

FOLLOW-UP STUDY

of Fiscal Year 2004 Career and Technical Education Program Graduates



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**FOLLOW-UP STUDY OF FISCAL YEAR 2004
CAREER AND TECHNICAL EDUCATION PROGRAM GRADUATES**

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Illinois Community College Board

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INTRODUCTION

Career and technical education is a massive enterprise in the United States. Thousands of comprehensive high schools, technical high schools, area vocational centers, and community colleges offer career and technical education coursework. Virtually every high school student takes at least one career and technical education course, and one in four students takes three or more courses in a single program area. Nationally, one-third of college students are involved in career and technical programs, and as many as 40 million adults engage in short-term postsecondary technical training (U.S. Department of Education, 2005). Participation in high school technical coursework can build skills that provide a positive link to both postsecondary education and workforce participation. The attainment of education and training beyond high school has become crucial to success in the workplace. Higher levels of education are associated with higher wages and better attachment to the workforce. (Postsecondary Education OPPORTUNITIES, 2004)

The *Follow-up Study of Fiscal Year 2004 Career and Technical Education Program Graduates* report is an important Illinois Community College System accountability initiative aimed at strengthening college program offerings. Data were obtained from responses to a standardized survey. The information was provided by graduates of selected programs regarding the effectiveness of their college experience and documents program outcomes. The survey instrument addresses attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment, as well as services and components of the educational program completed. Satisfaction ratings by graduates reflect the combined percentage of respondents who were satisfied and very satisfied with a survey item. When reviewed at the local level, this information has implications for colleges as they develop proposals for new programs and perform program review.

Economic conditions influence workforce outcomes for graduates. Recently, the economy's health is showing signs of improvement with the nation's seasonally adjusted unemployment rate declining from 5.6 percent in June 2004 to 5.0 percent in July 2005 (U.S. Department of Labor Bureau of Labor Statistics, 2005). Employers are predicting that they will hire 13 percent more new college graduates from the fiscal year 2005 class than they did from the class of fiscal year 2004. Over 60 percent of the employers who answered the annual Job Outlook survey say they plan to increase the number of new college graduates they hire (National Association of Colleges and Employers, 2005).

Colleges use the career and technical survey information to stay aligned with the changing job market and help gauge the employment and compensation outcomes of graduates. Part I of the report provides a statewide overall summary of survey outcomes. Part II includes an in-depth analysis of survey results according to specific program areas for colleges to use in reviewing their programs during the coming year. The Appendices contain data tables derived from the results of the survey. Appendix A presents a summary of responses by college and response rates by program area,

Appendix B provides information by survey item, Appendix C presents data by both college and program, and Appendix D provides enrollment and completion trend data on nursing.

A total of 3,955 (Table A-2) former students who graduated from designated Illinois community college programs in fiscal year 2004 were surveyed in March 2005. For most graduates, this was approximately six to nine months after program completion. Graduates from the following ten program areas were eliminated from the statewide analysis due to a low number of responses or low number of graduates: Plastics Technology, Child Care Services Management, Aircraft Pilot and Navigator, Aviation Management, Aircraft Pilot (Private), Speech-Language Pathology, Hospitality/Administration Management, International Business, Marketing Research, and International Business Marketing. Removing these programs and their responses resulted in the use of 2,164 responses from a pool of 3,930 graduates in 32 programs. Therefore, the survey yielded a usable response rate of 55.1 percent (Table A-1). Table A-1 also shows response rates by college. Appendix Table C shows additional breakouts by program and college.

More than one-quarter of usable responses (25.4 percent) came from a single program, the Child Care Assistant program. Graduates from the remaining 31 program areas combined accounted for 74.6 percent of the respondents. Overall, statewide results are influenced by differences in program size and by the number of graduates responding to particular questions. Percentages cited throughout the report reflect the number of responses to each question.

Table 1

**CAREER AND TECHNICAL EDUCATION PROGRAM AREAS
SURVEYED IN FY 2005 BY CIP CATEGORY**

CIP	Title
0102	AGRICULTURAL MECHANIZATION
010201	Agricultural Mechanization, General
1315	TEACHER ASSISTANT/AIDE
131501	Teacher Assistant/Aide
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES
150603	Industrial/Manufacturing Technology/Technician
150607	Plastics Technology/Technician*
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS
200202	Child Care Provider/Assistant
200203	Child Care Services Management*
4103	PHYSICAL SCIENCE TECHNOLOGIES
410301	Chemical Technology/Technician
4407	SOCIAL WORK
440701	Social Work
4601	MASONS AND TILESETTERS
460101	Mason and Tile Setter
4602	CARPENTERS
460201	Carpenter
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS
470302	Heavy Equipment Maintenance and Repairer
470303	Industrial Machinery Maintenance and Repairer
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS
470603	Auto/Automotive Body Repairer
470604	Auto/Automotive Mechanic/Technician
470605	Diesel Engine Mechanic and Repairer
470609	Aviation Systems and Avionics Maintenance Technologist/Technician

Table 1

**CAREER AND TECHNICAL EDUCATION PROGRAM AREAS
SURVEYED IN FY 2005 BY CIP CATEGORY**

(Continued)

CIP	Title
4901	AIR TRANSPORTATION WORKERS*
490102	Aircraft Pilot and Navigator*
490104	Aviation Management*
490107	Aircraft Pilot (Private)*
4902	VEHICLE AND EQUIPMENT OPERATORS
490205	Truck, Bus and Other Commercial Vehicle Operator
4904	RAILROAD TECHNOLOGY
490410	Railroad Technology
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES
510203	Speech-Language Pathology*
510205	Sign Language Interpreter
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES
510801	Medical Assistant
510803	Occupational Therapy Assistant
510805	Pharmacy Technician/Assistant
510806	Physical Therapy Assistant
510807	Physician Assistant
510808	Veterinarian Assistant/Animal Health Technician
5115	MENTAL HEALTH SERVICES
511501	Alcohol/Drug Abuse Counseling
511502	Psychiatric/Mental Health Services Technician
511503	Clinical and Medical Social Work
511504	Developmental Disabilities/Habilitation Aide
511599	Mental Health Services, Other
5207	ENTERPRISE MANAGEMENT AND OPERATION
520701	Enterprise Management and Operation, General
5209	HOSPITALITY SERVICES MANAGEMENT
520901	Hospitality/Administration Management*
520902	Hotel/Motel and Restaurant Management
520903	Travel-Tourism Management

Table 1

**CAREER AND TECHNICAL EDUCATION PROGRAM AREAS
SURVEYED IN FY 2005 BY CIP CATEGORY**

(Continued)

CIP	Title
5210	HUMAN RESOURCES MANAGEMENT
521001	Human Resources Management
CIP	Title
5211	INTERNATIONAL BUSINESS*
521101	International Business*
5214	MARKETING MANAGEMENT AND RESEARCH
521401	Business Marketing and Marketing Management
521402	Marketing Research*
521403	International Business Marketing*
5215	REAL ESTATE
521501	Real Estate

* Excluded from state report due to low number of graduates or low response rates.

Part I: STATEWIDE OVERVIEW

Follow-up surveys were mailed to or standardized telephone interviews conducted with graduates of the selected career and technical education programs identified in Table 1 during spring 2005, approximately six to nine months after graduation. Graduates reported the following:

- ▶ 90.1 percent were employed or pursuing additional education or both (Table B-1).
- ▶ 85.3 percent of the completers were employed (Table B-2).

Among working graduates:

- ▶ 71.4 percent held full-time status in their current jobs (Table B-2).
- ▶ 73.9 percent were employed in positions related to the field in which they studied at the community college (Table B-5).
- ▶ 70.3 percent obtained their current positions while enrolled or after graduating (Table B-7).
- ▶ 94.0 percent were employed in Illinois. This includes two-thirds who remained in the district where they received their training (Table B-8).
- ▶ The average salary for all working graduates was \$14.43 per hour — 2.22 times minimum wage (\$6.50 per hour) at the time of the survey (Table B-9).
- ▶ Graduates employed in full-time positions earned the equivalent of \$31,075 annually (Table B-9).
- ▶ The average rate of unemployment (the percent of graduates who were unemployed and seeking work) was 7.3 percent (Table B-2).
- ▶ More than one-fifth (23.2 percent) of the respondents were pursuing additional education. Three out of four of those who were enrolled in further study enrolled in course work in a related field (Table B-4).
- ▶ Less than 5 percent (4.7 percent) of respondents were pursuing additional education and not employed (Table B-1).
- ▶ Graduates employed in positions related to their community college program were satisfied with their current positions (85.8 percent). Job satisfaction averaged 70.5 percent for graduates in unrelated positions (Table B-10).
- ▶ Overall, nine out of ten graduates expressed satisfaction with the major components of the program they completed: course content, lecture/lab experiences, equipment, facilities and materials, job preparation, preparation for further education, and labor market employment information (Table B-11).

- Overall, nearly 87 percent of the graduates were also satisfied with college services, including financial aid, academic advising, career planning, transfer planning, counseling, tutoring, library/audio-visual, and student activities (Table B-12).

Graduates from similar program areas were surveyed five and ten years ago. A comparison of follow-up survey outcomes from 1994, 1999, and 2004 revealed differences between the three groups. Generally, graduates from similar programs five years ago exhibited higher performance outcomes than the 2004 and 1994 graduates. Part of the difference was attributed to differing overall economic conditions at the three points in time. Illinois' economy was more favorable five years ago than it was this past year and ten years ago. Statewide unemployment in Illinois was 5.9 percent in 2005, compared to 4.8 percent in 2000, and 5.3 percent in 1995. State unemployment figures are from March of the year following program completion (e.g., March 2005 for 2004 graduates).

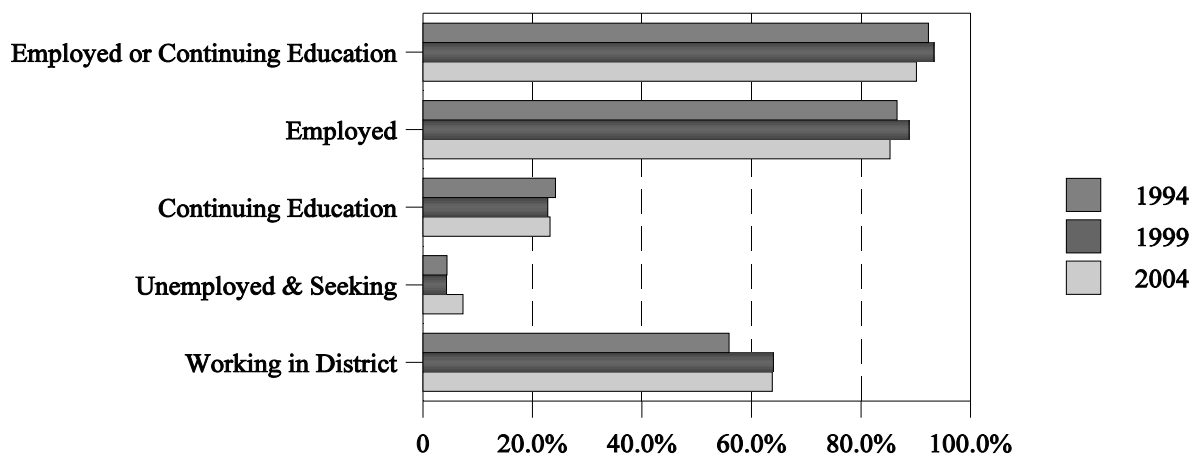


Figure 1. Comparison of Career and Technical Education Graduates: FY 1994, FY 1999 & FY 2004

Narrowing the focus to 2004 and 1999 graduates from Figure 1 shows that a slightly larger proportion of 1999 graduates (93.3 percent) were employed, continuing their education or both versus 2004 graduates (90.1 percent). The percent of 2004 graduates employed either full-or part-time was also slightly lower for the recent graduates (85.3 percent of 2004 graduates versus 88.8 percent of 1999 graduates). A slight increase was noted in the percent of survey respondents pursuing additional education among 2004 graduates (23.2 percent) from five years ago (22.8 percent of 1999 graduates). The percentage of recent graduates who were unemployed and seeking work was higher for the more recent group than five years ago (7.3 percent versus 4.3 percent for 1999). The percentage of employed graduates working in the community college district in which they received their training was about the same between 2004 graduates (63.8 percent) and 1999 graduates (64.0 percent). More than two-thirds (71.4 percent) of 2004 working graduates were employed full-time; compared to 87.0 percent of 1999 completers. Earnings were up slightly from five years ago. The average hourly wage for 2004 graduates was \$12.50, compared to \$12.36 for 1999 graduates. Effective January 1, 2005, the minimum hourly wage in Illinois is \$6.50 (Illinois Department of Labor, 2005). This is up from a minimum hourly wage of \$5.15 in 2000 (Employment Policies Institute, 2005). A larger percentage of the 2004 graduates (29.7 percent) were employed in their current position prior to enrolling in their program of study, compared to

21.6 percent of 1999 graduates. This indicates that more of the recent graduates may be upgrading job-related skills to position themselves for career advancement

Part II: PROGRAM-SPECIFIC ANALYSIS

In this portion of the report, results from individual programs are examined. Occupational overview, employment outlook, and earnings are adapted from authoritative sources that provide indispensable contextual and comparative information. Two primary sources are used for state and national information and data. The *Career Information System* (2005) contains Illinois-specific employment projections and salary data and is created by the Illinois Department of Employment Security, in conjunction with IntoCareers which is a unit of the University of Oregon. National overview, outlook, and earnings data are provided by the *Occupational Outlook Handbook* (2004-2005) which is produced by the U.S. Bureau of Labor Statistics. The contributions by the authors of these reference documents are recognized and fully acknowledged.

In the program-specific analysis, outcomes are reported based on program size starting with the largest — based on four-digit Classification of Instructional Program codes. The five largest broad program areas combined account for three-quarters of the respondents:

- Child Care and Guidance Workers and Managers
- Vehicle and Mobile Equipment Mechanics and Repairers
- Health and Medical Diagnostic and Treatment
- Vehicle and Equipment Operations
- Real Estate

CHILD CARE AND GUIDANCE WORKERS AND MANAGERS

In Illinois, employment of child care workers is expected to grow more slowly than average through 2012. About 990 job openings are expected each year (*Illinois Career Information System*, 2005).

Child Care Provider/Assistant. Child care workers supervise, care for, and teach children in day care settings. Children in day care are predominantly under five years of age with some older children attending after school or in the summer. A typical day for child care workers includes meeting children as they arrive, directing activities, and talking with

parents about their child's activities. Child care workers organize group and individual activities which may include playing games, creating art projects, reading books, singing songs, etc. Each activity provides an opportunity to teach physical, emotional, intellectual, and social skills to children. Workers calm children who are upset, settle any differences between children, and establish and maintain discipline. They also assist with physical needs such as using the restroom, changing diapers on small children, eating, exercising, and assisting any children who may be sick. Child care workers pay close attention to children's developmental growth and emotional state. For example, if they see signs of emotional or other developmental problems, they discuss them with their supervisor, as well as the child's parents. (*Illinois Career Information System*, 2005).

Outlook. In Illinois, employment of child care workers is expected to grow more slowly than average through 2012 with about 990 annual job openings. Many of these openings will occur to replace workers who leave the occupation. Nationally, the number of jobs for child care workers is expected to grow as fast as average through the year 2012. There is a trend for more parents to use day care since they are both working while some parents put their children in day care for the educational and social experiences. In addition to the increased demand, this occupation has a high turnover rate. Many child care workers leave this occupation because of the low pay or to pursue other interests. While the demand for child care workers is increasing overall, the demand for live-in child care workers/nannies is expected to decline. Child care provider is a medium-sized occupation in Illinois. About 27,690 child care workers are employed in the state. Nationally, about 1,211,000 child care workers are employed in this large occupation. Major employers include families, day-care centers (private, public, church-sponsored, and employer-sponsored), and nursery schools. About 43 percent of child care workers are self-employed (*Illinois Career Information System, 2005*).

Wages. The median wage for child care workers in Illinois is \$1,480 per month (\$8.56 per hour). Nationally, the median wage for child care workers is \$1,360 per month (\$7.86 per hour). Half of all child care workers earn between \$1,150 and \$1,670 per month (\$6.66 and \$9.65 per hour). Pay will vary by employer and the worker's level of experience and responsibility. Wage information for live-in child care workers/nannies is not available. However, it is common for employers to provide room and board along with a small salary for nannies. Earnings of self-employed child care workers will also vary by the number of hours they work, the number and ages of the children, and the area of the country. (*Illinois Career Information System, 2005*).

Illinois Outcomes. More than 62 percent ($N = 549$) of the 880 Child Care Provider/Assistant (Child Care Assistant) graduates responded to the follow-up survey. Forty-one colleges provided information on Child Care Assistant graduates. Olive-Harvey College ($N = 55$), South Suburban College ($N = 39$), Richard J. Daley College ($N = 35$), Malcolm X College ($N = 33$), and Illinois Central College ($N = 32$) were the colleges with the largest number of respondents.

Almost 94 percent ($N = 459$) of the Child Care Assistant graduates were employed, continuing their education, or both. This includes nine out of ten who were working after graduating from the Child Care Assistant program. Among working graduates, 71.4 percent were working full-time. The unemployment rate for Child Care Assistant graduates was 5.4 percent. Just over 82 percent of the working Child Care Assistant graduates were employed in a related field. Reasons for working in another field included: "Other/not specified" ($N = 20$), found a better paying job in another field ($N = 18$), preferred another field ($N = 10$), working in a temporary job ($N = 10$), unable to find a related job ($N = 8$), took another job for preferred hours ($N = 6$), worked in field previously but changed ($N = 3$). Four out of five working Child Care Assistant graduates were employed in the district where they received their training.

Over one-quarter (27.8 percent) of the Child Care Assistant graduates were employed and pursuing additional education compared to the 18.4 percent for all graduates in the study. More than four out of five (85.3 percent, $N = 116$) Child Care Assistant graduates were pursuing education in related field.

The average earnings of Child Care Assistant graduates employed full-time was very good at \$12.61/hour (\$26,228 annually) compared to all child care workers throughout the state. The average part-time earnings for Child Care Assistant graduates was \$9.64/hour (\$20,051 annually). The Child Care Assistant median wage was \$10.00/hour, which was higher than the median for all child care workers statewide.

Almost 83 percent of Child Care Assistant graduates were satisfied or very satisfied with their employment. Of the Child Care Assistant graduates, 92.3 percent were satisfied with the components of their major program. Those components with the highest ratings included course content, lecture/lab experience, and equipment/facilities/materials. Child Care Assistant graduates were also satisfied with college services at 86.6 percent. Library/audio-visual and student activities both received satisfaction ratings above 90 percent.

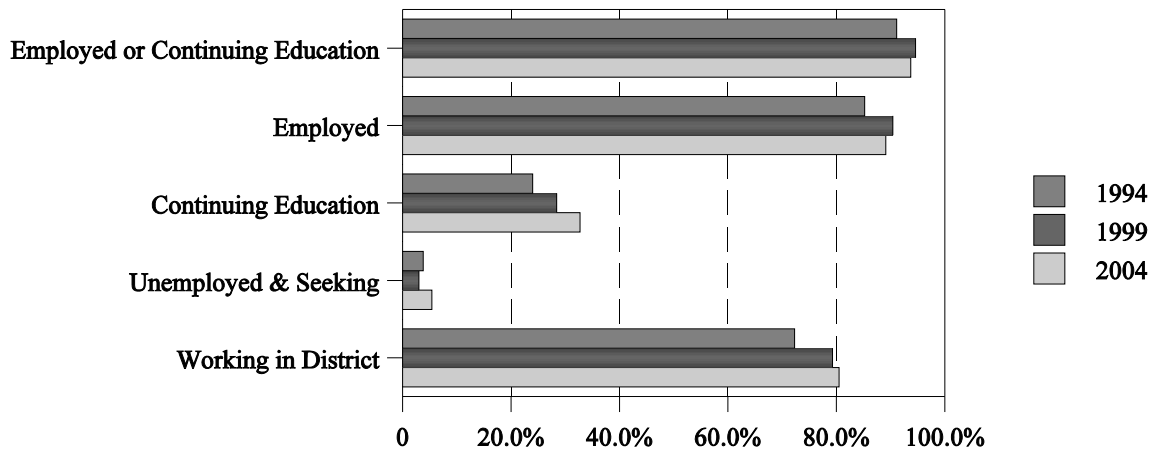


Figure 2. Comparison of Child Care Assistant Graduates FY 1994, FY 1999 & FY 2004

Figure 2 contains comparative information for Child Care Assistant graduates from fiscal years 2004, 1999, and 1994. Narrowing the focus to concentrate on results from FY 2004 and FY 1999 show overall outcomes were very good for both groups with earlier graduates reporting slightly better results. The percentage of graduates employed, pursuing education, or both was slightly better for the earlier group (94.6 percent for FY 1999 versus 93.7 percent for FY 2004). The earlier group also had a slightly higher percentage of those employed (90.4 percent versus 89.1 percent). The latest group of graduates had a higher percentage of graduates continuing their education (32.7 percent versus 28.4 percent). The unemployment rate was slightly lower for graduates five years ago (3 percent versus 5.4 percent). The more recent Child Care Assistant graduates were slightly more likely to find employment within their community college district than graduates from five years ago (80.5 percent versus 79.3 percent).

Child Care Assistant Bottom Line. Overall results were positive for Child Care Assistant graduates. Almost 94 percent ($N = 459$) of the Child Care Assistant graduates were employed, continuing their education, or both. This includes nine out of ten who were working. Nearly 83 percent of the working graduates were employed in a related field. The unemployment rate for Child Care Assistant graduates was 5.4 percent. The average full-time earnings of Child Care

Assistant graduates was very good at \$12.61/hour (\$26,228 annually) compared to all child care workers throughout the state. The average part-time earnings for Child Care Assistant graduates was \$9.64/hour. Almost 83 percent of Child Care Assistant graduates were satisfied or very satisfied with their employment. Four out of five working Child Care Assistant graduates were employed in the district where they received their training. Among Child Care Assistant graduates, 92.3 percent were satisfied with their major program components. Child Care Assistant graduates were also satisfied with college services at 86.6 percent. Note that this occupation has a relatively high turnover rate due to remuneration and working conditions.

VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS

Automotive Mechanics is one of 50 occupations expected to provide the largest number of job openings each year in Illinois, with about 1,170 openings anticipated annually. Job opportunities will be good for mechanics who complete automotive training programs (*Illinois Career Information System, 2005*).

Auto Mechanic/Technician. Programs in auto technology prepare individuals to repair and service all types of vehicles and their engines. Students in these programs learn to fix transmissions, brakes, and other vehicle systems, as well as how to repair and rebuild engines.

Auto mechanics inspect, maintain, and repair cars, vans, sport utility vehicles, and light duty trucks. They perform routine service on vehicles to keep them running well; inspect and lubricate engines, check belts, hoses, plugs, brakes, and fuel systems, as well as install or repair accessories. Mechanics test drive vehicles to observe their performance and use a variety of testing equipment, such as hand-held diagnostic computers and compression gauges. Once the problem is isolated, mechanics make the necessary adjustments or repairs, which could include replacing or rebuilding badly damaged systems. Auto mechanics use a variety of tools in their work, including power tools such as pneumatic wrenches to remove bolts quickly, machine tools such as lathes and grinding machines to rebuild brakes, welding and flame-cutting equipment to remove and repair exhaust systems, jacks and hoists to lift cars and engines, as well as common hand tools, such as screwdrivers and pliers to work on small parts. They also use electronic equipment such as infrared engine analyzers and computerized diagnostic devices, which are invaluable in diagnosing problems and making precise adjustments. Auto mechanics who work in large shops may specialize in one or more areas, including automatic transmissions, front-end systems, or brakes. In small shops, mechanics must know about all aspects of car repair (*Illinois Career Information System, 2005*).

Outlook. Through 2012, slightly slower than average employment growth is expected in Illinois for auto mechanics. Despite the slow growth, job prospects should be good. Auto mechanics is one of 50 occupations expected to provide the most job openings each year in the state, with about 1,170 openings anticipated annually. Many of these openings occur as current workers transfer to other jobs or leave the labor force. Nationally, the number of jobs for auto mechanics is expected to increase about as fast as average through the year 2012. Job opportunities will be good for mechanics who complete automotive training programs. Those whose training includes basic electronic skills will have the best chances for employment. Mechanics without formal training will face competition for entry-level jobs. Demand for auto mechanics will be the result of an increase

in the number of drivers and the fact that more households are expected to have more than one car. Additionally, as auto technology becomes increasingly complex, experienced mechanics will be in higher demand (*Illinois Career Information System*, 2005).

Wages. The median wage for auto mechanics in Illinois is \$15.59 per hour and the national median wage for mechanics is \$14.71 per hour. Mechanics are paid using one of several options. Some are paid a "flat rate" and are paid for a set number of hours for a particular repair, others are paid a set hourly wage regardless of the type of repairs they do, and a few are paid a flat rate plus a commission based on the labor cost charged to customers. Wages vary depending on the employer, location, and the skill and experience of the mechanic. (*Illinois Career Information System*, 2005).

Illinois Outcomes. Forty-four percent ($N = 245$ of 557) of the Auto Mechanic/Technician (Auto Mechanic) completers responded to the survey. Thirty-three colleges reported results from Auto Mechanic program graduates. Elgin Community College provided the most responses ($N = 45$) followed by John A. Logan College ($N = 22$).

Nine out of ten Auto Mechanic completers reporting their education and employment status indicated they were either employed, pursuing additional education, or both. Nearly 60 percent of these individuals were employed and not continuing their education, 9.2 percent were exclusively pursuing additional education, and 21.8 percent were pursuing additional education while employed. Nearly two-thirds (63.6 percent) of Auto Mechanic completers were not pursuing additional education and 5.4 percent reported having previously pursued additional education, but no longer doing so. Nearly one-quarter reported being currently enrolled in a related program of study and 6.3 percent were enrolled in additional unrelated studies.

Three out of four Auto Mechanic completers were employed. Among working graduates, nearly two-thirds were employed full-time and the remaining 15.0 percent were in part-time positions. The unemployment rate among Auto Mechanic graduates was 6.3 percent. Nearly 13 percent of these graduates were not actively seeking employment. Forty-four percent reported beginning their current position after program completion, while one-quarter already had the position prior to entering their program. Nearly one-third (30.5 percent) began their position while enrolled in the program. Community college Auto Mechanic program graduates remain in Illinois and contribute to the state's economy. Fifty-eight percent of the Auto Mechanic graduates were employed within the college district where trained and 38.2 percent were employed out-of-district within Illinois. Just 3.7 percent of the graduates were working out of state.

Nearly two-thirds of the completers reporting the relatedness of their employment to their program of study were working as Auto Mechanics. The remaining 32.1 percent were employed in an unrelated position. The three most common reasons Auto Mechanic completers reported being employed in an unrelated position were that they could not find a job in their field of study ($N = 10$), that they found a better paying job in another field ($N = 9$), that the position was a temporary job – college or summer employment ($N = 9$), preferred to work in another field ($N = 7$), and worked previously in the field but changed ($N = 5$).

Among Auto Mechanic graduates, the average full-time hourly salary was \$13.26, the average part-time hourly wage was \$10.03, with a combined average hourly wage of \$12.65. The overall median wage was \$10.50 per hour, which is well below the state (\$15.49 per hour) and national

(\$14.71 per hour) median wages for automobile mechanics. However, the Illinois and national median wages include wages for all auto mechanics. The median wage reported by Illinois Community College System program completers is based on college graduates from Auto Mechanic programs approximately nine months after completion, as well as those employed in unrelated fields.

Overall about four out of five Auto Mechanic completers reported being satisfied with their employment. Nearly 90 percent of those working in the field were satisfied with their employment, while only two-thirds of those working in an unrelated position were satisfied with their employment. Program completers also reported being quite satisfied with the major components of their program, with 90.0 percent being satisfied overall. The highest rated components included program lecture/lab experience (94.6 percent) and course content (93.7 percent). They also reported being satisfied with the services provided by the institutions with 88.4 percent reporting they were satisfied overall. Highly rated services included library/audio-visual (96.0 percent) and student activities (91.8 percent).

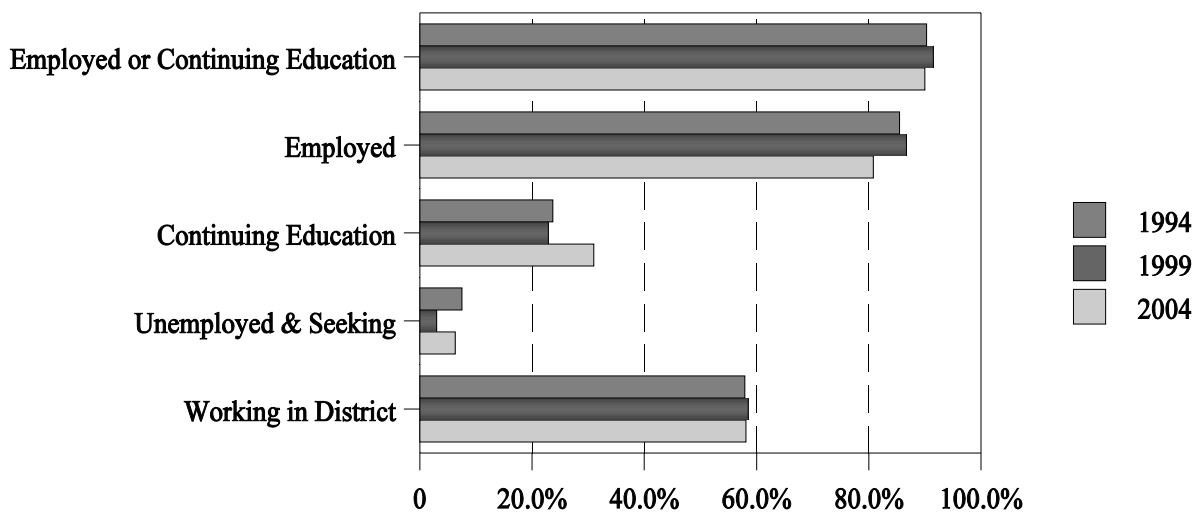


Figure 3. Auto Mechanic Graduates FY 1994, FY 1999 & FY 2004

Figure 3 shows a five- and ten-year comparison of reported outcomes for Auto Mechanic program completers. Narrowing the focus to the last five years, the percent of graduates employed, pursuing additional education, or both has remained relatively stable at 91.5 percent in 1999 and 90.0 percent in 2004. In 1999, 86.7 percent of program completers reported being employed, while 80.8 percent reported being employed in 2004. The percent of graduates pursuing additional education rose to 31.0 percent in 2004 from 22.9 percent in 1999. In 1999, 3.0 percent of program completers reported being unemployed and seeking employment compared to 6.3 percent among 2004 graduates. Just over 58 percent of program completers reported being employed within the district served by the institution at which they completed their program in 1999 and 2004.

Auto Mechanics Bottom Line. Automotive Mechanics is one of 50 occupations expected to provide the largest number of job openings each year in Illinois, with about 1,170 openings

anticipated annually. Results for Auto Mechanics graduates were mixed. In 2004, 80.8 percent of Auto Technician completers were employed and 6.3 percent were unemployed. Two-thirds of the completers were working as Auto Mechanics. Reasons for working out of the field varied. Earnings for 2004 program completers were below both Illinois and national median earnings. Full-time workers averaged \$27,581 a year. Overall, 82.1 percent were satisfied with their employment and 90.0 percent were satisfied with the major components of their program. Compared to five years ago, outcomes for 2004 program completers were mixed. The percent of Auto Mechanic completers employed has decreased, while the percent pursuing additional education has increased. The percent of program completers unemployed and seeking employment has increased since 1999. Finally, the percent being employed, pursuing additional education, or both and the percent working within the district served by the institution at which they completed their program have remained relatively stable.

The employment of Auto Body Repairers in Illinois is expected to increase more slowly than average through 2012 (*Illinois Career Information System*, 2005).

Auto Body Repairer. Programs in Auto Body Repair prepare students to fix and finish vehicle bodies and frames. They learn how to apply plastics and adhesives, paint and refinish vehicles, as well as how to prepare estimates of repair costs (*Illinois Career Information System*, 2005).

Auto Body Repairers fix or replace damaged parts of vehicle bodies and frames using a variety of methods. They remove damaged sections and replace them with new parts, using cutting tools to remove metal body parts and welding new panels in place. For less severely damaged areas, repairers remove large dents in metal parts with a jack or prying bar and knock out smaller dents with hand tools or special hammers. With most types of plastic body panels, repairers attempt to press the panel back to its original shape by hand after heating the plastic. Repairers also fill dents, that cannot be popped out, with metal or plastic fillers, then file or grind the filler to match the body contours. Repairers must use special machines to straighten the frame and body sections of cars that have been twisted from the force of a crash. They chain or clamp the frames or sections to the machine, which straightens the metal frame. In addition to bodywork, repairers also perform minor mechanical work on brake, steering, electrical, exhaust, suspension, airbag, and other restraint systems. In small shops, repairers often paint and replace glass, as well as performing bodywork. In large shops, Body Repairers may specialize in one type of repair, such as door repair, frame alignment, or fiberglass body repair. Automotive parts, body materials, and electronic systems change constantly, requiring Auto Body Repairers to continually update their skills and knowledge, reading technical manuals and attending classes to keep up to date on repair methods (*Illinois Career Information System*, 2005).

Outlook. Employment of Auto Body Repairers in Illinois is expected to increase more slowly than average through 2012 with about 280 annual job openings. Nationally, the number of jobs for Auto Body Repairers is expected to increase about as fast as average through the year 2012. Demand for Auto Body Repairers is expected to increase as the number of vehicles in the United States increases and as newer automobiles use lighter weight materials that sustain more damage in an accident and take additional time and effort to repair. Career advancement opportunities will be best for people with formal training in automotive body repair and mechanics (*Illinois Career Information System*, 2005).

Wages. The median wage for Auto Body Repairers in Illinois is \$18.88 per hour, and the national median wage for Auto Body Repairers is \$15.71 per hour. Many Auto Body Repairers' wages are based on an incentive system, under which the employer guarantees body repairers a minimum weekly wage and the rest of their wage depends on the amount and type of work, as well as how fast they complete the work. Hence, the more difficult the work and the more work completed, the more the repairer earns. Helpers and trainees usually are paid 30 to 60 percent of the earnings of skilled Auto Body Repairers.

Illinois Outcomes. Nearly 60 percent of the (N = 49 of 82) Auto Body Repairer (Auto Body Repairer) graduates returned completed surveys. Eleven colleges reported results from Auto Body Repairer program completers, with Waubensee Community College (N = 19) and John A. Logan College (N = 8) providing the largest number of respondents. Nearly 94 percent of the Auto Body Repairer program completers reported they were either employed, pursuing additional education, or both. Fifty-seven percent were exclusively employed, 22.4 percent were only pursuing additional education, and 14.3 percent were both pursuing additional education and employed. Among completers employed and pursuing additional education, 57.1 percent were studying in an Auto Body related field while 42.9 percent were pursuing education in an unrelated field.

Among the Auto Body Repairer completers who reported their employment status following program completion, 70.8 percent were employed, while 12.5 percent were unemployed and 16.7 percent were not seeking employment. Among working graduates, two-thirds reported being employed full-time, while 4.2 percent were in part-time positions. Just over half (51.5 percent) began their current position after program completion, over one quarter had their latest job prior to entering college, and 21.2 percent began their current position while enrolled. About 56 percent were employed within the district where trained, 41.2 percent were employed out of district within Illinois, and 2.9 percent were working out of state.

Among completers who reported the relatedness of their employment to their program of study, 52.9 percent reported being employed in Auto Body Repair. The remaining 47.1 percent reported being employed in an unrelated position. The three most common reasons for employment in an unrelated field among Auto Body Repairer completers were: could not find job in the field (N = 4), preferred to work in another field (N = 3), and employed in a temporary job while in transition (N = 3).

Among responding Auto Body Repairer completers reporting salary information, the average full-time hourly salary was \$11.28 and the average part-time hourly salary was \$9.50, with an overall average hourly salary of \$11.16. The overall median wage was \$10.00 per hour, well below the state (\$18.88 per hour) and national (\$15.71 per hour) median wage for Auto Body Repairers. The Illinois and national median wages include all Auto Body Repairers, while the median wage reported by Illinois Community College System program completers is based on college graduates from Auto Body Repairer programs approximately nine months after completion, as well as those employed in unrelated fields.

Nearly 85 percent of the Auto Body Repairer graduates reported being satisfied with their employment. Eighty-two percent of those working in related position were satisfied with their employment compared to 87.5 percent of those working in unrelated positions. These program completers also reported being relatively satisfied with the major components of their program as

86.6 percent were satisfied overall. The highest-rated components were course content of (93.6 percent) and the preparation for further education provided by (93.5 percent) their program. Nearly nine out of ten (88.8 percent) reported being satisfied with the services provided by the institutions with the highest-rated items including financial aid (95.5 percent) and academic advisement (89.3 percent).

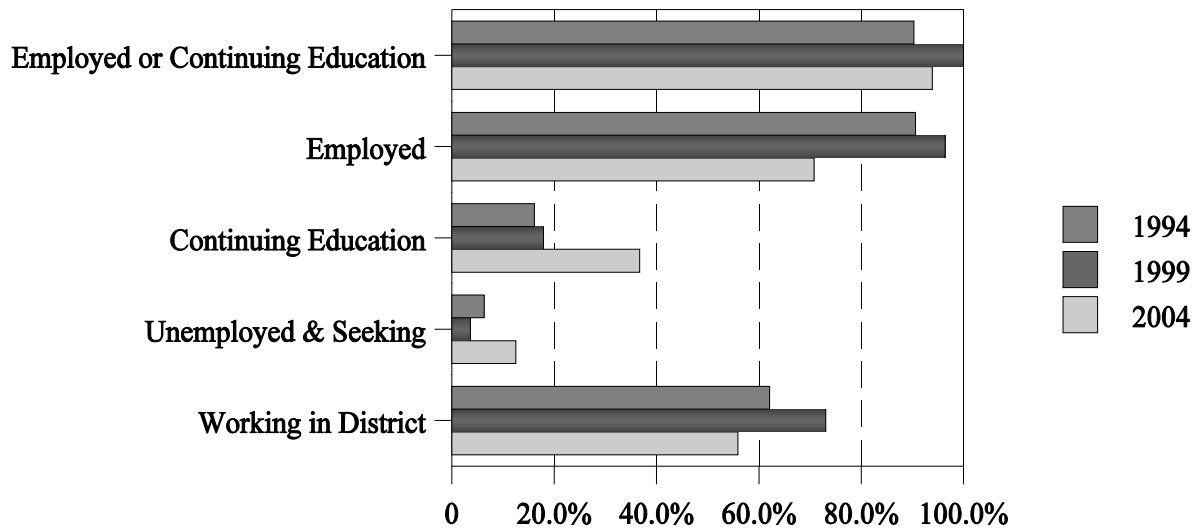


Figure 4. Auto Body Repair Graduates FY 1994, FY 1999 & FY 2004

Figure 4 shows selected current outcomes and corresponding results from five and ten years ago for Auto Body Repairer completers. Focusing on results from the two most recent years, shows that in 1999 all graduates were employed, pursuing additional education or both compared to 93.9 percent in 2004. In 1994, 90.6 percent of program completers reported being employed. Ninety-six percent of the graduates were employed in 1999 compared to 70.8 percent in 2004. In 1999, only 17.9 percent of program completers were pursuing additional education. Enrollment in additional education more than doubled to 36.7 percent in 2004. In 1999, the unemployment rate for Auto Body Repairer graduates was 3.6 percent and increased to 12.5 percent in 2004. In 1999, nearly three-quarters of the completers were employed within the district where they completed their studies compared to 55.9 percent in 2004.

Auto Body Repairer Bottom Line. In Illinois, employment of Auto Body Repairers is projected to increase more slowly than average through 2012. Statewide results for the latest community college Auto Body Repair graduates were mixed. In 2004, 70.8 percent (N = 34) of Auto Body Repairer completers were employed, while 12.5 percent (N = 8) were unemployed. Eighteen graduates were pursuing additional education. Earnings of 2004 Auto Body Repair completers were lower than both statewide and national median earnings for the field. Community college Auto Body Repair graduates who were full-time workers earned the equivalent of \$23,462 per year. Sixteen Auto Body Repair completers were working in an unrelated field, including four individuals who could not locate employment in the field. Overall, 84.8 percent were satisfied with their employment and, overall, 86.6 percent were satisfied with the components of their major program. Compared to five years ago, outcomes for 2004 Auto Body Repairer completers demonstrated

proportionately lower employment, nearly offsetting higher participation in additional education, but higher unemployment.

Diesel Engine Mechanic. Programs in Diesel Mechanics prepare students to repair and service all types of diesel powered vehicles and their engines. They learn to fix transmissions, brakes, and other vehicle systems; how to rebuild engines; and how to repair and maintain vehicles and generators (*Illinois Career Information System, 2005*).

Employment of Diesel Mechanics in Illinois is expected to increase more slowly than average through 2012, with about 80 job openings expected each year (*Illinois Career Information System, 2005*).

Diesel Mechanics repair and maintain equipment such as graders, backhoes, loading shovels, and machines used in construction, logging, and other industrial work. They examine equipment that has broken down for any defects and often use hand-held computers to diagnose components that need repair. They often disassemble equipment to inspect or repair various parts. They check parts for damage using gauges and meters, clean parts, lubricate parts that need it, and repair or replace damaged or worn parts. They frequently use hand tools to remove parts and sometimes use machine tools to repair parts. When repairs are complete, they reassemble the equipment and test it for performance and safety. Those working in large repair shops perform more complex repairs such as rebuilding engines, fixing electrical problems, or repairing hydraulic pumps. They often specialize in areas such as major engine repair, transmissions, electrical systems, or brake systems (*Illinois Career Information System, 2005*).

Wages. The median wage for Diesel Mechanics in Illinois is \$18.55 per hour, and the national median wage is \$17.29 per hour. Wages and benefits vary by employer, with full-time Mechanics typically receiving benefits. (*Illinois Career Information System, 2005*).

Outlook. Employment in Illinois is expected to increase more slowly than average through 2012, with about 80 annual job openings. Nationally, the number of jobs is expected to increase as fast as average through the year 2012. Opportunities will be best for those with formal training in diesel or heavy equipment mechanics and those without formal training will find it more and more difficult to enter this occupation (*Illinois Career Information System, 2005*).

Illinois Outcomes. Seventy-five percent (N = 36 of 48) of the Diesel Mechanic graduates completed surveys. Five colleges provided responses with Illinois Central College (N = 14) and Wabash Valley College (N = 10) accounting for the largest number of responses. Nearly 92 percent of the Diesel Mechanics were employed, pursuing additional education or both. This includes almost two-thirds who were employed exclusively, 5.6 percent who were only pursuing additional education, and 22.2 percent who were pursuing additional education while employed.

Over one-quarter (27.8 percent) of the graduates were enrolled in additional education when surveyed and 2.8 percent had pursued further education since graduating, but were no longer doing so. The remaining two-thirds (69.4 percent) had not pursued additional education since program completion. Among individuals currently enrolled in higher education, more than twice as many graduates were studying Diesel Mechanics (19.4 percent) than in unrelated fields (8.3 percent).

Ninety-six percent of the completers were employed full-time, 5.6 percent were unemployed, and 8.3 percent were *not* actively seeking employment. More than four out of five graduates began their latest jobs either during enrollment (48.4 percent) or after graduation (35.5 percent). Sixteen percent had their positions before starting the program. Nearly three-quarters of the Diesel Mechanic completers remained in Illinois and contributed to the state economy. This includes 41.9 percent employed within the district where they completed their studies and 32.3 percent who were working out of district, but still in Illinois. Just over one-quarter (N = 8) were employed out of state.

Four out of five Diesel Mechanics were working in the field. Common reasons provided for working in an unrelated field were: preferred to work in another field (N = 3) ; couldn't find a job in the field of study (N = 1); and had previously worked in field, but changed (N = 1).

The overall average salary for Diesel Mechanic respondents was \$14.86 per hour (\$30,909 annually) and the median was \$14.75 per hour (\$30,680 annually). Although annualized earning for recent graduates approach \$31,000, both figures are below the Illinois hourly median (\$18.55) and the national hourly median (\$17.29) wage. The Illinois and national median wages include all Diesel Mechanics, while the wages reported by Illinois Community College System program completers is based on college graduates from Diesel Mechanic programs approximately nine months after graduation, as well as those employed in unrelated fields.

Overall, 83.9 percent of the Diesel Mechanic graduates were satisfied with their employment. Nine out of ten graduates working in the field were satisfied with their jobs, while only one-half of those working in another field were satisfied with work. Almost 84 percent reported they were satisfied with their program of study overall. The highest-rated program components by Diesel Mechanic completers were course content (91.7 percent) and lecture/lab experience (88.9 percent). Four out of five graduates were satisfied with college services. The highest-rated services included academic advising (96.2 percent), library/audio-visual services (95.0 percent), and student activities (90.5 percent).

Figure 1 shows a five- and ten-year comparison of selected outcomes for Diesel Mechanic completers. The analytical focus will be narrowed to information about 2004 and 1999 graduates. Results were similar across these two groups with more of the recent Diesel Mechanic completers working and more of the earlier graduates pursuing further education. Overall, the percent of program completers reporting that they were employed, pursuing additional education, or both was similar in 1999 (92.3 percent) and 2004 (91.7 percent). Employment was up for 2004 graduates (86.1 percent) compared to 1999 graduates (76.9 percent). The percent of program completers pursuing additional education was down in 2004 (27.8 percent) versus 1999 (53.8 percent). Unemployed rates were lower in 2004 (7.7 percent) compared to 1999 completers (15.4 percent). The occurrence of working within the district decreased in 2004 (41.9 percent) compared to 1999 (60.0 percent).

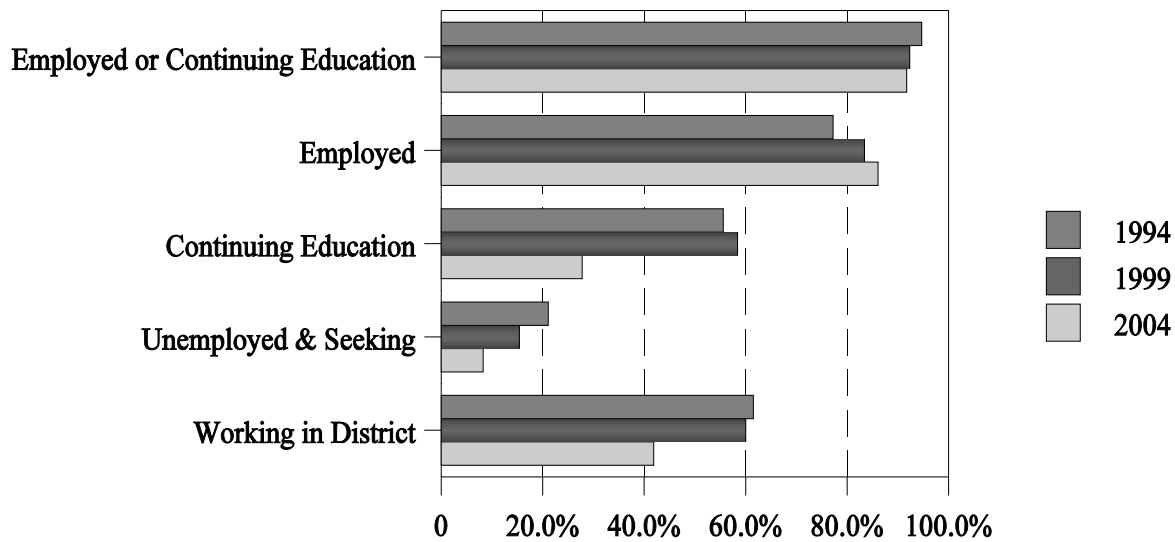


Figure 5. Diesel Mechanic Graduates FY 1994, FY 1999 & FY 2004

Diesel Engine Mechanic Bottom Line. In Illinois, employment of Diesel Mechanics is expected to increase more slowly than average through 2012. Eighty annual job openings are projected so employment opportunities will be limited. Overall outcomes among recent Diesel Mechanic graduates were positive. More than nine out of ten graduates were working, going to school, or both. Eighty-six percent of the 2004 Diesel Mechanic completers were employed, while 7.7 percent (N = 2) were unemployed, and 8.3 percent (N = 3) were not seeking employment.. Working graduates all had full-time jobs. Annual salaries for Diesel Mechanics approached \$31,000. However, earnings among 2004 completers were lower than the statewide and national median salaries for the field. Nine out of ten graduates working in the field were satisfied with their jobs. About 84 percent of the Diesel Mechanic graduates were satisfied with the major components of the programs they completed. Compared to five years ago, outcomes for 2004 program graduates were slightly more positive with higher employment and lower unemployment.

Aviation Systems and Avionics Maintenance Technician. Programs in Aviation Maintenance Technology prepare students to repair and maintain airplanes and helicopters. They learn how to repair and maintain engines, service ignition systems and electronic instruments, as well as build and repair frames and fittings on airplanes and helicopters (*Illinois Career Information System, 2005*).

In Illinois, slower than average growth is expected in employment for Aircraft Mechanics through 2012, with about 210 job openings expected each year. (*Illinois Career Information System, 2005*).

Aviation Systems and Avionics Maintenance Technologists/Airplane Mechanics service and repair aircraft and aircraft engines. They perform routine maintenance and inspections required by the Federal Aviation Administration (FAA). Many work only on preventive maintenance and inspect

engines, landing gear, instruments, pressurized sections, brakes, valves, and air-conditioning systems. They use precision instruments to measure parts for wear and use X-ray equipment or magnetic inspection equipment to check for cracks that cannot be seen via visual inspection, replacing or repairing worn and cracked parts. If they find cracks in something larger, such as an airplane's wing or tail, they may build and install a new section using sheet metal or composite material. They use equipment such as hoists to lift engines from the body of the aircraft when repairs require taking engines apart. They also assemble, adjust, and install new systems, running tests to make sure the systems or parts are working properly after repairs are completed. Airplane Mechanics may work on one or many types of aircraft, including jets, propeller-driven airplanes, and helicopters. In larger shops, some specialize in one section of a certain type of aircraft. However, in small repair shops, they usually work on many types of aircraft. Due to advances in technology, many Aircraft Mechanics spend extra time repairing electronic systems, such as computerized controls, which requires the ability to analyze, isolate, and solve complex electronic problems (*Illinois Career Information System, 2005*).

Outlook. Slower than average growth is expected through 2012, with about 210 job openings expected annually in Illinois. Nationally, the number of jobs is expected to grow about as fast as average through the year 2012. Most vacancies are expected with smaller airlines or at smaller airports, as experienced mechanics transfer to positions at larger airports and major airlines. Continuing to learn about the latest technological advances in electronics and composite materials increases an Aircraft Mechanic's chance of being hired (*Illinois Career Information System, 2005*).

Wages. The median wage for Aircraft Mechanics in Illinois is \$24.91 per hour and the national median wage is \$20.71 per hour. Pay varies by employer, with those working on jets for the major airlines earning more than others, as well as receiving travel discounts for themselves and family members.

Illinois Outcomes. Thirteen (48.1 percent) Aviation Systems and Avionics Maintenance Technologist/Technician (Aircraft Mechanic) completers responded to the survey. Three colleges reported results from Aircraft Mechanic completers. Rock Valley College provided the largest number of respondents (N = 9). All of the Aircraft Mechanic completers were employed, pursuing additional education, or both. Eight graduates were exclusively employed and the remaining four individuals responding to this item were both working and pursuing additional education. Three of the four were studying in a related field. One graduate was unemployed. Eleven of the 12 working graduates held full-time positions.

Eight out of ten Aircraft Mechanic completers began their current position after graduation, one had his position before attending college, and the other located his job while enrolled at the college. All Aircraft Mechanic graduates were employed in Illinois, with half of them working in the district where they received their training.

Ten of twelve graduates were employed in the aviation industry, and the remaining two were working in an unrelated field. One working in an unrelated field could not find a job in the field and the other did not specify the reason. All program completers who reported their salary were in full-time positions and averaged \$16.27 an hour (\$33,842 annually) with a median hourly wage of \$17.25 per hour (\$35,880 annually). Both are below Illinois (\$24.91 per hour) and national (\$20.71 per hour) median wages for the occupation. The Illinois and national median wages include all

Aircraft Mechanics, while the median wage reported by Illinois Community College System program completers includes only those Aircraft Mechanics employed about nine months after program completion, as well as those working in unrelated fields.

All the graduates employed in their field were satisfied with their work. The one individual responding who was working in another field was not satisfied with his job. Overall, nine out of ten Aircraft Mechanic completers were satisfied with the major components of their program. The highest-rated components included course content, lecture/lab experience, equipment/facilities/materials and preparation for further education (91.7 percent each). Eight out of ten were satisfied with institutional services. Respondents were most satisfied with counseling (90.0 percent), academic advising (87.5 percent), and student activities (87.5 percent).

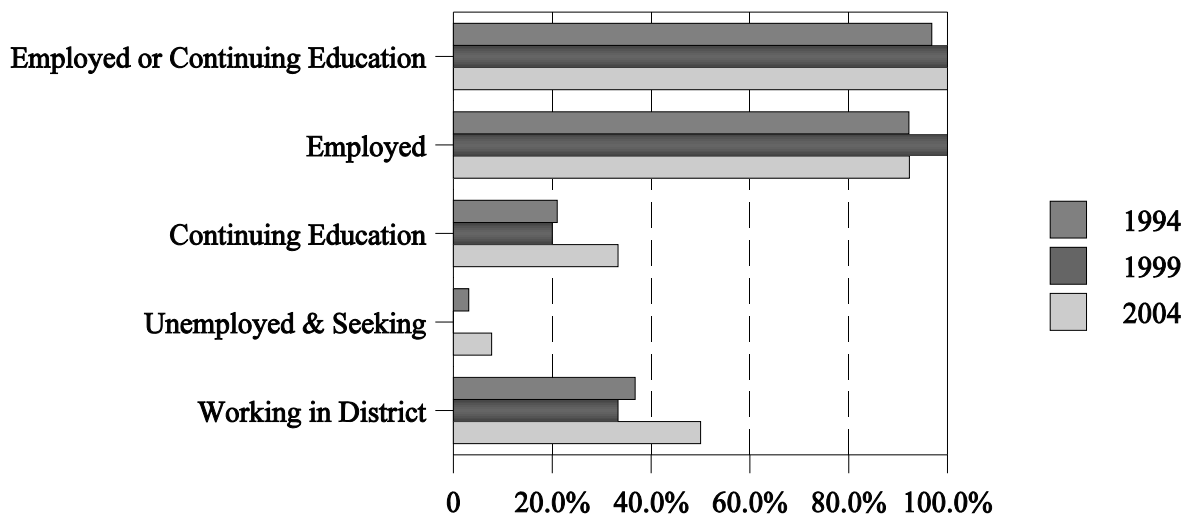


Figure 6. Aircraft Mechanics Graduates FY 1994, FY 1999 & FY 2004

Figure 6 shows a five- and ten-year comparison of reported outcomes for Aircraft Mechanics. The following paragraph focuses on the two most recent data points. Both groups of graduates achieved positive results. All 1999 and 2004 program completers reported they were either employed, pursuing additional education, or both. All the 1999 completers were employed and 92.3 percent of the 2004 graduates were working. One-fifth of 1999 completers reported pursuing additional education while the proportion increased to one-third among 2004 Aircraft Mechanics graduates. There were no 1999 Aircraft Mechanic graduates unemployed, while one 2004 completer was unemployed. One-third of the 1999 completers and one-half of the 2004 completers were employed within the district where they completed their Aircraft Mechanics program.

Aviation Systems and Avionics Maintenance Technician Bottom Line. Aircraft Mechanic graduates had positive results. This program leads to employment opportunities in a small specialized occupation with slower than average growth through 2012. About 210 Aircraft Mechanic job openings are expected annually in Illinois. Ninety-two percent of the 2004 Aircraft Mechanic program completers were employed, while one individual was unemployed. While earnings for 2004 Aircraft Mechanic graduates were below statewide and national median wages for the field they remain substantial. Annual earnings among community college Aircraft Mechanics

equate to an averages of \$33,842 with a median of \$35,880. Overall, 90.0 percent were satisfied with their employment and 91.4 percent were satisfied with the major components of their program. Compared to five years ago, the percent of program completers who were pursuing additional education, unemployed, and working in-district have increased, while the percent of respondents employed was slightly lower than among 1999 program completers. Outcomes for both groups were positive.

HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES

In Illinois, employment of Medical Assistants is expected to increase much faster than average through 2012. Medical Assistants is one of the ten fastest growing occupations in the state with about 600 annual job openings. (*Illinois Career Information System, 2005*).

Medical Assistant. These individuals administer routine treatments, conduct basic lab tests, and perform record keeping/clerical duties. According to CIS, Medical Assistants do not need a license to perform their basic job duties. However, some employers prefer certified or registered Medical Assistants. Depending on the emphasis of their duties, Assistants are supervised by doctors, other licensed healthcare workers, or office managers (*Illinois Career Information System, 2005*).

Generally, Assistants take medical histories and record basic information, such as the patient's height, weight, pulse rate, and blood pressure. Additional duties may include taking EKGs, changing bandages, and removing stitches. They explain treatments to patients and provide basic assistance to doctors during exams. Assistants may instruct patients about medications and special diets when necessary. They also collect and prepare laboratory specimens. After exams, Assistants clean the room, dispose of used materials, arrange equipment, and sterilize used instruments. Medical Assistants with specialized training may draw blood and/or take x-rays. (*Illinois Career Information System, 2005*).

Assistants also have clerical duties which vary by the size of the medical establishment where they are employed. Generally, the larger the office the less time Assistants spend on clerical duties. In smaller offices, they are more likely to answer phones, greet patients, and update medical records. Assistants may fill out insurance forms and schedule appointments. They also arrange for hospital admission and more extensive lab services. Some Assistants handle billing and bookkeeping. (*Illinois Career Information System, 2005*).

Outlook. In Illinois, according to IDES, employment of Medical Assistants is expected to increase much faster than average through 2012. Medical Assistants is one of the ten fastest growing occupations in the state with about 600 annual job openings. Nationally, the number of jobs for Medical Assistants is expected to grow much faster than average through the year 2012. Growth is tied to medical advances which allow additional conditions to be treated, the aging population, and the inclination among some employers – where allowable – to shift tasks to Medical Assistants from nurses to reduce expenditures. Most job openings will be in doctors' offices and clinics. Job

prospects should be excellent for Medical Assistants who have formal training or experience. (*Illinois Career Information System, 2005*).

Wages. According to IDES, in Illinois the median wage for Medical Assistants is \$2,060 per month or \$11.89 per hour. The Bureau of Labor Statistics (BLS) reports that nationwide the median wage for Medical Assistants is \$2,000 per month or \$11.51 per hour. Half of all Medical Assistants earn between \$9.74 and \$13.66 per hour. Wages vary by location, type, and size of employer. The Assistant's level of education, experience, and responsibility also impact earnings. (*Illinois Career Information System, 2005*).

Certification/Registration. Medical Assistant is not a licensed occupation but there are employers who prefer certified or registered Medical Assistants. Medical Assistants may be required to take a training program or an exam before performing selected procedures such as drawing blood, giving injections, or taking x-rays. Organizations certifying Medical Assistants including the American Association of Medical Assistants (<http://www.aama-ntl.org>) and the American Medical Technologists (<http://www.amt1.com>). Certification or registration is usually based on graduation from an approved program, passing an exam, and/or an evaluation of education and experience. (*Illinois Career Information System, 2005*).

Illinois Outcomes. The response rate for Medical Assistants was 59.4 percent as 76 of 128 graduates returned completed surveys. Seven colleges reported graduates with Southwestern Illinois College, William Rainey Harper College, and Waubonsee Community College accounting for most Medical Assistant respondents. Eighty-four percent of the graduates were either employed (N = 47), pursuing additional education (N = 2), or both (N = 14).

Over three times as many working Medical Assistant graduates held full-time (N = 47) than part-time (N = 14) positions. Eight graduates were unemployed, while seven were not actively seeking employment.

Seventy percent of all employed Medical Assistant graduates were working in the field. Among full-time workers, related employment was nearly 75 percent, while one-half of the part-time workers were in positions related to their training. Reasons cited for out-of-field employment included: unspecified (N = 8), inability to find a related position (N = 6), found better pay elsewhere (N = 2), preferred work in another field (N = 1), and ineligible to work in the field (N = 1). Eighty-three percent of the Medical Assistant graduates working in the field were satisfied with their positions.

The vast majority of Medical Assistant graduates pursuing additional education were enrolled in health care-related (N = 13) courses. Three graduates were studying in another field.

Nine out of ten employed Medical Assistant workers started their current positions after completing the program. All but one graduate was working in Illinois and contributing to the Illinois economy. This includes three-quarters of the employed Medical Assistant graduates who work in the district where they received their training.

Earnings outcomes for Medical Assistant graduates were positive. The median earnings for Illinois Community College System graduates was \$12.00 per hour which is above the median wage for

all Medical Assistants working in Illinois (\$11.89 per hour) and above the nationwide median wage (\$11.51 per hour). Medical Assistant graduates working full-time averaged \$13.09 an hour or approximately \$27,227 per year.

Overall, nine out of ten graduates were satisfied with major program components. Course content (96.0 percent) and lab/lecture experience (94.7 percent) were rated the highest among graduates. Labor market information was the lowest-rated component with eight out of ten graduates satisfied.

Overall 85 percent of the Medical Assistant graduates were satisfied with support programs and services. Financial aid (96.3 percent) and tutoring (95.2 percent) were rated very highly by graduates who used them. Transfer planning (64.3 percent), which has limited direct applicability to this program, and career planning (77.8 percent) were the lowest-rated items.

Comparisons between 2004 Medical Assistant graduates with 1999 completers show similar results. As Figure 7 shows, both groups of graduates had unemployment rates at about 10 percent and employment rates of about 80 percent. Graduates from 1999 had somewhat higher rates of individuals employed or continuing their education or both and in-district employment.

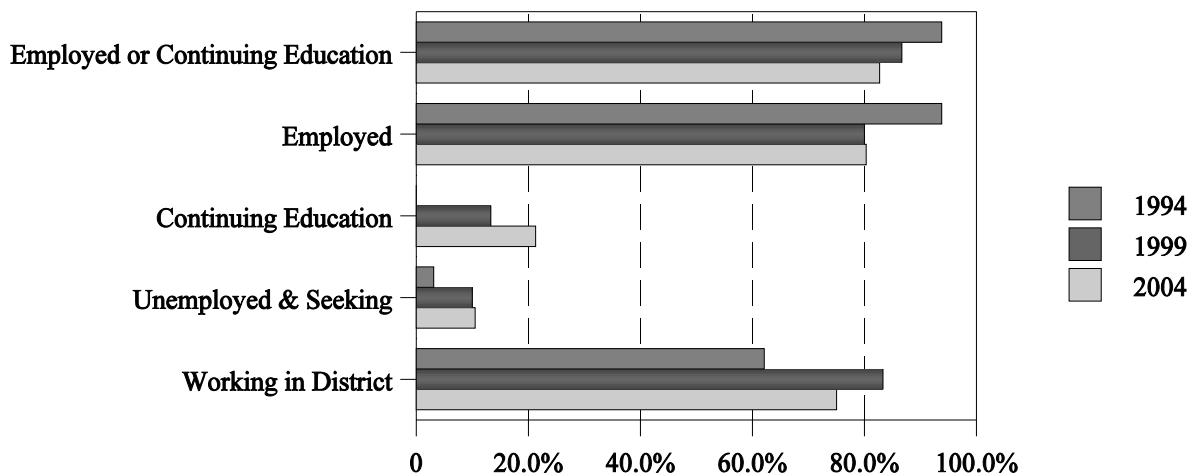


Figure 7. Medical Assistant Graduates FY 1994, FY 1999 & FY 2004

Medical Assistant Bottom Line. Overall, Medical Assistant program outcomes and earnings were positive and the outlook for the occupation is promising with about 600 annual job openings through 2012. Graduates impressions of the programs they completed were generally positive. Among the 76 respondents, 14 reported difficulty finding employment in the field and being either unemployed (N = 8) or working in another field (N = 6).

At \$12.00 per hour, median earnings for recent Illinois Community College System Medical Assistant graduates is just above the Illinois median wage (\$11.89 per hour) and the nationwide median wage (\$11.51 per hour). Medical Assistant graduates working full-time averaged approximately \$27,227 per year. The availability of Medical Assistant positions in Illinois is projected to increase much faster than average through 2012. Aging baby boomers and longer life spans for many individuals bodes well for growth among Medical Assistants. Three quarters of the

employed Medical Assistant graduates were in full-time positions. Graduates were generally positive about their work and college experiences. Eighty-three percent of the Medical Assistant graduates working in the field were satisfied with their positions. Overall, nine out of ten graduates were satisfied with major program components. Similarly, 85 percent of the Medical Assistant graduates were satisfied with support programs and services provided by the colleges.

Employment of Pharmacy Technicians in Illinois is expected to grow faster than average through 2012 with about 360 annual job openings (*Illinois Career Information System, 2005*).

Pharmacy Technician. Individuals in this occupation help pharmacists prepare prescriptions and deliver over-the-counter medicine and other health care products to patients. Generally, technicians review prescription requests and fill them by identifying the appropriate medication and dosage and then packaging and pricing the

product. A pharmacist must verify the order before it can be given to the patient. (*Illinois Career Information System, 2005*).

Pharmacy technicians may create and maintain computerized patient profiles that include a patient's medication history. Technicians also use computers to complete insurance claim forms and may take inventory of both prescription and over-the-counter medication. Technicians may also stock incoming prescriptions and supplies. Generally, Pharmacy Technicians employed in hospitals have more responsibilities. They read patient charts, prepare and deliver medicine to patients, and update patient profiles. Hospital Pharmacy Technicians may also prepare a 24-hour supply of medicine for patients – packaging and labeling each dose separately. They prepare intravenous medications for patients. A pharmacist must check the materials before delivery to the patient. (*Illinois Career Information System, 2005*).

Outlook IDES officials report that employment of Pharmacy Technicians in Illinois is expected to grow faster than average through 2012 with about 360 annual job openings. There were 9,740 Pharmacy Technicians working in Illinois in 2002. Nationally, the number of jobs for Pharmacy Technicians is expected to increase faster than average through the year 2012. Nationally there were 211,000 Pharmacy Technicians. The aging population and interest in cost containment from insurance companies and pharmacies will contribute to increased demand for Pharmacy Technicians. Job opportunities will be good, especially for technicians who have formal training or previous experience (*Illinois Career Information System, 2005*).

Wages. According to IDES, the median wage for Pharmacy Technicians in Illinois is \$1,780 per month (\$10.25 per hour). BLS reports that the median wage for Pharmacy Technicians nationally is \$1,850 per month (\$10.70 per hour). Half of all Pharmacy Technicians earn between \$1,510 and \$2,290 per month (\$8.74 and \$13.19 per hour). Wages vary by shift, employer, and the technician's level of training. Evening and weekend work generally translates into higher wages. Typically, hospitals pay better wages and certified technicians earn more. (*Illinois Career Information System, 2005*).

Registration and Certification. In Illinois, Pharmacy Technicians must be registered by the Illinois Department of Financial and Professional Regulation (<http://www.dpr.state.il.us>). Annual

registration requirements include being 16 years of age, has not engaged in conduct or behavior determined to be grounds for discipline under the Pharmacy Practice Act, completion of high school or its equivalent (GED), and payment of required fees. Certification is optional for Pharmacy Technicians and is rarely required for employment or advancement. Certification can offer an advantage when applying for jobs. Certification demonstrates to employers that the individual has met skill standards. The certifying body is the Pharmacy Technician Certification Board (<http://www.ptcb.org>). (*Illinois Career Information System*, 2005).

Illinois Outcomes. Nearly half (N = 57) of the Pharmacy Technician completers responded. Results were furnished by six colleges with Oakton Community College (N = 23) and Malcolm X College (N = 12) combining to account for six out of every ten respondents.

Nearly 84 percent of Pharmacy Technician graduates indicated they were either employed exclusively (62.5 percent) or simultaneously working and going to college (21.4 percent). Full-time workers outnumbered part-time employees 2.4 to 1. Nine (16.1 percent) Pharmacy Technician completers reported being unemployed. Seven of thirteen graduates were pursuing additional education while working were studying in a related field.

Sixty-two percent of the Pharmacy Technician graduates were working in training-related positions. Reasons for working in another field identified by Pharmacy Technician graduates included: unable to find a position in the field (N = 8); preferred job in another field (N = 6); better pay found in another field (N = 6); temporary job (N = 4); not eligible for a position (N = 2); other/unknown (N = 2); and worked in the field before but changed (N = 1).

Ninety percent of completers working in the field were satisfied with their employment compared to nearly three-quarters satisfaction by Pharmacy Technician graduates working in other fields. More graduates working outside the field responded to the job satisfaction question.

One-half of the Pharmacy Technician graduates began their current position after program completion, while 37.5 percent reported having their position prior to program entry, and one-eighth (12.5 percent) began their latest position while enrolled. Nearly 96 percent of the graduates worked within Illinois, including 56.3 percent who were employed within the district where they were trained.

Median earnings for recent community college Pharmacy Technician graduates were solid at \$10.75 per hour. These earning levels exceed the median wage for Pharmacy Technicians in Illinois (\$10.25 per hour) and parallel median wages for the occupation nationally (\$10.70 per hour). Recent community college Pharmacy Technician graduates earned approximately \$30,659 annually.

Generally, satisfaction ratings were low among Pharmacy Technician graduates. Just over three-quarters reported being satisfied overall with the programs they completed. Just below two thirds of the graduates were satisfied with labor market information (62.3 percent) and job preparation (63.0 percent). Course content (91.2 percent), lecture/lab experience (83.9 percent), and equipment, facilities and materials (80.0 percent) fared better with satisfaction levels of three out of four graduates or better among respondents. Program satisfaction ratings were below average across the board.

Similarly, just under three-quarters of the graduates were satisfied overall with college services. Relatively few graduates responded to each item. The item with the most responses was library/audio-visual services which was rated highest with 90.0 percent satisfaction. Items rated satisfactory by seven out of ten graduates or below included career planning (50.0 percent), transfer planning (60 percent), and counseling (70.0 percent). Service satisfaction ratings were below average across the board.

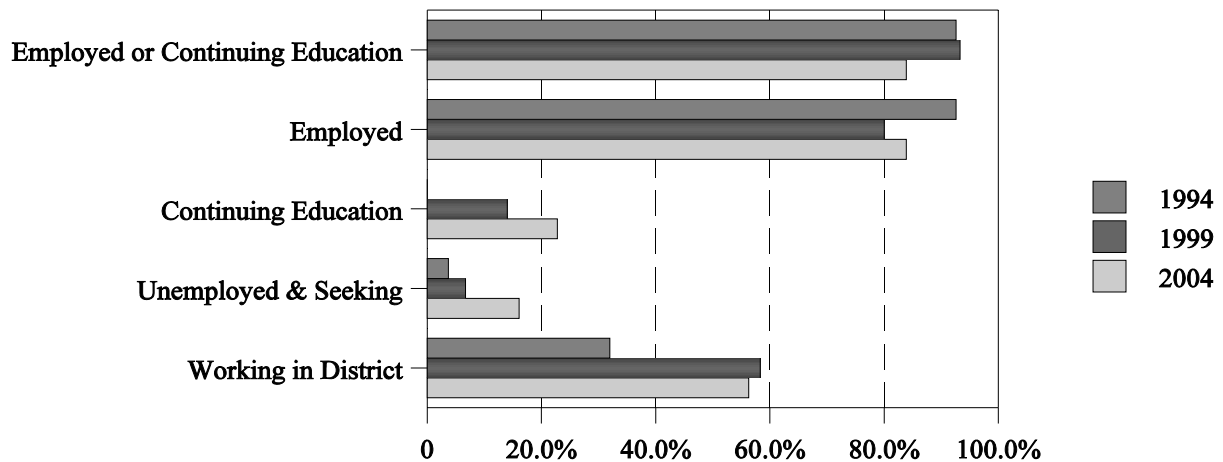


Figure 8. Pharmacy Technician Graduates FY 1994, FY 1999 & FY 2004

Figure 8 contains selected outcomes from the latest Pharmacy Technician graduates and those from five and ten years ago. Focusing on the two most recent groups of graduates shows lower combined employment or continuing education levels among more recent completers (83.9 percent in 2004 versus 93.3 percent in 1999). Exclusive employment and only pursuing further education were higher for more recent Pharmacy Technician graduates. Unemployment was definitely higher among recent graduates (N = 9 in 2004 and N = 1 in 1999). The level of students working in the district were comparable during both years (56.3 for 2004 graduates and 58.3 for 1999 completers). Outcomes for both groups were similar except that unemployment was notably higher among recent graduates.

Pharmacy Technician Bottom Line. Outcomes related to Pharmacy Technician programs were mixed. Employment of Pharmacy Technicians in Illinois is expected to grow faster than average through 2012. An estimated 360 annual job openings are anticipated. Satisfaction ratings among graduates regarding program components and services were relatively low. Pay is competitive for the field but, proportionately, more graduates work outside their chosen field than typically accompanies training provided at community colleges. Recent community college Pharmacy Technician graduates earned approximately \$30,659 annually. However, less than two-thirds of the graduates were working in the field. Reasons for out of field work varied and those most frequently mentioned included an inability to locate suitable employment in the field (N = 8), preferred job in another field (N = 6), and found better pay in another field (N = 6). Nine FY 2004 graduates were unemployed. On the positive side, nine out of ten graduates working in the field were satisfied with their positions.

In Illinois, employment of Occupational Therapy Assistants is expected to increase faster than average through 2012 and is among the fastest growing occupations in the state. Projections show about 50 openings annually through 2012 (*Illinois Career Information System, 2005*).

Occupational Therapy Assistant. These individuals work under the supervision of an Occupational Therapist. They help people with mental, physical, or developmental disabilities build skills and live more independently. Occupational Therapy Assistants help administer tests to patients to evaluate their daily living skills and identify areas for improvement. They assist in the development of written treatment plans.

Assistants work with Occupational Therapists to design activities and exercises and then implement them and monitor progress. They help patients determine and may demonstrate the steps required to perform each activity and then assist patients in performing those steps. Assistants maintain records of tasks practiced with patients and how well patients performed. They design and adapt equipment to help patients perform tasks and teach them and their families about basic living skills at home. They also instruct patients about the care and use of any special equipment that is provided. (*Illinois Career Information System, 2005*).

Outlook. In Illinois, employment of Occupational Therapy Assistants is expected to increase faster than average through 2012 and is among the fastest growing occupations in the state. However, only about 50 job openings will occur annually in this small occupation. Recent data show a total of 1,030 Occupational Therapy Assistants in Illinois. Similarly, nationwide the number of jobs for Occupational Therapy Assistants is expected to increase much faster than average through the year 2012. Factors contributing to this growth are the aging baby boom generation, medical advances that will result in higher survival rates among seriously ill or injured individuals, and hospitals hiring additional Assistants as a cost containment measure. (*Illinois Career Information System, 2005*)

Wages. According to IDES, in Illinois the median wage for Occupational Therapy Assistants is \$3,030 per month or \$17.50 per hour. Nationally, the median wage for Occupational Therapy Assistants is \$3,050 per month or \$17.62 per hour. Half of all Occupational Therapy Assistants earn between \$2,590 and \$3,590 per month (\$14.95 and \$20.69 per hour). (*Illinois Career Information System, 2005*).

Licensing. In Illinois, Occupational Therapy Assistants are licensed by the Illinois Department of Financial and Professional Regulation. To become licensed, applicants must complete an approved Occupational Therapy Assistant program of at least two years in length leading to an associate degree or its equivalent, pass a national certification exam, have at least two months of satisfactory supervised Occupational Therapy experience, and pay application fees. Licenses must be renewed every two years (<http://www.dpr.state.il.us>). (*Illinois Career Information System, 2005*).

Illinois Outcomes. Occupational Therapy Assistants had a high response rate at 77.6 percent (N = 45 of 58). Graduates from ten colleges with Occupational Therapy Assistant programs were surveyed. Colleges with the largest number of respondents included Parkland College (N = 7), Illinois Central College (N = 7), South Suburban College (N = 6), and Lincoln Land Community College (N = 6).

Nearly 96 percent of the graduates were either employed (N = 38) or simultaneously pursuing additional education and employed (N = 5). No Occupational Therapy Assistant graduates were exclusively pursuing additional education. All graduates pursuing further education were studying in related fields.

Over six times as many working Occupational Therapy Assistant graduates held full-time (N = 37) versus part-time (N = 6) positions. Two graduates were unemployed (4.4 percent).

Eighty-eight percent of working Occupational Therapy Assistant graduates were employed in the field. Among full-time workers, 33 of 37 (89.2 percent) were in related employment and five of six (83.3 percent) part-time workers were working in positions related to their training. The handful of graduates working outside the field identified the following reasons: inability to find a related position (N = 3), found better pay elsewhere (N = 1), and ineligible to work in the field (N = 1). Nine out of ten Occupational Therapy Assistant graduates working in the field were satisfied with their employment.

Nine out of ten employed Occupational Therapy Assistant workers began their current positions after program completion. With the exception of one graduate, all the others were employed in Illinois and contributing to the state's economy. Just over one-half of the Occupational Therapy Assistant graduates were employed in the district where they were trained.

Recent community college Occupational Therapy Assistant graduates demonstrated strong earnings whether they worked full- or part-time. The hourly pay differential between full- and part-time workers was small (\$0.31 per hour). The median earnings for Illinois Community College System graduates was \$18.00 per hour which is slightly greater than comparable median statewide wages in Illinois (\$17.50 per hour) and at the national level (\$17.62 per hour). Recent graduates from Occupational Therapy Assistant programs working full-time averaged \$17.71 an hour or approximately \$36,837 annually.

Across the board, Occupational Therapy Assistant graduates were highly satisfied with major program components. All aspects of the program received satisfaction ratings of 95 percent or above.

Occupational Therapy Assistant graduates were nearly as positive about support programs and services awarding them with an overall 93.2 percent satisfaction rating. Library/audio-visual (97.4 percent) and academic advising (96.9 percent) were the highest-rated services by Occupational Therapy Assistant completers. With ratings still in the mid-eighty percentile, financial aid (85.2 percent) and tutoring (86.7 percent) were rated lowest by these graduates.

Comparisons between 2004 Occupational Therapy Assistant graduates with 1999 completers show similar outcomes with more recent graduates showing slightly more positive employment-related outcomes. As Figure 9 shows, employment and/or continuing education rates were slightly higher for 2004 graduates (95.6 percent) than 1999 graduates (93.7 percent) and employment was higher among 2004 completers (95.6 percent) than 1999 graduates (92.4 percent). Unemployment rates were higher for recent graduates (4.4 percent, N = 2) compared to 1999 completers (2.5 percent, N = 1). In-district employment was slightly higher for 2004 graduates (53.5 percent) than those

from five years ago (50.0 percent). Graduates from five years ago were more likely to be pursuing additional education (1999, 22.8 percent; 2004, 11.1 percent).

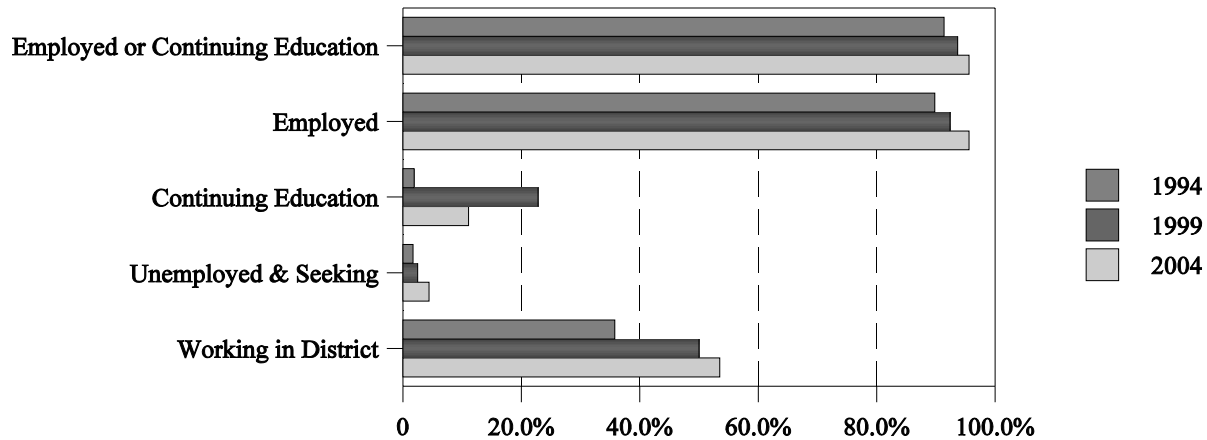


Figure 9. Occupational Therapy Assistant Graduates: FY 1994, FY 1999 & FY 2004

Occupational Therapy Assistant Bottom Line. Overall, Occupational Therapy Assistant graduate outcomes were highly positive. Earnings were strong for both full- and part-time workers. The median earnings for Illinois Community College System graduates was \$18.00 per hour, which is slightly above comparable median wages in the field in Illinois (\$17.50 per hour) and at the national level (\$17.62 per hour). Recent graduates from Occupational Therapy Assistant programs working full-time averaged approximately \$36,837 annually. The employment outlook is positive, but only 50 job openings are anticipated annually. Factors contributing to growth in the field are the aging baby boomer generation, medical advances resulting in higher survival rates among seriously ill or injured individuals, and hospitals hiring more Assistants as a cost containment measure. Graduate ratings of the Occupational Therapy Assistant training were highly positive about the programs and services they received. Nine out of ten Occupational Therapy Assistant graduates working in the field were satisfied with their employment.

Physical Therapy Assistant. Physical Therapy Assistants help patients regain physical function after illness or injury. Physical Therapy Assistants must be supervised by a physical therapist. They help provide services that improve patients' mobility and reduce their pain. The goal is to limit or prevent permanent disabilities in patients who have been ill or injured. Their patients include people with ailments or injury ranging from lower back pain and broken bones to arthritis and heart disease (*Illinois Career Information System, 2005*).

In Illinois, employment of Physical Therapy Assistants and aides is expected to increase faster than average through 2012. About 180 job openings are expected each year (*Illinois Career Information System, 2005*).

Physical Therapy Assistants perform a variety of tasks. Before working with patients, they confer with a physical therapist about the treatment plan for that patient. Under the direction of therapists, Assistants provide many different types of treatment. They teach patients how to do exercises to strengthen muscles or improve mobility and train patients how to use and care for braces or prostheses when necessary. They also teach patients to use support devices, such as crutches, canes, or walkers. Assistants also administer traction, which pulls joints to relieve neck and back pain. They provide treatment, such as massage or heat or cold packs. They also use electrical stimulation and ultrasound which work to relieve pain and to improve the function of joints and muscles (*Illinois Career Information System, 2005*).

Physical Therapy Assistants record treatment details in patients' charts, which includes observing and documenting the effects of treatment. To do this, they may measure a patient's range of motion in joints or body parts and may also take a patient's vital signs. Assistants then report patients' responses to Physical Therapists (*Illinois Career Information System, 2005*).

Outlook. In Illinois, employment of Physical Therapy Assistants and aides is expected to increase faster than average through 2012. About 180 job openings are expected each year. In Illinois, about 3,790 people are employed in this small occupation. Nationally, the number of jobs for Physical Therapy Assistants and aides is expected to grow much faster than average through the year 2012. However, growth may be slower in the short term due to changes in federal laws. New laws now limit insurance payments for physical therapy services. Over the long term, demand will continue to rise with the increase in the elderly population. This population is vulnerable to chronic conditions that require therapy. These patients often need extra assistance in their treatment, making the role of Assistants and aides very important. In addition, licensed Physical Therapy Assistants can reduce the cost of services because they can provide many aspects of the treatment prescribed by the physical therapist (*Illinois Career Information System, 2005*).

Wages. The median wage for Physical Therapy Assistants in Illinois is \$2,910 per month (\$16.80 per hour). Nationally, about 50,000 Physical Therapy Assistants and 37,000 therapy aides work in this small occupation. The median wage for Physical Therapy Assistants nationally is \$3,010 per month (\$17.34 per hour). Major employers include hospitals, physical therapy clinics, nursing and personal care facilities, and doctors' offices and clinics (*Illinois Career Information System, 2005*).

Illinois Outcomes. Almost 88 percent of the 69 Physical Therapy Assistant graduates responded to the follow-up survey. Seven colleges provided information on Physical Therapy Assistant graduates. Illinois Central College (N = 11), Black Hawk College (N = 8), College of DuPage (N = 7), and Southwestern Illinois College (N = 7) reported the largest number of respondents.

Just over 93 percent (N = 42) of Physical Therapy Assistant respondents were employed, continuing education, or both. More than 91 percent (N = 42) of Physical Therapy Assistant graduates located employment after finishing their program of study. Three-quarters (76.1 percent) were working full-time. Close to 93 percent of Physical Therapy Assistant graduates were employed in a related field, which was higher than the average of 75.6 percent for Health and Medical Diagnostic and Treatment Services graduates. All of the Physical Therapy Assistant graduates working in a related field were satisfied with their positions. More than 7 percent of Physical Therapy Assistant graduates were working in an unrelated field. The reason most identified for not working an a

related field was having a temporary job while in transition (in college or summer employment). Only two (4.3 percent) Physical Therapy Assistant graduates were unemployed.

Almost 16 percent of the Physical Therapy Assistant graduates were furthering their education after program completion. Nearly three times as many were enrolled in a related program.

The average full-time earnings of Physical Therapy Assistant graduates was \$17.82 per hour (\$37,066 annually). Part-time earnings of Physical Therapy Assistant graduates averaged \$13.62 per hour. The median earnings for Physical Therapy Assistant graduates was \$15.88 per hour. Median hourly earnings for community college Physical Therapy Assistant graduates were competitive with the median wage for all Physical Therapy Assistants statewide.

Ninety-five percent of Physical Therapy Assistant graduates were satisfied with the program they completed. Course content, lecture/lab experience, equipment/facilities/materials, job preparation, preparation for further education, and labor market employment information all received satisfaction ratings of more than 90 percent. Likewise, Physical Therapy Assistant graduates were very satisfied with college services (94 percent). Academic advising, transfer planning, counseling, tutoring, library/audio-visual, and student activity all received satisfaction ratings of more than 90 percent.

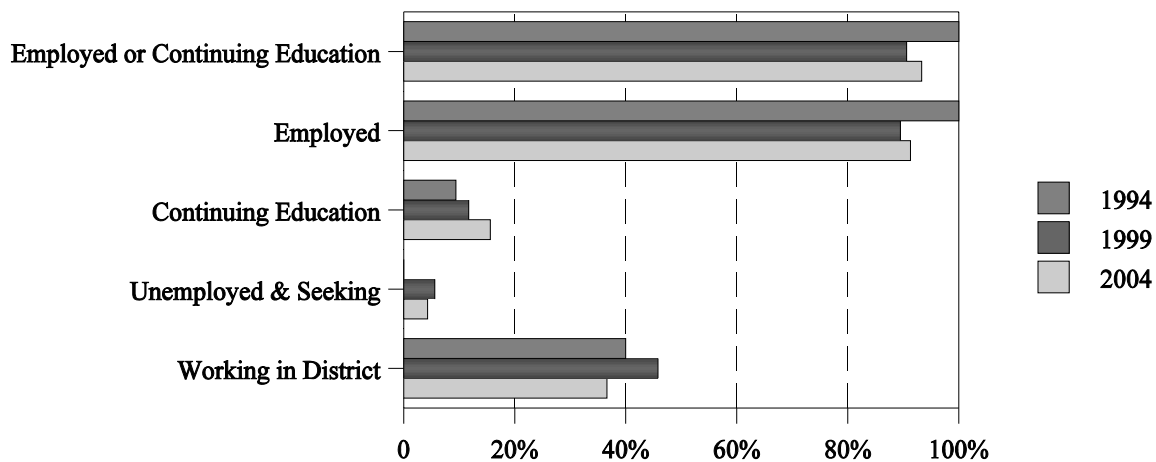


Figure 10. Physical Therapy Assistant Graduates FY 1994, FY 1999 & FY 2004

Figure 10 shows a five- and ten-year comparison of reported outcomes for Physical Therapy Assistant program completers. Comments will focus on the last two groups of graduates. Overall outcomes were positive for 2004 and 1999 graduates with the more recent graduates reporting slightly better results. Physical Therapy Assistant completers from fiscal year 2004 reported a higher percentage of employed, continued education, or both compared to the 1999 graduates (93.3 percent versus 90.6 percent). The 2004 graduates also had a higher percentage of those employed compared to the 1999 graduates (91.3 percent versus 89.5 percent). Proportionately more 2004 Physical Therapy Assistant graduates were continuing their education compared to 1999 graduates (15.6 percent versus 11.7 percent). The unemployment rate for the most recent Physical Therapy Assistant graduates was lower than for the 1999 graduates (4.3 percent versus 5.6 percent). Earlier

graduates were more likely to find employment within the community college district where trained (45.8 percent for FY 1999 versus 36.6 percent for FY 2004).

Physical Therapy Assistant Bottom Line. Overall results were very positive for Physical Therapy Assistant graduates. More than 91 percent (N = 42) of Physical Therapy Assistant completers were employed. Close to 93 percent of Physical Therapy Assistant graduates were employed in a related field. Two (4.3 percent) Physical Therapy Assistant graduates were unemployed. The average full-time earnings of Physical Therapy Assistant graduates was \$17.82 per hour. The median hourly earning (\$15.88 per hour) for Physical Therapy Assistant graduates was competitive to the median wage for all Physical Therapy Assistants statewide. Physical Therapy Assistant graduates were very satisfied with their program of study components (95.1 percent) and college services (94.1 percent).

In Illinois, faster than average employment growth is expected for Veterinary Assistants through 2012, with about 80 job openings anticipated each year (*Illinois Career Information System*, 2005).

Veterinary Assistant/Animal Health Technician. Veterinary Assistant programs teach people to work with animals and veterinarians. Students learn the structures and health needs of animals, how to care for them, and work with their owners to benefit the animal. Many Veterinary Assistants and technologists work in clinical settings, such as

veterinary hospitals and labs; however, many others work in nonclinical settings, such as zoos, farms, race tracks, and pet grooming facilities (*Illinois Career Information System*, 2005).

Veterinary Assistants perform various animal health care duties to help veterinarians. Technicians work under the supervision of veterinarians, performing a number of services such as drawing blood, performing laboratory work, and collecting tissue samples. They prepare animals to be seen by the veterinarian. They set up and clean exam and treatment rooms and hold animals during exams, treatments, or vaccinations. They often teach animal owners about medications, illnesses, and the general care of their pets. Veterinary Assistants also take and develop x-rays, dispense medicines and provide emergency first-aid. They prepare animals for surgery and help veterinarians during operations. They clean animals' teeth, administer anesthesia, and monitor animals during surgery and recovery. Veterinary Assistants may help with or perform euthanasia. Some technicians work in research labs, watching over and taking care of animals while assisting in research projects. They also document their work, recording on charts the treatment provided, lab tests they run, and their observations of the animals (*Illinois Career Information Systems*, 2005).

Outlook. In Illinois, faster than average employment growth is expected for veterinary technologists and technicians through 2012, with about 80 job openings anticipated each year. Nationally, the number of jobs for Veterinary Assistants is expected to increase much faster than average through 2012, as the number of pets people own is expected to rise. Pet owners are also expected to increase their use of veterinary services, being more likely to pay for expensive treatments than they were in the past. This is a small occupation, employing about 1,690 people in Illinois and about 53,000 nationally (*Illinois Career Information Systems*, 2005).

Wages. The median wage for Veterinary Assistants in Illinois is \$11.91 per hour, while the national median wage is \$11.03 per hour. Wages vary by employer and area of the country, as well as being affected by the level of responsibility required by their position. (*Illinois Career Information Systems*, 2005).

Illinois Outcomes. Thirty-three of the 61 Veterinary Assistant completers surveyed returned questionnaires, resulting in a response rate of 54.1 percent. Two colleges surveyed and provided responses from students completing this program: Parkland College (N = 22) and Joliet Junior College (N = 11). Nearly 94 percent reported they were either employed, pursuing additional education, or both. More than four out of five (84.8 percent) reported they were employed and not pursuing additional education, none reported they were not employed and pursuing additional education, while 9.1 percent reported they were both employed and pursuing additional education. Two-thirds of the Veterinary Assistant program completers employed and pursuing additional education were enrolled in a related field.

Ninety-three percent of Veterinary Assistant graduates reported that they were employed. This includes 84.8 percent who were working full-time and 9.1 percent who were employed part-time. Three percent reported they were unemployed, and an additional 3 percent reported they were not actively seeking employment.

Just over 48 percent of the Veterinary Assistant completers began working in their latest position while enrolled in the program, 45.2 percent began their current position after program completion, and 6.5 percent had their current jobs prior to enrolling at the college. Nearly 84 percent were employed out of district, but in Illinois; 12.9 percent were working within the district where they were trained; and 3.2 percent were working out of state.

Nearly 97 percent of the Veterinary Assistant completers reported they were working in a related field. The one out of field worker did not provide a reason for working in another area. The average hourly wage for Veterinarian Assistant completers was \$12.48 overall, \$12.31 for those employed full-time (\$25,605 annually), and \$14.00 for those employed part-time. The median hourly wage was \$13.00, which is above the Illinois median (\$11.91 per hour) and the national median (\$11.03 per hour).

Nine out of ten Veterinary graduates were satisfied with their employment. Ninety-five percent reported being satisfied overall with the major components of their programs of study. Four program components each received 97 percent positive ratings, including course content, lecture/lab experience, equipment/facilities/materials, and the labor market information. Almost 90 percent reported that overall they were satisfied with college services. All graduates were satisfied with transfer planning and library/audio-visual services.

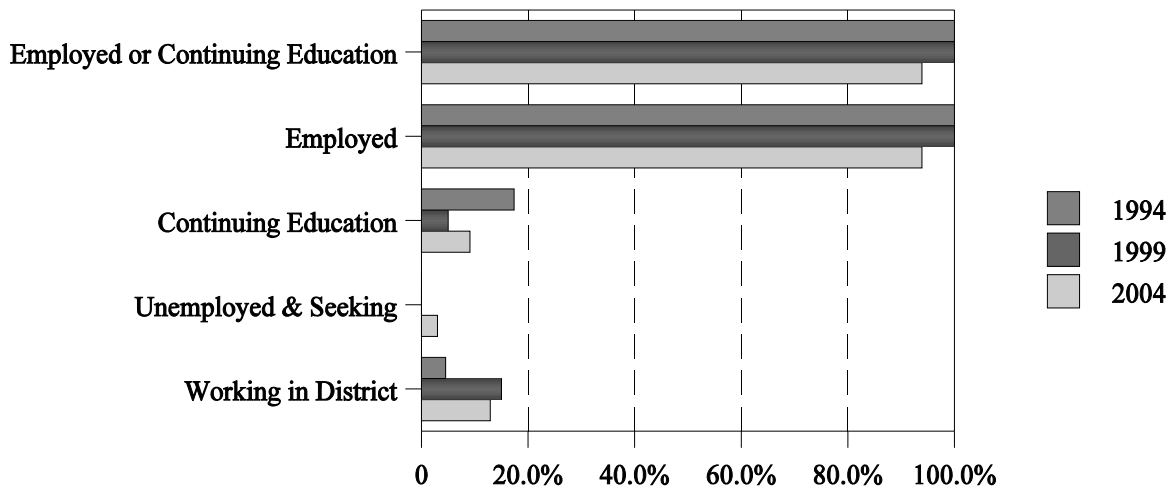


Figure 11. Veterinarian Assistant/Animal Health Technician FY 1994, FY 1999 & FY 2004

Figure 11 shows selected outcomes for fiscal years 1994, 1999, and 2004 Veterinarian Assistant completers. Results were consistently positive across the years. The following comments will focus on the last two groups of graduates. Ninety-four percent (N = 31) of 2004 completers reported they were employed, pursuing additional education, or both, which decreased slightly from 100 percent among 1999 graduates. Two completers were not working among the 2004 graduates, and all 1999 graduates were working. Nine percent of 2004 completers were pursuing additional education, which is up from 5.0 percent for 1999 program completers. One of the 2004 completers was unemployed, and one was not part of the labor force. There were no 1999 completers unemployed. Almost 13 percent of 2004 completers were working within the district where they were trained, which is comparable to 1999 (15.0 percent).

Veterinarian Assistant/Animal Health Technician Bottom Line. Veterinary Assistant outcomes were positive. In Illinois, faster than average employment growth is expected for Veterinary Assistants through 2012, with about 80 annual job openings. Nearly 94 percent of FY 2004 Veterinary Assistant completers were employed. One individual was unemployed and another was not actively seeking work. The median hourly wage for employed Veterinary Assistant completers was \$13.00, which is above the comparable Illinois median (\$11.91 per hour) and the national median (\$11.03 per hour). Full-time workers earned \$25,605 annually. Just over 90 percent were satisfied with their employment, while 95.4 percent were satisfied with the programs they completed. Graduates in 2004 and 1999 reported similar positive results.

In Illinois, employment of Physician Assistants is expected to increase much faster than average through 2012, but job openings will be limited to about 70 per year (*Illinois Career Information Systems, 2005*).

Physician Assistant. Individuals in this occupation provide an array of both basic and higher level health care services under the supervision of doctors. They deliver basic care, such as interviewing patients, performing physical exams, and ordering lab tests.

Additionally, Physician Assistants diagnose illnesses and injuries, suture wounds, and give shots. They perform more complex tasks, such as setting simple fractures and running electrocardiograms. They may provide treatment for common illnesses, prescribe medicine and are trained to address a variety of medical emergencies. (*Illinois Career Information Systems*, 2005).

Physician Assistants establish goals and overall health plans for patients. They record patients' health history, progress, and test results. They counsel patients about medications and teach them healthy living techniques. They also explain test results to patients. (*Illinois Career Information Systems*, 2005).

Duties will vary with the chosen specialty. Many Physician Assistants work in primary care areas, such as family medicine, general practice, or pediatrics. Others work in specialty areas, such as surgery, emergency medicine, and geriatrics. Some Physician Assistants manage doctor's offices and order supplies and equipment. Physician Assistants also may supervise technicians and other types of assistants. In areas where doctors are in short supply, Physician Assistants may be the only providers of health care. They are required to consult with Physicians. (*Illinois Career Information Systems*, 2005).

Outlook. IDES reports that in Illinois, employment of Physician Assistants is expected to increase much faster than average through 2012. Job openings, however, will be limited to about 70 per year due to the size of this very small occupation (1,220 employed statewide in 2002). Nationally, the number of jobs for Physician Assistants is expected to grow much faster than average through the year 2012. Physicians and institutions are expected to hire more Physician Assistants because they cost less than hiring a full-time physician. Physician Assistants also relieve physicians from some of the more routine duties and procedures. Telemedicine is a new technology that will allow doctors and Physician Assistants to consult on cases via television. This technology also increases the number of Physician Assistants that are hired, because it allows for supervision even when the doctor and the Physician Assistant are not in the same office building. Additionally, some states are placing limits on the number of hours physician residents can work at hospitals. Hospitals are likely to hire Physician Assistants to take over some duties that the residents once did. Opportunities are growing in areas of the nation that have trouble recruiting physicians, such as rural areas or inner cities.

Wages. According to IDES, the median wage for Physician Assistants in Illinois is \$3,350 per month (\$19.34 per hour). Nationally, the median wage for Physician Assistants is \$5,390 per month (\$31.09 per hour). Half of all Physicians Assistants earn between \$4,140 and \$6,440 per month (\$23.87 and \$37.15 per hour). Wages vary by specialty, such as surgery, emergency medicine, or family practice. Wages are also impacted by practice setting, area of the country, and the individual's experience. Physician Assistants employed by hospitals tend to earn higher wages than those working in offices or clinics.

Licensing/Certification. In Illinois, Physician Assistants are licensed through the Illinois Department of Financial and Professional Regulation. Licensing requirements include graduation from an approved Physician Assistant program, certified by the National Commission on Certification of Physician Assistants, pass the National Commission on Certification of Physician Assistants exam, and pay application fees. Licensure must be renewed every two years. Additional licensing information can be obtained from the Illinois Department of Financial and Professional

Regulation (<http://www.dpr.state.il.us>). Physician Assistants are required to complete 100 hours of continuing medical education every two years and take a recertification exam every six years. More information about certification is available from the National Commission on Certification of Physician Assistants (<http://www.nccpa.net>).

Illinois Outcomes. Physician Assistant is a small specialized program offered at Malcolm X College in Illinois. Fourteen of 16 (87.5 percent) Physician Assistant graduates responded to the survey.

Twelve graduates responded to the question about employment status. Nine indicated they were employed exclusively, and one was simultaneously working and going to college. One Physician Assistant graduate was unemployed, and one was not seeking employment.

As expected in a regulated occupation, all ten working graduates held full-time positions that they acquired after completing their program. Nine out of ten Physician Assistant graduates were working in training-related positions. The individual not working as a Physician Assistant indicated that he could not locate a position in the field and was satisfied with his unrelated employment. Generally, Physician Assistant graduates located employment in the Chicago area. Seven graduates were working in the district where they received their training, two worked elsewhere in Illinois, and one was employed out of state. Just five full-time workers provided salary information and they averaged \$28.46 an hour or nearly \$59,200 annually. These data suggest that earnings levels among recent community college Physician Assistant graduates are competitive for this field (\$19.34 per hour median statewide and \$31.09 per hour median nationally).

Few Physician Assistant graduates answered the student satisfaction questions regarding program components and college services. Ratings were low, but generally reflected dissatisfaction by one individual. Overall ratings of major program components were rated at 73.5 percent satisfied by Physician Assistant graduates. Job preparation (100 percent satisfied) and preparation for further education (84.6 percent satisfied) were the two highest-rated components. Ratings for services fared about the same with a 69.7 percent overall satisfaction rating. Financial aid was rated the lowest.

Comparisons between 2004 Physician Assistant graduates with 1999 completers generally indicate continuity. Due to the small numbers of respondents (N = 12, 2004; N = 16, 1999) a difference of two people shows a relatively large proportionate impact as illustrated in Figure 12. One graduate was unemployed in FY 2004 versus zero in FY 1999. Graduates from 1999 had somewhat higher rates of individuals employed or continuing their education or both. Participation in continuing education was higher among the earlier graduates. In-district employment was higher among 2004 graduates.

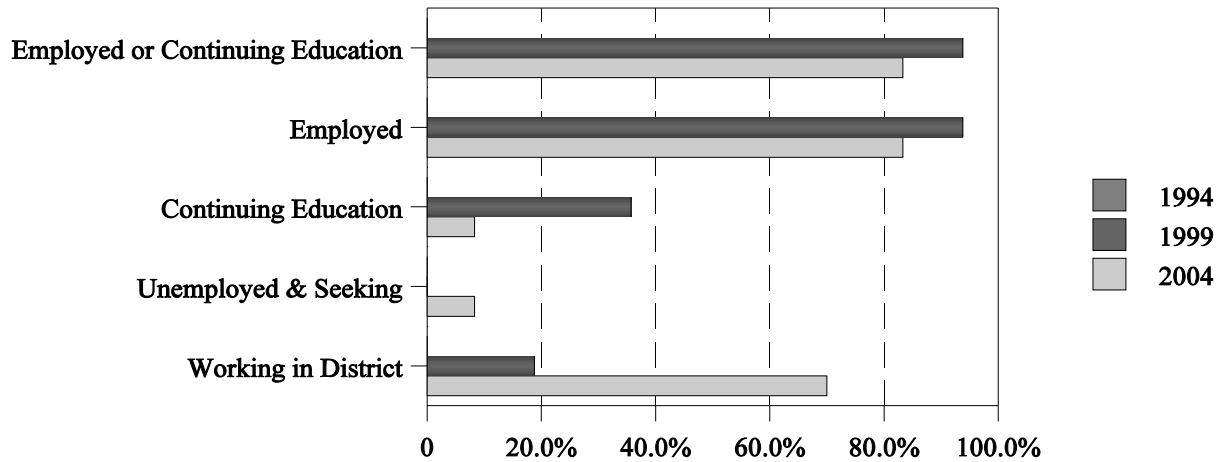


Figure 12. Physician Assistant Graduates FY 1994, FY 1999 & FY 2004

Physician Assistants Bottom Line. There were few Physician Assistant graduates in FY 2004. Outcomes related to the Physician Assistant program were generally positive. Pay was competitive for the occupation. All but one Physician Assistant graduate was working in the field. The single out-of-field worker reported an inability to locate suitable related employment. In Illinois, employment of Physician Assistants is expected to increase much faster than average through 2012, but job openings will be limited to about 70 per year.

VEHICLE AND EQUIPMENT OPERATORS

Heavy and light truck driving is one of the occupations expected to provide the largest number of job openings each year in Illinois (*Illinois Career Information System, 2005*).

Truck, Bus, and Commercial Vehicle Operator. Vehicle and equipment operator programs prepare students to drive, perform quick examinations for roadworthiness, and provide basic care for vehicles and heavy equipment. Students learn to operate and maintain trucks, buses, and other heavy equipment such as bulldozers or cranes (*Illinois Career Information System, 2005*).

Heavy truck drivers operate large trucks or tractor-trailers to transport goods and materials. Light truck drivers drive smaller trucks to transport people, goods, or materials. On the road, drivers concentrate on their driving to prevent accidents, while using two-way radios to contact their supervisors and give updates on their position. Light truck drivers are more likely to deliver goods in or near their home city, while heavy truck drivers are more likely to drive across the country to deliver shipments. Bus drivers operate motor vehicles that move people from one place to another. Local bus drivers transport people around town. Intercity and charter bus drivers transport passengers on trips between cities. School bus drivers cover the same route twice a day to bring students to and from school, maintaining order on their buses and enforcing school safety rules. Bus drivers must arrive at each stop at the specified time, not getting ahead of schedule when the traffic

is light or behind schedule when traffic is heavy, while driving safely and following all traffic laws. Taxi drivers and chauffeurs transport passengers to and from their homes, workplaces, airports, and other locations. Taxi drivers pick up passengers on busy streets, at taxi stands or other places where people gather, such as airports or train stations. Some pick up passengers at prearranged places called to them over the radio or cell phone by their cab company and others transport people with special needs, such as those with disabilities and the elderly. They may drive vans with special equipment, such as wheelchair lifts, that the driver must operate. Chauffeurs drive limousines, vans, or private cars and work for limousine services, private companies, government agencies, or wealthy families. Many chauffeurs drive customers in large vans between hotels and airports or train stations, while others drive luxury cars to business and social events or provide full-time transportation to wealthy families and private firms (*Illinois Career Information System, 2005*).

Wages. Commercial Driver program graduates may pursue a variety of related occupations. In Illinois, the median wage for heavy truck drivers is \$17.60 per hour and the median wage for light truck drivers is \$14.38 per hour. Nationally, the median wage for heavy truck drivers is \$15.97 per hour and the median wage for light truck drivers is \$11.48 per hour. Full-time heavy and light truck drivers often receive benefits, including sick leave, paid vacation, and health insurance. In Illinois, the median wage for local, intercity, and charter bus drivers is \$15.28 per hour and the median wage for school bus drivers is \$12.24 per hour. Nationally, the median wage for local, intercity, and charter bus drivers is \$14.22 per hour and the median wage for school bus drivers is \$10.77 per hour. Most intercity and local bus drivers receive benefits, including health and life insurance, sick leave, and free bus rides, while full-time drivers may also receive paid vacations, retirement benefits, and dental insurance. Most school bus drivers work part time, but almost all of them receive benefits, including sick leave, health insurance, and sometimes retirement benefits. However, they usually do not receive vacation pay because they do not work when schools are closed. In Illinois, the median wage for taxi drivers and chauffeurs is \$10.16 per hour. Nationally, the median wage for taxi drivers and chauffeurs is \$8.91 per hour. In addition to wages, many taxi drivers and chauffeurs earn tips that can be substantial. Some full-time taxi drivers and chauffeurs receive benefits such as paid vacation, sick leave, and health insurance, while those employed part time may not receive any benefits (*Illinois Career Information System, 2005*).

Outlook. The employment outlook for Truck/Bus/Commercial Drivers varies depending on the type of vehicle being operated. In Illinois, employment of heavy and light truck drivers is expected to increase about as fast as average through 2012. Heavy and light truck driving is one of the occupations expected to provide the largest number of job openings each year in Illinois, with about 2,430 heavy and 1,080 light truck driver openings anticipated annually. Nationally, the number of jobs for heavy truck drivers is expected to grow as fast as average, while the number of jobs for light truck drivers is expected to grow faster than average through the year 2012. In Illinois, little or no growth in the employment of local and intercity bus drivers is expected, while employment of school bus drivers is expected to increase slightly slower than average through 2012, with about 310 local and intercity bus driver and 530 school bus driver openings expected each year. Nationally, the number of jobs for all bus drivers is expected to grow about as fast as average through the year 2012. In Illinois, employment of taxi drivers and chauffeurs is expected to increase more slowly than average through 2012, with about 70 job openings expected each year. Nationally, the number of jobs for taxi drivers and chauffeurs is expected to increase faster than average through the year 2012. Currently, about 76,970 heavy truck drivers and 46,990 light truck drivers are employed in Illinois, while about 1.8 million heavy and 1.0 million light truck drivers are employed nationally. Roughly

12,940 local, intercity, and charter bus drivers and about 17,120 school bus drivers are employed in Illinois, while about 202,000 local, intercity and charter bus drivers and about 453,000 school bus drivers are employed nationally. Approximately 4,100 taxi drivers and chauffeurs are employed in Illinois, while 132,000 are employed nationally (*Illinois Career Information System*, 2005).

Illinois Outcomes. Nearly half (45.4 percent) of the 573 Truck/Bus/Commercial Driver program completers selected for the survey responded. Ten colleges reported results for students completing Truck/Bus/Commercial Driver programs with Lincoln Land Community College (N = 92) and Kaskaskia College (N = 39) reporting the most graduates. Almost nine out of ten Truck/Bus/Commercial Driver completers were employed, pursuing additional education, or both. More than eight out of ten (82.1 percent) reported they were employed and not pursuing additional education. Hence, relatively few were pursuing additional education, Approximately two out of three who were continuing their education studied in a related field.

Eighty-six percent of the Truck/Bus/Commercial Driver completers were employed. This includes 80.3 percent who were working full-time and 5.5 percent who were in part-time positions. Less than 10 percent reported they were unemployed and seeking employment, while 4.7 percent reported they were not seeking employment. Ninety-one percent of the Truck/Bus/Commercial Driver completers began their current position after completing the program. Six percent began their latest job before enrolling in the program, and 2.8 percent began their latest employment while enrolled in the program. Nearly half (47.7 percent) of the program completers were working within the district where they were trained, 29.4 percent were employed out of district, and 22.9 percent were employed out of state.

More than three-quarters (77.9 percent) of the Truck/Bus/Commercial Driver completers were employed in a related field. The most common reasons given for the 22.1 percent who were working in an unrelated field were that they preferred to work in another field (N = 18), other/unknown (N = 13), previously worked in the field but changed (N = 6), and found a better paying job in another field (N = 5).

Based on the Truck/Bus/Commercial Driver program completers who reported their wages, the overall average wage was \$15.80 per hour, with those employed full-time earning \$15.95 per hour and those employed part-time earning \$12.64 per hour. The overall median salary was \$15.00 per hour, which falls between the Illinois median salaries of heavy truck drivers (\$17.60 per hour) and light truck drivers (\$14.38 per hour). Graduates wages were about the same as the Illinois median salary of local, intercity, and charter bus drivers (\$15.28 per hour) and above the Illinois median salary of school bus drivers (\$12.24 per hour) and taxi drivers/chauffeurs (\$10.16 per hour).

