
ILLINOIS COMMUNITY COLLEGE SYSTEM

**PERFORMANCE REPORT
FOR FISCAL YEAR 2008**

FOCUS ON AFFORDABILITY

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**ILLINOIS COMMUNITY COLLEGE SYSTEM
PERFORMANCE REPORT
FOR FISCAL YEAR 2008**
Focus on Affordability

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ILLINOIS COMMUNITY COLLEGE SYSTEM PERFORMANCE REPORT FOR FISCAL YEAR 2008

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

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

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

including (selected internet links provided) Course and Program Approval Processes which are being enhanced through CurricUNET (<http://www.league.org/leaguetc/express/inn0211.html>), Program Review (<http://www.iccb.state.il.us/pdf/manuals/fy07programreviewmanual.pdf>), Recognition, (<http://www.iccb.state.il.us/pdf/manuals/recogmanual.pdf>), the Transition Report, Underrepresented Groups reporting which includes retention and student advancement components, Career and Technical Follow-up Study reporting, the Transfer Rate initiative, the Uniform Financial Reporting System, Unit Cost Study reporting (http://www.iccb.state.il.us/pdf/reports/unrestrictedcostonly_UC07.pdf), and other financial reporting; e.g., Audits, the Comptroller’s Office Public Accountability Project (<http://www.ioc.state.il.us/office/PAP/>), Integrated Postsecondary Data System reporting (<http://nces.ed.gov/ipeds/>), Perkins Peer Collaborative Resources Network (<http://cte.ed.gov/>), Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting (<http://www.nrsweb.org/>), and others. Illinois community colleges also actively participate in regional institutional accreditation through the North Central Association (<http://www.ncahigherlearningcommission.org/>), as well as program-specific accreditation which are focused on documenting the quality of their programs and services. At the local level, each community college district has a strategic plan to prioritize and address area needs.

The Performance Report is related to the Illinois Community College System Performance-Based Incentive System (PBIS), which included a series of statewide measures and a local district-based component. PBIS was aimed at strengthening teaching and learning. PBIS state measures focused on student satisfaction, educational advancement, persistence, employment, transfer, market penetration, and developmental course completion. The district-based component reflected

autonomy, mission differentiation, and local projects to address community needs in one of the following areas: Technology, Workforce Development, or Responsiveness to Another Local Need. State budgetary constraints eliminated PBIS funding in fiscal year 2002.

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

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

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

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

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

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

- ✓ **High Quality** – Emphasize high quality in all programs, services, and operations.
- ✓ **Affordable Access** – Deliver affordable and accessible learning opportunities for all residents of Illinois.
- ✓ **Competitive Workforce** – Address workforce and economic development needs with flexible, responsive, and progressive programs and services.

- ✓ **Effective Transitions** – Offer rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another.
- ✓ **Enhanced Adult Education** – Enhance adult education and literacy programs necessary for individuals and families to achieve high-quality standards of living in Illinois.
- ✓ **Services for Student Success** – Provide programs and services to assist students succeed in their educational endeavors.

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

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

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

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

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

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

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

FISCAL CONTEXT

FISCAL BACKGROUND

The next section of the report provides information about the economic and fiscal climate that education is functioning in currently. The first part addresses the broad fiscal context, and the second portion reviews the status of community college grants and tuition and fees.

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

According to the Center on Budget and Policy Priorities (2008) analysis, “At least 43 states faced or are facing shortfalls in their budgets for this and/or next year...Current estimates are that mid-year gaps total \$31.2 billion - 7.2 percent of these states’ budgets...” Tax revenues available to support higher education are expected to decline or increase only slightly in many states in fiscal year 2009. According to the report, budget shortfalls are occurring for many reasons. For example, the bursting of the housing bubble and the related lowered consumption has reduced sales tax revenue. Also, property taxes have been affected and, if employment continues to deteriorate, income tax revenues will suffer which will lead consumers to be less willing to spend, reducing sales tax revenues. (<http://www.cbpp.org/9-8-08sfp.htm>)

According to Center on Budget and Policy Priorities (2008) estimates, Illinois is running a budget deficit in fiscal year 2009 with a mid-year budget gap of \$2.0 billion, which is 7.0 percent of the fiscal year 2009 general fund. Revenues are expected to fall short in 28 states in fiscal year 2010. To combat these deficits, at least 21 states have implemented or proposed cuts to public higher education. (<http://www.cbpp.org/9-8-08sfp.htm>)

At the beginning of calendar year 2008, the Illinois Community College Coalition for Funding was formed to address concerns about diminished higher education funding in the state. The coalition is composed of Illinois community college presidents, trustees, students, and unionized teachers and staff who are urging all parties to make community colleges a state budget priority. According to

the Coalition website, the vast majority of community college graduates stay in Illinois after graduation and contribute to the state and local economy making community colleges a solid investment opportunity for building the state's workforce. Community colleges exhibit the ability to adapt to the changing needs of the workforce. The Coalition contends that current funding levels are making college less affordable and will negatively impact college efforts to train and educate students. (<http://www.communitycolleges.org/Coalitionnews22008.html>)

A report by the State Higher Education Executive Officers (2008), entitled *State Higher Education Finance FY 2007*, indicates that Illinois has recently experienced a period of decline in state support for higher education. In FY 2007, higher education appropriations per public full-time equivalent student in Illinois decreased 19.5 percent from 2002 (N = \$8,740) to 2007 (N = \$7,032). Only five other states saw larger decreases over this time period. According to the report, on average, appropriations nationally decreased by 7.7 percent. Only 15 states increased per student support for public institutions. In comparison, Illinois had the largest decrease in total educational revenues per FTE in public higher education during this time period when it decreased 9.7 percent from \$10,948 to \$9,887. Nationwide in FY 2007, revenues decreased in less than half of states (N = 21), while the average change in revenues across all states showed a slight increase of 1.2 percent. (http://www.sheeo.org/finance/shef_fy07.pdf)

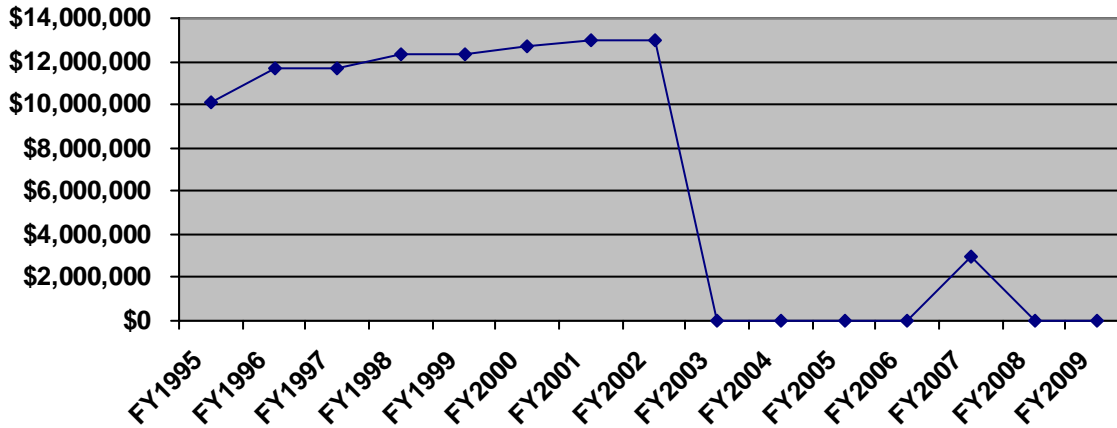
Earlier in the Illinois budgetary process, community colleges were scheduled for increases for fiscal year 2009. Resource limitations and competing priorities contributed to a reduction in the final appropriated total direct grants to colleges in fiscal year 2009. The fiscal year 2009 total direct grants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

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

ILLINOIS COMMUNITY COLLEGE SYSTEM GRANT FUNDING AND TUITION AND FEES

The following paragraphs provide information about recent changes in grant funding and tuition and fees that have taken place in the Illinois Community College System. The information conveys the extremely tight funding environment in which the array of important transition initiatives are taking place.

**Illinois Community College System
Special Populations Grant Funding
Fiscal Years 1995-2005 and
Disadvantaged Student Success Grant Funding
Fiscal Years 2006-2009**



SOURCE: Higher Education Appropriations/ICCB Fiscal Records

Illinois Community College System Special Populations Grant Funding Fiscal Years 1995-2005 and Disadvantaged Student Success Grant Funding Fiscal Years 2006-2009						
			3-Year Average	1-Year Change FY08-FY09		5-Year Change
FY	Funding (\$)		FY07-FY09	N	%	N %
FY1995	\$10,100,000		\$1,000,000	\$0	---	\$0 ---
FY1996	\$11,700,000					
FY1997	\$11,700,000					
FY1998	\$12,300,000					
			10-Year Average	10-Year Change		
FY1999	\$12,300,000		FY00-FY09	N	%	
FY2000	\$12,711,800		\$4,169,400	\$-12,711,800	-100.0%	
FY2001	\$13,000,000					
FY2002	\$12,982,200					
FY2003	\$0					

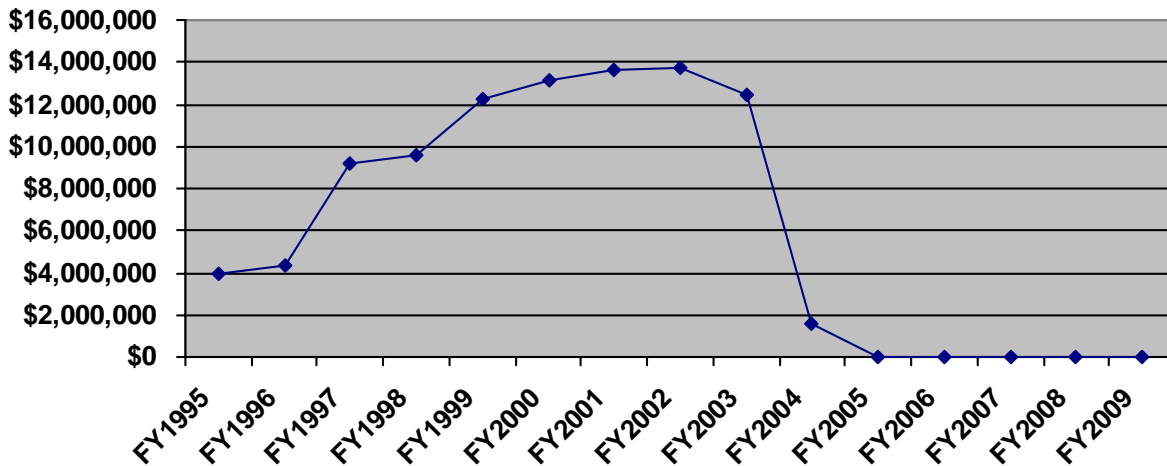
Illinois Community College System Special Populations Grant Funding Fiscal Years 1995-2005 and Disadvantaged Student Success Grant Funding Fiscal Years 2006-2009						
			3-Year Average	1-Year Change FY08-FY09		5-Year Change
FY	Funding (\$)		FY07-FY09	N	%	N %
FY2004	\$0					
FY2005	\$0					
FY2006	\$0					
FY2007	\$3,000,000					
FY2008	\$0					
FY2009	\$0					

SOURCE: Higher Education Appropriations/ICCB Fiscal Records

The Special Populations and related Disadvantaged Student Success Grant provided support services to at-risk student populations to help remedy educational deficiencies and attain educational goals. The Special Populations/Disadvantaged Student Grants assisted students from low-income households, first-generation college attendees, and students with disabilities. The following are examples of the types of services funded by these grants: tutoring, supplemental instruction, academic advisement and counseling, mentoring, and retention services. The grants also provided special support services to disabled students such as interpreters and readers, note takers, transcription services, assistive devices, open and closed captioning, taped texts, audio recording, and brail materials.

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

**Illinois Community College System
 Advanced Technology Grant
 Fiscal Years 1995-2003 and
 Educational Technology Grant
 Fiscal Years 2004-2009**



SOURCE: Higher Education Appropriations/ICCB Fiscal Records

Illinois Community College System Advanced Technology Grant Fiscal Years 1995-2003 and Educational Technology Grant Fiscal Years 2004-2009						
			3-Year Average	1-Year Change FY08-FY09		5-Year Change
FY	Funding (\$)		FY07-FY09	N	%	N %
FY1995	\$4,000,000		\$0	\$0	---	\$0 ---
FY1996	\$4,300,000					
FY1997	\$9,150,000					
FY1998	\$9,600,000					
FY1999	\$12,250,000					
FY2000	\$13,167,900					
FY2001	\$13,600,000					
FY2002	\$13,762,500					
			10-Year Average	10-Year Change		
			FY00-FY09	N	%	
			\$5,454,430	\$-5,454,430	-100.0%	

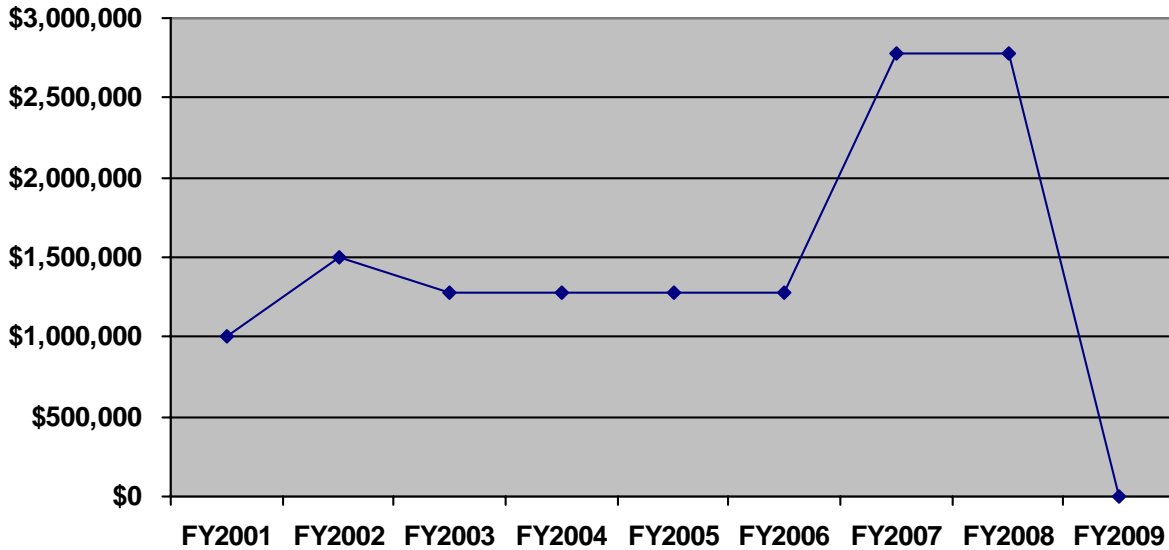
Illinois Community College System Advanced Technology Grant Fiscal Years 1995-2003 and Educational Technology Grant Fiscal Years 2004-2009						
			3-Year Average	1-Year Change FY08-FY09		5-Year Change
FY	Funding (\$)		FY07-FY09	N	%	N %
FY2003	\$12,456,800					
FY2004	\$1,557,100					
FY2005	\$0					
FY2006	\$0					
FY2007	\$0					
FY2008	\$0					
FY2009	\$0					

SOURCE: Higher Education Appropriations/ICCB Fiscal Records

The Advanced Technology/Educational Technology Grant provided community colleges with grant dollars to fund upgrades in instructional and career and technical program-related technology. Funds supported college efforts to deliver instruction using the technology that is available in today’s workplace. Computer hardware, software, and peripherals; industrial and manufacturing equipment; and healthcare simulators are a few examples of the types of technology the grant supported.

Advanced Technology Grant funding peaked in fiscal year 2002 at nearly \$13.8 Million. In FY2004 a significantly reduced program was funded at nearly \$1.6 Million and dedicated technology funding dried up entirely in FY2005. Fiscal year 2009 marked the fifth consecutive year when no restricted funding was allocated to support educational technology at Illinois community colleges. Many career and technical education courses are particularly technology intensive to offer. Computer technology plays an important role in the delivery of supplemental educational content in virtually all courses that colleges offer.

**Illinois Community College System
 P-16 Grant
 Fiscal Years 2001-2009**



SOURCE: Higher Education Appropriations/ICCB Fiscal Records

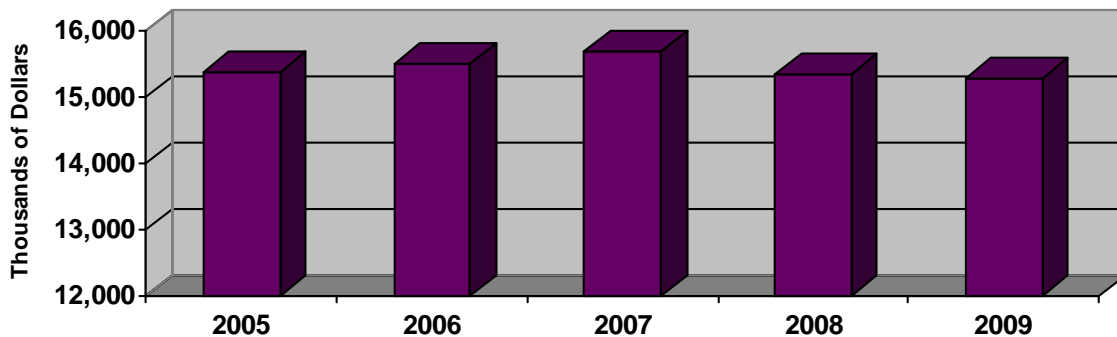
Illinois Community College System P-16 Grant Fiscal Years 2001-2009							
FY	Funding (\$)		3-Year Average	1-Year Change FY08-FY09		5-Year Change FY05-FY09	
			FY07-FY09	N	%	N	%
FY2001	\$1,000,000		\$1,852,667	-\$2,779,000	-100.0%	-\$1,279,000	-100.0%
FY2002	\$1,500,000						
FY2003	\$1,279,000						
FY2004	\$1,279,000		9-Year Average	9-Year Change			
FY2005	\$1,279,000		FY01-FY09	N	%		
FY2006	\$1,279,000		\$1,463,778	-1,000,000	-100.0%		
FY2007	\$2,779,000						
FY2008	\$2,779,000						
FY2009	\$0						

SOURCE: Higher Education Appropriations/ICCB Fiscal Records

P-16 Initiative Grant funding assisted community colleges efforts to strengthen student preparation across the P-16 education spectrum in two ways: Dual Credit/Dual Enrollment and Teacher Preparation and Professional Development. Dual Credit/Dual Enrollment funding supported academically prepared high school student participation in college-level classes prior to their receipt of a high school diploma to accelerate the completion of college coursework. Funds were used primarily to support in-district high school students. It provided academically prepared students with advanced coursework opportunities that might not otherwise be available to them. Teacher Preparation and Professional Development initiatives expanded programs and services for teacher preparation (initial certification) and professional development (recertification). Since 2007, the grant has focused exclusively on Dual Credit/Dual Enrollment.

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

**Illinois Community College System
Perkins Postsecondary Career and Technical Education
Grant Funding Fiscal Years 2005 - 2009**



SOURCE: Higher Education Appropriations/ICCB Fiscal Records

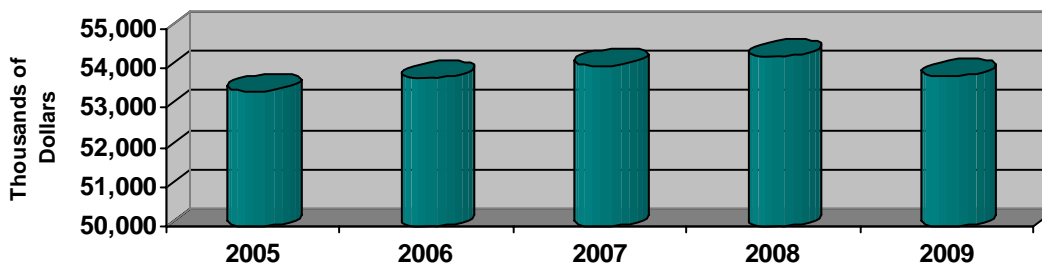
Illinois Community College System Perkins Postsecondary Career and Technical Education Grant Funding Fiscal Years 2005 – 2009										
	2005	2006	2007	2008	2009	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Grant Amount (Thousands of Dollars)	15,370	15,502	15,681	15,339	15,278	15,433	-60	-0.4%	-92	-0.6%

SOURCE: Higher Education Appropriations/ICCB Fiscal Records

The purpose of the Perkins grant is to strengthen linkages and partnerships between secondary career and technical education with postsecondary career and technical/vocational education (Public Law 109-270). The grant provides staff development and student support services, requires accountability and the tracking of student progress and outcomes, and supports initiatives designed to expand opportunities for special population students to succeed in career and technical education programs.

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

**Illinois Community College System
 Illinois Adult Education and Family Literacy Grant Funding
 Fiscal Years 2005 - 2009**



SOURCE: Higher Education Appropriations/ICCB Fiscal Records

**Illinois Community College System
 Illinois Adult Education and Family Literacy Grant Funding
 Fiscal Years 2005 – 2009**

	2005	2006	2007	2008	2009	3-Year Average	1-Year Change		5-Year Change	
							N	%	N	%
Grant Amount (Thousands of Dollars)	53,412	53,745	54,056	54,278	53,786	54,040	-492	-0.9%	-374	0.7%

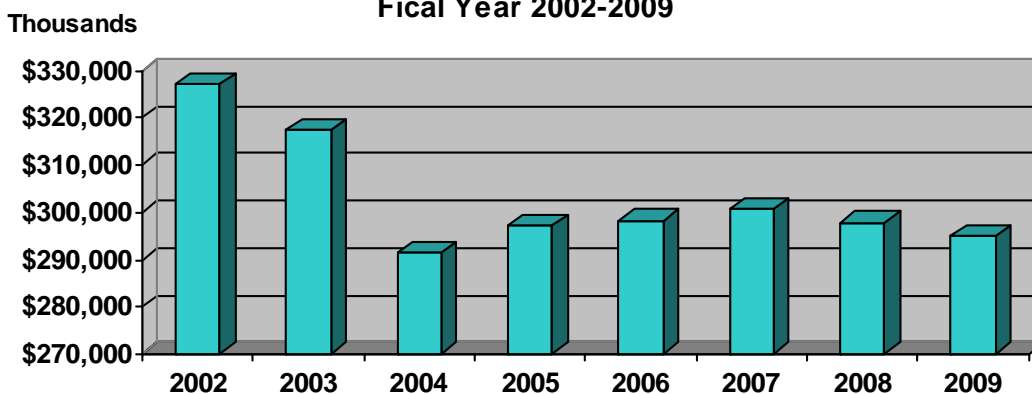
SOURCE: Higher Education Appropriations/ICCB Fiscal Records

In Illinois, Adult Education and Family Literacy (AEFL) serves individuals 17+ years of age who are not enrolled or required to be enrolled in secondary school under State law and lack sufficient mastery of basic educational skills to enable the individual to function effectively in society or do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education or are unable to achieve fluency in the speaking, reading, or writing of the English language. Services and instruction are provided in one or more of the following

categories: adult education and literacy, including workplace literacy, family literacy, and English as a Second Language.

Adult Education grant funding has decreased the past fiscal year. In fiscal year 2009, funding was at a level of nearly \$53.8 Million. This was down 0.9 percent from fiscal year 2008. Funding was up 0.7 percent, however, from five years ago when it was at \$53.4 Million. Fiscal year 2009 funding was reduced by \$668,193 in mid-November 2008.

**Illinois Community College System
General Revenue Fund Operating Grants
Fiscal Year 2002-2009**



Source: Higher Education Appropriations/ICCB Fiscal Records

Illinois Community College System General Revenue Fund Operating Grants Fiscal Years 2002-2009							
FY	Funding (\$)		3-Year Average	1-Year Change FY08-FY09		5-Year Change FY05-FY09	
			FY07-FY09	N	%	N	%
FY2002	\$327,136,900		\$297,832,267	-\$2,779,000	-0.9%	-\$2,218,600	-0.7%
FY2003	\$317,383,800						
FY2004	\$291,345,400						
FY2005	\$297,198,200		8-Year Average	8-Year Change			
FY2006	\$298,268,200		FY02-FY09	N	%		
FY2007	\$300,758,600		\$303,103,663	-\$32,157,300	-9.8%		
FY2008	\$297,758,600						
FY2009	\$294,979,600						

SOURCE: Higher Education Appropriations/ICCB Fiscal Records

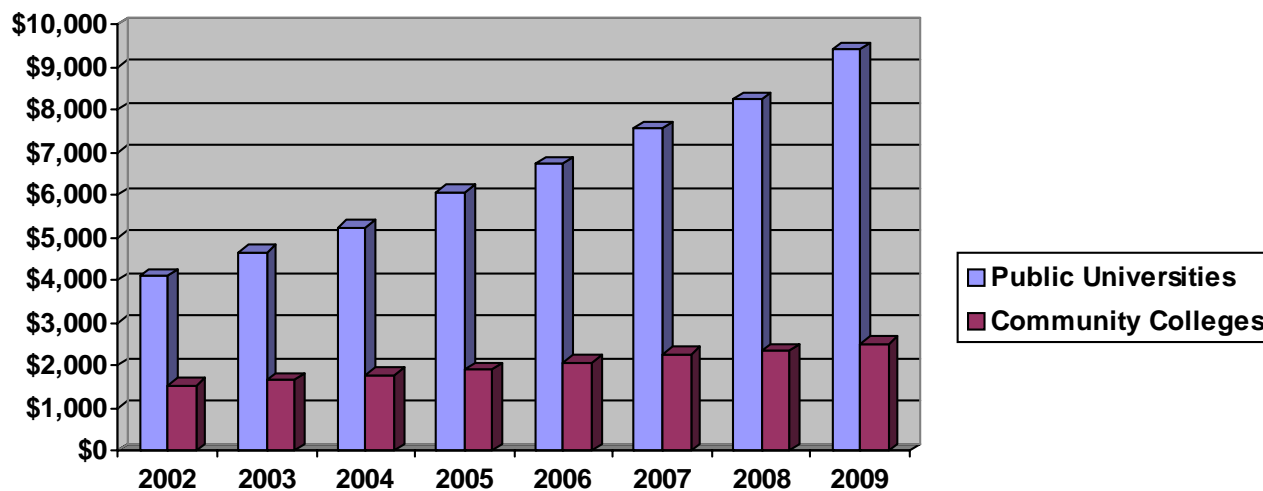
The Base Operating Grant provides the state’s primary payment to community colleges. Allocations to individual colleges are formula-based and tied to actual student attendance in specific categories of courses. The unit cost methodology recognizes that some types of instruction are more expensive to offer than others; e.g., registered nursing – health careers versus English literature – baccalaureate or general academic. There is a two-year lag built into the reimbursement schedule.

Base Operating Grant payments to colleges peaked in fiscal year 2002 at \$327.1 Million. The latest Base Operating Grant for fiscal year 2009 was nearly \$295 Million, which is \$32.2 Million below the fiscal year 2002 funding level. Unadjusted Base Operating Grant funding in fiscal year 2009 was \$2.8 Million below last year and \$2.2 Million below fiscal year 2005. College operating expenses have risen during the last eight years. Personnel cost increases and recent substantial energy price increases are contributing factors. The mid-year rescission reduced fiscal year 2009 funding by \$7,255,042. The Joint Task Force on (Illinois) Community Colleges (2006) Finance and Resources subcommittee expressed concerns in late 2006 and the situation has deteriorated further since the Task Force issued its report.

Base Operating Grants should be funded at 100 percent of the cost to offer courses in six instructional categories. The State should work towards full funding of the credit hours without a proration factor. Fiscal year 2007 funding is at 92 percent of the costs. *Joint Task Force on (Illinois) Community Colleges Finance & Resources Subcommittee (2006)*

TUITION AND FEES

**Illinois Community College System and
 Public University Undergraduate Lower Division Average
 Full-Time Student Tuition and Fees Fiscal Years 2002 - 2009**



Source: Higher Education Appropriations/ICCB Fiscal Records

Illinois Community College System and Public University Undergraduate Lower Division Average Full-Time Student Tuition and Fees Fiscal Years 2002 -2009		
Fiscal Year	Community Colleges	Public University
2002	\$1,556	\$4,102
2003	\$1,656	\$4,651
2004	\$1,784	\$5,232
2005	\$1,918	\$6,068
2006	\$2,082	\$6,726
2007	\$2,272	\$7,564
2008	\$2,359	\$8,235
2009	\$2,521	\$9,400
3-Year Average	\$2,384	\$8,400
1-Year Change Number	\$162	\$1,165
1-Year Change Percent	6.9%	14.1%
5-Year Change Number	\$603	\$3,332
5-Year Change Percent	31.4%	54.9%
8-Year Change Number	\$965	\$5,298
8-Year Change Percent	62.0%	129.2%
8-Year Average	\$2,019	\$6,497
SOURCE: IBHE and ICCB Fiscal Records		

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

According to the Illinois Board of Higher Education (IBHE), Illinois public university annual undergraduate tuition and fees-entry level averaged \$9,400 in fiscal year 2009. The fiscal year 2008 average was \$8,235; hence, public university undergraduate annual tuition and fees-entry level increased 14.1 percent since last year and increased by 54.9 percent compared to five years ago. Compared to eight years ago, average undergraduate tuition and fees-entry level at Illinois public universities are up 129.2 percent (\$5,298). Part of the long-term change is attributable to the entry-level tuition legislation which requires tuition charged a first-time, undergraduate public university Illinois resident student will remain at the same level for four continuous academic years following initial enrollment or for the “normal time to complete” undergraduate programs that require more than four years. The tuition guarantee applies to those students who first enrolled in public universities *after* the 2003-2004 academic year. For fiscal year 2009, average in-district community college tuition and fees are just over one-quarter (26.8 percent) of the average public university tuition and fees.

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

The philosophy of funding community colleges’ unrestricted operating revenue goes back to 1965 when the Illinois Public Community College Act was created. System funding is based on the concept of shared responsibility among the State, the local district residents, and the students. The generally accepted goal of one-third of the costs being distributed equally has shifted recently from the burden being on the State to the students and local taxpayers. The current statewide funding ratio is 40% local, 31.5% student, and 28.5% State sources. The ratio varies significantly among the individual colleges. State resources are as low as 10 % in some areas of the State. In these instances, the students contribute thirty percent of the funds and the local tax payers contribute the remaining 60% to the college resources. If State resources don’t increase significantly, these colleges will be essentially supported by only local taxes and students. *Joint Task Force on (Illinois) Community Colleges Finance & Resources Subcommittee (2006)*

The State of Illinois is experiencing a period of very tight finances and the Illinois Community College System and the students the system serves are feeling the impact. During late August and early September 2008, the Illinois Community College Board’s Budget and Finance Committee held three hearings to gather local perspectives on funding-related topics.

