aid programs.
- **Kaskaskia College and Illinois Valley Community College** have developed strategies to reach out to dislocated workers with information about college and possible financial assistance. Both colleges give workshop presentations on site of a closing plant or business or as part of the college orientation program.
- **William Rainey Harper College** continues to have success with its financial aid seminars for minority students and their families. Staff teams also visit local high schools and assist students with financial aid applications and other items. Seminars are offered in Spanish and English.

**State Level Initiatives**

Illinois Incentive for Access Grant Program. The Illinois Incentive for Access (IIA) Grant Program is designed to improve access and retention for students who have a limited ability to pay for college, and possibly to reduce the amount borrowed by these students. This past spring, the Governor signed HB 1119,

which renamed the grant to the Silas Purnell Illinois Incentive for Access grant program. Under this new legislation, the maximum amount paid per applicant per year is \$1,000 for applicants with an expected family contribution of \$0. For students with an expected family contribution of \$500 or less but more than \$0, the award is \$500 per applicant. The Illinois Student Assistance Commission (ISAC) will be required to give priority to applicants with an expected family contribution of \$0. A total of 14,794 awards were given to community college students in fiscal year 2002.

## **Goal 4 - Access and Diversity**

*Illinois will increase the number and diversity of citizens completing training and education programs*

The Illinois community colleges reported a total of 945,661 students enrolled during the fiscal year 2002. This overall figure includes student enrollments in credit and non-credit courses. The Illinois Community College System serves a diverse student clientele through a variety of credit and non-credit programs and courses. For students enrolled in credit course work, more than half are female (55.4 percent), more than one-third are minorities, and two out of every five students are 31 years of age or older. Information on students enrolled in noncredit courses show nearly identical gender representation (57.2 percent female), less minority participation with under one-quarter minority non-credit enrollments, and participation by a more mature population in non-credit courses with just over two-thirds of the students 31 years of age or above. Information about students with disabilities is scarce. The number of students documented with disabilities in community colleges totaled 11,383. Out of that total, 8,352 requested services at Illinois community colleges. Among those disabilities learning disabilities were the most likely with a total of 4,652.

Community colleges as a whole experienced a slight increase in completions (1.4 percent). Of the 38,946 completions, 55.8 percent were associate degrees and 44.2 percent were certificates. Most colleges are facing a significant rise in enrollments that strains resources that are already stretched due to depleted state funding and financial assistance. However, all remain committed to a common mission of serving students, providing services, and responding to the needs of the workforce as well as their communities.

### **College Initiatives**

#### **Increased Access to Programs and Services.**

Impacted by state budget cuts, many colleges have turned to reorganization and/or realignment of responsibilities in order to maintain and expand access to programs and services. Providing more choices through flexible scheduling and enhancing noncredit and nontraditional course offerings are a few of the methods developed by the colleges. Perhaps one of the most significant additions to programs and services has been the inclusion of distance learning and on-line courses. Building stronger partnerships in the community, coordinating with local high schools, and extending outreach to local, regional, and national businesses are also common means of increasing access. Following are selected examples of college initiatives that increase access to programs and services:

- **Lincoln Land Community College's** Training and Education for Adult Learners (TEAL) program has historically been involved in improving basic skills of employees within area businesses and industries. Eaton Corporation in Petersburg requested training following workplace assessments of their employees. On-site classroom instruction to improve basic math skills and to enhance job retention was scheduled. Management at Midwest Technologies in Springfield asked TEAL to design a program aimed at improving employees' customer service skills and basic keyboarding and computer skills.

- **College of DuPage** became the recipient of a grant from AT&T Foundation to educate young girls about future career choices in the areas of science, math, engineering and technology and to encourage them to pursue education in these areas. Fourth through seventh grade girls will be recruited from the communities served by District 502 to participate in hands-on activities involving electronics, computers, and robotics. Parents and personnel from the district schools will be involved to encourage support for the girls' interests.
- **Lake Land College** was a leader in the development of the first ever Illinois Online Conference for Teaching and Learning which was held in February, 2003. The conference was held entirely online with over 80 presenters and over 200 participants from Illinois, the United States, Canada, Japan, and Australia. In addition 120 online courses have been developed for use by district and non-district students. The college also partners with Franklin University and The University of Illinois at Springfield in offering more degrees online.
- **Rock Valley College** strives to promote comprehensive support services for all students. Services include expansion to campus locations with career and technical programs. The Stenstrom Center houses an office with full services for students in automotive, dental hygiene, fire science, graphic arts, nursing aide, practical nursing, surgical technology, and welding. Other services incorporate academic advising, career information and counseling, financial aid, and transcript and records information. Library resources and student success workshops round out the services.

### **Increased Diversity.**

Services that benefit underrepresented groups, including students from diverse backgrounds, students with disabilities and academically disadvantaged students, were impacted when the special initiative funding for special populations was eliminated from the state budget. In addition, most colleges have reported a marked increase of Hispanic and disabled students within their enrollments. An assessment of student learning indicates that more first-time students are academically unprepared and are enrolled in at least one developmental class. In spite of these daunting obstacles, colleges continue to strive to meet the demands of a student body that represents a wide range of cultures and special needs. Following are selected examples of the way colleges are addressing increased diversity on their campuses:

- **Kennedy-King College** continued to expand its outreach to a greater diversity of ethnic communities. The Automotive Technology Department's collaboration with Chicago's Korean community attracted international attention when officials from Sangji College in South Korea visited KKC to observe the training program. Sixteen Korean area residents are receiving automotive technology training and workforce preparation for jobs. Students will earn an Associate's Degree in Applied Sciences/Automotive Technology after two years.
- **Black Hawk College** expanded its long standing Bridges Program to include students on the east side of the district. The Bridges Program is designed to assist students in their transition from GED or high school credit classes to the mainstream of college life. This program was recently introduced to the East Campus. The use of technology and a resident coordinator allowed the program to be offered to students of all cultures, first time enrollees in college, and students of color. Due to the increase in demand for the Bridges Program, an additional instructor was added to the four day orientation portion.
- **College of Lake County** began offering on-line and e-mail tutorials and phone conferences for students with disabilities who needed tutoring but were unable to take advantage of traditional tutoring sessions. Ten students successfully utilized this option. In addition, with the aid of adaptive

