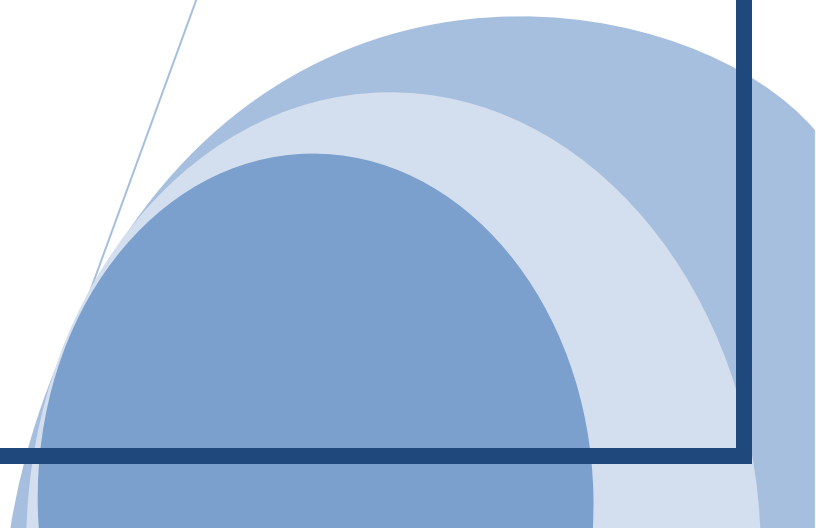# Illinois Community College System Complete College America Progress Report

Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701
217.785.0123
http://www.iccb.org/studies.reports.html

June, 2012

Research & Policy Studies
Scott J. Parke, Ph.D. Senior Director
Nathan R. Wilson, M.S. Director
Michelle L. Dufour, B.A. Assistant Director

Candy Tempel, A.A.S. IT Technical Associate, Information Technology
Doug Lally, B.S. Applications Programmer III, Information Technology

Table of Contents

INTRODUCTION

> Community colleges must lead the way to meeting the President's goal that the United States will once again have the highest college attainment rate in the world by 2020. All of higher education must contribute to reaching this goal – but community colleges will be the linchpin. The President has called for an additional five million community college graduates by 2020 to ensure the vitality of our nation's economy. . . We have an opportunity to build partnerships that strengthen our community colleges, turn challenges into actions, and produce the best-educated and most-competitive workforce in the world – Arne Duncan, United States Secretary of Education, announcing regional community college summits. (February, 2011)   Duncan Announces Four Community College Regional Summits Aimed at Boosting College Completion.

Community colleges have been identified as pivotal in addressing the national priority to increase the number of college graduates. Additional college graduates are needed to strengthen the economy and improve the United States' competitive position in the world marketplace. Recent Organization for Economic Cooperation and Development (OCED) international comparisons show the United States (US) has slipped to 16th in the world in college attainment – share of adults age 25 to 34 holding degrees (de Vise, Washington Post, 2011) from 12th last year (National Governors Association, 2011) from 10th the year before (OECD 2010). The US initially dropped from the top position in college attainment in OECD's 2000 report (National Center for Policy Analysis, 2000). In an effort to reverse this trend, the American Graduation Initiative calls for the production of five million additional graduates by 2020 (Brandon, 2009 & National Center for Policy Analysis, 2000). If left unaddressed, the gap in degree attainment will leave states three million degrees short of their workforce needs by 2018 and seven million degrees short by 2030. (National Governors Association, 2011).

> In keeping with the national call for action, Illinois was in the first group of states to join Complete College America.

In keeping with the national call for action, Illinois was in the first group of states to join Complete College America (CCA). Participating CCA states agree to set state and local completion goals, create action plans and implement policy changes to meet them, and generate information on the CCA metrics.   At the time of publication, 30 states have signed up to make college completion and the production of additional college graduates a top priority (Complete College America). CCA is partnering with the National Governors Association (NGA) on the initiative to encourage and promote college completion. NGA's parallel initiative is called Complete to Compete (Reyna, 2010).   Additional partners in the development of a set of common metrics include the National Center for Higher Education Management Systems (NCHEMS) and the State Higher Education Executive Officers (SHEEO). SHEEO participated in the 2012 CCA data collection cycle.

Community colleges are committed to helping individuals attain credentials. In addition to serving people with the goal of graduating, community colleges also help individuals who need to strengthen their foundational skills through adult education, English as a Second Language and developmental education; acquire specific career and technical skills for entry or advancement in the workforce; and transfer to four-year colleges and universities.

Aiming to increase the number and rate of college graduates, the CCA national partners developed a series of metrics under three categories: **Progress, Outcomes and Context**. Progress metrics include enrollment in developmental education (Math only, English\Reading only; both Math and English\Reading); success after developmental education; success in first year college gateway courses; credit accumulation; retention rates; and course completion. Outcome metrics include degree\certificate production; graduation rates; transfer out rates (for community colleges only); credits and time to degree. Context metrics include annual enrollment; completion ratio; and market penetration. Several different breakouts are requested, including race\ethnicity, gender, age by range, Pell recipient status, and student status (e.g., first-time full-time, first time part-time, transfer at time of entry). Further refinements to the metrics may occur as the project gains experience with data collection. The Complete College America website provides summary college completion information by state based on publically available data (See Complete College America Completion Data & Complete College America Illinois Profile).

Materials on the following pages are organized around four components: baseline performance information on the CCA metrics; state initiatives underway in Illinois containing components designed to elevate the number of graduates; overviews of funded Complete College America Challenge Grant projects; and selected options that show promise in Illinois or other states that aim to increase the number of college graduates.

COMPLETE COLLEGE AMERICA (CCA) METRICS: ILLINOIS COMMUNITY COLLEGE SYSTEM BASELINE RESULTS

Baseline performances for the Illinois Community College System on the Complete College America (CCA) metrics are provided in this section of the report. High performing Illinois community colleges are identified in conjunction with each metric. Where available, metrics include comparative information from Complete College America's report, *Time Is the Enemy* (2011). Illinois was one of 33 states to provide data for *Time is the Enemy*. The number of states reporting on each metric varied. A variety of comparisons are made in the following report, including against the "national average" – based on survey responses; quartiles – the distribution of results are divided into four equal parts where the first quartile includes the highest performers; and how Illinois ranks among responding states. Best in class performing states are also referenced. A small number of the metrics in this report include updated figures that differ from *Time is the Enemy*. While the national report includes information from both 2-year and 4-year higher education institutions, Illinois' report focuses on community college outcomes.

In conversations with Complete College America officials and colleagues in other states, staff learned that the Illinois Community College Board (ICCB) is one of a few state agencies in the country with the capacity to generate the entire set of related metrics using agency longitudinal data systems. The data used to generate the metrics are gathered for other initiatives and have been repurposed for this project. ICCB can only generate this information due to sustained efforts by local college officials to furnish accurate and complete data and information throughout the year. Production of the metrics is a value added services to the colleges.

> The Illinois Community College Board is one of a few state agencies in the country with the capacity to generate the entire set of related metrics using agency longitudinal data systems.

ICCB anticipates and welcomes the opportunity to work with local college officials to further enhance and refine approaches taken to generating these metrics.

Progress Metric 1: Enrollment in Developmental Education

The purpose of Progress Metric 1 (PM1), Enrollment in Developmental Education, reflects the proportion of entering students who enroll in developmental coursework at Illinois community colleges. The numerator is the number of students from the entering student cohort who enrolled in a developmental course (math only, English/reading only, and both math and English) during their first academic year. The denominator consists of all first-time degree or certificate-seeking students entering in the fall semester of the specified year.

Comparative figures for developmental education include the 23 Participating States reporting on all components of developmental education: Enrollment in Developmental Education (PM1), Success in Developmental Education (PM2) and Completed Both Developmental and College-level Courses in the Same Subject within Two Academic Years.

Enrollment in Developmental Education
Entering 1st Time Students Enrolling in Developmental Math and/or English Courses

FY2007 (Fall 2006 Cohort)	
41,054	IL Total 1st Time Entry Students
25,795	Average of Participating States
IL 4th	IL Total 1st Time Entry Students
19,987 48.7%	IL Students Enrolling in Developmental Courses
12,420 49.9%	Average of Participating States
IL 10th	IL % of Students Enrolling in Developmental Courses
Source: ICCB Annual Enrollment & Completion (A1) & *Time is the Enemy*, 2011, p. 34.	

Nearly half of first-time students in Illinois Community Colleges in fiscal year 2007 were enrolled in developmental math and/or English courses in Illinois community colleges. Illinois Community College System results were slightly better than the average among the participating states (*Time is the Enemy*, p. 34).

Nearly one-half of first-time students in Illinois community colleges enrolled in developmental coursework.

**Illinois Community College Student Enrollment
in Developmental Education (PM1)
Fiscal Years 2007**

Enrolled in Developmental 48.7%

Not Enrolled in Developmental 51.3%

SOURCE OF DATA: Annual Enrollment & Completion (A1)
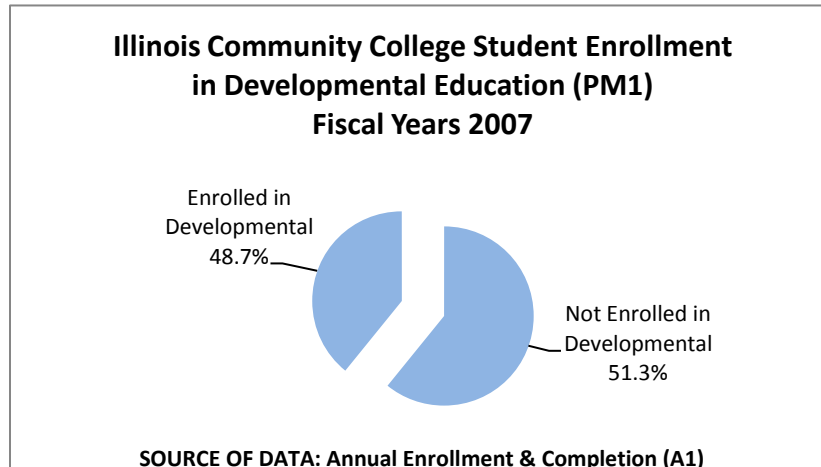
Enrollment in Developmental Education High Performing Illinois Community Colleges

FY 2007 (Fall 2006) Cohort	
Overall	
Frontier Community College	19.0%
Southeastern Illinois College	19.1%
John A. Logan College	21.8%
Source: ICCB Annual Enrollment & Completion (A1)	

High performing colleges enrolled 1 in 5 students in developmental education.   The rates of enrollment in developmental education among high performing colleges are less than half of the rate of developmental enrollment statewide for community colleges.

Enrollment in Developmental Education High Performing States

FY2007 (Fall 2006 Cohort)	
Total First-Time Students	
Texas	105,521
Florida	65,513
North Carolina	61,571
Students Enrolling in Developmental Courses	
Utah	22.8%
North Carolina	31.8%
Kentucky	34.0%
Source: *Time is the Enemy*, 2011, p. 34.	

For the percentage of students enrolling in developmental education, Illinois (48.7 percent) ranked above average among 23 states that reported results for all the developmental education metrics. Illinois had the 4th largest cohort of students among these 23 states (*Time is the Enemy*, p. 34).

A Fall 2000 national study shows that 42 percent of entering freshman at public 2-year degree-granting institutions enrolled in a developmental course (math, reading, or writing). Over one-third were enrolled in developmental math courses (35 percent). About one in five was enrolled in developmental reading (20 percent) and nearly one-fourth needed assistance with developmental writing (23 percent) courses (NCES, 2010). Adelman found that 61 percent of students take developmental courses at 2-year public colleges compared with only 25 percent of students at 4-year private and public colleges (http://dl.dropbox.com/u/4722837/JUNE%20CONVENING%20PPTS/SESSION%20III%20-%20 TRANSFORM%20REMEDIATION.pptx).

Bottom Line on Enrollment in Developmental Education Progress Metric 1: Illinois community colleges (48.7 percent) are very similar – just slightly below the average among participating states (49.9 percent) on the percentage of entering students enrolling in developmental courses. The need for developmental courses among community college students is problematic at the national, state, and local levels.

Progress Metric 2: Success in Developmental Education

Two-thirds of Illinois community college students successfully completed developmental courses.

Success in Developmental Education provides the proportion of students who successfully complete developmental education and go on to complete a college-level course in the same subject matter within two academic years.   Results contain information by race/ethnicity, gender, age groups, and Pell status (at time of entry). The numerator is the number of developmental students who complete all required developmental courses (in math only, English/reading only, and both math and English) and the related first college-level course(s) (in math only, English/reading only, and both math and English) within two academic years. The denominator is all first-time degree or certificate-seeking students enrolled in developmental course(s) (in math only, English/reading only, and both math and English) during their first academic year.   Twenty-three states are included in the Participating State comparisons.

Success in Developmental Education
Entering 1st Time Students who Complete Developmental Math and/or English Courses and Complete a College-level Course in the Same Subject Within 2 Academic Years

FY2007 (Fall 2006 Cohort)	
41,054	IL Total 1st Time Entry Students
25,795	Average of Participating States
IL 4th	IL Total 1st Time Entry Students
19,987 48.7%	IL Students Enrolling in Developmental Courses
12,420 49.9%	Average of Participating States
IL 10th	IL % of Students Enrolling in Developmental Courses

13,224 66.2%	IL Students Completing Developmental Courses
6,122 57.6%	Average of Participating States
IL 7th	IL % of Students Completing Developmental Courses
3,764 18.8%	IL Students Completing Developmental and College-Level Courses in Same Subject Within 2 Academic Years *
2,587 20.8%	Average of Participating States*
IL 16th	IL % of Students Completing Developmental and College-Level Courses in Same Subject Within 2 Academic Years*
Source:	ICCB Annual Enrollment & Completion (A1), Annual Course (AC) & *Time is the Enemy*, 2011, p. 34. * Technical Adjustment

Illinois community college students were above average in their rates of successfully completing developmental courses but slightly behind in their rates of completing a same subject college level course within two academic years of initial enrollment. Two-thirds of Illinois community college students successfully completed their developmental courses which was much greater than the average among Participating States (57.6 percent). Less than one in five (18.8 percent) Illinois Community College students completed both a developmental course and college-level courses in the same subject within two academic years. Illinois' rate was below the average of the participating states where just over one in five (20.8 percent) students from Participating States successfully completed a related course during the subsequent two years (*Time is the Enemy*, p. 34).
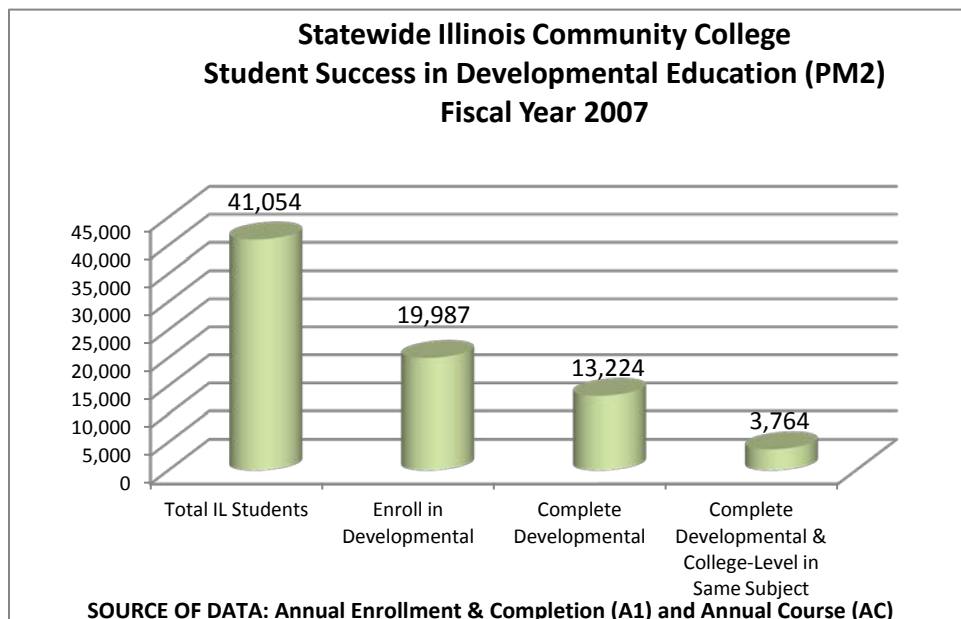
Statewide Illinois Community College
Student Success in Developmental Education (PM2)
Fiscal Year 2007

SOURCE OF DATA: Annual Enrollment & Completion (A1) and Annual Course (AC)

Completion of Developmental and College-Level Courses in the Same Subject
High Performing Illinois Community Colleges
Among students enrolling in developmental courses

FY2007 (Fall 2006 Cohort)	
Completing Developmental Courses	
Spoon River College	84.6%
Lincoln Trail College	82.6%
Shawnee Community College	81.8%
Completing Developmental and College-Level Courses in Same Subject Within 2 Academic Years	
Kankakee Community College	60.3%
Wabash Valley College	46.7%
Lincoln Trail College	45.7%
Source: ICCB Annual Enrollment & Completion (A1) & Annual Course (AC)	

High performing Illinois colleges had rates of Developmental Coursework Completion between 15.6 percent (Shawnee) and 18.4 percent (Spoon River) above the Illinois statewide average (66.2 percent).   Overall, less than one in five (18.8 percent) Illinois Community College students completed both a developmental course and college-level courses in the same subject within two academic years. High performing colleges were between 2.4 (Lincoln Trail) and 3.2 times (Kankakee) as successful in the proportion of students completing both a developmental course and a college-level course in the same subject within two academic years.

Completion of Developmental and College-Level Courses in the Same Subject

High Performing States
Among students enrolling in developmental courses

FY2007 (Fall 2006 Cohort)	
Completing Developmental Courses	
Oregon	79.7%
Virginia	76.0%
Utah	75.2%
Completing Developmental and College-Level Courses in Same Subject Within 2 Academic Years	
Colorado	65.3%
Kentucky	62.3%
Oregon	40.4%
Source: *Time is the Enemy*, 2011, p. 34.	

For the Completing Developmental Courses metric, Illinois ranked above average among 23 Participating States. Oregon was the best in class performing state on developmental course completion. Illinois has room for improvement on the metric measuring the completion of both developmental and college-level courses in the same subject. On this metric, Illinois ranked

below average among participating states (*Time is the Enemy*, p. 34). Colorado was the highest performing state in proportion of students completing developmental and college-level courses in the same subject within two academic years. Colorado was nearly 3.5 times more successful in getting students through developmental and related college level coursework as the average among participating states.

Additional context is available from a study by Bailey et. al., which found that among students who succeed in completing a developmental sequence, only 50 percent pass a gatekeeper College Algebra course and 55 percent pass a gatekeeper College English course. Thirteen percent enroll in College Algebra but do not pass, and 18 percent enroll in College English but do not pass. Approximately three in ten do not enroll in gatekeeper courses (36 percent College Algebra and 27 percent College English) (http://dl.dropbox.com/u/4722837/JUNE%20CONVENING%20PPTS/SESSION%20III%20-%20TRANSFORM%20REMEDIATION.pptx and http://ccrc.tc.columbia.edu/Collection. asp?cid=64).

Progress Metric 3: Success in First-Year Gateway College-Level Courses

Overall, in Illinois 42.8 percent of first-time students entering in Fall 2006 (FY2007) completed at least one entry college-level math and/or English course within two academic years.

Success in Gateway (First-Year) College Courses, Progress Metric 3 (PM3), provides the proportion of students completing entry, college-level math and English courses within the first two academic years at public community colleges. The numerator is the number of students from the cohort (denominator) who complete at least one entry college-level math and/or at least one college-level English course within the first two consecutive academic years. The denominator is the number of first-time degree or certificate-seeking undergraduate students enrolling in the fall semester of a specified year. *Time is the Enemy* did not include comparative information about performance in Gateway Courses.

Illinois Success in Gateway College Courses
1st time Students who Completed at Least One College-level Math and/or English Course Within Two Academic Years After Entry

FY2007 (Fall 2006 Cohort)	
41,054	IL Total 1st Time Entry Students
17,565 42.8%	IL Students Completed at Least One College-Level Math and/or English Course
Source: ICCB Annual Enrollment & Completion (A1) & Annual Course (AC)	

Overall, 42.8 percent of first-time students entering in Fall 2006 (FY2007) completed at least one entry college-level math and/or English course within two academic years. Three and one-half percent of first-time students completed at least one entry college-level math course within two academic years (1,457 / 41,054). One-fourth of first-time students completed at least one

entry college-level English course within two academic years (10,339 / 41,054 = 25.2%). Fourteen percent of first-time students completed at least one entry college-level math <u>and</u> English course within two academic years (5,769 / 41,054 = 14.1%).

Illinois Success in Gateway
(First-Year) College Courses (PM3)
Fiscal Year 2007

SOURCE OF DATA: Annual Enrollment & Completion (A1) and Annual Course (AC)
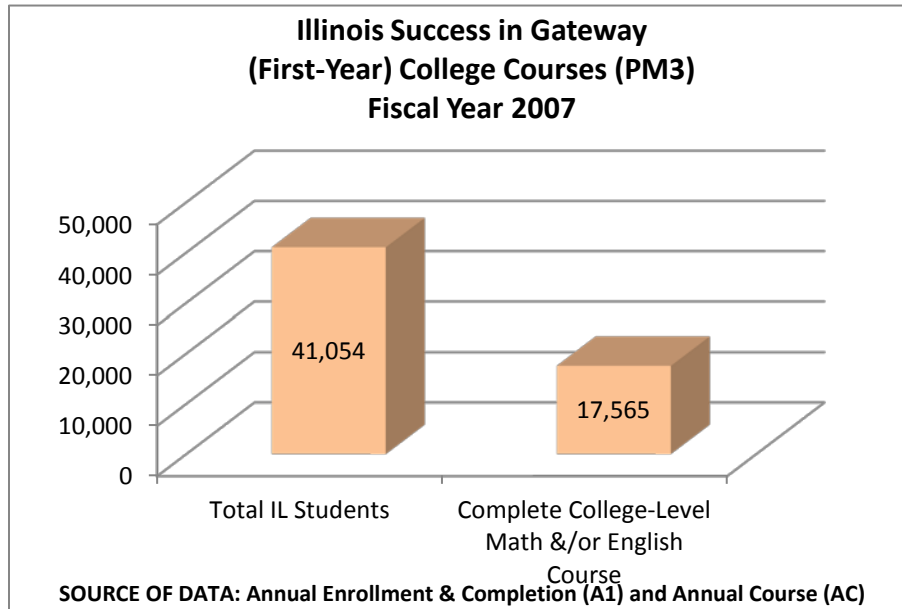
Success in Gateway College Courses High Performing Community Colleges

FY2007 (Fall 2006 Cohort)	
Math and/or English	
Kankakee Community College	70.3%
Wabash Valley College	66.7%
Olney Central College	61.7%
Moraine Valley Community College	61.7%
Source: ICCB Annual Enrollment & Completion (A1) & Annual Course (AC)	

Colleges with the largest number of first-time students entering in Fall 2006 (FY 2007) completing at least one entry college-level math and/or English course within two academic years were **College of DuPage** (N = 1,303), **Harper College** (N = 1,290), and **Moraine Valley Community College** (N = 1,131). No comparative data from the other participating states is available for this metric from CCA.

Progress Metric 4: Credit Accumulation\Momentum Point Attainment

The purpose of Progress Metric 4 (PM4), Credit Accumulation, is to determine the proportion of undergraduate students making steady academic progress during their initial year of enrollment. There are different momentum points for full-time and part-time enrollees. PM4 is the number and percentage of first-time degree or certificate-seeking undergraduate students completing 24 credit hours (for full-time students) or 12 credit hours (for part-time students) within their first academic year by student entry status, race/ethnicity, gender, age groups, Pell status (at entry), and developmental status (at time of entry). The numerator is the number of students from the cohort (denominator) completing 24 credit hours (for full-time students) or 12 credit hours (for part-time students) within one academic year after entry. The denominator is the number of first-time (full-time or part-time) degree or certificate-seeking undergraduate students entering in the fall semester of the specified year.

