

Illinois Community College Board

429th Meeting Agenda and Materials

March 16, 2018

Joliet Junior College
Room A 3104
1215 Houbolt Road
Joliet, IL



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401 East Capitol Avenue * Springfield, Illinois 62701-1711 * Telephone: (217) 785-0123

Agenda
 429th Meeting of the
 Illinois Community College Board
Joliet Junior College
 Room A 3104
 1215 Houbolt Road
 Joliet, IL
 March 16, 2018

| <u>9:00 a.m. – Room A 3104</u> | <u>Page</u> |
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| 1. Roll Call and Declaration of Quorum | — |
| 2. Announcements and Remarks by Dr. Lazaro Lopez, Board Chair | — |
| 2.1 Attendance by Means other than Physical Presence (<i>ACTION</i>) | |
| 3. Welcoming Remarks from Dr. Judy Mitchell, President of Joliet Junior College | — |
| 3.1 Highlights of Joliet Junior College’s Strategic Enrollment Management | — |
| 4. Board Member Comments | — |
| 4.1 Illinois Board of Higher Education Report | |
| 4.2 Public Agenda Report (<i>ACTION</i>) | |
| 5. Executive Director Report | — |
| 6. Committee Reports | |
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| <u>6.1a Annual Transfer Report Presentation</u> | 2 |
| <u>6.2 Finance, Operations, and External Affairs</u> | 3 |
| 7. Advisory Organizations | |
| 7.1 Adult Education and Family Literacy Council | — |
| 7.2 Illinois Community College Faculty Association | — |
| 7.3 Illinois Community College Trustees Association | — |
| 7.4 Illinois Council of Community College Presidents | — |
| 7.5 Student Advisory Council | — |
| 8. Focus on Board Goals | |
| <u>8.1 Annual Enrollment and Completions Report: Embargoed until March 16th at Noon</u> | <u>4</u> |
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| 9. New Units of Instruction (<i>ACTION</i>) | |
| <u>9.1 Kishwaukee College, Moraine Valley Community College, Oakton Community College, Richland Community College, and Triton College</u> | 6-16 |

Agenda
429th Meeting of the
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| | <u>10.1</u> Minutes of the January 19, 2018 Board Meeting | 17-26 |
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| | 11.1 Proposed Amendments to the Illinois Community College Board Administrative Rules | |
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| | 12.5 Proposed Amendments to the Illinois Community College Board Administrative Rules | |
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| 14. | Public Comment | — |
| 15. | Executive Session | |
| | 15.1 Employment/Appointment Matters | — |
| | 15.2 Review of Executive Session Minutes | — |
| 16. | Approval of Confidentiality of Executive Session Minutes (<i>ACTION</i>) | — |
| 17. | Executive Session Recommendations (<i>ACTION</i>) | |
| | 17.1 Employment/Appointment Matters | — |
| | 17.2 Review of Executive Session Minutes | — |
| 18. | Adjournment | — |

Agenda Item #6.1
March 16, 2018

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- CAREER Agreement
- Proposed Placement Policies
- State Authorization for Distance Learning
- Update on Strategic Plan- Action Subcommittee
- WIOA plan submission
- New Units of Instruction
- Public Comment
- Other Business

Illinois Community College Board

ANNUAL TRANSFER REPORT PRESENTATION

The Illinois Articulation Initiative (IAI), which was formalized by the passage of Public Act 099-0636 in January 2017, continues to be an important statewide system for encouraging transferability among postsecondary institutions in the State of Illinois. This statewide transfer system includes 113 institutions, both public and private across Illinois. Through the IAI, Illinois has developed one of the most comprehensive course approval and quality assurance processes in the nation, assuring that all approved courses are comparable and meet the high standards established by faculty panels. Another statewide transfer and articulation project known as MyCreditsTransfer. The IAI and MyCreditsTransfer are complementary, both enhancing the availability and accuracy of transfer information, which fosters more effective and efficient degree completion. Providing both of these successful transfer tools likely contributes to Illinois ranking third in the nation for full-time community college students completing bachelor's degrees at four-year universities, as reported by the National Student Clearinghouse Research Center. In this context, the Board will be provided with a brief update on the past year of transfer activities in the state.

Agenda Item #6.2
March 16, 2018

Illinois Community College Board

FINANCE, OPERATIONS, & EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Timeliness of State payments for colleges and adult education grantees
 - Fiscal Year 2017 final payments
 - Fiscal Year 2018 payments

- Financial Statements: Fiscal Year 2018
 - State General Funds
 - Special State Fund
 - Federal Funds
 - Bond Financed Funds

- Fiscal Year 2019 Budget Update

- Spring 2018 Legislative Update

- Administrative Rules
 - Public Information, Rulemaking and Organization (2 Ill. Adm. Code 5175)

- Administrative Rules
 - Implement Public Act 1000-0514, Alternate route to high school diploma for adult learners (23 Ill Adm. Code 1506)
 - Exemption to Administrative Rules for program with an intensified or accelerated schedule (23 Ill Adm. Code 1501)

Agenda Item #8.1
March 16, 2018

Illinois Community College Board

ANNUAL ENROLLMENT AND COMPLETIONS REPORT

From ICCB's 2017 Annual Enrollment and Completions Report, select data will be shared to understand community college enrollment trends in Illinois and nationally. Illinois community college enrollment data will analyzed at the program and demographic level and compared to Illinois postsecondary education sectors and peer states. Trends within completion and student success data will also be highlighted for Illinois community colleges.

**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM**

FISCAL YEAR 2017

**Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711**

March 2018

ICCB Research & Policy Studies Division

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Michelle Dufour, Associate Director

Jana Ferguson, Associate Director

Assistance provided by ICCB Information Technology Division

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM — FISCAL YEAR 2017**

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Student Enrollments & Completions

Fiscal Year 2017

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INTRODUCTION

The Illinois Community College System meets both local and statewide needs for education and workforce development by providing high-quality, accessible, cost-effective educational opportunities, programs, and services. The system provides students with smooth transitions into and across higher education and training for in-demand occupations with economic value. To align education and workforce efforts and implement high impact state-level strategies and initiatives, the Illinois Community College Board (ICCB) continues to partner with the Illinois Governor’s Office, Illinois P-20 Council, Illinois Department of Commerce and Economic Opportunity (DCEO), Illinois Department of Employment Security (IDES), Illinois State Board of Education (ISBE), Illinois Student Assistance Commission (ISAC), and Illinois Board of Higher Education (IBHE). The need for increased certificate and degree credentials is imperative to meet the demands of Illinois’ economy.

With 66,143 earned collegiate-level degrees and certificates, fiscal year 2017 had the fifth highest annual number of graduates ever recorded for the Illinois Community College System. As illustrated in Figure 1, the annual Illinois Community College System number of program graduates increased substantially at nearly 25 percent from fiscal year 2009 to 2017. During the same timeframe, enrollments decreased by more than 21 percent statewide.

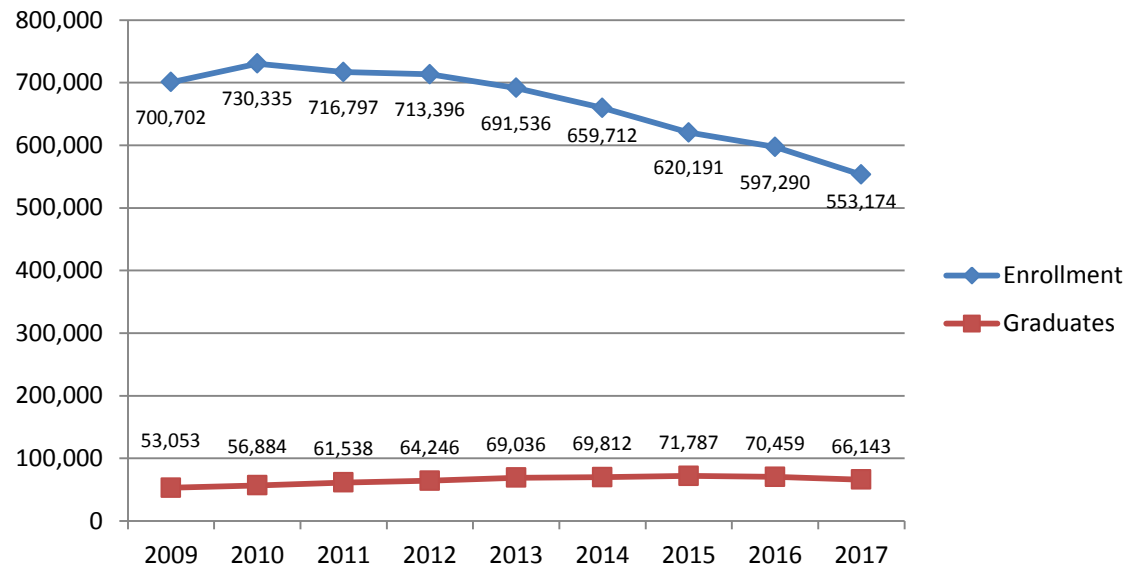


Figure 1. Illinois Community College System Credit Enrollments and Graduates, 2009-2017

Student Enrollments & Completions
Fiscal Year 2017

Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the “LDS Act”), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Annual Enrollment and Completion Report derive from ICCB’s Centralized Data System. Illinois Community Colleges submit Annual Enrollment (A1) microdata for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the microdata source of student completions. This year’s Annual Enrollment and Completion Report is based on fiscal year 2017 enrollments and completions. Comparative information is supplied from four previous fiscal years (2013-2016). Detailed tables comparing fiscal year 2016 and fiscal year 2017 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted. Thirty credit hours equal one FTE.

Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2017) and the four previous fiscal years (2013-2016). Noncredit courses provide another delivery method of education, training, and public service by community colleges to the communities they serve. Since fiscal year 1999, the Illinois community colleges have submitted Noncredit Enrollment (N1) annual microdata for students containing demographic and course information on the wide range of noncredit instruction.

HIGHLIGHTS OF FISCAL YEAR 2017 ANNUAL REPORT
Student Enrollments

- The Illinois Community College System served **721,132 students** in credit and noncredit courses during fiscal year 2017. Overall combined enrollments decreased compared to last year (-7.0 percent, N = -54,261).
- **Credit-generating** students accounted for **76.7 percent** of the overall fiscal year 2017 headcount.
- During fiscal year 2017, the 48 public community colleges in Illinois enrolled **553,174** students in instructional credit courses. This is lower than the previous year (597,290). The full-time equivalent (FTE) enrollment was 207,498, a decrease of 5.3 percent since fiscal year 2016.
- Statewide, **19,499 noncredit course sections** were conducted during fiscal year 2017.
- From fiscal year 2016 to fiscal year 2017, the number of individuals receiving instruction through **noncredit course** offerings decreased (-5.7 percent) to **167,958 students**.
- Statewide, 21,936 of 721,132 total students enrolled in both credit and noncredit courses during fiscal year 2017 (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 53.4 percent of the fiscal year 2017 student population enrolled in credit-generating programs.
- **Minority (non-white) students accounted for four in ten** (44.1 percent) of the credit students enrolled. African American student representation decreased (11.5 percent) and accounted for 13.6 percent of all credit students. Latino student representation decreased (1.7 percent), accounting for 22.3 percent of all credit students. Asian student representation decreased from the previous year to 4.9 percent, while foreign/ nonresident alien representation increased to 0.8 percent, and Two or More Races increased to 2.2 percent.
- The median age of credit-generating students was **23.4** during fiscal year 2017, a slight decrease from the previous year. The average age also decreased from the previous year to **28.7** years in fiscal year 2017.
- **Baccalaureate/Transfer** remained the largest credit instructional program area **enrolling 48.6 percent** of fiscal year 2017 Illinois Community College System students. Enrollments in Baccalaureate/Transfer programs decreased 3.4 percent compared to the previous year.
- Statewide, Career and Technical Education credit program enrollments accounted for **more than one-quarter** of all credit students (25.3 percent). Enrollments in Career and Technical Education programs decreased 8.0 percent from last year.
- Students enrolled in **Adult Education** courses in community colleges comprised **10.9 percent** of the credit-generating students. Enrollments in Adult Education decreased by 9.8 percent versus fiscal year 2016.
- Of the students in Adult Education, approximately **49.3 percent** were enrolled in **English as a Second Language (ESL)** courses.
- Although 48.6 percent of the fiscal year 2017 credit student population was enrolled in the Baccalaureate/Transfer area, only 36.0 percent of all students indicated intent to transfer.
- **One-half** (48.5 percent) of the fiscal year 2017 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 pursuing a degree or certificate remained similar compared to the previous year.
- **More than two out of three credit students attended on a part-time basis** during both the fall (67.9 percent) and spring (71.7 percent) semesters in fiscal year 2017.

HIGHLIGHTS OF FISCAL YEAR 2017 ANNUAL REPORT
(Continued)
Student Enrollments

- Twenty-one percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **29,357 who earned a bachelor’s degree or higher**.
- Illinois community college students were enrolled in **6,224,949 credit hours throughout fiscal year 2017** and earned 79.3 percent of those hours.
- Accumulated credit hours were available for 79.0 percent of the fiscal year 2017 student population. Just over one-third of them (38.2 percent) attained **sophomore**-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 77.0 percent of the fiscal year 2017 students. **One-half (50.5 percent) held an A-B average**.
- In fiscal year 2017, Illinois community college students earned 67.1 percent of the developmental credits they attempted. This percentage is up from 66.9 percent in fiscal year 2016.
- In fiscal year 2017, **nearly one in six** (15.9 percent) Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course – a decrease from fiscal year 2016.
- **Noncredit** course enrollment figures for fiscal year 2017 are from the **Noncredit Course Enrollment Data** submission (N1).
- Fiscal year 2017 unduplicated noncredit headcount decreased 5.7 percent over last year. The duplicated headcount or “seatcount” was 3.6 percent lower than the previous year.
- 19,499 noncredit course sections were conducted during fiscal year 2017.
- **Female** students accounted for **54.8 percent** of 2017 noncredit enrollments for which gender data were reported.
- **Minority students accounted for about one-third** (33.7 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of **noncredit** students was **38.1** during fiscal year 2017. The average age was **40.6** years.
- Just under **one-half** (47.3 percent) of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- Sixty-one percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. **Nearly one-quarter** of the noncredit coursework was dedicated to developing **workplace skills**: Professional/vocational (17.4 percent) and Business and Industry Contractual training (6.8 percent).
- Across all categories of activity, nine broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. **These nine areas accounted for nearly three-fourths of the students enrolled in noncredit courses** with CIP data (70.7 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (10.8 percent), Education (9.3 percent), Transportation and Materials Moving (8.5 percent), Health Professions and Related Programs (7.3 percent), Security and Protective Services (4.1 percent), and Computer Information Systems (3.1 percent).
- Noncredit enrollments by term were 41.6 percent in Spring, 32.1 percent in Fall, and 26.3 percent in Summer in fiscal year 2017.
- **Over one-half of the 2017 noncredit courses were held on main college campuses** (60.4 percent).

HIGHLIGHTS OF FISCAL YEAR 2017 ANNUAL REPORT
(Continued)
Student Completions

- A total of **66,143** collegiate-level **degrees and certificates** were awarded to Illinois community college students in fiscal year 2017.
- The number of community college completions in fiscal year 2017 is the **fifth highest count ever reported**.
- The number of degrees and certificates awarded **decreased 6.1 percent from fiscal year 2016** (-4,316 completers). Taking a longer view – compared to fiscal year 2013 – the total number of fiscal year 2017 completions decreased 4.2 percent.
- **Career and Technical Education** accounted for the **largest number of graduates** (N = 41,133) in fiscal year 2017. Nearly two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2017 (62.2 percent). Career completions decreased 10.6 percent from last year.
- **Baccalaureate/Transfer degrees** accounted for the **second largest** group of completers in fiscal year 2017 (N = 21,192). Three out of every ten graduates earned Baccalaureate/Transfer degrees (32.0 percent). The number of Transfer degrees increased 0.1 percent (+17) from last year.
- Twenty-six percent of the Career and Technical Education awards in fiscal year 2017 were AAS degrees.
- **Females** accounted for **53.8 percent** of all 2017 completions.
- **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 12,680) and female (N = 11,150) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 335) had the highest proportion of male graduates (85.1 percent, N = 285).
- **Minority students earned 36.0 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2017. Latino students earned 17.4 percent, African American students earned 11.7 percent, and Asian students earned 3.8 percent of all degrees and certificates.
- Minorities accounted for 38.8 percent of total Transfer degree recipients.
- Nearly twice as many minority graduates completed Career and Technical Education degrees and certificates (N = 13,983) compared to Baccalaureate/Transfer degrees (N = 8,212).
- Among the largest minority groups, Latino students completed 3,778 more collegiate-level awards than African American students.
- Nineteen percent of the students who were awarded degrees and certificates during fiscal year 2017 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (34.6 percent), 25 to 30 (19.6 percent), 31 to 39 years of age (14.0 percent), and 40 to 55 years of age (11.0 percent).**
- Seven out of ten Transfer degree completers in 2017 indicated intent to transfer to a four-year institution.
- Approximately 17.6 percent of fiscal year 2017 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

OVERALL FISCAL YEAR 2017 STUDENT ENROLLMENTS

The Illinois Community College System had **721,132 students** in credit and noncredit courses during fiscal year 2017. Overall combined enrollments decreased compared to last year (-7.0 percent, N = -54,261).

Table 1 provides a summary comparison of fiscal year 2013 through fiscal year 2017 credit and noncredit unduplicated enrollments. Total enrollments reflect those students who may be concurrently enrolled in credit-generating and noncredit courses during the fiscal year.

| Table 1 SUMMARY COMPARISON OF ANNUAL ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2013-2017 | | | | | |
|------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| Unduplicated Headcount | FY13 | FY14 | FY15 | FY16 | FY17 |
| Credit | 691,536 | 659,712 | 620,191 | 597,290 | 553,174 |
| % Change | -3.1% | -4.6% | -6.0% | -3.7% | -7.4% |
| Noncredit | 202,417 | 193,812 | 182,375 | 178,103 | 167,958 |
| % Change | 1.9% | -4.3% | -5.9% | -2.3% | -5.7% |
| Total* | 893,953 | 853,524 | 802,566 | 775,393 | 721,132 |
| % Change | -2.0% | -4.5% | -6.0% | -3.4% | -7.0% |

*Individuals may be concurrently enrolled in credit and noncredit courses

SOURCES OF DATA: Annual Enrollment (A1) Records
Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2013 through fiscal year 2017 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 2, credit-generating students account for 76.7 percent of the overall fiscal year 2017 headcount. Enrollments had been growing in recent years through fiscal year 2010, but have decreased each year since then. Both fiscal year 2017 credit-generating enrollments and non-credit enrollments are the lowest of the most recent 5 years.

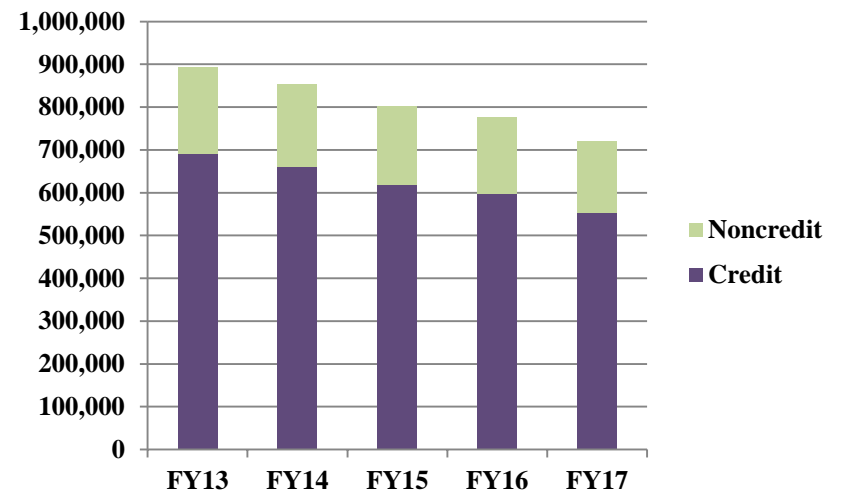


Figure 2. Overall Annual Enrollments, FY 2013-2017

Statewide, 21,936 of 721,132 total enrolled in both credit and noncredit courses during fiscal year 2017 (A1 and N1). While there is some minimal overlap (3.0 percent), credit and noncredit courses are meeting largely different student and community needs.

FISCAL YEAR 2017 STUDENT CREDIT ENROLLMENTS

Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2017 was 553,174, and full-time equivalent (FTE) students totaled 207,498. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2017 saw a decrease of 7.4 percent in credit headcount enrollment from the previous year. Fiscal year 2017 FTE enrollment decreased by about 5.3 percent compared to last year. Compared to five years ago, fiscal year 2017 credit headcount enrollments decreased by 20.0 percent. FTE enrollments have decreased 19.1 percent since 2013. Historically, fiscal year 2017 credit headcount enrollments were at the lowest level since annual headcount enrollments were collected beginning in 1979 (N = 562,213).

Table A-1 in the Appendix provides a comparison of fiscal year 2013 through fiscal year 2017 headcount enrollments for each community college. Among Illinois' 48 community colleges, only 6 colleges reported increases in headcount while 40 exhibited decreases compared to fiscal year 2016. Two colleges experienced little or no change (1.0 percent or less) during fiscal year 2017. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2013 through 2017. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis. Over the last year, 3 colleges experienced increases in FTE, 43 reported decreases, and 2 colleges experienced little or no FTE change versus fiscal year 2016.

| Table 2 COMPARISON OF ANNUAL CREDIT ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2013-2017 | | | | | |
|-----------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
| | <u>FY13</u> | <u>FY14</u> | <u>FY15</u> | <u>FY16</u> | <u>FY17</u> |
| Headcount | 691,536 | 659,712 | 620,191 | 597,290 | 553,174 |
| <i>% Change</i> | -3.1% | -4.6% | -6.0% | -3.7% | -7.4% |
| FTE | 256,439 | 244,860 | 230,964 | 219,015 | 207,498 |
| <i>% Change</i> | -2.9% | -4.5% | -5.7% | -5.2% | -5.3% |

SOURCE OF DATA: Annual Enrollment (A1) Records

Male/Female Distribution

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 53.4 percent of the student population in fiscal year 2017. The percentage of male students has averaged 46.8 percent over the past five years (see Table A-3).

Ethnic Origin

In fiscal year 2017, four in ten (44.1 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Race/ethnicity classifications were aligned with U.S. Department of Education collection and reporting standards. The number of minority students decreased 4.4 percent from fiscal year 2016 to fiscal year 2017. Similarly, during the past five years, students from minority groups comprised an average of four in ten (41.9 percent) of the student population. Latino students (now numbering 118,454) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students (now

numbering 72,143). In fiscal years 2013 through 2017, Latino students were again the largest minority group. Compared to last year, a decrease was noted in credit headcount enrollments among African Americans and among Latinos. In fiscal year 2017, the number of Latino credit students enrolled decreased by 1.7 percent, and the number of African American students enrolled in Illinois community college credit courses decreased by 11.5 percent (see Table A-4).

Student Age

In fiscal year 2017, the average age of Illinois community college students in credit courses was 28.7 years which is a decrease from fiscal year 2016 (29.3 years). The median age was 23.4 years which is also lower than last year (24.0 years). The largest proportion of students – nearly one-third (31.6 percent) – was ages 17 and 20, an increase of 0.1 percent over fiscal year 2016. The second largest proportion of students – just over one-fifth (22.3 percent) – was ages 21 through 24, a decrease of 8.9 percent over fiscal year 2016. The third largest proportion of students (14.2 percent) was 25 through 30 years of age, a decrease of 10.0 percent over fiscal year 2016. During fiscal year 2017, 12.5 percent was age 40 through 55, 12.1 percent of students was age 31 through 39, and 4.9 percent of students was over 55. Always the smallest in size, the 16 and under age group represented only 2.4 percent of the student population and increased 18.4 percent in fiscal year 2017. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2017 enrollment decreased in all of the instructional program areas. Decreases ranged from 1.2 percent in General Associate to 26.3 percent in General Studies Certificate. Baccalaureate/Transfer (-3.4 percent), Career and Technical Education (-8.0 percent), Adult Education and English as a Second Language

(-9.8 percent), and Vocational Skills (-22.8 percent) all decreased from fiscal year 2016. Longer term, between fiscal years 2013 and 2017, decreases were also seen in all of the instructional program areas – General Associate, Vocational Skills, Baccalaureate/Transfer, Career and Technical Education, General Studies Certificate, and Adult Education including English as a Second Language (ESL).

Baccalaureate/Transfer was the largest instructional program offered in the Illinois Community College System accounting for nearly five out every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area has decreased over the past year (-3.4 percent) and was down 4.1 percent between fiscal years 2013 and 2017.

Career and Technical Education programs were the second largest credit program in the Illinois Community College System accounting for over one-quarter of all credit enrollments. Career and Technical Education enrollments decreased 8.0 percent compared to last year and were down 25.4 percent since 2013. Between fiscal years 2013 and 2017, enrollment in **Vocational Skills** programs decreased by 21.7 percent, enrollment in **General Studies Certificates** programs decreased by 45.3 percent, and enrollment in **General Associate Degree** programs decreased by 54.8 percent (see Table A-6a).

Students enrolled in community college **Adult Education** courses comprised 10.9 percent of the credit generating students in fiscal year 2017. Hence, about one out of ten community college students was enrolled in Adult Education skills building coursework. Statewide, there was a 9.8 percent decrease in Adult Education enrollments over the previous year, and community college Adult Education enrollments were down 29.3 percent since fiscal year 2013. In fiscal year 2017, 49.3 percent of the students in Adult Education were enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for over one-third (43.0 percent) of statewide community college Adult Education enrollments in fiscal year 2017. Adult Education enrollment at the City Colleges of Chicago decreased 6.9 percent over last year compared to the decrease in overall enrollment of 8.9 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 11.9 percent decrease in Adult Education enrollment in fiscal year 2017 compared to last year (see Table A-6a and A-6b).

Longer term, excluding the City Colleges of Chicago, the rest of the system experienced an overall decrease in enrollments (19.2 percent) between 2013 and 2017. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data showed similar declines for the rest of the system. The small General Studies Certificate programs recorded a 40.2 percent decline excluding the City Colleges of Chicago. Decreases were also exhibited in Baccalaureate/Transfer (-11.4 percent), Vocational Skills (-20.5 percent), Career and Technical Education (-24.3 percent), and General Associate (-29.6 percent) program enrollments between fiscal years 2013 and 2017 without the City Colleges. Long-term results in Adult Education were down significantly across the rest of the system (-32.3 percent) (see Table A-6b).

Instructional Program Enrollments by Gender. During fiscal year 2017, females outnumbered males in nearly all instructional areas; the Career and Technical Education (53.4 percent) and Vocational Skills (50.8 percent) programs contained higher proportions of male students. The highest proportion of female students were enrolled in by English as a Second Language programs (63.6 percent), followed General Associate degree programs (63.1 percent) and General Studies Certificate programs (61.2 percent). Adult Education programs consisted of 56.3 percent female students, while 55.0 percent of those enrolled in Baccalaureate/Transfer programs were female (see Table A-7).

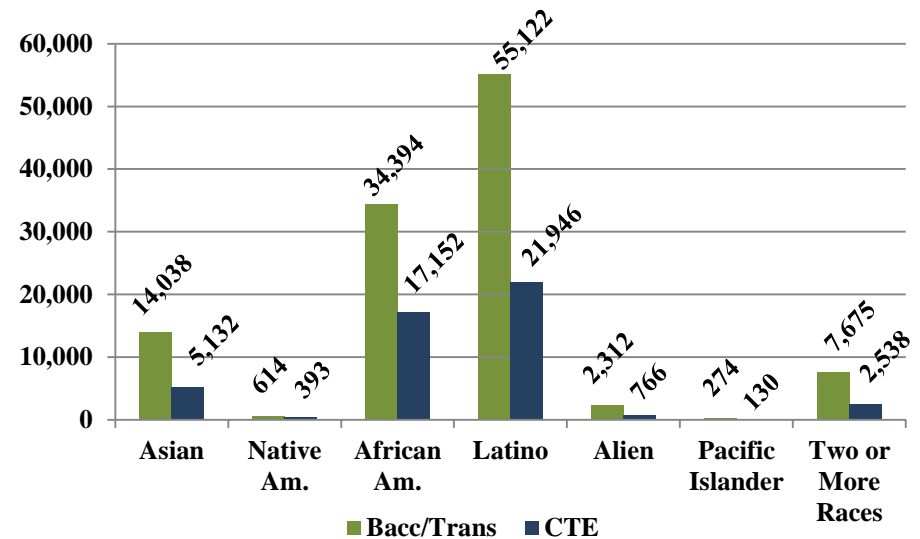


Figure 3. FY 2017 Minority Enrollments in Baccalaureate/Transfer and Career and Technical Education Programs

Instructional Program Enrollments by Racial/Ethnic Origin. Figure 3 illustrates the distribution of minorities in the two largest program areas, Baccalaureate/Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2017 indicated that the largest percentage of students in each racial/ethnic group was enrolled in Baccalaureate/Transfer programs: Two or More Races (65.5 percent), Nonresident Alien (57.9 percent), Asian (54.4 percent), White (49.2 percent), Pacific Islander (47.9 percent), African American (47.7 percent), Native American (46.7 percent), and Latino (46.5 percent). Latino students were enrolled in a larger proportion of Baccalaureate/Transfer (46.5 percent) than English as a Second Language (15.7 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the Vocational Skills (26.0 percent), General Studies Certificate (27.3 percent), Career and Technical Education

(38.5 percent), and Baccalaureate/Transfer (45.8 percent) areas (see Table A-8).

Instructional Program Enrollments by Age. During fiscal year 2017, more than one-half of community college credit students was under 25 years of age (56.2 percent). Nearly two-thirds of the students under 25 was enrolled in Baccalaureate/Transfer programs (65.8 percent). One out of every four (26.2 percent) credit students was between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Baccalaureate/ Transfer (32.6 percent) and Career and Technical Education (31.4 percent). Overall, one in six Illinois community college credit students was at least 40 years of age (17.4 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (57.3 percent) which includes Career and Technical Education (29.4 percent) and short-term intensive Vocational Skills (27.9 percent) courses. About one-sixth of the students 40 and above was pursuing Baccalaureate/transfer programs (17.4 percent) (see Table A-9).

