

Illinois Community College Board

410th Meeting Agenda and Materials

November 21, 2014

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL



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Revised

Agenda
410th Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

November 21, 2014

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Illinois Community College Board

**ACADEMIC AFFAIRS AND INSTITUTIONAL SUPPORT
COMMITTEE**

The committee did not meet. Tom Pulver will give an update during the Board meeting on a few current issues.

Agenda Item #6.2
November 21, 2014

Illinois Community College Board

**ADULT EDUCATION AND WORKFORCE DEVELOPMENT
COMMITTEE**

The committee did not meet. Randy Barnette will give an update during the Board meeting on a few current issues.

Illinois Community College Board

EXTERNAL AFFAIRS COMMITTEE

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

- Public Relations
 - Economic Impact Study
 - Illinois Community College System 50th Anniversary (2015)

- Legislation
 - Fall Veto Session Update
 - Spring Legislative Proposals
 - Federal Legislative Update

- Other Discussion and Recommendations

Illinois Community College Board

**FISCAL, PERSONNEL, ETHICS, AND
CONFLICT OF INTEREST COMMITTEE**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on the morning of Friday, November 21, 2014. The discussion items have been outlined below:

- Financial Statements: Fiscal Year 2014
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds

- Timeliness of state payments to the community colleges and adult education providers

- Consent Agenda Items #9.3
 - Approval to Enter into Grant Agreements-Legislative Add-ons

- Other discussion and recommendations

Illinois Community College Board

DUAL CREDIT FUNDING STUDY

As dual credit continues to expand in Illinois, understanding the cost to students as well as to institutions is an important component of maintaining accessible, high quality dual credit for those students able to demonstrate readiness for college level work. The ICCB in partnership with the Office of Community College Research and Leadership at the University of Illinois recently conducted a dual credit cost study with this goal in mind. This study was aimed at gaining a better understanding of ongoing cost models and perceptions of dual credit costs through the administration of an online survey of chief academic officers in Illinois community colleges. The results provide an important baseline of information for a more in depth analysis.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Kaskaskia College

- Dental Assisting Associate of Applied Science A.A.S. degree (64 credit hours)

Prairie State College

- Accounting and Business Management A.A.S. degree (62 credit hours)

Rend Lake College

- Certified Medical Assistant A.A.S. degree (66 credit hours)
- Certified Medical Assistant Certificate (36 credit hours)

John Wood Community College

- Logistics and Operations Management A.A.S. degree (64 credit hours)
- Logistics Certificate (32 credit hours)
- Manufacturing Technology A.A.S. degree (64 credit hours)

BACKGROUND

Kaskaskia College is seeking approval to offer an Associate in Applied Science (A.A.S.) degree in “Dental Assisting” for 64 credit hours. This program will prepare individuals for entry-level employment and advancement opportunities as dental assistants. The curriculum was developed according to American Dental Association’s (ADA) Commission of Dental Accreditation guidelines for dental assisting curricula, and will provide an educational ladder opportunity for existing students and recent graduates of the college’s Dental Assisting Certificate. The college currently holds ADA program accreditation for the dental assisting certificate curriculum, which is included in its entirety within the degree. Additional requirements for the degree have been incorporated to reflect ADA guidelines. Graduates of the degree will be prepared for preferred, yet optional, credentialing through the Dental Assisting National Board as a Certified Dental Assistant (CDA). The curriculum consists of 21 credit hours of required general education coursework and 43 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory and intermediate levels of dental science, head and neck anatomy, introductory and intermediate levels of dental materials, dental ethics and jurisprudence, introductory and intermediate levels of dental assisting procedures, therapeutics and emergencies, introductory and intermediate levels of dental radiology, infection control, dental prevention, expanded functions, dental nutrition, dental office management, dental board review, and a clinical internship. Assessment of student learning will be achieved through an evaluation of the student’s performance during their clinical work-based learning experience by program faculty and the onsite physician.

Labor market information provided by the college supports the interest in and the need for a two year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “dental assistants” is expected to increase by two percent statewide through 2022. Furthermore, based on significant interest from existing students, recent graduates and Advisory Committee members to develop a degree, the college developed this proposed program not only to serve as an educational ladder opportunity, but also as a path for working towards entrance into and completion of a dental hygiene associate’s or baccalaureate degree. The college has been working with Southern Illinois University at Carbondale for articulation towards their Bachelors of Science in Dental Hygiene. Once approved, this program will be the first Dental Assisting A.A.S. degree in the State. The college anticipates an enrollment of 10 full-time students per year for the first three years of operation. The program will require one new part-time faculty, one existing full-time faculty, and two existing part-time faculty the first year. Qualified full-time faculty must hold at least a Bachelor’s degree, while part-time faculty must hold at least an Associate’s degree in Dental Hygiene. All existing and new faculty must hold a current CDA, have at least five years related work experience as a dental assistant or hygienist and two years teaching experience. All facilities are in place to adequately support the proposed program; however some equipment purchases will be necessary during the first year for implementation. Estimated costs of the program are \$13,000 during year one, and \$6,000 during years two and three. The program will be fiscally supported through student tuition and fees.

Prairie State College is seeking approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree in “Accounting and Business Management”. This program will prepare individuals for employment as accounting clerks, auditing clerks and bookkeepers in a variety of business and financial settings. The curriculum includes 18 credit hours of required general education coursework, and 44 credit hours of required career and technical education coursework. The career and technical component includes introductory business, business math, bookkeeping and procedural accounting, financial accounting, managerial accounting, accounting software applications, human relations, professionalism in the workplace, business law, business ethics, principles of management, human resource management, and business communications. Assessment of student learning will be achieved through evaluation of a final project by program faculty. Currently the college offers two related certificate programs in Bookkeeping and Accounting.

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Coursework from both existing certificates articulate in their entirety towards completion of the proposed degree, which will serve as an educational ladder opportunity for existing certificate students and recent graduates.

Labor market information provided by the college supports the interest in and the need for a two year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “bookkeeping/accounting/auditing clerks” is expected to increase by 9.3 percent statewide through 2022. The college anticipates an enrollment of 10 full- and part-time students each year for the first three years of operation. All facilities and equipment are currently in place to adequately support the proposed program. The program will require four existing full-time and eight existing part-time faculty the first year. Qualified faculty possess a Bachelor’s or Master’s degree in Accounting or Business Administration, hold a current Certified Public Accountant (CPA) license, have three years related occupational experience, and one year teaching experience. No new costs are anticipated to implement the program. The program will be fiscally supported through student tuition and fees.

Rend Lake College is seeking approval to offer a 66 credit hour Associate in Applied Science degree and a related 36 credit hour Certificate in “Certified Medical Assistant”. Both programs will prepare individuals for entry-level employment as credentialed medical assistants with both administrative and pre-clinical skills utilized in a variety of health settings. The Certificate curriculum includes 36 credit hours of coursework in introductory pharmacology, anatomy and physiology fundamentals, medical law and ethics, administrative aspects of medical assisting, patient care, billing and coding, healthcare terminology, lab diagnostics, professionalism and safety, and a required practical learning experience in medical assisting. The degree program requires 27 credit hours of general education and 39 credit hours of career and technical education coursework. In addition to the content required for the Certificate, the career and technical component of the degree includes additional coursework in health records systems. Assessment of student learning for both programs will be achieved through evaluation of the student’s performance during the practical learning experience as well as through completion of a comprehensive checklist of competencies conducted by program faculty. Both curricula were developed according to standards of the American Association of Medical Assistants (AAMA) and will prepare graduates for the Certified Medical Administrative Assistant (CMAA) credential. Certification is preferred, but not required for entry-level employment. The college plans to seek optional accreditation, which is available through the Commission on Accreditation of Allied Health Education Programs (CAAHEP), once they have received all necessary state approvals.

Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment (IDES), employment of “medical assistants” is expected to increase by 19.4 percent statewide through 2022. Locally, employment in this occupation is expected to increase by about 16.5 percent. The college anticipates a combined enrollment of 12 full-time and part-time students the first year, increasing to 18 full-time and part-time students by the third year. All facilities and equipment are currently in place to adequately support the proposed programs. One new full-time faculty person will be required the first year. Qualified faculty will hold a minimum of an Associate’s degree in Medical Assisting, hold a current Certified Medical Assisting credential, have three years related occupational experience and two years teaching experience, which is consistent with the CAAHEP Medical Assisting Education Review Board’s program accreditation standards for medical assisting faculty. Costs to implement the programs are estimated at \$55,500 year one, \$49,500 year two, and \$51,000 year three. The programs will be fiscally supported through student tuition and fees.

John Wood Community College is seeking approval to offer a 64 credit hour “Logistics and Operations Management” Associate in Applied Science (A.A.S.) degree and a related 32 credit hour “Logistics” Certificate.

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The Certificate will prepare individuals for entry-level employment and advancement opportunities in logistics, with skills and technical knowledge focused in the areas of logistics and warehousing, supply chain management, quality control and continuous improvement methods. The degree program provides an educational ladder opportunity for certificate graduates and will prepare individuals for supervisory and management roles in logistics within a variety of transportation, distribution, warehousing and logistics environments. The certificate curriculum includes seven credit hours of required general education in math/statistics and writing, and 25 credit hours of required career and technical coursework. The career and technical component includes instruction in introductory logistics, logistics management, transportation, supply chain management, word processing and spreadsheet applications, supervisory management and human relations in the workplace. The degree curriculum builds on this for a total of 16 credit hours of required general education and 48 credit hours of required career and technical content in accounting, organizational management, business law, project management, and applied supply chain management. Assessment of student learning will be achieved through evaluation of a student portfolio containing artifacts of the student's successful completion of various courses and comprehensive projects.

Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), "transportation, storage and distribution managers" are expected to see a 7.3 percent increase in employment statewide through 2022. The college is a part of the Mississippi River Transportation, Distribution and Logistics (MRTDL) consortium, a nine member group of community colleges located along the river collaborating to produce a steady supply of skilled workers in the local TDWL industry. In addition to local workforce need, the college has been working towards program articulation with Western Illinois University's Bachelor of Science in Supply Chain Management, providing further educational ladder opportunities for students. The college anticipates an enrollment of 12 full-time and four (4) part-time students in the certificate during the first year, increasing to 17 full-time and 10 part-time by the third year. Enrollments in the degree are anticipated at eight (8) full-time and four part-time students the first year, increasing to 26 full-time and 11 part-time by the third year. The programs will require two new part-time faculty, two existing full-time faculty and five existing part-time faculty. Qualified faculty will hold a Bachelor's degree in Supply Chain Management or a related logistics field, at least three years of related occupational experience and one year of teaching experience. Costs to implement the programs are estimated at \$39,700 year one, \$41,365 year two and \$42,814 year three. The college has received some grant funds for program development through the MRTDL consortium, but otherwise the program will be fiscally supported through student tuition and fees.

John Wood Community College is seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree in "Manufacturing Technology". This program will prepare individuals for employment as manufacturing and related technicians with knowledge and skills in team-oriented production, quality and maintenance systems in a modern manufacturing environment. Students will also earn credentials through the National Manufacturing Skill Standards Council (MSSC) as Certified Production Technicians (CPT), and through the National Institute of Metalworking Skills (NIMS) at Level I Certification. The curriculum was developed to replace an existing degree program that had become outdated. The program was developed through the INAM consortia of colleges, the Illinois Network for Advanced Manufacturing; a coordinated effort between those colleges awarded a Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The INAM consortium recommended the development of this degree program to help address local employer needs in this field and provide educational ladder opportunities for students in related programs at other INAM institutions. The curriculum consists of 16 credit hours of required general education, 12 credit hours of required career and technical core coursework and between 30-37 credit hours of career and technical coursework in two of four specialty areas.

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Coursework includes instruction in introductory manufacturing processes and production, manufacturing safety, manufacturing maintenance, continuous quality improvement, precision machining, and specialized coursework in welding, precision machining, industrial maintenance, or CAD Solidworks. Assessment of student learning will be achieved through evaluation of a final project by program faculty.

Labor market information provided by the college supports the interest in and the need for a program in this field of study. According to the Illinois Department of Employment Security (IDES), employment in related occupations is expected to increase as follows statewide through 2022: “manufacturing production workers” 11.1 percent, “machinists” 12.5 percent, “CNC machine operators” 20.4 percent, and “welding machine operators” 26 percent. The college anticipates an enrollment of three full-time and three part-time students the first year, increasing to six full-time and six part-time students by the third year. All facilities and equipment are currently in place to adequately support the proposed program. Three existing full-time and seven existing part-time faculty will be utilized the first year. Qualified faculty possess a Bachelor’s degree in Industrial or Manufacturing Technology, hold current MSSC, NIMS and AWS (American Welding Society) credentials, have three years related occupational experience, and one year teaching experience. No new costs are anticipated to implement the program. The program will be fiscally supported through student tuition and fees.

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INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL

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

PERMANENT PROGRAM APPROVAL

College of DuPage

- AWS (American Welding Society) SENSE Level 1 Certificate (17 credit hours)
- Mechatronics Technology Certificate (16 credit hours)

Lincoln Land Community College

- Central Sterile Service Technician Certificate (8.5 credit hours)

Rend Lake College

- EMT-Basic Certificate (9 credit hours)
- Personal Care Aide Certificate (16 credit hours)

Prairie State College

- Certified Production Technician (CPT) Certificate (17 credit hours)

Agenda Item #8.2
November 21, 2014

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Lincoln Trail College

- Petroleum Drilling Technology A.A.S. degree (63 credit hours)

BACKGROUND

Lincoln Trail College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 63 credit hour Associate in Applied Science (A.A.S.) degree in “Petroleum Drilling Technology”. This program will prepare individuals for employment in the planning, development and operation of oil and natural gas extraction and processing facilities. The college currently offers a related Processing Technology A.A.S. degree and Certificate. These programs focus on the “downstream” side of production, known as the refining, processing, and distribution of petroleum and its products. The proposed program focuses on the “upstream” side of production, known as the drilling, exploration, and field technology skills used in the extraction process. The curriculum consists of 19 credit hours of required general education, and 44 credit hours of required career and technical education coursework. The career and technical component of the curriculum includes essential computer skills, fluid power, petroleum drilling technology, modern petroleum technology, petroleum completion methods, corrosion basics, industrial electricity, introductory process technology, P-tech equipment, safety and environment, P-tech quality control, dimension metrology and blueprint reading, and process technology instrumentation. Assessment of student learning will be achieved through evaluation of a final capstone project related to planning, developing and operating an extraction facility as well as a portfolio review by program faculty.

Labor market information provided by the college supports the interest in and the need for additional training in this field of study. The college has partnered with Marathon Oil Company’s Illinois Refining Division to develop programs that address the need for skilled workers in the local area. According to the Illinois Department of Employment Security (IDES), growth in occupations related to the extraction of petroleum and natural gas are expected to increase between 23.2 percent for “oil and gas roustabouts”, 23.6 percent for “oil and gas rotary drill operators”, and 24.1 percent for “oil and gas derrick operators” statewide through 2022. The college anticipates an enrollment of 10 full-time and five part-time students the first year, increasing to 20 full-time and nine part-time students by the third year. All facilities and equipment are currently in place to adequately support the proposed program; however some additional resource material purchases are anticipated over the first three years of operation. The program will require one new full-time, one new part-time, one existing full-time and four existing part-time faculty the first year. Qualified faculty will hold a Bachelor’s degree in Petroleum Technology or related field; have two years related occupational experience and two years teaching experience. Costs to implement the program are estimated at \$49,500 year one, and \$93,800 years two and three. Higher second and third year costs reflect the addition of faculty and a full-time program coordinator. The program will be fiscally supported through student tuition and fees.

Agenda Item #9.1
November 21, 2014

UNAPPROVED

Minutes of the 409th
Meeting of the
Illinois Community College Board
Kishwaukee College
Room A-1222
21193 Malta Road
Malta, IL

September 19, 2014

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 19, 2014 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chairman Alexi Giannoulis called the Board meeting to order at 9:12 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Randy Barnette, Terry Bruce, Michael Dorf, Jonathan Jackson, Suzanne Morris, Thomas Pulver, Rudy Valdez, and Martin Nall. A quorum was declared. Board members Guy Alongi, Teresa Garate, and Jake Rendleman were absent.

Item #2 – Announcements and Remarks by Alexi Giannoulis, Board Chairman

Chairman Giannoulis welcomed new Board member Rudy Valdez.

Chairman Giannoulis thanked Kishwaukee College and President Thomas Choice for hosting the ICCB September meeting.

Item #3 – Welcoming Remarks from Dr. Thomas Choice, President of Kishwaukee College

Dr. Choice welcomed the ICCB Board members and staff. He went on to introduce a few of the Kishwaukee College Board of Trustees members who were in the audience.

Dr. Choice pointed out a few changes that have been made to the Kishwaukee College campus within the last ten to twelve years.

Kishwaukee College students perform extremely well as they consistently surpass the state average for pass rates. Including 100 percent pass rates last year in the emergency medical technician, therapeutic message, nursing LPN, and mobile air conditioning programs. Kishwaukee's graduates consistently outperform native students at the universities to which they transfer after completing their general education preparation at Kishwaukee.

Recently, Kishwaukee College was recognized as one of the top 25 community colleges in Illinois.

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This past spring, Kishwaukee was selected as one of the 150 community colleges nationwide that were eligible to apply for the third million dollar Aspen Prize for Community College Excellence.

Item #3.1 – Highlights of Kishwaukee College’s Success in Partnerships

All in all, Kishwaukee College recognizes that they could not have experienced all the success they have had without working closely with their many partners.

Dr. Choice stated the college works very closely with their secondary school partners within the district. Dual credit courses are offered at a number of the local high schools to qualifying high school juniors and seniors. Kishwaukee College has recently expanded with Sycamore High School to offer a program called “Kish on campus,” which enables qualifying high school seniors to earn as much as 22 college credits prior to graduation in their senior year. Several other high schools have expressed interest.

Kishwaukee College also has what is called the Engineering, Math and Science Academy. The Academy is the perfect opportunity for students interested in engineering, science and math fields to earn up to 28 hours of college credit for their intended major.

Kishwaukee College works closely with Northern Illinois University (NIU) and the University of Illinois (U of I) at Champaign-Urbana to ensure a smooth transition for transfer students.

The college has been working with their education partners to enhance the number of high school graduates who come to Kishwaukee college-ready.

In October, Kishwaukee College will be hosting an Education Summit with invitations to Board members, administrators, teachers, counselors, partners at NIU, legislators, and a number of others throughout the district. Dr. Chris Koch, Illinois State Superintendent, will be speaking on the benefits on the common core initiative.

Kishwaukee College works with local business and industry partners to help them meet their needs and keep their businesses competitive.

Chairman Giannoulis asked what are some of the changes the President has seen develop at the college within the last few years. Dr. Choice stated they continue to see a large number of high school graduates that are not college-ready. Solutions for this issue are being discussed. Funding is ever-changing and a struggle. Demographics have changed within the college.

Sue Morris complimented the college on their Dual Credit program and stated Kishwaukee College is a role model for the rest of the community colleges.

Item #4 – Board Members Comments

The Board welcomed new member Rudy Valdez.

Randy Barnette visited College of DuPage’s campus recently. He commented on how amazing the Homeland Security building and program is the college has in place. He also visited Elgin Community College and commented on their wonderful police and fire training programs.

Item #5 – Acknowledgments

Item #5.1 – Mr. David Seiler, outgoing President for the Illinois Community College Faculty Association

Chairman Giannoulis presented Mr. David Seiler, outgoing President, Illinois Community College Faculty Association, with a certificate of recognition for his service to the Board.

Item #6 – Executive Director Report

Dr. Karen Anderson started by welcoming new member Rudy Valdez to the Board. She also thanked Dr. Choice for all his hard work and for hosting the ICCB meeting.

D. Anderson introduced the newest staff member of the ICCB, Matt Berry, Legislative and External Affairs Liaison.

The ICCB has been involved with the Federal Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. There have been four rounds of these Federal Grants awarded to Illinois. Illinois received two grants in round one, three grants in round two, and three grants in round three. Round four was due in early July with eight grants submitted from Illinois with six of those grants being led by community colleges.

Over the months of June and July, the community college system took on the responsibility of helping the closing Corinthian College students. The ICCB is currently still waiting on guidance from the federal government on how to more aggressively help these students. So far, five community colleges have taken in former Corinthian College students to finish out their degrees.

During the summer, Dr. Anderson attended a meeting at the White House focusing on improved outcomes for remedial education. Dr. Anderson shared some of the ICCB's ideas with the group. Illinois will continue to work on these efforts. There will be a follow-up meeting at the White House in early December.

ICCB is currently working on the following issues and projects:

- Workforce Strategic Plan
- Economic Impact Study
- Remediation
- State Career Pathways work
- National Governor's Association Grant
- 50th Anniversary for the system in 2015

Dr. Anderson concluded her report by announcing that next week is the Adult Education and Family Literacy week. There will be many activities taking place throughout the state. Also, ICCB is hosting a national conference on dual credit, National Alliance of Concurrent Enrollment Partnerships (NACEP) Conference, in Chicago at the end of October.

* * * * *

Chairman Giannoulis stated that Item #7 – Economic Impact Study Presentation will now come after the Advisory Organizations and committee reports.

* * * * *

Item #7 – Advisory Organizations

Item #7.1 – Illinois Community College Faculty Association (ICCFA)

David Seiler stated the Faculty Association Conference will be held on October 23 and 24. The ICCB staff and Board members are welcome to attend. During the conference, about five to six student scholarships will be awarded and faculty grant winners will be presented.

The ICCFA is in need of more volunteers to participate.

Mr. Seiler concluded his remarks by expressing his gratitude to the Board for the experience of being the head of the ICCFA for the past couple of years.

Chairman Giannoulis expressed his gratitude for Mr. Seiler's hard and dedicated work.

Item #7.2 – Illinois Council of Community College Presidents (ICCCP)

Dr. Tom Choice stated that during the last ICCCP meeting, the presidents focused on the following areas:

- MAP Grant funding – advising and reporting requirements
- Reimbursement of Illinois Veterans Grants
- Common Core and Partnership for Assessment of Readiness for College and Careers (PARCC) Initiatives
- Exploring opportunities in helping adults pursue their education, particular working adults
- Offering Baccalaureate degrees through Illinois community colleges

The ICCCP will meet a few weeks from now, in the beginning of October, for their retreat. More in-depth discussions will take place on offering the baccalaureate degrees, fundraising at the community colleges, and offering professional development.

The ICCCP is losing about four to five seasoned college presidents in the upcoming months.

Item #7.3 – Student Advisory Council (SAC)

Martin Nall stated the council met last weekend in Bloomington. The meeting had 59 students in attendance. During the meeting, the students elected their officers and subcommittee chairs for the year. The committees met for the first time and discussed planning for the upcoming year. There was a lot of discussion on the issues the colleges are facing on a local level: textbook issues, mental health awareness, and the needs of undocumented students.

Item #7.4 – Illinois Community College Trustees Association (ICCTA)

Bill Kelley, ICCTA President, gave the report in place of Mike Monaghan. Mr. Kelley stated the ICCTA's first meeting of the year was held last weekend, which Board member Randy Barnette attended. The trustees received an update on the Economic Impact Study during the meeting. Discussions took place on two key initiatives:

- Identifying best practices to bring down textbook costs for students
- Working closely with the ICCCP in moving forward with the Baccalaureate Degrees Task Force

During the Association of Community College Trustees (ACCT) Congress being held in Chicago at the end of October, all former trustees who have passed away will be honored. There are three former ICCB Board members who will be honored.

Mr. Kelley concluded his report by stating the association will continue to have discussions on Veterans Grants and MAP Grants.