In FY 2007, 41.3 percent of Illinois community college full-time first-time degree- or certificate-seeking students accumulated 24 credit hours, and 27.9 percent of part-time first-time degree- or certificate-seeking students accumulated 12 credit hours.

Credit Accumulation\Momentum Point Attainment

1st time students completing 24 credits (full-time) or 12 credits (part-time) in first academic year

Full-time	FY2007	Part-time
Met Credit Accumulation Threshold		
41.3%	IL 2-Year Institutions	27.9%
80.6%	IL 4-Year Institutions	49.4%
36.0%	Avg. participating states – 2-Year	32.0%
69.5%	Avg. participating states – 4-Year	47.9%
9th	IL Rank – 2-Year	17th
5th	IL Rank – 4-Year	11th
Source: ICCB Annual Enrollment & Completion (A1), Public University Records & *Time is the Enemy*, 2011, State Profiles p. 4.		

Illinois full-time students met the credit threshold at a higher rate than part-time students. Students at Illinois 4-year institutions also met the credit threshold at a higher rate than students at 2-year institutions. This also occurred with the average of the participating states for full-time compared to part-time students and 4-year institutions compared to 2-year institutions. Illinois credit accumulation rates were above average when compared to the participating states for full-time students at both 2-year and 4-year institutions (*Time is the Enemy*, 2011, State Profiles p. 4).

Credit Accumulation Momentum Point Attainment (PM4) Fiscal Years 2007

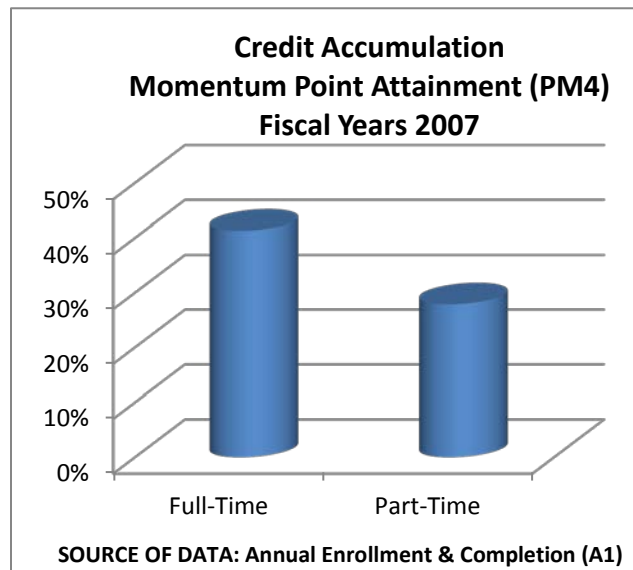SOURCE OF DATA: Annual Enrollment & Completion (A1)

In FY 2007 among Illinois community colleges, 41.3 percent of full-time first-time degree- or certificate-seeking students accumulated 24 credit hours (N = 11,083), and 27.9 percent of part-time first-time degree- or certificate-seeking students accumulated 12 credit hours (N = 3,960).

Credit Accumulation High Performing Community Colleges

FY2007			
Full-time		**Part-time**	
Wabash Valley College	78.9%	Wabash Valley College	55.6%
Lincoln Trail College	73.7%	Morton College	46.4%
Olney Central College	71.2%	Richland Community College	42.1%
Source: ICCB Annual Enrollment & Completion (A1)			

All colleges on the list of high performers deserve recognition for their efforts to help students progress. Illinois Eastern Community Colleges were top performers for full-time students, including Wabash Valley College who appeared on the list for both full-time and part-time students.

Credit Accumulation High Performing States

FY2007							
Full-time				**Part-time**			
2-Year		4-Year		2-Year		4-Year	
Tennessee	71.1%	Missouri	93.6%	Missouri	70.9%	New Mexico	97.9%
Missouri	67.4%	Tennessee	92.1%	Tennessee	56.9%	Missouri	87.3%
New Mexico	64.4%	New Mexico	88.3%	Wyoming	45.1%	Florida	75.3%
Source: *Time is the Enemy*, 2011, State Profiles p. 4.							

Compared with the other 28 participating states who supplied data for this metric, at 2-year institutions, Illinois was above average for full-time students and below average for part-time students. A few states appear multiple times on the list of top performing states: Missouri (4 times), New Mexico (3 times), and Tennessee (3 times) (*Time is the Enemy,* State Profiles p. 4). These states are demonstrating an ability to consistently help students sustain momentum toward graduation.

Progress Metric 5: Retention Rates

Among first-time full-time students in Fall 2004, four out of five were retained in Spring 2005 while nearly two-thirds returned in Fall 2005.

Retention Rates, Progress Metric 5 (PM5), provide information about the rate at which entering degree and certificate seeking students return to the same college\university from fall-to-spring and fall-to-fall. The numerator is the number of students in the cohort (denominator) enrolling in the next consecutive spring and the next consecutive fall semester. The denominator is the number of entering first-time degree or certificate-seeking undergraduate students enrolling in the fall semester of the specified academic year.

Retention Rates
1st time students enrolling consecutively from Fall-to-Spring and Fall-to-Fall

Full-time	Illinois	Part-time
2-Year Institutions Fall 2004 Cohort (FY2005)		
65.7%	Year 2 (Fall 2005)	46.2%
41.8%	Year 3 (Fall 2006)	30.4%
4-Year Institutions Fall 2002 Cohort (FY2003)		
74.9%	Year 2 (Fall 2003)	51.2%
64.4%	Year 3 (Fall 2004)	37.8%
59.4%	Year 4 (Fall 2005)	32.3%
Source: ICCB Annual Enrollment & Completion (A1), Public University Records & *Time is the Enemy,* 2011, Illinois Profile p. 4.		

At Illinois 2-year institutions, first-time students in Fall 2004 (FY2005) were tracked each semester to see if they were enrolled in the next consecutive semester until Spring 2007.

Full-time. Among first-time, full-time Illinois community college students in Fall 2004 (N = 26,598), four out of five were retained in Spring 2005 (N = 21,373; 80.4 percent) while nearly two-thirds returned in Fall 2005 (N = 17,472; 65.7 percent). Just over half were retained in Spring 2006 (N = 13,734; 51.6 percent), four of ten were retained in Fall 2006 (N = 11,116; 41.8 percent), and one-quarter returned in Spring 2007 (N = 6,759; 25.4 percent).   Illinois 4-year institutions had comparable but higher rates for retention (*Time is the Enemy,* 2011, Illinois Profile p. 4).

Part-time. Of the first-time part-time Illinois community college students in Fall 2004 (N = 17,629), over half of were retained in Spring 2005 (N = 9,990; 56.7 percent). Slightly less than half were retained in Fall 2005 (N = 8,136; 46.2 percent), one-third were retained in Spring 2006 (N = 5,765; 32.7 percent), three in ten were retained in Fall 2006 (N = 5,356; 30.4 percent), and two in ten were retained in Spring 2007 (N = 3,457; 19.6 percent).

Retention Rates of First-time Students in Fall 2004 (PM5)

SOURCE OF DATA: Annual Enrollment & Completion (A1)
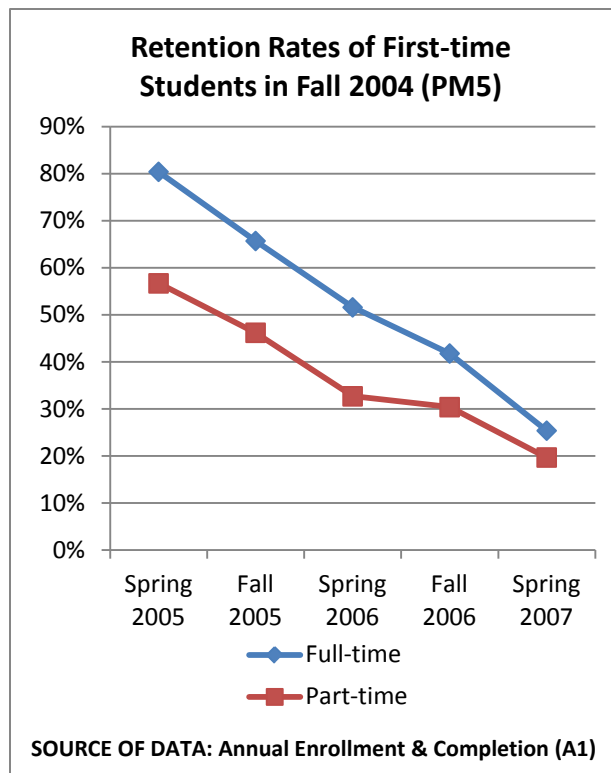
For the initial year of Complete College America reporting, students who graduated or transferred were not recognized as positive outcomes in this metric. The metric is being revised for year 2 to recognize these outcomes as positive.

Retention Rates High Performing Community Colleges

Fall 2004 Cohort (FY2005)			
Full-time		**Part-time**	
Year 2 (Fall 2005)			
College of DuPage	77.1%	Parkland College	68.0%
Moraine Valley Community College	75.0%	College of DuPage	62.1%
Oakton Community College	74.8%	Morton College	59.0%
Year 3 (Fall 2006)			
Oakton Community College	52.4%	John A. Logan College	44.7%
Moraine Valley Community College	52.2%	College of DuPage	41.9%
College of DuPage	51.8%	Parkland College	41.3%
Source: ICCB Annual Enrollment & Completion (A1).			

The same colleges had the highest full-time retention rates at both Year 2 and Year 3: College of DuPage, Moraine Valley Community College, and Oakton Community College. College of DuPage appears on the above list 4 times. Parkland College was on the list twice with high retention rates for part-time students.

To put these results in context, several retention studies were referenced. Nationally, nearly six in ten first-time full-time students in Fall 2008 were still enrolled in Fall 2009 (59.2 percent). Nearly four in ten first-time part-time students in Fall 2008 were still enrolled in Fall 2009 (39.2 percent) (NCES, 2011, Table 4).

The National Center for Higher Education Management Systems (NCHEMS) reports that overall retention rates for first-time college freshmen in Fall 2007 returning for their second year at two-year public institutions are 52.2 percent nationally. Among community colleges, these national data show a 60.0 percent retention rate for full-time students and 40.1 percent for part-time students. For Illinois, NCHEMS reports an overall retention rate of 50.2 percent, 58.3 percent for full-time students and 34.0 percent for part-time students (NCHEMS, 2011, RetentionRates).

The College Board reports the national average full-time freshman-to-sophomore retention rate at two-year public institutions to be 59.0 percent in 2007, with Illinois at 58.1 percent (College Board, 2011, Figure 9.1b,). In 2008, fifty percent of first-year Illinois community college students returned for their second year, while 71 percent of freshmen at 4-year institutions returned for their second year (National Center for Public Policy and Higher Education, 2008, Illinois).

Progress Metric 6: Course Completion

In FY 2008, full-time students at Illinois community colleges completed 85.6 percent of the credit hours they attempted. Part-time students at Illinois community colleges earned three-quarters of the credit hours they attempted.

Course Completion, Progress Metric 6 (PM6), provides the proportion of attempted credit hours being completed by undergraduate students at public institutions of higher education. The numerator is the number of credit hours earned by undergraduate students at the end of a specified semester or academic year. The denominator is the number of credit hours degree or certificate-seeking undergraduate students attempted during the same specified semester or academic year.

Course Completion
Credit hours completed of those attempted during an academic year

Full-time	FY2008	Part-time
Rate		Rate
85.6%	IL Course Completion	75.1%
n/a	Average Participating States	n/a
n/a	IL Versus Participating States	n/a
Source: ICCB Annual Enrollment & Completion (A1). n/a - Not Available.		

In FY 2008, full-time students completed 85.6 percent of the credit hours they attempted (1,019,650/1,191,190=85.6%). Part-time students completed 75.1 percent of the credit hours they attempted (3,029,609/4,032,177=75.1%). Comparative information with other participating states is not available for this metric. The count of credit hours shows the prevalence of part-time students in the Illinois community college system.

Course Completion
Annual Credit Hours Attempted and Earned (PM6)
Fiscal Year 2008

SOURCE OF DATA: Annual Enrollment & Completion (A1)
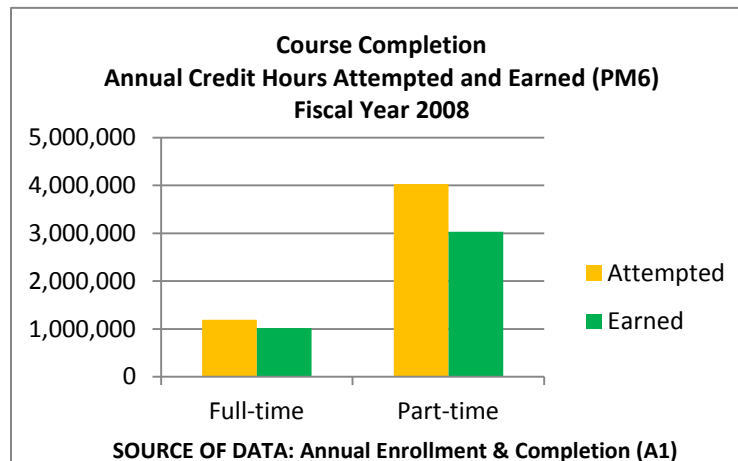
Course Completion High Performing Community Colleges

FY2008			
Full-time		**Part-time**	
Richland Community College	99.3%	Richland Community College	99.1%
Spoon River College	98.2%	Spoon River College	89.4%
Morton College	96.2%	Shawnee College	86.1%
Source: ICCB Annual Enrollment & Completion (A1).			

Richland Community College and Spoon River College took the top two spots for both full-time and part-time student course completion rates. The top levels of course completion among full-time students are remarkably high.

Colleges with the largest number of credit hours earned by full-time students in fiscal year 2008 were **College of DuPage** (N = 63,633), **Moraine Valley Community College** (N = 50,025), and **Lake Land College** (N = 48,361). Colleges with the largest number of credit hours earned by part-time students in fiscal year 2008 were **College of DuPage** (N = 226,020), **Harper College** (N = 149,986), and **Joliet Junior College** (N = 147,924).

Outcome Metric 1: Degree Production

The purpose of the Degree Production metric (OM1) is to provide a count of degrees and certificates that the state's public colleges and universities are awarding annually, and to measure change over time. OM1 is the annual number of certificates of one year or greater in length, associate degrees, and bachelor's degrees awarded; disaggregated by age group, gender, race/ethnicity, Pell status (at any time), developmental status (at any time), transfer/first-time students, and discipline.

In fiscal year 2008 Illinois community colleges awarded 30,657 degrees and certificates of <u>one year or more</u>.

Certificate & Associate Degree Production
Annual Certificates (one year or more) and Associate Degrees Awarded

FY2008	
Certificates (one year or more)	
5,469	IL Certificates (1 yr +)
4,118	Average Participating States
IL 8th	IL Versus Participating States
Associate Degrees	
25,188	IL Associate Degrees
12,299	Average Participating States
IL 4th	IL Versus Participating States
Source: ICCB Annual Enrollment & Completion (A1) & *Time is the Enemy*, 2011, p. 18-19.	

The Illinois community college system was a top tier performer in certificate and associate degree production. Illinois produced twice as many Associate degrees as the average among all participating states (*Time is the Enemy*, 2011, pages 18-19).   Illinois produced 1,351 certificates (one year or more) more than the average across participating states.
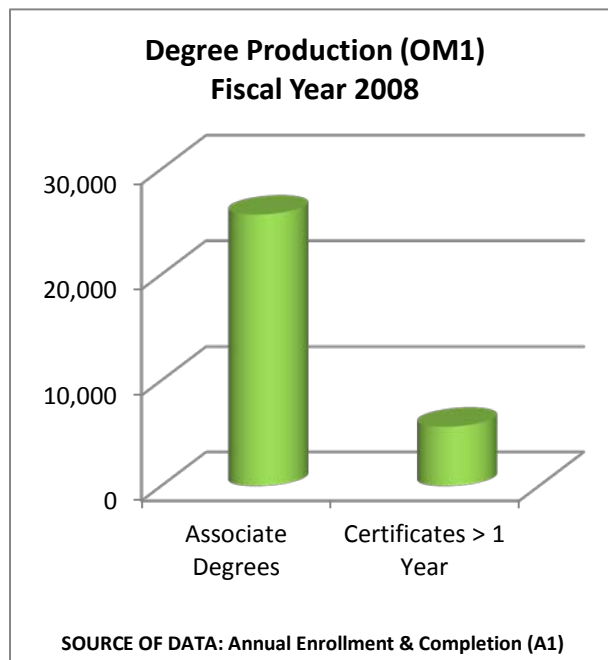
**Degree Production (OM1)
Fiscal Year 2008**

SOURCE OF DATA: Annual Enrollment & Completion (A1)

Certificate (1 Year+) & Associate Degree Production
High Performing Community Colleges

FY2008	
Certificates (one year or more)	
Lake Land College	406
College of DuPage	384
Southwestern Illinois College	282
Illinois Central College	249
Associate Degrees	
College of DuPage	1,484
William Rainey Harper College	1,262
Moraine Valley Community College	1,248
Southwestern Illinois College	1,248
Source: ICCB Annual Enrollment & Completion (A1)	

Mid-sized Lake Land College (peer group 3 of 7) was the top producer of certificates (one year or more). The College of DuPage was a top producer of both degrees and certificates. Community colleges in the suburbs of Chicago and St. Louis round out the list of top degree producers.

Certificate (1 Year+) & Associate Degree Production
High Performing States

FY2008	
Certificates (one year or more)	
Florida	34,830
Texas	16,025
California	13,534
Associate Degrees	
California	83,089
Texas	37,280
Florida	37,219
Source: *Time is the Enemy*, 2011, (p. 18-19)	

All 33 participating states provided data for this metric. The comparative data in the national report, *Time is the Enemy* (pages 18-19), shows that Illinois was a top performing state in the production of Associate degrees. Similarly, Illinois was a top performing state in Certificate (1 Year+) production.

Nationwide, 2-year public institutions awarded 645,715 Degrees and Certificates of one year or more (508,823 Associate's degrees and 136,892 awards of at least 1 but less than 2 years) in fiscal year 2009 (NCES, Table 23, IPEDS Fall 2009).

Of the 33 states included in *Time is the Enemy*, Illinois ranked 8th in the number of **Certificates** (one year or more) awarded in fiscal year 2008 (N = 5,469). Florida (N = 34,830) and Texas (N

= 16,025) awarded the most Certificates in fiscal year 2008. Illinois was above the 33 state average (4,118) in certificate production.

Change data show that other states are narrowing the gap in Certificate attainment. Illinois (12.9 percent) ranked 15th in the percent increase of the number of Certificates awarded from fiscal year 2003 to fiscal year 2008. West Virginia (223.9 percent) and Kentucky (188.2 percent) more than doubled the number of Certificates awarded over the same five years. The percent increase in Illinois (12.9 percent) was lower than the average increase among the 33 states (21.2 percent) (*Time is the Enemy*, 2011, page 18).

Among the 33 states in *Time is the Enemy*, in fiscal year 2008 California (CSU system only; N = 83,089), Texas (N = 37,280), Florida (N = 37,219), Illinois (N = 25,188), and Washington (N = 21,370) awarded the highest number of **Associate Degrees**. The average of the 33 states was 12,299 Associate Degrees. In the percent increase of the number of Associate Degrees awarded from fiscal year 2003 to fiscal year 2008, Illinois (9.9 percent) ranked 24th and was below the average percent increase among the 33 states (18.1 percent). South Dakota (55.8 percent), Arizona (44.9 percent), and Nevada (42.9 percent) saw the largest increases, while three states saw decreases. Illinois' figures for Associate Degrees in *Time is the Enemy* include degrees awarded at both 2-year and 4-year institutions (*Time is the Enemy*, 2011, page 19).

Outcome Metric 2: Graduation Rates

Focusing on Illinois results, Certificate (of at least one year or more) Graduation Rates are consistently and substantially higher for individuals who begin college as full-time students than those initially enrolling on a part-time basis.

The purpose of Outcome Metric 2 (OM2), Graduation Rates, is to determine the rate at which students graduate from a public institution of higher education. OM2 is the number and percentage of entering undergraduate students who graduate from a degree or certificate program within 100%, 150%, and 200% of program time. The Associate Degree numerator is the number of students in the cohort (denominator) who earn an award in 2 years for 100% time, in 3 years for 150% time, and in 4 years for 200% time (reported separately). The Certificate (of at least 1 year or more) numerator is the number of students in the cohort (denominator) who earn an award in 100%, 150%, and 200% of the expected (full-time) program length (each timeframe should be reported separately). The Associate Degree denominator is the number of first-time degree or certificate-seeking students entering in the fall semester of the given year, whose attendance status at entry is full-time/part-time.

Certificate (1 Year+) Graduation Rates
Number and percentage of entering students who graduate from a
Certificate (one year or more) program within 100%, 150%, and 200% of catalog time

Full-time		Entry in Fall 2005 (FY2006)	Part-time	
Rate	Gain from 100%	Certificate (one year or more)	Rate	Gain from 100%
14.6%	-----	IL 100% Certificate rate	6.2%	-----
18.8%	1.3 x	IL 150% Certificate rate	9.2%	1.5 x
22.4%	1.5 x	IL 200% Certificate rate	10.8%	1.7 x
19.1%	-----	Avg. participating states 100% Certificate rate	9.3%	-----
24.1%	1.3 x	Avg. participating states 150% Certificate rate	13.6%	1.5 x
26.2%	1.4 x	Avg. participating states 200% Certificate rate	15.6%	1.7 x
IL 14th	-----	IL 100% Certificate rate vs. Participating States	IL 8th	-----
IL 15th	-1	IL 150% Certificate rate vs. Participating States	IL 9th	-1
IL 14th	0	IL 200% Certificate rate vs. Participating States	IL 12th	-4
Source: ICCB Fall Enrollment (E1), Annual Enrollment & Completion (A1) & *Time is the Enemy*, 2011, p. 20.				

Focusing on Illinois results, Certificate (one year or more) Graduation Rates are consistently and substantially higher for individuals who begin college as full-time students than those initially enrolling on a part-time basis.   Illinois full-time Certificate completion rates are consistently double Certificate completion rates for part-time students. In Illinois the part-time student Certificate Graduation Rates increase at a slightly higher rate between the 100 and 150 percent timeframe and 100 and 200 percent timeframe than full-time student rates.

Across observation periods – 100%, 150% and 200% -- Illinois Certificate (one year or more) Graduation Rates were consistently lower than the average reported among participating states. Illinois was below the average of the states in Certificate Graduation Rates at most of the three observation points for both full- and part-time students (*Time is the Enemy*, 2011, page 20).