Four out of five Truck/Bus/Commercial Driver graduates were satisfied with their employment. Those working in the field had higher satisfaction levels (83.1 percent). Overall, nearly 96 percent of the Truck/Bus/Commercial Driver program completers reported they were satisfied with the major components of their program. Especially highly rated program components included course content (97.2 percent), preparation for further education (96.8 percent), and the lecture/lab experience (96.4 percent).

Ninety-one percent of the Truck/Bus/Commercial Driver completers reported they were satisfied with college services. Highest-rated items included financial aid (94.3 percent), career planning (93.1 percent), and academic advising (92.3 percent).

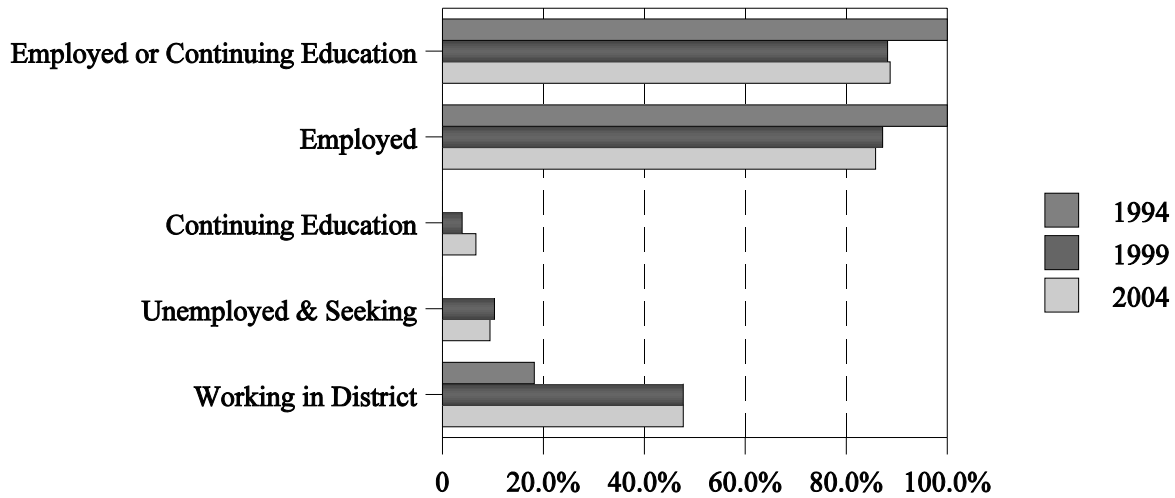


Figure 13. Truck/Bus/Commercial Driver FY 1994, FY 1999 & FY 2004

Figure 13 shows a five- and ten-year comparison of outcomes for Truck/Bus/Commercial Driver program completers. Focusing on the two newest results shows similar outcomes. Percentages of completers employed, pursuing additional education, or both, showed little variability between the two observation periods (88.2 percent of 1999 graduates and 88.7 percent among 2004 completers). The percent reporting they were employed was also similar (87.2 percent for 1999 completers and 85.8 percent for 2004 graduates). The percent reporting they were pursuing additional education increased from 3.9 percent for 1999 program completers to 6.6 percent for 2004 graduates. The percent reporting they were unemployed was 10.3 percent for 1999 completers and 9.4 percent among 2004 completers. In-district employment was identical for both groups of graduates (47.7 percent).

Truck, Bus, and Commercial Vehicle Operator Bottom Line. Results for Truck/Bus/Commercial Driver graduates were generally positive. Most jobs available to professional drivers are expected to increase faster than average through 2012. Almost nine out of ten professional driver completers were employed, pursuing additional education, or both. Over nine percent (N = 24) of the graduates were unemployed. Earnings of FY 2004 Truck/Bus/Commercial Driver completers were comparable to both statewide and national median earnings, with Illinois median earnings slightly higher than national median earnings. Overall, 80.8 percent of program completers were satisfied with their employment and 95.9 percent were satisfied with the major components of their program. Outcomes achieved by FY 2004 graduates are similar to those observed with completers of these programs from five years ago.

REAL ESTATE

In Illinois, employment of Real Estate agents is expected to increase about as fast as average through 2012, with approximately 210 job openings expected each year (*Illinois Career Information System, 2005*).

Real Estate. Real Estate programs prepare students to buy, sell, and manage Real Estate. They learn about Real Estate law, brokerage, and land use, as well as how to manage rental property and leases (*Illinois Career Information System, 2005*).

Real Estate agents help clients buy, sell, or lease land or property. When helping clients sell or lease, they determine a property's market price by researching comparable properties, sometimes making improvement suggestions to owners to increase the value of their property. They advertise property listings in newspapers, mailings, and Real Estate booklets and frequently hold "open houses," where they talk to prospective buyers and answer questions about the property. They collect buyers offers on properties and discuss them with sellers. Often they negotiate with buyers to get a more favorable sale price for their clients. When helping clients buy or lease, they talk to the buyers about the type of properties they are interested in and can afford, asking questions such as how many rooms are preferred and what part of town they want to live in and search computer listings of properties that buyers may like based on this information. Then they visit a number of properties with the buyers, answering questions and emphasizing the selling points that are most important to the buyer, such as location. When buyers choose a property, agents handle the sale, explaining the steps of the buying process to first-time buyers, helping clients fill out the paperwork to make a formal offer, collecting a deposit from clients toward the price of the property, then presenting the offer to the sellers' agent and negotiating the price of the property with the sellers, in accordance with their clients' instructions. Real Estate property appraisers gather information about the property in order to determine its value, inspect buildings and the land they are on, determine the condition of buildings and note any special features. Architectural style, location or nearby planned developments are all taken into consideration. (*Illinois Career Information System, 2005*).

Outlook. Employment of Real Estate agents in Illinois is expected to increase about as fast as average through 2012, with approximately 210 annual job openings. Nationally, the number of jobs for Real Estate agents is expected to grow more slowly than average during the same time frame. About 6,830 Real Estate agents are employed in Illinois and about 308,000 are employed nationally, with approximately 59 percent self-employed. Slower than average growth in the employment of appraisers and assessors in Illinois is expected through 2012, with about 50 job openings expected each year. Nationally, the number of jobs openings is expected to grow about as fast as average through 2012. About 1,840 appraisers and assessors are employed in Illinois and about 88,000 nationally, with approximately 35 percent self employed (*Illinois Career Information System, 2005*).

Wages. The median wage for Real Estate agents in Illinois is \$11.85 per hour and the national median wage is \$14.87 per hour. Pay varies with the type and location of the property being sold or leased and the agent's abilities. They earn commissions on sales rather than a salary, with commissions ranging from 6 to 10 percent of the property price. Real Estate agents are not paid until after the sale closes, which can take several months after the seller accepts the buyer's offer. An agent's share varies from firm to firm but, in general, is about half of the amount received by the brokerage firm. Most Real Estate agents are self employed and do not receive benefits, such as

health insurance and a retirement plan. The median wage for appraisers and assessors in Illinois is \$21.69 per hour, and the national median wage is \$20.08 per hour. Wages vary by employer and area of the country, as well as by specialty, education, and experience. Appraisers and assessors who work full time usually receive benefits, including sick leave, paid vacation, and health insurance. Some employers also provide a retirement plan (*Illinois Career Information System*, 2005).

Illinois Outcomes. Almost half (46.8 percent, N = 220) of the Real Estate graduates responded to the survey. Eleven colleges reported results from Real Estate completers, with the largest number of responses coming from Waubensee Community College (N = 128), Elgin Community College (N = 42), and Wilbur Wright College (N = 26). About 88 percent of the graduates were employed, pursuing additional education, or both. Seventy percent were exclusively employed, 4.4 percent were only pursuing additional education, and 13.1 percent were pursuing additional education while employed..

Nearly three quarters (73.1 percent) of the program completers reported they had not pursued any additional education since completing their Real Estate program. Of the program completers who reported employment information, 83.4 percent were employed, including 66.8 percent in full-time jobs and 14.6 percent working part time. The unemployment rate for Real Estate graduates was 3.4 percent. Thirteen percent were not seeking employment when surveyed.

Forty-three percent reported beginning their current position after Real Estate program completion. About 45 percent began their current position prior to program enrollment, and 12.2 percent acquired their current position while enrolled in the Real Estate program. Nearly 60 percent were employed within the district where trained, 40.0 percent reported they were employed out of district, and one graduate was working out of state.

About 46 percent of the Real Estate completers were employed in a related field and 54.4 percent were working in an unrelated field. The most common reasons given for unrelated work were preferred working in another field (N = 27), in a temporary job (N = 12), found a better paying job in another field (N = 9), unable to find a related job (N = 7), and took another job for preferred hours (N = 7). Real Estate completers working full time reported earning an average salary of \$20.13 per hour and those working part time reported earning an average salary of \$20.70 per hour, resulting in an overall average salary of \$20.22 per hour. The overall median salary was \$16.35 per hour, well above the statewide and national median salaries.

Overall, more than three-quarters (77.8 percent) of the Real Estate completers reported they were satisfied with their employment. Nine out of ten who were working in a related field reported they were satisfied with their jobs. Just two out of three employed in an unrelated field were satisfied with their positions. Overall program satisfaction was relatively high at 88.1 percent. The highest-rated components were course content (92.5 percent), equipment/facilities/materials (91.4 percent), and lecture/lab experience (89.9 percent). Overall services received a satisfactory rating of 79.2 percent by Real Estate completers. The highest-rated services were library/audio-visual (91.5 percent), student activities (90.0 percent), and financial aid (84.6 percent).

Figure 1 shows a ten-year comparison of reported outcomes for Real Estate program completers. Data are unavailable for a five-year data comparison. The percent of Real Estate program

completers reporting they were employed, pursuing additional education, or both, increased from 81.8 percent of 1994 completers to 87.9 percent of 2004 completers. The percent of employed Real Estate completers increased from 73.5 percent of 1994 completers to 83.4 percent of 2004 completers. Real Estate completers reporting that they were pursuing additional education decreased from 25.8 percent of 1994 completers to 17.3 percent of 2004 completers. Unemployment decreased among Real Estate completers from 8.8 percent of 1994 completers to 3.4 percent of 2004 completers. The percent of Real Estate program completers reporting they were employed within the district where they completed their program of study was similar at 55.1 percent for 1994 completers and 59.4 percent among 2004 completers.

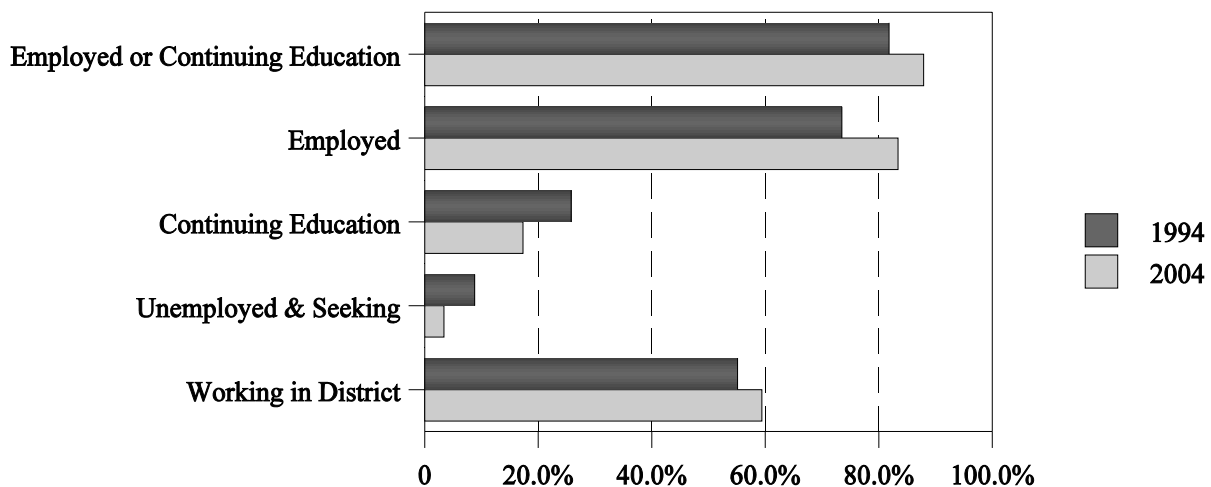


Figure 14. Real Estate Graduates FY 1994 & FY 2004

Real Estate Bottom Line. Results for Real Estate graduates were mixed but trending upward compared to ten years ago. Eighty-three percent of Real Estate completers were employed. The unemployment rate for graduates was 3.4 percent, and 13.2 percent were not seeking employment when surveyed. Real Estate is a very competitive business with demanding hours. Out-of-field employment was high among graduates. About 46 percent of the Real Estate completers were employed in a related position, and 54.4 percent were working in an unrelated field. The most common reasons given for unrelated work were preferred working in another field (N = 27), in a temporary job (N = 12), found a better paying job in another field (N = 9), unable to find a related job (N = 7), and took another job for preferred hours (N = 7).

Earnings for 2004 program completers were strong and well above the state and national median for this occupation. The substantial out-of-field employment influenced results. Nine out of ten who were working in a related field reported they were satisfied. Overall, 88.1 percent were satisfied with the major components of their program. In Illinois, employment of Real Estate agents is expected to increase about as fast as average through 2012, with approximately 210 annual openings. Labor market information suggests that community colleges contribute to an oversupply of qualified Real Estate agents.

INDUSTRIAL MACHINERY MAINTENANCE AND REPAIRER

Industrial Machinery Maintenance and Repairer.

Industrial Machinery Mechanics install, maintain, and fix machinery in factories. They inspect machinery and perform preventative maintenance in an effort to prevent breakdowns and other problems before they occur. When problems occur, mechanics talk with machine operators and check the machines using computer diagnostic equipment to isolate the problem. Mechanics then inspect the equipment and look for common causes of trouble, such as loose connections or worn out parts. To test the electrical or mechanical systems, mechanics must take machines apart and use special diagnostic tools such as voltmeters. Mechanics make the necessary adjustments or replace worn parts and put equipment back together, running additional tests to be sure the machine is working properly (*Illinois Career Information System, 2005*).

Employment of Industrial Machinery Mechanics in Illinois is expected to increase about as fast as average through 2012 with about 220 annual job openings (*Illinois Career Information System, 2005*).

Industrial Machinery Mechanics are under pressure to fix equipment quickly because breakdowns usually stop or slow production. Thus, mechanics may not spend much time testing and repairing equipment parts on the floor. They often replace parts quickly with new parts and bring the broken parts back to their shop for repair. Mechanics keep track of which parts they have used and order more replacement parts when the supply is low (*Illinois Career Information System, 2005*).

Sometimes mechanics use machines to cut, shape, or weld metal in order to make new parts. In addition to making repairs, Mechanics help install new machines. They determine the best process for setting up the machines by studying blueprints and information from manufacturers. Once the machine is installed, Mechanics check that the installation was done correctly. They may enter instructions for computer-controlled machinery. Finally, they demonstrate the equipment to machine operators. Mechanics maintain records of their maintenance and repair work, recording which parts they replace on each machine and the date (*Illinois Career Information System, 2005*).

Outlook. In Illinois, Industrial Machinery Mechanics is a medium-sized occupation with about 7,000 employees statewide. Nationally, about 197,000 Industrial Machinery Mechanics work in this medium-sized occupation. Employment of Industrial Machinery Mechanics in Illinois is expected to increase about as fast as average through 2012 with about 220 annual openings. Nationally, the number of jobs for Industrial Machinery Mechanics is expected to grow more slowly than average through the year 2012. Although new factories and industrial buildings are built each year, they have new machinery. Newer machines tend to be more reliable and need less maintenance, which slows job growth. At the same time, older equipment is being replaced. This further reduces the need for Industrial Machinery Mechanics. Slowdowns in the economy usually do not affect these workers as much as they affect production workers (*Illinois Career Information System, 2005*).

Wages. The median wage for Industrial Machinery Mechanics in Illinois is \$3,280 per month (\$18.90 per hour). Nationally, the median wage for Industrial Machinery Mechanics is \$3,170 per month (\$18.26 per hour), with half of all Machinery Mechanics earning between \$2,530 and \$3,980 per month (\$14.62 and \$22.95 per hour). Earnings vary by industry, area of the country, and the

mechanic's level of skill and responsibility. In general, Mechanics who belong to a union receive higher wages than nonunion Mechanics. Industrial Machinery Mechanics who work full time usually receive benefits. (*Illinois Career Information System, 2005*).

Illinois Outcomes. Approximately 71 percent (N = 96) of the Industrial Machinery Repairer graduates responded to the follow-up survey. Seventeen colleges provided survey results on Industrial Machinery Repairer graduates. Richard J. Daley College (N=25), Olney Central (N=17), Wilbur Wright College (N=15), and Kaskaskia College (N=14) provided the largest number of respondents. Just over 86 percent (N =69) of the Industrial Machinery Repairer graduates responding to the question about their current employment and education were working, continuing their education, or both. Close to 84 percent of the respondents were working. Four out of five working graduates were in full-time positions. Four and one-half out of every five graduates were working in related positions. The most frequently mentioned reason for out-of-field work was an inability to find employment in the field (N = 4).

More than three-fourths of the Industrial Machinery Repairer graduates were working in the district where they received their training. A dozen graduates (15.2 percent) were unemployed making the percent almost twice as high as the unemployment rate for all programs in the study (7.3 percent). Thirteen (16.3 percent) Industrial Machinery Repairer completers were pursuing additional education after graduation.

The average full-time earnings of Industrial Machinery Repairer graduates was \$15.52 per hour (\$31,658 annually) while the two part-time workers in this program average \$12.25 per hour (\$25,480 annually). The median earnings for Industrial Machinery Repairer graduates was \$15.00 per hour. Earnings among recent graduates were somewhat low for the field as the Illinois median wage for this occupation was \$18.90 per hour. Nationally, half of all Machinery Mechanics earn between \$14.62 and \$22.95 per hour. Graduates's earnings are from approximately nine months after program completion.

Three-fourths of the Industrial Machinery Repairer graduates in a related position were satisfied with their employment. Close to 80 percent of the Industrial Machinery Repairer graduates were satisfied with their major program components, which was approximately 10 percent less than the overall average for all programs in the study. The highest-rated program components included course content (87.1 percent), lecture/lab experience (83.9 percent), and preparation for further education (83.5 percent). Similar to the program component satisfaction rating, the college services satisfaction rating awarded by Industrial Machinery Repairer graduates was 83.3 percent. Student activity was the highest-rated college service at 90.6 percent.

Industrial Machinery Repairer graduates from 1994 were excluded from the 1995 Follow-up Study due to the small number of completers.

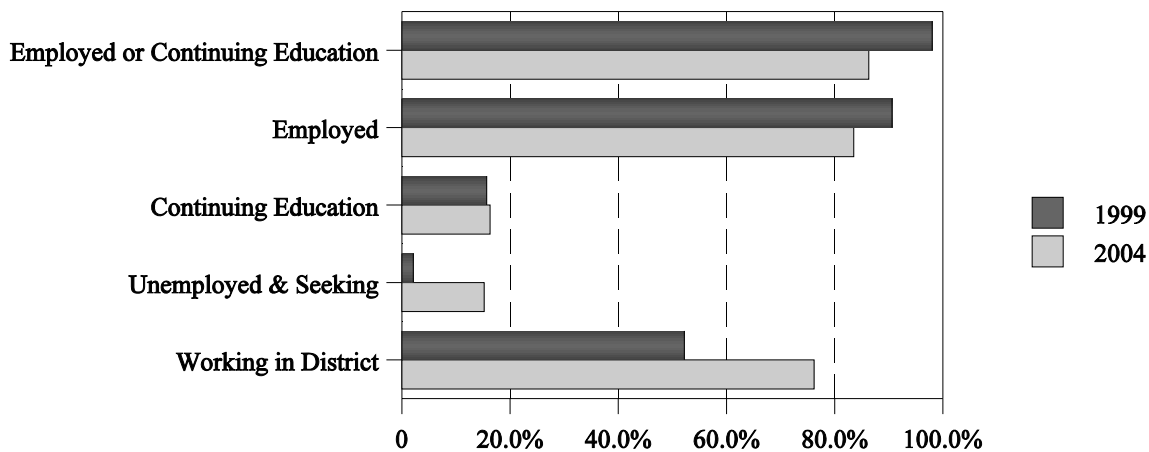


Figure 15. Industrial Machinery Repairer Graduates FY 1994, FY 1999 & FY 2004

Figure 15 contains comparative information for Industrial Machinery Repairer graduates from fiscal years 2004 and 1999. Overall outcomes were mixed for the most recent graduates. The percentage of graduates employed, pursuing education, or both was better for the earlier group (98.0 percent versus 86.3 percent). Earlier Industrial Machinery Repairer graduates also had a higher percent employed (90.6 percent versus 83.5 percent). Continuing education levels were comparable across both groups (2004 = 16.3 percent versus 15.7 percent). The unemployment rate was considerably higher for the more recent graduates (15.2 percent versus 2.1 percent). Industrial Machinery Repairer graduates from 2004 were much more likely to find employment within their community compared to the earlier graduates (76.2 percent versus 52.2 percent).

Industrial Machinery Repairer Bottom Line. Employment of Industrial Machinery Mechanics in Illinois is expected to increase about as fast as average through 2012 with about 220 annual job openings. Overall results were mixed for Industrial Machinery Repairer graduates. Just over 86 percent (N =69) of the Industrial Machinery Repairer graduates were employed, continuing their education, or both. Close to 84 percent of the respondents were working. Four out of five working graduates were in full-time positions. Four and one-half out of five were working in related positions related. A total of four graduates indicated that they were working out of the field due to an inability to find related employment. Compared to five years ago, the unemployment rate was considerably higher for the more recent graduates (15.2 percent and N = 12 versus 2.1 percent and N = 1). Average full-time earnings among Industrial Machinery Repairer graduates was \$15.52 per hour or \$31,658 annually. Wages among recent graduates were somewhat low compared to the Illinois wage for this occupation (median \$18.90 per hour), but within the middle half of all workers in the field nationwide (\$14.62 and \$22.95 per hour). Generally, Industrial Machinery Repairer graduates were less satisfied than most graduates with their jobs, preparation, and college services. Three-fourths of the Industrial Machinery Repairer graduates in a related position were satisfied with their employment. Overall, about 80 percent of the Industrial Machinery Repairer graduates were satisfied with major program components and 83.3 percent were satisfied with college services.

Heavy Equipment Maintenance and Repairer.

When equipment breaks down, Heavy Equipment Repairers examine it for defects. Heavy Equipment Mechanics often use hand-held computers to diagnose components that need repair. They may take the equipment apart to inspect or repair it. Heavy Equipment Mechanics check parts for damage using gauges and meters and they may clean parts by spraying them with or soaking them in solvents. They use hand tools to remove the parts and machine tools to repair some parts. If necessary, Mechanics use welding equipment to weld broken frames or parts. When repairs are complete, Heavy Equipment Mechanics reassemble the equipment and test it for performance and safety. Mechanics who work in large repair shops perform more complex repairs, including rebuilding engines, fixing electrical problems, or repairing hydraulic pumps. Heavy Equipment Mechanics in large shops frequently specialize in one or two types of work. For example, a shop may have specialists in major engine repair, transmission work, electrical systems, and brake systems (*Illinois Career Information System, 2005*).

In Illinois, employment of Heavy Equipment Mechanics is expected to increase more slowly than average through 2012 with about 80 job openings each year. (*Illinois Career Information System, 2005*).

Outlook. In Illinois, employment of Heavy Equipment Mechanics is expected to increase more slowly than average through 2012 with about 80 annual job openings. Nationally, the number of jobs for Heavy Equipment Mechanics is expected to increase as fast as average during the same time frame. Equipment rental and leasing companies are expected to have the greatest need for Mechanics, while growth is also expected with heavy equipment dealers. Opportunities will be best for those with formal training as Diesel Engine and/or Heavy Equipment Mechanics. As equipment becomes more complex, specially trained Mechanics will be needed. Demand for Heavy Equipment Mechanics follows the economic cycle. As the economy expands, construction increases and more Mechanics are needed. As the economy slows down, construction decreases and heavy equipment may sit idle. In addition, winter is generally a slow season for construction, particularly in cold climates. In Illinois, Heavy Equipment Mechanics is a small occupation with about 2,730 workers. Nationally, about 126,000 Heavy Equipment Mechanics work in this small occupation. Major Heavy Equipment Mechanic employers include heavy equipment dealers (30.0 percent) , government agencies, equipment rental companies, and heavy construction contractors. (*Illinois Career Information System, 2005*).

Wages. In Illinois, the median wage for Heavy Equipment Mechanics is \$3,220 per month (\$18.55 per hour). Nationally, the median wage for Heavy Equipment Mechanics is \$3,000 per month (\$17.29 per hour). Half of all Heavy Equipment Mechanics earn between \$2,450 and \$3,620 per month (\$14.13 and \$20.88 per hour). Wages and benefits vary by employer. Mechanics in full-time positions may receive benefits depending on the employer (*Illinois Career Information System, 2005*).

Illinois Outcomes. Five of the eight Heavy Equipment Repairer graduates responded to the survey. Joliet Junior College (N=3) and Rend Lake College (N=2) were the two colleges with respondents. All five of the respondents were employed, with one of them also simultaneously pursuing additional education. Each of the graduates were working in a full-time position in the field. The graduates were all satisfied with their positions. Three graduates were working in the district where they received their training and the remaining two held positions elsewhere in Illinois. Heavy

Equipment Repairer graduates were satisfied with their program components (96.4 percent) and college services (82.6 percent).

The average full-time earnings of Heavy Equipment Repairer graduates was \$22.22 per hour (\$46,218 annually). The median earnings for Heavy Equipment Repairer graduates was \$23.34 per hour (\$48,547 annually). Median earnings of working graduates in the Heavy Equipment Repairer program was higher than the median for all Heavy Equipment Mechanics workers statewide (\$18.55 per hour).

Heavy Equipment Repairer graduates were excluded from the 2000 and 1995 Follow-up Study due to the small number of completers.

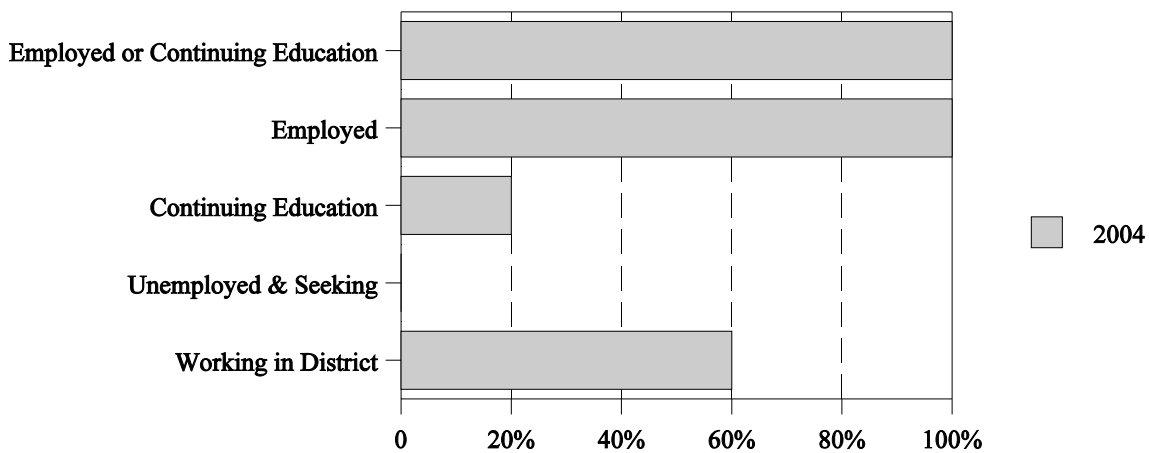


Figure 16. Heavy Equipment Maintenance and Repairer Completers FY 2004

Heavy Equipment Maintenance and Repairer Bottom Line. In Illinois, employment of Heavy Equipment Mechanics is expected to increase more slowly than average through 2012 with about 80 job openings each year. Overall results were positive for Heavy Equipment Repairer graduates. All five of the respondents were employed in full-time positions in the field. One graduate was also simultaneously pursuing additional education. The median earnings for Heavy Equipment Repairer graduates was \$23.34 per hour or \$48,547 annually. The median earnings for this small group of graduates from the Heavy Equipment Repairer program was higher than the median for Heavy Equipment Mechanics statewide (\$18.55 per hour). The graduates were all satisfied with their positions. Heavy Equipment Repairer graduates were also satisfied with their program components (96.4 percent). They were not as satisfied with college services (82.6 percent).

MENTAL HEALTH SERVICES

Employment of people in Alcohol/Drug Abuse Counseling-related careers are expected to increase faster than average nationally through 2012 (*Illinois Career Information Systems, 2005*).

Alcohol/Drug Abuse Counseling. Addiction Counseling programs prepare students to work as counselors with people who have alcohol or substance abuse, as well as their families and friends who are affected by the addiction. Some also help gamblers overcome their addictive behavior. In addition to working as Addiction Counselors, students who major in

Alcohol/Drug Abuse Counseling may find employment as counseling/clinical psychologists, social and community service managers, or social workers. Some of these positions will require additional education and training beyond an associate degree. They work in schools, prisons, mental health clinics, psychiatric hospitals, halfway houses, or in private practice (*Illinois Career Information System, 2005*).

Counselors help people solve life and mental health problems by assessing the level of a patient's troubles through questions or tests and then developing a program to address them. Social and community service managers work in public or private agencies that provide services such as mental health counseling, job training, or housing. Social workers help people solve social, financial, and health problems, often specializing in treating certain types of clients or problems. Counselors are also likely to lead support groups or counseling sessions to provide assistance with problems such as depression, stress, or drug dependency (*Illinois Career Information System, 2005*).

Outlook. In Illinois, employment of counseling/clinical psychologists, social and community service managers and social workers is expected to increase about as fast as average through 2012, with about 1,470 job openings expected each year in these three areas. Nationally, the number of jobs in these areas is expected to grow faster than average through the year 2012, due to increased demand for psychological services in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies. The demand for social and community service managers is related to the demand for services from counselors and social workers, which is expected to be strong. In Illinois, Alcohol/Drug Abuse Counseling is a medium- sized career field. About 6,690 are employed as social and community service managers, and about 28,820 people are employed as social workers. Nationally, approximately 628,000 social workers are employed nationally, with about 40 percent working for public agencies (*Illinois Career Information System, 2005*).

Wages. In Illinois, the median wage for social and community service managers is \$20.68 per hour, and the median wage for social workers who specialize in mental health/substance abuse is between \$12.84 and \$13.24 per hour. Nationally, the median wage for social and community service managers is \$20.71 per hour, and the median wage social workers who specialize in mental health/substance abuse is between \$13.96 and \$14.37 per hour. Wages vary among agencies, as well as by area of specialty, location, education, and level of responsibility. Most full-time employees who work for institutions and government agencies typically receive benefits (*Illinois Career Information System, 2005*).

Illinois Outcomes. Seventy-three (60.3 percent) of the 121 Alcohol and Drug Abuse Counseling

program completers returned completed surveys. Twelve colleges reported results with Harold Washington College (N = 30), Kennedy-King College (N = 14), the College of DuPage (N = 6), and Oakton Community College (N = 6) reporting the largest number of respondents. Eighty-four percent of the completers who reported both their education and employment status were either employed, pursuing additional education, or both. Of these respondents, 48.4 percent were exclusively employed, 3.2 percent were only pursuing additional education, while about one-third (32.3 percent) were both employed and pursuing further education.

Eighty-one percent of the Alcohol and Drug Abuse Counseling completers were employed, including 57.1 percent in full-time positions and 23.8 percent in part-time positions. Nearly 8 percent were not looking for jobs, and the unemployment rate was 11.1 percent (N = 7). More than three-quarters (78.4 percent) of the completers were employed in a related field. Most frequent reasons cited for out-of-field work among the 21.6 percent employed in other fields were could not find related job (N = 5), preferred to work in another field (N = 2), and current job was a temporary/transitional job (N = 2).

Nearly three-quarters of the graduates gained their most recent positions during enrollment or after graduating. This includes 34 percent who began a new job while enrolled, and 38 percent who located new positions after finishing the program. The remaining 28 percent were working in their current position prior to enrolling in the program. Two-thirds (66.7 percent) of the Alcohol and Drug Abuse Counseling completers were employed within the district where trained, 31.4 percent were working out of district, and 2 percent were employed out of state.

Overall, Alcohol and Drug Abuse Counseling completers reported an average hourly salary of \$15.01. Those employed full time earned \$15.41 per hour and part-time workers earned \$13.08 per hour. The overall median hourly salary reported by program completers was \$14.00, which is above the median hourly salary for social workers, but below the median salary for social/community service managers in Illinois. However, many people working in social/community service management have completed a more advanced degree.

More than three-quarters (76.5 percent) of the completers were satisfied with their employment. This includes 75 percent satisfaction among those working in a related field and 81.8 percent satisfaction employed in an unrelated field. Overall, 93.9 percent of the Alcohol and Drug Abuse Counseling completers reported satisfaction with the major components of their program of study. The three components that the largest percent of program completers reported satisfaction with were lecture/lab experience (98.5 percent), course content (97.1 percent), and preparation for further education (97.1). Overall, 91 percent also reported being satisfied with college services. Highest-rated services included library/audio-visual (98.4 percent), student activities (94.6 percent), counseling (92.2 percent), and academic advising (90.3 percent).

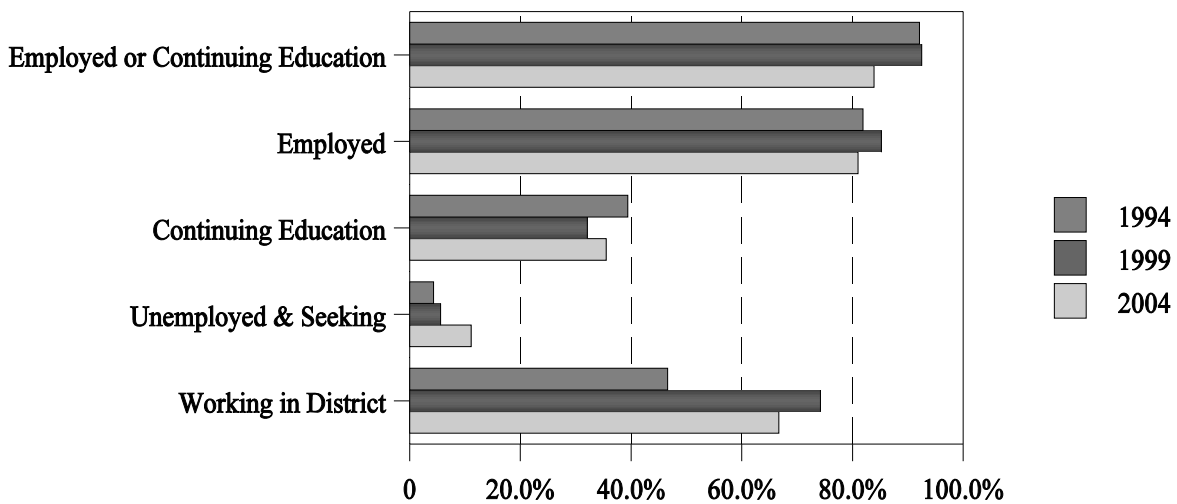


Figure 17. Alcohol and Drug Abuse Counseling FY 1994, FY 1999 & FY 2004

Figure 17 shows a five- and ten-year comparison of outcomes for Alcohol and Drug Abuse Counseling program completers. Focusing on the last two groups of graduates shows slightly more positive results for the earlier graduates. Ninety-two percent of the 1999 completers were employed, pursuing additional education, or both versus 82.5 percent of the 2004 graduates. Employment also decreased slightly from 85.2 percent among 1999 graduates to 81 percent for 2004 completers. The percent who reported they were pursuing additional education increased slightly from 32.1 percent of 1999 program completers to 35.5 percent of 2004 program completers. Unemployment also increased from 5.6 percent (N = 6) of 1999 program completers to 11.1 percent (N = 7) of 2004 program completers. The percent who reported being employed within the district where they completed their program of study decreased from about three-quarters among 1999 completers to two-thirds of the 2004 graduates.

Alcohol and Drug Abuse Counseling Bottom Line. Employment opportunities for Alcohol/Drug Abuse Counselors are expected to increase faster than average nationally through 2012. Results for Alcohol and Drug Abuse Counselor graduates were mixed. Graduates from five years ago generally exhibited slightly more positive results. Among the 2004 graduates, nearly 84 percent were either employed, pursuing additional education, or both.

Eighty-one percent of the latest Alcohol/Drug Abuse Counselor completers were working, 11.1 percent (N = 7) were unemployed, and the remaining 7.9 percent were not seeking employment. Earnings were strong for the field. The median hourly wage of 2004 completers was \$15.01, which was above the median hourly range (\$12.84 to \$13.24) earned statewide by social workers in Illinois. More than three-quarters (76.5 percent) of the program completers reported they were satisfied with their employment. Overall, 93.9 percent were satisfied with major program components, and 91.0 percent were happy with college services. More than three-quarters (78.4 percent) of the completers were employed in a related field. Most frequent reasons cited for out-of-field work among the 21.6 percent employed in other fields were could not find related job (N = 5), preferred to work in another field (N = 2), and current job was a temporary/transitional job (N = 2).

Psychiatric Technician. Psychiatric Technicians, also called Mental Health Technicians, provide nursing, psychiatric, and personal care for mentally ill and developmentally disabled patients. They interview new patients and their families and fill out new patient admissions forms. When doctors want to talk to patient's family members, Technicians schedule the meetings. They may also help develop therapy treatment plans and act as leaders in group counseling sessions. Psychiatric Technicians also observe patients and write reports about their behavior. They teach patients basic living and working skills and encourage patients to develop social relationships and to participate in recreational activities. After patients are released from the hospital, Technicians visit them at home to coordinate community services, which includes referring patients to agencies that can help them (*Illinois Career Information System, 2005*).

In Illinois, employment of Psychiatric Technicians is expected to decline through 2012 with about 90 annual job openings to replace workers who leave the occupation (*Illinois Career Information System, 2005*).

Psychiatric Technicians also provide basic nursing and personal care. They check patient's temperature, respiration, and pulse and also give prescribed medications. Technicians keep daily records of the physical condition of patients and may assist patients with personal cleanliness. For example, they help patients clean their rooms, bathe, and dress. Occasionally, Technicians must restrain patients who are violent (*Illinois Career Information System, 2005*).

Outlook. In Illinois, employment of Psychiatric Technicians is expected to decline through 2012. About 90 job openings are expected each year to replace workers who leave the occupation. Nationally, the number of jobs for Psychiatric Technicians is expected to grow more slowly than average through 2012. The outlook varies by employer for Psychiatric Technicians. The number of jobs at hospitals is expected to remain the same. Hospitals are reducing the number of psychiatric patients they treat, which is reducing the demand for technicians at hospitals. However, there will be a strong demand for technicians at residential care homes. This is because people are more accepting of treatment for drug abuse, alcoholism, and psychological problems. More people are expected to go to these centers and technicians will be needed to help treat them. In addition, many new jobs will open with state and local government agencies that deal with mental health (*Illinois Career Information System, 2005*).

Wages. In Illinois, this is a medium-sized occupation. About 6,580 Psychiatric Technicians are employed in the state. The median wage for Psychiatric Technicians in Illinois is \$2,340 per month (\$13.50 per hour). Nationally, about 60,000 Psychiatric Technicians work in this small occupation. The median wage nationally for Psychiatric Technicians is \$2,140 per month (\$12.36 per hour). Wages vary by the employer and the Technician's level of education and experience. Technicians who work full time usually receive benefits. Major employers of Psychiatric Technicians are hospitals and state and local government agencies. (*Illinois Career Information System, 2005*).

Illinois Outcomes. Thirteen (72 percent) Psychiatric/Mental Health Technician completers responded to the follow-up survey. Wilbur Wright College (N = 8), Southeastern Illinois College

(N = 3), and Prairie State College (N = 2) provided information on Psychiatric/Mental Health Technician graduates. Eight Psychiatric/Mental Health Technicians were employed and working full time with two of them also pursuing additional education.. Five working graduates were employed in related positions and three were working in unrelated jobs. Reasons for working in an unrelated field included found better paying job in another field (N = 2), and could not find job in the field (N = 1). Three-fourths (N = 6) of the graduates were employed in the community college district where they received their training. Four graduates were unemployed (33.3 percent).

The average full-time earnings of Psychiatric/Mental Health Technician graduates was \$12.74 per hour (\$26,499 annually). The median earnings for Psychiatric/Mental Health Technician graduates was \$11.29 per hour. The hourly earnings among the relatively few Psychiatric/Mental Health Technician graduates was reasonably competitive with the median wage for Physical Therapy Assistants statewide (\$13.50 per hour).

Overall, about 91 percent of the Psychiatric/Mental Health Technician graduates were satisfied with their program of study components. Course content, lecture/lab experience, equipment/facilities/materials, and preparation for further education all received satisfaction ratings of more than 90 percent. Four out of five Psychiatric/Mental Health Technician graduates were satisfied with college services. Financial aid was the only service that received a rating above 90 percent.

In 1994, Psychiatric/Mental Health Technician graduates were excluded from the Follow-up Study due to the small number of completers. Figure 18 shows a five-year comparison of selected outcomes for Psychiatric/Mental Health Technician completers. Outcomes varied among 2004 and 1999 Psychiatric/Mental Health Technician graduates. The percentages tend to inflate the actual differences since the number of graduates each year was very small. Psychiatric/Mental Health Technician from 2004 reported lower employment, continuing education, or both compared to the 1999 graduates (66.7 percent, N = 8 of 12 versus 87.5 percent, N = 7 of 8). The 2004 Psychiatric/Mental Health Technician graduates also reported a lower percentage of those employed compared to 1999 graduates (66.7 percent, N = 8 of 12 versus 75.0 percent, N = 6 of 8). Fewer 2004 Psychiatric/Mental Health Technician graduates were continuing education compared to 1999 graduates (16.7 percent, N = 2 of 12 versus 62.5 percent, N = 5 of 8). The 2004 Psychiatric/Mental Health Technician graduates had higher unemployment compared to the 1999 graduates (33.3 percent, N = 4 of 12 versus 12.5 percent, N = 1 of 8). In terms of graduates working in the district where they received their community college training, the 2004 Psychiatric/Mental Health Technician graduates had a higher percentage compared to 1999 graduates (75.0 percent, N = 6 of 8 versus 33.3 percent, N = 2 of 6).

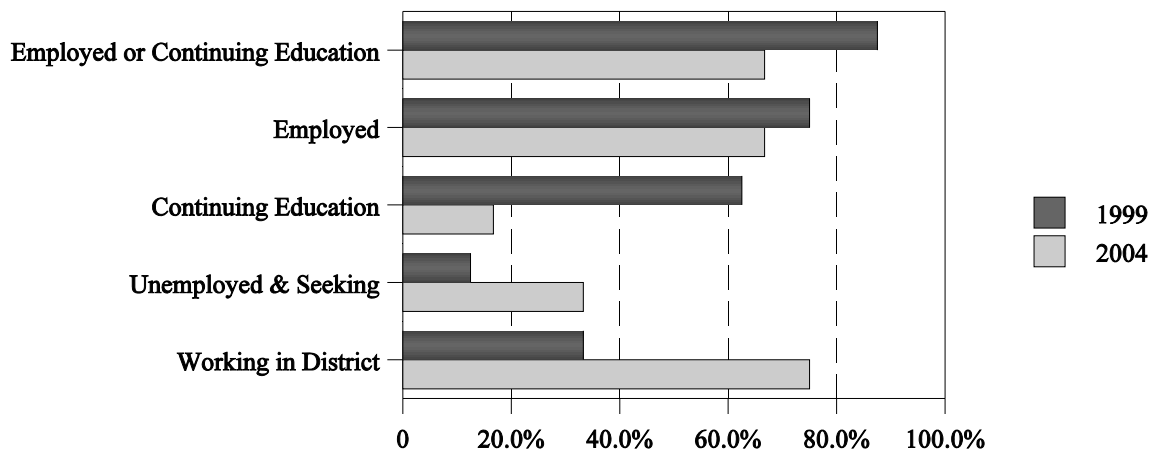


Figure 18. Psychiatric/Mental Health Technician FY 1999 & FY 2004

Psychiatric/Mental Health Services Technician Bottom Line. In Illinois, employment of Psychiatric Technicians is expected to decline through 2012 with about 90 annual job openings to replace workers who leave the occupation. Results for Psychiatric/Mental Health Technician graduates were mixed. Programmatic impressions are based on a small number of respondents from a small program. Eight (66.7 percent) Psychiatric/Mental Health Technician respondents were employed and working full time. Four Psychiatric/Mental Health Technician graduates were unemployed (33.3 percent). Among the eight full-time working Psychiatric/Mental Health Technician graduates, five (62.5 percent) were employed in a related position and three (37.5 percent) were working in an unrelated field. The median earnings for Psychiatric/Mental Health Technician graduates was \$11.29 per hour and averaged \$12.74 per hour (\$26,499 annually). Hourly earnings among the relatively few Psychiatric/Mental Health Technician graduates was reasonably competitive with the median wage for Physical Therapy Assistants statewide (\$13.50 per hour). Psychiatric/Mental Health Technician graduates were satisfied with their program of study components (91 percent) and generally satisfied with their college services (80 percent).

Developmental Disabilities Aides are a subset of social and human service assistants, which is one of the top 10 fastest growing occupations in Illinois, with about 610 job openings expected each year (*Illinois Career Information System, 2005*).

Developmental Disabilities/Habilitation Aide.

Human services programs prepare individuals to work for organizations that serve people in need. Students learn the theories, principles, and practice of providing services. They also learn how to counsel and refer clients to related services. Topics covered in human services programs include human behavior and problems, how human biology, psychology, and social forces influence each other, as well as ways to

help people meet their physical, mental, and emotional needs (*Illinois Career Information System, 2005*).

Social and human service assistants help clients get social services, working in a variety of places, including social service agencies, schools, and community assistance programs. In social service agencies, they help determine what people's needs are for financial, health, and food assistance. They interview people to assess their needs and determine if they qualify for benefits, then monitor and keep case records on clients. They help those clients who qualify complete the necessary paperwork to obtain food stamps, Medicaid, and other benefits. They also provide job training and help parents locate child care so they can work outside the home. Many social service assistants work in residential care homes for the elderly or work with older people so they can continue living at home, delivering meals to their homes, and providing transportation to medical appointments. Others work with developmentally disabled individuals, teaching communication and conflict resolution skills, budgeting skills, healthy food preparation techniques, and other survival skills. In the community, they work in food banks and energy assistance programs, as well as drug and alcohol programs or homeless shelters. Sometimes they work in schools, serving as leaders of groups where students can express worries and concerns. They may organize or lead discussion groups for others in need of support (*Illinois Career Information System, 2005*).

Outlook. In Illinois, about 10,500 people are employed in this medium-sized occupation. Nationally, about 305,100 social and human service assistants work in this medium-sized occupation. In Illinois, employment of social and human service assistants is expected to increase much faster than average through 2012. This occupation is one of the top ten fastest growing occupations in the state with about 610 job openings expected each year. Nationally, the number of jobs for social and human service assistants is expected to grow much faster than average through 2012. Job training programs are expected to require additional social and human service assistants because social welfare policies have shifted from benefit-based programs to work-based initiatives. Low pay and stressful working conditions cause some people to leave this occupation, thus the need to replace workers who retire or leave this occupation will also create many openings (*Illinois Career Information System, 2005*).

Wages. In Illinois, the median wage for social and human service assistants is \$2,110 per month (\$12.20 per hour), while the national the median wage for social and human service assistants is \$2,000 per month (\$11.54 per hour). Half of all social and human service assistants earn between \$1,580 and \$2,550 per month (\$9.10 and \$14.70 per hour). Wages vary by the assistant's level of responsibility and training, as well as by employer and area of the country. Those who have experience generally earn more than those who are new to the occupation. Social and human service assistants who work for state and local government agencies usually receive benefits including health insurance, paid vacation, sick leave, and a retirement plan. Many employers give benefits only to full-time employees, while others may offer benefits at all (*Illinois Career Information System, 2005*).

Illinois Outcomes. Six (46.2 percent) Developmental Disabilities Aide program completers responded. McHenry County College was the only college that reported Developmental Disabilities Aide program survey results. All program completers who provided education and employment information reported they were employed, pursuing additional education, or both. Five (83.3 percent) reported they were employed and not pursuing additional education and one (16.7 percent) was employed while pursuing additional education.

Four (66.7 percent) graduates reported they were employed full time, while two (33.3 percent) were employed part time. Four (66.7 percent) reported that they started working in their current position prior to enrolling in the Developmental Disabilities Aide program and the remaining two (33.3 percent) started their current position after program completion. Five graduates (83.3 percent) were employed within the district served by McHenry County College and one (6.7 percent) completer reported he was employed out of district. Four graduates (66.7 percent) reported they were employed in a related field and two (33.3 percent) were employed in an unrelated position. One could not find a job in their field and the other did not provide details.

Based on the few Developmental Disabilities Aide program completers who reported their salaries, the overall average wage was \$11.58 per hour, while the average full-time wage was \$11.77 per hour (\$24,481 annually). The overall median wage was \$11.25, which is nearly \$1.00 per hour less than the \$12.20 per hour median wage for social and human service assistants in Illinois.

Overall, 83.3 percent of all Developmental Disabilities Aide program completers reported being satisfied with their employment. All of those employed in a related field reported being satisfied, while only half of those employed in an unrelated field reported being satisfied.

Nearly 92 percent reported overall satisfaction with the major components of their program, with 100 percent satisfaction levels awarded for course content, lecture/lab experience, equipment/facilities/materials, and job preparation components. All program completers who reported their satisfaction with the services they received from their institution were satisfied with them. Hence, academic advising, career planning, transfer planning, tutoring, library/audio-video, and student activity services all received perfect ratings.

Figure 19 shows selected outcomes for 2004 Developmental Disabilities Aide program completers. Data are not available from 1994 or 1999 program completers for comparison. Results for current graduates have already been discussed in previous paragraphs.

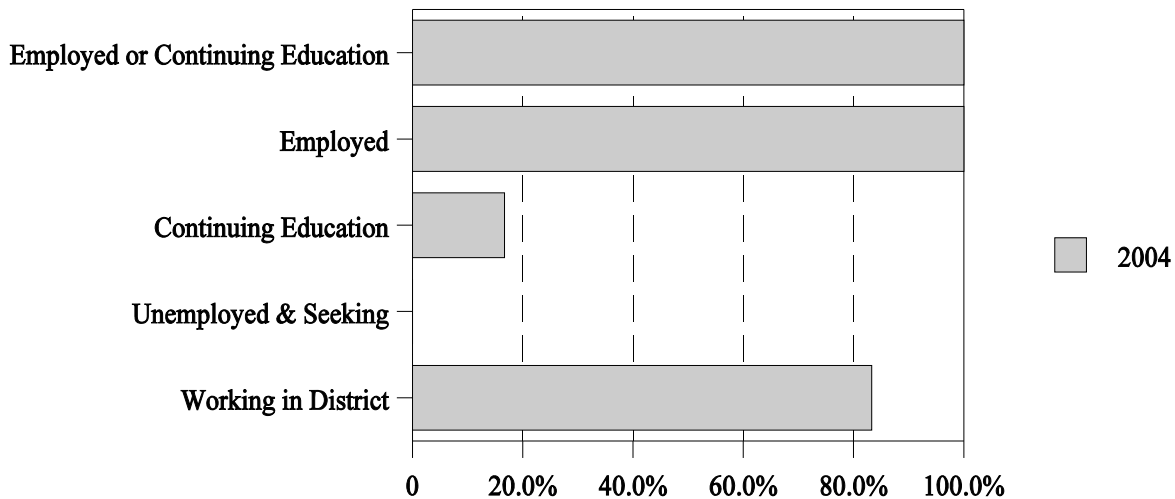


Figure 19. Developmental Disabilities Aide FY 2004

are a subset of social and human service assistants, which is one of the top ten fastest growing occupations in Illinois, with about 610 job openings expected each year. Relatively low pay and stressful working conditions cause some people to leave this occupation, thus the need to replace workers who retire or leave this occupation will create many openings. Results for the small number of Developmental Disabilities Aides were positive. All the 2004 program completers returning completed surveys were employed. The overall median wage for the few Developmental Disabilities Aide completers who provided earning information was \$11.25 while the average full-time wage was \$11.77 per hour (\$24,481 annually). The median hourly wage for all social and human service assistants in Illinois was \$12.20 per hour. Overall, 83.3 percent of all program completers reported being satisfied with their employment. All the graduates working in the field were satisfied with their work.

SOCIAL WORK

Social Work. Social Workers help people solve social, financial, and health problems. Although Social Workers specialize in treating certain types of clients, there are several common tasks for related occupations. Social Workers interview clients to identify their problems, concerns, and needs. Additionally, Social Workers may collect information, such as employment or medical records, to help clients formulate a course of action. For some clients, Social Workers arrange for medical or psychiatric tests. After obtaining all necessary information, Social Workers create plans to help their clients and monitor client progress towards solving their problems while revising their plans as needed. Work settings for Social Workers vary. In hospitals, medical and psychiatric Social Workers coordinate plans for the care and rehabilitation of patients. They help seriously ill patients and their families locate the help they will need when they leave the hospital. Social Workers also lead support groups to help families and patients deal with illnesses such as AIDS or cancer. In addition, they may manage substance abuse and mental health programs (*Illinois Career Information System, 2005*).

Employment of Social Workers in Illinois is expected to grow about as fast as average through 2012, with approximately 990 job openings expected each year. Nationally, the number of jobs for Social Workers is expected to grow faster than average through the year 2012 (*Illinois Career Information System, 2005*).

Child welfare Social Workers responsibility is to guarantee the safety and health of children by ensuring that low-income children and pregnant mothers receive enough food; investigating reports of child abuse; placing children in foster care; evaluating the quality of foster and adoptive homes; determining whether clients are eligible for assistance, funds, and services; providing information to clients about how to apply for assistance; and ensuring clients make proper use of the services available to them. Clinical Social Workers work for public agencies and clinics and in private practice, providing counseling to their clients through support groups or counseling sessions for problems such as depression, stress, or drug dependency. Some Social Workers provide help to older people and their families, assisting the elderly to get the services they need and adjusting to changes in their lives. School Social Workers identify students' problems and work to find help for them by conferring with teachers, parents, and other counselors to determine the root causes of problems. Problems may include misbehavior in class, too many absences, or teen pregnancy.

School Social Workers also help students with disabilities fit into the general student population (*Illinois Career Information System, 2005*).

No matter their specialty, Social Workers work closely with other health care and social service providers. They supervise Social and Human Service Assistants. Additionally, Social Workers keep detailed records of test results, conversations with clients, and treatment plans. They prepare reports for schools, courts, and other agencies (*Illinois Career Information System, 2005*).

Outlook. In Illinois, about 28,820 people are employed in this medium-sized occupation. Nationally, about 628,000 Social Workers work in this medium-sized occupation. About 40 percent of Social Workers work for public agencies. Major employers of Social Workers include state and local government agencies, social services agencies, residential care homes, schools, colleges, and universities (*Illinois Career Information System, 2005*).

Employment of Social Workers in Illinois is expected to grow about as fast as average through 2012, with approximately 990 job openings expected each year. Nationally, the number of jobs for Social Workers is expected to grow faster than average through the year 2012. There are many factors to attribute to the growth potential in this field. Social Workers will be needed to help the rapidly growing elderly population deal with aging. In addition, the baby boomer generation will need assistance in addressing mid-life or career difficulties. The fastest growth will be in hospitals, long-term care facilities, and home health care. Growth will occur more slowly in social service agencies and schools due to limited funding (*Illinois Career Information System, 2005*).

Wages. Both nationally and in Illinois, the median wage for Social Workers varies by the area of specialization, level of education, and responsibility. For child, family and school Social Workers, the national median wage is \$2,750 per month (\$33,000 annually) and the median wage for Illinois is \$2,895 (\$34,740 annually). For those involved with medical and public health, the median wage per month nationally is \$3,030 and \$2,320 in Illinois. Wages on the East and West Coast are usually higher than those in the middle section of the country. Social Workers who are employed full time usually receive benefits. (*Illinois Career Information System, 2005*).

