

Illinois Community College Board

379th Meeting Agenda and Materials

January 9, 2009

Harry L. Crisp II
Community College Center
2nd Floor Conference Room
401 East Capitol Avenue
Springfield, Illinois



Printed by the Authority of the State of Illinois

Revised
Agenda
379th Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, IL

January 9, 2009

Committee Meetings

December 10, 2008 at 12:00 p.m. - Budget and Finance Committee - *Via Conference Call*

January 6, 2009 at 10:00 a.m. - Strategic Planning Committee - *Via Conference Call*

January 6, 2009 at 2:00 p.m. - Academic Affairs and Student Relations Committee - *Via Conference Call*

January 7, 2009 at 2:00 p.m. - External Affairs Committee - *Via Conference Call*

<u>9:00 a.m. - Board Meeting - Second Floor Conference Room</u>		<u>Page</u>
1.	Roll Call and Declaration of Quorum <i>Allison Ray</i>	-
2.	Announcements and Remarks by Board Chair <i>Guy Alongi</i>	-
3.	Board Member Comments	-
4.	President/CEO Report <i>Geoff Obrzut</i>	-
5.	Committee Reports	
5.1	Budget and Finance	-
5.2	Academic Affairs and Student Relations	-
5.3	External Affairs	
A.	Public Relations <i>Steve Morse</i>	-
B.	Legislation <i>Steve Morse</i>	-
5.4	Strategic Planning	-
6.	Advisory Organizations	
6.1	Illinois Community College Faculty Association <i>Kathy Westman</i>	-
6.2	Student Advisory Committee <i>Christopher Brunson</i>	-
6.3	Illinois Community College Trustees Association <i>Mike Monaghan</i>	-
6.4	Illinois Community College System Foundation <i>Ray Hancock</i>	-
6.5	Presidents Council <i>Bob Mees</i>	
7.	Lewis & Clark Community College Mobile Health Unit <i>Dr. Dale Chapman and Donna Logan</i>	-

Revised
Agenda
379th Meeting of the
Illinois Community College Board

	<u>Page</u>
8. New Units of Instruction (<i>ACTION</i>) <i>Elaine Johnson</i>	1-7
9. Illinois Community College Board Recognition of Community Colleges (<i>ACTION</i>) <i>Elaine Johnson</i>	8-9
10. Fiscal Year 2009 Enrollment and Fiscal Trends in the Illinois Community College System <i>Karen Hunter Anderson, Ellen Andres and Scott Parke</i>	-
11. Consent Agenda (<i>ACTION</i>)	
11.1 Minutes of the November 25, 2008 Meeting	10-23
11.2 Minutes of the November 25, 2008 Executive Session	-
11.3 FY 2010 Capital Budget Request	-
12. Information Items	
12.1 Fiscal Year 2009 Financial Statements	-
12.2 Annual Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2008	24-30
12.3 Workforce Development Grant Report Business and Industry Services Fiscal Year 2008	31-39
12.4 Illinois Community College System Performance Report for Fiscal Year 2008 Focus on Affordability	40-49
12.5 Final Report of Illinois Board of Higher Education Public Agenda	-
13. Other Business	-
14. Executive Session	-
15. Public Comment	-
16. Adjournment	-

Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ Inventory Specialist Certificate (31 semester credit hours)

College of DuPage

- ▶ Associate of Arts in Teaching (A.A.T.) Secondary Mathematics Statewide Model Curriculum (63 semester credit hours)

Kankakee Community College

- ▶ Cosmetology Associate of Applied Science (A.A.S.) Degree (67 semester credit hours)
- ▶ Cosmetology Technician Certificate (49 semester credit hours)

John A. Logan College

- ▶ Associate of Fine Arts (A.F.A.) in Music Education (68 semester credit hours)

Oakton Community College

- ▶ Radio Frequency Identification Associate of Applied Science (A.A.S.) Degree (60 semester credit hours)

Olive-Harvey College

- ▶ Ophthalmic Technology Associate of Applied Science (A.A.S.) Degree (65 semester credit hours)

Rend Lake College

- ▶ Associate of Arts in Teaching (A.A.T.) Early Childhood Education Statewide Model Curriculum (62 semester credit hours)

Richland Community College

- ▶ Associate of Arts in Teaching (A.A.T.) Early Childhood Education Statewide Model Curriculum (64 semester credit hours)
- ▶ Associate of Arts in Teaching (A.A.T.) Special Education Statewide Model Curriculum (60 semester credit hours)

Sauk Valley Community College

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education Statewide Model Curriculum (63 semester credit hours)

BACKGROUND

Black Hawk College is seeking approval to offer a 31 semester credit hour “Inventory Specialist” Certificate program. This program will prepare individuals for entry-level employment in transportation and logistics. The curriculum includes coursework in communications, applied math, office accounting, spreadsheet analysis, database management, warehouse management, supply chain management, and a required work-based learning experience in the field of transportation and logistics. This curriculum was developed utilizing knowledge and skills developed by the States’ Career Cluster Initiative project for the Transportation, Distribution and Logistics Cluster. Assessment of student learning objectives will take place through the evaluation of a student portfolio containing artifacts of the student’s educational experiences. Labor market information provided by the college supports the interest in and the need for a formalized training program for entry-level employment in this field. The college anticipates approximately 12 full-time and 12 part-time students the first year, increasing to 25 full-time and 25 part-time students by the third year. One (1) new and 15 existing part-time faculty will be required for this program. Costs of implementing this program are estimated very low because all of the courses are already currently being offered and existing classroom and equipment will be utilized. Costs are estimated at approximately \$1,500 per year for the first three (3) years.

College of DuPage is seeking approval to offer a 63 semester credit hour Associate of Arts in Teaching (A.A.T.) Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 40-45 semester credit hours of general education coursework, 3-9 semester credits of professional education and 9-15 semester credits in major content area coursework. This proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Kankakee Community College is seeking approval to offer a 67 semester credit hour Associate of Applied Science (A.A.S.) Degree program in “Cosmetology” and a related 49 semester credit hour “Cosmetology Technician” Certificate program. Both programs will prepare individuals for licensure and employment as a cosmetologist, however the degree program builds upon the technical instruction of the certificate to include coursework that will prepare graduates for self-employment. The curricula were developed according to the standards outlined for licensed cosmetologists and is approved by the Illinois Department of Finance and Professional Regulation. The certificate curriculum includes 49 semester credit hours of required career and technical coursework in salon safety and sanitation, basic hairstyling, cosmetic chemical services, basic thermal styling, salon operations, esthetics and nail technology and over 1,000 of practical learning experience. The degree curriculum builds on this by adding 18 semester credit hours of required general education coursework. Assessment of student learning objectives will be achieved through evaluation of the student’s performance during the practical learning experience.

Agenda Item #8
January 9, 2009

Labor market information provided by the college supports the interest in and the need for more licensed cosmetologists both within the college's district, according to the Illinois Department of Employment Security, and nationally, according to the U.S. Department of Labor-Bureau of Labor Statistics. The college anticipates a combined enrollment of 20 full-time and 10 part-time students the first year, increasing to 40 full-time and 30 part-time students by the third year. The college plans to utilize a local, licensed hair salon for facilities and equipment. One (1) full-time and two (2) part-time existing faculty will be required the first year of the program. Because the college plans to utilize a third party provider for space and related material resources, no new costs will be associated with the implementation of these programs.

John A. Logan College is seeking approval to offer a 68 semester credit hour Associate in Fine Arts (A.F.A.) degree with an emphasis on Music Education. In comparison to the Associate in Arts, this degree features less general education and more music education instruction to better accommodate the unique sequencing of course work that occurs in this discipline. The proposed degree requirements fall within acceptable limits as defined by ICCB Administrative Rules and the IAI Art Major Articulation Panel. Students seeking admission to this degree program will be required to meet admissions criteria equivalent to other transfer degree programs. No additional facilities will be needed to meet the demands of the new program. The music faculty at John A. Logan College includes excellent, qualified full-time and part-time instructors.

Oakton Community College is seeking approval to offer a 60 semester credit hour Associate of Applied Science (A.A.S.) Degree program in "Radio Frequency Identification". This program will prepare individuals for employment in inventory and logistics management. Radio Frequency Identification technology, or RFID, is used for tracking and collecting data in the supply chain, from production through shipment to the end user, for more efficient inventory management and control. The proposed degree program builds upon two existing related certificate programs in transportation, distribution and logistics. Graduates of either or both of the existing certificate-level programs may apply their coursework towards the completion of the degree program. The curriculum includes 19 semester credit hours of required general education coursework, 30 semester credit hours of required career and technical education coursework, and 11 semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in operations and supply side management, introductory and advanced RFID, TagNet software applications, database applications, electronics, programmable logic controllers, RFID impact on supply chain, and a required practical learning experience in RFID. Assessment of student learning objectives will be achieved through an evaluation of the student's performance during the practical learning experience.

Labor market information provided by the college supports the interest in and the need for a formalized training program in this field. The curriculum was developed in close collaboration with business and industry representatives within the college's district. According to the Illinois Department of Employment Security, demand for all "transportation and material moving" occupations is expected to increase by 9.3 percent through the year 2014 statewide. The college anticipates an enrollment of approximately 30 part-time students the first year, increasing to 45 part-

Agenda Item #8
January 9, 2009

time students by the third year. The program will require two (2) new part-time faculty, one (1) existing full-time and four (4) existing part-time faculty the first year. Current facilities and equipment are adequate to support the program. Costs of implementing this program will be approximately \$4,300 per year for the first three (3) years.

Olive-Harvey College, one of the City Colleges of Chicago, is seeking approval to offer a 65 semester credit hour “Ophthalmic Technology” Associate of Applied Science (A.A.S.) Degree. This program will prepare individuals for employment as ophthalmic laboratory technicians. The curriculum consists of 16 semester credit hours of required general education, 46 semester credit hours of required career and technical education and three (3) semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in anatomy and physiology of the eye, ophthalmic optics, ophthalmic pre-testing, ophthalmic ancillary testing, retinoscopy and refractometry, ophthalmic dispensing, ocular pharmacology, introductory and advanced ophthalmic procedures and techniques, introductory surgical technology, electronic medical records, ophthalmic office procedures, first aid and a required clinical practical learning experience. Assessment of student learning objectives will be achieved through an evaluation of the student’s performance during the practical learning experience. Graduates of this program will be prepared for optional certification through the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO) as a “Certified Ophthalmic Technician”. Optional program accreditation is available through the Commission on Accreditation of Ophthalmic Medical Programs (CoA-OMP). The college plans to seek program accreditation once the first class of students has been graduated.

Labor market information provided by the college supports the need for a two-year training program in this field of study. Currently, only one other related training program exists at an Illinois community college (Triton College). According to the Illinois Department of Employment Security (IDES) the demand for “ophthalmic laboratory technicians” is expected to grow about as fast as the demand for all occupations statewide through the year 2014. The college anticipates an enrollment of 10 full-time and three (3) part-time students the first year, increasing to 20 full-time and six (6) part-time students by the third year. One (1) new full-time and one (1) part-time faculty will be required the first year. Costs of implementing this program will be approximately \$141,000 the first year, \$121,000 the second year, and \$117,000 the third year. Costs reflect the hiring of a full-time faculty coordinator as well as the purchase of equipment and library resource materials to support the program. Current laboratory facilities adequately support the program.