AFFORDABILITY

No Illinois resident will be denied an opportunity for a college education because of financial need.

BACKGROUND ON AFFORDABILITY

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

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

- College has become **less affordable** for low to middle-income independent students at Illinois community colleges and public universities. (An “independent” student meets one of these requirements: is age 24 or older, married, providing more than half the support for children or other dependents, was an orphan or ward of the court, or is a veteran or serving on active duty other than training for the U.S. Armed Forces.)
- After subtracting need-based aid from college costs students paid from \$1,400 to \$6,900 more at community colleges and \$4,200 to \$10,400 more at public universities in FY 2007 than in FY 1997.
- Even after adjusting for inflation, out-of-pocket costs increased by \$400 to \$3,800 at community colleges and by \$3,200 to \$7,400 at public universities.
- **Here's why college affordability is suffering:**
- College attendance **costs increased** more than \$4,100 (64 percent) at community colleges and nearly \$7,700 (89 percent) at public universities between FY 1997 and FY 2007 (excluding childcare.) This represents a 27 percent and a 47 percent increase over inflation.
- **Tuition and fees drove the increased costs.** Enrollment-weighted average tuition and fees increased nearly \$1,100 (80 percent) at community colleges and \$4,200 (117 percent) at public universities over the same time period. In inflation-adjusted dollars the increases were 40 percent at community colleges and 69 percent at public universities.
- Changes in **income failed to keep up** with college costs. Income increases for Illinois households headed by a single person, the population of independent students considered in this study, ranged from \$2,000 (38

percent) to \$14,500 (40 percent) depending on the income quintile. Adjusted for inflation, income increases ranged from 8 to 15 percent.

- Inflation-adjusted **MAP awards were smaller** for many independent students. Awards decreased between FY 1997 and FY 2007 for second income quintile independent students without dependents and fourth quintile independent students with dependents at community colleges and public universities as well as first and second quintile independent students with dependents at community colleges.
- The percentage of **tuition and fees covered by MAP declined** over the past ten years. Coverage for the lowest income students at community colleges fell from 100 percent in FY 1997, and as recently as FY 2002, to 67 percent in FY 2007. MAP coverage of public university tuition and fees declined from 100 to 63 percent.
- The percentage of **total costs covered by Pell and MAP decreased** over time for most students. Coverage of public university attendance costs dropped from 58 to 52 percent for the lowest-income independent students without dependents and coverage decreased from 69 to 54 percent for the lowest-income independent students with children.
- In FY 2007, **remaining need exceeded the annual maximum** Stafford loan amount for freshmen and, in many cases, also exceeded the sophomore limit, forcing many students to rely on more costly alternative loans. <http://www.collegezone.com/media/Affordability2007FINAL.pdf>

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

HIGHLIGHTS OF 2008 AFFORDABILITY ACCOMPLISHMENTS AND PLANS

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

In the past year, several colleges tried new ways to both encourage timely completion of the *Free Application for Federal Student Aid* (FAFSA) and provide additional direct assistance to students as they complete the actual form.

Financial Aid – In the past year, several colleges tried new ways to both encourage timely completion of the *Free Application for Federal Student Aid* (FAFSA) and provide additional direct assistance to students as they complete the actual form (<http://www.fafsa.ed.gov/>). Additionally, colleges hold Financial Aid workshops every year addressing all forms of aid. **Malcolm X College, Joliet Junior**

College, Wilbur Wright College, Harper College, Illinois Eastern Community Colleges, Illinois Valley Community College, College of Lake County, Moraine Valley Community College,

Kennedy-King College, South Suburban College, and Triton College are among colleges who cited improvements in their Financial Aid workshops during the past year.

In addition to federal financial aid, colleges are offering more scholarships for their students. At **Harold Washington College**, employees contributed almost \$5,000 to the student scholarship fund within the past year. **Harold Washington College's** Youth Work Degree Program will award \$20,000 to up to ten students. In the past year, the **College of Lake County** awarded 570 scholarships totaling \$245,345 and expended \$121,720 for special programs. Over the past year, **Lake Land College** awarded 547 scholarships totaling \$368,000 while the LLC Foundation raised nearly \$900,000 to support scholarship programs. **Lincoln Land Community College** awarded 59 scholarships totaling \$73,440 and invited high school students to apply for scholarships to pay for up to four credit hours of tuition. The Agricultural and Horticultural Science Department at **John Wood Community College** has a thriving scholarship program which last year awarded 78 scholarships totaling over \$29,000 to 35 students.

Elgin Community College's Board of Trustees increased the number of scholarships awarded to students by nearly 50 percent in the last year. As a part of this initiative, the board approved an additional local need-based scholarship. **Moraine Valley Community College** continues to strengthen its financial aid office operations, which disburses nearly \$13 million in aid, including grants, scholarships, loans, and employment opportunities. In the past year, **Spoon River College** received a \$15,000 Fellheimer Trust gift to support additional student scholarships in Macomb. **Highland Community College** began a Top Scholars program to provide one-year scholarships to the top 10 percent of recent area high school graduates. Several other colleges have similar initiatives to attract additional well prepared students to their campuses. **Richard J. Daley College, Wilbur Wright College, Joliet Junior College, Richland Community College, Sauk Valley Community College, South Suburban College, and Southeastern Illinois College** also specifically mentioned increasing student scholarship opportunities this year in their reports.

To help students with affordability, **Rock Valley College's** financial aid office began a program called FA~Link in fall 2005, allowing Pell eligible/low-income students to charge their books through the campus bookstore against their anticipated Pell grant. In fall 2005, \$129,310 worth of books and supplies were charged. In spring 2007, \$319,374 was charged as the FA~Link program continued to grow and develop. In 2007-08, the Pell dollar amount awarded at Rock Valley College went up 24 percent. Federal need-based Academic Competitiveness Grants (ACG) help pay for educational expenses, such as tuition, fees, room and board, and/or living expenses. ACG Grants are available to undergraduate Pell Grant eligible full-time freshman and sophomore students who completed a rigorous program of study while in secondary school. The maximum grant amount is up to \$750 for first-year students and up to \$1,300 for second-year students. At Rock Valley College the Academic Competitiveness Grant 1 (ACG1) dollar amount awarded went up 161 percent and the Academic Competitiveness Grant 2 (ACG2) dollar amount awarded increased 50 percent. Additionally, the Rock Valley College Foundation provided \$140,395 in scholarships for 165 Rock Valley College students in 2008 when the number of qualified student applications increased by 17 percent.

Several colleges included descriptions of their plans to expand financial aid initiatives. **Morton College** officials plan to increase their electronic loan initiative to help reduce the amount of paperwork required by students and streamline staff processing time. The Financial Aid Office will eliminate all paper Master Promissory Notes (MPN) required by all students requesting loans. The

MPN can be used to make loans for one or more academic years under the federal Direct Loan Program. Beginning in FY 2009, Morton College staff will eliminate paper certification and paper checks and use Electronic Funds Transfer (EFT). **Danville Area Community College's** Student Financial Assistance Office plans to use a revised Loan Request Form to assess loan eligibility and refer students to other funding sources. The college plans to implement new automated procedures for faster and more precise processing of verifications; awarding and monitoring of attendance; and tracking academic progress, graduation, and transfer status. **Black Hawk College's** financial aid office plans to seek additional lenders for their student loans and use the internet more strategically to notify students of policy changes in payment, registration, etc. Several colleges mentioned that they will be enhancing their financial aid workshops in the coming year, including **Harry S Truman College, Frontier Community College,** and **Morton College.**

New scholarship opportunities are being developed at several colleges. For example, **Olive-Harvey College** will establish the Olive Harvey College Students Targeting and Achieving Real Success (OHC STARS) Program, an honors program with a scholarship that covers tuition and fees. The Friends of **McHenry County College** Foundation is working on the MCC Promise Scholarship campaign to provide tuition for selected high school seniors interested in completing an Associate degree. The scholarship would provide tuition for two years if the student maintains good academic status (2.0 GPA) and completes a minimum of 16 volunteer hours each semester. Students will have the unique opportunity to become an integral part of volunteer services for the community. Likewise, the community will also benefit from these services and will provide an integral part of the educational process. **Triton College** will be adding scholarship programs with the Illinois Network of Child Care Resource and Referral Agency (INCCRRA), National Able, and with the United Parcel Service (UPS) "Earn and Learn" program.

New scholarship opportunities are being developed at several colleges.

Tuition – At **Carl Sandburg College,** a tuition rate guarantee plan was implemented to help students budget for college. Students who enroll full-time continuously benefit most from the plan. The plan locks in the price a student pays per semester hour for three years. This carries on if a student transfers to Western Illinois University, locking in the WIU tuition price from when the student started at CSC. That guarantee begins earlier for a high school student taking dual credit classes. **Elgin Community College** has also implemented a new payment plan for students enrolled in the summer term. The plan allows the tuition payment to be spread over the summer easing the burden on students. **Elgin Community College** froze tuition for students in the 2007-2008 academic year.

The **City Colleges of Chicago** will not raise their tuition for the coming year. To fight the need for a tax levy or increased student fees, **Lincoln Land Community College** plans on investigating authorization of debt certificates to fund nearly \$34 million in construction projects.

Textbooks – Many colleges are working to control the high cost of textbooks. The **College of Lake County, Elgin Community College, Kishwaukee College, Moraine Valley Community College, Harry S Truman College,** and **Harold Washington College** specifically mentioned initiatives in this area in their reports. **Elgin Community College** is piloting a textbook rental program which gives students the ability to rent

Many colleges are working to control the high cost of textbooks.

books for half the selling price. Other Illinois community colleges with text book rental programs include **Frontier Community College**, **Lake Land College**, and **Rend Lake College**.

Both the **College of Lake County** and **Moraine Valley Community College** each formed a local Textbook Task Forces to address the cost of textbooks. The College of Lake County's Task Force initiated and sponsored several initiatives to help reduce the cost of books for College of Lake County students, including promoting a Book Swap program, two textbooks were customized resulting in more than a 40 percent reduction in the cost, reducing the used book resale profit margin, presentations to faculty encouraging use of reasonably priced textbooks, and an analysis of textbook cost by program area. **Moraine Valley Community College's** Textbook Task Force recommended standardizing textbook options within courses for full-time and adjunct faculty, increasing the student buy-back program, publishing different textbook access options/resources that are available to students, offering additional book scholarships, and working collaboratively with the college library and textbook publishers to provide an increasing number of textbooks on reserve.

Southwestern Illinois College is launching a few initiatives to help make textbooks more affordable. For example, to reduce costs the General Psychology textbook will be sold in a abbreviated version printed on loose pages for insertion in three-ring binders. Supplemental materials that were formerly purchased as workbooks and study guides will be accessed free online. The college is also exploring the use of e-textbooks which are generally 50 to 60 percent less expensive than standard textbooks. **Rock Valley College** will also work towards making textbooks more affordable to their students.

Online/Distance Education and Other Efforts to Reduce Travel Costs – Illinois Eastern Community Colleges reported receiving approval to offer additional online degrees and certificates in the past year. **Elgin Community College** mentioned receiving North Central Association approval of their online degree programs.

During the 2008 academic year, students at community colleges encountered increased financial pressures due to fuel costs.

During the 2008 academic year, students at community colleges encountered increased financial pressures due to fuel costs. Gas price relief in the latest fall has been welcome. In response to elevated fuel costs, **Southeastern Illinois College** distributed gas cards to students who met financial eligibility requirements. These gas cards have helped students stay in classes that would otherwise be forced to

drop out due to transportation costs. Funding for the gas cards was provided through the Carl Cook Gap Scholarship, Illinois Center for Specialized Professional Support (ICIPS), and Carl D. Perkins. **Spoon River College** revised class schedules to accommodate four-day weeks that help students manage fuel costs and the institution reduce energy consumption.

Triton College developed Success Express, a shuttle bus service that operates fixed route bus service during the academic year and summer terms for students. This free service provides safe, convenient, and reliable transportation throughout various locations on campus, as well as to local bus stops in the community. During fiscal year 2008, over 18,000 rides were provided for Triton College students. The service will be reviewed for expansion as demand continues to grow.

Many colleges are turning to online courses to improve access and cut student travel expenses.

Lake Land College plans to develop additional courses via the Internet and interactive television targeted toward individuals who are time-bound and place-bound. Similarly, **Rend Lake College** plans to develop video conferencing or online classes in Agriculture, Industrial Electronics, Horticulture, Welding, Office Technology, Work Ethics, Business, Graphic Design, Architecture, and Nursing in the coming year.

Southeastern Illinois College plans to request approval from the North Central Association Higher Learning Commission to offer additional specific associate degrees online. **John Wood Community College** plans to begin offering online Agricultural Program courses beginning with Principles of Horticulture. A new online and hybrid courses system is being developed at **Southwestern Illinois College** (SWIC), and the expansion of instruction through video conferencing will be explored to provide additional educational access to remote learners. SWIC plans to research and explore new online library resources to support accessibility needs of students and promote the new service and link to online library resources. Additionally, online orientation is being developed as another option to in-person sessions to save commuting costs. Transcript grade mailing costs will also be contained by phasing out grade mailers and allowing students 24 hour access to their online grading/transcript information.

Wabash Valley College plans to elevate college efforts to market online degrees and certificates, work with area businesses to develop programs, and develop a more accommodating schedule for full-time working students to help reduce travel costs.

To combat spiking fuel costs, many colleges are revising processes and procedures. For example, **Kishwaukee College** plans to expand opportunities for transportation from various parts of the district to campus; and **Lake Land College** appointed a collegewide campus committee to study energy concerns and costs and develop recommendations for savings. Among colleges working to limit course schedules to four days a week are **Lincoln Trail College**, **Olney Central College**, and **Sauk Valley Community College**.

Capitalizing on Technology – William Rainey Harper College successfully implemented SunGuard Banner's Financial Aid system in March 2008 with the result of better customer service. The new software will review/process information previously done by staff, which will increase efficiency and speed.

Triton College students have access to enhanced services and information on the student portal. Enhancements in the past year included posting student placement test results, learning styles assessment, career cruising – an interactive career resource, and a portal survey.

John Wood Community College's Community Education department started using email blasts the past year to reduce mailing costs and speed up the delivery of information. Email blasts, which send emails to over 300 people at a time, were customized with a tagline, listings, and descriptions of upcoming classes.

Lake Land College was named in the top ten tech-savvy community colleges in the country for 2008 by the Center for Digital Education and the American Association of Community Colleges. Rankings were established based on the third national Digital Community Colleges Survey, which

examined how colleges are deploying technology to streamline operations and better serve students, faculty, and staff.

Community colleges in Illinois are planning to help contain costs through the use of technology.

Community colleges in Illinois are planning to help contain costs through the use of technology. For example, **Harold Washington College** plans to pilot new technology in developmental math courses to increase retention. **Richland Community College** is developing new online courses to enhance the

computer literacy of current and incoming students.

To help with financial aid, **Illinois Valley Community College** plans conversion to Datatel Colleague. **Kishwaukee College** has implemented a new computer system which will allow students to track financial aid applications. Additionally, **Southwestern Illinois College** plans to begin paying student refunds electronically via Automated Clearing House/ACH payment processing (<http://www.ach-payments.com/>) or debit card, which will decrease processing costs for the institution, as well as provide faster student refunds.

Attempting to Contain Rising Energy Costs and Investing in Green Technology – Seven initial colleges are partnering to form The Illinois Community College Sustainability Network (ICCSN): **Black Hawk College, Heartland Community College, Kankakee Community College, Lewis & Clark Community College, John A. Logan College, Wilbur Wright College, and Olive Harvey College**. Initial funding for the start-up at the community colleges was provided by a grant from the Illinois Department of Commerce and Economic Opportunity - Bureau of Energy and Recycling. The ICCSN's mission is to strengthen the capacity of Illinois community colleges to promote and provide energy education and sustainable practices in their districts and across Illinois.

Heartland Community College's decision to reach for LEED – Leadership in Energy and Environmental Design – certification began as an understanding that the college needed to accept responsibility for its environmental effects. The LEED rating system was designed to encourage and facilitate the development of more sustainable buildings. Supported by the State of Illinois and the Capital Development Board, the emphasis of the Workforce Development Center's construction on energy-efficiency and earth friendly standards made it the first state-funded certified "green" building in Illinois. Relatedly, **Kaskaskia College's** new Vandalia Campus has been awarded LEED certification by the U.S. Green Building Council (USGBC) of the U.S. Department of Energy.

Illinois Central College has formed a Sustainability Committee to study options for facility management, by examining and measuring the college's energy usage, landfill usage, and cleaning costs in an effort to reduce institutional costs. The college has already replaced carpet that is recycled through the manufacturer reducing the use of landfill space. In addition, technology services continues to investigate ways to save energy by suspending computers due to inactivity.

Sauk Valley Community College has replaced single pane windows with energy efficient double pane windows, initiated a year-long study on the feasibility of generating electricity through wind energy, replaced leaky dampers in the ventilation system, replaced old boiler controls, and changed two water heater units from steam to electricity to improve operating efficiencies and lower utility costs.

Rising energy costs are a problem at most colleges, and they are taking steps to lessen the impact.

Rising energy costs are a problem at most colleges and they are taking steps to lessen the impact. For example, **Highland Community College** plans to investigate additional mechanisms to become increasingly energy efficient to lower college costs and improve environmental awareness.

Similarly, **Lake Land College** plans to continue and increase its investment in eco friendly energy sources to reduce college energy costs. During fiscal year 2009, the college will expand its geothermal heating and cooling system to another building. This process is scheduled to continue until all current buildings have geothermal heat. In addition, all new construction will have geothermal heating and cooling systems. Furthermore, Lake Land College officials will be investing in a wind turbine to help meet a portion of the college's energy needs.

Faculty members are providing joint leadership in establishing an Energy-Savings Task Force at **Rend Lake College**. The Task Force is charged with establishing goals and developing strategies to help reduce energy costs. Some topics to be addressed by the Task Force include car pooling, expanding the number of hybrid classes, exploring green campus issues, examining college operational hours, and identifying related grant opportunities.

Dual Credit – Dual credit courses enhance affordability by allowing qualified high school students to enroll in college-level courses and have the credits count toward high school graduation and a college credential. These credits can help students complete college credentials at an accelerated pace. **Kennedy-King College, Illinois Valley Community College, Lewis & Clark Community College, and Rock Valley College** specifically mentioned local initiatives aimed at expanding dual credit programs.

The Dual Credit program at **Lake Land College** will continue offering academic and occupational courses to qualified high school students without charging tuition and related fees. Additionally, although some Lake Land College fees were increased for fiscal year 2009, the dual credit service fee will remain \$7.95 per credit hour. At **Rock Valley College**, the goal is to increase dual credit enrollment by 10 percent over last year. This goal will be accomplished through increased recruiting, new marketing materials, improved communication with high school leaders and students, and expanded program offerings in the high schools and on campus.

Seeking External Funding – Colleges are engaging in grantsmanship and fundraising initiatives in an attempt to partially offset budget cuts and keep college affordable; however, the current economic climate makes for a highly competitive environment for raising funds. A handful of examples follow. For example, **Southwestern Illinois College's** Coal Mining Technology department received an \$8,100 grant to purchase a program trailer and equipment for recruitment and training. The college's Heating, Ventilation, Air Conditioning and Refrigeration Department received a donation of ten pieces of new central heating and air conditioning equipment. Additionally, the Industrial Machining department received a \$48,000

Colleges are engaging in grantsmanship and fundraising initiatives in an attempt to partially offset budget cuts and keep college affordable; however, the current economic climate makes for a highly competitive environment for raising funds.

entrustment for a piece of CNC equipment at a reduced price, along with four pieces of manual machining equipment through a donation. A Department of Commerce and Economic Opportunity grant provided necessary funding to offer a Construction Trades Preparation program at the Sam Wolf Granite City Campus.

Lake Land College is partnering in a \$5 million grant to develop academic and workforce programs to provide training in geospatial technology. The college will receive \$360,000 over the next four years as a partner in the National Science Foundation Advanced Technological Education Program. Seven colleges and two universities will share the funding, which aims to widen and enhance the pipeline of students, faculty, and industries using geospatial technologies.

Last year, the **College of DuPage** Health Sciences department received a \$1.4 million grant from the U.S. Department of Labor's Community-Based Job Training Grant program. The grant funded the development and implementation of a Practical Nursing (PN) program at the college and classes began in January 2008. The PN program prepares students for careers as Licensed Practical Nurses (LPN). The need for this program was determined by discussions with area healthcare providers in response to the current nursing shortage and the anticipated increase in need for services by the aging baby boomer population. Additionally, the program aims to create a more diverse nursing community to more completely reflect the changing patient population.

The U.S. Department of Agriculture Rural Development awarded **Spoon River College** a \$189,288 grant to implement a state-of-the-art videoconferencing system to expand program access to residents in their five-county district. The videoconferencing system called SpoonCast will make more workforce training, continuing education, and certificates/degrees available to residents and improve the local workforce and business climate. The college also will be able to offer dual credit classes to high school students.

Highland Community College's automotive program received a donation of equipment to allow students to work on vehicles and transmissions with the latest technology. General Motors donated a 2008 Chevrolet Malibu worth over \$20,000, and Skyline Community College added four new Lexus transmissions also valued at \$20,000 to the program.

Colleges are planning to make fund-raising initiatives an important source of income in the next fiscal year. Many colleges have plans to increase alumni giving and bring in funds from other sources. These college include **Elgin Community College, Illinois Central College, Richland Community College, South Suburban College, and Triton College**. At the **College of Lake County**, its 40th anniversary will be celebrated with a community-wide gala event, which has a goal of bringing in significant, additional revenue to fund the Foundation's scholarship programs. The bookstore will also pursue grants and donations from area organizations.

Addressing Budget Cuts – In order to deal with budget cuts, the **College of DuPage** plans an array of belt tightening initiatives, including maintaining a balanced budget by strengthening accountability linkages between financial planning and all college planning processes, creating strategies for cost-saving projects, developing additional strategies keep fund balances at targeted levels, and reducing staffing to sustainable levels. **Sauk Valley Community College** will operate within a balanced FY 2009 budget and plans to generate an end-of-the-year cash surplus. Strategies to reach this goal include identifying opportunities to restructure positions and functions for cost-saving efficiencies; considering raising fees for high expense programs, instead of spreading the

expense among all students; issuing working cash bonds; and continuing the multi-year plan of replacing single pane windows with energy efficient double pane windows.

SELECTED 2009 AFFORDABILITY CHALLENGES

Community colleges cite various challenges related to affordability in 2009, including those related to financial aid, tuition, textbooks, other rising costs, dual credit, limited external funding, and budget cuts. A reoccurring underlying theme contributing to these affordability challenges is the decrease in state support for higher education in Illinois. The overall poor condition of state resources is problematic in Illinois and across most of the nation.

Community colleges provide the most affordable access to higher education in Illinois. As documented in the ISAC (2008) affordability analysis cited earlier in this report, maintaining affordability is a concern and a challenge in the current economic climate. The national recession is impacting state revenues and tight state resources are reducing state funding for community colleges.

Illinois government faces a budget crisis. A big one. The deficit is growing, bills are piling up, state services are being cut and officials have no easy ways of cleaning up the mess... Illinois will owe far more at the end of the fiscal year than it can afford to pay. Already, the state is closing parks and historic sites to save money. Other cutbacks are almost certain. Officials could also consider raising taxes and fees or simply not paying the state's bills.

Wills, Christopher. *Budget Troubles Raise Plenty of Questions*. (December 1, 2008). Associated Press. <http://www.forbes.com/feeds/ap/2008/12/01/ap5760354.html>

Illinois is not alone in facing a fiscal year 2009 budget shortfall due to lower than projected revenues . . . recently the Chairman of the National Governors Association said 43 of 50 states currently face budget deficits.

State of Illinois Governors Office. (December 16, 2008). \$1.4 Billion to be Available to Pay Bills Before the New Year. Illinois Government News Network. <http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=3&RecNum=7331>

Nationwide, the problems come from trends of the recent past and the future. In recent years, increases in public university tuition have offset the declines in the relative share of support coming from state appropriations. Looking ahead, additional affordability issues will be created by shifting demographics, in which more of the potential student body will be coming from disadvantaged groups with lower family incomes. Further, based on current government projections, the share of family income required to pay tuition and fees (even after discounting is applied for institutional or other aid) is likely to get too large for many families. Among sectors examined, only community colleges are unlikely to see a significant shift in share of family income required.

Year	Proportion of Family Income Required to Pay Tuition		
	Private, High-Level Research Universities	Public, High-Level Research Universities	Community Colleges
2006	57.3%	11.1%	5.5%
2006 (with discounting)	38.5%	9.3%	5.1%
2036	97.9%	28.5%	6.4%
2036 (with discounting)	65.8%	24.0%	6.0%

Jaschik, Scott. (December 1, 2008). “Changing the Tuition Discussion.” *Inside Higher Education*. Washington, D.C.: Inside Higher Education.
<http://www.insidehighered.com/news/2008/12/01/tuition>

Decreased state funding contributes to low-income students receiving fewer MAP funds.

Financial Aid – For example, **Black Hawk College** officials are concerned that keeping college affordable without a significant increase in student debt will continue to be a challenge. Decreased state funding contributes to low-income students receiving fewer MAP funds. Changes in the federal loan programs

cause challenges for **Black Hawk’s** students as only three lenders are in a position to offer loans to students. Decreased funding for the Federal Work Study (FWS) program has resulted in the college choosing not to match FWS for fiscal year 2009. **McHenry County College** notes that it has to absorb the cost of National Guard and Illinois Veterans Grant financial aid awards without additional state funding.

Two challenges facing the Financial Aid Office at **Lake Land College** include updating software to enhance the office’s efficiency and effectiveness. The second challenge is ensuring that the college is reaching and providing assistance to the students most in need of financial aid. **Sauk Valley Community College** points out that the minimum wage is increasing while work/study funds remains stagnant. Students will receive a higher pay rate but fewer hours and, consequently, the college will have fewer hours of student work. Other colleges who specifically mentioned that Financial Aid will be a challenge include **Danville Area Community College, Lincoln Land Community College, Morton College, Richland Community College, Rock Valley College, South Suburban College, and John Wood Community College.**

Tuition – By not increasing tuition, **Wilbur Wright College** will find it challenging to offer new programs and professional development programs, as well as fill vacant staff positions. **Kankakee Community College** officials are concerned that tuition and fees may have to be increased due to limited state support. Rising tuition costs also present challenges at **Joliet Junior College, Lake Land College, Moraine Valley Community College, Prairie State College, South Suburban College, Southeastern Illinois College, and John Wood Community College.**

Textbooks – Rising textbook prices present challenges for students in Illinois community colleges. Every community college in Illinois is being impacted. **Kishwaukee College** notes that costs of tuition and textbooks will be a challenge for Advanced ESL classes. Other colleges that specifically noted textbook costs as challenging are **College of Lake County, Lincoln Land Community College, Moraine Valley Community College, Prairie State College, and South Suburban College.**

Rising economic costs, such as the price of fuel, food, housing, and elevated unemployment, will present challenges for students and colleges.

Other Rising Costs – Rising economic costs, such as the price of fuel, food, housing, and elevated unemployment, will present challenges for students and colleges. Colleges specifically mentioning these topics in their reports included **Harper College, Heartland Community College, Highland Community College, Illinois Central College, Illinois Eastern Community**

Colleges, Illinois Valley Community College, Lake Land College, Lewis & Clark Community College, Oakton Community College, Rend Lake College, Southeastern Illinois College, Southwestern Illinois College, and John Wood Community College. Southwestern Illinois College officials specifically mentioned that keeping pace with technology for instructional and administrative purposes creates challenges for the institution. Increased operational costs, including insurance for employees, will have an impact on **Richland Community College**'s budget in the coming year. **Highland Community College** officials contend that security issues, including communication and emergency equipment and mental health counseling, also pose challenges. Construction costs will prevent new construction and remodeling projects at **Illinois Valley Community College**. Population shifts pose challenges for some Illinois community colleges. **Southeastern Illinois College**'s district population is shrinking and has a large senior citizen population. The increasing population between the ages of 50 and 60 could soon put a strain on the Senior Citizen reduced tuition programs at **Triton College**.

Dual Credit – Dual credit course offerings through **Lake Land College** will be affected by faculty retirements at area high schools. District high schools may have difficulty recruiting and hiring faculty qualified to teach dual credit courses. **Rock Valley College** officials think that dual credit opportunities may decrease due to reduced state funding.

Limited External Funding – Fundraising will be difficult in the present economy. Colleges specifically mentioning that they are encountering philanthropic challenges included **College of Lake County** and **South Suburban College**.

Budget Cuts – Worsening state funding is a common concern among the community colleges, and the colleges report that it makes it very difficult not to increase tuition. **Richard J. Daley College** notes specifically that decreases in reimbursement for special needs students and adult education will be a challenge. Cuts in funding will make it difficult for **Malcolm X College** to expand ESL programs, K-12 partnerships, and community partnerships. **Olive-Harvey College** and **Rock Valley College** officials contend that budget cuts will make it difficult to recruit faculty.

Worsening state funding is a common concern among the community colleges and the colleges report that it makes it difficult not to increase tuition.

Many colleges said that budget cuts and the uncertainty of state funding will also be a challenge, including **Kennedy-King College, Harold Washington College, Elgin Community College, Harper College, Heartland Community College, Highland Community College, Kankakee Community College, Lake Land College, Lewis & Clark Community College, Lincoln Land Community College, Prairie State College, Rend Lake College, Rock Valley College, Carl Sandburg College, Sauk Valley Community College, Southeastern Illinois College,**

Southwestern Illinois College, Spoon River College, Triton College, and Waubesa Community College.

In Illinois and generally across the country, state finances are in poor condition. Yet, investing in higher education makes sense as more individuals will be needing training and retraining which can help improve economic conditions. Phillip Berry, board vice chair of the City University of New York, which operates one of the larger urban community college systems in the country, says: “(Lawmakers) need to know when they invest in community colleges, they are investing in national recession insurance. They need to know community colleges are key to this country’s future economically . . . and socially.” (<http://chronicle.com/free/v55/i13/13a01901.htm>)

SELECTED AFFORDABILITY PERFORMANCE INDICATORS

Several Affordability performance indicators are included in this report: Tuition & Basic Fees for a Full-time In-district Student, Number of Enrolled Students who receive Monetary Award Program (MAP) grants, Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants, the Number of Enrolled Students Who Receive Pell Grants, and First Generation College Students.

Tuition & Basic Fees for a Full-time In-district Student (3M1)

This performance indicator provides one measure of financial access to the institution for students. During **fiscal year 2009**, average annual tuition and basic fee costs based on fall 2008 costs for a full-time, **in-district Illinois** community college student was **\$2,521**, up 6.9 percent over the previous year when they averaged \$2,359. In the Illinois Community College System, average tuition and fees increased by nearly one third over the past five years (31.4 percent or \$603). Compared to eight years ago, average tuition and fees in the Illinois Community College System are up 62 percent (\$965).

