



Illinois
Community College
System

RESULTS REPORT

Fiscal Year 2003

Part II

Report on Performance Indicators for Higher Education

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT PART II
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Introduction

The nation's community colleges, maintain a unique position in providing and validating general and specific skills by offering a comprehensive set of academic and vocational credentials. In addition, they provide accessible internal pathways between education and training functions. The nation's comprehensive community colleges also provide direct links both to additional higher education through their transfer programs, and to business through their training functions. Carnevale, Anthony P., & Desrochers, Donna M. (2001) *Help Wanted... Credentials Required: Community Colleges in the Knowledge Economy*. Page 9.

The Performance Indicators for Higher Education project is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. Comprehensive community colleges furnish education and training to meet the diverse needs of the communities they serve. Measuring the array of courses, programs, and services provided requires a variety of complementary quality assurance and accountability initiatives, including the course and program approval processes, program review, Recognition, underrepresented groups reporting, Career and Technical Education Follow-up Study reporting, the Transfer Assembly Transfer Rate project, the Uniform Financial Reporting System, Unit Cost Study reporting, and other financial reporting including audits, the Comptroller's Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System reporting, Perkins Postsecondary Performance Measure reporting, Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting, etc. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association, as well as program-specific accreditation as another means of documenting the quality of their programs and services.

Similarities exist between the Performance Indicators for Higher Education project and the earlier Illinois Community College System Performance-Based Incentive System (PBIS). PBIS included both statewide measures and a district-based component with an overarching goal to improve teaching and learning. The initiative was funded for three years and continued for the planned five year time frame. Altogether, the six statewide goals/measures received a 60 percent weighting and each institution earned points or received capitation allocations — a specific amount for each student who met a specific criterion — based on performance. State measures included the following. Quality of instructional and support services as measured by student satisfaction (12 points). Student educational advancement as measured by certificates or degrees earned, student transfer, or continued pursuit of educational goals (capitation). Student attainment of workforce/business and industry goals as measured by employment or continued pursuit of educational goals (capitation). Students pursuit of upper-division coursework and baccalaureate degrees as measured by the number of students transferring (capitation). Service to the population within a district as measured by the percent of citizens enrolled in courses (8 points). Academically disadvantaged student success as measured by remedial education course completion rates (8 points). The district-based component received a 40 percent weighting and was designed to reflect autonomy, mission differentiation,

and community needs. College officials chose from one of three areas to focus their local PBIS initiatives on over the five-year time span: Responsiveness to Local Need, Technology, or Workforce Development.

For the current Performance Indicators for Higher Education project, the Illinois Board of Higher Education (IBHE) passed a motion at its December 2001 meeting to establish performance measures that promote and advance implementation of the goals of higher education. Hence, the performance indicators are structured around the goals in the IBHE's *Illinois Commitment*. The pledges in the Illinois Community College System's *Promise for Illinois* intentionally compliment these goals.

The goals of the Illinois Commitment include:

- *Economic Growth* – Sustaining strong economic growth.
- *Partnership with P-12 Education* – Improving teaching and learning through partnerships with K-12 schools.
- *Affordability* – Keeping college costs affordable.
- *Access and Diversity* – Increasing access to college, and campus diversity.
- *High Expectations and Quality* – Holding students and institutions to high expectations.
- *Productivity and Accountability* – Improving productivity, cost-effectiveness, and accountability.

Illinois Community Colleges Pledge to:

- 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 21st 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.

In January 2002, a Performance Indicator Advisory Committee was established to provide input and guidance to the project. The working group includes twelve representatives from Illinois community colleges, public universities, and private institutions. Three levels of indicators were developed by the group: Statewide Indicators – assess the performance of Illinois' system of higher education as a whole; Common Institutional Indicators – related to the statewide goals for higher education, and reported on by all institutions and; Mission Specific Indicators – which pertain to each institution's unique role and mission within the overall context of higher education's goals. The Performance Indicators Advisory Committee assisted in initiative development – including technical measure definition – and implementation of the common institutional and statewide indicators. Work group meetings were conducted periodically throughout calendar year 2002 with final recommendations accepted at the IBHE's February, 2003 meeting. The Performance Indicators Advisory Committee met a few times up to the publication of this report during calendar year 2003 to review statewide materials.

A series of guiding principles was developed by the group including the following. To the extent possible, indicators should use existing/established data sources, measures, and reporting activities in an effort to minimize the additional reporting burden on colleges. Performance indicators are expected to remain in place for several years to provide fixed targets as institutions identify, implement, and evaluate program improvement strategies and outcomes. At the same time, a need for further refinement of selected measures may emerge. Hence, continuity in the measures and measurement approaches will be sought with the understanding that the project will evolve as all parties gain additional experience with this particular outcome reporting initiative.

Community colleges reported on common and mission-specific institutional indicators in their annual results reports. Information was also provided on goal setting strategies being developed at the local level for the common institutional measures.

The following paragraphs contain summary information about state and common performance indicators. Selected state and common institutional goal areas are being addressed most directly in the first year of this initiative – Economic Growth; Access and Diversity; and Productivity and Accountability. To provide context, external benchmarks and points of reference are cited whenever possible. Available comparative information is reported. In national reporting these data are less timely than what is available at the state level. Additionally, sample items that were among the most popular mission specific measures selected by community colleges are briefly reviewed. As anticipated, for Mission Specific reporting the colleges chose a wide variety of performance indicators to focus on in their reports. Highlights of the goal setting strategies being developed at the local level for the common institutional measures are also provided.

STATEWIDE AND COMMON INDICATORS**Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (IC1)**

This indicator provides one measure of a college's success in preparing completers to enter the workforce or pursue further specialized education or training. Based on the 3-year average from fiscal year 2000 to 2002, **over 9 out of 10** (92.1 percent) occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within one year of graduation. For Illinois, the source of data for this measure is the annual occupational follow-up survey.

The statewide weighted average for this measure decreased slightly (0.9 percent) over the five year period between 1998 - 2002 (92.2 percent to 91.3 percent) but remained at a relatively high level. Some of the variability may be linked to the programs reported on in a given year. In recent years there have been several colleges which exhibited notable increases in the proportion of graduates who were either employed or enrolled in further education within one year of completion. Spoon River College saw an increase of 20.0 percent from 2000 to 2002. Olive-Harvey College had an increase of 15.0 percent during the same timeframe. Shawnee registered an increase of 14.3 percent from 1998 to 2002. Harper College had increases of 5.3 percent, 9.2 percent, and 6.6 percent for its 1-year, 2-year, and 5-year trends, respectively.

Graduate follow-up studies among community colleges are common across the country but there is no nationwide standardized process so mythological differences exist. Statewide results from Texas and Wisconsin for their 2001 graduates provide useful points of reference. These data reflect similar information to the 2002 follow-up of 2001 graduates conducted in Illinois. According to the Texas Higher Education Coordinating Board's Community and Technical Colleges Division (75 colleges), 90 percent of the state's graduates located either employment or additional education in the one year follow-up based on the statewide Automated Student and Adult Learner Follow-up System. Longer term follow-up results from Texas with supplemental reporting yielded 95 percent placement in employment or education for workforce program graduates. Statewide Wisconsin Technical College System (16 districts) one-year follow-up results for 2001 graduates show a 90 percent rate of employment or continuing education. Illinois' employment and continuing education results are competitive with outcomes achieved in Texas and Wisconsin.

Annual Number of Community College Graduates By Broad Field of Study (IS3)

Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. There are over 240 occupational programs designed to meet particular workforce needs. Extensive review and analysis of individual programs occurs through the Illinois Community College System's occupational follow-up study and program review analysis. In the following paragraphs broad college-level program clusters are used to give an overview of graduation patterns. The following categories are used in the analysis:

- Pre-Baccalaureate Transfer
- Education
- Agriculture
- Business
- Engineering Related
- Health Science
- Public and Protective Services
- Trade and Industrial
- All Other Programs

The clusters are slightly different than those used with universities to better capture the variety of education and training programs offered in the community college sector. Since community colleges, for the most part, do not offer specific discipline pre-baccalaureate transfer degrees, data for transfer students planning to major in education, agriculture, business, etc. are included in the pre-baccalaureate transfer cluster. The other clusters reflect only those students enrolled in career and technical education programs with the exception of Associate of Science in Engineering which is included in the engineering-related cluster.

Pre-baccalaureate Transfer.

Pre-baccalaureate transfer programs account for approximately **one-third of all graduates** over the last several years. Providing convenient and cost effective access to the first two years of a baccalaureate degree remains a central and vital component of the community college mission. The number of graduates who completed pre-baccalaureate programs has gradually decreased (-4.6 percent) over the past five years from 13,286 in 1998 to **12,676 in 2002**. The number of pre-baccalaureate completers showed little change (-0.9 percent) from 2001 to 2002. Colleges that saw substantial gains during the five-year period of 1998 to 2002 were John Wood Community College (69.2 percent; n = 181 in fiscal year in 2002), Heartland Community College (56.6 percent; N = 390), Illinois Valley Community College (31.6 percent; N = 321), and Morton College (27.0 percent; N = 127). Colleges showing considerable gains from fiscal year 2001 to 2002 were John Wood Community College (48.4 percent; N = 181), Kennedy-King College (30.3 percent; N = 86), Frontier Community College (30.2 percent; N = 56), and Rend Lake College (30.0 percent; N = 234). In this analysis pre-baccalaureate transfer includes AA, AS, AA&S, AFA, and AGS degrees and two-digit CIP code 24.

Education.