Rend Lake College and Richland Community College are seeking approval to offer a 62 and 64 semester credit hour Associate of Arts in Teaching (A.A.T.) Early Childhood Education Statewide Model Curriculum, respectively. The 60-64 semester credit hour model curriculum consists of 40-42 semester credit hours of general education coursework, and 18-22 semester credit hours of professional and early childhood education coursework. The proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Richland Community College and Sauk Valley Community College are seeking approval to offer a 60 and 63 semester credit hour Associate of Arts in Teaching (A.A.T.) Special Education Statewide Model Curriculum, respectively. The 60-64 semester credit hour model curriculum consists of 40-44 semester credit hours of general education coursework, and 18-21 semester credit hours of professional and special education coursework. The proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

TEMPORARY PROGRAM APPROVAL

Richard J. Daley College

- ▶ Sustainable Urban Horticulture Certificate (31 semester credit hours)

Olive-Harvey College

- ▶ Cosmetology Certificate (36 semester credit hours)

Parkland College

- ▶ Sprinkler System Technology Associate of Applied Science (A.A.S.) Degree (69 semester credit hours)

BACKGROUND

Richard J. Daley College, one of the City Colleges of Chicago, is seeking temporary approval to offer a 31 semester credit hour “Sustainable Urban Horticulture” Certificate program for a period of three (3) years. This program will prepare individuals for entry-level employment in greenhouse and nursery management within an urban setting. The curriculum consists of career and technical coursework in basic horticulture, horticultural plant science, urban floral horticulture, managing urban green space, greenhouse crop production, soil fertility and assessment, management of pest invasion, sustainable farming practices and a required practical work-based learning experience in urban horticulture. Assessment of student learning objectives will be achieved through evaluation of the student’s performance during the work-based learning experience. Labor market information provided by the college supports the interest in and the need for a formal training program in horticulture with a focus on urban practices. The college anticipates an enrollment of 14 full-time and six (6) part-time students the first year, increasing to 14 full-time and 10 part-time students by the third year. The college is seeking temporary approval of this program to meet the immediate needs for trained workers by local businesses, as well as to monitor the program’s continued need over the next several years. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

Olive-Harvey College, one of the City Colleges of Chicago, is seeking temporary approval to offer a 36 semester credit hour “Cosmetology” Certificate. This program will prepare individuals for entry-level employment as cosmetologists. The curriculum was developed according to standards established by the Illinois Department of Finance and Professional Regulation (IDFPR) for cosmetology education programs and will prepare graduates for the required licensure exam. The curriculum consists of coursework in introductory cosmetology and cosmetic arts, hair shaping, introductory and advanced styling, hair tinting, introductory and advanced salon technology and a

Agenda Item #8
January 9, 2009

required cosmetology practical learning experience. Assessment of student learning objectives will be achieved through an evaluation of the student's performance during the practical learning experience. Labor market information provided by the college supports the strong interest in and the need for a college-level training program in this field. The college anticipates an enrollment of 45 full-time students the first year, increasing to 75 students by the third year. The college is seeking temporary approval of this program to meet the immediate needs of local industry. *Permanent approval of this program will be considered after a period of three (3) years based on program outcomes.*

Parkland College is seeking temporary approval to offer a 69 semester credit hour Associate of Applied Science (A.A.S.) Degree program in "Sprinkler System Technology" for a period of three (3) years. This program was developed in partnership with the National Fire Sprinkler Academy and will prepare individuals for employment as design and maintenance technicians for residential, commercial and industrial sprinkler systems. This curriculum was designed according to standards established by the National Institute for Certification in Engineering Technologies (NICET) and will prepare individuals for certification, a requirement for entry-level employment. The curriculum consists of 16 semester credit hours of required general education coursework, and 53 semester credit hours of required career and technical education coursework. The career and technical education component of this curriculum consists of instruction introductory fire protection, introductory fire service, spacing and locations of fire sprinklers, systems materials, hangers and attachments, water supplies, pumps and tanks, standpipe systems, stocklisting, hydraulic calculations, computer-aided drafting for sprinkler technicians, protecting storage occupancies, fire sprinkler industry software, occupational safety, codes and specifications. Assessment of student learning objectives will be achieved through evaluation of the student's performance on a comprehensive final exam.

Labor market information provided by the National Fire Sprinklers Association supports the need for educated and skilled sprinkler system technicians locally and statewide. The college has requested temporary approval of this program to meet the immediate training needs of local industry and to continue monitoring the need for a two-year degree program. The college anticipates an enrollment of 25 students the first year. *Permanent approval of this program will be considered after a period of three (3) years based on program outcomes.*

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

Following is a list of basic certificates (less than 29 semester credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Permanent Program Approval

City Colleges of Chicago: Kennedy-King College, Harold Washington College, Olive-Harvey College

- ▶ Supply Chain Management Certificate (16 semester credit hours)

Illinois Eastern Community Colleges: Lincoln Trail College, Olney Central College, Wabash Valley College and Frontier Community College

- ▶ Certificate in General Studies (29 semester credit hours)

Agenda Item #8
January 9, 2009

Sauk Valley Community College

- ▶ Digital Media Arts Certificate (24 semester credit hours)

Temporary Program Approval

Malcolm X College

- ▶ Computerized Medical Billing/Coding Certificate (10 semester credit hours)

Oakton Community College

- ▶ Horticulture Therapy Certificate (9 semester credit hours)

Shawnee Community College

- ▶ Property Management: Leasing Specialist Certificate (11 semester credit hours)
- ▶ Property Management: Desk Clerk Certificate (11 semester credit hours)

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during fiscal years 2006 through 2010 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During fiscal year 2008, Highland Community College underwent in-depth recognition evaluations. The college submitted a thorough self evaluation, ICCB staff conducted internal evaluations of all required college documents and a college site visit was conducted. This agenda item not only presents the staff recommendations for the college that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “recognition continued” to Highland Community College.

BACKGROUND. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless action is taken by the Board to interrupt it. To determine a district’s recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district’s compliance with the *Public Community College Act* and *ICCB Administrative Rules*; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts.

Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and

Agenda Item #9
January 9, 2009

on a global basis considering all focused and nonfocused standards. On individual standards districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is “out of compliance”, or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

Recognition Continued – The district generally meets ICCB standards. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions – The district generally does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district’s progress in resolving the conditions.

Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a prorata, per diem basis for the period of time for which such status is in effect.

Evaluation for the district included in this item have been completed through receipt of responses to the districts’ draft report. The responses include the districts’ planned action for the compliance recommendations as well as reactions to advisory (quality) recommendations when the district chose to provide them. The district was judged by staff to be in general compliance with ICCB recognition standards and, therefore, is recommended for “*Recognition Continued*” status. The final report, including direct responses, are externally attached for Board members only.

College districts included in fiscal year 2008 recognition evaluations are: City Colleges of Chicago, Joliet Junior College, and Kankakee Community College.

Fiscal year 2007 was the second year of the current five-year recognition cycle. Staff provided the Board with information about the 2006-2010 recognition cycle at the April 2005 meeting of the ICCB.

Agenda Item #11.1
January 9, 2009

UNAPPROVED

Minutes of the 378th Meeting of the
Illinois Community College Board
Heartland Community College
November 25, 2008
Normal, Illinois

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the November 25, 2008 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 8:10 a.m. Role call was taken with the following members present: Guy Alongi, Suzanne Morris, James Dumas, Rudolph Papa, Thomas Pulver, Judith Rake, Jake Rendleman, Addison Woodward, Jr., and Christopher Brunson, Student Member. Dianne Meeks was absent. Allison Ray declared that the Board had a quorum.

Item #2 - Announcements and Remarks

Chairman Alongi introduced and welcomed James Dumas, the newest ICCB Board Member. Mr. Dumas is from Tamms, IL, and Mr. Alongi expressed that he hoped Mr. Dumas will enjoy his term with the Board.

* * * * *

At this time, Mr. Alongi requested that the Board Members indicate whether they will or will not be able to attend the January 2009 Board meeting to be held in Springfield. It was determined that if the meeting was to be held on January 16, the Board would not have a quorum. Discussion took place to find a more suitable date when the Board could meet and have a quorum.

Tom Pulver made a motion, which was seconded by Rudy Papa, to move the January ICCB Board meeting from Friday, January 16, 2009 to Friday, January 9, 2009.

The motion was passed by unanimous voice vote. Student member vote: Yes.

* * * * *

Agenda Item #11.1

January 9, 2009

Chairman Alongi commented that the May 2009 and June 2009 meetings are scheduled very close to one another. Therefore, it does not make sense to hold two meetings so close together. Mr. Alongi suggested that it would be best to cancel one of the meetings.

Suzanne Morris made a motion, which was seconded by James Dumas, to cancel the May 15, 2009 ICCB Board meeting.

The motion was passed by unanimous voice vote. Student member vote: Yes.

* * * * *

Item #3 - Board Member Comments

Jake Rendleman stated that he was happy to be at the Heartland Community College campus, and he was very happy to see the progress that they have made over the years.

Christopher Brunson expressed that it was a pleasure to be here and that it was his first trip to the Heartland Community College campus.

Judy Rake announced on behalf of the Midwest Higher Education Compact that Larry Isaack expressed his thanks to the ICCB for coordinating the team from Illinois to participate in the Policy Summit that was recently held. The Policy Summit was a huge success and Ms. Rake was very proud of the delegation from Illinois.

Suzanne Morris thanked Heartland for hosting the meeting.

Addison Woodward had no comment at this time.

James Dumas stated that he looks forward to working with the Board and all of the staff at the ICCB. Serving on this Board is giving him a bridge back to education and he looks forward to his term on the Board.

Tom Pulver welcomed Mr. Dumas and thanked Heartland for hosting the meeting.

Rudy Papa welcomed Mr. Dumas as well and expressed how experienced the Board is and how excellent the ICCB staff is. Mr. Papa likes how well we all work together for the betterment of the students of the entire community college system.

Item #4 - Remarks by Jonathan M. Astroth, President, Heartland Community College

Mr. Astroth was happy to see everyone here, especially many that he considers good friends. He commented on how wonderful his faculty is, how Heartland's nursing students are among the best in the community college system and even score above the state averages in testing. Heartland's transfer students do well at the colleges that they transfer to, most of the time better than the traditional four

Agenda Item #11.1
January 9, 2009

year student. The college is currently in the midst of a \$60 million building project, which includes plans to have a minor league baseball team on their campus and build six additional buildings to round out the campus.

Mr. Astroth then went on to tell a story about one of Heartland Community College's students. Chad Pregracke was born and raised on the Mississippi River and became a commercial mussel diver. During his dives, Mr. Pregracke began to notice all of the trash in the river and decided that something needed to be done about it. When Mr. Pregracke became college age, he followed a few of his friends to Bloomington/Normal but instead of enrolling at Illinois State University he decided to attend Heartland Community College. Mr. Pregracke continued to work on the river while attending school and began collecting all of the trash in the river. After collecting enough trash, he would then take it to be recycled. Mr. Pregracke is now the owner of Living Lands and Waters which is a business comprising four barges and several employees and they clean up the rivers in America -- one river, one person at a time. Mr. Pregracke has been featured in numerous magazines, television shows and even offers alternative spring break opportunities for students.

Mr. Astroth is very proud of the opportunity that Heartland Community College offered Chad Pregracke and other community college students as well. Community colleges are the place to educate the middle-class for the 21st century.

Item #5 - President/CEO Report

Geoff Obrzut thanked Mr. Astroth for his story and commented on how inspiring Mr. Pregracke's community college experience is. He also thanked Heartland Community College for its graciousness in holding the meeting and being so hospitable.

Mr. Obrzut offered get well wishes to Ellen Andres, ICCB CFO and also to ICCB Board member, Dianne Meeks.

James Dumas was welcomed and Mr. Obrzut expressed his delight in having a new Board member and hopes that Mr. Dumas will enjoy his tenure with the Board.

Mr. Obrzut reported that he attended the Latino Summit that was held November 6 in Chicago. About 40 people attended and participants came from community-based organizations and different colleges throughout the state. The Summit will help make selections for the Latino Advisory group and an update should be available at the January Board meeting.

Mr. Obrzut recently appeared on a Public Affairs program on WCIU - Chicago. The program discussed Higher Education issues and, once a copy of the program is received, the interview will be posted on our website.

Geoff Obrzut expressed his thanks to Judy Rake for all of her work with the Midwest Higher Education Compact. Mr. Obrzut attend the Policy Summit that was held in Minneapolis, felt it was a very productive conference, and the Illinois Community College System was well represented.

Agenda Item #11.1
January 9, 2009

Mr. Obrzut also thanked Bob Mees and Mike Monaghan for a great Presidents Council and ICCTA meetings. Jake Rendleman and Mr. Obrzut were able to promote the editorial board participation that will hopefully take place in the coming weeks throughout the state.

The Board was extended an invitation to attend the ICCB Executive Staff holiday party on December 18 in Springfield.