During fiscal year 2009, the highest annual tuition and basic fees were at **Carl Sandburg College** (\$3,810) in western Illinois and lowest annual tuition/fees were at **Illinois Eastern Community College** (\$1,890) in southeastern Illinois.

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

Based on College Board figures, Illinois community college fiscal year 2009 average tuition and basic fees for in-district students (\$2,521) are slightly above (5.0 percent) the national average for community college (\$2,402) state residents for the same year.

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

For fiscal year 2009, average in-district community college tuition and fees are just over one-quarter (26.8 percent) of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are comparatively affordable and college staffs are available to help individuals acquire financial aid that they qualify to receive. Nevertheless, with more students applying for financial aid and availability of state and federal assistance dollars declining or remaining level, an increasing number of community college students are forced to take out loans or find some other way to make up a financial aid shortfall.

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

MAP is the fourth largest program of its kind in the country, providing over \$380 million in grants to roughly 146,000 undergraduates who demonstrate financial need for such assistance in fiscal year 2007.

Number of Enrolled Students Who Receive Monetary Award Program (MAP) Grants (3M2)

This performance indicator indicates the level of financial access to the institution for students. The Illinois Student Assistance Commission (ISAC) “offers Illinois residents a variety of grant and scholarship programs, eligibility for which is based on factors such as financial need,

academic achievement, chosen field of study,” military service, etc. At the heart of these programs is ISAC's need-based Monetary Award Program (MAP). MAP is the fourth largest program of its kind in the country, providing over \$380 million in grants to roughly 146,000 undergraduates who demonstrate financial need for such assistance in fiscal year 2007. Grants awarded through MAP can be used to cover tuition and fees. (<http://www.collegezone.com/informationzone/16.htm>)

During fiscal year 2007, a total of 57,211 students who were enrolled in Illinois community colleges received MAP grants. **Harold Washington College** (N=2,848), **South Suburban College** (N=2,822), and **College of DuPage** (N=2,452) were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2007. The average award for a community college student in fiscal year 2007 was \$989. While the average award for all MAP recipients was roughly \$2,602 (<http://www.collegezone.com/informationzone/16.htm>).

Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants (3M3)

This performance indicator indicates the level of financial access to the institution for students. Illinois Incentive for Access (IIA) grants are available to students determined to have zero financial resources to pay for college (<http://www.collegezone.com/informationzone/16.htm>).

In fiscal year 2007, a total of 14,801 students, a 16.6 percent increase from fiscal year 2006, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **Harold Washington College** (N=1,032), **South Suburban College** (N=905), and **Kennedy-King College** (N=703) had the largest number of students receiving IIA grants in fiscal year 2007. The average grant for all IIA community college grant recipients was \$371.

In fiscal year 2007, a total of 14,801 students, a 16.6 percent increase from fiscal year 2006, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants.

Number of Enrolled Students Who Receive Pell Grants (3M4)

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

During fiscal year 2007, a total of 81,695 (a 1.6 percent decrease from fiscal year 2006) students who were enrolled in Illinois community colleges received Pell Grants.

During fiscal year 2007, a total of 81,695 (a 1.6% decrease from fiscal year 2006) students who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 18,956 students receiving Pell Grants, which was the largest number of students in any district. **South Suburban College** enrolled 4,246 students

with Pell Grants which was the second largest number of students receiving this form of financial aid.

Colleges with above-average 2006 Pell Grants awarded (2,095 grants) and experiencing an increase in awards over the past year included **Southwestern Illinois College** (N = 3,766; +65), **College of DuPage** (N = 3,256; +48), and **Illinois Central College** (N = 3,006; +146).

First Generation College Students (3M6)

This performance indicator provides a measure of those students at Illinois community colleges whose parents did not complete college. In fiscal year 2008, 80,130 Illinois community college students were identified as first generation college students. This is a 2.9 percent increase from the 77,877 first generation college students identified in fiscal year 2007. Colleges with the highest numbers of first generation college

During fiscal year 2008, a total of 80,130 community college students (a 2.9 increase from fiscal year 2007) were identified as first generation college students.

students included **Southwestern Illinois College** (N = 3,744), **College of DuPage** (N = 3,528), and **Illinois Central College** (N = 3,362).

ATTAINMENT

P-20 PARTNERSHIPS

P-20 measures are locally developed. Multiple statewide initiatives are underway to strengthen P-20 partnerships, including the College and Career Readiness Pilot Project, P-16 Grant Initiative, American Diploma Project and High School to College Success/Feedback Report.

College and Career Readiness (CCR) Pilot Project. To enhance cooperation across secondary and postsecondary education, the College and Career Readiness (CCR) initiative is being implemented. The project contributes to the development of higher levels of shared expectations about what the term “college ready” means in Illinois. Five colleges are participating in pilot projects: **Moraine Valley Community College, South Suburban College, Southwestern Illinois College, John A. Logan College, and Shawnee Community College.** In addition, **Kaskaskia College** and **Elgin Community College** have been voluntarily participating in some aspects of the project.

The project has five main goals:

- Diagnosing college readiness and working with ACT through their Course Placement Service initiative to evaluate student performance on ACT subtests with specific related community college developmental education and freshman-level courses.
- Collaborating across educational levels to reduce remediation and decrease the need for developmental education coursework in math, reading, and writing at the college level through increasing the number of students successfully completing the college-prep core curriculum, assisting students in their efforts to arrive at college with the core academic skills needed to succeed in college, and increasing the numbers of students who successfully transition into postsecondary education.
- Strengthening the alignment of high school and college curriculum.
- Providing resources and academic support to students with the aim of enriching the senior year of high school. Depending on the individual student’s needs, these initiatives may include developmental coursework, advanced/dual credit coursework, or providing other appropriate interventions.
- Enhancing the evaluation processes and providing multiple measures of the effectiveness of the college readiness intervention strategies.

The Prairie State Achievement Exam, which includes the ACT college assessment exam, has been administered to all high school juniors since 2001. ACT subtest scores can be correlated with subsequent student performance in specific community college courses. Student success in college-level courses can be predicted with a high level of statistical certainty through the use of corresponding ACT subtest scores. ACT test results are being used in high schools to assist

secondary students. Academic skill areas needing improvement are identified and work plans are developed to close skill gaps. The extra help can be provided during the summer between their junior and senior year of high school and/or during the student's senior year in high school.

Participating community colleges are working with their secondary partners to:

- Share data and information and create data-sharing agreements with educational partners.
- Create CCR teams composed of faculty and counselors/advisers from the community college and high school. Work with designated CCR Coordinators from the community college and team members to develop intervention strategies, design appropriate Readiness RX contracts with each student for developmental or advanced coursework, monitor student progress, provide readiness support services, and retest students to assess their academic skills growth at strategic points in the educational process.
- Create Readiness Prescriptions (Readiness RX) for each student based on their readiness for college-level work, provide course recommendations for remediation or for advanced coursework – in AP classes or dual credit/dual enrollment programs, and identify needed supplemental academic support services; i.e., tutoring, mentoring, and college application and scholarship form completion assistance.

Evaluation processes are being implemented by ICCB staff, project evaluators, and community college and high school officials. These processes help to measure the effectiveness of intervention strategies, fine tune operational processes, and explore opportunities to expand the initiative to additional student populations.

P-16 Grant Initiatives. P-16 Grant Initiative funding is used to expand community college services to high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework. The grant is primarily used to support dual credit and dual enrollment programs. Through these programs, secondary to postsecondary alignment and collaboration is increased, curricular duplication is decreased, and limited state and local educational funds are maximized.

Dual credit and dual enrollment are arrangements where students currently enrolled in high school enroll in a college-level course. Upon successful completion of the course, dual credit students earn both college and high school credit, while dual enrollment students earn college credit only. Colleges may receive course tuition and fees associated with the coursework or dual credit/dual enrollment to support these programs. Colleges may also use funds to fully or partially cover students' tuition and fees.

In the past year, enrollment has occurred mostly at secondary schools. Colleges report that 400 high schools in Illinois participate in dual credit programs and 440 participate in dual enrollment. In fiscal year 2007, community colleges established 78 new dual credit agreements with area high schools and 45 more are anticipated in fiscal year 2008.

American Diploma Project. Illinois is the 34th state to join the American Diploma Project (ADP) and work with Achieve, Incorporated, to further align expectations across educational levels and increase student readiness for college and careers. ADP requires leaders from the Governor's Office, P-12, Higher Education, and Business to collaborate on a policy agenda for college and career-ready academic standards, graduation requirements, assessments, data, and accountability systems. The

Illinois State Board of Education (June 2008), Illinois Board of Higher Education (August 2008), and Illinois Community College Board (September 2008) have endorsed ADP project participation. The Governor's Office and Illinois Business Roundtable are integral partners in the project.

Eighty percent of America's high school students are educated by the 33 states that are already part of the ADP network. These states have committed to addressing key policy areas:

- Increase alignment. Align high school standards with college and workplace expectations. Align high school graduation requirements with college and workplace expectations
- Elevate the rigor of high school curriculum. Require all graduates to take rigorous courses aligned to college and career ready standards that prepare them for life after high school
- Streamline assessment systems. Tests students take in high school serve as placement tests for college and hiring for the workforce
- Strengthen accountability. Hold high schools accountable for graduating students who are ready for college or careers and hold postsecondary institutions accountable for student success once enrolled.
- Link data systems. Develop P-20 longitudinal data systems.

Achieve staff and state alignment teams work together to establish College and Career Readiness Standards. Alignment teams consist of P-20 education, executive, and business leaders. Each state is encouraged to learn from its neighbors and develop its own action plan for fine tuning and carrying out their unique state agenda. An Alignment Institute is held by Achieve staff which helps state teams identify the English and mathematics expectations required for high school graduates to enter college-level courses at postsecondary institutions and gain entry-level positions in quality jobs. Achieve has produced model course descriptions and benchmarks in order to help states align elementary, middle, and high school standards with college and career ready expectations. These benchmarks specify what students should know and be able to do beginning in elementary school to culminate in college and career readiness by the end of high school. The state alignment team is convened three times over the initial year by Achieve. Achieve also provides technical assistance, training, tools, and coaching; compares initial state expectations with national benchmarks; and reviews preliminary and final drafts of College and Career Readiness Standards.

High School to College Success/Feedback Report. A standardized High School Feedback Report for high school principals has been produced by Illinois public universities since 1990. Community colleges began generating a more uniform set of feedback reports based on common data elements at the local level at the same time. The local approach was selected for community colleges since they attract the majority of their students from within their district boundaries. In keeping with the guidance of Illinois Senate Joint Resolution 59, the Illinois Community College Board, Illinois State Board of Education, and Illinois Board of Higher Education are collaborating with ACT, Inc. to create a revised pilot High School to College Success Report with a projected spring 2009 release date. http://www.ilga.gov/legislation/BillStatus_pf.asp?DocNum=59&DocTypeID=SJR&LegID=33657&GAID=9&SessionID=51&GA=95 Information about Illinois public high school graduates who enroll in the public community colleges and public universities in the state will be available in the report. The aim is to foster further collaborations and dialogue and improve alignment across educational levels.

The High School to College Success Report is expected to include three separate reports: (1) Individual High School Reports indicating how graduates from individual high schools perform in

their first year of postsecondary education, (2) State Aggregate High School Report that combine these aggregate data into a single state report, and (3) Individual Postsecondary Reports to show colleges and universities information on freshmen and the high schools where they graduated. The inclusion of the following types of information can be anticipated: high school grade point averages, ACT College Readiness Benchmark Scores; relationship between college preparation and student success; ACT composite scores; relationship between ACT scores, developmental coursework, and college grade point average; and rates of persistence and retention at the same Illinois postsecondary institution.

HIGH EXPECTATIONS AND QUALITY

Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

BACKGROUND ON HIGH EXPECTATIONS AND QUALITY

Policy Area Five covers performance indicators for 2008. Colleges were not required to present narrative of fiscal year 2008 initiatives or fiscal year 2009 plans.

Illinois community colleges are actively involved in initiatives to establish high standards for teaching and learning, document student progress and outcomes, and promote continuous program improvement. The Program Review Process is the primary method in which the colleges assure the quality of their programs and services. Programmatic need, quality, and cost are examined through the review process. Recognition is a complementary initiative where colleges address instructional, administrative, financial, facility, and equipment standards established by the Illinois Community College Board (ICCB). ICCB staff completed a cycle of Recognition evaluation reviews and visits in fiscal year 2008. Program Review policies and processes for all 39 college districts were evaluated as a part of the Recognition cycle. Colleges have made substantial progress in incorporating student learning outcome results into their review processes. Most colleges have made considerable progress in developing Program Review systems that are integrated into larger institutional quality improvement initiatives that contribute to institution-level planning and budget development.

The state-level Program Review system has been revised to focus statewide efforts to assist colleges in their efforts to further strengthen local reviews, identify and disseminate best practices, address emerging state-level issues, and further promote system responsiveness and accountability. Within the revised ICCB Program Review Process that was implemented in fiscal year 2007, colleges will review career and technical programs, academic disciplines, and cross-disciplines (general education, adult education and ESL, remedial/developmental education, vocational skills, and transfer functions and programs) on a statewide common five-year schedule. Student and academic services will be reviewed once every five years on a schedule that is determined by each college. Annual summary reports to the ICCB will focus on the results of program review, presentation of best practices and exemplary innovations, and identification of programmatic issues that need to be addressed at the state level.

SELECTED HIGH EXPECTATIONS AND QUALITY PERFORMANCE INDICATORS

Information pertaining to several mission-specific indicators is provided in the following paragraphs,

including Pass Rate on Professional Licensure Exams, Average Class Size, Transfer Rates, Full-Time Baccalaureate/Transfer Faculty Preparation, Number of General Education Courses included in the Illinois Articulation Initiative, Number of Major-Specific Courses included in the Illinois Articulation Initiative, and Graduate Satisfaction by College.

Pass Rate on Professional Licensure Exams (5C2)

Pass rates on Professional Licensure Exams are calculated based on the number of program graduates who pass the examination in a specified year versus all graduates from that program that take the test in that year. Forty Illinois community colleges reported pass rate information for Registered Nurses. The National Council Licensure Examination for **Registered Nurses** (NCLEX-RN®) median pass rate for fiscal year 2007 community college graduates was 89.0 percent. Nationwide, the pass rate on the NCLEX-RN® exam was 85.0 percent. Hence, Illinois community college AND graduates performed above the national level on the NCLEX-RN® licensure exam. Graduates from the following colleges reported pass rates on the NCLEX-RN® exam of above 95.0 percent in fiscal year 2007: **Harry S Truman College, Lake Land College, Moraine Valley Community College, Danville Area Community College, Elgin Community College, Harper College, Heartland Community College, Kishwaukee Community College, College of Lake County, and Waubensee Community College.**

The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2007 was 100.0 percent.

Nine Illinois community colleges provided information on **Dental Hygiene** pass rates for fiscal year 2007. The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2007 was 100.0 percent.

The corresponding fiscal year 2007 national average pass rate for Dental Hygiene examinations was less at 97.0 percent. No Illinois community college had an overall pass rate below 85.0 percent. The following five colleges reported perfect scores: **College of DuPage, William Rainey Harper College, College of Lake County, Lake Land College, Lewis & Clark Community College, Rock Valley College, and Carl Sandburg College.**

Fiscal year 2007 graduates from the 14 Illinois community college **Radiologic Technology** programs providing pass rate information reported a median pass rate of 94.0 percent.

With a 94.0 percent pass rate, results for Illinois community college Radiologic Technology graduates exceeded the national average for fiscal year 2007 by 3.0 percent.

The national average pass rate for Radiologic Technology programs was 91.0 percent; hence, results for Illinois community college Radiologic Technology graduates exceeded the national average by 3.0 percent. Graduates from the following colleges registered a perfect performance on the Radiologic Technology exam: **Wilbur Wright College, Danville Area Community College, College of Lake County, Lincoln Land Community College, Richland Community College, Carl Sandburg College, and Sauk Valley Community College.**

The Emergency Medical Technician median pass rate for fiscal year 2007 Illinois community college graduates was 89.5 percent.

Emergency Medical Technician examination results were reported by 18 colleges. The Emergency Medical Technician median pass rate for fiscal year 2007 Illinois community college graduates was 89.5 percent. Graduates from several community colleges achieved flawless pass rates of 100.0 percent, including **Malcolm X College, Kankakee Community**

College, Lincoln Land Community College, Oakton Community College, Richland Community College, and Carl Sandburg College. Graduates from **Moraine Valley Community College** attained a pass rate between 95.0 and 99.0 percent.

Transfer Rate (5M3)

Transfer rates are calculated using the National Transfer Assembly approach developed by a workgroup, in conjunction with the Center for the Study of Community Colleges at the University of California in Los Angeles (UCLA). Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the

Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology. Using the National Student Clearinghouse (NSC) data for all types of out-of-state institutions, as well as private in-state institutions is one factor that allowed more complete tracking and reporting of results for Illinois.

statewide transfer rate for cohorts of community college entering students based on the Illinois Community College and Public University Shared Data Files and the National Student Clearinghouse (NSC) Student Tracker **was 31.2 percent in fiscal year 2006 and 38.4 percent in fiscal year 2007.** NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and former students from all sectors of higher education. More than 2,800 of U.S. colleges and universities contribute to NSC data systems. Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Colleges in Illinois with 45 percent or more of the eligible individuals – based on the national methodology – transferring through fiscal year 2007 included **Frontier Community College** (50.0 percent; N = 9), **Lincoln Land Community College** (48.1 percent; N = 480), **College of DuPage** (47.9 percent; N = 1,103), **Illinois Valley Community College** (46.6 percent; N = 177), **Olney Central College** (46.6 percent; N = 61), **McHenry County College** (46.3 percent; N = 239), and **Parkland College** (46.2 percent; N = 446).

Between 2006 and 2007, transfer rates increased nearly across the board. Only seven colleges registered rate decreases: **Rock Valley College** (- 97.6 percent; - 82 transfers), **John A . Logan College** (- 37.1 percent; - 73 transfers), **Illinois Valley Community College** (-34.0 percent; - 91

transfers), **Wilbur Wright College** (- 22.6 percent; - 7 transfers), **Illinois Central College** (- 15.5 percent; - 71 transfers), **Parkland College** (- 13.2 percent; - 68 transfers), and **Danville Area Community College** (- 3.5 percent; - 4 transfers). Colleges in Illinois with the largest transfer rate increases between 2006 and 2007 were **Harry S Truman College** (322.6 percent; + 100 transfers), **Frontier Community College** (200 percent; + 6 transfers), and **Kennedy-King College** (116.1 percent; + 36 transfers).

During fiscal year 2007, the average Illinois community college class size was 18.01.

Average Class Size (5M4)

This performance indicator measures the average class size of Illinois community colleges. Reasonable class sizes can contribute to the delivery of more personalized,

individualized instruction. During fiscal year 2007, the average Illinois community college class size was 18.01, which is very close to the average from last year (17.90) and a 3.4 percent increase from fiscal year 2000.

Frontier Community College had the smallest average class size (11.11) and **Rock Valley College** (24.03) had the largest fiscal year 2007 average class size. **College of DuPage** experienced the largest class size increase (1.42 students) and **Frontier Community College** experienced the largest class size decrease (- 1.99 students) between fiscal years 2006 and 2007.

Full-Time Transfer Faculty Preparation (5M5)

This performance indicator reflects the educational attainment of the institution's full-time baccalaureate/transfer faculty. During fiscal year 2008, an average of 97.1 percent of all Illinois Community College System full-time transfer faculty held a Master's or higher degree. Eight out of ten colleges (79.2 percent) reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide, the most recent available data from the *Digest of Education Statistics, 2007*, are for full-time faculty teaching across all programs at community colleges and show 85.2 percent possessed a Master's degree or above (Fall 2003) http://nces.ed.gov/programs/digest/d06/tables/dt06_235.asp

During fiscal year 2008, an average of 97.1 percent of Illinois Community College System full-time transfer faculty held a Master's or higher degree.

During fiscal year 2008, there were 4,517 Illinois community college general education courses included in the IAI, an average of 94 courses per college.

Number of General Education Courses included in the Illinois Articulation Initiative (5M6)

This performance indicator measures the institution's involvement in the Illinois Articulation Initiative (IAI) which promotes and facilitates student transfer. During fiscal year 2008, there were 4,517 Illinois community

college general education courses included in the IAI, an average of 94 courses per college. Every college offered at least 60 IAI courses. The **College of DuPage** (148 courses), **Harper College** (140 courses), **Oakton Community College** (129 courses), **Rock Valley College** (123 courses), **Elgin Community College** (121 courses), and **Parkland College** (120 courses) were the leading

community colleges in the number of IAI general education courses listed. More than one-half of Illinois community colleges offered at least 90 IAI-approved general education courses in fiscal year 2008.

Colleges with above-average 2008 participation (94 courses) and added additional courses to their IAI general education course listing over the past year included **Rock Valley College (+11)**, **Harper College (+10)**, **College of Dupage (+8)**, **College of Lake County (+5)**, **Moraine Valley College (+5)**, **Southwestern Illinois College (+4)**, **Triton College (+4)**, **Waubensee Community College (+3)**, **Illinois Central College (+3)**, **Lewis & Clark Community College (+3)**, **Parkland College (+3)**, **Prairie State College (+3)**, **Elgin Community College (+2)**, **Oakton Community College (+1)**, **McHenry County College (+1)** and **Harold Washington College (+1)**. The Illinois Articulation Initiative is a very important collaborative effort to promote and facilitate inter-institutional transfer.

Number of Major-Specific Courses included in the Illinois Articulation Initiative (IAI) (5M7)

This performance indicator measures each college's involvement in the Illinois Articulation Initiative which promotes student transfer. During fiscal year 2008, 7,011 major-specific courses were included in the Illinois Articulation Initiative, an average of 146 courses per college. Each college offered at least 70 major-specific IAI courses and four colleges offered over 200 courses each.

Graduate Satisfaction by College (5C1)

This performance indicator reflects the percent of respondents to the Career and Technical Follow-up Study who were satisfied/very satisfied with program components, courses outside the program major, and support programs and services. During fiscal year 2007, slightly less than nine out of ten (88.0 percent) Illinois community college graduates were satisfied. **John Wood Community College (100.0 percent)**, **John A. Logan College (100.0 percent)**, **Lewis & Clark Community College (99.8 percent)**, and **Heartland Community College (96.8 percent)** had graduate satisfaction greater than 95 percent.

During fiscal year 2007, slightly less than nine out of ten (88.0 percent) Illinois community college graduates were satisfied/very satisfied with program components, courses outside the program major, and support programs and services.

Graduate satisfaction increased 0.4 percent from fiscal year 2003 to fiscal year 2007. Colleges with the largest increase over five years include **Richard J. Daley College (19.2 percent)** and **Prairie State College (15.8 percent)**.

ECONOMIC GROWTH

Higher education will help Illinois sustain strong economic growth through teaching, service, and research.

BACKGROUND ON ECONOMIC GROWTH

Policy Area One covers performance indicators for 2008.

SELECTED ECONOMIC GROWTH PERFORMANCE INDICATORS

Six Economic Growth performance indicators are included in the report: Percent of

Degree/Certificate Recipients Either Employed or Enrolled in Further Education, Annual Number of Community College Graduates By Broad Field of Study, Number of Businesses Provided with Technical Assistance Through College Business and Industry Centers, Number of Individuals Provided with Technical Assistance Through College Business and Industry Centers, Number of Businesses Attracted or Retained Through College Business and Industry Centers, and Total Number of Business and industry Center Courses/Workshops Conducted.

**Percent of Degree/Certificate Recipients
Either Employed or Enrolled in Further
Education (1C1)**

This indicator provides one measure of a college's success in preparing graduates to enter the workforce or pursue further specialized education or training. Based on the three-year average from fiscal year 2005 to 2007, nine out of ten (89.9 percent) degree or certificate recipients from Illinois community colleges were either **employed or enrolled in further education** within one year of graduation. The source of data for this measure is the annual Illinois Community College Board's *Follow-up Study of Career and Technical Education Program Graduates*. The statewide weighted average for this measure decreased slightly between 2000 and 2007 (93.4 percent to 92.0 percent), but continued at a relatively high level. The degree and certificate programs reported on in a given year explain a portion of the variability.

Nine out of ten degree or certificate recipients from Illinois community colleges were either employed or enrolled in further education within one year of graduation.

There have been several colleges in recent years which exhibited notable increases in the proportion of graduates who were either employed or enrolled in further education following completion and also maintained a three-year average above the statewide mean. **Harold Washington College** saw an increase of 60.0 percent from 2003 to 2007 with a three-year average of 90.6 percent. **Malcolm X College** had an increase of 26.7 percent during the same time frame and averaged 95.0 percent over the past three years. **Danville Area Community College** showed increases of 20.8 percent from 2003 to 2007 with a 93.3 percent three-year average. **Lake Land College** has steadily increased each year since 2005 and has registered increases of 6.5 percent, 11.1 percent, and 14.3 percent for their one-year, two-year, and five-year trends, respectively. **Kishwaukee College** (98.7 percent), **John Wood Community College** (96.6 percent), and the **College of Lake County** (96.5 percent) have the highest three-year averages.

Graduate follow-up studies among community colleges are common across the country; however, there is no standardized national process so methodological differences exist. Statewide results from Texas (2003-2004 completers) and Wisconsin (2006 graduates) provide useful points of reference. These data reflect similar information to the 2007 follow-up of 2006 graduates conducted in Illinois. According to updated information from the Texas Higher Education Coordinating Board's Community and Technical Colleges Division (75 colleges), 89 percent of the state's graduates were involved in either employment or additional education in the one-year follow-up based on the statewide Automated Student and Adult Learner Follow-up System.

Three-year follow-up results from Texas with supplemental reporting yielded 94 percent placement in employment or education for workforce program graduates (<http://www.theccb.state.tx.us/reports/PDF/1174.PDF>, Section XI Placement Data). Statewide, Wisconsin Technical College System (16 districts) one-year follow-up results for 2006 graduates show a 93 percent rate of employment. Available information shows that Illinois' employment and continuing education results are competitive with statewide outcomes achieved in Texas and Wisconsin. (http://www.wtcsystem.edu/reports/data/graduate/pdf/data_by_prog.pdf)

The Illinois Community College System offers over 240 career and technical education and training programs designed to meet targeted workforce needs.

Annual Number of Community College Graduates by Broad Field of Study (1S3)

Community colleges offer education and training programs in a wide variety of academic and occupational areas. The Illinois Community College System offers over 240 career and technical education and training programs

designed to meet targeted workforce needs. Extensive review and analysis of individual programs occur through the Illinois Community College System's Career and Technical Follow-up Study and Program Review analysis. In the following paragraphs, a series of broad college-level program clusters are used to give an overview of graduation patterns. The following categories are used in the analysis:

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

The clusters are slightly different than those used with universities to better capture the variety of education and training programs offered in the community college sector.

Pre-Baccalaureate/Transfer

Providing convenient and cost-effective access to the first two years of a bachelors degree remains a central and vital component of the community college mission. Transfer programs accounted for approximately one-third of all graduates from Illinois community colleges over the last several years. In this analysis, Transfer programs include AA, AS, AA&S, AFA, AGS degrees and two-digit CIP code 24 and 30. The absolute number of graduates who completed pre-baccalaureate programs increased (9.5 percent) over the past several years from 14,359 in 2003 to 15,726 in 2007. Recent gains among baccalaureate/transfer completions have been outpaced by even more substantial graduate growth among career and technical programs.

Providing convenient and cost-effective access to the first two years of a bachelors degree remains a central and vital component of the community college mission.

Colleges that saw substantial percentage gains between 2003 and 2007 were **Wilbur Wright College** (63.3 percent; fiscal year 2007 N = 351), **Harold Washington College** (61.6 percent; fiscal year 2007 N = 265), and **Malcolm X College** (60.6 percent; fiscal year 2007 N = 114). Long-term (2003 to 2007), the number of transfer graduates that increased the most were **Harper College** (+183) and **Joliet Junior College** (+156).

Colleges showing considerable gains in transfer completers from fiscal year 2006 to 2007 were **Danville Area Community College** (57.1 percent; fiscal year 2007 N = 132), **Harold Washington College** (33.8 percent; fiscal year 2007 N = 265), and **Kishwaukee College** (24.9 percent; fiscal year 2007 N = 371). The number of transfer graduates increased the most in one year at **Triton College** (+82) and **Kishwaukee College** (+74).

Education. In 2007, Education accounted for 2.6 percent for all graduates. Education graduates increased by 25.8 percent from 1,054 in 2003 to 1,326 in 2007. Education programs include two-digit CIP code 13 and four-digit CIP code 20.02. Programs with historically small numbers of completers will show substantial percentage gains from small numeric increases. Colleges that saw substantial percentage gains in Education between 2003 and 2007 included **Sauk Valley Community College** (514.3 percent; fiscal year 2007 N = 43) and **Harper College** (319.4 percent; fiscal year 2007 N = 151). **Harper College** (+115), **Oakton Community College** (+68), and **Morton College** (+54) registered substantial numeric gains between 2003 and 2007.

Colleges showing large percentage gains from fiscal year 2006 and 2007 included **Sauk Valley Community College** (377.8 percent; fiscal year 2007 N = 43), **Oakton Community College** (244.4 percent; fiscal year 2007 N = 93), and **Harper College** (243.2 percent; fiscal year 2007 N = 151). **Harper College** (+107) and **Oakton Community College** (+66) reported the largest short-term numeric gains.

Graduates from Agricultural programs decreased by 8.6 percent over the last few years from 799 in 2005 to 730 in 2007.

Agriculture. Community college Agricultural program graduates decreased by 8.6 percent over the last few years from 799 in 2005 to 730 in 2007. The number of Agriculture completers increased by 1.0 percent between 2003 and 2007. Agriculture Programs include

two-digit CIP codes 01, 02, and 03. Colleges that saw substantial gains in Agriculture program completions between 2003 to 2007 were **Richland Community College** (400.0 percent; fiscal year 2007 N = 30) and **Triton College** (300.0 percent; fiscal year 2007 N = 8). Long-term substantial numerical gains were registered by **Lake Land College** (+32), **Richland Community College** (+24), and **Rend Lake College** (+18). Colleges showing considerable gains between fiscal year 2006 and 2007 were **South Suburban College** (400.0 percent; fiscal year 2007 N = 5) and **Richland Community College** (100.0 percent; fiscal year 2007 N = 30). Short-term substantial numerical gains were registered by **Rend Lake College** (+32) and **Richland Community College** (+15).