Largest Career and Technical Programs. The largest Career and Technical Education curricula included Engineering Technologies; Associate Degree in Nursing; Business, Management, Marketing and Related Supportive Services, Other; Business Administration and Management; Criminal Justice Technology; and Child Care Provider/Assistant in fiscal year 2017. All of these programs had decreases in enrollment compared to the previous year. Engineering Technologies was the largest program in fiscal year 2017 with 16,591 enrollments, a decrease of 6.0 percent (-1,063 students) from fiscal year 2016. With 11,988 students in fiscal year 2017, Associate Degree Nursing/Registered Nursing was the second largest program and enrollment decreased by 2.5 percent (-302 students) over last year. RN program enrollments represent individuals who are pursuing the program but are not limited to individuals who have been formally admitted to the program. The third largest program (Business,

Management, Marketing and Related Supportive Services, Other) saw a 7.9 percent decrease over the previous year (-899 students). Business Administration and Management decreased 7.5 percent (-349 students) and was the fourth largest program in fiscal year 2017, and Criminal Justice decreased (-3.4 percent; -146 students) and was the fifth largest program in 2017. Child Care Provider/Assistant decreased 11.6 percent (-538 students) and was the sixth largest program in 2017 (see Table A-10).

Instructional Program Enrollments by Intent. Intent data provide the primary goal that the student plans to achieve as a result of his/her studies. Initial intent data are self-reported by the student when he/she first enrolls at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. Three out of ten students reported a workforce goal, which includes preparing for a job immediately after community college program completion (17.0 percent) and improving skills for a current position (12.5 percent). Slightly more students reported a goal of preparing for transfer to a four-year institution (36.0 percent). GED preparation was the goal for 10.1 percent of the students.

In an examination of student intent by program area, over one-half of the students in Adult Education, Career and Technical Education, Baccalaureate/Transfer and Vocational Skills programs reported the goal that is most often associated with a given major. At least three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the GED test as their reason for enrolling in these programs. Fifty-six percent of students in Career and Technical programs enrolled with the intent of preparing for a job after community college or to improve their job skills for their current position. Fifty-seven percent of the students enrolled in Baccalaureate/Transfer programs indicated the intent to transfer to a four-year institution. Fifty-nine percent of the Vocational students enrolled with

the intent of preparing for a job after community college or to improve job skills for their present position (see Table A-11).

Instructional Program Enrollments by Degree Objective. Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objective conveys the student's expected outcome from attending the community college. In fiscal year 2017, 48.5 percent of all students indicated that they were enrolling with no intention of pursuing a degree — only to complete one or several courses. Figure 4 contains information on degree objective for the two largest community college programs. Baccalaureate/Transfer students were split between degree seekers (56.0 percent) and course takers (42.6 percent). A small contingent of students in Baccalaureate/Transfer programs indicated an interest in completing a certificate which would entail changing to a career or general studies major. Half (50.9 percent) of the Career and Technical Education students indicated they expected to complete an Associate degree, while 28.4 percent expected to complete one or several courses. One in five planned to complete a certificate. Many Career and Technical students planned to complete an entire program, while others simply wanted to improve their current skills or obtain new skills to enter a different career. Approximately nine out of ten students in the following program areas planned to only complete one or several courses: Vocational Skills, ABE/ASE, English as a Second Language, and General Studies Certificate (96.8; 96.6; 95.3; and 89.5 percent, respectively) (see Table A-12).

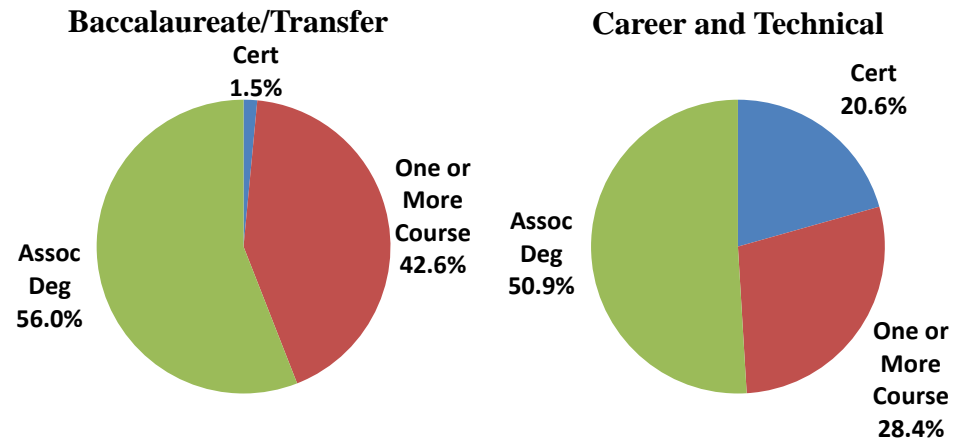


Figure 4. Degree Objective for Baccalaureate/Transfer and Career and Technical Education, FY 2017

Enrollment Hours by Term and Type of Attendance

Part-time attendance is prevalent among community college students who are often simultaneously engaged with college coursework, careers, and family responsibilities. During the fall semester, two-thirds (67.9 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (71.7 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (346,650) is usually slightly higher than in the fall (345,905). Enrollment was higher for part-time in spring (248,584) than in fall (234,888), but not for full-time (spring = 98,066 and fall = 111,017). More than nine out of ten students (91.6 percent) attended on a part-time basis during the summer term of fiscal year 2017 (less than nine credit hours) (see Table A-13).

Highest Degree Earned by Students Prior to Attending Community College

The prior earned degree data reiterate that community colleges serve diverse populations. Figure 5 illustrates the educational background of fiscal year 2017 students. Prior degree reporting was similar compared to last year with only about two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Nearly six in ten students entered the community college with a high school diploma/GED. Twenty-one percent earned some type of postsecondary certificate or degree. About 16 percent had already earned degrees at or beyond the community college level. Twenty-two percent of the students had previously taken college coursework (see Table A-14).

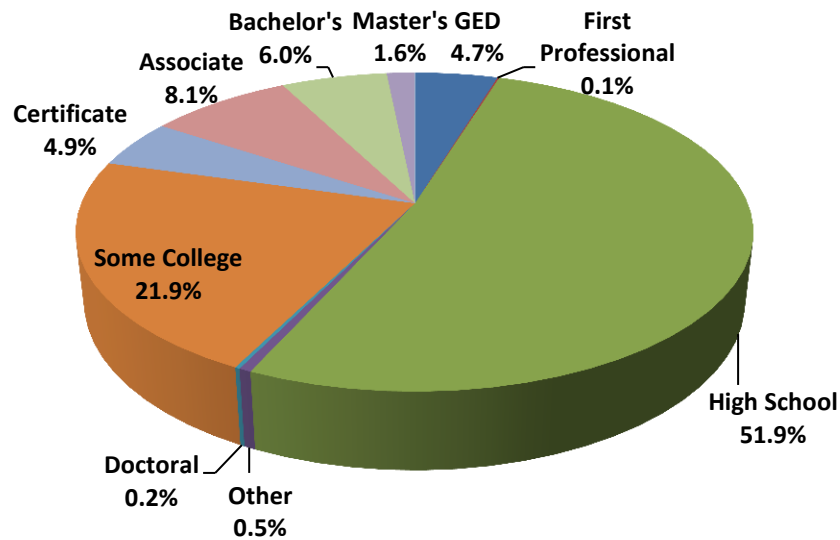


Figure 5. Headcount Enrollment by Prior Highest Degree Earned, FY 2017

Attempted vs. Earned Credit Hours

At all colleges and universities, there are students who, for a variety of reasons, are unable or unwilling to complete the requirements for the class(es) in which they enroll. In fiscal year 2017, Illinois community college students completed over 4.9 million credit hours, which was 79.3 percent of the hours they attempted. Full-time and part-time students earned a similar percentage of the hours they attempted (see Table A-15).

Accumulated College-Level Credit Hours

Of the 436,927 students (79.0 percent) for whom data were available, nearly two-thirds (61.8 percent) accumulated less than 30 college-level hours (freshman level). About one-fifth (21.7 percent) accumulated between 30 and 59 credit hours (sophomore status), and 16.5 percent earned 60 or more credit hours (see Table A-16).

Grade Point Averages

Cumulative grade point average (GPA) data were available for 77.0 percent of the students enrolled in fiscal year 2017. Pre-college coursework does not generate GPA information. Over four out of five students had grade point averages of 2.01 or higher, which is a “C” average or above (85.4 percent). One-half of the students (50.5 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). The remaining one-third (34.9 percent) achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (see Table A-17).

Developmental Enrollment

During fiscal year 2017, nearly one in six (15.9 percent) students enrolled in Illinois community colleges – not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies – took at least one developmental course (69,951). This represented a decrease of 10.3 percent (-8,009) students since last year when there were 77,960 students enrolled in developmental courses. Over the most recent five-

year period (2013-2017), the number of students enrolled in at least one developmental course decreased 34.6 percent (see Table A-19).

Nationally in 2011-12, 40.8 percent of first- and second-year students at public 2-year institutions had ever enrolled in a remedial course (mathematics, English, reading, or writing), and 20.8 percent of these students were enrolled in remedial course(s) in fiscal year 2012. Nearly one in five were enrolled in remedial mathematics courses (17.2 percent). About one in four was enrolled in remedial English (10.5 percent) or remedial reading (8.0 percent) or remedial writing (7.6 percent) courses ([National Center for Education Statistics](#), 2014).

The appendices provide additional information on the academic area(s) in which students enrolled in developmental course work at Illinois community colleges for fiscal years 2013 through 2017 (see Table A-21). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2017, nearly 6 out of every 10 students participating in developmental coursework needed assistance in just Math (58.4 percent). Compared to last year, Math Only developmental enrollments decreased 12.5 percent. Since fiscal year 2013, there was a decrease of 32.9 percent among students with the need to take developmental Math exclusively. In fiscal year 2017, English Only comprised 10.6 percent of the population requiring developmental assistance. About 4.3 percent of the developmental course enrollments were in Reading Only. Reading difficulties are particularly problematic since they impede an individual's ability to acquire new knowledge through written documents which is a foundational skill in every academic course. Additionally, 5.4 percent of the fiscal year 2017 students who enrolled in developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs showed that nearly four in five (79.7 percent) community college students who enrolled in developmental courses required assistance with their Math skills –

alone or in combination with other areas. From fiscal years 2016 to 2017, the proportion of students requiring help in Math – either alone or in combination with other areas – saw a slight decrease (81.3 percent last year). Long term, the proportion of students requiring Math skills enhancement – either alone or combined with other areas – also saw a slight decrease (81.6 percent in fiscal year 2013).

Eight percent of the students in developmental courses (N = 5,653) needed assistance in all three areas – Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

As depicted in Table A-20, overall during fiscal year 2017, Illinois Community College System students earned two-thirds (67.1 percent) of the developmental credits they attempted. This was a slight increase from fiscal year 2016 when students earned 66.9 percent of the developmental credits attempted. Over the five-year period of 2013 to 2017, the percentage of developmental credits earned has increased nearly each year – from 66.0 percent in 2013, to 66.7 percent in 2014, down slightly to 65.0 percent in 2015, back up to 66.9 percent in 2016, and up to 67.1 percent in the most recent data (see Table A-20).

FISCAL YEAR 2017 STUDENT NONCREDIT COURSE ENROLLMENTS

Student Noncredit Course Enrollment by Community College

Illinois community colleges provide a wide range of noncredit instruction to meet a variety of community needs. Table 3 contains comparative noncredit enrollment data for the last five years. Fiscal year 1994 was the first year in which annual noncredit course enrollment data were collected. Beginning in fiscal year 2002, data are from the Noncredit Course Enrollment database (N1) which includes individual records for each student.

The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2013 through fiscal year 2017 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity information is supplied – business/industry contract; professional/vocational development; personal/social development; and youth programs.

| Table 3 COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2013-2017 | | | | | |
|--------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| | FY13 | FY14 | FY15 | FY16 | FY17 |
| Unduplicated Headcount | 202,417 | 193,812 | 182,375 | 178,103 | 167,958 |
| % Change | 1.9% | -4.3% | -5.9% | -2.3% | -5.7% |
| Duplicated Headcount | 301,741 | 288,756 | 270,056 | 268,432 | 258,865 |
| % Change | -3.4% | -4.3% | -6.5% | -0.6% | -3.6% |
| Course Sections | 21,540 | 21,569 | 21,028 | 19,853 | 19,499 |
| % Change | -4.6% | 0.1% | -2.5% | -5.6% | -1.8% |

SOURCE OF DATA: Noncredit Course Enrollment Data submission (N1)

Fiscal year 2017 is the nineteenth year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1).

During fiscal year 2017, Illinois community colleges conducted 19,499 noncredit course sections, 1.8 percent fewer than the previous year. From fiscal years 2013 to fiscal year 2017, the total number of course sections offered through the colleges decreased 9.5 percent. Despite a decrease in course offerings over the past five years, noncredit offerings continue to be an important part of college efforts to meet community and employer needs. Figure 6 illustrates that unduplicated student enrollments decreased from fiscal year 2013 to fiscal year 2017. During fiscal year 2017, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) decreased 5.7 percent from the previous year. Over a longer time frame, unduplicated noncredit headcounts have decreased 17.0 percent over the last five fiscal years. The duplicated headcount (also known as “seatcount”) during fiscal year 2017 was 3.6 percent lower than the previous fiscal year and 14.2 percent lower than five years earlier.

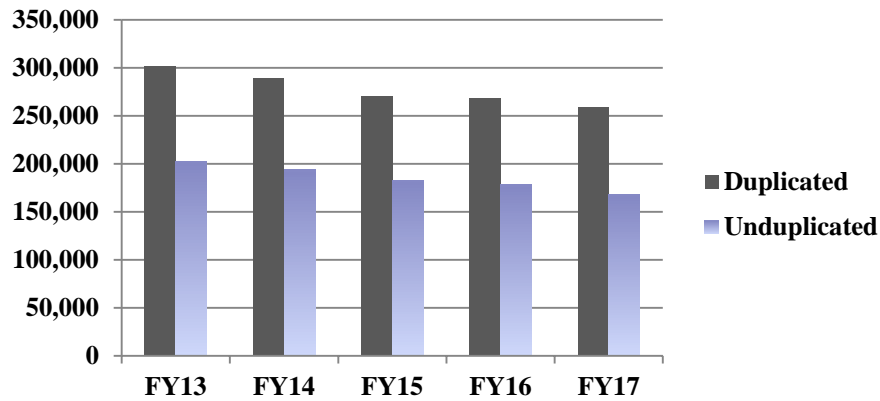


Figure 6. Noncredit Course Enrollments, FY2013-2017

Characteristics of Noncredit Students

Information is available to provide additional detail about the characteristics of the students enrolled in noncredit coursework at community colleges in fiscal year 2017. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts. Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

Noncredit Student Gender. Similar to the distribution for credit programs, female students accounted for 54.8 percent of 2017 noncredit enrollments for which gender data were reported. Approximately 12.8 percent of students did not provide gender data. Gender data by category of activity show that most missing gender information was among individuals enrolled in personal and social development courses (see Table B-4).

Noncredit Student Ethnic Origin. Racial/ethnic reporting among noncredit students was less complete than among credit students, as more than one-fourth (28.1 percent) of noncredit records were missing racial/ethnic data. Minority students accounted for about one-third (33.7 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of 41.9 percent of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (66.3 percent), Two or More Races (14.0 percent), Latino (8.3 percent), African American (7.1 percent), Asian (3.2 percent), Pacific Islander (0.8 percent), Native American (0.3 percent), and Nonresident Alien (0.2 percent) (see Table B-5).

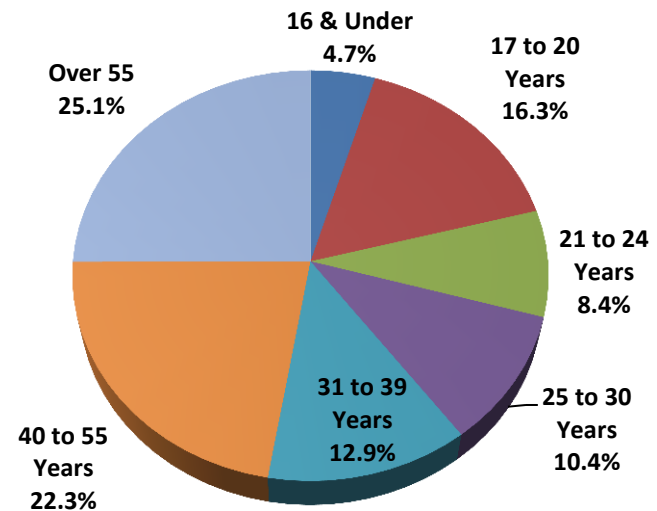


Figure 7. Age Distribution of Noncredit Students, FY 2017

Noncredit Student Age. Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2017 was 40.6 years and the median age was 38.1 years. Age information was missing for nearly one-quarter (23.9 percent) of noncredit students during 2017. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 7. Nearly one-half (47.3 percent) of noncredit students were 40 years of age or older. Nearly one-fourth (22.3 percent) of noncredit students were ages 40 to 55, and another quarter (23.4 percent) were between 25 and 39 years of age. Nearly one-third (29.3 percent) of noncredit students were under 25 years of age (see Table B-6).

Noncredit Category of Activity (Duplicated)

For state reporting purposes, noncredit coursework is grouped into four broad categories: Business and Industry Contract, Professional/Vocational Development, Personal and Social Development, and Youth Programs. Records were not added to the database unless the category of activity information was supplied. Duplicated noncredit enrollment counts are used in the category of activity information depicted in Figure 8 (also see Table B-11).

Based on a duplicated count, 61.3 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. Nearly one-quarter (24.2 percent) of the noncredit coursework was dedicated to developing workplace skills: Professional/vocational (17.4 percent) and Business and Industry Contractual Training (6.8 percent). These courses meet the needs of area residents who are interested in acquiring specific skills without earning academic credit. Providing customized training is an important economic development activity in which colleges collaborate with

local employers to tailor content and instructional delivery to their specific requirements. Illinois community colleges are extensively relied upon to develop and deliver coursework addressing the unique training requirements of area businesses, industries, and governmental organizations. The remaining 14.5 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

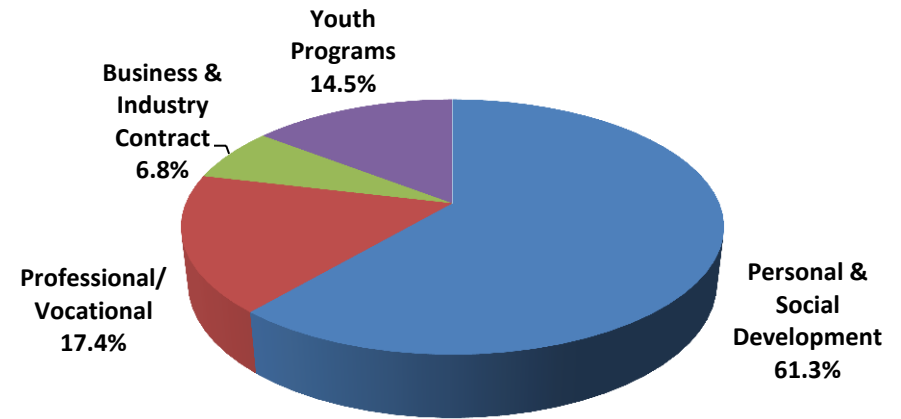


Figure 8. Category of Activity, Noncredit Course Enrollments (Dup), FY 2017

Largest Noncredit Offerings (Duplicated)

Two-digit classifications of instructional program (CIP) codes provide additional information about the areas where noncredit instruction was provided. Percentages cited are based on known CIP codes.

Across all categories of activity, nine programs (two-digit CIP) had over 5,000 noncredit course enrollments. These nine program areas accounted for nearly three-fourths (70.7 percent) of enrollments in noncredit courses where CIP data were reported. Four out of ten enrollments in these nine programs accounted for in Figure 9 are in work-related programs: Business Management (10.8 percent), Education (9.3 percent), Transportation and Materials Moving (8.5 percent), Health Professions and Related Programs (7.3 percent),

Security and Protective Services (4.1 percent), and Computer Information Systems (3.1 percent). The two largest programs were in the following areas: Leisure and Recreation (N = 61,272; 33.5 percent) and Self Improvement (N = 35,293; 19.3 percent). Basic Skills and Remedial Education accounted for 4.2 percent enrollments in these nine programs (see Table B-7).

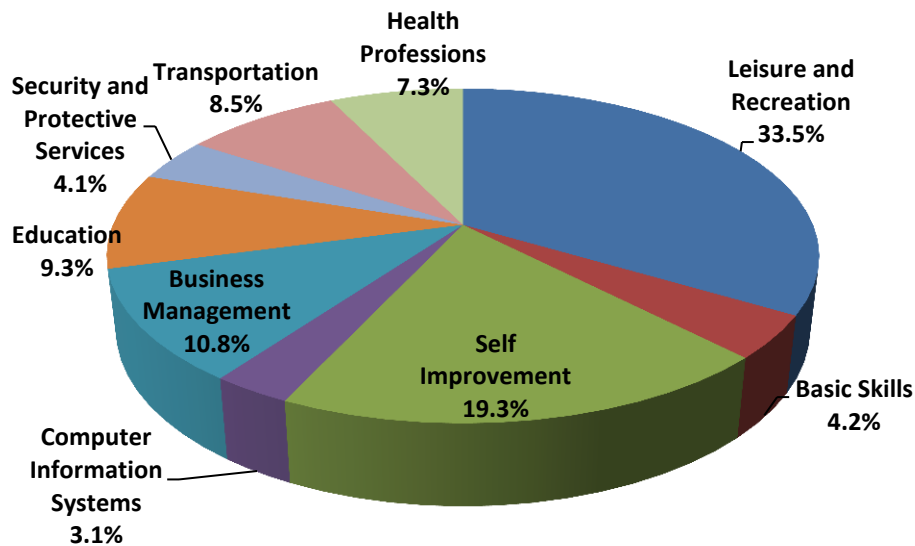


Figure 9. Largest Noncredit Offerings (Dup), FY 2017

Noncredit Term of Attendance (Duplicated)

Term of enrollment was provided for all noncredit coursework for fiscal year 2017 (see Table B-9). The distribution of enrollments by term was as follows: Spring (41.6 percent), Fall (32.1 percent), and Summer (26.3 percent). Overall, the distribution is similar to fiscal year 2016 credit offerings with somewhat higher summer noncredit activity and fewer spring and fall noncredit enrollments. There were no noncredit winter offerings in fiscal year 2017.

Noncredit Enrollment Distribution by Site/Location (Duplicated)

For state reporting purposes, six instructional site locations have been identified: Main Campus, Off-campus College Owned, Off-campus College Leased, Community Based, Business Based, and Distance Education. Acquiring more complete information about community college facility utilization and needs was one of the underlying reasons for collecting more detailed noncredit data. Complete data were available on the instructional site and Figure 10 shows that over half of the enrollment occurred on main college campuses (See Table B-8).

Further information about the differences between the categories follows. Community-based sites are rented or leased, with site maintenance and upkeep the responsibility of the organization furnishing the space. Off-campus college-leased sites are controlled by the college with site maintenance and upkeep the responsibility of the college. Off-campus college-owned facilities are college-controlled branch or extension center sites located away from the main campus. Business-based sites are provided by businesses that contract for training services. Distance Education includes internet-based courses.

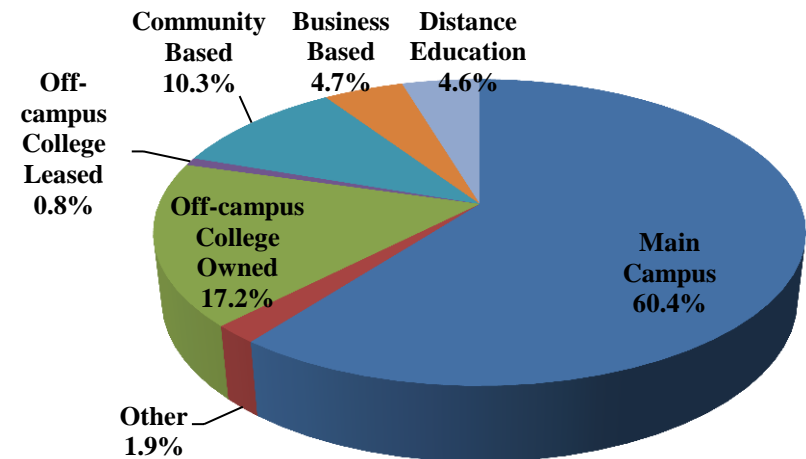


Figure 10. Noncredit Distribution by Site/Location, FY 2017

FISCAL YEAR 2016 COMPLETIONS

Degrees and Certificates Awarded by Community College

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2017 totaled 66,143. The number of community college completions in fiscal year 2017 is the fifth highest level ever reported. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded decreased 6.1 percent from the previous year. Compared to fiscal year 2013, the total number of fiscal year 2017 completions decreased 4.2 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2013 through fiscal year 2017 duplicated completions for each community college. Compared to last year among the 48 colleges, 16 experienced increases in degree and certificate awards, while 28 exhibited decreases in the past year. Four colleges experienced little or no change. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data.

| Table 4 SUMMARY COMPARISON OF ANNUAL COMPLETIONS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2013-2017 | | | | | |
|------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| | FY 13 | FY 14 | FY 15 | FY 16 | FY 17 |
| Trans/Gen Assoc/ Gen Studies | 21,760 | 23,239 | 23,769 | 24,458 | 25,010 |
| <i>% Change</i> | 7.4% | 6.8% | 2.3% | 2.9% | 2.3% |
| Career and Tech | 47,276 | 46,573 | 48,018 | 46,001 | 41,133 |
| <i>% Change</i> | 7.5% | -1.5% | 3.1% | -4.2% | -10.6 |
| TOTALS | 69,036 | 69,812 | 71,787 | 70,459 | 66,143 |
| <i>% Change</i> | 7.5% | 1.1% | 2.8% | -1.8% | -6.1% |

SOURCE OF DATA: Annual Enrollment and Completion (A1 & A2) Records

Degrees and Certificates Awarded by Program Categories

Nearly two-thirds of the 66,143 completers during fiscal year 2017 received Career and Technical Education degrees or certificates (62.2 percent). Baccalaureate/Transfer degrees were the second most frequently awarded and accounted for 32.0 percent of all the collegiate-level completions (see Table C-2).

Looking at the trends over time, overall **Career and Technical Education** completions decreased (10.6 percent) compared to last year, when the fiscal year 2016 career completion counts were the fourth highest level that has been recorded. Accordingly, a comparison of overall fiscal year 2017 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards decreased by 13.0 percent. Career and Technical awards recorded nearly across the board long-term decreases. Since 2013, there has been a decrease in short-term career certificates (-4,411 graduates, or -15.6 percent). The number of longer-term career certificates awarded also decreased (-488 graduates or -6.9 percent). Between fiscal years 2013 and 2017, there was a decrease in Associate in Applied Science degrees (-1,246 graduates or -10.5 percent). Vocational Skills was the exception as 2 certificates were awarded in fiscal year 2017 compared to 0 certificates in 2013.

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2017 shows that more than one-half (57.9 percent) of the completions was Career Certificates of Less than One Year. About one-fourth was Associate in Applied Science degrees (26.0 percent). Longer-term Career Certificates accounted for 16.1 percent of the career program completions. Two Vocational Skills Certificates were awarded in fiscal year 2017 (see Table C-2).

The total number of **Baccalaureate/Transfer** degrees awarded increased 0.1 percent compared to the last fiscal year. The overall number of Baccalaureate/Transfer degrees awarded in fiscal year 2017 increased from fiscal year 2013 (11.7 percent, N = 2,221).

Among Baccalaureate/Transfer degrees granted, the Associate in Arts (AA) degree was most commonly awarded (58.6 percent). The proportion of AA degrees granted has been remarkably stable over the past five years, and the number of AA degrees increased 3.4 percent from fiscal year 2016 to fiscal year 2017. One-third (36.7 percent) of the Baccalaureate/ Transfer degrees earned was Associate in Science degrees (see Table C-2).

Summary of Graduates by Degree Categories

Gender of Graduates by Degree Category. As indicated in Table C-3, during fiscal year 2017, just more than half of the degrees and certificates was earned by females (53.8 percent). The degrees and certificates attained by the highest proportion of females were Vocational Skills (100 percent), General Studies Certificates (80.0 percent), the Associate in Fine Arts (66.7 percent), and the Associate in Teaching (66.7 percent). Although small in overall number, the Associate in Engineering Science (N = 335) had the highest proportion of male graduates (85.1 percent, N = 285). Short-term Certificates of Less Than One Year were the specific award category with the largest number of male graduates (N = 12,680). The male/female distribution within the Baccalaureate/ Transfer degree and Career and Technical Education degree and certificate areas drive the overall gender proportion.

Racial/Ethnic Origin of Graduates by Degree Category. More than one-third (36.0 percent) of all degrees and certificates in fiscal year 2017 was awarded to **minority students** (nonwhite). According to Table C-4, nearly twice as many minority graduates completed Career

and Technical Education degrees and certificates (N = 13,983) than Baccalaureate/Transfer degrees (N = 8,212).

More than one out of every three (38.8 percent) fiscal year 2017 Baccalaureate/ Transfer degrees was earned by minority students. The majority of the transfer degrees earned by minorities was Associate in Arts degrees (64.2 percent), while 33.1 percent was Associate in Science degrees. The overall proportion of minority Baccalaureate/ Transfer completers was similar to last year.

Latino students (N = 11,506) completed nearly four thousand more collegiate-level programs than did African American students (N = 7,728) in fiscal year 2017. Figure 11 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2017 (see Table C-4).