Mr. Obrzut announced that Preston Morgan, Senior Director for Workforce Development, will retire effective January 1, 2009 after 24 years with the ICCB and 30 years with the State of Illinois. Mr. Morgan has been essential to the ICCB and has agreed to conduct contract work with the agency. He will be greatly missed by all at the ICCB.

Mr. Obrzut also announced that Ann Chandler will start December 1, 2008, as the Assistant Director for Career and Technical Education.

Mr. Obrzut announced that Allison Ray has been with the agency for six months and thanked her for all that she has done.

Item #6 - Committee Reports

Item #6.1 - Budget and Finance

Suzanne Morris reported that the Budget and Finance Committee met on Monday, November 17 via conference call. Various issues were discussed including the FY 2009 and FY 2010 budget. The administration has put out a press release indicating that some recisions be made for the current year. We still have not heard whether or not this will include Higher Education.

For FY 2010, the administration has asked the agency to submit budgets reflecting -2% and -4%, as well as level funding and an increase.

The Budget and Finance Committee hosted three public hearings throughout the state during August and September. We heard testimony from students, presidents, administration, and trustees. Phase 2 of the committee hearings is to work with External Affairs to set up meetings with the editorial boards of newspapers throughout the state. We will be asking local colleges to work with us.

Item #6.2 - Academic Affairs and Student Relations

Tom Pulver reported that the Academic Affairs and Student Relations Committee met on November 19 via conference call. The first item of discussion was the roll out of the American Diploma Project (ADP). Elaine Johnson attended an alignment institute in Washington, D.C., for the ADP and reported that the institute was very successful.

Agenda Item #11.1
January 9, 2009

The College and Career Readiness Project is in its second year and is focusing on the primary challenges and best practices. Representative Ed Maloney continues to be very supportive.

The Student Affairs Committee update will be given by Christopher Brunson during his Student Advisory Council update.

Item #6.3 - Strategic Planning

Tom Pulver reported that the Strategic Planning Committee met via conference call on November 24, 2008. The Illinois Board of Higher Education (IBHE) Public Agenda was discussed. On November 21, 2008, the final meeting of the IBHE Public Agenda Task Force was held and a final draft was approved to be sent to the IBHE for its December 9, 2008 meeting. Dr. Peg Lee, President of Oakton Community College, provided the following input:

1. The final draft lacks specific strategies in Goal One for outreach to our minority populations, especially African American and Hispanic populations, compared to the specified strategies for people with disabilities.
2. The remediation needs of students entering a community college and those transferring to a university are greatly different.
3. The needs of adult education students and adults returning to college are likewise different, although both groups of adults are tied directly to workforce needs.
4. Producing a report should not be an action item or a strategy to address a need.

The report also includes the following goals:

Goal 1. To increase educational attainment to match best performing U.S. states and world countries.

Goal 2. To ensure college affordability for students, families and taxpayers.

Goal 3. To increase production of quality postsecondary credentials to meet demands of the economy.

Goal 4. To better integrate Illinois' educational, research and innovation assets to meet economic needs of the state and its regions.

The next steps for the Task Force are as follows:

1. The Final Draft of the Public Agenda was sent to IBHE on Friday, November 21, 2008.

Agenda Item #11.1
January 9, 2009

2. IBHE considers “ The Public Agenda for College and Career Success” at the December 9, 2009 IBHE meeting.
3. IBHE staff review and finalize the format of the report in December 2008.
4. The report is released to the Governor and the General Assembly in January 2009.
5. Legislative hearings will be conducted in February and March 2009.

Carrie Hightman, IBHE Chair, also told Task Force members that, once the Public Agenda was sent to the General Assembly, workgroups would be established for implementation of the strategies.

Item #6.4 - External Affairs

A. Public Relations

Board member Suzanne Morris thanked Steve Morse and the Public Relations Committee for all of their help and cooperation with the Budget and Finance Hearings. Their success was dependent upon the cooperation of these two committees.

Steve Morse discussed the effort of the Presidents’ Council Public Relations Committee to partner with the National Guard. At a November 13 press conference, a partnership was announced to institute community colleges to hold events for servicemen and women and their families as they deploy. An increased effort will also take place to develop programs to aid veterans while they reintegrate into civilian life upon their return home.

President/CEO Geoff Obrzut and Board member Jake Rendleman recently presented a proposed Budget and Finance/External Affairs public awareness plan to the Presidents’ Council and ICCTA. The plan would entail local community college representatives, ICCB staff, and Board members to present talking points to local newspaper editorial boards with the goal of emphasizing the critical role of community colleges in this economy. Contact with legislators is also encouraged especially among community college students and their parents.

Mr. Morse also announced that Dr. Vali Siadat, a mathematics professor at Richard J. Daley College, will receive the prestigious Haimo Award of Distinguished Teaching of Mathematics award. This award is the “gold standard” of math teaching recognition and it has never before been awarded to a community college professor. Mr. Morse suggested that the Board consider recognizing Dr. Siadat at its January 2009 Board meeting.

Agenda Item #11.1
January 9, 2009

B. Legislative Update

Steve Morse reported that the ICCB may initiate legislation that would impact the funding formula. The proposed legislation would repeal the part of the statute that requires college tuition to be within 85% of the state average tuition. This is currently a proposal and will be examined by the Finance Advisory Committee before any bill is drafted.

Another piece of legislation that is being considered involves the requirement that colleges and universities establish veterans affairs centers with certain charges and staffing. This legislation would be a result of General Assembly's Report of the Task Force on Service Member and Veterans Education that was submitted in September.

At the Capitol last week, the Senate and House met. Senate Bill 2603 as amended by House Amendment 3 was approved by the House. This bill repeals part of the Community College Act that deals with internal reporting requirements for the City Colleges of Chicago. It also amends the Private College Act and Academic Degree Act and allows the IBHE to charge fees for the administration of the requests for reviewing applications for a certificate of approval and fees to cover the cost of reviewing applications for authorization. This fee structure would be set by IBHE and, at this time, the bill is on the order of concurrence in the Senate.

The next scheduled session of the General Assembly is Monday, January 12, 2009. The new 96th General Assembly will convene on Wednesday, January 14, 2009.

Item #6.5 - Personnel and Evaluation

Suzanne Morris reported that the Personnel and Evaluation Committee met for the purpose of reviewing the performance of President/CEO Geoff Obrzut over the last year. Board members completed an evaluation form. The results were all very consistent and, overall, Mr. Obrzut's performance has been excellent. The evaluations were particularly focused on the relationship that Mr. Obrzut has with legislators and the ability to be effective in these trying times, specifically in regard to the budget and dealing with the Legislature.

Suzanne Morris made a motion, which was seconded by Rudy Papa, to extend President/CEO Geoff Obrzut's contract to June 30, 2012, with all conditions in the present contract remaining the same.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Agenda Item #11.1
January 9, 2009

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Trustees Association

Mike Monaghan welcomed James Dumas to the Board and looks forward to working with him.

The Trustees national meeting was held in New York City in October. Tom Bennett of Parkland Community College was voted Chairman-elect. Illinois and the system especially are very proud to have Mr. Bennett serving in this position.

The ICCTA meeting that was recently held this month in Chicago had the largest attendance ever. One of the big topics of discussion was the wind energy plan that is being aided by T. Boone Pickens. Several community colleges have expressed interest in this program, and Jerry Weber of Kankakee Community College has been key in launching the program.

Recently, the ICCTA hosted a conference call for financial planning for the upcoming fiscal year. Jeff May, ICCTA President, has launched the second year of a public relations campaign that includes billboards, public service announcements, press releases, and conferences to educate the Legislature and government on what to do to work on the issue of financing community colleges. The key to this is to educate them on what happens when community colleges receive inadequate funding and to let them know that community colleges are the solution to the economic crisis.

Mr. Monaghan thanked the ICCB for all of its efforts on the recent Budget and Finance Hearings. The ICCB is an integral and critical part to coordinate efforts to move forward with this public relations effort.

Item #7.2 - Illinois Community College Faculty Association

Kathy Westman thanked Chairman Alongi and everyone for the opportunity to present her report today. Ms. Westman thanked the Board for its support in collecting dues for the Faculty Association.

The recent Teaching and Learning Excellence Conference had 120 participants, 22 colleges and four universities were represented. The ICCB had nine people in attendance. A total of 15 presentations were given and included Judy Erwin, Executive Director of the IBHE, as the keynote speaker and Todd Jorns, ICCB Senior Director for Education Technology, conducted a presentation that was well received by all participants. Ms. Westman also thanked Tom Pulver, ICCB Board member, and Karen Hunter Anderson, Vice President for Adult Education and Institutional Support, for their participation in the conference. Other ICCB staff in attendance included President/CEO Geoff Obrzut and Elaine Johnson, Vice President for Academic Affairs and Workforce Development. Jeff May of the Illinois Community College Trustees Association was also in attendance. There were three research

Agenda Item #11.1
January 9, 2009

workshop grant recipients this year and five student scholarships were awarded. At the gathering of the delegate assembly, the Faculty Association officially joined the Illinois Community College System Foundation. The ICCFA also elected new officers at this meeting and developed a new subcommittee that will look into purchasing equipment to implement a new web conferencing system. Hopefully, this will be a way to gain increased involvement, but keep costs low at the same time.

Ms. Westman once again thanked the ICCB for their involvement in collecting dues and now reports that the ICCFA is in good financial standing and will be able to provide for all of the scholarships and grants that it normally awards. The next ICCFA meeting will be in late January or early February.

Chairman Alongi let Ms. Westman know that he was pleased that the colleges were now on board with the Faculty Association and if she needs ICCB assistance in the future to please let us know.

Item #7.3 - Student Advisory Committee

Christopher Brunson reported that, at the latest SAC meeting, 27 students attended representing 21 colleges. At this meeting, the students set goals for the remainder of the year. A presentation was given on the American Diploma Project and a follow-up discussion was conducted on the topic as well. The legislative committee has decided to focus on operations funding for the 2009 Advocacy Day. All students in attendance were encouraged to visit their respective representatives in order to help with this effort. Veterans Affairs will be the focus for the Local Issues Committee -- this is very important for community college students because many of them are veterans themselves. Another area of focus will be grant initiatives. The autism awareness initiative has done very well thus far and will wrap up on February 27.

Overall, all of the committees have done a wonderful job and continue to make great progress.

Item #7.4 - Presidents' Council

Jerry Weber reported that he was happy for the opportunity to be at Heartland and to present the report on behalf of Bob Mees. Mr. Mees is a great person to work with, especially wonderful in communicating with the other Presidents. He also thanked Peg Lee from Oakton Community College for all of her hard work on the Presidents' Council agendas.

Mr. Weber reported that the public relations initiative with the National Guard is going great. It is the right thing to do and shows the public how much the community colleges care about our servicemen and women.

Agenda Item #11.1
January 9, 2009

Finances are on everyone's minds these days and, at the college level, this is a major issue. The recent cuts and delays in payments have made things really tough and some institutions are in danger of running out of money. We need to really look at the pain that this has caused and will continue to cause, especially on the program front. Not only will this delay or eliminate new programs, but it may cause some current programs to be cut back or eliminated entirely. There are just so many aspects of this and he would like to applaud the efforts of all to bring people together and make them aware of the issues. The Presidents' Council is ready to work on this problem and also to speak with one voice on this issue.

Mr. Weber then spoke about the Illinois Community College System Foundation's sustainability network. This has been a great endeavor and is a great way for the colleges to work together and help one another out in many ways.

A green jobs conference is in the works with the hope of bringing together community college people and businesses that are currently offering or are interested in offering green jobs. Community colleges have the programs to educate the students and /or employees that would fit these jobs.

Mr. Weber also stated that the Presidents' Council supports the Skills2Compete campaign, which also supports the green jobs initiative. This is an opportunity for not only the colleges but especially the students.

Mr. Weber concluded by informing the Board that the Presidents' Council will keep up to date on the legislation about the 85% funding formula and any other issues that may arise.

Item #7.5 - Adult Education and Family Literacy Council

Rebecca Hale reported that the Advisory Council last met on September 30 in Springfield and is composed of Adult Education providers from throughout the state. These providers represent different geographic regions, as well as different provider types.

The Curriculum and Instruction Committee will focus on the course approval process for adult education programs and will look at contextualization of curriculum for adult education, adult secondary education, and English as a Second Language.