Item #8 - Committee Reports

Item #8.1 - Fiscal, Personnel, Ethics and Conflict of Interest

Suzanne Morris stated the committee met this morning with Rudy Valdez, Terry Bruce, Thomas Pulver, Ellen Andres, ICCB Chief Financial Officer, in attendance.

There were handouts distributed to the Board for their review. The committee discussed personnel and fiscal matters.

Item #8.1a - Changes to the Employee Guidebook

Suzanne Morris made a motion, which was seconded by Terry Bruce, to approve the following motion:

The Illinois Community College Board hereby approves the adoption of the ICCB Employee Guidebook dated September 2014.

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

Item #8.1b - Authorization to Make Minor Changes to the Employee Guidebook

The Board is authorizing the Executive Director to make minor changes to the existing office policies as needed. New policies and substantive changes to existing policies will not require Board approval but will require Board notification.

Suzanne Morris made a motion, which was seconded by Thomas Pulver, to approve the following motion:

The Illinois Community College Board hereby authorizes the Executive Director to make non substantive changes to the ICCB Employee Guidebook, as needed that will not require Board approval, but will require Board notification of changes.

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

The committee also wanted the Board to be aware of item #12.6 - Approval to Enter into Grant Agreements –Legislative Add-ons included in the consent agenda.

There was also a brief discussion on the payment schedule of the State of Illinois to the community colleges.

Item #8.2 - Adult Education and Workforce Development

Randy Barnette started by inviting the newest ICCB Board member, Rudy Valdez, to join the committee permanently.

The committee met this morning at 7:45 a.m. Discussions took place on the following subjects:

- Interagency Agency Agreement with the Illinois Department of Corrections
- Adult Education Probation Watch List – some have not met all of the federal performance standards

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- Workforce Strategic Plan Update
- Workforce Innovation Opportunities Act (WIOA) Update – July 14
- IL High School Equivalency Update- IL Equivalency Test Committee, looking at credentialing

Randy Barnette took this opportunity to make a statement on behalf of the External Affairs Committee, which did not meet. Mr. Barnette suggested ICCB staff member Matt Berry, Legislative Affairs Liaison, look into what steps the ICCB could go through in changing the program approval process with regards to the Illinois Board of Higher Education no longer being involved in the process for the community colleges and no longer having the authority to approve the Illinois Community College System's programs. Mr. Berry agreed to review the possibility of this change and possibly writing the draft legislation to introduce to the General Assembly.

Item #9 – Economic Impact Study Presentation

Nathan Wilson, Senior Director for Research and Policy Studies, and Diana Robinson, Director for the Center for Governmental Studies at Northern Illinois University, gave a presentation on the soon-to-be-released Economic Impact Study.

As the third largest community college system in the nation, Illinois community colleges serve nearly 1,000,000 Illinois residents each year in credit and non-credit courses and offer education and training in over 240 different occupations. Illinois community colleges contribute to the vitality of their regions and the state in many ways: educationally, culturally, recreationally, civically, and economically. Perhaps the least measured and understood of these are the economic contributions.

To analyze the economic impact of the Illinois Community College System, ICCB contracted with NIU Center for Governmental Studies to generate an Economic Impact Study report at the statewide level and for each individual community college. Funding for the project was provided entirely through the American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data Systems (SLDS) Grant.

The analysis has four main components with the first three relying on “matching” ICCB student records and IDES employee wage data. These components include 1) Illinois community college student employment and earning outcomes, 2) Illinois community college student-generated local, state, and federal tax revenues and 3) Illinois community college students meeting workforce demand. A final fourth component analyzed the Illinois Community College System as major employers and business entities with Illinois community colleges generating billions of dollars in local sales and wages and almost 48,000 jobs.

The Board took a break at 10:50 a.m. and returned at 11:03 a.m.

Item #10 - Illinois Community College Board Recognition of Illinois Community Colleges

Item #10.1 - John A. Logan College

Dr. Anderson stated that ICCB is mostly a coordinating Board with some regulatory authority.

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One of the regulatory items that ICCB has been charged with is Recognition of all the community colleges. ICCB conducts the recognition process every five years for each college looking for specific compliance issues over that five year time period.

During the next recognition cycle, beginning in fiscal year 2016, the ICCB will be looking at a different set of criteria.

The ICCB has staff that do desk audits on certain issues and fiscal staff that do on-site visits.

With regards to the John A. Logan College (JALC) recognition, the staff conducted a focused on-site visit to further investigate some particular findings. Because of the extent of the findings and compliance issues, the ICCB staff is making the recommendation that John A. Logan College be granted Recognition Continued – With Conditions. This recognition status means that the ICCB staff will monitor JALC's progress in those particular areas where the staff identified compliance issues. Timelines will be set for the College in order to address these issues. ICCB will also work with the College in terms of the fiscal discrepancies to insure those issues get rectified. While the College is being monitored, they will be allowed to continue to receive state funds and to continue to operate. It is being recommended that the College be allowed five years to make the financial adjustment.

The Board will receive periodic updates on the College's progress. In January 2016, the College's recognition status will be presented to the Board for another vote.

Chairman Giannoulis expressed disappointment in the actions of JALC. He went on to say that the College's President, Dr. Mike Dreith, has been extremely helpful and worked very hard in trying to investigate this matter and come up with solutions. Dr. Dreith has been a very strong and ethical leader during this difficult time and the ICCB Board appreciates his leadership.

At this time, Dr. Mike Dreith, President of John A. Logan College, requested to read a statement prepared by John A. Logan College's lawyer to the Board. Dr. Dreith stated that he has been the President of JALC from 2012 to present. On behalf of JALC, Dr. Dreith requested the ICCB action of granting JALC the status of Recognition Continued – With Conditions be tabled for now due to insufficient response time given to the College during the recognition process. ICCB staff only gave the College 10 days to respond to the findings. Dr. Dreith stated that JALC requested additional time to respond to the findings but was denied by the ICCB. In addition, Dr. Dreith stated these programs that have been identified as the problem were submitted to and approved by the ICCB. During the fiscal year 2014 recognition evaluation, the College learned that there has never been any objection or concern raised by the ICCB as to the propriety of the College's operations in regards to these particular programs. ICCB staff was informed of the dramatic impact these findings would have on the College and its operations. ICCB replied that there would be no change in the compliance findings and recommendations. In conclusion, JALC is requesting the Board table the action of the ICCB staff's recognition report in order for the College to conduct further review, identify other solutions on how the College will pay back the \$1.7 million, and report back to the ICCB at its next Board meeting.

Michael Dorf requested clarification on the purpose of the JALC request: is it so the College is allotted more time to revise the answers they were required to respond within 10 days or is it so that the ICCB Board has more time to read the report received by the ICCB staff that includes the Colleges responses? Dr. Dreith responded that the College is not arguing the facts of the findings; JALC is simply asking for the ICCB to provide them more time to come up with a solution on how to repay the \$1.7M. The College does not plan on changing their initial response answers.

The ICCB Board thanked Dr. Dreith for his comments. However, the Board felt strongly on moving forward with the following motion. Michael Dorf stated the ICCB staff should work with JALC to determine a reasonable multi-year grant deduction schedule to repay the \$1.7M so as not to cause undo pain to the institution.

Thomas Pulver made a motion, which was seconded by Rudy Valdez, to approve the following items:

The Illinois Community College Board hereby grants a status of “Recognition Continued – With Conditions” to the following districts:

John A. Logan College

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

Item #10.2 - Lincoln Land Community College, Harper College, Morton College, Shawnee Community College, Kishwaukee College, and Illinois Valley Community College

Terry Bruce made a motion, which was seconded by Randy Barnette, to approve the following items:

The Illinois Community College Board hereby grants a status of “Recognition Continued” to the following districts:

Lincoln Land Community College
Harper College
Morton College
Shawnee Community College
Kishwaukee College
Illinois Valley Community College

The motion was approved via unanimous voice vote. Student advisory vote: Yes. There was no discussion.

Item #11 – New Units

Item #11.1 - Richard J. Daley College, College of DuPage, Kankakee Community College, Kennedy-King College, Lincoln Land Community College, Malcolm X College, Oakton Community College, Olive-Harvey College, Prairie State College, Rend Lake College, Richland Community College, South Suburban College, Harry S. Truman College, and Wilbur Wright College

Dr. Anderson stated the ICCB program approval process is another regulatory responsibility charged to ICCB. One of the items the ICCB focuses on in approving new programs is the economic impact of those specific programs and job opportunities for the students/graduates enrolled in those programs. Before any program is approved, the ICCB staff reviews the fiscal viability of the program, capacity of the institution to offer that program, and the job outlook and employment gains of the student. In the future, ICCB staff will be reviewing the specific program approval process.

Dr. Anderson wanted to point out the Game Animation & Design A.A.S. degree (68 credit hours) for College of DuPage (COD). This is a new and emerging field. Illinois ranks sixth in the nation for employment of game designers.

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There has been a 16.3 percent increase in game related occupations and we will see an additional 16.3 percent increase within the next six years, which is twice the state average for other occupations. The faculty at COD have served on the International Game Developer Association's Special Interest Group in Education.

The Oakton Community College's Nanotechnology Certificate (31 credit hours) is another new and emerging field. Oakton worked with eight local employers to develop this certificate. The College received numerous grants and donations to support this program.

Suzanne Morris made a motion, which was seconded by Thomas Pulver, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

Richard J. Daley College

- Web Development Associate in Applied Science (A.A.S.) degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

College of DuPage

- Game Animation & Design A.A.S. degree (68 credit hours)

Kankakee Community College

- Computer Graphics A.A.S. degree (67 credit hours)
- Computer Graphics Technology Advanced Certificate (48 credit hours)

Kennedy-King College

- Advanced Social Services-Addictions Studies A.A.S. degree (70 credit hours)
- Advanced Social Services-Addictions Studies Certificate (49 credit hours)
- Gas Utility Worker Certificate (50 credit hours)

Lincoln Land Community College

- Green Facilities Management Certificate (30 credit hours)

Malcolm X College

- Physical Therapy Assistant A.A.S. degree (70 credit hours)
- Web Development A.A.S. degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

Oakton Community College

- Nanotechnology Certificate (31 credit hours)

Olive-Harvey College

- Web Development A.A.S. degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

Prairie State College

- Industrial Mechanic A.A.S. degree (62 credit hours)

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Rend Lake College

- Barber Certificate (50 credit hours)

Richland Community College

- Healthcare Documentation A.A.S. degree (62 credit hours)

South Suburban College

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

Harry S. Truman College

- Human Development & Family Studies A.A.S. degree (60 credit hours)

Wilbur Wright College

- Networking Systems & Technologies A.A.S. degree (61 credit hours)
- Networking Systems & Technologies Certificate (30 credit hours)
- Web Development A.A.S. degree (61 credit hours)
- Web Development Advanced Certificate (30 credit hours)

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

Item #11.2 – Triton Community College

Rudy Valdez made a motion, which was seconded by Thomas Pulver, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

Triton College

- Architectural Studies Certificate (34 credit hours)
- Environmental Science A.A.S. degree (67 credit hours)

The motion was approved via unanimous voice vote. Randy Barnette abstained. Student advisory vote: Yes. There was no discussion.

Terry Bruce made a motion, which was seconded by Randy Barnette, to approve the following motion:

The Illinois Community College Board hereby reconsiders the vote of Item #12.3 - Approval of Confidentiality of Executive Session Minutes from the consent agenda.

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

Terry Bruce made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby approves the removal of Item #12.3 - Approval of Confidentiality of Executive Session Minutes from the consent agenda, and a separate vote be taken on the Item #12 – Consent Agenda.

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

Item #12 – Consent Agenda

Suzanne Morris made a motion, which was seconded by Rudy Valdez, to approve the consent agenda's following items with the removal of Item #12.3 - Approval of Confidentiality of Executive Session Minutes:

Item #12.1 – Minutes of the June 6, 2014 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the June 6, 2014 meeting as recorded.

Item #12.2 – Minutes of the June 6, 2014 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the June 6, 2014 meeting as recorded.

Item #12.4 – Approval of the Disposal of the Verbatim Recording of Minutes

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Board Secretary to destroy all verbatim records of minutes from open and closed meetings held prior to March, 2013.

Item #12.5 – Certification on Eligibility for Special Tax Levy

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2014 or fiscal year 2015 and (2) had combined educational and operations and maintenance purposes tax rates less than 26.81 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 26.81 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
Heartland Community College
Illinois Central College
Illinois Eastern Community Colleges
Illinois Valley Community College
Kankakee Community College
Kaskaskia College
Lake Land College
Lewis and Clark Community College
Moraine Valley Community College
Rend Lake College
Carl Sandburg College
Southwestern Illinois College
Spoon River College
John Wood Community College

Item #12.6 – Approval to Enter into Grant Agreements –Legislative Add-ons

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to enter into grant agreements with the following vendors for the amounts shown as intended by the Illinois General Assembly in Article 5, Section 15, of Public Act 98-0678:

Black Hawk College	\$285,000
City Colleges of Chicago	\$525,000
Illinois Central College	\$550,000
Illinois Valley Community College	\$300,000
South Suburban College	\$225,000
Triton College	\$100,000
ACT-SO (NAACP program)	\$300,000
Introspect	\$350,000
The Luv Institute.....	\$200,000
One Million Degrees.....	\$350,000
State of Illinois P-20 Council.....	\$200,000
UIC LARES Program	\$200,000
UIC Wiley Resource Center	\$200,000
Urban Prep Academy.....	\$400,000
Year Up.....	\$250,000

Item #12.7 – Administrative Rules Changes – Dual Credit

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following Dual Credit Rules Changes listed below:

Section 1501.507 Credit Hour Claims

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

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- 7) Courses shall have a method of evaluating student performance which follows the adopted college grading system.
- 8) Courses shall follow the adopted college policies on student tuition.
- 9) The following categories of physical education courses shall be the only ones to produce eligible credit hours:
 - A) Elective physical education courses;
 - B) Required courses for majors and minors in physical education, recreational leadership, and related programs;
 - C) Physical education courses in teacher education programs as required by the State Teachers Certification Board.
- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to the ICCB. The criteria utilized by the ICCB for exceptions shall include:
 - A) documentation of need for an intensified or accelerated schedule;
 - B) student population identified with testing and/or screening to indicate special needs and/or competencies;
 - C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
 - D) time period of instructional activity and projected termination date;
 - E) procedures to evaluate the accelerated instructional activity.
- 11) Dual Credit Courses offered by the college for high school students during the regular school day ~~at the secondary school~~ shall be college-level and shall meet the following requirements:
 - A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.
 - B) Instructors. The instructors for these courses shall be selected, ~~employed~~ assigned, and evaluated by the community college. They shall be selected from ~~full time faculty and/or from adjunct faculty~~ individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS), these qualifications include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they are teaching. For CTE (1.2 PCS)

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courses, these qualifications include 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.

- C) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ~~ordinarily~~ are restricted to students ~~in the junior and senior years of high school~~ who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses.
 - D) Placement Testing and Prerequisites. ~~High school s~~Students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable to assure that they are have the same qualifications and preparation as other college students.
 - E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with ~~senior~~ baccalaureate institutions in Illinois or from the ~~first year~~ courses in ICCB approved certificate or associate in applied science degree programs.
 - F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
 - G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.
- c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.
 - 2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.
 - 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.
 - 4) Students shall be residents of the State of Illinois.
 - 5) Auditors or visitors in a course shall not produce eligible credit hours.

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- 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
 - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or
 - B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or
 - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program, or
 - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area, or
 - E) If a course has been approved by the ICCB to be repeated, the student may repeat the course and be claimed as often as approved by the ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
 - 1) Credit by examination;
 - 2) Military service credit for physical education;
 - 3) Transfer of credit earned at other institutions or in the armed forces;
 - 4) Proficiency examinations;
 - 5) Advanced placement credits;
 - 6) Other methods of program acceleration which do not include instruction.
- e) Midterm class list certification requirements:
 - 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for State funding eligibility or ineligibility.
 - 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class as indicated by that instructor's midterm certification signature.
 - 3) The college shall document and communicate district requirements to faculty each semester.
 - 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.

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

Terry Bruce made a motion, which was seconded by Michael Dorf, to approve the following motion:

The Illinois Community College Board reviewed all the closed Executive Session minutes and hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; June 7, 2013; September 20, 2013; March 21, 2014; and June 6, 2014 are to remain confidential. All other Executive Session Minutes are available for public inspection.

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

Mr. Bruce requested all copies of the closed Executive Session minutes be returned to Ann Knoedler.

Item #13 – Information Items

There was no discussion.

Item #13.1 - Fiscal Year 2014 Financial Statements

Item #13.2 - Fiscal Year 2015 Financial Statements

Item #13.3 - Intergovernmental Agreements and Memoranda of Understanding

Item #14 – Other Business

There was no other business.

Item #15 – Public Comment

Michael McDermott spoke on the issue of Dual Credit and the policy changes being proposed by the ICCB. His comments below were submitted to the ICCB.

Over the past several months the IEA Higher Education Council (hereinafter the Council) has been looking closely at these proposed changes and the possible impact of such changes. I would like to thank Dr. Anderson for her input on the subject and for allowing Brian Durham, Senior Director for Academic Affairs and Career & Technical Education, to meet with the Council on September 6, 2014, and discuss the changes proposed to the Dual Credit regulations.

The Council is not necessarily opposed to the concept of Dual Credit and, in fact, IEA had two members (Jim Grimes, NEA Director, and Gazi Rahman, IEA) on the committee that reviewed the Dual Credit regulations about ten years ago.

First, here are some positives we believe exist within the current regulations and some of the proposed changes:

1. Dual Credit provides the opportunity for high school students, who qualify to take a college course and have the required pre-requisites, to take a college course while in high school.
2. This provides the student with a jump start on their college education.
3. We believe the experience early on can be a catalyst to entering either a community college or four-year university.

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4. Dual Credit may also reduce the overall cost of a student's higher education by being able to take such dual credit courses at a low tuition or even at no cost, thereby reducing student debt.
5. Early participation and lower cost may also result in higher retention and graduation rates.
6. The combined result should assist Illinois in attaining its goal of 60 by 20.

Second, some of the proposed changes make sense:

1. Changes the language to allow all high school students to participate, rather than just juniors and seniors, should reduce the cost of higher education even more for those who qualify at an earlier stage in their education.
2. It makes sense to allow the location of the classes to take place in the environment that best suits the course being taught. If a student can be taught welding in a factory, auto repair at a certified dealership or nursing in a hospital, those environments should contribute to the overall learning experience. However, the oversight to assure the course is a college level course being taught by college qualified instructors is imperative.
3. College oversight and/or ICCB oversight must assure the courses taught meet the accreditation requirements and that the students actually receive the college credit they are promised in a Dual Credit course.
4. The addition of allowing credit towards Certificates is a positive change that, again, gets the student ahead in pursuing a career sooner.

However, the selection of instructors and by whom they are employed is not a change that should be made. It is not a change that would in any way enhance the Dual Credit process. Such a change raises more questions than it does to resolve any issues of offering Dual Credit courses, the quality of those courses, who teaches the courses, what are the required qualifications of the instructor, who determines instructor qualifications, who evaluates the courses and instructors and what institution has the financial responsibility for employee pay, cost of tuition, location of instruction, etc.

The Council believes it is imperative that the instructors are hired by the college that is offering the Dual Credit course. The college determines the course(s) to be offered. The college decides which instructor is most qualified to teach the course. The college decides the content and requirements for the course, the pre-requisites for the course and if the student is qualified to take the course. Therefore, it's seems clear the college is the employer.

It is important that there be an employer and employee relationship to the development of the course to be offered for Dual Credit and it is extremely important that the college maintains control over who teaches the course, course content and who is qualified to take the course. After all, we are talking about getting college credit.

Dual Credit courses should not be confused with "AP" courses. In fact it may be that an "AP" course qualifies a high school student for a college level course, but there is no college credit for an "AP" course.

It seems clear that the selection of instructors, the course determination and instructor evaluation will remain with the community colleges offering the Dual Credit courses; therefore, it must be the community colleges that retain the employment right of the Dual Credit instructor.

In conversations with ICCB staff, I was advised that the changes being proposed were, for the most part, to better represent the current practices related to Dual Credit. However, if the current regulations have not been applied by the community colleges as required, the ICCB should take action to require community colleges to change their practices to comply with the regulations.

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There are also questions of who pays the instructor, does the student pay tuition for the Dual Credit courses and is there a better experience if the courses are taught on campus? One concern that was raised is who receives the state funding for the Dual Credit course and/or student enrollment? These may be issues that need to be resolved rather than adopting the proposed changes currently being offered by the ICCB.

The Council also has considered whether or not the instructor qualification of a Master's degree plus 18 hours of graduate work in the subject field or discipline is sufficient. It would seem a Master's degree in the subject field or discipline would be a preferred qualification for teaching a college Dual Credit course.

The Council asks the ICCB and the State to continue to require that instructors of Dual Credit courses be employed as full-time faculty and/or adjunct faculty of the college with appropriate credentials and demonstrated competencies at the college level. The Council also recommends that the ICCB include the IEA and employee representatives in the future whenever there are conversations related to issues that will impact IEA/NEA members. Our members have a genuine concern for the students they teach and the quality of the education they receive.

Item #16 – Executive Session

The Board did not convene into Executive Session.

Item #17 – Executive Session Recommendations

There was no action taken.

Item #18 – Adjournment

Suzanne Morris made a motion, which was seconded by Rudy Valdez, to adjourn the Board meeting at 11:47 a.m.

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

Alexi Giannoulis
Board Chairman

Karen Hunter Anderson, Ph.D.
Executive Director

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBER APPOINTMENTS**

Each year, the Executive Director, as authorized by the Illinois Community College Board (ICCB), appoints representatives to the ICCB advisory committees. Memberships are either at-large appointments selected by the Illinois Community College Board staff, appointments recommended by various community college organizations, or ex officio members who represent committees of various relevant organizations. The latter appointments change as the groups' committee leadership positions change. All other new appointments are for three-year terms except for those vacancies created by resignations during the year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to make appointments to the Finance Advisory Committee, the MIS/Research Advisory Committee, and the Program Advisory Committee.

BACKGROUND

The advisory committees perform a critical service to the Illinois Community College Board. They provide input from a local perspective on issues that affect the entire system. Currently, the Board has four advisory committees. The Finance Advisory Committee, under the leadership of Ellen Andres, Chief Financial Officer, gives input on system budget development and policy issues dealing with system finance. The MIS/Research Advisory Committee, working with Nathan Wilson, Senior Director for Research and Policy Studies, reviews all issues pertaining to research and data collection activities of the Board. The Program Advisory Committee, staffed by Brian Durham, Senior Director for Academic Affairs, assists with developing policy regarding curricula and accountability matters. The Student Advisory Committee is the fourth committee whose members are selected by their respective colleges. Jennifer Timmons, Senior Director for Student Affairs works with the student representatives.

Attached is the list of committee members for Fiscal Year 2015.