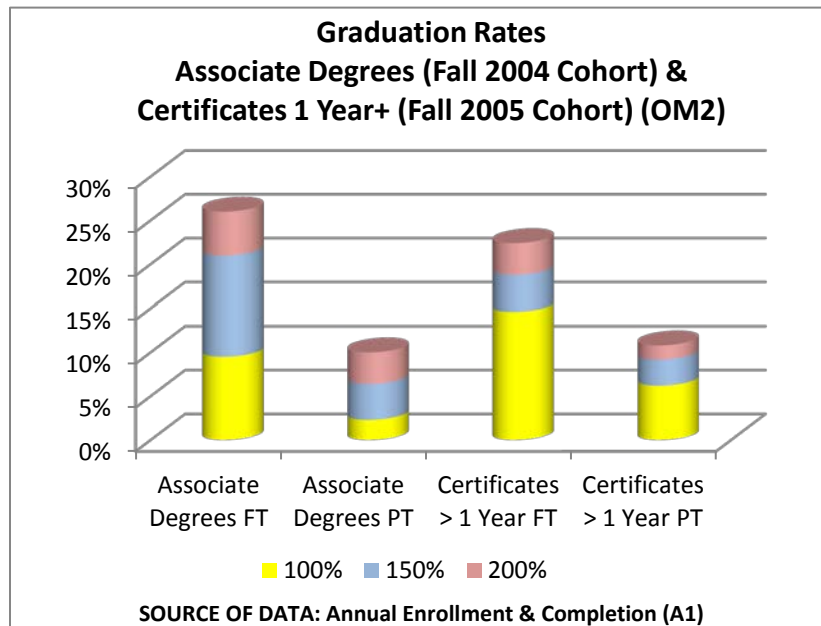**Certificate (1 Year+) Graduation Rates**
High Performing Community Colleges

Entry in Fall 2005 (FY2006)			
Full-Time		**Part-Time**	
100%			
Frontier Community College	100.0%	Harry S. Truman College	72.7%
Harry S. Truman College	71.4%	Olney Central College	25.0%
Kishwaukee College	44.4%	Kennedy-King College	22.2%
150%			
Frontier Community College	100.0%	Harry S. Truman College	81.8%
John A. Logan College	83.3%	John A. Logan College	50.0%
Harry S. Truman College	78.6%	Triton College	44.4%
200%			
Frontier Community College	100.0%	John A. Logan College	100.0%
John A. Logan College	100.0%	Harry S. Truman College	90.9%
Richard J. Daley College	100.0%	Kennedy-King College	66.7%
Source: ICCB Fall Enrollment (E1), Annual Enrollment & Completion (A1)			

Any college on the list of high performers is substantially above average and warrants recognition for their efforts. Several colleges appear on the list multiple times including: Harry S. Truman College (5 times), John A. Logan College (4 times), Frontier Community College (3 times), and Kennedy-King College (2 times).

Certificate (1 Year+) Graduation Rates
High Performing States

Entry in Fall 2005 (FY2006)			
Full-Time		**Part-Time**	
100%			
North Carolina	41.9%	Kentucky	49.6%
Kentucky	38.0%	Oklahoma	18.8%
Mississippi	36.0%	North Carolina	14.3%
150%			
North Carolina	42.9%	Kentucky	51.5%
Kentucky	42.0%	Oregon	23.8%
Wyoming	38.8%	Oklahoma	20.0%
200%			
Wyoming	52.0%	Kentucky	52.0%
North Carolina	43.1%	Oregon	31.1%
Oregon	42.4%	Oklahoma	20.0%
Source: *Time is the Enemy*, 2011, pg. 20			

Most high performing states in the list above appear multiple times: Kentucky (5 times), North Carolina (3 times), Oklahoma (3 times), Oregon (3 times), and Wyoming (2 times). In fact, Kentucky led the states in part-time graduation rates for students earning a certificate across all three observation points. In addition, Kentucky's rate was at least 20 percent higher than the next highest performing state (*Time is the Enemy*, 2011, page 20).

Graduation Rates
Associate Degrees (Fall 2004 Cohort) &
Certificates 1 Year+ (Fall 2005 Cohort) (OM2)

SOURCE OF DATA: Annual Enrollment & Completion (A1)

Associate Degree Graduation Rates
Number and percentage of entering students who graduate from an
Associate degree program within 100%, 150%, and 200% of catalog time

Full-time		Entry in Fall 2004 (FY2005)	Part-time	
Rate	Gain from 100%	Associate Degree Graduation Rates	Rate	Gain from 100%
9.5%	-----	IL 100% Associate rate (FY2006)	2.3%	-----
21.0%	2.2 x	IL 150% Associate rate (FY2007)	6.4%	2.8 x
26.0%	2.7 x	IL 200% Associate rate (FY2008)	10.0%	4.3 x
6.7%	-----	Avg. participating states 100% Associate rate	1.6%	-----
14.5%	2.2 x	Avg. participating states 150% Associate rate	4.6%	2.9 x
18.9%	2.8 x	Avg. participating states 200% Associate rate	7.7%	4.8 x
IL 5th	-----	IL 100% Associate rate vs. Participating States	IL 5th	-----
IL 3rd	2	IL 150% Associate rate vs. Participating States	IL 5th	0
IL 3rd	2	IL 200% Associate rate vs. Participating States	IL 4th	1
Source: ICCB Fall Enrollment (E1), Annual Enrollment & Completion (A1) & *Time is the Enemy*, 2011, p. 24.				

Focusing on Illinois results, Associate Degree Graduation Rates are consistently and substantially higher for individuals who begin college as full-time students than those initially enrolling on a part-time basis.   Associate degree completion rates for students enrolling initially on a full-time basis are close to three times as high as the completion rates of students who

began attending part-time. Illinois Associate Degree Graduation Rates more than double between the 100 and 150 percent timeframe for full-time (2.2 times) students and nearly triple for part-time (2.8 times) students. Part-time rates are four times greater at 200 percent compared to 100 percent.

Illinois Associate Degree Graduation Rates were consistently above average compared to other participating states. Illinois is a top performing state in Associate Degree Graduation Rates at all three observation points across both full and part-time student populations (*Time is the Enemy*, 2011, page 24).

Associate Degree Graduation Rates
High Performing Community Colleges

Entry in Fall 2004 (FY2005)			
Full-Time		**Part-Time**	
100%			
Lincoln Trail College	31.5%	Parkland College	32.2%
Heartland Community College	30.1%	Heartland Community College	11.7%
Olney Central College	28.9%	Lincoln Trail College	10.0%
Frontier Community College	27.3%	Southeastern Illinois College	10.0%
150%			
Heartland Community College	44.0%	Parkland College	38.6%
Lincoln Trail College	42.4%	Southeastern Illinois College	20.0%
Olney Central College	39.5%	Lincoln Trail College	18.6%
200%			
Heartland Community College	47.8%	Frontier Community College	50.0%
Lincoln Trail College	45.7%	Parkland College	45.5%
Highland Community College	42.9%	Olney Central College	33.3%
Source: ICCB Fall Enrollment (E1), Annual Enrollment & Completion (A1)			

Any college on the list of high performers warrants recognition for their efforts. Several colleges appear on the list multiple times including: Lincoln Trail (5 times), Heartland (4 times), Olney Central College (3 times), Parkland (3 times, all part-time), and Frontier Community College (2 times).

Associate Degree Graduation Rates
High Performing States

Entry in Fall 2004 (FY2005)			
Full-Time		**Part-Time**	
100%			
Wyoming	21.9%	Wyoming	7.7%
Washington	13.6%	Washington	4.4%
Mississippi	10.2%	North Carolina	3.9%
150%			
Wyoming	32.3%	Wyoming	12.7%
Washington	26.3%	Washington	10.3%
Illinois	21.0%	Tennessee	7.5%
200%			
Wyoming	36.8%	Wyoming	17.6%
Washington	31.2%	Washington	15.3%
Illinois	26.0%	Tennessee	10.9%
Source: *Time is the Enemy*, 2011, p. 24.			

Most states in the list above appear multiple times: Wyoming (6 times), Washington (6 times), Illinois (2 times), and Tennessee (2 times). Wyoming and Washington led the states across all three observation points for both full-time and part-time students. Illinois made the list, coming in third at two observation points for full-time students (*Time is the Enemy*, page 24).

Nationally, among full-time, first-time students seeking degrees or certificates at public 2-year institutions (cohort year 2005) 11.9 percent completed their programs within 100 percent of normal program completion time. Twenty-two percent completed within 150 percent of normal program completion time, and 28.1 percent completed within 200 percent of normal program completion time (NCES, 2011, Table 10).

The National Center for Higher Education Management Systems (NCHEMS) reports a three-year graduation rate of 29.2 percent nationally and 25.2 percent in Illinois for Associate students beginning in Fall 2006 and completing programs by Summer 2009 (NCHEMS, Graduation Rates, 2011).

An Issue Brief of the U.S. Department of Education notes that normal program completion time assumes continuous, full-time enrollment, but in fiscal year 2008, only 29 percent of community college students attended full-time. In fiscal year 2008, 11.5 percent completed within 100 percent of normal program completion time, 22.0 percent completed within 105 percent of normal program completion time, and 28.4 percent completed within 200 percent of normal program completion time. Across sectors, the increase in graduation rates was larger between 100 percent and 150 percent of normal program completion time than between 150 percent and 200 percent of normal program completion time (Horn, 2010).

The College Board reports the national average three-year graduation rate of associate degree-seeking students remained relatively stable since 1997, reaching 27.8 percent in 2007 (College Board, 2011, Figure 9.2a).

According to the National Center for Higher Education Management Systems (NCHEMS), nationally 20.5 percent of 9th graders graduate from high school on time, go directly to college,

return for their second year, and graduate within 150 percent of normal program completion time. In other words, for every 100 ninth graders, 69.5 will graduate from high school, 44 will enter college, 29.8 are still enrolled for their sophomore year, and 20.5 graduate within 150 percent of normal program completion time (NCHEMS, 2011, Student Pipeline).

Outcome Metric 3: Transfer Out (Vertical)

The purpose of the Transfer Rate measure – Outcome Metric 3 (OM3) – is to determine the proportion of students successfully transferring from two-year institutions of higher education to four-year institutions of higher education. OM3 is the annual number and percentage of students who transfer from a two-year campus to a four-year campus by race/ethnicity, gender, age group, Pell status (at time of entry), and developmental status (at time of entry). The numerator is the number of students from the cohort (denominator) who enroll at a four-year public institution of higher education. The denominator is the number of entering students in two-year public institutions of higher education in the fall semester of a specified year.

In FY2008, 32.6 percent of full-time and 18.6 percent of part-time Illinois community college entrants had transferred to a four-year higher education institution.

Transfer Rates
Annual percentage of students who transfer from a two-year campus to a four-year campus

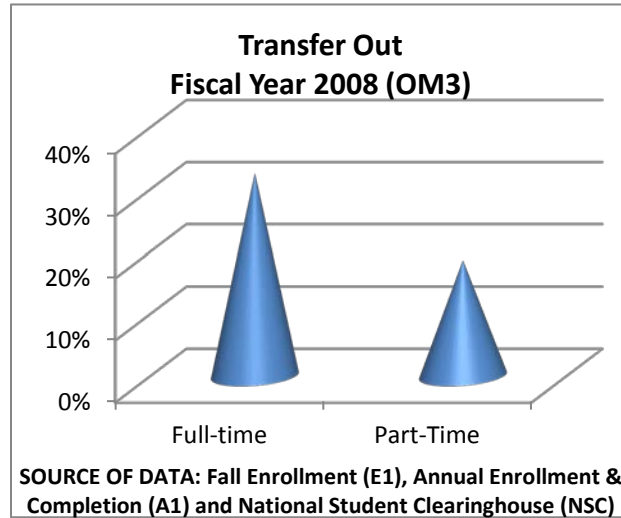| Full-time	FY2008	Part-time
32.6%	IL Transfers	18.6%
20.6%	Avg. participating states Transfers	11.0%
IL 3rd	IL Transfer rate	IL 5th
Source: ICCB Fall Enrollment (E1), Annual Enrollment & Completion (A1) & *Time is the Enemy*, 2011, p. 42.		

In FY2008, 32.6 percent of full-time and 18.6 percent of part-time Illinois community college entrants had transferred to a four-year higher education institution. Illinois Transfer Rates are consistently and substantially higher for individuals who begin college as full-time students than those initially enrolling on a part-time basis (1.8 percent higher).   Compared to other states, Illinois is a top performing state in Transfer Rates for both full- and part-time students. (*Time is the Enemy*, 2011, p. 42).

Transfer Out
Fiscal Year 2008 (OM3)

SOURCE OF DATA: Fall Enrollment (E1), Annual Enrollment & Completion (A1) and National Student Clearinghouse (NSC)

Transfer Rates High Performing Illinois Community Colleges

FY2008			
Full-Time		**Part-Time**	
College of DuPage	57.4%	College of DuPage	31.1%
Olney Central College	43.3%	John A. Logan College	28.4%
Sauk Valley Community College	42.0%	Danville Area Community College	28.1%
Source: ICCB Fall Enrollment (E1), Annual Enrollment & Completion (A1)			

Illinois' highest performing colleges on the transfer rates are geographically dispersed across the state. The College of DuPage achieved the highest transfer rates at 1.8 times the statewide full-time rate and 1.7 times the part-time statewide transfer rate.

Transfer Rates High Performing States

FY2008			
Full-Time		**Part-Time**	
Utah	37.3%	North Carolina	26.3%
Wyoming	34.1%	Colorado	24.8%
Illinois	32.6%	Texas	22.0%
Source: *Time is the Enemy*, 2011, p. 42.			

Illinois' ranked high for the 2004 entering student cohort who transferred by Fall 2008 – 3rd for full-time entrants and 5th for those who started as part-time students. As in Illinois, full-time students transfer at a substantially higher rate than part-time students in the other participating states (1.9 percent higher) (*Time is the Enemy*, page 42).

Outcome Metric 4: Time to Degree

The purpose of Outcome Metric 4 (OM4), Time to Degree, is to determine the average length of time in years and number of credits to complete a certificate or undergraduate degree by student entry status, race/ethnicity, gender, age groups, Pell status, developmental status, and discipline. For community college, Time to Degree is the average length of time in years a student takes to complete an associate degree, or a certificate of one year or greater normal program time. Credits to Degree for community colleges reflects the average number of credits a student has accumulated when they earn an associate degree or a certificate of one year or greater.

Among Illinois colleges, the average time to certificate (1 yr+) attainment for full-time students in fiscal year 2008 was 3.0 years compared to 4.0 years for Illinois part-time certificate-seeking students. In fiscal year 2008, full-time Illinois degree-seeking students averaged 3.0 years to degree while part-time degree-seeking students from Illinois averaged 5.0 years.
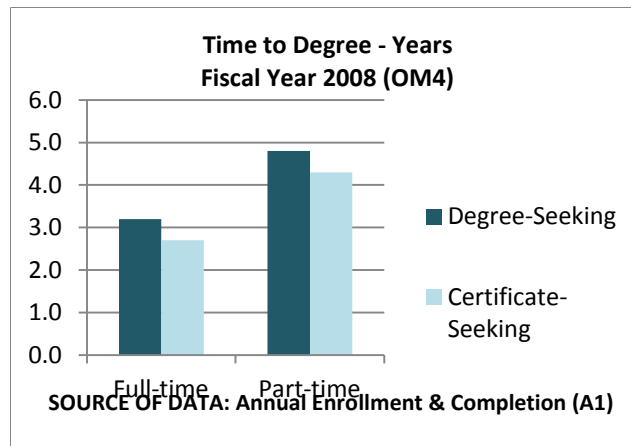
Average Length of Time to Degree
Average time a student takes to complete a certificate or degree
Retrospective elapsed time total years & months back to entry

Full-time	FY2008	Part-time
3.0 yrs	IL Time to Certificate (1 yr+)	4.0 yrs
3.2 yrs	Avg. participating states Time to Certificate (1 yr+)	4.4 yrs
IL 11th	IL versus Participating States	IL 11th
3.0 yrs	IL Time to Associate Degree	5.0 yrs
4.0 yrs	Avg. participating states Time to Associate Degree	5.1 yrs
IL 4th	IL versus Participating States	IL 13th
Source: ICCB Fall Enrollment (E1), Annual Enrollment & Completion (A1) & *Time is the Enemy*, 2011, p. 32.		

Across the board, the length of time to any type of award – either certificate or degree – for those that succeeded was just over one year longer for students who began attending on a part-time basis than those starting as full-time students. Among all participating colleges, the average time to certificate (1 yr+) attainment for full-time students was 3.2 years compared to 4.4 years for part-time certificate students (FY2008). Full-time students from participating states averaged 4.0 years to degree while part-time degree-seeking students averaged 5.1 years (FY2008). A complicating factor on the elapsed time is that some students wait to apply for graduation until the longest award they are seeking is completed.

Compared to the average for other participating states, Illinois' time to certificate (1 yr+) was just slightly faster for both full-time (3.0 vs. 3.2 yrs) and part-time (4.0 vs. 4.4 yrs) students. In elapsed time to certificate attainment, Illinois was just above average among both full-time and

part-time students. Illinois' time to Associate <u>degree</u> for full-time students was among the top performing states (3.0 vs. 4.0 years). For part-time students, Illinois was in the middle compared to participating states (5.0 vs. 5.1 years). (*Time is the Enemy*, 2011, p. 32).

Time to Degree - Years
Fiscal Year 2008 (OM4)

SOURCE OF DATA: Annual Enrollment & Completion (A1)

Average Length of Time to Completion High Performing Community Colleges

FY2008			
Full-Time		**Part-Time**	
Certificates (one year or more)			
Frontier Community College	1.0 yrs	Wabash Valley College	2.0 yrs
Danville Area Community College	1.1 yrs	Spoon River College	2.3 yrs
Wilbur Wright College	1.5 yrs	Richland Community College	2.5 yrs
Associate Degree			
Wabash Valley College	2.2 yrs	Lincoln Trail College	3.6 yrs
Olney Central College	2.3 yrs	Kishwaukee College	3.9 yrs
Frontier Community College	2.5 yrs	Spoon River College	3.9 yrs
Lincoln Trail College	2.6 yrs	Heartland Community College	3.9 yrs
Source: ICCB Annual Enrollment & Completion (A1)			

Several colleges performed consistently well including Frontier Community College, Lincoln Trail College, Wabash Valley College, and Spoon River College who all appear twice on the above list. Illinois Eastern Community Colleges did very well on this metric.

Average Length of Time to Completion High Performing States

FY2008			
Full-Time		**Part-Time**	
Certificates (one year or more)			
Missouri	1.4 yrs	Oklahoma	1.8 yrs
Oklahoma	1.5 yrs	Mississippi	1.9 yrs
Massachusetts	1.8 yrs	Massachusetts	2.2 yrs
Mississippi	1.8 yrs	North Carolina	2.4 yrs
Associate Degree			
Mississippi	2.6 yrs	Mississippi	2.7 yrs
Missouri	2.6 yrs	Oklahoma	2.8 yrs
Oklahoma	2.8 yrs	Massachusetts	3.3 yrs
Source: *Time is the Enemy,* 2011, p. 32.			

Twenty-five states reported the average length of time to degree for certificate-seeking students, and 27 states reported data for associate-seeking students. For length of time to certificate – one year or more in length – Oklahoma, Massachusetts, and Mississippi made the list of top performing states for both full-time and part-time students. Similarly, Mississippi and Oklahoma were the top performing states for both full-time and part-time Associate degrees. Missouri was a top-performing state for full-time students for both Certificates (one year or more in length) and Associate Degrees (*Time is the Enemy*, 2011, page 32).

According to CCA analysis, nationally for beginning postsecondary students in fiscal year 2004 who completed an Associate degree, 22.9 percent completed in two years or less, 51.7 percent completed in between two and four year, and 25.5 percent completed in more than four years (Johnson, 2011, Three Policies to Reduce Time to Degree).

Average Credits Accumulated to Degree
Average Credits a Student Takes to Complete a Certificate or Degree
Cumulative Hours at Graduation

Full-time	FY2008	Part-time
59 hrs	IL Credits to Certificate (1 yr+)*	58 hrs
66 hrs	Avg. participating states Credits to Certificate*	63 hrs
IL 7th	IL versus Participating States	IL 5th
70 hrs	IL Credits to Associate Degree	68 hrs
88 hrs	Avg. participating states Credits to Associate Degree	85 hrs
IL 3rd	IL versus Participating States	IL 2nd
Source: ICCB Annual Enrollment & Completion (A1) & *Time is the Enemy*, 2011, (p. 33). *Technical Adjustment.		

> **Compared to the average for other participating states, graduates from Illinois required fewer credits to earn certificates and Associate degrees.**

Compared to the average for other participating states, graduates from Illinois required fewer credits to earn a certificates (one year or more in length) and Associate degrees. For certificates, Illinois was at the above average for full-time students and averaged seven fewer credits to completion than participating states (59). Illinois was a top performing state for part-time students completing certificates and averaged 5 fewer credits to graduation (58) (*Time is the Enemy*, 2011, p. 33).

Illinois Associate degree results were even more positive. For both full-time and part-time students, Illinois was a top performer in minimizing the number of credit hours students actually completed on their way to graduating with an Associate degree. It took Illinois students the equivalent of one fewer semester of full-time (overload) enrollment to complete an Associate degree (18 credits) than the average for participating states. Likewise, part-time Illinois graduates averaged 17 fewer hours to earn an Associate degree than graduates from participating states (*Time is the Enemy*, 2011, page 33).
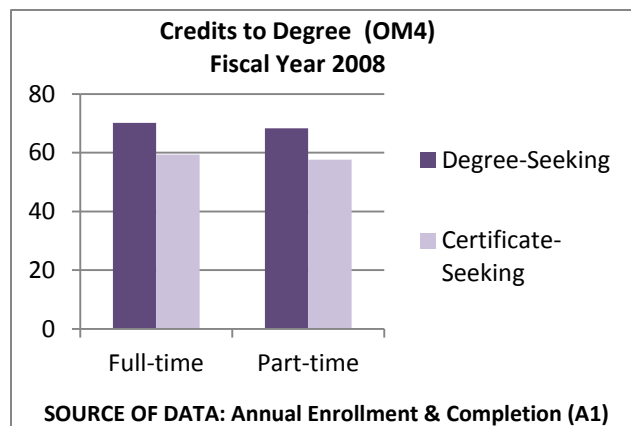
Credits to Degree (OM4)
Fiscal Year 2008

SOURCE OF DATA: Annual Enrollment & Completion (A1)

Average Accumulated Credits to Completion High Performing Community Colleges

FY2008	
Full-Time	**Part-Time**
Certificates (one year or more)	
Richard J. Daley College	Lewis & Clark Community College
John Wood Community College	McHenry County College
Danville Area Community College	John Wood Community College
Associate Degree	
John Wood Community College	John Wood Community College
Heartland Community College	Heartland Community College
McHenry County College	Kishwaukee College
Source: ICCB Annual Enrollment & Completion (A1)	

A few colleges performed consistently well including: John Wood Community College (4 times), Heartland Community College (2 times), and McHenry County College (2 times).

Average Accumulated Credits to Completion High Performing States

FY2008			
Full-Time		**Part-Time**	
Certificates (one year or more)			
North Carolina	32 credits	North Carolina	30 credits
Oklahoma	32 credits	Oklahoma	39 credits
Missouri	47 credits	Mississippi	41 credits
Associate Degree			
Mississippi	65 credits	Mississippi	60 credits
Missouri	69 credits	Illinois	68 credits
Illinois	70 credits	North Carolina	71 credits
Source: *Time is the Enemy*, 2011, p. 33.			

Twenty-four states reported the average number of credits to certificate and 27 states reported credits accumulated to Associate degree completion.   Mississippi made the list of top performing states for 3 of the 4 categories. North Carolina and Oklahoma led the states with the lowest average credits to certificate (one year or more) for both full-time and part-time students. Mississippi and Illinois were among the top performing states for credits to Associate Degree completion. Missouri performed well for full-time students, while North Carolina performed well for part-time students (*Time is the Enemy*, 2011, page 33).

Context Metric 1: Enrollment

The purpose of Context Metric 1 (CM1) is to provide the number of students enrolling in college level programs at institutions of public higher education and to measure changes in enrollment over time, overall, and for specific subgroups. The *Common College Completion Metrics Technical Guide* (2011) defines CM1 as, the annual unduplicated number of students enrolled in college level programs over a 12-month period at public institutions of higher education, disaggregated by attendance status at entry (full-time or part-time), race/ethnicity, gender, age, and Pell recipient status at entry.