The Policy Studies Research and Accountability Committee will examine the criteria of the development of a statewide and local adult education report. They will also examine federally approved assessment instruments.

The Professional Development, Training and Marketing Committee will work on strategies for successful marketing for our students such as brochures and advertisement. They will also examine how to increase the awareness and use of existing professional development tools.

Agenda Item #11.1
January 9, 2009

The Student Support and Transition Services Committee is examining programs and statewide data of students that are transitioning from postsecondary education to employment to community colleges. We are looking at the different programs throughout the state to identify high achievers within our own ranks to determine what they are doing to succeed and possibly put into practice. One of the key focuses is what are some low or no-cost methods to achieve this as well.

Item #8 - Dual Credit Summit/Dual Credit Task Force Update

Elaine Johnson reported that the Task Force has been very successful and the ICCB's current Dual Credit model was very closely examined and, overall, the Task Force was impressed. There were three goals that recommended by the Task Force:

1. To ensure quality and set standards for all institutions that offer Dual Credit throughout Illinois. The standards for determining the quality will be from the ICCB.
2. To improve access, faculty and attainment. In order to accomplish this the Task Force suggested reinstating P-16 funding for community colleges.
3. To increase accountability. Representative Roger Eddy was very concerned that ICCB does not track the students enrolled in Dual Credit programs. The Task Force would like the students tracked and then performance could be monitored more closely.

The final report will be submitted to the General Assembly in December. Dual Credit will be an issue that ICCB staff will continue to monitor closely.

After Elaine Johnson's update, she answered a few questions about Dual Credit and a brief discussion ensued.

Item #9 - New Units of Instruction

Judy Rake made a motion, which was seconded by James Dumas, to approve the following motion:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Illinois Central College

- ▶ Game Design Associate of Applied Science (A.A.S.) Degree (67 semester credit hours)
- ▶ Healthcare Emergency Manager Certificate (44 semester credit hours)

Olive-Harvey College

- ▶ Process Technology Associate of Applied Science (A.A.S.) Degree (63 semester credit hours)
- ▶ Process Technology Certificate (38 semester credit hours)

Agenda Item #11.1
January 9, 2009

Parkland College

- ▶ Construction: Electrical Inside Wireman Certificate (52 semester credit hours)

Rend Lake College

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education Degree (64 semester credit hours)

Carl Sandburg College

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education Degree (61 semester credit hours)
- ▶ Associate in Engineering Science (A.E.S.) Degree (67 semester credit hours)

Spoon River College

- ▶ Medical Assistant Certificate (30 semester credit hours)

Harold Washington College

- ▶ Advanced Network Security & Forensics Certificate (31 semester credit hours)

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #10 - Skills2Compete Presentation

Elaine Johnson introduced Andrea Ray of Workforce Alliance who is in charge of staffing in Illinois. Workforce Alliance has formed a unique partnership with many employers to work with Skills2Compete. Skills2Compete is dedicated to ensuring our workforce has the tools it needs to compete in the 21st century. A high school diploma is not enough anymore and many lack the skills necessary to compete in today's work environment. Skills2Compete will bring stakeholders together and take these issues to policy makers in order to help keep Illinois competitive and drive our local and state economic development.

Ms. Ray applauded the efforts of the Board to spearhead the innovative strategies to help train our workforce now and in the future.

Following Ms. Ray's presentation, an open discussion about Skills2Compete took place.

Jake Rendleman made a motion, which was seconded by Tom Pulver, to approve the following motion:

The Illinois Community College Board hereby endorses the Skills2Compete Illinois Campaign that seeks to raise the awareness of the need to train Illinois residents for middle-skill jobs, which require more than a high school diploma but less than a four-year degree.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Agenda Item #11.1
January 9, 2009

Item #11 - Consent Agenda

Rudy Papa made a motion, which was seconded by Judy Rake, to approve the following items:

Item #11.1 - Minutes of the September 19, 2008 Meeting

The Illinois Community College Board hereby approves the Board minutes of the September 19, 2008 meeting, as recorded.

Item #11.2 - Illinois Community College Board Advisory Committee Member Appointments

The Illinois Community College Board hereby approves the Advisory Committee Member Appointments.

Item #11.3 - Review of Executive Session Minutes

The Illinois Community College Board hereby determines that minutes of its executive sessions held on March 25, 2005; April 22, 2005; June 17, 2005; September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; and May 19, 2008, are to remain confidential. All other executive session minutes have been made available for public inspection.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #12 - Information Items

Item #12.1 - Fiscal Year 2009 Financial Statements

FY 2009 financial statements were provided to the Board for their information and review.

Item #12.2 - P-16 Grant Report

An FY 2008 P-16 Initiative Grant Final Report Summary was provided to the Board for their information and review.

Item #13 - Other Business

There was no other business to report at this time.

Item #14 - Executive Session

At 10:22 a.m., a motion was made by Tom Pulver, which was seconded by James Dumas, to convene into Executive Session.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Agenda Item #11.1
January 9, 2009

* * * * *

After reconvening into public session, the following motions were recommended:

1. Rudy Papa made a motion, which was seconded by Judy Rake, to rescind the motion to approve Item #11 - Consent Agenda.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

2. Suzanne Morris made a motion, which was seconded by Judy Rake, to approve Items #11.1 and 11.2 of the Consent Agenda.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

3. Tom Pulver made a motion, which was seconded by Judy Rake, to approve the executive session minutes of March 25, 2005; April 22, 2005; June 17, 2005; September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008 as is, with corrections to the minutes of September 19, 2008. All are to remain confidential. All other executive session minutes have been made available for public inspection.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #15 - Public Comment

No public comment at this time.

Item #16 - Adjournment

At 10:36 a.m., Rudy Papa made a motion, which was seconded by James Dumas, to adjourn the meeting.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2008**

The externally attached *Fiscal Year 2008 Annual Report on Student Enrollments and Completions in the Illinois Community College System* is based on individual student records that the colleges provided at the close of the fiscal year (July 1, 2007 through June 30, 2008). Summary data for the four previous fiscal years (2004-2007) are referenced to allow for the examination of longer term trends.

An examination of enrollment trends is particularly important as the community college system reacts to the economic difficulties that our students face as well as national and state fiscal crises that affect the operation of our higher education institutions. Government sources document that the nation and Illinois are currently experiencing trying economic times. Unemployment is elevated and state revenues are down

Nationally, the unemployment rate jumped to a 15-year high of 6.7 percent during November (2008). Payroll employment fell for the eleventh consecutive month during November (2008), decreasing by -533,000 jobs, the largest decline in 34 years, bringing total national job losses during 2008 to -1.9 million.

The Illinois economy dropped -23,000 jobs in November (2008) recording its sixth consecutive month of job loss and largest over-the-month decline since October 2001, according to data released today (November 20, 2008) by the U.S. Department of Labor, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security (IDES). The seasonally adjusted November (2008) Illinois unemployment rate remained unchanged at 7.3 percent. Illinois' three-month average (Sept.-Oct.-Nov.) also remained at 7.1 percent. It has been unchanged since August (2008) and is at its highest level in 15 years (since November 1993). State of Illinois Department of Employment Security. (December 18, 2008). Illinois Unemployment Rate Remains at 7.3 Percent, National Rate Continues to Increase. <http://www.ides.state.il.us/economy/cps.pdf>

Because the national recession has negatively affected Illinois' revenue and caused a \$2 billion fiscal year 2009 budget deficit, the State will be selling \$1.4 billion in general obligation certificates to infuse the General Revenue Fund with much needed cash to pay vendors and providers who urgently need payment. . . Illinois is not alone in facing a fiscal year 2009 budget shortfall due to lower than projected revenues . . . recently the Chairman of the National Governors Association said 43 of 50 states currently face budget deficits. State of Illinois Governors Office. (December 16, 2008). \$1.4 Billion to be Available to Pay Bills Before the New Year. Illinois Government News Network. <http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=3&RecNum=7331>

Community colleges are positioned to be part of the solution both in Illinois and at the national level. Community colleges provide individuals with the education and training/retraining needed to compete in this increasingly challenging environment. Generally, according to the U.S. Department of Labor, Bureau of Labor Statistics (BLS), individuals with more education have lower unemployment and elevated earnings <http://www.bls.gov/opub/ooq/2004/fall/oochart.pdf>. Community colleges offer a variety of short to moderate length certificates and degrees in modular formats to help individuals and employers adapt to changing workforce priorities and needs.

Illinois community colleges deliver education and training to a substantial number of individuals every year. During fiscal year 2008, a total of **933,640** students enrolled in credit and noncredit courses at an Illinois community college. To put this enrollment figure in perspective, that means that about **1 out of every 10 Illinoisans** (18 years of age or older) took a credit or noncredit course at an Illinois community college during fiscal year 2008. Nearly three-quarters of these students enrolled in credit courses. Credit enrollment was down slightly compared to last year (-0.3 percent) and down compared to five years ago (-2.3 percent). In fiscal year 2008, 251,033 students enrolled in noncredit courses which is up slightly from fiscal year 2007 (1.5 percent) and down from five years ago (-3.6 percent).

A total of **51,315** collegiate-level degrees and certificates were earned by Illinois community college students in fiscal year 2008. The number of community college completions in fiscal year 2008 is the **third highest count ever reported**. The Illinois Community College System continues to have a substantial positive impact on the education, training, and economic development needs of the state. Highlights from the report follow.

BACKGROUND. Annual enrollment and completion data (A1) are reported for students who are officially enrolled at the college in credit coursework and/or those who graduate from collegiate programs at any time during the fiscal year. Annual noncredit course enrollment data (N1) are collected separately on an individual student basis. These detailed student records supply both demographic and course-specific information on the wide range of noncredit instruction that the colleges provide as a value added service to area employers and the community at large.

Overall Student Enrollments

- ▶ The Illinois Community College System recorded a total approaching **one million (933,640) students** in credit and noncredit courses during fiscal year 2008. Overall combined enrollments remained relatively steady compared to last year (+0.1 percent, N = +1,252).
- ▶ **Credit-generating** students accounted for **73.1 percent** of the overall fiscal year 2008 headcount.

Credit Enrollment

- ▶ During fiscal year 2008, the 48 public community colleges in Illinois enrolled **682,607** students in instructional credit courses. This is less than the previous year (684,964). The full-time equivalent (FTE) enrollment was 239,881, a slight increase of 0.7 percent since fiscal year 2007.

Agenda Item #12.2
January 9, 2009

- ▶ Statewide, **25,161 noncredit course sections** were conducted during fiscal year 2008.
- ▶ From fiscal year 2007 to fiscal year 2008, the number of individuals receiving instruction through **noncredit course** offerings increased slightly (1.5 percent) to **251,033 students**.
- ▶ Statewide, 26,082 of 933,640 total students enrolled in both credit and noncredit courses during fiscal year 2008 (A1 and N1). While there is some overlap, these data suggest that **credit and noncredit courses are meeting largely different student and community needs**.
- ▶ Females comprised 55.0 percent of the fiscal year 2008 student population enrolled in credit-generating programs.
- ▶ **Minority (non-white) students accounted for over one-third** (35.1 percent) of the credit students enrolled. African American student representation decreased (0.1 percent) to 14.4 percent. Latino student representation decreased slightly to 15.6 percent. Asian student representation remained similar to the previous year at 4.4 percent, while foreign/nonresident alien representation increased minimally to 0.4 percent.
- ▶ The median age of credit-generating students was **25.7** during fiscal year 2008, the same as the previous year. The average age increased slightly to **30.7** years.
- ▶ **Baccalaureate/transfer** remained the largest credit instructional program area **enrolling 39.6 percent** of fiscal year 2008 Illinois Community College System students. Enrollments in baccalaureate/transfer programs decreased 1.9 percent compared to the previous year.
- ▶ Statewide, career and technical education credit program enrollments accounted for **more than one-quarter** of all credit students (27.4 percent). Enrollments in career and technical programs increased 1.9 percent from last year.
- ▶ Although 39.6 percent of the fiscal year 2008 credit student population was enrolled in the baccalaureate/transfer area, only 31.8 percent of all students indicated an intent to transfer.
- ▶ Students enrolled in **adult education** courses in community colleges comprised **15.6 percent** of the credit generating students. Enrollment in adult education decreased by 3.5 percent versus fiscal year 2007.
- ▶ Of the students in adult education, approximately **57.9 percent** were enrolled in **English as a Second Language** (ESL) courses.
- ▶ **More than one-half** (52.9 percent) of the fiscal year 2008 credit students enrolled in the colleges indicated that they were not pursuing a degree, but **attending to complete one or several courses**. Participation in college to take courses instead of pursue a degree or certificate remained constant compared to the previous year.