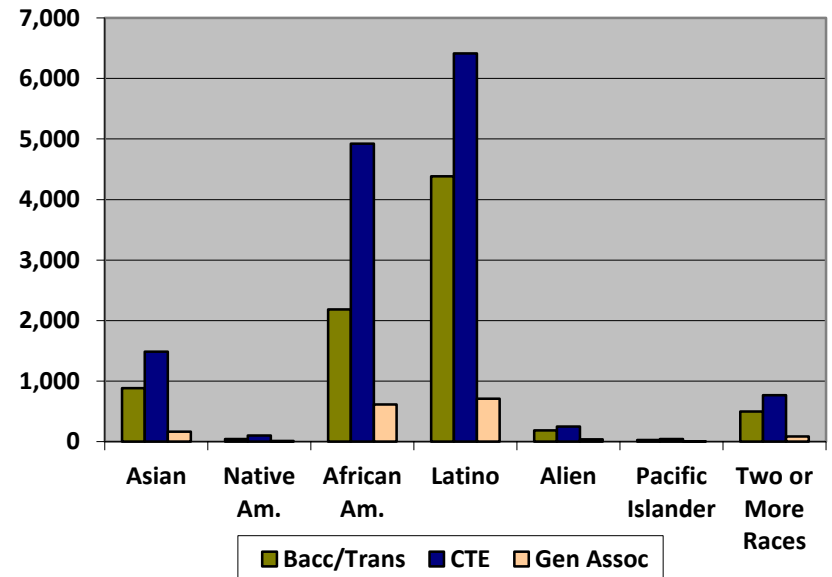


Figure 11. Associate Degrees Earned by Minority Student, Fiscal Year 2017

Age of Graduates by Degree Category. Nineteen percent of all completers were in the under 21 year old age group (18.5 percent). The youngest graduates were in Career and Technical Education (57.3 percent) and Transfer (41.0 percent) programs. The 21-24 age group accounted for one-third (34.6 percent) of all graduates. Graduates between 25 and 30 accounted for one-fifth (19.6 percent) of the total, and the 31-39 age group accounted for 14.0 percent.

Nearly four in ten (38.7 percent) students 30 and under completed Baccalaureate/Transfer degrees, while only 14.2 percent of graduates over the age of 30 completed Baccalaureate/Transfer programs. Eight out of ten (78.2 percent) graduates over 30 earned Career and Technical Education degrees and certificates. Generally, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

Intent of Graduates by Degree Category. Self-reported intent data disclose the primary goal a student wants to achieve as a result of studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Seven out of every ten students (71.0 percent) who attained a Baccalaureate/ Transfer degree in fiscal year 2017 indicated that they intended to prepare for transfer to a four-year institution. Fifteen percent of these successful students indicated a desire to either prepare for a job immediately after community college or to improve present job skills — intent that would most often be associated with seeking a Career and Technical Education degree or certificate.

Similarly, 56.4 percent of those students who attained a Career and Technical Education degree or certificate indicated they were preparing for a job immediately after completing community college

or improving present job skills. Nearly one-fourth (24.2 percent) of the Career and Technical Education graduates indicated that they were preparing for transfer to a four-year institution. Pursuing a Career and Technical Education degree does not preclude a student from transferring to a four-year institution (see Table C-6).

Degree Objective of Graduates by Degree Category. The self-reported degree objective provides an indication of the student's expected outcome from attending the community college. One might anticipate that they would mirror student completion patterns. Four out of five (83.4 percent) students who earned Baccalaureate/transfer degrees in fiscal year 2017 indicated that they enrolled with a desire to complete an associate degree. However, one in seven (14.4 percent) indicated that they wanted to complete only one or several courses and were not pursuing a degree.

A review of Career and Technical Education graduates reveals a similar pattern: 82.4 percent of the Career and Technical Education students who earned an Associate in Applied Science degree had listed completing an associate degree as their objective. One-sixth (17.6 percent) of the students who had planned to only complete one or several courses or a certificate ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong and completions are up. During fiscal year 2017, the Illinois Community College System provided education and training to 721,132 students in credit and noncredit courses. More than three quarters of these students were in credit courses. The 66,143 degrees and certificates awarded in fiscal year 2017 were the fifth highest number ever reported for Illinois Community College System graduates. This is a decrease of 6.1 percent over last year and a decrease of 4.2 percent from 2013.

BIBLIOGRAPHY

National Center for Education Statistics. (2014). Table 6.2. Remedial Coursetaking: Percentage of first- and second-year undergraduates who reported ever taking a remedial course after high school graduation and percentage taking courses in 2011-12, by remedial subject area, and selected institution and student characteristics: 2011-12.. *Profile of Undergraduate Students: 2011-12 (Web Tables)*. Washington, DC: U.S. Department of Education. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015167>

APPENDIX A: CREDIT ENROLLMENT DATA TABLES

Illinois Community College Board
Table A-1
SUMMARY COMPARISON OF ANNUAL CREDIT HEADCOUNT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District | College Name | FY 2013 Headcount | FY 2014 Headcount | FY 2015 Headcount | FY 2016 Headcount | FY 2017 Headcount | % Change 2013-2017 | % Change 2016-2017 |
|----------|------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|
| 503 | Black Hawk | 11,773 | 11,439 | 10,500 | 9,830 | 9,209 | -21.8 % | -6.3 % |
| 508 | Chicago | (103,011) | (100,313) | (92,923) | (85,278) | (77,713) | (-24.6) | (-8.9) |
| 06 | Daley | 15,623 | 15,708 | 15,099 | 14,263 | 12,625 | -19.2 | -11.5 |
| 01 | Kennedy-King | 10,753 | 10,054 | 8,458 | 6,926 | 5,793 | -46.1 | -16.4 |
| 03 | Malcolm X | 11,768 | 11,006 | 9,816 | 9,513 | 9,858 | -16.2 | 3.6 |
| 05 | Olive-Harvey | 10,521 | 11,530 | 9,243 | 7,479 | 5,494 | -47.8 | -26.5 |
| 04 | Truman | 20,298 | 19,122 | 17,025 | 15,850 | 14,740 | -27.4 | -7.0 |
| 02 | Washington | 14,418 | 13,699 | 14,340 | 13,946 | 12,669 | -12.1 | -9.2 |
| 07 | Wilbur-Wright | 19,630 | 19,194 | 18,942 | 17,301 | 16,534 | -15.8 | -4.4 |
| 507 | Danville | 8,837 | 9,171 | 8,192 | 7,183 | 6,473 | -26.8 | -9.9 |
| 502 | DuPage | 47,212 | 47,219 | 47,821 | 46,624 | 45,144 | -4.4 | -3.2 |
| 509 | Elgin | 17,992 | 17,037 | 16,598 | 16,114 | 15,211 | -15.5 | -5.6 |
| 512 | Harper | 26,422 | 25,512 | 25,060 | 25,409 | 25,158 | -4.8 | -1.0 |
| 540 | Heartland | 9,907 | 9,499 | 9,457 | 8,981 | 9,167 | -7.5 | 2.1 |
| 519 | Highland | 4,754 | 4,439 | 4,069 | 4,433 | 4,106 | -13.6 | -7.4 |
| 514 | Illinois Central | 17,164 | 16,085 | 15,156 | 14,122 | 13,461 | -21.6 | -4.7 |
| 529 | Illinois Eastern | (31,188) | (30,577) | (30,968) | (28,827) | (28,392) | (-9.0) | (-1.5) |
| 04 | Frontier | 8,159 | 7,860 | 8,365 | 7,651 | 8,210 | 0.6 | 7.3 |
| 01 | Lincoln Trail | 1,825 | 1,720 | 1,767 | 1,544 | 1,513 | -17.1 | -2.0 |
| 02 | Olney Central | 2,329 | 2,258 | 2,209 | 2,159 | 2,154 | -7.5 | -0.2 |
| 03 | Wabash Valley | 18,875 | 18,739 | 18,627 | 17,473 | 16,515 | -12.5 | -5.5 |
| 513 | Illinois Valley | 6,853 | 6,303 | 5,760 | 5,535 | 5,119 | -25.3 | -7.5 |
| 525 | Joliet | 31,136 | 25,969 | 23,822 | 21,901 | 22,351 | -28.2 | 2.1 |
| 520 | Kankakee | 9,364 | 9,292 | 7,940 | 8,373 | 6,820 | -27.2 | -18.5 |
| 501 | Kaskaskia | 10,326 | 10,215 | 10,267 | 8,319 | 6,539 | -36.7 | -21.4 |
| 523 | Kishwaukee | 7,426 | 6,870 | 6,268 | 5,644 | 5,405 | -27.2 | -4.2 |
| 532 | Lake County | 30,840 | 28,102 | 25,799 | 24,952 | 24,345 | -21.1 | -2.4 |
| 517 | Lake Land | 24,900 | 24,961 | 23,505 | 22,278 | 20,207 | -18.8 | -9.3 |
| 536 | Lewis & Clark | 12,115 | 11,325 | 10,755 | 11,003 | 10,145 | -16.3 % | -7.8 % |

Illinois Community College Board
Table A-1
(Continued)
SUMMARY COMPARISON OF ANNUAL CREDIT HEADCOUNT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District | College Name | FY 2013 Headcount | FY 2014 Headcount | FY 2015 Headcount | FY 2016 Headcount | FY 2017 Headcount | % Change 2013-2017 | % Change 2016-2017 |
|-----------------|----------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|
| 526 | Lincoln Land | 13,767 | 13,497 | 12,813 | 11,649 | 11,353 | -17.5 % | -2.5 % |
| 530 | Logan | 18,669 | 17,063 | 9,945 | 21,549 | 18,969 | 1.6 | -12.0 |
| 528 | McHenry | 11,200 | 10,690 | 10,446 | 10,431 | 10,205 | -8.9 | -2.2 |
| 524 | Moraine Valley | 29,869 | 27,929 | 26,307 | 26,598 | 25,027 | -16.2 | -5.9 |
| 527 | Morton | 7,889 | 7,473 | 7,106 | 6,942 | 6,647 | -15.7 | -4.2 |
| 535 | Oakton | 22,814 | 22,619 | 20,425 | 20,091 | 18,527 | -18.8 | -7.8 |
| 505 | Parkland | 21,632 | 21,375 | 20,673 | 19,047 | 12,686 | -41.4 | -33.4 |
| 515 | Prairie State | 11,685 | 11,073 | 10,322 | 9,818 | 9,000 | -23.0 | -8.3 |
| 521 | Rend Lake | 14,006 | 14,686 | 15,353 | 10,595 | 5,773 | -58.8 | -45.5 |
| 537 | Richland | 7,664 | 7,736 | 6,968 | 5,978 | 4,852 | -36.7 | -18.8 |
| 511 | Rock Valley | 14,869 | 13,995 | 13,136 | 12,084 | 11,568 | -22.2 | -4.3 |
| 518 | Sandburg | 4,228 | 3,653 | 3,250 | 2,922 | 2,966 | -29.8 | 1.5 |
| 506 | Sauk Valley | 4,143 | 4,003 | 3,742 | 3,275 | 3,086 | -25.5 | -5.8 |
| 531 | Shawnee | 6,860 | 6,213 | 6,077 | 5,796 | 4,640 | -32.4 | -19.9 |
| 510 | South Suburban | 12,258 | 11,317 | 10,215 | 9,770 | 9,610 | -21.6 | -1.6 |
| 533 | Southeastern | 5,764 | 5,641 | 5,056 | 4,816 | 4,147 | -28.1 | -13.9 |
| 522 | Southwestern | 22,498 | 20,734 | 19,845 | 18,706 | 17,176 | -23.7 | -8.2 |
| 534 | Spoon River | 4,101 | 3,225 | 2,860 | 2,562 | 2,499 | -39.1 | -2.5 |
| 504 | Triton | 22,933 | 20,004 | 18,812 | 17,832 | 18,537 | -19.2 | 4.0 |
| 516 | Waubonsee | 20,073 | 19,404 | 18,978 | 18,931 | 18,016 | -10.2 | -4.8 |
| 539 | Wood | 3,394 | 3,054 | 3,002 | 3,092 | 2,925 | -13.8 | -5.4 |
| TOTALS/AVERAGES | | 691,536 | 659,712 | 620,191 | 597,290 | 553,174 | -20.0 % | -7.4 % |

SOURCE OF DATA: Annual Enrollment (A1) Data

Illinois Community College Board
Table A-2
SUMMARY COMPARISON OF ANNUAL FTE* ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District | College Name | FY 2013 FTE | FY 2014 FTE | FY 2015 FTE | FY 2016 FTE | FY 2017 FTE | % Change 2013-2017 | % Change 2016-2017 |
|----------|------------------|----------------|----------------|----------------|----------------|----------------|-----------------------|-----------------------|
| 503 | Black Hawk | 5,086 | 4,887 | 4,513 | 4,061 | 3,808 | -25.1 % | -6.2 % |
| 508 | Chicago | (46,864) | (45,502) | (41,535) | (37,943) | (35,265) | (-24.8) | (-7.1) |
| 06 | Daley | 7,497 | 7,346 | 6,768 | 6,219 | 5,799 | -22.6 | -6.8 |
| 01 | Kennedy-King | 5,044 | 4,690 | 3,877 | 3,025 | 2,556 | -49.3 | -15.5 |
| 03 | Malcolm X | 5,494 | 5,172 | 4,649 | 4,381 | 4,666 | -15.1 | 6.5 |
| 05 | Olive-Harvey | 4,110 | 4,172 | 3,203 | 2,492 | 1,939 | -52.8 | -22.2 |
| 04 | Truman | 9,050 | 8,509 | 7,758 | 7,094 | 6,488 | -28.3 | -8.5 |
| 02 | Washington | 6,987 | 7,122 | 7,208 | 6,944 | 6,333 | -9.4 | -8.8 |
| 07 | Wilbur-Wright | 8,683 | 8,493 | 8,073 | 7,789 | 7,484 | -13.8 | -3.9 |
| 507 | Danville | 2,229 | 2,198 | 2,055 | 1,946 | 1,753 | -21.4 | -9.9 |
| 502 | DuPage | 18,910 | 19,254 | 19,298 | 18,691 | 17,735 | -6.2 | -5.1 |
| 509 | Elgin | 8,172 | 7,744 | 7,428 | 7,112 | 6,710 | -17.9 | -5.7 |
| 512 | Harper | 10,800 | 10,542 | 10,223 | 9,951 | 9,668 | -10.5 | -2.8 |
| 540 | Heartland | 3,958 | 3,785 | 3,741 | 3,662 | 3,616 | -8.7 | -1.3 |
| 519 | Highland | 1,739 | 1,640 | 1,505 | 1,445 | 1,440 | -17.2 | -0.3 |
| 514 | Illinois Central | 7,158 | 6,774 | 6,371 | 6,031 | 5,800 | -19.0 | -3.8 |
| 529 | Illinois Eastern | (4,972) | (4,877) | (4,694) | (4,598) | (4,446) | (-10.6) | (-3.3) |
| 04 | Frontier | 854 | 811 | 764 | 720 | 816 | -4.5 | 13.4 |
| 01 | Lincoln Trail | 717 | 677 | 694 | 706 | 666 | -7.0 | -5.6 |
| 02 | Olney Central | 1,260 | 1,244 | 1,173 | 1,102 | 1,042 | -17.3 | -5.4 |
| 03 | Wabash Valley | 2,142 | 2,145 | 2,063 | 2,071 | 1,921 | -10.3 | -7.2 |
| 513 | Illinois Valley | 2,747 | 2,559 | 2,406 | 2,242 | 2,176 | -20.8 | -2.9 |
| 525 | Joliet | 11,401 | 10,456 | 9,848 | 9,270 | 9,122 | -20.0 | -1.6 |
| 520 | Kankakee | 2,969 | 2,751 | 2,490 | 2,275 | 2,029 | -31.7 | -10.8 |
| 501 | Kaskaskia | 3,867 | 3,709 | 3,505 | 3,058 | 2,535 | -34.4 | -17.1 |
| 523 | Kishwaukee | 3,356 | 3,199 | 2,823 | 2,560 | 2,462 | -26.6 | -3.8 |
| 532 | Lake County | 11,041 | 10,116 | 9,740 | 9,366 | 9,194 | -16.7 | -1.8 |
| 517 | Lake Land | 7,499 | 7,294 | 6,657 | 6,378 | 6,057 | -19.2 | -5.0 |
| 536 | Lewis & Clark | 4,189 | 4,054 | 3,898 | 3,728 | 3,537 | -15.6 % | -5.1 % |

Illinois Community College Board
Table A-2
(Continued)
SUMMARY COMPARISON OF ANNUAL FTE* ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District College Name | FY 2013 FTE | FY 2014 FTE | FY 2015 FTE | FY 2016 FTE | FY 2017 FTE | % Change 2013-2017 | % Change 2016-2017 |
|------------------------|----------------|----------------|----------------|----------------|----------------|-----------------------|-----------------------|
| 526 Lincoln Land | 5,460 | 5,283 | 5,083 | 4,605 | 4,421 | -19.0 % | -4.0 % |
| 530 Logan | 3,995 | 3,658 | 3,035 | 3,464 | 3,117 | -22.0 | -10.0 |
| 528 McHenry | 4,886 | 4,728 | 4,512 | 4,280 | 4,080 | -16.5 | -4.7 |
| 524 Moraine Valley | 12,008 | 11,542 | 11,066 | 10,602 | 10,288 | -14.3 | -3.0 |
| 527 Morton | 3,236 | 3,114 | 3,009 | 2,996 | 2,716 | -16.1 | -9.3 |
| 535 Oakton | 7,271 | 7,023 | 6,766 | 6,596 | 6,245 | -14.1 | -5.3 |
| 505 Parkland | 7,326 | 6,903 | 6,515 | 6,230 | 5,389 | -26.4 | -13.5 |
| 515 Prairie State | 4,563 | 4,375 | 3,994 | 3,620 | 3,381 | -25.9 | -6.6 |
| 521 Rend Lake | 2,778 | 2,693 | 2,511 | 2,187 | 2,073 | -25.4 | -5.2 |
| 537 Richland | 2,434 | 2,374 | 2,290 | 2,122 | 1,819 | -25.3 | -14.3 |
| 511 Rock Valley | 6,269 | 6,056 | 5,660 | 5,572 | 5,503 | -12.2 | -1.2 |
| 518 Sandburg | 1,784 | 1,614 | 1,485 | 1,381 | 1,355 | -24.0 | -1.9 |
| 506 Sauk Valley | 1,719 | 1,643 | 1,581 | 1,420 | 1,339 | -22.1 | -5.7 |
| 531 Shawnee | 1,787 | 1,554 | 1,464 | 1,379 | 1,251 | -30.0 | -9.3 |
| 510 South Suburban | 4,142 | 3,896 | 3,469 | 3,341 | 2,996 | -27.7 | -10.3 |
| 533 Southeastern | 1,473 | 1,365 | 1,280 | 1,226 | 1,080 | -26.7 | -11.9 |
| 522 Southwestern | 9,085 | 8,619 | 8,147 | 7,645 | 7,259 | -20.1 | -5.0 |
| 534 Spoon River | 1,118 | 1,022 | 997 | 973 | 973 | -12.9 | 0.1 |
| 504 Triton | 8,817 | 7,270 | 6,941 | 6,790 | 6,905 | -21.7 | 1.7 |
| 516 Waubensee | 7,698 | 7,343 | 7,009 | 6,841 | 6,545 | -15.0 | -4.3 |
| 539 Wood | 1,633 | 1,448 | 1,423 | 1,429 | 1,408 | -13.8 % | -1.5 % |
| TOTALS/AVERAGES | 256,439 | 244,860 | 230,964 | 219,015 | 207,498 | -19.1 % | -5.3 % |

*Full-time equivalent enrollments are based on all credit hours attempted (including nonreimbursable credit hours).

SOURCE OF DATA: Annual Enrollment (A1) Data

Illinois Community College Board

Table A-3

COMPARISON OF MALE AND FEMALE ANNUAL HEADCOUNT ENROLLMENTS
FISCAL YEARS 2013 - 2017

| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|-----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Male | 319,550 | 46.2% | 308,674 | 46.8% | 292,402 | 47.1% | 281,416 | 47.1% | 257,869 | 46.6% |
| <i>Percent Change</i> | -2.2% | | -3.4% | | -5.3% | | -3.8% | | -8.4% | |
| Female | 371,986 | 53.8% | 351,038 | 53.2% | 327,789 | 52.9% | 315,874 | 52.9% | 295,305 | 53.4% |
| <i>Percent Change</i> | -3.8% | | -5.6% | | -6.6% | | -3.6% | | -6.5% | |
| Total | 691,536 | 100.0% | 659,712 | 100.0% | 620,191 | 100.0% | 597,290 | 100.0% | 553,174 | 100.0% |
| <i>Percent Change</i> | -3.1% | | -4.6% | | -6.0% | | -3.7% | | -7.4% | |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-4

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN
FISCAL YEARS 2013 - 2017

| | 2013 | | 2014 | | 2015 | | 2016* | | 2017* | |
|----------------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Asian | 30,548 | 4.6% | 29,228 | 4.7% | 28,324 | 4.8% | 26,357 | 4.6% | 25,816 | 4.9% |
| <i>Percent Change</i> | -1.2% | | -4.3% | | -3.1% | | -6.9% | | -2.1% | |
| Native American/Alaskan | 3,150 | 0.5% | 3,038 | 0.5% | 2,944 | 0.5% | 1,566 | 0.3% | 1,315 | 0.2% |
| <i>Percent Change</i> | 6.1% | | -3.6% | | -3.1% | | -46.8% | | -16.0% | |
| African American | 111,566 | 16.9% | 103,591 | 16.5% | 92,904 | 15.8% | 81,478 | 14.4% | 72,143 | 13.6% |
| <i>Percent Change</i> | -4.8% | | -7.1% | | -10.3% | | -12.3% | | -11.5% | |
| Latino | 116,645 | 17.6% | 116,319 | 18.5% | 115,824 | 19.6% | 120,494 | 21.2% | 118,454 | 22.3% |
| <i>Percent Change</i> | 3.5% | | -0.3% | | -0.4% | | 4.0% | | -1.7% | |
| White | 395,039 | 59.8% | 372,828 | 59.3% | 345,299 | 58.6% | 322,940 | 56.9% | 296,135 | 55.9% |
| <i>Percent Change</i> | -4.6% | | -5.6% | | -7.4% | | -6.5% | | -8.3% | |
| Non-Resident Alien | 1,393 | 0.2% | 1,635 | 0.3% | 2,649 | 0.4% | 3,007 | 0.5% | 3,993 | 0.8% |
| <i>Percent Change</i> | -1.2% | | 17.4% | | 62.0% | | 13.5% | | 32.8% | |
| Pacific Islander/Native Hawaiian | 2,545 | 0.4% | 1,797 | 0.3% | 1,785 | 0.3% | 845 | 0.1% | 572 | 0.1% |
| <i>Percent Change</i> | -6.2% | | -29.4% | | -0.7% | | -52.7% | | -32.3% | |
| Two or More Races | ---- | ---- | ---- | ---- | ---- | ---- | 11,041 | 1.9% | 11,714 | 2.2% |
| <i>Percent Change</i> | ---- | | ---- | | ---- | | ---- | | ---- | |
| Total Known | 660,886 | 100.0% | 628,436 | 100.0% | 589,729 | 100.0% | 567,728 | 100.0% | 530,142 | 100.0% |
| All Other Unknown | 30,650 | 4.6% | 31,276 | 5.0% | 30,462 | 5.2% | 29,562 | 5.2% | 23,032 | 4.3% |
| TOTALS | 691,536 | | 659,712 | | 620,191 | | 597,290 | | 553,174 | |

*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-5

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY AGE CATEGORY
FISCAL YEARS 2013-2017

| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|-----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| 16 and Under | 8,943 | 1.3% | 9,463 | 1.4% | 9,936 | 1.6% | 11,178 | 1.9% | 13,235 | 2.4% |
| <i>Percent Change</i> | 0.0% | | 5.8% | | 5.0% | | 12.5% | | 18.4% | |
| 17-20 | 185,492 | 27.0% | 181,895 | 27.7% | 177,432 | 28.8% | 174,540 | 29.2% | 174,703 | 31.6% |
| <i>Percent Change</i> | 0.0% | | -1.9% | | -2.5% | | -1.6% | | 0.1% | |
| 21-24 | 154,124 | 22.4% | 147,723 | 22.5% | 141,525 | 23.0% | 135,125 | 22.6% | 123,034 | 22.3% |
| <i>Percent Change</i> | -1.7% | | -4.2% | | -4.2% | | -4.5% | | -8.9% | |
| 25-30 | 104,552 | 15.2% | 97,750 | 14.9% | 91,658 | 14.9% | 87,069 | 14.6% | 78,396 | 14.2% |
| <i>Percent Change</i> | -3.2% | | -6.5% | | -6.2% | | -5.0% | | -10.0% | |
| 31-39 | 93,756 | 13.6% | 87,801 | 13.4% | 80,906 | 13.1% | 77,555 | 13.0% | 66,706 | 12.1% |
| <i>Percent Change</i> | -4.9% | | -6.4% | | -7.9% | | -4.1% | | -14.0% | |
| 40-55 | 104,328 | 15.2% | 96,294 | 14.7% | 83,217 | 13.5% | 81,461 | 13.6% | 69,287 | 12.5% |
| <i>Percent Change</i> | -7.9% | | -7.7% | | -13.6% | | -2.1% | | -14.9% | |
| Over 55 | 36,292 | 5.3% | 35,010 | 5.3% | 31,186 | 5.1% | 30,294 | 5.1% | 27,007 | 4.9% |
| <i>Percent Change</i> | -0.5% | | -3.5% | | -10.9% | | -2.9% | | -10.9% | |
| TOTAL REPORTED | 687,487 | 100.0% | 655,936 | 100.0% | 615,860 | 100.0% | 597,222 | 100.0% | 552,368 | 100.0% |
| Unreported Age | 4,049 | | 3,776 | | 4,331 | | 68 | | 806 | |
| TOTALS | 691,536 | | 659,712 | | 620,191 | | 597,290 | | 553,174 | |
| Mean Age | 30.0 | | 29.8 | | 29.3 | | 29.3 | | 28.7 | |
| Median Age | 24.8 | | 24.5 | | 24.1 | | 24.0 | | 23.4 | |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-6a

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
FISCAL YEARS 2013-2017

| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|
| General Associate | 70,682 | 10.2% | 50,624 | 7.7% | 39,589 | 6.4% | 32,308 | 5.4% | 31,934 | 5.8% |
| <i>Percent Change</i> | -6.9% | | -28.4% | | -21.8% | | -18.4% | | -1.2% | |
| Baccalaureate/Transfer | 280,069 | 40.5% | 287,076 | 43.5% | 284,081 | 45.8% | 278,127 | 46.6% | 268,677 | 48.6% |
| *(Course Enrollees) | (83,996) | | (86,578) | | (88,223) | | (88,211) | | (88,509) | |
| <i>Percent Change</i> | -0.7% | | 2.5% | | -1.0% | | -2.1% | | -3.4% | |
| Career & Technical Ed. | 187,563 | 27.1% | 172,630 | 26.2% | 163,205 | 26.3% | 151,988 | 25.4% | 139,854 | 25.3% |
| *(Course Enrollees) | (45,291) | | (37,211) | | (37,827) | | (37,704) | | (33,053) | |
| <i>Percent Change</i> | -4.6% | | -8.0% | | -5.5% | | -6.9% | | -8.0% | |
| Vocational Skills | 64,608 | 9.3% | 70,776 | 10.7% | 60,144 | 9.7% | 65,522 | 11.0% | 50,571 | 9.1% |
| <i>Percent Change</i> | -2.6% | | 9.5% | | -15.0% | | 8.9% | | -22.8% | |
| ABE/ASE/ESL | 85,304 | 12.3% | 75,817 | 11.5% | 70,581 | 11.4% | 66,892 | 11.2% | 60,329 | 10.9% |
| <i>Percent Change</i> | -2.9% | | -11.1% | | -6.9% | | -5.2% | | -9.8% | |
| General Studies Cert | 3,310 | 0.5% | 2,789 | 0.4% | 2,591 | 0.4% | 2,453 | 0.4% | 1,809 | 0.3% |
| <i>Percent Change</i> | -26.3% | | -15.7% | | -7.1% | | -5.3% | | -26.3% | |
| TOTALS | 691,536 | 100.0% | 659,712 | 100.0% | 620,191 | 100.0% | 597,290 | 100.0% | 553,174 | 100.0% |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-6b

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
FISCAL YEARS 2013-2017
EXCLUDING CITY COLLEGES OF CHICAGO

| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|
| General Associate | 31,092 | 5.3% | 24,811 | 4.4% | 22,254 | 4.2% | 18,956 | 3.7% | 21,893 | 4.6% |
| <i>Percent Change</i> | -15.0% | | -20.2% | | -10.3% | | -14.8% | | 15.5% | |
| Baccalaureate/Transfer | 262,471 | 44.6% | 257,050 | 46.0% | 248,843 | 47.2% | 241,820 | 47.2% | 232,449 | 48.9% |
| <i>Percent Change</i> | -0.5% | | -2.1% | | -3.2% | | -2.8% | | -3.9% | |
| Career & Technical Ed. | 177,542 | 30.2% | 161,054 | 28.8% | 152,146 | 28.9% | 144,244 | 28.2% | 134,359 | 28.3% |
| <i>Percent Change</i> | -4.6% | | -9.3% | | -5.5% | | -5.2% | | -6.9% | |
| Vocational Skills | 63,607 | 10.8% | 69,701 | 12.5% | 60,144 | 11.4% | 65,522 | 12.8% | 50,571 | 10.6% |
| <i>Percent Change</i> | -2.8% | | 9.6% | | -13.7% | | 8.9% | | -22.8% | |
| ABE/ASE/ESL | 50,789 | 8.6% | 44,122 | 7.9% | 41,557 | 7.9% | 39,019 | 7.6% | 34,382 | 7.2% |
| <i>Percent Change</i> | -8.8% | | -13.1% | | -5.8% | | -6.1% | | -11.9% | |
| General Studies Cert | 3,024 | 0.5% | 2,661 | 0.5% | 2,324 | 0.4% | 2,451 | 0.5% | 1,807 | 0.4% |
| <i>Percent Change</i> | -5.1% | | -12.0% | | -12.7% | | 5.5% | | -26.3% | |
| TOTALS | 588,525 | 100.0% | 559,399 | 100.0% | 527,268 | 100.0% | 512,012 | 100.0% | 475,461 | 100.0% |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-7

FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY GENDER

| | Male | | Female | | Total | |
|-----------------------------|----------------|--------------|----------------|--------------|----------------|---------------|
| General Associate | 11,768 | 36.9% | 20,166 | 63.1% | 31,934 | 100.0% |
| | 4.6% | | 6.8% | | 5.8% | |
| Bacc/Transfer | 120,803 | 45.0% | 147,874 | 55.0% | 268,677 | 100.0% |
| *(Course Enrollees) | (40,091) | | (48,418) | | (88,509) | |
| | 46.8% | | 50.1% | | 48.6% | |
| Career & Technical Ed. | 74,716 | 53.4% | 65,138 | 46.6% | 139,854 | 100.0% |
| *(Course Enrollees) | (22,129) | | (10,924) | | (33,053) | |
| | 29.0% | | 22.1% | | 25.3% | |
| Vocational Skills | 25,689 | 50.8% | 24,882 | 49.2% | 50,571 | 100.0% |
| | 10.0% | | 8.4% | | 9.1% | |
| ABE/ASE | 13,376 | 43.7% | 17,207 | 56.3% | 30,583 | 100.0% |
| | 5.2% | | 5.8% | | 5.5% | |
| ESL | 10,816 | 36.4% | 18,930 | 63.6% | 29,746 | 100.0% |
| | 4.2% | | 6.4% | | 5.4% | |
| General Studies Certificate | 701 | 38.8% | 1,108 | 61.2% | 1,809 | 100.0% |
| | 0.3% | | 0.4% | | 0.3% | |
| TOTALS | 257,869 | 46.6% | 295,305 | 53.4% | 553,174 | 100.0% |
| | 100.0% | | 100.0% | | 100.0% | |

**Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.*

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-8

FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY RACIAL/ETHNIC ORIGIN**

| | Asian | | Native American | | African American | | Latino | | White | | Alien | | Pacific Islander | | Two or More Races | | Unknown | | Total | |
|--------------------------------------------------|---------|-------|-----------------|------|------------------|-------|----------|-------|----------|-------|--------|------|------------------|------|-------------------|------|---------|-------|----------|--------|
| General Associate (1.0) | 1,128 | 3.5% | 77 | 0.2% | 6,913 | 21.6% | 7,906 | 24.8% | 13,882 | 43.5% | 185 | 0.6% | 41 | 0.1% | 795 | 2.5% | 1,007 | 3.2% | 31,934 | 100.0% |
| | 4.4% | | 5.9% | | 9.6% | | 6.7% | | 4.7% | | 4.6% | | 7.2% | | 6.8% | | 4.4% | | 5.8% | |
| Bacc/Transfer *(Course Enrollees) (1.1) | 14,038 | 5.2% | 614 | 0.2% | 34,394 | 12.8% | 55,122 | 20.5% | 145,596 | 54.2% | 2,312 | 0.9% | 274 | 0.1% | 7,675 | 2.9% | 8,652 | 3.2% | 268,677 | 100.0% |
| | (5,351) | | (194) | | (8,597) | | (13,360) | | (54,728) | | (519) | | (48) | | (2,240) | | (3,472) | | (88,509) | |
| | 54.4% | | 46.7% | | 47.7% | | 46.5% | | 49.2% | | 57.9% | | 47.9% | | 65.5% | | 37.6% | | 48.6% | |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 5,132 | 3.7% | 393 | 0.3% | 17,152 | 12.3% | 21,946 | 15.7% | 86,065 | 61.5% | 766 | 0.5% | 130 | 0.1% | 2,538 | 1.8% | 5,732 | 4.1% | 139,854 | 100.0% |
| | (781) | | (104) | | (2,476) | | (2,893) | | (24,080) | | (46) | | (25) | | (293) | | (2,355) | | (33,053) | |
| | 19.9% | | 29.9% | | 23.8% | | 18.5% | | 29.1% | | 19.2% | | 22.7% | | 21.7% | | 24.9% | | 25.3% | |
| Vocational Skills (1.6) | 642 | 1.3% | 136 | 0.3% | 3,935 | 7.8% | 1,813 | 3.6% | 37,443 | 74.0% | 83 | 0.2% | 53 | 0.1% | 397 | 0.8% | 6,069 | 12.0% | 50,571 | 100.0% |
| | 2.5% | | 10.3% | | 5.5% | | 1.5% | | 12.6% | | 2.1% | | 9.3% | | 3.4% | | 26.4% | | 9.1% | |
| ABE/ASE (1.7/1.8) | 1,295 | 4.2% | 78 | 0.3% | 8,041 | 26.3% | 12,890 | 42.1% | 7,185 | 23.5% | 128 | 0.4% | 34 | 0.1% | 226 | 0.7% | 706 | 2.3% | 30,583 | 100.0% |
| | 5.0% | | 5.9% | | 11.1% | | 10.9% | | 2.4% | | 3.2% | | 5.9% | | 1.9% | | 3.1% | | 5.5% | |
| ESL (1.9) | 3,539 | 11.9% | 13 | 0.0% | 1,650 | 5.5% | 18,644 | 62.7% | 4,649 | 15.6% | 492 | 1.7% | 40 | 0.1% | 65 | 0.2% | 654 | 2.2% | 29,746 | 100.0% |
| | 13.7% | | 1.0% | | 2.3% | | 15.7% | | 1.6% | | 12.3% | | 7.0% | | 0.6% | | 2.8% | | 5.4% | |
| Gen Studies Cert (1.5) | 42 | 2.3% | 4 | 0.2% | 58 | 3.2% | 133 | 7.4% | 1,315 | 72.7% | 27 | 1.5% | 0 | 0.0% | 18 | 1.0% | 212 | 11.7% | 1,809 | 100.0% |
| | 0.2% | | 0.3% | | 0.1% | | 0.1% | | 0.4% | | 0.7% | | 0.0% | | 0.2% | | 0.9% | | 0.3% | |
| TOTALS | 25,816 | 4.7% | 1,315 | 0.2% | 72,143 | 13.0% | 118,454 | 21.4% | 296,135 | 53.5% | 3,993 | 0.7% | 572 | 0.1% | 11,714 | 2.1% | 23,032 | 4.2% | 553,174 | 100.0% |
| | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

**Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
Table A-9
FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY AGE GROUP

| | 16 & Under | | 17-20 | | 21-24 | | 25-30 | |
|--------------------------------------------------------|-------------------------|-------------|----------------------------|--------------|---------------------------|--------------|--------------------------|--------------|
| General Associate (1.0) | 308 2.3% | 1.0% | 10,715 6.1% | 33.6% | 7,242 5.9% | 22.7% | 5,437 6.9% | 17.0% |
| Bacc/Transfer *(Course Enrollees) (1.1) | 7,090 6,070 53.6% | 2.6% | 122,018 46,491 69.8% | 45.4% | 75,435 17,778 61.3% | 28.1% | 30,520 6,875 38.9% | 11.4% |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 3,496 3,381 26.4% | 2.5% | 32,636 8,384 18.7% | 23.3% | 29,745 2,295 24.2% | 21.3% | 24,388 3,278 31.1% | 17.4% |
| Vocational Skills (1.6) | 2,129 16.1% | 4.2% | 2,208 1.3% | 4.4% | 3,017 2.5% | 6.0% | 6,417 8.2% | 12.7% |
| ABE/ASE (1.7/1.8) | 155 1.2% | 0.5% | 5,658 3.2% | 18.5% | 4,900 4.0% | 16.0% | 6,189 7.9% | 20.2% |
| ESL (1.9) | 10 0.1% | 0.0% | 1,104 0.6% | 3.7% | 2,539 2.1% | 8.5% | 5,322 6.8% | 17.9% |
| General Studies Cert (1.5) | 47 0.4% | 2.6% | 364 0.2% | 20.1% | 156 0.1% | 8.6% | 123 0.2% | 6.8% |
| TOTALS | 13,235 100.0% | 2.4% | 174,703 100.0% | 31.6% | 123,034 100.0% | 22.2% | 78,396 100.0% | 14.2% |

**Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.*

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
Table A-9
(Continued)
FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY AGE GROUP

| | 31-39 | | 40-55 | | Over 55 | | Unknown | | Total | |
|--------------------------------------------------------|--------------------------|-------|--------------------------|-------|-------------------------|-------|---------------------|------|----------------------------|--------|
| General Associate (1.0) | 4,312 6.5% | 13.5% | 3,132 4.5% | 9.8% | 720 2.7% | 2.3% | 68 8.4% | 0.2% | 31,934 5.8% | 100.0% |
| Bacc/Transfer *(Course Enrollees) (1.1) | 16,824 4,523 25.2% | 6.3% | 12,110 4,078 17.5% | 4.5% | 4,473 2,523 16.6% | 1.7% | 207 171 25.7% | 0.1% | 268,677 88,509 48.6% | 100.0% |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 21,212 4,776 31.8% | 15.2% | 21,290 7,134 30.7% | 15.2% | 7,014 3,791 26.0% | 5.0% | 73 14 9.1% | 0.1% | 139,854 33,053 25.3% | 100.0% |
| Vocational Skills (1.6) | 9,518 14.3% | 18.8% | 17,124 24.7% | 33.9% | 9,757 36.1% | 19.3% | 401 49.8% | 0.8% | 50,571 9.1% | 100.0% |
| ABE/ASE (1.7/1.8) | 6,274 9.4% | 20.5% | 5,693 8.2% | 18.6% | 1,687 6.2% | 5.5% | 27 3.3% | 0.1% | 30,583 5.5% | 100.0% |
| ESL (1.9) | 8,417 12.6% | 28.3% | 9,605 13.9% | 32.3% | 2,742 10.2% | 9.2% | 7 0.9% | 0.0% | 29,746 5.4% | 100.0% |
| General Studies Cert (1.5) | 149 0.2% | 8.2% | 333 0.5% | 18.4% | 614 2.3% | 33.9% | 23 2.9% | 1.3% | 1,809 0.3% | 100.0% |
| TOTALS | 66,706 100.0% | 12.1% | 69,287 100.0% | 12.5% | 27,007 100.0% | 4.9% | 806 100.0% | 0.1% | 553,174 100.0% | 100.0% |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
Table A-10
COMPARATIVE SUMMARY OF CAREER AND TECHNICAL EDUCATION CURRICULA
ENROLLMENTS OVER 4,000 IN CURRENT FISCAL YEAR
FISCAL YEARS 2016 OR 2017

| CURRICULA & CIP | FY 2016 | FY 2017 | Number Change | <i>Percent Change</i> |
|--------------------------------------------------------------------------------|------------|------------|------------------|---------------------------|
| Engineering Technologies 159999 | 17,654 | 16,591 | -1,063 | -6.0% |
| Associate Degree Nursing (ADN/RN) 513801 | 12,290 | 11,988 | -302 | -2.5% |
| Business, Management, Marketing & Related Supportive Services, Other 529999 | 11,330 | 10,431 | -899 | -7.9% |
| Business Administration and Management 520201 | 4,649 | 4,300 | -349 | -7.5% |
| Criminal Justice Technology 430107 | 4,330 | 4,184 | -146 | -3.4% |
| Child Care Provider/Assistant 190709 | 4,653 | 4,115 | -538 | -11.6% |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
Table A-11
FISCAL YEAR 2017 ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY STUDENT INTENT*

| | Prepare for Transfer to Four-Year Institution | | Improve Present Job Skills | | Prepare for Job After Community College | | Improve Basic Skills Or Prepare for GED | | Personal Interest/ Self Development | | Other or No Indication | | Total | |
|---------------------------------------------------------|--------------------------------------------------------|--------------|-------------------------------------|--------------|--------------------------------------------------|--------------|--------------------------------------------------|--------------|----------------------------------------------|-------------|--------------------------------|--------------|---------------------------------|---------------|
| Gen Assoc (1.0) | 11,560 5.8% | 36.2% | 1,289 1.9% | 4.0% | 10,713 11.4% | 33.5% | 524 0.9% | 1.6% | 2,318 5.2% | 7.3% | 5,530 6.1% | 17.3% | 31,934 5.8% | 100.0% |
| Bacc/Transf **(Course Enrollees) (1.1) | 154,256 (37,190) 77.4% | 57.4% | 9,403 (3,081) 13.6% | 3.5% | 32,367 (6,499) 34.4% | 12.0% | 4,485 (2,917) 8.1% | 1.7% | 27,206 (21,693) 61.2% | 10.1% | 40,960 (17,129) 45.3% | 15.2% | 268,677 (88,509) 48.6% | 100.0% |
| Career & Technical Ed. **(Course Enrollees) (1.2) | 29,483 (2,722) 14.8% | 21.1% | 30,288 (16,624) 43.7% | 21.7% | 47,535 (2,525) 50.6% | 34.0% | 1,887 (333) 3.4% | 1.3% | 5,299 (1,127) 11.9% | 3.8% | 25,362 (9,722) 28.0% | 18.1% | 139,854 (33,053) 25.3% | 100.0% |
| Vocational (1.6) | 3,217 1.6% | 6.4% | 27,732 40.0% | 54.8% | 1,842 2.0% | 3.6% | 215 0.4% | 0.4% | 6,150 13.8% | 12.2% | 11,415 12.6% | 22.6% | 50,571 9.1% | 100.0% |
| ABE/ASE (1.7/1.8) | 331 0.2% | 1.1% | 240 0.3% | 0.8% | 766 0.8% | 2.5% | 25,386 45.6% | 83.0% | 1,402 3.2% | 4.6% | 2,458 2.7% | 8.0% | 30,583 5.5% | 100.0% |
| ESL (1.9) | 132 0.1% | 0.4% | 289 0.4% | 1.0% | 599 0.6% | 2.0% | 23,120 41.5% | 77.7% | 1,087 2.4% | 3.7% | 4,519 5.0% | 15.2% | 29,746 5.4% | 100.0% |
| Gen Std Cert (1.5) | 237 0.1% | 13.1% | 134 0.2% | 7.4% | 169 0.2% | 9.3% | 44 0.1% | 2.4% | 982 2.2% | 54.3% | 243 0.3% | 13.4% | 1,809 0.3% | 100.0% |
| TOTALS | 199,216 100.0% | 36.0% | 69,375 100.0% | 12.5% | 93,991 100.0% | 17.0% | 55,661 100.0% | 10.1% | 44,444 100.0% | 8.0% | 90,487 100.0% | 16.4% | 553,174 100.0% | 100.0% |

*Current student intent is examined. When not available, student intent at time of college entrance is used.

**Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
 Table A-12
 FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
 BY DEGREE OBJECTIVE

| | Complete One or Several Courses - Not Pursuing Degree | | To Complete a Certificate | | To Complete an Associate Degree | | Total | |
|--------------------------------------------------------|----------------------------------------------------------------|--------------|------------------------------|-------------|---------------------------------------|--------------|------------------------------|---------------|
| General Associate (1.0) | 5,922 2.2% | 18.5% | 1,119 3.2% | 3.5% | 24,893 10.0% | 78.0% | 31,934 5.8% | 100.0% |
| Bacc/Transfer *(Course Enrollees) (1.1) | 114,343 (85,011) 42.6% | 42.6% | 4,004 (675) 11.3% | 1.5% | 150,330 (2,823) 60.3% | 56.0% | 268,677 (88,509) 48.6% | 100.0% |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 39,759 (28,784) 14.8% | 28.4% | 28,870 (1,023) 81.5% | 20.6% | 71,225 (3,246) 28.6% | 50.9% | 139,854 (33,053) 25.3% | 100.0% |
| Vocational Skills (1.6) | 48,928 18.2% | 96.8% | 658 1.9% | 1.3% | 985 0.4% | 1.9% | 50,571 9.1% | 100.0% |
| ABE/ASE (1.7/1.8) | 29,545 11.0% | 96.6% | 203 0.6% | 0.7% | 835 0.3% | 2.7% | 30,583 5.5% | 100.0% |
| ESL (1.9) | 28,355 10.6% | 95.3% | 455 1.3% | 1.5% | 936 0.4% | 3.1% | 29,746 5.4% | 100.0% |
| Gen Studies Cert (1.5) | 1,619 0.6% | 89.5% | 135 0.4% | 7.5% | 55 0.0% | 3.0% | 1,809 0.3% | 100.0% |
| TOTALS | 268,471 100.0% | 48.5% | 35,444 100.0% | 6.4% | 249,259 100.0% | 45.1% | 553,174 100.0% | 100.0% |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
 Table A-13
 FISCAL YEAR 2017 DUPLICATED HEADCOUNT ENROLLMENTS
 BY TERM AND TYPE OF ATTENDANCE

| | Part-time | | Full-time | | Total | |
|--------|-----------|-------|-----------|-------|---------|--------|
| Summer | 149,976 | 91.6% | 13,665 | 8.4% | 163,641 | 100.0% |
| Fall | 234,888 | 67.9% | 111,017 | 32.1% | 345,905 | 100.0% |
| Winter | 0 | -- | 0 | -- | 0 | -- |
| Spring | 248,584 | 71.7% | 98,066 | 28.3% | 346,650 | 100.0% |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
 Table A-14
 FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS
 (EXCLUDING ADULT EDUCATION)
 BY HIGHEST DEGREE EARNED PRIOR TO ENROLLMENT

| DEGREE | Enrollment | <i>% of Known</i> |
|---------------------------|------------|-------------------|
| GED | 17,204 | <i>4.7%</i> |
| High School | 191,893 | <i>51.9%</i> |
| Some College Courses | 81,030 | <i>21.9%</i> |
| Certificate | 18,186 | <i>4.9%</i> |
| Associate Degree | 30,069 | <i>8.1%</i> |
| Bachelor's Degree | 22,178 | <i>6.0%</i> |
| Master's Degree | 5,973 | <i>1.6%</i> |
| First Professional Degree | 488 | <i>0.1%</i> |
| Doctoral Degree | 718 | <i>0.2%</i> |
| Other | 1,874 | <i>0.5%</i> |
| Total Known | 369,613 | <i>100.0%</i> |
| None/Unknown | 183,561 | |
| Total | 553,174 | |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board
 Table A-15
 FISCAL YEAR 2017 HOURS ATTEMPTED VS HOURS EARNED
 BY TERM AND ENROLLMENT STATUS

| TERM | PART-TIME | | | FULL-TIME | | | TOTAL | | |
|--------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|
| | Attempted | Earned | % Earned | Attempted | Earned | % Earned | Attempted | Earned | % Earned |
| Summer | 613,339 | 501,123 | 81.7% | 148,055 | 114,361 | 77.2% | 761,394 | 615,484 | 80.8% |
| Fall | 1,230,119 | 936,696 | 76.1% | 1,563,339 | 1,244,884 | 79.6% | 2,793,458 | 2,181,580 | 78.1% |
| Winter | 0 | 0 | -- | 0 | 0 | -- | 0 | 0 | -- |
| Spring | 1,275,320 | 1,003,301 | 78.7% | 1,394,777 | 1,134,468 | 81.3% | 2,670,098 | 2,137,769 | 80.1% |
| Total | 3,118,778 | 2,441,121 | 78.3% | 3,106,171 | 2,493,713 | 80.3% | 6,224,949 | 4,934,833 | 79.3% |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-16

FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS
BY COLLEGE LEVEL HOURS ACCUMULATED

| Hours | Enrollment | % of Known |
|--------------|------------|------------|
| 1-29 | 270,000 | 61.8% |
| 30-59 | 95,027 | 21.7% |
| 60-89 | 56,429 | 12.9% |
| 90-119 | 11,796 | 2.7% |
| 120-159 | 3,165 | 0.7% |
| 160+ | 510 | 0.1% |
| Total Known | 436,927 | 100.0% |
| None/Unknown | 116,247 | |
| Total | 553,174 | |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-17

FISCAL YEAR 2017 HEADCOUNT ENROLLMENTS
BY COLLEGE LEVEL CUMULATIVE GPA

| Gradepoint | Students | % of Known |
|--------------|----------|------------|
| 0.01 - 0.50 | 3,013 | 0.7% |
| 0.51 - 1.00 | 10,599 | 2.5% |
| 1.01 - 1.50 | 11,905 | 2.8% |
| 1.51 - 2.00 | 36,839 | 8.6% |
| 2.01 - 2.50 | 47,891 | 11.2% |
| 2.51 - 3.00 | 100,763 | 23.6% |
| 3.01 - 3.50 | 79,903 | 18.8% |
| 3.51 - 4.00 | 135,209 | 31.7% |
| Total Known | 426,122 | 100.0% |
| Not Reported | 127,052 | |
| Total | 553,174 | |

SOURCE OF DATA: Annual Enrollment (A1) Records

Illinois Community College Board

Table A-18

COVERAGE OF ANNUAL VERSUS FALL ENROLLMENTS WITHIN THE SAME FISCAL YEARS (2013-2017)

| | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 |
|-----------------------------------------------|---------|---------|---------|---------|---------|
| Annual Enrollment | 691,536 | 659,712 | 620,191 | 597,290 | 553,174 |
| Enrollment During Fall of Same Fiscal Year | 358,562 | 351,570 | 336,102 | 316,155 | 304,173 |
| Percent of Annual Enrollment | 51.9% | 53.3% | 54.2% | 52.9% | 55.0% |

SOURCE OF DATA: Fall Enrollment (E1) and Annual Enrollment (A1) Data

Illinois Community College Board

Table A-19

PERCENT AND NUMBER OF STUDENTS ENROLLED IN ILLINOIS COMMUNITY COLLEGES WHO TOOK AT LEAST ONE DEVELOPMENTAL COURSE - NOT ENROLLED IN ABE/ASE/ESL, VOCATIONAL SKILLS OR GENERAL STUDIES - FISCAL YEARS 2013-2017

| | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 |
|---------------------|---------|---------|---------|---------|---------|
| Percent in Remedial | 19.9 % | 19.7 % | 18.3 % | 16.9 % | 15.9 % |
| Number in Remedial | 106,897 | 100,547 | 89,184 | 77,960 | 69,951 |

SOURCE OF DATA: Annual Enrollment and Completion (A1) Records

Illinois Community College Board
 Table A-20
 PERCENT OF REMEDIAL CREDITS EARNED VERSUS REMEDIAL CREDITS ATTEMPTED
 FOR ILLINOIS COMMUNITY COLLEGE STUDENTS,
 FISCAL YEARS 2013-2017

| | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 |
|------------------------------------|---------|---------|---------|---------|---------|
| Percent of Remedial Credits Earned | 66.0% | 66.7% | 65.0% | 66.9% | 67.1% |
| Hours Earned | 457,987 | 431,993 | 372,100 | 332,289 | 300,498 |
| Hours Attempted | 693,798 | 647,343 | 572,298 | 496,606 | 447,559 |

SOURCE OF DATA: Annual Enrollment (A1) Data

Illinois Community College Board

Table A-21

STUDENTS ENROLLED IN DEVELOPMENTAL COURSEWORK
AT ILLINOIS COMMUNITY COLLEGES BY ACADEMIC AREA
FISCAL YEARS 2013 - 2017

| | FY2013 | | FY2014 | | FY2015 | | FY2016 | | FY2017 | |
|-------------------------|--------------------------|--------|--------------------------|--------|-------------------------|--------|-------------------------|--------|-------------------------|--------|
| Math Only | 60,882 57.0% | -3.1% | 58,347 58.0% | -4.2% | 52,738 59.1% | -9.6% | 46,663 59.9% | -11.5% | 40,839 58.4% | -12.5% |
| English Only | 8,345 7.8% | -11.6% | 7,994 8.0% | -4.2% | 7,497 8.4% | -6.2% | 7,639 9.8% | 1.9% | 7,416 10.6% | -2.9% |
| Reading Only | 5,116 4.8% | -13.1% | 4,402 4.4% | -14.0% | 3,688 4.1% | -16.2% | 2,757 3.5% | -25.2% | 3,001 4.3% | 8.9% |
| Math & English | 10,184 9.5% | -12.9% | 9,588 9.5% | -5.9% | 8,290 9.3% | -13.5% | 7,574 9.7% | -8.6% | 6,670 9.5% | -11.9% |
| Math & Reading | 4,949 4.6% | -22.1% | 4,607 4.6% | -6.9% | 3,435 3.9% | -25.4% | 2,701 3.5% | -21.4% | 2,598 3.7% | -3.8% |
| English & Reading | 6,237 5.8% | -0.1% | 5,713 5.7% | -8.4% | 5,035 5.6% | -11.9% | 4,194 5.4% | -16.7% | 3,774 5.4% | -10.0% |
| Math, English & Reading | 11,184 10.5% | -1.8% | 9,896 9.8% | -11.5% | 8,501 9.5% | -14.1% | 6,432 8.3% | -24.3% | 5,653 8.1% | -12.1% |
| TOTAL | 106,897 100.0% | -6.1% | 100,547 100.0% | -5.9% | 89,184 100.0% | -11.3% | 77,960 100.0% | -12.6% | 69,951 100.0% | -10.3% |

SOURCE OF DATA: Annual Enrollment and Completion Records (A1)

APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES

Illinois Community College Board
Table B-1
SUMMARY COMPARISON OF ANNUAL UNDUPLICATED NONCREDIT COURSE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District College Name | FY 2013 Unduplicated | FY 2014 Unduplicated | FY 2015 Unduplicated | FY 2016 Unduplicated | FY 2017 Unduplicated | % Change 2013-2017 | % Change 2016-2017 |
|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|
| 503 Black Hawk | 3,401 | 3,456 | 3,242 | 2,918 | 2,770 | -18.6 % | -5.1 % |
| 508 Chicago | (16,057) | (13,169) | (11,335) | (9,496) | (7,622) | (-52.5) | (-19.7) |
| 06 Daley | 3,962 | 3,544 | 2,996 | 2,335 | 2,155 | -45.6 | -7.7 |
| 01 Kennedy-King | 1,405 | 1,178 | 1,149 | 1,080 | 927 | -34.0 | -14.2 |
| 03 Malcolm X | 1,728 | 1,214 | 1,389 | 1,879 | 1,559 | -9.8 | -17.0 |
| 05 Olive-Harvey | 1,621 | 1,870 | 1,715 | 1,127 | 549 | -66.1 | -51.3 |
| 04 Truman | 1,622 | 1,029 | 683 | 674 | 295 | -81.8 | -56.2 |
| 02 Washington | 1,278 | 422 | 234 | 207 | 160 | -87.5 | -22.7 |
| 07 Wilbur-Wright | 4,441 | 3,912 | 3,169 | 2,194 | 1,977 | -55.5 | -9.9 |
| 507 Danville | 840 | 2,094 | 828 | 724 | 785 | -6.5 | 8.4 |
| 502 DuPage | 7,392 | 7,052 | 7,431 | 8,342 | 8,674 | 17.3 | 4.0 |
| 509 Elgin | 4,780 | 4,165 | 3,900 | 3,502 | 3,130 | -34.5 | -10.6 |
| 512 Harper | 6,298 | 7,569 | 11,535 | 11,146 | 12,101 | 92.1 | 8.6 |
| 540 Heartland | 14,772 | 14,279 | 12,985 | 13,092 | 12,016 | -18.7 | -8.2 |
| 519 Highland | 251 | 406 | 276 | 411 | 800 | 218.7 | 94.6 |
| 514 Illinois Central | 10,553 | 8,115 | 7,911 | 7,587 | 7,211 | -31.7 | -5.0 |
| 529 Illinois Eastern | (916) | (852) | (813) | (817) | (880) | (-3.9) | (7.7) |
| 04 Frontier | 206 | 163 | 205 | 197 | 250 | 21.4 | 26.9 |
| 01 Lincoln Trail | 355 | 329 | 233 | 278 | 278 | -21.7 | 0.0 |
| 02 Olney Central | 310 | 322 | 337 | 299 | 295 | -4.8 | -1.3 |
| 03 Wabash Valley | 45 | 38 | 38 | 43 | 57 | 26.7 | 32.6 |
| 513 Illinois Valley | 3,858 | 3,334 | 2,960 | 2,868 | 3,173 | -17.8 | 10.6 |
| 525 Joliet | 5,407 | 4,554 | 4,449 | 4,304 | 3,915 | -27.6 | -9.0 |
| 520 Kankakee | 3,249 | 3,235 | 3,347 | 4,305 | 3,617 | 11.3 | -16.0 |
| 501 Kaskaskia | 2,069 | 2,128 | 2,338 | 1,686 | 1,038 | -49.8 | -38.4 |
| 523 Kishwaukee | 2,428 | 2,284 | 1,856 | 1,273 | 637 | -73.8 | -50.0 |
| 532 Lake County | 26,109 | 24,161 | 21,400 | 21,699 | 19,255 | -26.3 | -11.3 |
| 517 Lake Land | 4,482 | 3,702 | 3,606 | 4,233 | 3,677 | -18.0 | -13.1 |
| 536 Lewis & Clark | 3,102 | 3,272 | 2,865 | 3,190 | 3,003 | -3.2 % | -5.9 % |

Illinois Community College Board
Table B-1
(Continued)
SUMMARY COMPARISON OF ANNUAL UNDUPLICATED NONCREDIT COURSE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District College Name | FY 2013 Unduplicated | FY 2014 Unduplicated | FY 2015 Unduplicated | FY 2016 Unduplicated | FY 2017 Unduplicated | % Change 2013-2017 | % Change 2016-2017 |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|
| 526 Lincoln Land | 3,687 | 4,635 | 4,748 | 5,342 | 5,624 | 52.5 % | 5.3 % |
| 530 Logan | 3,545 | 5,663 | 6,707 | 5,690 | 8,346 | 135.4 | 46.7 |
| 528 McHenry | 18,018 | 16,434 | 16,639 | 16,468 | 15,880 | -11.9 | -3.6 |
| 524 Moraine Valley | 5,438 | 6,132 | 6,355 | 5,684 | 4,226 | -22.3 | -25.7 |
| 527 Morton | 354 | 139 | 206 | 216 | 272 | -23.2 | 25.9 |
| 535 Oakton | 6,273 | 6,523 | 5,698 | 4,185 | 3,548 | -43.4 | -15.2 |
| 505 Parkland | 6,698 | 6,857 | 4,461 | 4,045 | 2,724 | -59.3 | -32.7 |
| 515 Prairie State | 1,314 | 1,329 | 1,281 | 1,364 | 1,080 | -17.8 | -20.8 |
| 521 Rend Lake | 2,247 | 1,828 | 1,708 | 2,012 | 1,791 | -20.3 | -11.0 |
| 537 Richland | 2,818 | 2,624 | 2,315 | 2,221 | 1,949 | -30.8 | -12.2 |
| 511 Rock Valley | 16,954 | 15,925 | 13,745 | 13,647 | 11,658 | -31.2 | -14.6 |
| 518 Sandburg | 3,047 | 2,868 | 2,288 | 2,054 | 2,208 | -27.5 | 7.5 |
| 506 Sauk Valley | 675 | 539 | 749 | 726 | 673 | -0.3 | -7.3 |
| 531 Shawnee | 164 | 509 | 590 | 964 | 1,192 | 626.8 | 23.7 |
| 510 South Suburban | 452 | 240 | 165 | 195 | 128 | -71.7 | -34.4 |
| 533 Southeastern | 554 | 483 | 283 | 351 | 1,173 | 111.7 | 234.2 |
| 522 Southwestern/Belleville | 5,156 | 4,580 | 3,629 | 4,004 | 3,965 | -23.1 | -1.0 |
| 534 Spoon River | 1,276 | 986 | 964 | 798 | 764 | -40.1 | -4.3 |
| 504 Triton | 3,681 | 4,017 | 2,948 | 2,659 | 3,134 | -14.9 | 17.9 |
| 516 Waubensee | 2,236 | 2,074 | 2,274 | 2,386 | 2,057 | -8.0 | -13.8 |
| 539 Wood | 1,866 | 1,600 | 1,545 | 1,499 | 1,262 | -32.4 % | -15.8 % |
| TOTALS/AVERAGES | 202,417 | 193,812 | 182,375 | 178,103 | 167,958 | -17.0 % | -5.7 % |