- technology, approximately 50 students with visual and learning disabilities were trained on new screen magnification, voice recognition, and screen reading products.
- **Moraine Valley Community College** brought the Moraine Valley-Robbins CEDA Medical Training Project and Moraine Valley's Phlebotomy and Certified Nurse Assistant programs to the southeast section of the college district. The program, serving predominantly minority students, has provided access to vocational training programs that lead to employment in the healthcare field for approximately 60 students since its initiation.
  - As part of a consortium, **Joliet Junior College** received a Kellogg Foundation grant, Engaging Latino Communities for Education (ENLACE). The monies have provided ongoing academic advisement, tutoring, leadership skills, and cultural development to assist Latino students adjust to the campus environment. In concert with ENLACE, the Multi-Cultural Transfer Center hosted "Navigating College: Minority Student and Parent Orientation." Several of these workshops were made available to parents and prospective students.
  - **Lewis and Clark Community College** has embarked on a partnership with Greenville College, for 2+2 training of educators, especially targeting the recruitment and training of minority educators. This partnership will specifically target schools that are defined by the state as "minority schools" (i.e., 30% or more African-American or Hispanic students). The superintendents of these schools have pledged their support by serving as sites for teacher education, student observation, and clinical experience.

### **Increased Completion of Programs of Study.**

Financial obstacles combined with the need for intensive academic remediation and other social and economic impediments creates an educational reality in which maintaining or improving student retention and completion rates can be particularly challenging. Through reorganization and expanded coordination, colleges have developed successful formats to meet these challenges. By forging closer ties with students, services, and faculty, more intense and focused endeavors have emerged. Following are selected examples of the outcomes of those endeavors:

- **Southwestern Illinois College** has enhanced efforts to increase the number of students completing training and education programs through the use of an automated student information system that identifies degree-seeking students that have met all course requirements for one or more certificates.
- **Oakton College** continues its successful program for at-risk nursing students. As a part of this program, 20 of 80 slots in the Associate Degree Nursing Program are reserved for conditional admit students. Students are admitted conditionally and must participate in an intensive summer program during both the summer before the first and second year of the nursing program and maintain a B average or participate in weekly, required tutoring sessions. Overall the conditional admit students do as well as the regular admit students both in the rate of program completion and passing the NCLEX exam for professional licensure..
- **Southeastern Illinois College** established a partnership with Franklin University to provide educational opportunities to the residents of the college district that otherwise were unavailable. As a result of that partnership, seven individuals completed their baccalaureate degrees. Based on preparation that students received at SIC, two graduated magna cum laude and five graduated summa cum laude. In another endeavor, a memorandum of understanding between SIC and Mid-Continent College, a four-year fully accredited college in western Kentucky was signed. A

bachelor's degree in Organizational Leadership was offered to meet the needs of working adults 25 years of age or older who have successfully completed an associate degree or two years of college. This agreement represents a unique opportunity for the non-traditional student to work full-time and complete a degree.

- With a Hispanic enrollment of over 68 percent, **Morton College** has begun implementing projects funded by a Title V grant to increase the number of Hispanic students who complete degrees or certificates. A full-time advisor works specifically with Hispanic students and families and also serves as a liaison with Adult Basic Education and English as a Second Language students to assist them in college planning. A second major Title V initiative is the design and implementation of a Student Service Center which will provide coordinated services designed to promote student success and access.
- Among the **Illinois Valley Community College** strategic initiatives is Increasing Student Retention and Enrollment. Embedded in this initiative are activities designed to promote degree/certificate completion. Students participating in career programs have received special emphasis. Many career programs are ladderized allowing those pursuing the Associate in Applied Science degree to complete one or more certificates as they progress.

### **State-Level Initiatives**

#### **Lincoln's Challenge Program.**

The Illinois Community College Board is a partner with Lincoln's Challenge Academy through an annual state appropriation to provide \$1,000 (per semester) scholarships for graduates of the Academy. These scholarships give students age 16-18 an opportunity to continue their education at one of the 48 community colleges in Illinois for a maximum of two years. To date, 1,886 students have received scholarship awards from this program.

#### **Tuition Payment Request Program.**

An Interagency Agreement with the Illinois Department of Children and Family Services (DCFS) and the Illinois Community College Board (ICCB) has given wards of the state, ages 18-21, the opportunity to obtain a community college education. The program helps these students reach their educational and career goals by offering them a maximum of four semesters of tuition payments toward the completion of a certificate or degree program. For fiscal year 2003, 241 youth were served.

#### **Strengthening Community Colleges in Working with Special Needs Students and Minority Students.**

ICCB partnering with the Public Policy Institute at Southern Illinois University at Carbondale to support this project. One of the project's initiatives focuses on the transition of students with disabilities from secondary to postsecondary education and employment. Project leaders will work with community colleges and secondary schools, the Illinois Planning Council on Developmental Disabilities, local transition planning committees, and other appropriate groups to identify issues and gaps in service planning for students with disabilities between levels of education and employment. Information will be collected to identify models that illustrate how community colleges can strengthen partnerships with the disability community and others to better meet student needs. A second initiative will focus on the development of leadership skills for minority students. The project will work in cooperation with the East St. Louis Community College Center and appropriate colleges and local community-based and faith-based organizations to sponsor a "leadership" weekend for adolescent African-American males in East St. Louis.

**Interagency Coordinating Council.**

The Interagency Coordinating Council is a legislative body created to address issues related to secondary age youth with disabilities in transition from school to employment, post-secondary education and training and community living. The Council includes the directors or their designees from various state agencies including the Illinois Department of Children and Family Services, Illinois Department of Human Services, Illinois Community College Board and Illinois Board of Higher Education. The responsibilities of the Council include assisting state and local agencies and school districts in the establishment of interagency agreements, conducting statewide evaluation of student transition services, and providing periodic in-service to consumers in developing and improving awareness of transition services. The Council recently produced its annual publication, *The Status of Transition Services for Secondary Students with Disabilities in Illinois*, for review by the Governor and General Assembly. Currently, the council is engaged in a planning process focusing on training and education at four levels: pre-service, professional development, continuing education, and outreach.