In fiscal year 2008 there were 363,500 students enrolled in Transfer (PCS 1.1), Career and Technical Education (PCS 1.2), and General Associate (PCS 1.0) programs at Illinois community colleges (excludes course enrollees).

Enrollment
Total Students Enrolled in College Level Programs

FY2008	
363,500	IL Unduplicated Enrollments (College Level Programs)
Source: ICCB Annual Enrollment & Completion (A1)	
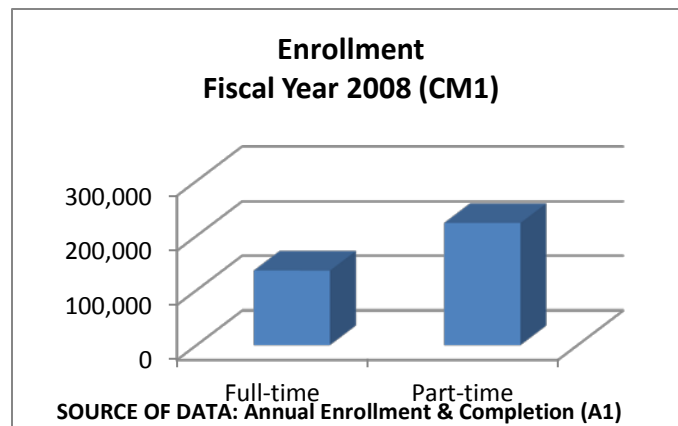
**Enrollment
Fiscal Year 2008 (CM1)**

SOURCE OF DATA: Annual Enrollment & Completion (A1)

In fiscal year 2008 there were 363,500 students enrolled in Transfer (PCS 1.1), Career and Technical Education (PCS 1.2), and General Associate (PCS 1.0) programs at Illinois community colleges (N = 224,364 part-time, and N = 139,136 full-time). No comparative data from the other participating states is available for this metric. Community colleges in Illinois with the largest college level credit enrollments appear in the following table.

High Enrollment Community Colleges

FY 2008	
College of DuPage	28,352
Joliet Junior College	19,671
Harper College	18,930
Source: ICCB Annual Enrollment & Completion (A1)	

Additional contextual community college enrollment information follows. In fiscal year 2009, two-year public institutions nationwide enrolled 10,452,884 students (NCES, Table 10, IPEDS Fall 2009). In Illinois in 2008, the chance of students enrolling in college by the age of 19 was 45 percent. One-third of 18- to 24-year-olds were enrolled in college in 2008. Seven percent of Illinois adults aged 25 to 49 years with no bachelor's degree or higher were in postsecondary education in 2008 (Measuring Up, 2008, Illinois).
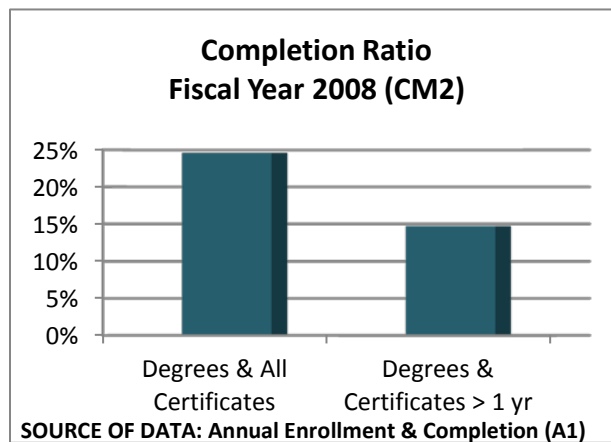
Context Metric 2: Completion Ratio

In fiscal year 2008 Illinois community colleges awarded 51,315 degrees and certificates. The corresponding FTE was 208,523 which results in a completion ratio of 24.6 percent.

The Completion Ratio – Context Metric 2 (CM2) – provides one approach to measuring the proportion of certificates and degrees awarded relative to student enrollment at Illinois public community colleges. CM2 is the annual ratio of undergraduate degrees and certificates awarded per 100 full-time equivalent (FTE) students at the state level, disaggregated by race/ethnicity, gender, and degree type. Annual FTE is the number of credit hours divided by 30 which reflects the enrollment intensity a student attending on a full-time basis would need to earn to stay on track to finish an associate degree in two years.

Completion Ratio
Ratio of certificates and degrees awarded per 100 full-time equivalent (FTE) students

FY2008		
Degrees & All Certificates		Degrees & Certificates > 1 year
24.6%	IL Completion Ratio	14.7%
51,315	IL Total Degree & Certificate Production	30,599
208,522.8	IL Total FTE	208,522.8
Source: ICCB Annual Enrollment & Completion (A1)		

Completion Ratio Fiscal Year 2008 (CM2)

SOURCE OF DATA: Annual Enrollment & Completion (A1)

In fiscal year 2008, Illinois community colleges awarded 51,315 degrees and certificates. The corresponding FTE was 208,523 which results in a completion ratio of 24.6 percent. Illinois community colleges awarded 30,599 degrees and certificates of one year or more in FY2008. The FTE was 208,523, which yields a completion ratio of 14.7 percent for degrees and certificates of one year or more.

Completion Ratio High Performing Community Colleges

FY2008			
Degrees & All Certificates		Degrees & Certificates > 1 year	
Harold Washington College	78.1%	Olney Central College	32.6%
Olney Central College	42.6%	Rend Lake College	26.0%
Sauk Valley Community College	38.9%	Southeastern Illinois College	23.1%
Source: ICCB Annual Enrollment & Completion (A1)			

Nationally, in fiscal year 2009 two-year public institutions awarded a total of 874,460 degrees and certificates (NCES, Table 23, IPEDS Fall 2009), while the FTE was 4,495,065 (NCES, Table 11, IPEDS Fall 2009), which results in a completion ratio of 19.5 percent for two-year public institutions in fiscal year 2009.

Context Metric 3: Market Penetration

In fiscal year 2008 Illinois' market penetration ratio was 7.7 percent.

Market Penetration – Context Metric 3 (CM3) – provides an approach to measuring the proportion of certificates and degrees awarded relative to young adults in the state. CM3 is the annual ratio of undergraduate degrees and certificates awarded relative to the state's population aged 18-24 with a high school diploma.

Market Penetration
Ratio of Certificates and Degrees Awarded Per State's Population of
18-24 Year Olds with a High School Diploma

FY2008		
Degrees & All Certificates		Degrees & Certificates > 1 year
397,841	IL Population 18-24 Years of Age with a High School Diploma (2009)	397,841
51,315	IL Total Degree & Certificate Production	30,599
12.9%	IL Market Penetration Rate	7.7%
Source: ICCB Annual Enrollment & Completion (A1) & SIUE		

Market Penetration Fiscal Years 2008 (CM3)

SOURCE OF DATA: Annual Enrollment & Completion (A1) & SIUE
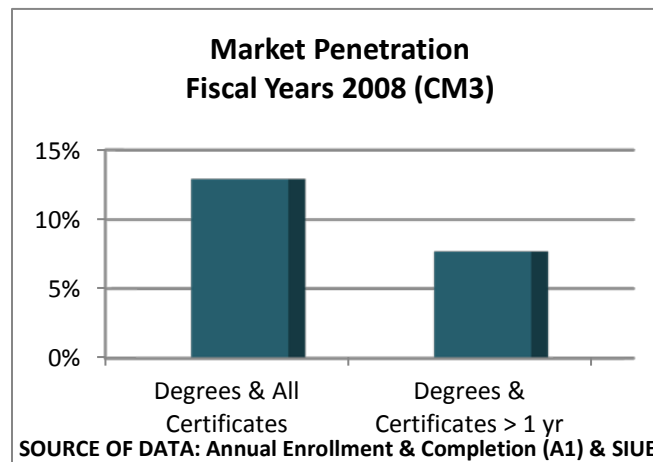
In fiscal year 2008, Illinois community colleges awarded 51,315 total degrees and certificates. The Illinois population of 18-24 year olds with a high school diploma (2009) was 397,841, resulting in a market penetration ratio of 12.9 percent. Focusing more narrowly on the 30,599 degrees and certificates of one year or more generates a market penetration rate of 7.7 percent. Illinois community colleges with the highest market penetration rates appear in the following table. Colleges serving rural communities in the south and east portions of the state that serve

as the primary point of access to higher education opportunity in the geographic area performed well on this metric.

Market Penetration Rate for High Performing Illinois Community Colleges

FY2008			
Degrees & All Certificates		Degrees & Certificates > 1 year	
Illinois Eastern Community Colleges	47.2%	Illinois Eastern Community Colleges	31.5%
Southeastern Illinois College	40.5%	Rend Lake College	31.3%
Rend Lake College	37.6%	Southeastern Illinois College	30.3%
Source: ICCB Annual Enrollment & Completion (A1) & SIUE			

The Illinois Community College System results on the Complete College America metrics provide the system with baseline information to gauge future progress against. Comparative national results from Complete College America on the metrics are expected to be forthcoming. Other states may be issuing reports on their initial results as well.

ILLINOIS' COMPLETION GOAL: 60% BY 2025

States joining the Alliance of Complete College America States (CCA) collaborated with stakeholders and CCA officials to identify an ambitious statewide 2025 completion goal. Accordingly, in materials submitted to Complete College America, Illinois committed to a goal of 60 percent of all adults – between 25 to 64 years of age – with a college degree or certificate by 2025. One shorthand version of the goal is "60% by 2025." To meet this goal, Illinois must graduate 4,400 more students each year starting in 2009 (or a total of 600,000 additional graduates in 17 years). Hence, achieving this goal requires an annual increase of 3.2 percent in Illinois completions, compounded annually. Assuming that community colleges and universities will shoulder equal portion of the goal, each sector will need to generate 2,200 additional completions every year. An Appendix Table contains information about what that goal would require of each community college using FY2009 as the baseline year and moving forward through FY2025. Baseline data show that 40 percent of Illinoisans between 25 and 64 possess a college degree or certificate.

> Illinois committed to a goal of 60 percent of all adults – between 25 to 64 years of age – with a college degree or certificate by 2025.

Illinois is in step with national goals that have been established by President Obama, other organizations and foundations. President Obama's American Graduation Initiative calls for the production of five million additional graduates by 2020 (Brandon, 2009 & National Center for Policy Analysis, 2000). The College Completion Challenge Call to Action calls for at least 55 percent of Americans hold a postsecondary degree by 2025.   The current national average is 27.8 percent (reported in Miller, 2011). The coalition that created this goal (November, 2010) includes six community college organizations: Phi Theta Kappa, the American Association for Community Colleges, the Association of Community College Trustees, the League for Innovation in the Community College, the National Institute for Staff and Organizational Development, and the Center for Community College Student Engagement.   The Lumina Foundation policy initiative has a goal of increasing the "percentage of Americans with high

quality degrees and credentials from 39 percent to 60 percent" by 2025 (Nauffts, 2009). The Gates Foundation seeks to "double the number of young people who earn a postsecondary degree or certificate with value in the marketplace by the time they reach age 26" (Bill & Melinda Gates Foundation, 2009). The Commission on Access, Admissions and Success in Higher Education's goal is to increase the proportion of 25 to 34 year-olds who hold an Associate degree or higher to 55 percent by the year 2025 to re-establish the United States as the leader in educational attainment in the world (Lee, Jr. & Rawls, 2010).

SELECTED EMERGING ILLINOIS INITIATIVES
WITH THE POTENTIAL TO CONTRIBUTE TO ADDITIONAL GRADUATES

> Focus areas for improvement based on the inaugural meeting of the Complete College America Alliance of States include: transforming remediation and adult education, restructuring delivery to reduce time to degree\accelerate success and performance funding.

Focus areas for improvement based on the inaugural meeting of the Complete College America Alliance of States include: transforming remediation and adult education, restructuring delivery to reduce time to degree\accelerate success and performance funding (See: Complete College America Inaugural Convening). Selected Illinois initiatives related to these topics that have the potential to produce more graduates appear on the following pages.

Transforming Remediation and Adult Education

Reaching out to low skilled adults will be an important strategy for meeting college completion goals. Kelley & Strawn (2011) document that the number of high school graduates is declining in many states. This decline includes Illinois, which is expected to have 5 to 10 percent fewer graduates in 2020. Between 2009 and 2019, the number of college enrollments by adults is expected to increase twice as much as enrollments of traditionally aged students. Nationwide, to meet workforce demand, 4.7 million additional postsecondary certificates and 3 million additional associate and bachelor's degrees are expected to be needed by 2018. To match best performing countries in college attainment, nationwide 6.5 million additional associate and bachelor's degrees are needed among 25 to 34 year olds and 10.1 million additional associate and bachelor's degrees are needed among 25 to 64 year olds by 2020. The demand for college-educated workers will increase 16 percent between 2008 and 2018, and by 2018, about two-thirds of jobs in the nation will require some postsecondary education. (Kelley & Strawn 2011).

Accelerating Opportunity Initiative

The eligible population for the Accelerating Opportunity Initiative is adults who have attained 16 years of age; who are not enrolled or required to be enrolled in secondary school under State law; and who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are unable to speak, read, or write the English language.

> **Accelerating Opportunity** seeks to change the way adult basic education is delivered by getting adult students on track to earn a postsecondary credential.

In April 2009, the Illinois Community College Board convened the Strategic Planning Task Force consisting of Illinois community colleges, literacy councils, school-based programs, correctional education, and community-based organizations. The Task Force provided a "broad framework" to further strengthen a career pathways system that prepares adult learners for economic self sufficiency.   The pathways system leads to postsecondary education, training and/or employment. Related, the Illinois Community College Board (ICCB) Adult Education program has been awarded a $1.6 million grant as a part of Accelerating Opportunity, a Breaking Through Initiative.   Accelerating Opportunity seeks to change the way adult basic education is delivered by getting adult students on track to earn a postsecondary credential. A collaboration of philanthropies is funding the initiative including the Bill & Melinda Gates Foundation, the Joyce Foundation, the W.K. Kellogg Foundation, the Kresge Foundation, and the Open Society Foundations. Illinois is one of only 4 states to receive the grant and is working with Jobs for the Future on the project.

The initiative promotes the redesign of adult basic education and postsecondary programs to integrate basic skills with practical occupational training. Accelerating Opportunity seeks to change the way adult basic education is delivered by putting students on track to earn a postsecondary credential and providing them with the support needed to succeed. Educational pathways to higher skills, credentials, and employment will be rigorously tested and independently evaluated. This evidence will be provided to philanthropy, labor, employers, adult education planners and other stakeholders to ensure that adult education programs lead to postsecondary credentials and employment.   The Accelerating Opportunity Initiative pilot includes the following colleges: College Lake County, Danville Area Community College, Elgin Community College, Lake Land College, Lewis and Clark Community College, Lincoln Land Community College, McHenry County College, and Richard J. Daley Community College. Links for Additional Detail include: http://www.iccb.org/accelerating.opportunity.html, http://www.iccb.state.il.us/pdf/pr/AccerlatingOpportunityPR_08-2011.pdf, http://www.acceleratingopportunity.org/, and http://www.acceleratingopportunity.org/about.

> The Joyce Foundation funded Shifting Gears initiative is focused on positively impacting policy related to postsecondary education and employment of low-skilled workers through the development of career and technical education bridge programs in Adult Education and developmental education.

Shifting Gears

The Joyce Foundation Shifting Gears initiative is focused on positively impacting policy related to postsecondary education and employment of low-skilled workers through the development of career and technical education (CTE) bridge programs in Adult Education and developmental education.   ICCB provided leadership for the grant with support from the Department of Commerce and Economic Opportunity (DCEO).   Five Midwestern states – Illinois, Indiana, Minnesota, Ohio, and Wisconsin – have been the focus of Shifting Gears.   Illinois' Shifting Gears initiative has been funded by the Joyce Foundation since 2006. Phase one (1.0) supported bridge programming in the high demand industries of Healthcare; Transportation, Distribution, Logistics (TDL); and Manufacturing.   Eight pilot projects included Black Hawk College, the City Colleges of Chicago, College of DuPage, College of Lake County, Lewis & Clark Community College, John A. Logan College, McHenry County College, and

Oakton Community College. Some accomplishments of Shifting Gears 1.0 included stakeholder collaboration, development of a bridge definition, and a new classification structure for Adult Education and CTE programs. Goals of phase two (2.0) include the engagement of state decision-makers in developing and implementing bridge-related policies, development and institutionalization of bridge program models and practices, strengthening data systems and expanding performance measures and tracking, and communicating practices and policies to decision-makers and the public. For more information, please visit http://www.iccb.org/shifting_gears.html.

Adult Education Content Standards

The adult education provider community, in collaboration with ICCB and aligned with federal guidance, has developed content standards for Adult Basic Education (ABE) and Adult Secondary Education (ASE), and English as a Second Language (ESL) curricula. Adult Education content standards describe what learners should know and be able to do in a specific content area at a particular skill level. ABE/ASE Benchmarks describe a specific set of skills needed to meet the content standards. The ABE/ASE content standards have benchmarks for reading, writing, and mathematics. The content standards were developed to provide a common language for ABE/ASE and ESL levels among programs: assist programs with curriculum development; provide guidance for new instructors; and enhance quality instruction through professional development. The content standards are a result of state and federal initiatives including *A Blueprint for Preparing America's Future* (2003), the *Adult Education Content Standards Consortia and Online Warehouse Project* (2003), the Illinois ESL Task Force, work groups, program reviews, and field testing. For additional information please visit http://www.iccb.org/pdf/adulted/ABE_ASE_Content_Standards_04-2011.pdf and http://www.iccb.org/pdf/adulted/publications_reports/Content%20Standards_Final%20Version.pdf.

> Adult Education content standards describe what learners should know and be able to do in a specific content area at a particular skill level.

Restructuring Delivery to Reduce Time and Accelerate Success

College and Career Readiness

The College and Career Readiness (CCR) initiative aims to reduce developmental enrollments among recent high school graduates by aligning curricula and making the transition from high school to college more seamless. More prepared high school graduates are better positioned to advance through college level courses and graduate. The initiative is codified through Public Act 095-0694 and currently provides grant dollars to the following colleges: Moraine Valley Community College, South Suburban College, Southwestern Illinois College, John A. Logan College, Shawnee Community College, South Suburban College, College of Lake County and Kankakee Community College. The legislation identifies five CCR initiative components: 1) Diagnose college readiness through the development of a system that aligns ACT scores to community college courses in developmental and freshman curriculum; 2) Reduce the need for developmental coursework in math, reading, and writing at the college level through (i) increasing the

> The College and Career Readiness (CCR) initiative aims to reduce developmental enrollments among recent high school graduates by aligning curricula and making the transition from high school to college more seamless.

number of students enrolled in a college-prep core curriculum, (ii) assisting students in improving college readiness skills, and (iii) increasing successful student transitions into postsecondary education; 3) Align high school and college curriculum; 4) Provide resources and academic support to enrich students' senior year of high school; and 5) Develop evaluation processes to measure the effectiveness of readiness intervention strategies

Partnership for Assessment of Readiness for College and Careers (PARCC) Initiative

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 24 states working together to develop a common set of K-12 assessments in English and math tied to what it takes to be ready for entry into college or the workforce. PARCC received a $186 million grant through the U.S. Department of Education's Race to the Top (RTTT) initiative to design next-generation assessment systems. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade forward, and provide teachers with timely information to inform instruction and support student learning. A 2014-15 implementation timeframe has been established for the PARCC assessments.

> PARCC is a consortium of 24 states working together to develop a common set of K-12 assessments in English and math tied to what it takes to be ready for entry into college or the workforce.

In Illinois, state education agency leaders from the Illinois Community College Board, Illinois State Board of Education, and Illinois Board of Higher Education, are active members of the PARCC consortium. Illinois is working to build a K-12 assessment system that creates pathways to college and career success for all students; includes assessments that address the Common Core State Standards; supports front line classroom educators; capitalizes on technology; and promotes accountability at all levels. Illinois became a Governing State in PARCC in the spring of 2010 and adopted the Common Core State Standards in June 2010.

Illinois' public community colleges and universities have committed to participate in PARCC and collaborate on assessment development. Teachers, parents, and students will know whether or not students are college- and career-ready by the end of high school and the extent to which they are "on-track" for college- and career-readiness in earlier grades. If students are not considered "on-track", assessment information can be used to recommend interventions to remedy weaknesses before high school graduation. The initiative is being designed to increase K-12 student performance across the board, raise high school graduation rates, and ensure that Illinois' education system prepares students for college and today's workplace. The initiative should reduce the need for developmental education at college among recent high school graduates. For additional details see http://www.parcconline.org/, http://www.community colleges.org/ICCBreportnov2010.pdf,   http://www.isbe.state.il.us/board/meetings/2011/june/ eppc.pdf , http://www.isbe.state.il.us/common_core/default.htm and http://achieve.org/.

Illinois Pathways - STEM Learning Exchanges

Science, **T**echnology, **E**ngineering, and **M**athematics (STEM) Programs of Study were identified as an education reform initiative to help promote college and career readiness for all learners. Approaches to enhance Illinois' P-20 education system include scaling-up Programs of Study, forming STEM Learning Exchanges, and implementing a Learning and Performance Management System (LPMS) instructional improvement technology infrastructure. Partners

include the Illinois Community College Board, Illinois State Board of Education, Illinois Board of Higher Education, Illinois Department of Commerce and Economic Opportunity, and Illinois Business Roundtable.

Originally developed and implemented as part of Career and Technical Education (CTE), Programs of Study serve as a model for bridging programs across P-20 education institutions to elevate academic achievement, increase graduation rates, and improve transitions to postsecondary education and employment. Programs of Study encourages the State's education institutions to align their curriculum, assessments and career counseling with the State's growing economic development sectors. Illinois has elected to focus on STEM clusters. These efforts should help ensure successful transitions to employment, career progression for incumbent workers, and a stronger economy for Illinois. There are nine STEM cluster focus areas for Illinois: 1) Health Science; 2) Agriculture; 3) Information Technology; 4) Finance; 5) Architecture & Construction; 6) Transportation, Distribution, & Logistics; 7) Manufacturing; 8) Research & Development; and 9) Energy.

> The goal of the STEM Learning Exchanges is to use a public-private education infrastructure that can advance college and career readiness by coordinating statewide networks of P-20 education partners, business, and labor based on career clusters.

The goal of the STEM Learning Exchanges is to use a public-private education infrastructure that can advance college and career readiness by coordinating statewide networks of P-20 education partners, business, and labor based on career clusters. To assist with connecting cluster partners across the nine focus areas, the State proposed that STEM Learning Exchanges be integrated as part of the development of a statewide instructional improvement technology platform referred to as a Learning and Performance Management System (LPMS). The LPMS is expected to access state and local data off of which software applications can be efficiently built, innovations disseminated, and students and educators provided access to information to improve student outcomes. The LPMS aims to enable educators to focus their efforts on using data to promote program improvement and better learning outcomes.