SOURCE OF DATA: Noncredit Course Enrollment Data Submission (N1)

Illinois Community College Board
Table B-2
SUMMARY COMPARISON OF ANNUAL DUPLICATED NONCREDIT COURSE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District College Name | FY 2013 Duplicated | FY 2014 Duplicated | FY 2015 Duplicated | FY 2016 Duplicated | FY 2017 Duplicated | % Change 2013-2017 | % Change 2016-2017 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 503 Black Hawk | 6,571 | 6,900 | 6,124 | 5,379 | 5,082 | -22.7 % | -5.5 % |
| 508 Chicago | (33,762) | (27,128) | (19,736) | (16,345) | (14,250) | (-57.8) | (-12.8) |
| 06 Daley | 12,339 | 9,158 | 6,161 | 5,038 | 4,522 | -63.4 | -10.2 |
| 01 Kennedy-King | 2,801 | 2,151 | 1,921 | 1,747 | 1,595 | -43.1 | -8.7 |
| 03 Malcolm X | 2,745 | 2,328 | 2,131 | 2,032 | 1,801 | -34.4 | -11.4 |
| 05 Olive-Harvey | 2,004 | 2,402 | 2,320 | 1,448 | 690 | -65.6 | -52.3 |
| 04 Truman | 2,436 | 1,755 | 1,060 | 828 | 436 | -82.1 | -47.3 |
| 02 Washington | 2,554 | 1,405 | 493 | 852 | 1,041 | -59.2 | 22.2 |
| 07 Wilbur-Wright | 8,883 | 7,929 | 5,650 | 4,400 | 4,165 | -53.1 | -5.3 |
| 507 Danville | 1,612 | 2,880 | 1,531 | 1,520 | 1,596 | -1.0 | 5.0 |
| 502 DuPage | 10,604 | 9,329 | 9,993 | 13,532 | 15,887 | 49.8 | 17.4 |
| 509 Elgin | 8,462 | 7,517 | 7,046 | 6,723 | 6,179 | -27.0 | -8.1 |
| 512 Harper | 16,260 | 17,540 | 21,182 | 19,627 | 20,934 | 28.7 | 6.7 |
| 540 Heartland | 17,707 | 17,741 | 16,103 | 18,802 | 16,135 | -8.9 | -14.2 |
| 519 Highland | 340 | 510 | 469 | 508 | 931 | 173.8 | 83.3 |
| 514 Illinois Central | 14,579 | 11,846 | 11,137 | 10,046 | 9,664 | -33.7 | -3.8 |
| 529 Illinois Eastern | (1,170) | (1,065) | (990) | (1,023) | (1,112) | (-5.0) | (8.7) |
| 04 Frontier | 281 | 211 | 226 | 236 | 316 | 12.5 | 33.9 |
| 01 Lincoln Trail | 498 | 467 | 358 | 418 | 413 | -17.1 | -1.2 |
| 02 Olney Central | 329 | 331 | 349 | 306 | 295 | -10.3 | -3.6 |
| 03 Wabash Valley | 62 | 56 | 57 | 63 | 88 | 41.9 | 39.7 |
| 513 Illinois Valley | 5,247 | 4,651 | 4,202 | 3,939 | 4,655 | -11.3 | 18.2 |
| 525 Joliet | 6,086 | 4,781 | 4,710 | 4,578 | 4,215 | -30.7 | -7.9 |
| 520 Kankakee | 3,909 | 4,090 | 4,468 | 5,878 | 5,406 | 38.3 | -8.0 |
| 501 Kaskaskia | 3,187 | 2,724 | 3,204 | 2,649 | 1,533 | -51.9 | -42.1 |
| 523 Kishwaukee | 3,902 | 3,784 | 3,004 | 2,107 | 808 | -79.3 | -61.7 |
| 532 Lake County | 30,095 | 26,122 | 23,069 | 23,169 | 20,959 | -30.4 | -9.5 |
| 517 Lake Land | 5,492 | 4,593 | 4,361 | 5,333 | 4,367 | -20.5 | -18.1 |
| 536 Lewis & Clark | 6,443 | 6,288 | 6,496 | 6,706 | 6,708 | 4.1 % | 0.0 % |

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Illinois Community College Board
Table B-2
(Continued)
SUMMARY COMPARISON OF ANNUAL DUPLICATED NONCREDIT COURSE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District College Name | FY 2013 Duplicated | FY 2014 Duplicated | FY 2015 Duplicated | FY 2016 Duplicated | FY 2017 Duplicated | % Change 2013-2017 | % Change 2016-2017 |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 526 Lincoln Land | 6,939 | 7,552 | 8,133 | 9,456 | 9,960 | 43.5 % | 5.3 % |
| 530 Logan | 4,240 | 7,127 | 8,873 | 8,184 | 12,539 | 195.7 | 53.2 |
| 528 McHenry | 21,819 | 20,076 | 20,585 | 21,384 | 21,407 | -1.9 | 0.1 |
| 524 Moraine Valley | 8,780 | 13,868 | 13,280 | 11,878 | 12,225 | 39.2 | 2.9 |
| 527 Morton | 550 | 248 | 313 | 315 | 457 | -16.9 | 45.1 |
| 535 Oakton | 10,934 | 11,000 | 9,765 | 9,176 | 7,678 | -29.8 | -16.3 |
| 505 Parkland | 9,673 | 10,205 | 7,080 | 6,767 | 4,573 | -52.7 | -32.4 |
| 515 Prairie State | 1,630 | 1,602 | 1,519 | 1,783 | 1,291 | -20.8 | -27.6 |
| 521 Rend Lake | 2,868 | 2,365 | 2,194 | 2,766 | 2,334 | -18.6 | -15.6 |
| 537 Richland | 3,792 | 3,780 | 3,456 | 3,402 | 3,124 | -17.6 | -8.2 |
| 511 Rock Valley | 27,169 | 26,493 | 24,360 | 23,534 | 20,030 | -26.3 | -14.9 |
| 518 Sandburg | 5,104 | 5,024 | 4,101 | 3,091 | 3,607 | -29.3 | 16.7 |
| 506 Sauk Valley | 837 | 802 | 1,066 | 1,185 | 1,046 | 25.0 | -11.7 |
| 531 Shawnee | 165 | 655 | 724 | 1,026 | 1,500 | 809.1 | 46.2 |
| 510 South Suburban | 605 | 324 | 233 | 278 | 214 | -64.6 | -23.0 |
| 533 Southeastern | 782 | 634 | 370 | 510 | 1,227 | 56.9 | 140.6 |
| 522 Southwestern/Belleville | 5,760 | 5,044 | 4,764 | 5,081 | 4,920 | -14.6 | -3.2 |
| 534 Spoon River | 2,277 | 1,530 | 1,766 | 1,180 | 978 | -57.0 | -17.1 |
| 504 Triton | 5,866 | 5,429 | 4,589 | 4,165 | 4,724 | -19.5 | 13.4 |
| 516 Waubensee | 3,266 | 3,036 | 2,948 | 3,170 | 2,733 | -16.3 | -13.8 |
| 539 Wood | 3,257 | 2,473 | 2,112 | 2,237 | 1,877 | -42.4 % | -16.1 % |
| | 301,741 | 288,756 | 270,056 | 268,432 | 258,865 | -14.2 % | -3.6 % |

SOURCE OF DATA: Noncredit Course Enrollment Data Submission

Illinois Community College Board

Table B-3

SUMMARY COMPARISON OF NONREIMBURSABLE COURSE SECTIONS CONDUCTED
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District College Name | FY 2013 Sections | FY 2014 Sections | FY 2015 Sections | FY 2016 Sections | FY 2017 Sections | % Change 2013-2017 | % Change 2016-2017 |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|
| 503 Black Hawk | 629 | 696 | 678 | 549 | 539 | -14.3 % | -1.8 % |
| 508 Chicago | (2,353) | (2,052) | (1,517) | (1,313) | (1,226) | (-47.9) | (-6.6) |
| 06 Daley | 526 | 493 | 303 | 279 | 349 | -33.7 | 25.1 |
| 01 Kennedy-King | 207 | 195 | 162 | 134 | 153 | -26.1 | 14.2 |
| 03 Malcolm X | 154 | 139 | 135 | 101 | 101 | -34.4 | 0.0 |
| 05 Olive-Harvey | 205 | 203 | 247 | 232 | 146 | -28.8 | -37.1 |
| 04 Truman | 264 | 215 | 128 | 107 | 55 | -79.2 | -48.6 |
| 02 Washington | 169 | 71 | 36 | 33 | 37 | -78.1 | 12.1 |
| 07 Wilbur-Wright | 828 | 736 | 506 | 427 | 385 | -53.5 | -9.8 |
| 507 Danville | 183 | 259 | 168 | 174 | 163 | -10.9 | -6.3 |
| 502 DuPage | 881 | 788 | 905 | 1,036 | 1,159 | 31.6 | 11.9 |
| 509 Elgin | 1,149 | 1,004 | 925 | 624 | 623 | -45.8 | -0.2 |
| 512 Harper | 1,197 | 1,299 | 1,571 | 1,560 | 1,719 | 43.6 | 10.2 |
| 540 Heartland | 1,388 | 1,400 | 1,285 | 1,339 | 1,255 | -9.6 | -6.3 |
| 519 Highland | 24 | 33 | 33 | 43 | 60 | 150.0 | 39.5 |
| 514 Illinois Central | 1,021 | 951 | 894 | 740 | 725 | -29.0 | -2.0 |
| 529 Illinois Eastern | (105) | (93) | (93) | (89) | (102) | (-2.9) | (14.6) |
| 04 Frontier | 21 | 19 | 16 | 15 | 17 | -19.0 | 13.3 |
| 01 Lincoln Trail | 53 | 48 | 44 | 46 | 44 | -17.0 | -4.3 |
| 02 Olney Central | 7 | 9 | 9 | 9 | 11 | 57.1 | 22.2 |
| 03 Wabash Valley | 24 | 17 | 24 | 19 | 30 | 25.0 | 57.9 |
| 513 Illinois Valley | 428 | 415 | 419 | 322 | 368 | -14.0 | 14.3 |
| 525 Joliet | 860 | 776 | 746 | 689 | 619 | -28.0 | -10.2 |
| 520 Kankakee | 410 | 434 | 446 | 522 | 470 | 14.6 | -10.0 |
| 501 Kaskaskia | 184 | 166 | 236 | 216 | 170 | -7.6 | -21.3 |
| 523 Kishwaukee | 458 | 439 | 385 | 303 | 131 | -71.4 | -56.8 |
| 532 Lake County | 1,156 | 1,271 | 1,269 | 1,088 | 1,089 | -5.8 | 0.1 |
| 517 Lake Land | 263 | 518 | 482 | 494 | 465 | 76.8 | -5.9 |
| 536 Lewis & Clark | 655 | 629 | 597 | 545 | 619 | -5.5 % | 13.6 % |

Illinois Community College Board

Table B-3

(Continued)

SUMMARY COMPARISON OF NONREIMBURSABLE COURSE SECTIONS CONDUCTED
BY COLLEGE, FISCAL YEARS 2013 - 2017

| District College Name | FY 2013 Sections | FY 2014 Sections | FY 2015 Sections | FY 2016 Sections | FY 2017 Sections | % Change 2013-2017 | % Change 2016-2017 |
|-----------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|
| 526 Lincoln Land | 431 | 470 | 419 | 490 | 327 | -24.1 % | -33.3 % |
| 530 Logan | 212 | 253 | 384 | 372 | 643 | 203.3 | 72.8 |
| 528 McHenry | 1,131 | 1,101 | 1,222 | 1,301 | 1,190 | 5.2 | -8.5 |
| 524 Moraine Valley | 566 | 978 | 901 | 757 | 776 | 37.1 | 2.5 |
| 527 Morton | 56 | 43 | 41 | 52 | 68 | 21.4 | 30.8 |
| 535 Oakton | 874 | 816 | 786 | 791 | 730 | -16.5 | -7.7 |
| 505 Parkland | 670 | 699 | 635 | 652 | 608 | -9.3 | -6.7 |
| 515 Prairie State | 123 | 141 | 120 | 184 | 130 | 5.7 | -29.3 |
| 521 Rend Lake | 267 | 183 | 156 | 214 | 220 | -17.6 | 2.8 |
| 537 Richland | 291 | 290 | 251 | 265 | 257 | -11.7 | -3.0 |
| 511 Rock Valley | 1,388 | 1,365 | 1,422 | 1,185 | 1,161 | -16.4 | -2.0 |
| 518 Sandburg | 299 | 215 | 205 | 154 | 178 | -40.5 | 15.6 |
| 506 Sauk Valley | 93 | 82 | 105 | 145 | 132 | 41.9 | -9.0 |
| 531 Shawnee | 6 | 34 | 40 | 47 | 53 | 783.3 | 12.8 |
| 510 South Suburban | 116 | 78 | 72 | 74 | 76 | -34.5 | 2.7 |
| 533 Southeastern | 48 | 44 | 31 | 36 | 19 | -60.4 | -47.2 |
| 522 Southwestern/Belleville | 410 | 431 | 467 | 410 | 410 | 0.0 | 0.0 |
| 534 Spoon River | 204 | 171 | 161 | 118 | 111 | -45.6 | -5.9 |
| 504 Triton | 311 | 360 | 450 | 425 | 417 | 34.1 | -1.9 |
| 516 Waubonsee | 350 | 335 | 288 | 290 | 212 | -39.4 | -26.9 |
| 539 Wood | 350 | 257 | 223 | 245 | 279 | -20.3 % | 13.9 % |
| TOTALS/AVERAGES | 21,540 | 21,569 | 21,028 | 19,853 | 19,499 | -9.5 % | -1.8 % |

SOURCE OF DATA: Noncredit Course Enrollment Data Submission (N1)

Illinois Community College Board

Table B-4

FISCAL YEAR 2017 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY GENDER AND CATEGORY OF ACTIVITY

| Category of Activity | Male | Female | Total Known | Unknown | Grand Total |
|----------------------------------------|------------------------|------------------------|--------------------------|---------|----------------|
| Business and Industry Contract | 6,855 62.3% 10.4% | 4,147 37.7% 5.2% | 11,002 100.0% 7.5% | 442 | 11,444 |
| Professional/Vocational Development | 10,283 37.5% 15.6% | 17,142 62.5% 21.4% | 27,425 100.0% 18.7% | 3,376 | 30,801 |
| Personal and Social Development | 39,426 44.2% 59.6% | 49,767 55.8% 62.0% | 89,193 100.0% 60.9% | 16,820 | 106,013 |
| Youth Programs | 9,562 50.9% 14.5% | 9,228 49.1% 11.5% | 18,790 100.0% 12.8% | 910 | 19,700 |
| TOTALS | 66,126 45.2% 100.0% | 80,284 54.8% 100.0% | 146,410 100.0% 100.0% | 21,548 | 167,958 |

SOURCE OF DATA: *Noncredit Course Enrollment (N1) Records*

Illinois Community College Board

Table B-5

FISCAL YEAR 2017 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY RACIALETHNIC ORIGIN* AND CATEGORY OF ACTIVITY

| Category of Activity | Asian | Native American | African American | Latino | White | Alien | Pacific Islander | Two or More Races | Total Known | Unknown | Grand Total |
|-------------------------------------|---------------------|-------------------|----------------------|----------------------|-----------------------|-------------------|-------------------|-----------------------|------------------------|---------------|----------------|
| Business and Industry Contract | 164 2.1% 4.3% | 36 0.5% 10.9% | 738 9.4% 8.6% | 730 9.3% 7.3% | 6,122 77.9% 7.7% | 26 0.3% 9.1% | 6 0.1% 0.7% | 37 0.5% 0.2% | 7,859 100.0% 6.5% | 3,585 | 11,444 |
| Professional/Vocational Development | 845 3.7% 22.1% | 69 0.3% 20.8% | 2,375 10.5% 27.7% | 2,366 10.4% 23.7% | 15,555 68.7% 19.4% | 69 0.3% 24.0% | 789 3.5% 87.1% | 575 2.5% 3.4% | 22,643 100.0% 18.8% | 8,158 | 30,801 |
| Personal and Social Development | 1,844 2.4% 48.3% | 201 0.3% 60.7% | 4,744 6.1% 55.4% | 5,837 7.5% 58.6% | 48,492 62.7% 60.6% | 188 0.2% 65.5% | 98 0.1% 10.8% | 15,959 20.6% 94.8% | 77,363 100.0% 64.1% | 28,650 | 106,013 |
| Youth Program | 965 7.5% 25.3% | 25 0.2% 7.6% | 708 5.5% 8.3% | 1,030 8.0% 10.3% | 9,811 76.5% 12.3% | 4 0.0% 1.4% | 13 0.1% 1.4% | 271 2.1% 1.6% | 12,827 100.0% 10.6% | 6,873 | 19,700 |
| TOTALS | 3,818 3.2% | 331 0.3% | 8,565 7.1% | 9,963 8.3% | 79,980 66.3% | 287 0.2% | 906 0.8% | 16,842 14.0% | 120,692 100.0% | 47,266 | 167,958 |

*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.

SOURCE OF DATA: Noncredit Course Enrollment (N1) Records

Illinois Community College Board

Table B-6

FISCAL YEAR 2017 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY AGE GROUP AND CATEGORY OF ACTIVITY

| | 16 & Under | 17-20 | 21-24 | 25-30 | 31-39 | 40-55 | Over 55 | Total Known | Unknown | Grand Total |
|----------------------------------------|----------------------|------------------------|-----------------------|------------------------|------------------------|------------------------|------------------------|--------------------------|---------|----------------|
| Business and Industry Contract | 36 0.3% 0.6% | 288 2.7% 1.4% | 655 6.2% 6.1% | 1,461 13.8% 10.9% | 2,301 21.7% 13.9% | 3,892 36.7% 13.7% | 1,979 18.6% 6.2% | 10,612 100.0% 8.3% | 832 | 11,444 |
| Professional/Vocational Development | 336 1.3% 5.6% | 3,048 11.4% 14.7% | 2,598 9.7% 24.3% | 3,326 12.4% 24.9% | 4,605 17.2% 27.9% | 8,162 30.5% 28.7% | 4,678 17.5% 14.6% | 26,753 100.0% 20.9% | 4,048 | 30,801 |
| Personal and Social Development | 3,402 3.9% 56.7% | 16,984 19.7% 81.7% | 7,391 8.6% 69.1% | 8,143 9.4% 61.0% | 9,375 10.9% 56.8% | 16,087 18.6% 56.5% | 24,947 28.9% 77.9% | 86,329 100.0% 67.5% | 19,684 | 106,013 |
| Youth Program | 2,224 54.0% 37.1% | 464 11.3% 2.2% | 57 1.4% 0.5% | 418 10.1% 3.1% | 217 5.3% 1.3% | 325 7.9% 1.1% | 416 10.1% 1.3% | 4,121 100.0% 3.2% | 15,579 | 19,700 |
| TOTALS | 5,998 4.7% 100.0% | 20,784 16.3% 100.0% | 10,701 8.4% 100.0% | 13,348 10.4% 100.0% | 16,498 12.9% 100.0% | 28,466 22.3% 100.0% | 32,020 25.1% 100.0% | 127,815 100.0% 100.0% | 40,143 | 167,958 |

SOURCE OF DATA: Noncredit Course Enrollment (N1) Records

Illinois Community College Board

Table B-7

FISCAL YEAR 2017 LARGEST NONCREDIT COURSEWORK
BASED ON DUPLICATED ENROLLMENTS BY
TWO DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CATEGORIES

| Course Area (2 Digit CIP) | Enrollment |
|--------------------------------------------|------------|
| 36 Leisure and Recreation | 61,272 |
| 37 Self Improvement | 35,293 |
| 52 Business Management | 19,739 |
| 13 Education | 16,967 |
| 49 Transportation and Materials Moving | 15,564 |
| 51 Health Professions and Related Programs | 13,276 |
| 32 Basic Skills and Remedial Education | 7,627 |
| 43 Security and Protective Services | 7,564 |
| 11 Computer Information Systems | 5,622 |

SOURCE OF DATA: Noncredit Course Enrollment (N1) Records

Illinois Community College Board

Table B-8

FISCAL YEAR 2017 DUPLICATED
NONCREDIT HEADCOUNT ENROLLMENTS
BY INSTRUCTIONAL SITE

| Instructional Site | Enrollment | Percent of Total |
|---------------------------|----------------|------------------|
| Main Campus | 156,361 | 60.4 % |
| Off-campus College Owned | 44,438 | 17.2 % |
| Off-campus College Leased | 2,120 | 0.8 % |
| Community Based | 26,786 | 10.3 % |
| Business Based | 12,276 | 4.7 % |
| Distance Education | 11,943 | 4.6 % |
| Other | 4,941 | 1.9 % |
| Total | 258,865 | 100.0 % |

SOURCE OF DATA: Noncredit Course Enrollment (N1) Records

Illinois Community College Board

Table B-9

FISCAL YEAR 2017 DUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY TERM

| | Total | % of Total |
|--------|---------|------------|
| Summer | 67,974 | 26.3 % |
| Fall | 83,198 | 32.1 % |
| Winter | 0 | 0.0 % |
| Spring | 107,693 | 41.6 % |
| Total | 258,865 | 100.0 % |

SOURCE OF DATA: Noncredit Course Enrollment (N1) Records

Illinois Community College Board

Table B-10

FISCAL YEAR 2017 ANNUAL UNDUPLICATED
NONCREDIT HEADCOUNT ENROLLMENTS
BY NUMBER OF HOURS

| Hours | Enrollment | Percent of Known |
|--------------|------------|---------------------|
| 1-4 | 89,661 | 53.4 % |
| 5-9 | 27,826 | 16.6 % |
| 10-14 | 13,406 | 8.0 % |
| 15-19 | 10,954 | 6.5 % |
| 20-24 | 11,341 | 6.8 % |
| 25-29 | 1,357 | 0.8 % |
| 30-59 | 7,296 | 4.3 % |
| 60-89 | 1,954 | 1.2 % |
| 90-119 | 807 | 0.5 % |
| 120-159 | 528 | 0.3 % |
| 160+ | 2,828 | 1.7 % |
| Total Known | 167,958 | 100.0 % |
| None/Unknown | 0 | |
| Grand Total | 167,958 | |

SOURCE OF DATA: Noncredit Course Enrollment (N1) Records

Illinois Community College Board

Table B-11

FISCAL YEAR 2017 ANNUAL DUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY CATEGORY OF ACTIVITY

| Category of Activity | Duplicated Enrollment | Percent |
|-------------------------------------|-----------------------|---------|
| Business and Industry Contract | 17,524 | 6.8 % |
| Professional/Vocational Development | 45,069 | 17.4 % |
| Personal and Social Development | 158,641 | 61.3 % |
| Youth Program | 37,631 | 14.5 % |
| TOTAL | 258,865 | 100.0 % |

SOURCE OF DATA: Noncredit Course Enrollment (N1) Records

APPENDIX C: COMPLETION DATA TABLES

Illinois Community College Board
Table C-1
SUMMARY COMPARISON OF ANNUAL DUPLICATED COMPLETIONS*
BY COLLEGE, FISCAL YEARS 2013-2017

| District District/College | FY 2013 Completions | FY 2014 Completions | FY 2015 Completions | FY 2016 Completions | FY 2017 Completions | % Change 2013-2017 | % Change 2016-2017 |
|---------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|
| 503 Black Hawk | 926 | 984 | 941 | 858 | 845 | -8.7 % | -1.5 % |
| 508 Chicago | (9,924) | (11,926) | (11,870) | (10,648) | (8,472) | (-14.6) | (-20.4) |
| 06 Daley | 1,005 | 1,687 | 1,557 | 1,559 | 1,354 | 34.7 | -13.1 |
| 01 Kennedy-King | 1,158 | 1,273 | 1,317 | 1,190 | 945 | -18.4 | -20.6 |
| 03 Malcolm X | 830 | 961 | 992 | 1,185 | 1,451 | 74.8 | 22.4 |
| 05 Olive-Harvey | 2,575 | 3,523 | 2,994 | 2,312 | 1,030 | -60.0 | -55.4 |
| 04 Truman | 1,281 | 1,444 | 1,716 | 1,308 | 871 | -32.0 | -33.4 |
| 02 Washington | 1,448 | 1,242 | 1,482 | 1,433 | 1,439 | -0.6 | 0.4 |
| 07 Wilbur-Wright | 1,627 | 1,796 | 1,812 | 1,661 | 1,382 | -15.1 | -16.8 |
| 507 Danville | 669 | 686 | 616 | 683 | 650 | -2.8 | -4.8 |
| 502 DuPage | 4,388 | 4,399 | 5,670 | 5,350 | 5,213 | 18.8 | -2.6 |
| 209 Elgin | 2,484 | 2,492 | 2,585 | 2,533 | 2,054 | -17.3 | -18.9 |
| 512 Harper | 3,900 | 3,746 | 3,657 | 3,456 | 3,607 | -7.5 | 4.4 |
| 540 Heartland | 657 | 755 | 698 | 1,075 | 1,088 | 65.6 | 1.2 |
| 519 Highland | 431 | 396 | 505 | 767 | 625 | 45.0 | -18.5 |
| 514 Illinois Central | 1,894 | 1,886 | 1,810 | 1,872 | 1,880 | -0.7 | 0.4 |
| 529 Illinois Eastern | (1,394) | (1,358) | (1,326) | (1,350) | (1,060) | (-24.0) | (-21.5) |
| 04 Frontier | 325 | 275 | 356 | 276 | 182 | -44.0 | -34.1 |
| 01 Lincoln Trail | 218 | 250 | 234 | 256 | 142 | -34.9 | -44.5 |
| 02 Olney Central | 524 | 561 | 453 | 522 | 474 | -9.5 | -9.2 |
| 03 Wabash Valley | 327 | 272 | 283 | 296 | 262 | -19.9 | -11.5 |
| 513 Illinois Valley | 1,210 | 1,115 | 973 | 1,010 | 1,042 | -13.9 | 3.2 |
| 525 Joliet | 1,970 | 2,109 | 2,242 | 2,472 | 3,491 | 77.2 | 41.2 |
| 520 Kankakee | 902 | 968 | 1,042 | 881 | 908 | 0.7 | 3.1 |
| 501 Kaskaskia | 1,627 | 1,584 | 1,711 | 1,494 | 992 | -39.0 | -33.6 |
| 523 Kishwaukee | 869 | 929 | 783 | 734 | 981 | 12.9 | 33.7 |
| 532 Lake County | 5,908 | 3,598 | 3,729 | 3,377 | 3,021 | -48.9 | -10.5 |
| 517 Lake Land | 2,601 | 2,893 | 3,071 | 3,383 | 3,545 | 36.3 | 4.8 |
| 536 Lewis & Clark | 1,373 | 1,398 | 1,569 | 1,467 | 1,486 | 8.2 % | 1.3 % |

Illinois Community College Board
Table C-1
(Continued)
SUMMARY COMPARISON OF ANNUAL DUPLICATED COMPLETIONS*
BY COLLEGE, FISCAL YEARS 2013-2017

| District | District/College | FY 2013 Completions | FY 2014 Completions | FY 2015 Completions | FY 2016 Completions | FY 2017 Completions | % Change 2013-2017 | % Change 2016-2017 |
|------------------------|-------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|
| 526 | Lincoln Land | 2,193 | 2,157 | 2,047 | 2,027 | 1,709 | -22.1 % | -15.7 % |
| 530 | Logan | 1,357 | 1,070 | 922 | 836 | 832 | -38.7 | -0.5 |
| 528 | McHenry | 1,448 | 1,674 | 1,597 | 1,521 | 1,294 | -10.6 | -14.9 |
| 524 | Moraine Valley | 2,577 | 3,083 | 2,951 | 3,045 | 3,219 | 24.9 | 5.7 |
| 527 | Morton | 635 | 603 | 774 | 682 | 664 | 4.6 | -2.6 |
| 535 | Oakton | 1,300 | 2,056 | 1,487 | 1,459 | 1,547 | 19.0 | 6.0 |
| 505 | Parkland | 1,349 | 1,578 | 1,456 | 1,529 | 1,500 | 11.2 | -1.9 |
| 515 | Prairie State | 943 | 1,129 | 1,193 | 932 | 897 | -4.9 | -3.8 |
| 521 | Rend Lake | 1,364 | 1,252 | 1,390 | 2,218 | 1,202 | -11.9 | -45.8 |
| 537 | Richland | 991 | 743 | 1,363 | 1,021 | 960 | -3.1 | -6.0 |
| 511 | Rock Valley | 1,787 | 1,699 | 1,626 | 2,080 | 1,749 | -2.1 | -15.9 |
| 518 | Sandburg | 457 | 537 | 535 | 470 | 480 | 5.0 | 2.1 |
| 506 | Sauk Valley | 777 | 849 | 808 | 765 | 666 | -14.3 | -12.9 |
| 531 | Shawnee | 597 | 520 | 651 | 544 | 550 | -7.9 | 1.1 |
| 510 | South Suburban | 612 | 648 | 439 | 702 | 598 | -2.3 | -14.8 |
| 533 | Southeastern | 357 | 389 | 508 | 554 | 440 | 23.2 | -20.6 |
| 522 | Southwestern/Belleville | 2,898 | 2,851 | 3,025 | 2,713 | 2,672 | -7.8 | -1.5 |
| 534 | Spoon River | 330 | 388 | 359 | 436 | 541 | 63.9 | 24.1 |
| 504 | Triton | 1,363 | 1,070 | 1,146 | 1,254 | 1,335 | -2.1 | 6.5 |
| 516 | Waubonsee | 2,026 | 1,821 | 2,175 | 1,758 | 1,822 | -10.1 | 3.6 |
| 539 | Wood | 548 | 473 | 537 | 503 | 506 | -7.7 % | 0.6 % |
| TOTALS/AVERAGES | | 69,036 | 69,812 | 71,787 | 70,459 | 66,143 | -4.2 % | -6.1 % |

*Collegiate level only - advancements in adult education and ESL programs are not included.