## **Goal 5 - Higher Expectations and Quality**

*Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.*

Results reports from the Illinois community college system indicate that institutions have been actively involved in initiatives relating to setting high standards for teaching and learning. Accountability is evident throughout, and numerous examples of quality assessment efforts can be found. Reports contained a strong emphasis on faculty because, as **Black Hawk College's** report stated, "the instructor is the primary guarantor of course integrity." Similarly, **Joliet Junior College** reported that "Faculty play a vital role in the academic endeavors of JJC students. Faculty contact outside the classroom, convenience of faculty office hours, and friendliness of the faculty were the three most cited factors" of an institutional wide retention survey regarding successful achievement of educational goals.

Several colleges drew parallels regarding BHE's goal of higher expectations and quality, ICCB's pledge of "emphasizing high quality in all programs, services, and operations", and the Higher Learning Commission's Academic Quality Improvement Project's focus area of "helping students learn." In general, reports document professional development; expanding technology to enhance instruction; and gathering, interpreting, and using assessment information to improve teaching and evaluate student learning gains. Specific to the academic side of the college are examples such as offering incentives to faculty to work on assessment projects, expanding support services to students, exploring the use of portfolios to demonstrate student learning, and revising syllabi for teacher education courses to coincide with new state Professional Teaching Standards and content standards. Specific to career and technical programs are increases in the pass rates of students on national certification exams, seeking accreditation from various program related associations, and increasing the number of student responses to occupational follow-up surveys.

### **College Initiatives**

#### **Quality Enhancement.**

**College of DuPage, Illinois Valley Community College, Joliet Junior College, Lewis and Clark Community College, Southwestern Illinois College, Richland Community College, Waubensee Community College, Elgin Community College, and College of Lake County** are in various stages of progress relative to AQIP—the Higher Learning Commission's Academic Quality Improvement Project. The purpose of the project is to allow an already accredited institution to align its continuous improvement initiative with its re-accreditation efforts. Participation in AQIP requires an intense commitment to continually improving the quality of education. Selected examples of specific quality enhancement efforts follow:

- **Elgin Community College** emphasized continuous quality improvement through a series of cross-functional teams that were formed during fiscal year 2003. The teams examined various college processes and made recommendations to improve quality, effectiveness and accountability. Seven teams will be chartered in fiscal year 2004.

- As an exemplary practice in teaching/learning, assessment and program accountability, **Lincoln Land Community College** shined a spotlight on its Nursing Program. Six years ago, nursing program faculty set a goal of exemplary pass rates for students. A three-part plan was developed. First, new equipment was purchased. Next, faculty re-designed the classroom approach to learning and lastly, faculty revised the curriculum. A key component of curriculum redesign was the incorporation of the HESI, (Health Education Systems, Incorporated) test. The exam measures critical thinking in nursing and since it is computerized, it gives students immediate feedback that assists them in focusing their study for the licensing exam. Faculty used test results to modify their classroom delivery of specific material and improve program development. In fiscal year 2003, the NCLEX Licensing Board pass rate for LLCC nursing students increased from 95 percent to 100 percent.
- The library at the **College of DuPage** led a continuous Improvement Team for Information Literacy Across the Curriculum to teach related skills to students. Information Literacy “comprises a set of skills that includes the ability to recognize an information need and then to locate, evaluate, and effectively use information from a variety of sources to satisfy the original information need.” The team, comprised of faculty and administrators, concluded its work in spring 2003 and will submit an action plan to the VP of Academic Affairs. The plan calls for teaching faculty about information literacy and its contribution to critical thinking and lifelong education, development of instructional modules for existing COD courses, and exploration of ways in which to infuse information literacy into the curriculum.
- **Oakton Community College**’s Board of Trustees begins each meeting with a reading of Oakton’s mission, vision, and core values to emphasize their importance. These are printed in the front of each Board agenda book.

### **Assessment.**

As in fiscal year 2002 reports, the topic of assessment took center stage in the fiscal year 2003 Results Reports for Goal 5 as institutions continue to embed and promote effective teaching strategies that contribute to measurable student learning gains. Colleges tied student performance to course objectives, to departmental objectives, and ultimately, to college mission statements. Assessment activities were very diverse and included activities such as the formation and progress of assessment committees, publishing an assessment web page and newsletter, faculty development, and common assessment practices within departments. Detailed information regarding assessment initiatives and activities can be found in Part B: Status Report on Community College Assessment Efforts.

### **Faculty Development.**

Colleges invested considerable time and effort and financial resources toward advancing issues of quality teaching and learning. In addition, colleges provided examples for bridging the gap that can exist between full-time faculty, and adjunct faculty that typically are on campus only during class hours.

- **Morton College** offered assessment mini grants to faculty teams who presented proposals for assessment projects during the summer.
- **Illinois Valley Community College** implemented a new system for evaluation of non-tenured faculty that includes self-evaluation, administrator review, student evaluation, a professional development plan, and institutional contributions. A significantly revised and enhanced system now exists for tenure review in which candidates will develop and present a portfolio documenting their

accomplishments based on comprehensive guidelines. A basic certificate has been developed for part-time faculty, including short courses in a variety of teaching and assessment strategies designed primarily for inexperienced teachers. Completion of this certificate will entitle the faculty member to an increase in salary. Similarly, **Richard J. Daley College**'s post-tenure review included a team of faculty making classroom observations of teaching, examination of classroom handouts and tests, and review of student evaluations.

- **Oakton Community College** held a professional development workshop for faculty entitled, "Best Practices for Academic Integrity" that provided a forum for faculty to discuss promoting academic integrity in the classroom. Faculty work regarding ethics was documented in an Ethics Anthology. The college will again offer a semester-long seminar for faculty and professional staff on ethics that will be team taught by faculty from the Humanities/Philosophy department. During FY 2003, over 85 professional development workshops and seminars were targeted for faculty with more than 900 faculty in attendance.
- **Waubensee Community College** offered over 50 workshops and labs that focused on integrating technology in teaching and learning, supporting full-time and adjunct faculty one-on-one projects that integrate technology into the curriculum, creating web-based and site based resources to support the classroom experience, and supporting the design and development web-based and web-enhanced courses.