Illinois Outcomes. Nearly 60 percent (N = 64 of 107) of the Social Work graduates responded to the follow-up survey. Fifteen colleges provided survey results on Social Work graduates. Rock Valley College (N = 12), Lake Land College (N = 9), and Elgin Community College (N = 7) were the colleges with the largest number of respondents. Just over 84 percent (N = 53) of the Social Work graduates were employed, continuing their education, or both.

Almost 78 percent of the respondents were working after graduation. Two-thirds of them were employed in a related field. The most frequently mentioned reasons for working out-of-field were “other” (N = 6), could not find a job in the field (N = 5), and found better pay in another field (N = 2).

About one-half of all graduates had full-time positions (49.2 percent), over one-quarter (28.6 percent) were working part time. Just over 11 percent of the Social Work graduates were unemployed (N = 7) with the same percent not seeking employment (N = 7). Social Work graduates had a relatively high percentage (25.4 percent) that were both employed and pursuing additional education and nearly all of them were pursuing additional education in a related field. Three-fourths of all working Social Work graduates were employed in the district where they received

training.

The average full-time earnings of Social Work graduates was \$13.54 per hour (\$28,163 annually), while graduates working part time earned \$10.04 per hour. The median earnings for Social Work graduates was \$9.92 per hour. Earnings for Social Work graduates working full time (\$28,163 annually), while substantial, were lower than those earned by all Social Workers statewide (\$34,740 annually). It should be noted that the statewide annual salary data included individuals with all levels of training, as well as more experienced workers.

Approximately 71 percent of Social Work graduates were satisfied with their employment in a related position. This was considerably lower than the 85.8 satisfaction rate for all graduates in the study. Just over 91 percent of the Social Work graduates were satisfied with their major program components. Those components with the highest ratings included course content (96.9 percent), lecture/lab experience (96.9 percent), and equipment/facilities/materials (93.8 percent). Social Work graduates were also satisfied with college services at 88.5 percent. Transfer planning (92.9 percent), academic advising (92.7 percent), and counseling (90.0 percent) all received satisfaction ratings of at least 90 percent.

Figure 20 contains comparative information for Social Work graduates from fiscal years 2004, 1999, and 1994. Focusing on the most recent two data points show that, overall, 1999 graduates reported slightly more positive results. The percentage of graduates employed, pursuing education, or both was higher for the 1999 group (93.7 percent versus 84.1 percent). The 1999 group also had a higher percentage of those employed (87.3 percent versus 77.8 percent). Additionally, the 1999 group had a slightly higher percentage of graduates continuing education (35.9 percent versus 31.7 percent). The unemployment rate was lower for 1999 graduates (4.8 percent, N = 3 versus 11.1 percent, N = 7). The 1999 group of Social Work graduates were slightly more likely to find employment within their community college district than 2004 graduates (81.8 percent versus 75.6 percent).

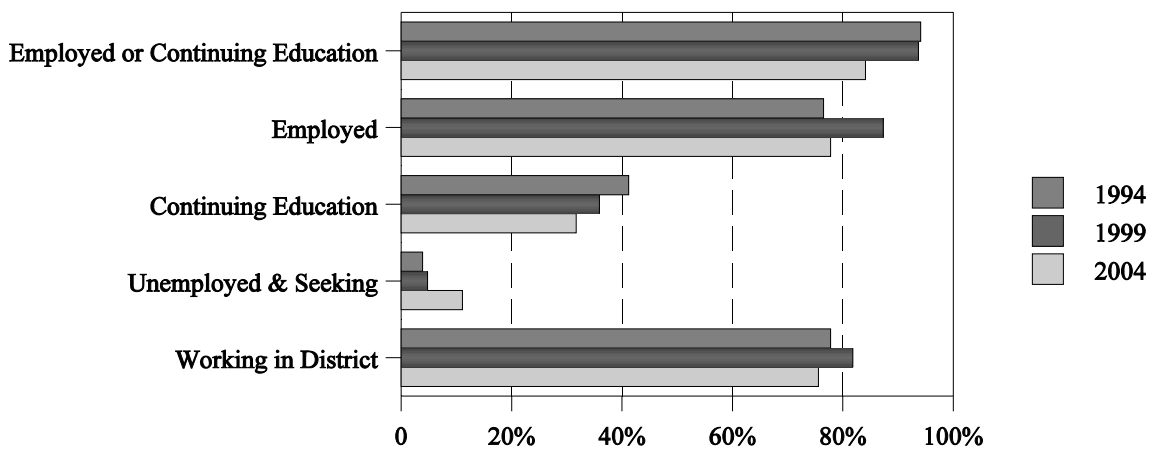


Figure 20. Social Work Graduates FY 1994, FY 1999 & FY 2004

Social Work Bottom Line. Results were mixed for Social Work graduates. Outcomes were slightly less positive than were reported by Social Work graduates from five years ago. Approximately 84 percent (N = 53) of the FY 2004 respondents were employed, pursuing additional education, or both, which is slightly below the overall study average (90.1 percent). Part-time employment was common – 28.6 percent for Social Work completers versus 13.9 percent among all graduates. Just two-thirds of the employed graduates were working in a related field. The most frequently mentioned reasons for working out-of-field were “other” (N = 6), could not find a job in the field (N =5), and found better pay in another field (N =2). Earnings for Social Work graduates working full-time (\$28,163 annually), while substantial, were lower than those earned by all Social Workers statewide (\$34,740 annually). It should be noted that the statewide annual salary data included individuals with all levels of training, as well as more experienced workers. Approximately 71 percent of Social Work graduates were satisfied with their employment in a related position, which was considerably lower than the 85.8 satisfaction rate for all other graduates in the study. Just over 91 percent of Social Work graduates were satisfied with their major program components. Social Work graduates were also satisfied with college services at 88.5 percent. Employment of Social Workers in Illinois is expected to grow about as fast as average through 2012 with approximately 990 job openings expected each year. Nationally, the number of jobs for Social Workers is expected to grow faster than average through 2012.

CARPENTER

Carpenter. Carpenters cut, fit, and assemble wood and other materials to construct buildings. Carpenters' duties vary by the type of employer. Builders often use specialty trade contractors who hire Carpenters to perform one or two specialized tasks. However, a Carpenter who works for a general contractor often must perform many tasks common to new construction. Each carpentry task is somewhat different, but most involve the same basic steps. First, Carpenters refer to blueprints and receive instructions from supervisors. From the blueprints, they determine the dimensions of the building and the materials to be used. Next, they lay out, measure, and mark the wood or other materials, using measuring tapes and squares. Then Carpenters cut or shape the wood, using hand and power tools. For example, a rough Carpenter might use an electric saw to cut lengths of board to frame a house. A finish Carpenter might use a router to create complex edges on trim pieces before installing them. Finally, Carpenters join and assemble materials using nails, screws, staples, or glue. When a section is complete, they check their work for accuracy, using levels or framing squares. If necessary, they make adjustments (*Illinois Career Information System, 2005*).

In Illinois, Carpenter is one of 50 occupations expected to provide the most job openings each year with about 1,670 annual job openings (*Illinois Career Information System, 2005*).

Carpenters who specialize in constructing foundations dig post holes and set poles in concrete. They also build forms for concrete foundations. When doing repair work, they examine structural supports for decay and replace them. Other types of Carpenters install or repair siding. Still others build, install, or repair wood fixtures such as cabinets. General Carpenters install components that were built off-site, such as floors and stairs. Additionally, Carpenters must be able to build these components from scratch. Carpenter supervisors sometimes estimate the amount and type of

materials needed for a job. They then order materials and have them delivered before workers arrive on the job (*Illinois Career Information System, 2005*).

Outlook. Statewide, average employment growth is expected for Carpenters through 2012. In Illinois, Carpenter is one of 50 occupations expected to provide the most job openings each year with about 1,670 openings expected annually. Nationally, the number of jobs for Carpenters is expected to grow about as fast as average through 2012. Construction activity should increase in response to demand for new housing and commercial and industrial plants, as well as the need to renovate and modernize existing structures. The demand for larger homes with more amenities and for second homes will continue to rise, especially as the baby boomers reach their peak earning years and can afford to spend more on housing. However, some of the demand for Carpenters will be offset by gains in productivity. Builders are using more pre-built components, such as wall panels and stairs, which can be installed very quickly. In addition, improved glues and lightweight, cordless tools make Carpenters more efficient. These factors reduce the demand for Carpenters. Carpenters sometimes have periods of unemployment due to the short-term nature of many jobs and the cyclical nature of the industry. During economic slowdowns, the number of job openings for Carpenters declines. Therefore, Carpenters with well-rounded skills will have the best chance. Overall, job opportunities will be plentiful. This is a large occupation with high turnover. Thousands of jobs occur each year as Carpenters leave the field (*Illinois Career Information System, 2005*).

In Illinois, the Carpenter occupation is large with around 56,570 Carpenters working in the state. The majority are employed in population centers where most construction activity takes place. Peak employment occurs in the summer. Nationally, about 1,209,000 Carpenters work in this large occupation. Major employers include house construction companies, office and industrial building construction companies, and carpentry and flooring companies. About 30 percent of Carpenters are self employed (*Illinois Career Information System, 2005*).

Wages. In Illinois, the median wage for Carpenters is \$3,770 per month (\$21.73 per hour). Nationally, the median wage for Carpenters is \$2,850 per month (\$16.44 per hour). Half of all Carpenters earn between \$2,180 and \$3,800 per month (\$12.59 and \$21.91 per hour). Wages vary depending on the level of the Carpenter's experience and earnings can sometimes be reduced because of work time lost due to bad weather. Carpenters can also lose work during economic slowdowns, when jobs are not available. Benefits vary by employer. Full-time Carpenters may receive typical benefits. Self-employed Carpenters must provide their own benefits (*Illinois Career Information System, 2005*).

Illinois Outcomes. The response rate for Carpenter graduates was 65.6 percent (N = 59). Southwestern Illinois College (N = 22), Lewis and Clark Community College (N = 22), John A. Logan College (N = 10), and Kaskaskia College (N = 5) provided survey results on Carpenter graduates. Just over 93 percent (N = 55) of the Carpenter graduates were employed, continuing their education, or both. More than 86 percent of the respondents were working after graduation, including 83.1 percent who were employed full time. Nearly all (N = 50 out of 51) the combined full- and part-time workers were employed in the construction industry.

Just over three-quarters of the respondents had their position prior to entering the community college Carpenter training program. In fact, it was well above the 29.7 percent overall average from graduates in all programs. Approximately 84 percent of all working Carpenter graduates were employed in the district where they received training. The unemployment rate for Carpenter graduates was at 5.1 percent (N = 3).

The average full-time earnings of Carpenter graduates was \$15.42 per hour (\$32,014 annually). The median earning for Carpenter graduates was \$12.00 per hour. Earnings for Carpenter graduates, while substantial, were clearly less than the median for Carpenters statewide (\$21.73 per hour) and more in line with the national median (\$16.44 per hour). Nationwide, half of all Carpenters earn between \$12.59 and \$21.91 per hour.

Overall, Carpenter graduates were a very satisfied group across all items rated in the survey. Approximately 96 percent of the Carpenter graduates were satisfied with their employment in a related position which places among the top satisfaction ratings across all graduates surveyed this year. Ninety-eight percent of the Carpenter graduates were satisfied with their major program components which is also very high. Carpenter graduates were highly satisfied with college services (97.8 percent). Financial aid, academic advising, tutoring, library/ audio-visual, and student activity all received a satisfaction rating of 100 percent.

Carpenter graduates were excluded from the 1995 Follow-up Study due to the small number of completers. Figure 21 contains comparative information for Carpenter graduates from fiscal years 2004 and 1999. Overall outcomes were positive for both cohorts. The percentage of graduates employed, pursuing education, or both was slightly better for the earlier group (97.9 percent versus 93.2 percent). The earlier group also had a higher percentage of those employed (97.9 percent versus 86.4 percent). The earlier graduates had no individuals continuing education while 6.8 percent (N = 4) of the 2004 graduates were continuing their education. The unemployment rate was lower for graduates five years ago (2.1 percent, N = 1 versus 5.1 percent, N = 3). The most recent group of Carpenter graduates were more likely to find employment within their community compared to earlier graduates (84 percent versus 73.3 percent).

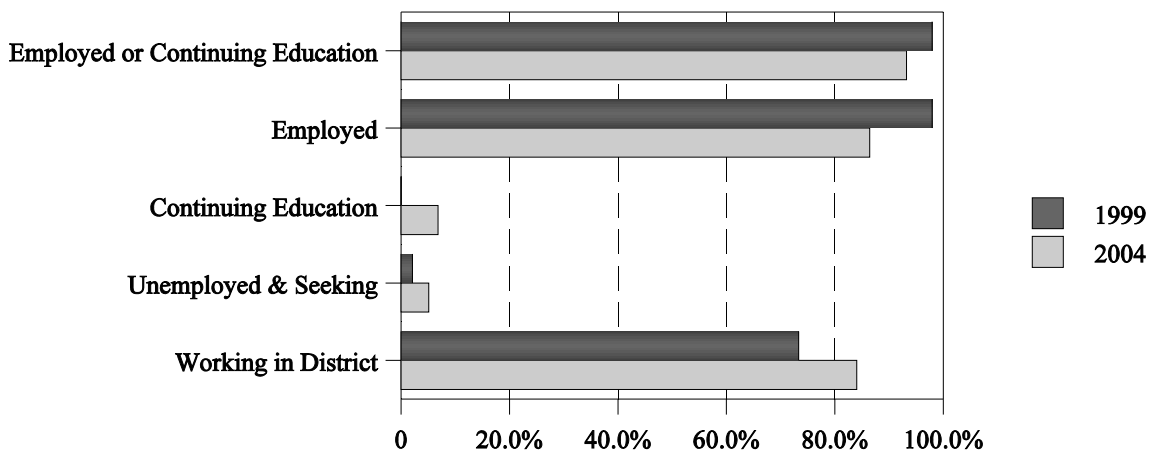


Figure 21. Carpenter Graduates FY 1999 & FY 2004

Carpenter Bottom Line. Overall results were generally positive for FY 2004 Carpenter graduates. More than 93 percent (N = 55) of the 59 respondents were employed, pursuing additional education, or both which is slightly higher than the overall study average (90.1 percent). Fifty of the 51 full-time and part-time workers were working in the construction industry. The unemployment rate for Carpenter graduates was 5.1 percent (N = 3). The average full-time earnings of Carpenter graduates was \$15.42 per hour (\$32,014 annually). Earnings for Carpenter graduates, while substantial, were clearly less than the median for Carpenters statewide (\$21.73 prt hour) and more in line with the national median (\$16.44 per hour). Nationwide, half of all Carpenters earn between \$12.59 and \$21.91 per hour. Experience and seniority play a key role in wage levels. Overall, Carpenter graduates were a very satisfied group across all items rated in the survey. Approximately 96 percent of the Carpenter graduates were satisfied with their employment in a related position which places among the top satisfaction ratings across all graduates surveyed this year. Ninety-eight percent of the Carpenter graduates were satisfied with their major program components and 97.8 percent were satisfied with college services (97.8 percent). In Illinois, Carpenter is one of 50 occupations expected to provide the most opportunities each year with about 1,670 annual job openings.

TEACHER ASSISTANT/AIDE

Teacher Assistant/Aide. The role of Teacher Assistants is to provide a variety of instructional and clerical support for classroom teachers. Instructional support may include working with smaller groups on a particular lesson, providing extra assistance to students who may be having difficulty in a specific subject area, as well as assisting in the preparation of lesson plans and grading student work. Additionally, Teacher Assistants also serve as supervisors in a variety of environments, including the classroom, lunchrooms, libraries, computer labs, and on field trips. In certain instances, Teacher Assistants may offer individual attention to students with special needs or those students whose second language is English. Clerical support duties consist of preparing class handouts or tests, setting up classroom equipment, maintaining class attendance and health records, and maintaining classroom supplies (*Illinois Career Information System, 2005*).

In Illinois, employment of Teacher Assistants is expected to increase about as fast as average through 2012 with approximately 1,520 annual openings. (*Illinois Career Information System, 2005*).

Approximately four out of every ten Teacher Assistants work part time. However, even among full-time workers, nearly 40 percent work less than eight hours per day. Most Assistants who provide educational instruction work the traditional nine- to ten-month school year. Teacher Assistants work in a variety of settings, including private homes and preschools and local government offices where they would deal with young adults, but most work in classrooms in elementary, middle, and secondary schools. They also work outdoors supervising recess, and they spend much of their time standing, walking, or kneeling (*Occupational Outlook Handbook, 2004-2005*).

Outlook. In Illinois, employment of Teacher Assistants is expected to increase about as fast as average through 2012 with about 1,520 annual job openings. Nationally, the number of jobs for Teacher Assistants is expected to increase faster than average through the year 2012. Factors that may increase the need for more Assistants include the expected rise of student enrollments overall,

particularly in special education and English as a Second Language. Reduced school budgets may increase the number of students in each classroom. Additionally, many positions will become available as Teacher Assistants leave this occupation to find higher paying jobs. In Illinois, about 43,300 people are employed in this large occupation. Nationally, about 1.3 million Teacher Assistants work in this large occupation. Major employers include elementary, middle, and high schools. (*Illinois Career Information System, 2005*).

Wages. The median wage for teacher aides is \$20,360 per year in Illinois. Nationally, the median wage for full-time teacher aides is \$18,660 per year. Half of all teacher aides earn between \$14,880 and \$23,600 per year. Wages depend on duties performed with those with more direct instructional responsibilities earning higher wages. Benefits may include health insurance and sick pay. They may have a pension plan and other benefits as well. Some school districts pay tuition and provide time away from the job to get more training. Some Teacher Assistants are covered by a union contract (*Illinois Career Information System, 2005*).

Illinois Outcomes. Almost 62 percent (N = 37) Teacher Assistant graduates responded to the follow-up survey. Fourteen colleges provided information on Teacher Assistant graduates with Lake Land College (N = 7), Moraine Valley Community College (N = 7), and Joliet Junior College (N = 6) providing the largest number of respondents. Just over 86 percent (N = 31) of Teacher Assistant respondents were employed, continuing their education, or both. Close to three-quarters (73 percent) were working. Just one-half of all Teacher Assistant graduates was working full-time, which was well below the overall average of 71.4 percent across graduates from all programs surveyed this year. Two-thirds (66.7 percent) of the working graduates were employed in a related field. Reasons cited for working in an unrelated field included previously worked as a Teacher Assistant but changed occupations (N = 3), found better pay in another field (N = 2), took another job for preferred working hours (N = 2), and Other (N = 2).

Approximately 78 percent working Teacher Assistant graduates were employed in the district where they received their training. Teacher Assistant graduates had a relatively high percentage (16.2 percent) of individuals unemployed and not seeking employment. Graduates of the Teacher Assistant program had an unemployment rate of 11.1 percent (N = 4).

The average earnings of Teacher Assistant graduates employed full time was \$10.68 per hour (\$22,214 annually), while those employed part time averaged \$9.13 per hour (\$18,990 annually). The median earnings for Teacher Assistant graduates was \$10.00 per hour (\$20,800 annually). The median earnings for Teacher Assistant graduates was similar to the median wage for all Teacher Assistants statewide (\$20,360 per year) and nationally (\$18,660 per year).

Teacher Assistant graduates were satisfied with the program they completed (86.1 percent). Course content, lecture/lab experience, and equipment/facilities/materials program components all received satisfaction ratings above 90 percent. Teacher Assistant graduates were also satisfied with college services at 87.4 percent. Academic advising, counseling, tutoring, and library/audio-visual all received satisfaction ratings above 90 percent.

Figure 22 contains information for Teacher Assistant graduates from fiscal years 2004, 1999, and 1994. Narrowing the focus to the last two groups of graduates shows that overall outcomes were generally positive for both groups. Earlier graduates recorded more positive results. Completers from fiscal year 1999 reported a higher percentage of employed, continuing education, or both (93.6 percent versus 86.1 percent). The earlier graduates had a higher percentage employed (85.4 percent versus 73.0 percent). Graduates from 1999 reported a higher percentage continuing their education (42.6 percent versus 36.1 percent). The 2004 Teacher Assistant graduates had a higher unemployment rate than five years ago (11.1 percent, N = 4 versus 4.2 percent, N = 2). The 1999 graduates were slightly more likely to find employment within their community college district (83.8 percent versus 77.8 percent).

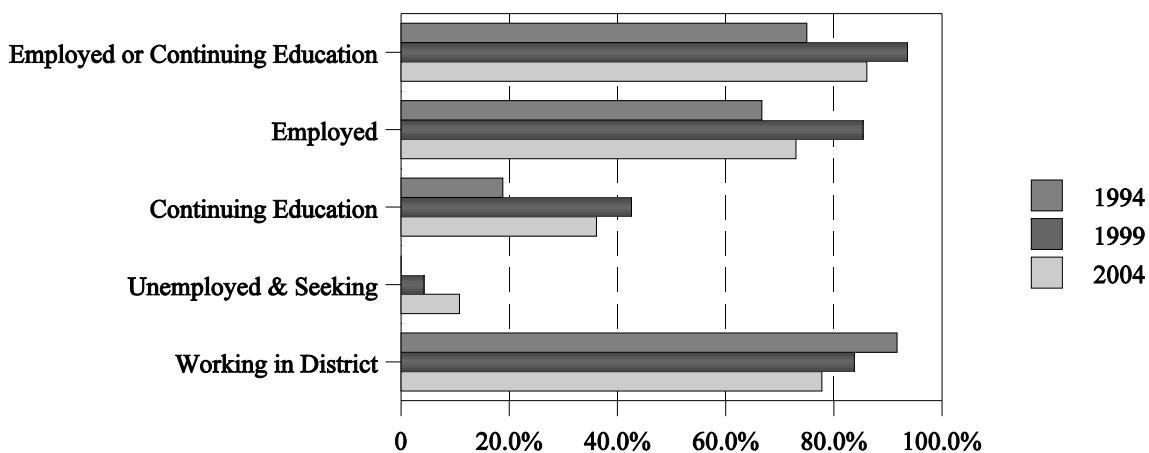


Figure 22. Teacher Assistant Completers FY 1994, FY 1999 & FY 2004

Teacher Assistant Bottom Line. Overall results were relatively positive for Teacher Assistant graduates. In Illinois, employment of Teacher Assistants is expected to increase about as fast as average through 2012 with approximately 1,520 annual openings. Approximately 86 percent of FY 2004 Teacher Assistant graduates were employed and/or pursuing additional education. Seventy-three percent of the Teacher Assistant completers were employed. Four graduates were unemployed (11.1 percent). According to the *Illinois Career Information System* (2005), approximately four in ten teacher Assistants work part time. Similarly, in this study only 48.6 percent of Teacher Assistant graduates were working full time. At \$10.68 per hour, earnings for full-time Teacher Assistant workers were competitive with all Teacher Assistants statewide, but relatively low compared to other graduates in the study. Part-time Teacher Assistant workers averaged \$9.13/hour. The median earnings for Teacher Assistant graduates (\$20,800) was similar to the median wage for all Teacher Assistants statewide (\$20,360 per year) and nationally (\$18,660 per year). Compared to other graduates, Teacher Assistant completers had similar levels of satisfaction with their job (82.4 percent for Teacher Assistants versus 85.8 percent overall). Almost nine out of ten Teacher Assistant graduates were satisfied with the components of the program they completed. Workers often exit this occupation for higher paying jobs.

HOSPITALITY SERVICES MANAGEMENT

Hotel/Motel and Restaurant Management.

The major responsibility for Hotel/Motel Managers is to make sure guests receive good service. Another duty includes renting rooms to customers. Hotel/Motel Managers oversee employees that clean rooms and check in guests. Managers at larger hotels oversee employees that plan conferences, set up rooms for events, and prepare meals for guests. In small hotels and motels, one Manager may be in charge of all departments while, in large hotels, each department may be run by an Assistant Manager. A General Manager at a hotel is in charge of the entire hotel. Restaurant Managers plan and direct the activities of places that serve food and beverages. Restaurant Managers also supervise the kitchen and dining room. Managers are often responsible for recruiting and hiring new kitchen and serving staff. They orient staff and oversee their training. In addition, they schedule work hours for staff. In many restaurants, Managers have one or more assistants and, in large facilities, there is also an Executive Chef. Assistant Managers oversee service in the dining room. In small restaurants, the Executive Chef may also be the Manager. In fast food restaurants and other places open for long hours, there is often an Assistant Manager to oversee each shift (*Illinois Career Information System, 2005*).

In Illinois, slower than average employment growth is expected for Hotel/Motel Managers through 2012, while Restaurant Managers are expected to increase about as fast as average (*Illinois Career Information System, 2005*).

Outlook. In Illinois, slower than average employment growth is expected for Hotel/Motel Managers through 2012. Nationally, the number of jobs for Hotel/Motel Managers is expected to grow more slowly than average through the year 2012. In Illinois, employment of Restaurant Managers is expected to increase about as fast as average through 2012 with about 390 annual job openings. Nationally, the number of jobs for Restaurant Managers is expected to increase about as fast as average through 2012. Around 1,890 Hotel/Motel Managers are employed in this small occupation in Illinois. Nationally, about 69,000 Hotel/Motel Managers work in this small occupation. About 13,880 people are employed as Restaurant Managers in this medium-sized occupation statewide. Nationally, about 386,000 Restaurant Managers work in this medium-sized occupation. Most Restaurant Managers work in eating and drinking establishments. Many others work in institutional settings, such as schools or nursing homes. Major employers include Restaurants, coffee shops, and other eating and drinking establishments. About 35 percent of Restaurant Managers are self employed (*Illinois Career Information System, 2005*).

Wages. The median wage for Hotel/Motel Managers in Illinois is \$2,310 per month (\$13.32 per hour). Nationally, the median wage for Hotel/Motel Managers is \$2,830 per month (\$16.33 per hour). Half of all Hotel/Motel Managers earn between \$2,180 and \$3,720 per month (\$12.55 and \$21.48 per hour). In Illinois, the median wage for Restaurant Managers is \$2,590 per month (\$14.95 per hour). Nationally, the median wage for Restaurant Managers is \$2,980 per month (\$17.21 per hour). Half of all Restaurant Managers earn between \$2,330 and \$3,930 per month (\$13.42 and \$22.65 per hour). Wages vary by employer and area of the state or country (*Illinois Career Information System, 2005*).

Illinois Outcomes. Twenty-two (53.7 percent) of the Hotel/Motel and Restaurant Management graduates returned completed surveys. Six colleges provided survey results on Hotel/Motel and Restaurant Management graduates. Oakton Community College (N = 8), Parkland College (N = 6), and College of DuPage (N = 5) reported the largest number of respondents. Approximately 91 percent of the graduates were employed, pursuing additional education, or both.

More than 86 percent (N =19) of the Hotel/Motel and Restaurant Management respondents were employed after graduation. Close to 73 percent of Hotel/Motel and Restaurant Management graduates were employed full time, which was slightly above the overall average of 71.4 percent across graduates from all programs. Almost two-thirds of all working graduates were employed in a field related to Hotel/Motel and Restaurant Management. Just over one-half of the Hotel/Motel and Restaurant Management graduates were employed in the district where they received their training.

The average full-time earnings for Hotel/Motel and Restaurant Management graduates is \$14.99 per hour (\$31,179 annually). The average part-time earnings for Hotel/Motel and Restaurant Management graduates is \$11.00 per hour. The median earnings for Hotel/Motel and Restaurant Management graduates is \$11.05 per hour. Earnings among Hotel/Motel Restaurant Management community college graduates are competitive for the field. The median wage for Hotel/Motel Managers in Illinois is \$13.32 per hour (\$27,720 annually) and nationally it is \$16.33 per hour (\$33,960 annually).

More than 83 percent of Hotel/Motel and Restaurant Management graduates working in their field of preparation were satisfied with their employment. Close to 90 percent of Hotel/Motel and Restaurant Management graduates were satisfied with their major program components. Those components with at least a 90 percent satisfaction rating included course content, lecture/lab experience, equipment/facilities/materials, job preparation, and preparation for further education. Hotel/Motel and Restaurant Management graduates were also satisfied with college services at 82.1 percent. Library/audio-visual (100 percent), academic advising (86.7 percent), and student activities (85.7 percent) were the highest-rated college services.

Figure 23 contains comparative information for Hotel/Motel and Restaurant Management graduates from fiscal years 2004, 1999, and 1994. Looking at the two most recent groups of completers shows that outcomes were generally positive for both groups. More recent graduates had slightly better results. The percentage of graduates employed, pursuing education, or both were similar (90.9 percent for FY 2004 versus 90 percent for FY 1999). The more recent group of Hotel/Motel and Restaurant Management graduates also had a higher percentage of those employed (86.4 percent versus 75 percent). The most recent group of Hotel/Motel and Restaurant Management graduates had a slightly higher percentage of individuals continuing their education (27.3 percent versus 25 percent). Both groups of graduates had comparable unemployment rates(15 percent, N = 3 in FY 1999 versus 9.1 percent, N = 2 in FY 2004). The earlier Hotel/Motel and Restaurant Management graduates were much more likely to find employment within their community college district than graduates in 2004 (86.7 percent versus 52.6 percent).

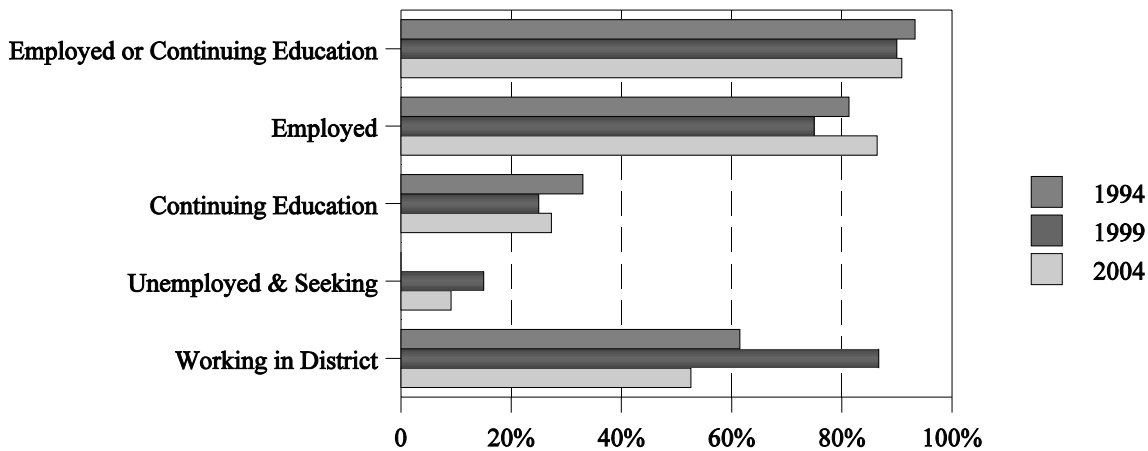


Figure 23. Hotel/Motel and Restaurant Management Graduates FY 1994, FY 1999 & FY 2004

Hotel/Motel and Restaurant Management Bottom Line. Overall results were positive for Hotel/Motel and Restaurant Management graduates. Approximately 91 percent (N =19) of the FY 2004 graduates were employed, pursuing additional education, or both. More than 86 percent of the Hotel/Motel and Restaurant Management respondents were employed after graduation. Close to 73 percent of Hotel/Motel and Restaurant Management graduates were employed full time, which is comparable to the overall average across graduates from all programs (71.4 percent). The average full-time earnings for Hotel/Motel and Restaurant Management graduates was \$14.99 per hour (\$31,179 annually). Earnings among community college Hotel/Motel Restaurant Management graduates are competitive for the field. The median wage for Hotel/Motel Managers in Illinois is \$13.32 per hour (\$27,720 annually) and nationally it is \$16.33 per hour (\$33,960 annually).

Two graduates (9.1 percent) were unemployed. Close to 90 percent of Hotel/Motel and Restaurant Management graduates were satisfied with their major program components. Hotel/Motel and Restaurant Management graduates were also satisfied with college services at 82.1 percent. Positions in Hotel/Motel and Restaurant Management often require work hours outside the normal business day, including evenings, nights, weekends and some holidays. In Illinois, slower than average employment growth is expected for Hotel/Motel Managers through 2012, while Restaurant Managers are expected to increase about as fast as average.

Travel-Tourism Management. Travel Agents plan trips and make travel arrangements for their clients. Clients can include trips for one or two people and large groups. Travel Agents talk to customers to find out more about their travel plans. They learn where customers want to go, when they want to travel, and what their budget is and then use computers to look up flight, cruise, hotel, and car rental information.

For example, they look up arrival and departure times for different flights and then discuss their

Statewide, employment of Travel Agents is expected to decline through 2012. About 130 job openings are expected each year to replace workers who leave the occupation (*Illinois Career Information System, 2005*).

findings with customers and proceed to make reservations. Next, they calculate the cost for airline tickets and receive payments from customers. Finally, agents print out tickets and itineraries (*Illinois Career Information System, 2005*).

Travel Agents may visit hotels, resorts, and restaurants to judge the comfort, cleanliness, and quality of food and service. Travel Agents also promote their own services. They present slides or movies to social and special interest groups in order to find new customers. For customers who are just beginning to plan vacations, agents give them brochures about travel destinations. Agents may also advise international travelers about customs regulations, passports and visas, and money exchange rates. In small offices, Travel Agents may type travel schedules, estimate costs, and perform other clerical duties. In larger firms, office assistants perform these tasks (*Illinois Career Information System, 2005*).

Outlook. In Illinois, about 5,800 people are employed in this small occupation. Statewide, employment of Travel Agents is expected to decline through 2012. About 130 job openings are expected each year to replace workers who leave the occupation. Nationally, the number of jobs for Travel Agents is expected to decline through the year 2012 (*Illinois Career Information System, 2005*). Individuals are increasingly using the internet to make their own travel arrangements, which is having a pronounced negative impact on this occupation that is expected to lead to further declines.

Wages. The median wage for Travel Agents in Illinois is \$2,520 per month (\$14.56 per hour). Pay varies with the employer's location and size, as well as the agent's experience and sales ability. Agencies that work with big businesses tend to pay higher salaries and provide more benefits than those that focus on leisure sales. Nationally, the median wage for Travel Agents is \$2,220 per month (\$12.80 per hour). Half of all Travel Agents earn between \$1,730 and \$2,800 per month (\$10.00 and \$16.14 per hour). Not all Travel Agents are paid by the hour. Some Travel Agents earn only a commission and others receive a commission plus a low hourly wage. Airlines are paying substantially smaller commissions to Travel Agents than in the past and will most likely stop offering Travel Agents commissions in the near future. Travel agencies, however, are increasingly including commissions in their pay structure (*Illinois Career Information System, 2005*).

Illinois Outcomes. Thirteen (68.4 percent) Travel-Tourism Management graduates responded to the survey. Waubensee Community College was the only college that had Travel-Tourism Management graduates. Twelve of the thirteen Travel-Tourism Management graduates were employed, with four of those individuals also pursuing additional education. Nine of the working graduates were working full time, while three were employed part time. One graduate was unemployed and seeking employment.

Three graduates (25.0 percent) were employed in a field related to Travel-Tourism Management. Reasons for not being employed in a related field included other/not indicated (N=4), could not find job in field of preparation (N=2), found better paying job in another field (N=1), and temporary job while in transition (N=1). One-half of the working graduates were employed in the Waubensee Community College district.

Wages for Travel-Tourism Management graduates' were competitive for the field. The average full-time earnings for Travel-Tourism Management graduates was \$13.81 per hour (\$28,725 annually). The average part-time earnings for Travel-Tourism Management graduates was \$11.59 per hour. The median earnings for Travel-Tourism Management graduates was \$13.00 per hour. Available comparative data show that the median wage for all Travel Agents working in Illinois was \$14.56 per hour (\$30,240 annually) and \$12.80 per hour (\$26,640 annually) across the country.

The three Travel-Tourism Management graduates working in the field were 100 percent satisfied with their employment. Approximately 78 percent of the Travel-Tourism Management graduates working in a unrelated field were satisfied with their employment. Travel-Tourism Management graduates were generally satisfied with their program components (82.4 percent) and somewhat satisfied with their college services (78.8 percent).

Travel-Tourism Management graduates were excluded from the 2000 and 1995 Follow-up Study due to the small number of completers. Figure 24 contains results from the FY 2004 graduates that have been described above.

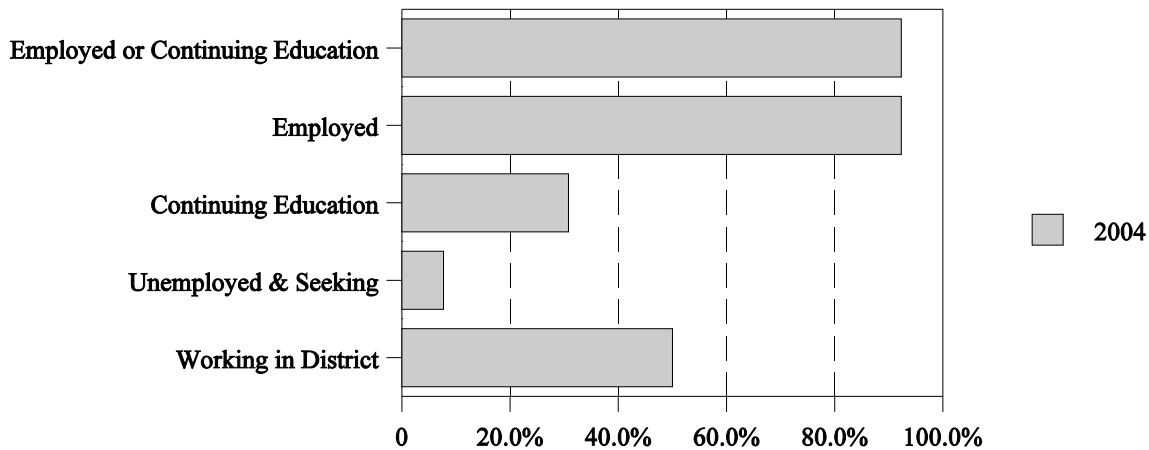


Figure 24. Travel-Tourism Management Graduates FY 2004

Travel-Tourism Management Bottom Line. Overall results were mixed for Travel-Tourism Management graduates. This is a declining occupation and most graduates were working in another field. Twelve of the thirteen Travel-Tourism Management graduates were employed with four of those individuals also pursuing additional education. Only three graduates (25.0 percent) were employed in a field related to Travel-Tourism Management. Nine of the working graduates were working full time, while three were employed part time. One graduate was unemployed and seeking employment.

Wages for Travel-Tourism Management graduates' were competitive for the field. The average full-time earnings for Travel-Tourism Management graduates was \$13.81 per hour (\$28,725 annually). The average part-time earnings for Travel-Tourism Management graduates was \$11.59 per hour. Available comparative data show that the median wage for all Travel Agents working in Illinois was \$14.56 per hour (\$30,240 annually) and \$12.80 per hour (\$26,640 annually) across the country.

Travel-Tourism Management graduates were generally satisfied with their program components (82.4 percent) and somewhat satisfied with their college services (78.8 percent). Statewide, employment of Travel Agents is expected to decline through 2012. About 130 job openings are expected each year to replace workers who leave the occupation. Individuals are increasingly using the internet to make their own travel arrangements, which is having a pronounced negative impact on this occupation that is expected to lead to further declines.

AGRICULTURAL MECHANIZATION

General Agricultural Mechanization. The program prepares individuals to sell, select, and service agriculture or agribusiness technical equipment and facilities, including computers, specialized software, power units, machinery, equipment, structures, and utilities. Agricultural Mechanization programs also include instruction in agricultural power units, the planning and selection of materials for the construction of agricultural facilities, the mechanical practices associated with irrigation and water conservation, erosion control, and related data processing systems (*Classification of Instructional Programs*, 2000).

In Illinois, little or no growth in employment of Farm Equipment Mechanics is expected through 2012. About 40 job openings are expected each year statewide (*Illinois Career Information System*, 2005).

Graduates are frequently employed as Farm Equipment Mechanics. They make sure that farm machinery operates correctly. They maintain, repair, and install machines used for planting, harvesting, and other farm activities. Farm Equipment Mechanics check equipment and make minor adjustments, clean parts, and tune engines. This process helps to ensure that farm equipment will be working correctly when it is needed (*Illinois Career Information System*, 2005).

Outlook. In Illinois, little or no growth in employment of Farm Equipment Mechanics is expected through 2012 with about 40 annual job openings. Nationally, the number of jobs for Farm Equipment Mechanics is expected to grow more slowly than average through 2012. As farms merge and grow larger, more farmers will update the equipment they use. New farm equipment is more dependable and fewer repairs are required. As a result, the need for Farm Equipment Mechanics will decrease. Job openings will occur as people retire or leave the occupation. Competition for these openings will *not* be strong. Employers report difficulty finding trained people to fill Farm Equipment Mechanic positions. This may be because those who might work as Farm Equipment Mechanics can also work as Mechanics in other fields where they often earn more money (*Illinois Career Information System*, 2005).

Wages. Farm Equipment Mechanic is a small occupation in Illinois. About 1,540 Farm Equipment Mechanics work in the state. Nationally, about 35,000 Farm Equipment Mechanics work in this small occupation. In Illinois, the median wage for Farm Equipment Mechanics is \$2,270 per month (\$13.10 per hour). Nationally, the median wage for Farm Equipment Mechanics is \$2,260 per month (\$13.03 per hour). Half of all Farm Equipment Mechanics earn between \$1,820 and \$2,780 per month (\$10.50 and \$16.01 per hour). Wages vary by time of the year. During the planting and harvest seasons, Farm Equipment Mechanics have many opportunities to work overtime and earn higher wages. However, Farm Equipment Mechanics may not work at all during some of the winter

months (*Illinois Career Information System, 2005*).

Illinois Outcomes. About 47 percent (N = 29) of the Agricultural Mechanization graduates responded to the survey. Five colleges reported results for their Agriculture Mechanization graduates with Kishwaukee College (N = 10) and Illinois Central College (N = 10) reporting the largest number of respondents. Almost 97 percent of the Agricultural Mechanization graduates were employed, continuing their education, or both.

More than 93 percent of the Agricultural Mechanization respondents were employed. No Agricultural Mechanization graduates were unemployed. Two graduates (6.9 percent) were not actively seeking employment. Among all Agricultural Mechanization graduates, 86.2 percent were working full time, which is about 15 percent more than the overall average across graduates from all programs this year. Among all employed Agricultural Mechanization graduates, 85.2 percent were working in a related field. Reasons cited by the four graduates working in an unrelated field were unable to find a related job, found better pay in another field, took a job to get preferred work hours, and other. Two-thirds of all working Agricultural Mechanization graduates were employed in the district where they received their training.

The average earnings of Agricultural Mechanization graduates employed in full-time positions was \$13.74 per hour (\$28,579 annually). The average median earnings for Agricultural Mechanization graduates was \$12.38 per hour. Earnings for Agricultural Mechanization graduates were competitive with the median hourly earnings of \$13.10 per hour for Farm Equipment Mechanics throughout Illinois.

Nearly 96 percent of the Agricultural Mechanization graduates were satisfied with their employment in a related position compared to the 85.8 satisfaction rate for all graduates in the study. Agricultural Mechanization graduates were also very satisfied with their major program components (97.7 percent) compared to the 90.5 percent satisfaction rate for all graduates in the study. Agricultural Mechanization graduates were similarly satisfied with college services (93.9 percent). Academic advising, career planning, transfer planning, and library/audio-visual all received 100 percent satisfaction ratings.

Figure 25 contains comparative information for Agricultural Mechanization graduates from fiscal years 2004, 1999, and 1994. Focusing on the two most recent cohorts shows that overall outcomes were very positive for both with the more recent graduates reporting slightly better results. The percentage of graduates employed, pursuing education, or both was slightly better for the most recent graduates (96.6 percent versus 92.7 percent). The most recent cohort also had a higher percentage of those employed (93.1 percent versus 90.2 percent). The percentage of Agricultural Mechanization graduates continuing education was about the same for both groups (17.2 percent for 2004 versus 17.1 percent for 1999). No FY 2004 graduates were unemployed, while one FY 1999 graduate (2.4 percent) was unemployed. The most recent group of Agricultural Mechanization graduates were more likely to find employment within their community college district than earlier graduates (66.7 percent versus 36.1 percent).

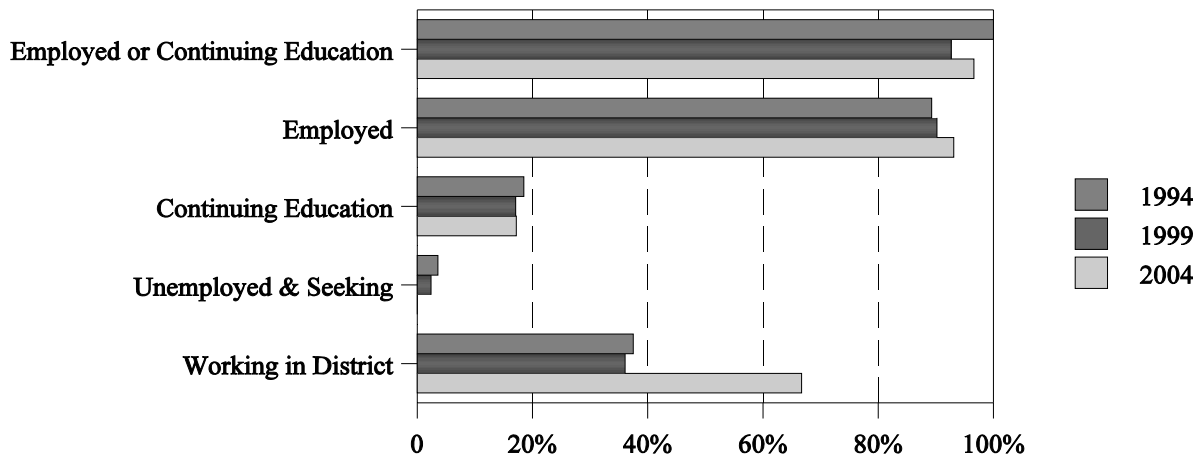


Figure 25. Comparison of Agricultural Mechanization Graduates: FY 1994, FY 1999 & FY 2004

Agricultural Mechanization Bottom Line. Overall results were positive for Agricultural Mechanization graduates. However, according to the *Illinois Career Information System* (2005), little or no growth in employment of Farm Equipment Mechanics is expected through 2012 in Illinois. Statewide, about 40 job openings are expected each year. At the same time, employers report difficulty finding trained people to fill Farm Equipment Mechanic positions. The potential for higher pay for mechanics in other fields is cited as one of the reasons.

Almost 97 percent of the Agricultural Mechanization graduates were employed, continuing their education, or both. More than 93 percent of the Agricultural Mechanization respondents were working after graduation. No Agricultural Mechanization graduates were unemployed and two (6.9 percent) were not actively seeking employment. Among all Agricultural Mechanization graduates, 86.2 percent were working full time, which is about 15 percent more than the overall average across graduates from all programs this year. Eighty-five percent of employed Agricultural Mechanization graduates were working in a related field. The average full-time earnings of Agricultural Mechanization graduates was \$13.74 per hour (\$28,579 annually). Earnings for Agricultural Mechanization graduates were competitive with the median hourly earnings of \$13.10 per hour for Farm Equipment Mechanics throughout Illinois. A very high percentage (95.5 percent) of Agricultural Mechanization graduates were satisfied with their employment in a related field. Agricultural Mechanization graduates were also very satisfied with their major program components (97.7 percent) and college services (93.9 percent).

INDUSTRIAL PRODUCTION TECHNOLOGIES

Industrial/Manufacturing Technology/Technician.

The Industrial/Manufacturing Technician instructional program prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing and using industrial manufacturing systems and processes. This program includes instruction in design and prototype testing, instrument calibration, operational and maintenance procedures, operational diagnosis and repair, applications to specific systems and products, and report preparation (*Classification of Instructional Programs*, 2000).

In Illinois, employment of Industrial/Manufacturing Technicians is expected to increase more slowly than average through 2012 with about 980 annual job openings combined in related occupations (*Illinois Career Information System*, 2005).

Typical employment after education in this discipline includes Industrial Machinery Mechanics, Welders, and Machinists. Industrial Machinery Mechanics install, maintain, and fix machinery in factories. Welding and Soldering Machine Operators run machines that join pieces of metal. Welding is the most common way to permanently join metal parts. In this process, heat applied to metal pieces melts and fuses them together. Because of its strength, welding is used in building ships, automobiles, and aircraft. Soldering and brazing are similar processes that are often used in electronic equipment. Both welding and soldering are used to make thousands of other products. Machinists use machine tools to produce precision metal parts. Machinists operate machine tools such as lathes, drill presses, and milling machines. They use their knowledge of metal and tools to make products that are precise sizes and shapes. For example, they make parts for industrial machines, aircraft, cars, or other products. Some Machinists make large quantities of one part, especially very precise parts. Others produce small batches or one-of-a-kind items (*Illinois Career Information System*, 2005).

Outlook. In Illinois, the employment of Industrial/Manufacturing Technicians is expected to increase more slowly than average through 2012. For Industrial Machinery Mechanics, about 220 job openings are expected each year. In the Welding and Soldering Machine Operators occupation, around 90 job openings are anticipated each year to replace workers who leave that line of work. Around 670 job openings are expected for Machinists each year. Many of these openings will occur from the need to replace workers who transfer to other occupations or leave the workforce (*Illinois Career Information System*, 2005).

Wages. In Illinois, the median wage for Industrial Machinery Mechanics was \$3,280 per month (\$18.90 per hour). Nationally, the median wage for Industrial Machinery Mechanics was \$3,170 per month (\$18.26 per hour). Half of all machinery Mechanics earn between \$2,530 and \$3,980 per month (\$14.62 and \$22.95 per hour). The median wage for welding and soldering machine operators in Illinois is \$2,450 per month (\$14.13 per hour). Nationally, the median wage for welding and soldering machine operators is \$2,410 per month (\$13.90 per hour). Half of all welding and soldering machine operators earn between \$1,940 and \$3,080 per month (\$11.22 and \$17.77 per hour). In Illinois, the median wage for machinists is \$2,830 per month (\$16.32 per hour). The median wage for machinists is \$2,710 per month (\$15.66 per hour). Half of all machinists earn between \$2,110 and \$3,370 per month (\$12.15 and \$19.45 per hour). Wages vary by employer and

area of the country (*Illinois Career Information System, 2005*).

Illinois Outcomes. Two-thirds (N = 28) of the Industrial/Manufacturing Technician graduates responded to the follow-up survey. Ten colleges provided information on Industrial/Manufacturing Technician graduates. Highland Community College (N = 7), Rock Valley College (N = 5), and Parkland College (N = 4) reported the largest number of respondents. Ninety-three percent of Industrial/Manufacturing Technician respondents were employed. Four of the employed respondents were pursuing additional education as well. Among these working graduates, 82.1 percent were working full time, which is well above the overall average of 71.4 percent across graduates from all programs. Two Industrial/Manufacturing Technician graduates were unemployed (7.1 percent). Nearly three-quarters (N = 19) of all working Industrial/Manufacturing Technician graduates were employed in a related field. Reasons cited by the seven graduates that were working in an unrelated field included inability to find a job in their field of preparation (N = 3), other (N = 2), found better pay in another field (N = 1), and working in a temporary position (N = 1).

Nearly two-thirds (N = 15) of the Industrial/Manufacturing Technician graduates had their position prior to program entrance which was considerably higher than the 29.7 percent for all graduates in this study. More than 78 percent of the Industrial/Manufacturing Technician graduates were employed in the district where they received their training.

The average full-time earnings of Industrial/Manufacturing Technician graduates was very competitive with the field at \$19.58 per hour (\$40,726 annually). The median earnings of Industrial/Manufacturing Technician graduates was \$16.00 per hour. Industrial/Manufacturing Technician graduates had strong earnings and were among the top wage earners across all programs in the current study.

Almost 89 percent of Industrial/Manufacturing Technician graduates working in their field of preparation were satisfied with their employment. Of the Industrial/Manufacturing Technician graduates, 87.8 percent were satisfied with their major program components. Those components with the highest ratings included lecture/lab experience, equipment/facilities/materials, and job preparation. Industrial/Manufacturing Technician graduates were also satisfied with college services at 86.3 percent. Financial aid, academic advising, and library/audio-visual all received satisfaction ratings above 90 percent.

Industrial/Manufacturing Technology/Technician graduates from 1994 were excluded from the Follow-up Study due to the small number of completers. Figure 26 contains comparative information for Industrial/Manufacturing Technician graduates from fiscal years 2004 and 1999. Overall outcomes were positive for both groups with earlier graduates reporting slightly better results. The percentage of graduates employed, pursuing education, or both was slightly better for the earlier group (96.7 percent versus 92.6 percent). The percentage of employed graduates was very similar (93.3 percent versus 92.9 percent). Graduates from 1999 reported a higher percentage continuing their education (26.7 percent versus 14.8 percent). The unemployment rate was slightly lower for graduates from five years ago (3.3 percent, N = 1 versus 7.1 percent, N = 2). Industrial/Manufacturing Technician graduates had similar levels of employment within their community college district (78.3 percent versus 77.8 percent).

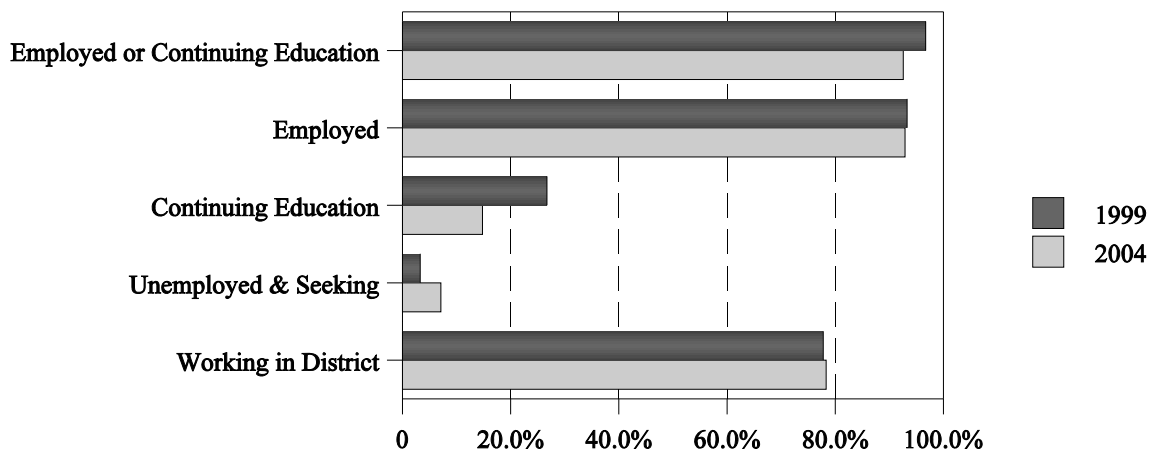


Figure 26. Industrial/Manufacturing Technicians FY 1999 & FY 2004

Industrial/Manufacturing Technology/Technician Bottom Line . In Illinois, employment of Industrial/Manufacturing Technicians is expected to increase more slowly than average through 2012 with about 980 annual job openings combined in related occupations. Overall results were positive for Industrial/Manufacturing Technician graduates. Ninety-three percent (N = 26) of Industrial/ Manufacturing Technician respondents were employed. Nearly three-quarters (N = 19) of the working graduates were employed in a related field. Two Industrial/Manufacturing Technician graduates were unemployed (7.1 percent). Nearly three-quarters (73.1 percent) of the working graduates were employed in a related field. The average full-time earnings of Industrial/Manufacturing Technician graduates was very competitive with the field at \$19.58 per hour (\$40,726 annually). Industrial/Manufacturing Technician graduates had strong earnings and were among the top wage earners across all programs in the current study. Almost 89 percent of Industrial/ Manufacturing Technician graduates working in their field of preparation were satisfied with their employment. Overall, program components (87.8 percent) and college services (86.3 percent) received satisfactory ratings by graduates.

COMMUNICATION DISORDERS SCIENCES AND SERVICES

Employment of interpreters and translators in Illinois is expected to increase about as fast as average through 2012 (*Illinois Career Information System, 2005*).