Finance Advisory Committee

1. Terry Bruce – CEO, Illinois Eastern Community Colleges – ICCCP Rep. (2016)
2. Jerry Corcoran – President, Illinois Valley Community College – ICCCP Rep. (2017)
3. Bob Johnson – Trustee, Kishwaukee College – ICCTA Rep. (2016)
4. Kevin Weston – Faculty, Rend Lake College – ICCFA Rep. (2015)
5. Marcy Thompson – Assistant VP Teaching, Learning, and Student Development, Elgin Community College – ICCCA Rep. (2017)
6. DaRon Johnson – Student, Prairie State College – SAC Rep. (*Ex Officio*)
7. Peggy Heinrich – Dean of Adult Ed, Elgin Community College – AEFLAC Rep. (2017)
8. Vicki Gardner – VP Fin & Administration, Kankakee Community College – CFO (2015)
9. Sam Overton – VP, Administrative Services, Rock Valley College – CFO (2016)
10. Thomas Glaser – Sr. VP of Administration, College of DuPage – CFO (2015)
11. Jean Kartje – VP of Academic Affairs, College of DuPage – CAO (2015)
12. Ray Rieck – VP of Business Services, Lake Land College – At Large (2016)
13. J.R. Dempsey – Associate Vice Chancellor, Financial Managerial Reporting, City Colleges of Chicago – At Large (2017)
14. Tiffney Ryan, CFO, Shawnee Community College – At Large (2017)

MIS/Research and Longitudinal Data Advisory Committee

1. ICCCP Rep. -- Lori Sundberg – President, Carl Sandburg College
2. ICCCP Rep. – Terry Bruce, Chief Executive Officer, Illinois Eastern Community Colleges
3. ICCTA Rep. -- Mike Monaghan, ICCTA
4. ICCFA Rep. -- Alan Levandowski, College of Lake County
5. ICCCA Rep. -- Dan Hagberg, Coordinator & Executive Director of Institutional Research, Heartland Community College & ICCCA Directory and Evaluation
6. SAC Rep. (*Ex Officio*) -- Stephanie Kuwornu – Student, Harold Washington College
7. AEFLAC Rep. -- Dan Deasy, Dean, College of DuPage
8. MIS/IR -- Beth Reis, Director of Institutional Research and Planning, Moraine Valley Community College
9. MIS/IR -- Sean O. Hogan - Executive Director, Office of Institutional Effectiveness, Planning & Research, College of Lake County
10. MIS/IR -- Matthew Crull – Director of Research, Kishwaukee College
11. CFO -- Judith L. Mitchell, Vice President of Administrative Services, Joliet Junior College
12. CAO -- Linda T. Chapman, Lewis & Clark Community College- Chief Academic Officers
13. At Large -- Nancy Lee Chavez, Associate Vice Chancellor, Decision Support, City Colleges of Chicago
14. At Large -- Kevin Knott – Director, Institutional Accountability and Research, Parkland College

Program Advisory Committee

1. ICCCP Rep. – David Sam, President, Elgin Community College (2016)
2. ICCCP Rep. – Terri Winfree, President, Prairie State College (2017)
3. ICCTA Rep. – Dorothy Beck, Trustee, Black Hawk College (2015)
4. ICCFA Rep. – Krista Winters, Biology Professor, Spoon River College (2016)
5. ICCCA Rep. – Elizabeth Roeger, Dean, Elgin Community College (2017)
6. SAC Rep. (Ex Officio) – Jason Parks – Student, Olive Harvey College
7. AEFLAC Rep. – Dan Deasy, Dean, College of DuPage (2017)
8. Chris Kuberski, Vice President of Instruction, President, of the CAO Organization, Rend Lake College (2015)
9. Rick Pearce – Vice President of Instruction, Past-President of the CAO Organization, Heartland Community College (2016)
10. Judy Marwick, Provost, Harper College (2016)
11. CFO – Greg Florian, Vice President of Finance and Administrative, Richland College (2015)
12. Vemese Edghill-Walden – Provost & Chief Academic Officer, City Colleges of Chicago – At Large (2016)
13. Jon Mandrell, Dean of Instructional Services, Sauk Valley Community College– At Large (2017)
14. Tracy Morris, CSSO, Illinois Central College, President of the CSSSO organization – At Large (2015)

Illinois Community College Board

**APPROVAL TO ENTER INTO GRANT AGREEMENTS
LEGISLATIVE ADD-ONS**

ICCB policy provides for contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require notification to the Board Chair before execution and those under \$5,000 require no Board approval or notification. Staff is seeking approval to enter into an agreement with Rock Valley College for a program to transition at risk students from high school to college.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to enter into a grant agreement with Rock Valley College for \$400,000, as appropriated by the Illinois General Assembly in Article 5, Section 90, of Public Act 98-0678.

Illinois Community College Board

ECONOMIC IMPACT STUDY FINAL REPORT

To analyze the economic impact of the Illinois Community College System, the Illinois Community College Board (ICCB) contracted with Northern Illinois University (NIU) Center for Governmental Studies (CGS) to generate an Economic Impact Study report at the statewide level and for each individual community college. Funding for the project was provided entirely through the American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data Systems (SLDS) Grant. The study maximized student-level and employee-level data through Illinois Longitudinal Data Systems. Specifically, ICCB Centralized Data System student-level data and IDES Workforce Longitudinal Data System employee-level wage data were matched by NIU CGS to determine student economic impact through their employment and earning gains. The economic impacts of the Illinois community colleges were identified through employee-level data, operations expenditures, and capital expenditures from ICCB's Centralized Data System and annual ICCB financial submissions.

This economic impact analysis of the Illinois Community College System considers changes in student characteristics over a 12-year period, student outcomes, tax revenues generated, and economic impacts. Following are a number of significant findings from the analysis.

Students who complete their program of study realize the greatest benefits:

- Over a 40 year career, an Illinois community college program graduate can expect a total lifetime earnings gain of over \$570,000. This is a 44% increase over the \$1.3 million average total lifetime earnings of those not completing a community college program.
- These earnings gains are realized with an average investment of about \$43,000, including foregone earnings while in college. The annual rate of return on this initial investment in an Illinois community college degree is over 14%.

An Illinois community college education increases earnings for workers:

- On average, all students who completed their Illinois community college education in FY11 saw a gain of almost \$3,587, a 30% increase in earnings over their pre-enrollment wages.
- When looking at just completers in Associate of Applied Science and long-term certificate programs, the first year earnings increase was \$7,595.

Illinois businesses benefit from Illinois community colleges:

- In the year following completion, about 77 percent of 2011 completers were employed in Illinois.
- About 87 percent of 2005 completers were employed in Illinois within five years of completion.

Illinois community college graduates generate billions of dollars in local, state, and federal taxes:

- Illinois community college students who attended school in 2002 paid an estimated \$4.0 billion in state taxes and \$13.2 billion in federal taxes between 2003 and 2012.
- Illinois community college students who graduated in 2002 paid an estimated \$285 million in state taxes and \$942 million in federal taxes over the next 10 years.

As major employers and business entities, Illinois community colleges generate billions of dollars in local sales and wages annually and almost 51,000 jobs:

- In FY2012, Illinois community colleges directly employed 14,730 full-time and 19,767 part-time staff with a total payroll of \$1.5 billion.
- In addition to wages and salaries, Illinois community colleges reported \$1.05 billion in operating and capital expenditures.

By including the multiplier effect, the total economic impact of the community colleges on the Illinois economy is increased to an even greater level:

- In FY2012 the total economic impact is estimated at \$3.1 billion and 50,973 jobs.

Between 2000 and 2012 Illinois community colleges increased completions by over 57 percent.

Illinois community colleges are responding to the state's changing demographics and educational needs:

- The most significant demographic changes in enrolling students over the 2000 - 2012 period included increases in the number of students 19 years old and younger who now make up almost one quarter of enrollees, Hispanic students, and students with post high school credentials.
- More enrolling students are preparing for college transfer or preparing for a future job. Baccalaureate/ transfer instruction continues to represent the largest number of enrollments and more students are enrolling in health-related programs and liberal arts and sciences courses.

ILLINOIS COMMUNITY COLLEGES' ECONOMIC IMPACTS

October, 2014

By

The Center for Governmental Studies
Northern Illinois University



A report to the Illinois Community College Board



The Illinois Community Colleges' Economic Impacts report was prepared by the Center for Governmental Studies at Northern Illinois University (NIU) under agreement with the Illinois Community College Board (ICCB). Questions and inquiries regarding the contents of this report may be directed to Brian Richard at NIU (815/753-0162) or Nathan Wilson at ICCB (217/558-2067).

The findings and conclusions presented in this report are those of the NIU project team alone and do not necessarily reflect the views, opinions, or policies of the officers and/or trustees of Northern Illinois University nor those of the employees, officers, and/or trustees of the Illinois Community College System.

ACKNOWLEDGEMENTS

The Northern Illinois University (NIU) project team consisted of Center for Governmental Studies staff Brian Richard, Senior Research Associate, Andrew Blanke, Research Associate, Brian Harger, Research Associate, Diana Robinson, Director, and Ben Xu, Research Associate. Our invaluable Illinois Community College Board (ICCB) project team included Nathan Wilson, Senior Director for Research and Policy Studies, Ed Smith, Senior Director for Financial Compliance & Program Accountability, Michelle Dufour, Associate Director for Research & Policy Studies, and Jana Smith, Assistant Director for Research & Policy Studies. The Illinois Department of Employment Security provided access to their Unemployment Insurance database while insuring the highest level of data confidentiality. Karen Hunter Anderson, Executive Director of the ICCB, provided guidance throughout the project.

The project advisory committee provided deep insight and constructive feedback during all phases of the project. Members include:

Gianina R. Baker, Director, Institutional Effectiveness & Planning, Richland Community College

Magda Banda, Director of Institutional Research, Morton College

Nancy Chamberlain, Director, Communications, Rock Valley College

Jerry Corcoran, President, Illinois Valley Community College

Matthew Crull, Director of Research, Kishwaukee College

Mike Fleming, Vice President, Marketing & Institutional Advancement, Southwestern Illinois College

Cheryl Fliege, Vice President, Marketing and Communications, Illinois Central College

Antonio Gutierrez, Associate Vice Chancellor, Research and Evaluation, City Colleges of Chicago

Travis Henson, Director, Marketing, Kaskaskia College

Sean O. Hogan, Executive Director, Office of Institutional Effectiveness, Planning & Research, College of Lake County

Mark Horstmeyer, Director, College and Community Relations, Moraine Valley Community College

Judy Mitchell, Vice President Administrative Services, Joliet Junior College

Eric J. Pulley, Director of Institutional Research, John A. Logan College

Raymond Rieck, Vice President for Business Services, Lakeland College

Lori L. Sundberg, President, Carl Sandburg College

Marcy Thompson, Assistant Vice President of Teaching, Learning and Student Development, Elgin Community College

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INTRODUCTION

Illinois' community college system consists of 39 college districts, along with the East St. Louis Community College Center, and includes 48 colleges (see Figure 1). As the third largest community college system in the nation, Illinois community colleges serve nearly 1,000,000 Illinois residents each year in credit and non-credit courses and offer education and training in over 240 different occupations. Illinois community colleges contribute to the vitality of their regions and the state in many ways: educationally, culturally, recreationally, civically, and economically. Perhaps the least measured and understood of these are the economic contributions.

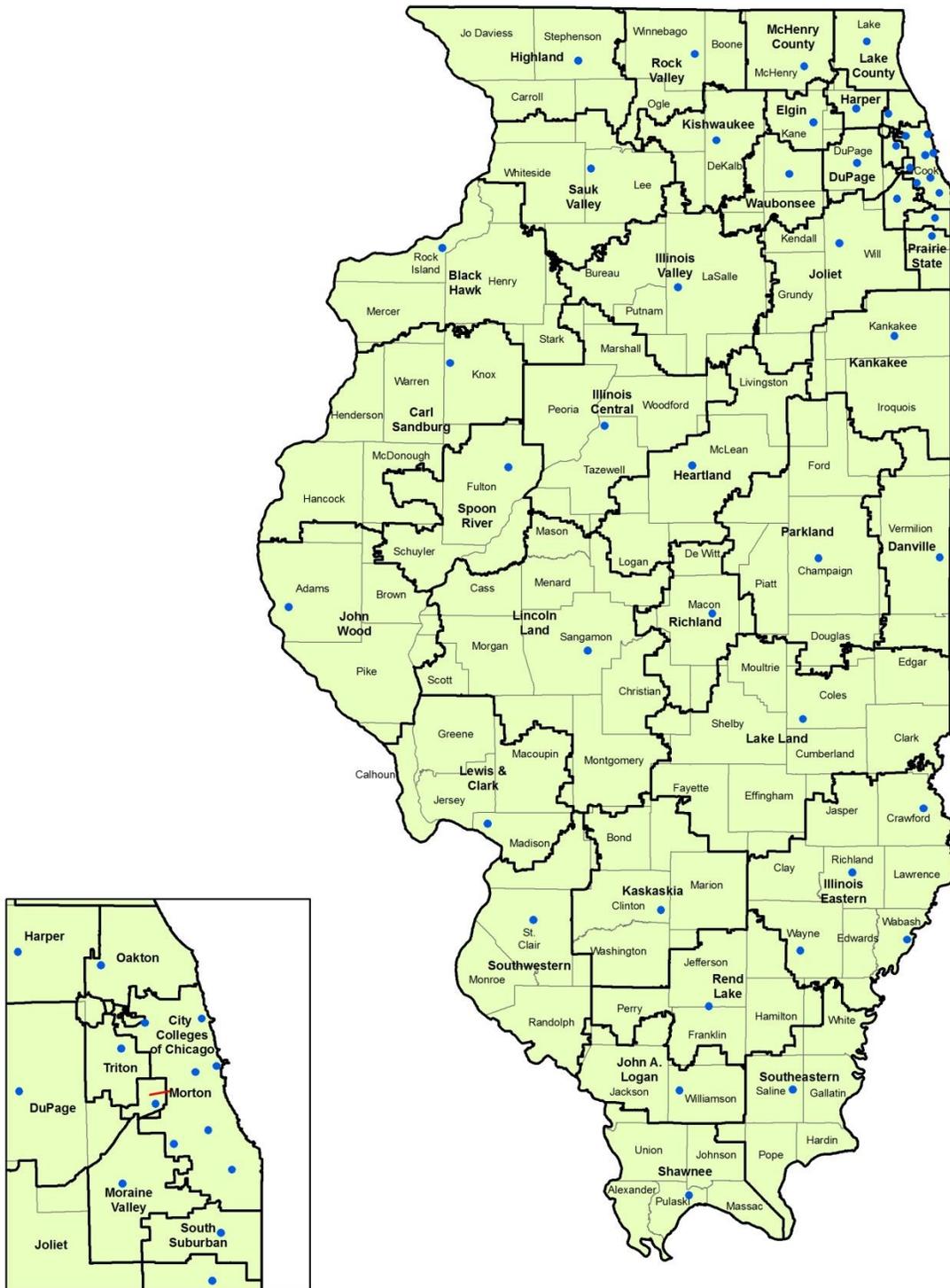
Consider that:

- Illinois community colleges add skills to our workforce and boost the competitiveness of our businesses.
- Illinois community college graduates generate billions of dollars in local, state, and federal tax revenues.
- An Illinois community college education increases earnings for workers. By completing courses, students gain skills that contribute to higher earnings and graduates enjoy even higher returns.
- As major employers and business entities, Illinois community colleges generate billions of dollars in local sales and wages and approximately 48,000 jobs.

Because of its size the Illinois Community College System (ICCS) produces substantial economic impacts for the state and the communities where community colleges are located. This is an in-depth study of these impacts. Overall the impacts are positive and are achieved on two fronts. First the study looks at community college students of the ICCS who generate economic impacts by their employment and earnings gains, as well as increased tax revenues. Then the study turns to evaluating economic impacts generated by the Illinois Community College System in the form of increased expenditures and employment.

BECAUSE OF ITS SIZE THE ILLINOIS COMMUNITY COLLEGE SYSTEM (ICCS) PRODUCES SUBSTANTIAL ECONOMIC IMPACTS FOR THE STATE AND THE COMMUNITIES WHERE COMMUNITY COLLEGES ARE LOCATED.

Figure 1. Illinois Community College Districts Map



The current study is unique from many other state and national higher education economic impact analyses because the Illinois Community College Board (ICCB), in collaboration with Illinois Department of Employment Security (IDES) and Northern Illinois University (NIU) Center for Governmental Studies

**ILLINOIS COMMUNITY COLLEGES
CONTRIBUTE TO THE VITALITY
OF THEIR REGIONS AND THE
STATE IN MANY WAYS:
EDUCATIONALLY, CULTURALLY,
RECREATIONALLY, CIVICALLY,
AND ECONOMICALLY.**

(CGS), maximized student-level and employee-level data through Illinois Longitudinal Data Systems. Specifically, ICCB Centralized Data System student-level data and IDES Workforce Longitudinal Data System employee-level wage data were matched by NIU CGS to determine student economic impact through their employment and earning gains.

The economic impacts of the Illinois community colleges were identified through employee-level data, operations expenditures, and capital expenditures from ICCB's Centralized Data System and annual ICCB financial submissions.

A summary of key findings is presented in the next section followed by the detailed study results. These address the characteristics of Illinois community college students taking credit courses, student Return on Investment (ROI) and economic outcomes, estimated tax revenues paid by Illinois community college students, community college market penetration, and the economic impact of Illinois community colleges.

Tables and charts are used throughout the body of the report to graphically depict trends and characteristics. These graphics are supported by data presented in the report appendices. It is important to note that the numbers reflect unduplicated counts of student enrollees and completers and include adult education and English as a Second Language (ESL) students. As a result, they may vary from totals in previously published ICCB reports that represent unduplicated counts of enrollments and duplicated counts of graduates who complete multiple certificates or degrees in the same fiscal year.

HIGHLIGHTS OF SIGNIFICANT FINDINGS

Illinois community colleges serve three integral educational purposes: they strengthen individuals' foundational academic skills, they offer occupation-specific education and training, and they prepare students for transfer to four-year post-secondary institutions. These activities represent significant economic contributions by increasing workers' earnings potential and generating additional tax revenues. Moreover, community colleges are generally among the largest employers in the area where they are located and generate substantial additional economic benefits for their communities through local expenditures and employment impacts.

This economic impact analysis of the Illinois Community College System considers changes in student characteristics over a 12-year period, student outcomes, tax revenues generated, and economic impacts. Following are a number of significant findings from the analysis.

COMMUNITY COLLEGES ARE GENERALLY AMONG THE LARGEST EMPLOYERS IN THE AREA WHERE THEY ARE LOCATED AND GENERATE SUBSTANTIAL ADDITIONAL ECONOMIC BENEFITS FOR THEIR COMMUNITIES.

Students who complete their program of study realize the greatest benefits:

- Over a 40 year career, an Illinois community college program graduate can expect a total lifetime earnings gain of over \$570,000. This is a 44% increase over the \$1.3 million average total lifetime earnings of those not completing a community college program.
- These earnings gains are realized with an average investment of about \$34,000, including foregone earnings while in college. The annual rate of return on this initial investment in an Illinois community college degree is over 14%.

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Illinois community colleges are responding to the state's changing demographics and educational needs:

- The most significant demographic changes in enrolling students over the 2000 - 2012 period included increases in the number of students 19 years old and younger who now make up almost one quarter of enrollees, Hispanic students, and students with post high school credentials.
- More enrolling students are preparing for college transfer or preparing for a future job. Baccalaureate/ transfer instruction continues to represent the largest number of enrollments and more students are enrolling in health-related programs and liberal arts and sciences courses.

SECTION 1: ILLINOIS COMMUNITY COLLEGE STUDENT ECONOMIC OUTCOMES

This section examines the economic outcomes for individuals who were students of the Illinois Community College System. The source of community college student employment and earnings data is the Unemployment Insurance (UI) wage record data reported by Illinois employers for each of their employees. UI data are collected on a quarterly basis by the Illinois Department of Employment Security (IDES).

This comprehensive employment data source is estimated to cover 96 percent of total wage and salary civilian jobs.¹ While it is an immense database, there are certain limitations. The UI wage records contain neither the number of hours worked by participants nor the position they held. IDES provided the Center for Governmental Studies at NIU access to these data for the purposes of this study.

¹ See <http://www.bls.gov/opub/hom/pdf/homch5.pdf>. Examples of employment not covered by UI laws include self-employment and some agricultural and domestic work.

ILLINOIS COMMUNITY COLLEGE STUDENT ECONOMIC OUTCOMES – RETURN ON INVESTMENT

To begin assessing the economic impact of an ICCS student, it must be realized that education at a community college is an investment. Students attending college pay for their education in both cash and in foregone earnings. The net cash price is the cost of tuition, fees, books, and room and board. Foregone earnings result when a student spends time going to school and studying in place of earning money at work.

The analysis in this section focuses on the return on investment of students that completed a program that was not focused on transfer to a 4-year institution in FY2011. The cost of attending school during the FY2010 and FY2011 school years is compared with projected earnings over a 40 year post graduation time frame. The results are net present value (NPV) and internal rate of return (IRR) estimates for the average completer in FY2011.

The net price of attending school was obtained from the National Center for Education Statistics' College Navigator tool. College Navigator employs Integrated Postsecondary Education Data System (IPEDS) data from the National Center for Education Statistics to calculate the 'average net price' for annual attendance at each school. The statewide figure is the average (weighted by student enrollment counts) of individual Illinois community colleges.

The other major cost for college attendees is their foregone earnings, often referred to as the 'opportunity cost' of attending college. The estimate for foregone earnings is based on completers' earnings in the 12 months prior to their enrollment in the college. It is assumed that their average income would have increased by 3% per year during their two years in college.

**THE RETURN ON
INVESTMENT OCCURS
OVER A 40 YEAR
WORKING LIFE.**

**TO ASSESS THE
ECONOMIC IMPACT
OF AN ICCS STUDENT,
IT MUST BE REALIZED
THAT EDUCATION AT
A COMMUNITY
COLLEGE IS AN
INVESTMENT.**

The major benefit of completing college is the resulting increased earnings. Pre-enrollment to post-completion earnings gains were calculated for graduates of 2 year Associate of Applied Science and 2 year certificate programs at Illinois community colleges. Gains for these graduates averaged \$7,595 in the first year.

Figure 2 presents the net return analysis based on the calculations noted above. The total cost during the two years the student is in school, including out of pocket expenses² and foregone earnings is \$43,331. The return on investment occurs over a 40 year working life, where increased earnings for a degree completer are estimated to total over \$572,000 (compared to someone not attending community college).

Figure 2. Estimated Net Return for Associates Degree Completers

Year	Net Price	Opportunity Cost	Total Cost	Increased Earnings	Discounted Cash Flow
-1	\$4,945	\$16,298	\$21,243		-\$22,093
0	\$5,301	\$16,787	\$22,088		-\$22,088
1				\$7,595	\$7,291
2				\$7,823	\$7,210
3				\$8,058	\$7,129
4				\$8,299	\$7,049
5				\$8,548	\$6,970
⋮				⋮
38				\$22,673	\$4,806
39				\$23,353	\$4,752
40				\$24,054	\$4,699
Total Increased Earnings				\$572,673	NPV \$191,943
					IRR 14.2%

The net present value of investing in a community college associate degree is almost \$192,000. The internal rate of return on their investment is 14.2%. In other words, if a student put \$43,331 in an investment that returned 40 annual payments equivalent to the earnings gains from an associate degree, they would earn interest at a rate of 14.2%.

This analysis is conservative because it is based on increased earnings in the first post-completion year. Earnings for many program completers grow significantly in the second through fifth post-completion years.

THE NET PRESENT VALUE OF INVESTING IN A COMMUNITY COLLEGE ASSOCIATE DEGREE IS ALMOST \$192,000. INCREASED EARNINGS FOR A DEGREE COMPLETER ARE ESTIMATED TO TOTAL OVER \$572,000.

²

ILLINOIS COMMUNITY COLLEGE STUDENT ECONOMIC OUTCOMES – STUDENT LOAN DEBT AND ITS IMPACT ON RETURN ON INVESTMENT

Media stories related to student loan debt have been increasingly common in recent years. According to the Federal Reserve Bank of New York, in 2012 the average student loan balance for Americans under 30 was about \$21,000³. That was up from about \$13,500 in 2005. About 42% of 25-year-olds have some amount of student debt.

Average student loans for Illinois community college students tend to be significantly smaller than the national averages. According to College Navigator, about 10.4% of students took out student loans in 2012. Those loans averaged about \$4,200.

When used responsibly, student loans can actually increase the rate of return of a college education. Student loans reduce the upfront cash cost of college. Loan repayment reduces the cash flow associated with earnings gains for several years after program completion. The rate of return on paying for college is increased if the average interest rate on federal student loans is lower than the rate of return from education.