The number of graduates who completed education programs has remained relatively unchanged (- 0.7 percent) over the past five years varying from 902 in 1998 to **896 in 2002**. Short term, the number of education completers increased from 2001 to 2002 (27.3 percent). Colleges that saw substantial gains during the five-year period of 1998 to 2002 in education graduates were Elgin Community College (375.0 percent; N = 57 in fiscal year in 2002), Malcolm X College (78.6 percent; N= 50), Kennedy-King College (69.2 percent; N = 44), Lake Land College (63.0 percent; N = 44), and Richland Community College (44.0 percent; N = 36). The same colleges showed considerable gains from fiscal year 2001 to 2002 as well: Elgin (1800.0 percent; N = 57), Lake Land (100.0 percent; N = 44), Richland (63.6 percent; N = 36), Kennedy-King (41.9 percent; N = 44), and Malcolm X (35.1 percent; N = 50). Education Programs include two-digit CIP code 13 and 4-digit CIP code 2002.

Agriculture.

Agriculture is an important component of the Illinois economy. Community college agricultural program graduates increased by 19.8 percent over the past five years from 612 in 1998 to **733 in 2002**. This increase supercedes the overall increase of 12.8 percent for all graduates during the same time period. Similarly, the number of agriculture completers rose 14.4 percent from 2001 to 2002, while the increase for all graduates was 1.4 percent. Colleges that saw substantial gains in agricultural program completions during the five-year period of 1998 to 2002 were Rend Lake College (200.0 percent; N = 51 in fiscal year in 2002), Southeastern Illinois College (90.0 percent; N = 57), Kaskaskia College (56.5 percent; N = 36), Kishwaukee College (49.0 percent; N = 73), Lake Land College (42.9 percent; N = 90), and College of Lake County (40.9 percent; N = 31). Colleges showing considerable gains from fiscal year 2001 to 2002 were Lake County (342.9 percent; N = 31), Kishwaukee (49.0 percent; N = 73), Rend Lake (45.7 percent; N = 51), Joliet Junior College (35.6 percent; N = 61), and Southeastern (32.6 percent; N = 57). Agriculture programs include two-digit CIP codes 01, 02, and 03.

Business.

Business program graduates grew by 33.9 percent over the past five years from 4,505 in 1998 to **6,031 in 2002**. This increase greatly exceeds the overall increase of 12.8 percent for all graduates during the same time period. Similarly, the number of business completers rose 9.4 percent from 2001 to 2002, while the increase for all graduates was 1.4 percent. Colleges that saw substantial growth in the number of business graduates during the five-year period of 1998 to 2002 were Daley College (447.3 percent; N = 301 in fiscal year in 2002), Heartland Community College (311.8 percent; N = 70), Olney Central College (238.9 percent; N = 61), Rend Lake College (186.2 percent; N = 83), Southwestern Illinois College (156.3 percent; N = 428), and Highland Community College (150.0 percent; N = 45). Colleges showing considerable gains in the number of business program graduate from fiscal year 2001 to 2002 were Spoon River College (168.4 percent; N = 51), Truman College (75.0 percent; N = 84), Daley College (69.1 percent; N = 301), Southwestern Illinois College (58.5 percent; N = 428), Kishwaukee College (55.8 percent; N = 67), and Olive-Harvey College (53.8 percent; N = 40). Business programs include the two-digit CIP code 52.

Engineering Related.

Engineering-related program completions increased by 3.0 percent over the past five years from 1,137 in 1998 to **1,171 in 2002**. The number of all graduates during the same time period increased by 12.8. The number of engineering completers increased by 15.9 percent from 2001 to 2002, while the increase for all graduates during the same time period was only 1.4 percent. Colleges that saw substantial increases in Engineering-related completions during the five-year period of 1998 to 2002 were Rend Lake College (345.5 percent; N = 49 in fiscal year in 2002), Elgin Community College (310.7 percent; N = 115), John A Logan College (137.9 percent; N = 69), Oakton Community College (77.8 percent; N = 48), and Lincoln Trail College (52.8 percent; N = 55). Colleges showing considerable growth from fiscal year 2001 to 2002 included Wright College (850.0 percent; N = 38), Elgin (379.2 percent; N = 115), Logan (146.4 percent; N = 69), Rend Lake (36.1 percent; N = 49), and Lincoln Trail (34.1 percent; N = 55). Engineering-related programs include the Associate in Engineering Science (AES) degree and two-digit CIP codes 14 and 15.

Health Science.

The number of graduates in health science programs increased substantially (21.4 percent) over the past five years from 6,815 in fiscal year 1998 to **8,272 in fiscal year 2002** (compared to an increase of 12.8 percent for all graduates during the same period). The number of health science program completers increased slightly (1.2 percent) between fiscal year 2001 and 2002. This rate is very close to the 1.4 percent increase for all graduates. Colleges that had substantial gains during the five-year period of fiscal years 1998 to 2002 include Wilbur Wright College (510.2 percent; N = 299), Lincoln Land Community College (328.1 percent; N = 488), and Frontier Community College (282.9 percent; N = 134). Colleges with significant health science program graduate increases over the one-year span include Richard J. Daley College (135.7 percent; N = 165 in fiscal year 2002), Frontier Community College (112.7 percent; N = 134), and Southwestern Illinois College (62.8 percent; N = 394). Health programs include two-digit CIP code 51.

Public and Protective Service.

The number of graduates in public and protective service programs has decreased (-22.8 percent) over the past five years from 1,240 in fiscal year 1998 to **957 in fiscal year 2002** (compared to an increase of 12.8 percent for all graduates during the same period). Likewise, the number of public and protective service program completers decreased (-9.5 percent) from fiscal years 2001 to 2002. This rate is in contrast to the 1.4 percent increase for all graduates. Colleges that had substantial gains during the five-year period of fiscal years 1998 to 2002 include Lincoln Land Community College (181.8 percent; N = 93), Joliet Junior College (24.2 percent; N = 41), and Moraine Valley Community College (20.4 percent; N = 65). Colleges with significant increases over the one-year span include Lewis and Clark Community College (100.0 percent; N = 30 in fiscal year 2002), Lincoln Land Community College (50.0 percent; N = 93), and Joliet Junior College (24.2 percent; N = 41). Public and protective service programs include two-digit CIP codes 43 and 44.

Trade and Industrial.

The number of graduates in trade and industrial programs has increased substantially (59.5 percent) over the past five years from 2,805 in fiscal year 1998 to **4,475 in fiscal year 2002**. This rate is much higher than the 12.8 increase for all graduates during the same period. Short term, the number of trade and industrial program completers decreased by almost nine percent from fiscal years 2001 to 2002. The rate is below the 1.4 percent increase for all graduates. Colleges that had substantial gains during the five-year period of fiscal years 1998 to 2002 include Harold Washington College (9,350.0 percent; N = 378), Olney Central College (541.7 percent; N = 77), and Spoon River College (525.0 percent; N = 50). Colleges with notable increases over the one-year span include Elgin Community College (162.8 percent; N = 297 in fiscal year 2002), Richard J. Daley College (152.4 percent; N = 53), and Lincoln Trail College (144.1 percent; N = 83). Trade and industrial programs include two-digit CIP codes 46, 47, 48, and 49.

All Other Program Graduates.

This indicator provides information about community college-educated individuals completing programs besides pre-baccalaureate transfer, agriculture, business, education, engineering-related, health sciences, public and protective services, and trade/industrial. The number of graduates in the all other category has increased by 15.7 percent over the past five years (compared to an increase of 12.8 percent for all graduates during the same period). The number for graduates in the all other category increased slightly (3.1 percent) from fiscal years 2001 to 2002 (N = **3,735**). This rate is close to the 1.4 percent increase for all graduates. Colleges that had sizable gains during the five-year period between fiscal years 1998 and 2002

were Rend Lake College (368.8 percent; N = 75), Black Hawk College (293.5 percent; N = 122), and Lake Land College (275.0 percent; N = 240). Colleges with substantial increases over the one-year span include Black Hawk College (149.0 percent; N = 122 in fiscal year 2002), Parkland College (80.0 percent; N = 36), and Elgin Community College (79.0 percent; N = 145).

Completions by Race/Ethnicity, Disability Status, and Gender (4C1)

The completions by race/ ethnicity, disability status, and gender indicators are included as a measure of the success of Illinois higher education in graduating students from underrepresented groups.

Individuals with Disabilities Completions (4C1).

Across the Illinois community college system, just **over 850 individuals with disabilities graduated in fiscal year 2002** which represents approximately 2.2 percent of all graduates. Statewide the number of students with disabilities who graduated in fiscal year 2002 increased by 25.8 percent compared to the previous year (N = 679 in 2001; N = 854 in 2002). Longer term – from fiscal year 1998 (N = 705) to fiscal year 2002 – the statewide total increased by 21.1 percent. In fiscal year 2002 the College of DuPage (N = 124) reported the largest number of individuals with disabilities who graduated. Community colleges with substantial gains in the number of graduates with disabilities from fiscal year 2000 to 2002 who had at least 30 completers with disabilities in the latest data included: Lewis & Clark Community College (385.7 percent), South Suburban College (227.3 percent), Moraine Valley Community College (94.7 percent), Parkland College (14.3 percent), and Southwestern Illinois College (14.3 percent). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission.

According to the U.S. Census' Current Population Survey (2002), nationwide there were 5.1 million individuals with a work disability who possess an Associate's Degree/Some College with No Degree which is 9.6 percent of all people between the ages of 16 and 74. The corresponding figure for individuals with disabilities possessing a bachelor's degree was 2.5 million (5.2 percent). In Illinois Census (2000) data, over 1.2 million (17.1 percent) individuals in the state between 21 and 64 years of age reported having a disability.