### **Technology.**

As in the example above, colleges are becoming ever more adept at utilizing technology as an alternative teaching and learning tool to enhance instruction. An additional advantage is that it provides opportunities for students whose time and/or travel is limited.

- **Triton College**'s Teaching and Learning Technology Roundtable Committee anticipates writing a proposal seeking accreditation from the Higher Learning Commission (NCA) for online degrees, both an Associate in Arts and Associate in Science.
- At **Lake Land College** online courses that are proposed by faculty go through a series of check points "to ensure the course meets the standards set by the college, the instructor is proficient in the use of technology used in the course, and the course applies to any future degree or certificate offered online land by the college." The department chair, the Director of Learning Technologies, the Associate Vice President for Educational Services and the Vice President for Academic Services must approve courses proposed for online development. The quality of online courses and the tools provided for implementation of delivery are constantly monitored and upgraded.
- During fiscal year 2003, **Danville Area Community College** piloted an Online Student Evaluation of Instruction System to survey all courses conducted via internet. Student opinions are shared with faculty.
- **Shawnee Community College** improved the attrition rate in online classes by 20 percent by implementing a variety of support activities. Those activities included implementing a WebCT tutorial, providing a student helpdesk, initiating an Online Steering Committee, developing guidelines and standards for course development, and conducting faculty in-service and training in the Teaching and Learning Center. The tutorial is a prerequisite for all new online learners.
- **College of DuPage** requires accountability in alternative delivery modes of instruction by maintaining academic integrity in the curriculum development process, ensuring effective teaching, and conducting evaluations. The college reports that "courses offered through alternative delivery

modes are rigorous and meet the same learning objectives as classroom courses.” The academic divisions and the Academic Alternatives Division are realigning curriculum and course content to achieve the same student outcomes as in traditional delivery modes. A survey of students revealed that the primary reason for taking alternative delivery courses was because these “fit with their learning style and current lifestyle schedules.” In addition, the majority of students who responded said that they learned as effectively in their independent learning courses as in the classroom.

### **Student Success.**

Community colleges devote considerable resources in terms of time, space, instructional materials, staff, and other resources to help students achieve their academic goals. In fiscal year 2003 Results Reports, colleges described their commitment to student success. Selected examples follow:

- **Southwestern Illinois College**’s administration and Board of Trustees committed nearly \$300,000 to fully fund the Success Center, which was originally grant funded, and to create the Success Programs department. The Center at Belleville reported a total of 22,001 student visits in fiscal year 2003, a 13 percent increase over fiscal year 2002. Of these were 10,385 student visits for tutoring, a 25 percent increase over fiscal year 2002. Sixty-four percent of students who came for tutoring successfully completed the class for which they received tutoring. Success Centers at all SWIC campuses have a web page that has information about a specific center and provides links to tutoring and workshop schedules, software programs, and learning resources such as videos and models. Each site also has a link to the On-line Writing Lab and to “helpful links and handouts.”
- **Kankakee Community College** has an early alert program involving teams of faculty and advisors who identified and worked with students experiencing academic difficulties on or before the fourth week of the semester. Faculty performed an extensive review of the cut scores for the placement test. Scores were adjusted to improve course placement and student retention. The review also led to the revision and sequencing of course content.
- **Heartland Community College** tried an innovative approach in the teaching of intermediate algebra. Students enroll in the course either to proceed to calculus or to take a terminal math course to fulfill general education requirements. The math department developed two different versions of intermediate algebra that are designed to educate each set of students. The change in approach also resulted in creating two versions of college algebra. One set of intermediate and college algebra courses now focuses on developing problem solving abilities. A substantial amount of group work occurs during the class with the instructor guiding each group. Professional development of faculty was perceived as the key to faculty commitment and making this curricular change successful for students.
- **Sauk Valley Community College** reported working with transfer institutions to gather data relative to students’ performance at four-year institutions. Meetings have been held with faculty counterparts to discuss the competencies they expect from transfer students in their programs.

### **State-Level Initiatives**

#### **Accountability/Program Review Reports.**

In 1983, the Illinois Community College Board established minimum standards for a systematic and college-wide program review process that was a major step forward in promoting program accountability. The process ensured that all community college instructional programs and student and academic support services are evaluated according to three criteria: need, cost, and quality. In 1989, the ICCB adopted cost-effectiveness and accountability as one of its major initiatives. Each year community colleges submit an Accountability/Program Review Report to the ICCB. During fiscal year 2003, colleges reviewed 131 academic, 889 career and technical, and 54 adult and developmental education programs. The results of the reviews are summarized in the report *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2003*, which will be presented to the Board at its October 2003 meeting.

#### **Program Approval.**

Requests for new programs are reviewed by ICCB staff, as well as staff of the Illinois Board of Higher Education. Recommendations for Board approval are based on an analysis of the programs's quality, cost-effectiveness, and need and, in the case of transfer programs, alignment with IAI recommendations for related majors. Staff review proposals for evidence that the curriculum will meet the needs of students, the benefits for the college and the students will outweigh the costs, and the local community or surrounding districts can support graduates of the program with related employment or that students can transfer coursework without losing credits. During fiscal year 2003, a total of 111 certificate and degree programs were approved (an increase of nearly 30 percent over the previous year), and 123 certificate and degree programs were modified significantly enough to require ICCB approval (a decrease of approximately 20 percent from the previous year).

#### **Leadership and Core Values Initiative.**

The Leadership and Core Values initiative was created through a special resolution by the Illinois Community College Board in 1997. The Board's resolution encouraged colleges to engage in discussion about values and ethics, to embrace ethical standards and practices, and to explore and develop methods for including the study of ethics and ethical decision making into teaching and the curriculum. Since 1997, the initiative has been supported by statewide institutes, professional development seminars, and grants for campus-based programs. The values promoted through the initiative have become institutionalized at colleges throughout the state. ICCB will sponsor a statewide Leadership and Core Values Institute "*Best Leadership Practices Among Community Colleges*" on January 29 and 30, 2004, in Springfield, Illinois.