Business. Graduates from Business programs decreased by 39.6 percent over the past several years from 6,260 in 2003 to 3,778 in 2007. Business programs include the two-digit CIP code 52. The number of business completers decreased 6.3 percent from 2006 to 2007. Colleges that saw

substantial growth in the number of Business graduates during the period between 2003 to 2007 were **Lewis & Clark Community College** (195.8 percent; fiscal year 2007 N = 210), **Waubonsee Community College** (122.8 percent; fiscal year 2007 N = 205), and **McHenry County College** (75.6 percent; fiscal year 2007 N = 151). Similarly, **Lewis & Clark Community College** (+139) and **Waubonsee Community College** (+113) showed the largest numeric gains.

Colleges showing substantial short-term Business program graduate percentage gains from fiscal year 2006 to 2007 were **Harry S Truman College** (240.0 percent; fiscal year 2007 N = 17), **Lewis & Clark Community College** (147.1 percent; fiscal year 2007 N = 210), **Kennedy-King College** (100.0 percent; fiscal year 2007 N = 8), and **Olney Central College** (100.0 percent; fiscal year 2007 N = 8). The largest numeric gains were registered by **Lewis & Clark Community College** (+125), **Lake Land College** (+70), and **McHenry County College** (+58).

Engineering-Related. Engineering-related program completions decreased by 13.0 percent over the past several years from 1,243 in 2003 to 1,081 in 2007. The number of engineering completers decreased by 4.9 percent from 2006 to 2007. Engineering-related programs include the Associate in Engineering Science (AES) degree and two-digit CIP codes 14 and 15. Colleges that saw substantial increases in Engineering-related completions during the period of 2003 to 2007 include **Harper College** (346.7 percent; fiscal year 2007 N = 67), **Richland Community College** (263.6 percent; fiscal year 2007 N = 40), and **Wabash Valley College** (227.3 percent; fiscal year 2007 N = 36). The largest numeric gains were registered by **Harper College** (+52), **Kaskaskia College** (+34), **Illinois Valley Community College** (+29), and **Richland Community College** (+29).

Colleges showing considerable growth from fiscal year 2006 to 2007 include **Frontier Community College** (266.7 percent; fiscal year 2007 N = 22), **Wabash Valley College** (176.9 percent; fiscal year 2007 N = 36), and **College of DuPage** (155.6 percent; fiscal year 2007 N = 69). **College of DuPage** (+42) and **Wabash Valley College** (+23) reported the largest numeric gains.

Health Science

The number of graduates in Health Science programs increased 38.5 percent over the past several years from 10,544 in fiscal year 2003 to 14,602 in fiscal year 2007. The rate of increase in Health Sciences almost tripled the overall increase across all graduates of 13.2 percent during the same period. The number of Health Science program completers increased 7.0 percent between fiscal years 2006 and 2007. Health programs include two-digit CIP code 51. Colleges that had substantial gains between fiscal years 2006 and 2007 include **Lincoln Trail College** (214.7 percent; fiscal year 2007 N = 107), **Harry S. Truman College** (166.2 percent; fiscal year 2007 N = 173), and **Oakton Community College** (159.0 percent; fiscal year 2007 N = 474). The largest numeric gains were registered by **Oakton Community College** (+291), **Triton College** (+140), and **Sauk Valley Community College** (+133).

The number of graduates in Health Science programs increased 38.5 percent over the past several years from 10,544 in fiscal year 2003 to 14,602 in fiscal year 2007.

Colleges with substantial Health Science program graduates increases from 2003 to 2007 include **Prairie State College** (673.4 percent; fiscal year 2007 N = 495), **Heartland Community College**

(475.9 percent; fiscal year 2007 N = 167), and **Shawnee Community College** (326.3 percent; fiscal year 2007 N = 243). **Prairie State College** (+431), **Harper College** (+427), and **Oakton Community College** (+288) reported the largest numeric gains.

Public and Protective Services

Completers from these programs accounted for about 4.1 percent of all community college graduates in fiscal year 2007. The number of graduates in Public and Protective Services increased by 31.2 percent over the past several years from 1,585 in fiscal year 2003 to 2,080 in fiscal year 2007. Short-term Public and Protective Service graduates decreased by 11.0 percent from 2006 to 2007. Public and Protective Services programs include two-digit CIP codes 43 and 44. Colleges that had substantial gains from fiscal year 2003 to 2007 include **Kennedy-King College** (900.0 percent; fiscal year 2007 N = 20), **Harry S Truman College** (300.0 percent; fiscal year 2007 N = 4), and **Oakton Community College** (254.5 percent; fiscal year 2007 N = 78). The largest numeric gains were registered by **Oakton Community College** (+56), **McHenry County College** (+52), and **Lincoln Land Community College** (+44).

Colleges with significant increases over the one-year span include **Kennedy-King College** (566.7 percent; fiscal year 2007 N = 20), **Oakton Community College** (333.3 percent; fiscal year 2007 N = 78), and **Harry S Truman College** (300.0 percent; fiscal year 2007 N = 4). Colleges that showed the largest short-term numeric gains include **Lincoln Land Community College** (+94), **Lewis & Clark Community College** (+68), **Oakton Community College** (+60), and **McHenry County College** (+45).

Trade and Industrial program graduates increased 31.0 percent over the past several years from 5,643 in fiscal year 2003 to 7,393 in fiscal year 2007.

Trade and Industrial

Trade and Industrial program graduates increased 31.0 percent over the past several years from 5,643 in fiscal year 2003 to 7,393 in fiscal year 2007. Short term, the number of Trade and Industrial program completers increased 25.8 percent between fiscal years

2006 and 2007. Trade and Industrial Programs include two-digit CIP codes 46, 47, 48, and 49.

Colleges with large gains between fiscal years 2003 and 2007 include **Shawnee Community College** (1850.0 percent; fiscal year 2007 N = 39), **Lewis & Clark Community College** (1016.7 percent; fiscal year 2007 N = 134), and **Heartland Community College** (500.0 percent; fiscal year 2007 N = 6). The largest numeric gains were registered by **Harold Washington College** (+1,434), **College of Lake County** (+239), and **Rock Valley College** (+155).

Colleges with large Trade and Industrial completer increases from fiscal years 2006 to 2007 include **Harry S. Truman College** (820.0 percent; fiscal year 2007 N = 46), **Lewis & Clark Community College** (688.2 percent; fiscal year 2007 N = 134), and **Sauk Valley Community College** (484.4 percent; fiscal year 2007 N = 187). The colleges with the largest numeric short-term gains include **Harold Washington College** (+907), **Sauk Valley Community College** (+155), **Kennedy-King College** (+134), and **College of Lake County** (+134).

All Other Program Graduates. This indicator provides information about individuals completing community college programs besides Transfer, Agriculture, Business, Education, Engineering-Related, Health, Public and Protective Services, and Trade/Industrial. The number of graduates in the “All Other” category has increased 17.6 percent since fiscal year 2003. The number of graduates in the “All Other” category decreased by 3.3 percent from 4,761 in 2006 to 4,606 in 2007. Colleges that had sizable percentage gains between fiscal year 2003 and 2007 include **Lincoln Land Community College** (5100.0 percent; fiscal year 2007 N = 52), **Heartland Community College** (2900.0 percent; fiscal year 2007 N = 30), **Rock Valley College** (1900.0 percent; fiscal year 2007 N = 40), and **Spoon River College** (1600.0 percent; fiscal year 2007 N = 17). The largest numeric gains were registered by **Richland Community College** (+104), **Southwestern Illinois College** (+98), and **Lewis & Clark Community College** (+89).

Colleges with substantial percentage increases over the last year include **Malcolm X College** (228.6 percent; fiscal year 2007 N = 23), **Wabash Valley College** (175.0 percent; fiscal year 2007 N = 11), and **Sauk Valley Community College** (150.0 percent; fiscal year 2007 N = 45). Colleges that showed the largest number increases from 2006 to 2007 include **Lewis & Clark Community College** (+76), **Harry S Truman College** (+74), and **Harold Washington College** (+46).

Number of Businesses Provided with Technical Assistance Through College Business and Industry Centers (1M1)

This performance indicator measures College Business and Industry Center involvement with the *businesses* in Illinois. During fiscal year 2007, Illinois community colleges served a total of 5,182 businesses through their Business and Industry Centers, which is up 48.2 percent from the total of 3,497 businesses served in fiscal year 2000. The average number of businesses served in fiscal year 2007 was 113, down from an average of 130 businesses served in fiscal year 2006. The Business and Industry Centers at **Joliet Junior College** (N = 1,178), **Black Hawk College** (N = 434), and **Lewis & Clark Community College** (N = 402) reported the most businesses served.

During fiscal year 2007, Illinois community colleges served a total of 5,182 businesses through their Business and Industry Centers, which is up 48.2 percent from fiscal year 2000.

The average number of *individuals* served through Business and Industry Centers in fiscal year 2007 was 2,331, an increase compared to an average 2,275 in fiscal year 2006.

Number of Individuals Provided with Technical Assistance Through College Business and Industry Centers (1M2)

This performance indicator measures the number of people provided with technical assistance through college Business and Industry Centers. Business owners have come to rely on community college technical assistance for

feedback, advice, and real answers to challenging business questions. During fiscal year 2007, Illinois community colleges provided a total of 97,918 individuals with technical assistance through their Business and Industry Center, up 2.5 percent from the total of 95,546 individuals served in fiscal year 2006. The average number of individuals served in fiscal year 2007 was 2,331, also an increase compared to an average of 2,275 in fiscal year 2006. **John A. Logan College** (N = 16,420), **Lewis & Clark Community College** (N = 9,177), and **Shawnee Community College** (N = 5,092) served the largest number of individuals at their Business and Industry Centers in fiscal

year 2007. Long term, the average number of individuals served in fiscal year 2007 increased 9.5 percent compared to fiscal year 2003 (N = 89,439).

Number of Businesses Attracted or Retained Through College Business and Industry Centers (1M4)

This performance indicator measures the number of businesses who were provided with needed assistance to begin or continue their operation. In fiscal year 2007, Illinois community colleges attracted or retained 140 businesses through the college Business and Industry Centers down 48.3 percent from 271 in 2006. Over the last five years combined, community colleges attracted or retained a total of 1,453 Illinois businesses. The Business and Industry Centers at **Lake Land College** (N = 244), **Lewis & Clark Community College** (N = 214), and **Parkland College** (N = 151) attracted or retained the most businesses for the five-year period (fiscal years 2003 through 2007).

Total Number of Business and Industry Center Courses/Workshops Conducted (1M6)

This performance indicator measures the number of courses and workshops conducted. In fiscal year 2007, 14,356 business and industry center courses were conducted, down 17.0 percent from 17,298 in 2006. **Lewis & Clark Community College** conducted the most courses with 1,530. Other colleges that conducted a large number of courses were **Danville Area Community College** (N = 1,116), and **Joliet Junior College** (N = 928). **Triton College** saw a 521.0 percent increase in courses from 2006. Other colleges that increased the number of courses offered were **Kaskaskia College** (315.1 percent) and **Morton College** (300.0 percent).

In fiscal year 2007, 14,356 business and industry center courses were conducted, down 17.0 percent from 17,298 in 2006.

DIVERSITY

ACCESS AND DIVERSITY

Illinois will increase the number and diversity of residents completing training and education programs.

BACKGROUND ON ACCESS AND DIVERSITY

Illinois community colleges served a total of 932,388 students through credit and noncredit courses during fiscal year 2007. For students enrolled in credit coursework, more than half (55.5 percent) were female and more than one-third (36.8 percent) were minorities. The median age of students in credit-generating coursework was 25.7 with an average age of 30.6, which were both slight decreases from fiscal year 2006. Information on students enrolled in noncredit courses shows similar gender representation (55.6 percent female) and less minority

For students enrolled in credit coursework, more than half (55.5 percent) were female. More than one-third (36.8 percent) of the credit students were minorities.

participation at around one-fourth minority noncredit enrollments. Just under one-half of the noncredit students were 40 years of age or above.

The unduplicated number of students with documented disabilities attending Illinois community colleges and registered for services totaled 12,337. Based on an unduplicated count of Students with Disabilities who registered for services, specific disabilities consisted of the following: **Learning**, including **Attention-Deficit/Hyperactivity Disorder** (52.0 percent of reported disabilities); **Auditory** (5.9 percent); **Systematic/Chronic Health Problems** (7.4 percent); **Mobility** (6.9 percent); **Psychological** (9.1 percent); **Visual** (4.2 percent), **Developmental** (3.9 percent), and **Other** (10.5 percent).

Collegiate-level degrees and certificates were awarded to 51,322 students at Illinois community colleges in fiscal year 2007, 3.4 percent more than in fiscal year 2006.

Overall, collegiate-level degrees and certificates were awarded to 51,322 students at Illinois community colleges in fiscal year 2007, 3.4 percent more than in fiscal year 2006. Baccalaureate/transfer degrees were earned by 14,631 students, down 0.7 percent since the previous year and accounted

for 28.5 percent of all completions. Career and technical education programs comprised approximately 69.2 percent of college degree and certificate completions, totaling 35,495, a 5.0 percent increase from fiscal year 2006.

As with Policy Areas One, Two, Five, and Six, information on Policy Area Four covers only performance indicators for 2008. Colleges were not required to present narrative on fiscal year 2008 initiatives or fiscal year 2009 plans.

SELECTED ACCESS AND DIVERSITY PERFORMANCE INDICATORS

Several Access and Diversity indicators are included in the report: Individuals with Disabilities Completions; Race/Ethnicity Completions for Minority Combined, Asian, African American, Latino, and Nonresident Alien; Gender Completions; Number of Students Enrolled by Disability Status, Race/ethnicity, and Gender; Number of Students Number of Students Served Through Adult Education (ABE/ASE) Coursework; Number of Students Served Through English as a Second Language (ESL) Coursework; Number of Students Served Through Developmental Coursework; Remedial Credits Earned Versus Attempted; and Percentage of Full-time Combined Minority Faculty.

Across the Illinois Community College System, 1,164 individuals with disabilities graduated in fiscal year 2007, which represents approximately 2.3 percent of all graduates.

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

Individuals with Disabilities Completions (4C1)

Across the Illinois Community College System, 1,164 individuals with disabilities graduated in fiscal year 2007, which represents approximately 2.3 percent of all graduates. Statewide, the number

of students with disabilities who graduated in fiscal year 2007 increased by 3.0 percent compared to fiscal year 2006 (N = 1,130 in fiscal year 2006; N = 1,164 in fiscal year 2007). Long term, the statewide disability completers increased by 18.2 percent (N = 985 in fiscal year 2003). In fiscal

year 2007, **College of DuPage** (N = 109), **Southwestern Illinois College** (N = 96), and **Harper College** (N = 92) reported the largest number of graduates with disabilities.

Community colleges with substantial gains in the number of graduates with disabilities from fiscal year 2006 to 2007 include **Illinois Valley Community College** (128.6 percent; fiscal year 2007 N = 16), **Oakton Community College** (104.5 percent; fiscal year 2007 N = 45), and **Triton College** (94.1 percent; fiscal year 2007 N = 33). The source of data for this indicator is the Annual Enrollment and Completions (A1) submission.

According to the U.S. Census' Current Population Survey (2006), nationwide 12.3 percent of the total population between the ages of 16 and 64 has a disability, and 36.7 percent of the population with a disability were employed. According to the 2005 American Community Survey, almost 14 percent between 18 and 34 were enrolled in college or graduate school. In Illinois (2007) data, over 830,000 (10.0 percent) individuals in the state between 16 and 64 years of age reported having a disability. Of that disability population, 38.1 percent were in the workforce compared to 74.2 percent with no disability. (http://factfinder.census.gov/servlet/ACSSAFFPeople?_submenuId=people_4&sse=on)

Race/Ethnicity Completions (4C1)

Minority Combined.

More than three out of ten (30.9 percent) fiscal year 2007 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white). Racial/ethnic categories used in the analysis are defined by federal officials

From 2003 to 2007, the overall number of minority graduates increased by 20.1 percent. These results are similar to the national figure of 31.9 percent minority among associate degree graduates in 2006.

through the National Center for Education Statistics (NCES) Integrated Postsecondary Data Systems (IPEDS) collection process. Data for Illinois community colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and serve as a useful point of reference in this section of the report. Illinois results are similar to the national figure of 31.9 percent minority among associate degree graduates in 2006 as provided by the National Center for Education Statistics. (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp)

In the Illinois Community College System, there was an increase of 20.1 percent in minority student completions in the last few years, with the number of minority graduates increasing from 13,185 in fiscal year 2003 to 15,837 in fiscal year 2007. Of the colleges with at least 150 minority graduates in fiscal year 2007, **Illinois Valley Community College** (282.1 percent; fiscal year 2007 N = 214), **Prairie State College** (142.5 percent; fiscal year 2007 N = 434), and **Richland Community College** (105.7 percent; fiscal year 2007 N = 216) experienced the largest percentage increases. Other colleges, including those with fewer than 150 minority graduates, that experienced considerable percentage increases in minority graduates during this period include **Shawnee Community College** (255.0 percent; fiscal year 2007 N = 142), **McHenry County College** (148.8

percent; fiscal year 2007 N = 102), and **John Wood Community College** (100.0 percent; fiscal year 2007 N = 50).

In the short term from 2006 to 2007, the overall number of minority graduates increased by 9.4 percent. **Frontier Community State College** (100.0 percent; fiscal year 2007 N = 4), **Oakton Community College** (89.4 percent; fiscal year 2007 N = 356), **Sauk Valley Community College** (74.5 percent; fiscal year 2007 N = 82), and **Harry S Truman Community College** (70.7 percent; fiscal year 2007 N = 466) registered the largest percentage gains over this time frame. The source of data for this indicator is the Annual Enrollment and Completion (A1) submission. Additional details about each racial/ethnic group follow.

Asian

Roughly one in 20 (5.4 percent) graduates in fiscal year 2007 self-identified as Asian. This is similar to the national figure of 4.9 percent in 2006 (http://nces.ed.gov/programs/digest/d0/tables/dt07_271.asp). There was a short-term increase of 17.0 percent in the number of Asian graduates from 2006 to 2007 (compared to a 3.4 increase for all

The number of Asian completers increased from 2,262 in fiscal year 2003 to 2,787 in 2007, a 23.2 percent increase.

graduates), while there was an increase of 23.2 (compared to 13.2 percent for all graduates) from 2003 to 2007. The number of Asian completers increased from 2,262 in fiscal year 2003 to 2,787 in 2007. Colleges with considerable increases in Asian graduates during the long-term included **Lake Land College** (700.0 percent; fiscal year 2007 N = 16), **Kankakee Community College** (600.0 percent; fiscal year 2007 N = 7), **Danville Area Community College** (200.0 percent; fiscal year 2007 N = 3), and **Waubensee Community College** (192.9 percent; fiscal year 2007 N = 41). Colleges with substantial increases in Asian graduates during the last year included **Sauk Valley Community College** (450.0 percent; fiscal year 2007 N = 11), **Kankakee Community College** (250.0 percent; fiscal year 2007 N = 7), **Carl Sandburg College** (200.0 percent; fiscal year 2007 N = 6), and **Rend Lake College** (150.0 percent; fiscal year 2007 N = 5).

Slightly more than **one in seven** fiscal year 2007 **Illinois Community College System** graduates (15.2 percent) identified themselves as **African American**.

African American

Just over one in seven graduates (15.2 percent) from fiscal year 2007 identified themselves as African American. This was somewhat above the 2006 national average of 12.6 percent

(http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp). There was a short-term 9.5 percent increase in the number of African American graduates from 2006 to 2007 (compared to an increase of 3.4 percent for all graduates), while there was a long-term increase of 16.1 percent between fiscal years 2003 and 2007. The number of African American completers increased from 6,714 in fiscal year 2003 to **7,794 in 2007**. This rate of increase is slightly higher than the 13.2 percent increase for all graduates during the same time frame. Among the colleges with considerable increases in African American graduates during this five-year period were **Illinois Valley Community College** (557.1 percent; fiscal year 2007 N = 92), **Shawnee Community College** (239.5 percent; fiscal year 2007 N = 129), **Sauk Valley Community College** (233.3 percent; fiscal year 2007 N = 10), and **Prairie State College** (188.1 percent; fiscal year 2007 N = 340). Large long-term gainers were **Harold Washington College**

(+599), **Prairie State College** (+222), **Malcolm X College** (+141), and **Kennedy-King College** (+121).

Large gainers for African American graduates from 2006 to 2007 included **Sauk Valley Community College** (233.3 percent; fiscal year 2007 N = 10), **Oakton Community College** (141.2 percent; fiscal year 2007 N = 41), and **Wabash Valley College** (100.0 percent; fiscal year 2007 N = 10).

Latino

Almost 9 percent of graduates from fiscal year 2007 identified themselves as Latino (N = 4,589, 8.9 percent). Nationally, about 11.3 percent of associate degree graduates were Latino in 2006 (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp).

There has been an increase in Latino completers each year from fiscal years 1999 through 2007.

There has been an increase in Latino completers each year from fiscal years 1999 through 2007. For Latino graduates, there was an increase of 6.8 percent from fiscal years 2006 to 2007, as the number of completers increased by 293. This increase among Latino graduates was greater than the 3.4 percent increase for all completers. Colleges with significant increases over the fiscal year 2006 to 2007 span include **Kishwaukee College** (144.4 percent; fiscal year 2007 N = 66), **Harry S Truman College** (88.5 percent; fiscal year 2007 N = 164), and **Carl Sandburg College** (87.5 percent; fiscal year 2007 N = 15).

The number of Latino graduates increased by 25.2 percent from fiscal years 2003 to 2007 (compared to 13.2 percent for all graduates). Colleges with significant increases from 2003 to 2007 include **Kankakee Community College** (320.0 percent; fiscal year 2007 N = 21), **Shawnee Community College** (300.0 percent; fiscal year 2007 N = 8), **Illinois Valley Community College** (184.0 percent; fiscal year 2007 N = 71), and **Richland Community College** (180.0 percent; fiscal year 2007 N = 28).

Since 2003 there was a 8.5 percent decrease, as the number of Native American graduates decreased from 176 in fiscal year 2003 to 161 in 2007.

Native American

Less than one half of 1 percent (0.3 percent) of graduates from fiscal year 2007 identified themselves as Native Americans. Nationally, about 1.2 percent of graduates identified themselves as Native American in 2006 (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp).

Native American graduates slightly decreased from 193 in fiscal year 2006 to 161 in fiscal year 2007. Since 2003, there was a 8.5 percent decrease, as the number of Native American graduates decreased from 176 in fiscal year 2003 to 161 in 2007. In fiscal year 2007, the following colleges reported ten or more Native American graduates: **Harold Washington College** (N = 31), **College of DuPage** (N = 13), and **Southwestern Illinois College** (N = 12). Colleges with large percentage increases in Native American graduates from 2006 to 2007 include **Harry S Truman College** (300.0 percent; fiscal year 2007 N = 4), **McHenry County College** (200.0 percent; fiscal year 2007 N = 3), and **Lewis & Clark Community College** (100.0 percent, fiscal year 2007 N = 2).

Nonresident Alien

The indicator exhibits success of the institution in graduating Nonresident Alien students. From fiscal years 2003 through 2007, Nonresident Alien graduates accounted for 0.4 percent of the total completer population. This is below the national average of 1.9 percent in 2006 (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp). For Nonresident Alien graduates, there was an increase of 1.0 percent from fiscal year 2006 to 2007 as the number of completers increased from 199 in fiscal year 2006 to **201 in fiscal year 2007**. The number of Nonresident Alien graduates increased 3.6 percent from fiscal year 2003 (N = 194) to 2007 (N = 201).

The number of Nonresident Alien graduates increased 3.6 percent from fiscal year 2003.

White/Caucasian

Almost 70 (69.1) percent of the graduates from fiscal year 2007 identified themselves as **White** (Non-Hispanic) (N = 35,485). This is similar to the national figure of 68.1 percent in 2006 (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp). In Illinois, there was an increase of 331 White graduates (0.9 percent) between fiscal years 2006 and 2007. This systemwide increase of White students is smaller than the 3.4 percent one-year increase for all completers. The number of White graduates within the Illinois Community College System increased 10.4 percent from fiscal years 2003 to 2007, slightly less than the 13.2 percent for all graduates during the same time frame. White students represented less than 55.0 percent of graduates at only ten colleges in fiscal year 2007. These colleges were **Prairie State College** (52.2 percent), **Wilbur Wright College** (37.8 percent), **South Suburban College** (35.5 percent), **Harry S Truman College** (30.0 percent), **Harold Washington College** (28.6 percent), **Morton College** (24.4 percent), **Malcolm X College** (13.5 percent), **Richard J. Daley College** (13.1 percent), **Kennedy-King College** (3.5 percent), and **Olive-Harvey College** (3.0 percent). Of these ten colleges, **Kennedy-King College** experienced the largest percentage increase in White graduates from fiscal years 2006 to 2007 (46.7 percent), and **Harold Washington College** experienced the largest percentage increase in White graduates from fiscal years 2003 to 2007 (186.2 percent). Among the other 38 colleges, those who reported sizable percentage increases in White graduates from fiscal year 2003 to 2007 include **Lewis & Clark Community College** (78.7 percent; fiscal year 2007 N = 1,185), **Harper College** (63.9 percent; fiscal year 2007 N = 1,649), and **Kankakee Community College** (58.8 percent; fiscal year 2007 N = 424). Those who reported sizeable percentage increases in White graduates from fiscal years 2006 to 2007 included **Sauk Valley Community College** (93.0 percent; fiscal year 2007 N = 720), **Oakton Community College** (68.7 percent; fiscal year 2007 N = 776), and **Lewis & Clark Community College** (48.3 percent; fiscal year 2007 N = 1,185).

Most community college completers, historically, have been female. Overall, almost **six out ten graduates were female** in each of the last five years.

Gender Completions (4C1)

In fiscal year 2007, there were **29,292 female completers** statewide in the Illinois Community College System (57.1 percent of all completers). Most community college completers, historically, have been female. Overall, almost **six out ten graduates were**

female in each of the last five years. The proportion among Illinois community colleges is slightly below the national proportion of 62.1 percent of certificate and associate degree completers from 2006 (http://nces.ed.gov/programs/digest/d07/tables/dt07_271.asp). The rate of increase for female

graduates is lower in 2007 at 1.4 percent from fiscal year 2006 compared to the rate of increase from fiscal years 2005 to 2007 (1.5 percent) and fiscal years 2003 to 2007 (12.0 percent). However, the number of female graduates increased slightly during each of the last five fiscal years, with fiscal year 2007 registering the largest count (N = 29,292) to date. Similarly, male graduates have shown incremental increases in four of the last five years (fiscal year 2007 N = 22,030). The number of male completers increased 6.2 percent from fiscal year 2006 to fiscal year 2007, higher than the rate of decrease of -2.4 percent from fiscal years 2005 to 2007. Since fiscal year 2003, male graduates (+ 2,858; fiscal year 2007 N = 22,030) and female graduates (+ 3,134; fiscal year 2007 N = 29,292) have shown similar growth.

Individual colleges with substantial (25 percent or above) short-term growth in female completers include **Lincoln Trail College** (74.5 percent, fiscal year 2007 N = 171), **Oakton Community College** (65.7 percent, fiscal year 2007 N = 686), **Sauk Valley Community College** (64.2 percent, fiscal year 2007 N = 468), **Malcolm X College** (39.9 percent, fiscal year 2007 N = 452), **Harry S Truman College** (37.0 percent, fiscal year 2007 N = 426), and **Triton College** (28.9 percent, fiscal year 2007 N = 826). Those with substantial long-term growth (fiscal years 2003 to 2007) in female graduates include **Prairie State College** (110.8 percent, fiscal year 2007 N = 584), **Shawnee Community College** (84.8 percent, fiscal year 2007 N = 388), and **Triton College** (62.8 percent, fiscal year 2007 N = 826).

Number of Students Enrolled by Disability Status, Race/ethnicity, and Gender (4M1)

This performance indicator reflects the success of the institution in enrolling students from underrepresented groups. During fiscal year 2007, a total of 11,071 students self-identified as disabled were enrolled in Illinois community colleges, which is approximately 1.6 percent of the total community college population served through credit coursework. Nationally, an estimated 11.3 percent of undergraduates had some form of disability in fiscal year 2004 (http://nces.ed.gov/programs/digest/d07/tables/dt07_221.asp). In Illinois, there was a 9.1 percent decrease from fiscal year 2006 when 12,185 students (1.8 percent) identified themselves as being disabled. During fiscal year 2007, **Olney Central College** (6.7 percent), **Richland Community College** (3.9 percent), **McHenry County College** (3.7 percent), and **Kankakee Community College** (3.7 percent) served the largest proportion of disabled students.

During fiscal year 2007, a total of 11,071 students self-identified as disabled were enrolled in Illinois community colleges.

In fiscal year 2007, **Olive-Harvey College** (98.7 percent) and **Kennedy-King College** (95.4 percent) served the largest proportion of combined minority students. This is much higher than the statewide average of 34.8 percent, as well as the national average of 37.9 percent, for students at 2-year public institutions in 2005 (http://nces.ed.gov/programs/digest/d07/tables/dt07_217.asp). Across all seven campuses, 81.7 percent of the **City Colleges of Chicago** students identified themselves as members of a minority group. Outside the City Colleges of Chicago, **Morton College** served the largest proportion of combined minority students (84.7 percent). **Harold Washington College** had the largest percentage of Asian/Pacific Islander students (14.6 percent), followed by **Harper College** with 12.1 percent Asian/Pacific Islanders. **Kaskaskia College** had the largest percentage of Native American/Alaskan students (0.8 percent). **Kennedy-King College** reported serving the largest percentage of African-American, Non-Latino students (84.0 percent) followed by **Olive-Harvey College** (77.5 percent). Outside of Chicago, **South Suburban College**

reported serving the largest percentage of African-American, Non-Latino students (55.7 percent). **Morton College** had the largest percentage of Latino students (77.4 percent). **Parkland College** reported the largest percentage of Non-Resident Alien students (4.5 percent).

Female students accounted for almost two-thirds (66.1, 65.6, and 65.3 percent respectively) of **Olney Central College**, **Olive-Harvey College**, and **Kennedy-King College** students. This is much higher than the statewide figure of 55.5 percent. Other colleges in which 60 percent or more of the students were females included **Kankakee Community College** (63.7 percent), **South Suburban College** (62.8 percent), **Oakton Community College** (62.6 percent), **John Wood Community College** (62.2 percent), **Malcolm X College** (62.1 percent), **Morton College** (61.3 percent), and **Highland Community College** (61.1 percent). In 2005, 58.5 percent of two-year public college students nationwide were female (http://nces.ed.gov/programs/digest/d07/tables/dt07_184.asp).