The benefits to using student loans to pay for education only occur if the student receives a strong return on their educational investment. The analysis in this report shows the majority of ICCS students do receive a good return in terms of earnings.

While many college graduates find suitable work upon graduation some have difficulty obtaining employment in competitive fields. The recent recession compounded this issue. Nationally, there are more student loan delinquencies. In 2012, 17 percent of borrowers

AVERAGE STUDENT LOANS FOR ILLINOIS COMMUNITY COLLEGE STUDENTS TEND TO BE SIGNIFICANTLY SMALLER THAN THE NATIONAL AVERAGES.

were over 90 days delinquent, up from under 10 percent in 2004⁴. Student loan data for individuals are not available to analyze how these loans are impacting ICCS students. However, it is clear from national trends that counseling students on the proper use and management of student loans is becoming increasingly important.

³ Federal Reserve Bank of New York (2013). *Student Loan Debt by Age Group*. Retrieved from <http://www.newyorkfed.org/studentloandebt>.

⁴ Lee, D. (2013). *Household Debt and Credit: Student Debt*. Federal Reserve Bank of New York. Retrieved from <http://www.newyorkfed.org/newsevents/mediaadvisory/2013/Lee022813.pdf>.

The following sections investigate student economic outcomes from a variety of perspectives. First economic outcomes measured by employment and earnings are calculated. Next, average earnings gains are presented.

ILLINOIS COMMUNITY COLLEGE STUDENT ECONOMIC OUTCOMES – EMPLOYMENT AND EARNINGS ANALYSIS

Figure 3 displays the average annual post-completion earnings (inflation adjusted to 2012 dollars) for two groups of program completers from 2000 to 2011. The first group is the set of program completers that worked in each of the four post-program quarters (full-year), and the second group is the set of those that

COMPLETERS WORKING FULL TIME EARNED OVER \$35,000 IN THEIR FIRST POST-COMPLETION YEAR.

worked each of the quarters at an earnings level that was above minimum wage for 30 hours per week (full-time, full-year). Full-year workers that completed a program in FY2011 earned an average of almost \$26,000. Completers working full time earned over \$35,000 in their first post-completion year.

Figure 3. Average Annual Earnings (Inflation Adjusted \$) - Program Completers 2000-2011



Initial post-completion earnings for those identified as full-year workers remained relatively flat from 2000 to 2006. Beginning in 2007, this group saw a steady decline in real earnings, ending in 2011 about 14% lower than 2000. The group identified as full-time, full-year experienced gains in their real (inflation adjusted) earnings from 2000 to 2006. However, those gains were reversed with the recession beginning in 2007. By 2011, real earnings for full-time, full-year workers were only about 1% higher than in 2000. When averaging earnings for all completers, 2011 real earnings were about 24% lower than 2000 earnings.

The UI data from IDES only includes individuals earning wages in Illinois. Program completers that successfully find employment in another state are not included. This data limitation substantially impacts community colleges near Illinois borders and have graduates that are employed in other states. Additionally, self-employed small business owners and certain agricultural workers are not covered by unemployment insurance and thus, are not included. Finally, since this measure only looks at the initial post-completion year, students delaying employment to continue their education will have very low or no earnings. These students, who intend to transfer to a four-year college, are becoming an increasingly large portion of community college graduates. Between 2006 and 2012, the percentage of completers stating their intention to transfer grew from 33% to 38.5%. Longer term earnings gains of certain program completers are reported later in this document. They show that earnings can grow significantly in the several years following completion.

National income measures exhibit similar trends. According to the Bureau of Labor Statistics, average inflation adjusted earnings of individuals employed full-time that had some college or an associate degree rose by about 2.6% between 2000 and 2011⁵.

**OVERALL, EARNINGS
GAINS AVERAGED
\$159 PER CREDIT HOUR.**

Figure 4 explores the relationship between credit hours and earnings gains. Overall, earnings gains averaged \$159 per credit hour. The results show that while there is a strong positive relationship between the number of credit hours earned and earnings

gains, as the number of credit hours increases the average gain per credit hour decreases. Further exploration of the contributing factors could involve the actual pre-program earning (absolute dollar amount), age, and workforce experience of the exiters versus the completers. For example, a mid-career professional engaged in skill upgrading could see greater returns than someone who is initially entering the workforce. The chosen field of endeavor also influences outcomes.

⁵U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey.

Figure 4. Earnings Gain and Average Gain per Credit Hour by Earned Credit Hour Groups – Exiters FY2011 (Completers and Non-Completers)

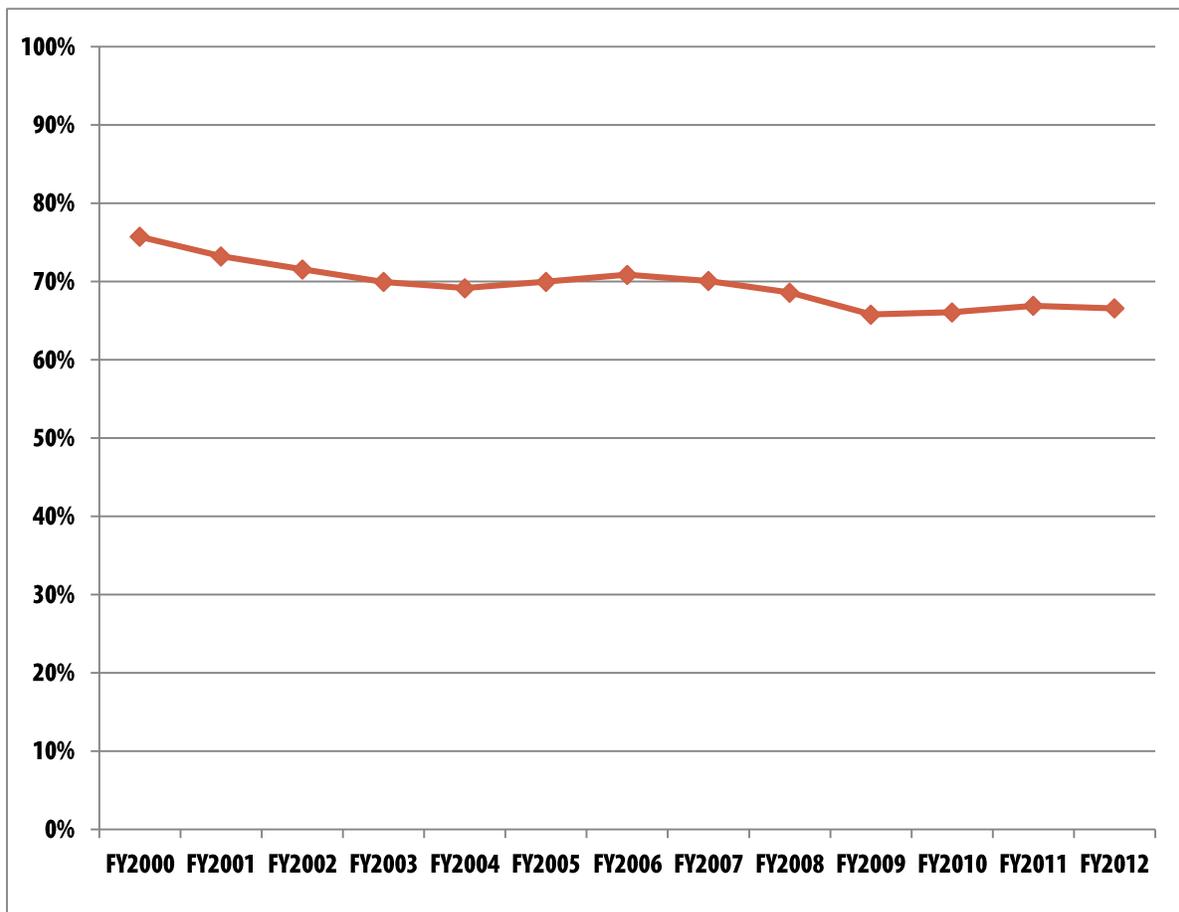
Earned Credit Hours	Total Number of Exiters	Percent of Total	Average Earnings Gains	Average Earnings Gain Per Credit Hour
Total	396,556	100.0%	\$2,948	\$159
Missing	1,017	0.3%	\$945	**
.5 to 04 hours	136,963	34.5%	\$897	\$385
05 to 09	75,971	19.2%	\$2,402	\$345
10 to 14	39,981	10.1%	\$3,463	\$292
15 to 19	26,031	6.6%	\$3,888	\$232
20 to 24	18,709	4.7%	\$4,101	\$186
25 to 29	13,886	3.5%	\$4,505	\$167
30 to 34	11,835	3.0%	\$4,775	\$150
35 to 39	9,271	2.3%	\$5,218	\$141
40 to 44	7,805	2.0%	\$5,358	\$128
45 to 49	6,888	1.7%	\$5,157	\$110
50 to 54	6,786	1.7%	\$7,052	\$135
55 to 59	5,758	1.5%	\$5,829	\$102
60 and up	35,655	9.0%	\$6,175	\$80

The focus now turns to the percentage of community college program completers who are identified as employed in the first or second full post-completion quarter.⁶ Figure 5 displays employment rates of students who complete a program of at least one credit hour for each year from 2000 to 2012. Over this period there has been a decline in the employment rate from 75.7% in 2000 to 66.6% in 2012. This outcome should not be viewed as the most important measure of success since many completers do not seek employment because they immediately transfer to a four-year college.

To some extent, the decline in employment rates can be explained by overall economic conditions. According to the U.S. Census Bureau's American Community Survey, between 2007 and 2012, the unemployment rate for Illinois' population ages 25 to 64 with some college increased from 5.8% to 8.9%.

⁶ The 1st full post completion quarter is the first full quarter after the completion of the program. This is to avoid using wages that were earned while the student was in the program.

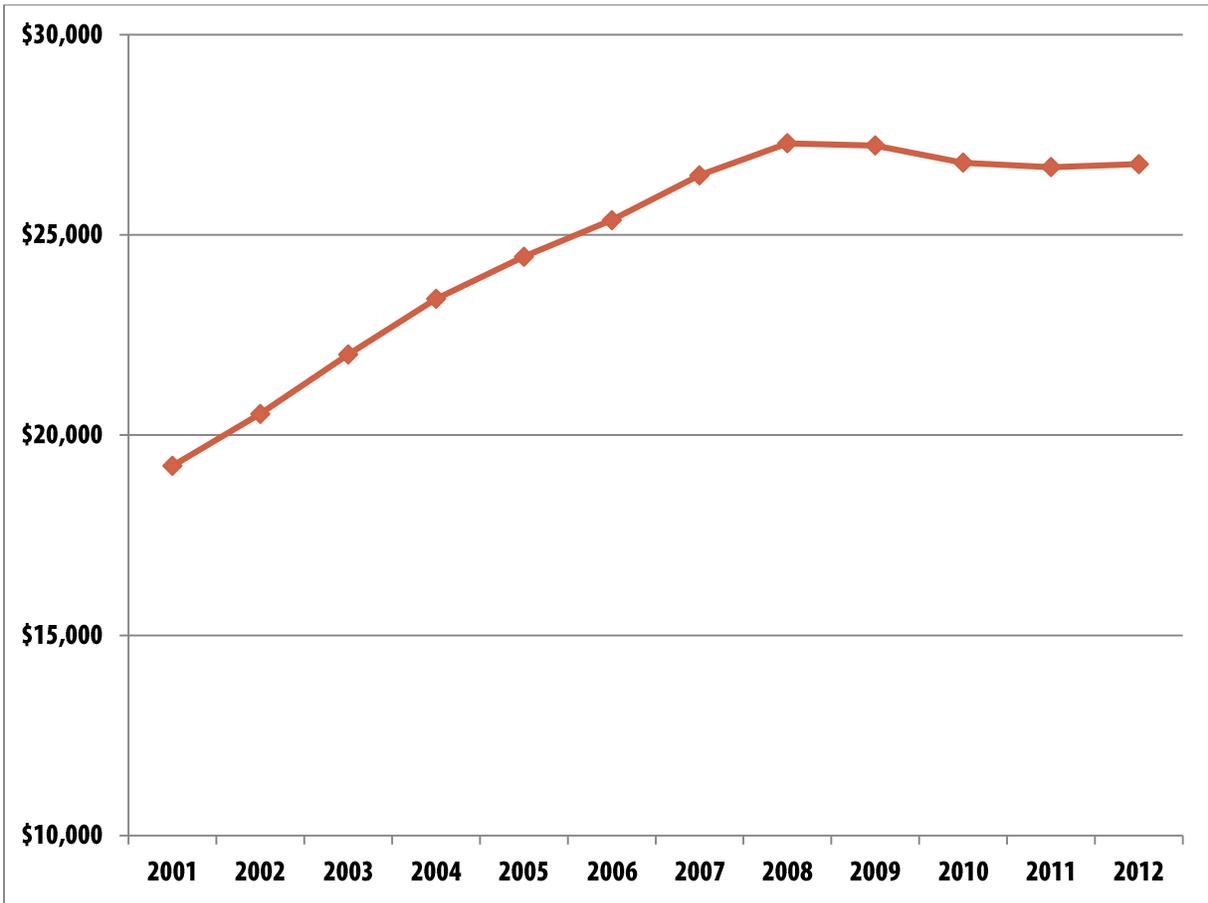
Figure 5. Employed During the 1st or 2nd Post-Completion Quarter - Program Completers



Another method of examining the post-completion earnings of community college students is to track the earnings of a specific cohort of completers over time. For this analysis, the average annual earnings of all completers during the year 2000 were tracked over a 12-year period (see Figure 6). Figure 6 is a comprehensive view of all ICCS completers which includes certificate and degree graduates as well as completers of Adult Education and Basic Skills programs. Additionally, earnings outcomes are included if graduates are working part-time or full-time. The results indicate that the former students had the largest earnings increases in the years immediately after program completion. Earnings gains flattened out about eight years after program completion, which for this group also coincided with the national recession.

STUDENTS HAD THE LARGEST EARNINGS INCREASES IN THE YEARS IMMEDIATELY AFTER PROGRAM COMPLETION.

Figure 6. Average Annual Earnings (Inflation Adjusted \$) - Program Completers FY2000



One of the major advantages of using longitudinal measurement of UI wage data is the possibility of examining pre-enrollment and post-completion wages. The major difficulty in performing such an analysis is identifying the appropriate pre-enrollment period. Since community college students vary widely in their course-taking behavior (they can attend classes full-time, part-time, or intermittently), identifying the entry date for a student in a program can be challenging. The approach taken for this study was to examine each

THE AVERAGE PRE-ENROLLMENT TO POST-COMPLETION EARNINGS GAIN OVER THE EIGHT-YEAR PERIOD FROM 2005 TO 2011 WAS \$4,387. THIS TRANSLATES TO A \$2.41 PER HOUR INCREASE IN EARNINGS ASSUMING FULL-TIME, FULL-YEAR EMPLOYMENT.

of the years prior to the date of program completion. If there were no earned hours during a given year, the enrollment date was set to the first day of the semester in which credit hours were earned⁷.

Once the enrollment date for each completer was determined, UI earnings for the four full pre-enrollment quarters were used to produce an annual pre-enrollment earnings amount. Similarly, UI earnings for the four full post-completion quarters were used to determine the annual post-completion earnings. The results obtained for all program completers and completers most likely to directly enter the workforce following completion (AAS and long-term certificate programs) from 2005 to 2011 are displayed in Figure 7.

In the year following completion, about 77 percent of 2011 completers were employed in Illinois. Looking at a longer time horizon, about 87 percent of 2005 completers were employed in Illinois in the five years following program completion. See the *Limitations* section at the end of this report for a discussion of potential under-reporting in these and other outcomes.

The average pre-enrollment to post-completion earnings gain over the eight-year period from 2005 to 2011 was \$4,387⁸. This translates to a \$2.41 per hour increase in earnings assuming full-time, full-year employment ($\$4,387 / \{52 \text{ weeks} \times 35 \text{ hours}\}$). The trend indicates a decline in earnings gains from 2007 to 2009 with a slight recovery in earnings gains beginning in 2010. This period of decline coincides with the national economic recession.

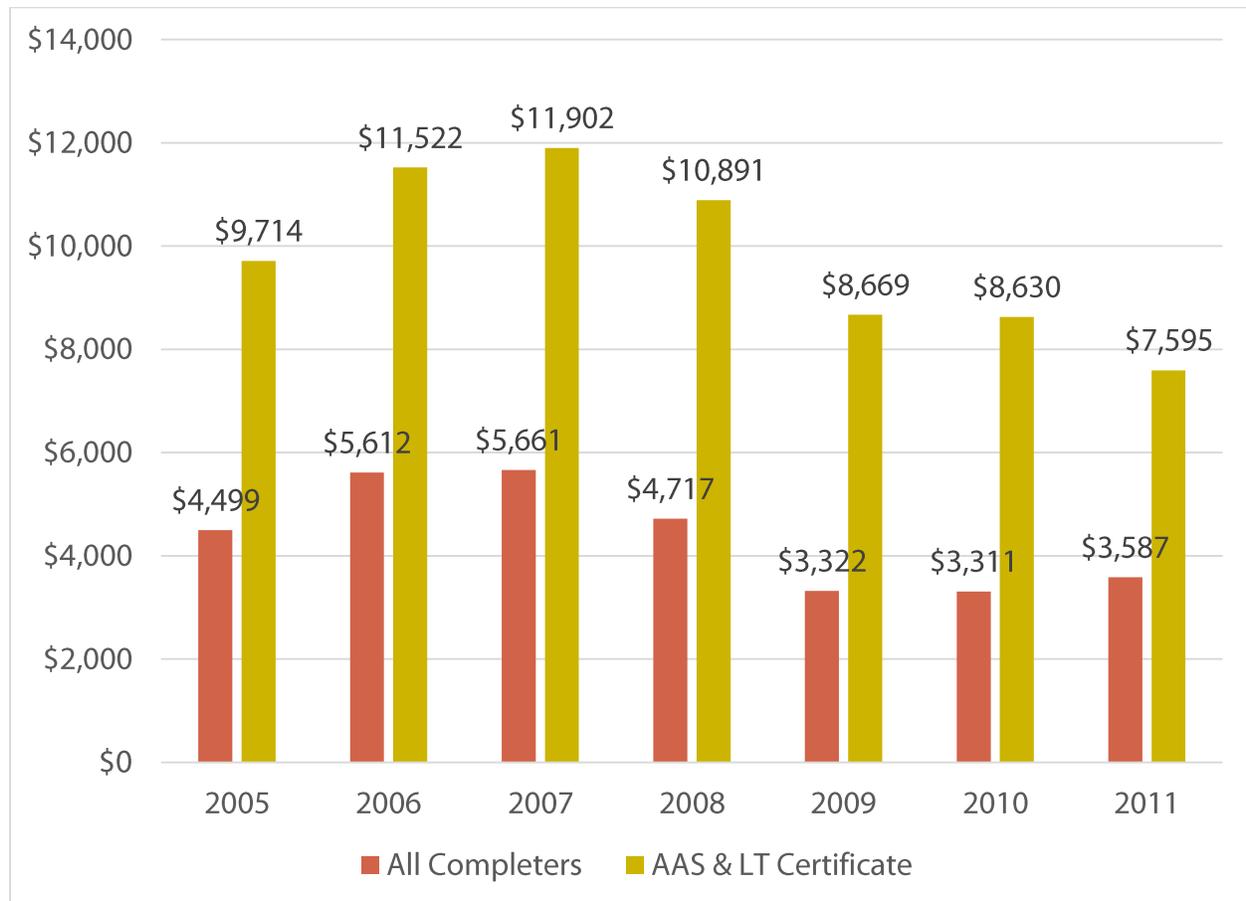
For completers in Associate of Applied Science and long term (more than 30 semester hours) certificate programs, earnings gains were higher. The average pre-enrollment to post-completion earnings gain for completers in these programs was \$9,846. Earnings gains peaked in 2007 at almost \$12,000 then declined during the recession.

⁷ For example, if a student completed a program in 2010, the procedure was to look at the credit hours earned in 2009, 2008, etc. If no credit hours were earned in 2008, then the start date of the earliest semester in 2009 in which credits were earned was defined as the enrollment date.

⁸ The data series ends in 2011 due to the lack of a full year of post-completion data, and begins in 2005 due to the lack of sufficient hours earned by semester for the earlier completion cohorts.

In real terms, average earnings decreased for workers of all educational levels during the recession. According to the U.S. Census Bureau's American Community Survey, between 2007 and 2012, the median earnings of Illinois' population ages 25 to 64 decreased by \$2,006, adjusted for inflation during this time. Median earnings for Illinois residents with some college or an associate degree decreased by \$3,028.

Figure 7. Pre-Enrollment to Post-Completion Earnings Gains - Program Completers 2005-2011



As with the measure of employment used previously (Figure 5), post-completion earnings as measured here tend to understate the success of program completers. The data does not capture certain workers (self-employed, certain agricultural workers, etc.), nor do they capture workers who have successfully found employment in other states. Importantly, since this measure only looks at the initial post-completion year, students delaying employment to continue their education will have very low or no earnings.

ILLINOIS COMMUNITY COLLEGE STUDENT ECONOMIC OUTCOMES – GENERATED TAX REVENUES

Illinois Community College System students generate significant tax revenues. In this section, the amount of tax dollars contributed by Illinois community college students to the federal and state tax base over a period of 10 years is estimated. Separate estimates are produced for students who were enrolled in a community college during 2002 and for the subset of those students who completed programs in 2002.

For these analyses, students enrolled in an Illinois community college in FY2002 were identified. The annual total UI earnings for these individuals were obtained for each year from 2003 to 2012. Taxable earnings were estimated by subtracting the standard deduction for an individual from the annual earnings for each tax year. Federal taxes were estimated by applying the average marginal tax rate for a given year to the taxable earnings for that year. State taxes were estimated by applying the appropriate Illinois state tax rate (3% up to 2010 and 5% after 2011) to annual taxable earnings.

\$13.2 BILLION IN FEDERAL TAXES WAS GENERATED BETWEEN 2003 AND 2012 BY STUDENTS WHO ATTENDED ILLINOIS COMMUNITY COLLEGES IN 2002.

Although this is a simplistic approach for estimating tax revenues in both cases, given the limitations of available data, it may be used to reasonably approximate the magnitude of taxes paid by this cohort of Illinois community college students. The results of this analysis are presented in Figure 8.

Figure 8. Estimated Federal and State Taxes Paid by Enrollees and Completers (2002 Cohort) 2003 – 2012

2002 Cohort	Federal Taxes	State Taxes
Enrollees	\$13,175,724,017	\$3,974,563,329
Completers	\$941,940,119	\$284,886,870

Substantial federal and state tax revenue is produced by Illinois community college students. It is estimated that \$13.2 billion in federal taxes was generated between 2003 and 2012 by students who attended Illinois community colleges in 2002. Of that total, about 7.1% was contributed by students who completed in 2002. Similarly, of the estimated \$4 billion in state tax dollars generated by 2002 enrollees, a similar percentage or \$285 million would have been generated by 2002 completers.

ILLINOIS COMMUNITY COLLEGE STUDENT ECONOMIC OUTCOMES – MARKET PENETRATION

Market penetration of Illinois' community colleges may be measured in two different and complementary ways. One is to determine the number of employees in the workforce that have attended an Illinois community college. To this end a database was compiled that contained an unduplicated list of all workers who had wages reported to the Unemployment Insurance system during 2012. Next, a second database was compiled

of all students (again unduplicated) who earned credit hours between 2002 and 2012. The two databases were merged to determine the percentage of all workers in 2012 who had received some education or training in the community college system between 2002 and 2012. The result was a determination that 26.1% of all workers in 2012 had attended an Illinois community college during the previous 10 years.