#### **Phi Theta Kappa.**

In 1997, the ICCB established the All-Illinois Academic Team Program to provide statewide recognition to outstanding Illinois community college students. Phi Theta Kappa is an international honor society for two-year colleges. Five annual recognition ceremonies have been held at the rotunda of the Illinois State Capitol, where family, friends, and state senators and representatives honor the team members.

#### **Educational Guarantees.**

Nearly all Illinois community colleges offer their students educational guarantees. Baccalaureate transfer guarantees ensure that community college transfer students can transfer all of their courses to their chosen

four-year college or university. If courses selected with the assistance of the community college do not transfer, the community college will refund the tuition. The subsequent adoption of the statewide general education common core and major panel recommendations through the Illinois Articulation Initiative have greatly facilitated the implementation of transfer guarantees. Career and technical program guarantees ensure that graduates of community colleges' career and technical programs have the skills needed in today's labor market. Graduates may re-enroll in appropriate courses at no charge if they did not obtain the skills the program is designed to teach.

**Career and Technical Education Follow-Up Study.**

As part of the Illinois Community College System's ongoing accountability and program improvement initiatives, the colleges annually conduct a survey of program graduates. The annual ICCB *Career and Technical Education Follow-Up Study Report* provides statewide information from graduates of selected career and technical programs regarding the effectiveness of their community college experiences. Data for the report are obtained from responses to a standardized survey. The survey instrument addresses attendance, objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has implications for colleges as they develop new program proposals and perform program review, in order to ensure that they stay in step with the changing job market thus providing for satisfactory employment and compensation for their graduates. Results from the Follow-Up Survey are used in program review and other accountability purposes.

## **Goal 6 - Productivity and Accountability**

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

Community colleges are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private funds and are, therefore, accountable to many audiences. Each college has developed a system of measuring and reporting institutional productivity and cost-effectiveness to its elected board of trustees and to the residents of the district. At the state level, there are a number of initiatives and data collection systems that document the colleges' productivity and cost-effectiveness, both individually and collectively. Examples include annual enrollment/ completion reports, transfer follow-up reports, follow-up surveys of career and technical education program graduates, the unit cost study, and program review. At the federal level, performance measures have been established as part of the requirements for institutions that receive funds as training providers under the Workforce Investment Act, as providers of Adult Education and family and English as a Second Language; and as providers of career and technical education. The colleges are accountable to many external entities for the quality and productivity of the programs they offer as well. All of the colleges are accredited by the North Central Association. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In cases where program accreditation is voluntary, colleges usually seek the accreditation to validate program quality and to provide their graduates with every possible advantage in the job market. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive. In addition, the information that is collected and reported is used at the local and state level to promote continuous improvement of the programs and services the colleges provide. Examples are described throughout this report.

Clearly, the colleges are having some success with these efforts. **Illinois Valley Community College** has received the Government Finance Officers Association Financial Statement Award and Association of School Business Officials Certificate of Excellence for financial reporting for the past five years, and **Waubensee Community College** received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association for the fourth consecutive year. In fiscal year 2003, these colleges were two of only eight educational institutions in Illinois and 44 educational institutions in the nation to receive this award. Selected examples of college initiatives regarding productivity and accountability follow.

### **College Initiatives**

#### **Strategic Planning and Assessment.**

Although the colleges have all regularly engaged in strategic planning, this process was central to their attempts to reduce costs and address budget challenges for this year as well as for the next few years. A number of colleges reported the need for or the development of a facilities master plan. The annual planning processes of many colleges for fiscal year 2003 directly addressed the realities of shrinking budgets and acknowledged federal, state, city, and district funding crises. Many colleges use a Continuous Quality Improvement model to guide institutional planning and evaluation. Some specific examples of strategic planning initiatives and assessment processes at the colleges are as follows:

- **College of DuPage** has moved from a traditional model of accreditation to the Academic Quality Improvement Program (AQIP), a quality-based, continuous improvement model of accreditation. As part of this process, the college is creating a Systems Portfolio, a concise description of the college's fundamental systems and goals and a new Administrative Unit Portfolio process for all nonacademic units.
- **Joliet Junior College** is in the process of refining internal employee productivity through a new employee management system for administrators and professional support staff. This performance management system based on the SMART approach (specific, measurable, attainable, relevant, and time-defined) will allow the college to develop a system whereby individuals and units set annual goals within the context of institutional goals.
- **Spoon River College** has developed a Business Process Redesign (BPR) system in order to improve existing processes and utilize their technology investments. The BPR teams review current processes and systems goals, develop a redesign proposal, which they then make necessary improvements and to streamline access and functions.

### **Restructuring to Streamline and/or Achieve Economics.**

The need to streamline, realign, and conserve resources played a key role in the college's strategic planning for fiscal year 2003 because of state budget cuts. At the same time, colleges were needing to reassess functions because of increased enrollments. Some examples of recent innovations in restructuring and streamlining by the colleges are as follows:

- **Illinois Central College** decided not to fill administrative positions which were vacated by retirements. In an effort to reduce the bureaucracy in their administrative structure and to increase efficiency, existing staff were empowered with decision making responsibilities or received additional duties that were formerly conducted by the vacated positions.
- **Lincoln Land Community College** adopted a process for maximizing average class size, establishing parameters for ideal class size for better planning and instructional delivery. This process allowed for flexibility in scheduling in the regional education centers in order to assure that students at the centers had equal access to class offerings.
- **Wilbur Wright College** reorganized every aspect of its counseling, advising, admission and transfer services in order to increase efficiency and improve their use of space. The new Student Academic Success Center brings all those functions into the same office as well as incorporates services for immigrant/international students, transcript evaluations, referrals to social service agencies, adult education/GED and ESL programs, and student recruitment.