Number of Students Served Through Adult Education (ABE/ASE) Coursework (4M2)

This performance indicator measures the number of students being served through Adult Basic Education and Adult Secondary Education (ABE/ASE) coursework. During fiscal year 2007, a total of 44,552 students were served through adult education coursework. This represents a 3.8 percent decrease from the 46,316 students served during fiscal year 2006 and an 18.2 percent decrease from the 54,456 students served during fiscal year 2003. **Malcolm X College** served 2,941 students through ABE/ASE coursework, the highest number at any single community college campus across the state. Other colleges with high ABE/ASE enrollment in fiscal year 2007 included **Kennedy-King College** (N = 2,496), **Waubensee Community College** (N = 2,330), **Southwestern Illinois College** (N = 2,289), and **Olive-Harvey College** (N = 2,281).

Number of Students Served Through English as a Second Language (ESL) Coursework (4M3)

This performance indicator measures the number of students being served through English as a Second Language (ESL) coursework. During fiscal year 2007, 66,074 students were served through ESL coursework. This represents a 0.3 percent decrease from the 66,243 students served during fiscal year 2006 and 14.6 percent decrease from the 77,369 served during fiscal year 2003. **Harry S. Truman College** served 10,572 students through ESL coursework, the highest number at any single community college statewide. Other colleges with high ESL enrollment include **Richard J. Daley College** (N = 6,140), **College of DuPage** (N = 5,368), **Triton College** (N = 4,611), and **Wilbur Wright College** (N = 4,306). Colleges that reported no students served through English as a Second Language coursework during fiscal year 2007 included **Southeastern Illinois College**, **Olney Central College**, and **Lincoln Trail College**.

Number of Students Served Through Developmental Coursework (4M6)

This performance indicator reflects institutional services to under prepared students. During fiscal year 2007, an average of **14.1 percent of students enrolled in Illinois community colleges – not enrolled in ABE/ASE/ESL, Vocational Skills, or General Studies – took at least**

During fiscal year 2007, an average of 14.1 percent of students enrolled in Illinois community colleges took at least one developmental course. This figure excludes students in ABE/ASE/ESL, Vocational Skills, or General Studies courses.

one developmental course (N = 96,718). Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course (fiscal year 2000) (http://nces.ed.gov/das/library/tables_listings/show_nedrc.asp?rt=p&tableID=208&popup=true). The number of students enrolled in developmental coursework in fiscal year 2007 decreased (N = 96,718) compared to the prior year (N = 118,158 in fiscal year 2006). The percentage of students enrolled in developmental coursework also declined in 2007 (14.1 percent) compared to 2006 (14.5 percent).

In Illinois, **Heartland Community College** provided 23.2 percent of its students with developmental course work, the largest percentage in the Illinois Community College System. Other colleges with more than 20 percent of their students enrolling in at least one remedial course included **South Suburban College** (22.8 percent), **Kishwaukee College** (22.0 percent), and **Harold Washington College** (20.1 percent). The proportion of students requiring remediation can be influenced by multiple factors, including the population of the service region, cooperative efforts between area higher education institutions where the area community college is relied upon to provide developmental courses for other higher education institutions in the region, and remedial testing policies such as the extent to which a mandatory remedial placement policy exists.

Remedial Credits Earned Versus Attempted (4M7)

This performance indicator reflects the success of the institution in providing services to under prepared students. During fiscal year 2007, Illinois Community College System students earned almost two-thirds (62.1 percent) of the remedial credits they attempted. This represents a slight change from fiscal year 2006 and a 2.5 percent decrease from fiscal year 2003. Four colleges reported students earning 75 percent or more of their attempted credit hours, including **Spoon River College** (84.0 percent), **Shawnee Community College** (81.2 percent), **Lincoln Trail College** (76.6 percent), and **Frontier Community College** (76.0 percent).

Percentage of Full-time Combined Minority Faculty (4M10)

This performance indicator shows the success of the institutions in employing underrepresented groups. During fiscal year 2008, 773 (16.7 percent) of faculty members at Illinois community colleges were reported to be minorities, an increase of 5.3 percent from 2007. **Olive-Harvey College** employed the largest percentage of minorities (86.2 percent), followed closely by **Kennedy-King College** (81.9 percent). All of the colleges that employed more than 50 percent minority faculty were part of the **City Colleges of Chicago**. Outside of Chicago, the college that employed the largest percentage of minorities was **South Suburban College** (25.0 percent). In 2005, the number of minority faculty members in degree-granting institutions across the United States was 109,964 (16.5 percent of all faculty members). This rate is comparable to the percent of minority faculty members in Illinois. (http://nces.ed.gov/programs/digest/d07/tables/dt07_239.asp)

During fiscal year 2008, 773 (16.7 percent) of faculty members at Illinois community colleges were reported to be minorities, an increase of 5.3 percent

EFFICIENCY

ACCOUNTABILITY AND PRODUCTIVITY

Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

BACKGROUND ON ACCOUNTABILITY AND PRODUCTIVITY

Policy Area Six covers performance indicators for 2008. Colleges were not required to provide a narrative on activities and accomplishments during fiscal year 2008, or plans and challenges anticipated in fiscal year 2009.

Community colleges are accountable to multiple constituencies because they are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private contributions. In addition to required state and federal reporting, each college has developed a system of measuring, tracking, and reporting institutional productivity and cost effectiveness to its locally elected board of trustees and district residents. All Illinois public community colleges are accredited by **the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA)**. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In instances where program accreditation is optional, colleges nearly always seek accreditation as a way to provide graduates with an advantage when seeking new employment or advancement opportunities. Illinois Community College Board staff conduct a recognition evaluation of each college once every five years. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards established by the Illinois Community College Board. The final recognition report to each college includes both compliance and advisory (quality) recommendations. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive.

SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS

Performance Measures related to Accountability and Productivity included Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level, Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average, Proportion of First-time, Full-time Freshmen Who Complete Their Degree within 150 percent of Catalog Time, or are Still Enrolled or Transferred, Population Served, Full-Time Equivalent Student/Faculty Ratio, and Number of Students Served Through Dial Enrollment Courses.

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

This indicator measures the instructional efficiency over time for an institution. Fiscal year 2007 represents the third year that only unrestricted unit cost data were collected from community colleges by the ICCB. There is more than one way to look at cost information, and the ICCB Unit Cost Reports contain more in-depth coverage on this topic. Cost figures referenced in this indicator reflect the net instructional

Statewide, the one-year rate of instructional unit cost between 2006 (\$208.43) to 2007 (\$214.92) increased by 3.1 percent.

unit cost which is most frequently used in comparative analyses, as well as in the state funding plan. Briefly, the net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost).

Statewide, the one-year rate of instructional unit cost between 2006 (\$208.43) to 2007 (\$214.92) increased by 3.1 percent. The Higher Education Price Index (HEPI) for overall operations increased an estimated 3.4 percent during the same time frame (http://www.commonfund.org/Templates/Generic/RESOURCE_REQUEST/target.pdf?RES_GUID=EEF9FA9A-85D9-441D-BEC1-E46CAA23E7A7). HEPI is a national index produced by Research Associates of Washington which was originally developed by the United States Department of Education in 1975. Similar to the Consumer Price Index (CPI), HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services, including professional and nonprofessional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities.

In Illinois, during the two-year period from fiscal years 2005 to 2007, there was an increase of 8.3 percent (versus a 8.5 percent increase for HEPI). Illinois data show that ten colleges experienced actual decreases in instructional costs, **Lake Land College** (-9.7 percent), **Illinois Central College** (-9.0 percent), **Lincoln Trail College** (-7.9 percent), **Sauk Valley Community College** (-6.7 percent), **Frontier Community College** (-4.5 percent), **Moraine Valley Community College** (-2.1 percent), **Prairie State College** (-2.0 percent), **Wabash Valley College** (-0.8 percent), **Kaskaskia Community College** (-0.6 percent), and **McHenry County College** (-0.2 percent).

Over the past year (2006 to 2007), 15 colleges reported decreases in cost of instruction, including **Illinois Central College** (-16.0 percent), **Danville Area Community College** (-8.1 percent), **Spoon River College** (-5.8 percent), **Sauk Valley Community College** (-5.6 percent), **Moraine Valley College** (-5.4 percent), **McHenry County College** (-4.7 percent), **Southeastern Illinois College** (-4.4 percent), **Kaskaskia Community College** (-2.9 percent), **Joliet Junior College** (-2.8 percent), **Richard J. Daley College** (-2.4 percent), **Lake Land College** (-2.0 percent), **Lewis & Clark Community College** (-1.8 percent), **Heartland Community College** (-1.7 percent), **Kankakee Community College** (-0.8 percent), and **Harper College** (-0.6 percent). Colleges strive to increase efficiency while improving the range of courses needed by students. Decreases in net instructional unit can occur for a variety of reasons; e.g., reduced salary costs due to turnover among senior faculty, serving additional students or a relatively larger number of students in lower cost programs, class size increases, and reduced equipment costs. The source of data for this measure in Illinois is the *Unit Cost Report for the Illinois Public Community Colleges*, which is where a more complete discussion of net instructional unit cost and its components is provided (see Tables 5 and 6 in the *Unit Cost Report*).

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

Statewide, direct instructional support costs experienced an 5.8 increase from 2006 to 2007.

This indicator is a measure of indirect instructional support costs over time. Fiscal year 2007 represents the third year that only unrestricted unit cost data were collected from community colleges by the ICCB. Costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level), and subsidies for auxiliary services. Self-supporting or profit-generating auxiliary service costs are not included here. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Statewide, direct instructional support costs experienced an 5.8 increase from 2006 to 2007. This translates into a \$5.01 average increase for community colleges. During the one-year period from 2006 to 2007, colleges that experienced a one-year decrease in costs included **Danville Area Community College** (-20.5 percent), **Spoon River College** (-16.9 percent), **Sauk Valley Community College** (-10.5 percent), **Moraine Valley Community College** (-9.3 percent), **McHenry County College** (-8.8 percent), **Lake Land College** (-8.6 percent), **Kaskaskia College** (-6.1 percent), **Lewis & Clark Community College** (-4.6 percent), **Joliet Junior College** (-2.7 percent), **Heartland Community College** (-1.0 percent), **Wabash Valley College** (-0.6 percent), **Lincoln Trail College** (-0.6 percent), and **Harper College** (-0.5 percent). The source of data for Illinois is the *Unit Cost Report* (see Tables 7 and 8 of the *Unit Cost Report* for a more detailed look at the costs that comprise indirect instructional support).

Of the 27,741 fall 2004 cohort of first-time, full-time entering freshmen, 70.3 percent graduated, transferred, or were still enrolled by summer 2007.

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

This indicator is one measure of student success based on a nationally recognized methodology developed by the U.S.

Department of Education's Integrated Postsecondary Data Systems (IPEDS). While the measure has limitations and detractors, it is in widespread use. For community colleges, a cohort of full-time, first-time college-level freshmen are tracked for three years. **Available data systems were able to track successful advancement outcomes for more than two-thirds of the most recent cohort.** Of the 27,741 fall 2004 cohort of full-time entering freshmen, 70.3 percent graduated, transferred, or were still enrolled by summer 2007. From the 2003 cohort to the 2004 cohort, the number of successful student advancements increased 1.1 percent.

Comparing the 2004 cohort with the 1999 cohort, the number of successful student advancements increased by 17.9 percent. Fifteen of the 48 community colleges have had student successful advancement rates consistently above the statewide average over the past five years, including **Elgin Community College, Harper College, Heartland Community College, Illinois Valley Community College, Kaskaskia College, Kishwaukee College, Lake Land College, Lincoln Trail College, John A. Logan College, McHenry County College, Moraine Valley Community College, Olney Central College, Parkland College, Spoon River College, and Triton College.**

Focusing on the most recent 2004 cohort, the following colleges had the highest student advancement rates: **Lincoln Trail College** (81.8 percent), **Southeastern Illinois College** (79.2 percent), **Olney Central College** (78.7 percent), **Moraine Valley Community College** (77.3 percent), **Wabash Valley College** (77.1 percent), **Carl Sandburg College** (76.7 percent), **Oakton Community College** (75.7 percent), and **Heartland Community College** (75.1 percent) and were all well above the statewide average of 70.8 percent. Among community college students it is common for those within any particular cohort to drop from full-time to part-time status. These students may be successful beyond the 150 percent of catalog time, thus excluded from the cohort. Another contributing factor to cohort exclusion is that student transfer tracking is limited to in-state public institutions and DePaul University. Based on earlier studies at the state and local levels, having transfer data for additional institutions would raise the rate of successful advancement at community colleges.

Population Served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2007, Illinois community colleges enrolled a total of 932,388 students through credit and noncredit course work. According to the most

Looking at Illinoisans over 18 years of age indicates that almost one out of ten individuals attended a community college during fiscal year 2007.

recent Bureau of the Census figures, there were 12,832,169 people living in Illinois. Therefore, one out of every 14 Illinoisans attended coursework in a community college. Narrowing the look to an estimated 9,615,583 Illinoisans over 18 years of age indicates that almost one out of ten individuals attended a community college during fiscal year 2007 (http://factfinder.census.gov/servlet/ADPTable?_bm=y&-geo_id=04000US17&-qr_name=ACS_2006_ES_G00_DP5&-ds_name=ACS_2006_EST_G00_-lang=en&-sse=on).

The average community college enrollment percentage of the entire population was 7.3 percent of each respective district. **Illinois Eastern Community Colleges** enrolled a total of 29.7 percent of the district's population among the four schools, the highest percentage of all Illinois community college districts. These figures can be impacted by multiple factors, including geographic size of the district, population density, availability of other higher education options in the service region, the extent of net importing of out-of-district students, branch and extension center outreach center availability, etc.

During fiscal year 2007, Illinois community colleges averaged a systemwide 18.5 student-faculty FTE ratio. . . The Illinois ratio shows a level of efficiency over the national average (19.2), while remaining sufficiently small to allow for individualized student attention.

Full-Time Equivalent Student/Faculty (6M6)

This performance indicator provides a measure of college instructional staffing patterns. During fiscal year 2007, Illinois community colleges averaged an 18.5 student-faculty FTE ratio. During fiscal year 2007, **Shawnee Community College** had the lowest student-faculty FTE ratio (7.6). The most recent national data from the Digest of Education Statistics, 2007 are from fall 2005

and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 19.2 (http://nces.ed.gov/programs/digest/d07/tables/dt07_237.asp). The Illinois ratio shows a level of

efficiency over the national average, while remaining sufficiently small to allow for individualized student attention.

Number of Students Served Through Dual Enrollment Courses (6M9)

This performance indicator measures dual enrollment at Illinois community colleges. During fiscal year 2007, Illinois community colleges enrolled 44,506 students in dual credit courses. From 2005 to 2007, the number of students in dual enrollment courses increased 30.3 percent statewide. The colleges with the highest percent change from 2005 to 2007 include **Joliet Junior College** (415.8 percent), **Richland Community College** (306.1 percent), **Oakton Community College** (284.8 percent), **Moraine Valley Community College** (221.9 percent), **Kishwaukee College** (212.6 percent), and **Spoon River College** (204.1 percent).

SUMMARY AND CONCLUSIONS

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

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

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

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

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

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

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

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

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

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

A level of continuity exists across the *Public Agenda for College and Career Success*, *IBHE 2011*

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

For community colleges, the Performance Report builds on a series of ongoing and evolving complementary accountability and quality assurance initiatives.

The Performance Report is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. For community colleges, the Performance Report builds on a series of ongoing and evolving complementary community college accountability and quality

assurance initiatives. Measuring the array of courses, programs, and services provided requires a variety of complementary initiatives, including Course and Program Approval Processes, Program Review, Recognition, Transition Reporting, Underrepresented Groups Reporting, Web Accessibility Reporting, Career and Technical Follow-up Study Reporting, the Transfer Assembly Transfer Rate Project, the Uniform Financial Reporting System, Unit Cost Study Reporting, and Other Financial Reporting; e.g., Audits, the Comptroller's Office Public Accountability Initiative Entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System Reporting, Perkins Postsecondary Performance Measure Reporting, Workforce Investment Act Title I Outcomes Reporting, the National Reporting System for Adult Education and Family Literacy Performance Reporting, and others. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association, as well as program-specific accreditation, which is focused on documenting the quality of their programs and services.

Annual narrative requirements have been streamlined this year to allow colleges to focus on one policy area – Affordability/Affordable Access. While narrative reporting is targeted on one policy area performance indicator data reporting is required across all six areas annually. Colleges choose a variety of mission-specific indicators to address local needs and priorities. Mission-specific indicators are identified for each community college in Appendix A. Information on goal setting at the local level in all policy areas is provided in Appendix B.

While narrative reporting is targeted on one policy area performance indicator, data reporting is required across all six areas annually.

To limit the data burden on the colleges and eliminate duplicative reporting, Illinois Community College Board (ICCB) staff furnished as much of the requested data as possible using college data from regularly scheduled state submissions. To provide context, external benchmarks and points of reference are cited whenever possible on indicator reporting.

For the focus Policy Area – Affordability/Affordable Access – the report includes Selected Accomplishments and Plans, and Challenges. Through the development of the annual Performance Report, colleagues within and across institutions and at the state level take the opportunity to review and document accomplishments and progress achieved over the past year, enumerate challenges, and

formulate plans to make further progress. The collaborative self-examination undertaken at the local level that involves looking across the college to create the institutional report is an essential part of the project.

FISCAL CONTEXT

FISCAL BACKGROUND

The report includes information about the current economic and fiscal climate. The first part addresses the broad fiscal context and the second portion reviews the status of community college grants and tuition and fees.

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

According to Center on Budget and Policy Priorities (2008) analysis, “At least 43 states faced or are facing shortfalls in their budgets for this and/or next year...Current estimates are that mid-year gaps total \$31.2 billion - 7.2 percent of these states’ budgets...” In fiscal year 2009 tax revenues available to support higher education are expected to decline or increase only slightly in many states for multiple reasons including the bursting of the housing bubble and reduced property and sales tax revenues. If employment continues to deteriorate, income tax revenues will also decline. To combat these deficits, at least 16 states have implemented or proposed cuts to public higher education. The Center (2008) estimates Illinois’ mid-year budget deficit in fiscal year 2009 will be \$2.0 billion which is 7.0 percent of the fiscal year 2009 general fund. (<http://www.cbpp.org/9-8-08sfp.htm>)

At the beginning of calendar year 2008, the Illinois Community College Coalition for Funding – a group of college presidents, trustees, students, and unionized teachers and staff – was formed to urge all parties to make community colleges a state budget priority. The group contends that current funding levels are making college less affordable and will negatively impact community college efforts to train and educate students. (<http://www.communitycolleges.org/Coalitionnews22008.html>)

A report by the State Higher Education Executive Officers (2008), entitled *State Higher Education Finance FY 2007*, indicates that recently Illinois has experienced a period of decline in state support for higher education. In FY 2007, higher education appropriations per public full-time equivalent student in Illinois decreased 19.5 percent from 2002 (N = \$8,740) to 2007 (N = \$7,032). Only five other states saw larger decreases over this time period. According to the report, nationwide average appropriations decreased by 7.7 percent. Only 15 states increased per student support for public

institutions. In comparison, Illinois had the largest decrease in total educational revenues per FTE in public higher education during this time period when it decreased 9.7 percent from \$10,948 to \$9,887. Nationwide, in FY 2007 revenues decreased in less than half of states (N = 21) while the average change in revenues across all states was a slight increase of 1.2 percent. (http://www.sheeo.org/finance/shef_fy07.pdf)

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

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

ILLINOIS COMMUNITY COLLEGE SYSTEM GRANT FUNDING

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

* Prior to mid-year reductions.

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

Advanced Technology Grant funding peaked in fiscal year 2002 at nearly \$13.8 Million. In FY 2004, a significantly reduced program was funded at nearly \$1.6 Million and dedicated technology funding dried up entirely in FY 2005. Fiscal year 2009 marked the fifth consecutive year when no restricted funding was allocated to support educational technology at Illinois community colleges. Many career and technical education courses are particularly technology intensive to offer. Computer technology plays an important role in the delivery of supplemental educational content in virtually all courses that colleges offer.

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

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

Adult Education Grant funding has decreased the past fiscal year. In fiscal year 2009, funding was nearly \$53.8 Million. This was down slightly (0.9 percent) from fiscal year 2008. Funding was up slightly (0.7 percent) compared to five years ago when it was at \$53.4 Million. Fiscal year 2009 funding was reduced by \$668,193 in mid-November 2008.

Base Operating Grant payments to colleges peaked in fiscal year 2002 at \$327.1 Million. The latest Base Operating Grant for fiscal year 2009 was nearly \$295 Million, which is over \$32.1 Million below the fiscal year 2002 funding level. Unadjusted Base Operating Grant Funding in fiscal year 2009 was \$2.8 Million below last year and \$2.2 Million below fiscal year 2005. College operating expenses have risen during the last eight years. Personnel cost increases and recent substantial energy price increases are contributing factors. The mid-year rescission reduced fiscal year 2009 funding by \$7,255,042.

ILLINOIS COMMUNITY COLLEGE SYSTEM TUITION AND FEES

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

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

For fiscal year 2009, average in-district community college tuition and fees are just over one-quarter (26.8 percent) of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are comparatively affordable and college staffs are available to help individuals acquire financial aid that they qualify to receive. Nevertheless, with more students applying for financial aid and availability of state and federal assistance dollars declining or remaining level, an increasing number of community college students are forced to take out loans or find some other way to make up a financial aid shortfall.

In Illinois, community colleges are increasingly relying on tuition and fee increases to make up for funding shortfalls in other areas. Recently, state support has been reduced during a period of tight state budgets. Local tax sources are capped in some areas of the state. In other instances, local

referenda may be required, which involves additional expenses and can be challenging to pass particularly during a period of economic uncertainty. This shift in policy was highlighted in the Joint Task Force on (Illinois) Community Colleges (2006) Report.

The philosophy of funding community colleges' unrestricted operating revenue goes back to 1965 when the Illinois Public Community College Act was created. System funding is based on the concept of shared responsibility among the State, the local district residents, and the students. The generally accepted goal of one-third of the costs being distributed equally has shifted recently from the burden being on the State to the students and local taxpayers. The current statewide funding ratio is 40% local, 31.5% student, and 28.5% State sources. The ratio varies significantly among the individual colleges. State resources are as low as 10 % in some areas of the State. In these instances, the students contribute thirty percent of the funds and the local tax payers contribute the remaining 60% to the college resources. If State resources don't increase significantly, these colleges will be essentially supported by only local taxes and students. *Joint Task Force on (Illinois) Community Colleges Finance & Resources Subcommittee (2006)*

The State of Illinois is experiencing a period of very tight finances, and the Illinois Community College System and the students the system serves are feeling the impact. During late August and early September 2008, the Illinois Community College Board's Budget and Finance Committee held three hearings to gather local perspectives on funding-related topics.

AFFORDABILITY

No Illinois resident will be denied an opportunity for a college education because of financial need.

BACKGROUND ON AFFORDABILITY

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

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

weighted tuition and basic fees, and estimates of books and supplies, room and board, personal expenses, and transportation in their calculations of cost to attend college.

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

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

HIGHLIGHTS OF 2008 AFFORDABILITY ACCOMPLISHMENTS AND PLANS

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

Financial Aid – In the past year, several colleges tried new ways to both encourage timely completion of the *Free Application for Federal Student Aid* (FAFSA) form and provide additional direct assistance to students as they complete the actual form (<http://www.fafsa.ed.gov/>). FAFSA and financial aid workshops are conducted on a regular basis by community college officials. Selected colleges are mentioned creating new scholarship opportunities for students. Several colleges included descriptions of their plans to enhance financial aid-related initiatives, including expanding electronic loan processing, revising financial aid forms, and seeking financial relationships with additional lenders.

Several colleges included descriptions of their plans to enhance financial aid-related initiatives, including expanding electronic loan processing, revising financial aid forms, and seeking financial relationships with additional lenders.

Tuition – Initiatives at selected colleges to address rising tuition included implementing a tuition rate guarantee plan, creating new payment plans, and tuition freezes by a small number of colleges. Plans for the coming year include a handful of colleges who are not planning to raise tuition and investigating authorization of debt certificates to reduce the need for tax levy increases and targeted increases in student fees.

Textbooks – Community colleges are striving to control the high cost of textbooks. Several colleges have textbook rental programs, and a few of the colleges specifically mentioned forming local Textbook Task Forces to examine options to reduce textbook costs.

Online/Distance Education and Other Efforts to Contain Travel Costs

– In the past year, several colleges reported receiving approval to offer additional online degrees and certificates or developed additional online courses. During the 2008 academic year, students at community colleges encountered increased financial pressures due to spiking fuel costs. Efforts to reduce travel costs

Many colleges are planning to develop additional online and video conferencing courses and programs to enhance access and reduce travel expenses.

include the distribution of gas cards to low-income students, revised class schedules to accommodate four-day weeks, and adding shuttle bus services. Many colleges are planning to develop additional online and video conferencing courses and programs to enhance access and reduce travel expenses.

Capitalizing on Technology – Community colleges in Illinois are attempting to contain costs through the use of technology. Technology intensive efforts cited by colleges included the installation of new software to increase efficiency and speed, enhancements to student portals, and expanding outreach with targeted email blasts. Additionally, **Lake Land College** was named in the top 10 tech-savvy community colleges in the country for 2008 by the Center for Digital Education and the American Association of Community Colleges.

Rising energy costs are problematic at most colleges, and college officials are taking steps to lessen the impact.

Attempting to Contain Rising Energy Costs and Investing In Green Technology – Rising energy costs are problematic at most colleges and college officials are taking steps to lessen the impact by becoming more energy efficient and improving environmental awareness. Seven initial colleges

partnered to form The Illinois Community College Sustainability Network (ICCSN): **Black Hawk College, Heartland Community College, Kankakee Community College, Lewis & Clark Community College, John A. Logan College, Wilbur Wright College, and Olive-Harvey College.** **Heartland Community College** and **Kaskaskia College** have each attained LEED – Leadership in Energy and Environmental Design – certification for a recent campus building. Other colleges are interested in pursuing LEEDS certification as they move forward. Selected colleges are forming sustainability committees and investing in eco friendly energy sources.

Dual Credit – Dual credit courses enhance affordability by allowing qualified high school students to enroll in college-level courses and have the credits count toward both high school graduation and a college credential. Several colleges mentioned local initiatives aimed at expanding dual credit as one important approach to smoothing the transition from high school to college.

Seeking External Funding – Many colleges are engaging in additional grantsmanship and fundraising initiatives in an attempt to partially offset budget cuts. However, the current economic climate makes for a highly competitive environment for raising funds. Several colleges reported successes in receiving various grants and equipment donations. Many colleges have plans to increase alumni giving and bring in funds from other sources.

Colleges are engaging in additional grantsmanship and fundraising initiatives in an attempt to partially offset budget cuts. However, the current economic climate makes for a highly competitive environment for raising funds.

Addressing Budget Cuts – To address budget cuts, many colleges are planning to implement additional belt-tightening initiatives and operate within balanced budgets.

SELECTED 2009 AFFORDABILITY CHALLENGES

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

Community colleges provide the most affordable access to higher education in Illinois. As documented in the ISAC (2008) affordability analysis cited earlier in this report, maintaining affordability is a concern and a challenge in the current economic climate. The national recession is impacting state revenues and tight state resources are reducing state funding for community colleges.

College officials are concerned that keeping college affordable without a significant increase in student debt will continue to be a challenge.

Financial Aid – College officials are concerned that keeping college affordable without a significant increase in student debt will continue to be a challenge. Decreased state funding contributes to low-income students receiving fewer MAP funds. Changes in federal loan programs cause challenges for students. Decreased funding for the Federal Work Study (FWS) program has resulted in colleges choosing not to match FWS for fiscal year

2009. College are also having to absorb the cost of National Guard and Illinois Veterans Grant financial aid awards without state funding.

Tuition – College officials are concerned that tuition and fees may have to be increased due to limited state support. If colleges do not increase tuition, they find it challenging to maintain current programs, offer new programs, provide needed professional development, and fill vacant faculty and staff positions.

Textbooks – Rising textbook prices present challenges for students in Illinois community colleges.

Other Rising Costs – Rising economic costs, such as the price of fuel, food, housing, and elevated unemployment, will present challenges for students and impact colleges. Other cost-related challenges for colleges include funding campus security, including communication and emergency equipment and mental health counseling, lack of state dollars to assist with construction costs which slows or stops new construction and remodeling projects, and population shifts that impact participation in college. Additionally, keeping pace with technology for instructional and administrative purposes creates challenges for institutions. Increased operational costs, including negotiated salary commitments and rising employee insurance costs, put pressure on college budgets.

Dual Credit – Some college officials contend that dual credit opportunities may decrease due to reduced state funding (P-16 grant eliminated). Dual credit course offerings through community colleges will be affected by faculty retirements at area high schools. District high schools may have difficulty recruiting and hiring faculty who are qualified to teach dual credit courses.

External Funding – Fundraising will be difficult and grantsmanship competition is expected to be elevated in the present economy.

Addressing Budget Cuts – Worsening state funding is a common concern among the community colleges, and the colleges report that it makes it difficult not to increase tuition. Specifically noted are the decreases in resources for special needs students, adult education, and dual credit partnerships. The uncertainty of state funding from year to year makes it difficult to plan and effectively implement initiatives that rely on these dollars.

Worsening state funding is a common concern among the community colleges, and the colleges report that it makes it difficult not to increase tuition.

Even – some would say especially – in tight economic times, investing in higher education makes

sense as more individuals will be needing training and retraining. Elevating the skills of the current and future workforce can help improve economic conditions.

SELECTED AFFORDABILITY PERFORMANCE MEASURES

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

Tuition & Basic Fees for a Full-time In-district Student (3M1) During **fiscal year 2009**, average annual tuition and basic fee costs based on fall 2008 costs for a full-time, **in-district Illinois** community college student was **\$2,521**, up 6.9 percent over the previous year when they averaged \$2,359. During fiscal year 2009, the highest annual tuition and basic fees were at **Carl Sandburg College** (\$3,810) in western Illinois and lowest annual tuition/fees were at **Illinois Eastern Community College** (\$1,890) in southeastern Illinois.

Number of Enrolled Students Who Receive Monetary Award Program (MAP) Grants (3M2) During fiscal year 2007, a total of 57,211 students who were enrolled in Illinois community colleges received MAP grants. **South Suburban College, Harold Washington College, and College of DuPage** were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2007.

During fiscal year 2007, a total of 57,211 students who were enrolled in Illinois community colleges received MAP grants.

Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants (3M3) In fiscal year 2007, a total of 14,801 students, a 16.6 percent increase from fiscal year 2006, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **Harold Washington College, South Suburban College, and Kennedy-King College** had the largest number of students receiving IIA grants in fiscal year 2007.