SOURCE OF DATA: Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board
Table C-2
COMPARISON OF ANNUAL DUPLICATED COMPLETIONS*
BY DEGREE, FISCAL YEARS 2013-2017

| COLLEGIATE LEVEL | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| GENERAL ASSOCIATE | 2,775 | 4.0% | 3,706 | 5.3% | 3,536 | 4.9% | 3,274 | 4.6% | 3,803 | 5.7% |
| <i>Percent Change</i> | 26.8% | | 33.5% | | -4.6% | | -7.4% | | 16.2% | |
| BACC/TRANSFER | 18,971 | 27.5% | 19,524 | 28.0% | 20,225 | 28.2% | 21,175 | 30.1% | 21,192 | 32.0% |
| <i>Percent Change</i> | 5.0% | | 2.9% | | 3.6% | | 4.7% | | 0.1% | |
| Assoc. in Arts | 11,242 | | 11,569 | | 11,756 | | 12,009 | | 12,423 | |
| Assoc. in Science | 6,460 | | 6,952 | | 7,570 | | 8,208 | | 7,779 | |
| Assoc. in Arts & Science | 966 | | 642 | | 553 | | 585 | | 556 | |
| Assoc. in Engineering Science | 183 | | 217 | | 226 | | 252 | | 335 | |
| Assoc. in Fine Arts | 102 | | 131 | | 109 | | 112 | | 96 | |
| Assoc. in Teaching | 18 | | 13 | | 11 | | 9 | | 3 | |
| CAREER & TECHNICAL ED. | 47,276 | 68.5% | 46,573 | 66.7% | 48,018 | 66.9% | 46,001 | 65.3% | 41,133 | 62.2% |
| <i>Percent Change</i> | 7.5% | | -1.5% | | 3.1% | | -4.2% | | -10.6% | |
| Assoc. in Applied Science | 11,921 | | 11,555 | | 11,309 | | 11,014 | | 10,675 | |
| Cert. of 1 Yr. or More | 7,114 | | 6,876 | | 7,461 | | 7,305 | | 6,626 | |
| Cert. of Less than 1 Yr. | 28,241 | | 28,142 | | 29,248 | | 27,682 | | 23,830 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | | 2 | |
| GENERAL STUDIES CERT. | 14 | 0.0% | 9 | 0.0% | 8 | 0.0% | 9 | 0.0% | 15 | 0.0% |
| <i>Percent Change</i> | 27.3% | | -35.7% | | -11.1% | | 12.5% | | 66.7% | |
| TOTAL COMPLETIONS | 69,036 | 100.0% | 69,812 | 100.0% | 71,787 | 100.0% | 70,459 | 100.0% | 66,143 | 100.0% |
| <i>Percent Change</i> | 7.5% | | 1.1% | | 2.8% | | -1.8% | | -6.1% | |

* Collegiate level only - advancements in adult education and ESL programs are not included.

SOURCE OF DATA: Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board

Table C-3

FISCAL YEAR 2017 DUPLICATED COMPLETERS*
BY DEGREE AND GENDER

| COLLEGIATE LEVEL | Male | | Female | | Total | |
|-------------------------------|------------------------|--------|------------------------|--------|-------------------------|--------|
| GENERAL ASSOCIATE | 1,629 42.8% | 5.3% | 2,174 57.2% | 6.1% | 3,803 100.0% | 5.7% |
| BACC/TRANSFER | 8,775 41.4% | 28.7% | 12,417 58.6% | 34.9% | 21,192 100.0% | 32.0% |
| Assoc. in Arts | 4,724 | | 7,699 | | 12,423 | |
| Assoc. in Science | 3,494 | | 4,285 | | 7,779 | |
| Assoc. in Arts & Science | 239 | | 317 | | 556 | |
| Assoc. in Engineering Science | 285 | | 50 | | 335 | |
| Assoc. in Fine Arts | 32 | | 64 | | 96 | |
| Assoc. in Teaching | 1 | | 2 | | 3 | |
| CAREER & TECHNICAL ED. | 20,183 49.1% | 66.0% | 20,950 50.9% | 58.9% | 41,133 100.0% | 62.2% |
| Assoc. in Applied Science | 4,269 | | 6,406 | | 10,675 | |
| Cert. of 1 Yr. or More | 3,234 | | 3,392 | | 6,626 | |
| Cert. of Less than 1 Yr. | 12,680 | | 11,150 | | 23,830 | |
| Vocational Skills Cert. | 0 | | 2 | | 2 | |
| GENERAL STUDIES CERT. | 3 20.0% | 0.0% | 12 80.0% | 0.0% | 15 100.0% | 0.0% |
| TOTAL COMPLETIONS | 30,590 46.2% | 100.0% | 35,553 53.8% | 100.0% | 66,143 100.0% | 100.0% |

* Collegiate level only - advancements in adult education and ESL programs are not included.

SOURCE OF DATA: Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board

Table C-4

FISCAL YEAR 2017 DUPLICATED COMPLETERS*
BY DEGREE AND ETHNICITY

| COLLEGIATE LEVEL | Asian | | Native American | | African American | | Latino | | White | | Alien | | Pacific Islander | | Two or More Races | | Unknown | | Total | |
|---------------------------|--------------|---------------|-----------------|---------------|------------------|---------------|---------------|---------------|---------------|---------------|------------|---------------|------------------|---------------|-------------------|---------------|--------------|---------------|---------------|---------------|
| GENERAL ASSOCIATE | 165 | 6.5% | 10 | 6.4% | 617 | 8.0% | 708 | 6.2% | 2,065 | 5.1% | 38 | 8.0% | 3 | 4.2% | 87 | 6.4% | 110 | 6.0% | 3,803 | 5.7% |
| | 4.3% | | 0.3% | | 16.2% | | 18.6% | | 54.3% | | 1.0% | | 0.1% | | 2.3% | | 2.9% | | 100.0% | |
| BACC/TRANSFER | 885 | 34.9% | 44 | 28.0% | 2,187 | 28.3% | 4,384 | 38.1% | 12,421 | 30.7% | 189 | 39.6% | 27 | 37.5% | 496 | 36.7% | 559 | 30.3% | 21,192 | 32.0% |
| | 4.2% | | 0.2% | | 10.3% | | 20.7% | | 58.6% | | 0.9% | | 0.1% | | 2.3% | | 2.6% | | 100.0% | |
| Assoc. in Arts | 503 | | 24 | | 1,458 | | 2,881 | | 6,831 | | 99 | | 20 | | 290 | | 317 | | 12,423 | |
| Assoc. in Science | 334 | | 17 | | 668 | | 1,428 | | 4,842 | | 76 | | 6 | | 193 | | 215 | | 7,779 | |
| Assoc. in Arts & Science | 6 | | 2 | | 47 | | 17 | | 465 | | 0 | | 1 | | 6 | | 12 | | 556 | |
| Assoc. in Eng. Science | 38 | | 1 | | 5 | | 47 | | 218 | | 13 | | 0 | | 5 | | 8 | | 335 | |
| Assoc. in Fine Arts | 4 | | 0 | | 9 | | 10 | | 64 | | 1 | | 0 | | 2 | | 6 | | 96 | |
| Assoc. in Teaching | 0 | | 0 | | 0 | | 1 | | 1 | | 0 | | 0 | | 0 | | 1 | | 3 | |
| CAREER & TECHNICAL ED. | 1,488 | 58.6% | 103 | 65.6% | 4,922 | 63.7% | 6,411 | 55.7% | 25,976 | 64.2% | 250 | 52.4% | 42 | 58.3% | 767 | 56.8% | 1,174 | 63.7% | 41,133 | 62.2% |
| | 3.6% | | 0.3% | | 12.0% | | 15.6% | | 63.2% | | 0.6% | | 0.1% | | 1.9% | | 2.9% | | 100.0% | |
| Assoc. in Applied Science | 364 | | 23 | | 913 | | 1,427 | | 7,404 | | 69 | | 12 | | 174 | | 289 | | 10,675 | |
| Cert. of 1 Yr. or More | 186 | | 15 | | 768 | | 964 | | 4,360 | | 36 | | 7 | | 114 | | 176 | | 6,626 | |
| Cert. of Less than 1 Yr. | 938 | | 65 | | 3,241 | | 4,020 | | 14,210 | | 145 | | 23 | | 479 | | 709 | | 23,830 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | | 2 | | 0 | | 0 | | 0 | | 0 | | 2 | |
| GENERAL STUDIES CERT. | 0 | 0.0% | 0 | 0.0% | 2 | 0.0% | 3 | 0.0% | 10 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 15 | 0.0% |
| | 0.0% | | 0.0% | | 13.3% | | 20.0% | | 66.7% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 100.0% | |
| TOTAL COMPLETIONS | 2,538 | 100.0% | 157 | 100.0% | 7,728 | 100.0% | 11,506 | 100.0% | 40,472 | 100.0% | 477 | 100.0% | 72 | 100.0% | 1,350 | 100.0% | 1,843 | 100.0% | 66,143 | 100.0% |
| | 3.8% | | 0.2% | | 11.7% | | 17.4% | | 61.2% | | 0.7% | | 0.1% | | 2.0% | | 2.8% | | 100.0% | |

* Collegiate level only - advancements in adult education and ESL programs are not included.

SOURCE OF DATA: Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board

Table C-5

FISCAL YEAR 2017 DUPLICATED COMPLETERS*
BY DEGREE AND AGE GROUP

| COLLEGIATE LEVEL | Under 21 | 21-24 | 25-30 | 31-39 | 40-55 | Over 55 | Unknown | Total |
|---------------------------|-------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|-----------------------------|--------------------------|--------------------------------|
| GENERAL ASSOCIATE | 203 1.7% 5.3% | 1,292 5.7% 34.0% | 935 7.2% 24.6% | 705 7.6% 18.5% | 556 7.6% 14.6% | 110 7.4% 2.9% | 2 11.8% 0.1% | 3,803 5.7% 100.0% |
| BACC/TRANSFER | 5,029 41.0% 23.7% | 10,292 45.0% 48.6% | 3,317 25.6% 15.7% | 1,605 17.4% 7.6% | 859 11.8% 4.1% | 89 6.0% 0.4% | 1 5.9% 0.0% | 21,192 32.0% 100.0% |
| Assoc. in Arts | 2,519 | 6,250 | 2,070 | 966 | 552 | 65 | 1 | 12,423 |
| Assoc. in Science | 2,088 | 3,667 | 1,149 | 573 | 282 | 20 | 0 | 7,779 |
| Assoc. in Arts & Science | 295 | 166 | 38 | 39 | 18 | 0 | 0 | 556 |
| Assoc. in Eng. Science | 117 | 150 | 42 | 20 | 6 | 0 | 0 | 335 |
| Assoc. in Fine Arts | 9 | 58 | 18 | 7 | 1 | 3 | 0 | 96 |
| Assoc. in Teaching | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 3 |
| CAREER & TECHNICAL ED. | 7,033 57.3% 17.1% | 11,269 49.3% 27.4% | 8,728 67.2% 21.2% | 6,919 75.0% 16.8% | 5,878 80.6% 14.3% | 1,292 86.5% 3.1% | 14 82.4% 0.0% | 41,133 62.2% 100.0% |
| Assoc. in Applied Science | 711 | 3,536 | 2,601 | 2,045 | 1,509 | 273 | 0 | 10,675 |
| Cert. of 1 Yr. or More | 634 | 1,833 | 1,668 | 1,230 | 1,012 | 246 | 3 | 6,626 |
| Cert. of Less than 1 Yr. | 5,688 | 5,900 | 4,459 | 3,644 | 3,356 | 772 | 11 | 23,830 |
| Vocational Skills Cert. | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| GENERAL STUDIES CERT. | 3 0.0% 20.0% | 5 0.0% 33.3% | 1 0.0% 6.7% | 0 0.0% 0.0% | 4 0.1% 26.7% | 2 0.1% 13.3% | 0 0.0% 0.0% | 15 0.0% 100.0% |
| TOTAL COMPLETIONS | 12,268 100.0% 18.5% | 22,858 100.0% 34.6% | 12,981 100.0% 19.6% | 9,229 100.0% 14.0% | 7,297 100.0% 11.0% | 1,493 100.0% 2.3% | 17 100.0% 0.0% | 66,143 100.0% 100.0% |

* Collegiate level only - advancements in adult education and ESL programs are not included.

SOURCE OF DATA: Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board

Table C-6

FISCAL YEAR 2017 DUPLICATED COMPLETERS*
BY DEGREE AND STUDENT INTENT**

| COLLEGIATE LEVEL | Prepare for Transfer to Four-Year Institution | Improve Present Job Skills | Prepare for Job After Community College | Improve Basic Skills or Prepare for GED | Personal Interest/ Self Development | Other or No Indication | Total |
|---------------------------|-----------------------------------------------|-----------------------------|-----------------------------------------|-----------------------------------------|-------------------------------------|------------------------------|--------------------------------|
| GENERAL ASSOCIATE | 1,843 6.9% 48.5% | 203 4.2% 5.3% | 1,072 4.7% 28.2% | 26 3.1% 0.7% | 178 7.0% 4.7% | 481 5.8% 12.6% | 3,803 5.7% 100.0% |
| BACC/TRANSFER | 15,044 56.0% 71.0% | 525 10.9% 2.5% | 2,553 11.2% 12.0% | 119 14.3% 0.6% | 732 28.6% 3.5% | 2,219 26.6% 10.5% | 21,192 32.0% 100.0% |
| Assoc. in Arts | 8,916 | 340 | 1,518 | 60 | 366 | 1,223 | 12,423 |
| Assoc. in Science | 5,349 | 172 | 926 | 57 | 347 | 928 | 7,779 |
| Assoc. in Arts & Science | 452 | 9 | 77 | 0 | 9 | 9 | 556 |
| Assoc. in Eng. Science | 265 | 2 | 29 | 2 | 3 | 34 | 335 |
| Assoc. in Fine Arts | 61 | 2 | 3 | 0 | 6 | 24 | 96 |
| Assoc. in Teaching | 1 | 0 | 0 | 0 | 1 | 1 | 3 |
| CAREER & TECHNICAL ED. | 9,970 37.1% 24.2% | 4,071 84.8% 9.9% | 19,128 84.1% 46.5% | 688 82.6% 1.7% | 1,647 64.3% 4.0% | 5,629 67.6% 13.7% | 41,133 62.2% 100.0% |
| Assoc. in Applied Science | 2,690 | 808 | 5,299 | 158 | 324 | 1,396 | 10,675 |
| Cert. of 1 Yr. or More | 1,300 | 734 | 3,289 | 87 | 247 | 969 | 6,626 |
| Cert. of Less than 1 Yr. | 5,979 | 2,529 | 10,540 | 443 | 1,076 | 3,263 | 23,830 |
| Vocational Skills Cert. | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| GENERAL STUDIES CERT. | 7 0.0% 46.7% | 1 0.0% 6.7% | 3 0.0% 20.0% | 0 0.0% 0.0% | 4 0.2% 26.7% | 0 0.0% 0.0% | 15 0.0% 100.0% |
| TOTAL COMPLETIONS | 26,864 100.0% 40.6% | 4,800 100.0% 7.3% | 22,756 100.0% 34.4% | 833 100.0% 1.3% | 2,561 100.0% 3.9% | 8,329 100.0% 12.6% | 66,143 100.0% 100.0% |

* Collegiate level only - advancements in adult education and ESL programs are not included.

**Current student intent is examined. When not available, student intent at time of college entrance is used.

SOURCE OF DATA: Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board

Table C-7

FISCAL YEAR 2017 DUPLICATED COMPLETERS*
BY DEGREE AND DEGREE OBJECTIVE

| COLLEGIATE LEVEL | Complete One or Several Courses - Not Pursuing a Degree | To Complete a Certificate | To Complete an Associate Degree | No Indication | Total |
|---------------------------|------------------------------------------------------------------|-------------------------------|---------------------------------------|---------------------|--------------------------------|
| GENERAL ASSOCIATE | 547 5.5% 14.4% | 255 2.1% 6.7% | 3,001 6.8% 78.9% | 0 -- 0.0% | 3,803 5.7% 100.0% |
| BACC/TRANSFER | 3,043 30.6% 14.4% | 465 3.9% 2.2% | 17,684 40.0% 83.4% | 0 -- 0.0% | 21,192 32.0% 100.0% |
| Assoc. in Arts | 1,828 | 268 | 10,327 | 0 | 12,423 |
| Assoc. in Science | 1,137 | 186 | 6,456 | 0 | 7,779 |
| Assoc. in Arts & Science | 14 | 6 | 536 | 0 | 556 |
| Assoc. in Eng. Science | 47 | 3 | 285 | 0 | 335 |
| Assoc. in Fine Arts | 15 | 2 | 79 | 0 | 96 |
| Assoc. in Teaching | 2 | 0 | 1 | 0 | 3 |
| CAREER & TECHNICAL ED. | 6,339 63.8% 15.4% | 11,324 94.0% 27.5% | 23,470 53.1% 57.1% | 0 -- 0.0% | 41,133 62.2% 100.0% |
| Assoc. in Applied Science | 1,210 | 673 | 8,792 | 0 | 10,675 |
| Cert. of 1 Yr. or More | 738 | 2,172 | 3,716 | 0 | 6,626 |
| Cert. of Less than 1 Yr. | 4,389 | 8,479 | 10,962 | 0 | 23,830 |
| Vocational Skills Cert. | 2 | 0 | 0 | 0 | 2 |
| GENERAL STUDIES CERT. | 2 0.0% 13.3% | 1 0.0% 6.7% | 12 0.0% 80.0% | 0 -- 0.0% | 15 0.0% 100.0% |
| TOTAL COMPLETIONS | 9,931 100.0% 15.0% | 12,045 100.0% 18.2% | 44,167 100.0% 66.8% | 0 -- 0.0% | 66,143 100.0% 100.0% |

* Collegiate level only - advancements in adult education and ESL programs are not included.

SOURCE OF DATA: Annual Enrollment & Completion (A1 & A2) Records

Agenda Item #8.2
March 16, 2018

Illinois Community College Board

ENROLLMENT STRATEGIES

Illinois community colleges are examining methods for improving enrollment. Colleges are implementing Strategic Enrollment Management processes as a strategic planning model for making broad scale improvements within the institution. They are also refining intutional processes to ensure students have a streamlined enrollment experience and are receiving timely and effective communications to guide them through admissions, enrollment, and registration. Staff will provide an overview of effective strategies and discuss efforts by colleges.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

Permanent Program Approval

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

Kishwaukee College

- Agribusiness Associate in Applied Science (A.A.S.) degree (61 credit hours)

Moraine Valley Community College

- Automation and Engineering Technology A.A.S. degree (60 credit hours)

Oakton Community College

- Associate in General Studies (A.G.S.) degree (60 credit hours)

Richland Community College

- Medical Assisting Certificate (34 credit hours)

Triton College

- CPA Pathway Advanced Certificate (32 credit hours)

BACKGROUND

Kishwaukee College

Agribusiness A.A.S. degree (61 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment in agribusiness.

Catalog Description: This degree program is designed to prepare students for entry-level positions in agribusiness. Many agricultural career opportunities are available for students including but not limited to agriculture buyer, distributor, sales, farmer, farm manager, banker/loan officer. Close cooperation between the college and agriculture professionals helps ensure necessary training is provided to compete in a dynamic agribusiness environment.

Curricular Information: The degree program requires 16 credit hours of general education coursework, 37 credit hours of required career and technical coursework, and eight (8) credit hours of technical electives. The career and technical component includes instruction in orientation to agriculture careers, introductory animal science, introductory agricultural economics, introductory crop science, introductory soils and fertilizers, introductory business, accounting and finance, legal/social environment of business, fundamental welding and supervision. Assessment of student learning will be achieved through cumulative course completion and evaluation of program level objective achievement by faculty. The program was designed for articulation with Bachelor of Science degree programs at Western Illinois University, University of Illinois, and Illinois State University. The college plans to seek additional articulation with Southern Illinois University and Eastern Illinois University.

Justification for Credit hours required for the degree: The proposed program includes coursework necessary to adequately prepare individuals for entry-level employment in this field as identified by the program advisory committee. The general education coursework required for completion includes a four (4) credit hour biology course that increases the total by one (1) credit hour.

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to automation manufacturing technology is expected to increase by 1% statewide through 2024. The college was recently approved to offer several related short-term certificate programs in Agribusiness and Precision Agriculture. The proposed degree will provide an educational ladder opportunity for those students interested in furthering their education. Currently, there are no neighboring community colleges who offer a similar program.

Table 1: Employer Partners

| Employers | Location |
|--------------------|-----------------|
| Advanced Crop Care | Genoa, IL |
| Boehne Farms | Shabbona, IL |
| CHS | Sycamore, IL |
| Compeer Financial | Sycamore, IL |
| Conserve FS | DeKalb, IL |
| Davidson Grain | Creston, IL |

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| | |
|---------------------------|------------------|
| DeKalb Area Agricultural | DeKalb, IL |
| DeKalb County Farm Bureau | Sycamore, IL |
| E & E Arndt Farms | Malta, IL |
| Helena Chemical Company | Maple Park, IL |
| Heritage Association | DeKalb/Genoa, IL |
| Heuber Feed LLC | Creston, IL |
| J. Willrett Farms | Malta, IL |
| Kauffman Turkey Farms | Waterman, IL |
| Maplehurst Farms | Rochelle, IL |
| Monsanto | Waterman, IL |
| Mullins Grain | Shabbona, IL |
| Pitstick Farms | Maple Park, IL |
| Resource Bank | DeKalb, IL |
| U of I Extension | Sycamore, IL |
| Willrett Natural Farm | Malta, IL |

Table 2: Projected Enrollments

| Agribusiness AAS | First Year | Second Year | Third Year |
|-------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 8 | 10 | 12 |
| Part-Time Enrollments: | 6 | 12 | 9 |
| Completions: | - | 10 | 12 |

Financial / Budgetary Information: Two (2) existing full-time and two (2) existing part-time faculty will be necessary to implement the program. Preferred faculty qualifications are a Bachelor’s degree in Agriculture, Agribusiness or a closely related field, one year related occupational experience and some teaching experience. All facilities are adequately in place to support the program; however, some equipment purchases are anticipated during the first year of implementation. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|------------------------|-------------------|--------------------|-------------------|
| Faculty Costs | - | - | - |
| Administrator Costs | - | - | - |
| Other Personnel Costs | - | - | - |
| Equipment Costs | \$31,000 | \$0 | \$0 |
| Library/LRC Costs | - | - | - |
| Facility Costs* | - | - | - |
| Other (specify) | - | - | - |
| TOTAL NEW COSTS | \$31,000 | \$0 | \$0 |

Table 4: Faculty Requirements

| | First Year | | Second Year | | Third Year | |
|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|
| | Full-Time | Part-time | Full-Time | Part-time | Full-Time | Part-time |
| New Faculty | 0 | 0 | 0 | 0 | 0 | 0 |
| Existing Faculty | 2 | 2 | 2 | 2 | 2 | 2 |

Moraine Valley Community College

Automation and Engineering Technology A.A.S. degree (60 credit hours)

Program Purpose: The A.A.S. degree program will prepare individuals for entry-level employment in automated manufacturing environments. Students will be capable of mechanical and electrical design, maintenance and networking as related to automated manufacturing.

Catalog Description: This program prepares students for a career in the production automation, robotics, and industrial networking. This program provides in-depth knowledge and practice experience in production automation, robotics, and the Industrial Internet of Things (IIoT). Students will be working with state-of-the-art equipment including industrial robotics systems and automation controllers. Students focus their studies in five high-demand tracks: CAD Automation, Electrical Automation, IT Automation, Mechanical Automation, and Mechatronics.

Curricular Information: The degree program requires 15 credit hours of general education coursework, 32 credit hours of required career and technical coursework, and 12-13 credit hours of technical electives in one of the specialty areas. The career and technical component includes instruction in electricity and electronics, industrial controls, mechanical systems, fluid power: basic circuits, IT essentials, managing IT, introduction to drafting, introduction to CAD, manufacturing and design, robotics, automation capstone and a required orientation to automation and engineering technology careers. Related technical electives focus on the areas of CAD Automation, Electrical Automation, IT Automation, Mechanical Automation, and Mechatronics. Assessment of student learning will be achieved through evaluation of a comprehensive final exam and project.

Justification for Credit hours required for the degree: N/A.

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to automation manufacturing technology is expected to increase by 1% statewide through 2024. The proposed degree will replace two existing programs in Mechanical Design Technology and Mechatronics. This program was developed as part of a National Security Administration (NSA)-funded grant project: Cybersecurity Action Plan Investment in Expansion of CAE-C Education Programs". The grant has resulted in a partnership between the college, the Center for Systems Security and Information Assurance (CSSIA), and the National Centers of Academic Excellence in Cybersecurity (CAE-C). The new lab will enable the college to reach a variety of new student audiences through its virtual lab.

Table 1: Employer Partners

| Employers | Location |
|---------------------|---------------------|
| CISCO Systems, Inc. | San Jose, CA |
| Rockwell Automation | Milwaukee, WI |
| FANUC America | Rochester Hills, MI |

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Table 2: Projected Enrollments

| Automation & Engineering Tech AAS | First Year | Second Year | Third Year |
|----------------------------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 20 | 20 | 25 |
| Part-Time Enrollments: | 10 | 10 | 15 |
| Completions: | - | 10 | 15 |

Financial / Budgetary Information: Seven (7) existing full-time and 15 existing part-time faculty, one (1) new full-time and two (2) new part-time faculty will be necessary to implement the program. Part-time faculty will be added if necessary to manage enrollments. Preferred faculty qualifications are a Bachelor's degree in Electronics, Engineering Technology, Mechanical or Industrial Technology or closely related field, one year related occupational experience and one year teaching experience. All facilities are adequately in place to support the program. The college received significant grant funding to support the program, including equipment purchases planned to update the college's virtual lab during the first three years. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|------------------------------------------------|-------------------|--------------------|-------------------|
| Faculty Costs | \$151,000 | \$271,000 | \$271,000 |
| Administrator Costs | - | - | - |
| Other Personnel Costs (student aide worker) | \$6,000 | \$11,000 | \$11,000 |
| Equipment Costs | \$12,000 | \$24,000 | \$24,000 |
| Library/LRC Costs | - | - | - |
| Facility Costs* | - | - | - |
| Other (specify) | - | - | - |
| TOTAL NEW COSTS | \$169,000 | \$306,000 | \$306,000 |

Table 4: Faculty Requirements

| | First Year | | Second Year | | Third Year | |
|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|
| | Full-Time | Part-time | Full-Time | Part-time | Full-Time | Part-time |
| New Faculty | 1 | 2 | 0 | 2 | 0 | 2 |
| Existing Faculty | 7 | 15 | 8 | 15 | 8 | 15 |

Oakton Community College

Associate in General Studies (A.G.S.) degree (60 credit hours)

Oakton Community College is seeking approval to offer a 60 credit hour Associate in General Studies (A.G.S.) degree. The A.G.S. degree is designed for students who want to complete an individualized associate degree that provides educational options beyond those available in other degree programs. The college proposes this program as an option for students who are interested in obtaining a career and technical education Certificate but for which a related Associate in Applied Science (A.A.S.) degree is not available.

The proposal satisfies ICCB Administrative Rule requirements related to general education requirements, total credit hours required for completion and program intent. The curriculum requires 28 credit hours of general education coursework and 32 credit hours of career and technical education coursework in the student's field of choice. The student must work closely with an academic advisor to develop a comprehensive academic plan to meet the student's educational needs in pursuing their identified career goals. Credit for prior learning is limited to 30 credit hours.

The college anticipates enrollment of students of diverse ages and backgrounds, mostly students with non-traditional educational goals. The AGS is designed for students earning a two-year degree for career advancement and personal growth. The program is designed to serve a multitude of student populations, including but not limited to students whose employers are requiring a degree for advancement, displaced workers fulfilling additional educational/career goals while seeking a degree for improved employment opportunities, or veterans seeking to return to the workforce by earning an associate degree that allows awarding of credit for military experience.

All facilities, faculty and related necessary resources are currently in place to support the proposed program. No new costs are anticipated during the first three years of operation and the program will be supported fiscally through student tuition and fees.

Richland Community College

Medical Assisting Certificate (34 credit hours)

Program Purpose: The Certificate program will prepare individuals for entry-level employment as medical assistants.

Catalog Description: The Medical Assisting program provides students with educational experiences to achieve entry-level knowledge, skills and behaviors needed to perform administrative and clinical duties of medical assistants in ambulatory care facilities under the direction of a provider. The program prepares students to take a national medical assistant certification exam.

Curricular Information: The curriculum requires nine (9) credit hours of general education coursework in human biology, professional writing and nutrition, and 25 credit hours of career and technical education coursework. The career and technical component includes coursework in phlebotomy, medical office administration, reimbursement and coding, patient care, pharmacology, specialist topics in healthcare, and a work-based learning experience in clinical medical assisting. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience by the worksite supervisor and program faculty, and through completion of a practice certification exam. Students passing the phlebotomy course will be eligible for certification through the Illinois Department of Public Health. The curriculum was developed according to guidelines of the American Medical Technologists (AMT) and will prepare students for the Registered Medical Assistant (RMA) certification exam. Students will also be eligible for credentialing through the National Center for Competency Testing (NCCT) as a National Certified Medical Assistant (NCMA).

Accrediting Information: The college plans to seek program accreditation through the following entities once ICCB approval has been awarded: The National Center for Competency Testing (NCCT), the National Healthcareer Association (NHA), and the American Medical Technologists.

Justification for Credit hours required: The credit hours required for completion of the proposed program reflect all necessary content required by the accrediting bodies for this curriculum to prepare students for industry credentialing.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of “medical assistants” is expected to increase by 12% statewide and 6% locally through the year 2024.