### **Technology to Increase Productivity and/or Accountability.**

In their attempts to reduce costs and streamline functions, technology played an increasingly important role in the administration of the colleges. Improvements involving the increased use of technology provide more access to services to students and help to centralize operations and leverage resources. Some examples of increased use of technology include:

- **William Rainey Harper College** moved credit registration and payment to the Web and implemented online ordering of textbooks from the bookstore. Web registration/payment and online ordering of textbooks have expanded the times the services are available to students while improving the efficiency of college business processes.

- **Olney Central College** is converting all archived student files into digital format, eliminating the need for storage of these files and making it possible to retrieve information to respond to student requests much faster than previously.
- Through their Student Online and Application Registration System (SOARS), **Harold Washington College** has successfully implemented the districtwide goal of online registration into its administrative practices.
- Recent modifications to **Triton College's** degree/certificate Audit Program have enhanced the development of a system to identify and encourage students who have or are near degree/certificate completion. The enhancement also has allowed improvements to be made to the on-line presentation of degree/certificate audit for staff and students by making the program more interactive and providing students with alternative curriculum choices based on past course completion. Preliminary results indicate a significant increase in student graduate success, especially in the less than 15 credit hour certificate category.

### **Curriculum Revisions, Consolidations, and Eliminations.**

When assessing and reviewing their program offerings, community colleges look to the relevance of the program for both students and employers and cost-effectiveness for the college. The colleges use program review to identify program areas and course offerings that are no longer viable because of low enrollments or because of the college's ability to offer a quality program at a reasonable cost to the students. Through the process of ICCB Program Review, a large number of programs are revised, modified, consolidated, or eliminated each year. The annual program review for fiscal year 2003 included 889 occupational, 131 academic, and 54 adult and developmental programs. The number of occupational programs reviewed in fiscal year 2003 represents a significant increase over the number reviewed in previous years. As a result of the fiscal year 2003 review, 668 programs were continued with minor improvements while 221 programs were significantly modified, discontinued, or scheduled for further review. During fiscal year 2003, colleges created 234 new occupational programs.

### **Increased Productivity through Maximizing Resources.**

Another way of reducing costs and increasing productivity is by maximizing instructional and operational resources. The colleges continue to make use of partnerships with other colleges and universities, such as using cooperative agreements to make more programs available to students while keeping costs affordable. Many community colleges provide baccalaureate completion programs on their campuses through agreements with four-year colleges and universities. The community colleges are also active participants in the state's ten Regional Consortia, the Illinois Prairie Internet Consortium, and the Illinois Community Colleges Online, all of which make use of distance learning technologies to increase the number of courses and programs available to students. The Southern Illinois Common Collegiate Market (SICCM), a consortium of five colleges from the southern region of the state, continues to be an essential partnership to provide increased access to programs for students of the southern region. In addition, business partnerships are essential for industry expertise, curriculum development, and instructional resources. The colleges have had to rely more heavily on securing external funds to support program development and innovations. Such external funds typically take the form of grants, donations from business partners, and fund raising activities. Some examples are as follows:

- **Kennedy-King College's** Automotive Technology Program continued its partnership with Chicago Youth and Adult Training Center (CYATC) which also includes participation by Ford

Motor Company and the area Ford and Lincoln dealers. This program trains at-risk youth to work as light maintenance technicians at Ford and Lincoln dealerships.

- **Frontier Community College** purchased a 38,000 square foot building to serve as a workforce development center. The purchase of this building was a cooperative effort of the City of Fairfield, the Frontier Community College Foundation, Illinois Eastern Community Colleges, Frontier Community College and Fairfield National Bank. While none of the entities could individually purchase the building, it was made possible through a partnership, increasing services to the residents of the district through expanded offerings of vocational training programs.

### State-Level Initiatives

#### **Recognition.**

The ICCB has a statutory responsibility to review the recognition status of colleges on a five-year cycle. A streamlined recognition process has been implemented to take advantage of the substantial amounts of information the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. ICCB staff make financial audit visits to each college and the results of the audit are included in the material reviewed for recognition. Evaluations have been broadened to include quality indicators in addition to compliance standards. During fiscal year 2003, the recognition status of the following colleges was reviewed: City Colleges of Chicago, Highland Community College, Illinois Valley Community College, Joliet Junior College, Kankakee Community College, Kishwaukee College, and William Rainey Harper College. Staff recommendations regarding the recognition of these colleges were presented to the Illinois Community College Board and approved (recognized) in May and June 2003.

#### **Strategic Plan Implementation.**

During fiscal year 2003, the ICCB remained committed to the tenets of the *Promise for Illinois*. The *Promise* is a forward-looking strategic plan that provides a focus for the Illinois Community College System for the first decade of the new millennium.

#### **ICCB Databases and Related Reports.**

ICCB has developed a comprehensive Management Information System and maintains large administrative databases containing detailed information about students, faculty and staff, curricula, courses, facilities, fiscal matters, etc. ICCB staff use this information to produce regular reports on enrollments and completions, student transfer, faculty and staff salaries, unit cost for instructional delivery, and others that provide statewide accountability, as well as valuable information for the colleges to use. The databases are also instrumental in meeting state and national reporting and outcomes assessment requirements.

## **PART B: STATUS REPORT ON COMMUNITY COLLEGE ASSESSMENT EFFORTS**

Assessment is an essential tool to ensure student learning and the continuous improvement of instruction. Pledge Five in the Illinois community college system's strategic plan, *Promise for Illinois*, states that Illinois community colleges will "emphasize high quality in all programs, services, and operations." Similarly, Goal 5 of the Illinois Board of Higher Education's *Illinois Commitment* states, "Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning." The same goal also states, "By 2004, all academic programs will systematically assess student learning and use assessment results to improve programs." Following is a summary of information the community colleges provided to indicate their progress in implementing this goal.