Number of Enrolled Students Who Receive Pell Grants (3M4) During fiscal year 2007, a total of 81,695 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 18,956 students receiving Pell Grants, which was the largest number of students in any district. **South Suburban College** enrolled 4,246 students with Pell Grants, which was the second largest number of students receiving this form of financial aid.

First Generation College Students (3M6)

In fiscal year 2008, 80,130 Illinois community college students were identified as first generation college students. This is an increase of 2.9 percent from fiscal year 2007. **Southwestern Illinois College, College of DuPage, and Illinois Central College** had the largest number of first generation students.

ATTAINMENT

P-20 PARTNERSHIPS

P-20 measures are locally developed. Multiple statewide initiatives are underway to strengthen P-20 partnerships including the College and Career Readiness Pilot Project, P-16 Grant Initiative, American Diploma Project and the High School to College Success/Feedback Report.

HIGH EXPECTATIONS AND QUALITY

Illinois colleges and universities will be accountable for providing high-quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

BACKGROUND ON HIGH EXPECTATIONS AND QUALITY

Policy Area Five covers performance indicators for 2008. Colleges were not required to present narrative of fiscal year 2008 initiatives or fiscal year 2009 plans.

Illinois community colleges are actively involved in initiatives to establish high standards for teaching and learning, document student progress and outcomes, and promote continuous program improvement. The Program Review Process is the primary method in which the colleges assure the quality of their programs and services. Programmatic need, quality, and cost are examined through the review process. Recognition is a complementary initiative where colleges address instructional, administrative, financial, facility, and equipment standards established by the Illinois Community College Board (ICCB). ICCB staff completed a cycle of Recognition evaluation reviews and visits in fiscal year 2008. Program Review policies and processes for all 39 college districts were evaluated as a part of the Recognition cycle. Colleges have made substantial progress in incorporating student learning outcome results into their review processes. Most colleges have made considerable progress in developing Program Review systems that are integrated into larger institutional quality improvement initiatives that inform institution-level planning and budget development.

SELECTED HIGH EXPECTATIONS AND QUALITY PERFORMANCE INDICATORS

Information pertaining to several mission-specific indicators is provided including: Pass Rates on Professional Licensure Exams, Transfer Rates, Average Class Size, Full-Time Baccalaureate/transfer Faculty Preparation, Number of General Education Courses Included in the Illinois Articulation Initiative, Number of Major-Specific Courses Included in the Illinois Articulation Initiative, and Graduate Satisfaction by College.

Pass Rate on Professional Licensure Exams (5C2)

Pass rates on Professional Licensure Exams are calculated based on the number of graduates from a program who pass the examination in a specified year versus all graduates from that program that take the test in that year. The National Council Licensure

Fiscal year 2007 Illinois community college graduates in **Associate Degree Nursing/Registered Nursing, Dental Hygiene, and Radiologic Technology** all exceeded available comparative pass rates.

Examination for **Registered Nurses** (NCLEX-RN®) median pass rate for fiscal year 2007 Illinois community college graduates was 89.0 percent. Illinois community college ADN graduates performed above the national level (88 percent) on the NCLEX-RN® licensure exam.

The median pass rate for Illinois community college **Dental Hygiene** programs in fiscal year 2007 was 100.0 percent. The corresponding fiscal year 2007 national average pass rate for Dental Hygiene examinations was about the same at 96.0 percent. Fiscal year 2007 graduates from Illinois community college **Radiologic Technology** programs reported a median pass rate of 94.0 percent. The national average pass rate for Radiologic Technology programs was 91.0 percent. The **Emergency Medical Technician** median pass rate for fiscal year 2007 Illinois community college graduates was 89.5 percent.

Transfer Rate (5M3)

Transfer Rate (5M3) is one measure of quality for students interested in pursuing a bachelors degree. Transfer rates for Illinois community colleges are calculated using the National Transfer Assembly approach. Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years, and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent.

In Illinois, the statewide transfer rate for cohorts of community college entering students based on the Illinois Community College and Public University Shared Data Files and the National Student Clearinghouse Student Tracker was 31.2 percent in fiscal year 2006 and 38.4 percent in fiscal year 2007. NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and former students from all sectors of higher education. More than 2,800 of U.S. colleges and universities contribute to NSC data systems Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Average class size (5M4)

Classes that are reasonable in size offer students an opportunity for additional interaction with the professor and classmates. During fiscal year 2007, the average Illinois community college class size was 18.01, which is very close to the average from last year (17.90) and a 3.4 percent increase from fiscal year 2000.

Faculty Preparation (5M5)

During fiscal year 2008, an average of 97.1 percent of all Illinois Community College System full-time transfer faculty held a Master's or higher degree. Eight out of ten colleges (79.2 percent) reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide, the most recent available data from the *Digest of Education Statistics, 2007* are for full-time faculty teaching across all programs at community colleges and show 85.2 percent possessed a Master's degree or above (fall 2003) http://nces.ed.gov/programs/digest/d06/tables/dt06_235.asp.

Number of General Education Courses Included in the Illinois Articulation Initiative (5M6)

During fiscal year 2008, there were 4,517 Illinois community college general education courses included in the Illinois Articulation Initiative (IAI) for an average of 94 courses per college. Over one-half of Illinois community colleges offered at least 90 IAI-approved general education courses

in fiscal year 2008.

Number of Major-Specific Courses included in the Illinois Articulation Initiative (IAI) (5M7)

This performance indicator measures each college's involvement in the Illinois Articulation Initiative which promotes student transfer. During fiscal year 2008, 7,011 major-specific courses were included in the Illinois Articulation Initiative, an average of 146 courses per college. Each college offered at least 70 major-specific IAI courses and four colleges offered over 200 courses each.

Graduate Satisfaction by College (5C1)

During fiscal year 2007, slightly less than nine out of ten (88.0 percent) Illinois community college graduates were satisfied/very satisfied with program components, courses outside the program major and support programs and services. Graduate satisfaction increased 0.4 percent from fiscal year 2003 to fiscal year 2007.

ECONOMIC GROWTH

Higher education will help Illinois sustain strong economic growth through teaching, service, and research.

BACKGROUND ON ECONOMIC GROWTH

Policy Area One covers performance indicators for 2008.

SELECTED ECONOMIC GROWTH PERFORMANCE INDICATORS

Six Economic Growth performance indicators are included in the report: Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education, Annual Number of Community College Graduates By Broad Field of Study, Number of Businesses Provided with Technical Assistance Through College Business and Industry Centers, Number of Individuals Provided with Technical Assistance Through College Business and Industry Centers, Number of Businesses Attracted or Retained Through College Business and Industry Centers and Total Number of Business and Industry Center Courses/Workshops Conducted.

The most recent three-year average shows **nine out of ten** occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within a year of graduation.

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (1C1) Based on the three-year average from fiscal years 2005 to 2007, Career and Technical Education Follow-up Survey results, nine out of ten (89.9 percent) career and technical education graduates from Illinois community colleges were either employed or

enrolled in further education within one year of graduation. Graduate follow-up studies among community colleges are common across the country, but there is no nationwide standardized process, so methodological differences exist. Statewide, enrollment or continuing education figures from similar studies covering 2004 graduates in Texas (89 percent) and 2006 graduates in Wisconsin (93 percent) show that Illinois' employment and continuing education results (92.0 percent) among 2006 graduates are competitive with outcomes in those states.

Annual Number of Community College Graduates by Broad Field of Study (1S3). Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. College-level program graduate trends appear in the following paragraphs. There has been an overall increase of 13.2 percent for all graduates since fiscal year 2003. Short term, the overall number of completers increased 3.4 percent from 2006 to 2007. Broad categories are used in the analysis to provide an overview of trends. More detailed analysis for specific programs appear in the *Follow-up Study of Career and Technical Education Program Graduates* and *Program Review* reports.

Program Area Cluster	Number of 2007 Graduates	Short Term 1 Year Trend	Longer Term Trend 2003-2007
Pre-baccalaureate/transfer	15,726	0.0%	9.5%
Education	1,326	5.3%	25.8%
Agriculture	730	-14.5%	1.0%
Business	3,778	-6.3%	-39.6%
Engineering-Related	1,081	-4.9%	-13.0%
Health Sciences	14,602	7.0%	38.5%
Public and Protective Services	2,080	-11.0%	31.2%
Trade and Industrial	7,393	25.8%	31.0%
All Other Programs Combined	4,606	-3.3%	17.6%

Pre-Baccalaureate/Transfer programs account for approximately **one-third of all graduates** over the last several years (N = 15,726 in FY 2007). **Health Sciences** account for the **second largest** number of graduates in 2007 (N = 14,602). **Trade and Industrial** programs contributed the **third largest** number of graduates (N = 7,393). Based on the percentage change, one notable short-term increase (at least 25 percent) occurred in Trade and Industrial (25.8 percent). Agriculture (-14.5 percent), Business (-6.3 percent), Engineering-Related (-4.9 percent), Public and Protective Services (-11.0 percent), and All Other Programs Combined (-3.3 percent) all experienced single-year decreases. **Five-year trends showed increases in the number of graduates in seven of the nine program areas.** Programs with at least 25 percent long-term growth included Education (25.8 percent), Health Services (38.5 percent), Public and Protective Services (31.2 percent), and Trade and Industrial (31.0 percent). Business (-39.6 percent) and Engineering-Related (-13.0 percent) both experienced a five-year decrease.

Number of Businesses and Individuals Provided with Technical Assistance Through College Business and Industry Centers (1M1 & 1M2) During fiscal year 2007, Illinois community colleges served 5,182 *businesses* through Business and Industry Centers, a 48.2 percent increase from the 3,497 businesses served in fiscal year 2000. During fiscal year 2007, Illinois community

colleges served 97,918 *individuals* through Business and Industry Centers, a 9.5 percent increase from the 89,439 individuals served in fiscal year 2003.

DIVERSITY

ACCESS AND DIVERSITY

Illinois will increase the number and diversity of residents completing training and education programs.

Illinois community colleges reported a total of 932,388 students enrolled during fiscal year 2007 in credit and noncredit courses.

BACKGROUND ON ACCESS AND DIVERSITY

The Illinois Community College System serves a diverse student clientele through a variety of credit and noncredit programs and courses. The Illinois community colleges reported a total of 932,388 students in credit and noncredit

courses during fiscal year 2007. For students enrolled in credit coursework, more than half were female (55.5 percent), more than one-third were minorities (36.8 percent), and the median age of credit-generating students was 25.7 with an average age of 30.6, which were both slight decreases from the previous year. The number of students documented with disabilities in community colleges totaled 12,337 in fiscal year 2007. Information on students enrolled in noncredit courses showed nearly identical gender representation (55.6 percent female), about one-fourth minority noncredit enrollments, and just under one-half of noncredit students 40 years of age or above.

Collegiate-level degrees and certificates were awarded to 51,322 students at Illinois community colleges in fiscal year 2007, 3.4 percent more than in fiscal year 2006. Baccalaureate/transfer degrees were earned by 14,631 students, down 0.7 percent since the previous year and accounted for 28.5 percent of all completions. Career and technical education programs made up 69.2 percent of the remaining college degree and certificate completions, totaling 35,495, a 5.0 percent increase from fiscal year 2006.

SELECTED ACCESS AND DIVERSITY PERFORMANCE INDICATORS

Several Access and Diversity indicators are included in the report: Individuals with Disabilities Completions; Race/Ethnicity Completions for Minority Combined, Asian, African American, Latino, and Nonresident Alien; Gender Completions; Number of Students Enrolled by Disability Status, Race/ethnicity, and Gender; Number of Students Served Through Developmental Coursework; Number of Students Served Through Adult Education (ABE/ASE) Coursework; Number of Students Served Through English as a Second Language (ESL) Coursework; Remedial Credits Earned Versus Attempted; and Percentage of Full-time Combined Minority Faculty.

Population	Number of 2007 Graduates	Short-Term 1 Year Percent Change	Longer Term FY 2003-2007 Percent Change
Individuals with Disabilities	1,164	3.0%	18.2%
Minorities Combined	15,837	9.4%	20.1%
Asian	2,787	17.0%	23.2%
African American	7,794	9.5%	16.1%
Latino	4,589	6.8%	25.2%
Native American	161	-16.6%	-8.5%
Nonresident Alien	201	1.0%	3.6%
Other	305	6.3%	76.3%
Population	Number of 2007 Graduates	Short-Term 1 Year Percent Change	Longer Term FY 2003-2007 Percent Change
White	35,485	0.9%	10.4%
Female	29,292	1.4%	12.0%
Male	22,030	6.2%	14.9%

Statewide, the number of students with disabilities who graduated in fiscal year 2007 increased by 3.0 percent compared to the previous year.

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

Statewide, the number of students with disabilities who graduated in fiscal year 2007 increased by 3.0 percent compared to the previous year. **College of DuPage** reported the largest number of individuals with disabilities who graduated from a single college (N = 109). Three out of ten (30.9 percent) fiscal year 2007 certificate

and associate degree graduates identified themselves as being members of a **minority** group (non-White). From 2006 to 2007, the overall number of minority graduates decreased by 9.4 percent. Of the colleges with at least 150 minority graduates in the most recent data, **Oakton Community College** (89.4 percent; fiscal year 2007 N = 356) and **Harry S Truman College** (70.7 percent; fiscal year 2007 N = 466) registered the largest percentage gains over this time frame. In fiscal year 2007, there were **29,292 female completers** statewide in the Illinois Community College System, 57.1 percent of all completers and a 1.4 percent increase from fiscal year 2006.

Number of Students Enrolled by Disability Status, Race/Ethnicity, and Gender (4M1) During fiscal year 2007, a total of 11,071 students self-identified as disabled were enrolled in Illinois community colleges, which is approximately 1.6 percent of the total community college population served through credit coursework. During fiscal year 2007, **Olney Central College** (6.7 percent), **Richland Community College** (3.9 percent), **McHenry County College** (3.7 percent), and **Kankakee Community College** (3.7 percent) served the largest proportion of disabled students. In fiscal year 2007, **Olive-Harvey College** (98.7 percent) and **Kennedy-King College** (95.4 percent) served the largest proportion of combined minority students, which was much higher than the statewide average of 34.3 percent. Female students accounted for almost two-thirds (66.1 percent) of **Olney Central College** students, which was much higher than the statewide figure of 55.5 percent.

Number of Students Served Through Adult Education (ABE/ASE) Coursework (4M2) During fiscal year 2007, a total of 44,552 students were served through adult education coursework, a 3.8 percent decrease from the 46,316 students served during fiscal year 2006.

Number of Students Served Through English as a Second Language (ESL) Coursework (4M3) During fiscal year 2007, 66,074 students were served through ESL coursework, a 0.3 percent decrease from the 66,243 students served during fiscal year 2006.

Number of Students Served Through Developmental Coursework (4M6) During fiscal year 2007, an average of 14.1 percent of students enrolled in Illinois community colleges (N = 96,718) were enrolled in developmental coursework, which is fewer than the reported fiscal year 2000 national level (23.2 percent). While the number of students enrolled in developmental coursework in fiscal year 2007 decreased (N = 96,718) compared to the prior year (N = 118,158 in fiscal year 2006), the percent of students served decreased from 14.5 percent to 14.1 percent.

During fiscal year 2007, Illinois Community College System students earned almost two-thirds (62.1 percent) of the remedial credits they attempted, which was about the same as fiscal year 2006.

Remedial Credits Earned Versus Attempted (4M7) During fiscal year 2007, Illinois Community College System students earned almost two-thirds (62.1 percent) of the remedial credits they attempted, which was about the same as fiscal year 2006.

EFFICIENCY

PRODUCTIVITY AND ACCOUNTABILITY

Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

BACKGROUND ON PRODUCTIVITY AND ACCOUNTABILITY

Policy Area Six covers performance indicators for 2008. Colleges were not required to provide a narrative on activities and accomplishments during fiscal year 2008 or plans and challenges anticipated in fiscal year 2008.

Community colleges are accountable to multiple constituencies because they are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private contributions. In addition to required state and federal reporting, each college has developed a system of measuring, tracking, and reporting institutional productivity and cost effectiveness to its locally elected board of trustees and district residents. All Illinois public community colleges are accredited by **the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA)**. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In instances where program accreditation is optional, colleges nearly always seek accreditation as a way to provide graduates with an advantage when seeking new employment or advancement opportunities. Illinois Community College Board staff conduct a recognition evaluation of each college once every five years. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board. The final recognition report to each college includes both compliance and advisory (quality) recommendations. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive.

SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS

Performance Measures related to Accountability and Productivity included Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level, Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average, Proportion of First-time Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time or are Still Enrolled or Transferred, Population Served, Full-Time Equivalent Student/Faculty Ratio, and Number of Students Served Through Dual Enrollment Courses.

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

Statewide, the one-year rate of instructional unit cost between 2006 (\$208.43) to 2007 (\$214.92) increased by 3.1 percent, while the Higher Education Price Index (HEPI) for overall operations increased an estimated 3.4 percent during the same time frame.

Statewide, the one-year rate of instructional unit cost between 2006 (\$208.43) to 2007 (\$214.92) increased by 3.1 percent, while the Higher Education Price Index (HEPI) for overall operations increased an estimated 3.4 percent during the same time frame.

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

Statewide, direct instructional support costs experienced a 5.8 percent increase from 2006 to 2007. This translates into a \$5.01 average increase for community colleges. Many colleges experienced indirect instructional support cost decreases during fiscal year 2007 compared to the statewide average.

Of the 27,741 fall 2004 cohort of full-time entering freshmen, 70.3 percent graduated, transferred, or were still enrolled by summer 2007.

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

Of the 27,741 fall 2004 cohort of full-time entering freshmen, 70.3 percent graduated, transferred, or were still enrolled by summer 2007. From

the 2003 cohort to the 2004 cohort, the number of successful student advancements increased 1.1 percent.

Population Served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2007, Illinois community colleges enrolled a total of 932,388 students through credit and noncredit coursework. According to the most recent Bureau of the Census figures, there were 12,832,169 people living in Illinois. Therefore, one out of every 14 Illinoisans attended course work in a community college. Narrowing the look to an estimated 9,615,583 Illinoisans over 18 years of age indicates that almost one out of ten individuals attended a community college during fiscal year 2007. The average community college enrollment percentage of the entire population was 7.3 percent of each respective district.

Full-Time Equivalent Student/Faculty Ratio (6M6)

During fiscal year 2007, Illinois community colleges averaged an 18.5 student-faculty FTE ratio. The most recent national data from the Digest of Education Statistics, 2007 are from fall 2005 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 19.2 (http://nces.ed.gov/programs/digest/d07/tables/dt07_237.asp). Hence, student/faculty FTE staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average, while remaining sufficiently small to allow for individualized student attention. During fiscal year 2007, **Shawnee Community College** had the lowest student-faculty FTE ratio (7.6).

Number of Students Served Through Dual Enrollment Courses (6M9)

During fiscal year 2007, Illinois community colleges enrolled 44,506 students in dual credit courses. From 2005 to 2007, the number of students in dual enrollment courses increased 30.3 percent statewide.

Douglas Gould, in his article *Community Colleges Are Essential to a Healthy Economy*, noted the following:

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

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

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

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Appendix A

**MISSION-SPECIFIC
COMMUNITY COLLEGE PERFORMANCE INDICATORS
FY 2008**

Policy Area 1: Economic Growth (Mission Specific Level Menu)

Colleges Using Indicator	Indicator
502, 503, 510, 512, 517, 519, 521, 522, 523, 527, 532, 533	Number of <u>businesses</u> provided with technical assistance through college Business and Industry Centers.
502, 503, 510, 519, 524, 526, 527, 532, 535, 539, 540	Number of <u>individuals</u> receiving customized training through college Business and Industry Centers.
534, 536	Number of <u>current workers</u> receiving training through college Business and Industry Centers.
502	Number of businesses attracted or retained through college Business and Industry Centers.
	Number of services delivered through the Manufacturing Extension Center (IMEC) or Chicago Manufacturing Center (CMC).
504, 510, 519, 521, 523, 533, 534, 535	Total number of Business and Industry Center <u>courses/workshops</u> conducted.
	Number of Business and Industry Center <u>courses/workshops</u> conducted in computer skills enhancement.
515	Number of Business and Industry Center <u>courses/workshops</u> conducted in Quality process improvement (i.e., ISO) training.
	Number of Business and Industry Center <u>courses/workshops</u> conducted in.

**Policy Area Two: Partnerships with P-12 Education (Mission Specific Level Menu)
 Teacher Education**

Colleges Using Indicator	Indicator
534	Number of collaborative partnerships with university teacher education programs.
524, 535	Number of <u>course sections</u> provided for teachers and administrators as a registered provider through professional development activities (CPDU/CEU).
	Number of teacher education CEU's provided
535	Number of <u>teachers and administrators</u> served by the institution as a registered provider through professional development activities (CPDU/CEU). (Institutional)
	Number of paraprofessionals trained to assist in teaching reading, writing, math or readiness in these subjects.
517, 519	Number of collaborative partnerships with K-12 schools and/or school districts.

Policy Area Three: Affordability (Mission-Specific Level Menu)

Colleges Using Indicator	Indicator
504, 50807, 511, 516, 519, 521, 524, 525, 526, 531, 533, 535, 537	Tuition and basic fees for a full-time in-district student.
503, 515, 516, 518, 519, 525, 526, 527, 532, 533	Number of enrolled students who receive Monetary Award Program (MAP) grants.
515, 516, 522, 525, 526, 532	Number of enrolled students who receive Illinois Incentive for Access (IIA) grants.
50801, 50803, 50806, 513, 515, 517, 519, 525, 526, 527, 533, 534, 539	Number of enrolled students who receive Pell Grants.
	Proportion of graduates with zero student loan debt.
506, 50802, 50807, 525, 526, 534	Number of first generation college students served.

Policy Area Four: Access and Diversity (Mission-Specific Level Menu)

Colleges Using Indicator	Indicator
503, 507, 50802, 50803, 50806, 509, 510, 511, 512, 516, 518, 519, 521, 525, 526, 527, 530, 539, 540	Number of students enrolled by race/ethnicity, disability status, and gender.
502, 516, 519, 521, 522, 525, 526, 527, 529, 531, 533, 535	Number of students served through adult education coursework (ABE/ASE).
502, 50802, 516, 524, 525, 526, 527, 529, 534, 535	Number of students served through English-as-a-Second Language (ESL) coursework.
509, 516, 521, 525, 526, 529, 536	Number of level advancements in Adult Education (ABE/ASE).
50802, 509, 515, 516, 525, 526	Number of level advancements in English-as-a-Second Language (ESL).
502, 503, 506, 513, 516, 519, 525, 526, 529, 534, 535	Number of students served through remedial coursework.
502, 504, 507, 508-5, 516, 521, 526, 529, 534	Remedial credits earned versus attempted.
516, 526, 529, 533	Number of <u>courses</u> offered through distance learning.
516, 517, 525, 526, 529, 533	Number of <u>students</u> served through distance education.
50807, 511, 525, 526, 532	Number of <u>faculty</u> by race/ethnicity.
511, 525, 526, 532	Number of <u>administrators</u> by race/ethnicity.
526	Number of <u>other professionals</u> by race/ethnicity.
502, 50801, 521, 525, 526	Number of students served through noncredit coursework.

Policy Area Five: High Expectations and Quality (Mission-Specific Level Menu)

Colleges Using Indicator	Indicator
513, 519, 521, 526, 540	Occupational graduate placement in employment or continuing education.
526	Occupational graduate retention in employment.
509, 516, 519, 525, 526, 529, 532, 534, 536	Transfer rate.
50806, 510, 516, 525, 526, 530, 532, 537	Average class size.
504, 506, 50801, 516, 517, 522, 526, 533	Faculty preparation.
50803, 50807, 515, 516, 519, 521, 525, 526, 527, 531, 533, 535, 539	Number of <u>general education</u> courses included in the Illinois Articulation Initiative (IAI).
516, 519, 521, 525, 526, 527	Number of <u>major specific</u> courses included in the Illinois Articulation Initiative (IAI).

Policy Area Six: Productivity and Accountability (Mission-Specific Level Menu)

Colleges Using Indicators	Indicator
507, 513, 519, 522, 526, 529, 530, 533, 539	Population Served (per 1,000).
516, 519, 525, 526, 529	GED attainment.
502, 503, 509, 516, 519, 521, 526, 532	Advancement to college level work for remedial students.
526	Number of Adult Education Test Score Gains (ABE/ASE).
515, 516, 526	Number of English-as-a-Second Language level test score gains.
506, 50807, 516, 526, 529	FTE Student/faculty ratio.
504, 507, 50806, 516, 517, 519, 521, 526, 527, 529, 534, 535, 540	Credit hours generated.
50803, 526, 532, 534	Number of recent GED completers enrolling in college level coursework.
503, 504, 510, 516, 518, 521, 524, 525, 526, 533, 534, 536, 537	Number of students served through dual enrollment courses.
510, 516, 533, 534	Number of students served through the P-16 Grant.

Appendix B

**INSTITUTION-LEVEL COMMUNITY COLLEGE
PERFORMANCE INDICATOR GOALS
FY 2008**

Alphanumeric Abbreviations for Measures

First Digit = Policy Area.

Second Digit = S for Statewide, C for Common Institutional and M for Mission Specific.

Third Digit = count within Policy Area.

Economic Growth – Higher education will help Illinois sustain strong economic growth through teaching, service, and research

1C1: Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation.

1M1: Number of **businesses** provided with technical assistance through college Business and Industry Centers.

1M2: Number of **individuals** receiving customized training through college Business and Industry Centers.

1M3: Number of current workers receiving training through the Current Workforce Training Centers.

1M4: Number of businesses attracted or retained through college Business and Industry Centers.

1M6: Total number of Business and Industry Center **courses/workshops** conducted.

1M7: Number of Business and Industry Center **courses/workshops** conducted in computer skills

1M8: Number of Business and Industry Center courses/workshops conducted in Quality Process Improvement (i.e., ISO training).

1S3: Annual number of graduates by level and broad field of study.

Affordability – No Illinois resident will be denied an opportunity for a college education because of financial need.

3C1: Net Price of attendance for undergraduates who apply for aid

3M1: Tuition and Fees

3M2: Summary of Monetary Award Program Awards and Payouts.

3M3: Summary of Illinois Incentive for Access Grant Program Awards and Payouts.

3M4: Number of enrolled students receiving Pell Grants.

3M6: First generation college students.

Access and Diversity – Illinois will increase the number and diversity of residents completing training and education programs.

4C1: Completions by race/ethnicity, disability status, and gender.

4M1: Enrollment (number and proportion) by race/ethnicity, disability status, and gender.

4M2: Number of students served through Adult Education (ABE/ASE).

4M3: Number of students served through English as a Second Language course work.

4M4: Number of level advancements in Adult Education (ABE/ASE).

4M5: Number of level advancements in English as a Second Language.

4M6: Unduplicated count of students enrolled in remedial credits.

4M7: Remedial credits earned versus attempted.

4M8: Number of courses offered through distance learning.

4M9: Number of students served through distance learning.

4M10: Percentage of full-time combined minority faculty.

4M11: Number Full-Time Administrators by Race/Ethnicity.

4M12: Percentage of full-time combined minority professionals.

4M13: Annual unduplicated noncredit course enrollments.

4S1: Statewide completions.

High Quality – Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

5C1: Graduate satisfaction by college.

5M1: Placement in Employment.

5M2: Retention in Employment.

5M3: Summary of Transfer Rates.

5M4: Average Class Size.

5M5: Faculty Preparation.

5M6: Number of General Education courses included in the Illinois Articulation Initiative.

5M7: Number of major-specific courses included in the Illinois Articulation Initiative.

Accountability and Productivity – Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability

6C1: Cost of instruction per credit hour by student level and as a percent of sector average by student level.

6C2: Administrative and support cost per credit hour and as a percent of sector average.

6C3: Proportion of first-time, full-time freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred.

6M1: Summary of Population Served.

6M2: GED Attainment.

6M3: One year advancement for students enrolled in remedial credits who return.

6M4: Number of Adult Education Test Score Gains (ABE/ASE).

6M5: Number of English as a Second Language Level Test Score Gains.

6M6: Student FTE/Faculty Ratio.

6M7: Credit Hours Generated.

6M8: GED College-Level Enrollment.

6M9: Number of students served through Dual Enrollment courses.

6M10: Number of students served through the Accelerated College Enrollment initiative.

6S1: Cost of instruction per credit hour by student level.

6S2: Proportion of first-time, full-time freshmen who complete their 150% of catalog time or are still enrolled or transferred -- sector ranges.

6S3: Administrative and support cost per credit hour (all levels).

Black Hawk College

1C1: Increase the percentage of degree/certificate recipients either employed or enrolled in further education within one year of graduation to 93% over the next three years.

1M1: The target number of businesses and individuals served by the Business Training Center (BTC) and the Small Business Development Center (SBDC) will increase by 5% for the next fiscal year.

3M2: Continue to inform students of the earlier MAP suspension dates through publications and targeted web messages.

4C1: Program completion by minority students will increase to 15%.

4M1: Minority student enrollment will remain representative of the District.

4M6: Black Hawk College will continue to provide academic developmental coursework for those students identified as academically under prepared for college-level coursework.

5C1: The occupational graduate satisfaction rate will meet or exceed the 3-year median of 88.8%. 86% of CTE program completers will be employed in a field related to their certificate or degree.

5C2: Students will successfully complete programs and meet/exceed national exam rates.

6C1: The College's cost of instruction per credit hour will remain below the state median.

6C3: The percent of first-time full-time degree-seeking freshmen who complete their degree within 150% of catalog time or are still enrolled or transferred will meet or exceed that of the state average.

6M3: Total advancement to college-level work for remedial students will increase to 75%.

6M9: There will be a 15% increase in the number of students served by Dual Enrollment curricula.

Richard J. Daley College

1C1: Daley College will continue to increase the percentage of undergraduate degree/certificates recipients who are either employed or enrolled in education within one year of graduation.

3M4: Continued satisfactory performance is the goal for this indicator.

4C1: The count of completions should increase, while maintaining diversity in completions.

4M1: Increase the enrollment total while sustaining the diversity of enrollments.

4M10: Ensure that faculty and staff reflect the ethnic distribution of the student body.

5C1: Graduate satisfaction should reach or surpass the City Colleges of Chicago percentage.

5C2: The NCLEX passing rate for Daley College should remain at or above the national average.

5M4: Continued satisfactory performance is the goal for this indicator.

6C1: In terms of dollar amounts, the cost of instruction per credit hour may decrease as new faculty replace retiring faculty. However, cost as a percent of state average will remain about the same.

6C3: Daley College will endeavor to keep this measure below the state average.