**26.1% OF ALL WORKERS
IN 2012 HAD ATTENDED
AN ILLINOIS COMMUNITY
COLLEGE DURING THE
PREVIOUS 10 YEARS.**

The other method of determining community college market penetration is to estimate the number of Illinois employers who have hired a former Illinois community college student. To obtain this number the unduplicated database of students who earned credit hours from 2002 to 2012 was merged with a database of all reported UI wage records from the same period of time. This produced a list of all employers who had hired an Illinois community college student from 2002 to 2012. This list of employers was then merged with

**ALMOST 74% OF
EMPLOYERS HAD HIRED
AN ILLINOIS COMMUNITY
COLLEGE STUDENT AT
SOME POINT IN THE
PREVIOUS 10 YEARS.**

a database of employers who reported wages during the first quarter of 2012. The result indicated that almost 74% of employers who reported wages in the first quarter of 2012 (73.7%) had hired an Illinois community college student at some point in the previous 10 years.

SECTION 2: ILLINOIS COMMUNITY COLLEGES' ECONOMIC IMPACTS

Illinois' 48 community colleges are important sources of expenditures and employment for the communities and regions they serve. As part of their day-to-day operations, each college purchases goods and services, many of them from the local economy. In addition, the income earned by their employees is spent in the local economy. Additionally, the community colleges invest in site improvements, remodeling, and new construction that generate additional expenditures and jobs.

Any change in economic activity, such as the purchase of a commodity or a service, has direct and indirect effects. The direct effects are the employment, payroll and purchases of goods and services directly by the colleges. The indirect effects occur through a variety of channels. For example, when a community college hires a local printer to produce its catalogues and brochures, these orders contribute to the income of the local printing industry. The printers' employees spend at least some of their income locally, and these purchases contribute to the employment and the income of other local industries and services. The printers spend part of their income from the community college's orders on the supplies that they need to run their businesses. To the extent that these purchases are local, they contribute to the incomes of employees in other industries, who in turn spend their incomes on still other goods and services with these effects again induced by the college's initial purchase.

IMPLAN Pro economic modeling software was used to produce estimates of the indirect economic impacts of Illinois community colleges, based on the direct impacts. Direct impacts are simply the set of expenditures or employment applied to the economic model for impact analysis. Indirect impacts are then derived as additional effects caused by industries purchasing from other industries. Induced impacts take into account the spending in the local economy of the new income generated by the new employment produced from the impact.

**IN FY2012 THE TOTAL
ECONOMIC IMPACT IS
ESTIMATED AT \$3.1
BILLION AND 50,973 JOBS.**

Taken together, direct and indirect expenditures directly attributable to Illinois community college activities in fiscal year 2012 approached \$3.1 billion in value added (equivalent to gross state product) and an estimated 50,973 jobs. Summary data are provided in Figure 9.

**Figure 9. Illinois Community Colleges' Economic Impact Summary
FY2012**

Impact Type	Operations	Construction	Total	Employment
Direct	\$1,533,190,540	\$146,042,328	\$1,679,232,868	36,465
Indirect	\$1,241,576,084	\$177,367,565	\$1,418,943,649	14,508
Total	\$2,774,766,624	\$323,409,893	\$3,098,176,517	50,973

OPERATIONAL EXPENDITURES

Data provided by the individual community colleges to the Illinois Community College Board identified \$2.03 billion in operating expenditures during fiscal year 2012⁹ (including wages and salaries, but excluding capital investments, which are analyzed in the next section). Illinois community colleges paid over \$1.5 billion in wages and benefits to their 34,480 employees that lived in the state. These direct impacts rippled through the economy creating additional jobs, payrolls, and other economic activity. These impacts are summarized in Figure 10. Over 47,000 jobs could be attributed to statewide college operations. These operations were associated with about \$4 billion in economic output (equivalent to total sales of a business or total spending of a government enterprise). Value added, which is a measure similar to gross state product, totaled over \$2.78 billion.

ILLINOIS COMMUNITY COLLEGES PAID OVER \$1.5 BILLION IN WAGES AND BENEFITS TO THEIR 34,480 EMPLOYEES THAT LIVED IN THE STATE.

**Figure 10. Illinois Community Colleges' Operational Expenditures
Output and Employment Impact – FY2012**

Employment and Operations Spending FY2012			
Impact Type	Direct Effect	Indirect Effect	Total Effect
Employment	34,480	12,642	47,122
Output	\$2,031,014,103	\$1,939,330,793	\$3,970,344,896
Total Value Added	\$1,533,190,540	\$1,241,576,084	\$2,774,766,624
Employee Compensation	\$1,533,190,540	\$678,389,446	\$2,211,579,985

⁹Data and Characteristics of the Illinois Public Community College System, Table IV-13 - Fiscal Year 2012 Audited Operating Expenditures by Object (2013).

CAPITAL EXPENDITURES

SINCE FY2008, ILLINOIS COMMUNITY COLLEGES HAVE INVESTED OVER \$1.5 BILLION IN CAPITAL PROJECTS IN THE 39 DISTRICTS.

In FY2012, the \$322.5 million in expenditures generated an estimated \$288 million in indirect output for a total impact of \$610.4 million. These expenditures also generated an estimated 3,851 jobs throughout the state. As can be seen in Figure 11, construction expenditures and resulting economic impacts vary from year to year.

In addition to the economic activity generated by Illinois community colleges' operating and employee expenditures, the colleges' capital development projects also contribute significantly to local economies.

Since FY2008, Illinois community colleges have invested over \$1.5 billion in capital projects in the 39 districts.

CONSTRUCTION EXPENDITURES AND RESULTING ECONOMIC IMPACTS VARY FROM YEAR TO YEAR.

**Figure 11. Illinois Community Colleges' Construction Expenditures
Economic Impact – FY2008-2012**

Construction Spending 2008			
Impact Type	Direct	Indirect	Total
Employment	1,707	1,604	3,311
Output	\$276,584,536	\$232,412,632	\$508,997,167
Value-Added	\$118,669,904	\$144,123,913	\$262,793,817
Employee Compensation	\$88,826,289	\$75,506,257	\$164,332,545
Construction Spending 2009			
Impact Type	Direct	Indirect	Total
Employment	1,453	1,366	2,818
Output	\$236,123,989	\$196,322,535	\$432,446,524
Value-Added	\$101,784,307	\$123,616,453	\$225,400,759
Employee Compensation	\$76,187,153	\$64,762,436	\$140,949,589
Construction Spending 2010			
Impact Type	Direct	Indirect	Total
Employment	1,887	1,774	3,661
Output	\$297,364,436	\$260,815,622	\$558,180,059
Value-Added	\$133,810,092	\$162,511,584	\$296,321,675
Employee Compensation	\$100,158,957	\$85,139,524	\$185,298,481
Construction Spending 2011			
Impact Type	Direct	Indirect	Total
Employment	2,301	2,163	4,464
Output	\$368,964,085	\$326,741,852	\$695,705,937
Value-Added	\$166,361,609	\$202,045,214	\$368,406,824
- Employee Compensation	\$124,524,280	\$105,851,121	\$230,375,401
Construction Spending 2012			
Impact Type	Direct	Indirect	Total
Employment	1,985	1,866	3,851
Output	\$322,455,677	\$287,939,173	\$610,394,850
Value-Added	\$146,042,328	\$177,367,565	\$323,409,893
Employee Compensation	\$109,314,978	\$92,922,546	\$202,237,524

SECTION 3: CHARACTERISTICS OF ILLINOIS COMMUNITY COLLEGE STUDENTS

To provide a context for understanding the economic impacts of Illinois' community colleges, an analysis of student characteristics and program enrollment and completion between 2000 and 2012 for credit classes was undertaken. While not the primary focus of this report, it is nonetheless useful to identify significant changes in the student population that occurred over this 12-year period.

This section highlights the noteworthy changes over this period in enrollments and completions in credit courses for 15 characteristics of Illinois community college students. These include:

- | | |
|---|---------------------------|
| 9. Total enrollments and completions | 1. Residence |
| 10. Degrees and certificates | 2. Student intent |
| 11. Age | 3. Educational objective |
| 12. Race and ethnicity | 4. Program classification |
| 13. Gender | 5. Instructional program |
| 14. Students with disabilities | 6. Veteran status |
| 15. Highest grade completed at enrollment | 7. Online status |
| | 8. Student level status |

In reviewing these enrollment and completion trends, it is important to keep in mind the distinction between these two groups of students.

ENROLLMENTS are not first-time entrants into the community college system. Rather, they are all students who have taken one or more courses and earned academic credit in a given year. Some have taken courses in the previous year and others will take courses in subsequent years. Enrollments reflect a point-in-time figure of active students in the year under consideration.

COMPLETERS are students who have completed a course of study and have earned either a certificate or degree in a given year. For short-term certificates, these students may have been enrolled for a single year, the time necessary to earn that certificate. Other completers may have been enrolled in previous years and still others may enroll in the future to take additional courses after finishing an initial program. Completers received a certificate or degree in the year under consideration.

1. Total Enrollments and Completions.

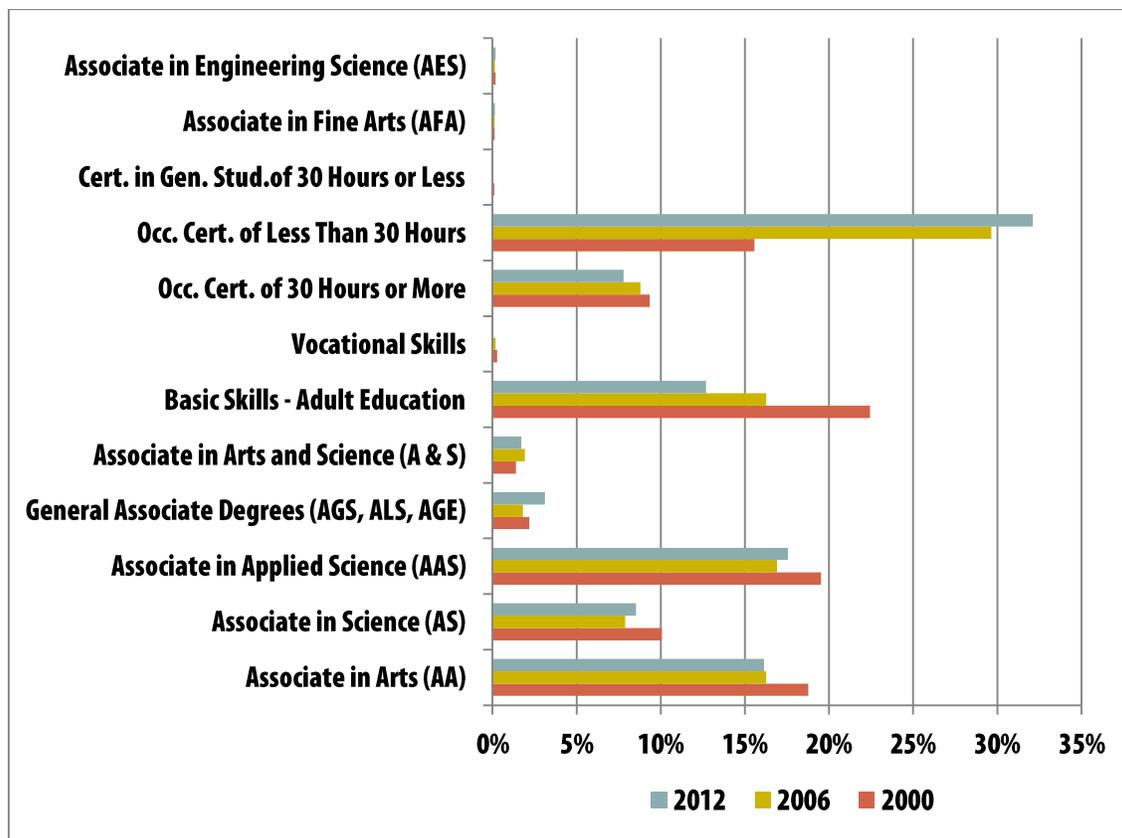
Overall, there was an increase of 45,062 in Illinois community college enrollments in credit courses, from 657,953 in 2000 to 670,262 in 2006, to 703,015 in 2012 or a 6.8% increase over 12 years.

The rate of increase in program completers has been even more significant. Statewide there was a 57.2% increase in students who completed their programs of study during this same period. There were 41,182 completers in 2000, 53,447 completers in 2006, and 64,772 completers in 2012.

2. Degrees and Certificates.

Certificate completion growth outpaced degree completion growth. The percentage of program completers earning a career certificate of less than 30 hours increased strongly from 2000 to 2012 (15.6% to 32.1%). Conversely, basic skills program credentials fell sharply (22.4% to 12.7%). Three associate degree programs - Science, Arts, and Applied Science - experienced declines over this period. The Associate in Applied Science and Associate in Science degrees saw small increases in 2012 after declining between 2000 and 2006. Figure 12 shows these changes over the 12-year period.

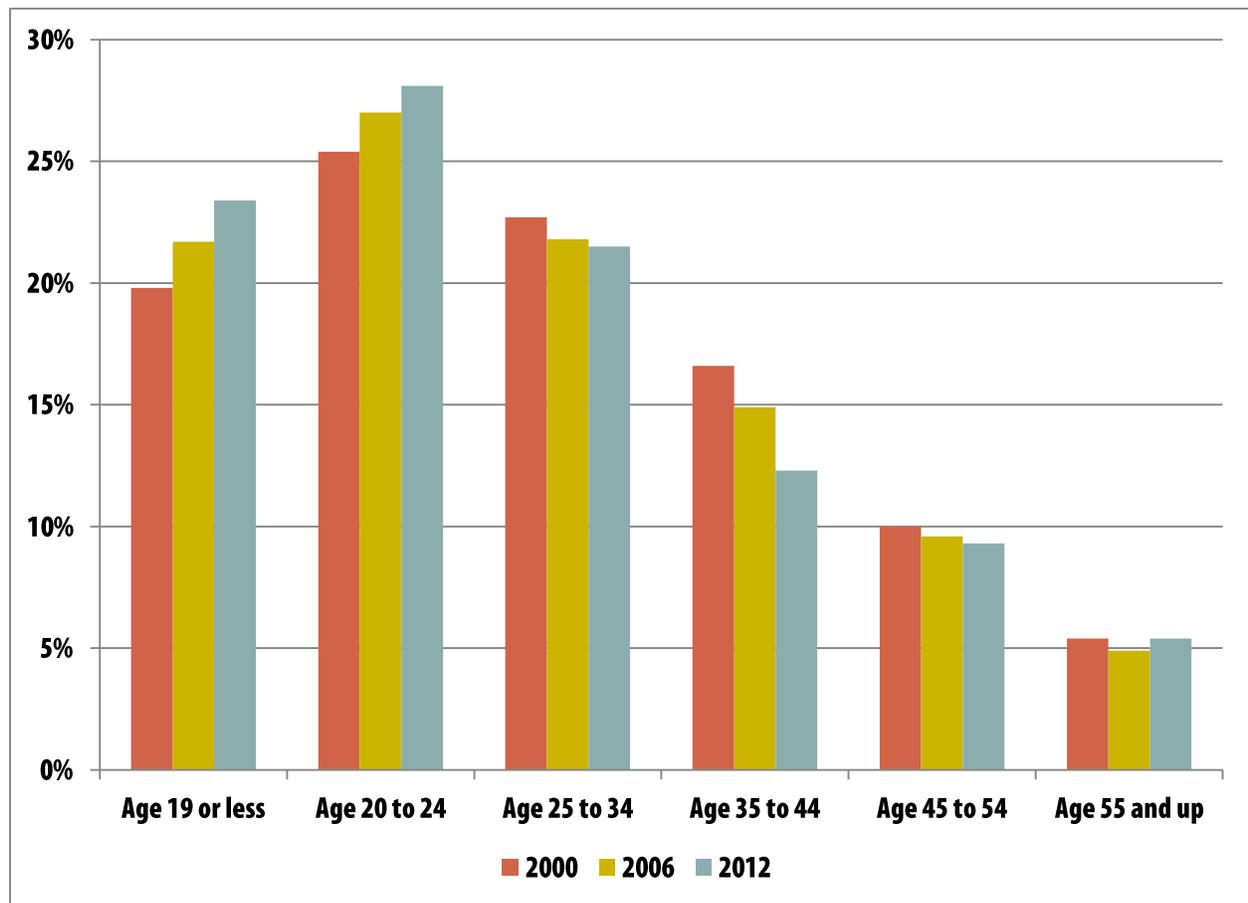
**Figure 12. Program Completers by Degree Type
2000, 2006, 2012**



3. Age.

More students are enrolling in Illinois community colleges directly after high school in recent years. The average age of enrollees declined from 30.5 years of age in 2000 to 28 in 2012. The percentage of enrollees aged 24 or less increased from 45.2% to 51.5% of the total.¹⁰ The enrollments of the oldest age group remained relatively steady (55 and over). Figure 13 illustrates the percentages of enrollees by age grouping.

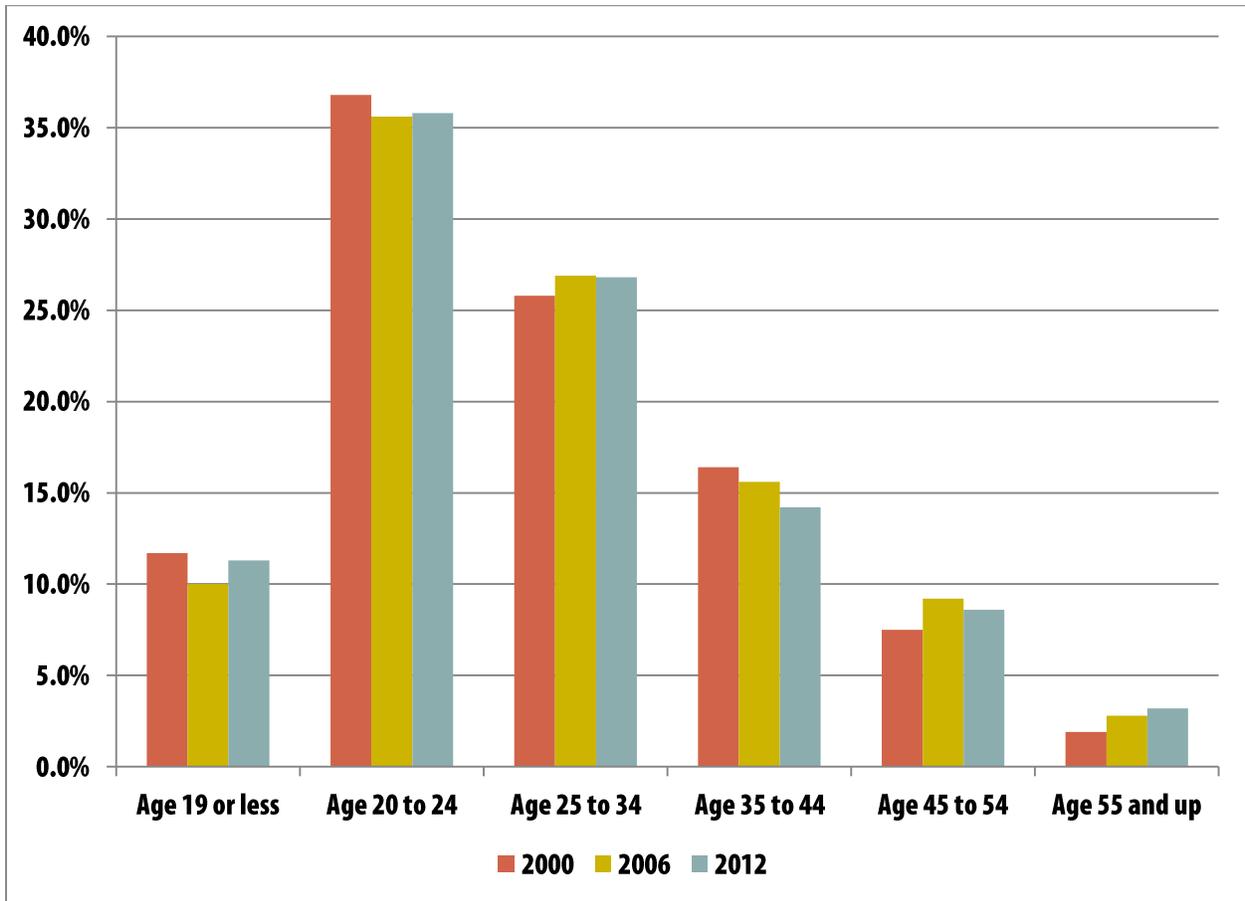
**Figure 13. Program Enrollments by Age at Enrollment
2000, 2006, 2012**



¹⁰ These percentages excluded 29,612 individuals for whom age information was missing over the three reference years. This group represented 2.9% of all 2000 enrollees and less than 1% of 2006 and 2012 enrollees.

The age profile of students who completed their program of study did not change appreciably over this period. The average age at program completion increased slightly from 28.7 to 29.5 years from 2000 to 2006. The average age of completers then declined to 29.2 years by 2012. As indicated in Figure 14, the largest age cohort of completers was age 20 to 24 at about 36% followed by age 25 to 34 at 27%.

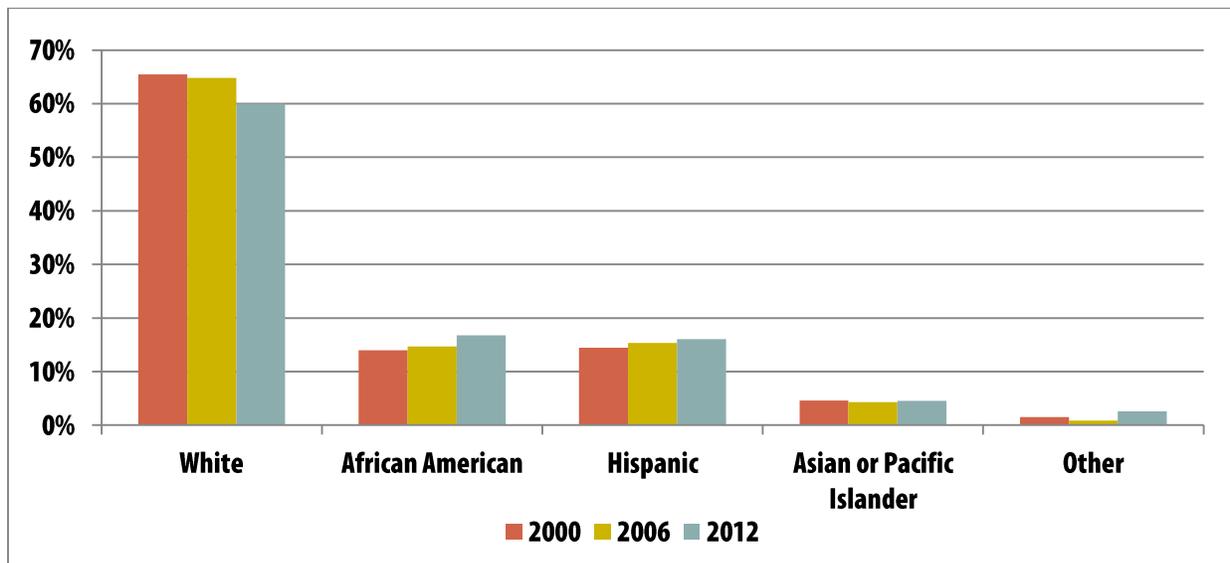
**Figure 14. Program Completers by Age at Enrollment
2000, 2006, 2012**



4. Race and Ethnicity.

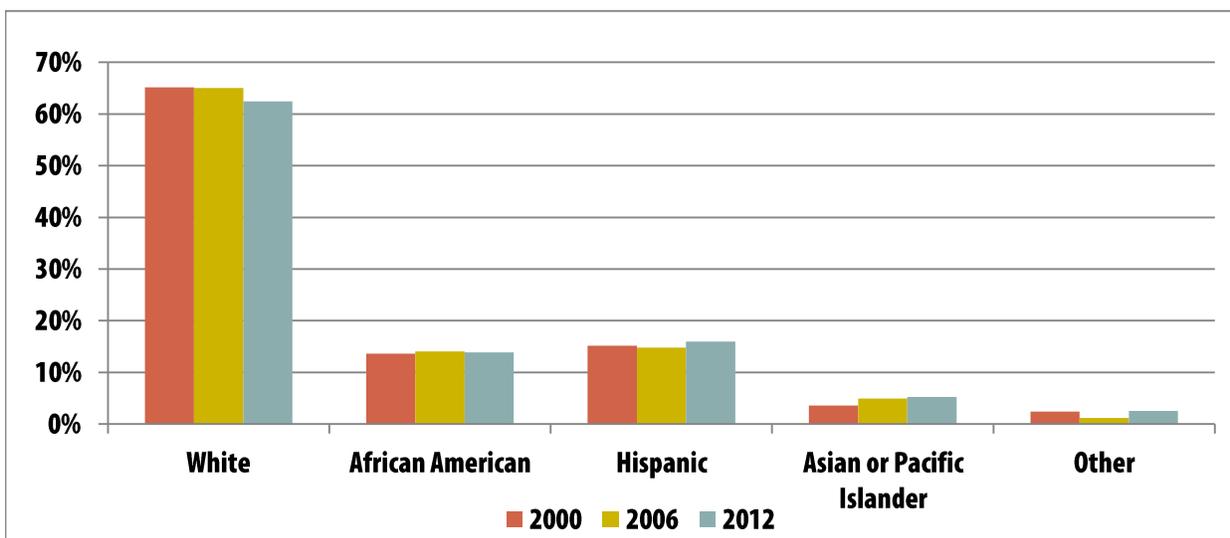
Enrollments in Illinois community colleges have increased for minorities from 2000 to 2012, while enrollments for whites during the same period have decreased. Hispanic enrollees comprised the largest non-white group in 2000 (14.4% of the total) and 2006 (15.3%). In 2012, African American enrollees made up a slightly larger percentage of the total at 16.8%. White enrollees as a percentage of the total decreased by 5.5 percent over this period. Figure 15 depicts these changes.