Race/Ethnicity Completions (4C1)

More than one quarter (28.0 percent) of fiscal year 2002 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white). Racial/ethnic categories used in the analysis are defined by federal officials through the National Center for Education Statistics (NCES) Integrated Postsecondary Data Systems (IPEDS) collection process. Data for Illinois Community Colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and serve as a useful point of reference in this section of the report. Illinois results are similar to the national figure of 29.0 percent minority among associate degree graduates in 2001 as provided by the National Center for Education Statistics (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). In Illinois, over the two-year span beginning in 2000 there was a substantial increase of 22.4 percent in minority student completions with the number of minority graduates increasing from 8,904 in fiscal year 2000 to **10,895 in 2002**. Shorter term, from 2001 to 2002 the overall number of minority graduates decreased 7.7 percent. Smaller colleges with considerable increases in minority graduates during this 2-year period included (number provided is for 2002): Kaskaskia College (148.6

percent; N = 174) and John Wood Community College (130.8 percent; N = 30). Larger schools with sizable increases included Elgin Community College (100.6 percent; N = 327), College of Lake County (47.0 percent; N = 466), and Harper College (40.3 percent; N = 383). Longer term, during the 5-year period from fiscal year 1998 to 2002 there was a substantial increase of 27.4 percent. For programs with at least 30 graduates in the most recent data, Rend Lake College (236.6 percent, N = 128) and Lake Land College (170.1 percent; N = 370) registered the largest percentage gains over this 5-year timespan. Large school gainers included Elgin Community College (112.3 percent; N = 327), College of Lake County (136.5 percent; N = 466), and Daley College (75.3 percent; N = 503). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission. Additional details about each racial/ethnic group follow.

Asian.

More than **one in 25** (4.6 percent) graduates in fiscal year 2002 self identified as Asian. This is very close to the national figure of 4.9 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). Although there was a short term decrease of 8.7 percent in the number of Asian graduates from 2001 to 2002 (compared to an increase of 1.4 percent for all graduates), over the 5-year span beginning in 1998 there was a substantial increase of 23.0 percent (compared to 12.8 percent for all graduates). The number of Asian completers increased from 1,464 in fiscal year 1998 to **1,800 in 2002**. Colleges with considerable increases in Asian graduates during the 5-year period included Elgin Community College (159.0 percent; N = 101 in 2002), Harold Washington College (89.3 percent; N = 462), College of Lake County (83.3 percent; N = 66), and Southwestern Illinois College (57.9 percent; N = 30). Colleges with substantial increases in Asian graduates during within the last year included Elgin Community College (106.1 percent; N = 101), Southwestern Illinois College (100.0 percent; N = 30), Harry S Truman College (64.0 percent; N = 164), Parkland College (52.2 percent; N = 35).

Black.

Approximately **one in seven graduates** (14.2 percent) from fiscal year 2002 identified themselves as Black/African American. This is somewhat above the national average of 11.0 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). Although there was a decrease of 9.8 percent in the number of Black graduates from 2001 to 2002 (compared to an increase of 1.4 percent for all graduates), over the 5-year span beginning in 1998 there was a substantial increase of 24.3 percent as the number of Black completers increased from 4,460 in fiscal year 1998 to **5,546 in 2002**. This rate of increase is greater than the rate of 12.8 percent for all completers during the same time span. Among the colleges with considerable increases in Black graduates during the five-year period were Rend Lake College (240.0 percent; N = 102 in fiscal year 2002), Heartland Community College (192.3 percent; N = 38), Elgin Community College (142.1 percent; N = 46), Southwestern Illinois College (141.1 percent; N = 258), Lake Land College (139.0 percent; N = 294), and South Suburban College (126.8 percent; N = 449). Large gainers from 2001 to 2002 include Black Hawk College (105.5 percent; N = 113), Southwestern Illinois College (70.9 percent, N = 258), Kishwaukee College (48.5 percent; N = 49), and College of Lake County (44.0 percent; N = 180).

Hispanic.

Eight percent of the graduates from fiscal year 2002 self identified as Hispanic (N = **3,119**) or 8.0 percent of all graduates. Nationally, about 9.9 percent of associate degree graduates were Hispanic in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). There has been an increase in Hispanic

completers each year from fiscal year 1998 through 2002. For Hispanic graduates, there was an increase of 13.7 percent from fiscal year 2001 to fiscal year 2002 as the number of completers increased by 377. The one year increase among Hispanic graduates was greater than the rate of 1.4 percent for all completers. Colleges with significant increases over the one-year span included Southeastern Illinois College (175.0 percent; N = 55 in fiscal year 2002), Black Hawk College (142.3 percent; N = 63), and Oakton Community College (92.9 percent; N = 54). The number of Hispanic graduates increased by 40.8 percent from fiscal year 1998 to fiscal year 2002 (compared to 12.8 percent for all graduates). Colleges with significant increases over the five-year span include Lake Land College (490.0 percent; N = 59), Southwestern Illinois College (263.6 percent; N = 40), and College of Lake County (220.7 percent; N = 186).

American Indian.

Less than one half of one percent (0.4 percent) of graduates from fiscal year 2002 identified themselves as American Indians. Nationally, about 1.1 percent of graduates identified themselves as American Indians in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). Although the number of American Indian graduates from 2001 to 2002 was relatively unchanged, over the 5-year span beginning in 1998 there was an increase of 11.3 percent as the number of Indian completers increased from 124 in fiscal year 1998 to **138 in 2002**. College of Lake County and Southwestern Illinois College were the only two colleges that had more than 10 American Indian graduates in fiscal year 2002. For fiscal year 2001 to 2002 College of Lake County increased its number of Indian graduates from 6 to 12, while Southwestern Illinois College increased its number from 8 to 14. From 1998 to 2002, College of Lake County data showed an increase from 5 to 12 American Indian graduates and Southwestern Illinois College grew from 5 to 14 American Indian graduates.

Nonresident Alien

This indicator exhibits success of the institution in graduating Nonresident Alien students. From fiscal years 1998 through 2002, Nonresident Alien graduates accounted for between 0.3 to 0.4 percent of the total completer population. This is somewhat below the national average of 2.0 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). For Nonresident Alien graduates, there was an increase of 8.4 percent from fiscal year 2001 to **fiscal year 2002** as the number of completers increased by 131 to **142**. The number of Nonresident Alien graduates was identical (N = 142) in fiscal years 1998 and 2002 (compared to a 12.8 percent increase for all graduates).

White.

Seventy-two percent of the graduates from **fiscal year 2002** identified themselves as **white (N = 28,051)**. This is similar to the national figure of 71.0 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). In Illinois there was an increase of 3.2 percent in white graduates between fiscal years 2001 to 2002 (N = 869). The increase of white students over the one-year span is greater than the rate of 1.4 percent for all completers. Colleges with significant increases over the one-year span include Harry S Truman College (67.4 percent; N = 221 in fiscal year 2002), Elgin Community College (39.6 percent; N = 1,191), and Frontier Community College (38.4 percent; N = 220). The number of white graduates increased by eight percent from fiscal years 1998 to 2002 (compared to 12.8 percent for all graduates). Colleges with significant increases over the five-year span include Frontier Community College (101.8 percent; N = 220), Heartland Community College (71.8 percent; N = 476), and Lincoln Land Community College (62.3 percent; N = 1,292).

Gender Completions (4C1)

In fiscal year 2002 there were **22,838 female completers** statewide in the Illinois Community College System. Historically, most community college completers have been female. Overall, approximately **six out of ten graduates were female** in each of the last several years. This proportion is similar to the national proportion of 57.9 percent of certificate and associate degree completers from 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt251.asp>). The number of female graduates increased slightly in each of the last three years with 2002 registering the highest number of female completers. The rate of increase slowed in 2002 as the number of female graduates increased by 2.0 percent between 2001 and 2002 compared to 8.7 percent growth over a two-year period. Similarly, male completers were barely up between 2001 and 2002 (0.5 percent). A retrospective two- and five-year look shows that both the rate of growth and the actual number of completers was larger among males.

Individual colleges with substantial short term growth (25 percent or above) in female completers included: Frontier Community College (N = 163, 33.6 percent); Daley College (N = 444, 32.5 percent); Rend Lake College (N = 349, 30.2 percent); Southwestern Illinois College (N = 1,229, 27.9 percent), Elgin Community College (N = 816, 26.5 percent); Malcolm X College (N = 216, 25.6 percent); and John Wood Community College (N = 291, 25.4 percent). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission.

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

This indicator measures the instructional efficiency over time for an institution. There is more than one way to look at cost information. See the Illinois Public Community College Unit Cost Reports for more in-depth coverage of this topic. Cost figures referenced in this indicator reflect the net instructional unit cost which is most frequently used in comparative analyses as well as in the state funding plan. Briefly, the net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost).

Statewide, the one-year rate of **increase in instructional unit cost between 2001 to 2002 was 2.0 percent**. In Illinois, the most recent systemwide net instructional unit cost data exhibit a diminished rate of increase. The Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent during the same timeframe. HEPI is a national index produced by Research Associates of Washington which was originally developed by the United States Department of Education in 1975. Similar to the Consumer Price Index (CPI), HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services including professional and non-professional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities.

In Illinois, during the 2-year period from fiscal year 2000 to 2002 there was an increase of 5.8 percent (versus 6.6 percent for HEPI). Long term, the state average for cost of instruction per credit hour increased 15.4 percent from fiscal year 1998 (\$171.76) to **2002 (\$198.13)**. The HEPI for overall operations increased 16.6 percent during the same five-year period (includes 2002 estimate). Hence,

instructional unit cost increases were similar to inflation as calculated in HEPI for the most recent data and less than inflation longer term (two and five years).