Programs of Study serve as a model for bridging programs across P-20 education institutions and can improve academic achievement, increase graduation rates, and improve transitions to postsecondary education and employment. A project Intergovernmental Agreement has been signed by the major participating agencies.   The project launch took place in February, 2012. During the second half of calendar year 2012, the initial STEM Learning Exchanges are scheduled to be established. The Learning and Performance Management System (LPMS) infrastructure design has been proposed. Links for accessing additional details follow: http://www.illinoisworknet.com/NR/rdonlyres/409D2E81-9387-4437-BD4C-C395070546EA/4853/BuildingILStemPathwaysPresentation_April28_2012.pdf, http://occrl.illinois.edu/Newsletter/2011/spring/6, http://www.illinoisworknet.com/NR/rdonlyres/409D2E81-9387-4437-BD4C-C395070546EA/4847/LearningExchangeArticle1.pdf, and http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=2&RecNum=10020

Illinois Shared Learning Environment

A $12 million commitment was received from Governor Quinn in December, 2010 to develop an enhanced version of the Learning and Performance Management System (LPMS) called the Illinois Shared Learning Environment (ISLE).   ISLE is an aggregation of statewide technology initiatives that includes the LPMS, as well as components of the Shared Learning Infrastructure (SLI) and the Statewide Longitudinal Data System (SLDS). The Department of Commerce and Opportunity (DCEO) and the Illinois State Board of Education (ISBE) have a Memorandum of Understanding to develop the technical requirements for ISLE, and DCEO and ISBE also have an interagency agreement with the University of Illinois' National Center for Supercomputing Applications (NCSA) for the development of the requirements of the ISLE.   For   more   information,   please   see http://www.illinoisworknet.com/NR/rdonlyres/409D2E81 -9387-4437-BD4C-C395070546EA/4853/BuildingIL StemPathwaysPresentation_April28_2012.pdf,   slides 88-94.

> The Illinois Shared Learning Environment (ISLE) is an aggregation of statewide technology initiatives that includes the Learning and Performance Management System (LPMS), as well as components of the Shared Learning Infrastructure (SLI), and the Statewide Longitudinal Data System (SLDS).

ISAC FAFSA Completion

> During the first quarter of calendar year 2012, ISAC staff conducted 651 FAFSA Completion Workshops with nearly 10,000 people in attendance.

February 2012 was designated Financial Aid Awareness Month with the Illinois Student Assistance Commission (ISAC) challenging Illinois students to complete the Free Application for Federal Student Aid (FAFSA) early. ISAC's goal is to make college affordable and accessible for Illinois students, aiding in the statewide goal of increasing the proportion of Illinois adults with a postsecondary credential. During the first quarter of calendar year 2012, ISAC staff conducted 651 FAFSA Completion Workshops with nearly 10,000 people in attendance. These events included an overview of the financial aid process and FAFSA completion workshops that gave step by step instructions with the end results of a completed application. More than 342,000 2012-13 FAFSAs had been filed by Illinois students during the first quarter of calendar year 2012.   For additional information see http://www.collegeillinois.org/dotAsset/bc42cea7-5000-4d92-9134-cccee6f32cad.pdf   and http://www.illinois.gov/PressReleases/PressReleasesListShow.cfm?RecNum=9211.

ISAC 2 + 2 Expansion

The Illinois Student Assistance Commission (ISAC) has a Monetary Award Program (MAP) 2 + 2 pilot program in which students are admitted to a baccalaureate degree program but attend a community college and then transfer to the baccalaureate-granting institution. Since the dollar amounts of students' MAP grants are smaller for attendance at a community college, students are allowed to carry forward the difference between the amount that their MAP grant would have been at their bachelor's degree institution of choice and their community college MAP award. The difference between the MAP grant that would be awarded for attending the baccalaureate-granting institution and the community college is banked and carried forward for use in the junior

and senior years. Institutions participating in this program are as follows: DePaul University with City Colleges of Chicago, College of DuPage, Harper College, Moraine Valley Community College, and Oakton Community College; Dominican University with College of DuPage, Harper College, and Triton College; Governors State University with Joliet Junior College, Kankakee Community College, Moraine Valley Community College, Prairie State College, South Suburban College, and Triton College; Knox College with Carl Sandburg College; Lewis University with College of DuPage; Northern Illinois University with College of DuPage, Harper College, and Illinois Valley Community College; Robert Morris University with College of DuPage and Illinois Central College; Southern Illinois University Carbondale with Frontier Community College, Olney Central College, Wabash Valley College, John A. Logan College, Kaskaskia College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, and Southwestern Illinois College; and Western Illinois University with Black Hawk College, Carl Sandburg College, and Spoon River College (http://www.collegezone.com/giftassist/753_14942.htm).

The Illinois Student Assistance Commission (ISAC) has a Monetary Award Program (MAP) 2 + 2 pilot program in which students are admitted to a baccalaureate degree program but attend a community college and then transfer to the baccalaureate-granting institution. Since the dollar amounts of students' MAP grants are smaller for attendance at a community college, students are allowed to carry forward the difference between the amount that their MAP grant would have been at their bachelor's degree institution of choice and their community college MAP award.

Shift to Performance Funding

Illinois Performance Funding

Performance Funding aims to increase the number of college graduates by tying a portion of state dollars to successful completions and measureable activities that contribute to the production of additional certificates and degrees. The initiative is scheduled for implementation in the FY2013 budget cycle.

The Illinois Higher Education Finance Study Commission issued a report In December, 2010 encouraging the development of Performance Funding (PF) for the state's public higher education systems. Commission members reviewed PF related information from Ohio, Indiana, Tennessee, and Texas as a part of their discussions (Final Report and Executive Summary).

During the Spring 2011 legislative session, the Illinois General Assembly developed and passed a Performance Funding bill. Governor Quinn signed the Performance Funding legislation on August 12, 2011 which links a portion of state dollars to institutional performance. The legislation indicates that PF should reward improvement in helping academically and financially at risk students succeed including 1st generation, low income and underrepresented populations. PF should differentiate between

institutional missions. PF dollars should have definite ties to completion. The approach taken to PF in Illinois should maintain the quality of the certificates and degree awarded. Implementation is scheduled for the FY2013 budget. Metrics were developed through a consultative process and will become part of agency administrative rules.

A PF Committee was formed in July, 2011 and met periodically through January, 2012. Community College Representatives included Elaine Johnson – ICCB Vice President Academic & Workforce; Michael Monaghan – Executive Director, Illinois Community College System Trustees Association; Geoffrey Obrzut ICCB President\CEO; Tom Pulver – ICCB Board Member and Waubonsee Community College Faculty; Gayle Saunders – President, Richland Community College; and Jerry Weber, President, College of Lake County (http://www.ibhe.state.il.us/PerformanceFunding/schedule.htm).

Community colleges fully participated in the meetings and lead the development of the community college metrics. The Illinois Community College System drew on its previous experience with the Performance Based Incentive System (PBIS). PBIS which consisted of a series of statewide measures (60% of allocated funds) and a district based component (40% of allocated funds). From its inception, PBIS was designed as a continuous improvement initiative focused on strengthening teaching and learning and was funded with additional state dollars in fiscal years 1999 ($1 Million), 2000 ($1.5 Million) and 2001 ($2 Million). In FY2002, PBIS was eliminated due to state budget funding shortfalls. PBIS focused on teaching and learning; provided funds "at the margin;" furnished "in addition to" funds; recognized high performance and improvement; and consisted of goals and measures (http://ccrc.tc.columbia.edu/Publication.asp?UID=694).

Performance measures for initial implementation were approved by the ICCB in January 2012 and the IBHE in February 2012. Community College Performance Measures for Performance Funding include the following areas: Degree and Certificate Completion; Degree and Certificate Completion of At Risk Students; Transfer to a Four-year Institution; Remedial and Adult Education Advancement; Momentum Points and Transfer to a Community College.

Performance Funding aims to increase the number of college graduates by tying a portion of state dollars to successful completions and measureable activities that contribute to the production of additional certificates and degrees.   The initiative is scheduled for implementation in the FY2013 budget cycle.

Guarantee the Transfer of General Education Curriculum

IAI GECC Core and 2 to 4 Common Courses in Popular Majors
The Illinois Articulation Initiative (IAI) is a statewide transfer agreement. There are more than 100 participating colleges and universities who agree to accept a package of IAI general education courses in lieu of their own comparable general education requirements. Discussion is underway in Illinois to create a formal award for the completion of the General Education Core Curriculum (GECC). Colleges in several other states award certificates for the completion of their general education core requirements (e.g., Arizona, Louisiana, Michigan, New Jersey, New Mexico, New York, and Virginia). Potential benefits to students may include encouraging persistence toward academic goals and helping with job placement\advancement. Universities and four year colleges benefit because they can eliminate general education transcript reviews for students with the credential. Community colleges benefit because they further document student achievement and formally recognize student foundational academic skill attainment.

Major recommendations have also recently been updated for the first two years of postsecondary education in some the most popular majors. These recommendations help students who have chosen their majors, intend to transfer, but are undecided on the institution that will grant their baccalaureate degree. The Illinois Community College Board (ICCB) along with the Illinois Board of Higher Education (IBHE) and local college and university faculty worked during 2011 to formalize major recommendations in three tiers: Tier 1 majors (Business, Chemistry, English, History, Political Science, and Sociology); Tier 2 majors (Agriculture, Criminal Justice, Computer Science, Engineering, and Physics) and Tier 3 majors (Biological Sciences, Industrial Technology, Mass Communications, Mathematics, Psychology, and Theatre Arts). For additional information see: http://www.itransfer.org/container.aspx?file=iai and http://www.iccb.org/pdf/agendas/2011/agenbkjun11.pdf).

> The Illinois Articulation Initiative (IAI) is a statewide transfer agreement. There are more than 100 participating colleges and universities who agree to accept a package of IAI general education courses in lieu of their own comparable general education requirements.

Move Further Toward Data Driven Decision Making

> The goal of the Illinois P-20 Longitudinal Education Data Project is for educational partners to better manage, link, and analyze P-20 education data.

Illinois P-20 Longitudinal Education Data System
The goal of the Illinois P-20 Longitudinal Education Data Project is to establish and enhance the data systems necessary for educational partners to better manage, link, and analyze P-20 education data. The Illinois Longitudinal Data System (ILDS) was established under Public Act 096- 0107 by the 96th General Assembly with an effective date of July 20, 2009. Through the act, system functionality is scheduled by June 30, 2013, provided that funding is available. The Illinois Community College Board, Illinois State Board of Education, and Illinois Board of Higher Education will establish and maintain a longitudinal data system by entering into one or more agreements that link early learning, elementary, and secondary school student individual student records with institution of higher learning student unit records. Under the act, the state agencies may perform and undertake research; perform audits or evaluations; convene stakeholders; and report and advise the Illinois P-20 Council.

The Illinois Community College Board has responsibility for collecting and maintaining information on community college students. The Illinois State Board of Education is responsible for collecting and maintaining information on early learning, public school (pre-kindergarten through grade 12), and non-public school (P-12) students. The Illinois Board of Higher Education is responsible for collecting and maintaining enrollment, completion, and student characteristic information on students enrolled in institutions of higher learning, other than community colleges. The Illinois Board of Higher Education is also authorized to collect and maintain data from any nonpublic higher education institution enrolling one or more students receiving Monetary Award Program (MAP) grants beginning July 1, 2012. IBHE may contract

with one or more voluntary consortia of non-public higher education institutions to share data and conduct research/analysis.

The Illinois State Board of Education has received two federally funded State Longitudinal Data System (SLDS) Grants (FY09 thru FY13 SLDS #1 = nearly $9 million and FY10 thru FY13 SLDS Expansion Grant = almost $11.9 million) to develop, implement, and expand Illinois' Longitudinal Data System. ISBE is working on Longitudinal Data System projects for P-12 education while also collaborating on data system projects and initiatives with ICCB and IBHE.

The Illinois Longitudinal Data System has the potential to further elevate completions by tracking student progress and outcomes within and across educational levels. The state education agencies will use data to identify leaks in the educational pipeline where students exit prior to completion or experience academic difficulty. Issues can be identified and educators can be informed where education and/or support service interventions may be needed to promote student advancement.   By linking data systems educational partners can more easily analyze such topics as retention, concurrent enrollment, dual credit, transfer, and college completion.

The state education agencies are collaborating to develop additional linkages to facilitate the Illinois P-20 Longitudinal Data System. Since the early 1980s, the Illinois Community College Board has had an extensive individual student data collection and reporting system.   The Illinois State Board of Education (ISBE) has been collecting individual student record data for public Illinois P-12 students with their Student Information System (SIS) since 2006. The Illinois Board of Higher Education (IBHE) is planning on collecting individual student records from public and private universities in 2012. The Illinois Higher Education Consortium (IHEC) is being formed to assist the IBHE in data collection and to provide member institutions with standard reports, and data access. The National Center for Supercomputing Application (NCSA) at the University of Illinois is serving as the data center for IBHE and IHEC which plans to serve public universities and non-public colleges and universities. The University of Illinois is the IHEC administering institution.

There is widespread agreement that a federated or decentralized approach to ILDS is the preferred and most cost effective approach to advancing the project. A federated approach avoids costly duplication; builds on current state information technology investments; and capitalizes on the substantial knowledge and expertise of professionals in each agency and system. A group of agency leaders are investigating the desirability of forming an ILDS coordinating group and an appropriate charge and structure for such a group.   Links for additional details about the overall ILDS project follow: http://www.iccb.org/pdf/reports/ILDS_legislation.pdf, http://www.iccb.org/pdf/reports/ILDS_FoundationalComponents.pdf, http://www.iccb.org/pdf/reports/ILDS_nonpublic.pdf, http://www.iccb.org/pdf/agendas/2010/agenbksept10.pdf,   http://www.isbe.net/ILDS/default.htm and http://www.ibhe.org/ILDS/default.htm.

High School to College Success Report
Production of the statewide Illinois *High School to College Success Report* as well as individual community college reports is a joint initiative of the Illinois Community College Board, Illinois State Board of Education, and Illinois Board of Higher Education in partnership with ACT, Inc. The reports are an effort to increase transparency, improve alignment, and smooth transitions across educational levels. *High School to College Success Reports* provide data and information to inform further discussions and collaborations among secondary and

postsecondary educators, parents and stakeholders, and policymakers to further elevate Illinois student achievement.   The initial report includes ACT-tested students who graduated from Illinois public high schools in 2006-2008 who enrolled first time, full-time at an Illinois public community college in the fall of 2006-2008 (FY 2007-2009). The following are included in the *High School to College Success Report*: student performance (grade point average\GPA) at a 2-year public community college; how local students performed compared to state average; college readiness benchmark scores by subject area statewide and local; aggregate data on enrolled students' performance in college; data broken down by high school in the appendices; student performance by high school course sequence patterns in math and science; average first-year GPAs by ACT college readiness standards score ranges; student performance in credit bearing and developmental courses; and persistence from year one to year two in postsecondary education overall and persistence at the same institution. Using the same group of recent high school graduates, similar reports were generated for the Illinois public four-year universities and the specific high schools from which the students graduated.   The second report will be produced in Summer 2012.   For more information, please visit http://iccbdbsrv.iccb.org/hscollegesuccess/home.cfm.

> *High School to College Success Reports* provide data and information to inform further discussions and collaborations among secondary and post-secondary educators, parents, stakeholders, and policymakers to further elevate Illinois student achievement.

Illinois Among Complete College America Founding States

Illinois was among the 17 founding states to the Complete College America (CCA) initiative, which was launched in March, 2010 with the aim to increase the number of Americans with college degrees. At the time of publication, the Alliance of States includes 30 states who in partnership with their colleges and universities commit to setting completion goals; developing action plans; moving key policy levers; and collecting and reporting common measures of progress, outcomes, and context (http://www.completecollege.org/alliance_of_states/).

> Illinois was among the 17 founding states to the Complete College America (CCA) initiative, which was launched in March 2010 with the aim to increase the number of Americans with college degrees.

Highlights of recent CCA activities in Illinois include the following milestones. The initial CCA cross state meeting took place in June 2010. States provided preliminary goals in September 2010. Fall Academy meetings were held by CCA officials for selected states in October 2010 and preliminary state level data on the metrics were provided in December 2010.   Illinois Community College Board (ICCB) staff collaborated with the colleges to generate initial information for Illinois community colleges. Illinois Board of Higher Education (IBHE) staff gathered similar data that public universities produced locally and compiled the information before forwarding it to CCA officials. In 2010 and 2011, overall Illinois community colleges exceeded the preliminary statewide goal.   Illinois participated in a CCA hosted Spring Academy for selected states in March 2011. In May 2011, Illinois was one of 33 states who submitted plans for the Gates Foundation funded CCA College Completion Grant. In Spring 2011, ICCB, Illinois State Board of Education (ISBE), and IBHE collaborated with ACT, Inc. and local partners to produce the High School to College Success Reports (June 2011 release). Illinois held a statewide

summit on college completion entitled, College Changes Everything in July 2011. CCA College Completion Grants were awarded to 10 states in July and August 2011. The Illinois General Assembly passed Performance Based Funding legislation in June 2011. Governor Quinn signed the Performance Based Funding bill which links state dollars to institutional performance for a portion of higher education's budget in August 2011. In Summer\Fall 2011 CCA provided Illinois with support for its Performance Based Funding initiative by supporting Dennis Jones from NCHEMS and Mike Baumgartner from CCA to serve as project facilitators. The second round of data was submitted by states to CCA early in calendar year 2012. In January 2012, Illinois Lieutenant Governor Shelia Simon released a report related to CCA entitled *Focus on the Finish*. The report included best practices, suggested policy changes, and challenged educators to work more closely to elevate completions in the state. The Illinois CCA leadership team continues to meet and share information on initiatives for elevating the number of college graduates. A second College Changes Everything conference will be held on July 12, 2012, at the Tinley Park Convention Center. For more information on CCA visit the following link: http://www.completecollege.org/.

AACC's Voluntary Framework of Accountability Pilot

The Voluntary Framework of Accountability (VFA) is an initiative to create more accurate ways for community colleges to measure their performance and institutional effectiveness. A collaboration of the American Association of Community Colleges, the Association of Community College Trustees, and The College Board, the VFA is currently in Phase II which is funded by the Lumina Foundation for Education and The Bill & Melinda Gates Foundation. The VFA has four working groups, a technical committee, and a Steering Committee that consists of 20 national Community College leaders. Forty pilot sites – including the College of Lake County, Parkland College, and Waubonsee Community College – are currently testing the proposed measures and components of the framework. During Fall 2011, Phase II provided a technical manual, a framework for assessing student learning outcomes, a data collection and display tool, and a strategic plan for college participation. The Phase III roll out invites participation by all community colleges and is expected to gain momentum in 2012. For more information, please visit http://www.aacc.nche.edu/Resources/aaccprograms/vfa_archive/Pages/default.aspx.

> The Voluntary Framework of Accountability (VFA) is an initiative to create more accurate ways for community colleges to measure their performance and institutional effectiveness.

Achieving the Dream

> Achieving the Dream is dedicated to helping community college students stay in college and earn a degree or certificate.

Achieving the Dream is dedicated to helping community college students stay in college and earn a degree or certificate. The Achieving the Dream student centered model of institutional improvement is focused on creating a culture of evidence in which data and inquiry drive institutional efforts to close achievement gaps and improve student outcomes. At Danville Area Community College, the college is strengthening efforts to improve student retention rates, increase student engagement and success, and enhance student recruitment. Elgin Community College is developing additional accountability systems to monitor and address student success issues, elevating the use of data to

inform decision making, and enhancing faculty professional development. William Rainey Harper College Achieving the Dream initiatives are focused on helping underprepared students increase their success and aligning institutional priorities to further foster student success. Morton College officials are working on assessment and planning, setting priorities based on consistent, longitudinal data of student outcomes, and developing metrics to determine the extent to which targeted goals have been achieved. Triton College officials are examining how academic programs and student services can be better organized to improve student success, adopting best practices to increase student retention, degree completion, and transfer, and creating a enhanced culture of evidence to nurture student success (Achieving the Dream).

CCA COMPLETION GRANT FUNDED PROJECT HIGHLIGHTS

Complete College America awarded ten states with grants to advance specific college completion enhancement projects. The states receiving the grants and a brief description appear in the following paragraphs. Prevalent themes across the state projects are to redesign developmental education and provide more direct pathways to completion.

Arkansas is reinventing remediation and creating policies for concurrent enrollment of vocational high school students (Beebe 2011). CCA funds are primarily being used to support coordinators to incorporate reading and writing remediation into existing courses (Carter 2011). To review Arkansas' proposal, see http://www.completecollege.org/docs/ Arkansas%20Proposal%20Narrative%20Statements.pdf .

> **California** is using the grant to help students transfer from community colleges to California State University with an associate degree and a clear pathway to the bachelor's degree.

California is using the grant to help students transfer from community colleges to California State University with an associate degree and a clear pathway to the bachelor's degree. As a result of the Student Transfer Achievement Reform Act of 2010, model programs in 16 disciplines are available at about half of the state's community colleges that upon completion award the student an associate degree and junior standing and priority enrollment consideration at any of the California State Universities where no more than 60 additional units will be needed for completion of the bachelor's degree. The grant is being used to support the development of model curriculum and to raise awareness about transfer degree options (California Community Colleges Chancellor's Office and the California State University Office of the Chancellor 2011). To access California's proposal, see http://www.completecollege.org/docs/California%20Proposal%20 Narrative%20Statements.pdf.

Colorado is reforming developmental education with involvement from community colleges, introducing performance funding, and refining the state's developmental education policies (State of Colorado 2011). Colorado's proposal is available at the following link: http://www.completecollege.org/docs/Colorado%20Proposal%20Narrative%20Statements.pdf.

Similarly, **Georgia** is reinventing its remediation programs. Two institutions will pilot technology-based diagnostic assessments, modularized coursework for students to work at their own pace, simultaneous enrollment in developmental and college-level courses, and increased student

success and skill supports (Deal 2011). To read Georgia's proposal, see http://www.completecollege.org/docs/Georgia%20Proposal%20Narrative%20Statements.pdf.

Smarter Choices, Faster Completion is the title of Indiana's proposal, which was developed by **Indiana's** Commission for Higher Education. The project uses two strategies: redesigning the delivery of developmental coursework and creating highly structured intervention strategies that better support student success. Remediation redesign is aimed to result in a set of consistent policies for referring students to remediation in addition to customizing delivery based on the student's level of need. Intervention strategies include degree mapping and advising to support on time completion, block scheduling that incorporate summer coursework, and cohort based enrollment opportunities. (Indiana Commission for Higher Education). To review Indiana's proposal, see http://www.completecollege.org/docs/Indiana%20Proposal%20Narrative%20Statements.pdf.

Complete College America grant funds are being used by the **Kentucky** Community and Technical College System (KCTCS) to enhance developmental education opportunities for adults enrolling in the Learn on Demand online program. Learn on Demand offers modularized, self paced competency based degree programs in high wage, high demand areas. Grant funds will improve the program by adding academic advising, tutoring, and a customized orientation module. Funds are also providing professional development for advisors and support a communications plan aimed at increasing student awareness of degree and credential pathways. The grant aims to provide additional flexible education options to meet the needs of working adults (Governor Steve Beshear's Communications Office 2011). To read Kentucky's proposal, see the following link: http://www.completecollege.org/docs/Kentucky%20Proposal%20Narrative%20Statements.pdf.

Maryland's Complete College America grant addresses two projects: the Developmental Math Course Redesign Project and the Associates Degree Award for Pre-Degree Transfer Students (ADAPTS) Project. The Developmental Math Course Redesign is transforming developmental mathematics courses so that additional students advance to college-level courses in a timely manner. ADAPTS helps student obtain an Associate degree if they transfer to a four-year institution before completing the degree at the community college. This program currently allows more than 500 students to earn Associate's degree after transferring to a four-year college (Office of Governor Martin O'Malley 2011). To read Maryland's proposal, see http://www.completecollege.org/docs/Maryland%20Proposal%20Narrative%20Statements.pdf.

Tennessee's CCA proposal includes three components. The first initiative expands access to the Adaptive Advising Tool, a transformative technology developed at Austin Peay State University. The tool uses an algorithm based on prescriptive analytics to provide tailored course recommendations to students based on degree requirements and likelihood of success in the course. The second component involves developing tools for students and campuses to evaluate and award credit for prior learning which will expedite the path to college degrees for adults. The grant will also provide funding for completion academies to assist Tennessee institutions in developing innovative strategies for meeting their specific completion targets (Tennessee Release Center 2011). Tennessee's complete proposal is available for review at the following link: http://www.completecollege.org/docs/Tennessee%20Proposal%20Narrative%20Statements.pdf.