6M7: As one of the City Colleges of Chicago, the total credit hours at Daley College should represent at least 14% (about one seventh) of the district total credit hours. As one of forty-eight Illinois community colleges, total credit hours at Daley College should represent at least 2% (about one forty-eighth) of Illinois community colleges total credit hours.

Kennedy-King College

1C1: Graduates will be entry-level competent to be employed in the profession.

1M1: Increase the number of employers using KKC for targeted recruiting in Career Programs.

1M4: Increase the number of business and community partnerships to improve student academic and employment opportunities. Continue to expand the number of programs by expanding agreements with other local apprenticeship programs.

4M1: Increase recruiting and marketing campaigns that target students with disabilities and special needs.

5C1: Improve the process for evaluating the quality of instruction at the College. Determine strategies for enhancing reporting and implementation of departmental assessment plans.

5C2: Establish, monitor and evaluate student achievement of exit competencies. Improve the performance of students on the exit competency examinations.

5M7: Re-Engineer Business curriculum to ensure that the program better prepares students for careers and/or transfer to four-year institutions.

Malcolm X College

1C1: 90 percent.

3M4: Number of enrolled first-time, full-time Illinois dependent students who receive Pell Grant will be at or above 50 percent of the total enrollment in credit programs.

4C1: 85 percent or higher for minority students, 70 percent for female students, and one percent for students with disabilities.

5C1: 85 percent satisfaction.

5C2: At or above the national average pass rate.

5M6: Add at least three new IAI courses annually.

6C1: At or below the state average.

6C3: 50 percent of first time, full-time degree seeking freshmen who complete their degree within 150% of catalog time, or are transferred or still enrolled.

6M8: GED completers account for at least 10 percent of the total college enrollment in the fall.

Olive-Harvey College

1C1: Meet or exceed the City Colleges of Chicago District three-year average.

4C1: Completion statistics to reflect the student population.

4M7: Olive-Harvey College will meet or exceed the state average for remedial credits earned versus attempted.

5C1: Meet or exceed the three-year average rate of the City Colleges of Chicago District.

5C2: Meet or exceed the national pass rate.

6C1: Maintain the same or lower cost of instruction compared to the State of Illinois average.

6C3: Maintain or improve the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred.

Harry S Truman College

1C1: Truman strives to exceed the statewide average in the percent of graduates who are employed and/or enrolled in further education.

4C1: Truman College is committed to improve the retention and completion rates for struggling minority students, such as Hispanic students and African American males.

5C1: Truman strives to exceed the statewide average in the percent of graduates who are satisfied with its programs and services.

5C2: Students completing the nursing program at Truman College will pass the NCLEX at a rate higher than the national average.

6C1: To remain at, or below, statewide average cost of instruction per credit hour.

6C3: Keep the percentage of first-time, full-time degree-seeking freshmen that complete their degree within 150% of catalog time, or are still enrolled or transferred at no less than 65%.

Harold Washington College

1C1: Expand the college's leadership role through the development of a partnership and collaboration with the external community through professional and public service.

4C1: Implement new models to promote student success and student enrollment, increase student retention and accommodate a diverse student population.

4M1: Implement new models to promote student success and student enrollment, increase student retention and accommodate a diverse student population.

5C1: Agree upon and adopt student learning outcomes for each General Education objective. Implement new models to promote student success and student enrollment, increase student retention and accommodate a diverse student population.

6C1: Harold Washington College will promote excellence and relevancy in all instructional programs and administrative technologies through the use of “best practices” models.

6C3: Harold Washington College will promote excellence and relevancy in all instructional programs and administrative technologies through the use of “best practices” models.

Wilbur Wright College

3M1: Continue to operate in a fiscally responsible manner that maximizes the instructional resources that are available to students

4C1: Development of a multi-faceted retention initiative to ensure that students have every opportunity to succeed in achieving their educational goals.

4M10: Recruit and retain a diverse pool of highly qualified faculty.

5C1: Build upon student satisfaction with the quality and effectiveness of the programs it offers.

5C2: Continue to build on the strength of the programs it offers.

5M6: Expand the number of courses articulated through IAI.

6C1: Use effectively resources and maximize revenue opportunities. Continue to operate in a fiscally responsible manner.

6C3: Increase the number of students completing both exit/graduation and follow-up surveys. Work with students to increase retention thereby improving completion and/or transfer rates for all students.

6M6: Maintain a student FTE/faculty ratio that is cost effective and student effective

Danville Area Community College

4C1: Consider the recommendations of the Access, Equity & Diversity Committee. Increase student awareness of the services provided by the DACC Student Support Services Department. Partner with Community Action Agency and other area social service organizations to develop strategies to improve enrollment, retention and completion rates of underrepresented student populations.

4M1: Increase minority student enrollment by 3% in FY 2009.

4M7: Danville Area Community College would like to increase the percentage of earned credits versus attempted credits of developmental education courses by 4% in FY 2009.

5C1: Offer career services to recent graduates; Ensure that curricula in occupational programs is industry-specific and graduates exit programs with the job-ready skills; Utilize more Part-Time instructors who have high levels of expertise in their given field; Incorporate Blended Teaching Strategy model (hybrid delivery) that uses both online and quality hands on classroom instruction.

5C2: With new admission criteria in place, monitor admission process to program. Integrate new ATI professional assessment program throughout entire curriculum. Incorporate a technological skill component in every course with online tutorials, web based case studies, and a patient simulated information system software program. Maintain nursing faculty stability through education of nursing faculty who have in- depth clinical experience but limited knowledge of pedagogy.

6C1: Continue to reduce Unit Cost of Instruction per credit hour by 10% in FY 2009 (reduce unit cost by \$10). Develop new strategies increase low enrollment programs. Continue to monitor class sizes each semester. Devise

new methods for lowering administrative, faculty and support staff costs. Seek external grant funds to offset technology costs in CTE programs. Continue to promote the Industrial Training Center (an addition to existing Technology Center. Continue to monitor the effectiveness of the program assessment plans within each academic division of the college.

6C3: Continue to reduce Unit Cost of Instruction per credit hour by 10% in FY 2009 (reduce unit cost by \$10). Develop new strategies increase low enrollment programs. Continue to monitor class sizes each semester. Devise new methods for lowering administrative, faculty and support staff costs. Seek external grant funds to offset technology costs in CTE programs. Continue to promote the Industrial Training Center (an addition to existing Technology Center. Continue to monitor the effectiveness of the program assessment plans within each academic division of the college.

College of DuPage

5C2: The College of DuPage has set as its goal to meet or exceed national pass rates.

6C3: Meet or exceed statewide rates.

Elgin Community College

1C1: Those who complete an Associate of Applied Science degree or an occupational certificate program will have an employment rate that meets or exceeds the state norm.

1M4: The annual number of businesses and organizations entering into customized training contracts with ECC will meet or exceed the average for the prior three years.

3M2: The number of students receiving some form of financial assistance to attend ECC shall meet or exceed the average for the prior 3 years.

3M3: The number of students receiving some form of financial assistance to attend ECC shall meet or exceed the average for the prior 3 years.

3M4: The number of students receiving some form of financial assistance to attend ECC shall meet or exceed the average for the prior 3 years.

4M4: The number of ESL and ASE (GED) completers will meet or exceed the average of the prior three years.

4M5: The number of ESL and ASE (GED) completers will meet or exceed the average of the prior three years.

6M2: The number of ESL and ASE (GED) completers will meet or exceed the average of the prior three years.

4M12: There will be evidence of progress to reflect the racial/ethnic diversity of the district in the hiring of administration, faculty, and support staff”.

4S1: The number of Career-Technical degrees and certificates awarded will meet or exceed the average of the prior three years. The number of University Transfer degrees awarded annually will meet or exceed the average of the prior three years.

5C1: Surveys of students who complete an Associate of Applied Science degree or occupational certificate will reveal an aggregate satisfaction rate that meets or exceeds the state norm. Surveys of students who complete an Associate of Applied Science degree or occupational certificate will reveal an aggregate satisfaction rate that meets or exceeds the state norm.

5C2: The graduates of a degree or certificate program with required licensure or certification examinations will meet or exceed the state or national pass rate.

6C3: For those who indicate intent to complete a University Transfer degree, the percent of first-time, degree/certificate seeking students who graduated, transferred or are still enrolled at ECC within 3 years (full-time) or six year (part-time) will equal or exceed the state norm for 2-year public colleges.

6M3: Within 3 years, the number of new students who progress from a developmental studies course to a college level course in the same subject area will meet or exceed the average of the prior 3 years.

Harper College

1C1: The 3-year average percent of degree/certificate recipients employed or enrolled in further education will be within one standard deviation of the State average.

1M1: Harper College will increase the number of businesses served each year so that at least 75 businesses are served yearly by fiscal year 2009.

4C1: The number of minority students completing degrees or certificates will increase yearly provided the minority enrollment continues to increase. Increase the number of male completions relative to the number of female completions. The percent of Harper completers that were identified as disabled will exceed the ICCB reported median percent for the State.

4M1: The ethnic diversity of students will exceed the diversity of the community served by the College, based on the 2000 Census prior to Fall 2006 and SIU updates to the District's population, as measured by the Diversity Index.

4M13: Between 25 and 30% of the continuing education course offerings each year are new courses.

5C1: Harper College graduates completing the ICCB Follow-Up Study of Career and Technical Education Programs will maintain a 3-year average satisfaction with institutional quality and effectiveness at or above the State reported median 3-year average for community colleges. Students rating quality of instruction and students rating primary support services will indicate satisfaction with instruction and support services provided as indicated by 90% student agreement on the Student Opinion of Instruction and 90% student agreement on Student Center Surveys.

5C2: Nursing: Pass rates will equal or exceed national pass rates; Dental Hygiene: At least 95% of the students taking the Dental Hygiene examination will pass; Radiologic Technology: At least 90% of the students will pass; Emergency Medical Technician: At least 90% of the students will pass.

6C1: Harper's cost of instruction per credit hour will not increase by more than 5% annually.

6C2: Harper's administrative and support cost per credit hour will not increase by more than 5% annually.

6C3: For each entering full-time cohort, Harper will maintain a success rate of at least 65% of students that graduated, transferred, or are still enrolled after three years (IPEDS GRS Methodology).

Heartland Community College

1C1: HCC has adopted a goal that at least 90% of its degree or certificate recipients shall be either employed or enrolled in further education within one year of graduation.

1M2: The College's Corporate Education department will strive to increase its offerings to area employers each year.

3M2: No student will be turned away because of financial need.

3M4: No student will be turned away because of financial need.

4C1: Minority completion rate shall continue to meet or exceed the percentage of minority population within its district. HCC shall continue to inform students of a broad range of educational, occupational and career choices.

Further, HCC will strive, through its student recruitment and advising services, to reduce artificial barriers encountered by students that are perceived to discourage entry into non-traditional professions.

4M1: Minority enrollment rate shall continue to meet or exceed the percentage of minority population within its district, which is 10.4%.

5C1: HCC strives to maintain a satisfaction level that meets or exceeds state and peer averages. HCC has established a goal to maintain a placement rate that meets or exceeds state and peer averages.

5C2: HCC will strive to maintain a pass rate on licensure exams that meets or exceeds state and national averages.

6C1: HCC will continue to monitor its instructional and administrative/support costs and strive to maintain those costs at or below state averages, taking appropriate cost-saving measures whenever opportunity arises.

6C3: HCC will strive to maintain a percentage of first-time, full-time degree seeking students who either complete their degree within 150% of catalog time, or are still enrolled or transferred, at a level that meets or exceeds the statewide average.

6M7: HCC has adopted a goal to increase the enrollment in order better to serve the college district.

Highland Community College

1C1: 95%

1M1: 95

1M2: 2,000

1M6: 250

4C1: Females: 63.9%; Males: 36.1%; All Minorities: 9.9%; Students with a Disability: 2.0%

4M2: 575

4M6: 1,114

5C1: 88%

5M6: 73

5M7: 112

6C1: Below 110% of community college system average.

6C3: 65%

6M1: 8.1%

6M2: 110

6M3: 70%

6M7: Increase 2% every year.

Illinois Central College

1C1: ICC's goal is to have 100% of degree/certificate recipients employed or enrolled in further education within one year of graduation.

4M1: Illinois Central College maintains a commitment to increase the number of underrepresented students who enroll and complete education and training programs. Specific numeric goals have been established for minority student enrollment and retention over the next three years.

5C1: The goal for ICC is to achieve a level of perceived quality at or above 90% for graduates of career and technical education programs.

5C2: Illinois Central College will continue to monitor its pass rates with the goal of exceeding the national pass rates.

6C1: Continue to contain the growth in the cost of instruction per credit hour in the coming years, through a combination of cost reduction measures and maintenance of robust credit hour enrollments.

6C3: It is the goal of the college to maintain the current combined graduation and transfer rate for first-time, full-time, degree-seeking freshmen.

Illinois Eastern Community Colleges

1C1: IECC will continue efforts to increase the response rate for graduates surveyed. Eighty-five percent of graduates surveyed will either be employed or continuing their education.

4C1: IECC will provide educational programs, including pre-baccalaureate, career and technical degrees and certificates that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multicultural global workplace; programs in remedial/preparatory education, assisting District residents in attaining skills and abilities needed to enter and complete college programs; student advisement, counseling, and placement services for the purpose of assisting students in choosing a program of study, transferring to a four-year institution, entering employment, or completing certificate or course goals; and curricula and services that are updated to meet both short- and long-term needs of the residents of the District.

4M2: The District will continue to reaffirm its commitment to provide quality adult and continuing education programs allowing district residents' opportunities to gain basic skills and improve their quality of life; and

4M6: The District will continue to provide appropriate college remedial/preparatory courses of excellent quality to entering students who are not ready for college-level study.

5C1: IECC's goal is to provide excellence in teaching, learning, public service, and economic development by offering pre-baccalaureate/transfer degrees and career and technical education degrees and certificates that prepare a diverse student body for transfer to a four-year institution or entry into a multi-cultural global workplace.

5C2: Eighty-five percent of graduates enrolled in Nursing and Radiography will graduate and pass required state licensing exams.

6C1: IECC will provide degree and certificate programs, as necessary, to meet both short- and long-term educational goals of the residents in the district.

6C3: IECC will provide education in the liberal arts and sciences, which prepares the student for transfer to a baccalaureate degree and/or employment.

Illinois Valley Community College

1C1: Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation will exceed the state average. Return rates for targeted programs on the ICCB Occupational Follow-Up

Study survey will increase.

4C1: The percentage of completers for each ethnic minority group will be within 5% of the percentage of completers in the total student population. The percentage of degrees awarded to each ethnic minority group will be within 3 percentage points of the percentage that ethnic group represents in the total student population for that fiscal year. The percentage of graduates with declared disabilities will increase.

4M6: The total number of students at IVCC who are enrolled in remedial coursework will increase and the percentage from FY 05 forward shall not fall below 14.1%.

5C1: The extent to which institutional quality and effectiveness are recognized by graduates through the ICCB Occupation Follow-up Study will exceed the state average.

5C2: Pass rates on the NCLEX will remain above 90%.

5M1: IVCC's occupational graduate placement in employment or continuing education will remain above the state average.

6C1: IVCC's net instructional unit cost will be less than either the state or peer group average net instructional unit cost. (Unrestricted Costs Only)

6C3: The percent of first-time, full-time students who graduate, transfer or are still enrolled will exceed the state percentage.

6M1: The percent of population served in District 513 will equal or exceed the state average.

Joliet Junior College

1C1: Over a five year period, at least 90% of JJC Occupational graduates will be placed in employment at least one year after graduation.

1M6: JJC will continue to make significant contributions to the citizens of the JJC district and the individuals who complete courses and programs or engage in other services.

3M1: JJC tuition and fees will be equal to or lower than the ICCB peer group average

3M2: The average MAP Grant award amounts for JJC recipients will be higher than the ICCB peer group average

3M3: The average IIA Grant award amounts for JJC recipients will be higher than the ICCB peer group average

3M4: The average Pell Grant award amounts for JJC recipients will be higher than the ICCB peer group average

4C1: JJC will increase the number of degrees/certificates awarded to underrepresented groups.

4M1: Annual enrollment increase at JJC will be equal to or greater than state and peer group average. The percent of minority students enrolled at JJC will be consistent with peer group and state averages.

4M9: Annual enrollment increases in Distance Education enrollment at JJC will be equal to or greater than peer group and state averages.

4M10: Increase in the addition of full-time faculty at JJC will be equal to or greater than peer group and state averages. The number of full-time minority faculty will be equal to or greater than peer group and state averages. The number of full-time minority faculty will be equal to or greater than peer group and state averages.

6M1: The Percent of district residents who attend JJC will be the same as or higher than the state and peer group

averages.

6M9: The number of added dual enrollment courses will grow increase at a higher rate than the number for peer group

Kankakee Community College

1C1: Maintain at or above the 90% level for this indicator.

4C1: KCC's goal is to increase the number and the percent of minority graduates.

5C1: At least 85% of the graduates surveyed will indicate that they are satisfied or very satisfied with their educational experience while attending KCC.

5C2: Nursing: 85%; Radiography: 90%; Emergency Medical Technician: 95%

6C2: KCC's goal for cost of instruction and support cost per credit hours is to be below the state average.

6C3: KCC's goal is to be at or above the state average for percent of students who have graduated, transferred, or are still enrolled three years after entering college.

Kishwaukee College

1M1: 90

1M6: 150

4C1: Asian Pacific Islander: 1% - 5%; African American: 5% - 10%; Latino: 3% - 6%; Non Resident Alien: 0% - 5%; Female: 59% - 64%; Male: 36% - 41%; Students with disabilities: 8

4M2: 400 – 500

4M3: 500 – 600

4M6: 1,600 – 1,700

4M9: 2,500

5C1: 85% - 95%

6C1: To be within 10% of the state average.

6C2: TO be within 10% of the state average.

6C3: 70% – 75%

College of Lake County

1C1: Maintain an employment rate higher than the 3-Year average for the past three years: 96%.

1M1: CLC would like to serve a higher number of businesses than its peer colleges and the state's average.

1M2: CLC would like to provide customized training to a higher number of individuals than its peer colleges and the state's average.

3M2: CLC will continue to assist students secure all the federal and state monies available.

3M3: CLC will continue to assist students secure all the federal and state monies available.

4C1: CLC's goal is to have minority graduates reflect their make up in the college population. In 2008, the goal is to maintain completion rate of 35% or more for minorities reflecting their enrollment rates. The College will work to increase the percent of graduates with disabilities to 2.4 percent of graduates. CLC data demonstrate a higher rate of completions for females than males. CLC would like to bring the percent of males in line with their percent of degree seekers in the student population.

4M10: The college will continue to recruit qualified minority faculty for available teaching positions.

4M11: The college will continue its ongoing efforts to recruit qualified minorities for administrative level positions.

5C1: Maintain graduate satisfaction of at least 90%.

5M3: CLC would like to maintain higher transfer rates than its peer colleges and the state's average.

5M4: Keep the average class below 25.

6C1: Continue to reduce its cost in relation to credit hours. Stabilize this indicator to current levels.

6C2: Continue to reduce its cost in relation to credit hours. Stabilize this indicator to current levels.

6C3: The College of Lake County would like to maintain the rates for this indicator to 72% over the next three years.

6M3: The college's goal is to increase the percent of remedial students' retention and success rates.

6M8: CLC will try to enroll every fiscal year a minimum of 40 recent GED completers into its college level programs.

Lake Land College

1C1: Lake Land College will strive to increase the percentage of degree/certificate recipients either employed or enrolled in further education within one year of graduation to the state average.

1M1: The number of business provided with technical assistance through the College's Center for Business and Industry will remain at or above the state average.

3M4: The number of enrolled students who receive Pell Grants will continue to increase.

4C1: The number and diversity of citizens completing training and education programs will continue to increase each year with the percentage of non-white completers remaining significantly higher than the College district's non-white population while the student population gender will remain constant at an approximate 60/40 percent male/female ratio.

4M9: The number of students served through distance education (online learning) will continue to increase and remain significantly higher than the state average.

5C1: The satisfaction in quality and effectiveness of Lake Land College graduates will remain at the 90th percentile or higher. Students enrolled in technical career programs at Lake Land College will score above state and national averages on their respective licensing or certification exams.

5M5: The percentage of college level (non-career) faculty with a master's degree or above will be above 95 and remain above the state average.

6C1: The cost of instruction per credit hour by student level and administrative and support cost per credit hour at Lake Land College will continue to be well below the 100 percentile and one of the lowest percentiles among Illinois community colleges, and as a percent of sector average by level will be below the state average for community colleges.

6C2: The cost of instruction per credit hour by student level and administrative and support cost per credit hour at Lake Land College will continue to be well below the 100 percentile and one of the lowest percentiles among Illinois community colleges, and as a percent of sector average by level will be below the state average for community colleges.

6C3: The proportion of first-time, full-time freshmen who complete their degree within 150 percent of normal time, or are still enrolled or transferred will be above the state average for community colleges.

6M7: The number of annual credit hours generated by Lake Land College will continue to remain significantly above the state

average.

Lewis & Clark Community College

1C1: Annually maintain an employment / enrollment rate at or higher than 90%.

1C1: Continue to support economic development through innovative and productive programs and partnerships.

1M3: Continue to engage 500 or more businesses representing 5,000 or more employees (unduplicated) annually.

3C1: Raise the combined satisfaction scores for Financial Aid services on Occupational Follow-up surveys to 90% over the next three years.

4C1: Continue to provide assistance to minorities and other needy students to attract more students to higher education and once they are here to help them achieve their educational goals.

4M4: Increase the percentage of ABE/ASE level advancements 2-3 percent annually.

5C1: Over the next three years, achieve a minimum 90% satisfaction level (very satisfied and somewhat satisfied) across every institutional level measure. Continue to achieve pass rates of 90% or higher.

5M3: Attain a transfer rate of 25% or higher over the next three years.

6C1: Maintain a unit cost of instruction that is lower than the state average unit cost.

6C3: Achieve a 70% or higher persistence rate using this measure.

6M9: Over the next three years increase the number of High School Partnership teachers who participate in course level assessment initiatives with Lewis and Clark faculty by 15%.

Lincoln Land Community College

1C1: Lincoln Land Community College will maintain an employment/enrollment rate that falls in the mid-nineties range.

1M2: Increase the number of district business employees who are trained by the Capital City Center and the LLCC Small Business and Industry Center.

1S3: LLCC will increase the number of program graduates annually.

3C1: Tuition and fees will be monitored for reasonableness and affordability.

3M1: The number of Lincoln Land Community College student financial aid awards will exceed the state median. The percentage of the LLCC student body receiving financial aid will increase annually.

3M2: The number of Lincoln Land Community College student financial aid awards will exceed the state median. The percentage of the LLCC student body receiving financial aid will increase annually.

3M3: The number of Lincoln Land Community College student financial aid awards will exceed the state median. The percentage of the LLCC student body receiving financial aid will increase annually.

3M4: The number of Lincoln Land Community College student financial aid awards will exceed the state median. The percentage of the LLCC student body receiving financial aid will increase annually.

3M5: The number of Lincoln Land Community College student financial aid awards will exceed the state median. The percentage of the LLCC student body receiving financial aid will increase annually.

3M6: The number of Lincoln Land Community College student financial aid awards will exceed the state median. The percentage of the LLCC student body receiving financial aid will increase annually.

4C1: The proportion of graduates with disabilities will mirror or exceed the proportion of students with disabilities in the college population. The proportion of minority graduates will mirror or exceed the proportion of minority students in the college population. The proportion of female graduates mirrors or exceeds the proportion of females in the college population.

4M1: The diversity of Lincoln Land Community College students will mirror or exceed that of the district population.

4M2: The college will seek a minimum of 66 percent remedial course completion rate. 2. Increasing outcomes, rather than enrollment numbers, will be the primary focus for ABE/ASE/ESL programming.

4M3: The college will seek a minimum of 66 percent remedial course completion rate. 2. Increasing outcomes, rather than enrollment numbers, will be the primary focus for ABE/ASE/ESL programming.

4M4: The college will seek a minimum of 66 percent remedial course completion rate. 2. Increasing outcomes, rather than enrollment numbers, will be the primary focus for ABE/ASE/ESL programming.

4M5: The college will seek a minimum of 66 percent remedial course completion rate. 2. Increasing outcomes, rather than enrollment numbers, will be the primary focus for ABE/ASE/ESL programming.

4M6: The college will seek a minimum of 66 percent remedial course completion rate. 2. Increasing outcomes, rather than enrollment numbers, will be the primary focus for ABE/ASE/ESL programming.

4M7: The college will seek a minimum of 66 percent remedial course completion rate. 2. Increasing outcomes, rather than enrollment numbers, will be the primary focus for ABE/ASE/ESL programming.

4M8: LLCC will increase the number of students utilizing distance learning. 2. LLCC will increase the percentage of students using online registration services.

4M9: LLCC will increase the number of students utilizing distance learning. 2. LLCC will increase the percentage of students using online registration services.

4M10: The diversity of the Lincoln Land Community College faculty and staff will mirror or exceed the diversity of the district.

4M11: The diversity of the Lincoln Land Community College faculty and staff will mirror or exceed the diversity of the district.

4M12: The diversity of the Lincoln Land Community College faculty and staff will mirror or exceed the diversity of the district.

4M13: LLCC aims to maintain current noncredit enrollment levels, while ensuring fiscal self sufficiency of noncredit programs.

5C1: The college's immediate goal is to keep the percentage of graduates who are satisfied with the institution in the nineties range.

5C1: LLCC professional/occupational licensure pass rates will exceed national pass rates.

5M1: LLCC's current goal is to raise the "non-survey" employment/continuing education rate to 90 percent or above.

5M2: LLCC's current goal is to raise the graduate employment retention percentage to the mid-nineties.

5M3: LLCC's current goal is to raise the transfer rate to 50 percent.

5M4: LLCC's current goal is to monitor average class sizes by discipline, maintaining a balance between quality and fiscal responsibility.

5M5: All LLCC instructors of college-level transfer (PCS 1.1) courses will have earned at least a Masters degree.

5M6: LLCC will continually review course descriptions to determine if additional courses can be submitted to IAI.

5M7: LLCC will continually review course descriptions to determine if additional courses can be submitted to IAI.

6C1: LLCC will keep unit cost increases consistent with the rate of inflation.

6C2: LLCC will keep unit cost increases consistent with the rate of inflation.

6C3: Lincoln Land's current goal for the percent of first-time, full-time degree-seeking freshmen who complete

their degree within 150 percent of catalog time, or are still enrolled or transferred is to be comparable to the statewide percentage for this factor.

6M1: LLCC's immediate goal will be to reach/maintain penetration levels equal to the statewide median for all community college districts.

6M2, 6M4, 6M5: LLCC will continue to increase the number of students who enhance their competencies through expanded adult education programs and services in the district.

6M3, 6M8: LLCC will continue to increase the number of students who transition from pre-college coursework to college-level coursework.

6M6: LLCC will maintain a student FTE/faculty ratio that is not significantly greater than the state average.

6M7: LLCC will study all variables that affect credit hour generation and will investigate options for sustaining growth.

6M9: Increase the number of dual credit course offerings and increase overall dual credit hour production.

John A. Logan College

1C1: The College utilizes the rate of 89.7 percent as its benchmark (the College's most recent 3-Year Average). The College's goal for the coming year is to maintain a level within two percentage points of this rate.

4M1: The College previously had a goal to increase the number of students with disabilities and set an ambitious goal of increasing the number of disabled students enrolled by 20 percent from FY 03 to FY 06.

5C1: John A. Logan College has traditionally been a leader in the state with graduate satisfaction. As stated in the guidelines, since the College is already performing at a very high level relative to state and peer performance, this is an area where the College expects continuity. The goal of John A. Logan College is to continue to be the #1 community college in the state in terms of graduate satisfaction.

5C1: Nursing: Pass rate of 80 percent or higher of students entering the program.

Dental Hygiene: Pass rate of 85 percent.

EMT: Pass rate of 90 percent.

5M4: As stated in the guidelines, since the College is already performing at a very steady rate, this is an area where the College anticipates continuity.

6C1: The College's goal is to remain at least 8 percentage points below the state average.

6C3: Four years ago, the College established the following goal: "With the College attaining its highest rate (71.4%) with the Fall 2000 entering cohort, as well as continually intensifying retention efforts on campus, the College has established a challenging one-year goal of increasing the Fall 2001 cohort's rate by 1%. The College would like to attain a level of at least 70% in coming years." As the College's retention efforts continued to be expanded, the goal for next year is again a rate of 72.5%.

6M1: As an indicator that has enjoyed continuity in the past, John A. Logan College has a goal of maintaining that continuity by achieving the goal of serving over 12.5% of the population over the next two years.

McHenry County College

1C1: Prepare students to enter and advance in their careers. Address the community's workforce needs.

3C1: 1. Enhance community outreach activities. 2. Increase awareness of college affordability. 3. Increase financial aid and scholarship applications.

5C1: MCC's institutional goals include preparing students to enter and advance in their careers and to address the community's workforce needs. The Emergency Medical System (EMS) program is successful in addressing both of these goals through a strong relationship between MCC and the local Health Care, EMS, and Fire Service systems.

5C1: The passing score for the Illinois Licensure Exam is established by the State to be 70%. The EMS Program at MCC requires a 75% passing score on all exams and a 75% overall average to successfully complete the program and be eligible to take the Licensure Exam.

6C1: The recently completed Strategic Plan includes a strategic direction entitled "Increase Financial Resources." The various strategic activities to support this strategic direction include, among others, increasing competitive grant funding, increasing donations to the College's foundation, and reallocating resources of under-utilized programs and services to support new or high demand programs and services. Unit cost data will likely provide valuable data to be used in the decision making process regarding the reallocation of resources.

Moraine Valley Community College

1C1: A 93 percent employed or enrolled in further education rate for Moraine Valley occupational graduates.

1M2: Workforce Development and Community Services (WDCS) will provide a quality product, which meets the needs of their clients and the community while showing a profit.

3M1: Keep tuition in the middle of its peer group and within 3 percent of the state average.

4C1: A two percent increase in male graduates and two percent increase in minority graduates.

4M3: Increase service to English as a second language (ESL) students.

5C1: The goal is to improve graduate satisfaction to meet or exceed the state average within the next three years.

5C1: Nursing 97%; Radiologic Technology 97%; Emergency Medical Technician 97%

6C1: Keep unit costs at least 5 percentage points below state averages; limit annual increases in unit costs to 5 percent or less.

6C3: Increase the college's graduation rate to 22 percent.

6M9: Implement a combined dual credit program in area high schools serving both occupational/career course students (Tech Prep) and transfer students (AP/Honors).

Morton College

1C1: Morton College's goal is to keep the percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation at 90% or higher.

1M1, 1M2: Morton College's goal is to offer training programs which are responsive to the specific needs of business and industry in the Morton College community.