Illinois data show that several colleges experienced actual decreases in instructional costs. During the five-year period of 1998 to 2002, Oakton Community College (6.4 percent), Rend Lake College (5.6 percent), Olney Central College (2.7 percent), Waubonsee Community College (1.6 percent), and Heartland Community College (0.3 percent) all reported decreases in their cost of instruction. Many more colleges have reported decreases over the past year (2001 - 2002). Those with the greatest decreases include South Suburban College (21.3 percent), Rend Lake College (15.0 percent), and Heartland Community College (14.4 percent). Colleges strive to increase efficiency while proving the range of courses needed by students. Decreases in net instructional unit cost can occur for a variety of reasons (i.e., reduced salary costs due to turnover among senior faculty, serving additional students or a relatively larger number of students in lower cost programs, class size increases, reduced equipment costs, etc.) The source of data for this measure in Illinois is the Unit Cost Study which is where a more complete discussion of net instructional unit cost and its components also can be located (see Tables 5 and 6 in the Unit Cost Study).

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

This indicator is a measure of indirect instructional support costs over time. Costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level) and subsidies for auxiliary services. Self-supporting or profit generating auxiliary service costs are not included here. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Statewide, the one-year rate of **increase in from 2001 to 2002 was 3.3 percent**. During the same time period the average increase in indirect instructional support costs was \$2.96. During the two-year period from fiscal year 2000 to 2002 there was a decrease of -11.6 percent (\$103.70 to \$91.65). Longer term, the systemwide average for indirect instructional support cost per credit hour increased 21.1 percent from fiscal year 1998 (\$75.66) to **2002 (\$91.65)**. During the same time period, the Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent for one year, 6.6 percent for two years, and 16.6 percent over five years. A number of colleges had a rate of increase that was lower than the statewide increase, or experienced actual decreases in these costs. Among those colleges that had a 1-year increase below that of the state as whole were Carl Sandburg College (5.1 percent of average), Southeastern Illinois College (22.3 percent of average), Spoon River College (24.7 percent of average), and Southwestern Illinois College (25.3 percent of average). Colleges with actual decreases in costs included Rend Lake College (-954.7 percent of average), Harold Washington College (513.2 percent of average), South Suburban College (504.1 percent of average), and Kaskaskia College (487.5 percent of average). The five-year trend showed fewer colleges that were below the statewide average increase. Two colleges that were substantially below the state average were Rend Lake College (246.4 percent of average) and Waubonsee Community College (77.2 percent of average). The source of the Illinois data is the Unit Cost Report. See Tables 7 and 8 of that report for a more detailed look at the costs that make up indirect instructional support.

Proportion of First-time, Full-time Freshmen Who Complete Their Degree within 150 Percent of Catalog Time, or are Still Enrolled or Transferred (6C3)

This indicator is a measure of student success based on a nationally recognized methodology developed by the United States Department of Education's Integrated Postsecondary Data Systems (IPEDS). While the measure has limitations and detractors it is in widespread use. For community colleges a cohort of full-time, first-time college level freshmen are tracked for three years. **Available data systems were able to track successful advancement outcomes for nearly two-thirds of the most recent cohort.** Of the 26,709 fall 1999 cohort of full-time, entering freshmen, 61.9 percent graduated, transferred, or were still enrolled by summer 2002. During the past two fiscal years, the statewide average successful advancement rate has increased from 60.2 to 61.8 to 61.9 percent -- an increase of 2.7 percent. Comparing the 1999 with the 1995 cohort there was a slight drop of 0.3 percent in the successful student advancement rate. Thirteen of the 48 colleges have had student successful advancement rates consistently above the statewide average over the past five years including: Parkland College, Elgin Community College, Illinois Valley Community College, Lake Land College, Moraine Valley Community College, Morton College, McHenry County College, Lincoln Trail College, Olney Central College, Wabash Valley College, John A. Logan College, College of Lake County, and Spoon River College. Focusing on the most recent 1999 cohort, the following colleges had the highest student advancement rates: Frontier Community College (90.9 percent), Olney Central College (74.9 percent), Spoon River College (72.4 percent), Illinois Valley Community College (69.1 percent), Lake Land College (69.0 percent), and Heartland Community College (67.1 percent). These colleges were all well above the statewide average of 61.9 percent. Among community college students it is common for those within any particular cohort to drop from full-time to part-time status. These students may be successful beyond the 150 percent of catalog time. Another contributing factor is that student transfer tracking is limited to in-state public institutions and DePaul University. Based on earlier studies at the state and local levels, having transfer data for additional institutions would raise the rate.

MISSION-SPECIFIC INDICATORS

Community colleges choose a variety of mission specific measures to include in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education. Items that were frequently identified by colleges are briefly reviewed below.

Number of businesses provided with technical assistance through college Business and Industry Centers (1M1)

This performance indicator measures College Business and Industry Center contacts with the businesses in Illinois. During fiscal year 2002 Illinois community colleges served a total of 5,229 businesses through their Business and Industry Centers which is up nearly 50 percent from the total of 3,497 businesses served in fiscal year 2000. The average number of businesses being served in fiscal year 2002 was 114, up from an average of 76 businesses served in fiscal year 2000. Kankakee Community College's Business and Industry Center reported serving 912 companies which was the largest number served in fiscal year 2002.

Number of individuals provided with technical assistance through college Business and Industry Centers (1M2)

This performance indicator measures the number of people served through college Business and Industry Centers. During fiscal year 2002 Illinois community colleges served a total of 103,726 individuals through their Business and Industry Centers, down 18.7 percent from the total of 127,650 individuals served in fiscal year 2000. The average number of individuals served in fiscal year 2002 was 2,255, also down from the average of 2,775 in fiscal year 2000. John A. Logan College's Business and Industry Center served a total of 13,294 individuals which was the largest number served in fiscal year 2002. Data from this and the previous measure show contacts with more businesses statewide but with smaller numbers of individuals served. Overall, as the economy tightened businesses still participated in training from colleges but the number of participants decreased.

Number of collaborative partnerships with university teacher education programs (2M1)

This performance indicator measures the extent to which community colleges are engaged with university teacher education programs in Illinois. Statewide initiatives are in place with strong college participation to help meet the demand for qualified teachers. For example, the Illinois Community College Board, in cooperation with the Illinois Board of Higher Education and the Illinois State Board of Education, manages the Preparing Tomorrow's Teachers to Use Technology (PT3) grant, which completed the second year of funding in 2002. The goal of this grant is to develop and implement a technology-infused curricular system to maximize the applicability and transferability of postsecondary general education coursework to teacher candidates' instructional practices. Faculty and administrator workgroups in Illinois community colleges have also begun developing Associate of Arts in Teaching (AAT) degree programs, identifying and aligning ISBE and NCATE standards for each course in the curricula.

Paraprofessional training to assist in teaching reading, writing, math or readiness in these subjects (2M6)

This performance indicator provides one measure of the extent to which the institution is coordinating with the Federal No Child Left Behind legislation (ESEA PL 107-110) requiring new paraprofessional hires after January 8, 2002 to have completed 2 years of college or obtained an Associate's Degree or higher or to have successfully completed an excepted examination. The Illinois Community College Board (ICCB) has approved the Paraprofessional Task Force developed Teacher Aid/Teacher Assistant AAS Degree and Paraprofessional Certificate program models. ICCB is collaborating with the Illinois State Board of Education (ISBE) on a paraprofessional test preparation project that focuses on the creation of test preparation instruction for the two state-endorsed paraprofessional exams: the ETS "Parapro" and ACT Work Keys assessments. Illinois community colleges have partnered with the Career Lattice's Professional Development Advisory Committee (PDAC) to develop a comprehensive career lattice and information system for early childhood students and practitioners. Project outcomes will include clarifying and defining roles, qualifications, and competencies across the early childhood field.

Number of collaborative partnerships with K-12 schools and/or school districts (2M8)

This performance indicator provides one measure of the extent to which institutions are engaged with K-12 schools and school districts in Illinois. ICCB, IBHE, and the ISBE have collaborated to create the Middle School Teacher Quality Enhancement (TQE) Grant, which is in the third year of operation. This grant focuses on educational reform for middle level education in Illinois and creating systemic change in curriculum design and redesign. The initiative facilitates the creation of middle school level outcomes, curricula and assessments by addressing three major goals: Developing a middle-grade teaching certificate; improving the knowledge and skills of middle-grade teachers; and developing and implementing statewide recruitment activities to increase the supply of effective middle-grade teachers.

Tuition & basic fees for a full-time in-district student (3M1)

This performance indicator provides one measure of financial access to the institution for students. During **fiscal year 2004**, average annual tuition and basic fee costs for a full-time, in-district Illinois community college student was **\$1,736**, up 6.7% over the two-year period from fiscal year 2002 when they were \$1,523. During fiscal year 2004, the highest annual tuition and basic fees are at Harper College (\$2,151) in the northwestern suburbs and lowest annual tuition/fees are at Shawnee Community College (\$1,350) in rural southern Illinois. According to the Digest of Education Statistics (2002), for fiscal year 2002 nationwide the in-state tuition only figure for a full-time community/public two-year college student was \$1,379 (<http://nces.ed.gov/pubs2003/digest02/tables/dt313.asp>). Early national estimate data for fiscal year 2004 by the American Association of Community Colleges (AACCS) survey shows \$1,560 as the average in-district, in-state annual tuition and fees for a full-time community college student. AACCS estimates a weighted one-year percent increase of 11.5 percent. Based on early AACCS estimates, fiscal year 2004 average community college tuition and basic fees in Illinois are approximately 11 percent above the national average for community colleges. The rate of tuition increase is substantially higher at the national level (6.2 percent in Illinois versus 11.5 percent nationally).