Sign Language Interpreter. Programs in American Sign Language (ASL) prepare students to use hand and finger motions to share ideas with people who cannot hear. Students learn how to sign and read sign language in addition to studying formal speech and colloquial or slang forms of speech (*Illinois Career Information System, 2005*).

Sign language interpreters facilitate communication between people who are deaf or hard of hearing and people who can hear. They must be fluent in English and ASL, which combines signing, finger spelling, and specific body language. ASL has its own grammatical rules, sentence structure, idioms, historical contexts, and cultural nuances. Sign language interpreting, like foreign language interpreting, involves more than simply replacing a word of spoken English with a sign representing that word. Most sign language interpreters either interpret, aiding communication between English and ASL, or transliterate, facilitating communication between English and contact signing—a form of signing that uses a more English language-based word order. Some interpreters specialize in oral interpreting for deaf or hard of hearing persons who lipread instead of sign. Other specialties include tactile signing, interpreting for persons who are deaf-blind, cued speech, and signing exact English (*Occupational Outlook Handbook, 2004-2005*).

Outlook. Employment of interpreters and translators in Illinois is expected to increase about as fast as average through 2012, while national employment is expected to grow faster than average during the same period. Demand for sign language interpreters is expected to increase, due in part to the Americans with Disabilities Act and other laws, such as the Rehabilitation Act, requiring that services to be available to the deaf in schools, other public agencies, and large workplaces. Approximately 710 interpreters and translators are employed in Illinois, with about 24,000 employed nationally. They work in all parts of the country, with about 20 percent self employed (*Illinois Career Information System, 2005*).

Wages. The median wage for interpreters and translators in Illinois is \$13.82 per hour and the national median wage for interpreters and translators is \$15.67 per hour. Court and conference interpreters can earn between \$250 to \$500 per day if they are employed by the federal government or private industry, while state courts usually pay a lower rate. Many interpreters work in schools and other settings and are paid much less. Full-time interpreters and translators often receive benefits. However, those who work part time or are self employed must provide their own benefits (*Illinois Career Information System, 2005*).

Illinois Outcomes. This is a small community college program. Seventy-two percent (N = 23) of the Sign Language Interpreter graduates returned completed surveys. Five colleges reported responses from students completing Sign Language Interpreter programs, with Waubensee Community College (N = 9), William Rainey Harper College (N = 5), and John A. Logan College (N = 5) reporting results from the largest numbers of completers. Nearly 96 percent of the Sign Language Interpreter graduates reported they were employed (78.3 percent), pursuing additional education (8.7 percent), or both (8.7 percent). Among graduates continuing their studies, two were in related fields and the other two were studying in unrelated programs.

Eighty-seven percent of the Sign Language Interpreter completers were employed, including 60.9 percent who were working full time and 26.1 percent who were employed part time. No graduates were unemployed, and 13 percent reported they were *not* seeking employment.

Just over two-thirds (68.4 percent) of Sign Language Interpreter completers began their current position after completing their program of study, about one quarter (26.3 percent) reported they began their current position before enrolling, and the remaining 5.3 percent reported they began their current position while enrolled in their program. More than one-third (35 percent) of the Sign Language Interpreter graduates reported they were employed within the district where trained,

60 percent reported they were working elsewhere in the state, and 5.0 percent were employed out of state.

Eighty-five percent (N = 17) of the Sign Language Interpreter completers were working in related positions, while 15 percent (N = 3) were employed in an unrelated field. The reasons given for working in an *unrelated* field were preferred to work in another field, current position was a temporary job while they were in transition, and other.

Earnings for recent Sign Language Interpreter graduates are competitive for the field. Sign Language completers who were employed full time (N = 12) averaged \$15.87 per hour (\$33,010 annually). The average part-time salary was \$19.43 per hour (N = 5). Hence, the overall average wage was \$16.92 per hour. The overall median salary was \$17.00 per hour, which is well above the \$13.82 per hour statewide and \$15.67 per hour national median salaries.

Eighty-eight percent of the Sign Language Interpreter completers employed in a related position were satisfied with their jobs. Just one-third of the out-of-field workers were satisfied with their jobs. Overall, 82 percent of the Sign Language Interpreter completers reported that they were satisfied with the major components of their program. Highest-rated components included course content (95.7 percent) and equipment/facilities/materials (91.3 percent). Overall, 94.2 percent were satisfied with college services. All the responding Sign Language Interpreter graduates were satisfied with financial aid, transfer planning, tutoring, library/audio-visual materials, and student activities.

Figure 27 shows a five- and ten-year comparison of outcomes for Sign Language Interpreter completers. Narrowing the focus to 1999 and 2004 completers shows that results for both groups were positive with more recent graduates performing slightly better. Nearly 91 percent of 1999 completers were employed, pursuing additional education, or both compared to 95.7 percent who achieved these outcomes among 2004 completers. The percent of program completers reporting they were employed rose slightly from 82.9 percent among 1999 completers to 87.0 percent for 2004 completers. The proportion of completers pursuing additional education was 36.4 percent among 1999 graduates and 17.4 percent for 2004 completers. Unemployment was very low for both groups (2.9 percent, N = 1 in FY 1999 and zero among 2004 completers). The percent of program completers employed within the district where they completed their program increased slightly from 29.6 percent for 1999 completers to 35.0 percent among FY 2004 graduates.

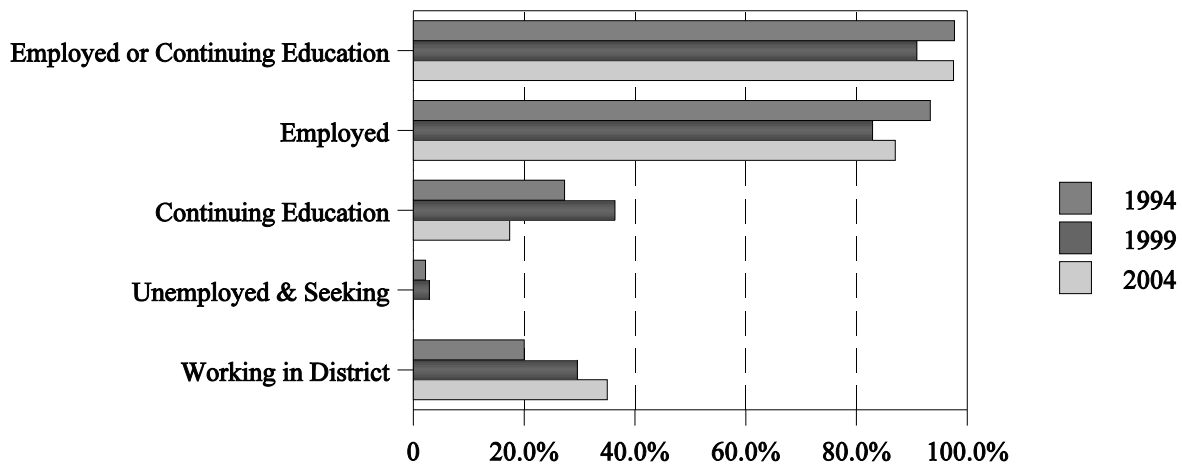


Figure 27. Sign Language Interpreter Completers FY 1994, FY 1999 & FY 2004

Sign Language Interpreter Bottom Line. Overall results were positive for Sign Language Interpreters. Some improved outcomes were noted compared to graduates from several years ago. Eighty-seven percent of FY 2004 Sign Language Interpreter completers were employed, none were unemployed, and 13 percent reported they were *not* seeking employment. Sign Language completers who were employed full time (N = 12) averaged \$15.87 per hour (\$33,010 annually). The average part-time salary was \$19.43 per hour (N = 5). The overall median salary was \$17.00 per hour, which is well above the \$13.82 per hour statewide and \$15.67 per hour national median salaries. Eighty-five percent (N = 17) of the Sign Language Interpreter completers were working in related positions. About nine out of ten Sign Language Interpreter completers working in a related position were satisfied with their jobs. Just one-third of the out-of-field workers were satisfied with their jobs. Eighty-two percent were satisfied with their major program components. Employment of interpreters and translators in Illinois is expected to increase about as fast as average through 2012, while national employment is expected to grow faster than average during the same period. Demand for sign language interpreters is expected to increase, due in part to the Americans with Disabilities Act and other laws, such as the Rehabilitation Act, requiring that services to be available to the deaf in schools, other public agencies, and large workplaces.

HUMAN RESOURCES MANAGEMENT

Employment of Human Resources Managers in Illinois is expected to grow as fast as average through 2012, with about 1,020 annual job openings (*Illinois Career Information System*, 2005).

Human Resources Management. Human Resources Management programs prepare students to manage employment policies and practices in the workplace. They learn to recruit, hire, and train employees and about laws, wages, and benefits (*Illinois Career Information System*, 2005).

Many Human Resources Management program completers work in administrative services management, while others work in personnel training and management. Administrative services managers coordinate and direct support services workers, teach classes to train workers in new procedures, and develop plans and establish schedules and deadlines for getting work done, as well as being involved with the hiring and dismissing of employees. They also find ways of improving the work that is done by support services staff, studying how work gets done in the office and suggesting more efficient and cost effective ways of accomplishing tasks. They provide training to coworkers on new or changed office procedures. Personnel and training managers often work in one of several areas, including employment, pay and benefits, or labor relations. They plan and direct the work of staff; develop policies for recruiting, testing, and placing new employees in their jobs; evaluate policies and training programs; conduct orientations for new staff and exit interviews for staff who leave; and prepare program budgets. (*Illinois Career Information System, 2005*).

Outlook. Employment of Human Resources Managers in Illinois is expected to grow as fast as average through 2012, with about 1,020 job openings expected each year. Nationally, the number of jobs for Human Resource Managers is expected to increase about as fast as average through 2012 as well. About 17,980 administrative services managers and 14,080 personnel and training managers are employed in Illinois, while about 321,000 administrative services managers and about 202,000 personnel and training managers are employed nationally (*Illinois Career Information System, 2005*).

Wages. The median wage for administrative services managers in Illinois is \$21.98 per hour and the median wage for personnel and training managers is \$34.22 per hour. Nationally, the median wage for administrative services managers is \$24.25 per hour and the median wage for personnel and training managers is \$31.31 per hour. Wages vary depending on responsibilities and level of education, as well as the company size and area of the country. Full-time Human Resources Managers usually receive benefits. (*Illinois Career Information System, 2005*).

Illinois Outcomes. This is a small community college program. Nearly two-thirds (N = 21) of the Human Resources Management completers responded to the survey. Six colleges reported respondents, with Joliet Junior College (N = 7) and Oakton Community College (N = 4) reporting the largest numbers. Ninety-five percent were either employed exclusively (N = 15) or both pursuing additional education and employed (N = 5). Among the 20 working graduates, 18 were employed full time and two were working part time. No graduates were unemployed, and one graduate was not seeking employment.

Twelve graduates had their current positions prior to program entrance, four began their current jobs during enrollment, and four started their latest position after program completion. All graduates were working in Illinois with nine employed in the district and eleven working elsewhere in Illinois.

Fifteen graduates were in related positions and five were working in out-of-field positions. Reasons provided for working in a field unrelated to their program of study were preferred to work in another field (N = 2), found a better pay in another field (N = 2), and unable to find related work (N = 1).

Program completers who reported their salary earned an overall average of \$18.28 per hour. Full-time workers (N = 14) averaged \$19.48 per hour (\$40,518 annually). Part-time workers (N = 2)

averaged \$9.93 per hour. The overall median wage reported by Human Resources Management program completers was \$17.75 per hour. Hence, wages by recent community college graduates are reasonably competitive with the statewide median of \$18.55 per hour. They did not quite keep pace with the national median of \$22.65 per hour.

Ninety-three percent of those employed in a related field reported they were satisfied with their employment, and 100 percent of those employed in an unrelated field reported they were satisfied with their employment. Overall 80 percent of the program completers were satisfied with program components. More than three-quarters (78.6 percent) of program completers reported their satisfaction with college services.

Figure 28 shows a five- and ten-year comparison of reported outcomes for Human Resources Management program completers. Comments will be limited to the last two groups of graduates. Outcomes are positive for both years. All program completers reported being employed, pursuing additional education in 1999, and 95.2 percent achieved these outcomes in 2004. In 1999, 85.7 percent of program completers were employed compared to 95.2 percent in 2004. Over one-third (35.7 percent) of the program completers reported pursuing additional education in 1999 compared to 23.8 percent in 2004. No Human Resources Management program completers were unemployed in 2004, and one graduate was unemployed in 1999. Three-quarters of the 1999 completers were

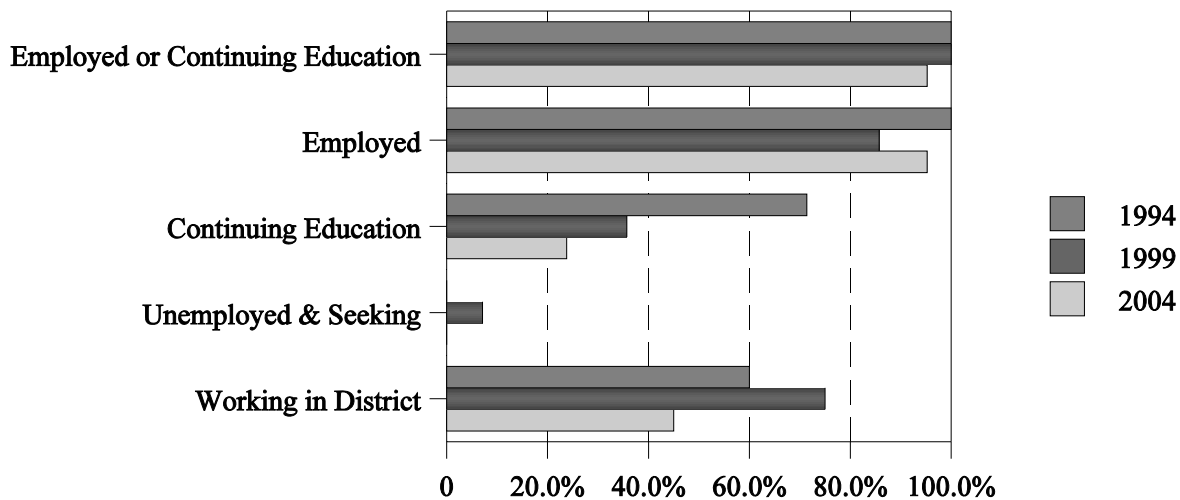


Figure 28. Human Resources Management FY 1994, FY 1999 & FY 2004

employed in the district compared to 45 percent in 2004.

Human Resources Management Bottom Line. Outcomes were positive for Human Resources Management graduates. Ninety-five percent were either employed exclusively (N = 15) or both pursuing additional education and employed (N = 5). Among the 20 working graduates, 18 were employed full time and two were working part time. No graduates were unemployed, and one graduate was not seeking employment. Program completers who reported their salary earned an overall average of \$18.28 per hour. Full-time workers (N = 14) averaged \$19.48 per hour (\$40,518 annually). Part-time workers (N = 2) averaged \$9.93 per hour. The overall median wage reported

by Human Resources Management program completers was \$17.75 per hour. Hence, wages by recent community college graduates are reasonably competitive with the statewide median of \$18.55 per hour. They did not quite keep pace with the national median of \$22.65 per hour. Overall, 93 percent of the Human Resources Management graduates working in the field were satisfied with their employment. Eighty percent of all graduates were satisfied with major program components. Employment of Human Resources Managers in Illinois is expected to grow as fast as average through 2012, with about 1,020 annual job openings.

ENTERPRISE MANAGEMENT AND OPERATION

General Enterprise Management and Operation. Enterprise Management programs prepare individuals to perform and development, marketing and management functions associated with owning and operating a business. The program may place emphasis on essential accounting, management, and communications skills, as well as small business management, business law, human resources administration, and advertising and marketing techniques involved in developing a thriving business (*Classification of Instructional Programs, 2000*).

Employment of Advertising, Marketing, Promotions, Public Relations, and Sales Managers is expected to grow faster than average for all occupations through 2012 (*Occupational Outlook Handbook, 2005*).

Outlook. Employment of Advertising, Marketing, Promotions, Public Relations, and Sales Managers is expected to grow faster than average for all occupations through 2012. Growth should be spurred by intense domestic and global competition in products and services offered to consumers. However, projected employment growth varies by industry. For example, employment is projected to grow much faster than average in scientific, professional, and related services such as computer systems design and related services and advertising and related services, as businesses increasingly hire contractors for these services instead of additional full-time staff. On the other hand, little or no change in employment is expected in many manufacturing industries (*Occupational Outlook Handbook, 2004-2005*).

Advertising, marketing, promotions, public relations, and sales managers held about 700,000 jobs in 2002. Specifically, sales managers accounted for 343,000 jobs, marketing managers accounted for 203,000 jobs, advertising and promotions managers accounted for 85,000 jobs, and public relations managers accounted for 69,000 jobs. These managers were found in virtually every industry. Sales managers held almost half of the jobs; most were employed in manufacturing, wholesale and retail trade, and finance and insurance industries. Marketing managers held more than one-fourth of the jobs; manufacturing, and professional, scientific, and technical services industries employed more than one-third of marketing managers. More than one-third of advertising and promotions managers worked in professional, scientific, and technical services and information industries, including advertising and related services and publishing industries. Most public relations managers were employed in services industries, such as other services (except government); professional, scientific, and technical services; finance and insurance; health care and social assistance services; and educational services (*Occupational Outlook Handbook, 2004-2005*).

Wages. Median annual earnings in 2002 were \$57,130 for Advertising and Promotions Managers, \$78,250 for Marketing Managers, \$75,040 for Sales Managers, and \$60,640 for Public Relations Managers. Earnings ranged from less than \$30,310 for the lowest 10 percent of Advertising and Promotions Managers to more than \$145,600 for the highest 10 percent of Marketing and Sales Managers. Median annual earnings for Advertising and Promotions Managers in 2002 in the Advertising and Related Services Industry were \$72,630 (*Occupational Outlook Handbook, 2004-2005*). Wages among different types of Enterprise Managers can vary widely.

Illinois Outcomes. Enterprise Management was a small community college program. The response rate was 63.6 percent (N = 14) for Enterprise Management graduates. Nine colleges provided survey results on Enterprise Management graduates. McHenry County College (N =3), Heartland Community College (N =2), Moraine Valley Community College (N =2), and South Suburban College (N =2) were the colleges with more than one respondent.

Eleven of the 14 Enterprise Management graduates were employed, with five graduates simultaneously pursuing additional education. Two graduates were unemployed, while one individual was not seeking a job. Of the eleven working Enterprise Management graduates, nine were working full time. Six of the eleven graduates were working in a related field. Reasons cited for out-of-field work included found better pay in another field (N = 2), preferred to work elsewhere (N = 1), unable to find a related job (N = 1), and took another job to get preferred hours (N = 1). Six of the Enterprise Management graduates were employed in the district where they received training.

The average full-time earnings for Enterprise Management graduates is \$14.67 per hour (\$30,414 annually). The average part-time earnings for Enterprise Management graduates is \$8.25 per hour. The median wage for Enterprise Management graduates is \$9.00 per hour. Earnings by recent graduates are low for managers. Almost half of the graduates were working outside the field.

Approximately 83 percent of the Enterprise Management graduates working in a related field were satisfied with their employment. Enterprise Management graduates were very satisfied with their program components (95.1 percent) and generally satisfied with their college services (88.7 percent).

Figure 29 contains comparative information for Enterprise Management graduates from fiscal years 2004 and 1999. The number of graduates impacted was relatively small, but earlier graduates tended to register slightly better results in most areas. The percentage of graduates employed, pursuing education, or both was better for the earlier group (100 percent, N = 14 of 14 versus 78.6 percent, N = 11 of 14). The earlier group also had a higher percentage working graduates (93.3 percent, N = 14 of 15 versus 78.6 percent, N = 11 of 14). The most recent group of graduates had a much higher percentage of graduates continuing education (35.7 percent, N = 5 versus 14.3 percent, N = 2). Two recent graduates were unemployed compared to one unemployed graduate in 1999. In-district employment was comparable for both groups (69.2 percent in 1999 versus 66.7 percent in 2004).

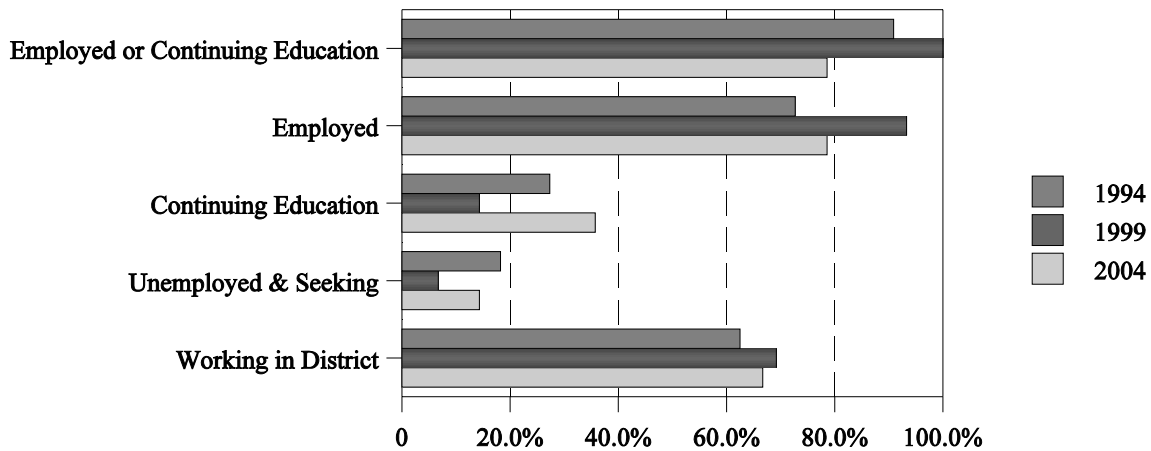


Figure 29. Enterprise Management Completers FY 1994, FY 1999 & FY 2004

General Enterprise Management and Operation graduates Bottom Line. There were few graduates from this program so small number changes show up as large percentage shifts. Overall results for Enterprise Management graduates were mixed. Eleven of the 14 Enterprise Management graduates were employed after graduation with five of those individuals also pursuing additional education. Nine of the eleven had full-time jobs. Six of the eleven graduates were working in a related field. Out-of-field work was preferred by all but one of the graduates working in an unrelated position. The average full-time earnings for Enterprise Management graduates was \$14.67 per hour (\$30,414 annually). Wages were substantial but relatively low for the field. Part of the earnings difference can be attributed to half of these graduates working outside the field. Two graduates were unemployed, while one individual was not seeking a job. Enterprise Management graduates were very satisfied with their program components (95.1 percent) and generally satisfied with their college services (88.7 percent).

MASON AND TILESETTERS

Mason and Tilesetter. Masons, also known as bricklayers and stonemasons, build walls and structures using bricks, stones, and mortar. Bricklayers do work that is similar to that of stonemasons. They both create attractive and durable surfaces and structures. For example, they create walkways, floors, walls, and fireplaces. A major difference is that stonemasons work with stone rather than brick. They may work with natural cut (granite or marble) or artificial stone (concrete or marble chips). Tile setters apply tile to floors, walls, ceilings, and counter tops. Tile is durable, easy to clean, and resists water. Therefore, it is a popular building material. Tile is also often used in

In Illinois, employment of bricklayers and stonemasons is expected to grow about as fast as average through 2012 with about 250 annual job openings. Employment of tilesetters in Illinois is expected to grow faster than average through 2012 with about 40 job openings each year (*Illinois Career Information System, 2005*).

hospitals and lobbies of buildings. It is also used in bathrooms and kitchens (*Illinois Career Information System, 2005*).

Outlook. In Illinois, employment of bricklayers and stonemasons is expected to grow about as fast as average through 2012 with about 250 annual job openings. Nationally, the number of jobs for bricklayers and stonemasons is expected to grow about as fast as average through 2012. Employment of tilesetters in Illinois is expected to grow faster than average through 2012 with about 40 job openings each year. Nationally, the number of jobs for tile setters is expected to grow faster than average through 2012 (*Illinois Career Information System, 2005*).

Bricklayers and stonemasons is a medium-sized occupation with around 8,630 employed throughout Illinois. Nationally, about 17,000 stonemasons and 148,000 bricklayers work in this medium-sized occupation. In Illinois, about 990 tilesetters are employed in this very small occupation. Nationally, about 33,000 tilesetters work in this small occupation. Most work in cities where there are high levels of construction activity (*Illinois Career Information System, 2005*).

Wages. In Illinois, the median wage for bricklayers is \$4,810 per month (\$27.75 per hour). Nationally, the median wage for bricklayers is \$3,490 per month (\$20.11 per hour). Half of all bricklayers earn between \$2,660 and \$4,390 per month (\$15.36 and \$25.32 per hour). (*Illinois Career Information System, 2005*).

The median wage for stonemasons in Illinois is \$2,840 per month (\$16.36 per hour). Half of all stonemasons earn between \$2,090 and \$3,600 per month (\$12.06 and \$20.76 per hour). The median wage for tile setters in Illinois is \$4,720 per month (\$27.25 per hour). Nationally, the median wage for tilesetters is \$2,980 per month (\$17.20 per hour). Half of all tilesetters earn between \$2,250 and \$3,880 per month (\$12.96 and \$22.39 per hour). Wages vary greatly by area of the country and by union membership. Workers who belong to unions usually earn higher wages than nonunion members. (*Illinois Career Information System, 2005*).

Illinois Outcomes. There were nine Mason and Tilesetter graduates and six respondents in this very small community college program. Southwestern Illinois College was the only college with graduates in the study. All six of the respondents were employed. Five out of the six Mason and Tilesetter graduates were employed full time and none of the graduates were pursuing additional education. All six of the working graduates were employed in a related field. Four out of the six Mason and Tilesetter graduates had their position prior to entering the college training program. Five of the graduates were working in the district where they received their training.

The average full-time earnings of Mason and Tilesetter graduates was \$26.73 per hour (\$55,598 annually). Hence, the average earnings of the working graduates in the Mason and Tilesetter program was very competitive compared to the wages for mason (median = \$16.60 per hour) and tilesetters (median = \$27.75 per hour) statewide. Mason and Tilesetter graduates working in a related position were all satisfied or very satisfied (100 percent) with their employment. Mason and Tilesetter graduates were very satisfied (100 percent) with their program components.

Mason and Tilesetter graduates were excluded from the 2000 and 1995 Follow-up Study due to the small number of completers. Results for FY 2004 graduates discussed above are included in Figure 30.

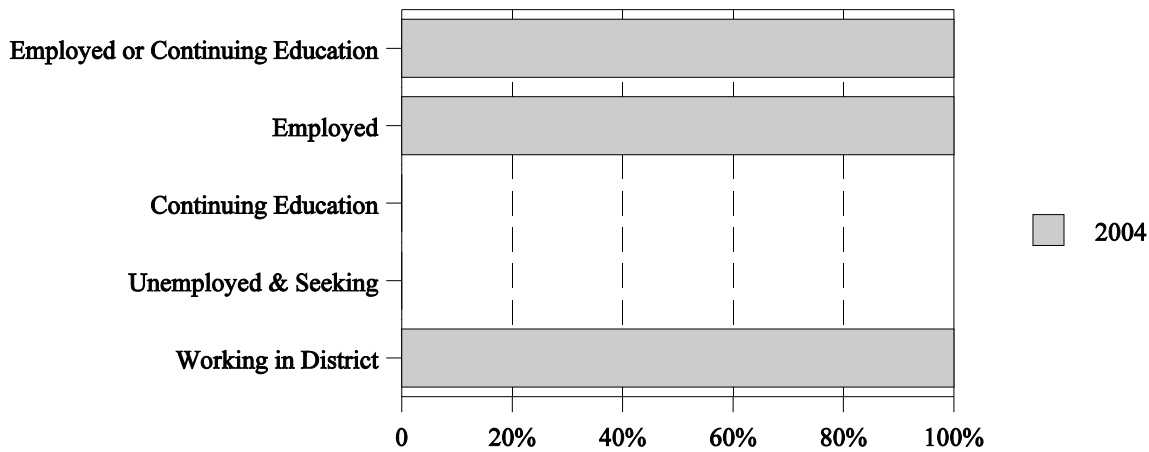


Figure 30. Mason and Tilesetter Completers FY 2004

Mason and Tilesetter Bottom Line. Overall results were very positive for the small number of Mason and Tilesetter graduates. All six of the Mason and Tilesetter respondents were employed and working in a related field. Five out of the six Mason and Tilesetter graduates were employed full time. None of the Mason and Tilesetter graduates were unemployed. Five of the graduates were working in the district where they received their training. The average full-time earnings of Mason and Tilesetter graduates at \$26.73 per hour (\$55,598 annually) was very competitive for the field. Mason and Tilesetter graduates working in a related position were all satisfied or very satisfied (100 percent) with their employment. Mason and Tilesetter graduates were very satisfied (100 percent) with their program components. In Illinois, employment of bricklayers and stonemasons is expected to grow about as fast as average through 2012 with about 250 annual job openings. Employment of tilesetters in Illinois is expected to grow faster than average through 2012 with about 40 job openings each year.

MARKETING MANAGEMENT AND RESEARCH

Employment of Business Marketing and Marketing Managers in Illinois is expected to increase about as fast as average through 2012, with about 370 annual job openings (*Illinois Career Information System, 2005*).

Business Marketing and Marketing Management. Business Marketing and Marketing Management programs teach students many functions of business and marketing (*Illinois Career Information System, 2005*).

Business Marketing and Marketing Managers develop marketing plans to sell products or services. They begin the marketing process by gathering information and analyzing the product they are selling. They do research to find out if there is a demand for the product and whether the product appeals to males or females, young people, or senior citizens or any other subset of the population. They talk to merchandise buyers to find out what is selling in stores and what people think about the product. They interpret the results of this

research and use the findings to guide their marketing plans. They identify the markets that are the most likely to buy the merchandise and work with product development researchers and market research managers to develop potential markets for products and services. They also identify and keep track of trends in buying and selling by reading trade journals and attending trade shows. They also may be involved in handling conflicts such as copyright infringement or matters of royalty sharing (*Illinois Career Information System, 2005*).

Wages. The median wage for Business Marketing and Marketing Managers in Illinois is \$36.68 per hour and the national median wage is \$37.62 per hour. Wages vary depending on the Manager's level of responsibility and education, as well as by the size of the company. Depending on job performance, they may earn bonuses equal to 10 percent or more of their salaries. Those who work full time usually receive benefits. (*Illinois Career Information System, 2005*).

Outlook. Employment of marketing managers in Illinois is expected to increase about as fast as average through 2012, with about 370 job openings expected each year. Nationally, the number of job openings is expected to grow faster than average through 2012. About 11,190 marketing managers are employed in Illinois and about 203,000 nationally (*Illinois Career Information System, 2005*).

This is a very small community college program. Five (55.6 percent) Business Marketing and Marketing Management program completers responded to the survey. Oakton Community College and Richland Community College were the two institutions that provided responses. Of the program completers who reported their education and employment status following program completion, four were employed, pursuing additional education or both, which includes three graduates who were employed and not pursuing additional education and one completer who was pursuing additional education while employed.

Four of five graduates were employed and all were in full-time positions. No one was unemployed. One individual was not seeking employment. All of the program completers began their current jobs after program completion. One graduate was working within the district where training was received and the other three were working elsewhere in Illinois. Three out of four graduates were working in a related field. The one out-of-field worker found a better paying job in another field.

The average full-time salary earned by graduates was \$19.76 per hour (\$41,101 annually) and the overall median salary was \$18.27 per hour (\$38,002 annually). These are substantial earnings but well below the Illinois (\$36.68 per hour) and the national (\$37.62 per hour) median wages for the occupation. The Illinois and national median wages include all Business Marketing and Marketing Managers. Wages for recent Illinois Community College System program completers include only those employed approximately nine months after graduating who were in new jobs.

Three out of four working graduates were satisfied with their employment. Most Business Marketing and Marketing Management program completers reported being satisfied with the major components of their program of study (87.5 percent). Most program completers also reported being satisfied with the college services (70.4 percent).

Figure 31 shows selected outcomes for 2004 Business Marketing and Marketing Management program completers.

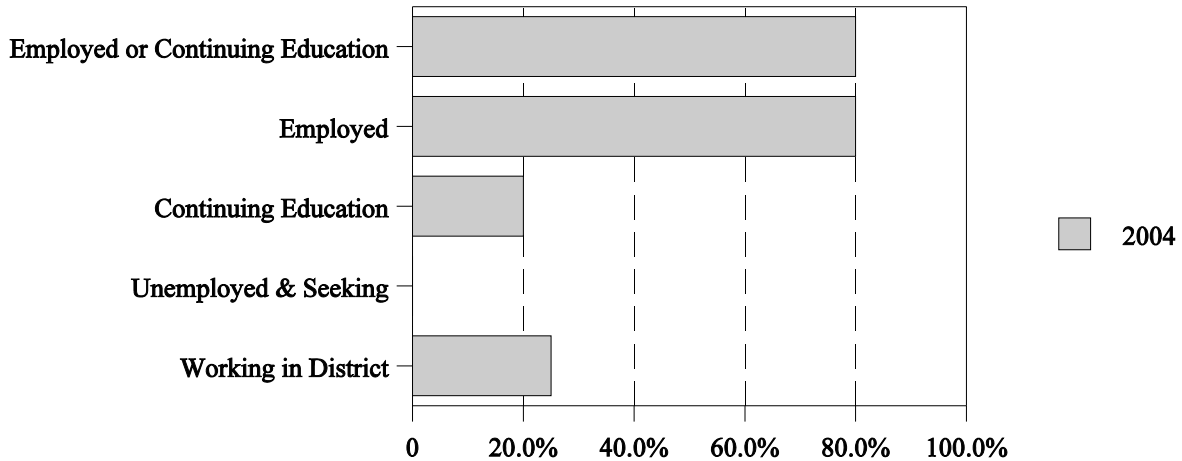


Figure 31. Business Marketing and Marketing Management FY 2004

Business Marketing and Marketing Management Bottom Line. Outcomes for the handful of Business and Marketing Management graduates responding to the survey were generally positive. Four out of five 2004 Business Marketing and Marketing Management program completers were employed and all were in full-time positions. No one was unemployed. One individual was not seeking employment. All of the program completers began their current jobs after program completion. One graduate was working within the district where training was received and the other three were working elsewhere in Illinois. Three out of four graduates were working in a related field. The one out-of-field worker found a better paying job in another field. The average full-time salary earned by graduates was \$19.76 per hour (\$41,101 annually) and the overall median salary was \$18.27 per hour (\$38,002 annually). These are substantial earnings but well below the Illinois (\$36.68 per hour) and the national (\$37.62 per hour) median wages for the occupation. The Illinois and national median wages include all Business Marketing and Marketing Managers. Wages for recent Illinois Community College System program completers include only those employed approximately nine months after graduating who were in new jobs. Overall, 75 percent were satisfied with their employment and 87.5 percent were satisfied with the major components of their program. Employment of Business Marketing and Marketing Managers in Illinois is expected to increase about as fast as average through 2012, with about 370 annual job openings.

PHYSICAL SCIENCE TECHNOLOGIES

Chemical Technology/Technician. Chemical Technicians work with chemists. They might produce new compounds by combining chemicals. In Illinois, about 6,350 people are employed in this medium-sized occupation. Nationally, about 182,000 science technicians work in this medium-sized occupation. Major employers include research and testing services, drug companies, government agencies, and chemical manufacturing companies (*Illinois Career Information System, 2005*).

All types of Technicians can expect faster than average growth at research and testing companies (*Illinois Career Information System, 2005*).

Outlook. All types of Technicians can expect faster than average growth at research and testing companies. Chemical and Biological Technicians can also expect more jobs to be created at pharmaceutical companies. In contrast, the number of jobs with Chemical Manufacturers should decline for all Technicians. The outlook with government agencies is mixed. Some agencies will hire more Science Technicians and others will hire fewer. Many job openings will arise from the need to replace Technicians who retire or leave the field. Opportunities will be best for graduates of Applied Science Technology programs who have lab experience (*Illinois Career Information System, 2005*).

Wages. In Illinois, the median wage for Science Technicians varies by field. Monthly wages in Illinois are \$2,520 for Agriculture and Food Science Technicians, \$2,400 for Biology Technicians, \$2,990 for Chemistry Technicians, \$3,210 for Environmental Science and Protection Technicians, and \$3,980 for Geology and Petroleum Technicians. Monthly wages nationally is \$2,380 for Agriculture and Food Science Technicians, \$2,730 for Biology Technicians, \$3,120 for Chemistry Technicians, \$2,940 for Environmental Science and Protection Technicians, and \$3,290 for Geology and Petroleum Technicians. Wages also vary by employer and area of the country. The Technician's education and experience also affect wages (*Illinois Career Information System, 2005*).

Illinois Outcomes. This is a very small community college program. Four (50 percent) of the Chemical Technician graduates responded to the survey. Southwestern Illinois College (N = 3) and Kishwaukee College (N = 1) were the only two colleges with respondents in the study. All four of the respondents were employed, continuing education, or both. Three of the graduates were employed full time, while the other was continuing his education exclusively. One of the three working graduates was employed in a related field. The reasons for out of field work were unable to find a related position and other. None of the graduates were working in the district where they received their training.

The Chemical Technician graduate working in a related position was satisfied (100 percent) with his employment. Overall, Chemical Technician graduates were satisfied with their program components (86.4 percent) and college services (86.7 percent).

The few graduates reporting earnings had high wages. The average full-time earnings of Chemical Technology/Technician graduates was \$34.02/hour (\$71,136 annually). The median hourly wage for Chemical Technology/Technician graduates was \$16.43/hour.

Chemical Technology/Technician graduates were excluded from the 2000 and 1995 Follow-up Study due to the small number of completers. Figure 32 shows selected outcomes for 2004 Chemical Technology/Technician program completers.

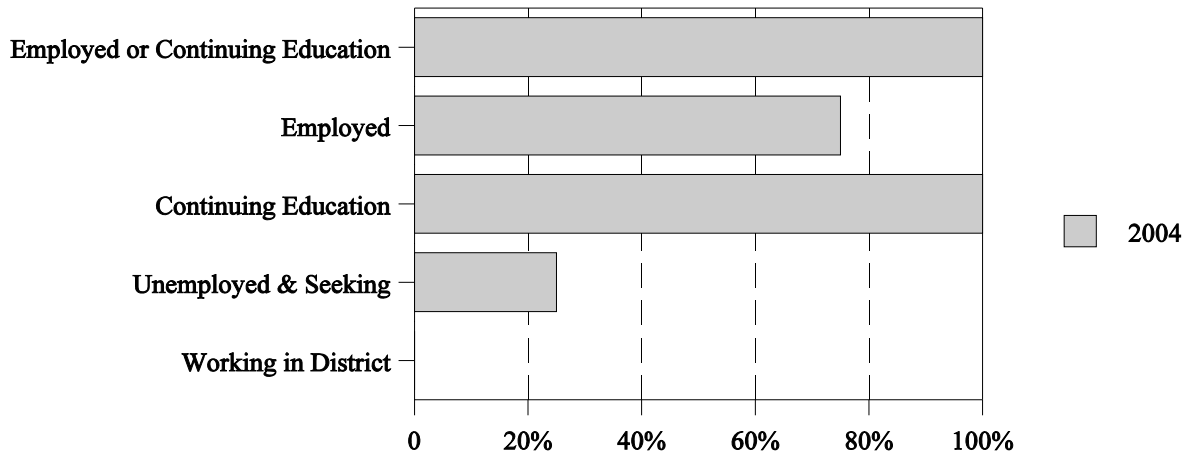


Figure 32. Chemical Technology Graduates FY 2004

Chemical Technology/Technician Bottom Line. Overall results were positive for the few Chemical Technician graduates responding. All four of the respondents were employed, continuing education, or both. Three of the Chemical Technician graduates were employed full time, while the other was continuing his education exclusively. One of the three working Chemical Technician graduates was employed in a related field. None of the graduates were working in the district where they received their training. The average full-time earnings of Chemical Technician graduates was \$34.02 per hour (\$71,136 annually). The median hourly wage for Chemical Technology/Technician graduates was \$16.43 per hour (\$34,174 annually). The Chemical Technician graduate working in a related position was satisfied with his employment. Chemical Technology/Technician graduates were satisfied with their program components (86.4 percent) and college services (86.7 percent). All types of Technicians can expect faster than average growth at research and testing companies.

RAILROAD TECHNOLOGY

Nationally and in Illinois, employment of people in Railroad Technology-related fields is expected to decline through 2012, with very few job openings occurring each year (*Illinois Career Information System, 2005*).

Railroad Technology. Railroad Technology programs prepare students to work as locomotive engineers, conductors, yardmasters, dispatchers, train crew, or train yard workers. Locomotive engineers run trains that carry cargo and passengers, driving the trains between stations, checking locomotives for damaged or defective equipment, and mechanical problems before and after each run.

They make sure that necessary supplies, such as fuel, sand, and water, are aboard; move controls to drive the locomotive; and may call out signals to assistants to verify that they both understand them. They confer with conductors or control centers over radiophones; exchanging information about stops, delays, or oncoming trains as well as interpreting and following orders they receive during these talks. While the train is moving, they monitor gauges and meters in the locomotive to make sure it is running properly, watch for and interpret signals along the tracks and watch the track to look for objects in the way. Finally, they prepare reports to explain accidents, delays, or unscheduled stops and may also drive a special car over the tracks to find flaws in the rails (*Illinois Career Information System, 2005*).

Conductors are in charge of the operation of their train, coordinating and supervising rail travel of passengers and freight, learning about what they are transporting and where it is going, discussing the route and timetable with the engineer. They contact radio dispatchers to learn about upcoming track conditions and changes in the route, passing on this information to the engineer as well as recording departure and arrival times, and any problems or delays that occurred during the trip. On passenger trains, conductors direct staff who provide boarding, porter, and meal services to customers. They signal engineers when to pull out of the station, collecting tickets or fares and answering questions from passengers once they are on board. Conductors on freight trains record the contents and destination of each car, making sure that cars are added and removed at the proper location. Yardmasters move trains in yards and see that they come and go safely with the right cars attached, inspecting freight cars to see that they are sealed properly. They keep track of car and seal numbers, verifying the destination of freight. Yardmasters observe yard traffic and determine which tracks are available. They supervise crews who add and remove cars from the train in the yard, as well as telling engineers where to move the train and brake operators which cars to couple and uncouple and where to put them. In yards that have automatic classification systems, yardmasters use electrical remote controls to operate the track switches that route cars. Train dispatchers are in charge of a particular territory, directing the movement of trains that travel within that area, as well as helping to protect the employees who work on the track. Dispatchers monitor trains' location on a Computer Aided Dispatching (CAD) auto-routing system, which allows dispatchers to make decisions about when trains need to move or pass other trains and to make adjustments to the system when they get information from conductors about delays (*Illinois Career Information System, 2005*).

Train crew members assist passengers on trains, helping them get on and off trains, placing baggage in racks over the seats on the train, collecting tickets, fares, and passes from passengers, as well as answering questions about schedules, train rules, and stations. Following conductor instructions, train crew members adjust controls to regulate heating, air conditioning, and lighting; prepare and serve food; and keep the facilities clean and in working order. Train crew members who work in the train yard attach and remove rail cars from trains, assist yardmasters and other train yard workers in moving freight trains and switching cars, and inspect the couplings, air hoses, and handbrakes on cars to ensure they are working properly and safely. They also make minor repairs when necessary and if major repairs are needed, report them to the conductor. They may climb atop cars and operate handbrakes as the cars are being moved, to help control their speed, set track switches to re-route cars when necessary and set flares, flags, or lanterns ahead and behind the train to warn oncoming trains if it stops for an emergency (*Illinois Career Information System, 2005*).

Train yard workers take care of railroad tracks and equipment. They put rail cars together for the transport of passengers and freight. They inspect rails, wheels, cars, and engines for defects; refuel engines and oil moving parts; divert cars or engines that need repairs; and repair and install rails and ties. They also keep track of how many cars are available, how many have been sent for repairs, and what types of service or repairs are needed. They get assignments from the yard conductor or yardmaster and read the daily car schedule to determine how many cars are needed for the next day's run, using these schedules to put the trains together. They couple and uncouple cars, sometimes attaching cables and connecting air hoses to cars using hand tools. They use remote controls to move cars from track to track in the yard, throw track switches to route cars, and activate traffic signals using arms, lanterns, or electronic controls. They also sometimes ride on top of moving cars and operate hand wheels to slow and stop them, while watching for traffic signals from other workers while cars are moving (*Illinois Career Information System, 2005*).

Outlook. Nationally and in Illinois, employment of people in Railroad Technology related fields is expected to decline through 2012, with very few job openings occurring each year. Illinois employs about 5,280 locomotive engineers, conductors, yardmasters, train crew, and yard workers. Nationally, about 86,000 people work in this very small occupation group (*Illinois Career Information System, 2005*).

Wages. In Illinois, the median wage for Locomotive Engineers is \$25.60 per hour, the median wage for Train Conductors and Yardmasters is \$22.68 per hour, the median wage for Train Crew Members is \$20.40 per hour, and the median wage for Railroad, Brake, Signal, and Switch Operators is \$20.40 per hour. Nationally, the median wage for Locomotive Engineers is \$23.28 per hour, the median wage for Train Conductors and Yardmasters is \$21.39 per hour, the median wage for Train Crew Members and Train Yard Workers is \$20.93 per hour, and the median wage for Rail Yard Engineers is \$18.07 per hour.

Only three (30 percent) of the Railroad Technology completers responded. Richard J. Daley College was the only institution reporting results from students completing Railroad Technology programs. All three program completers were employed exclusively when surveyed.

Two graduates had not pursued additional education since completing their Railroad Technology program and one had previously pursued, but was no longer pursuing, additional education. All program completers were employed full time and began their current position after completing their program of study. One was employed within the district where training was received and the other two were employed elsewhere in Illinois,

All three graduates were employed full-time in a related position. Railroad Technology program completers who reported salary information earned a substantial wage averaging \$19.00 per hour (\$39,520 annually). This was slightly below the state and national median for Locomotive Engineers, Conductors, Yardmasters, Crew and Yard Workers, but slightly higher than the median for Rail Yard Engineers. All program completers reported being satisfied with all of the major components of the Railroad Technology program, as well as the financial aid services the college provided.

Figure 33 shows selected outcomes for 2004 Railroad Technology program completers. Data are not available from 1994 or 1999 program completers for comparison.

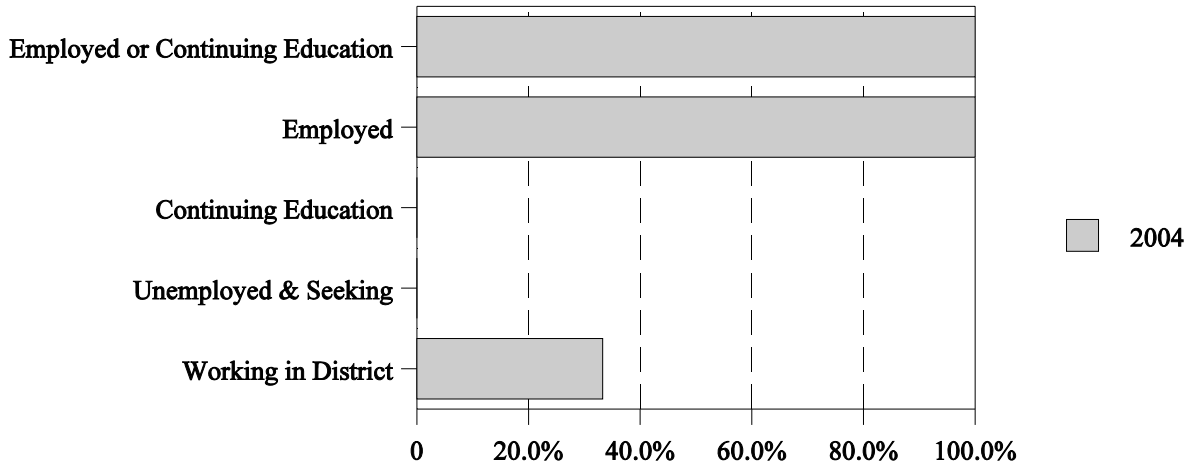


Figure 33. Railroad Technology Graduates FY 2004

Railroad Technology Bottom Line. Results were positive for the few Railroad Technology graduates who responded. All three 2004 Railroad Technology program completers were employed full time and began their current position after completing their program of study. One graduate was employed in the district where training was received. Earnings of 2004 program completers were substantial at \$39,520 annually, but just slightly lower than the overall statewide and national median earnings. Overall, all the graduates were satisfied with their employment and the major components of their program. Nationally and in Illinois, employment of people in Railroad Technology-related fields is expected to decline through 2012, with very few job openings occurring each year.

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Results in the *Follow-up Study of Fiscal Year 2004 Career and Technical Education Program Graduates* are based on individuals who completed selected career and technical education programs. Graduates furnished information about how their college experience prepared them for the workplace and their performance outcomes after program completion. Every college with completers in the selected programs surveys their graduates to obtain data on employment, continuing education, and compensation. Information was also collected to assess the extent to which graduates are satisfied with their careers, the programs they completed and college services. Data are used at the state and local levels to evaluate programs and identify and prioritize needed improvements. Results are also used by college officials to develop new program proposals and keep workforce curricula aligned with the changing job market.

Career and Technical Education Follow-up Study data are used at the state and local levels to evaluate programs and identify and prioritize needed improvements. Results are also used by college officials to develop new program proposals and keep workforce curricula aligned with the changing job market.

A total of 3,955 (Table A-2) former students who graduated from designated Illinois community college programs in fiscal year 2004 were surveyed in March 2005. For most graduates, this was approximately six to nine months after program completion. Graduates from the following ten program areas were eliminated from the statewide analysis due to a low number of responses or low number of graduates: Plastics Technology, Child Care Services Management, Aircraft Pilot and Navigator, Aviation Management, Aircraft Pilot (Private), Speech-Language Pathology, Hospitality/Administration Management, International Business, Marketing Research, and International Business Marketing. Removing these programs and their responses resulted in the use of 2,164 responses from a pool of 3,930 graduates in 32 programs. Therefore, the survey yielded a usable response rate of 55.1 percent (Table A-1). Table A-1 also shows response rates by college. Appendix Table C shows additional breakouts by program within college.

More than one-quarter of usable responses (25.4 percent) came from a single program, the Child Car Assistant program. Graduates from the remaining 31 program areas combined accounted for 74.6 percent of the respondents. Overall statewide results are influenced by differences in program size and by the number of graduates responding to particular questions. Percentages cited throughout the report reflect the number of responses to each question.

Follow-up surveys were mailed to or standardized telephone interviews conducted with graduates of the selected career and technical education programs identified in Table 1 during spring 2005, approximately six to nine months after graduation. Graduates reported the following:

Nine out of ten career and technical program graduates from the designated programs were employed and/or pursuing additional education.

- ▶ 90.1 percent were employed or pursuing additional education or both (Table B-1).
- ▶ 85.3 percent of the completers were employed (Table B-2).

Among working graduates:

- ▶ 71.4 percent held full-time status in their current jobs (Table B-2).
- ▶ 73.9 percent were employed in positions related to the field in which they studied at the community college (Table B-5).
- ▶ 70.3 percent obtained their current positions while enrolled or after graduating (Table B-7).
- ▶ 94.0 percent were employed in Illinois. This includes two-thirds who remained in the district where they received their training (Table B-8).
- ▶ The average salary for all working graduates was \$14.43 per hour — 2.22 times minimum wage (\$6.50 per hour) at the time of the survey (Table B-9).
- ▶ Graduates employed in full-time positions earned the equivalent of \$31,075 annually (Table B-9).
- ▶ The average rate of unemployment (the percent of graduates who were unemployed and seeking work) was 7.3 percent (Table B-2).
- ▶ More than one-fifth (23.2 percent) of the respondents were pursuing additional education. Three out of four of those who were enrolled in further study enrolled in course work in a related field (Table B-4).
- ▶ Less than 5 percent (4.7 percent) of respondents were pursuing additional education and not employed (Table B-1).
- ▶ Graduates employed in positions related to their community college program were satisfied with their current positions (85.8 percent). Job satisfaction averaged 70.5 percent for graduates in unrelated positions (Table B-10).
- ▶ Overall, nine out of ten graduates expressed satisfaction with the major components of the program they completed: course content, lecture/lab experiences, equipment, facilities and materials, job preparation, preparation for further education, and labor market employment information (Table B-11).

- ▶ Overall, nearly 87 percent of the graduates were also satisfied with college services, including financial aid, academic advising, career planning, transfer planning, counseling, tutoring, library/audio-visual, student activities (Table B-12).

Graduates from similar program areas were surveyed five and ten years ago. A comparison of follow-up survey outcomes from 1994, 1999, and 2004 revealed differences between the three groups. Generally, graduates from similar programs five years ago exhibited higher performance outcomes than the 2004 and 1994 graduates. Part of the difference was attributed to differing overall economic conditions at the three points in time. Illinois' economy was more favorable five years ago than it was this past year and ten years ago. Statewide unemployment in Illinois was 5.9 percent in 2005, compared to 4.8 percent in 2000, and 5.3 percent in 1995. State unemployment figures are from March of the year following program completion (e.g., March 2005 for 2004 graduates).

Occupational overview, employment outlook, and earnings were adapted from authoritative sources that provide indispensable contextual and comparative information. Two primary sources were used for state and national information and data. The Illinois Department of Employment Security in conjunction with IntoCareers from the University of Oregon provides the *Career Information System* (2005) which furnishes Illinois-specific employment projections, salary data, and occupational overviews. The U.S. Bureau of Labor Statistics provides national overview, outlook, and earnings data through the *Occupational Outlook Handbook* (2004-2005). The contributions by the authors of these reference documents are recognized and fully acknowledged. Both sources have much more extensive information about occupations than can be included in this report and are recommended reading.

Promoting Student Success and Increasing the Number of Graduates.

Ten programs were eliminated from this year's report due to small numbers of graduates and/or a low number of follow-up survey responses. In an era of increased accountability, fully capturing and reporting completers through the Annual Enrollment and Completion Submission (A1)

In an era of increased accountability, fully capturing and reporting completers through the Annual Enrollment and Completion Submission (A1) is an essential component of performance reporting.

is an essential component of performance reporting. Graduates from designated programs in the A1 submission form the basis for the Career and Technical Education Follow-up Study. Moreover, to reinforce and promote student success, each student's achievement should be recognized as it is accomplished. Every year there are individuals attending community colleges who meet certificate and, sometimes even degree requirements, but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal award and recognition.

The Postsecondary Perkins Performance Enhancement Grant is an important resource colleges are using to strengthen their computerized automated degree and certificate audit systems. College officials are in various stages of refining their degree audit systems to both recognize student

Computerized automated degree and certificate audit systems can both recognize student academic accomplishments and prompt students to continue pursuing their degree completion goals.

academic accomplishments and prompt students to continue pursuing their degree completion goals. Computer programs can be written to run student transcript records against certificate and degree requirements to determine if a student has successfully qualified for a formal award. Earned degrees or certificates can either be awarded

immediately or an e-mail or letter sent to the student inviting the individual to apply for graduation. Degree audit systems require careful scrutiny, updating and that college officials take the necessary steps to insure the integrity of the process. Highly developed degree audit systems can allow students to monitor their own progress to degree and certificate completion via the internet in a secure environment. Additionally, colleges can use these systems to identify students who are close to graduating, inform these individuals of their status as being on the verge of program completion, generate letters or emails welcoming them back to campus, and then provide them with priority registration for the remaining classes needed to graduate. Effective implementation of push/pull technology by college officials using student email addresses can prompt timely re-enrollment and promote student success.

Response Rates. The overall survey response rate of 55.1 percent for this year's study was substantially lower than that of the 2000 report (60.3 percent), but appreciably higher than last year's report (47.5 percent). This year's rate was affected by the following three programs that had response rates lower than 50 percent: Auto Mechanic (44.0 percent; N = 245 of 557), Truck/Bus/Commercial Driver (45.4 percent; N = 260 of 573), and Real Estate (46.8 percent; N = 220 of 470). These low response-rate programs were partially offset by the Child Care Assistant program (62.4 percent; N = 549 of 880), with a response rate well above that of the overall survey.