Texas is aiming to "significantly transform remediation in math to close attainment gaps, boost college completion, and reach labor market goals". The Texas Higher Education Coordinating Board aims to reduce time-to-degree by allowing students to complete developmental

requirements while receiving college credit for math in the same semester. This bridge program has been developed and tested at Texas State University – San Marcos and initial results are showing promising results. The grant will allow the model to be extended to 15 community colleges across the state (Texas Higher Education Coordinating Board 2011). To review the Texas' proposal, see http://www.completecollege.org/docs/Texas%20Proposal%20Narrative%20Statements.pdf .

West Virginia plans to use the Complete College America grant in three ways related to developmental education.

West Virginia is using the Complete College America grant funds in three ways to strengthen developmental education. Standard learning objectives are being developed for developmental math and English courses to clearly identify what students need to know before entering college level course work, set clear expectations for students, and provide a common tool for faculty to use. Modular developmental math and English classrooms and online curricula that enable students to focus on skill development only in the areas where they are deficient are also being created. Lastly, introductory credit-bearing courses in math and English courses that serve those students in need of some remediation but enable them to earn credits toward graduation right away are being made available (Office of the Governor 2011). West Virginia's proposal is accessible at the following link: http://www.completecollege.org/docs/WV%20Proposal%20Narrative%20Statements.pdf.

OTHER INITIATIVES TO INCREASE COMPLETION

A recent Complete College America report recommends three policies to reduce the time to degree: control credit creep by limiting program length, establish model semester-by-semester road maps for all programs, and guarantee the transfer of general education curriculum (Johnson 2011). There are a variety of national, regional and state initiatives underway to elevate the number of college graduates that are being produced.

2 + 2 Programs

In Illinois, community colleges and universities are working together to provide **2 + 2 programs**. There are numerous programs across the state and a few examples are highlighted below. Northern Illinois University (NIU) began offering the Bachelor of Science in Applied

In Illinois, community colleges and universities are working together to provide 2 + 2 programs.

Management (BSAM) with an emphasis in Public Safety at Oakton Community College in June, 2010. The degree is for professionals with an Associate of Applied Science (AAS) degree from a community college. Oakton faculty will teach general education courses, and NIU faculty will teach degree-specific courses at the Oakton Community College campus (Northern Illinois University 2010). Students can complete the Associate of Applied Science degree in dental hygiene at Rock Valley College and the Bachelor of General Studies (BGS) at NIU. The BGS is designed for health or human services professionals to provide a foundation for leadership and management in these fields (Northern Illinois University 2009). For AAS degree completers, Southern Illinois University (SIU) offers a Capstone Option, which reduces SIU's University Core Curriculum requirement to 30 semester hours and allows completion of the bachelor's degree in no more than 60 additional semester hours. Capstone Options are

currently available in 21 majors (Southern Illinois University 2011). Western Illinois University (WIU) offers a 2 + 2 agreement with Black Hawk College (BHC) in early childhood education that allows BHC students seamless transfer to the WIU-Quad Cities campus (Western Illinois University 2009).

3 + 1 Programs

3 + 1 programs involve delivery structures where three years of the bachelor's degree are delivered on a community college campus. Courses are taught by qualified community college faculty or university faculty who travel to the community college campus. Courses would be offered at a public university in-state tuition rate (ICCB 2005). Franklin University in Ohio accepts all associate degree credit toward a bachelor's degree, and students can continue to take transfer courses at a community college and Franklin courses simultaneously (Franklin University 2011).   Regis University in Colorado accepts up to 90 credits from a community college toward a bachelor's degree (ICCB 2009 Baccalaureate Completion Programs).

> 3 + 1 programs involve delivery structures where three years of the bachelor's degree are delivered on a community college campus.

Middle/Early College

The development of a **Middle/Early College** concept expands on dual credit and engages additional students. Dual credit promotes alignment of secondary and postsecondary with an aim of decreasing time to degree. Planning elevates expectations for student success. Middle College – Early College (MC-EC), a model of the Middle College National Consortium, operate in 35 locations in California, Colorado, Connecticut, Illinois, Kentucky, Louisiana, Maryland, Michigan, Nevada, New York, North Carolina, Ohio, South Carolina, Tennessee, Texas, and Washington state. Each MC-EC is located on or near a college campus. Typically the initiatives have small enrollments of no more than 100 students per grade, starting in the 9th grade. The MC-EC involves the creation of a 5-year educational plan where students take a combination of high school and college level classes that lead toward an Associate degree or up to 60 college transfer credits (Middle College National Consortium). The Illinois participating institutions are Truman Middle College Alternative High School and Olive Harvey Middle College High School.

> Some colleges in New York, Virginia, Arizona, Louisiana, New Jersey, and Michigan award transfer certificates for general education core completion, which benefits students by encouraging persistence and helping with job placement and advancement.

General Education Credential

The Illinois Articulation (IAI) General Education Core Curriculum (GECC) provides foundational academic skills needed to pursue upper-division coursework through 12 to 13 courses in math, communications, physical and life sciences, humanities and fine arts, and social and behavioral sciences. Currently, GECC completers can request a notation on their transcripts recognizing completion. However, some colleges in New York, Virginia, Arizona, Louisiana, New Jersey, and Michigan award transfer certificates for general education core completion, which benefits students by encouraging persistence and helping with job placement and advancement. Universities benefits by the elimination of GECC transcript reviews and community colleges realize further documentation of student achievement and skill attainment.

Reverse Transfer of University Credits

Reverse transfer of university credit initiatives allow students who transfer to a baccalaureate institution with a substantial number of credit hours, but no associate degree, to apply hours earned at the four year college or university to the completion of an associate degree in cooperation with the partner community college. Reverse transfer of credits benefits both the student and the colleges and universities. Students are formally recognized for the associate degree level skills they develop at multiple institutions. Obtaining an associate degree can only enhance employment opportunities and better position the individual for career advancement. Colleges and universities benefit by promoting student success, eliminating barriers, and increasing the number of students attaining high-quality postsecondary credentials. The process is most inclusive when administratively applied to all students who meet the criteria for participation in the reverse transfer of university credit initiative. Reverse transfer of university credits puts student interests first and can help students build momentum toward a bachelor's degree.

> Reverse transfer of university credit initiatives allow students who transfer to a baccalaureate institution with a substantial number of credit hours, but no associate degree, to apply hours earned at the four year college or university to complete an associate degree in cooperation with the partner community college.

The state of Texas has shown leadership with the development and implementation of reverse transfer of university credit initiatives. Collin County Community College in Plano, Texas allows students who transfer with at least 18 credit hours to reverse transfer university courses to meet Collin County graduation requirements. The process is initiated by the student requesting a university transcript to be sent to Collin County and petitioning for graduation (Collin College 2011). Alvin Community College and the University of Houston-Clear Lake have a similar articulation agreement in which students who transfer to the University of Houston with 54 credit hours are awarded an Alvin Community College associate degree after completion of 120 hours toward the bachelor's degree (Strube 2009). The Dallas County Community College District (DCCCD) has reverse transfer credit arrangements with Sam Houston State University, University of North Texas, University of Texas at Arlington and University of Texas at Dallas (the Comet Connection). To be eligible the student must complete 16 or more college credit hours from a DCCCD College. Subsequently the student must earn 15 or more college credit hours from a partner university that has a Reverse Transfer Agreement with DCCCD. Data runs are done when a student earns 65+ college credit hours total. The student must transfer to the university with DCCCD as the last school attended and be in "good standing" at both DCCCD and the partner university.

Maryland is using Complete College America grant funds to advance the Associates Degree Award for Pre-Degree Transfer Students (ADAPTS) Project. ADAPTS helps student obtain an Associate degree if they transfer to a four-year institution before completing the degree at the community college. This program currently allows more than 500 students to earn Associate's degrees after transferring to a four-year college (Office of Governor Martin O'Malley 2011).

Push\Pull of Technology

Community colleges have been working to develop and implement automated degree audit software to identify students who met requirements for a degree or certificate but did not apply for the formal award. This push/pull use of technology also can indentify students close to degree/certificate completion and send them customized e-mails or text messages informing the students that they are close to graduating, provide a link to the college's registration website, and allow them to pay for courses online. Timing the contact with students early in a semester registration process can in effect give the individuals who are closest to graduating priority registration privileges. This technology requires operational electronic degree audit software, current e–mail addresses and cell phone numbers, and online payment availability. See the linked report's conclusions for additional details: http://www.iccb.org/pdf/reports/08 enrollmentrpt.pdf.

> Community colleges have been working to develop and implement automated degree audit software to identify students who met requirements for a degree or certificate but did not apply for the formal award.

Project Win-Win

The Institute for Higher Education Policy's (IHEP) Project Win-Win is a national effort to combine Reverse Transfer of University Credit initiatives and use the Push\Pull of Technology. Project Win-Win identifies former students who are no longer enrolled anywhere and were never awarded any degree and whose records qualify them for an associate's degree, and award those degrees retroactively. Also, former students who are "academically short" of an associate's degree by no more than 9 to 12 credits are identified and sought to bring them back to complete the degree. The initiative is a partnership of IHEP and the State Higher Education Executive Officers (SHEEO) and is funded by the Lumina Foundation for Education and the Kresge Foundation. In this partnership are 64 community colleges in nine states – Florida, Louisiana, Michigan, Missouri, New York, Ohio, Oregon, Virginia, and Wisconsin. As of August, 2011, 44,000 students had been identified and degree audits were completed for 12,000 students (Institute for Higher Education Policy 2011).

USDOE Committee on Measures of Student Success

The US Department of Education has established the Committee on Measures of Student Success to help two-year institutions meet completion and graduation rate disclosure requirements (U.S. Department of Education Dec 2011). Recommendations of the Committee include:

1. Broaden coverage of IPEDS student graduation data to include part-time students, students who are not college ready, and federal financial aid recipients. Disaggregated data by race/ethnicity and gender should be explored for each group.

2. Broaden "student progression and completion measures in IPEDS by collecting data that could be used to calculate a graduation rate that includes an unduplicated count of students who completed their program, transferred, or were substantially prepared for transfer; transfer-out rates that include students who transfer after earning an award; and measures that take into account other transfer outcomes. The

> The US Department of Education has established the Committee on Measures of Student Success to help two-year institutions meet completion and graduation rate disclosure requirements.

Committee also recommends that the Department take actions to increase the availability of data on students' postsecondary enrollment and success across states."

3. Increase "technical assistance to institutions to help them meet statutory disclosure requirements."

4. "Make available data on student employment outcomes gathered in federal gainful employment regulations and provide incentives to improve the availability of wage and earnings data to two-year institutions. The Committee also recommends that the Department provide incentives to institutions for developing assessments of student learning and encourage sharing of promising practices for measuring student learning." (U.S. Department of Education Dec 2011).

For more information on this committee, please visit http://www2.ed.gov/about/bdscomm/list/acmss.html, http://www2.ed.gov/about/bdscomm/list/cmss-committee-report.pdf, and http://www2.ed.gov/about/bdscomm/list/cmss-committee-report-final.pdf.

Completion by Design

Completion by Design aims to increase the number of low-income adults (under the age of 26) who earn a degree with labor market value by preventing loss and creating momentum framework. Supported by the Bill & Melinda Gates Foundation with $35 million total over five years, this initiative includes three phases. Launched in June 2011, the First Phase is a 1-year planning period where colleges examine their own data to identify when and why they are losing students and design strategies to keep students enrolled and moving toward completion. The Second Phase is a 2 to 3-year period where colleges implement new strategies. In the Third Phase, colleges address the policy implications of their work – particularly at the state level – while scaling up the project for national impact. Probable areas of focus and measurement include transition from high school to postsecondary (including developmental education); improving data systems; and strengthening financial aid policies. Four initiative managing partners include Guilford Technical Community College (North Carolina), Lone Star College System (Texas), Miami Dade College (Florida), and Sinclair Community College (Ohio). For more information, please visit http://completionbydesign.org/, http://www.completionbydesign.org/sites/default/files/cdat_loss&momentum_r101_0.pdf, and http://completionbydesign.org/sites/default/files/CBD_Concept_paper_.pdf.

> Completion by Design aims to increase the number of low-income adults (under the age of 26) who earn a degree with labor market value by preventing loss and creating momentum framework.

Association of Community College Trustees Symposium on Student Success and the College Completion Summit

The Bill & Melinda Gates Foundation sponsored the Symposium on Student Success which was held prior to the 42nd Annual ACCT Leadership Congress to discuss advancing the completion agenda on individual campuses (ACCT Public Policy 2011). The College Completion Summit was held prior to the 41st Annual ACCT Leadership Congress. Topics discussed included funding "needy" students and elevating community college participation in existing aid programs; strategizing to develop approaches to financial aid that incentivize degree completion; exploring new revenue

> The Bill & Melinda Gates Foundation sponsored the Symposium on Student Success which was held prior to the 42nd Annual ACCT Leadership Congress to discuss advancing the completion agenda on individual campuses.

sources, including fundraising and entrepreneurial initiatives; strengthening alignment between K-12 and college requirements; considering middle college, dual enrollment, and dual credit initiatives; enhancing "front-door" student services, such as financial aid and counseling, focusing on helping underserved students and veterans be more successful; better assessment and instructional models that promote engagement; developing "stackable" credentials and certifications tied to workforce needs; strengthening academic and workplace skill connections (applied problem solving); requesting better and more transparent data on student outcomes (AACC's Voluntary Framework of Accountability); simplifying choices for students; providing clearer pathways; engaging students through programs such as intensive orientation, intrusive advisement, and supplemental instruction; tracking student progress from their arrival on campus; and weaving completion into the college's overall mission and strategic goals (ACCT Public Policy 2011 and Association of Community College Trustees 2010).

Community College Completion Challenge

The Community College Completion Challenge is a pledge sponsored by the American Association of Community Colleges, the Association of Community College Trustees, the Center for Community College Student Engagement, the League for Innovation in the Community College, the National Institute for Self and Organization Development, and Phi Theta Kappa Honor Society to increase graduation rates by fifty percent by 2020. Signed in April 2010, the pledge also asks community college leaders "to identify ways to help students understand the added value of degrees and certifications, and to help them progress toward their goals" (Moltz, 2010). Elected officials are asked "to create the policy conditions that engage, support and reward community colleges in their work to strengthen student success" (Moltz, 2010) (American Association of Community Colleges 2011, and Johnson McPhail 2011).

> The Community College Completion Challenge is a pledge to increase graduation rates by fifty percent by 2020.

Access to Success

The Education Trust's Access to Success includes 20 public higher education systems that serve a combined three million students pledging to cut the college-going and graduation gaps for low-income and minority students in half by 2015. Participating systems set improvement targets and use a common set of metrics to assess their progress (The Education Trust 2009).

Commission on Attainment

The American Council on Education's Commission on Attainment is identifying and prioritizing actions aimed at significantly boosting student retention and attainment. Topics being examined include "the changing nature of students seeking degrees or credentials; the ability of higher education to attract, retain and graduate the increasing number of adults seeking degrees and credentials; the current capacity of higher education to accommodate the large number of students who will need to enroll to increase the number of graduates; and the opportunities to increase efficiency and enhance productivity in meaningful ways." The commission is expected to complete its work by fall 2012 (Hennessy 2011).

Adult College Completion Network

The Adult College Completion Network is a collaborative learning network targeted at policymakers, organizations, agencies, and others working to develop and implement successful adult college completion strategies. The network is facilitated by the Western

Interstate Commission for Higher Education (WICHE) and supported by the Lumina Foundation. Explore, Engage, Expand (Adult College Completion Network 2011).

Boosting College Completion for a New Economy
Boosting College Completion for a New Economy is developing, evaluating and implementing state strategies to increase college attainment rates. This is a two-year initiative of the Education Commission of the States (Boosting College Completion for a New Economy 2011 and Project Description).

College Board's College Completion Agenda
The College Board has developed the College Completion Agenda, an annual progress report and state policy guide that provides best-practice examples built around 10 key recommendations. The agenda's purpose is to provide reliable, measurable information that tracks progress.   The ten recommendations include early childhood, college and career counseling, dropout prevention and recovery, standards and alignment, education quality, college admission, student financial aid, college affordability, college completion, and adult education (College Board 2011, 10 Recommendations and College Board 2011, Reports).

> The College Board has developed the College Completion Agenda, an annual progress report and state policy guide that provides best-practice examples built around 10 key recommendations.

Southern Regional Education Board's College Completion Initiative
Through its College Completion Initiative the Southern Regional Education Board (SREB) is convening its 16 states to develop state policies and recommendations to substantially improve degree completion (Southern Regional Education Board 2011 and Bradley Jr. and Blanco 2010).

Ensuring America's Future
Ensuring America's Future by Increasing Latino College Completion is an *Excelencia* in Education initiative that includes 60 national partners focused on increasing the number of Latino students who graduate.   This initiative is supported by the Bill & Melinda Gates Foundation, the Lumina Foundation for Education, and the Kresge Foundation.   The initiative recently produced a report entitled, *Compendium of Practices to Increase Latino College Completion 2012* that is available on the main website (*Excelencia* in Education 2011).

National Coalition for College Completion
The Institute for Higher Education Policy's (IHEP) National Coalition for College Completion is developing a policy agenda that encourages higher education institutions to provide better support to underrepresented students (low-income, racial/ethnic minority, and first-generation-to-college).   Launched in June 2011, the Coalition is supported by the Ford Foundation, Lumina Foundation for Education, and the Bill & Melinda Gates Foundation (Institute for Higher Education Policy 2011 and National Coalition for College Completion 2011).

A Guide to Major U.S. College Completion Initiatives
A higher Education Policy Brief of the American Association of State Colleges and Universities, A Guide to Major U.S. College Completion Initiatives provides an overview of the leading college graduation projects across the country (Russell 2011).

California's Student Success Task Force
California's Student Success Task Force recently produced a report with 23 recommendations to improve educational attainment in its 112 community colleges. Recommendations include:
having a common, centralized diagnostic assessment for course placement;
requiring students show a lack of college readiness to participate in support resources and begin addressing basic-skills deficiencies in their first year;
requiring students to declare a program of study early in their academic careers;
focusing course offerings and schedules on the needs of students;
creating a continuum of required professional development for faculty and focus professional-development resources toward improving basic-skills instruction and support services;
setting local student-success goals, implementing a student-success scorecard, and developing and supporting a longitudinal student-record system; and
ensuring that outcome-based funding implementation should not occur at this time. (Adams 2011).

<div align="center">SUMMARY</div>

Community colleges play an indispensable but often overlooked role in American education. Although nationwide nearly half of all undergraduates are enrolled in a community college, these institutions have not always been at the center of national debates about the future of education. If the United States is to achieve its goals, both in terms of excellence and equity, community colleges must play a central role in the development and implementation of national education solutions.   http://advocacy.collegeboard.org/admission-completion/community-colleges

Community colleges are in a pivotal position to help meet the elevated college completion goals for higher education at the national and state level. Complete College America (CCA) is among the major initiatives aimed at increasing the number of college graduates. CCA is partnering with the National Governors Association (NGA) to advance the project through a parallel NGA initiative called Complete to Compete (Reyna, 2010).   Additional partners in the development of a set of common CCA metrics include the National Center for Higher Education Management Systems (NCHEMS) and the State Higher Education Executive Officers (SHEEO). Metrics have been developed under three categories: **Progress, Outcomes, and Context**.   Progress metrics include: enrollment in developmental education; success after developmental education; success in first year college gateway courses; credit accumulation; retention rates; and course completion. Outcome metrics include: degree\certificate production; graduation rates; community college transfer out rates; credits and time to degree. Context metrics include: annual enrollment; completion ratio; and market penetration. Several different breakouts are requested including: race\ethnicity, gender, age by range, Pell recipient status, and student status (e.g., first-time full-time, first time part-time, transfer at entry). The Complete College America website provides summary college completion information by state based on publically available data (See Complete College America Completion Data & Complete College America Illinois Profile).

The table which begins on the next page contains an overview of Illinois community college statewide performance on each progress, outcome, and context metric.   The far right percentage column generally contains the key rate information.   The numerators and

denominators provide the magnitude of the group(s) being tracked. In many cases, full time (FT) and part time (PT) entering cohorts are reported on separately.

Illinois Community College Board Summary of Statewide Complete College America Metrics Summary Results				
Metric	**Fiscal Year of Cohort**	**Numerator**	**Denominator**	**Percent**
Progress Metrics				
Enrollment in Developmental Education	2007	19,987	41,054	48.7%
Success in Developmental Education	2007 (Fall 2006)	Complete Developmental: 13,224 Complete Developmental & College-Level Course in Same Subject: 3,764	Enroll in Developmental: 19,987	Complete Developmental: 66.2% Complete Developmental & College-Level Course in Same Subject: 18.8%
Success in First-Year Gateway College Level Courses	2007 (Fall 2006)	17,565	41,054	42.8%
Credit Accumulation	2007	FT: 11,083 PT: 3,960	FT: 26,841 PT: 14,213	FT: 41.3% PT: 27.9%
Retention Rates	2005 (Fall 2004)	FT – Retained in Spring 2005: 21,373 Fall 2005: 17,472 Spring 2006: 13,734 Fall 2006: 11,116 Spring 2007: 6,759 PT – Retained in Spring 2005: 9,990 Fall 2005: 8,136 Spring 2006: 5,765 Fall 2006: 5,356 Spring 2007: 3,475	FT – 26,598 PT – 17,629	FT – Retained in Spring 2005: 80.4% Fall 2005: 65.7% Spring 2006: 51.6% Fall 2006: 41.8% Spring 2007: 25.4% PT – Retained in Spring 2005: 56.7% Fall 2005: 46.2% Spring 2006: 32.7% Fall 2006: 30.4% Spring 2007: 19.7%
Course Completion	2008	FT: 1,019,650 PT: 3,029,609	FT: 1,191,190 PT: 4,032,177	FT: 85.6% PT: 75.1%
Outcome Metrics				
Degree Production *Certificates of One Yr or More* *Associate Degrees*	2008	5,469 25,188	----	----

Illinois Community College Board Summary of Statewide Complete College America Metrics Summary Results				
Metric	**Fiscal Year of Cohort**	**Numerator**	**Denominator**	**Percent**
Graduation Rates *Certificate of One Year or More Seekers*	2006 (Fall 2005)	FT – % Program Time: 100%: 335 150%: 431 200%: 512 PT – % Program Time: 100%: 186 150%: 276 200%: 326	FT – 2,288 PT – 3,010	FT – % Program Time: 100%: 14.6% 150%: 18.8% 200%: 22.4% PT – % Program Time: 100%: 6.2% 150%: 9.2% 200%: 10.8%
Associate Degree Seekers	2005 (Fall 2004)	FT – % Program Time: 100%: 2,103 150%: 4,638 200%: 5,745 PT – % Program Time: 100%: 279 150%: 787 200%: 1,222	FT – 22,098 PT – 12,243	FT – % Program Time: 100%: 9.5% 150%: 21.0% 200%: 26.0% PT – % Program Time: 100%: 2.3% 150%: 6.4% 200%: 10.0%
Transfer Out (Vertical)	2008 (Fall 2004)	FT: 8,670 PT: 3,285	FT: 26,598 PT: 17,629	FT: 32.6% PT: 18.6%
Time To Degree (Years and Credits)	2008	*Average # of Years* Certificate-Seeking: FT: 3 yrs PT: 4 yrs Degree-Seeking: FT: 3 yrs PT: 5 yrs	----	*Average # of Credits* Certificate-Seeking: FT: 59 PT: 58 Degree-Seeking: FT: 70 PT: 68
Context Metrics				
Enrollment	2008	363,500	----	----
Completion Ratio [Number of degrees and certificates (1 yr+)/ FTE]	2008	30,599	208,523	14.7%
Market Penetration [Number of degrees and certificates (1 yr+)/ population 18-24 w/ HS Diploma]	2008	30,599	397,841	7.7%

The next table contains available comparative data from other participating states on the Progress and Outcomes metrics from the CCA report. The number of states providing detailed information on each metric, where Illinois community colleges rank, and the quartile Illinois community college fall into furnishes information about Illinois' relative performance. Since these data are from the initial CCA data collection one can anticipate a higher degree of variability in approach taken across the states than one would expect to see as the data generation and collection process matures. The comparative data still adds value by allowing the states and institutions to compare their performance with other participating states. Additionally, as more years of CCA data are collected states will be able to look at performance changes over time.