According to Illinois Board of Higher Education data, Illinois public university annual undergraduate average tuition and fees averaged \$5,084 in fiscal year 2003 and \$5,703 in fiscal year 2004 for a one-year increase of 12.2 percent. A public policy change (Public Act 93-0228) providing level tuition for entering students at Illinois public universities may be impacting the latest figures as well as fiscal year 2005 rates. New legislation will require that the tuition charged a first-time, undergraduate public university Illinois resident student remain at the same level for four continuous academic years following initial enrollment or for the normal time to complete undergraduate programs that require more than four years. The tuition guarantee would apply to those students who first enroll in public universities after the 2003-2004 academic year. Some adjustments to the base tuition and fee rates at public universities are anticipated. For fiscal year 2004, average in-district community college tuition and fees are less than one-third of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are affordable and college staff are available to help individuals acquire financial aid that they qualify to receive.

Number of enrolled students who receive Pell Grants (3M4)

This performance indicator provides one measure of financial access to the institution for students. Pell Grants are awarded to individuals based on the undergraduate degree/certificate seeking student's expected family contribution, cost of attendance, and enrollment status. Pell Grants are designed to serve as the foundation for student aid for low-income undergraduates on top of which further aid can be layered. Students who receive Pell Grants have documented a substantial need with relatively few available financial resources.

During fiscal year 2002, a total of 65,043 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the City Colleges of Chicago had 16,618 students receiving Pell Grants which was the largest number of students in any district. Across all seven colleges in the district, an average of 2,374 students received Pell Grants at each school. Southwestern Illinois College enrolled 3,087 students with Pell Grants which was the second largest number of students receiving this form of financial aid.

Number of students enrolled by disability status, race/ethnicity, and gender (4M1)

Elsewhere in the report the characteristics of graduates are examined. This performance indicator reflects the success of the institution in enrolling students from underrepresented groups. During fiscal year 2002, a total of 9,698 students self identified as being disabled in Illinois community colleges, which is approximately 1.4 percent of the total community college population served through credit coursework. Nationally, an estimated 9.1 percent of undergraduates had some form of disability in fiscal year 2000 (<http://nces.ed.gov/pubs2003/digest02/tables/dt211.asp>). In Illinois, over a two-year span there was an increase of approximately 11.5 percent beginning in fiscal year 2000, when 8,694 students (1.3 percent) identified themselves as being disabled. During fiscal year 2002, the College of DuPage served the largest proportion of students with disabilities (3.6 percent of its student population), nearly three times the average. The College of DuPage also serves the largest single-campus population in the United States (54,746 students).

In fiscal year 2002 Olive-Harvey College, one of the Chicago City Colleges, served the largest proportion of combined minority students (98.6 percent of its student population). This is much higher than the

statewide average of 36.4 percent as well as the national average of 33.0 percent for undergraduates in 1999 - 2000 (<http://nces.ed.gov/pubs2003/digest02/tables/dt211.asp>). Across all seven campuses, 81.4 percent of the City Colleges of Chicago students identified themselves as members of a minority group. Outside of Chicago, Morton College served the largest proportion of combined minority students (73.4 percent). Harold Washington College, of the Chicago City Colleges, had the largest percentage of Asian/Pacific Islander students (15.1 percent) and outside of Chicago, Harper College had the largest percentage of students who identified themselves as Asian/Pacific Islanders (13.9 percent). Kaskaskia College had the largest percentage of Native American/Alaskan students (0.9 percent). Kennedy-King College reported serving the largest percentage of Black, Non-Hispanic students (84.1 percent) and outside of Chicago proper, South Suburban College had the largest percentage of Black, Non-Hispanic students (48.0 percent). Morton College had the largest percentage of Hispanic students (68.0 percent). Moraine Valley Community College reported the largest percentage of Non-Resident Alien students (5.4 percent).

Oakton Community College served the largest proportion of female students at 66.8 percent compared to the statewide figure of 55.4 percent. In fall 2000 nationwide, 57.2 percent of two-year public students were female (<http://nces.ed.gov/pubs2003/digest02/tables/dt170.asp>).

Number of students served through developmental coursework (4M6)

This performance indicator reflects the success of the institution in providing services to under prepared students. During fiscal year 2002, an average of 14.1 percent of students enrolled in Illinois community colleges were enrolled in developmental coursework. Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course in fiscal year 2000. The proportion of students requiring remediation can be influenced by multiple factors including the population of the service region, cooperative efforts between area higher education institutions, remedial testing policies including the extent to which mandatory remedial placement policies exist, etc. In Illinois, Heartland Community College provided 24.7 percent of its students with developmental coursework, the largest percentage in the Illinois Community College System. Frontier Community College and Wabash Valley College, of the Illinois Eastern Colleges, each provided 1.8 percent of their students with remedial coursework which was the smallest percentage in the Illinois Community College System.

Transfer Rate (5M3)

The methodology used to calculate transfer rates for this measure follows the Transfer Assembly approach developed by a workgroup in conjunction with the Center for the Study of Community Colleges at UCLA. Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number who successfully transfer is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students was similar for fiscal years 2001 and 2002. The transfer rate was slightly higher for fiscal year **2002 at 22.7** percent compared to 22.1 percent in fiscal year 2001. Results in Illinois are comparable with recent national Transfer Assembly results.

Colleges in Illinois with the highest transfer rates for fiscal year 2001 include Parkland College (37.3 percent; N = 337 transferred to senior institutions), Illinois Valley Community College (35.2 percent; N = 157), and Spoon River College (33.8 percent; N = 80). In fiscal year 2002, John A. Logan College (39.3 percent; N = 209) had the highest transfer rate among colleges. Similar to fiscal year 2001, Parkland College (35.3 percent; N = 334) and Illinois Valley Community College (34.2 percent; N = 164) were among the colleges with elevated transfer rates. Colleges that had significant increases in transfer rates from fiscal year 2001 to fiscal year 2002 include Kishwaukee College (8.0 percent), John A. Logan College (7.2 percent), and Highland Community College (7.1 percent). Transfer rates are limited to in-state public institutions and DePaul University. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the timeframe were expanded.

Faculty preparation (5M5)

This performance indicator reflects the educational attainment of the institution's full-time baccalaureate transfer faculty. During fiscal year 2003, an average of 96.5 percent of all Illinois Community College System faculty held Master's level or higher degrees. One hundred percent of many colleges' baccalaureate transfer faculty held Master's level or higher degrees. Nationwide the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across all programs at community colleges and show 81.7 percent possessing a Master's degree or above (Fall, 1998) <http://nces.ed.gov/pubsub2003/digest02/tables/dt232.asp>.

Number of general education courses included in the Illinois Articulation Initiative (5M6)

This performance indicator measures the institution's involvement in the Illinois Articulation Initiative (IAI) which promotes and facilitates student transfer. During fiscal year 2003, a total of 4,245 Illinois community college general education courses were included in the IAI for an average of 88 courses per college. All colleges offered at least 55 IAI courses and the College of DuPage offered 141 IAI general education courses which was the largest among all community colleges.

Population served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2002, Illinois community colleges enrolled a total of 945,661 students through credit and noncredit coursework. According to the 2000 Census there were 12,482,291 people living in Illinois. Hence, overall 1 out of every 13.2 Illinoisans were enrolled in coursework at a community college. Narrowing the look to the 9,173,842 Illinoisans over 18 years of age indicates that approximately 1 out of ten individuals attended a community college in fiscal year 2002.

The average community college enrollment percentage of the entire population was 8.7 percent of each respective district. Illinois Eastern Colleges enrolled 23.5 percent of the district's population between the four schools which was the highest percentage of all Illinois community college districts. These figures can be impacted by multiple factors including geographic size of the district, population density, availability of other higher education options in the service region, the extent of net importing of out-district students, branch and extension center outreach center availability, etc.

Full Time Equivalent Student/faculty Ratio (6M6)

This performance indicator provides a measure of college instructional staffing patterns. During fiscal year 2002, Illinois community colleges averaged a 20.3 student FTE/Faculty FTE ratio. During fiscal year 2002, Illinois Valley Community College had the lowest student FTE/Faculty FTE ratio (12.3). The most recent national data from the *Digest of Education Statistics, 2002* are from fiscal year 2000 and indicate an FTE Student per FTE Faculty ratio nationwide for public two-year colleges of 18.4 (<http://nces.ed.gov/pubs2003/digest02/tables/dt226.asp>). Hence, FTE student/faculty staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average while remaining sufficiently small to allow for individualized student attention.

GOAL SETTING

In this year's Results and Accountability Submission, College officials were asked to report on progress being made in goal setting on the common institutional measures. Illinois community colleges have structures in place devoted to establishing both short-term/operational and long-term/strategic goals. Existing college planning initiatives or new ones are being used to review the common measures related to the six Illinois Commitment Goals and seven pledges of the Promise for Illinois and establish corresponding goals. Colleges have processes and procedures in place for monitoring progress toward, and implementing initiatives to achieve their local goals and priorities. Some colleges participate in the North Central Association's Academic Quality Improvement Program (AQIP), which is a quality-based, continuous improvement reaccreditation model used by the North Central Association. Other colleges already have their own formal "Continuous Improvement Plans" into which state level goals and pledges generally fit very well. Other approaches also exist. An appendix table provides an overview of goal setting strategies at the colleges. The sentence or two for each college in the appendix provides some indication of the approach being pursued at each institution but is not intended to fully portray each college's complex planning process. A handful of local community college planning initiatives being used in the goal setting process are highlighted in the following paragraphs.

The **College of DuPage** is beginning its third year of participation in the Academic Quality Improvement Program (AQIP), a quality-based, continuous improvement model of reaccreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools. The goal-setting process for common institutional indicators will follow the college's commitment to quality and be aligned with its Systems Portfolio. The Systems Portfolio, an externally reviewed public document linked to the college's reaccreditation, will provide college officials with an in-depth appraisal of key college systems and processes. Through the process of setting goals for the institutional indicators, the College of DuPage anticipates measuring and subsequently improving performance levels according to the goals of *The Illinois Commitment*.