Key Questions. Important questions for programs to address relate to programmatic need, quality, and cost. Are the students working and/or continuing their education (quality)? To what extent are graduates working in positions unrelated to their training doing so because they cannot locate employment in the field (quality)? Relatedly, what can college officials do to provide additional assistance to facilitate related employment (quality)? To what extent do graduates locate full-time employment (quality)? Are wages competitive for the field (quality)? Are graduates satisfied that their programs prepared them for the workplace (quality)? Are graduates satisfied with their current positions (quality)? Are there employment opportunities for graduates from the program (labor market need)? To what extent is the program cost-effective (cost)?

Responses to these questions help programs align offerings with the current marketplace and focus program improvement initiatives where needed. The combined Follow-up Study and Program Review processes are important parts of a multifaceted approach to address programmatic need, quality, and cost.

The combined Follow-up Study and Program Review processes are important parts of a multifaceted approach to address programmatic need, quality, and cost.

Additional efforts by college officials to strengthen their programs include convening program advisory committees, initiating other contacts with area employers, involving faculty industry exchanges, and hiring part-time faculty who are currently employed in the industry. College

officials design and implement action plans to address areas where local analysis shows that improvement is warranted.

Several key considerations are addressed in the following paragraphs from a statewide perspective including an analysis of employment and/or continuing education outcomes, unemployment, out-of-field work, comparative wages, related position employment and corresponding satisfaction levels, labor market supply and demand, and a summary of state-level bottom line assessments of each program in the current study.

Graduates Employed and/or Continuing Their Education. Figure 34 contains programs with 90 percent or more of their graduates employed and/or continuing their education. Figure 35 includes programs with less than 90 percent of graduates employed and/or pursuing additional education. Generally, the percent of recent community college graduates employed and/or pursuing additional education was very high. Overall, 90.1 percent of FY 2004 graduates were employed and/or enrolling in additional education. Figure 34 shows that all graduates from a half dozen programs were employed and/or continuing their education, including Chemical Technician, Railroad Technology, Mason and Tilesetter, Heavy Equipment Repairer, Developmental Disabilities Aide, and Aircraft Mechanic. Graduates from 14 other programs were employed and/or pursuing additional education at rates between 96.6 percent (Agricultural Mechanization) and 90 percent (Auto Mechanic).

Among the six Health and Medical Diagnostic and Treatment Services programs, the average rate of employment and/or continuing education was 88.3 percent. The Health and Diagnostic program with the lowest rate was Physician Assistant (83.3 percent) and Occupational Therapy Assistant (95.6 percent) had the highest rate. Figure 35 shows that two small programs had rates of employment and/or continuing education below 80 percent. Two-thirds of the Psychiatric/Mental Health Technician program graduates (66.7 percent, N = 8) were employed and/or pursuing additional education, while 78.6 percent of the Enterprise Management graduates (N = 11) were working or enrolled in further studies.



Figure 34. FY 2004 Community College Graduates in Programs with 90 Percent or More Employed and/or Pursuing Additional Education

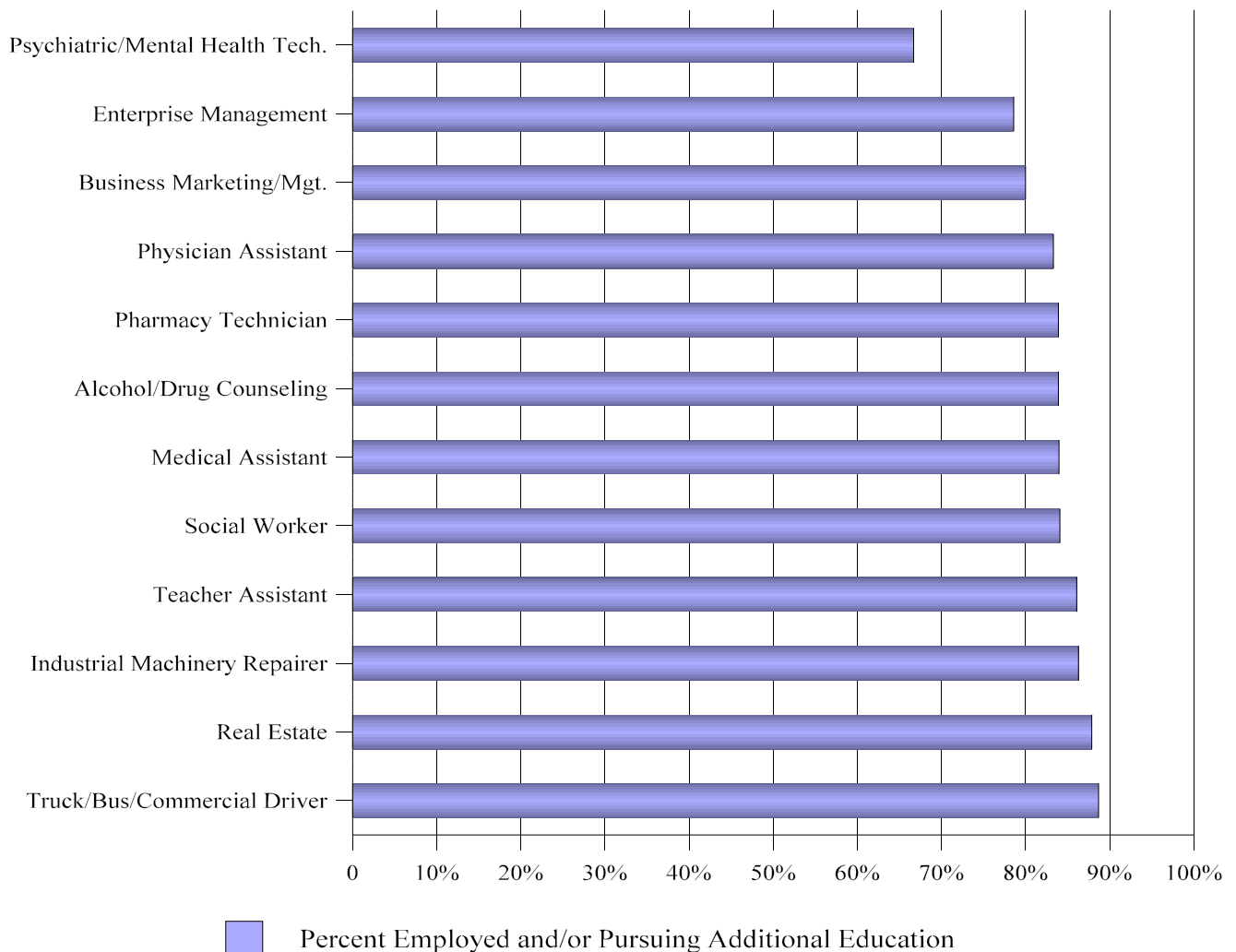


Figure 35. FY 2004 Community College Graduates in Programs with Under 90 Percent Employed and/or Pursuing Additional Education

Unemployment. The overall unemployment rate for FY 2004 graduates was 7.3 percent (N = 150 of 2,053), which was substantially higher than the unemployment rate of fiscal year 1999 and 1994 graduates (4.3 percent and 4.4 percent, respectively). The statewide unemployment rate in 2005 was 5.9 percent, higher than it was five (4.8 percent) and ten (5.3 percent) years ago, when these programs were last studied. Statewide unemployment rates reflect a much wider cross section of the workforce than the selected programs included in this years career and technical follow-up study. Two community college programs combined to account for one-third (N = 51 out of 150) of all unemployed graduates — Child Care Assistant (N = 27) and Truck/Bus/Commercial Driver (N = 24).

Programs with above-average unemployment included Psychiatric/Mental Health Technician (N = 4 out of 12), Chemical Technician (N = 1 out of 4), Teacher Assistant (N = 4 out of 37), Pharmacy Technician (N = 9 out of 56), Industrial Machinery Repairer (N = 12 out of 79), Enterprise

Management (N = 2 out of 14), Auto Body Repairer (N = 6 out of 48), Alcohol/Drug Abuse Counseling (N = 7 out of 63), Medical Assistant (N = 8 out of 76), Aircraft Mechanics (N = 1 out of 13), Truck/Bus/Commercial Driver (N = 24 out of 254), Hotel/Motel/Restaurant Management (N = 2 out of 22), Physician Assistant (N = 1 out of 12), and Travel/Tourism Management (N = 1 out of 13).

Looking across programs (Table B-2), the unemployment rate for Associate degree graduates was 5.7 percent, compared to 8.8 percent for completers of Certificates of One Year or More and 8.0 percent for graduates with Certificates of Less Than One Year. Statewide results show more training was associated with lower unemployment.

Out-of-Field Work. Appendix Table B-6 provides reasons graduates were working in positions *unrelated* to the program they completed. One reason of concern for out-of-field work was when individuals could not locate employment in their chosen field. Seventy-six graduates (Table B-6) reported that they could not find employment in their field of preparation. Programs with at least ten completers with proportionately elevated incidences of out-of field work due to an inability to find a job in their field included Alcohol/Drug Abuse Counseling (N = 5), Medical Assistant (N = 6), Social Work (N = 5), Pharmacy Technician (N = 8), and Auto Mechanic (N = 4). Other programs with a relatively large number of completers that could not find a related job included Auto Mechanic (N = 10), Pharmacy Technician (N = 8), Child Care Assistant (N = 8), and Real Estate (N = 7). Relocation can sometimes be required for employment within a given field. Individuals who are place bound by family responsibilities, a spouse's or another family member's work situation, or other obligations may be less inclined to consider relocation as a viable option.

The average FY 2004 community college graduate from the designated programs in this year's report, had a pay rate of \$14.43 per hour which was approximately 2.2 times the current minimum wage in Illinois.

Graduates' Wages and Comparative Wages.

The average FY 2004 community college graduate from the designated programs in this year's report, had a pay rate of \$14.43 per hour which was approximately 2.2 times the current minimum wage in Illinois. Over a five-year cycle, all career and technical programs will be covered. Looking across programs, wages for

graduates with Associate Degrees and Certificates of One Year or More were similar with both averaging 2.1 times minimum wage (\$13.62 per hour and \$13.79 per hour). Graduates who completed Certificates of Less than One Year in length reported earnings of \$15.37 per hour, or 2.4 times minimum wage. These counter intuitive earnings outcomes were attributable to a variety of factors, including the programmatic mix in this year's survey and the incidence of more seasoned workers pursuing short-duration certificates for skill upgrading purposes.

Wages for community college graduates referenced in Figures 36 and 37 are limited to full-time workers. Salaries for recent community college graduates employed in full-time positions who were included in this year's study were generally competitive with available comparative information. Programs included in the table are those for which comparative information was available. The primary source of comparative data is the state median salary from the *Career Information System* (2005). The *Occupational Outlook Handbook* (2004-2005) was also used to reference national

median wages when state information was not available. Both external data sources acknowledge that earnings data can be expected to vary by locality with both pay and cost of living generally higher in more urbanized areas. Likewise, longevity of employment contributes to higher earnings. Effective January 1, 2005, the minimum wage in Illinois was raised from \$5.50 per hour to \$6.50 per hour (Illinois Department of Labor, 2005).

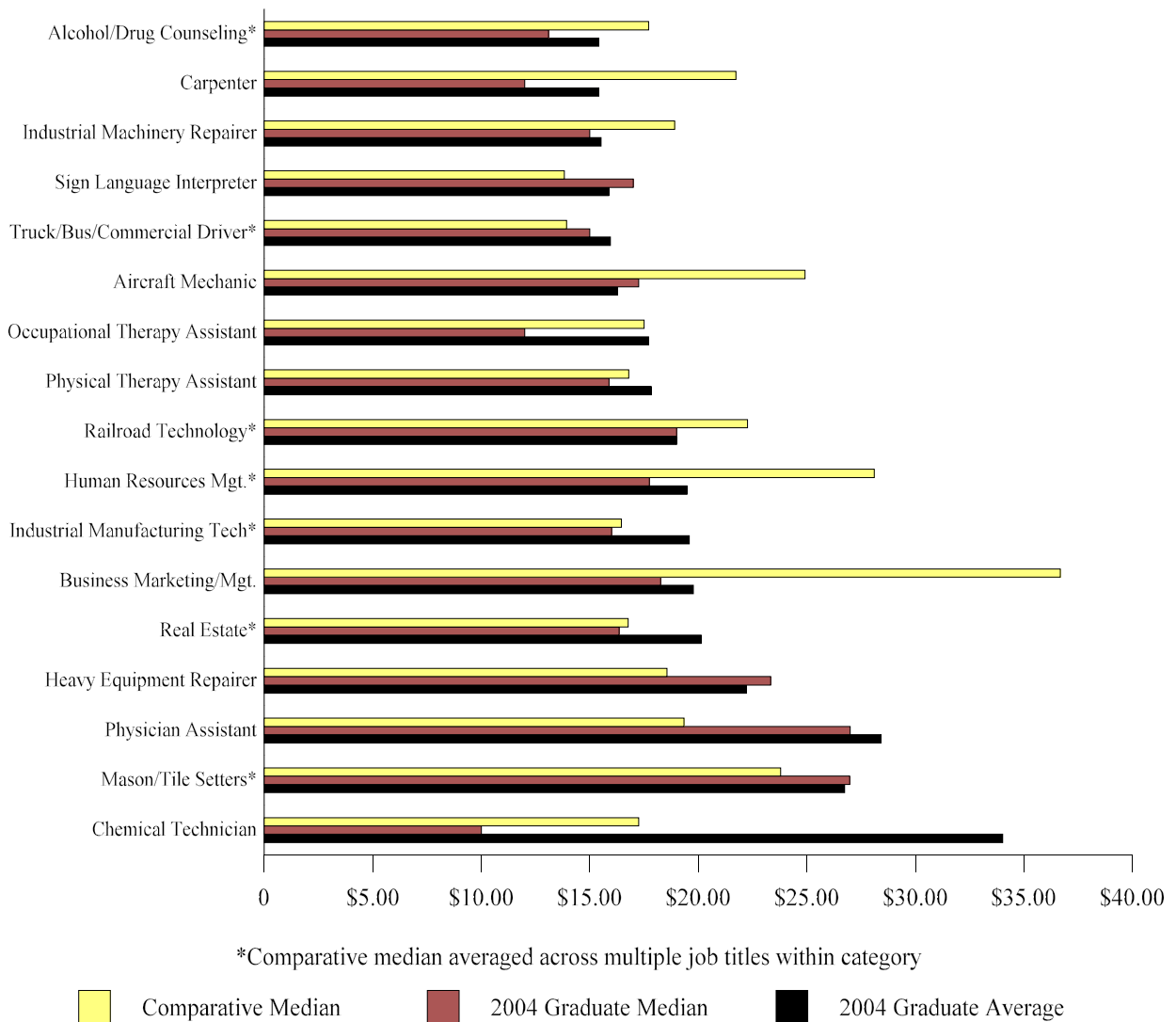


Figure 36. Full-time Hourly Wages for FY 2004 Graduates with Average Earnings of \$15.00 Per Hour or Above and Comparative Wages

Figure 36 shows that the few completers from Chemical Technician programs reported earning the highest average full-time salaries (\$34.02 per hour) of all FY 2004 program graduates, which is more than five times the minimum wage. Figure 37 shows that Teacher Assistant program completers earned the lowest average full-time salaries (\$10.68 per hour, N = 15) which is 1.6 times the minimum wage in Illinois.

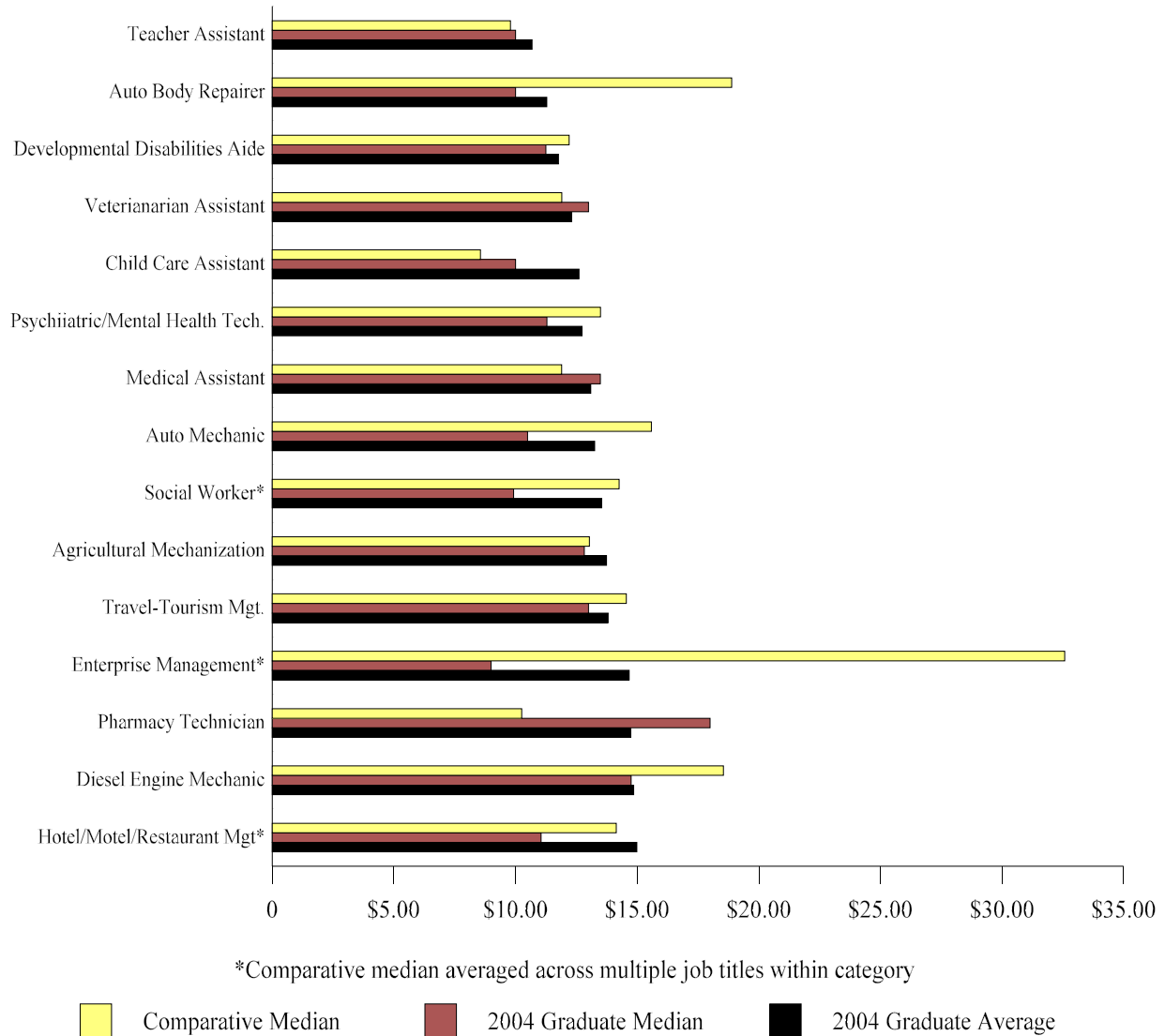


Figure 37. Full-time Hourly Wages for FY 2004 Graduates with Average Earnings Below \$15.00 Per Hour and Comparative Wages

Health and Medical Diagnostic Sciences and Services program graduates working full-time averaged \$15.01 per hour across all six programs in this year's study (N = 157). Average salaries within this broad area ranged from a low of \$12.31 for Veterinary Assistant (N = 27) completers to a high of \$28.46 for Physician Assistant (N = 5) graduates.

There were a handful of programs where earnings by community college graduates in full-time positions were notably lower than available comparative median earnings. This included Business Marketing and Management (N = 3), Human Resources Management (N = 16), and Enterprise Management (N = 7), which had relatively small numbers of graduates reporting earnings and are also fields where many workers possess bachelors degrees or above. Additionally, as with most fields, experience contributes to higher pay in these occupations. Aircraft Mechanic (N = 8) was another occupation where graduates earnings trailed the field as a whole. Aircraft Mechanics are paid more at larger airports with jet service. Experience and seniority also play a key role in moving into the more highly compensated Aircraft Mechanic positions. Most Aircraft Mechanic graduates in this year's report were from northwestern Illinois. Wages for recent community college Auto Body Repairer (N = 26) completers working full time were substantially lower than the comparison group. Auto Body Repairers are paid more in larger shops. Many are paid a base rate and higher wages go to individuals who undertake complicated repairs and those who work fastest. Experienced Auto Body Repairers often are given first choice on repair projects and shortcuts that do not compromise quality are often fine tuned with experience. Fewer than four in ten Auto Body graduates were from Chicago area colleges.

Individuals choose occupations for a variety of reasons. Minimum earnings levels and benefits needed to support the individual and his/her family are an important consideration. An affinity for the work, possession of the requisite skill set, the outlook for the occupation, and the potential for long-term earnings growth are other important considerations in career decisions.

Graduates Working in a Related Position and Their Satisfaction Levels. Figures 38 and 39 show the percent of FY 2004 graduates working in a related position and their employment satisfaction levels. Figure 38 includes programs that had at least a 90 percent satisfaction rating for individuals working in a related field. Figure 38 shows that graduates who were working in the field from nearly one-third (N = 10) of the 32 programs in the study reported satisfaction levels of 100 percent. These areas of study and the proportion of each with graduates working in the field included Mason and Tilesetter (100 percent of FY 2004 graduates working in a related field), Railroad Technology (100 percent related), Heavy Equipment Repairer (100 percent related), Physical Therapy Assistant (92.9 percent related), Aircraft Mechanic (83.3 percent related), and Business Marketing and Management (75.0 percent related). Although graduates from four additional programs employed in the field were all satisfied with their employment, two thirds or less were actually working in training-related positions: Developmental Disabilities Aide (66.7 percent related), Psychiatric/Mental Health Technician (62.5 percent related), Chemical Technician (33.3 percent related), and Travel-Tourism Management (25.0 percent of FY 2004 graduates working in a related field). The remaining handful of programs in Figure 38 had at least three-quarters of the graduates working in the field and satisfaction levels above 90 percent.

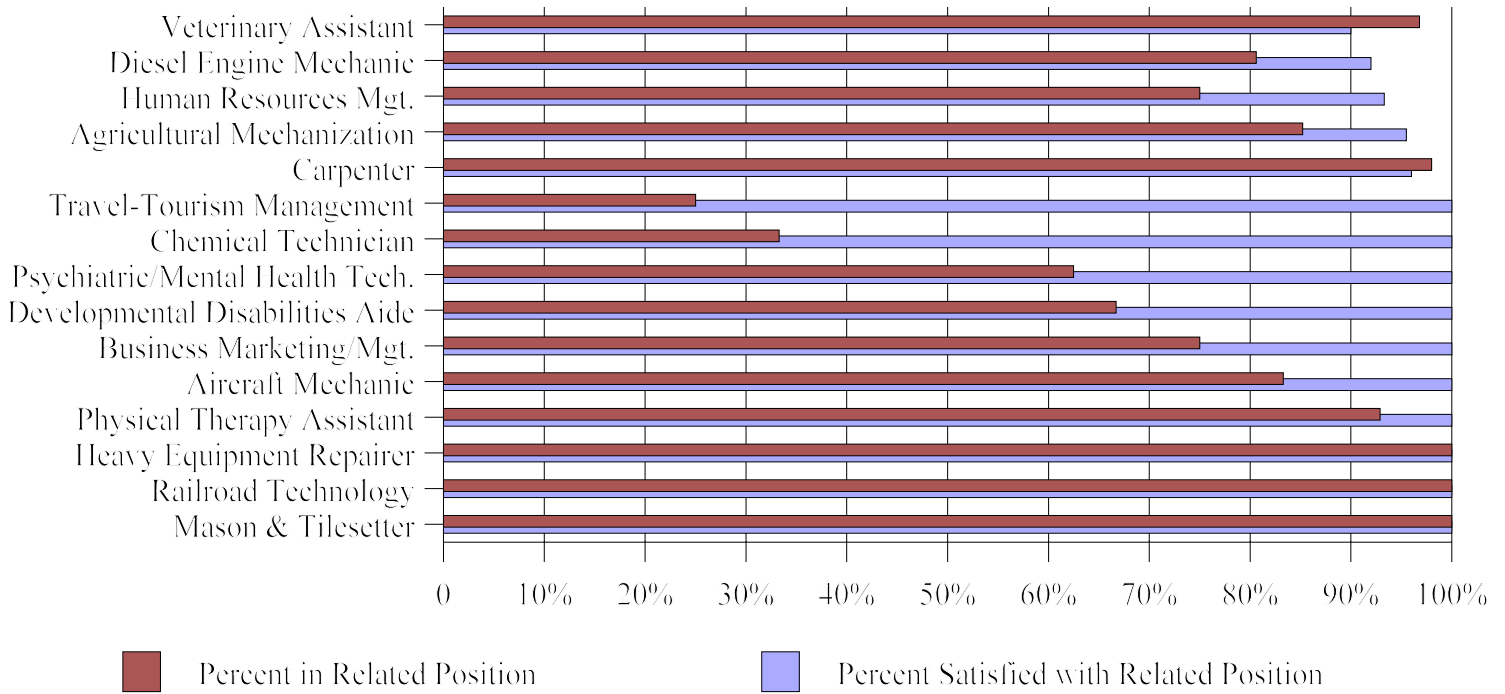


Figure 38. FY 2004 Community College Graduates Working in a Related Position with Satisfaction Levels Above 90 Percent

Figure 39 shows programs with graduates working in a related position and satisfaction rating with their employment below 90 percent. Graduates from 14 programs were between 82 and 89 percent satisfied with their training-related positions. The proportion of workers in a related field among Pharmacy Technician (38.3 percent) and Real Estate (54.4 percent) was low. Additionally, graduates from three programs reported satisfaction ratings below 80 percent to their training-related jobs – Social Work (67.3 percent in a related field), Alcohol/Drug Abuse Counseling (78.4 percent in a related field), and Industrial Machinery Repairer (86.4 percent in a related field).

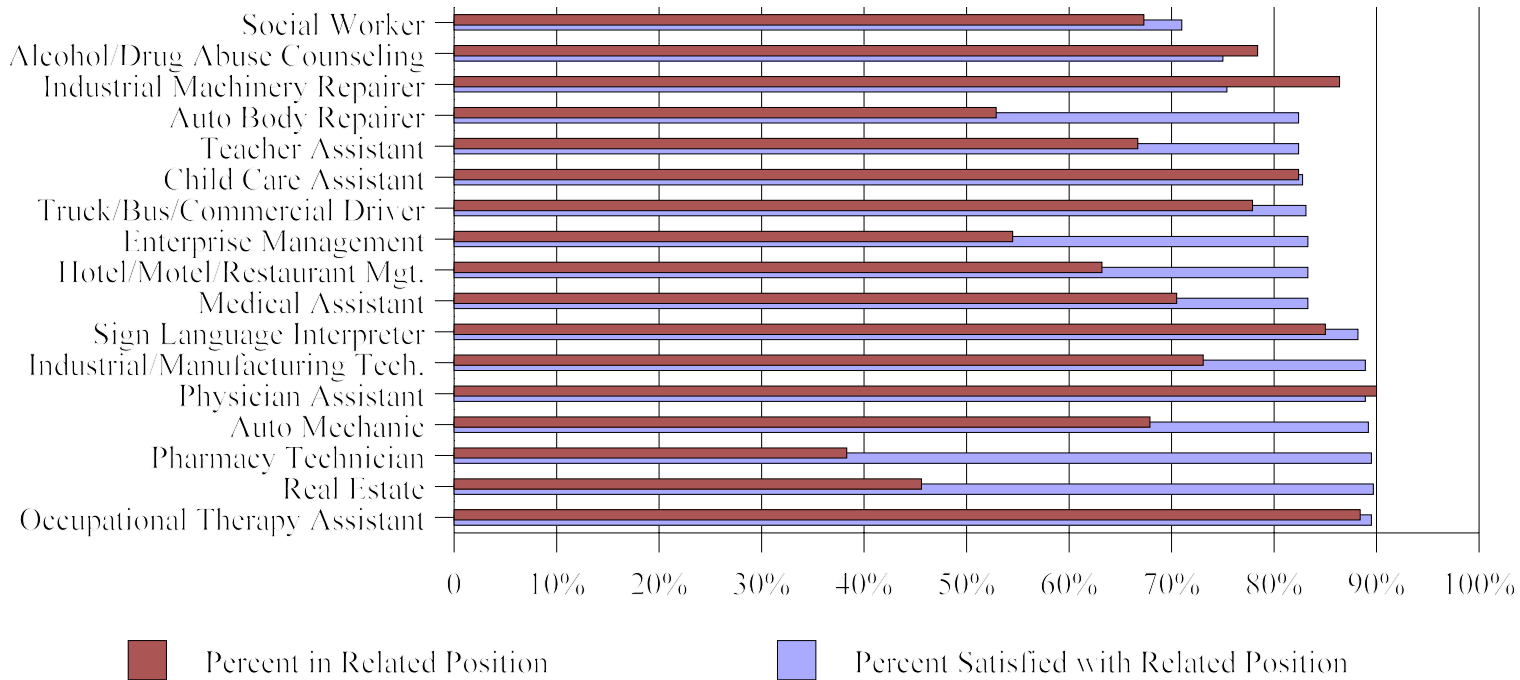


Figure 39. FY 2004 Community College Graduates Working in a Related Position with Satisfaction Levels Below 90 Percent

Labor Market Supply and Demand. Figures 40, 41, and 42 provide summary comparisons of the total number of Illinois community college graduates by major with estimated FY 2004 Illinois annual job openings in related occupations. It is important to note that the graduate figures cited in this section are duplicated counts from *Data and Characteristics of the Illinois Community College System (2005)* rather than the unduplicated count based on the primary degree/certificate earned that is used elsewhere in this report. Duplicated counts show the maximum potential community college supply of prepared workers in a given field. These tables provide information on the supply of Illinois community college graduates in relation to demand for workers in the field. Comparative demand information appears in the tables where available from the *Illinois Career Information System (2005)*.

Community college programs play a role in preparing individuals for a variety of occupations. Frequently, there are other competing providers. In Illinois, community colleges tend to be among the larger suppliers at the level of training that they provide due to a variety of factors, including open access, geographic dispersion, low cost, and quality control. Note that the supply information provided in this report is limited to community college graduates. Annual demand estimates through 2012 referenced here and elsewhere in the report are furnished by the Illinois Department of Employment Security using historical data and statistical modeling.

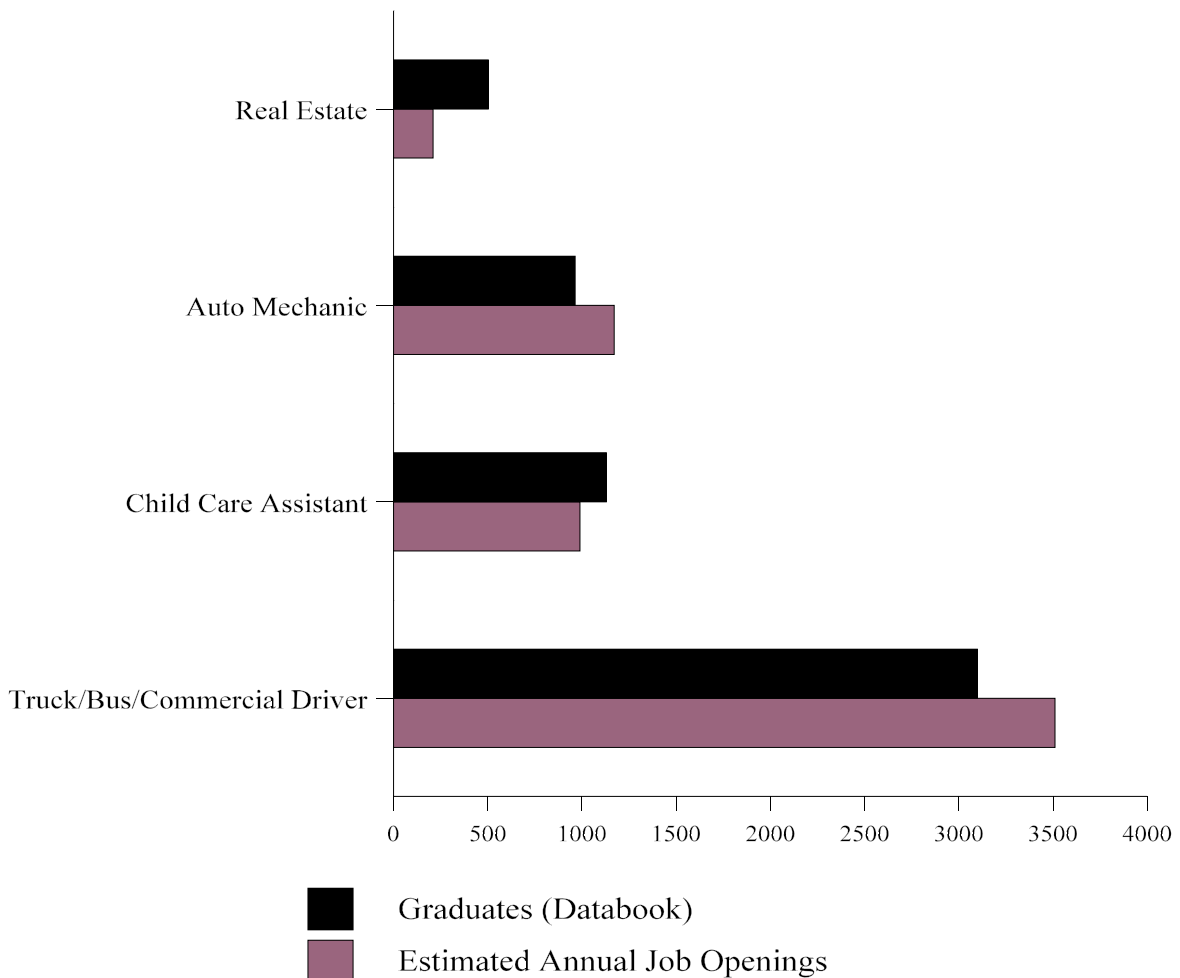


Figure 40. FY 2004 Total Career and Technical Programs In Current Study with Over 200 Graduates and Estimated Annual Job Openings in Illinois Through 2012

Figure 40 shows that Real Estate (N = 210 annual job openings; FY 2004 graduates N = 470 or 223.8 percent of projected annual demand) is a program where the numbers point toward community

colleges contributing to an oversupply of workers. The relatively high number of graduates in Real Estate can be partially attributed to several factors. Relatively short-duration programs and individuals in different but related sectors (e.g., commercial banks, savings and loans, insurance companies, etc.) requiring some background in Real Estate are among them. Additionally, there are individuals obtaining Real Estate training who are already gainfully employed in another career and choose not to seriously pursue the occupation. Still other individuals work in Real Estate on a part-time basis for supplemental income. According to the *Illinois Career Information System* (2005), 59 percent of Real Estate Agents are self employed. Individuals pursuing Real Estate certificates should be made aware of the potential oversupply of qualified workers. According to the *Illinois Career Information System* (2005), a large number of job openings occur each year as people leave this highly competitive occupation. Many beginners leave the field when they are unable to get

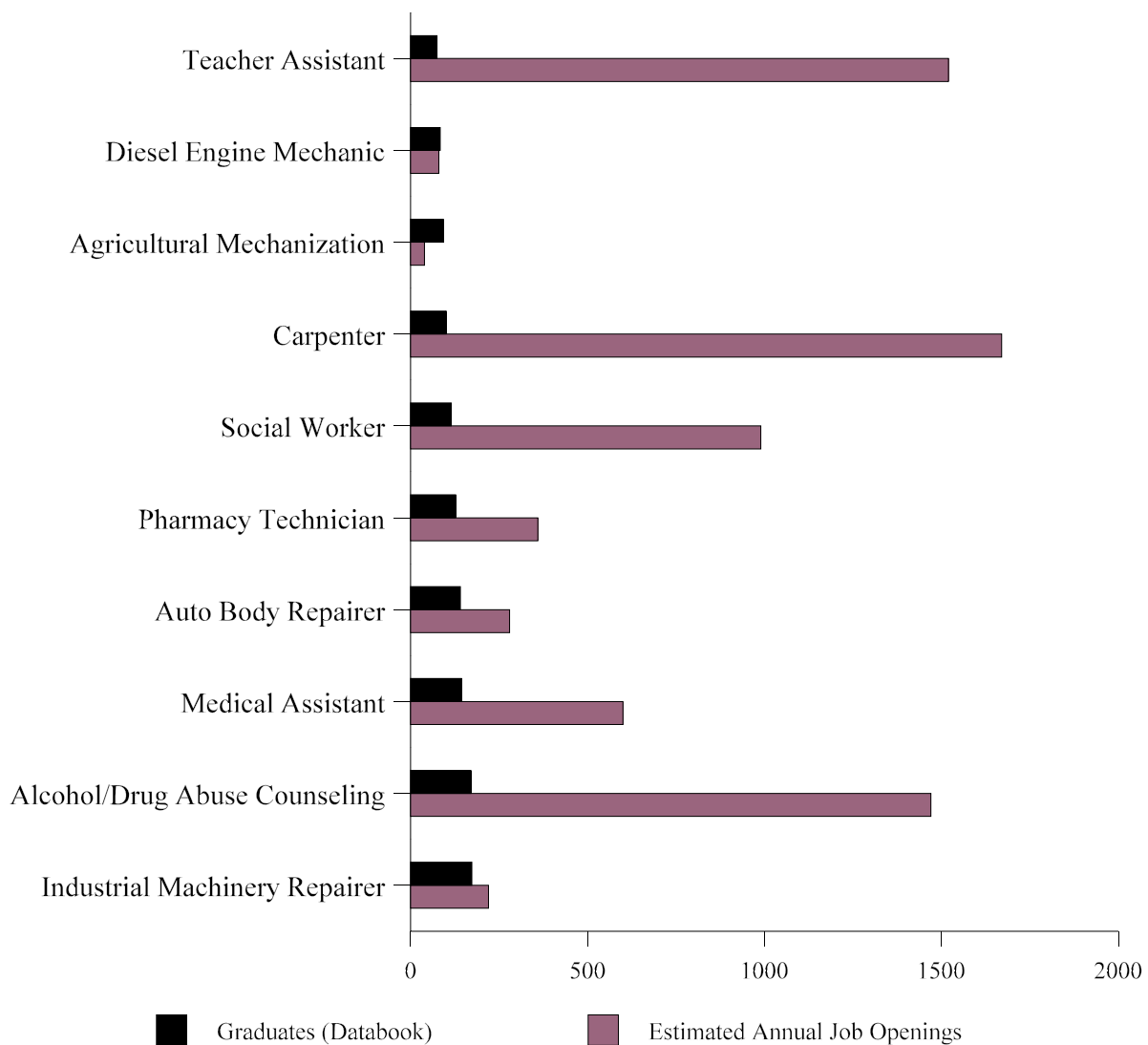


Figure 41. FY 2004 Total Career and Technical Programs in Current Study with Between 75 and 200 Graduates and Estimated Annual Job Openings in Illinois Through 2012

desirable listings or because they do not make enough sales to generate a living wage through commissions. The employment of Real Estate agents is sensitive to the state of the economy and tends to flourish when interest rates are low and the economy is growing. Colleges should gauge the regional supply and demand in Real Estate agents in their area.

Community college Child Care Assistant programs (N = 990 annual job openings; FY 2004 graduates N = 1,129 or 114.0 percent of projected annual demand) may be contributing to a slight oversupply of workers. Major employers for child care include day-care centers (private, public, church-sponsored, and employer-sponsored), families, and nursery schools. Almost 43 percent of child care workers are self employed. Part-time work is common in this occupation. Some individuals pursue this program of study to better provide for the development of their own children's skills and abilities. Individuals pursuing Child Care Assistant programs should be made aware of the potential oversupply of qualified workers. Colleges should also gauge the regional supply and demand for Child Care Assistant workers.

Other community college programs that are supplying a relatively large number of graduates for available jobs include Agricultural Mechanization (40 annual job openings; FY 2004 graduates N = 62 or 155 percent of projected annual demand), Occupational Therapy Assistant (50 annual job openings; FY 2004 graduates N = 58 or 116 percent), Veterinary Assistant/Animal Health Technician (80 annual job openings; FY 2004 graduates N = 61 or 76.3 percent), Industrial Machinery Maintenance and Repairer (220 annual job openings; FY 2004 graduates N = 135 or 61.4 percent), and Diesel Engine Mechanic and Repairer (80 annual job openings; FY 2004 graduates N = 48 or 60 percent). Annual jobs opening estimates are projected through 2012 (*Illinois Career Information System*, 2005).

Fields Covered in the Current Report with Large Numbers of Anticipated Job Openings

Truck/Bus/Commercial Drivers (3,510 job openings; FY 2004 graduates N = 3,099 or 88.3 percent of projected annual demand) was the field in this year's study with the most anticipated job openings. This occupation is among the jobs expected to provide the most openings each year in Illinois. The growth of the economy and the amount of freight that needs to be transported will create a continuing demand for drivers. Many additional openings occur as experienced drivers move to other occupations or retire.

Other fields in the current report with a projected promising job outlook include Carpenter (1,670 job openings; FY 2004 graduates N = 101 or 6 percent of projected annual demand), Teacher Assistant (1,520 job openings; FY 2004 graduates N = 75 or 4.9 percent), and Alcohol/Drug Abuse Counseling (1,470 job openings; FY 2004 graduates N = 171 or 11.6 percent). For Carpenters, construction activity should continue to grow as long as interest rates are low compared to historical trends and economic conditions remain favorable. Carpenter job openings are expected to be plentiful due to high turnover. The demand for Teacher Assistants can be expected to grow particularly in Special Education and English as a Second Language. School budget cuts may also increase the number of students in each classroom and Aides can help faculty handle the increased workload. For Alcohol/Drug Abuse Counseling, demand is expected to be strong as Counseling is sometimes offered as an alternative to incarceration for individuals caught with small amounts of illegal drugs. Additionally, some insurance companies are covering Counseling for alcohol or drug

dependency issues. It generally costs less for a patient to see a Counselor than a Psychiatrist or Psychologist (*Illinois Career Information System, 2005*).

Additional fields of study with a strong job outlook include Auto Mechanics (1,470 job openings;

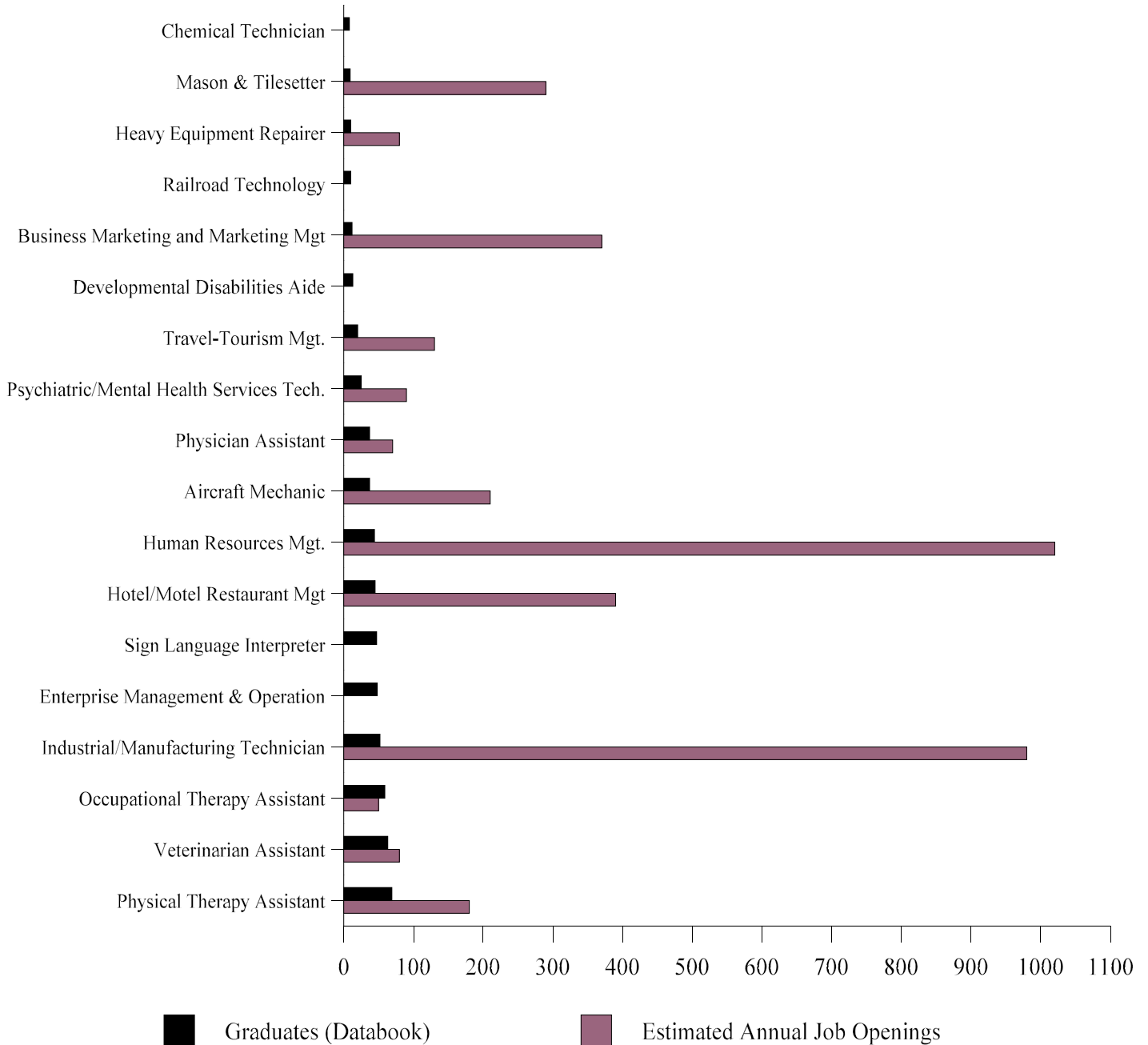


Figure 42. FY 2004 Total Career and Technical Programs in the Current Study with Less Than 75 Graduates and Estimated Annual Job Openings in Illinois Through 2012

FY 2004 graduates N = 964 or 65.6 percent), Human Resources Management (1,020 job openings; FY 2004 graduates N = 44 or 4.3 percent), Social Worker (990 job openings; FY 2004 graduates N = 115 or 11.3 percent), and Industrial Manufacturing Technology (980 job openings; FY 2004 graduates N = 52 or 5.3 percent). Job prospects for these fields of study are projected to be positive through 2012 (*Illinois Career Information System*, 2005). Alternative sources of supply exist for many of the listed fields such as public universities, private not-for-profit colleges and universities, and proprietary schools.

State-Level Perspective of Bottom Line Results. At the statewide level, each program was given a bottom line assessment as a result of graduate survey responses and a review of supplemental labor market information. Factors into the bottom line assessment included, but were not limited to, extent to which graduates are employed and/or continuing their education; competitiveness of wages for graduates compared to the field; employment of graduates in a related field; low unemployment; satisfaction with work; program components; and college services and occupational outlook/availability of related jobs. Bottom line results are summarized below. More in-depth coverage of each program is included in the analysis in Part II of this report. Program areas with overall Positive Bottom Line outnumbered those with Mixed ratings more than two to one.

Positive

Child Care Assistant
Diesel Engine Repairer
Medical Assistant
Occupational Therapy Assistant
Physical Therapy Assistant
Physician Assistant
Real Estate
Heavy Equipment Repairer
Teacher Assistant
Hotel/Motel/Restaurant Management
Agricultural Mechanization
Industrial/Manufacturing Technician
Sign Language Interpreter
Human Resources Management
Mason and Tile Setter
Developmental Disabilities Aide
Railroad Technology
Chemical Technician
Veterinary Assistant
Truck/ Bus/Commercial Driver
Carpenter
Aircraft Mechanic
Business Marketing and Management

Mixed

Auto Mechanic
Auto Body Repairer
Pharmacy Technician
Industrial Machinery Repairer
Alcohol/Drug Abuse Counseling
Psychiatric/Mental Health Technician
Social Work
Travel/Tourism Management
Enterprise Management

Recommendations: As a result of the findings in the *Follow-up Study of Fiscal Year 2004 Career and Technical Education Program Graduates*, the following are recommended:

1. *Recommendation: College officials are invited to take an even more in-depth look at local results for programs receiving bottom line statewide assessments of "mixed." Efforts to identify areas for improvement and develop action plans to address them while building on traditional strengths are recommended. In a worst case scenario where interventions have been unsuccessful and exhausted, program elimination is an option at the local level if warranted by the local review process.*
2. *Recommendation: College officials are encouraged to continue implementing, developing, and refining computerized automated degree and certificate audit systems to recognize and promote student success.*
3. *Recommendation: Colleges are encouraged to offer additional assistance to completers in their job search activities if they were unable to locate a position in their field of study or were unemployed when surveyed. While generally economic signs are improving in Illinois, the current economy still presents individuals in the job market with challenges and some graduates may require more assistance than usual in locating suitable employment.*
4. *Recommendation: Illinois community colleges are encouraged to continue actively partnering at the local level to address healthcare services, Manufacturing and Transportation/Warehousing/Logistics shortages and other emerging workforce needs through the Illinois Critical Skill Shortage Initiative.*
5. *Recommendation: Colleges with follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year. Recommended response rate levels are 50 percent for programs with 30 or more completers and 60 percent for those with fewer.*

Community colleges are increasingly being looked to as an important gateway for helping individuals build skills that lead to high wage, high demand careers.

America is already experiencing a labor shortage, and there is a skills gap that is growing as technology intensive jobs replace lower-skilled jobs that have become obsolete or have moved offshore. Skilled workers, of which there are already too few, are more independent and mobile than ever.
Zeiss (2004)

There will be an estimated 168 million jobs in the United States economy by 2011 but only 158 million workers will be available.
U.S. Bureau of Labor Statistics (2004)

Human capital drives the engine of the knowledge-based economy in the United States. Six out of every 10 jobs now require at least some postsecondary education and training and the numbers are growing. . . In today's economy, access to postsecondary education or training has become the threshold requirement for individual career success. Carnevale & Desrochers (2003 & 2004)

The trends are clear. Jobs and careers that can support a family and a middle class or better lifestyle are increasingly requiring postsecondary education and training. In order to meet the future demand for skilled workers, more postsecondary training needs to occur. Community colleges which offer open access, high quality, affordable programs leading to a broad cross section of skilled occupations are in a pivotal position to meet the escalating demand for qualified workers. A skilled workforce is a key component in fueling economic growth.

Career and Technical Follow-up, Program Review, and Performance Reporting are a few key systemwide mechanisms designed to provide data and information to promote continuous improvement of community college programs. Based on input from the colleges and external consultants, the Program Review process is in the midst of a transformation aimed at making it even more results oriented at the local and state level. Need, quality, and cost comparisons will be a central part of the revised process. Existing processes are being refined and new technology used in an effort to help further develop the Illinois workforce and give Illinois a competitive advantage.