Illinois Community College Board Summary of Statewide Complete College America Metrics Summary Results			
Metric	**Number of States Providing Data**	**Illinois Rank**	**Illinois Quartile* (Higher Quartile Reflects Better Performance)**
Progress Metrics			
Enrollment in Developmental Education	23	Total 1st Time Entry Students: **4th** Enrollment in Developmental: **10th**	Enrollment in Developmental: **3rd Quartile**
Success in Developmental Education	23	Complete Developmental: **7th** Complete Developmental & College-Level Course in Same Subject: **16th**	Complete Developmental: **3rd Quartile** Complete Developmental & College-Level Course in Same Subject: **2nd Quartile**
Credit Accumulation	28	FT: **9th** PT: **17th**	FT: **3rd Quartile** PT: **2nd Quartile**
Outcome Metrics			
Degree Production *Certificates of One Yr or More* *Associate Degrees*	33	**8th** **4th**	**Top Quartile** **Top Quartile**

Illinois Community College Board Summary of Statewide Complete College America Metrics Summary Results			
Metric	**Number of States Providing Data**	**Illinois Rank**	**Illinois Quartile* (Higher Quartile Reflects Better Performance)**
Graduation Rates *Certificate of One Year or More Seekers*	FT – 23	FT – % Program Time: 100%: **14th** 150%: **15th** 200%: **14th**	FT – % Program Time: 100%: **2nd Quartile** 150%: **2nd Quartile** 200%: **2nd Quartile**
	PT – 17	PT – % Program Time: 100%: **8th** 150%: **9th** 200%: **12th**	PT – % Program Time: 100%: **3rd Quartile** 150%: **3rd Quartile** 200%: **2nd Quartile**
Associate Degree Seekers	FT – 29	FT – % Program Time: 100%: **5th** 150%: **3rd** 200%: **3rd**	FT – % Program Time: 100%: **Top Quartile** 150%: **Top Quartile** 200%: **Top Quartile**
	PT – 28	PT – % Program Time: 100%: **5th** 150%: **5th** 200%: **4th**	PT – % Program Time: 100%: **Top Quartile** 150%: **Top Quartile** 200%: **Top Quartile**
Transfer Out (Vertical)	27	FT: **3rd** PT: **5th**	FT: **Top Quartile** PT: **Top Quartile**
Time To Degree *Average # of Years* Certificate-Seeking: Degree-Seeking:	 25 27	*Average # of Years* Certificate-Seeking: FT: **11th** PT: **11th** Degree-Seeking: FT: **4th** PT: **13th**	*Average # of Years* Certificate-Seeking: FT: **3rd Quartile** PT: **3rd Quartile** Degree-Seeking: FT: **Top Quartile** PT: **3rd Quartile**
Average # of Credits Certificate-Seeking: Degree-Seeking:	 24 27	*Average # of Credits* Certificate-Seeking: FT: **7th** PT: **5th** Degree-Seeking: FT: **3rd** PT: **2nd**	*Average # of Credits* Certificate-Seeking: FT: **3rd Quartile** PT: **Top Quartile** Degree-Seeking: FT: **Top Quartile** PT: **Top Quartile**
*Top Quartile = Top Performing Group or the 4th Percentile; 3rd Quartile = 3rd Percentile or the 2nd Highest Group; 2nd Quartile = 2nd Percentile or the 3rd Highest Performing Group			

Note that comparative information from the other states was not available for the following metrics: Success in First-Year Gateway College Level Courses (PM3), Retention Rates (PM5), Course completion (PM6), Enrollment (CM1), Completion Ratio (CM2), and Market Penetration (CM3).

Overall Illinois Community College System performance was strong compared to other states. Illinois community colleges were among the **top performing states** on the following metrics:

- Associate Degree Production
- Certificate of One Year or More Production;
- Graduation Rates for Associate Degree Seekers at 100%, 150% & 200% (FT & PT);
- Transfers to 4-year Colleges and Universities (FT & PT);
- Time to Degree: Average Years for Associate Degree Seeking Students (FT);
- Time to Degree: Average Credits for Certificate Seeking Students (PT); and
- Time to Degree: Average Credits for Associate Degree Seeking Students (FT & PT).

Metrics where Illinois community colleges were **above average performers** (Third Quartile) included:

- Enrollment in Developmental;
- Complete Developmental;
- Credit Accumulation (FT);
- Graduation Rates for Certificate of One Year or More Seekers (PT at 100% & 150%);
- Time to Degree: Average Years for Certificate Seeking Students (FT & PT);
- Time to Degree: Average Years for Associate Degree Seeking Students (PT); and
- Time to Degree: Average Credits for Certificate Seeking Students (FT).

Areas where Illinois community college statewide **performance was below average** (Second Quartile) included:

- Credit Accumulation (PT); and
- Graduation Rates for Certificate of One Year or More Seekers at 100% (FT), 150% (FT) & 200% (FT & PT).

Part of the reason that certificate seeker rates are lower is that when students earn multiple awards (e.g., an Associate degree and a certificate of one year or more) they may delay filing for graduation until completing the requirements for the award requiring the largest number of credits (i.e. the Associate degree). To minimize the delayed counts, college officials are encouraged to run automated degree audits at the end of each semester to capture awards as they are earned. Likewise, students should be encouraged to seek certificates as soon as they are earned.

Local community colleges are encouraged to compare their results against Illinois statewide performance and best in class performing states across the country.

The report also includes a variety of information about initiatives in Illinois and across the nation that can contribute to elevated graduation rates including the following:

Selected Emerging Illinois Initiatives with the Potential to Contribute to Additional Graduates
   Transforming Remediation and Adult Education
     Accelerating Opportunity Initiative
     Shifting Gears

Adult Education Content Standards
Restructuring Delivery to Reduce Time and Accelerate Success
College and Career Readiness
Partnership for Assessment of Readiness for College and Careers (PARCC) Initiative
Illinois Pathways - STEM Learning Exchanges
Illinois Shared Learning Environment
ISAC FAFSA Completion
ISAC 2 + 2 Expansion
Shift to Performance Funding
Illinois Performance Funding
Guarantee the Transfer of General Education Curriculum
IAI GECC Core and 2 to 4 Common Courses in Popular Majors
Move Further Toward Data Driven Decision Making
Illinois P-20 Longitudinal Education Data System
High School to College Success Report
Illinois Among Complete College America Founding States
AACC's Voluntary Framework of Accountability Pilot
Achieving the Dream

CCA Completion Grant Funded Project Highlights

Other Initiatives to Increase Completion
General Education Credential
Reverse Transfer of University Credits
Push\Pull of Technology
Project Win-Win
USDOE Committee on Measures of Student Success
Completion by Design
Association of Community College Trustees Symposium on Student Success and the
College Completion Summit
Community College Completion Challenge
Access to Success
Commission on Attainment
Adult College Completion Network
Boosting College Completion for a New Economy
College Board's College Completion Agenda
Southern Regional Education Board's College Completion Initiative
Ensuring America's Future
National Coalition for College Completion
A Guide to Major U.S. College Completion Initiatives
California's Student Success Task Force

Illinois Community College Graduates 1986 - 2011
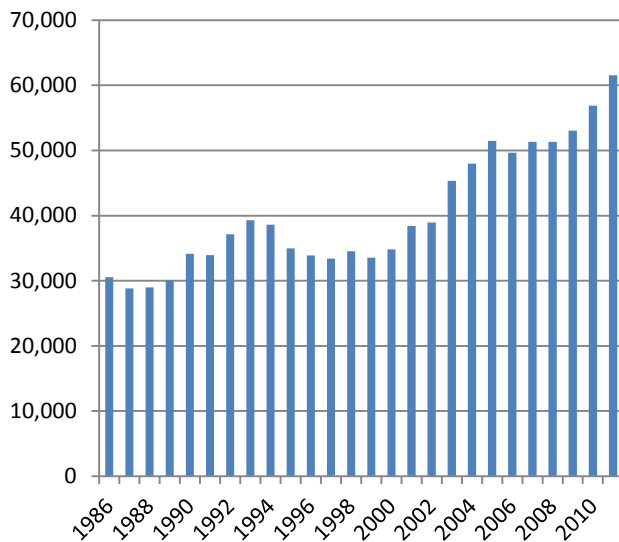
Source: Annual Enrollment and Completion (A1)

Completion Bottom Line

Historical data on the number of graduates from the Illinois Community College System for fiscal years 1986 through 2011 appears in the attached graph. With 61,538 earned collegiate-level degrees and certificates, fiscal year 2011 set an all time high in the number of graduates from the Illinois Community College System. The number of graduates increased 8.2 percent from fiscal year 2010 (+ 4,654 completers). Compared to fiscal year 2007 the total number of fiscal year 2011 completions increased 19.9 percent. Comparing results from 2011 to 1986 shows that the number of annual graduates doubled during that timeframe (+ 30,988).

Statewide Graduation Goal
For Illinois Public Community Colleges
Fiscal Years 2009-2025

Fiscal Year	Graduate Goal	Actual Graduates	Progress
2009	53,053	53,053	--
2010	55,253	56,884	+1,631
2011	57,453	61,538	+4,085
2012	59,653		
2013	61,853		
2014	64,053		
2015	66,253		
2016	68,453		
2017	70,653		
2018	72,853		
2019	75,053		
2020	77,253		
2021	79,453		
2022	81,653		
2023	83,853		
2024	86,053		
2025	88,253		
Source: Annual Enrollment and Completion (A1)			

Illinois community colleges are currently exceeding the statewide Complete College America (CCA) goal. At the local level for FY2011, twice as many colleges were ahead of their local goals (N = 32) than trailing their local goals (N= 16).

Continued innovation by the colleges will be necessary to meet the elevated graduation expectations that ratchet up as the years progress. For example, in step with emerging practice in other states, a recent report by Lieutenant Governor Simon (2012) encourages the creation of a General Education Core Curriculum (GECC) transfer credential that recognizes the achievement of foundational academic skills. Relatedly, the Reverse Transfer of University Credits is another suggestion which encourages higher education institutions to work more closely to recognize and certify associate degree skill attainment. Reverse Transfer of University Credit initiatives help community college students who transfer prior to earning their associate degree. Subsequent credits earned at a partner university (ies) are combined with credits earned at the sending community college. A degree audit is conducted by community college officials to determine if the student's combined academic work at multiple institutions fulfills that community college's associate degree requirements. Simon's (2012) report contains several other suggestions for helping to elevate community college completions.

Local college officials are also examining an array of innovative approaches to increasing the production of degrees and certificates. Helping students develop educational plans earlier in their academic careers; promoting the enrollment of additional credits (full-time enrollment is preferred where possible and engaging in higher numbers of credits among part-time students also helps); providing needed supplemental instructional programs and services; encouraging further student engagement and striving toward elevated retention rates can contribute to the awarding of additional earned certificates and degrees. The Illinois Community College System is well positioned to help additional students graduate and meeting the Complete College America goals at the state and local levels.

BIBLIOGRAPHY

Achieve. (2011). Achieve. Washington, DC: Achieve, Inc. http://achieve.org/

Achieving the Dream, Inc. (2011). Home Page. Silver Springs, MD: Achieving the Dream Community College Count. http://www.achievingthedream.org

Adams, Caralee. (November 1, 2011). California Looks at Ways to Up Community College Completion. Education Week's Blogs: College Bound. Bethesda, MD: Editorial Projects in Education. http://blogs.edweek.org/edweek/college_bound/2011/11/

Adelman, C. (2004). Principal indicators of student academic histories in postsecondary education, 1972-2000. Washington, DC: U.S. Department of Education, Institute of Education Sciences. http://www.ed.gov/rschstat/research/pubs/prinindicat/prinindicat.pdf

Adult College Completion Network. (2011). Homepage. Boulder, CO: Western Interstate Commission for Higher Education. http://www.adultcollegecompletion.org/

American Association of Community Colleges. (2011). What is the VFA? Washington DC: American Association of Community Colleges. http://www.aacc.nche.edu/Resources/aaccprograms/vfa_archive/Pages/default.aspx

Association of Community College Trustees. (October 15, 2010). ACCT Announces College Completion Summit in Toronto, Canada. Washington, DC: Association of Community College Trustees. http://www.acct.org/2010/10/acct-announces-college-complet.php

American Association of Community Colleges. (2011). College Completion Agenda: A Call to Action. Washington, DC: American Association of Community Colleges. http://www.aacc.nche.edu/About/completionchallenge/Pages/default.aspx

ACCT Public Policy. (October 12, 2011). 2011 ACCT Congress: Symposium on Student Success Focuses on Advancing Boards Goals. Blog. Washington, DC: Association of Community College Trustees. http://communitycollegebeltwaynews.blogspot.com/2011/10/2011-acct-congress-symposium-on-student.html

Bailey, T., Jeong, D. W. & Cho, S. (2008). Referral, enrollment, and completion in developmental education sequences in community colleges (Working paper, no 15). New York: Community College Research Center.

Bautsch, Brenda. (2010). Gathering Information: Tips for Legislators. *Improving College Completion.* Washington, DC: National Conference of State Legislatures. http://www.ncsl.org/documents/educ/GatheringInfo_TipsForLegislators.pdf

Beebe, Governor Mike. (August 5, 2011). Governor Beebe's weekly column and radio address: Complete College Arkansas. Little Rock, AR: State of Arkansas. http://governor.arkansas.gov/newsroom/index.php?do:newsDetail=1&news_id=3026

Bill & Melinda Gates Foundation. (2009). Postsecondary Success focusing on completion. Seattle, WA: Bill & Melinda Gates Foundation. http://www.gatesfoundation.org/learning/Documents/postsecondary-education-success-plan-executive-summary.pdf

Boosting College Completion for a New Economy. (2011). Project Description. Denver, CO: Education Commission of the States. http://www.boostingcollegecompletion.org/wp-content/uploads/BCC-handout-final.pdf   and http://www.boostingcollegecompletion.org/?page_id=6

Bradley Jr., A. Paul and Blanco, Cheryl D. (April 2010). Promoting a Culture of Student Success. Colleges and Universities Are Improving Degree Completion. Atlanta, GA: Southern Regional Education Board. http://publications.sreb.org/2010/10E02_Promoting_Culture.pdf

Brandon, Katherine. (July 14, 2009). Investing in Education: The American Graduation Initiative. White House Blogs. Office of Social Innovation and Civic Participation. http://www.whitehouse.gov/blog/Investing-in-Education-The-American-Graduation-Initiative

California Community Colleges Chancellor's Office and The California State University Office of the Chancellor. (July 20, 2011). California Community Colleges and California State University awarded $1 million national Complete College America Innovation Challenge grant. *Press Release.* Sacramento, CA: California Community Colleges and California State University. http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JUL2011/PR_CompleteCollege%20AmericaSB1440.pdf

California Community Colleges Student Success Task Force. (October 2011). Refocusing California Community Colleges Toward Student Success Draft Recommendations. Sacramento, CA: State of California. http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/SEP2011/PDF_%20Student_Success_Task_Force_Draft_Recommendations_Sept_2011.pdf

Carter, Anthony S. (August 8, 2011). Governor Beebe takes step toward education reform. *Daily Record.* Little Rock, AR: Daily Record Inc. http://www.dailyrecord.us/Story.aspx?id=3893&date=8%2F8%2F2011

College Board. (2011). 10 recommendations so important they cannot be ignored. *The College Completion Agenda.* New York, NY: The College Board Advocacy & Policy Center. http://completionagenda.collegeboard.org/recommendations

College Board. (2012). Community Colleges. New York, NY: The College Board Advocacy & Policy Center. http://advocacy.collegeboard.org/admission-completion/community-colleges

College Board. (2011). The Reports. *The College Completion Agenda.* New York, NY: The College Board Advocacy & Policy Center. http://completionagenda.collegeboard.org/reports

College Board. (2011). Recommendation Nine. Dramatically increase college completion rates. Freshman-to-Sophomore Retention Rate. Figure 9.1b Full-Time Freshman-to-Sophomore Retention Rates at Public Two-Year Institutions by State Rank, 2007. *The College Completion Guide*. New York, NY: The College Board Advocacy & Policy Center. http://completionagenda.collegeboard.org/recommendations/9?quicktabs_1=1&indicator=136

College Board. (2011). Recommendation Nine. Dramatically increase college completion rates. Three-Year Graduation Rate of Associate Degrees. Figure 9.2a National Three-Year Graduation Rates of Associate Degree-Seeking Students, Fall 1997-2007. *The College Completion Guide*. New York, NY: The College Board Advocacy & Policy Center. http://completionagenda.collegeboard.org/recommendations/9?quicktabs_1=1&indicator=136

Collin College. (2011). Transfer Tips. McKinney, TX: Author. http://transferu.collin.edu/tips.html

Complete College America. (2011). 2011 College Completion Data. Washington, DC: Complete College America. http://www.completecollege.org/state_data/

Complete College America. (2011). 2011 Illinois Profile. Washington, DC: Complete College America. http://www.completecollege.org/docs/Illinois.pdf

Complete College America. (September 2011). *Time is the Enemy*. Washington, DC: Complete College America. http://www.completecollege.org/docs/Time_Is_the_Enemy.pdf

Complete College America. (2011). The Alliance of States. Washington DC: Complete College America. http://www.completecollege.org/alliance_of_states/

Complete College America. (2011). Home Page. Washington, DC: Complete College America. http://www.completecollege.org/

Complete College America. (June 2010). Session III: Transform Remediation. Presented at the Alliance of States Inaugural Convening in Nashville, Tennessee. Washington DC: Complete College America. http://dl.dropbox.com/u/4722837/JUNE CONVENING PPTS/SESSION III - TRANSFORM REMEDIATION.pptx or http://www.completecollege.org/alliance_of_states/alliance_of_states_inaugural_convening/

Complete College America. (June 2010). Alliance of States Inaugural Convening in Nashville, Tennessee. Washington DC: Complete College America. http://www.completecollege.org/alliance_of_states/alliance_of_states_inaugural_convening/

Complete College America & the National Governors Association (March 24, 2011). *Common College Completion Metrics Technical Guide*. Washington DC: Complete College America.

Completion by Design Assistance Team. (2011). Completion by Design Assistance Team Home Page. Portland, OR: Completion by Design Assistance Team. http://completionbydesign.org

Completion by Design Assistance Team. (2011). Supporting Student Success: Preventing Loss, Creating Momentum. Portland, OR: Completion by Design Assistance Team. http://www.completionbydesign.org/sites/default/files/cdat_loss&momentum_r101_0.pdf

De Vise, Daniel. (September 13, 2011). U.S. falls in global ranking of young adults who finish college. *The Washington Post*. Washington, DC: The Washington Post. http://www.washingtonpost.com/local/education/us-falls-in-global-ranking-of-young-adults-who-finish-college/2011/08/22/gIQAAsU3OK_story.html

Deal, Governor Nathan. (August 4, 2011). Deal announces $1 million grant, Complete College Georgia Initiative. Atlanta, GA: State of Georgia. http://gov.georgia.gov/00/press/detail/0,2668,165937316_165937374_174094372,00.html

Dougherty, Kevin and Natow, Rebecca. (May 2009). The Demise of Higher Education Performance Funding Systems in Three States (CCRC Brief No. 41). New York, NY: Community College Research Center. http://ccrc.tc.columbia.edu/Publication.asp?UID=694

Dougherty, Kevin and Natow, Rebecca. (May 2009). The Demise of Higher Education Performance Funding Systems in Three States (CCRC Working Paper No. 17). New York, NY: Community College Research Center. http://ccrc.tc.columbia.edu/Publication.asp?UID=693

Duncan, Arne. (February 17, 2011). Duncan Announces Four Community College Regional Summits Aimed at Boosting College Completion. Washington, DC: U.S. Department of Education. http://www.ed.gov/news/press-releases/duncan-announces-four-community-college-regional-summits-aimed-boosting-college-

The Education Trust. (2009). Access to Success. Washington, DC: The Education Trust. http://www.edtrust.org/issues/higher-education/access-to-success

Excelencia in Education. (2011). Ensuring America's Future. Washington, DC: *Excelencia* in Education. http://www.edexcelencia.org/initiatives/ensuring-america%27s-future

Excelencia in Education. (2012). Ensuring America's Future by Increasing Latino College Completion. Compendium of Practices to Increase Latino College Completion 2012. Profiles of Organizational Efforts. Washington, DC: *Excelencia* in Education. Available at http://www.edexcelencia.org/initiatives/ensuring-america%27s-future

Foster, Jennifer K; DeHesus, Patricia; and Obrzut, Geoffrey S. (September, 2007). *Illinois ESL Content Standards*. Springfield, IL: Illinois Community College Board. http://www.iccb.org/pdf/adulted/publications_reports/Content%20Standards_Final%20Version.pdf

Franklin University. (2011). Transfer your community college credits toward a bachelor's degree at Franklin. *Community College Students.* Columbus, OH: Franklin University. http://www.franklin.edu/getting-started/community-college-students/

Governor Steve Beshear's Communications Office. (July 28, 2011). Governor Beshear Announces Kentucky Wins Funding to Substantially Transform Remedial Education. *Press Release.* Frankfort, KY: Kentucky.gov. http://migration.kentucky.gov/Newsroom/governor/20110728education.htm

Hennessy, Erin. (October 17, 2011). Higher Education Associations to Convene Commission on Attainment. News Release. Washington, DC: American Council on Education. http://www.acenet.edu/AM/Template.cfm?Section=Press_Releases2&CONTENTID=42893&TEMPLATE=/CM/ContentDisplay.cfm

Horn, Laura for the National Center of Education Statistics. (December 2010). Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates. *Issue Brief of the U.S. Department of Education NCES 2011-221.* Washington, DC: U.S. Department of Education. http://nces.ed.gov/pubs2011/2011221.pdf

Higher Education Finance Study Commission (December 2010). Executive Summary. Report to the Governor, The Honorable Pat Quinn and Members of the Illinois General Assembly. Springfield, IL: Illinois Board of Higher Education. http://www.ibhe.state.il.us/SJR88/Materials/ExecutiveSummary.pdf

Higher Education Finance Study Commission (December 2010). Report to the Governor, The Honorable Pat Quinn and Members of the Illinois General Assembly. Springfield, IL: Illinois Board of Higher Education. http://www.ibhe.state.il.us/SJR88/Materials/FinalReport.pdf

Illinois Board of Higher Education. (2011). Longitudinal Data System. Springfield, IL: Illinois Board of Higher Education. http://www.ibhe.org/ILDS/default.htm

Illinois Board of Higher Education. (2011). Higher Education Performance Funding Steering Committee Schedule of Meetings. Springfield, IL: Illinois Board of Higher Education. http://www.ibhe.state.il.us/PerformanceFunding/schedule.htm

Illinois Board of Higher Education. (March 5, 2010). Illinois Higher Ed The Friday Memo. Springfield, IL: Illinois Board of Higher Education. http://www.ibhe.state.il.us/FridayMemo/100305.pdf