Parkland College will integrate the institutional goal-setting process into its already existing, strategic/operational planning process. Initiated in 1991, the planning process is closely tied to the college's mission, purposes and budget. It is an evolving process, committed to using data-based projections and knowledge regarding the impact of known future events to anticipate opportunities and threats that will require responses. Parkland's planning structures form a continuous feedback loop, with both internal and external information and data providing ongoing assessment to refine the planning process itself. Goal setting is already a part of this process, and the college is currently working on dovetailing established performance indicators and goals with the common institutional indicators.

Kaskaskia College's development of a five-year Strategic Plan and annual Institutional Plan has involved the Board, students, faculty, staff and the public within the district. It started with the preparation of a shared vision to be known as the "College of First Choice" and culminated in the adoption of a fully developed Strategic Plan by the Kaskaskia College Board of Directors in November 2001. The continuing process of developing and implementing an annual Institutional Plan based on the pledges in the Strategic Plan has been key to accomplishing the district objectives. The approach facilitates the progress toward the seven pledges identified in *The Promise For Illinois* for community colleges and the six broad goals

stated in *The Illinois Commitment* published by the Illinois Board of Higher Education. Kaskaskia College's Strategic Plan boldly states the mission, philosophy, vision, core values and goals of the College. It also serves as the basis for developing and updating the annual Institutional Plan, mission-specific indicators, actions and tasks, department plans and objectives and establishing budget priorities.

Illinois Central College has developed a comprehensive plan entitled *Blueprint for the Future*. Eight priorities have been established for the College and the strategic action for fiscal year 2004 have been identified. These priorities are: 1) Provide high quality programs and services; 2) Develop a responsive educational service delivery system; 3) Collaborate with K-12 to enhance quality of education; 4) Play a more aggressive role in economic and workforce development; 5) Build a new image and increase community awareness of programs and services offered by the college; 6) Reach out to, attract, and retain a diverse student body and employee group and play a leadership role in community diversification initiatives; 7) Collaborate with Universities to promote efficient and effective transfer of students through the educational system; and 8) Enhance the organization's capacity to address its priorities. Institutional outcomes and performance indicators have been established for each of the eight priorities. Common institutional indicators and mission specific indicators have been incorporated into the Blueprint document where appropriate. Action teams began work on the fiscal year 2004 action steps at the start of the school year and progress will be monitored throughout the year.

Black Hawk College created a full-time position of Director of Planning and Institutional Effectiveness in September 2002 which further demonstrates the college's strong commitment of staff resources to planning and institutional effectiveness. In adopting the pieces that comprise the new *Statement of Vision, Core Values, Mission, Goals, and Strategic Priorities*, the Board of Trustees committed itself to a sharper focus on learning-centered education. Implementing the final piece of the planning model, the Commission on College Growth and Progression is finalizing an institutional effectiveness reporting model that measures how well the college is accomplishing its strategic priorities based on a defined set of critical success factors which are measured using a series of indicators of effectiveness. The reporting model will incorporate all mission specific indicators and common indicators as defined by *Illinois Commitment-Partnerships, Opportunities, and Excellence*.

In 2000 **John A. Logan College** began a comprehensive self-study in preparation for application to the Lincoln Awards for Excellence. The program provides a framework for Illinois organizations, including educational institutions, to drive excellence into their operations and respond to today's dynamic environment. The Lincoln Awards for Excellence are modeled after the Baldrige National Quality Award. In an effort to achieve continuous improvement, the college is striving to meet the seven Education Criteria for Performance Excellence as required by the Baldrige National Quality Program. A committee drives the processes necessary to move toward continuous improvement. The Logan Excellence committee currently consists of 39 individuals ranging from college faculty and staff, to student members, as well as community members. From this group, 14 members were selected to serve on the Logan Excellence Steering Committee. The Steering Committee in consultation with its sub-teams will recommend goal setting criteria and goals for the common institutional indicators.

Waubensee Community College has a strong tradition and practice of setting tangible annual goals in line with strategic objectives. The common institutional indicators will be built into this process in the upcoming year. The college community is involved in a goal-setting process led by administrators in

conjunction with functional area managers, staff, and faculty. This process, historically, takes place in the spring. Results from the Institutional Effectiveness Measures (IEM) Report are designed to act as a basis for planning. Report preparation is being accelerated with a March completion date to facilitate this process. Each year's annual goals are compiled in an Annual Report reflecting all functional area goal progress and accomplishments for the year. Based on the IEM Report, the Annual Report, and an institution-wide review, a set of annual institutional goals are created. Institutional goals and functional area priorities are used to create functional area goals for the upcoming year. These functional area goals are reviewed by each vice president for his or her area and then become part of the overall annual goal package presented to the board of trustees.

Harry S Truman College in Chicago utilizes a comprehensive planning Model Timeline Spiral proceeding from January through December. In January through March, the college develops tactical plans and a budget. From April through May, Truman submits state and federal grant requests based on tactical plans (e.g., Perkins, Tech Prep, Advanced Technology, Program Improvement, and Adult Education). During July and August, the college obtains state and district budget approval. During September and October, it reviews and revises the college strategic plan based on a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and initiates the Program Service Management Process (PSMP) for the following fiscal year. Finally, in November and December, the college continues reviewing and revising the college strategic plan based on its SWOT analysis, institution effectiveness data, course portfolio assessment, and relevant Quality Review, PSMP, Program Review and Results Report data. Throughout this process, Truman College focuses on four core strategic goals: improve the quality of all programs and services; expand services to meet the needs of all students and workforce partners; increase enrollment and retention; and effectively utilize resources and maximize revenue opportunities.

Additional goal setting activities for the common measures are expected in next year's report. Further guidance on next steps comes from the report entitled, *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*

. . . goals set by each institution should be rigorous and quantifiable, but also achievable within the context of a balanced institutional approach to "continuous improvement." However, this does not mean that the goals should focus on continuous growth or increase. There should also be a formal "feedback loop" at the state and institutional levels by which the results are used to identify areas of performance in need of improvement and to establish improvement plans . . . [The report recommends] balancing both the goal-setting and feedback/ improvement processes across all indicators in order to minimize the potential for "conflicting priorities." Strategies that would improve performance in one area could impede or even reverse progress in other important areas.

The goal-setting process should focus on where each institution strives to be across all indicators and not on continuously increasing output or outcomes relative to any one indicator. Further, goal-setting should not be an annual activity since the

process of achieving meaningful goals across all indicators transcends a one-year planning horizon. However, once goals are established for each indicator, institutions will likely want to revisit them periodically given the dynamic nature of the environment. *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations* (2003) p 16.

Colleges are challenged to consider a wide range of factors in establishing their goals. Historical performance trends, economic conditions, local college program mix and emphasis, characteristics of the service region and student population, time needed for new initiatives addressing specific goals to come to fruition, available funding resources, and the local/regional competitive environment are several factors taken into consideration.

SUMMARY AND CONCLUSIONS

Community college officials put forth significant extra effort to compile and submit additional performance data to the state for the Results Report. These efforts are recognized and appreciated. Community colleges are committed to improving the programs and services provided to their constituencies.

Community colleges are similar to each other yet each college is unique. While this may appear to be a contradiction, it is not. Illinois community colleges share a common mission. They prepare people for college for transfer to other colleges or universities, and for good paying jobs that demand high skills. Community colleges also provide adult, literacy, and continuing education and services. What makes each college unique is how it responds to the communities it serves. *Promise for Illinois*, (February, 2001), page 2.

Community colleges reported on common and mission-specific institutional indicators in their annual results reports. Information was also provided on goal setting strategies being developed at the local level for the common institutional measures.

State and common institutional indicators are highlighted in the following paragraphs.

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

Based on the three-year average from fiscal year 2000 to 2002 occupational follow-up survey results, over 9 out of 10 (92.1 percent) occupational graduates from Illinois community colleges were either employed or enrolled in further education within one year of graduation. Graduate follow-up studies among community colleges are common across the country but there is no nationwide standardized process so mythological differences exist. Statewide enrollment or continuing education figures from similar studies covering 2001 graduates in Texas (90 percent) and Wisconsin (90 percent) shows that Illinois' employment and continuing education results (91.3 percent) among 2001 graduates are competitive with outcomes in those states.

Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. College level program graduate trends appear in the following paragraphs. There has been an overall increase of 12.8 percent for all graduates over the past five years. Short-term, the overall number of completers rose 1.4 percent from 2001 to 2002. Broad categories are used in the analysis to provide an overview of trends. Detailed analyses for specific programs appear in occupational follow-up and program review reports.

Cluster	Number of 2002 Graduates	Short Term 1 Year Trend	Long Term 5 Year Trend
Pre-baccalaureate-transfer	12,676	-0.9 %	-4.6 %
Education	896	-0.7 %	27.3 %
Agriculture	733	14.4 %	19.8 %
Business	6,031	9.4 %	33.9 %
Engineering Related	1,171	15.9 %	3.0 %
Health Sciences	8,272	1.2 %	21.4 %
Public and Protective Services	957	-9.5 %	-22.8 %
Trade and Industrial	4,475	9.0 %	59.5 %
All Other Programs Combined	3,735	3.1 %	15.7 %

Pre-baccalaureate transfer programs account for approximately one-third of all graduates over the last several years (N = 12,676 in fiscal year 2002). Health sciences account for the second largest number of graduates in 2002 (N = 8,272). Business programs contributed the third largest number of graduates (N = 6,031). Based on the percentage change, notable short term increases occurred in engineering-related and agriculture programs. Public and protective services recorded the largest single year percentage change decrease at -9.5 percent. Five-year trends showed increases in over three-quarters of the programs. Programs with at least 25 percent long term growth included trade and industrial (59.5 percent), business (33.9 percent) and education (27.3 percent).

Completions by Race/Ethnicity, Disability Status, and Gender (4C1)

The completions by race/ ethnicity, disability status, and gender indicators are included as a measure of the success of Illinois higher education in graduating students from underrepresented groups.