**Figure 15. Program Enrollments by Race/Ethnicity
2000, 2006, 2012**



As illustrated in Figure 16, the percentage of program completers who were white has decreased while the percentage of all minority groups has increased. In 2012 Hispanics represented 16% of all completers and

**Figure 16. Program Completers by Race/Ethnicity
2000, 2006, 2012**



African Americans represented 13.8%. While being a relatively small number of completers, Asian/Pacific Islander completers have grown strongly in percentage terms.

5. Gender.

Females enroll at higher rates than males in Illinois community colleges. For both 2000 and 2006 women comprised just over 55% of all enrollees. Though by 2012, the percentage of female enrollees had declined slightly to 54.2%. Females make up an even higher percentage of program completers: 59% in 2000 and 2006. In 2012 females comprised 57.5% of all completers.

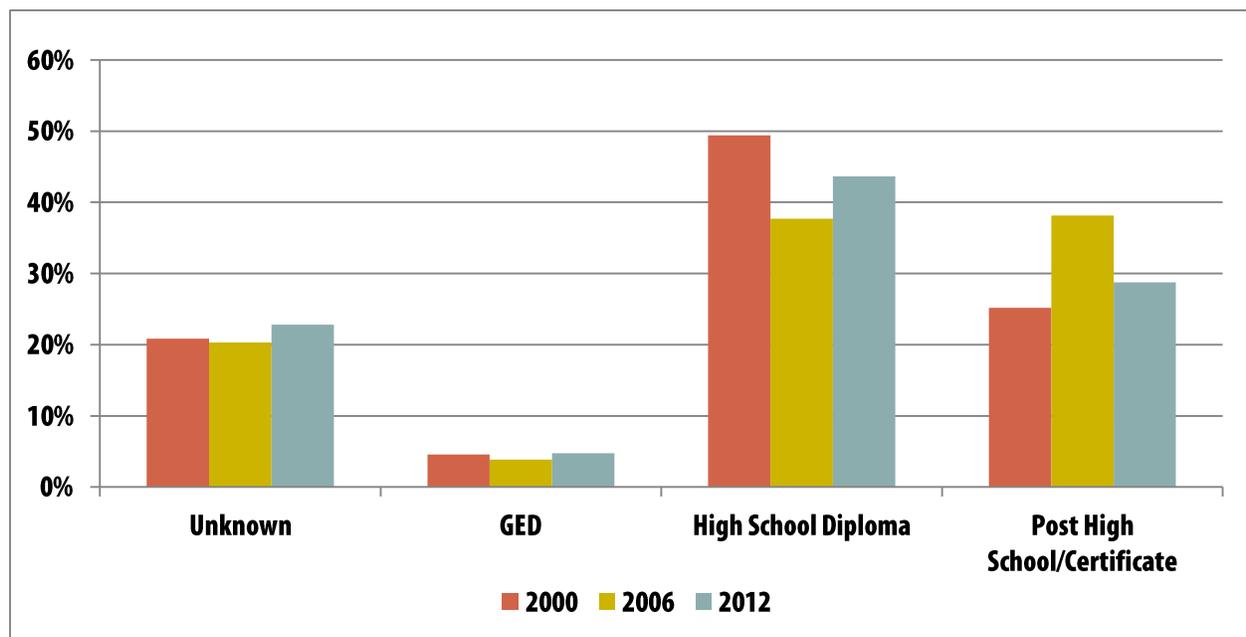
6. Students with Disabilities.

The percentage of enrolled individuals reporting a disability at the time of enrollment increased from 1.3% in 2000 to 1.7% in 2006 to 2.2% in 2012. The percentage of completers reporting a disability also increased steadily, going from 1.6% in 2000 to 2.3% in 2012.

7. Highest Grade Completed at Enrollment.

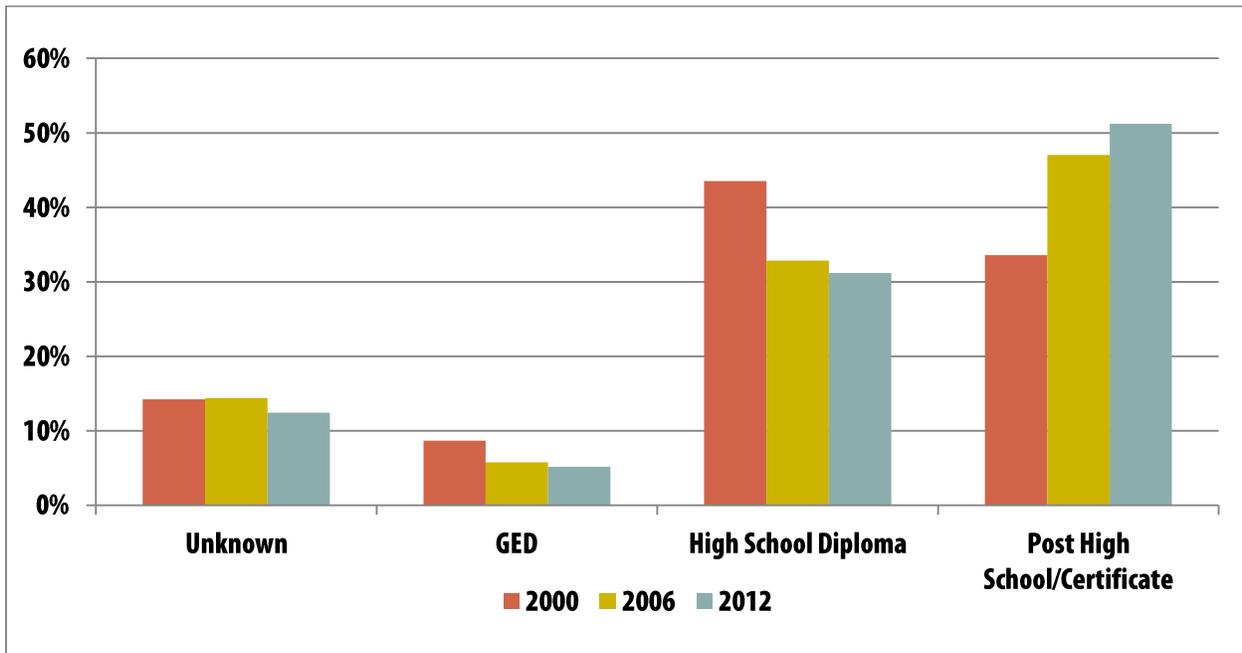
For enrollees for whom a specific level of education was indicated, the percentage with a post-secondary credential (i.e., associate degree, master's degree, doctorate degree, certificate, or first professional degree) increased from 25.2% in 2000 to 38.2% in 2006 then declined back to 28.8% in 2012. Figure 17 illustrates the percentage of enrollees by highest grade completed.

**Figure 17. Program Enrollments by Highest Grade Completed at Enrollment
2000, 2006, 2012**



Completers with a post-secondary credential increased for all completers from 33.6% to 47.0% to 51.2% for the period 2000, 2006 and 2012. As shown in Figure 18, a commensurate decrease occurred in completers with only a high school diploma at enrollment - from 43.5% to 31.2% over the same period.

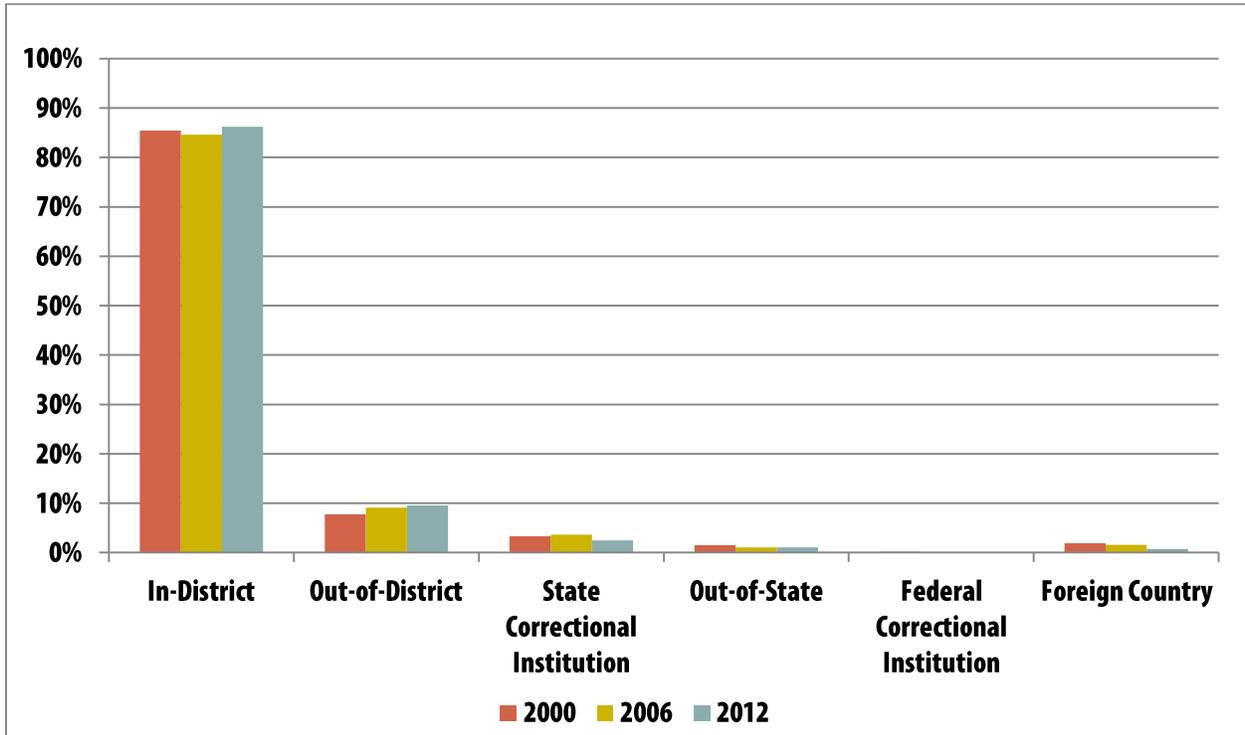
**Figure 18. Program Completers by Highest Grade Completed at Enrollment
2000, 2006, 2012**



8. Residence.

As shown in Figures 19 and 20, when comparing program enrollments by residence, the vast majority of students resided in-district at the time of enrollment (83.7% in 2000, 82.9% in 2006, and 80.9% in 2012). The percentage of students from out-of-district grew during this period from 12.6 to 16.0. Enrollees from correctional institutions grew from 8,734 in 2000 to 13,454 in 2006 (2.0% of total enrollment). Correctional institution enrollees, which comprise 1.3% of all enrolled students, declined to 9,120 in 2012.

**Figure 19. Program Enrollments by Residency at Enrollment
2000, 2006, 2012**



**Figure 20. Program Completers by Residency at Enrollment
2000, 2006, 2012**

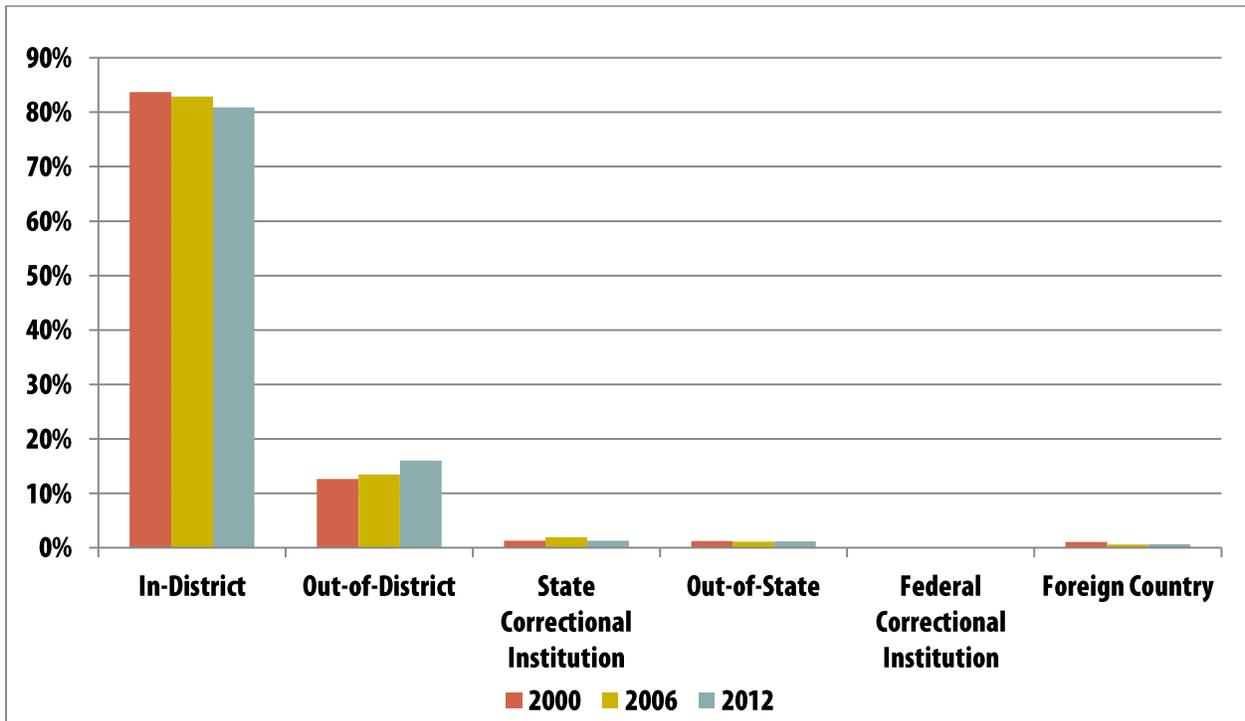
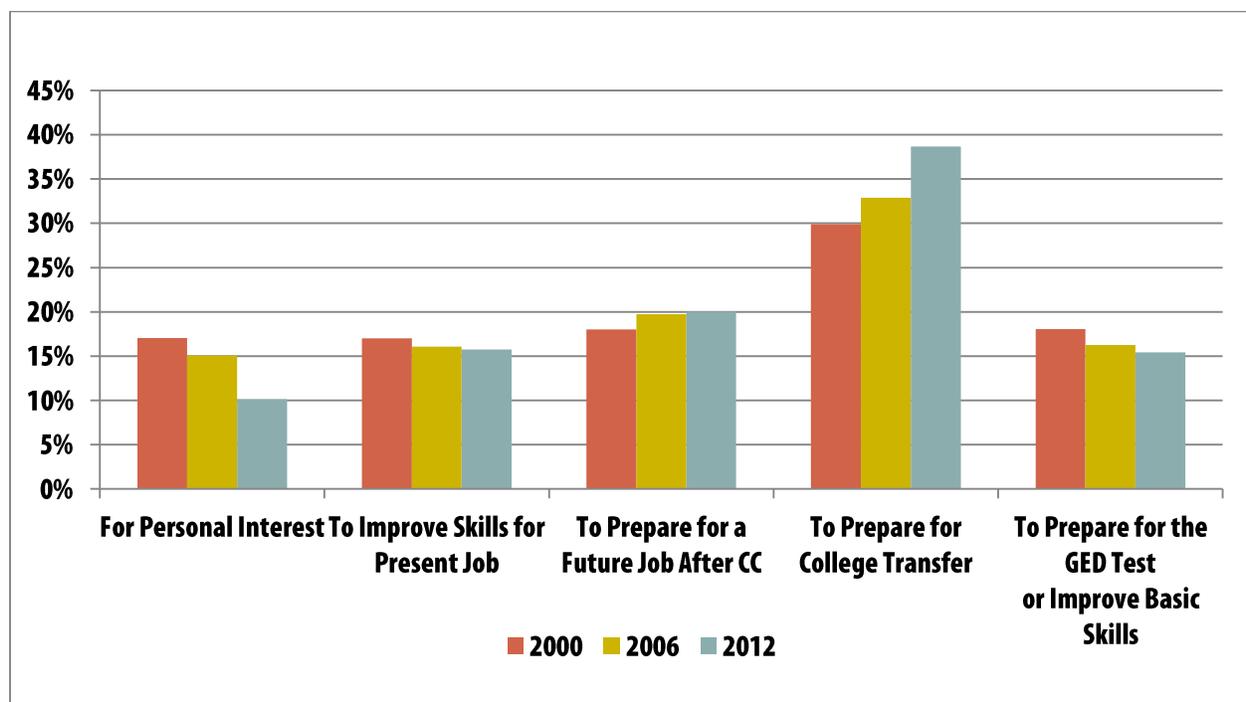


Figure 20 shows program completers by residency at enrollment. Program completers that reside in state correctional institutions represented 3.4% of all completers in 2000, 3.7% in 2006, and 2.5% in 2012. Out-of-district completers as a percentage of the total increased steadily over this period: 7.8% in 2000, 9.1% in 2006, and 9.5% in 2012.

9. Student Intent.

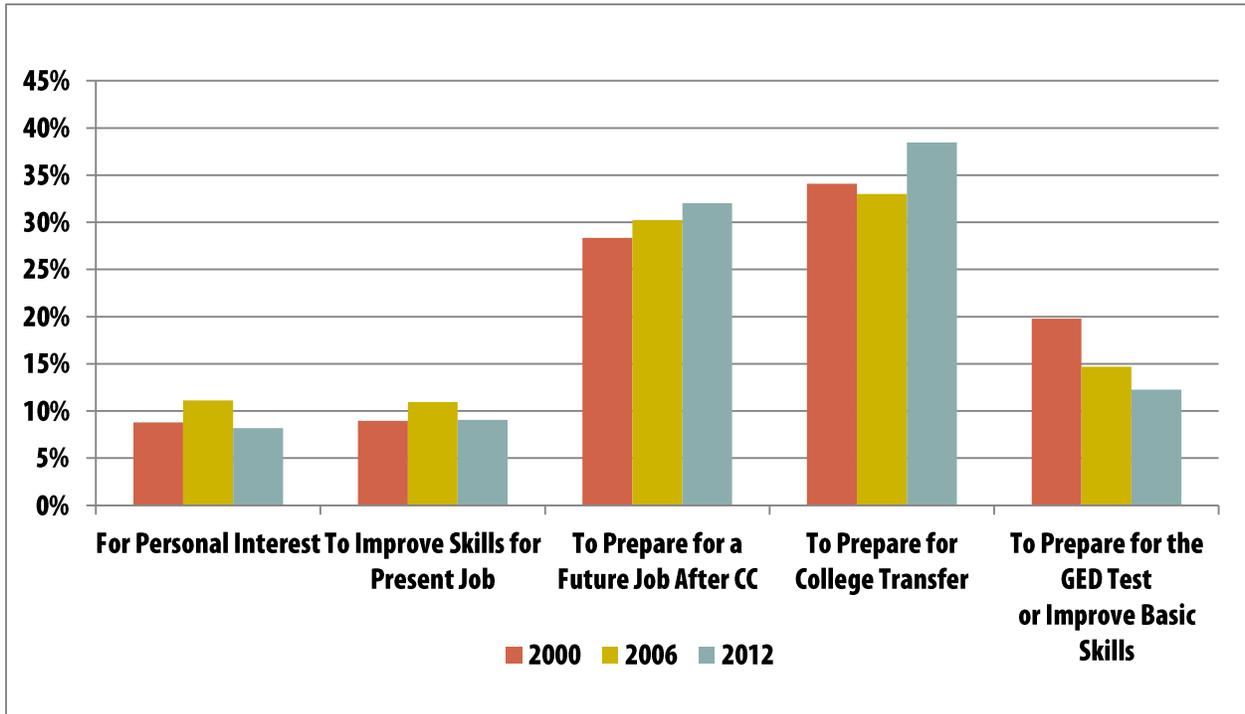
Preparing for college transfer is the intent of the largest percentage of enrollees. In addition, students intending to transfer are the fastest growing group, increasing from 30% in 2000 to 38.7% in 2012. In 2000 similar percentages of Illinois community college enrollees indicated their educational goals were either personal interest, improving skills for their current job, or preparing for a job after school (18%). By 2012, students enrolled for personal interest had declined to 10% of the total. Enrollees preparing for the GED or improving their basic skills also decreased between 2000 and 2012. Figure 21 presents student intent data for individuals enrolled in 2000, 2006 and 2012.

**Figure 21. Program Enrollments by Student Intent at Enrollment
2000, 2006, 2012**



Completions were highest in 2000 for students who were preparing for college transfer (34.1%) followed by students preparing for a job after community college (28.4%). As evident in Figure 22, these percentages both grew by 2012. College transfers grew to 38.5% and students preparing for jobs increased to 32.0% of all completers. Completions were lowest for completers preparing for the GED or to improve basic skills, decreasing from 19.8% to 12.3% during this period.