Illinois Board of Higher Education, Illinois Community College Board, and Illinois State Board of Education. (2011). Illinois Articulation Initiative (IAI). iTransfer. Springfield, IL: Illinois Board of Higher Education, Illinois Community College Board, and Illinois State Board of Education. http://www.itransfer.org/container.aspx?file=iai

Illinois Business Roundtable, Illinois Department of Commerce and Economic Opportunity, Illinois State Board of Education, Illinois Community College Board, and Illinois Board of Higher Education. (April 28, 2011). Building Illinois STEM Pathways to College and Career Readiness, slides 88-94. Presented at the Museum of Science and Industry. Washington DC: Author. http://www.illinoisworknet.com/NR/rdonlyres/409D2E81-9387-4437-BD4C-C395070546EA/4853/BuildingILStemPathwaysPresentation_April28_2012.pdf

Illinois Community College Board. (June 3, 2011). 393rd Meeting Agenda and Materials. Springfield,   IL: Illinois   Community   College   Board. http://www.iccb.org/pdf/agendas/2011/agenbkjun11.pdf

Illinois Community College Board. (2011). Accelerating Opportunity (formerly ABE to Credentials).   Springfield,   IL: Illinois   Community   College   Board. http://www.iccb.org/accelerating.opportunity.html

Illinois Community College Board. (January 2009). Annual Student Enrollments and Completions in the Illinois Community College System: Fiscal Year 2008. Springfield, IL: Author. http://www.iccb.org/pdf/reports/08enrollmentrpt.pdf

Illinois Community College Board. (November 2005). Baccalaureate Access Task Force Report.   Springfield,   IL: Illinois   Community   College   Board. http://www.iccb.org/pdf/reports/Bacc%20Access%20Final%20Report.pdf

Illinois Community College Board. (2009). Baccalaureate Completion Programs at Community Colleges. Fiscal Year 2009. Springfield, IL: Illinois Community College Board. http://www.iccb.org/pdf/reports/09summary-BaccalaureateSurvey.pdf

Illinois Community College Board. (2011). Illinois Longitudinal Data System. Overview of Legislation.   Springfield,   IL: Illinois   Community   College   Board. http://www.iccb.org/pdf/reports/ILDS_legislation.pdf

Illinois Community College Board. (2011). Illinois Longitudinal Data System. Foundational Components.   Springfield,   IL: Illinois   Community   College   Board. http://www.iccb.org/pdf/reports/ILDS_FoundationalComponents.pdf

Illinois Community College Board. (2011). Illinois Longitudinal Data System. Non-Public Higher Education Participation Parameters from Legislation. Springfield, IL: Illinois Community College Board. http://www.iccb.org/pdf/reports/ILDS_nonpublic.pdf

Illinois Community College Board. (2011). ICCB Adult Education program receive Accelerating Opportunity Initiative design grant. *ICCB Press Release.* Springfield, IL: Illinois Community   College   Board. http://www.iccb.state.il.us/pdf/pr/AccerlatingOpportunityPR_08-2011.pdf

Illinois Community College Board. (November 2010). Illinois Community College Board President/CEO Report to the Presidents' Council and ICCTA. Springfield, IL: Illinois Community College Board. http://www.communitycolleges.org/ICCBreportnov2010.pdf

Illinois Community College Board. (September 17, 2010). 389th Meeting Agenda and Materials. Springfield, IL: Illinois Community College Board. http://www.iccb.org/pdf/agendas/2010/agenbksept10.pdf

Illinois Community College Board. (2011). Shifting Gears Illinois. Building Bridges for Success. Springfield, IL: Illinois Community College Board. http://www.iccb.org/shifting_gears.html

Illinois Community College Board. (2011). High School to College Success Reports. Springfield, IL: Illinois Community College Board. http://iccbdbsrv.iccb.org/hscollegesuccess/home.cfm

Illinois General Assembly. (2009). Public Act 096-0107. Springfield, IL: 96th Illinois General Assembly. http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-0107&GA=96

Illinois General Assembly. (2007). Public Act 095-0694. Springfield, IL: 95th Illinois General Assembly. http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=095-0694&GA=95

Illinois P-20 Council. (January 2011). Education for Our Future: First Report and Recommendations of the Illinois P-20 Council to the Governor, the General Assembly, and the People of Illinois. Springfield, IL: Illinois P-20 Council. http://www.iccb.state.il.us/pdf/reports/Final_P20_Report.pdf

Illinois State Board of Education. (June 15, 2011). Education Policy Planning Committee of the Whole. Springfield, IL: Illinois State Board of Education. http://www.isbe.state.il.us/board/meetings/2011/june/eppc.pdf

Illinois State Board of Education. (2011). The New Illinois Learning Standards Incorporating the Common Core. Springfield, IL: Illinois State Board of Education. http://www.isbe.state.il.us/common_core/default.htm

Illinois State Board of Education. (2011). Illinois Longitudinal Data System Project. Springfield, IL: Illinois State Board of Education. http://www.isbe.net/ILDS/default.htm

Illinois Student Assistance Commission. (2012). College Access and Outreach Update (Agenda Item 7). Springfield, IL: Illinois Student Assistance Commission. http://www.collegeillinois.org/dotAsset/bc42cea7-5000-4d92-9134-cccee6f32cad.pdf

Illinois Student Assistance Commission. (2012). Monetary Award Program (MAP) 2 + 2 Pilot. Springfield, IL: Illinois Student Assistance Commission. http://www.collegezone.com/giftassist/753_14942.htm

Indiana Commission for Higher Education. (2011). Smarter Choices, Faster Completion: Indiana's Innovation Challenge. Indianapolis, IN: State of Indiana, http://www.in.gov/che/files/CCA_Smarter_Choices_Faster_Completion_Summary.pdf

Institute for Higher Education Policy. (2011). Project Win-Win. Washington DC: Institute for Higher Education Policy. http://www.ihep.org/projectwin-win.cfm

Institute for Higher Education Policy. (2011). National Coalition for College Completion. Washington DC: Institute for Higher Education Policy. http://www.ihep.org/programs/nccc.cfm

Jobs for the Future. (2011). Accelerating Opportunity A Breaking Through Initiative. Boston, MA: Jobs for the Future. http://www.acceleratingopportunity.org/ and http://www.acceleratingopportunity.org/about

Johnson, Nate. (February 2011). Three Policies to Reduce Time to Degree. Washington, DC: Complete College America. http://www.completecollege.org/docs/Three%20Policies%20to%20Reduce%20Time%20to%20Degree%20-%20Nate%20Johnson.pdf

Johnson McPhail, Christine. (April 2011). The Completion Agenda: A Call to Action. Summary report from the November 10-11, 2010, meeting of the American Association of Community Colleges Commissions and Board of Directors. Washington, DC: American Association of Community Colleges. http://www.aacc.nche.edu/Publications/Reports/Documents/CompletionAgenda_report.pdf

Kanter, Martha. (May-June 2011). American Higher Education: "First in the World". *Change The Magazine of Higher Learning.* Philadelphia, PA: Taylor & Francis Group. http://www.changemag.org/Archives/Back%20Issues/2011/May-June%202011/first-in-the-world-full.html

Kelley, Patrick & Strawn, Julie. (June, 2011). Not Just Kid Stuff Anymore: The Economic Imperative for More Adults to Complete College. Boulder, CO: Center for Law and Social Policy (CLASP) and the National Center for Higher Education Management Systems (NCHEMS). http://www.nchems.org/pubs/docs/NotKidStuffAnymoreAdultStudentProfile-1.pdf

Lee, Jr. John Michael & Rawls, Anita. (2010). The *College Completion Agenda 2010 Progress Report.* Washington, DC: College Board Advocacy & Policy Center. http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Report_2010.pdf

Middle College National Consortium. (2011). Middle – Early College Overview. Long Island City, NY: Middle College High School National Consortium. http://www.mcnc.us/about/middle-early-college/

Miller, Larry. (August 08, 2011*).* POV: Earning an Associate Degree: The Achievement that Lasts a Lifetime. *Community College Week.* Fairfax, VA: Autumn Publishing Enterprises, Inc*.* http://www.ccweek.com/news/templates/template.aspx?articleid=2661&zoneid=7

Moltz, David. (April 21, 2010). What the Pledge Means. *Inside Higher Ed.* Washington, DC: Inside Higher Ed. http://www.insidehighered.com/news/2010/04/21/aacc

National Center for Education Statistics.   (2010). Postsecondary Remedial Education. *Education Indicators for The White House Social Statistics Briefing Room.* Washington, DC: National   Center   for   Education   Statistics. http://nces.ed.gov/ssbr/pages/developmentaled.asp?IndID=15.

National Center for Education Statistics. (2011). Table 10. Graduation rates of students at the Title IV institution where the students started as full–time, first–time students, by control of institution, degree sought, level of institution, degree completed, and time to degree: United States, cohort years 2001 and 2005.   *Data Analysis System. Table Files. Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009.* Washington, DC: National Center for Education   Statistics. http://nces.ed.gov/das/library/tables_listings/spring2010firstlook.asp.

National Center for Education Statistics. (2011). Table 4. First–time degree/certificate–seeking undergraduate retention rates at Title IV institutions, by attendance status, level of institution, institutional category, and control of institution: United States, fall 2009. *Data Analysis System. Table Files. Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009.* Washington,   DC: National   Center   for   Education   Statistics. http://nces.ed.gov/das/library/tables_listings/spring2010firstlook.asp.

National Center for Education Statistics. (2011). Table 23. Awards conferred by Title IV public 2-year institutions, by race/ethnicity, level of award, and gender: United States, academic year 2008–09.   *Data Analysis System. Table Files. IPEDS Fall 2009 Compendium Tables.* Washington, DC: National Center for Education Statistics. http://nces.ed.gov/das/library/tables_listings/Fall2009.asp, Table 23).

National Center for Education Statistics. (2011). Table 73. 12-month full-time-equivalent enrollment at Title IV institutions, by student level and institution sector: United States, academic year 2008–09.   *Data Analysis System. Table Files. IPEDS Fall 2009 Compendium Tables.* Washington, DC: National Center for Education Statistics. http://nces.ed.gov/das/library/tables_listings/Fall2009.asp.

National Center for Education Statistics. (2011). Table 10. 12–month unduplicated headcount enrollment at Title IV institutions, by student level, sector, race/ethnicity, and gender: United States, academic year 2008–09.   *Data Analysis System. Table Files. Postsecondary Institutions and Price of Attendance in the United States: Fall 2009 and Degrees and Other Awards Conferred: 2008-09, and 12-Month Enrollment 2008-09.* Washington,   DC: National   Center   for   Education   Statistics. http://nces.ed.gov/das/library/tables_listings/flfall2009.asp.

National Center for Education Statistics. (2011). Table 11. 12–month full–time-equivalent enrollment at Title IV institutions, by student level and institution sector: United States, academic year 2008–09. *Data Analysis System. Table Files. Postsecondary Institutions and Price of Attendance in the United States: Fall 2009 and Degrees and Other Awards Conferred: 2008-09, and 12-Month Enrollment 2008-09.* Washington, DC: National Center   for   Education   Statistics. http://nces.ed.gov/das/library/tables_listings/flfall2009.asp.

National Center for Higher Education Management Systems. (2011). Retention Rates – First-Time College Freshmen Returning Their Second Year. Two-Year Public Institutions in 2008. Boulder, CO: National Center for Higher Education Management Systems. http://www.higheredinfo.org/dbrowser/?level=nation&mode=data&state=0&submeasure=229

National Center for Higher Education Management Systems. (2011). Student Pipeline – Transition and Completion Rates from 9th Grade to College. 2008. Boulder, CO: National Center for Higher Education Management Systems. http://www.higheredinfo.org/dbrowser/index.php?submeasure=119&year=2008&level=nation&mode=data&state=0

National Center for Higher Education Management Systems. (2011). Graduation Rates. Three-Year Graduation Rates for Associate Students in 2009. Boulder, CO: National Center for Higher Education Management Systems. http://www.higheredinfo.org/dbrowser/index.php?submeasure=24&year=2009&level=nation&mode=data&state=0

National Center for Policy Analysis. (May 18, 2000).   *U.S. Gives Up Lead In College Graduation Rates.* Washington, DC: Author. http://www.ncpa.org/sub/dpd/index.php?Article_ID=10045.

National Center for Public Policy and Higher Education. (2008). Measuring Up 2008. The State Report Card of Higher Education. Illinois. San Jose, CA: National Center for Public Policy and Higher Education. http://measuringup2008.highereducation.org/print/state_reports/long/IL.pdf

National Coalition for College Completion. (2011). Home Page. Washington DC: National Coalition for College Completion. http://finishhighered.org/

National Governors Association. (2012). Complete To Compete. 2010-2011 NGA Chair's Initiative. Washington, DC: National Governors Association. http://www.nga.org/files/live/sites/NGA/files/pdf/10GREGOIREBROCHURE.PDF

Nauffts, Mitch. (January 14, 2009). *Memo to the President: Higher Education Is US*. Philantopic. New York, NY: Philanthropy News Digest. http://pndblog.typepad.com/pndblog/2009/01/lumina-foundation-for-education-believes-our-country-faces-social-and-economic-challenges-that-can-be-addressed-only-by-educa.html

Northern Illinois University. (February 23, 2010). NIU, Oakton to offer bachelor's degree for first responders. *News Release.*   Dekalb, IL: Northern Illinois University. http://www.niu.edu/mediarelations/news/2010/Feb/oakton.shtml

Northern Illinois University. (2009). Baccalaureate Degree Completion. College of Health and Human Services (HHS). Northern Illinois University. Rock Valley College – AAS Dental Hygiene. Dekalb, IL: Northern Illinois University. http://www.niu.edu/offcampusacademics/health/docs/Dental_Hygiene_RVC.pdf

Obrzut, Geoffrey S.; Hunter Anderson, Karen; and Foster, Jennifer K. (April, 2011). *Illinois ABE/ASE Content Standards.* Springfield, IL: Illinois Community College Board. http://www.iccb.org/pdf/adulted/ABE_ASE_Content_Standards_04-2011.pdf

Office of the Governor. (August 9, 2011). Governor Announces $1 Million Grant to Further Student Success for College Completion. Charleston, WV: Author. http://www.wv.gov/news/governor/Pages/GovernorAnnounces$1MillionGranttoFurtherStudentSuccessforCollegeCompletion.aspx

Office of Governor Martin O'Malley. (August 3, 2011). Governor Martin O'Malley Announces Maryland Wins National Competitive Grant to Increase College Completion. Annapolis, MD: http://www.gov.state.md.us/pressreleases/110803.asp

Office of Governor Mike Beebe and Arkansas Department of Higher Education. (May 17, 2011). Arkansas Completion Innovation Challenge. Little Rock, AR: State of Arkansas. http://www.completecollege.org/docs/Arkansas%20Proposal%20Narrative%20Statements.pdf.

Organization for Economic Cooperation and Development (OECD). (2010). *Education at a Glance 2010: OECD Indicators.* Paris, France: Author. http://www.oecd.org/document/52/0,3343,en_2649_39263238_45897844_1_1_1_1,00.html and http://www.oecd.org/document/55/0,3746,en_2649_37455_46349815_1_1_1_37455,00.html

Partnership for Assessment of Readiness for College and Careers. (2011). Home. Washington, DC: Achieve, Inc. http://www.parcconline.org/

Penington, Hilary and Milliron, Mark David. (September 2010). Completion by Design Concept Paper. Seattle, WA: Bill & Melinda Gates Foundation. http://completionbydesign.org/sites/default/files/CBD_Concept_paper_.pdf

Reindl, Travis & Reyna, Ryan. (July, 2011). Complete to Compete: From Information to Action Revamping Higher Education Accountability Systems. Washington, D.C.: National Governors Association Center for Best Practices. http://www.nga.org/files/live/sites/NGA/files/pdf/1107C2CACTIONGUIDE.PDF

Reyna, Ryan. (June 2010). *Complete to Compete: Common College Completion Metrics.* Washington, DC: National Governors Association Center for Best Practices Education Division. http://www.nga.org/files/live/sites/NGA/files/pdf/1007COMMONCOLLEGEMETRICS.PDF

Russell, Alene. (October 2011). A Guide to Major U.S. College Completion Initiatives. Washington, DC: American Association of State Colleges and Universities. http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/Policy_Matters/College%20Completion%20October%202011.pdf

Sam Houston State University. (2012). Home Page. Huntsville, TX: Sam Houston State University. http://www.shsu.edu/

Simon, Shelia.   (January, 2012). *Focus on the Finish.* Springfield, IL: State of Illinois. http://www2.illinois.gov/ltgov/Pages/LtGovernorSimontocollegesFocusonthefinish.aspx and http://www2.illinois.gov/ltgov/Documents/CC%20Report%20for%20web.pdf

Southern Illinois University. (2011). The Capstone Option. Transfer Student Services. Southern Illinois University.   Carbondale,   IL: Southern   Illinois   University. http://transfer.siuc.edu/capstone.html

Southern Regional Education Board. (2011). Degree Completion. Atlanta, GA: Southern Regional Education Board. http://www.sreb.org/page/1456/degree_completion.html

State of California. (2011). Complete College America Innovation Challenge Grant for California. http://www.completecollege.org/docs/California%20Proposal%20Narrative%20Statements.pdf.

State of Colorado. (July 22, 2011). Gov. Hickenlooper announces Complete College America "Completion Innovation Challenge" grant award. *Press Release.* Denver, CO: State of Colorado. http://www.colorado.gov/cs/Satellite/GovHickenlooper/CBON/1251595657413

State   of   Colorado.   (2011).   Colorado   Proposal   Narrative   Statements. http://www.completecollege.org/docs/Colorado%20Proposal%20Narrative%20Statements.pdf.

State   of   Georgia.   (2011).   Georgia   Proposal   Narrative   Statements. http://www.completecollege.org/docs/Georgia%20Proposal%20Narrative%20Statements.pdf.

State of Illinois. (February 9, 2011). ISAC Challenges Illinois Families to Increase FAFSA Completion. Agency to Sponsor and/or Participate in More Than 170 Events Statewide in   February.   Springfield,   IL: State   of   Illinois. http://www.illinois.gov/PressReleases/PressReleasesListShow.cfm?RecNum=9211

State of Illinois. (February 9, 2012). Governor Quinn Launches New Education Initiative to Support Economic Growth Public-Private Partnership with Business and Education Communities to Focus on STEM Learning and Provide Students with College and Career   Readiness.   *Press   Release.*   Springfield,   IL: State   of   Illinois. http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=2&RecNum=10020

State of Indiana. (2011). Indiana's Completion Innovation Challenge Proposal: Smarter Choices,   Faster   Completion. http://www.completecollege.org/docs/Indiana%20Proposal%20Narrative%20Statements.pdf.

State   of   Kentucky.   (2011).   Kentucky   Proposal   Narrative   Statement. http://www.completecollege.org/docs/Kentucky%20Proposal%20Narrative%20Statements.pdf.

State   of   Maryland.   (2011).   Maryland   Proposal   Narrative   Statement. http://www.completecollege.org/docs/Maryland%20Proposal%20Narrative%20Statements.pdf.

State of Tennessee. (2011). Tennessee Proposal Narrative Statements. http://www.completecollege.org/docs/Tennessee%20Proposal%20Narrative%20Statements.pdf.

State of Texas Governor's Office, Texas Higher Education Coordinating Board, and Texas State University Department of Mathematics. (2011). Texas Proposal Narrative Statements. Austin, TX: Author. http://www.completecollege.org/docs/Texas%20Proposal%20Narrative%20Statements.pdf.

State of West Virginia. (2011). West Virginia Proposal Narrative. http://www.completecollege.org/docs/WV%20Proposal%20Narrative%20Statements.pdf.

Strube, Kim. (August 28, 2009). ACC Partners with UH-Clear Lake for Reverse Transfer Agreement. Alvin, TX: Alvin Community College. http://www.alvincollege.edu/campusnews/news_continued.cfm?nid=883

Tennessee Release Center. (July 25, 2011). TN Wins Gates Foundation-Funded Grant for Higher Ed. Nashville, TN: Tennessee Report. http://www.tnreport.com/2011/07/tn-wins-gates-foundation-funded-grant-for-higher-ed/

Texas Higher Education Coordinating Board. (August 31, 2011). Texas Receives $1M Completion Innovation Challenge Grant to Transform Developmental Education. Austin, TX: Author. http://thecb.state.tx.us/download.cfm?downloadfile=212E7ECA-01EF-6A91-56178481F8F4CD9C&fieldname=filename&typename%20=dmFile

Tyszko, Jason A. (Spring 2011). STEM Learning Exchanges. *Update on Research and Leadership.* Vol. 22, No. 2. Champaign, IL: Office of Community College Research and Leadership and the University of Illinois at Urbana-Champaign. http://occrl.illinois.edu/Newsletter/2011/spring/6 and http://www.illinoisworknet.com/NR/rdonlyres/409D2E81-9387-4437-BD4C-C395070546EA/4847/LearningExchangeArticle1.pdf

University of North Texas. (2012). Home Page. Denton, TX: University of North Texas. http://www.unt.edu/

University of Texas at Arlington. (2012). Home Page. Arlington, TX: University of Texas at Arlington. http://www.uta.edu/uta/

University of Texas at Dallas. (2011). The Comet Connection. Richardson, TX: University of Texas at Dallas. http://www.utdallas.edu/connect/

U.S. Bureau of Labor Statistics. (2004). *More education: Lower unemployment, higher pay.* Washington D.C.: U.S. Bureau of Labor Statistics. http://www.bls.gov/opub/ooq/2004/fall/oochart.pdf

U.S. Department of Education. (June, 2003). A Blueprint for Preparing America's Future. The Adult Basic and Literacy Education Act of 2003: Summary of Major Provisions. Washington, DC: U.S. Department of Education Office of Vocational and Adult Education. http://www2.ed.gov/policy/adulted/leg/aeblueprint2.doc

U.S. Department of Education.   (2011). Adult Education Content Standards Warehouse. Washington, DC: U.S. Department of Education Office of Vocational and Adult Education. http://www.adultedcontentstandards.ed.gov/about_warehouse.asp

U.S. Department of Education. (December 2011). Committee on Measures of Student Success A Report to Secretary of Education Arne Duncan. Washington, DC: U.S. Department of Education. http://www2.ed.gov/about/bdscomm/list/cmss-committee-report-final.pdf

U.S. Department of Education. (September 2, 2011). Committee on Measures of Student Success Draft Report. Washington, DC: U.S. Department of Education. http://www2.ed.gov/about/bdscomm/list/cmss-committee-report.pdf

U.S. Department of Education. (2011). Boards & Commissions: Committee on Measures of Student Success. Washington, DC: U.S. Department of Education. http://www2.ed.gov/about/bdscomm/list/acmss.html

Western Illinois University. (October 1, 2009). WIU-QC, BHC Sign 2+2. *University Relations.* Western Illinois University. Macomb, IL: Western Illinois University. http://www.wiu.edu/news/newsrelease.php?release_id=7572

White House. (July 14, 2009). *Excerpts of the President's remarks in Warren, Michigan today and a fact sheet on the American Graduation Initiative.* Briefing Room, Statements & Releases. Washington, DC: The White House Office of the Press Secretary. http://www.whitehouse.gov/the_press_office/Excerpts-of-the-Presidents-remarks-in-Warren-Michigan-and-fact-sheet-on-the-American-Graduation-Initiative

White House. (October 5, 2010). *White House Summit on Community Colleges. Transcript of Remarks by President Obama and Dr. Jill Biden.* Washington DC: White House Office of the Press Secretary. http://m.whitehouse.gov/the-press-office/2010/10/05/remarks-president-and-dr-jill-biden-white-house-summit-community-college