Population	Number of 2002 Graduates	Short Term 1 Year Percent Change	Long Term 5 Year Percent Change
Individuals with Disabilities	854	25.8 %	21.1 %
Minorities Combined	10,895	7.7 %	27.4 %
Asian	1,800	-8.7 %	23.0 %
Black	5,546	-9.8 %	24.3 %
Hispanic	3,119	13.7 %	40.8 %
American Indian	138	0.4 %	11.3 %
Nonresident Alien	142	8.4 %	0.0 %
White	28,051	3.2 %	8.0 %
Female	22,838	2.0 %	7.7%
Male	16,108	0.5 %	20.8%

Across the Illinois Community College System, just over 850 individuals with disabilities graduated in fiscal year 2002 which represents approximately 2.2 percent of all graduates. Statewide the number of students with disabilities who graduated in fiscal year 2002 increased by 25.8 percent compared to the previous year (N = 679 in 2001; N = 854 in 2002). Longer term the statewide total increased by 21.1 percent.

More than one quarter (28.0 percent) of fiscal year 2002 certificate and associate degree graduates identified themselves as being members of a minority group (Non-White). Annual Enrollment and Completion (A1) submission data for Illinois community colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and show a nationwide figure of 29.0 percent minority among associate degree graduates. In Illinois, over the two-year span beginning in 2000, there was a substantial increase of 22.4 percent in minority student completions. Shorter term, from 2001 to 2002 the overall number of minority graduates decreased 7.7 percent.

Black/African American students accounted for just over one-half of the minority graduates (50.9 percent). Looking at all graduates, approximately one in seven completers from fiscal year 2002 identified themselves as Black (N = 5,546). Although there was a decrease of 9.8 percent in the number of Black graduates from 2001 to 2002, over the five-year span beginning in 1998 there was a substantial increase of 24.3 percent. Trends were similar among the third largest group of minority graduates as Asian completers had a short term decrease of 8.7 percent (N = 1,800 in fiscal year 2002) and a five-year increase of 23.0 percent.

Hispanic graduates were the second largest group of minority graduates and accounted for a substantial portion of the overall minority completer growth based on both the one and five-year time frames. Short term, Hispanic graduates increased 13.7 percent from fiscal year 2001 to fiscal year 2002. The number of Hispanic graduates increased by 40.8 percent from fiscal year 1998 to fiscal year 2002.

Less than one half of 1 percent (0.4 percent) of graduates from fiscal year 2002 identified themselves as American Indians. Although the number of American Indian graduates from 2001 to 2002 was relatively unchanged, over the five-year span beginning in 1998 there was an increase of 11.3 percent as the number of American Indian completers increased from 124 in fiscal year 1998 to 138 in 2002. From fiscal years 1998 through 2002, Nonresident Alien graduates accounted for between 0.3 to 0.4 percent of the total completer population. For Nonresident Alien graduates, there was an increase of 8.4 percent from fiscal year 2001 to fiscal year 2002 as the number of completers increased by 131 to 142. The number of Nonresident Alien graduates was identical (N = 142) in fiscal years 1998 and 2002.

Seventy-two percent of the graduates from **fiscal year 2002** identified themselves as **white (N = 28,051)**. This is similar to the national figure of 71.0 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). In Illinois there was an increase of 3.2 percent in white graduates between fiscal years 2001 to 2002 (N = 869). The number of white graduates increased by eight percent from fiscal years 1998 to 2002.

In fiscal year 2002, there were 22,838 female completers statewide in the Illinois Community College System. Historically, most community college completers have been female. Overall, approximately six out of ten graduates were female in each of the last several years. This proportion is similar to the national proportion of 57.9 percent of certificate and associate degree completers from 2001. The number of female graduates increased slightly in each of the last three years with 2002 registering the highest number of female completers. The rate of increase slowed in 2002 as the number of female graduates increased by 2.0 percent between 2001 and 2002 compared to 8.7 percent growth over a two-year period and 7.7 percent over a five-year period. There were 16,108 male completers in fiscal year 2002. As with females, male completers were barely up between 2001 and 2002 (0.5 percent). A retrospective two- and five-year look shows that both the rate of growth and the actual number of completers was larger among males (16.8 percent for two-year period; 20.8 percent for the five-year period).

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

The net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost). Statewide, the one-year rate of increase in instructional unit cost between 2001 to 2002 was 2.0 percent. In Illinois, the most recent systemwide net instructional unit cost data exhibit a diminished rate of increase. The Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent during the same timeframe. HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services including professional and non-professional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities. In Illinois, during the two-year period from fiscal year 2000 to 2002 there was an increase of 5.8 percent (versus 6.6 percent for HEPI). Long term, the state average for cost of instruction per credit hour increased 15.4 percent from fiscal year 1998 (\$171.76) to 2002 (\$198.13). The HEPI for overall operations increased 16.6 percent during the same five year period (includes 2002 estimate). Hence, instructional unit cost increases were similar to inflation as calculated in HEPI for the most recent data and less than inflation longer term (two and five years.)

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

Indirect instructional support costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level) and subsidies for auxiliary services. Self-supporting or profit generating auxiliary service costs are not included here. Statewide, the one-year rate of increase in from 2001 to 2002 was 3.3 percent. During the same time period the average increase in indirect instructional support costs was \$2.96. During the two-year period from fiscal year 2000 to 2002 there was a decrease of -11.6 percent (\$103.70 to \$91.65). Longer term, the systemwide average for indirect instructional support cost per credit hour increased 21.1 percent from fiscal year 1998 (\$75.66) to 2002 (\$91.65). During the same time period, the Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent for one year, 6.6 percent for two years, and 16.6 percent over five years. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Proportion of First-time , Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time, or are Still Enrolled or Transferred

This indicator is a measure of student success based on a nationally recognized methodology developed by the United States Department of Education's Integrated Postsecondary Data Systems (IPEDS). For community colleges a cohort of full-time, first-time college level freshmen is tracked for three years. Available data systems were able to track successful advancement outcomes for nearly two-thirds of the most recent cohort. Of the 26,709 Fall 1999 cohort of full-time, entering freshmen, 61.9 percent graduated, transferred, or were still enrolled by summer 2002. During the past two fiscal years the statewide average successful advancement rate has increased from 60.2 to 61.8 to 61.9 percent -- an increase of 2.7 percent. Comparing the 1999 with the 1995 cohort there was a slight drop of 0.3 percent in the successful student advancement rate.

Community colleges choose a variety of mission-specific measures to include in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education. Items that were frequently identified by colleges are briefly reviewed below.

Information pertaining to several mission-specific indicators were provided by college officials. During fiscal year 2002, Illinois community colleges served a total of 5,229 businesses through their Business and Industry Centers which is up nearly 50 percent from the total of 3,497 businesses served in fiscal year 2000. During fiscal year 2002, Illinois community colleges served a total of 103,726 individuals through their Business and Industry Centers, down 18.7 percent from the total of 127,650 individuals served in fiscal year 2000.

During fiscal year 2004, average annual tuition and basic fee costs for a full-time, in-district Illinois community college student was \$1,736, up 6.7 percent over the two-year period from fiscal year 2002. Early national estimate data for fiscal year 2004 by the American Association of Community Colleges (AACCS) survey shows \$1,560 as the average in-district, in-state annual tuition and fees for a full-time community college student. Based on early AACCS estimates, fiscal year 2004 average community college tuition and basic fees in Illinois are approximately 11 percent above the national average for community colleges. The rate of tuition increase is substantially higher at the national level (6.2 percent in Illinois versus 11.5 percent nationally). According to Illinois Board of Higher Education data, Illinois public university annual undergraduate average tuition and fees averaged \$5,084 in fiscal year 2003 and \$5,703 in fiscal year 2004 for a one-year increase of 12.2 percent. For fiscal year-2004, average in-district community college tuition and fees are less than one-third of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are affordable and college staff are available to help individuals acquire financial aid that they qualify to receive.

Pell Grants are designed to serve as the foundation for student aid for low-income undergraduates on top of which further aid can be layered. Students who receive Pell Grants have documented a substantial need with relatively few available financial resources. During fiscal year 2002, a total of 65,043 students who were enrolled in Illinois community colleges received Pell Grants.

During fiscal year 2002, a total of 9,698 students self identified as being disabled in Illinois community colleges, which is approximately 1.4 percent of the total community college population served through credit coursework. Nationally, an estimated 9.1 percent of undergraduates had some form of disability in fiscal year 2000. In Illinois, over a two-year span there was an increase of approximately 11.5 percent beginning in fiscal year 2000, when 8,694 students identified themselves as being disabled. In Illinois there is room for improvement in data collection on students with disabilities. Further efforts to serve students with disabilities are encouraged.

In fiscal year 2002 over one-third of the students served by community colleges (36.4 percent) were members of a minority group which is similar to the national average of 33.0 percent for undergraduates in 1999 - 2000. Statewide female students accounted for 55.4 percent of all students. In fall 2000 nationwide, 57.2 percent of two-year public students were female.

During fiscal year 2002, an average of 14.1 percent of students enrolled in Illinois community colleges were enrolled in developmental coursework. Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course in fiscal year 2000.

The methodology used to calculate transfer rates for this measure follows the Transfer Assembly approach where cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number who successfully transfer is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rates for cohorts of community college entering students were similar for fiscal years 2001 (22.1 percent) and 2002 (22.7 percent). Results in Illinois are comparable with recent national Transfer Assembly results. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the timeframe were expanded.

During fiscal year 2003, an average of 96.5 percent of all Illinois Community College System faculty held Master's level or higher degrees. One hundred percent of many colleges' baccalaureate-transfer faculty held Master's level or higher degrees. Nationwide the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across all programs at community colleges and show 81.7 percent possessing a Master's degree or above (Fall, 1998).