As reported in the *2002 Accountability/Productivity Report for Illinois Community Colleges*, all of the colleges have developed institutional assessment plans. The vast majority of the colleges have made significant progress in implementing their plans, although a few reported that assessment plans and/or implementation time lines have been substantially revised due to changes in administrative structure and/or staff over the past year. A number of colleges used the Higher Learning Commission's *Assessment Culture Matrix* to rate their assessment efforts. The majority of the colleges that used the matrix rated themselves at level 2 (making progress in implementation of assessment programs) overall. Resources and administrative support for the implementation of assessment plans was consistently rated at level 3 (maturing stages of continuous improvement), the highest level, while most other areas of the matrix were rated at level 2. The notable exception was student knowledge and responsibility, which was most often rated at level 1 (beginning implementation of assessment programs). Colleges reported a number of approaches to address this area, including publishing information about the college assessment plan in the college catalog and other publications, identifying learning objectives and assessment methods in course outlines, and providing information about learning outcomes during student orientation. For example, **Shawnee Community College** uses the college orientation course to provide students with information on the college assessment plan and the portfolio process.

All of the colleges reported that responsibility for the assessment of student learning has been integrated into the administrative structure of the institution, most often through a staff position or an administrative unit with a title that clearly identifies the focus of responsibility for assessment. In addition, all colleges utilize one or more faculty/staff committees to move assessment plans forward. Assessment committees commonly interface with institutional strategic planning and/or budget processes.

Colleges are most likely to have comprehensive program assessments in place for career and technical programs. Most colleges have implemented assessment of at least some components of the general education program. The colleges have acknowledged that program-level assessment for transfer programs is the most challenging, and many of them are tying assessments of academic disciplines to the assessment model for general education. Following is more detailed information regarding the status of assessment for career and technical programs and general education/transfer programs.

### **Career and Technical Programs**

Many career and technical programs prepare students for regulated and/or licensed occupations or for occupations where voluntary industry-defined certifications are available to students. Where they exist, these external mandatory or voluntary licenses and certifications provide a meaningful form of program-level assessment. The programs most commonly identified as having comprehensive assessments were those that prepared students for some type of external examination. Examples include nursing, allied health, truck driving, and real estate, which require licensure; and, information technology, protective services, automotive repair, hospitality, and banking, which offer industry/professional certifications. Other assessment approaches utilized for career and technical programs include capstone experiences such as internships, clinicals, or practica that allow students to demonstrate their mastery of and ability to apply program content. Several colleges are beginning to focus on the assessment of cross-cutting competencies for all career and technical students. Specific examples follow:

- At **Joliet Junior College**, the Curriculum Committee voted to require all departments to satisfy their general education requirements for the Associate in Applied Science degree from outside of their major department. The purpose was to develop a wide range of “integrated” curricula to integrate the philosophy of general education with the practical application in occupational fields. The “Integrated General Education Task Force” will help develop the standards and monitor the progress in a series of new courses designed to bridge the gap between theory and application. Likewise, **Parkland College**’s Center for Excellence in Teaching and Learning plans to host discussion groups looking at blending general education courses and career/technical courses.
- **Rend Lake College** intends to identify an assessment that will apply to common outcomes for all career and technical programs. The college is considering using ACT WorkKeys as a pre- and post-test.
- **Richard J. Daley College** utilizes faculty grading teams that collect samples of work from selected transfer and career and technical classes at the end of each semester. The teams grade the samples using an established rubric, and the aggregate results and recommendations are distributed to the Institutional Effectiveness Committee and to all faculty. As a result of this process, the curriculum can be enhanced to improve student learning. For example, as a result of a recommendation from the oral communications grading team, oral presentations have been added to general education courses in biology, English, geography and humanities and are encouraged in business, child development, and criminal justice career and technical courses.

Many colleges reported excellent pass rates for career and technical students on licensing exams as an indicator of quality instruction. Pass rates often exceeded fiscal year 2002 rates, as well as national and state averages. Following are selected examples:

- **Kishwaukee College** received the ICCB *Forum for Excellence Performance Award* for 2002 in the Postsecondary Perkins Program Accountability category. The College was recognized for having the highest performance in the state for fiscal year 2002 in three core indicators of performance: Academic Skill Attainment, Occupational Skill Attainment, and Program Completion.
- **Parkland College**’s Cooperative Learning Center in collaboration with department chairs offered group classes for 25 dental hygiene students to prepare them for their certification exams. Students

- developed their own study guide to use for the final exam and state certificate exam with the result of a 98-100 percent pass rate.
- One hundred percent of graduates of **Lewis and Clark Community College**'s Dental Assisting Program passed the Dental Assisting National Board Examination. In addition, the Dental Hygiene Program has been recognized for its superior instruction, program curriculum and its outstanding graduates. The trend continued as the December 2002 graduating class passed the National Board Dental Hygiene Exam with a 94 percent pass rate. The national average is 90 percent.

### **General Education/Transfer Programs**

All colleges reported that learning outcomes have been identified for general education, and most have identified tools to assess student achievement of the identified outcomes. The level of implementation ranges from pilots that address one or more components of the general education program to full implementation of a comprehensive assessment. A number of colleges have also revised course syllabi to identify the general education goal(s) addressed by the course and the method that will be used to assess student attainment of the goal(s). The most common assessment methods being utilized include common exit examinations for core or key general education courses or sequences of courses, portfolios, pre- and post-tests at the course or program level, and standardized tests such as the ACT CAAP. Colleges also collect data on the number of students who transfer to other institutions in a related major and the academic performance of students after transfer. Specific examples of efforts to assess student learning in general education/transfer programs follow:

- At the district level, **City Colleges of Chicago** has implemented an initiative to develop common exit competencies in all introductory general education courses. The process is mature enough in English and mathematics to use item analysis tied to major course objectives. Faculty utilize the data to determine adjustments needed in course content to improve student learning on specific objectives.
- For five years, **Oakton Community College** has selected classes with a high number of students that have earned 30 or more semester credit hours at Oakton. Students in those classes are asked to write responses to prompts that address selected general education objectives for writing and one other area, selected each year. Faculty read and score the samples using an established rubric. This year, the process was revised to evaluate objectives related to speech and the ability to work in teams. The college also annually surveys transfer program alumni that have been away from the college for one to three years and examines transfer information using the National Student Clearinghouse Enrollment program.
- **Heartland Community College** utilizes a course-embedded process that focuses on the top 27 credit-generating general education classes. A common artifact is collected from all students in every section of the identified courses. Artifacts are assessed by faculty from outside the discipline using an established rubric. The college believes the process provides a venue for groups of faculty that teach the same course to set collective goals and share best practices.
- **John Wood Community College** piloted a portfolio assessment in key general education classes during fiscal years 2002 and 2003. Based on the results of the pilot, the college Board of Trustees has adopted a plan to require all students seeking transfer degrees to submit a portfolio as partial fulfillment of requirements to receive a degree.