Agenda Item #12.2

January 9, 2009

- ▶ **More than two-out-of-three credit students attended on a part-time basis** during both the fall (67.7 percent) and spring (70.5 percent) semesters in fiscal year 2008.
- ▶ More than 17 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **37,870 who earned a bachelors degree or higher**.
- ▶ Illinois community college students were enrolled in **7,196,438 credit hours throughout fiscal year 2008** and earned 76.7 percent of those hours.
- ▶ Accumulated credit hours were available for 72.9 percent of the fiscal year 2008 student population. Just over one third (35.0 percent) attained **sophomore**-level status by accumulating 30 or more college-level hours.
- ▶ Cumulative grade point average data was reported for 68.0 percent of the fiscal year 2008 students. **More than 47 percent maintained an A-B average**.
- ▶ In fiscal year 2008, Illinois community college students earned 63.4 percent of the remedial credits they attempted. This percentage is up slightly from 62.2 percent in fiscal year 2007.
- ▶ In fiscal year 2008, close to **one-fifth** (19.7 percent) of Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course – the same as in fiscal year 2007.

Noncredit Enrollment

- ▶ **Noncredit** course enrollment figures for fiscal year 2008 are from the **Noncredit Course Enrollment Data** submission (N1).
- ▶ Fiscal year 2008 unduplicated noncredit headcount decreased 1.5 percent over last year. Similarly, the duplicated headcount or “seatcount” was 0.4 percent lower than the previous year.
- ▶ 25,161 noncredit course sections were conducted during FY 2008.
- ▶ **Female** students accounted for **55.6 percent** of 2008 noncredit enrollments for which gender data were reported.
- ▶ **Minority students accounted for one fourth** of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- ▶ The median age of **noncredit** students was **38.7** during fiscal year 2008. The average age was **40.3** years.

Agenda Item #12.2

January 9, 2009

- ▶ More than **one-half** of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- ▶ Nearly 60 percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. **Over one-quarter** of the noncredit coursework were dedicated to developing **workplace skills**: Professional/vocational (19.6 percent) and Business and Industry Contractual training (8.6 percent).
- ▶ Across all categories of activity, eight broad course areas (two-digit CIP) had over 6,000 noncredit students enrolled. **These eight areas accounted for approximately two-thirds of the students enrolled in noncredit courses** with CIP data (68.2 percent). Approximately four out of ten enrollments in these large CIPs are in work-related courses: Business Management (18.2 percent), Transportation Workers (10.7 percent), Health Professions (4.6 percent), and Computer Information Systems (3.1 percent).
- ▶ **Over one-half of the 2008 noncredit courses were held on main college campuses** (52.1 percent).

Student Completions

- ▶ A total of **51,315** collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2008.
- ▶ The number of community college completions in fiscal year 2008 is the **third highest count ever reported**. Community colleges sustained an elevated level of completions during FY 2008.
- ▶ The number of degrees and certificates awarded was about the same as fiscal year 2007 (N = -7 completers). Taking a longer view – compared to fiscal year 2004 – the total number of fiscal year 2008 completions increased 6.9 percent.
- ▶ **Career and Technical Education** accounted for the **largest number of graduates** (N = 35,561) in fiscal year 2008. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2008 (69.3 percent). Career completions increased 0.2 percent from last year.
- ▶ **Baccalaureate/transfer degrees** accounted for the **second largest** group of completers in fiscal year 2008 (N = 14,628). Nearly three out of every ten graduates earned baccalaureate/transfer degrees (28.5 percent). The number of transfer degrees was about the same (N = -3) as last year.
- ▶ Approximately 26.4 percent of the career and technical education awards in fiscal year 2008 were AAS degrees.
- ▶ **Females** accounted for **56.1 percent** of all 2008 completions.

Agenda Item #12.2

January 9, 2009

- ▶ **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 10,541) and female (N = 10,160) completers of a specific degree or certificate.
- ▶ Although small in number, the Associate of Arts in Teaching (N = 2) and Associate in Engineering Science (N = 105) had the highest proportion of male graduates (100.0 percent, N = 2; 85.7 percent, N = 90).
- ▶ **Minority students earned about 30 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2007. African American students earned 14.6 percent, Latino students earned 8.8 percent, and Asian students earned 5.3 percent of all degrees and certificates.
- ▶ Minorities accounted for 22.5 percent of total transfer degree recipients.
- ▶ Nearly four times as many minority graduates completed Career and Technical Education degrees and certificates (N= 11,909) as Baccalaureate/transfer degrees (N = 3,294).
- ▶ Among the largest minority groups, African American students completed 2,997 more collegiate-level awards than Latino students.
- ▶ Fourteen percent of the students who were awarded degrees and certificates during fiscal year 2008 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (30.9 percent), 25 to 30 (19.5 percent), and 31 to 39 years of age (16.5 percent).**
- ▶ Almost three-quarters of the transfer degree completers in 2008 indicated an intent to transfer to a four-year institution. Approximately 18 percent of fiscal year 2008 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

Steps to assist underprepared students in their efforts to arrive college ready would benefit all students. Better secondary academic preparation can position students for more timely degree or certificate completion. For individuals seeking workplace skills, solid basic skills will allow them to reach their goals at an accelerated pace. During spring/fall 2008, Illinois took the necessary steps to join the American Diploma Project (ADP) and has begun working with Achieve, Incorporated, to further align expectations across educational levels and increase student readiness for college and careers. As a part of the ADP network, Illinois is committed to address key policy priorities, including increased alignment, elevated rigor of high school curriculum, streamlined assessment systems, strengthened accountability, and linked data systems. Likewise, the College and Career Readiness pilot initiative is a positive step in the system's efforts to collaborate with educational partners to jointly promote and communicate a the level of skills required for individuals to be "college ready."

Agenda Item #12.2

January 9, 2009

On the other end of the community college continuum, there are students who are very close to completing a degree or certificate, but who have not re-enrolled to finish the last remaining courses. Illinois community colleges are recognized for the work they have already done to develop and

implement automated degree audit software to identify individuals who have met the requirements of a formal award, but may not have formally applied for the certificate or degree. Some colleges are considering exploring the use of technology to push/pull students who are close to completing a certificate or degree back to college to finish what they started. The U.select software (formerly known as the Course Applicability System – <http://www.itransfer.org/cas/>) offers one potential approach to assist in implementing a push/pull strategy. The current fiscal climate makes implementing a project like this challenging, but has the potential to make a positive impact. Encouraging more students to finish their degrees and certificates benefits all parties.

Many of these enrollment trends are predictable given the current state of the economy. These patterns can be useful in program planning, institutional development, and budgeting for the upcoming fiscal year. As community colleges review course offerings and as they look at which specialized support services to cut and which to augment while trying to operate under restrictive budgets, local and statewide enrollment trends can provide important data on which to base those decisions.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES
FISCAL YEAR 2008**

Executive Summary

The Illinois Community College Board provided more than \$3.3 million to community colleges during fiscal year 2008 to provide workforce and economics development services through their Business and Industry Centers. The workforce development activities conducted under this grant include customized job training on campus or on-site at a business; assisting entrepreneurs in business start-up; providing counseling and management assistance to small and medium sized business owners; helping businesses with government procurement opportunities; offering professional continuing education; developing training programs for unemployed and underemployed workers; and serving businesses with alternative education modalities, such as distance learning. The grant funds allow colleges to help companies grow by providing economic development assistance at costs they can afford and by providing needed technical and English language training for upgrading workers' skills. Below are highlights of the community colleges' activities for fiscal year 2008.

- **Contract/Customized Job Training.** Community colleges provided 8,776 contract training courses to 2,890 companies. Through these courses, 101,059 employees were trained for a total of 203,946 contact hours of instruction or 25,493 days of training. This contributed to the formation of 9 companies, expansion of 53 companies, and the retention of 342 companies. A total of 864 jobs were created and another 6,515 jobs were retained.
- **Entrepreneurship Seminars and Workshops.** Community colleges conducted 597 entrepreneurship seminars and workshops for 8,342 participants. This helped in the creation of 44 new businesses, expansion of 20 businesses, and retention of another 19 businesses. As a result, 136 jobs were created and 60 jobs were retained.
- **Counseling and Management Assistance.** Counseling and management assistance was provided to 3,792 individuals or organizations. This assistance resulted in 176 companies being formed, 111 companies expanding, and 129 companies being retained. A total of 1,165 jobs were created and 807 more jobs were retained as a result of business counseling.
- **Contract Procurement Assistance.** Eight community college districts provided 824 businesses with government contract procurement assistance. As a result, 68 businesses received 4,646 federal contracts totaling \$826,889,935. The receipt of these contracts contributed to the creation of 13 firms, expansion of 50 businesses and retention of 311 businesses while 148 jobs were created and 3,814 jobs were retained.

Agenda Item #12.3

January 9, 2009

- **Public Training Activities.** Illinois community colleges provided 2,274 noncredit public training courses and 2,962 noncredit workshops and seminars to 37,156 individual participants and served 2,923 organizations.
- **Employment and Training Services for Unemployed or Underemployed Workers.** Twelve community colleges reported offering 282 noncredit workshops and seminars to 3,898 unemployed or underemployed individuals. In addition, another 227 noncredit/credit courses were provided to 1,666 participants. As a result, 8,604 individuals received job placement services. Community colleges also reported 79 additional activities such as advisement services, resume workshops, and career fairs. These additional services affected another 25,377 individuals
- **Business Attraction, Retention, and Expansion.** Business attraction, retention, and expansion activities at 10 community colleges assisted 542 companies in potential expansion and other activities. Participation in other economic development activities by community colleges led to the creation of 12 companies, expansion of 23 companies, and retention of 65 companies. As a result, 432 jobs were created and 2,005 jobs were retained.
- **Distance Learning and Continuous Improvement.** Community colleges offered 1,850 noncredit internet courses, 12 satellite broadcasts, and 178 two-way interactive video courses.
- **Other Workforce Development Activities and Partnerships.** Throughout the state, the colleges' Business and Industry Centers performed job testing for 84 organizations and developed job profiles and assessments for 60 organizations. Six benchmarking studies and 39 workplace literacy programs were conducted. A total of 1,518 other programs were offered, including German and Spanish courses, post assessments, programs in Lean, ISO, and APICS, and ACT Work Keys Exams.

In summary, Illinois community colleges provided workforce and economic development services to a total of nearly 185,000 businesses and individuals. These services resulted in the start up of over 250 companies, expansion of almost 260 companies, and retention of more than 850 companies. In addition, nearly 2,750 jobs were created and more than another 13,000 jobs were retained.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES
FISCAL YEAR 2008**

The Illinois Community College Board provided over \$3.3 million in workforce preparation grant funds to all Illinois public community college districts in fiscal year 2008. Business and Industry Services grants provide funding for a Business and Industry Center at each community college to provide a variety of employment, training and business services both in and outside the classroom. It is necessary for colleges to provide a diverse set of services for businesses. Therefore, the services the community colleges offer are focused on a variety of issues, including government regulation and compliance, identifying potential employees, identifying and implementing organizational systems, and upgrading the skills of current employees. The demand for customized training continues to increase because of the dramatic changes in the use of advanced technology in the workplace. In addition to customized training, colleges used the funds to offer workshops, seminars and counseling on entrepreneurship and business management, assistance with obtaining governmental business contracts, services for the unemployed and underemployed, training activities for the public and many other useful resources for businesses and individuals in the district. Each community college is committed to supporting its community, including its economic development and workforce needs.

Community colleges provide an array of services to business and industry as well as individuals. This report highlights many of those services and activities. The workforce development activities conducted under the grant are divided into nine categories in order to capture the diversity of activities as well as the outcomes resulting from each service. During fiscal year 2008, the Illinois Community College System reported providing services to nearly 185,000 businesses and individuals through colleges' Business and Industry Centers. These services resulted in the start up of over 250 companies, expansion of almost 260 companies, and retention of more than 850 companies. In addition, nearly 2,750 jobs were created and more than another 13,000 jobs were retained.