During fiscal year 2003, a total of 4,245 Illinois community college general education courses were included in the Illinois Articulation Initiative (IAI). During fiscal year 2002, Illinois community colleges enrolled a total of 945,661 students through credit and noncredit coursework. According to the 2000 Census there were 12,482,291 people living in Illinois. Hence, overall 1 out of every 13.2 Illinoisans attended coursework in a community college. Narrowing the look to the 9,173,842 Illinoisans over 18 years of age indicates that approximately one out of ten individuals attended a community college in fiscal year 2002.

During fiscal year 2002, Illinois community colleges averaged a 20.3 student FTE/Faculty FTE ratio. The most recent national data from the *Digest of Education Statistics, 2002* are from fiscal year 2000 and indicate an FTE Student per FTE Faculty ratio nationwide for public two-year colleges of 18.4. Hence, FTE student/faculty staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average while remaining sufficiently small to allow for individualized student attention.

In this year's Results Submission, college officials were asked to report on progress being made in goal setting on the common institutional measures. Illinois community colleges have structures in place devoted to establishing both short-term/operational and long-term/strategic goals. Existing college planning initiatives or new ones are being used to review the common measures related to the six *Illinois Commitment Goals* and seven pledges of the *Promise for Illinois* and establish corresponding goals. Colleges have processes and procedures in place for monitoring progress toward, and implementing initiatives to achieve their local goals and priorities. Some colleges participate in the North Central Association's Academic Quality Improvement Program (AQIP), which is a quality-based, continuous improvement reaccreditation model used by the North Central Association. Other colleges already have their own formal "Continuous

Improvement Plans” into which state level goals and pledges generally fit very well. Other approaches also exist. An appendix table provides an overview of goal setting strategies at the colleges. In this year’s Results and Accountability Submission, college officials were asked to report on progress being made in goal setting on the common institutional measures. Illinois community colleges have structures in place devoted to establishing both short-term/operational and long-term/strategic goals. Existing college planning initiatives or new ones are being used to review the common measures related to the six Illinois Commitment Goals and seven pledges of the Promise for Illinois and establish corresponding goals. Colleges have processes and procedures in place for monitoring progress toward, and implementing initiatives to achieve their local goals and priorities. Some colleges participate in the North Central Association’s Academic Quality Improvement Program (AQIP), which is a quality-based, continuous improvement reaccreditation model used by the North Central Association. Other colleges already have their own formal “Continuous Improvement Plans” into which state level goals and pledges generally fit very well. Other approaches also exist. An appendix table provides an overview of goal setting strategies at the colleges.

Results from a recent Economic Impact Study conducted by the economists at CC Benefits, Inc. confirm that Illinois community colleges provide solid returns to businesses and taxpayers.

Business sales in the state are \$24.2 billion larger, and labor income is \$9.9 billion larger due to the past and present operations of the 39 community college districts. The benefits of a more robust economy translate into job and investment opportunities, increased business revenues, greater availability of public funds, and an eased tax burden . . . The activities of the 39 community college districts encourage new business, assist existing business, and create long-term economic growth. The colleges enhance worker skills and provide customized training to businesses and industries. It is estimated that the present-day Illinois workforce embodies over 124.1 million credit and non-credit hours of past and present college training. . . .

Taxpayer support for the community colleges in fiscal 2001 will be fully recovered in 9.1 years, in the form of higher tax receipts (from increased student wages) and avoided costs (e.g., from reduced public expenditures on incarceration). Accounting for increased tax receipts and avoided costs; the state taxpayers will see a rate of return of 13.8% on their fiscal 2001 support for the community colleges. Christophersen, K. A. & Robison, M. H. (September, 2002). Fact Sheet: Economic Impact of Illinois’ 39 Community College Districts

Illinois’ business community and tax base benefit from the skilled workforce that community colleges provide.

The ultimate purpose of assessment of student outcomes is to improve teaching, learning, and delivery of services to students. Assessment is increasingly linked to accreditation, accountability, and performance funding in higher education. While similar to four-institutions, assessment of student outcomes in community colleges reflects the greater

diversity of the student body and the broader educational mission of these institutions.
Bers T. R. and Calhoun H.D. (Spring 2002) "Next Steps for the Community College."

Local and state community college system representatives actively participated in the design and development of the Performance Indicators for Higher Education project. Having been through the initial submission of the redesigned process has sparked further interest in seeking ways to fine tune and streamline Results Report and Performance Indicators Reporting with the aim of allowing additional time, effort and emphasis to be placed on program improvement at the campus level.

APPENDIX

Overview of Activities and Processes for Establishing Common Measure Goals

Black Hawk	A recently created full-time Director of Planning and Institutional Effectiveness position will continue and expand college benchmarking and quality assurance programs and processes.
Chicago Daley	The Administrative Team and the Institutional Effectiveness Committee participate are in the process of goal-setting.
Chicago Kennedy-King	Has linked an annual planning cycle to the District Strategic Financial Plan and reviewed at mid-year and end-of-year.
Chicago Malcolm X	Has developed an Annual Education Plan in line with a 3-year Strategic Plan reflecting the six Illinois Commitment Goals and is in the process of creating a formal continuing committee to monitor the plan.
Chicago Olive-Harvey	The basic framework used for current planning and evaluation projects will be followed under the leadership of a new president.
Chicago Truman	Utilizes a Comprehensive Planning Model Timeline Spiral & CCC Strategic Goals-Illinois Commitment Goals Matrix to direct strategic planning and goal setting processes.
Chicago Washington	The Strategic Planning Committee will review and discuss the goal-setting process and incorporate Illinois Commitment Goals into existing Fiscal Year Goals and corresponding Annual Plans.
Chicago Wright	During fiscal year 2004 college officials will establish a formal process to identify goals related to the common indicators.
Danville	Utilizes a Continuous Quality Improvement (CQI) process & annual planning sessions.
DuPage	Participates in the North Central Association of Colleges and Schools Academic Quality Improvement Program (AQIP).
Elgin	Has developed a Self Assessment & Strategic Planning Process 4 year plan.
Harper	Is establishing a task force for each Illinois Commitment Goal.
Heartland	Quality Council will review common & mission specific indicators and develop goals for indicators reported in 2003 Results Report.
Highland	Developed a comprehensive 5-year strategic plan around 6 areas.
IL Central	Developed a proprietary process entitled “Blueprint for the Future” focusing on 8 priorities.

IL Eastern	Conducts a systematic, ongoing college- & district-wide process.
IL Valley	Participates in the NCA - AQIP.
Joliet	Has a five-year (2002-2007) strategic plan covering 5 quality areas and participates in the NCA - AQIP.
Kankakee	Participates in the NCA - AQIP.
Kaskaskia	Board of Directors adopted a five-year strategic plan & annual institutional plan in 11/01.
Kishwaukee	Has formed a taskforce to identify mission specific indicators to report in fiscal year03 & continue in fiscal year04 with a fully developed set of goals to establish for each Common Institutional Indicator.
Lake Co.	Asst. VP for Inst. Effectiveness, Planning & Research will oversee the strategic planning process.
Lake Land	Has utilized a Strategic Planning Steering Committee since 1989 and has posted the strategic plan on the College's web site.
Lewis & Clark	Utilizes a 4 Key Elements of Continuous Improvement Planning (CIP) diagram to help direct the strategic planning process.
Lincoln Land	An all-inclusive process resulted in the development of 5 specific goals/plans for fiscal year04.
Logan	President's Council has been responsible for strategic planning since it was formed in 1981 & has developed a 2 year Operational plan with a 5 year Vision using SWOT analysis.
McHenry	Is in the beginning stages of developing a strategic planning and goal setting process.
Moraine Valley	Has developed specific goals for each Illinois Commitment Goal to be achieved during fiscal year04 - 09.
Morton	President appoints members to a Strategic Planning Team umbrella committee charged with evaluating, assessing & strategically planning for the college, as well as creating sub-committees to focus on specific Illinois Commitment Goals.
Oakton	The Strategic Planning Committee developed 8 goals for 2003 - 2008.
Parkland	Campus-wide Institutional Effectiveness Committee utilizes a proprietary strategic/operational planning process focusing on Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis.
Prairie State	Hired a consultant to integrate goal setting w/ strategic planning development & implementation processes.

Rend Lake	Conducts a yearly department internal evaluation using a standardized form, which is then reviewed by President's Cabinet.
Richland	Initiated a new process in fiscal year03 that is focused on 3 main goals.
Rock Valley	Developed a Strategic Master Planning process in which core indicators for a Balanced Scorecard have been identified.
Sandburg	An administrative team has reviewed the statewide goals criteria & mission specific indicators & will begin the process of setting appropriate goals in the coming months.
Sauk Valley	The strategic planning process is currently being reviewed by President's Cabinet.
Shawnee	Utilizes a strategic planning model encouraging involvement of all college departments & divisions.
Southeastern	Currently has an informal process & implementing a formal process in which Core Indicator Groups will assess past & current performance & then set future goals to be reviewed by the Administrative Cabinet.
Southwestern	The Strategic Planning Council has developed a process timeline.
Spoon River	Strategic Planning Council reviews, revises & evaluates strategic plan on a regular basis, incorporating common institutional indicators into plan.
Triton	VP of Academic Affairs & Student Services is forming a task force to address Common Indicators through 3-year Institutional Planning Process (IP3) & timeline.
Waubonsee	Has built the Illinois Commitment Goal Common Institutional Indicators into an already established annual goal-setting process & presented the results to the Board of Trustees in an Institutional Effectiveness Measures (IEM) Annual Report.
Wood	Strategic Planning Council is updating old strategic plan, identifying 6 goals w/ objectives & tactics designed to fulfill them.

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