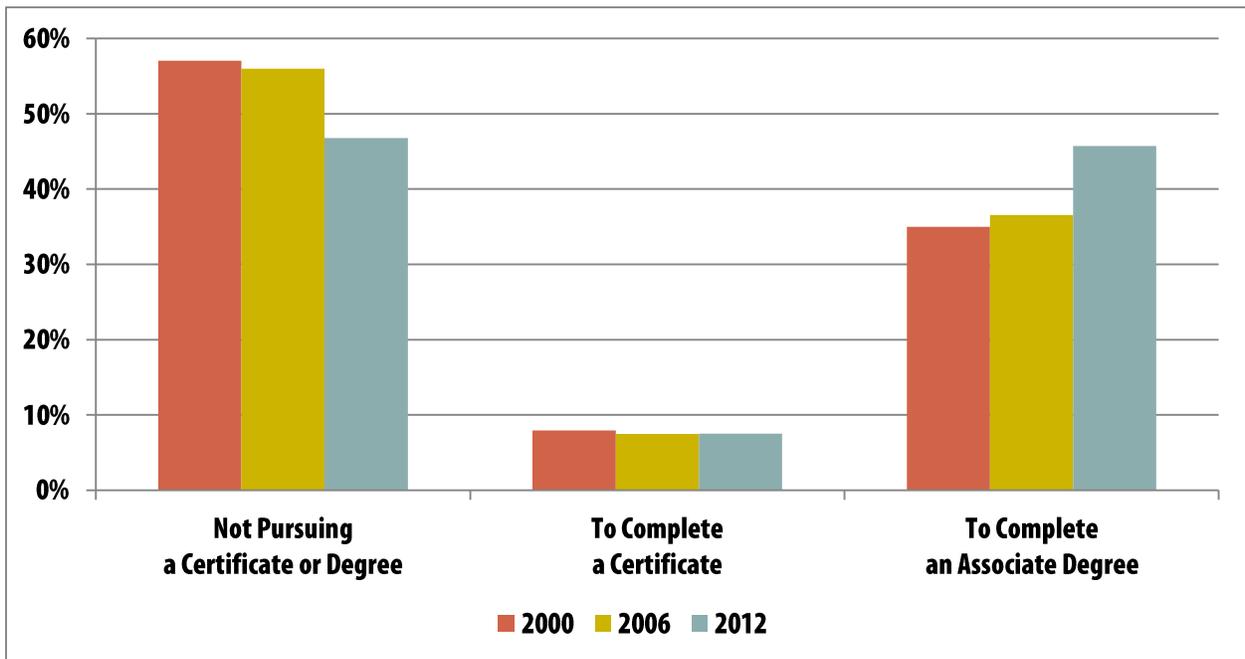
**Figure 22. Program Completers by Student Intent at Enrollment
2000, 2006, 2012**



10. Educational Objective.

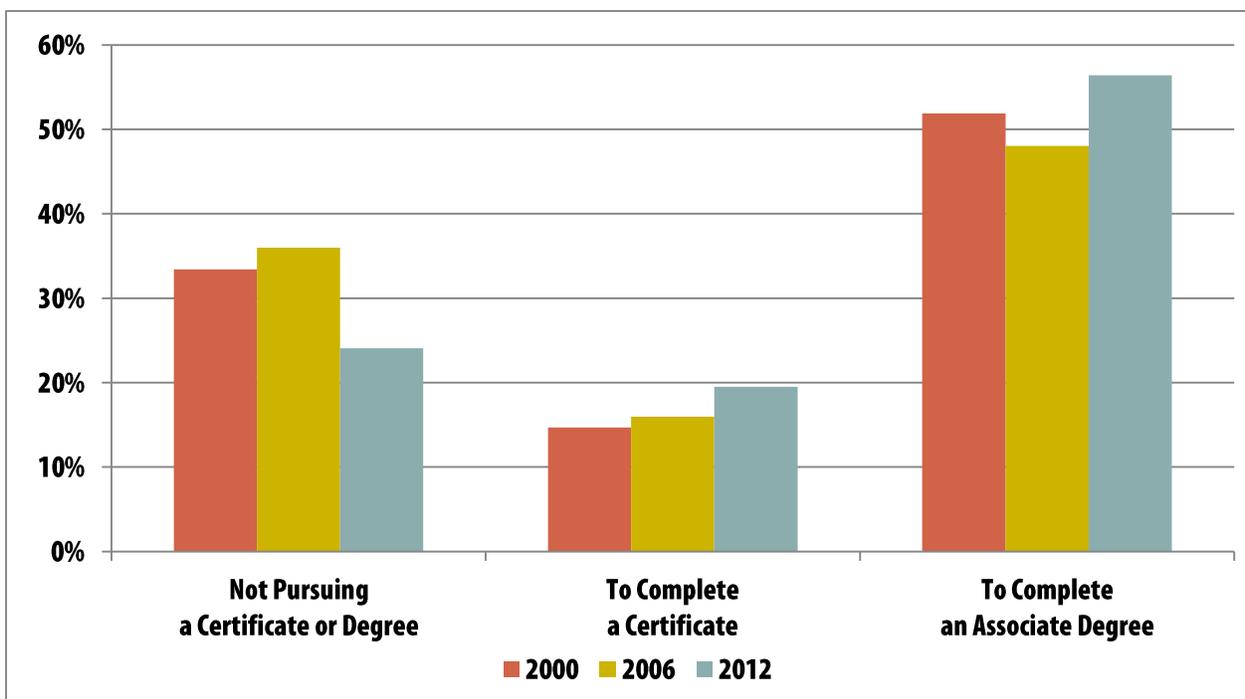
As illustrated in Figure 23, the percentage of enrollees who were not pursuing a certificate or associate degree decreased from 57.1% in 2000 to 46.8% in 2012. A slight increase occurred from 2000 to 2006 for students enrolling to complete an associate degree, from 35.0% to 37.5%. By 2012, there was a strong increase to 45.7% for students with the objective of obtaining an associate degree.

**Figure 23. Program Enrollments by Student Objective at Enrollment
2000, 2006, 2012**



As shown in Figure 24, students pursuing an associate degree made up the largest percentage of total completers from 2000 to 2012. After dropping from 2000 to 2006, this figure increased significantly in 2012. Completers that had the intent to complete a certificate make up a small but growing portion of the total.

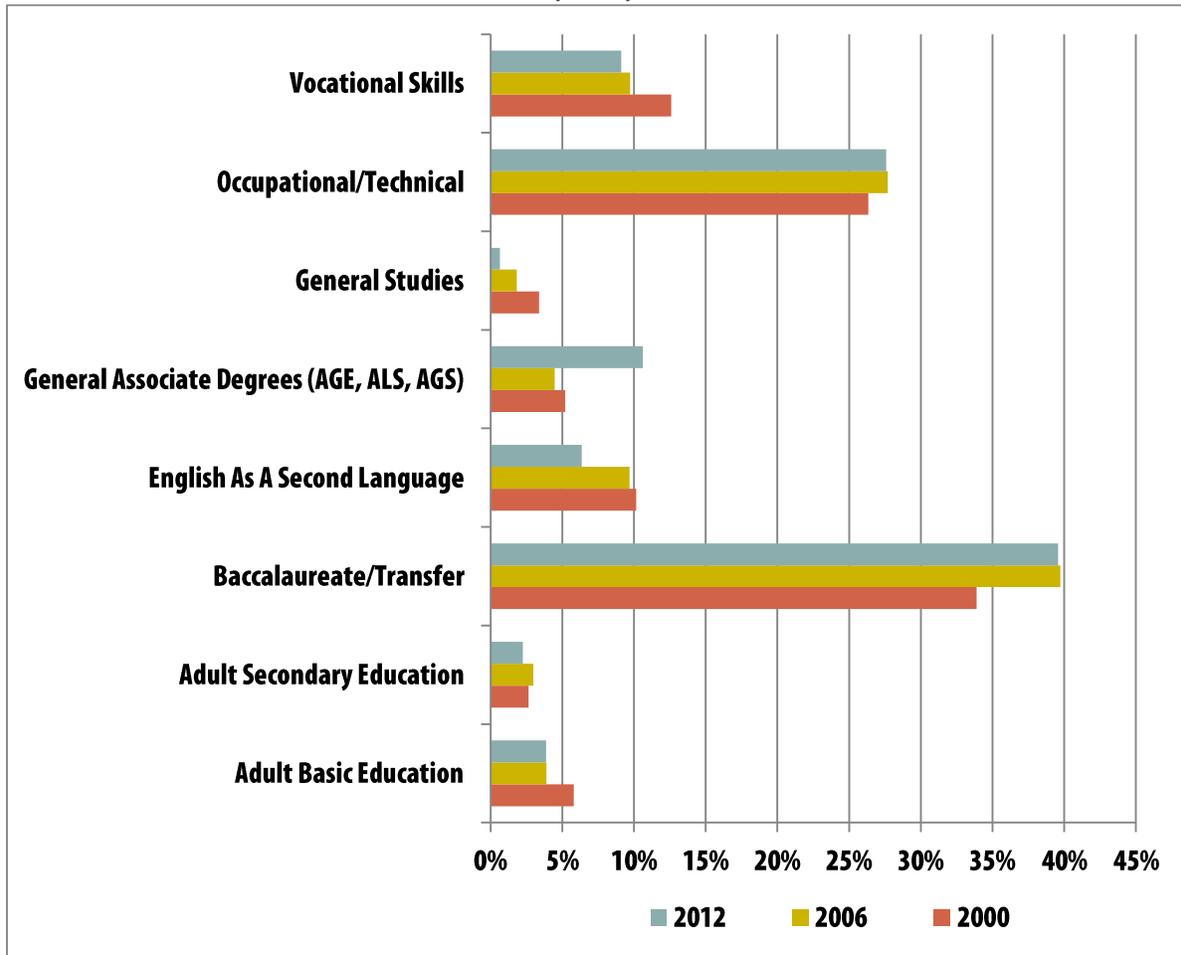
**Figure 24. Program Completers by Student Objective at Enrollment
2000, 2006, 2012**



11. Program Classification.

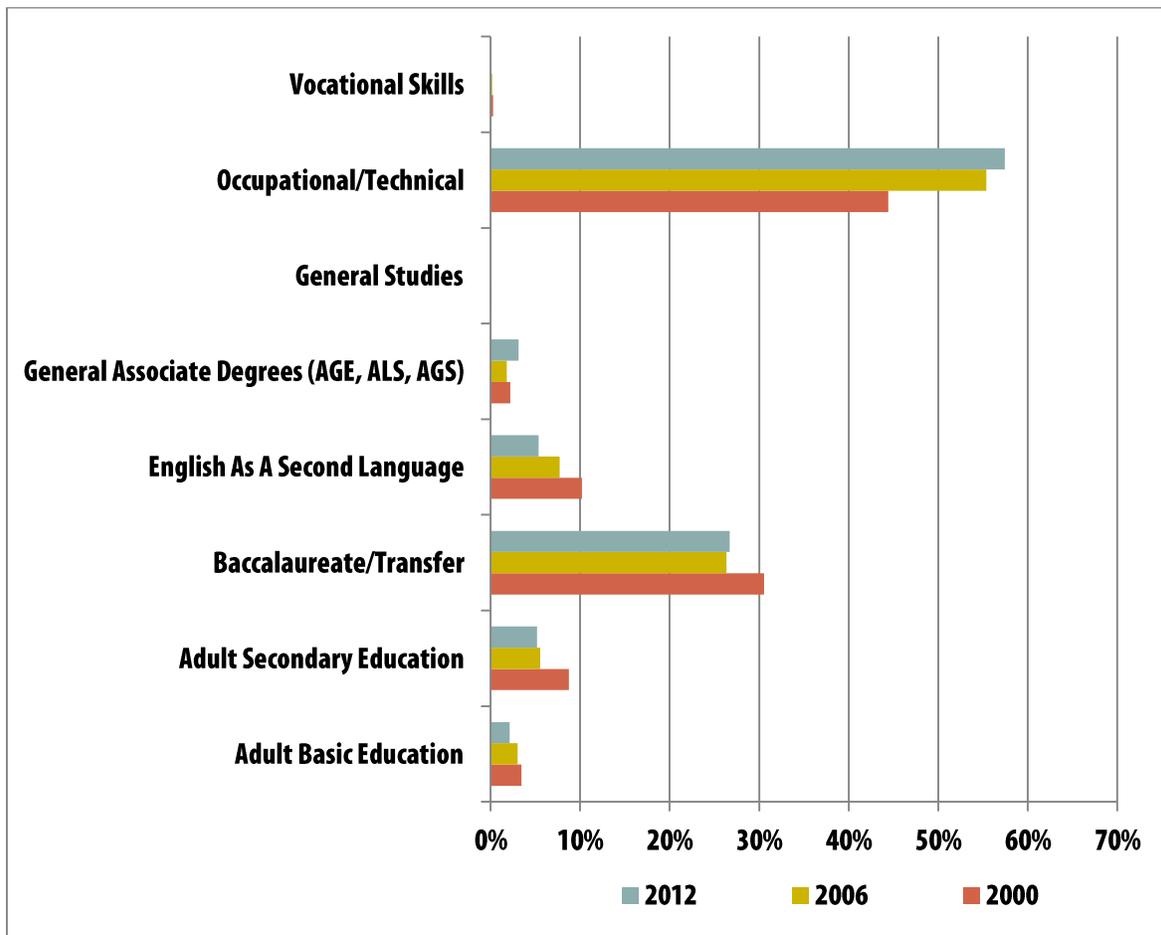
Between 2000 and 2012 the top programs in terms of total overall enrollments have remained baccalaureate/transfer and occupational/technical instruction. These two programs represented over two-thirds of all enrollments in 2000 and 2012. Enrollees in vocational skills, English as a second language, and adult basic education all declined as a percentage of the total between 2000 and 2012. There was strong growth in enrollment in general associate degree programs from 2006 to 2012. Figure 25 illustrates these trends.

**Figure 25. Program Enrollments by Program Classification Structure at Enrollment
2000, 2006, 2012**



As evident in Figure 26, in both 2006 and 2012, occupational and technical instruction was selected by the majority of program completers. The second highest percentage of program completers was in baccalaureate/transfer programs, but this number declined from 30.6% in 2000 to 26.7% in 2012. Third highest is English as a second language which declined from 10.2% in 2000 to 5.4% in 2012.

**Figure 26. Program Completers by Program Classification Structure at Enrollment
2000, 2006, 2012**



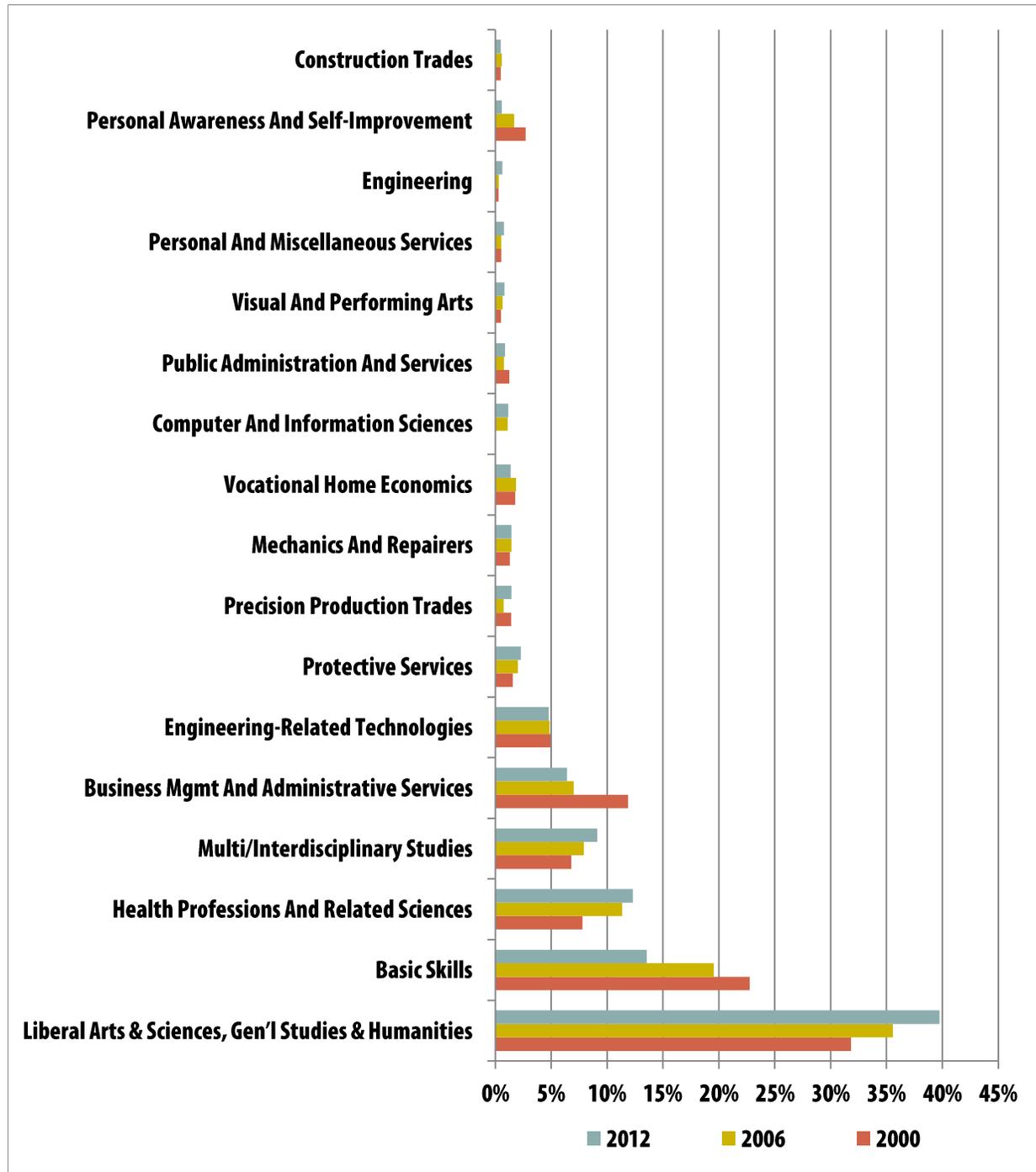
12. Instructional Program.

Using the national CIP (Classification of Instructional Programs) typology at the two-digit level, students enrolling in an Illinois community college may select from 35 programs of instruction. Overall, the general pattern of enrollments remained stable from 2000 to 2012. Five broad CIPs stand out as representing 81% of enrollments in all three years evaluated:

- Liberal Arts and Sciences, General Studies and Humanities
- Basic Skills
- Business Management and Administrative Services
- Health Professions and Related Sciences
- Multi/Interdisciplinary Studies

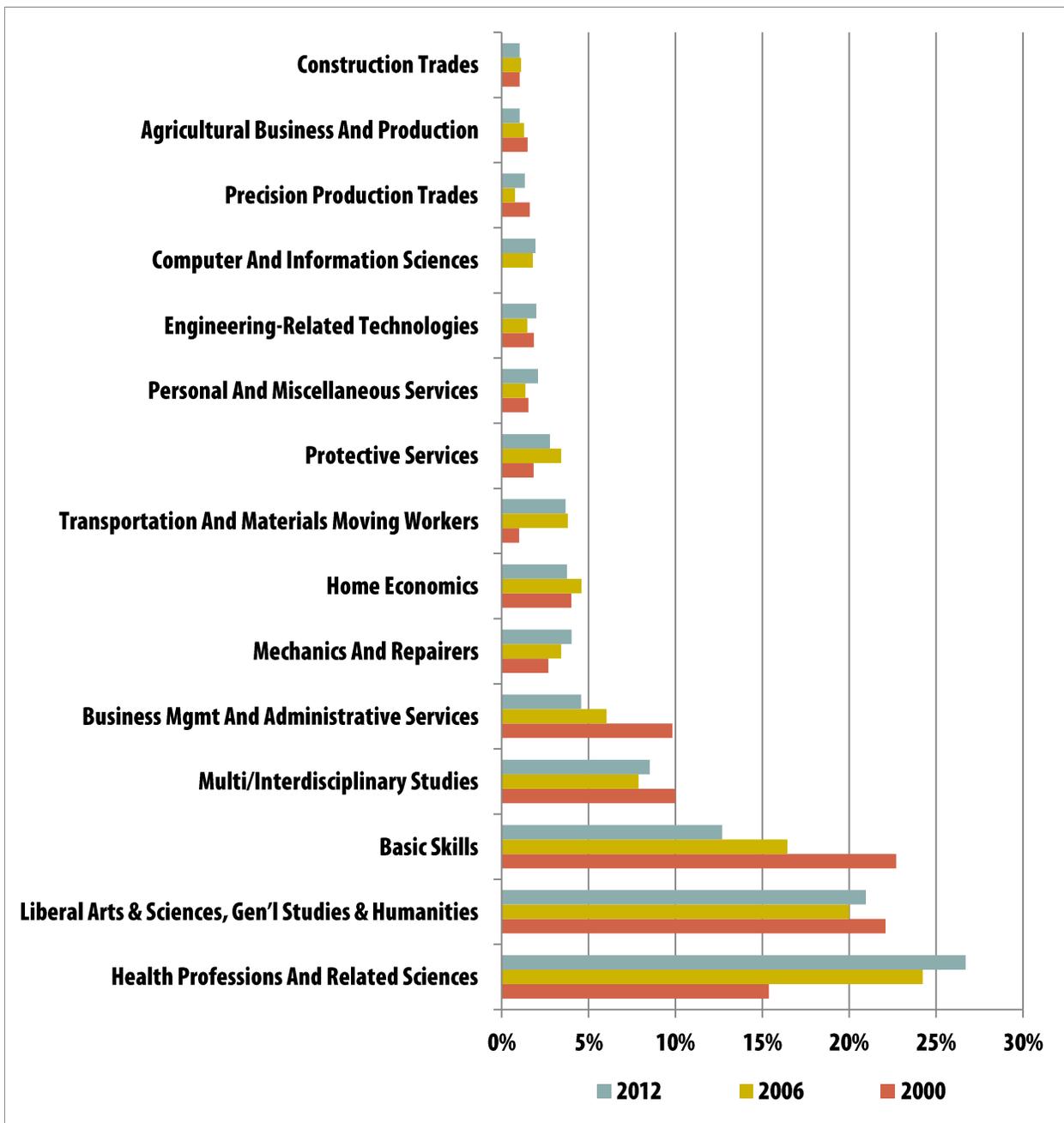
As portrayed in Figure 27, the most significant changes were increases in the percentage of students enrolling in Liberal Arts and Sciences, General Studies and Humanities (31.8% in 2000 to 39.7% in 2012) and Health-related professions (7.8% to 12.3%). There were declines in Basic Skills (22.8% to 13.6%) and in Business-related (11.9% to 6.4%) enrollments.

**Figure 27. Program Enrollments by Classification of Instructional Program at Enrollment
2000, 2006, 2012**



Completer data reveal the same top five CIPs but the rank order differs. Basic Skills had the largest percentage of completers in 2000 at 22.7% but was eclipsed by Health Professions and Related Sciences in 2012 at 26.7%. Liberal Arts and Sciences programs saw a slight decrease from 22.1% to 20% and Transportation and Materials Moving increased strongly from 1.0% to 3.7% of all completers in 2012. Programs with the largest decreases in their percentage of all completers included Basic Skills and Business Management and Administrative Services. Figure 28 displays these data.

**Figure 28. Program Completers by Classification of Instructional Program at Enrollment
2000, 2006, 2012**



13. Veteran Status.

Veteran enrollment at Illinois community colleges is growing. In 2000, 8,323 students identified themselves as veterans – about 1.2% of total enrollees. This number grew to 11,102 (1.6%) in 2006, and grew again by 2012, when 13,225 veterans made up 1.8% of total enrollment.

Veterans make up an even larger percentage of completers. In 2000, 1.5% of completers (622) reported veteran status. Veterans made up 2% of 2006 completers (1,069) and 2.5% of 2012 completers (1,643).