Table 1: Employer Partners

| Employer | Location |
|---------------------------|-----------------|
| Decatur Memorial Hospital | Decatur, IL |
| St. Mary’s Hospital | Decatur, IL |

Table 2: Projected Enrollments

| Medical Assisting Certificate | First Year | Second Year | Third Year |
|--------------------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 15 | 15 | 18 |
| Part-Time Enrollments: | 0 | 0 | 0 |
| Completions: | 12 | 12 | 15 |

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Financial / Budgetary Information: The program will require two existing full-time, one existing part-time, and one new part-time faculty the first year. Qualified faculty will hold at least a Bachelor’s degree in Nursing or Health Information Technology, a current RHIT credential, at least three years of related occupational experience and at least one year teaching experience. All facilities are adequately in place to support the program. Some new equipment will be purchased during the first three years of program implementation. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|------------------------|-------------------|--------------------|-------------------|
| Faculty Costs | \$45,000 | 0 | 0 |
| Administrator Costs | 0 | 0 | 0 |
| Other Personnel costs | 0 | 0 | 0 |
| Equipment Costs | \$6,000 | \$2,000 | \$2,000 |
| Library/LRC Costs | 0 | 0 | 0 |
| Facility Costs* | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| TOTAL NEW COSTS | \$51,000 | \$2,000 | \$2,000 |

Table 4: Faculty Requirements

| | First Year | | Second Year | | Third Year | |
|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|
| | Full-time | Part-time | Full-Time | Part-time | Full-Time | Part-time |
| New Faculty | 0 | 1 | 0 | 0 | 0 | 1 |
| Existing Faculty | 2 | 1 | 2 | 2 | 2 | 2 |

Triton College

Certified Public Accountant Pathway Advanced Certificate (32 credit hours)

Program Purpose: The Certificate program will prepare individuals for taking the Certified Public Accountant (CPA) examination.

Catalog Description: To obtain necessary qualifications to sit for the CPA (Certified Public Accountant) examination in Illinois, effective July 1, 2013, a candidate must have a total of 150 hours of acceptable college-level education, including at least a bachelor’s degree. At least 30 of those 150 hours must be in accounting and an additional 24 hours must be in business courses, including business ethics. Most students with bachelor’s degrees, even those with degrees in business and/or accounting, have less than the minimum acceptable qualifications in credit hours. Accordingly, this curriculum is for the students with bachelor’s degrees who are seeking the necessary qualifications in order to sit for the CPA examination in Illinois. More details are available from the Illinois Board of Examiners. Upon completion of the certificate, the student should submit transcripts to the Illinois Board of Examiners.

Curricular Information: The curriculum requires 32 credit hours of career and technical education coursework in business law, business writing, tax accounting, corporate tax accounting, principles of auditing, cost accounting, intermediate accounting I and II, advanced accounting, business ethics, financial accounting research and research topics in taxation.

Accrediting Information: Program accreditation by the Illinois Board of Examiners is not required/optional, however the curriculum was developed according to their guidelines for bachelor-degreed individuals to sit for the CPA exam.

Justification for Credit hours required: The proposed program includes all of the coursework necessary to meet the Illinois Board of Examiners’ requirements for taking the Certified Public Accountant Examination (CPA) in Illinois.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for an advanced certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of “accountants & auditors” is expected to increase by 12.6% statewide and 8.3% locally through the year 2024.

Table 1: Employer Partners

| Employer | Location |
|---------------------------|------------------|
| CHP International | Oak Park, IL |
| McGraw Hill | Burr Ridge, IL |
| US Bank | River Grove, IL |
| Century 21 | Chicago, IL |
| National Louis University | Chicago, IL |
| Concordia University | River Forest, IL |
| Roosevelt University | Chicago, IL |

Table 2: Projected Enrollments

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| CPA Pathway Adv. Certificate | First Year | Second Year | Third Year |
|-------------------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 5 | 10 | 20 |
| Part-Time Enrollments: | 5 | 20 | 20 |
| Completions: | | 5 | 10 |

Financial / Budgetary Information: The program will require four (4) existing part-time and two (2) new part-time faculty the first year. Qualified faculty will hold at least a Master’s degree in Accounting, at least five years of related occupational experience and at least two years teaching experience. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|---------------------------|-------------------|--------------------|-------------------|
| Faculty Costs | \$6,000 | 0 | \$6,000 |
| Administrator Costs | 0 | 0 | 0 |
| Other Personnel costs | 0 | 0 | 0 |
| Equipment Costs | 0 | 0 | 0 |
| Library/LRC Costs | 0 | 0 | 0 |
| Facility Costs* | 0 | 0 | 0 |
| Other (FASB subscription) | \$250 | \$250 | \$250 |
| TOTAL NEW COSTS | \$6,250 | \$6,250 | \$6,250 |

Table 4: Faculty Requirements

| | First Year | | Second Year | | Third Year | |
|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|
| | Full-time | Part-time | Full-Time | Part-time | Full-Time | Part-time |
| New Faculty | 0 | 2 | 0 | 0 | 0 | 2 |
| Existing Faculty | 0 | 4 | 0 | 6 | 0 | 6 |

INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL

Following is a list of Basic Certificates (less than 29 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

College of DuPage

- Wedding Planning Management Certificate (4 credit hours)

Kishwaukee College

- Foundations of Agribusiness Certificate (25 credit hours)
- Precision Agriculture Certificate (27 credit hours)

Moraine Valley Community College

- Computed Tomography Certificate (19 credit hours)

Southeastern Illinois College

- Powersports Technology Certificate (28 credit hours)
- Taxidermy Certificate (16 credit hours)

Spoon River College

- Locomotive Mechanical Certificate (12 credit hours)

Triton College

- Basic Operations Firefighter Certificate (18 credit hours)
- Company Fire Officer Certificate (13 credit hours)
- Advanced Fire Officer Certificate (14 credit hours)
- Sterile Processing Technician Certificate (11 credit hours)

Item #10.1
March 16, 2018

UNAPPROVED

Minutes of the 428th
Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

January 19, 2018

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 19, 2018 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Vice Chair Bruce called the Board meeting to order at 9:03 a.m. and asked Ann Knoedler to call roll. The following Board members were present at this time: Jim Ayers, John Bambenek, Nick Kachiroubas, Teresa Garate, and Dustin Heuerman. A quorum was declared. NOTE: Ann Kalayil was on her way to the meeting. Laz Lopez was on the phone. Board members Suzanne Morris, Doug Mraz and Guy Alongi were absent.

Item #2 – Announcements and Remarks by Mr. Terry Bruce, Board Vice Chair

Item #2.1a - Attendance by Means other than Physical Presence

Vice Chair Bruce stated that Board Chair **Laz Lopez** is unable to attend today's meeting due to a work conflict. According to Section 7 of the Open Meetings Act, **Laz Lopez** may participate in today's meeting via conference call and the Board needs a motion to allow his attendance.

Nick Kachiroubas made a motion, which was seconded by Jim Ayers, to allow Board Chair **Laz Lopez** to participate in today's Board meeting via conference call.

The motion was approved by a unanimous voice vote.

Laz Lopez stated, for the record, he is located at his place of employment at his district office and unable to attend the Board meeting due to a work conflict.

Item #3 - Board Member Comments

There were no comments.

Item #3.1 – Illinois Board of Higher Education

John Bambenek gave a brief update on the last meeting held by the IBHE. The main focus of discussion was the budget for higher education; however, it was tabled do to some disagreement. The special meeting to conduct further discussions on the proposed budget has not yet been set.

Item #3.2 – Public Agenda Report

Teresa Garate reported the IBHE is currently working on the final stages of the Public Agenda report. The final report will hopefully be ready for the ICCB to vote on endorsing it at the March 16, 2018 Board meeting. It should be completed for the ICCB to review before the March board meeting.

Item #4 - Executive Director Report

Dr. Karen Anderson began by stating ICCB staff attended the IL General Assembly Higher Education 12 member Working Group Meeting in Chicago on December 4th. Discussions took place on issues in higher education. They also heard specific initiatives each agency is performing to improve the affordability, efficiency and effectiveness of Illinois public universities and community colleges. ICCB staff highlighted the work that has been done to improve college readiness, statewide placement agreement, dual credit, transitional math, apprenticeship programs, the workforce education strategic plan, the State goal of 60% of the adult population with a high-quality credential by 2025 (60 by 25), the statewide career agreement recently put in place, and the program approval process.

Earlier this week, ICCB staff also held the final meeting of the Adult Education and Strategic Plan Committee, which included four Representatives from the General Assembly.

As discussed at the December board meeting, the ICCB staff began the targeted recognition visit this past week at the City Colleges of Chicago and also met with Chancellor Salgado. City Colleges of Chicago has been very cooperative. Chancellor Salgado stated they had started an investigation on the pastry school prior to the article being released. CCC is very interested in implementing procedures that will prevent these kinds of issues in the future. ICCB will make recommendations and report the findings, which will be public.

* * * * *

Board member Ann Kalayil arrived at 9:37 a.m.

* * * * *

Item #4.1 – Illinois Community College Board Goals Update

It is required to give an update on the accomplishments within the board goals during the January and June Board meetings. Dr. Anderson gave an update on the progress of the Board goals.

Goal 1: Smooth the Transition for all students into and through Postsecondary Education

The focus of the last few months has been on four different areas:

- Placement policies:
 - ICCB has been engaged with the Chief Academic Officers and the Chief Student Officers to draft recommendations for placement methods and will be reviewed with the Presidents at their meeting next week
- Early college credit:
 - advanced placement - getting students to submit their scores
 - dual credit – faculty qualifications
- Remediation:
 - Continue to increase the co-requisite instruction models that have proven to be successful, reduced both remedial course hours and number of remedial students
 - STEM, quantitative literacy and statistics, and technical math

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- Postsecondary Workforce Readiness:
 - Involves transition courses, from high school into college level course-work, pilots of competency based education programs in high schools, college and career pathways endorsements that would appear on diplomas – bridging the gap funds being used – work is being aligned with the early college credit

Goal 2: Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills gap through talent pipeline management

Jennifer Foster will speak more on the following topics:

- High School Equivalency
- Workforce Strategic Plan
- Adult Education Strategic Plan
- Career pathways

Goal 3: Engage with all stakeholders to align board policies to improve student outcomes and increased access to public information on system effectiveness

- Enrollment trends and public transparency:
 - Most of the ICCB's efforts have gone toward two projects in conjunction with other state agencies:
 - Career Outcomes Tool – IL Department of Employment Security (IDES), IL Student Assistance Commission (ISAC), IL Board of higher Education (IBHE)
 - IL Postsecondary Report Card – IBHE - uniform attempt to show performance of community colleges
- Communications strategy:
 - ICCB new logo
- Statutory cleanup legislation
- IT strategic plan:
 - ICCB conducted a half-day session on IT needs – identified low cost solutions – looked at aligning the internal needs with the needs of the system

Item #5 - Committee Reports

Item #5.1 - Academic, Workforce, and Student Support

Dustin Heurman stated the committee met on Thursday, January 18th at 5:00 p.m.

- Brian Durham provided a refresher on the teach-out of the AAT (Associate of Arts in Teaching) degree that was discussed at the last committee meeting and will come to the full Board for approval.
- Nathan Wilson provided a synopsis of the Gates Early Indicators of Student Success Project that ICCB is working on. This project will help develop indicators of student success that will benefit community colleges state-wide when addressing persistence and retention. Illinois is one of four states engaged in this project (the others are TX, NY, VA).
- Jennifer Foster provided a brief synopsis of ICCB's endeavors with updating the WIOA Unified Plan that is due in March and incorporation of the Statewide Workforce Board Strategic Plan.

- Brian Durham also provided a brief synopsis of two new programs that are coming to the full Board during the meeting.
- Jeff Newell stated that the new student board member will likely be elected this afternoon and will join the Board at the March 16th meeting in Joliet.

The committee adjourned at 5:50 pm.

Item #5.1a - Associate of Arts in Teaching: Permanent Degree Program Closure

The Associate of Arts in Teaching (AAT) once had the potential to be an important stepping-stone for students seeking to become qualified teachers in Illinois. However, over the past few years, there have been many changes to teacher education requirements in Illinois, which have caused transferability concerns among postsecondary institutions. Because of these changes and other issues related to scheduling and completion numbers, colleges have advised students to enroll in traditional AA programs, thereby ensuring a more seamless transfer to four-year institutions.

After reviewing the data, consulting all the AAT granting colleges, the IBHE, and two-year and four-year faculty, ICCB staff is recommending that this degree option be permanently phased out and closed, effective February 1, 2018. As a result, no new students will be allowed to enroll into an AAT program beginning in the summer of 2018. Currently enrolled students in the program would be allowed to complete their degree requirements, provided they stay continuously enrolled and otherwise meet the appropriate enrollment requirements of their home institutions.

Dustin Heuerman made a motion, which was seconded by John Bambenek, to approve the following item:

The Illinois Community College Board hereby authorizes the ICCB staff to work with colleges to phase out and close the Associate of Arts in Teaching degree, with an initial effective date of February 1, 2018.

A roll call vote was taken with the following results:

| | | | |
|-----------------|-----|------------------|-----|
| Jim Ayers | Yea | Nick Kachiroubas | Yea |
| John Bambenek | Yea | Ann Kalayil | Yea |
| Teresa Garate | Yea | Terry Bruce | Yea |
| Dustin Heuerman | Yea | | |

The motion was approved.

Item #5.2 - Finance, Operations, and External Affairs

The Committee met on Friday, January 19th at 8:00 a.m. and discussed the following items:

- Timeliness of State payments for colleges and adult education grantees
 - Fiscal Year 2017 final payments – \$51 million outstanding
 - Fiscal Year 2018 payments – \$162 million received
- Financial Statements: Fiscal Year 2018
 - State General Funds
 - Special State Fund
 - Federal Funds
 - Bond Financed Funds

- Fiscal Year 2019 Capital Budget Request
- Spring 2018 Legislative Agenda – voting on in item #5.2a
- Administrative Rules
- Employee Handbook Update –
 - adds Sexual Harassment Policy
- Proposed Amendment to Administrative Rules
 - adds Prior Learning Assessment Rules
- Adult Education Strategic Plan Outreach

Item #5.2a - Spring 2018 Legislative Agenda

Matt Berry stated the Illinois Community College Board is requested to approve the Spring 2018 Legislative Agenda and authorize board staff to introduce legislation in the Illinois General Assembly to enact the Agenda.

Nick Kachiroubas made a motion, which was seconded by John Bambenek, to approve the following motion:

The Illinois Community College Board hereby approves the following Spring 2018 Legislative Agenda and authorizes board staff to introduce legislation to enact agenda:

1. Modernization of the Public Community College Act;
2. Community College Joint Purchasing Authority; and
3. Funds for Apprenticeships Programs (\$25 million).

A roll call vote was taken with the following results:

| | | | |
|----------------|-----|------------------|-----|
| Jim Ayers | Yea | Nick Kachiroubas | Yea |
| John Bambenek | Yea | Ann Kalayil | Yea |
| Teresa Garate | Yea | Terry Bruce | Yea |
| Dustin Heurman | Yea | | |

The motion was approved.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Community College Faculty Association

Mr. Allan Levandowski reported the annual Teaching and Learning Conference was held on November 16-17 in conjunction with the Illinois Council of Community College Administrators (ICCCA). It was the largest attended conference for either group. They plan to conduct a joint retreat to plan for the 2018 conference, which will be held on the same dates as 2017.

* * * * *

Vice Chair Bruce gave the below report for the Illinois Community College Presidents Council:

The ICCCP has not met since the December 1st Board meeting; however, here are few updates:

- The Illinois Council of Community College Presidents will hold its annual joint meeting with the Chief Academic Officers (CAOs) and the Chief Student Services Officers (CSSOs) on January 25th at Heartland Community College. The following items are on the agenda:

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- Representatives from Robbins Schwartz will present on free speech, campus demonstrations, and academic freedom relative to the national issues and today's social media.
 - Kathy Almy (ICCB) will present on the Post-Secondary and Workforce Readiness Act.
 - Dr. Judy Marwick (Harper College) will share the work by the Placement Scores Review Task Force.
 - Brian Durham (ICCB) will provide an overview on the new CAREERS Agreement.
- The ICCCP meeting is scheduled for January 26th at Heartland Community College. Dr. Al Bowman will meet with the presidents at the Presidents' Forum at 9 a.m.
 - Dr. John Avendano (President of ICCCP) met with President Larry Dietz (President of ISU and Convener of the University Presidents) to discuss issues and challenges the Illinois community college system face in higher education in Illinois. There is hope to continue discussions with a broader group of respective community college presidents and university presidents.
 - Other issues that will continue to be discussed include dual credit by the universities, recruitment relative to the CAREERS Agreement, changes within IBHE and recognition/support/acknowledgement of community colleges, and, of course, the budget for FY19.

* * * * *

The Board took a break at 10:16 a.m.

Chair Lopez left the meeting at 10:16 a.m.

The Board returned from break at 10:28 a.m.

* * * * *

Item #7 – Focus on Board Goals

Item #7.1 - Adult Education Strategic Plan Update

The Adult Education Strategic Plan aligns with Board Goal #2.

Senate Joint Resolution (SJR) 40 created the Statewide Task Force on the Future of Adult Education and Literacy within the Illinois Community College Board. The charge of the task force is to develop a strategic plan for Adult Education. The twenty-nine member task force includes representatives from the Illinois Community College Board, the Office of the Governor, Members of the General Assembly, state agencies, educational partners that includes adult education, community colleges, and career technical education, and the philanthropic community. The task force is chaired by Dr. Karen Hunter Anderson.

The Adult Education Strategic Plan Task Force held meetings between October 2017 and January 2018 in the development of a five year Strategic Plan. The Task Force developed a draft strategic plan that was made available to wide audience for comment and feedback. Four goals were identified by the taskforce in the draft report. They include:

Goal #1: Improve Outcomes by Scaling Effective Models and Strategies Across the System

Goal #2: Increase Postsecondary Transitions and Credential Attainment

Goal #3: Strengthen College and Career Readiness

Goal #4: Develop Life-long Career Pathways Systems & Enabling Technologies

The final report is due to the Governor and General Assembly on January 31, 2018. A link to the draft report is available at:

https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/ICCB_AE_Strategic_Plan_Draft_1-4-18.pdf.

The next steps include:

- Develop Action Strategies and Timelines: February through April 2018
- Submit Final Report to the Board: June 2018
- Effective Date: July 1, 2018 – June 30, 2023

- Develop an awareness campaign:
 - Spring
 - Targeted Executive Summary
 - Capitol Press Conference with Legislators (Early February)
 - Press Release
 - Newspaper Editorials Around State (in cooperation with local providers)
 - Present at P-20 Council & IWIB
 - Summer:
 - Presentation to Business & Industry Groups/Conferences
 - Fall:
 - Adult Education Week
 - Assign/Develop Activities Across the State to Celebrate Adult Education Week – Highlight Strategic Plan
 - Examples could include – Adult Education Job Fair, Legislative Tours, Provider Events
 - Social Media / Press / Public Communication that Highlights Student Stories

- Develop a crosswalk between other plans: February – April 2018
- Provide Professional Development and Training Opportunities to the field: April – December 2018

Item #7.2 - High School Equivalency Alternative Credentialing Methods Update

The work being done with the High School Equivalency Alternative Credentialing Methods also aligns with Board Goal #2.

In 2015, the Illinois Community College Board (ICCB) approved the recommendations of the High School Equivalency (HSE) Taskforce to adopt and make available statewide three assessments to certify the receipt of an Illinois High School Equivalency Certificate. These include: GED®, HiSet®, and the TASC®. The Taskforce also provided an additional recommendation to form an HSE Alternative Credentialing Methods (ACM) Taskforce to investigate other ways in which an Illinois High School Equivalency Certificate could be granted.

In January 2017, the Illinois Community College Board approved the following recommendations from the Alternative Credentialing Methods Taskforce:

1. To create an alternative HSE credential based on a candidate's high school transcript/HSE credit.
 2. To create an alternative HSE credential based on a candidate's post-secondary credit.
 3. To create an alternative HSE credential based on a candidate's foreign diploma.
 4. To create a competency based education alternative HSE credential but use a working group to further investigate the criteria and requirements.
- Established three Assessments for measuring High School Equivalency (July 1, 2016)
 - GED®
 - HiSET®
 - TASC™

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- Establish three Alternative Credentialing Methods (July 1, 2018)
 - High School Equivalency (HSE) Certificate –High School or HSE Credit
 - High School Equivalency (HSE) Certificate – Post-Secondary or HSE Credit
 - High School Equivalency (HSE) Certificate – Foreign Diploma or HSE Credit
- Provide Professional Development in May – June 2018
 - Train approximately 35 Regional Offices of Education
 - Train approximately 81 Adult Education Providers
- Pilot Competency Based Instruction (Fall)
 - Release application and process
 - Select three to five Programs (1st Cohort)
- Develop Evaluation Process Summer –through Fall 2018
- Develop Professional Development and Training – Summer through Early Fall 2018
- Analyze 1st Quarter data- March 2019
- Make Revisions

Item #8 – New Units of Instruction

Item #8.1 – Lewis and Clark Community College and Illinois Valley Community College

John Bambenek made a motion, which was seconded by Teresa Garate, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

Illinois Valley Community College

- Agronomy Associate in Applied Science (A.A.S.) degree (60 credit hours)

Lewis & Clark Community College

- Web Design & Development Associate in Applied Science (A.A.S.) degree (60 credit hours)

The motion was approved by a unanimous vote voice.

Item #9 - Adoption of Minutes

Item #9.1 - Minutes of the December 1, 2017 Board Meeting

Ann Kalayil made a motion, which was seconded by Dustin Heuerman, to approve the following motion:

The Illinois Community College Board hereby approves the Board minutes of the December 1, 2017 meeting as recorded, including the following amendment: Board member Kachiroubas requested his location during the meeting be removed from the minutes.

The motion was approved by a unanimous vote voice. Teresa Garate abstained.

Item #10 – Consent Agenda

10.1 Fiscal Year 2019 Capital Budget Request

Nick Kachiroubas made a motion, which was seconded by John Bambenek, to approve the following motion:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2019 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;
2. Authorizes the submission of the request to the Governor’s Office of Management and Budget, the Illinois Board of Higher Education, and the Illinois General Assembly; and
3. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

A roll call vote was taken with the following results:

| | | | |
|-----------------|---------|------------------|---------|
| Jim Ayers | Yea | Nick Kachiroubas | Yea |
| John Bambenek | Yea | Ann Kalayil | Yea |
| Teresa Garate | Yea | Terry Bruce | Abstain |
| Dustin Heuerman | Abstain | | |

The motion was approved. Dustin Heuerman and Terry Bruce abstained.

10.2 Employee Handbook Update: Sexual Harassment Policy

John Bambenek made a motion, which was seconded by Ann Kalayil, to approve the following motion:

The Illinois Community College Board hereby approves the adoption of the following Sexual Harassment Policy for inclusion in the ICCB Employee Guidebook.

The motion was approved via unanimous voice vote.

10.3 Cooperative Agreements

10.3a Lake Land College and Illinois Department of Corrections

Jim Ayers made a motion, which was seconded by Nick Kachiroubas, to approve the following motion:

The Illinois Community College Board hereby approves Lake Land College to enter into negotiations with the home district of each correctional facility listed in this item and with the IDOC to offer educational services to the listed correctional institutions.

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A roll call vote was taken with the following results:

| | | | |
|-----------------|---------|------------------|---------|
| Jim Ayers | Yea | Nick Kachiroubas | Yea |
| John Bambenek | Yea | Ann Kalayil | Yea |
| Teresa Garate | Yea | Terry Bruce | Abstain |
| Dustin Heuerman | Abstain | | |

The motion was approved. Dustin Heuerman and Terry Bruce abstained.

Item #11 - Information Items

There was no discussion.

Item #11.1 - Fiscal Year 2018 Financial Statements

Item #11.2 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #11.2a - Prior Learning Assessment

Item #12 - Other Business

There was no other business.

Item #13 - Public Comment

There was no public comment

Item #14 – Executive Session

The Board did not enter into Executive Session.

Item #15 - Executive Session Recommendations

There were no recommendations made.

Item #16 - Adjournment

The Board adjourned the Board meeting at 11:36 a.m.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**

**Public Information, Rulemaking and Organization
(ACTION REQUIRED)**

As part of a review of administrative rules, the Board is making changes to reflect current operating procedures, incorporate adopted board policy on board member attendance by means other than physical presence, and streamline administrative rulemaking processes. The rule changes were submitted to the Board for discussion only in September 2017.

The proposed amendments were published in in the *Illinois Register* on February 2, 2018 for the formal public comment period. The Board has received no public comments.

The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for adoption prior to formal submission to Joint Committee on Administrative Rules (JCAR) for final approval. These amendments reflect minor revisions to the September 2017 discussion document to clarify language in response to JCAR staff review.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendment in accordance with the Illinois Administrative Procedures Act

BACKGROUND

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Section 5-15 of the Illinois Administrative Procedure Act requires that each agency maintain as rules certain types of basic information about the agency and its rulemaking process. For example, the agency must include a description of its organizational structure; procedures by which the public can obtain information concerning the agency's programs, and a current description of the agency's rulemaking procedures and research tools for its body of rules.

As part of a review of administrative rules, the Board is making changes to reflect current operating procedures, incorporate adopted board policy on board member attendance by means other than physical presence, and streamline administrative rulemaking processes. This review will ensure that the rules are still relevant and up to date. The Administrative Rules had not been formally reviewed for more than five years. The Board is also revising its rulemaking processes to streamline the adoption of Administrative Rules changes.

TITLE 2: GOVERNMENTAL ORGANIZATION
SUBTITLE F: EDUCATIONAL AGENCIES
CHAPTER VIII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 5175
PUBLIC INFORMATION, RULEMAKING AND ORGANIZATION

SUBPART A: PUBLIC INFORMATION

Section

[5175.20](#) [Appearance at ICCB Meetings](#)

5175.30 Information Request

[5175.40](#) [Minutes of Closed Sessions](#)

SUBPART B: RULEMAKING

Section

5175.140 ICCB Rules

SUBPART C: ORGANIZATION

Section

[5175.200](#) [Organization of the Illinois Community College Board](#)

[5175.210](#) [Board Member Attendance by Means Other Than Physical Presence](#)

5175.220 Organization of ICCB Staff

[5175.APPENDIX A](#) [Organization Chart](#)

AUTHORITY: Implementing Section 5-15 of the Illinois Administrative Procedure Act [5 ILCS 100] and authorized by Section 2-4 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118 effective November 22, 1982; recodified at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 6033, effective April 24, 1984; amended at 42 Ill. Reg. _____, effective _____.

SUBPART A: PUBLIC INFORMATION

[Section 5175.20](#) [Appearance at ICCB Meetings](#)

- a) [Persons desiring to address the Board shall make a written request to the Executive Director at least five business days prior to the meeting, provided that, with respect to any emergency meeting, the person desiring to address the Board shall make a written request at least one business day prior to the date of the emergency meeting. Any request to address the Board must include the name, telephone number or e-mail contact information, and street address of the person](#)

requesting to address the Board. The request shall also include the name and street address of the college, organization or group to be represented by the person, if any, and a description of the topic to be presented.

- b) The written notice requirement may be waived by the Chair.
- c) The Chair (or other presiding officer) may impose appropriate time limits on presentations or public comments. The presiding officer's decision to limit a presentation or comment shall be based on criteria including, but not limited to, the total time available for the Board's deliberations, the number of persons seeking to appear before the Board, and the potential for redundancy in the comments being presented.
- d) All presenters are encouraged to submit their presentations in writing.

(Source: Added at 42 Ill. Reg. _____, effective _____)

Section 5175.30 Information Request

Any person seeking information or wishing to make a request of the Illinois Community College Board (ICCB) may do so by contacting the ICCB Executive Director at 401 East Capitol Avenue~~509 South Sixth Street, Room 400~~, Springfield, Illinois 62701.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 5175.40 Minutes of Closed Sessions

The Board will review its closed session minutes in March and September of each year to determine if those minutes, or part of those minutes, may be released as public documents. The Board Chair and Vice-Chair, prior to the March and September meetings, will review the minutes of all closed sessions conducted during the previous six months and make a recommendation for action to the Board based on the relevant provisions of the Public Community College Act [110 ILCS 805], the Freedom of Information Act [5 ILCS 140], and the Open Meetings Act [5 ILCS 120].

(Source: Added at 42 Ill. Reg. _____, effective _____)

SUBPART B: RULEMAKING

Section 5175.140 ICCB Rules

- a) Initiation of new or amended rules or the repeal of existing rules will begin at the direction of the Board~~ICCB~~ or its~~the~~ Executive Director, or when required by State~~state~~ statute or court decision.
- b) The public and advisory organizations may propose the development,

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amendment, or repeal of a rule by writing ~~either~~ to the ICCB ~~Chairperson or~~ Executive Director at ~~401 East Capitol Avenue~~~~509 South Sixth Street, Room 400,~~ Springfield, Illinois 62701. The written statement should cite the specific rule to be amended or repealed or should state proposed specific language for a new rule. Reasons for the proposal shall be included.

- c) Proposed new rules, amendments or repealers will be presented as information at an open public meeting of the Board prior to publication in the Illinois Register.
- d) Following presentation to the Board, proposed rules, amendments or repealers will be published in the Illinois Register. During the 45-day First Notice period, interested persons or agencies may provide public comment.
- e) Proposed new rules, amendments or repealers that have met the requirements for public input will be presented to the Board for approval. Thereafter, the Board shall direct the Executive Director or his or her designee to submit proposed rules, amendments or repealers for review by the Joint Committee on Administrative Rules (JCAR) during the Second Notice period.
- f) At the end of the Second Notice period, if no objections are received from JCAR, ICCB may adopt the rules or any modifications in accordance with the Illinois Administrative Procedure Act (IAPA) [5 ILCS 100]. If ICCB receives an objection from JCAR during the Second Notice period, the Executive Director shall present the objection to the Board at its next meeting for consideration.
- ge) The Executive Director may, without Board approval, promulgate shall file emergency and peremptory rules in accordance with the IAPA as required. Emergency and peremptory rules shall be presented as information to the Board at its next regularly scheduled meeting.
- d) ~~The Executive Director shall inform the ICCB and advisory organizations of proposed new or amended rules at least thirty (30) days in advance of required Board action and within thirty (30) days after an emergency or peremptory filing.~~
- e) ~~The Executive Director shall be responsible for the promulgation of proposed and adopted rules as required by law and as directed by the ICCB.~~

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART C: ORGANIZATION

[Section 5175.200 Organization of the Illinois Community College Board](#)

- a) The Illinois Community College Board was created by the Illinois Public Community College Act. Board members are appointed by the Governor with the

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advice and consent of the Senate, with the exception of one student member appointed by the Student Advisory Committee (see 110 ILCS 805/2-1).