3M2, 3M4: Morton College's goal is to continue providing financial aid options to as many students as possible to keep or increase the number of students receiving Pell or MAP awards.

4C1: Morton College's goal is to increase the percentage of total completions so that the ethnicity distribution of the graduates mirrors the ethnicity distribution of our student population.

4C1c: Morton College's goal for this indicator is to create equal opportunity by promoting equal access to all College programs and activities, disability awareness and compliance with disability laws.

4M1: Morton College's goal is to increase total enrollment through support, serving students efficiently, empowering employees to meet students' needs, and making the best use of campus resources.

4M2, 4M3: Morton College's goal for FY 2007 was to continue retention of the same number of students, or perhaps slightly more with continued emphasis on learning outcomes over headcount. The Adult Education, Community Programming, and Outreach (AECPO) area of Morton College had a goal for FY 2008 to incorporate the new ESL content standards and EL/Civics competencies into the ESL curriculum. In addition, the ABE curricula initiated an evidence-based reading program called STAR. This program focuses on direct explicit instruction in the four components of reading for intermediate adult readers (4.0-8.9 GLE).

5C1: Morton College's goal is to maintain overall quality of service and to surpass the state average student satisfaction with program components, courses outside the program major and support programs and services.

5C1: Morton College's goal is to surpass the minimum national level of 88% pass rate for the RN Licensure exam. No figures for EMT were available so far.

5M6, 5M7: Morton College's goal for this indicator is to continue with the process of getting more courses IAI approved with the ultimate goal of having a guaranteed catalog and course schedule.

6C1: Morton College's goal for this indicator is to keep the net instructional cost down without compromising the quality of instruction.

6C3: Morton College's goal for this indicator is to maintain the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred at no less than 69%. We think that this is a realistic goal since Morton College's peer group and state averages for the last 3 years are 70.4%.

6M7: Morton College's goal for this indicator is to increase total enrollment through serving students more efficiently, empowering employees to meet students' needs, and making the best use of campus resources.

Oakton Community College

1C1: Oakton's goal is to have 90 percent of degree/certificate completers either enrolled in further education or employed within one year of graduation.

1M2, 1M6: Oakton's goal is to continue to serve business and industry through customized training based on demand and available resources. For example, the College continues to work with the Northeastern Illinois Public Safety Training Academy (NIPSTA), assisting them in developing and providing high quality, cost-efficient education programs that address the public safety and professional standards of police, fire, EMS, public works and private industry. As this organization's focus continues to expand to promote more cross training and communication among first responders at the local, state and national levels, NIPSTA has asked the College to become more integral in their future expansion, specifically in the coordination of training programs for all professions served through their organization. In Fall 2007 Oakton initiated new programs in health careers: Massage Therapy and Aseptic Pharmaceutical Preparations, and the College will seek approval of an AAS degree in Radio Frequency Identification (RFID) to expand its existing certificate programs in this emerging technology.

2M2, 2M4: Oakton will continue to offer 12-18 workshops specifically targeted for K-12 educators. In addition, the College will work with individual school districts to plan and implement customized courses and workshops, and with NSERVE to offer regional courses and workshops in collaboration with this Education for Employment region.

3M1: The College's goal was to keep tuition and fee increases modest. Oakton is confident this goal has been met despite increasing financial pressures.

4C1: In Oakton's FY04 Performance Report, the College set a goal of increasing the number of students who complete a degree or certificate by 30 per year. The College continues to have this as a goal. Though we have not met the goal, the number of degree or certificate recipients continues to rise. It is more challenging to set a specific goal for disabled, minority and female students. Through the provision of services, including the TRiO program, free tutoring and study skills sessions, coaching, growing emphasis on enrolling students in COL 101: College Success Seminar, and other services, Oakton demonstrates a strong commitment to helping students succeed. The College defines success not only as completing a degree or certificate, but also as transfer, job attainment or promotion, and meeting the individual student's goals.

4M2, 4M3, 4M6: The College's goal is to sustain enrollments at the average levels achieved over the past three years.

5C1: The College's goal is to have a minimum of 85 percent of occupational follow-up study respondents indicate they are satisfied or very satisfied.

5C1: Oakton's goal is that a minimum of 94 percent of Nursing students will pass the NCLEX examination and that a minimum of 93 percent of EMTs will pass their examination. The College added data for the Certified Nurse Assistant examination beginning with the FY2007 Performance Report.

5M6: In the area of general education courses, the College's goal is to have all Oakton general education courses that match an Illinois Articulation Initiative (IAI) general education description certified by the appropriate panel.

5M6: In the area of professional development programs for faculty, the College's goal is to offer a broad range of workshops and courses, ranging from multi-session, semester-long seminars to one-two hour workshops. A further goal is to have more than 50 percent of full-time faculty participate in at least one professional development program each year, in addition to required activities taking place in division or discipline meetings. Programs may be sponsored by and take place outside the College; e.g., by professional associations.

5M6: In the area of activities related to ethics and integrity, the College's goal is to offer a broad range of workshops and courses, ranging from multi-session, semester-long seminars to one-two hour workshops. In addition, the College is expanding the definition of relevant topics in this domain to include diversity, including diversity in searching/hiring faculty and staff, improved understanding of and working with a diverse workforce, and incorporating learning modules addressing diversity within courses.

6C1: Oakton will strive to remain in the range of 95-105 percent of the sector average and to contain costs per credit hour to annual increases under 5 percent.

6C3: Oakton's goal is to sustain an average of 62-66% of first-time, full-time students who graduate within 150% of the catalog time to the degree, transfer or are still enrolled.

6M7: The College's goal is to remain at or near the average number of credit hours generated.

Parkland College
Information Not Available.

Prairie State College

1C1: Maintain the percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation to equal or exceed the state average.

3C1: Our goal last year was to increase the number of MAP recipients by 5%.

4C1: Our long-term goal is that program completions each year for Prairie State College students will be in proportion to the enrollment of each subgroup (e.g., males, students with disabilities, African-American, Hispanic) in our student population. Given the significant gap we currently have between the enrollment and program completion of our African-American and Hispanic students, our goal for the next three years is to close those gaps by 10% per year.

5C1: Desegregate data and determine what areas are being affected by student dissatisfaction ratings. After determining this, we will concentrate on those areas and improve overall performance to equal or exceed the state average in three years.

5C1: Prairie State College's goal for this indicator is to maintain the high quality of our nursing, dental hygiene and EMT programs and to maintain or exceed the national average for the pass rates on these licensure exams.

6C1: The goal is to be at or slightly above the state average for the cost of instruction per credit hour.

6C2: The goal is to be at or slightly above the state average for the cost per credit hour of providing administrative support to instructional programs.

6C3: Maintain the percentage of full-time, first-time entering cohort who have graduated, transferred, or are still enrolled at 150% of program completion length to equal or exceed state averages.

Rend Lake College

1C1: At least 90% of Rend Lake College degree/certificate recipients will be either employed or enrolled in further education within one year of graduation.

1M1: Rend Lake College will meet or exceed the three-year average of the number of businesses served through the Center for Business Services.

1M6: Rend Lake College will continue to respond to the training needs of local business and industry by providing courses, seminars, and customized training programs.

3M1: Rend Lake College will maintain a tuition and basic fee rate/cost that is in-line with other community colleges in southern Illinois.

4C1: The racial/ethnic and gender mix of completers will approximate the percentage of racial/ethnic and gender enrollments at Rend Lake College.

4C1c: The number of students with disabilities counted as completers will meet or exceed 50% of the average number of disabled students enrolled during the previous three years.

4M1: Provide 100% contact with all district high school special education teachers to provide information on supportive services available at Rend Lake College.

4M2: The Adult Education and Family Literacy program will increase the number of ABE/ASE students by 5%.

4M4: The goal is to meet or exceed all NRS measures for performance, including student level gains.

4M7: The percent of remedial credits earned versus attempted by Rend Lake College students will exceed the statewide average.

4M13: It is the goal of this institution to provide a variety of quality programs that meet the needs of the residents of the College district.

5C1: At least 95% of our graduates will indicate they are satisfied with the quality of the education received at Rend Lake College.

5C1: The number of Rend Lake College students passing professional/occupational licensure examinations will exceed the national averages.

5M1: The percentage of career-technical students who are employed or continue their education after completion of an occupational degree or certificate will exceed the average of the preceding three years.

5M6, 5M7: Rend Lake College will add courses that are included in the Illinois Articulation Initiative to meet the needs of baccalaureate-transfer degree program students.

6C1: The College will provide programs and services of the highest quality in an effective manner while maintaining financial responsibility.

6C1: To keep unit cost low while maintaining high standards for instructional and support functions.

6C2: Rend Lake College will monitor its administrative and support costs and keep these costs in line with peer institutions and below the state average.

6C3: 85 percent of first-time, full-time degree-seeking freshmen will complete their program of study at Rend Lake College within 150% of catalog time.

6M2: To accurately measure and increase the number of GED attainment among students enrolled in GED classes offered by Rend Lake College.

6M3: 50% of the students in developmental courses will earn a 70% accuracy rate and advance to the next higher course level.

6M7: Rend Lake College will endeavor to increase the number of credit hours generated by revising existing curriculum and developing new programs of instruction to meet changing needs. Changes to our credit hour generation will be in-line with increases or declines experienced by institutions bordering the Rend Lake College District unless external environmental factors are markedly different between the college districts.

6M9: To provide all students that meet admission requirements the opportunity to take dual enrollment classes.

Richland Community College

1C1: Increase the number of responses to the survey by 3%.

4C1: Increase the number of minority students by 2% to reflect the demographics of the District. Implement strategies to increase the number of minority faculty and staff to fill vacancies.

5C1: Maintain the level of survey return at 60% or above.

5C1: Maintain the above 90% pass rate for students in all programs.

6C1: Maintain or lower cost of instruction per credit hour without affecting quality of instruction.

6C3: Implement strategies to retain students, particularly in transfer degrees. Implement alternative scheduling option for high-profile AAS degrees to allow students to complete programs in a reasonable time.

Rock Valley College

1C1: The percentage of Rock Valley College graduates employed and/or continuing their education one year after graduation will equal or exceed the state average.

3M1: A cornerstone of ensuring access to RVC programs and services is affordable tuition rates. As a result, we seek to maintain tuition rates comparable to peer/contiguous cohort colleges and at/below the statewide average. We have succeeded in achieving this goal again in 2008.

4C1: Through our involvement in the Foundations of Excellence and our college initiative to enhance our First Year Experience program, creating opportunities to strengthen performance outcomes for African-American and Latino/a students will be a focus. We intend to increase persistence and retention rates of African-American students by 5% over the next 3 years. Through the MAP program we are able to provide case management to 40 such students. Also, through the enhancement of our Student Athlete program, we are currently tracking the success rates of student athletes of color. In FY 09, we will be implementing a pilot mentoring program in which 30 at-risk students will be assigned a mentor for the academic year. The goal of the mentoring program is to provide additional opportunities for student engagement with a faculty or staff member which may aid in the student's persistence to goal completion. While the focus of the mentoring program is not necessarily academic, the mentor will have resources available to share with their mentee in addition to providing emotional support.

4M1: Track the number of students with disabilities and determine success rates for this special population of students.

4M10, 4M11: Diversity has been identified as one of RVC's seven core values. "We promote, celebrate and accept diversity including cultural and ethnic diversity, diversity of thought, and diverse views of others." Also, diversity is one of RVC's six student/general learning outcomes: "Rock Valley College is committed to preparing students to respect and work effectively with persons of diverse backgrounds and abilities." In this vein, we recognize the need to increase efforts in recruiting, hiring and retaining persons of diverse backgrounds in order to afford our staff, faculty and students the opportunity to celebrate our core values and enhance student learning outcomes.

5C1: The percentage of RVC occupational program graduates responding they were satisfied/very satisfied with program components, courses outside the program major, and support programs and services will meet or exceed the three-year state average.

5C1: To meet or exceed the national average pass rates on professional licensure examinations in Nursing and Dental Hygiene.

5C1: Licensure of graduates in professional programs is to exceed the state and national average for each program. Nursing and practical nursing have met this goal for the past three years.

5M3: An indicator of RVC effectiveness in preparing students for successful transfer is measured by the percent of students who transfer to other institutions of higher education. The goal is to have RVC's transfer rate meet or exceed the state transfer average.

6C1: RVC will have net instructional unit costs and total instructional unit costs which are comparable to similar Illinois community colleges.

6C3: The RVC completion/persistence rate will equal or exceed the state average rate.

Carl Sandburg College

1C1: Minimum of 75%.

3M2: 1,000 students.

4M1: Maintain or grow minority, disabled, and women's enrollment. Continue to increase the number of courses.

5C1: Meet national averages.

6C1: Meet state average.

6C3: Meet statewide average.

6M9: To continue to grow this segment of our enrollment.

Sauk Valley Community College

1C1: 90%

3M6: 65%

4C1: Completions will be comparable to: the percent of enrollment (+/-10%) for male and female students; and the percent of enrollment for minority students.

4M6: 1,000 students (or 20% of all students)

5C1: 94% pass rate

5M5: 100% with master's degree or above

6C1: 114% of peer group average

6C3: 71% of the statewide average

6M6: 20

Shawnee Community College

1C1: The college will strive to maintain an average of 93% of its students with undergraduate degrees and / or certificate program completion employed or in further education programs - Goal met.

3M1: The College will maintain the tuition and fees for full time in-district students at an affordable rate, in line with the 85% of average rule.

4C1: The college will increase the number of diverse students completing programs by 2% each year.(The Goal has been met.)

4C1c: The College will increase by 2% the number of students with disabilities enrolling in educational and training programs each year. (Goal was not met for 2007)

4M2: The College will increase by 2% the number of students enrolling in adult educational and training programs each year. Year to year increase for 2006-2008 would indicate an average increase of 5.9% over this period of time. (The goal is met.)

5C1: The College has set a goal of maintaining a 92% or better satisfaction rating as reported by the ICCB Occupational Follow-up Study.

5C1: The College will maintain or exceed the national average pass rate scores for occupational licensure.

5M6: Number of general education courses included in the Illinois articulation agreement will increase each year.

6C1: The college will continue to maintain the unit cost of instruction at or below the state averages on a year to year basis.

6C3: The college will increase by 2% the number of students completing degree requirements within 150% of time.

South Suburban College

1M1, 1M2, 1M6: To increase the number of businesses and individuals who receive training through the Business and Career Institute (BCI) at SSC. To increase the number of courses/workshops provided through BCI.

4C1: South Suburban College has a very diverse student population which consists of 75% minority students (65% African-American, 7% Hispanic, and 1% Asian/P.I.). It is our institutional goal to ensure that students from underrepresented populations complete the educational goals, some of which lead to certificates or degrees.

5C1: SSC has a goal to attain a high level of customer satisfaction with our programs and services.

5C1: SSC has a goal for students to be above the national threshold for the respective licensing exams.

4M1, 5M4: SSC has a performance goal to increase productivity and cost effectiveness by ensuring that class sizes are cost effective without jeopardizing instructional quality. SSC will look across the college when making course cancellations and maintain economically feasible and instructionally reasonable class numbers.

6C1: It is a goal to provide high quality instruction at a low, affordable price. In fact, SSC has a mission-specific commitment to “Maintain fiscal responsibilities by continually improving productivity, cost effectiveness, and accountability.” As such, unit cost per class needs to remain low. Some programs naturally are more cost intensive than others.

6M9, 6M10: To increase the number of high school students who have access to college-level courses while in high school. This is intended to encourage high school students to continue their education beyond high school graduation and expose them to college-level coursework and career options earlier in their educational pathways.

Southeastern Illinois College

1C1: Sixty-five percent of degree recipients will be employed or enrolled in higher education one year after graduation.

1C1: Pursue articulation agreements with neighboring senior institutions in order to provide educational opportunities for SIC graduates.

1M1: Increase the number of businesses that are provided service by 10%.

1M1: Increase the outreach program in outlying counties i.e. one day a month in Hardin County and one day a month in White County.

1M6: Increase the number of workshops/seminars/courses by 25%.

1M6: Hire a full-time Workforce Development Specialist to focus on Workforce Development Training and make these goals a reality.

3M1: Tuition and mandatory fees will not exceed the statewide average.

3M2: Sixty percent of all degree and certificate seeking students will determine their eligibility for the Monetary Award Program by submitting a FAFSA to the Department of Education.

3M4: Sixty percent of all degree and certificate seeking students will determine their eligibility for the PELL Grant by submitting a FAFSA to the Department of Education.

3M4: Fifty percent of all FAFSA applications will be submitted by using FAFSA On The Web.

4C1: Increase the number of contacts made with in-district feeder schools for the purpose of recruiting a more diverse student population. Encourage both male and female students to enroll in programs which are non-

traditional for their gender. Ensure that the College's material and website reflect cultural and gender diversity. Continue to seek support services that specifically meet the needs of students from diverse backgrounds.

4M2: Southeastern will continue to maximize resources and promote program growth, serving five hundred plus students annually. Adult education staff will develop strategies to increase reading levels and incorporate workforce skills into our classroom.

4M8: Southeastern will offer an appropriate number of courses through distance learning which meet the needs of the College district. Southeastern will increase the number of distance learning courses within 5% of the number offered in FY 2004. Southeastern will organize an Online Degree Preparation Committee to develop the institutional infrastructure necessary to request permission from the Higher Learning Commission/North Central Association of Colleges and Schools to offer an A.A. degree online.

4M9: The number of students served through distance education will continue to increase through FY 2006 and be maintained within 5% of that number.

5C1: Eighty-eight percent of graduates surveyed will indicate satisfaction with their program of study at Southeastern Illinois College.

5C1: Strive to maintain high quality nursing programs with first time pass rates above the national and state percentages. Strive to maintain a high quality EMT program with passage rates above 80%.

5M5: Based on ICCB standards, criterion as defined by the Higher Learning Commission/North Central Association of Colleges and Schools and Southeastern Illinois College Board Policy, SIC will employ faculty with appropriate credentials.

5M6: 100% of Southeastern Illinois College's general education core courses will be approved as a match to the Illinois Articulation Initiative General Education Core.

6C1: Southeastern Illinois College will strive to keep its operations cost effective and establish as a goal an average net instructional cost at or below 95% of the cohort average.

6C2: Southeastern Illinois College will endeavor to maintain an administrative and support cost per credit hour at no greater than the statewide average.

6M1: Remain in the top five community colleges in the state in market penetration and have the highest market penetration within our cohort group.

6M9: Continue the growth in dual credit enrollments at the rate of 3% per year for the next three years (FY2007, FY2008, and FY2009).

6M10: 100% of the Accelerated College Enrollment Initiative funds will be used to pay tuition for high school students enrolled in dual credit courses.

Southwestern Illinois College

1C1: The college sets its goals with specific reference to the occupational programs being encompassed within each year's Follow-Up Study. The goal of 75% was established for programs reported under the FY 2007 Follow-Up (presuming a 60% response rate). For the FY 2009 Performance Report, the College has established 75% as its goal for employment or further education for those graduates of occupational programs being surveyed in the FY 2008 Follow-Up Study.

1M1: The College will maintain and expand the number of businesses served by the Business and Industry Center. The following targets were established: FY '06, 230; FY '07, 237; FY '08, 241.

3M3: SWIC's Illinois Incentive for Access Grant awards will meet or exceed 95% of the statewide average.

4C1: Female Completers 53%; Male Completers 46%; Black Completers 9.5%; All Minority Completers 12.5% and White Completers 86%.

4C1c: A five year longitudinal review shows a completion rate for students with disabilities that will meet or exceed 2.5 percent of all students who complete programs—based on the A-1 Record Submission.

4M2: The College will maintain and expand the number of students served through adult education work. The following targets were established: FY06, 2575; FY07, 2600; FY08, 2625.

5C1: 75%

5C1: Meet or exceed the appropriate state or national averages for EMT, NE & RT.

5M5: The college will meet or exceed the statewide percentages for full-time transfer faculty who possess, at minimum a Master's degree (or first post-baccalaureate professional degree).

6C1: SWIC will be at or below the state average Cost of Instruction per Credit Hour.

6C2: SWIC will be at or below state average of Administrative and Support Cost Per Credit Hour.

6C3: 50%

6M1: Within five years the College will meet or exceed 90% of the three-year average documented for all Illinois community colleges.

Spoon River College

1C1: It is our goal to achieve a 90% completion rate in our career programs and a goal that at least 85% of those completers will be working in the specific field of study or will have continued their education.

1M3: Our department of Community and Workforce Training continues to provide custom training and workshops and seminars for business and industry as needed. We have recently restructured our business and industry training department and are seeking new opportunities for continued training.

1M6: We have seen a decline in the number of workers trained this past year. However, we have restructured our business and industry training department and we are working closely with business and industry representatives to develop and meet their training needs.

2M1, 2M8: We have very good partnerships with our sister colleges and continue to expand opportunities as they arise.

3M4: Our goal is to provide financial assistance to all district students in need through a variety of financial assistance, including PELL, MAP, SEOG, scholarships, and grants. The number of students seeking financial assistance declined slightly for 2007, but is still comparable to past numbers. Spoon River College is a small rural college; almost 75% of our students receive some sort of financial assistance to attend college courses and/or programs.

3M6: Our goal is to increase the education level in our district. We recognize and understand the need for students in this district to receive educational training beyond high school. Our goal is to increase these numbers by 15 students each year.

4C1: Our institutional goals are to provide necessary services to all students, regardless of their race/ethnicity, gender or disability status and to facilitate their educational goals at Spoon River College. We strive for 100% completion of these students.

4M3: The number of students enrolled in our ESL program continues to be stable. We have one part of our district that employs a number of students from outside the United States. We offer ESL classes throughout our district and feel we are meeting the need for these classes.

4M6: We continue to see an increase in the number of students enrolling in college who need remedial courses. We know that students who need remedial coursework in order to be successful in college level courses are often not successful without the remedial assistance. With the award of a Title III grant in 2005, we have developed an Academic Success Center which provides tutoring and assistance for students needing that service. We have increased the flow of traffic in that center from 2,000 students last year to over 10,000 visits this past year indicating a huge success in the assistance available to students.

4M7: We continue to see an increase in remedial credit hours and given our new requirements for placement, anticipate this trend will continue. We have put several new programs in place to address under prepared students and we are excited about the possibility of increasing student success.

5C1: Our goal for this indicator is that students will receive a quality education in our programs, gaining appropriate knowledge and skills that lead to employment or continued education and will be gainfully employed upon the completion of any particular program. We measure student satisfaction through follow-up surveys to students and through correspondence and interaction with internship supervisors who report their satisfaction of student skill and knowledge in a particular field.

5C1: Our goal is to receive a 100% pass rate on the NCLEX examination.

5M3: With the exception of a slight decrease in FY2006, we are consistent at about a 40.5% transfer rate. We would like to see this figure increase some and our enrollment management team is exploring ways in which we may be able to increase this figure. We work closely with area 4-year institutions and feel that our advisors are well qualified and trained in advising students who seek to transfer.

6C1: Our goal is to provide high quality teaching and learning at an affordable rate for our students.

6C3: Our goal is to maintain a 75% average.

6M7: We had a substantial increase in credit hours in FY2005 when we lost several local businesses and students returned to school for retraining purposes. That group has completed and enrollment has readjusted.

6M8: Our college is very interested in increasing the opportunities for GED students to continue their education into college level courses. We have just restructured our Adult Education department and merged it with our Developmental Ed department which is directly connected to our Academic Success Center anticipating a more seamless transition from Adult Ed into developmental ed and ultimately into college level coursework/programs. It has been our experience that even though students may successfully complete their GED, they often still need some remediation before they are ready for college level work. Rather than isolating adult education students from our college students, this new merger puts the adult education students together with our regular population and increases their awareness and opportunities for growth. We are just beginning to see some changes in this area and anticipate that this coming year will offer new opportunities and support for the new structure.

6M9, 6M10: We continue to increase our dual credit/dual enrollment opportunities for our district high school students. We are working more closely with the high schools to identify new courses and guidelines to meet their need and ours. With the elimination of the P-16 grant funds this year our college is rethinking how best to provide incentive for increased enrollments in this market. I anticipate that we will offer a tuition incentive and we are approaching our foundation board for additional scholarship funds to assist in these incentives.

Triton College

1C1: To be within 5% of the statewide average for undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation.

1M6: To increase by 5% the course/workshop offerings over the next 3 years provided funding remains stable.

3M1: To be within 5% of the state average, provided funds remain stable.

4C1a: To have college-wide enrollment that reflects diversity in race and ethnicity of our community, District #504, and to have completion rates that reflect the diverse enrollment.

4C1a: To have enrollment by race/ethnicity within 4% of the population rate for each of the race/ethnic groups present in our district, and to have completion rates that reflect this relationship.

4C1b: To have completion rates by gender within 4% of the institutional enrollment figures by gender.

4C1c: To continue improving the accuracy of data reporting for this population. Specific target completion goals will be established once accurate comparative data is available.

4M7: To stay within 5% of the three-year average of developmental credits earned versus attempted at the college.

5C1: To meet or exceed the national pass rates on professional/occupational licensure examinations.

5C1: To remain within 5% of the three-year state average of graduate satisfaction rates as reported in the Occupational Follow-up data.

5M5: To accurately reflect 100% of all the full-time 1.1 PCS teaching faculty at the college who hold a Masters degree or above, in compliance with the established hiring practices at the institution.

6C1, 6C2: To stay within 5% of the state average on the indicators of cost of instruction and administrative and support cost.

6C3: To stay within 5% of the state average for the indicator of percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time.

6M7: To stay within 5% of the previous years total credit hours generated.

6M9: Ongoing support and enhancement of the School/College Partnership and all interactions with the district's high schools.

Waubonsee Community College

1C1: Waubonsee's goal is that 85% of the college's occupational graduates will be employed in a related field or continuing their education within one year after graduation.

3M1: Waubonsee's goal is to deliver accessible and affordable learning opportunities for all district residents.

3M2: Waubonsee's goal is to maximize the utility of shared resources to help ensure that college is affordable to all Illinoisans.

3M3: Waubonsee's goal is to remain at or above state payout averages.

4C1a: Waubonsee's goal is that student body gender and race percentages will reflect the diverse composition of the district.

4C1b: Waubonsee's goal is that gender and race of the student body at Waubonsee will reflect the diverse composition of the district.

4C1c: Waubonsee's goal is to be at or above state levels for completions by disability status.

4M1a: Waubonsee's goal is that student body race and ethnicity percentages will reflect the diverse composition of the district.

4M1b: Waubonsee's goal is that gender and race of the student body at Waubonsee will reflect the diverse composition of the state.

4M2: Waubonsee's goal is to meet or exceed state averages for the number of students served through Adult Education (ABE/ASE).

4M3: Waubonsee's goal is to meet or exceed state averages for the number of students served through English as a Second Language coursework.

4M4: Waubonsee's goal is to meet or exceed the state median for the number of Level Advancements in Adult Education (ABE/ASE).

4M5: Waubonsee's goal is to meet or exceed state averages for the number of level advancements in English as a Second Language.

4M6: Waubonsee's goal is to be at or below the state median for the unduplicated count of students enrolled in remedial credits.

4M7: Waubonsee's goal is to be at or above state averages for remedial credits earned versus attempted.

5C1: Waubonsee's goal is to remain within one standard deviation of the state average.

5C1: Waubonsee's goal is that college programs will meet or exceed national norms.

5M3: Waubonsee's goal is to meet or exceed state averages in transfer rates.

5M4: Waubonsee's goal is to provide adequate class sizes to meet student and faculty needs in the classroom.

5M5: Waubonsee's goal is to structure the college's human resource systems to ensure that we are able to hire, develop and retain the highest caliber of faculty.

5M6: Waubonsee's goal is to provide transfer courses that allow students seamless continuation of their general education throughout Illinois' higher education system.

5M7: Waubonsee's goal is to provide transfer courses that allow students seamless continuation of their degree education throughout Illinois' higher education system.

6C1: Waubonsee's goal is to stay at or below the average of Chicago Collar Counties' community colleges' cost of instruction per credit hour. Chicago Collar Counties' community colleges include: Harper, South Suburban, DuPage, Elgin, Prairie State, Lake County, Oakton, McHenry, Joliet, Moraine Valley, Waubonsee, and Triton.

6C2: Waubonsee's goal is to maintain fiscally responsible levels of spending on administrative and support costs in comparison to state averages.

6C3: Waubonsee's goal is to remain at or above state percentage averages.

6M1: Waubonsee's goal is to maintain the percentage of population serviced in line with the state median.

6M2: Waubonsee's goal is to meet or exceed state averages for GED attainment.

6M3: Waubonsee's goal is to meet or exceed state averages for total advancement in college level work for remedial students.

6M5: Waubonsee's goal is to meet or exceed state average test score gains for English as a Second Language.

6M6: Waubonsee's goal is to maintain a student-to-faculty ratio that promotes student success.

6M7: Waubonsee's goal is to increase credit hours generated by at least 3.0% annually and reflect general growth in community colleges across the state.

6M9: Waubonsee's goal is to meet or exceed state averages for the number of students served through dual enrollment courses.

6M10: Waubonsee's goal is to meet or exceed the state median for the number of students served through the P-16 Initiative Grant.

6M: Waubonsee's goal is to maintain a balanced budget and create a positive addition to the fund balance. Waubonsee's goal is for external sources of revenue and grants to provide 2% of the overall college operating budget. Waubonsee's goal is that college auxiliary enterprises will break even in aggregate.

John Wood Community College

1C1: The college will keep the 90% standard as its goal for FY 2008.

1M2: The goal for next year is to continue meeting or exceeding a standard of 800 individuals served.

4C1a: The goal for this next year is to return to the 6.0% level. Part of the challenge is to maintain.

4C1b: The goal for next year will be the same – to have congruent proportions between completers and enrollees.

4C1c: The goal for next year is to meet or exceed this year's state-wide percentage of 2.3%.

4M1: Given the stable nature of the district's population, there are no expectations that the distribution of the enrollment data will change.

5C1: Nursing & NCLEX: The goal for next year is a 85% pass rate. Radiologic Technology: The goal is that the program will return to a 100% pass rate. Emergency Medical Technician: The goal is to return to the 100% pass rate.

5C1: The goal is to maintain the percentage of satisfaction within 2% of the peer group average and state-wide average.

5M6: The goal for FY 2009 is to continue the process and increase the number of IAI courses and to continue building articulation agreements with four-colleges to benefit JWCC students.

6C1: The goal for next year is to return to a unit cost that is below the statewide unit cost.

6C2 : The goal for next year is to continue to maintain a unit cost that is less than the statewide unit cost.

6C3: The goal for next year is to match or exceed the state average.

6M1: One goal of the EMP is to increase the number of credit hours taken as well as increasing the percentage of the population served. For FY 2008 the goal was to continue to exceed the state-wide average and improve the current institutional percentage.