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Appendix A

**FOLLOW-UP STUDY OVERVIEW TABLES FOR
SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS**

Illinois Community College Board

Table A-1

FOLLOW-UP STUDY SUMMARY BY COLLEGE
FOR SELECTED PROGRAMS*

District	College	Number of Programs Surveyed	Number of Completers Surveyed	Number Responding	Percent Responding	Percent** Employed or Cont Ed	Percent** Employed	Percent** Continuing Education	Satisfaction with Program***
503	Black Hawk	7	56	30	53.6%	96.7%	96.7%	10.0%	4.52
508	Chicago	(14)	(678)	(396)	(58.4%)	(81.8%)	(77.2%)	(24.3%)	(4.26)
	Daley	5	113	77	68.1%	80.4%	76.5%	17.3%	4.11
	Kennedy-King	6	78	44	56.4%	70.0%	60.0%	32.5%	4.19
	Malcolm X	3	77	59	76.6%	85.1%	80.9%	25.0%	4.22
	Olive-Harvey	3	197	82	41.6%	82.4%	77.9%	20.6%	4.27
	Truman	2	52	33	63.5%	96.4%	92.9%	35.7%	4.38
	Washington	4	74	49	66.2%	81.3%	81.3%	31.3%	4.53
	Wright	4	87	52	59.8%	80.6%	75.0%	16.2%	4.12
507	Danville	4	5	3	60.0%	100.0%	100.0%	0.0%	4.44
502	DuPage	10	131	67	51.1%	92.5%	89.6%	26.5%	4.45
509	Elgin	9	416	134	32.2%	86.5%	82.0%	23.1%	4.5
512	Harper	8	71	53	74.6%	90.4%	87.0%	23.6%	4.25
540	Heartland	3	17	10	58.8%	90.0%	80.0%	70.0%	4.48
519	Highland	4	33	16	48.5%	93.3%	87.5%	6.7%	3.83
514	Illinois Central	11	113	93	82.3%	94.6%	89.2%	20.4%	4.58
529	Illinois Eastern	(9)	(103)	(72)	(69.9%)	(90.3%)	(87.5%)	(18.1%)	(4.32)
	Frontier	2	7	6	85.7%	83.3%	83.3%	50.0%	4.64
	Lincoln Trail	0	0	0	—	—	—	—	—
	Olney Central	3	35	26	74.3%	96.2%	96.2%	11.5%	4.08
	Wabash Valley	5	61	40	65.6%	87.5%	82.5%	17.5%	4.25
513	Illinois Valley	4	113	25	22.1%	87.5%	84.0%	16.7%	4.4
525	Joliet	8	80	41	51.3%	95.1%	92.7%	17.1%	4.08
520	Kankakee	4	19	12	63.2%	91.7%	91.7%	25.0%	3.97
501	Kaskaskia	8	130	79	60.8%	88.6%	87.3%	16.5%	4.54
523	Kishwaukee	5	53	28	52.8%	100.0%	96.4%	17.9%	4.59
532	Lake County	8	67	35	52.2%	100.0%	91.4%	42.9%	4.3
517	Lake Land	6	52	30	57.7%	88.9%	80.0%	22.2%	4.26
536	Lewis & Clark	8	62	49	79.0%	95.9%	91.8%	12.2%	4.4
526	Lincoln Land	9	152	115	75.7%	91.2%	87.8%	10.5%	4.82
530	Logan	7	83	58	69.9%	89.7%	86.9%	32.8%	4.52
528	McHenry	4	27	17	63.0%	88.2%	88.2%	23.5%	4.37
524	Moraine Valley	10	49	29	59.2%	93.1%	86.2%	37.9%	4.25
527	Morton	3	26	18	69.2%	100.0%	94.4%	81.3%	4.19
535	Oakton	11	133	74	55.6%	91.9%	87.8%	29.7%	4.22
505	Parkland	11	100	67	67.0%	86.6%	82.1%	23.9%	4.44
515	Prairie State	6	47	26	55.3%	100.0%	92.3%	36.4%	4.29
521	Rend Lake	7	50	25	50.0%	96.0%	96.0%	20.0%	4.37
537	Richland	5	22	14	63.6%	92.9%	92.9%	7.1%	3.54
511	Rock Valley	7	60	38	63.3%	91.4%	89.5%	40.0%	4.48
518	Sandburg	6	17	11	64.7%	100.0%	100.0%	27.3%	3.74
506	Sauk Valley	4	22	14	63.6%	78.6%	71.4%	7.1%	3.85
531	Shawnee	5	9	3	33.3%	100.0%	66.7%	33.3%	4.39
510	South Suburban	10	142	59	41.5%	92.9%	87.5%	55.2%	4.29
533	Southeastern	5	28	18	64.3%	88.9%	88.9%	16.7%	3.95
522	Southwestern	10	196	110	56.1%	89.1%	87.4%	9.1%	4.83
534	Spoon River	3	36	13	36.1%	84.6%	84.6%	15.4%	4.49
504	Triton	7	74	26	35.1%	96.2%	96.2%	11.5%	4.27
516	Waubonsee	11	388	219	56.4%	91.6%	84.5%	25.3%	4.15
539	Wood	3	70	37	52.9%	94.4%	94.4%	8.1%	4.74
TOTALS		32	3,930	2,164	55.1%	90.1%	85.3%	23.2%	4.37

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

* Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

** Percent of graduates responding to corresponding questions.

*** Based on a scale of 1-5; 1 - Very Dissatisfied, 5 - Very Satisfied.

Illinois Community College Board

Table A-2

FOLLOW-UP STUDY RESPONSE RATES BY PROGRAM*

CIP	PROGRAM TITLE	Respondents	Nonrespondents	Number of Completers Surveyed*	Response Rate
0102	AGRICULTURAL MECHANIZATION	29	33	62	46.8%
010201	Agricultural Mechanization, General	29	33	62	46.8%
1315	TEACHER ASSISTANT/AIDE	37	23	60	61.7%
131501	Teacher Assistant/Aide	37	23	60	61.7%
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	28	14	42	66.7%
150603	Industrial/Manufacturing Technology/Technician	28	14	42	66.7%
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	549	331	880	62.4%
200202	Child Care Provider/Assistant	549	331	880	62.4%
4103	PHYSICAL SCIENCE TECHNOLOGIES	4	4	8	50.0%
410301	Chemical Technology/Technician	4	4	8	50.0%
4407	SOCIAL WORK	64	43	107	59.8%
440701	Social Work	64	43	107	59.8%
4601	MASON AND TILE SETTERS	6	3	9	66.7%
460101	Mason and Tilesetter	6	3	9	66.7%
4602	CARPENTERS	59	31	90	65.6%
460201	Carpenter	59	31	90	65.6%
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	101	42	143	70.6%
470302	Heavy Equipment Maintenance and Repairer	5	3	8	62.5%
470303	Industrial Machinery Maintenance and Repairer	96	39	135	71.1%
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	343	371	714	48.0%
470603	Auto/Automotive Body Repairer	49	33	82	59.8%
470604	Auto/Automotive Mechanic/Technician	245	312	557	44.0%
470605	Diesel Engine Mechanic and Repairer	36	12	48	75.0%
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	13	14	27	48.1%
4902	VEHICLE AND EQUIPMENT OPERATORS	260	313	573	45.4%
490205	Truck, Bus and Other Commercial Vehicle Operator	260	313	573	45.4%
4904	RAILROAD TECHNOLOGY	3	7	10	30.0%
490410	Railroad Technology	3	7	10	30.0%
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	23	9	32	71.9%
510205	Sign Language Interpreter	23	9	32	71.9%
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	271	184	455	59.6%
510801	Medical Assistant	76	52	128	59.4%
510803	Occupational Therapy Assistant	45	13	58	77.6%
510805	Pharmacy Technician/Assistant	57	66	123	46.3%
510806	Physical Therapy Assistant	46	23	69	66.7%
510807	Physician Assistant	14	2	16	87.5%
510808	Veterinarian Assistant/Animal Health Technician	33	28	61	54.1%
5115	MENTAL HEALTH SERVICES	92	60	152	60.5%
511501	Alcohol/Drug Abuse Counseling	73	48	121	60.3%
511502	Psychiatric/Mental Health Services Technician	13	5	18	72.2%
511504	Developmental Disabilities/Habilitation Aide	6	7	13	46.2%
5207	ENTERPRISE MANAGEMENT AND OPERATION	14	8	22	63.6%
520701	Enterprise Management and Operation, General	14	8	22	63.6%
5209	HOSPITALITY SERVICES MANAGEMENT	35	25	60	58.3%
520902	Hotel/Motel and Restaurant Management	22	19	41	53.7%
520903	Travel-Tourism Management	13	6	19	68.4%
5210	HUMAN RESOURCES MANAGEMENT	21	11	32	65.6%
521001	Human Resources Management	21	11	32	65.6%
5214	MARKETING MANAGEMENT AND RESEARCH	5	4	9	55.6%
521401	Business Marketing and Marketing Management	5	4	9	55.6%
5215	REAL ESTATE	220	250	470	46.8%
521501	Real Estate	220	250	470	46.8%
	Report Total	2,164	1,766	3,930	55.1%
	Total Surveyed	2,175	1,780	3,955	55.0%

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Appendix B

**STATEWIDE FOLLOW-UP STUDY TABLES FOR
SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS
BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODE**

Illinois Community College Board

Table B-1

EMPLOYMENT AND EDUCATION STATUS OF PROGRAM COMPLETERS
IN SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS

CIP	PROGRAM TITLE	EMPLOYED AND NOT PURSUING ADDITIONAL EDUCATION		PURSUING ADDITIONAL EDUCATION AND NOT EMPLOYED		EMPLOYED AND PURSUING ADDITIONAL EDUCATION		TOTAL GRADUATES EMPLOYED OR PURSUING ADDITIONAL EDUCATION OR BOTH		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
0102	AGRICULTURAL MECHANIZATION	23	79.3%	1	3.4%	4	13.8%	28	96.6%	29
010201	Agricultural Mechanization, General	23	79.3%	1	3.4%	4	13.8%	28	96.6%	29
1315	TEACHER ASSISTANT/AIDE	18	50.0%	4	11.1%	9	25.0%	31	86.1%	36
131501	Teacher Assistant/Aide	18	50.0%	4	11.1%	9	25.0%	31	86.1%	36
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	21	77.8%	0	0.0%	4	14.8%	25	92.6%	27
150603	Industrial/Manufacturing Technology/Technician	21	77.8%	0	0.0%	4	14.8%	25	92.6%	27
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	301	61.4%	22	4.5%	136	27.8%	459	93.7%	490
200202	Child Care Provider/Assistant	301	61.4%	22	4.5%	136	27.8%	459	93.7%	490
4103	PHYSICAL SCIENCE TECHNOLOGIES	3	75.0%	1	25.0%	0	0.0%	4	100.0%	4
410301	Chemical Technology/Technician	3	75.0%	1	25.0%	0	0.0%	4	100.0%	4
4407	SOCIAL WORK	33	52.4%	4	6.3%	16	25.4%	53	84.1%	63
440701	Social Work	33	52.4%	4	6.3%	16	25.4%	53	84.1%	63
4601	MASON AND TILE SETTERS	6	100.0%	0	0.0%	0	0.0%	6	100.0%	6
460101	Mason and Tilesetter	6	100.0%	0	0.0%	0	0.0%	6	100.0%	6
4602	CARPENTERS	51	86.4%	4	6.8%	0	0.0%	55	93.2%	59
460201	Carpenter	51	86.4%	4	6.8%	0	0.0%	55	93.2%	59
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	60	70.6%	2	2.4%	12	14.1%	74	87.1%	85
470302	Heavy Equipment Maintenance and Repairer	4	80.0%	0	0.0%	1	20.0%	5	100.0%	5
470303	Industrial Machinery Maintenance and Repairer	56	70.0%	2	2.5%	11	13.8%	69	86.3%	80
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	200	59.5%	35	10.4%	71	21.1%	306	91.1%	336
470603	Auto/Automotive Body Repairer	28	57.1%	11	22.4%	7	14.3%	46	93.9%	49
470604	Auto/Automotive Mechanic/Technician	141	59.0%	22	9.2%	52	21.8%	215	90.0%	239
470605	Diesel Engine Mechanic and Repairer	23	63.9%	2	5.6%	8	22.2%	33	91.7%	36
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	8	66.7%	0	0.0%	4	33.3%	12	100.0%	12
4902	VEHICLE AND EQUIPMENT OPERATORS	211	82.1%	6	2.3%	11	4.3%	228	88.7%	257
490205	Truck, Bus and Other Commercial Vehicle Operator	211	82.1%	6	2.3%	11	4.3%	228	88.7%	257
4904	RAILROAD TECHNOLOGY	3	100.0%	0	0.0%	0	0.0%	3	100.0%	3
490410	Railroad Technology	3	100.0%	0	0.0%	0	0.0%	3	100.0%	3
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	18	78.3%	2	8.7%	2	8.7%	22	95.7%	23
510205	Sign Language Interpreter	18	78.3%	2	8.7%	2	8.7%	22	95.7%	23
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	191	71.8%	3	1.1%	41	15.4%	235	88.3%	266
510801	Medical Assistant	47	62.7%	2	2.7%	14	18.7%	63	84.0%	75
510803	Occupational Therapy Assistant	38	84.4%	0	0.0%	5	11.1%	43	95.6%	45
510805	Pharmacy Technician/Assistant	35	62.5%	0	0.0%	12	21.4%	47	83.9%	56
510806	Physical Therapy Assistant	35	77.8%	1	2.2%	6	13.3%	42	93.3%	45
510807	Physician Assistant	9	75.0%	0	0.0%	1	8.3%	10	83.3%	12
510808	Veterinarian Assistant/Animal Health Technician	28	84.8%	0	0.0%	3	9.1%	31	93.9%	33
5115	MENTAL HEALTH SERVICES	41	51.3%	2	2.5%	23	28.8%	66	82.5%	80
511501	Alcohol/Drug Abuse Counseling	30	48.4%	2	3.2%	20	32.3%	52	83.9%	62
511502	Psychiatric/Mental Health Services Technician	6	50.0%	0	0.0%	2	16.7%	8	66.7%	12
511504	Developmental Disabilities/Habilitation Aide	5	83.3%	0	0.0%	1	16.7%	6	100.0%	6
5207	ENTERPRISE MANAGEMENT AND OPERATION	6	42.9%	0	0.0%	5	35.7%	11	78.6%	14
520701	Enterprise Management and Operation, General	6	42.9%	0	0.0%	5	35.7%	11	78.6%	14
5209	HOSPITALITY SERVICES MANAGEMENT	22	62.9%	1	2.9%	9	25.7%	32	91.4%	35
520902	Hotel/Motel and Restaurant Management	14	63.6%	1	4.5%	5	22.7%	20	90.9%	22
520903	Travel-Tourism Management	8	61.5%	0	0.0%	4	30.8%	12	92.3%	13
5210	HUMAN RESOURCES MANAGEMENT	15	71.4%	0	0.0%	5	23.8%	20	95.2%	21
521001	Human Resources Management	15	71.4%	0	0.0%	5	23.8%	20	95.2%	21
5214	MARKETING MANAGEMENT AND RESEARCH	3	60.0%	0	0.0%	1	20.0%	4	80.0%	5
521401	Business Marketing and Marketing Management	3	60.0%	0	0.0%	1	20.0%	4	80.0%	5
5215	REAL ESTATE	145	70.4%	9	4.4%	27	13.1%	181	87.9%	206
521501	Real Estate	145	70.4%	9	4.4%	27	13.1%	181	87.9%	206
	Associate Degree	519	69.4%	34	4.5%	138	18.4%	691	92.4%	748
	Advanced Certificate (30 hours or more)	215	62.0%	16	4.6%	72	20.7%	303	87.3%	347
	Basic Certificate (Less than 30 hours)	637	67.1%	46	4.8%	166	17.5%	849	89.4%	950
	Report Total	1,372	67.1%	96	4.7%	376	18.4%	1,844	90.1%	2,046

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Illinois Community College Board

Table B-2

EMPLOYMENT PATTERNS OF PROGRAM COMPLETERS
IN SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	EMPLOYED FULL-TIME		EMPLOYED PART-TIME		UNEMPLOYED SEEKING EMPLOYMENT		UNEMPLOYED NOT SEEKING EMPLOYMENT		TOTAL RESPONDING NUMBER	TOTAL EMPLOYED	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		NUMBER	PERCENT
0102	AGRICULTURAL MECHANIZATION	25	86.2%	2	6.9%	0	0.0%	2	6.9%	29	27	93.1%
010201	Agricultural Mechanization, General	25	86.2%	2	6.9%	0	0.0%	2	6.9%	29	27	93.1%
1315	TEACHER ASSISTANT/AIDE	18	48.6%	9	24.3%	4	10.8%	6	16.2%	37	27	73.0%
131501	Teacher Assistant/Aide	18	48.6%	9	24.3%	4	10.8%	6	16.2%	37	27	73.0%
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	23	82.1%	3	10.7%	2	7.1%	0	0.0%	28	26	92.9%
150603	Industrial/Manufacturing Technology/Technician	23	82.1%	3	10.7%	2	7.1%	0	0.0%	28	26	92.9%
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	355	71.4%	88	17.7%	27	5.4%	27	5.4%	497	443	89.1%
200202	Child Care Provider/Assistant	355	71.4%	88	17.7%	27	5.4%	27	5.4%	497	443	89.1%
4103	PHYSICAL SCIENCE TECHNOLOGIES	3	75.0%	0	0.0%	1	25.0%	0	0.0%	4	3	75.0%
410301	Chemical Technology/Technician	3	75.0%	0	0.0%	1	25.0%	0	0.0%	4	3	75.0%
4407	SOCIAL WORK	31	49.2%	18	28.6%	7	11.1%	7	11.1%	63	49	77.8%
440701	Social Work	31	49.2%	18	28.6%	7	11.1%	7	11.1%	63	49	77.8%
4601	MASON AND TILE SETTERS	5	83.3%	1	16.7%	0	0.0%	0	0.0%	6	6	100.0%
460101	Mason and Tilesetter	5	83.3%	1	16.7%	0	0.0%	0	0.0%	6	6	100.0%
4602	CARPENTERS	49	83.1%	2	3.4%	3	5.1%	5	8.5%	59	51	86.4%
460201	Carpenter	49	83.1%	2	3.4%	3	5.1%	5	8.5%	59	51	86.4%
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	69	82.1%	2	2.4%	12	14.3%	1	1.2%	84	71	84.5%
470302	Heavy Equipment Maintenance and Repairer	5	100.0%	0	0.0%	0	0.0%	0	0.0%	5	5	100.0%
470303	Industrial Machinery Maintenance and Repairer	64	81.0%	2	2.5%	12	15.2%	1	1.3%	79	66	83.5%
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	232	68.8%	39	11.6%	24	7.1%	42	12.5%	337	271	80.4%
470603	Auto/Automotive Body Repairer	32	66.7%	2	4.2%	6	12.5%	8	16.7%	48	34	70.8%
470604	Auto/Automotive Mechanic/Technician	158	65.8%	36	15.0%	15	6.3%	31	12.9%	240	194	80.8%
470605	Diesel Engine Mechanic and Repairer	31	86.1%	0	0.0%	2	5.6%	3	8.3%	36	31	86.1%
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	11	84.6%	1	7.7%	1	7.7%	0	0.0%	13	12	92.3%
4902	VEHICLE AND EQUIPMENT OPERATORS	204	80.3%	14	5.5%	24	9.4%	12	4.7%	254	218	85.8%
490205	Truck, Bus and Other Commercial Vehicle Operator	204	80.3%	14	5.5%	24	9.4%	12	4.7%	254	218	85.8%
4904	RAILROAD TECHNOLOGY	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3	3	100.0%
490410	Railroad Technology	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3	3	100.0%
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	14	60.9%	6	26.1%	0	0.0%	3	13.0%	23	20	87.0%
510205	Sign Language Interpreter	14	60.9%	6	26.1%	0	0.0%	3	13.0%	23	20	87.0%
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	190	70.9%	44	16.4%	23	8.6%	11	4.1%	268	234	87.3%
510801	Medical Assistant	47	61.8%	14	18.4%	8	10.5%	7	9.2%	76	61	80.3%
510803	Occupational Therapy Assistant	37	82.2%	6	13.3%	2	4.4%	0	0.0%	45	43	95.6%
510805	Pharmacy Technician/Assistant	33	58.9%	14	25.0%	9	16.1%	0	0.0%	56	47	83.9%
510806	Physical Therapy Assistant	35	76.1%	7	15.2%	2	4.3%	2	4.3%	46	42	91.3%
510807	Physician Assistant	10	83.3%	0	0.0%	1	8.3%	1	8.3%	12	10	83.3%
510808	Veterinarian Assistant/Animal Health Technician	28	84.8%	3	9.1%	1	3.0%	1	3.0%	33	31	93.9%
5115	MENTAL HEALTH SERVICES	48	59.3%	17	21.0%	11	13.6%	5	6.2%	81	65	80.2%
511501	Alcohol/Drug Abuse Counseling	36	57.1%	15	23.8%	7	11.1%	5	7.9%	63	51	81.0%
511502	Psychiatric/Mental Health Services Technician	8	66.7%	0	0.0%	4	33.3%	0	0.0%	12	8	66.7%
511504	Developmental Disabilities/Habilitation Aide	4	66.7%	2	33.3%	0	0.0%	0	0.0%	6	6	100.0%
5207	ENTERPRISE MANAGEMENT AND OPERATION	9	64.3%	2	14.3%	2	14.3%	1	7.1%	14	11	78.6%
520701	Enterprise Management and Operation, General	9	64.3%	2	14.3%	2	14.3%	1	7.1%	14	11	78.6%
5209	HOSPITALITY SERVICES MANAGEMENT	25	71.4%	6	17.1%	3	8.6%	1	2.9%	35	31	88.6%
520902	Hotel/Motel and Restaurant Management	16	72.7%	3	13.6%	2	9.1%	1	4.5%	22	19	86.4%
520903	Travel-Tourism Management	9	69.2%	3	23.1%	1	7.7%	0	0.0%	13	12	92.3%
5210	HUMAN RESOURCES MANAGEMENT	18	85.7%	2	9.5%	0	0.0%	1	4.8%	21	20	95.2%
521001	Human Resources Management	18	85.7%	2	9.5%	0	0.0%	1	4.8%	21	20	95.2%
5214	MARKETING MANAGEMENT AND RESEARCH	4	80.0%	0	0.0%	0	0.0%	1	20.0%	5	4	80.0%
521401	Business Marketing and Marketing Management	4	80.0%	0	0.0%	0	0.0%	1	20.0%	5	4	80.0%
5215	REAL ESTATE	141	68.8%	30	14.6%	7	3.4%	27	13.2%	205	171	83.4%
521501	Real Estate	141	68.8%	30	14.6%	7	3.4%	27	13.2%	205	171	83.4%
	Associate Degree	574	76.2%	87	11.6%	43	5.7%	49	6.5%	753	661	87.8%
	Advanced Certificate (30 hours or more)	227	64.3%	64	18.1%	31	8.8%	31	8.8%	353	291	82.4%
	Basic Certificate (Less than 30 hours)	665	70.2%	134	14.1%	76	8.0%	72	7.6%	947	799	84.4%
	Report Total	1,466	71.4%	285	13.9%	150	7.3%	152	7.4%	2,053	1,751	85.3%

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Illinois Community College Board

Table B-3

COMPLETERS SIMULTANEOUSLY EMPLOYED AND PURSUING ADDITIONAL EDUCATION
IN SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	EMPLOYED AND PURSUING ADDITIONAL EDUCATION IN A RELATED FIELD		EMPLOYED AND PURSUING ADDITIONAL EDUCATION IN AN UNRELATED FIELD		TOTAL COMPLETERS EMPLOYED AND PURSUING ADDITIONAL EDUCATION		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
0102	AGRICULTURAL MECHANIZATION	2	50.0%	2	50.0%	4	13.8%	29
010201	Agricultural Mechanization, General	2	50.0%	2	50.0%	4	13.8%	29
1315	TEACHER ASSISTANT/AIDE	8	88.9%	1	11.1%	9	25.0%	36
131501	Teacher Assistant/Aide	8	88.9%	1	11.1%	9	25.0%	36
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	4	100.0%	0	0.0%	4	14.8%	27
150603	Industrial/Manufacturing Technology/Technician	4	100.0%	0	0.0%	4	14.8%	27
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	116	85.3%	20	14.7%	136	27.8%	490
200202	Child Care Provider/Assistant	116	85.3%	20	14.7%	136	27.8%	490
4103	PHYSICAL SCIENCE TECHNOLOGIES	0	—	0	—	0	0.0%	4
410301	Chemical Technology/Technician	0	—	0	—	0	0.0%	4
4407	SOCIAL WORK	15	93.8%	1	6.3%	16	25.4%	63
440701	Social Work	15	93.8%	1	6.3%	16	25.4%	63
4601	MASON AND TILE SETTERS	0	—	0	—	0	0.0%	6
460101	Mason and Tilesetter	0	—	0	—	0	0.0%	6
4602	CARPENTERS	0	—	0	—	0	0.0%	59
460201	Carpenter	0	—	0	—	0	0.0%	59
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	7	58.3%	5	41.7%	12	14.1%	85
470302	Heavy Equipment Maintenance and Repairer	1	100.0%	0	0.0%	1	20.0%	5
470303	Industrial Machinery Maintenance and Repairer	6	54.5%	5	45.5%	11	13.8%	80
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	52	73.2%	19	26.8%	71	21.1%	336
470603	Auto/Automotive Body Repairer	4	57.1%	3	42.9%	7	14.3%	49
470604	Auto/Automotive Mechanic/Technician	40	76.9%	12	23.1%	52	21.8%	239
470605	Diesel Engine Mechanic and Repairer	5	62.5%	3	37.5%	8	22.2%	36
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	3	75.0%	1	25.0%	4	33.3%	12
4902	VEHICLE AND EQUIPMENT OPERATORS	7	63.6%	4	36.4%	11	4.3%	257
490205	Truck, Bus and Other Commercial Vehicle Operator	7	63.6%	4	36.4%	11	4.3%	257
4904	RAILROAD TECHNOLOGY	0	—	0	—	0	0.0%	3
490410	Railroad Technology	0	—	0	—	0	0.0%	3
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	0	0.0%	2	100.0%	2	8.7%	23
510205	Sign Language Interpreter	0	0.0%	2	100.0%	2	8.7%	23
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	31	75.6%	10	24.4%	41	15.4%	266
510801	Medical Assistant	12	85.7%	2	14.3%	14	18.7%	75
510803	Occupational Therapy Assistant	5	100.0%	0	0.0%	5	11.1%	45
510805	Pharmacy Technician/Assistant	7	58.3%	5	41.7%	12	21.4%	56
510806	Physical Therapy Assistant	4	66.7%	2	33.3%	6	13.3%	45
510807	Physician Assistant	1	100.0%	0	0.0%	1	8.3%	12
510808	Veterinarian Assistant/Animal Health Technician	2	66.7%	1	33.3%	3	9.1%	33
5115	MENTAL HEALTH SERVICES	15	65.2%	8	34.8%	23	28.8%	80
511501	Alcohol/Drug Abuse Counseling	13	65.0%	7	35.0%	20	32.3%	62
511502	Psychiatric/Mental Health Services Technician	1	50.0%	1	50.0%	2	16.7%	12
511504	Developmental Disabilities/Habilitation Aide	1	100.0%	0	0.0%	1	16.7%	6
5207	ENTERPRISE MANAGEMENT AND OPERATION	5	100.0%	0	0.0%	5	35.7%	14
520701	Enterprise Management and Operation, General	5	100.0%	0	0.0%	5	35.7%	14
5209	HOSPITALITY SERVICES MANAGEMENT	6	66.7%	3	33.3%	9	25.7%	35
520902	Hotel/Motel and Restaurant Management	4	80.0%	1	20.0%	5	22.7%	22
520903	Travel-Tourism Management	2	50.0%	2	50.0%	4	30.8%	13
5210	HUMAN RESOURCES MANAGEMENT	3	60.0%	2	40.0%	5	23.8%	21
521001	Human Resources Management	3	60.0%	2	40.0%	5	23.8%	21
5214	MARKETING MANAGEMENT AND RESEARCH	1	100.0%	0	0.0%	1	20.0%	5
521401	Business Marketing and Marketing Management	1	100.0%	0	0.0%	1	20.0%	5
5215	REAL ESTATE	14	51.9%	13	48.1%	27	13.1%	206
521501	Real Estate	14	51.9%	13	48.1%	27	13.1%	206
	Associate Degree	107	77.5%	31	22.5%	138	18.4%	748
	Advanced Certificate (30 hours or more)	56	77.8%	16	22.2%	72	20.7%	347
	Basic Certificate (Less than 30 hours)	123	74.1%	43	25.9%	166	17.5%	950
	Report Total	286	76.1%	90	23.9%	376	18.4%	2,045

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Illinois Community College Board

Table B-4

EDUCATIONAL STATUS OF COMPLETERS
IN SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	NO FURTHER EDUCATION		PREVIOUSLY PURSUED FURTHER EDUCATION BUT NOT NOW		CURRENTLY ENROLLED IN RELATED PROGRAM		CURRENTLY ENROLLED IN UNRELATED PROGRAM		TOTAL RESPONDING NUMBER	COMBINED COUNT CURRENTLY ENROLLED IN RELATED AND UNRELATED PROGRAMS	
		NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT		NUMBER	PCT
0102	AGRICULTURAL MECHANIZATION	23	79.3%	1	3.4%	3	10.3%	2	6.9%	29	5	17.2%
010201	Agricultural Mechanization, General	23	79.3%	1	3.4%	3	10.3%	2	6.9%	29	5	17.2%
1315	TEACHER ASSISTANT/AIDE	20	55.6%	3	8.3%	10	27.8%	3	8.3%	36	13	36.1%
131501	Teacher Assistant/Aide	20	55.6%	3	8.3%	10	27.8%	3	8.3%	36	13	36.1%
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	20	74.1%	3	11.1%	4	14.8%	0	0.0%	27	4	14.8%
150603	Industrial/Manufacturing Technology/Technician	20	74.1%	3	11.1%	4	14.8%	0	0.0%	27	4	14.8%
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	302	61.3%	30	6.1%	136	27.6%	25	5.1%	493	161	32.7%
200202	Child Care Provider/Assistant	302	61.3%	30	6.1%	136	27.6%	25	5.1%	493	161	32.7%
4103	PHYSICAL SCIENCE TECHNOLOGIES	3	75.0%	0	0.0%	1	25.0%	0	0.0%	4	1	25.0%
410301	Chemical Technology/Technician	3	75.0%	0	0.0%	1	25.0%	0	0.0%	4	1	25.0%
4407	SOCIAL WORK	37	58.7%	6	9.5%	19	30.2%	1	1.6%	63	20	31.7%
440701	Social Work	37	58.7%	6	9.5%	19	30.2%	1	1.6%	63	20	31.7%
4601	MASON AND TILE SETTERS	6	100.0%	0	0.0%	0	0.0%	0	0.0%	6	0	0.0%
460101	Mason and Tilesetter	6	100.0%	0	0.0%	0	0.0%	0	0.0%	6	0	0.0%
4602	CARPENTERS	32	54.2%	23	39.0%	4	6.8%	0	0.0%	59	4	6.8%
460201	Carpenter	32	54.2%	23	39.0%	4	6.8%	0	0.0%	59	4	6.8%
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	68	80.0%	3	3.5%	8	9.4%	6	7.1%	85	14	16.5%
470302	Heavy Equipment Maintenance and Repairer	4	80.0%	0	0.0%	1	20.0%	0	0.0%	5	1	20.0%
470303	Industrial Machinery Maintenance and Repairer	64	80.0%	3	3.8%	7	8.8%	6	7.5%	80	13	16.3%
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	214	63.7%	16	4.8%	82	24.4%	24	7.1%	336	106	31.5%
470603	Auto/Automotive Body Repairer	30	61.2%	1	2.0%	13	26.5%	5	10.2%	49	18	36.7%
470604	Auto/Automotive Mechanic/Technician	152	63.6%	13	5.4%	59	24.7%	15	6.3%	239	74	31.0%
470605	Diesel Engine Mechanic and Repairer	25	69.4%	1	2.8%	7	19.4%	3	8.3%	36	10	27.8%
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	7	58.3%	1	8.3%	3	25.0%	1	8.3%	12	4	33.3%
4902	VEHICLE AND EQUIPMENT OPERATORS	234	90.7%	7	2.7%	11	4.3%	6	2.3%	258	17	6.6%
490205	Truck, Bus and Other Commercial Vehicle Operator	234	90.7%	7	2.7%	11	4.3%	6	2.3%	258	17	6.6%
4904	RAILROAD TECHNOLOGY	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3	0	0.0%
490410	Railroad Technology	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3	0	0.0%
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	18	78.3%	1	4.3%	2	8.7%	2	8.7%	23	4	17.4%
510205	Sign Language Interpreter	18	78.3%	1	4.3%	2	8.7%	2	8.7%	23	4	17.4%
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	209	78.3%	13	4.9%	33	12.4%	12	4.5%	267	45	16.9%
510801	Medical Assistant	56	74.7%	3	4.0%	13	17.3%	3	4.0%	75	16	21.3%
510803	Occupational Therapy Assistant	39	86.7%	1	2.2%	5	11.1%	0	0.0%	45	5	11.1%
510805	Pharmacy Technician/Assistant	38	66.7%	6	10.5%	7	12.3%	6	10.5%	57	13	22.8%
510806	Physical Therapy Assistant	37	82.2%	1	2.2%	5	11.1%	2	4.4%	45	7	15.6%
510807	Physician Assistant	9	75.0%	2	16.7%	1	8.3%	0	0.0%	12	1	8.3%
510808	Veterinarian Assistant/Animal Health Technician	30	90.9%	0	0.0%	2	6.1%	1	3.0%	33	3	9.1%
5115	MENTAL HEALTH SERVICES	47	58.8%	8	10.0%	16	20.0%	9	11.3%	80	25	31.3%
511501	Alcohol/Drug Abuse Counseling	33	53.2%	7	11.3%	14	22.6%	8	12.9%	62	22	35.5%
511502	Psychiatric/Mental Health Services Technician	10	83.3%	0	0.0%	1	8.3%	1	8.3%	12	2	16.7%
511504	Developmental Disabilities/Habilitation Aide	4	66.7%	1	16.7%	1	16.7%	0	0.0%	6	1	16.7%
5207	ENTERPRISE MANAGEMENT AND OPERATION	9	64.3%	0	0.0%	5	35.7%	0	0.0%	14	5	35.7%
520701	Enterprise Management and Operation, General	9	64.3%	0	0.0%	5	35.7%	0	0.0%	14	5	35.7%
5209	HOSPITALITY SERVICES MANAGEMENT	24	68.6%	1	2.9%	6	17.1%	4	11.4%	35	10	28.6%
520902	Hotel/Motel and Restaurant Management	16	72.7%	0	0.0%	4	18.2%	2	9.1%	22	6	27.3%
520903	Travel-Tourism Management	8	61.5%	1	7.7%	2	15.4%	2	15.4%	13	4	30.8%
5210	HUMAN RESOURCES MANAGEMENT	12	57.1%	4	19.0%	3	14.3%	2	9.5%	21	5	23.8%
521001	Human Resources Management	12	57.1%	4	19.0%	3	14.3%	2	9.5%	21	5	23.8%
5214	MARKETING MANAGEMENT AND RESEARCH	4	80.0%	0	0.0%	1	20.0%	0	0.0%	5	1	20.0%
521401	Business Marketing and Marketing Management	4	80.0%	0	0.0%	1	20.0%	0	0.0%	5	1	20.0%
5215	REAL ESTATE	152	73.1%	20	9.6%	16	7.7%	20	9.6%	208	36	17.3%
521501	Real Estate	152	73.1%	20	9.6%	16	7.7%	20	9.6%	208	36	17.3%
	Associate Degree	532	71.1%	44	5.9%	134	17.9%	38	5.1%	748	172	23.0%
	Advanced Certificate (30 hours or more)	243	69.8%	16	4.6%	69	19.8%	20	5.7%	348	89	25.6%
	Basic Certificate (Less than 30 hours)	661	69.1%	80	8.4%	157	16.4%	58	6.1%	956	215	22.5%
	Report Total	1,436	70.0%	140	6.8%	360	17.5%	116	5.7%	2,052	476	23.2%

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Illinois Community College Board

Table B-5

RELATEDNESS OF EMPLOYMENT AMONG PROGRAM COMPLETERS
IN SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	EMPLOYED FULL-TIME		EMPLOYED PART-TIME		COMBINED				TOTAL RESPONDING
		RELATED NUMBER	NOT RELATED NUMBER	RELATED NUMBER	NOT RELATED NUMBER	RELATED NUMBER	PERCENT	NOT RELATED NUMBER	PERCENT	
0102	AGRICULTURAL MECHANIZATION	22	3	1	1	23	85.2%	4	14.8%	27
010201	Agricultural Mechanization, General	22	3	1	1	23	85.2%	4	14.8%	27
1315	TEACHER ASSISTANT/AIDE	13	5	5	4	18	66.7%	9	33.3%	27
131501	Teacher Assistant/Aide	13	5	5	4	18	66.7%	9	33.3%	27
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	19	4	0	3	19	73.1%	7	26.9%	26
150603	Industrial/Manufacturing Technology/Technician	19	4	0	3	19	73.1%	7	26.9%	26
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	299	51	62	26	361	82.4%	77	17.6%	438
200202	Child Care Provider/Assistant	299	51	62	26	361	82.4%	77	17.6%	438
4103	PHYSICAL SCIENCE TECHNOLOGIES	1	2	0	0	1	33.3%	2	66.7%	3
410301	Chemical Technology/Technician	1	2	0	0	1	33.3%	2	66.7%	3
4407	SOCIAL WORK	21	10	12	6	33	67.3%	16	32.7%	49
440701	Social Work	21	10	12	6	33	67.3%	16	32.7%	49
4601	MASON AND TILE SETTERS	5	0	1	0	6	100.0%	0	0.0%	6
460101	Mason and Tiler	5	0	1	0	6	100.0%	0	0.0%	6
4602	CARPENTERS	49	0	1	1	50	98.0%	1	2.0%	51
460201	Carpenter	49	0	1	1	50	98.0%	1	2.0%	51
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	60	9	2	0	62	87.3%	9	12.7%	71
470302	Heavy Equipment Maintenance and Repairer	5	0	0	0	5	100.0%	0	0.0%	5
470303	Industrial Machinery Maintenance and Repairer	55	9	2	0	57	86.4%	9	13.6%	66
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	164	67	20	19	184	68.1%	86	31.9%	270
470603	Auto/Automotive Body Repairer	18	14	0	2	18	52.9%	16	47.1%	34
470604	Auto/Automotive Mechanic/Technician	111	46	20	16	131	67.9%	62	32.1%	193
470605	Diesel Engine Mechanic and Repairer	25	6	0	0	25	80.6%	6	19.4%	31
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	10	1	0	1	10	83.3%	2	16.7%	12
4902	VEHICLE AND EQUIPMENT OPERATORS	160	43	9	5	169	77.9%	48	22.1%	217
490205	Truck, Bus and Other Commercial Vehicle Operator	160	43	9	5	169	77.9%	48	22.1%	217
4904	RAILROAD TECHNOLOGY	3	0	0	0	3	100.0%	0	0.0%	3
490410	Railroad Technology	3	0	0	0	3	100.0%	0	0.0%	3
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	12	2	5	1	17	85.0%	3	15.0%	20
510205	Sign Language Interpreter	12	2	5	1	17	85.0%	3	15.0%	20
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	150	40	27	17	177	75.6%	57	24.4%	234
510801	Medical Assistant	35	12	8	6	43	70.5%	18	29.5%	61
510803	Occupational Therapy Assistant	33	4	5	1	38	88.4%	5	11.6%	43
510805	Pharmacy Technician/Assistant	11	22	7	7	18	38.3%	29	61.7%	47
510806	Physical Therapy Assistant	35	0	4	3	39	92.9%	3	7.1%	42
510807	Physician Assistant	9	1	0	0	9	90.0%	1	10.0%	10
510808	Veterinarian Assistant/Animal Health Technician	27	1	3	0	30	96.8%	1	3.2%	31
5115	MENTAL HEALTH SERVICES	38	10	11	6	49	75.4%	16	24.6%	65
511501	Alcohol/Drug Abuse Counseling	29	7	11	4	40	78.4%	11	21.6%	51
511502	Psychiatric/Mental Health Services Technician	5	3	0	0	5	62.5%	3	37.5%	8
511504	Developmental Disabilities/Habilitation Aide	4	0	0	2	4	66.7%	2	33.3%	6
5207	ENTERPRISE MANAGEMENT AND OPERATION	5	4	1	1	6	54.5%	5	45.5%	11
520701	Enterprise Management and Operation, General	5	4	1	1	6	54.5%	5	45.5%	11
5209	HOSPITALITY SERVICES MANAGEMENT	12	13	3	3	15	48.4%	16	51.6%	31
520902	Hotel/Motel and Restaurant Management	10	6	2	1	12	63.2%	7	36.8%	19
520903	Travel-Tourism Management	2	7	1	2	3	25.0%	9	75.0%	12
5210	HUMAN RESOURCES MANAGEMENT	15	3	0	2	15	75.0%	5	25.0%	20
521001	Human Resources Management	15	3	0	2	15	75.0%	5	25.0%	20
5214	MARKETING MANAGEMENT AND RESEARCH	3	1	0	0	3	75.0%	1	25.0%	4
521401	Business Marketing and Marketing Management	3	1	0	0	3	75.0%	1	25.0%	4
5215	REAL ESTATE	65	76	13	17	78	45.6%	93	54.4%	171
521501	Real Estate	65	76	13	17	78	45.6%	93	54.4%	171
	Associate Degree	491	82	56	31	547	82.9%	113	17.1%	660
	Advanced Certificate (30 hours or more)	176	48	45	19	221	76.7%	67	23.3%	288
	Basic Certificate (Less than 30 hours)	449	213	72	62	521	65.5%	275	34.5%	796
	Report Total	1,116	343	173	112	1,289	73.9%	455	26.1%	1,744

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Illinois Community College Board

Table B-6

REASONS WHY PRESENT JOB IS NOT IN RELATED FIELD
FOR COMPLETERS OF CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	Reason Why Job is not in a Related Field**										Not Indicated	Total Employed in Unrelated Field
		1	2	3	4	5	6	7	8	9	10		
0102	AGRICULTURAL MECHANIZATION	0	1	1	0	0	0	1	0	0	1	0	4
010201	Agricultural Mechanization, General	0	1	1	0	0	0	1	0	0	1	0	4
1315	TEACHER ASSISTANT/AIDE	0	2	0	3	0	0	2	0	0	2	0	9
131501	Teacher Assistant/Aide	0	2	0	3	0	0	2	0	0	2	0	9
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	0	1	3	0	0	1	0	0	0	2	0	7
150603	Industrial/Manufacturing Technology/Technician	0	1	3	0	0	1	0	0	0	2	0	7
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	10	18	8	3	1	10	6	3	0	17	3	79
200202	Child Care Provider/Assistant	10	18	8	3	1	10	6	3	0	17	3	79
4103	PHYSICAL SCIENCE TECHNOLOGIES	0	0	1	0	0	0	0	0	0	0	1	2
410301	Chemical Technology/Technician	0	0	1	0	0	0	0	0	0	0	1	2
4407	SOCIAL WORK	1	2	5	1	0	0	1	0	0	6	0	16
440701	Social Work	1	2	5	1	0	0	1	0	0	6	0	16
4601	MASON AND TILE SETTERS	—	—	—	—	—	—	—	—	—	—	—	0
460101	Mason and Tilesetter	—	—	—	—	—	—	—	—	—	—	—	0
4602	CARPENTERS	0	1	0	0	0	0	0	0	0	0	0	1
460201	Carpenter	0	1	0	0	0	0	0	0	0	0	0	1
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	1	0	4	0	1	0	0	1	0	2	0	9
470302	Heavy Equipment Maintenance and Repairer	—	—	—	—	—	—	—	—	—	—	—	0
470303	Industrial Machinery Maintenance and Repairer	1	0	4	0	1	0	0	1	0	2	0	9
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	13	10	16	6	5	12	5	0	0	14	5	86
470603	Auto/Automotive Body Repairer	3	1	4	0	0	3	0	0	0	2	3	16
470604	Auto/Automotive Mechanic/Technician	7	9	10	5	5	9	5	0	0	10	2	62
470605	Diesel Engine Mechanic and Repairer	3	0	1	1	0	0	0	0	0	1	0	6
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	0	0	1	0	0	0	0	0	0	1	0	2
4902	VEHICLE AND EQUIPMENT OPERATORS	18	5	1	6	0	2	3	0	0	12	1	48
490205	Truck, Bus and Other Commercial Vehicle Operator	18	5	1	6	0	2	3	0	0	12	1	48
4904	RAILROAD TECHNOLOGY	—	—	—	—	—	—	—	—	—	—	—	0
490410	Railroad Technology	—	—	—	—	—	—	—	—	—	—	—	0
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	1	0	0	0	0	1	0	0	0	1	0	3
510205	Sign Language Interpreter	1	0	0	0	0	1	0	0	0	1	0	3
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	7	9	17	1	0	6	0	4	0	3	10	57
510801	Medical Assistant	1	2	6	0	0	0	0	1	0	0	8	18
510803	Occupational Therapy Assistant	0	1	2	0	0	0	0	1	0	1	0	5
510805	Pharmacy Technician/Assistant	6	6	8	1	0	4	0	2	0	1	1	29
510806	Physical Therapy Assistant	0	0	0	0	0	2	0	0	0	1	0	3
510807	Physician Assistant	0	0	1	0	0	0	0	0	0	0	0	1
510808	Veterinarian Assistant/Animal Health Technician	0	0	0	0	0	0	0	0	0	0	1	1
5115	MENTAL HEALTH SERVICES	2	2	7	0	1	2	0	0	0	1	1	16
511501	Alcohol/Drug Abuse Counseling	2	0	5	0	1	2	0	0	0	1	0	11
511502	Psychiatric/Mental Health Services Technician	0	2	1	0	0	0	0	0	0	0	0	3
511504	Developmental Disabilities/Habilitation Aide	0	0	1	0	0	0	0	0	0	0	1	2
5207	ENTERPRISE MANAGEMENT AND OPERATION	1	2	1	0	0	0	1	0	0	0	0	5
520701	Enterprise Management and Operation, General	1	2	1	0	0	0	1	0	0	0	0	5
5209	HOSPITALITY SERVICES MANAGEMENT	1	1	4	0	0	1	0	0	0	7	2	16
520902	Hotel/Motel and Restaurant Management	1	0	2	0	0	0	0	0	0	4	0	7
520903	Travel-Tourism Management	0	1	2	0	0	1	0	0	0	3	2	9
5210	HUMAN RESOURCES MANAGEMENT	2	2	1	0	0	0	0	0	0	0	0	5
521001	Human Resources Management	2	2	1	0	0	0	0	0	0	0	0	5
5214	MARKETING MANAGEMENT AND RESEARCH	0	1	0	0	0	0	0	0	0	0	0	1
521401	Business Marketing and Marketing Management	0	1	0	0	0	0	0	0	0	0	0	1
5215	REAL ESTATE	27	9	7	1	2	12	7	4	0	24	2	95
521501	Real Estate	27	9	7	1	2	12	7	4	0	24	2	95
	Associate Degree	5	11	22	27	5	2	8	6	1	0	26	113
	Advanced Certificate (30 hours or more)	0	10	9	20	4	5	3	2	2	0	15	67
	Basic Certificate (Less than 30 hours)	20	63	35	29	12	6	36	18	9	0	51	279
	Report Total	84	66	76	21	10	47	26	12	0	92	25	459

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

** 1 = Preferred to work in another field

2 = Found better paying job in another field

3 = Could not find job in field of preparation

4 = Worked previously in field, but changed

5 = Preferred not to move to new locality

6 = Temporary job while in transition (in college or summer employment)

7 = Took job in order to get preferred working hours

8 = Didn't complete program or pass licensing test to be eligible to work in field

9 = Health problems prevented me from working in field

10 = Other

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Table B-7

BEGINNING OF PRESENT POSITION AMONG COMPLETERS
IN SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS

CIP	PROGRAM TITLE	HAD POSITION PRIOR TO PROGRAM ENTRANCE		BEGAN POSITION DURING PROGRAM ENROLLMENT		BEGAN POSITION AFTER PROGRAM COMPLETION		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
0102	AGRICULTURAL MECHANIZATION	5	18.5%	10	37.0%	12	44.4%	27
010201	Agricultural Mechanization, General	5	18.5%	10	37.0%	12	44.4%	27
1315	TEACHER ASSISTANT/AIDE	6	24.0%	10	40.0%	9	36.0%	25
131501	Teacher Assistant/Aide	6	24.0%	10	40.0%	9	36.0%	25
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	15	65.2%	0	0.0%	8	34.8%	23
150603	Industrial/Manufacturing Technology/Technician	15	65.2%	0	0.0%	8	34.8%	23
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	155	36.3%	147	34.4%	125	29.3%	427
200202	Child Care Provider/Assistant	155	36.3%	147	34.4%	125	29.3%	427
4103	PHYSICAL SCIENCE TECHNOLOGIES	1	33.3%	1	33.3%	1	33.3%	3
410301	Chemical Technology/Technician	1	33.3%	1	33.3%	1	33.3%	3
4407	SOCIAL WORK	9	20.9%	13	30.2%	21	48.8%	43
440701	Social Work	9	20.9%	13	30.2%	21	48.8%	43
4601	MASON AND TILE SETTERS	4	80.0%	0	0.0%	1	20.0%	5
460101	Mason and Tilesetter	4	80.0%	0	0.0%	1	20.0%	5
4602	CARPENTERS	37	75.5%	3	6.1%	9	18.4%	49
460201	Carpenter	37	75.5%	3	6.1%	9	18.4%	49
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	34	50.7%	18	26.9%	15	22.4%	67
470302	Heavy Equipment Maintenance and Repairer	3	60.0%	2	40.0%	0	0.0%	5
470303	Industrial Machinery Maintenance and Repairer	31	50.0%	16	25.8%	15	24.2%	62
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	63	23.9%	81	30.7%	120	45.5%	264
470603	Auto/Automotive Body Repairer	9	27.3%	7	21.2%	17	51.5%	33
470604	Auto/Automotive Mechanic/Technician	48	25.3%	58	30.5%	84	44.2%	190
470605	Diesel Engine Mechanic and Repairer	5	16.1%	15	48.4%	11	35.5%	31
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	1	10.0%	1	10.0%	8	80.0%	10
4902	VEHICLE AND EQUIPMENT OPERATORS	13	6.0%	6	2.8%	197	91.2%	216
490205	Truck, Bus and Other Commercial Vehicle Operator	13	6.0%	6	2.8%	197	91.2%	216
4904	RAILROAD TECHNOLOGY	0	0.0%	0	0.0%	3	100.0%	3
490410	Railroad Technology	0	0.0%	0	0.0%	3	100.0%	3
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	5	26.3%	1	5.3%	13	68.4%	19
510205	Sign Language Interpreter	5	26.3%	1	5.3%	13	68.4%	19
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	36	15.6%	44	19.0%	151	65.4%	231
510801	Medical Assistant	11	19.0%	17	29.3%	30	51.7%	58
510803	Occupational Therapy Assistant	3	7.0%	2	4.7%	38	88.4%	43
510805	Pharmacy Technician/Assistant	18	37.5%	6	12.5%	24	50.0%	48
510806	Physical Therapy Assistant	2	4.9%	4	9.8%	35	85.4%	41
510807	Physician Assistant	0	0.0%	0	0.0%	10	100.0%	10
510808	Veterinarian Assistant/Animal Health Technician	2	6.5%	15	48.4%	14	45.2%	31
5115	MENTAL HEALTH SERVICES	19	29.7%	20	31.3%	25	39.1%	64
511501	Alcohol/Drug Abuse Counseling	14	28.0%	17	34.0%	19	38.0%	50
511502	Psychiatric/Mental Health Services Technician	1	12.5%	3	37.5%	4	50.0%	8
511504	Developmental Disabilities/Habilitation Aide	4	66.7%	0	0.0%	2	33.3%	6
5207	ENTERPRISE MANAGEMENT AND OPERATION	6	54.5%	3	27.3%	2	18.2%	11
520701	Enterprise Management and Operation, General	6	54.5%	3	27.3%	2	18.2%	11
5209	HOSPITALITY SERVICES MANAGEMENT	9	29.0%	14	45.2%	8	25.8%	31
520902	Hotel/Motel and Restaurant Management	5	26.3%	7	36.8%	7	36.8%	19
520903	Travel-Tourism Management	4	33.3%	7	58.3%	1	8.3%	12
5210	HUMAN RESOURCES MANAGEMENT	12	60.0%	4	20.0%	4	20.0%	20
521001	Human Resources Management	12	60.0%	4	20.0%	4	20.0%	20
5214	MARKETING MANAGEMENT AND RESEARCH	0	0.0%	0	0.0%	4	100.0%	4
521401	Business Marketing and Marketing Management	0	0.0%	0	0.0%	4	100.0%	4
5215	REAL ESTATE	77	44.8%	21	12.2%	74	43.0%	172
521501	Real Estate	<u>77</u>	<u>44.8%</u>	<u>21</u>	<u>12.2%</u>	<u>74</u>	<u>43.0%</u>	<u>172</u>
	Associate Degree	145	23.1%	184	29.3%	300	47.7%	629
	Advanced Certificate (30 hours or more)	96	34.2%	77	27.4%	108	38.4%	281
	Basic Certificate (Less than 30 hours)	<u>265</u>	<u>33.4%</u>	<u>135</u>	<u>17.0%</u>	<u>394</u>	<u>49.6%</u>	<u>794</u>
	Report Total	506	29.7%	396	23.2%	802	47.1%	1,704

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

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Table B-8

LOCATION OF EMPLOYMENT HELD BY COMPLETERS
FROM SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	IN-DISTRICT		OUT-OF-DISTRICT IN ILLINOIS		OUT-OF-STATE		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
0102	AGRICULTURAL MECHANIZATION	18	66.7%	8	29.6%	1	3.7%	27
010201	Agricultural Mechanization, General	18	66.7%	8	29.6%	1	3.7%	27
1315	TEACHER ASSISTANT/AIDE	21	77.8%	6	22.2%	0	0.0%	27
131501	Teacher Assistant/Aide	21	77.8%	6	22.2%	0	0.0%	27
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	18	78.3%	4	17.4%	1	4.3%	23
150603	Industrial/Manufacturing Technology/Technician	18	78.3%	4	17.4%	1	4.3%	23
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	346	80.5%	75	17.4%	9	2.1%	430
200202	Child Care Provider/Assistant	346	80.5%	75	17.4%	9	2.1%	430
4103	PHYSICAL SCIENCE TECHNOLOGIES	0	0.0%	0	0.0%	2	100.0%	2
410301	Chemical Technology/Technician	0	0.0%	0	0.0%	2	100.0%	2
4407	SOCIAL WORK	31	75.6%	6	14.6%	4	9.8%	41
440701	Social Work	31	75.6%	6	14.6%	4	9.8%	41
4601	MASON AND TILE SETTERS	5	100.0%	0	0.0%	0	0.0%	5
460101	Mason and Tilesetter	5	100.0%	0	0.0%	0	0.0%	5
4602	CARPENTERS	42	84.0%	5	10.0%	3	6.0%	50
460201	Carpenter	42	84.0%	5	10.0%	3	6.0%	50
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	51	75.0%	14	20.6%	3	4.4%	68
470302	Heavy Equipment Maintenance and Repairer	3	60.0%	2	40.0%	0	0.0%	5
470303	Industrial Machinery Maintenance and Repairer	48	76.2%	12	19.0%	3	4.8%	63
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	148	55.6%	102	38.3%	16	6.0%	266
470603	Auto/Automotive Body Repairer	19	55.9%	14	41.2%	1	2.9%	34
470604	Auto/Automotive Mechanic/Technician	111	58.1%	73	38.2%	7	3.7%	191
470605	Diesel Engine Mechanic and Repairer	13	41.9%	10	32.3%	8	25.8%	31
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	5	50.0%	5	50.0%	0	0.0%	10
4902	VEHICLE AND EQUIPMENT OPERATORS	102	47.7%	63	29.4%	49	22.9%	214
490205	Truck, Bus and Other Commercial Vehicle Operator	102	47.7%	63	29.4%	49	22.9%	214
4904	RAILROAD TECHNOLOGY	1	33.3%	2	66.7%	0	0.0%	3
490410	Railroad Technology	1	33.3%	2	66.7%	0	0.0%	3
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	7	35.0%	12	60.0%	1	5.0%	20
510205	Sign Language Interpreter	7	35.0%	12	60.0%	1	5.0%	20
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	121	51.9%	102	43.8%	10	4.3%	233
510801	Medical Assistant	45	75.0%	14	23.3%	1	1.7%	60
510803	Occupational Therapy Assistant	23	53.5%	19	44.2%	1	2.3%	43
510805	Pharmacy Technician/Assistant	27	56.3%	19	39.6%	2	4.2%	48
510806	Physical Therapy Assistant	15	36.6%	22	53.7%	4	9.8%	41
510807	Physician Assistant	7	70.0%	2	20.0%	1	10.0%	10
510808	Veterinarian Assistant/Animal Health Technician	4	12.9%	26	83.9%	1	3.2%	31
5115	MENTAL HEALTH SERVICES	45	69.2%	19	29.2%	1	1.5%	65
511501	Alcohol/Drug Abuse Counseling	34	66.7%	16	31.4%	1	2.0%	51
511502	Psychiatric/Mental Health Services Technician	6	75.0%	2	25.0%	0	0.0%	8
511504	Developmental Disabilities/Habilitation Aide	5	83.3%	1	16.7%	0	0.0%	6
5207	ENTERPRISE MANAGEMENT AND OPERATION	6	66.7%	2	22.2%	1	11.1%	9
520701	Enterprise Management and Operation, General	6	66.7%	2	22.2%	1	11.1%	9
5209	HOSPITALITY SERVICES MANAGEMENT	16	51.6%	14	45.2%	1	3.2%	31
520902	Hotel/Motel and Restaurant Management	10	52.6%	8	42.1%	1	5.3%	19
520903	Travel-Tourism Management	6	50.0%	6	50.0%	0	0.0%	12
5210	HUMAN RESOURCES MANAGEMENT	9	45.0%	11	55.0%	0	0.0%	20
521001	Human Resources Management	9	45.0%	11	55.0%	0	0.0%	20
5214	MARKETING MANAGEMENT AND RESEARCH	1	25.0%	3	75.0%	0	0.0%	4
521401	Business Marketing and Marketing Management	1	25.0%	3	75.0%	0	0.0%	4
5215	REAL ESTATE	101	59.4%	68	40.0%	1	0.6%	170
521501	Real Estate	<u>101</u>	<u>59.4%</u>	<u>68</u>	<u>40.0%</u>	<u>1</u>	<u>0.6%</u>	<u>170</u>
	Associate Degree	409	64.5%	187	29.5%	38	6.0%	634
	Advanced Certificate (30 hours or more)	202	71.4%	74	26.1%	7	2.5%	283
	Basic Certificate (Less than 30 hours)	<u>478</u>	<u>60.4%</u>	<u>255</u>	<u>32.2%</u>	<u>58</u>	<u>7.3%</u>	<u>791</u>
	Report Total	1,089	63.8%	516	30.2%	103	6.0%	1,708