Contract/Customized Job Training

The diversity of contract training programs is growing in Illinois as the needs of area businesses change. Colleges designed or brokered programs that were tailored specifically to meet the training needs of employers. Businesses determined the type of training they need, the schedule that fits their operation, and the location of the training. Customized training was offered in company facilities and on campus. Instructors were chosen from within the companies, among subject-matter experts, or from college staff depending on the demands of the business. Not only do businesses seek assistance from community colleges to increase the skills and knowledge of their workforces, but they are also seeking assistance with strategic planning, process improvement and other business-wide operations that lead to increased productivity.

Agenda Item #12.3
January 9, 2009

In fiscal year 2008, community colleges provided 8,776 contract training courses to 2,890 companies. Through these courses, 101,059 employees were trained for a total of 203,946 contact hours of instruction or 25,493 days of training. This contributed to the formation of 9 companies, expansion of 53 companies, and the retention of 342 companies. A total of 864 jobs were created and another 6,515 jobs were retained.

Case Study: Southwestern Illinois College and United States Steel Corporation (USS) have maintained a partnership for more than three decades. USS is a major employer in the college district employing nearly 2,000 area residents. The company's participation has been instrumental in keeping Selsius™, the college's workforce training agency, abreast of workforce needs. Since 1997, Selsius™ has been working with USS to provide training programs and other performance improvement services for employees. Training has been provided to more than 100 USS employees in the areas of leadership and management development, retention, and turnover. Selsius™ works with USS to provide 40 hours of leadership training twice each year, covering either essential topics for new management associates. Using in-house curriculum, Selsius™ partnered with USS to facilitate basic leadership skills training to front-line leaders who had never received any formal training. In addition, Selsius™ recently implemented a business writing course for two groups of upper level managers to improve the effectiveness of communications throughout the plant.

Entrepreneurship Seminars and Workshops

Entrepreneurship seminars and workshops are provided by community colleges across Illinois. These learning opportunities are open to individuals who are interested in starting a business and for individuals who are currently running their own business. Individual assistance is provided with business plans, finances, state and federal employment laws and other resources needed to be successful. Many of the community colleges providing entrepreneurship programming are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity (DCEO).

Community colleges conducted 597 entrepreneurship seminars and workshops for 8,342 participants during fiscal year 2008. This helped in the creation of 44 new businesses, expansion of 20 businesses, and retention of another 19 businesses. As a result, 136 jobs were created and 60 jobs were retained.

Case Study: After over 25 years of working for someone else, an individual approached the Small Business Development Center (SBDC) at Lincoln Land Community College for help pursuing his long-delayed entrepreneurial dream. While his entire career was spent working for banks, his focus had been on technology, remittance processing, and electronic banking. Thus, he did not know the process of obtaining a loan. Adding to his challenge was the importance of keeping his pursuit of a new business opportunity extremely confidential in respect to his current employer, fellow employees, and the local business press. Counselors at the SBDC worked confidentially with the potential business owner to create a business plan. They also assisted throughout the purchase process, spending over six hours in direct counseling. Commercial loans of over \$1.9 million were secured, the purchase was completed, and the business was able to remain open under the new ownership.

Counseling and Management Assistance

Small business owners have come to depend on the educational information, support and resources that are provided by the local community college Small Business Development Centers (SBDCs). The majority of these SBDCs are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity. During the initial start up phase of a business, positive relationships are built as support and resources are shared. These contacts continue to grow over the years and develop into long-term relationships.

During fiscal year 2008, community colleges provided counseling and management assistance to 3,792 individuals or organizations. This assistance resulted in 176 companies being formed, 111 companies expanding, and 129 companies being retained. A total of 1,165 jobs were created and 807 more jobs were retained as a result of business counseling.

Case Study: Star Manufacturing made the initial contact with Highland Community College's Business Institute requesting assistance with internal communications with employees at management level. From that point forward, the college assigned one of its lead instructors to work with the company. During this period, the instructor met with several people within the company individually and as small groups to discuss their current situation in an attempt to find where the problem was. Once information was gathered, a six hour training course was customized for eleven participants. Response from course participants was very favorable. Each received quality information, gained a new perspective on proper communications, and received some of the tools necessary to improve the overall communication within the company.

Contract Procurement Assistance

Many businesses have discovered that the federal and state governments can be profitable and stable clients. However, the process of applying for government contracts can be difficult and time consuming. Procurement Technical Assistance Centers (PTAC) help businesses to navigate through government processes. In fiscal year 2008, over \$825 million in contracts were awarded to Illinois businesses who sought assistance from the Procurement Technical Assistance Centers. Many of the community colleges that have a Procurement Technical Assistance Center are part of the Illinois Entrepreneurship Network which is sponsored by the DCEO.

Eight community college districts provided 824 businesses with government contract procurement assistance during fiscal year 2008. As a result, 68 businesses received 4,646 federal contracts totaling \$826,889,935. The receipt of these contracts contributed to the creation of 13 businesses, expansion of 50 businesses and retention of 311 businesses while 148 jobs were created and 3,814 jobs were retained.

Case Study: JM Industrial Supply, founded in 1984, sells maintenance, repair, and operations material to light and heavy manufacturers and other industrial markets. The company acts as a hardware store and mill supply house for the metals industry, especially large manufacturers. The company initially requested assistance from the IL PTAC at Illinois Central College to expand its markets into the government and prime contractor sectors, leverage its Minority Business Enterprise

(MBE) status by applying for certifications, balance out unpredictable sales cycles and increase their bottom line. The IL PTAC has provided many services including: pricing histories to help the company bid competitively; key contacts and introductions to contacts; internet research; information and assistance with completing requirements for a Blanket Purchase Agreement and getting on GSA Schedule; information and assistance with getting SBA 8(a) certified; workshops to increase knowledge base and network with buyers, large businesses, and other small businesses; and Mentor-Protégée information and contacts and renewal of ORCA registration. Since 1997, JM Industrial has secured and reported 117 government contract awards which total \$1,788,528 and retained two jobs.

Public Training Activities

As technology continues to expand and businesses become more sophisticated, employees find it necessary to return to the classroom to continue their education. Businesses have also found a need to document individual and employee skill development. Therefore, community colleges have increased the number of publicly offered professional development classes that are designed to increase the employee skill in computer application, management principles and other skills related to specific professions.

In fiscal year 2008, Illinois community colleges provided 2,274 noncredit public training courses and 2,962 noncredit workshops and seminars to 37,156 individual participants and served 2,923 organizations.

Case Study: Kaskaskia College has begun a program called “KC at Work” with the hope of assisting employees of some of the district’s area industries further their education. Through the program, employees of a company can earn college credit and work toward obtaining a degree or complete a degree while working at their place of employment. Currently, KC at Work programs are being utilized by Nascote Industries, Innertech, and NOTS Servics. The Maschhoffs, Inc. is starting its own comprehensive in-house training through which they will partner with the college giving them the capability of offering credit classes to their employees. Classes for these programs are offered both at the business location and at one of the college’s education centers. These programs are intended to help employees retain jobs by increasing their skill level through providing higher education at the job site.

Employment and Training Services for Unemployed or Underemployed Workers

Partnerships are often developed between the local community colleges and local employment assistance organizations to provide resources and services to individuals and employers. Linking businesses and individuals to employment opportunities is a core activity of the community college. Colleges provide various resources such as one-on-one job counseling, resume writing, interview techniques, and other noncredit workshops that provide support for those who are unemployed or underemployed. Community colleges encourage economic growth by providing quality education to individuals and then link those skilled individuals to employment opportunities within the community.

Agenda Item #12.3
January 9, 2009

Twelve community colleges reported offering 282 noncredit workshops and seminars to 3,898 unemployed or underemployed individuals during fiscal year 2008. In addition, another 227 noncredit/credit courses were provided to 1,666 participants. As a result, 8,604 individuals received job placement services. Community colleges also reported 79 additional activities such as advisement services, resume workshops, and career fairs. These additional services affected another 25,377 individuals.

Case Study: Elgin Community College Corporate Services, in partnership with the Elgin Area Chamber of Commerce, hosted the second annual Manufacturers Resource Conference. It was attended by manufacturing companies, educators and community leaders. The theme of the conference was “Forming Alliances of Community, Business and Educational Organizations to Solve the Workforce Crisis”. Dr. Edward Gordon, author of *The 2010 Meltdown*, gave the morning keynote address entitled “People can’t find jobs and businesses can’t find people”. The conference included a portion where individuals from DDI (Development Dimensions International) and Monster.com interviewed more than 5,000 individuals for selection in a research study.

Business Attraction, Retention, and Expansion

Growing companies are in need of a skilled workforce, updated facilities and access to technology. Many communities strive to provide all these resources to attract and retain businesses that bring economic growth to the area. Community colleges play a key role in attraction, retention, and expansion activities. Colleges possess a wealth of resources that businesses look for when faced with location and expansion decisions. Community colleges often assist businesses by designing, developing, and delivering incumbent employee training for expanding businesses; providing preemployment testing and training; and temporary use of college facilities.

Business attraction, retention, and expansion activities at 10 community colleges assisted 542 companies in potential expansion and other activities in fiscal year 2008. Participation in other economic development activities by community colleges led to the creation of 12 companies, expansion of 23 companies, and retention of 65 companies. As a result, 432 jobs were created and 2,005 jobs were retained.

Case Study: Corporate and Continuing Education and The Illinois Small Business Development Center at Kankakee Community College (KCC) participated in an economic development venture in which a local steel employer was anticipating relocating his business to another state and possibly displacing more than 20 full-time employees. The college was the first point of contact and arranged a meeting with SCORE, Opportunity Returns, and the Kankakee County Planning Department for the revolving loan program. Together, they developed an economic incentive document that highlighted the advantages of remaining in Kankakee County, as well as financial incentives to assist the company with expansion. Several meetings were hosted by KCC to link to various state financial incentive programs. In the end, the company not only decided to remain in Kankakee County, but initiated an expansion project that created 25 new well-paying jobs with benefits.

Distance Learning and Continuous Improvement

Increasing access to education is a priority for community colleges. Providing a wide range of alternative and supportive education services have become common. As a result, Illinois community colleges are delivering noncredit internet courses and satellite broadcasts to expand their distance learning offerings. Businesses are continually searching, implementing, and refining ways to meet or exceed the needs and expectations of the customer. Community colleges provide an array of services to help businesses manage continuous improvement strategies.

During fiscal year 2008, community colleges offered 1,850 noncredit internet courses, 12 satellite broadcasts, and 178 two-way interactive video courses.

Case Study: Approximately five years ago, Client Solutions owned a laptop laboratory equipped with the latest software for delivery of customized training at area corporations. The lab and its software became outdated and the service was no longer valuable to area organizations. After a closer look, it was determined that a new lab needed to be purchased and equipped for training. Many different staff, including staff at the College of Lake County were involved in this project. Once the lab was built and staffed properly, Client Solutions was able to sell 20 events of mobile laptop lab training over the course of FY 2008. They trained 175 people at eight organization in the county using the equipment. The events generated \$23,350 with a gross profit margin of \$14,000 which completely covered the expense of purchasing and equipping the laptops for delivery and training. Client Solutions now owns a fully equipped set of laptops available for use by area organizations. They will continue to market this valuable service to area organizations and grow to exceed 20 deliveries in FY 2009. It is also anticipated that as organizations switch over to MS2007 products, the lab will come into greater use.

Other Workforce Development Activities and Partnerships

Community colleges are involved in many workforce development activities. This may include cosponsored activities, facilitated programs, or providing facilities, labs, and equipment for community organizations, agencies and businesses. Other activities include workshops showcasing services colleges have to offer, certification training for specific industries, bilingual training courses and special training for Latinos, leadership skills workshops for supervisors and marketing to find sponsors for workshops.

Throughout the state, the colleges' Business and Industry Centers performed job testing for 84 organizations and developed job profiles and assessments for 60 organizations. Six benchmarking studies and 39 workplace literacy programs were conducted. A total of 1,518 other programs were offered, including German and Spanish courses, post assessments, programs in Lean, ISO, and APICS, and ACT Work Keys Exams.