- b) The Governor designates one member of the Board, other than the student member, to serve as Chair (see 110 ILCS 805/2-3).
- c) The Vice-Chair shall be elected by a vote of the Board for an annual term beginning July 1. An election for Vice-Chair shall occur before the end of June each year at a regular Board meeting.
- d) The Chair of the Board presides at Board meetings. The Vice-Chair shall preside at all meetings in the absence of the Chair. In the absence of the Chair and Vice-Chair, a member designated by the Chair shall preside for that meeting only.
- e) To the extent practicable, the Board shall convene at least four times per year. The annual meeting schedule shall be adopted by the Board at its last meeting of the fiscal year for the following calendar year. The meeting calendar shall be posted on ICCB's website. All Board meetings shall be conducted in accordance with Section 1.01 of the Open Meetings Act.
- f) A special meeting to discuss matters that require consideration or action before the next regularly-scheduled meeting of the Board may be called by the Chair, by the Vice-Chair in the event the Chair is unavailable, or upon written notice signed by at least three members of the Board. All Board members shall be provided with written notice of the time, purpose and location of any special meeting at least five days before the date of the meeting (see 110 ILCS 805/2-3). Matters for consideration at a special meeting are limited to those matters described in the notice.
- g) Six members of the Board constitutes a quorum. All official acts of the Board require a majority vote in a meeting at which a quorum is present, except that approval of a new unit of instruction, research, or a public service for a community college shall require the approval of a majority of all members of the Board [110 ILCS 805/2-3].
- h) Members of the Board serve without compensation, but shall be reimbursed for expenses incurred in performing their duties, in accordance with the rules and guidelines of the Higher Education Travel Control Board (80 Ill. Adm. Code 2900).

(Source: Added at 42 Ill. Reg. _____, effective _____)

Section 5175.210 Board Member Attendance by Means Other Than Physical Presence

- a) If a quorum of the members of the Board or any committee of the Board is physically present for a meeting, as required by Section 2.02 of the Illinois Open

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Meetings Act, a majority of the Board or committee of the Board, as the case may be, may allow a physically absent member to attend the meeting by video or audio conference if the member is prevented from physically attending because of the following:

- 1) Personal illness or disability;
 - 2) Employment purposes or the business of the ICCB; or
 - 3) Family or other emergency.
- b) Any Board member wishing to attend a meeting by other means shall notify the Board Secretary before the meeting unless advance notice is impractical.

(Source: Added at 42 Ill. Reg. _____, effective _____)

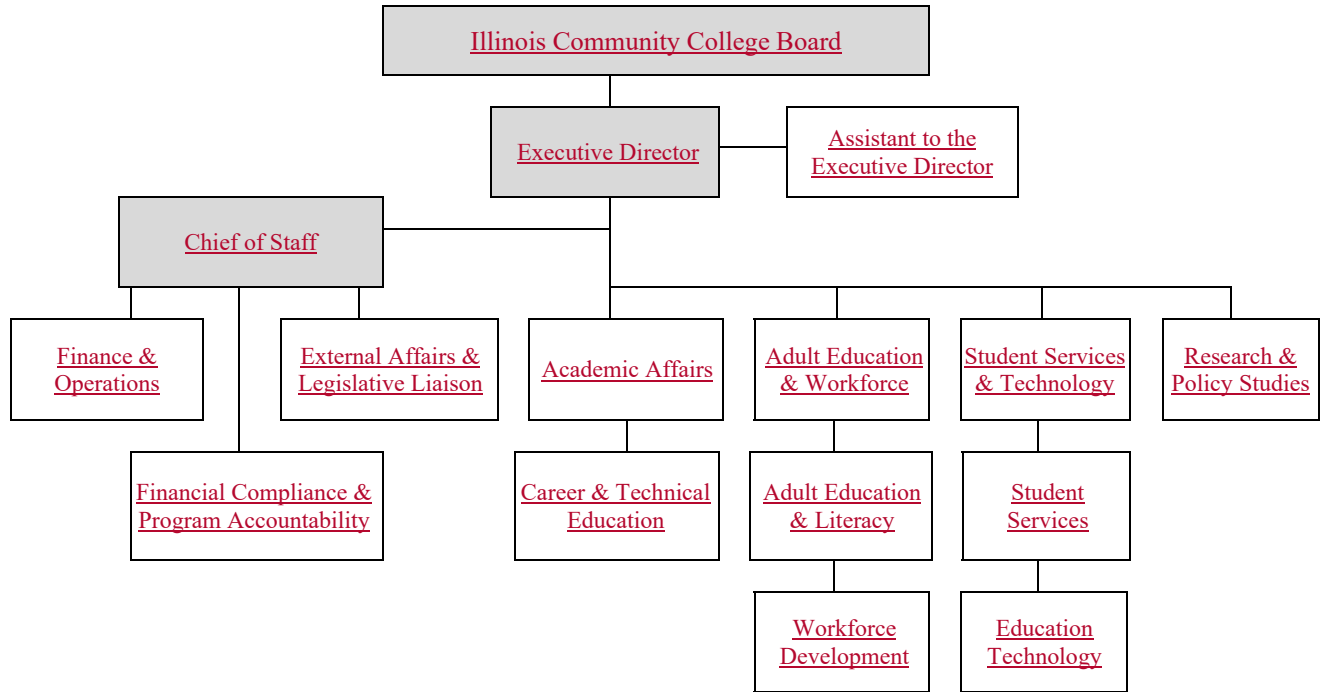
Section 5175.220 Organization of ICCB Staff

~~The Board is supported by a staff headed by an Executive Director. The organizational structure is illustrated by function on the chart in Appendix A. The ICCB staff is organized into the following three (3) administrative divisions for the purpose of conducting the agency's business:~~

- ~~a) Agency Division, which includes policy and rule administration, legislation, internal auditing, and overall supervision of ICCB functions.~~
- ~~b) Operations Division, which includes finance and facilities, planning and research, and internal fiscal administration functions.~~
- ~~c) Programs Division, which includes curricular, student services, and management information system functions.~~

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 5175.APPENDIX A Organization Chart



(Source: Added at 42 Ill. Reg. _____, effective _____)

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SPRING 2018 LEGISLATIVE REPORT

Matt Berry will provide a complete legislative report and list of bills at the Board meeting, which will reflect the most current legislative activity.

Illinois Community College Board

FINAL ADULT EDUCATION STRATEGIC PLAN REPORT

“Expanding Career Pathway Opportunities in Adult Education”

The Illinois Community College Board (ICCB), on behalf of the Statewide Taskforce on the Future of Adult Education, submitted the final Adult Education Strategic Plan, “Expanding Career Pathway Opportunities in Adult Education”, to the Governor and General Assembly on January 31, 2018.

Senate Joint Resolution (SJR) 40 created the Statewide Task Force on the Future of Adult Education and Literacy within the Illinois Community College Board. A twenty-nine member task force included representatives from the Illinois Community College Board, the Office of the Governor, Members of the General Assembly, state agencies, educational partners that includes adult education, community colleges, and career technical education, and the philanthropic community. The task force was chaired by Dr. Karen Hunter Anderson.

The charge of the Task Force was to develop a strategic plan that included a vision statement, guiding principles, as well as goals and objectives for adult education.

VISION STATEMENT:

In partnership with other stakeholders, we will create learning opportunities that align with statewide education, training, and employment strategies to ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways.

STRATEGIC PLAN GUIDING PRINCIPLES:

- Responsiveness and Access
- Innovation
- Collaboration and Alignment
- Professional Development and Training
- Accountability
- Technology

STRATEGIC PLAN GOALS:

- Goal #1: Improve Outcomes by Scaling Effective Models and Strategies across the System
- Goal #2: Increase Postsecondary Transitions and Credential Attainment
- Goal #3: Strengthen College and Career Readiness
- Goal #4: Develop Life-long Career Pathways Systems & Enabling Technologies

The Adult Education Strategic Plan is a five year plan spanning from 2018 - 2023. Implementation of the plan will begin July 1, 2018.

The full plan as well as an executive summary is available at:

- https://www.iccb.org/iccb/wp-content/pdfs/adulted/strategic_plan/ICCB_Adult_Education_Strategic_Plan_2018-2023.pdf
- https://www.iccb.org/iccb/wp-content/pdfs/adulted/strategic_plan/Strategic_Plan_for_Adult_Education_Executive_Summary.pdf



PROCLAMATION

WHEREAS, founded as Kishwaukee College in 1968, Kishwaukee College has become one of 48 community colleges in the State of Illinois, educating over 5,000 students annually on its campus; and

WHEREAS, this year marks the 50th anniversary of Kishwaukee College—an important milestone for this honored institution; and

WHEREAS, Kishwaukee College is ranked in the top 150 among community colleges in the United States by Aspen Institute; and

WHEREAS, Kishwaukee College has had a remarkable history in Illinois higher education, offering career preparation, university transfer, continuing education, and workforce development; and

WHEREAS, Kishwaukee College works with local K-12 partners to offer dual credit and college preparation; and

WHEREAS, Kishwaukee College offers an affordable tuition at a fraction of the cost of Illinois universities

WHEREAS, Kishwaukee College provides students with a personal learning atmosphere with a 17:1 student-instructor ratio; and

WHEREAS, Kishwaukee College works to enhance the local workforce by providing well-trained and educated professionals that add to the tax-base of the local district and become vibrant members of the community and State; and

WHEREAS, we wish Kishwaukee College many more years of success and look forward to seeing what the future holds for this great community resource,

NOW, THEREFORE, THE ILLINOIS COMMUNITY COLLEGE BOARD DOES HEREBY PROCLAIM 2018 TO BE THE YEAR OF KISHWAUKEE COLLEGE.

Lazaro Lopez, Ed.D.
Chairman

Karen Hunter Anderson, Ph.D.
Executive Director

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**

Exemption to Administrative Rules for program with an intensified or accelerated schedule (Future Consideration)

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

The Administrative Rules are being amended to provide an exemption to the Board's rules on course credit hours and midterm class lists certifications for students who participate in an approved program with an intensified or accelerated schedule. Students in intensified or accelerated courses may demonstrate proficiency by meeting specific competencies based upon individualized assessments that conform to industry standard learning outcomes depending upon the specific business and industry area.

Students may meet these competencies at different times and at a different pace than their peers, thus warranting an exception to the requirements on community college course contact hours. The section on midterm class rosters is also amended to allow for final rosters to be used for approved accelerated courses. Accelerated courses may have open entry and open exit allowing students to start and end on different dates depending on their competency levels. The midterm date will be unknown and different for each student. This rule will allow colleges to use the final grade roster for specific courses approved by ICCB.

The rule changes are being submitted to the Board for discussion prior to publication in the *Illinois Register* for the formal public comment period. They will be brought to the Board for approval before submission to JCAR for final approval.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

| Section | |
|----------|----------------------------------------------------------|
| 1501.101 | Definition of Terms and Incorporations by Reference |
| 1501.102 | Advisory Groups |
| 1501.103 | Rule Adoption (Recodified) |
| 1501.104 | Manuals |
| 1501.105 | Advisory Opinions |
| 1501.106 | Executive Director |
| 1501.107 | Information Request (Recodified) |
| 1501.108 | Organization of ICCB |
| 1501.109 | Appearance at ICCB Meetings |
| 1501.110 | Appeal Procedure |
| 1501.111 | Reporting Requirements (Repealed) |
| 1501.112 | Certification of Organization (Repealed) |
| 1501.113 | Administration of Detachments and Subsequent Annexations |
| 1501.114 | Recognition |

SUBPART B: LOCAL DISTRICT ADMINISTRATION

| Section | |
|----------|-----------------------------------------|
| 1501.201 | Reporting Requirements |
| 1501.202 | Certification of Organization |
| 1501.203 | Delineation of Responsibilities |
| 1501.204 | Maintenance of Documents or Information |
| 1501.205 | Recognition Standards (Repealed) |

SUBPART C: PROGRAMS

| Section | |
|----------|----------------------------------------------------|
| 1501.301 | Definition of Terms |
| 1501.302 | Units of Instruction, Research, and Public Service |
| 1501.303 | Program Requirements |
| 1501.304 | Statewide and Regional Planning |
| 1501.305 | College, Branch, Campus, and Extension Centers |
| 1501.306 | State or Federal Institutions (Repealed) |
| 1501.307 | Cooperative Agreements and Contracts |
| 1501.308 | Reporting Requirements |

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- 1501.309 Course Classification and Applicability
- 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines

SUBPART D: STUDENTS

Section

- 1501.401 Definition of Terms
- 1501.402 Admission of Students
- 1501.403 Student Services
- 1501.404 Academic Records
- 1501.405 Student Evaluation
- 1501.406 Reporting Requirements

SUBPART E: FINANCE

Section

- 1501.501 Definition of Terms
- 1501.502 Financial Planning
- 1501.503 Audits
- 1501.504 Budgets
- 1501.505 Student Tuition
- 1501.506 Published Financial Statements
- 1501.507 Credit Hour Claims
- 1501.508 Special Populations Grants (Repealed)
- 1501.509 Workforce Preparation Grants (Repealed)
- 1501.510 Reporting Requirements
- 1501.511 Chart of Accounts
- 1501.514 Business Assistance Grants (Repealed)
- 1501.515 Advanced Technology Equipment Grant (Repealed)
- 1501.516 Capital Renewal Grants
- 1501.517 Retirees Health Insurance Grants (Repealed)
- 1501.518 Uncollectible Debts (Repealed)
- 1501.519 Special Initiatives Grants
- 1501.520 Lincoln's Challenge Scholarship Grants
- 1501.521 Technology Enhancement Grants (Repealed)
- 1501.522 Deferred Maintenance Grants (Repealed)
- 1501.523 Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section

- 1501.601 Definition of Terms
- 1501.602 Approval of Capital Projects
- 1501.603 State Funded Capital Projects
- 1501.604 Locally Funded Capital Projects

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- 1501.605 Project Changes (Repealed)
- 1501.606 Progress Reports (Repealed)
- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section

- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

SUBPART H: PERSONNEL

Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leaves

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805/Arts. II and III and 6-5.3].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill.

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Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. _____, effective _____.

SUBPART C: PROGRAMS

Section 1501.309 Course Classification and Applicability

- a) **Course Classification.** Information on courses for which credit is to be awarded shall be submitted to ICCB on forms provided by ICCB in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.
- b) **Course Credit Hour Determination.**
 - 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.
 - 2) Courses with students participating in lecture/discussion oriented instruction will be assigned one semester credit hour or equivalent for each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

- 3) Courses in which students participate in laboratory/clinical-laboratory oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.
- 4) Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester hour credit or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

5) Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the contact hour requirements of this subsection.

- c) **Course Syllabus.** A syllabus shall be developed and maintained for each credit course and shall be available to the public and students upon request. A syllabus contains the description of the course, specific objectives of the course, a topical outline, and the method for evaluating student performance.
- d) **Course Applicability.** All credit courses must be part of an approved unit of instruction (pursuant to Section 1501.302), and the approved unit of instruction for each course shall be indicated on the college's ICCB MIS Course Master File.
 - 1) **Lower-division Baccalaureate Courses.** Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a Statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:
 - A) at least three Illinois public universities, or

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- B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or
 - C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.
- 2) Remedial Course Credit. No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.
 - 3) Adult Basic Education Course Credit. No adult basic education course credit is applicable to degrees or to certificates, except the Adult Basic Education Certificate.
 - 4) Adult Secondary Education Course Credit. No adult secondary or college preparatory education course credit is applicable to degrees or certificates, except the Adult Secondary Education Certificate.
 - 5) General Studies Course Credit. General studies course credit is applicable only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.
- e) Special Upper-Division Courses.
 - 1) A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. Such courses will be eligible for ICCB grants, if they meet all other criteria.
 - 2) If at least three public universities in Illinois agree, or if a public university which is the principal recipient of transfers from the community college agrees, certain special courses taught at the upper-division level may be offered by a college and be eligible for ICCB grants, provided they meet all other criteria.
 - f) Independent Study. Independent Study course credit shall not exceed 25 percent of the credit hour requirements for a student to earn an associate

degree. The topic of an independent study course shall be listed on the student's permanent academic record.

- g) Internships. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student prior to, or are taken by the student concurrently with, such experience.
- h) Courses Approved as Repeatable.
 - 1) Courses in which the content varies from term to term or from student to student (e.g., independent study, special topics, and internship courses) or in which a student is expected to gain increased depth of knowledge and skill through repetition (e.g., music, speech, theatre, and journalism performance or production courses) shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four semesters (or six quarters);
 - B) The method of determining the amount of credit to be awarded for each section of the course, for each term, or for each student is specified in the college's catalog, on the course syllabus, and on the course classification form, and the subject matter and number of credits for which the student enrolled is specified on the student's permanent academic record;
 - C) The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of related courses; and
 - D) The total number of credit hours for a single course or for a combination of related courses that are applicable to degree or certificate completion does not exceed the maximums

established in subsection (e) governing independent study, subsection (b) governing credit hour determination, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.

- 2) A vocational skill course that persons employed in an occupation or vocation must retake periodically by law in order to maintain employment shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The content of the course is determined by law and does not change from one year to the next, and
 - B) A copy of the law (or regulation administering it) and a course syllabus accompany the course classification form requesting repeatability.
- 3) An adult basic, adult secondary, or a remedial education course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) No discrete module is repeated more than three times,
 - B) The title of each module completed and the grade received is permanently recorded on the student's permanent academic record, and
 - C) The content and number of credit hours for each discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by the ICCB.
- 4) An adult basic, adult secondary or a remedial education course that is not organized into discrete modules shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, i.e., repeatable three times.

- B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus.
- C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

SUBPART F: FINANCE

Section 1501.507 Credit Hour Claims

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each term in a format used by ICCB.
- b) Course Requirements. Courses that produce credit hours eligible for ICCB grants shall satisfy the following requirements:
 - 1) Courses shall be offered for the number of credit hours for which they are approved by ICCB.
 - 2) Courses that have variable credit hours shall be claimed in specified increments only up to the maximum credit value approved for the course.
 - 3) Course data shall be posted to the permanent academic record of each student claimed.
 - 4) Courses shall be a part of units of instruction that have been approved by ICCB, or the courses must be authorized extensions of existing units of instruction.
 - 5) Courses shall have specific written objectives.
 - 6) A course outline shall be available for review by any student or citizen.
 - 7) Courses shall have a method of evaluating student performance that follows the adopted college grading system.

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- 8) Courses shall follow the adopted college policies on student tuition.
- 9) The following categories of physical education courses shall be the only ones to produce eligible credit hours:
 - A) Elective physical education courses;
 - B) Required courses for majors and minors in physical education, recreational leadership, and related programs;
 - C) Physical education courses in teacher education programs as required by the State Educator Preparation and Licensure Board.
- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to ICCB. The criteria utilized by ICCB for exceptions shall include:
 - A) documentation of need for an intensified or accelerated schedule;
 - B) student population identified with testing and/or screening to indicate special needs and/or competencies;
 - C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
 - D) time period of instructional activity and projected termination date;
 - E) procedures to evaluate the accelerated instructional activity.
- 11) Dual Credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet the following requirements:

- A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.

- B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS), these qualifications shall include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

- C) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.

- D) Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same

course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.

- E) **Course Offerings.** Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.
 - F) **Course Requirements.** The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
 - G) **Concurrent Credit.** The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.
- c) **Student Requirements.** The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.
 - 2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.
 - 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.

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- 4) Students shall be residents of the State of Illinois.
- 5) Auditors or visitors in a course shall not produce eligible credit hours.
- 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
 - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time;
 - B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time;
 - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program;
 - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area; or
 - E) If a course has been approved by ICCB to be repeated, the student may repeat the course and be claimed as often as approved by ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
 - 1) Credit by examination;
 - 2) Military service credit for physical education;

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- 3) Transfer of credit earned at other institutions or in the armed forces;
 - 4) Proficiency examinations;
 - 5) Advanced placement credits;
 - 6) Other methods of program acceleration that do not include instruction.
- e) Midterm Class List Certification Requirements
- 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for State funding eligibility or ineligibility.
 - 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class, as indicated by that instructor's midterm certification signature.
 - 3) The college shall document and communicate district requirements to faculty each semester.
 - 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.
 - 5) Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the midterm class list requirements of this subsection provided that a final class list is provided.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**

**Implement of Public Act 100-0514,
Alternate Route to High School Diploma for Adult Learners
(Future Consideration)**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Public Act 100-0514, approved by the Governor on September 22, 2017, amends the School Code and authorizes eligible applicants (defined as a community college, non-profit entity in partnership with a regional superintendent of schools, the chief administrator of an intermediate service center that has the authority to issue a high school diploma, or the Chicago school district) to design a high school diploma program for adult learners. The amendment requires eligible applicants to apply for approval of the Program from the ICCB.

Pursuant to the Alternate Route to High School Diploma for Adult Learners Program, the proposed rules establish policies and procedures for the application and approval of eligible providers to provide the Program. The rules also establish reporting requirements and a revocation and appeals processes.

The rule changes are being submitted to the Board for discussion prior to publication in the *Illinois Register* for the formal public comment period. They will be brought to the Board for approval before submission to JCAR for final approval.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1506
HIGH SCHOOL DIPLOMA FOR ADULT LEARNERS

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AUTHORITY: Implementing and authorized by Section 3-15.12a of the School Code [105 ILCS 5/3-15.12a].

SOURCE: Adopted at 42 Ill. Reg. _____, effective _____.

Section 1506.100 Purpose

The School Code [105 ILCS 5/3-15.12a) provides eligible applicants with a process for attaining the authority to award a high school diploma to adult learners. This Part sets forth the rules for eligible applicants to apply for approval from the Illinois Community College Board to award a high school diploma to adult learners.

Section 1506.200 Definitions

“Adult Learner” means a person ineligible for reenrollment under subsection (b) of section 26-2 of the School Code and 34 CFR 300.102.

Board” means the Illinois Community College Board.

“Career and Technical Education or CTE” means organized educational programs of study that prepare students for employment in a specific field and should be aligned with related secondary and/or upper-division programs that require a common knowledge and skill set.

"Dual Credit" means an instructional arrangement in which an academically qualified student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit.

“Eligible Applicant” means an entity listed in Section 1506.300.

“High School Diploma for Adult Learners, or Program” means a program approved to operate under the School Code [105 ILCS 5/3-15.12a) that provides a program of alternative study to adult learners leading to the issuance of a high school diploma.

“Illinois Adult Education Content Standards” means basic reading, language arts, mathematics, and writing standards for adult learners approved by the Illinois Community College Board. These standards are aligned with the Illinois Learning Standards.

“Illinois Learning Standards” means academic standards approved by the Illinois State Board of Education that define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling.

Section 1506.300 Eligible Applicants

- a) Applicants must be one of the following entities:
 - 1) A community college established and operating under the authority of the Public Community College Act.
 - 2) A non-profit entity in partnership with the regional superintendent of schools.
 - 3) A chief administrator of an intermediate service center that has the authority, under rules adopted by the State Board of Education, to issue a high school diploma.
 - 4) A school district in a city of over 500,000 inhabitants (105 ILCS 5/34).
- b) Applicants must provide documentation in accordance with Section 1506.300 (b) demonstrating that the applicant is or has been unable to establish an agreement with a secondary or unit school district in which the eligible applicant is located to provide a program in which students who successfully complete can receive a high school diploma from their districts of residence. This subsection does not apply to a school district applicant.

Section 1506.400 Application Process

- a) An application from an eligible applicant for a high school diploma program for adult learners shall be submitted electronically to the Illinois Community College Board on forms prescribed by the Board.
- b) Each application submitted to the Board shall include:

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- 1) Cover Packet
 - A) Contact information, including the Chief Executive Officer, the Program Director, and Fiscal Officer or the equivalent.
 - B) A letter from the eligible applicant, other than a school district, that indicates that an agreement cannot be reached between the eligible applicant and a secondary or unit school district in the area. The letter must summarize the discussion and the dates as well as the reason(s) an agreement could not be established. Additional documentation may also be included (i.e., minutes of meetings).
- 2) Proposal Narrative
 - A) Statement of Need:

Describe the demographic, socioeconomic, and employment trends for the proposed service area including labor market and education attainment data that demonstrates a need for the Program.
 - B) Mission and Structure:
 - i) Describe the eligible applicant's mission and past history in serving the adult population.
 - ii) Describe the administrative structure of the Program.
 - iii) Describe the financial commitments to support the Program and ensure that outcomes and goals are met.
 - C) Instructional Program Design and Activities:
 - i) Describe the instructional activities including the curriculum, program sequence, and multidisciplinary courses. Include any online or technology based curriculum that will be used.
 - ii) Describe the Program and its connection with the Illinois Learning Standards and Illinois Adult Education Content Standards.
 - iii) Describe the intensity, duration and frequency of the activities, including but not limited to the times and location.
 - iv) Describe the plans to deliver a system of career pathways that includes career and technical education courses that lead to industry recognized certifications in high growth

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and in-demand industry sectors identified through labor market analysis or dual credit courses from a regionally accredited postsecondary educational institution consistent with the Dual Credit Quality Act. The Program may partner with a community college district in the area of services to provide career and technical education courses that lead to industry recognized certifications.

D) Partnerships and Collaboration:

- i) Describe established educational partnerships and collaborations including with regional offices of education, school districts and community college district in the area.in the delivery of the Program
- ii) Describe connections to the community that will enhance the ability to deliver services to adult learners including business and industry, local workforce boards, social service agencies, state agencies, and other stakeholders.

E) Recruitment, Enrollment, and Retention Strategies:

- i) Describe the recruitment and enrollment process as well as retention strategies.
- ii) Describe the target population(s) to be served in the Program. Strategies for the delivery of instructional services through a Program should target the following populations:
 - Long-term unemployed, underemployed, and those not in the labor force who demonstrate a deficiency in basic skills;
 - Low-income adults;
 - Individuals with disabilities;
 - Individuals receiving public assistance;
 - Out-of-school youth;
 - Veterans;
 - Migrant and seasonal farmworkers;
 - Incarcerated and other institutionalized individuals;

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- Re-entry individuals (ex-offenders);
- English Language Learners;
- Older individuals;
- Homeless individuals;
- Single parents, Temporary Assistance to Needy Families (TANF) recipients, and displaced homemakers;
- Youth in the foster system or who have aged out;
and
- Low literacy adults, without a high school diploma.

F) Program Completion:

Describe the requirements for Program completion including the use of any standardized testing or assessments. Adult learners must also complete the U.S. and Illinois State Constitution Test as well as the Flag Test as required by the School Code (105 ILCS 5/27-3).

G) Support Services:

- i) Describe the support services that will be provided by applicant or in coordination with other partners (i.e., transportation, childcare services, employment).
- ii) Describe any assessments that will be used to determine eligibility for services.
- iii) Describe the academic, behavioral, and emotional support services to be offered to adult learners enrolled in the Program.

H) Program Accountability and Evaluation:

- i) Describe specific program outcomes, goals and metrics of the program, including enrollment projections and completions.
- ii) Describe the use of any Board approved adult education assessments in determining reading and math levels (i.e., pre and post-testing).

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- iii) Describe the use of Program data to evaluate the success of the Program and the outcomes of adult learners.
- I) Professional Development:
 - i) Describe all staff and responsibilities related to the Program including: Program administrator, coordinators, counselors, instructional staff including teaching staff and instructional aids, and tutors, and others staff involve in the Program.
 - ii) Describe the specific certifications of staff including educator licenses valid for the high school grades or other adult education specific certification as approved by the Board. All instructional teaching staff must hold an educator license valid for the high school grades issued under Article 21B of the School Code.
 - iii) Describe the professional development requirement for all staff including completion of the required new teacher orientation.
- c) In addition to the above required information, a non-profit eligible applicant shall provide the following to the Board:
 - 1) Assurance through evidence and documentation that the non-profit entity has the ability and capacity to fulfill all the requirements of these this Part and 105 ILCS 3015.12a, subsection (b).
 - 2) A description of the coordination and oversight the partner entity will provide in the administration of the program by the non-profit entity.
 - 3) Evidence that the non-profit entity has a history of providing services to adult learners whose educational and training opportunities have been limited by educational disadvantages, disabilities, and challenges.

The Section 1506.500 Approval Process

- a) Initial approval of an eligible applicant by the Board shall be for a period of two (2) school years.
- b) After initial approval, renewal of an eligible applicant by the Board shall be for a period of four (4) school years and shall be contingent upon specific documented outcomes of:
 - 1) Student progression data;
 - 2) Attendance hours;

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- 3) Enrollment data;
 - 4) Program goals and metrics;
 - 5) Graduation rates and completion;
 - 6) Earning of industry recognized credentials;
 - 7) Program recruitment and retention;
 - 8) Professional development of staff;
 - 9) Program costs; and
 - 10) Evaluation processes.
- c) The Board shall make public the evaluation criteria it uses in making a determination of Program approval or denial.

Section 1506.600 Reporting Requirements

- a) Programs are required to provide quarterly reports to Board.
- b) Quarterly reports are to include, at minimum:
 - 1) Student enrollment and progression data.
 - A) Program recruitment, enrollment, and retention data
 - B) Attendance hours
 - 2) Program outcomes data.
 - A) Graduation rates
 - B) Earning of high school diplomas
 - C) Earning of industry-recognized credentials
 - 3) Program goals and metrics for evaluation.

Section 1506.700 Revocation of Program Approval

- a) If an eligible applicant authorized to offer a Program fails to meet any of the requirements of this Part or 105 ILCS 3015.12a, subsection (b), the Board shall place the Program on probationary review.
- b) Programs in review status shall follow a corrective action plan outlined by the Board to regain approved status.

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- c) Programs under a corrective action plan that fail to complete the requirements of their corrective action plan within the time allotted by the plan's design will have their status as an approved Program revoked by the Board.

Section 1506.800 Appeal Process

- a) All decisions of the Board that result in non-approval of a Program or revocation of an approved Program shall be provided in writing in the form of a letter delivered by certified mail and shall specify the reason for the non-approval or revocation.
- b) All decisions of the Board that result in non-approval or revocation may be appealed within 30 days after the written notification by submitting a written request for reconsideration of the decision to the ICCB Chair.
- c) The ICCB Chair shall review the request and place it on the agenda of the next regularly scheduled meeting of the Board.
- d) The appellant may make both oral and written presentations to ICCB at the time the decision is reconsidered.