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

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Table B-9

AVERAGE HOURLY SALARY EARNED BY COMPLETERS
FROM SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	FULL-TIME		PART-TIME		TOTAL		
		NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY	NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY	NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY	MEDIAN HOURLY SALARY
0102	AGRICULTURAL MECHANIZATION	21	\$13.74	1	\$13.38	22	\$13.73	\$12.38
010201	Agricultural Mechanization, General	21	\$13.74	1	\$13.38	22	\$13.73	\$12.38
1315	TEACHER ASSISTANT/AIDE	15	\$10.68	8	\$9.13	23	\$10.14	\$10.00
131501	Teacher Assistant/Aide	15	\$10.68	8	\$9.13	23	\$10.14	\$10.00
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	16	\$19.58	3	\$10.31	19	\$18.11	\$16.00
150603	Industrial/Manufacturing Technology/Technician	16	\$19.58	3	\$10.31	19	\$18.11	\$16.00
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	268	\$12.61	62	\$9.64	330	\$12.05	\$10.00
200202	Child Care Provider/Assistant	268	\$12.61	62	\$9.64	330	\$12.05	\$10.00
4103	PHYSICAL SCIENCE TECHNOLOGIES	3	\$34.02	0	\$0.00	3	\$34.02	\$16.43
410301	Chemical Technology/Technician	3	\$34.02	0	\$0.00	3	\$34.02	\$16.43
4407	SOCIAL WORK	24	\$13.54	14	\$10.04	38	\$12.25	\$9.92
440701	Social Work	24	\$13.54	14	\$10.04	38	\$12.25	\$9.92
4601	MASON AND TILE SETTERS	4	\$26.73	0	\$0.00	4	\$26.73	\$26.97
460101	Mason and Tilesetter	4	\$26.73	0	\$0.00	4	\$26.73	\$26.97
4602	CARPENTERS	44	\$15.42	0	\$0.00	44	\$15.42	\$12.00
460201	Carpenter	44	\$15.42	0	\$0.00	44	\$15.42	\$12.00
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	45	\$16.26	2	\$12.25	47	\$16.09	\$15.00
470302	Heavy Equipment Maintenance and Repairer	5	\$22.22	0	\$0.00	5	\$22.22	\$23.34
470303	Industrial Machinery Maintenance and Repairer	40	\$15.52	2	\$12.25	42	\$15.36	\$15.00
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	192	\$13.30	34	\$10.00	226	\$12.80	\$10.80
470603	Auto/Automotive Body Repairer	26	\$11.28	2	\$9.50	28	\$11.16	\$10.00
470604	Auto/Automotive Mechanic/Technician	136	\$13.26	32	\$10.03	168	\$12.65	\$10.50
470605	Diesel Engine Mechanic and Repairer	22	\$14.86	0	\$0.00	22	\$14.86	\$14.75
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	8	\$16.27	0	\$0.00	8	\$16.27	\$17.25
4902	VEHICLE AND EQUIPMENT OPERATORS	153	\$15.95	7	\$12.64	160	\$15.80	\$15.00
490205	Truck, Bus and Other Commercial Vehicle Operator	153	\$15.95	7	\$12.64	160	\$15.80	\$15.00
4904	RAILROAD TECHNOLOGY	2	\$19.00	0	\$0.00	2	\$19.00	\$19.00
490410	Railroad Technology	2	\$19.00	0	\$0.00	2	\$19.00	\$19.00
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	12	\$15.87	5	\$19.43	17	\$16.92	\$17.00
510205	Sign Language Interpreter	12	\$15.87	5	\$19.43	17	\$16.92	\$17.00
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	157	\$15.61	33	\$12.19	190	\$15.01	\$13.48
510801	Medical Assistant	37	\$13.09	10	\$10.99	47	\$12.64	\$12.00
510803	Occupational Therapy Assistant	31	\$17.71	5	\$17.40	36	\$17.67	\$18.00
510805	Pharmacy Technician/Assistant	24	\$14.74	10	\$9.54	34	\$13.21	\$10.75
510806	Physical Therapy Assistant	33	\$17.82	5	\$13.62	38	\$17.27	\$15.88
510807	Physician Assistant	5	\$28.46	0	\$0.00	5	\$28.46	\$27.00
510808	Veterinarian Assistant/Animal Health Technician	27	\$12.31	3	\$14.00	30	\$12.48	\$13.00
5115	MENTAL HEALTH SERVICES	40	\$14.60	7	\$12.79	47	\$14.33	\$13.10
511501	Alcohol/Drug Abuse Counseling	29	\$15.41	6	\$13.08	35	\$15.01	\$14.00
511502	Psychiatric/Mental Health Services Technician	8	\$12.74	0	\$0.00	8	\$12.74	\$11.29
511504	Developmental Disabilities/Habilitation Aide	3	\$11.77	1	\$11.00	4	\$11.58	\$11.25
5207	ENTERPRISE MANAGEMENT AND OPERATION	7	\$14.67	2	\$8.25	9	\$13.25	\$9.00
520701	Enterprise Management and Operation, General	7	\$14.67	2	\$8.25	9	\$13.25	\$9.00
5209	HOSPITALITY SERVICES MANAGEMENT	19	\$14.56	4	\$11.44	23	\$14.01	\$12.00
520902	Hotel/Motel and Restaurant Management	12	\$14.99	1	\$11.00	13	\$14.68	\$11.05
520903	Travel-Tourism Management	7	\$13.81	3	\$11.59	10	\$13.15	\$13.00
5210	HUMAN RESOURCES MANAGEMENT	14	\$19.48	2	\$9.93	16	\$18.28	\$17.75
521001	Human Resources Management	14	\$19.48	2	\$9.93	16	\$18.28	\$17.75
5214	MARKETING MANAGEMENT AND RESEARCH	3	\$19.76	0	\$0.00	3	\$19.76	\$18.27
521401	Business Marketing and Marketing Management	3	\$19.76	0	\$0.00	3	\$19.76	\$18.27
5215	REAL ESTATE	90	\$20.13	17	\$20.70	107	\$20.22	\$16.35
521501	Real Estate	<u>90</u>	<u>\$20.13</u>	<u>17</u>	<u>\$20.70</u>	<u>107</u>	<u>\$20.22</u>	<u>\$16.35</u>
	Associate Degree	447	\$14.05	69	\$10.81	516	\$13.62	\$12.30
	Advanced Certificate (30 hours or more)	177	\$14.42	40	\$10.97	217	\$13.79	\$11.00
	Basic Certificate (Less than 30 hours)	<u>505</u>	<u>\$15.90</u>	<u>92</u>	<u>\$12.47</u>	<u>597</u>	<u>\$15.37</u>	<u>\$13.01</u>
	Report Total	1,129	\$14.94	201	\$11.60	1,330	\$14.43	\$12.50

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

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Table B-10

PERCENT JOB SATISFACTION FOR EMPLOYED COMPLETERS
WORKING IN POSITIONS RELATED AND UNRELATED TO THEIR COMMUNITY COLLEGE PROGRAMS*

CIP	PROGRAM TITLE	EMPLOYED COMPLETERS WORKING IN A RELATED POSITION		EMPLOYED COMPLETERS WORKING IN AN UNRELATED POSITION		EMPLOYED COMPLETERS WORKING IN RELATED AND UNRELATED POSITIONS	
		NUMBER	% SATISFIED	NUMBER	% SATISFIED	NUMBER	% SATISFIED
0102	AGRICULTURAL MECHANIZATION	22	95.5%	4	50.0%	26	88.5%
010201	Agricultural Mechanization, General	22	95.5%	4	50.0%	26	88.5%
1315	TEACHER ASSISTANT/AIDE	17	82.4%	9	44.4%	26	69.2%
131501	Teacher Assistant/Aide	17	82.4%	9	44.4%	26	69.2%
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	18	88.9%	5	100.0%	23	91.3%
150603	Industrial/Manufacturing Technology/Technician	18	88.9%	5	100.0%	23	91.3%
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	354	82.8%	76	80.3%	430	82.3%
200202	Child Care Provider/Assistant	354	82.8%	76	80.3%	430	82.3%
4103	PHYSICAL SCIENCE TECHNOLOGIES	1	100.0%	2	0.0%	3	33.3%
410301	Chemical Technology/Technician	1	100.0%	2	0.0%	3	33.3%
4407	SOCIAL WORK	31	71.0%	12	58.3%	43	67.4%
440701	Social Work	31	71.0%	12	58.3%	43	67.4%
4601	MASON AND TILE SETTERS	5	100.0%	0	—	5	100.0%
460101	Mason and Tilesetter	5	100.0%	0	—	5	100.0%
4602	CARPENTERS	50	96.0%	1	100.0%	51	96.1%
460201	Carpenter	50	96.0%	1	100.0%	51	96.1%
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	62	77.4%	9	66.7%	71	76.1%
470302	Heavy Equipment Maintenance and Repairer	5	100.0%	0	—	5	100.0%
470303	Industrial Machinery Maintenance and Repairer	57	75.4%	9	66.7%	66	74.2%
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	181	89.5%	83	68.7%	264	83.0%
470603	Auto/Automotive Body Repairer	17	82.4%	16	87.5%	33	84.8%
470604	Auto/Automotive Mechanic/Technician	130	89.2%	60	66.7%	190	82.1%
470605	Diesel Engine Mechanic and Repairer	25	92.0%	6	50.0%	31	83.9%
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	9	100.0%	1	0.0%	10	90.0%
4902	VEHICLE AND EQUIPMENT OPERATORS	166	83.1%	48	72.9%	214	80.8%
490205	Truck, Bus and Other Commercial Vehicle Operator	166	83.1%	48	72.9%	214	80.8%
4904	RAILROAD TECHNOLOGY	3	100.0%	0	—	3	100.0%
490410	Railroad Technology	3	100.0%	0	—	3	100.0%
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	17	88.2%	3	33.3%	20	80.0%
510205	Sign Language Interpreter	17	88.2%	3	33.3%	20	80.0%
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	176	90.3%	56	67.9%	232	84.9%
510801	Medical Assistant	42	83.3%	17	64.7%	59	78.0%
510803	Occupational Therapy Assistant	38	89.5%	5	20.0%	43	81.4%
510805	Pharmacy Technician/Assistant	19	89.5%	29	72.4%	48	79.2%
510806	Physical Therapy Assistant	38	100.0%	3	100.0%	41	100.0%
510807	Physician Assistant	9	88.9%	1	100.0%	10	90.0%
510808	Veterinarian Assistant/Animal Health Technician	30	90.0%	1	100.0%	31	90.3%
5115	MENTAL HEALTH SERVICES	49	79.6%	16	68.8%	65	76.9%
511501	Alcohol/Drug Abuse Counseling	40	75.0%	11	81.8%	51	76.5%
511502	Psychiatric/Mental Health Services Technician	5	100.0%	3	33.3%	8	75.0%
511504	Developmental Disabilities/Habilitation Aide	4	100.0%	2	50.0%	6	83.3%
5207	ENTERPRISE MANAGEMENT AND OPERATION	6	83.3%	5	60.0%	11	72.7%
520701	Enterprise Management and Operation, General	6	83.3%	5	60.0%	11	72.7%
5209	HOSPITALITY SERVICES MANAGEMENT	15	86.7%	16	87.5%	31	87.1%
520902	Hotel/Motel and Restaurant Management	12	83.3%	7	100.0%	19	89.5%
520903	Travel-Tourism Management	3	100.0%	9	77.8%	12	83.3%
5210	HUMAN RESOURCES MANAGEMENT	15	93.3%	5	100.0%	20	95.0%
521001	Human Resources Management	15	93.3%	5	100.0%	20	95.0%
5214	MARKETING MANAGEMENT AND RESEARCH	3	100.0%	1	0.0%	4	75.0%
521401	Business Marketing and Marketing Management	3	100.0%	1	0.0%	4	75.0%
5215	REAL ESTATE	78	89.7%	93	67.7%	171	77.8%
521501	Real Estate	78	89.7%	93	67.7%	171	77.8%
	Associate Degree	533	85.7%	105	70.5%	638	83.2%
	Advanced Certificate (30 hours or more)	219	85.4%	65	66.2%	284	81.0%
	Basic Certificate (Less than 30 hours)	517	86.1%	274	71.5%	791	81.0%
	Report Total	1,269	85.8%	444	70.5%	1,713	81.8%

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Illinois Community College Board

Table B-11

COMPLETER PERCENT SATISFACTION WITH MAJOR PROGRAM COMPONENTS
FOR SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	COURSE CONTENT	LECTURE/LAB EXPERIENCE	EQUIPMENT FACILITIES MATERIALS	JOB PREPARATION	PREPARATION FOR FURTHER EDUCATION	LABOR MARKET EMPLOYMENT INFORMATION	OVERALL AVERAGE
0102	AGRICULTURAL MECHANIZATION	100.0%	100.0%	100.0%	100.0%	89.7%	96.4%	97.7%
010201	Agricultural Mechanization, General	100.0%	100.0%	100.0%	100.0%	89.7%	96.4%	97.7%
1315	TEACHER ASSISTANT/AIDE	94.6%	91.9%	94.3%	83.3%	86.1%	65.7%	86.1%
131501	Teacher Assistant/Aide	94.6%	91.9%	94.3%	83.3%	86.1%	65.7%	86.1%
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	89.3%	92.9%	92.9%	92.6%	78.6%	80.0%	87.8%
150603	Industrial/Manufacturing Technology/Technician	89.3%	92.9%	92.9%	92.6%	78.6%	80.0%	87.8%
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	96.6%	96.3%	94.3%	91.0%	91.6%	83.7%	92.3%
200202	Child Care Provider/Assistant	96.6%	96.3%	94.3%	91.0%	91.6%	83.7%	92.3%
4103	PHYSICAL SCIENCE TECHNOLOGIES	100.0%	100.0%	100.0%	66.7%	75.0%	66.7%	86.4%
410301	Chemical Technology/Technician	100.0%	100.0%	100.0%	66.7%	75.0%	66.7%	86.4%
4407	SOCIAL WORK	96.9%	96.8%	93.8%	90.2%	93.4%	76.3%	91.4%
440701	Social Work	96.9%	96.8%	93.8%	90.2%	93.4%	76.3%	91.4%
4601	MASON AND TILE SETTERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
460101	Mason and Tilesetter	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
4602	CARPENTERS	98.3%	98.3%	98.3%	98.3%	98.3%	96.6%	98.0%
460201	Carpenter	98.3%	98.3%	98.3%	98.3%	98.3%	96.6%	98.0%
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	87.8%	84.7%	75.8%	77.6%	84.2%	74.2%	80.7%
470302	Heavy Equipment Maintenance and Repairer	100.0%	100.0%	100.0%	100.0%	100.0%	75.0%	96.4%
470303	Industrial Machinery Maintenance and Repairer	87.1%	83.9%	74.5%	76.3%	83.5%	74.2%	79.9%
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	93.4%	92.9%	87.1%	86.2%	90.7%	82.5%	88.8%
470603	Auto/Automotive Body Repairer	93.6%	87.8%	85.4%	83.0%	93.5%	76.1%	86.6%
470604	Auto/Automotive Mechanic/Technician	93.7%	94.6%	89.5%	87.1%	91.8%	82.8%	90.0%
470605	Diesel Engine Mechanic and Repairer	91.7%	88.9%	72.2%	83.3%	79.4%	86.1%	83.6%
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	91.7%	91.7%	91.7%	90.9%	91.7%	90.9%	91.4%
4902	VEHICLE AND EQUIPMENT OPERATORS	97.2%	96.4%	93.6%	95.5%	96.8%	95.8%	95.9%
490205	Truck, Bus and Other Commercial Vehicle Operator	97.2%	96.4%	93.6%	95.5%	96.8%	95.8%	95.9%
4904	RAILROAD TECHNOLOGY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
490410	Railroad Technology	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	95.7%	86.4%	91.3%	69.6%	81.0%	69.6%	82.2%
510205	Sign Language Interpreter	95.7%	86.4%	91.3%	69.6%	81.0%	69.6%	82.2%
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	94.4%	92.2%	86.9%	85.7%	88.2%	82.0%	88.3%
510801	Medical Assistant	96.0%	94.7%	84.0%	86.7%	85.9%	79.7%	87.9%
510803	Occupational Therapy Assistant	95.6%	97.8%	95.6%	95.6%	97.8%	95.6%	96.3%
510805	Pharmacy Technician/Assistant	91.2%	83.9%	80.0%	63.0%	75.5%	62.3%	76.2%
510806	Physical Therapy Assistant	97.7%	95.6%	97.8%	95.5%	93.0%	90.5%	95.1%
510807	Physician Assistant	78.6%	71.4%	42.9%	100.0%	84.6%	64.3%	73.5%
510808	Veterinarian Assistant/Animal Health Technician	97.0%	97.0%	97.0%	87.9%	96.7%	97.0%	95.4%
5115	MENTAL HEALTH SERVICES	97.8%	98.9%	94.3%	91.9%	95.4%	81.2%	93.3%
511501	Alcohol/Drug Abuse Counseling	97.1%	98.5%	94.2%	92.5%	97.1%	83.6%	93.9%
511502	Psychiatric/Mental Health Services Technician	100.0%	100.0%	92.3%	84.6%	92.3%	75.0%	90.9%
511504	Developmental Disabilities/Habilitation Aide	100.0%	100.0%	100.0%	100.0%	83.3%	66.7%	91.7%
5207	ENTERPRISE MANAGEMENT AND OPERATION	92.9%	100.0%	92.9%	100.0%	100.0%	84.6%	95.1%
520701	Enterprise Management and Operation, General	92.9%	100.0%	92.9%	100.0%	100.0%	84.6%	95.1%
5209	HOSPITALITY SERVICES MANAGEMENT	94.3%	91.2%	91.2%	85.3%	85.3%	75.0%	87.2%
520902	Hotel/Motel and Restaurant Management	95.5%	90.9%	90.9%	90.9%	90.5%	80.0%	89.9%
520903	Travel-Tourism Management	92.3%	91.7%	91.7%	75.0%	76.9%	66.7%	82.4%
5210	HUMAN RESOURCES MANAGEMENT	90.5%	85.0%	95.2%	68.4%	85.7%	52.6%	80.2%
521001	Human Resources Management	90.5%	85.0%	95.2%	68.4%	85.7%	52.6%	80.2%
5214	MARKETING MANAGEMENT AND RESEARCH	100.0%	100.0%	75.0%	100.0%	75.0%	75.0%	87.5%
521401	Business Marketing and Marketing Management	100.0%	100.0%	75.0%	100.0%	75.0%	75.0%	87.5%
5215	REAL ESTATE	92.5%	89.9%	91.4%	84.5%	88.6%	81.1%	88.1%
521501	Real Estate	<u>92.5%</u>	<u>89.9%</u>	<u>91.4%</u>	<u>84.5%</u>	<u>88.6%</u>	<u>81.1%</u>	<u>88.1%</u>
	Associate Degree	95.5%	95.2%	91.9%	90.4%	91.0%	85.1%	91.6%
	Advanced Certificate (30 hours or more)	92.4%	91.4%	87.4%	84.5%	88.3%	77.4%	87.0%
	Basic Certificate (Less than 30 hours)	<u>95.6%</u>	<u>93.9%</u>	<u>91.8%</u>	<u>88.8%</u>	<u>91.7%</u>	<u>84.3%</u>	<u>91.1%</u>
	Report Total	95.0%	93.9%	91.1%	88.6%	90.8%	83.3%	90.5%

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Illinois Community College Board

Table B-12

COMPLETER PERCENT SATISFACTION WITH SERVICES AND NUMBER OF RESPONDENTS FOR SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS*

CIP	PROGRAM TITLE	FINANCIAL AID	ACADEMIC ADVISING	CAREER PLANNING	TRANSFER PLANNING	COUNSELING	TUTORING	LIBRARY AUDIO VISUAL	STUDENT ACTIVITY	OVERALL AVERAGE
0102	AGRICULTURAL MECHANIZATION	81.3%	100.0%	100.0%	100.0%	85.7%	85.7%	100.0%	93.3%	93.9%
010201	Agricultural Mechanization, General	81.3%	100.0%	100.0%	100.0%	85.7%	85.7%	100.0%	93.3%	93.9%
1315	TEACHER ASSISTANT/AIDE	88.9%	90.6%	84.6%	70.6%	90.5%	90.0%	96.0%	78.6%	87.4%
131501	Teacher Assistant/Aide	88.9%	90.6%	84.6%	70.6%	90.5%	90.0%	96.0%	78.6%	87.4%
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES	94.1%	95.7%	87.5%	76.9%	81.8%	75.0%	90.9%	78.6%	86.3%
150603	Industrial/Manufacturing Technology/Technician	94.1%	95.7%	87.5%	76.9%	81.8%	75.0%	90.9%	78.6%	86.3%
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS	84.7%	85.7%	83.3%	81.5%	84.6%	87.4%	92.9%	92.5%	86.6%
200202	Child Care Provider/Assistant	84.7%	85.7%	83.3%	81.5%	84.6%	87.4%	92.9%	92.5%	86.6%
4103	PHYSICAL SCIENCE TECHNOLOGIES	66.7%	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	100.0%	86.7%
410301	Chemical Technology/Technician	66.7%	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	100.0%	86.7%
4407	SOCIAL WORK	88.1%	92.7%	84.3%	92.9%	90.0%	87.9%	87.8%	80.8%	88.5%
440701	Social Work	88.1%	92.7%	84.3%	92.9%	90.0%	87.9%	87.8%	80.8%	88.5%
4601	MASON AND TILE SETTERS	—	—	—	—	—	—	—	—	—
460101	Mason and Tiler	—	—	—	—	—	—	—	—	—
4602	CARPENTERS	100.0%	100.0%	97.2%	90.9%	92.9%	100.0%	100.0%	100.0%	97.8%
460201	Carpenter	100.0%	100.0%	97.2%	90.9%	92.9%	100.0%	100.0%	100.0%	97.8%
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS	85.2%	82.9%	71.4%	84.4%	83.9%	86.7%	84.6%	91.2%	83.2%
470302	Heavy Equipment Maintenance and Repairer	66.7%	60.0%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	82.6%
470303	Industrial Machinery Maintenance and Repairer	86.3%	84.6%	70.2%	86.2%	83.0%	85.7%	83.3%	90.6%	83.3%
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS	84.3%	90.5%	84.1%	81.1%	85.4%	84.4%	94.5%	90.6%	87.2%
470603	Auto/Automotive Body Repairer	95.5%	89.3%	88.9%	87.5%	89.3%	84.6%	87.0%	84.6%	88.8%
470604	Auto/Automotive Mechanic/Technician	85.4%	89.9%	85.9%	85.1%	84.7%	86.6%	96.0%	91.8%	88.4%
470605	Diesel Engine Mechanic and Repairer	63.2%	96.2%	73.9%	53.3%	81.3%	62.5%	95.0%	90.5%	79.7%
470609	Aviation Systems and Avionics Maintenance Technologist/Technology	85.7%	87.5%	66.7%	71.4%	90.0%	83.3%	80.0%	87.5%	81.7%
4902	VEHICLE AND EQUIPMENT OPERATORS	94.3%	92.3%	93.1%	84.8%	91.9%	87.8%	87.8%	86.1%	91.2%
490205	Truck, Bus and Other Commercial Vehicle Operator	94.3%	92.3%	93.1%	84.8%	91.9%	87.8%	87.8%	86.1%	91.2%
4904	RAILROAD TECHNOLOGY	100.0%	100.0%	100.0%	—	100.0%	—	—	—	100.0%
490410	Railroad Technology	100.0%	100.0%	100.0%	—	100.0%	—	—	—	100.0%
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES	100.0%	90.0%	87.5%	100.0%	80.0%	100.0%	100.0%	100.0%	94.2%
510205	Sign Language Interpreter	100.0%	90.0%	87.5%	100.0%	80.0%	100.0%	100.0%	100.0%	94.2%
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES	82.3%	87.2%	78.3%	79.4%	83.8%	88.4%	93.5%	92.4%	86.2%
510801	Medical Assistant	96.3%	80.5%	77.8%	64.3%	82.9%	95.2%	88.6%	88.2%	85.0%
510803	Occupational Therapy Assistant	85.2%	96.9%	92.6%	92.9%	95.0%	86.7%	97.4%	94.1%	93.2%
510805	Pharmacy Technician/Assistant	72.7%	75.0%	50.0%	60.0%	70.0%	81.3%	90.0%	85.7%	73.3%
510806	Physical Therapy Assistant	81.8%	96.2%	89.5%	92.3%	92.9%	100.0%	100.0%	100.0%	94.1%
510807	Physician Assistant	54.5%	100.0%	66.7%	100.0%	100.0%	50.0%	75.0%	—	69.7%
510808	Veterinarian Assistant/Animal Health Technician	85.7%	83.3%	85.0%	100.0%	80.0%	83.3%	100.0%	94.1%	89.1%
5115	MENTAL HEALTH SERVICES	90.6%	89.5%	82.5%	85.7%	89.8%	85.3%	96.1%	93.8%	89.5%
511501	Alcohol/Drug Abuse Counseling	89.1%	90.3%	84.0%	88.1%	92.2%	89.3%	98.4%	94.6%	91.0%
511502	Psychiatric/Mental Health Services Technician	100.0%	83.3%	72.7%	66.7%	75.0%	60.0%	84.6%	88.9%	80.3%
511504	Developmental Disabilities/Habilitation Aide	—	100.0%	100.0%	100.0%	—	100.0%	100.0%	100.0%	100.0%
5207	ENTERPRISE MANAGEMENT AND OPERATION	88.9%	83.3%	83.3%	80.0%	88.9%	85.7%	100.0%	100.0%	88.7%
520701	Enterprise Management and Operation, General	88.9%	83.3%	83.3%	80.0%	88.9%	85.7%	100.0%	100.0%	88.7%
5209	HOSPITALITY SERVICES MANAGEMENT	87.5%	76.9%	57.9%	72.7%	85.7%	81.8%	100.0%	85.7%	81.0%
520902	Hotel/Motel and Restaurant Management	80.0%	86.7%	66.7%	66.7%	75.0%	80.0%	100.0%	85.7%	82.1%
520903	Travel-Tourism Management	100.0%	63.6%	42.9%	80.0%	100.0%	100.0%	100.0%	—	78.6%
5210	HUMAN RESOURCES MANAGEMENT	83.3%	68.8%	66.7%	78.6%	64.3%	100.0%	94.1%	100.0%	78.6%
521001	Human Resources Management	83.3%	68.8%	66.7%	78.6%	64.3%	100.0%	94.1%	100.0%	78.6%
5214	MARKETING MANAGEMENT AND RESEARCH	66.7%	75.0%	50.0%	50.0%	50.0%	100.0%	100.0%	100.0%	70.4%
521401	Business Marketing and Marketing Management	66.7%	75.0%	50.0%	50.0%	50.0%	100.0%	100.0%	100.0%	70.4%
5215	REAL ESTATE	84.6%	74.6%	76.9%	72.7%	68.6%	62.5%	91.5%	90.0%	79.2%
521501	Real Estate	84.6%	74.6%	76.9%	72.7%	68.6%	62.5%	91.5%	90.0%	79.2%
	Associate Degree	84.3%	90.7%	86.0%	85.0%	85.3%	86.7%	94.1%	90.5%	88.1%
	Advanced Certificate (30 hours or more)	86.2%	85.0%	76.5%	75.7%	85.1%	86.0%	90.7%	90.3%	84.7%
	Basic Certificate (Less than 30 hours)	88.9%	83.9%	83.1%	81.1%	83.7%	85.2%	94.0%	91.8%	86.6%
	Report Total	86.2%	87.2%	83.1%	81.9%	84.7%	86.0%	93.4%	90.9%	86.9%

SOURCE OF DATA: Follow-Up Study of Fiscal Year 2004 Career and Technical Education Program Completers

*Selected programs reviewed in report only, excludes correctional and deceased students, as well as programs with a low number of completers.

Appendix C

**COLLEGE-LEVEL FOLLOW-UP STUDY TABLES FOR
SELECTED CAREER AND TECHNICAL EDUCATION PROGRAMS
BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODE**

Illinois Community College Board

**Table C
CAREER AND TECHNICAL EDUCATION FOLLOWUP STUDY SUMMARY BY COLLEGE AND CIP**

District	College	Number Surveyed	Number Responding	Response Rate	Combined Employment or Continuing Ed Rate	Employ- ment Rate	Continuing Education Rate	Unemployed & Seeking Employment Rate
010201 Agricultural Mechanization, General								
50301	Black Hawk	4	0	0.0%	—	—	—	—
50701	Danville	1	0	0.0%	—	—	—	—
51401	Illinois Central	15	10	66.7%	100.0%	100.0%	20.0%	0.0%
52301	Kishwaukee	19	10	52.6%	100.0%	100.0%	20.0%	0.0%
51701	Lake Land	5	3	60.0%	66.7%	100.0%	33.3%	0.0%
52101	Rend Lake	10	3	30.0%	100.0%	100.0%	0.0%	0.0%
53401	Spoon River	8	3	37.5%	100.0%	100.0%	0.0%	0.0%
	Total	62	29	46.8%	96.6%	100.0%	17.2%	0.0%
131501 Teacher Assistant/Aide								
50101	Kaskaskia	3	3	100.0%	66.7%	100.0%	66.7%	0.0%
50401	Triton	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
50801	Kennedy-King	1	0	0.0%	—	—	—	—
50802	Washington	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
50901	Elgin	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
51001	South Suburban	7	1	14.3%	100.0%	0.0%	100.0%	100.0%
51501	Prairie State	5	2	40.0%	100.0%	100.0%	50.0%	0.0%
51701	Lake Land	11	7	63.6%	83.3%	100.0%	16.7%	0.0%
52001	Kankakee	3	2	66.7%	50.0%	50.0%	0.0%	50.0%
52401	Moraine Valley	10	7	70.0%	71.4%	66.7%	57.1%	33.3%
52501	Joliet	7	6	85.7%	100.0%	100.0%	33.3%	0.0%
52601	Lincoln Land	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
52904	Frontier	1	0	0.0%	—	—	—	—
53101	Shawnee	1	1	100.0%	100.0%	—	100.0%	—
53201	Lake County	4	3	75.0%	100.0%	100.0%	33.3%	0.0%
53601	Lewis & Clark	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
	Total	60	37	61.7%	86.1%	87.1%	36.1%	12.9%
150603 Industrial/Manufacturing Technology/Technician								
50201	DuPage	3	2	66.7%	100.0%	100.0%	0.0%	0.0%
50301	Black Hawk	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
50501	Parkland	5	4	80.0%	75.0%	75.0%	50.0%	25.0%
50601	Sauk Valley	1	0	0.0%	—	—	—	—
51101	Rock Valley	6	5	83.3%	100.0%	100.0%	50.0%	0.0%
51401	Illinois Central	3	1	33.3%	100.0%	100.0%	0.0%	0.0%
51801	Sandburg	3	1	33.3%	100.0%	100.0%	0.0%	0.0%
51901	Highland	12	7	58.3%	85.7%	85.7%	0.0%	14.3%
52501	Joliet	3	3	100.0%	100.0%	100.0%	0.0%	0.0%
52903	Wabash Valley	3	3	100.0%	100.0%	100.0%	0.0%	0.0%
53601	Lewis & Clark	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
	Total	42	28	66.7%	92.6%	92.9%	14.8%	7.1%
200202 Child Care Provider/Assistant								
50101	Kaskaskia	12	7	58.3%	85.7%	100.0%	57.1%	0.0%
50201	DuPage	29	20	69.0%	95.0%	100.0%	35.0%	0.0%
50301	Black Hawk	16	11	68.8%	100.0%	100.0%	18.2%	0.0%
50401	Triton	29	12	41.4%	100.0%	100.0%	16.7%	0.0%
50501	Parkland	9	7	77.8%	85.7%	85.7%	28.6%	14.3%
50601	Sauk Valley	6	5	83.3%	100.0%	100.0%	0.0%	0.0%
50801	Kennedy-King	21	14	66.7%	90.9%	90.0%	36.4%	10.0%

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District	College	Number Surveyed	Number Responding	Response Rate	Combined Employment or Continuing Ed Rate	Employ- ment Rate	Continuing Education Rate	Unemployed & Seeking Employment Rate
50802	Washington	24	15	62.5%	100.0%	100.0%	37.5%	0.0%
50803	Malcolm X	42	33	78.6%	87.0%	81.8%	37.5%	18.2%
50804	Truman	30	21	70.0%	94.7%	94.4%	47.4%	5.6%
50805	Olive-Harvey	94	55	58.5%	87.8%	91.9%	26.8%	8.1%
50806	Daley	47	35	74.5%	91.3%	86.4%	26.1%	13.6%
50901	Elgin	55	12	21.8%	83.3%	100.0%	8.3%	0.0%
51001	South Suburban	81	39	48.1%	94.4%	88.9%	60.5%	11.1%
51101	Rock Valley	9	6	66.7%	100.0%	100.0%	40.0%	0.0%
51201	Harper	40	28	70.0%	85.2%	92.3%	22.2%	7.7%
51301	Illinois Valley	6	4	66.7%	50.0%	100.0%	25.0%	0.0%
51401	Illinois Central	35	32	91.4%	93.8%	90.0%	21.9%	10.0%
51501	Prairie State	19	12	63.2%	100.0%	100.0%	33.3%	0.0%
51601	Waubensee	28	20	71.4%	100.0%	100.0%	57.1%	0.0%
51701	Lake Land	13	6	46.2%	100.0%	83.3%	40.0%	16.7%
51801	Sandburg	5	5	100.0%	100.0%	100.0%	20.0%	0.0%
51901	Highland	7	5	71.4%	100.0%	100.0%	0.0%	0.0%
52001	Kankakee	9	6	66.7%	100.0%	100.0%	33.3%	0.0%
52101	Rend Lake	8	6	75.0%	100.0%	100.0%	33.3%	0.0%
52201	Southwestern IL	32	27	84.4%	100.0%	100.0%	14.8%	0.0%
52301	Kishwaukee	5	2	40.0%	100.0%	100.0%	0.0%	0.0%
52401	Moraine Valley	13	6	46.2%	100.0%	100.0%	33.3%	0.0%
52501	Joliet	7	3	42.9%	100.0%	100.0%	0.0%	0.0%
52601	Lincoln Land	4	4	100.0%	100.0%	100.0%	50.0%	0.0%
52701	Morton	9	7	77.8%	100.0%	100.0%	100.0%	0.0%
52801	McHenry	6	5	83.3%	100.0%	100.0%	20.0%	0.0%
52903	Wabash Valley	12	7	58.3%	85.7%	100.0%	28.6%	0.0%
53001	Logan	12	8	66.7%	100.0%	100.0%	25.0%	0.0%
53201	Lake County	15	11	73.3%	100.0%	90.9%	18.2%	9.1%
53301	Southeastern	11	7	63.6%	100.0%	100.0%	28.6%	0.0%
53501	Oakton	34	20	58.8%	95.0%	100.0%	35.0%	0.0%
53601	Lewis & Clark	17	8	47.1%	75.0%	71.4%	25.0%	28.6%
53701	Richland	11	7	63.6%	100.0%	100.0%	14.3%	0.0%
53901	Wood	5	3	60.0%	100.0%	100.0%	0.0%	0.0%
54001	Heartland	13	8	61.5%	100.0%	87.5%	87.5%	12.5%
	Total	880	549	62.4%	93.7%	94.3%	32.6%	5.7%
410301 Chemical Technology/Technician								
52201	Southwestern IL	6	3	50.0%	100.0%	100.0%	0.0%	0.0%
52301	Kishwaukee	2	1	50.0%	100.0%	0.0%	100.0%	100.0%
	Total	8	4	50.0%	100.0%	75.0%	25.0%	25.0%
440701 Social Work								
50201	DuPage	10	6	60.0%	100.0%	100.0%	33.3%	0.0%
50501	Parkland	5	2	40.0%	50.0%	0.0%	50.0%	100.0%
50601	Sauk Valley	4	3	75.0%	66.7%	100.0%	0.0%	0.0%
50701	Danville	1	0	0.0%	—	—	—	—
50802	Washington	4	3	75.0%	100.0%	100.0%	50.0%	0.0%
50807	Wright	4	3	75.0%	100.0%	66.7%	66.7%	33.3%
50901	Elgin	12	7	58.3%	71.4%	100.0%	28.6%	0.0%
51001	South Suburban	3	2	66.7%	100.0%	100.0%	100.0%	0.0%
51101	Rock Valley	13	12	92.3%	83.3%	83.3%	25.0%	16.7%

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District	College	Number Surveyed	Number Responding	Response Rate	Combined Employment or Continuing Ed Rate	Employ- ment Rate	Continuing Education Rate	Unemployed & Seeking Employment Rate
51601	Waubonsee	3	1	33.3%	100.0%	100.0%	0.0%	0.0%
51701	Lake Land	15	9	60.0%	100.0%	100.0%	22.2%	0.0%
51801	Sandburg	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
52201	Southwestern IL	12	4	33.3%	50.0%	100.0%	25.0%	0.0%
52903	Wabash Valley	7	6	85.7%	66.7%	60.0%	33.3%	40.0%
53101	Shawnee	4	2	50.0%	100.0%	100.0%	0.0%	0.0%
53201	Lake County	2	0	0.0%	—	—	—	—
53501	Oakton	7	3	42.9%	100.0%	66.7%	66.7%	33.3%
	Total	107	64	59.8%	84.1%	87.5%	31.7%	12.5%
460101 Mason and Tilesetter								
52201	Southwestern IL	9	6	66.7%	100.0%	100.0%	0.0%	0.0%
	Total	9	6	66.7%	100.0%	100.0%	0.0%	0.0%
460201 Carpenter								
50101	Kaskaskia	5	5	100.0%	100.0%	100.0%	0.0%	0.0%
50801	Kennedy-King	1	0	0.0%	—	—	—	—
52201	Southwestern IL	48	22	45.8%	86.4%	86.4%	0.0%	13.6%
53001	Logan	14	10	71.4%	90.0%	100.0%	40.0%	0.0%
53601	Lewis & Clark	22	22	100.0%	100.0%	100.0%	0.0%	0.0%
	Total	90	59	65.6%	93.2%	94.4%	6.8%	5.6%
470302 Heavy Equipment Maintenance and Repairer								
52101	Rend Lake	3	2	66.7%	100.0%	100.0%	0.0%	0.0%
52501	Joliet	5	3	60.0%	100.0%	100.0%	33.3%	0.0%
	Total	8	5	62.5%	100.0%	100.0%	20.0%	0.0%
470303 Industrial Machinery Maintenance and Repairer								
50101	Kaskaskia	17	14	82.4%	85.7%	85.7%	7.1%	14.3%
50401	Triton	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
50701	Danville	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
50806	Daley	28	25	89.3%	58.3%	58.3%	0.0%	41.7%
50807	Wright	21	15	71.4%	76.9%	69.2%	15.4%	30.8%
51301	Illinois Valley	7	1	14.3%	100.0%	100.0%	100.0%	0.0%
51501	Prairie State	2	2	100.0%	100.0%	50.0%	100.0%	50.0%
51601	Waubonsee	3	2	66.7%	100.0%	100.0%	0.0%	0.0%
52001	Kankakee	6	3	50.0%	100.0%	100.0%	33.3%	0.0%
52101	Rend Lake	7	5	71.4%	80.0%	100.0%	40.0%	0.0%
52401	Moraine Valley	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
52902	Olney Central	23	17	73.9%	100.0%	100.0%	17.6%	0.0%
53001	Logan	3	1	33.3%	100.0%	100.0%	0.0%	0.0%
53201	Lake County	7	4	57.1%	100.0%	100.0%	50.0%	0.0%
53301	Southeastern	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
53501	Oakton	1	0	0.0%	—	—	—	—
53701	Richland	2	2	100.0%	100.0%	100.0%	0.0%	0.0%
53901	Wood	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
54001	Heartland	1	0	0.0%	—	—	—	—
	Total	135	96	71.1%	86.3%	85.0%	16.3%	15.0%
470603 Auto/Automotive Body Repairer								
50101	Kaskaskia	7	5	71.4%	100.0%	80.0%	20.0%	20.0%
50501	Parkland	4	1	25.0%	100.0%	100.0%	0.0%	0.0%

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District	College	Number Surveyed	Number Responding	Response Rate	Combined Employment or Continuing Ed Rate	Employ- ment Rate	Continuing Education Rate	Unemployed & Seeking Employment Rate
50801	Kennedy-King	2	0	0.0%	—	—	—	—
51601	Waubonsee	25	19	76.0%	89.5%	82.4%	42.1%	17.6%
51801	Sandburg	2	0	0.0%	—	—	—	—
51901	Highland	4	1	25.0%	100.0%	100.0%	0.0%	0.0%
52201	Southwestern IL	9	5	55.6%	100.0%	100.0%	20.0%	0.0%
52301	Kishwaukee	7	5	71.4%	100.0%	80.0%	20.0%	20.0%
52601	Lincoln Land	5	3	60.0%	100.0%	100.0%	33.3%	0.0%
52902	Olney Central	5	2	40.0%	50.0%	50.0%	0.0%	50.0%
53001	Logan	12	8	66.7%	100.0%	100.0%	75.0%	0.0%
	Total	82	49	59.8%	93.9%	85.4%	36.7%	14.6%
470604 Auto/Automotive Mechanic/Technician								
50101	Kaskaskia	3	1	33.3%	100.0%	100.0%	100.0%	0.0%
50201	DuPage	38	11	28.9%	90.9%	90.0%	27.3%	10.0%
50301	Black Hawk	9	1	11.1%	100.0%	100.0%	100.0%	0.0%
50401	Triton	27	9	33.3%	88.9%	100.0%	11.1%	0.0%
50501	Parkland	13	7	53.8%	100.0%	100.0%	42.9%	0.0%
50801	Kennedy-King	25	16	64.0%	43.8%	85.7%	18.8%	14.3%
50804	Truman	22	12	54.5%	100.0%	100.0%	11.1%	0.0%
50901	Elgin	157	45	28.7%	95.6%	86.4%	37.8%	13.6%
51101	Rock Valley	8	3	37.5%	100.0%	100.0%	33.3%	0.0%
51301	Illinois Valley	4	2	50.0%	50.0%	50.0%	50.0%	50.0%
51401	Illinois Central	16	11	68.8%	90.9%	90.9%	9.1%	9.1%
51501	Prairie State	16	7	43.8%	100.0%	100.0%	14.3%	0.0%
51601	Waubonsee	24	13	54.2%	100.0%	91.7%	45.5%	8.3%
51701	Lake Land	7	5	71.4%	75.0%	80.0%	0.0%	20.0%
51801	Sandburg	3	1	33.3%	100.0%	100.0%	100.0%	0.0%
51901	Highland	10	3	30.0%	100.0%	100.0%	33.3%	0.0%
52001	Kankakee	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
52101	Rend Lake	18	6	33.3%	100.0%	100.0%	16.7%	0.0%
52301	Kishwaukee	9	4	44.4%	100.0%	100.0%	0.0%	0.0%
52401	Moraine Valley	7	3	42.9%	100.0%	66.7%	66.7%	33.3%
52501	Joliet	12	4	33.3%	100.0%	100.0%	25.0%	0.0%
52601	Lincoln Land	10	5	50.0%	80.0%	100.0%	40.0%	0.0%
52701	Morton	8	5	62.5%	100.0%	100.0%	80.0%	0.0%
52801	McHenry	5	3	60.0%	66.7%	66.7%	33.3%	33.3%
52902	Olney Central	7	7	100.0%	100.0%	100.0%	0.0%	0.0%
52904	Frontier	6	6	100.0%	83.3%	83.3%	50.0%	16.7%
53001	Logan	29	22	75.9%	81.8%	100.0%	27.3%	0.0%
53101	Shawnee	2	0	0.0%	—	—	—	—
53201	Lake County	34	14	41.2%	100.0%	100.0%	64.3%	0.0%
53401	Spoon River	6	2	33.3%	100.0%	100.0%	50.0%	0.0%
53501	Oakton	6	3	50.0%	100.0%	100.0%	33.3%	0.0%
53601	Lewis & Clark	9	9	100.0%	100.0%	100.0%	22.2%	0.0%
53701	Richland	6	4	66.7%	75.0%	100.0%	0.0%	0.0%
	Total	557	245	44.0%	90.0%	92.9%	31.0%	7.1%
470605 Diesel Engine Mechanic and Repairer								
50301	Black Hawk	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
50501	Parkland	8	7	87.5%	100.0%	100.0%	14.3%	0.0%
51001	South Suburban	1	0	0.0%	—	—	—	—

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District	College	Number Surveyed	Number Responding	Response Rate	Combined Employment or Continuing Ed Rate	Employ- ment Rate	Continuing Education Rate	Unemployed & Seeking Employment Rate
51401	Illinois Central	15	14	93.3%	92.9%	100.0%	35.7%	0.0%
52101	Rend Lake	1	0	0.0%	—	—	ERR	—
52903	Wabash Valley	15	10	66.7%	90.0%	88.9%	30.0%	11.1%
53301	Southeastern	6	4	66.7%	75.0%	75.0%	25.0%	25.0%
	Total	48	36	75.0%	91.7%	93.9%	27.8%	6.1%
470609 Aviation Systems and Avionics Maintenance Technologist/Technology								
50201	DuPage	1	0	0.0%	—	—	—	—
51101	Rock Valley	19	9	47.4%	100.0%	88.9%	50.0%	11.1%
52201	Southwestern IL	4	3	75.0%	100.0%	100.0%	0.0%	0.0%
52601	Lincoln Land	3	1	33.3%	100.0%	100.0%	0.0%	0.0%
	Total	27	13	48.1%	100.0%	92.3%	33.3%	7.7%
490205 Truck, Bus and Other Commercial Vehicle Operator								
50101	Kaskaskia	75	39	52.0%	92.3%	92.3%	7.7%	7.7%
50301	Black Hawk	12	8	66.7%	87.5%	100.0%	0.0%	0.0%
50601	Sauk Valley	11	6	54.5%	66.7%	60.0%	16.7%	40.0%
50805	Olive-Harvey	83	18	21.7%	72.2%	70.6%	11.1%	29.4%
50901	Elgin	72	24	33.3%	79.2%	79.2%	0.0%	20.8%
51301	Illinois Valley	96	18	18.8%	100.0%	100.0%	5.9%	0.0%
52601	Lincoln Land	114	92	80.7%	91.2%	94.1%	6.6%	5.9%
52903	Wabash Valley	24	14	58.3%	92.9%	92.9%	0.0%	7.1%
53401	Spoon River	22	8	36.4%	75.0%	75.0%	12.5%	25.0%
53901	Wood	64	33	51.6%	93.8%	96.8%	9.1%	3.2%
	Total	573	260	45.4%	88.7%	90.3%	6.6%	9.7%
490410 Railroad Technology								
50806	Daley	10	3	30.0%	100.0%	100.0%	0.0%	0.0%
	Total	10	3	30.0%	100.0%	100.0%	0.0%	0.0%
510205 Sign Language Interpreter								
51201	Harper	6	5	83.3%	100.0%	100.0%	20.0%	0.0%
51401	Illinois Central	3	3	100.0%	100.0%	100.0%	0.0%	0.0%
51601	Waubonsee	14	9	64.3%	100.0%	100.0%	22.2%	0.0%
52201	Southwestern IL	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
53001	Logan	7	5	71.4%	80.0%	100.0%	20.0%	0.0%
	Total	32	23	71.9%	95.7%	100.0%	17.4%	0.0%
510801 Medical Assistant								
50501	Parkland	6	4	66.7%	100.0%	100.0%	25.0%	0.0%
51001	South Suburban	12	6	50.0%	66.7%	80.0%	33.3%	20.0%
51201	Harper	18	15	83.3%	93.3%	92.9%	33.3%	7.1%
51601	Waubonsee	17	10	58.8%	77.8%	100.0%	44.4%	0.0%
52201	Southwestern IL	63	32	50.8%	78.1%	80.6%	9.4%	19.4%
52401	Moraine Valley	6	5	83.3%	100.0%	100.0%	0.0%	0.0%
52501	Joliet	6	4	66.7%	75.0%	100.0%	25.0%	0.0%
	Total	128	76	59.4%	82.7%	88.4%	21.3%	11.6%
510803 Occupational Therapy Assistant								
50201	DuPage	5	4	80.0%	100.0%	100.0%	0.0%	0.0%
50501	Parkland	8	7	87.5%	71.4%	71.4%	14.3%	28.6%
51001	South Suburban	10	6	60.0%	100.0%	100.0%	33.3%	0.0%
51401	Illinois Central	7	7	100.0%	100.0%	100.0%	0.0%	0.0%

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52101	Rend Lake	3	3	100.0%	100.0%	100.0%	0.0%	0.0%
52601	Lincoln Land	8	6	75.0%	100.0%	100.0%	0.0%	0.0%
53001	Logan	6	4	66.7%	100.0%	100.0%	0.0%	0.0%
53101	Shawnee	1	0	0.0%	—	—	—	—
53301	Southeastern	5	3	60.0%	100.0%	100.0%	0.0%	0.0%
53601	Lewis & Clark	5	5	100.0%	100.0%	100.0%	40.0%	0.0%
	Total	58	45	77.6%	95.6%	95.6%	11.1%	4.4%
510805 Pharmacy Technician/Assistant								
50803	Malcolm X	19	12	63.2%	83.3%	83.3%	16.7%	16.7%
50805	Olive-Harvey	20	9	45.0%	77.8%	77.8%	11.1%	22.2%
50806	Daley	18	9	50.0%	75.0%	75.0%	22.2%	25.0%
51001	South Suburban	22	3	13.6%	100.0%	100.0%	33.3%	0.0%
51201	Harper	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
53501	Oakton	41	23	56.1%	87.0%	87.0%	30.4%	13.0%
53701	Richland	2	0	0.0%	—	—	—	—
	Total	123	57	46.3%	83.9%	83.9%	22.8%	16.1%
510806 Physical Therapy Assistant								
50101	Kaskaskia	8	5	62.5%	60.0%	60.0%	20.0%	40.0%
50201	DuPage	9	7	77.8%	85.7%	100.0%	0.0%	0.0%
50301	Black Hawk	11	8	72.7%	100.0%	100.0%	0.0%	0.0%
51401	Illinois Central	14	11	78.6%	100.0%	100.0%	18.2%	0.0%
51701	Lake Land	1	0	0.0%	—	—	—	—
52201	Southwestern IL	11	7	63.6%	100.0%	100.0%	14.3%	0.0%
52701	Morton	9	6	66.7%	100.0%	100.0%	60.0%	0.0%
53501	Oakton	6	2	33.3%	100.0%	100.0%	0.0%	0.0%
	Total	69	46	66.7%	93.3%	95.5%	15.6%	4.5%
510807 Physician Assistant								
50803	Malcolm X	16	14	87.5%	83.3%	90.9%	8.3%	9.1%
	Total	16	14	87.5%	83.3%	90.9%	8.3%	9.1%
510808 Veterinarian Assistant/Animal Health Technician								
50501	Parkland	32	22	68.8%	90.9%	95.2%	13.6%	4.8%
52501	Joliet	29	11	37.9%	100.0%	100.0%	0.0%	0.0%
	Total	61	33	54.1%	93.9%	96.9%	9.1%	3.1%
511501 Alcohol/Drug Abuse Counseling								
50201	DuPage	9	6	66.7%	100.0%	100.0%	50.0%	0.0%
50401	Triton	3	0	0.0%	—	—	—	—
50701	Danville	2	2	100.0%	100.0%	100.0%	0.0%	0.0%
50801	Kennedy-King	28	14	50.0%	84.6%	81.8%	46.2%	18.2%
50802	Washington	45	30	66.7%	71.4%	78.9%	28.6%	21.1%
50901	Elgin	6	2	33.3%	100.0%	100.0%	50.0%	0.0%
51001	South Suburban	1	0	0.0%	—	—	—	—
51101	Rock Valley	4	2	50.0%	100.0%	100.0%	100.0%	0.0%
51401	Illinois Central	3	3	100.0%	66.7%	66.7%	33.3%	33.3%
51501	Prairie State	2	1	50.0%	100.0%	100.0%	100.0%	0.0%
51601	Waubonsee	5	4	80.0%	100.0%	100.0%	0.0%	0.0%
52401	Moraine Valley	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
53101	Shawnee	1	0	0.0%	—	—	—	—

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Table C
 CAREER AND TECHNICAL EDUCATION FOLLOWUP STUDY SUMMARY BY COLLEGE AND CIP

District	College	Number Surveyed	Number Responding	Response Rate	Combined Employment or Continuing Ed Rate	Employ- ment Rate	Continuing Education Rate	Unemployed & Seeking Employment Rate
53201	Lake County	2	2	100.0%	100.0%	100.0%	0.0%	0.0%
53501	Oakton	9	6	66.7%	83.3%	100.0%	33.3%	0.0%
	Total	121	73	60.3%	83.9%	87.9%	35.5%	12.1%
511502 Psychiatric/Mental Health Services Technician								
50807	Wright	10	8	80.0%	57.1%	57.1%	14.3%	42.9%
51501	Prairie State	3	2	66.7%	100.0%	100.0%	50.0%	0.0%
52401	Moraine Valley	1	0	0.0%	—	—	—	—
53301	Southeastern	4	3	75.0%	66.7%	66.7%	0.0%	33.3%
	Total	18	13	72.2%	66.7%	66.7%	16.7%	33.3%
511504 Developmental Disabilities/Habilitation Aide								
52801	McHenry	13	6	46.2%	100.0%	100.0%	16.7%	0.0%
	Total	13	6	46.2%	100.0%	100.0%	16.7%	0.0%
520701 Enterprise Management and Operation, General								
50501	Parkland	1	0	0.0%	—	—	—	—
50901	Elgin	1	1	100.0%	100.0%	100.0%	100.0%	0.0%
51001	South Suburban	4	2	50.0%	100.0%	100.0%	50.0%	0.0%
51101	Rock Valley	1	1	100.0%	0.0%	0.0%	0.0%	100.0%
51201	Harper	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
51401	Illinois Central	1	1	100.0%	100.0%	100.0%	100.0%	0.0%
51601	Waubonsee	1	0	0.0%	—	—	—	—
52401	Moraine Valley	3	2	66.7%	100.0%	100.0%	50.0%	0.0%
52801	McHenry	3	3	100.0%	66.7%	100.0%	33.3%	0.0%
53201	Lake County	1	0	0.0%	—	—	—	—
53601	Lewis & Clark	2	1	50.0%	100.0%	100.0%	0.0%	0.0%
54001	Heartland	3	2	66.7%	50.0%	50.0%	0.0%	50.0%
	Total	22	14	63.6%	78.6%	84.6%	35.7%	15.4%
520902 Hotel/Motel and Restaurant Management								
50201	DuPage	10	5	50.0%	100.0%	100.0%	60.0%	0.0%
50401	Triton	4	1	25.0%	100.0%	100.0%	0.0%	0.0%
50501	Parkland	9	6	66.7%	66.7%	60.0%	33.3%	40.0%
50901	Elgin	1	0	0.0%	—	—	—	—
51201	Harper	1	0	0.0%	—	—	—	—
52401	Moraine Valley	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
52601	Lincoln Land	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
53501	Oakton	14	8	57.1%	100.0%	100.0%	12.5%	0.0%
	Total	41	22	53.7%	90.9%	90.5%	27.3%	9.5%
520903 Travel-Tourism Management								
51601	Waubonsee	19	13	68.4%	92.3%	92.3%	30.8%	7.7%
	Total	19	13	68.4%	92.3%	92.3%	30.8%	7.7%
521001 Human Resources Management								
51201	Harper	3	2	66.7%	100.0%	100.0%	0.0%	0.0%
51801	Sandburg	3	3	100.0%	100.0%	100.0%	33.3%	0.0%
52401	Moraine Valley	6	3	50.0%	100.0%	100.0%	66.7%	0.0%
52501	Joliet	11	7	63.6%	85.7%	100.0%	28.6%	0.0%
53501	Oakton	4	4	100.0%	100.0%	100.0%	0.0%	0.0%
53601	Lewis & Clark	5	2	40.0%	100.0%	100.0%	0.0%	0.0%
	Total	32	21	65.6%	95.2%	100.0%	23.8%	0.0%

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CAREER AND TECHNICAL EDUCATION FOLLOWUP STUDY SUMMARY BY COLLEGE AND CIP**

District	College	Number Surveyed	Number Responding	Response Rate	Combined Employment or Continuing Ed Rate	Employ- ment Rate	Continuing Education Rate	Unemployed & Seeking Employment Rate
521401 Business Marketing and Marketing Management								
53501	Oakton	8	4	50.0%	75.0%	100.0%	25.0%	0.0%
53701	Richland	1	1	100.0%	100.0%	100.0%	0.0%	0.0%
	Total	9	5	55.6%	80.0%	100.0%	20.0%	0.0%
521501 Real Estate								
50201	DuPage	17	6	35.3%	66.7%	100.0%	0.0%	0.0%
50401	Triton	8	2	25.0%	100.0%	100.0%	0.0%	0.0%
50806	Daley	10	5	50.0%	80.0%	80.0%	20.0%	20.0%
50807	Wright	52	26	50.0%	92.3%	100.0%	7.1%	0.0%
50901	Elgin	110	42	38.2%	82.9%	100.0%	21.4%	0.0%
51001	South Suburban	1	0	0.0%	—	—	—	—
51201	Harper	1	1	100.0%	100.0%	100.0%	100.0%	0.0%
51401	Illinois Central	1	0	0.0%	—	—	—	—
51601	Waubonsee	249	128	51.4%	89.8%	94.7%	15.6%	5.3%
52301	Kishwaukee	13	7	53.8%	100.0%	100.0%	28.6%	0.0%
52601	Lincoln Land	5	2	40.0%	50.0%	100.0%	50.0%	0.0%
53501	Oakton	3	1	33.3%	100.0%	—	100.0%	—
	Total	470	220	46.8%	87.9%	96.1%	17.3%	3.9%