Case Study: Spoon River College is a partner with the Spoon River Partnership for Economic Development. To better serve the needs of its existing businesses, the Partnership decided to implement a retention survey for which on-site visits were made with 48 businesses located in and just off the downtown square during which the surveys were conducted. To assist the Partnership,

Agenda Item #12.3

January 9, 2009

the college provided meeting space and technology for the committee meetings, prepared all drafts of the survey, assisted in conducting the site visits, prepared the results, and reported to the Partnership's Board of Directors. The survey will continue to be conducted each year with a new area of the community being the focus. Every five years, the survey will begin again, thus providing updated information for continued strategic planning.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM
PERFORMANCE REPORT FOR FISCAL YEAR 2008
FOCUS ON AFFORDABILITY**

For 17 consecutive years, the Illinois Community College System has collaborated to produce Performance/Accountability/PQP-related reports that have documented student and institutional advancement and outcomes. This report tracks progress achieved over the past year, identifies emerging challenges, and describes strategies for building and sustaining positive change. The next few paragraphs provide information about how the Performance Report fits in with related community college accountability initiatives, information about *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* (IBHE) – the replacement for the IBHE’s *Illinois Commitment*; the *Public Agenda for College and Career Success*, the Illinois Community College System’s *Promise for Illinois Revisited*, and the structure of the current report.

The Illinois Community College System engages in an array of initiatives to enhance quality and be accountable to internal and external constituencies and stakeholders.

The Performance Report is one substantial component in a multi-faceted approach to accountability among community colleges. The Illinois Community College System engages in an array of statewide initiatives to enhance quality and be accountable to internal and external constituencies and

stakeholders, including Course and Program Approval Processes, Program Review, Recognition, the Transition Report, Underrepresented Groups reporting, Career and Technical Follow-up Study reporting, the Transfer Rate initiative, the Uniform Financial Reporting System, Unit Cost Study reporting, and other financial reporting; e.g., Audits, the Comptroller’s Office Public Accountability Project, Integrated Postsecondary Data System reporting, Perkins Peer Collaborative Resources Network, Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting, and others. Illinois community colleges also actively participate in regional institutional accreditation through the North Central Association, as well as program-specific accreditation which are focused on documenting the quality of their programs and services. At the local level, each community college district has a strategic plan to prioritize and address area needs.

IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education was adopted last fall (See <http://www.ibhe.org/Board/agendas/2007/October/Item11.pdf>). The latest IBHE plan goals reflect a more focused approach that maintain ties to IBHE’s current strategic plan – *the Illinois Commitment*. The relationship between *IBHE 2011 Strategic Plan* Goals and the Policy Areas from the previous plan are shown below:

<u>IBHE 2011 Strategic Goals</u>	<u>Previous Related IBHE Illinois Commitment Policy Areas</u>
Attainment	Teaching and Learning, High Quality, Economic Growth
Affordability	Affordability
Diversity	Access and Diversity
Efficiency	Accountability and Productivity

Agenda Item #12.4
January 9, 2009

Relatedly over the past year, IBHE, the higher education community, and consultants from the National Center for Higher Education Management Systems (NCHEMS) have been working on a new Master Plan for Higher Education entitled, *The Public Agenda for College and Career Success*. The ties between *IBHE 2011 Strategic Plan* Goals and the Goals of the *Public Agenda* appear below:

<u>IBHE 2011 Strategic Goals</u>	<u>Public Agenda for College and Career Success Goals</u>
Attainment	Increase educational attainment to match best-performing U.S. states and world countries (1). Increase number of quality postsecondary credentials to meet the demands of the economy (3).
Affordability	Ensure college affordability for students, families, and taxpayers (2).
Diversity	Addressed in the section on increasing educational attainment to match best-performing U.S. states and world countries (1).
Efficiency	Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions (4).

Future versions of the Performance Report are expected to be developed around the goals contained in the *Public Agenda for College and Career Success* and the related promises from the Illinois Community College System's *Promise for Illinois Revisited*. (See <http://www.iccb.state.il.us/pdf/agendas/2006/PromiseRevisited1-06.pdf>). The Illinois Community College System pledges include:

Future versions of the Performance Report are expected to be developed around the goals contained in the *Public Agenda for College and Career Success* and the related promises from the Illinois Community College System's *Promise for Illinois Revisited*.

- ✓ **High Quality** – Emphasize high quality in all programs, services, and operations.
- ✓ **Affordable Access** – Deliver affordable and accessible learning opportunities for all residents of Illinois.
- ✓ **Competitive Workforce** – Address workforce and economic development needs with flexible, responsive, and progressive programs and services.
- ✓ **Effective Transitions** – Offer rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another.
- ✓ **Enhanced Adult Education** – Enhance adult education and literacy programs necessary for individuals and families to achieve high-quality standards of living in Illinois.
- ✓ **Services for Student Success** – Provide programs and services to assist students succeed in their educational endeavors.

The following table includes *IBHE 2011 Strategic Plan* and *Public Agenda* Goals with the related Promises from the *Promise for Illinois Revisited*. Some of the Promises address more than one *IBHE 2011 Strategic Plan* or *Public Agenda* Goal and have been listed below in conjunction with the predominant category.

Agenda Item #12.4
January 9, 2009

<u>IBHE 2011</u>	<u>Public Agenda</u>	Related Promises from the ICCB Strategic Goals <u>Promise for Illinois Revisited</u>
Affordability	Affordability	Affordable Access
Attainment	Attainment Credentials	High Quality, Competitive Workforce
Diversity	Addressed in Attainment	Services for Student Success, Enhanced Adult Education
Efficiency	Integrate Educational Research, and Innovation Assets	Effective Transitions

A level of continuity exists across the *Public Agenda for College and Career Success, IBHE 2011 Strategic Plan* Goals and the Promises made by the Illinois Community College System. Staff from the Illinois Community College Board and Illinois Board of Higher Education will continue to collaborate with education and workforce partners to advance shared priorities and develop the next iteration of reporting focusing on advancement and performance. The Policy Areas referenced in the 2008 Statewide Community College Performance Report have been modified to reference both the *IBHE 2011 Strategic Plan* Goals and *Illinois Commitment* Policy Areas.

Affordability is among the key topics in higher education today and the focus of the narrative for the current Performance Report.

Report Structure. **Affordability** is among the key topics in higher education today and the focus of the narrative for the current Performance Report. Local community college submissions included data across all six areas. The Performance Report includes three levels

of indicators: Statewide Indicators – assess Illinois’ system of higher education as a whole; Common Institutional Indicators – relate to statewide higher education goals and are reported on by all institutions; and Mission-Specific Indicators – focus on each college’s unique role in the overall context of higher education. To reduce the local data burden and enhance continuity of the measurement approach, Illinois Community College Board staff furnished the majority of the data at the individual college level.

The externally attached *Fiscal Year 2008 Illinois Community College System’s Performance Report* contains summary information about state and common institutional outcome indicators. External comparative benchmarks are cited whenever possible using the latest available data – national reporting typically trails what is available at the state level. Additionally, the state report contains reviews of selected mission-specific indicators. For the single narrative focus area – Affordability – the state report includes Highlights of Accomplishments and Plans and Selected Challenges.

Agenda Item #12.4
January 9, 2009

Several affordability performance indicators are included in the report, including Net Price of Attendance, Tuition and Basic Fees for a Full-time In-district Student, Number of Enrolled Students Who Receive Monetary Award Program (MAP) Grants, Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants, the Number of Enrolled Students Who Receive Pell Grants, and First Generation College Students.

Fiscal Background. The report includes information about the current economic and fiscal climate. *The National Report Card on Higher Education, Measuring Up 2008*, evaluated affordability in every state. Illinois was assigned the grade of F for affordability. *The National Report Card* states that higher education in Illinois has become less affordable for students and their families. According to their calculations, at two-year colleges, poor and working class families must devote 37 percent of their income, after financial aid, to pay for costs. Trends are similar across the nation as higher education in 47 other states has also become less affordable. Center for Public Policy and Higher Education researchers contend that higher education has become more affordable in only two states. California was awarded a C- for affordability and was the only state that did not receive an F.

According to Center on Budget and Policy Priorities (2008) analysis, “At least 43 states faced or are facing shortfalls in their budgets for this and/or next year...Current estimates are that mid-year gaps total \$31.2 billion - 7.2 percent of these states’ budgets...” In fiscal year 2009, tax revenues available to support higher education are expected to decline or increase only slightly in many states for multiple reasons, including the bursting of the housing bubble and reduced property and sales tax revenues. If employment continues to deteriorate, income tax revenues will also decline. (<http://www.cbpp.org/9-8-08sfp.htm>)

In fiscal year 2009, tax revenues available to support higher education are expected to decline or increase only slightly in many states for multiple reasons, including the bursting of the housing bubble and reduced property and sales tax revenues. If employment continues to deteriorate, income tax revenues will also decline.

The Illinois Community College Coalition for Funding – a group of college presidents, trustees, students, and unionized teachers and staff – contends that current funding levels are making college less affordable and will negatively impact community college efforts to train and educate students. (<http://www.communitycolleges.org/Coalitionnews22008.html>)

A report by the State Higher Education Executive Officers (2008), entitled *State Higher Education Finance FY 2007* indicates that Illinois has recently experienced a period of decline in state support for higher education. In FY 2007, higher education appropriations per public full-time equivalent student in Illinois decreased 19.5 percent from 2002 (N = \$8,740) to 2007 (N = \$7,032). Only five other states saw larger decreases over this time period. Nationwide in FY 2007, revenues decreased in less than half of states (N = 21), while the average change in revenues across all states was a slight increase of 1.2 percent. (http://www.sheeo.org/finance/shef_fy07.pdf)

Agenda Item #12.4
January 9, 2009

Early in the Illinois budgetary process, community colleges were scheduled for increases for fiscal year 2009. Resource limitations and competing priorities contributed to a reduction in the final appropriated fiscal year 2009 total direct grants to colleges. Fiscal year 2009 total direct grants to colleges were reduced to \$305.7 Million, which is \$2.7 Million below the previous year (-0.9 percent – Source: ICCB records). In fiscal year 2009, public universities received a 2.7 percent increase over last year to \$1,393.6 Million (Source: IBHE records). <http://www.ibhe.state.il.us/Board/agendas/2008/August/Item10.ppt>).

Overall across all of Illinois higher education (general fund and pensions), originally adopted fiscal year 2009 appropriations rose slightly to \$2,634.5 Million up from \$2,542.5 Million in fiscal year 2008 (3.6 percent) due largely to pension contribution increases. In 2009, pensions (SURS) received 16.2 percent of the total appropriation up from 13.6 percent last year. Community colleges received 11.6 percent of all higher education appropriations in 2009, down from 12.1 percent in 2008. Universities received 52.9 percent of the appropriations in 2009, down from 53.4 percent in 2008. Adult education funding remained similar at 1.8 percent of total appropriations in 2009, down slightly from 1.9 percent in 2008. (<http://www.ibhe.state.il.us/Board/agendas/2008/August/Item10.ppt>).

In late November 2008 (fiscal year 2009) due to further deterioration in state finances, the Illinois Community College System was asked to make mid-year rescissions of nearly \$7.3 million to system operating and adult education budgets (2.5 percent). Public universities are also being asked to make a 2.5 percent budget rescission for fiscal year 2009.

In Illinois, community colleges are relying on tuition and fee increases to make up for funding shortfalls in other areas. Recently, state support has been reduced during a period of tight state budgets. Local tax sources are capped in some areas of the state. In other instances, local referenda may be required which involves additional expenses and can be challenging to pass particularly during a period of economic uncertainty

Illinois Community College System Grant Funding. In Illinois, community colleges are relying on tuition and fee increases to make up for funding shortfalls in other areas. Recently, state support has been reduced during a period of tight state budgets. Local tax sources are capped in some areas of the state. In other instances, local referenda may be required which involves additional expenses and can be challenging to pass particularly during a period of economic uncertainty. This shift in policy was highlighted in the *Joint Task Force on (Illinois) Community Colleges Report* (2006).