- **Kishwaukee College** has a well-established portfolio requirement for all graduates of transfer programs. Each year there is a different area of focus identified for the portfolios. For fiscal year 2004, the focus will be writing across the curriculum in general, and specifically improved student ability to appropriately use and cite sources in research papers.

### *Use of Assessment Results for Improvement of Teaching and Learning*

Community colleges routinely collect data from multiple qualitative and quantitative measures to assess programs and student learning, including completion rates, persistence, GPA, test scores, portfolios, capstone courses, internships/clinical/practica, graduate and employer surveys, and UI wage data. While the data in and of themselves are valuable tools to document student learning outcomes, their aggregate value is in their use for program improvement in order to support high student achievement. Faculty have been doing assessment at the course level and using the results for improvement of student learning for years. What was often lacking was a systematic method to regularly document the assessment results and utilize them for systemic improvement of teaching and learning. A number of colleges have added an assessment component to institutional program approval and program review processes, and some go a step farther and tie assessment results and related recommendations to the annual budget process and/or to institutional strategic planning. Examples of other approaches colleges are using to create an assessment loop follow:

- **Olive-Harvey College** requires an annual report from each academic department and career and technical program. The report addresses five questions: (1) What is the purpose of the program? (2) What should students know and be able to do as a result of completing the program? (3) How was student knowledge and skill measured? (4) What are the results for the measures? (5) What are the recommendations for program revisions and related budget requests, if any.
- **College of DuPage** developed a tool to guide discipline faculty in defining discipline goals and developing measurable learning objectives, including at least one common measure that documents evidence of competence.
- **Black Hawk College** has taken several steps to ensure that assessment is institutionalized. All Department Chairs were appointed to the Faculty Senate's Student Learning Committee to provide a structural commitment to assessment at the program level and to formally recognize their role as instructional leaders. There are collegewide guidelines for learning-centered syllabi. Applicants for faculty positions are asked to demonstrate ways they would measure student learning.
- **Prairie State College** examined results from on-going assessment efforts and found a common denominator: students are increasingly coming to the college academically under-prepared. As a result, a decision was made to involve the entire institution in supporting developmental learners in order to increase student success and retention. Four major activities are planned to reach the goal: enhance the pedagogy and curriculum in developmental courses; establish learning communities; develop a student tracking and response system; and provide professional development to support faculty work in all of these areas.

### *Support for Assessment*

Colleges that utilized the Higher Learning Commission's *Assessment Culture Matrix* indicated that institutional support for assessment is generally at the highest level of implementation. The most common ways in which colleges support the development and implementation of meaningful assessment programs include resources to support faculty and staff attendance at conferences, in-service programs offered by Teaching/Learning Centers, assessment webpages and newsletters, reassigned time for faculty, support from research departments for data analysis and reporting, departmental assessment projects, and mini-grants to support pilot projects. The college reports also acknowledged that it is critical to foster buy-in from faculty and provided innovative ways to encourage faculty ownership of the process.

- At **Kaskaskia College**, three faculty members have team taught an assessment class each semester for the past two years. Faculty can enroll in the class at no cost and can use the course toward incremental salary increases as specified in the college bargaining agreement.
- **Moraine Valley Community College** initiated an Adjunct Advancement Program. Instructional development modules were developed to increase adjunct faculty's connection to the college and further develop their skills at all levels of instruction including the assessment of student learning. Likewise, **Kankakee Community College** has a faculty development process for new and part-time faculty to promote mastery of prescribed lessons on teaching, learning, and assessment.
- **Lake Land Community College's** outcomes assessment website provides the faculty with references, PowerPoint presentations, schedules of workshops and conferences, time lines, and links to other assessment resource sites. An assessment newsletter provides faculty with examples of successful assessment plans and assessment methods.
- **Black Hawk College** held an eight-week classroom assessment techniques class. Collegewide and departmental "conversations on learning" focused on assessment topics. The college is exploring a portfolio process to assess learning gains for Associate in Arts and Associate in Science students.

### Next Steps

All the colleges described plans to have comprehensive assessments in place for all general education/transfer and career and technical programs, and are moving forward with them. A number of colleges include student services in their plans as well. For most colleges, the implementation of comprehensive assessments at the course and program level is well underway and the focus is moving to closing the feedback loop for program improvement to create a systemic approach to assuring the quality of teaching and learning. At the state level, an assessment component will be added to applications for new programs to ensure that measurable outcomes of student learning are part of program development. Colleges will also be asked to address the assessment of student learning and the use of the results for program improvement in the program review summaries that are submitted to ICCB annually. Finally, assessment of student learning will be a continuing topic of discussion with the college chief academic officers and career administrators to share best practices and identify the most effective ways to support the implementation of comprehensive assessment programs.

## SUMMARY AND CONCLUSION

Illinois' 39 community college districts and one multi-community college center play a vital role in the state's educational and workforce preparation system by providing access to nearly one million students each year. Individually, the colleges provide programs and services tailored to meet the needs of their districts. Collectively, the colleges provide affordable access to a diverse student population through transfer and career and technical education programs, adult education and literacy programs, customized workforce training, and other programs and services that enrich the lives of Illinois' citizens. The Results Reports for fiscal year 2003 provided continuing evidence of the individual and collective accountability the colleges and the Illinois Community College Board demonstrate through their use of both human and fiscal resources to provide programs and services that support the statewide goals for higher education in a manner consistent with the vision of the *Illinois Commitment* and the *Promise for Illinois*.

As the Illinois Community College System continues to work toward fulfilling the *Illinois Commitment* and the *Promise* in an economic environment of limited resources, the challenge will be to do more with less. The colleges and the system remain committed to maintaining quality and accountability through increased efficiencies, partnerships, and innovative programs and services which will be documented in future Results Reports.