The philosophy of funding community colleges' unrestricted operating revenue goes back to 1965 when the Illinois Public Community College Act was created. System funding is based on the concept of shared responsibility among the State, the local district residents, and the students. The generally accepted goal of one-third of the costs being distributed equally has shifted recently from the burden being on the State

Agenda Item #12.4
January 9, 2009

to the students and local taxpayers. The current statewide funding ratio is 40% local, 31.5% student, and 28.5% State sources. The ratio varies significantly among the individual colleges. State resources are as low as 10 % in some areas of the State. In these instances, the students contribute thirty percent of the funds and the local tax payers contribute the remaining 60% to the college resources. If State resources don't increase significantly, these colleges will be essentially supported by only local taxes and students. *Joint Task Force on (Illinois) Community Colleges Finance & Resources Subcommittee* (2006).

Details about reductions in state funding appear in the following table and accompanying narrative.

Illinois Community College System Funding Summary					
Grant Name	Last Amount & Year Funded	Latest Results & Year	Mid-year Rescission	Percent Change 1-Year	Percent Change 5-Year
Special Populations and Disadvantaged Student Success	\$3,000,000 in FY2007	\$0 in FY2009	---	---	---
Advanced Technology and Educational Technology	\$1,557,100 in FY2004	\$0 in FY2009	---	---	---
P-16	\$2,779,000 in FY2008	\$0 in FY2009	---	-100.0%	-100.0%
Perkins Postsecondary Career and Technical Education	\$15,278,000 in FY2009	\$15,278,000 in FY2009	---	-0.4%	-0.6%
Adult Education and Family Literacy Grant Funding	\$53,786,000* in FY2009	\$53,786,000* in FY2009	\$-668,193	-0.9%	0.7%
Illinois Community College System General Revenue Fund Base Operating	\$294,979,600* in FY2009	\$294,979,600* in FY2009	\$-7,255,042	-0.9%	-0.7%

* Prior to mid-year reductions.

The Special Populations Grant funding peaked in fiscal year 2001 at \$13 Million. The appropriation was eliminated in FY 2003 and a revised related program called the Disadvantaged Student Success Grant was funded at a \$3 Million level in FY 2007. For the second consecutive year in fiscal 2009, the Disadvantaged Student Success Grant has not been funded. Student support services are an important part of college officials' efforts to help students strengthen their foundational academic skills, persist, transition effectively, and advance.

Advanced Technology Grant funding peaked in fiscal year 2002 at nearly \$13.8 Million. In FY 2004, a significantly reduced program was funded at nearly \$1.6 Million and dedicated

Agenda Item #12.4

January 9, 2009

technology funding dried up entirely in FY 2005. Fiscal year 2009 marked the fifth consecutive year when no restricted funding was allocated to support educational technology at Illinois community colleges. Many career and technical education courses are particularly technology intensive to offer. Computer technology plays an important role in the delivery of supplemental educational content in virtually all courses that colleges offer.

The P-16 Grant funding peaked in fiscal years 2007 and 2008 at nearly \$2.8 Million and was eliminated entirely in fiscal year 2009.

Perkins Grant funding has decreased slightly during the past two fiscal years. In fiscal year 2009, funding was nearly \$15.3 Million. Perkins funding was down 0.4 percent from the previous year and 0.6 percent from fiscal year 2005.

Adult Education Grant funding has decreased the past fiscal year. In fiscal year 2009, funding was nearly \$53.8 Million. This was down slightly (0.9 percent) from fiscal year 2008. Funding was up slightly (0.7 percent) compared to five years ago when it was at \$53.4 Million.

Base Operating Grant payments to colleges peaked in fiscal year 2002 at \$327.1 Million. The latest Base Operating Grant for fiscal year 2009 was nearly \$295 Million, which is over \$32.1 Million below the fiscal year 2002 funding level. Unadjusted Base Operating Grant funding in fiscal year 2009 was \$2.8 Million below last year and \$2.2 Million below fiscal year 2005. College operating expenses have risen during the last eight years. Personnel cost increases and recent substantial energy price increases are contributing factors.

Illinois Community College System Tuition and Fees – In the Illinois Community College System, statewide average tuition and fees for a full-time student in fiscal year 2009 was \$2,521. Average tuition and fees rose 6.9 percent (\$162) over last year and increased by nearly one third over the past five years (31.4 percent or \$603). Compared to eight years ago, average tuition and fees in the Illinois Community College System are up 62 percent (\$965).

The College Board (2008) conducts an Annual Survey of Colleges that provides tuition and basic fee information for all sectors of higher education. **According to The College Board, the fiscal year 2009 national weighted average community college full-time tuition and fees** (public two-year, resident) was **\$2,402**. The College Board figures show a *one-year* percent increase between fiscal year 2008 and fiscal year 2009 of 1.7 percent. Illinois showed a rate of increase of 6.9 percent between those identical points in time – fiscal year 2008 to fiscal year 2009. Based on The College Board figures, Illinois community college fiscal year 2009 average tuition and basic fees for in-district students are slightly above (5.0 percent) the national average for community college state residents for the same year (<http://professionals.collegeboard.com/profdownload/is-college-affordable-trends-2008.pdf>). Midwest data published by The College Board show higher tuition and fee rates for two-year public colleges averaging \$3,086 with a one-year rate of increase at 4.1 percent (http://www.collegeboard.com/html/costs/pricing/2_3_regional_variation_charges.html).

Agenda Item #12.4
January 9, 2009

According to the Illinois Board of Higher Education (IBHE), Illinois public university annual undergraduate tuition and fees-entry level averaged \$9,400 in fiscal year 2009. The fiscal year 2008 average was \$8,235; hence, public university undergraduate annual tuition and fees-entry level increased 14.1 percent since last year and increased by 54.9 percent compared to five years ago. Compared to eight years ago, average undergraduate tuition and fees-entry level at Illinois public universities are up 129.2 percent (\$5,298). Part of the long-term change is attributable to the entry-level tuition legislation that requires tuition charged a first-time, undergraduate public university Illinois resident student will remain at the same level for four continuous academic years following initial enrollment or for the “normal time to complete” undergraduate programs that require more than four years. The tuition guarantee applies to those students who first enrolled in public universities *after* the 2003-2004 academic year.

For fiscal year 2009, average in-district Illinois community college tuition and fees are just over one-quarter (26.8 percent) of the average Illinois public university tuition and fees.

For fiscal year 2009, average in-district Illinois community college tuition and fees are just over one-quarter (26.8 percent) of the average Illinois public university tuition and fees. Tuition and fees in the Illinois Community College System are comparatively affordable and college staffs are available to help individuals acquire financial aid that they

qualify to receive. Nevertheless, with more students applying for financial aid and availability of state and federal assistance dollars declining or remaining level, an increasing number of community college students are forced to take out loans or find some other way to make up a financial aid shortfall.

The State of Illinois is experiencing a period of very tight finances and the ripple effects are being felt across government programs and initiatives. The Illinois Community College System and the students the system serve are feeling the impact. During late August and early September 2008, the Illinois Community College Board’s Budget and Finance Committee held three hearings to gather local perspectives on the impact of reduced state funding. The Public Agenda for College and Community Success (2008) also held hearings on higher education during calendar year 2008 and affordability emerged as a key topic. The difference between the taxable resources and the effective tax rate in Illinois was noted in the Public Agenda’s affordability analysis. “Although the state’s fiscal challenges are numerous, Illinois’ economic resources, as measured by the U.S. Department of Treasury’s total taxable resources calculation, exceed the national average, while the state’s effective tax rate just reaches the national average. Increasing the effective tax rate slightly could provide additional resources for investment in higher education and other state priorities while maintaining a competitive tax environment.” http://www.ibhe.state.il.us/masterPlanning/materials/121108_PublicAgenda.pdf

Additional Background on Affordability The following section on Affordability includes information from the latest Illinois Student Assistance Commission (ISAC) affordability studies, local community college-generated information about accomplishments and plans and emerging challenges, and then highlights statewide performance indicators generated by ISAC or the Illinois Community College Board.

Agenda Item #12.4
January 9, 2009

ISAC's latest work on affordability looks at public higher education costs between fiscal year 1997 and 2007: *Changes in Affordability of a College Education for Illinois Community College and Public University Students FY 1997 – FY 2007* (November 2008) http://www.collegezone.com/media/agenda1121_item7.pdf and *Changes in Affordability of a College Education for Illinois Community College and Public University Students FY 1997 to FY 2007* (January 2008) <http://www.collegezone.com/media/Affordability2007FINAL.pdf>. The ISAC agenda item/report examines changes in affordability for independent students with and without children, as well as dependent students. In keeping with accepted practice in the field, ISAC researchers included actual weighted tuition and basic fees and estimates of books and supplies, room and board, personal expenses, and transportation in their calculations of cost to attend college.

- College has become **less affordable** for low to middle-income independent students at Illinois community colleges and public universities.
- After subtracting need-based aid from college costs, students paid from \$1,400 to \$6,900 more at community colleges and \$4,200 to \$10,400 more at public universities in FY 2007 than in FY 1997.
- Even after adjusting for inflation, out-of-pocket costs increased by \$400 to \$3,800 at community colleges and by \$3,200 to \$7,400 at public universities.
- **Here's why college affordability is suffering:**
- College attendance **costs increased** more than \$4,100 (64 percent) at community colleges and nearly \$7,700 (89 percent) at public universities between FY 1997 and FY 2007 (excluding childcare.) This represents a 27 percent and a 47 percent increase over inflation.
- **Tuition and fees drove the increased costs.** Enrollment-weighted average tuition and fees increased nearly \$1,100 (80 percent) at community colleges and \$4,200 (117 percent) at public universities over the same time period. In inflation-adjusted dollars the increases were 40 percent at community colleges and 69 percent at public universities.
- Changes in **income failed to keep up** with college costs. Adjusted for inflation, income increases ranged from 8 to 15 percent.
- Inflation-adjusted **MAP awards were smaller** for many independent students.
- The percentage of **tuition and fees covered by MAP declined** over the past ten years..
- The percentage of **total costs covered by Pell and MAP decreased** over time for most students.
- In FY 2007, **remaining need exceeded the annual maximum** Stafford loan amount for freshmen and in many cases also exceeded the sophomore limit, forcing many students to rely on more costly alternative loans.
<http://www.collegezone.com/media/Affordability2007FINAL.pdf>

One contributing factor to the tuition and fee increases are the decreases in state support of higher education during the time frame under study.

Highlights of 2008 Affordability Accomplishments and Plans. Community colleges are involved in a variety of activities aimed at keeping college accessible and enhancing affordability, including attempting to expand financial aid opportunities, exploring avenues to contain tuition and textbook costs, expanding online/distance education and other efforts to control travel costs, capitalizing on technology to help maintain affordability, exploring options to better contain rising energy costs and investing in green technology, trying to enhance dual credit, and seeking additional external funds. Selected examples of these initiatives are included in the following paragraphs. Many colleges are pursuing related projects.

Selected 2009 Affordability Challenges. Community colleges cite a variety of affordability challenges for fiscal year 2009, including those related to financial aid, tuition, textbooks, rising costs, dual credit, limited external funding, and budget cuts. A reoccurring underlying theme contributing to these affordability challenges is the decrease in state support for higher education in Illinois. The overall poor condition of state resources is problematic in Illinois and across most of the nation. The national recession is impacting state revenues and tight state resources are reducing state funding for community colleges.

Gould (2008), in his article *Community Colleges Are Essential to a Healthy Economy*, noted the importance of community colleges to a healthy economy:

Community colleges play a crucial and unique role in higher education, serving as gateways of opportunity and key players in building a stronger economy. . .

- Community colleges level the playing field by giving anyone who works hard the chance to get a college education.
- Community colleges allow people at all stages in their lives to be lifelong learners.
- Community colleges are a distinctly American creation, helping people fulfill a very American value: the opportunity of people to better themselves.

Moreover, our society benefits when everyone has access to higher education, and these institutions give more people that access.

<http://chronicle.com/temp/reprint.php?id=qj80043h0m vb1tz38rcrj6f87khjj038>

Community colleges provide the most affordable access to higher education in Illinois. As documented in the ISAC (2008) affordability analysis cited earlier in this agenda item, maintaining affordability is a concern and a challenge in the current economic climate.