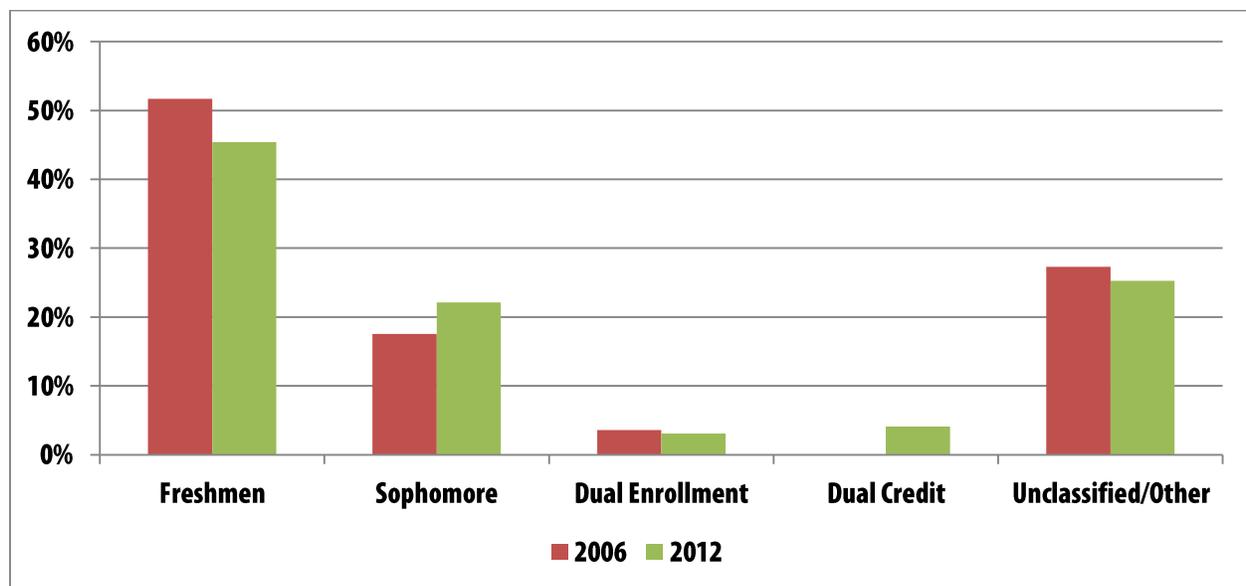
14. Online Status.

In 2006, 49,517 Illinois community college students took at least one online course for credit. That was 7.3% of the total annual headcount. Over the next six years, online students almost doubled. By 2012, 105,536 students took at least one online class for credit, about 14.8% of total students.

15. Student Level Status.

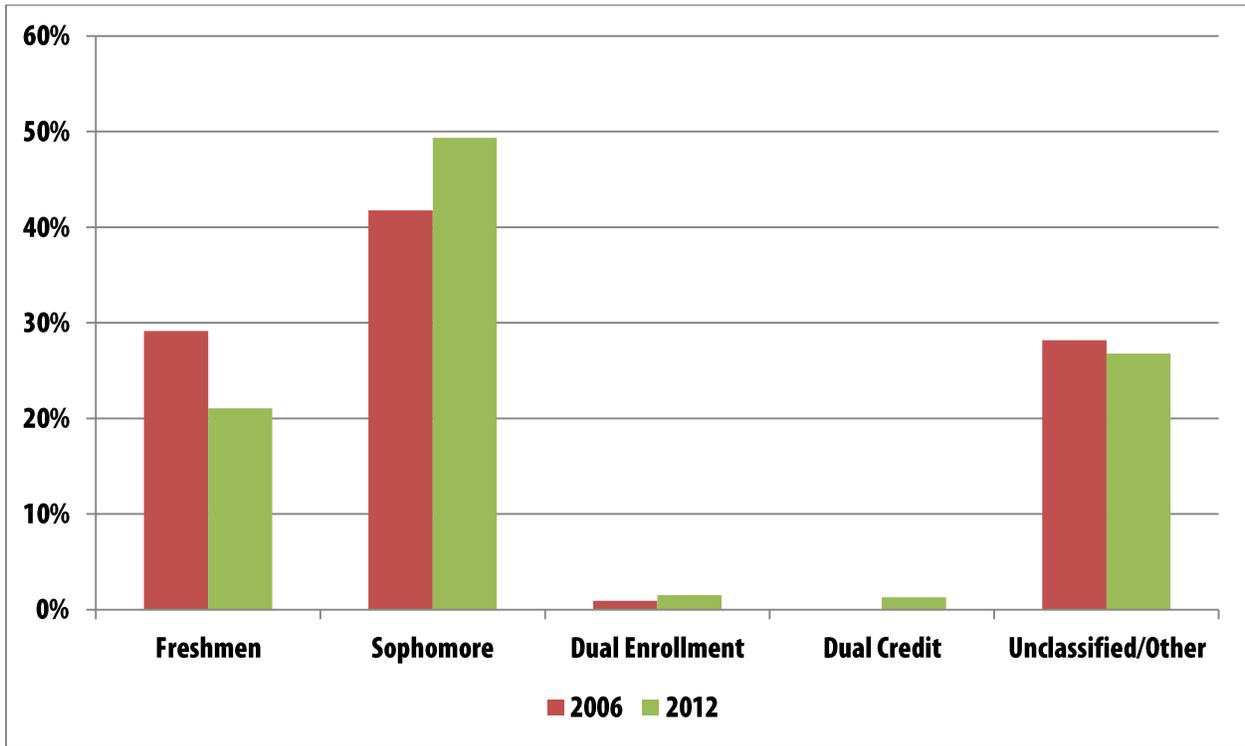
Dual credit students are high school students that are receiving both high school and college credit for courses they complete at an Illinois community college. Dual enrollment students are high school students that receive college credit but not high school credit for courses they complete. Dual enrollment students made up between 3% and 4% of enrollees (Figure 29). Freshmen make up the largest group of Illinois community college enrollees. Sophomores grew as a portion of total enrollment between 2006 and 2012 (data were not collected in 2000). Dual credit enrollments were only tracked in more recent years so there is not an earlier year to compare this to. These students made up just over 4 percent of enrollments in 2012.

**Figure 29. Program Enrollments by Student Level
2006 and 2012**



Sophomores make up the largest groups of completers, growing from 41.7% in 2006 to 49.3% in 2012 (Figure 30). Dual enrollment students made up less than 1% of completers in 2006. Dual enrollment and dual credit students each made up about 1.5% of completers in 2012.

**Figure 30. Program Completers by Student Level
2006 and 2012**



DATA LIMITATIONS AND POTENTIAL FUTURE ENHANCEMENTS

Throughout the study, the source of community college student employment and earnings data is the Unemployment Insurance (UI) wage record data reported by Illinois employers for each of their employees. UI wage record data are collected on a quarterly basis by the Illinois Department of Employment Security (IDES). While the matching of ICCB student records and IDES UI wage record data grounds the analysis in empirical evidence it also provides some limitations. Several categories of workers are not included in the UI dataset used for this analysis.

Employees not included in the UI dataset include self-employed individuals, agricultural workers on small farms, railroad workers, and federal workers. The last group, federal workers, is likely the most significant exclusion from the data. Statewide, federal workers make up about 1.5% of total employment. However, the percentage is significantly higher in some districts.

Individual earnings are reported based on the location of the employer. Thus, workers earning income in other states are not reported to the Illinois UI system, even if the worker resides in Illinois. This has the potential to impact the earnings outcomes for individual districts along the border. This impact is likely significantly more important in border districts adjacent to major out of state employment centers such as St. Louis, MO, Davenport/ Bettendorf, IA, Kenosha/Racine, WI, and Terre Haute, IN.

These limitations have the potential of skewing the earnings outcomes. If a student was employed in Illinois prior to entering the community college system, but became employed in another state (or in one of the excluded employment categories), the data would show that they had no post-completion earnings. A worker in this situation may be counted as having a negative pre to post completion earnings gain when in fact they may have experienced a significant earnings increase.

Additionally, wage records were only supplied by IDES for individuals who had attended an Illinois community college. This limited the analysis to a comparison of individual earnings before entering a college and after completions. A preferred approach would have been to compare earnings outcomes of college attendees to similar individuals that had not attended a community college. However, the data were not available to perform this analysis.

Finally, the approach employed to analyze student outcomes also has limitations. Earnings gains were calculated by comparing an individual's earnings in the four quarters prior to earnings their first community college credits to their earnings in the four quarters after completion. Students that were in high school prior to entering a college (or even as they entered a college) would have limited earning potential prior to entrance. Likewise, students that enrolled in a four year college after graduation would have limited earnings potential in

the year immediately following completion. Data were not available to identify students that transferred to another school after completing a program.

The next iteration of the Economic Impact Study will look to utilize additional data sources to enhance the study. IDES currently participates as a member of the Wage Record Interchange System (WRIS). WRIS facilitates the exchange of wage data among participating states for the purpose of assessing and reporting on state and local employment and training performance. If given permission to access WRIS data, ICCB and NIU CGS could more effectively track Illinois community college student employment in border states. The use of National Student Clearinghouse (NSC) data will also be investigated by ICCB and NIU CGS. NSC is the nation's trusted source for student-level enrollment and degree verification. By matching ICCB student records to NCS student-level data, students continuing to persist in higher education after exiting an Illinois community college (such as baccalaureate/transfer students) could be excluded from certain economic student outcomes.

GLOSSARY

Completer. A student who has completed a degree or certificate program of study.

Direct Impacts (Direct Effect). The set of expenditures (college purchases and payrolls) or employment applied to the economic model for impact analysis.

Enrollments. Students who took one or more courses in a given year.

Exiter. A student that exits the community college system. Can be a *completer* or *non-completer*.

Indirect Impact (Indirect Effect). The impacts derived as additional effects caused by industries purchasing from other industries. In the case of community colleges, these might occur through local purchases of goods such as office supplies and services such as consulting or auditing services.

Induced Impacts (Indirect Effect). The impacts derived from college employees spending their income in the local economy. For the purposes of this report, induced impact are added to indirect impacts and reported as a single figure labeled indirect impacts.

Internal Rate of Return (IRR). The average annual return earned through the life of an investment. (Source: BusinessDictionary.com)

Net Present Value (NPV). The difference between the present value of the future cash flows from an investment and the amount of investment. Present value of the expected cash flows is computed by discounting them at the required rate of return. (Source: BusinessDictionary.com)

Net price of attending school. Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state), books and supplies, and the weighted average for room and board and other expenses. (Source: College Navigator, National Center for Education Statistics)

Non-completer. A student who exits the community college system without completing a degree or certificate program of study.

Total Impacts. The sum of the *direct*, *indirect* and *induced* impacts.

Value added. Gross value added is the value of output less the value of intermediate consumption; it is a measure of the contribution to GDP made by an individual producer, industry or sector. It equals gross output (sales or receipts and other operating income, plus inventory change) minus intermediate inputs (consumption of goods and services purchased from other industries or imported). Value added consists of compensation of employees, taxes on production and imports less subsidies, and gross operating surplus (profits). (Source: IMPLAN)

DATA SOURCES

Illinois Department of Employment Security. Unemployment Insurance (UI) Wage Data Records.

Illinois Community College Board Centralized Data System.

- ICCB Annual Enrollment and Completion (A1) Data Records
- ICCB Faculty, Staff and Salary (C1/C2) Data Records
- ICCB College Financial Submissions

IMPLAN Economic Impact Modeling System (Input-Output)

National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS).

Illinois Community College Board

2014 ENROLLMENT REPORT

Overall, Illinois Community College System opening Fall 2014 enrollments are down compared to last fall. These opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. Fall 2014 enrollments show a decrease in headcount (-4.0 percent) and a decrease in the number of Full-time Equivalent (-4.8 percent) enrollments compared to last year. The Illinois Community College System experienced record-level Fall enrollments in recent years with peak headcount enrollment in Fall 2009.

Systemwide, 337,433 students enrolled at Illinois Community Colleges in credit coursework in Fall 2014. The number of students enrolling in credit courses at Illinois community colleges as of the end of regular registration for Fall 2014 is 14,137 less than in Fall 2013. Prior to the student population spike in Fall 2009, the Fall 2008 headcount enrollments were at 357,157. The most similar headcount enrollments to Fall 2014 over the last fifteen years occurred in Fall 2000 (N = 340,101), Fall 2001 (N = 339,002), and Fall 2007 (N = 347,277).

The FTE enrollment was 195,145 in Fall 2014. Statewide FTE enrollments are down the equivalent of 9,858 full-time students (FTE -4.8 percent) from Fall 2013. Fall 2014 FTE enrollments are at the lowest level since Fall 2002 (N = 193,485).

Fall 2014 preliminary counts derive from the web-based ICCB Fall 2014 Enrollment Survey. Results are verified as the detailed student-level ICCB Fall Enrollment (E1) data submissions are finalized. The report is available on the ICCB website under the Fall Enrollment Reports subsection <http://www.iccb.org/reports.students.html>.

ILLINOIS COMMUNITY COLLEGE BOARD

FALL 2014 OPENING ENROLLMENT SURVEY RESULTS

Statewide Results. Overall, Illinois Community College System opening Fall 2014 enrollments are down compared to last fall. These opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. Fall 2014 enrollments show a decrease in headcount (-4.0 percent) and a decrease in the number of Full-time Equivalent (-4.8 percent) enrollments compared to last year. The Illinois Community College System experienced record-level Fall enrollments in recent years with peak headcount enrollment in Fall 2009.

Systemwide, 337,433 students enrolled at Illinois Community Colleges in credit coursework in Fall 2014. The number of students enrolling in credit courses at Illinois community colleges as of the end of regular registration for Fall 2014 is 14,137 less than in Fall 2013.

Table 1 provides system wide comparative fall census enrollment counts for the last five years. Statewide opening headcount enrollments and Full-time Equivalent (FTE) enrollments decreased for the fourth consecutive year. Prior to the student population spike in Fall 2009, the Fall 2008 headcount enrollments were at 357,157 while Fall 2008 FTE enrollments were at 204,066. The most similar enrollments to Fall 2014 over the last fifteen years occurred in Fall 2000 (N = 340,101), Fall 2001 (N = 339,002), and Fall 2007 (N = 347,277). Fall FTE enrollments are at their lowest level since Fall 2002 (N = 193,485).

Table 1
SUMMARY OF OPENING FALL ENROLLMENT IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2010 TO 2014

	2010	2011	2012	2013	2014
Headcount	379,736	372,566	358,562	351,570	337,433
Percent Change	-1.1%	-1.9%	-3.8%	-2.0%	-4.0%
FTE	224,676	217,674	208,508	205,003	195,145
Percent Change	0.3%	-3.1%	-4.2%	-1.7%	-4.8%

Community colleges educate and train many part-time students. FTE figures reflect the total number of credit hours being taken by students divided by 15, which is the number of semester hours traditionally considered a full-time class load. The FTE enrollment was 195,145 in Fall 2014. Statewide FTE enrollments are down the equivalent of 9,858 full-time students (FTE -4.8 percent) from Fall 2013. While the latest Fall FTE enrollments are the lowest of the past five years, they are at the twelfth highest level recorded.

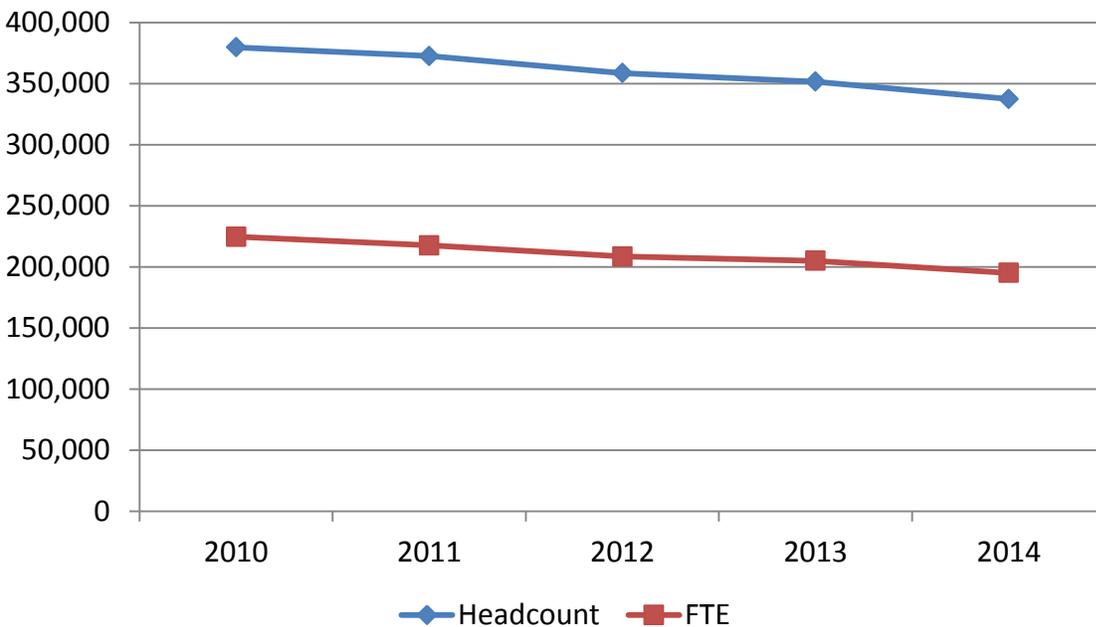


Figure 1: Opening Fall Headcount and FTE Enrollment, 2010-2014

These opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. These preliminary counts are from the web-based Fall 2014 Enrollment Survey. Results are verified as the detailed Fall Enrollment (E1) data submissions are finalized.

Results by College. The externally attached Table 2 provides comparative information by college for Fall 2010 through 2014 headcount enrollments. A one-year comparison between Fall 2013 and Fall 2014 among the 48 community colleges shows that there are four colleges with enrollment decreases for every college that reported an enrollment gain. Thirty-five colleges reported headcount decreases of one percent or more. Eight colleges exhibited headcount enrollment increases of one percent or above. The remaining five colleges experienced little or no change (less than one percent).

The externally attached Table 3 provides college level comparative data on FTE enrollments for the most recent five-year period. Over the past year, FTE decreases are posted by 38 colleges, and 4 colleges reported increases. Six colleges experienced little or no change in FTE.

Students in Correctional Facilities. Four Illinois community colleges furnished instructional services to correctional facilities during the Fall semester of both 2013 and 2014. The externally attached Table 4 provides a comparison of correctional and non-correctional 2013 and 2014 Fall headcount enrollment for each community college. In the latest data, there are 1,344 students in correctional facilities, which accounts for 0.4 percent of the statewide headcount. Proportionately this was similar to Fall 2013. An examination of only student enrollments in correctional facilities reveals a headcount increase of 20.9 percent (N = +232). **Non**-correctional headcount enrollment decreased (-4.1 percent, N = -14,369) from Fall 2013 to Fall 2014.

The externally attached Table 5 shows a comparison of FTE enrollment – correctional and non-correctional students – for Fall 2013 and Fall 2014 by community college. Students in correctional facilities accounted for 0.2 percent (N = 440) of the overall FTE enrollment in Fall 2014 which is proportionately similar to Fall 2013 (0.2 percent). An examination of only student enrollments in correctional facilities shows that incarcerated student FTE increased from last year (3.9 percent or N = +16 FTE) while the enrollment declined in **non**-correctional population enrollments (-4.8 percent or N = -9,874 FTE).

Online Enrollment by College. Online instruction is an important part of the delivery of instructional programs in the community college system. Fall 2014 is the seventh year that online enrollments have been reported from all colleges in the Opening Fall Enrollment Survey. The externally attached Tables 6 and 7 provide unduplicated and duplicated headcount online enrollment for Fall 2010 through Fall 2014. There are 93,338 duplicated online enrollments and 65,197 unduplicated online enrollments for Fall 2014. Duplicated online headcount enrollments decreased 4.6 percent (-4,503) from Fall 2013. However, Fall 2014 unduplicated online enrollments increased 5.7 percent with 3,503 more students than Fall 2013. Based on unduplicated beginning of term counts, in Fall 2014 online headcount enrollments (unduplicated) accounted for 19.3 percent of overall headcount enrollments which is an increase from last year (17.5 percent).

Table 8 provides opening online FTE enrollments for Fall 2010 through Fall 2014. There are 19,412 online FTE enrollments in Fall 2014, which is a slight increase over Fall 2013 (+0.2 percent or +45 FTE). In Fall 2014, online FTE enrollments accounted for 9.9 percent of overall opening FTE enrollments, which is a slight increase from Fall 2013 (9.4 percent).

The Fall 2014 online unduplicated headcount is 4.7 percent above its corresponding 5-

year average (N = 62,272). The Fall 2014 online duplicated headcount is below its 5-year average (-1.1%; N = 94,348). The online FTE for Fall 2014 is slightly above its 5-year average (N = 19,251).

Additional Background. Fall opening enrollment information for credit-generating students are recorded by the colleges at the end of the regular fall registration period, which is typically the 10th day of class. Opening fall enrollment data are gathered from postsecondary institutions nationwide. Historically, these counts provide a "snapshot" of opening fall term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., modules, other intensive late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data.

Illinois Community College Board

Table 2

**COMPARISON OF FINAL FALL 2010 - 2013 OPENING HEADCOUNT ENROLLMENT
WITH FALL 2014 PRELIMINARY OPENING ENROLLMENT**

Dist. No.	District/College	Fall 2010 Headcount	Fall 2011 Headcount	Fall 2012 Headcount	Fall 2013 Headcount	Fall 2014 Headcount	% Change 2010-2014	% Change 2013-2014
503	Black Hawk	6,677	6,403	6,360	6,574	6,307	-5.5 %	-4.1 %
508	Chicago	(62,893)	(61,272)	(60,508) *	(60,860) *	(57,184)	(-9.1)	(-6.0)
06	Daley	8,965	8,250	9,410	9,384 *	8,914	-0.6	-5.0
01	Kennedy-King	6,366	6,241	6,234 *	5,860	5,313	-16.5	-9.3
03	Malcolm X	8,366	7,776	6,523 *	6,842	6,245	-25.4	-8.7
05	Olive-Harvey	4,868	4,617	5,001	5,298 *	4,572	-6.1	-13.7
04	Truman	12,947	12,702	11,925	11,800	10,601	-18.1	-10.2
02	Washington	8,721	9,013	8,947	9,036 *	9,392	7.7	3.9
07	Wilbur-Wright	12,660	12,673	12,468 *	12,640 *	12,147	-4.1	-3.9
507	Danville	3,713	4,447 *	4,227 *	4,035 *	3,312	-10.8	-17.9
502	DuPage	26,722	26,209	26,156	28,627	29,476	10.3	3.0
509	Elgin	12,214 *	11,811 *	11,554	11,285	10,937	-10.5	-3.1
512	Harper	16,060	16,007 *	14,706 *	14,830 *	14,957	-6.9	0.9
540	Heartland	5,459 *	5,610 *	5,456	5,215	5,286	-3.2	1.4
519	Highland	2,419	2,222 *	2,064 *	2,031	1,730	-28.5	-14.8
514	Illinois Central	13,078	12,283 *	11,125	10,770	10,296	-21.3	-4.4
529	Illinois Eastern	(10,420)	(10,240)	(9,835)	(9,148)	(8,887)	(-14.7)	(-2.9)
04	Frontier	2,171	2,194	2,597	2,194	2,218	2.2	1.1
01	Lincoln Trail	1,062	1,066	1,055	972	1,031	-2.9	6.1
02	Olney Central	1,603	1,524	1,477	1,470	1,398	-12.8	-4.9
03	Wabash Valley	5,584	5,456	4,706	4,512	4,240	-24.1	-6.0
513	Illinois Valley	4,507	4,355	3,944	3,705	3,525	-21.8	-4.9
525	Joliet	15,676	15,322	15,589	16,869 *	15,776	0.6	-6.5
520	Kankakee	4,688	4,419 *	3,913 *	3,825	3,378	-27.9	-11.7
501	Kaskaskia	5,391	5,286	5,104	5,258	4,906	-9.0	-6.7
523	Kishwaukee	4,989 *	5,099 *	4,921	4,717	4,475	-10.3	-5.1
532	Lake County	18,091	17,389	17,577	17,685	15,410	-14.8	-12.9
517	Lake Land	8,234 *	8,867	6,818 **	6,351 *	6,233	-24.3	-1.9
536	Lewis & Clark	8,406	8,451	8,483	8,520	8,060	-4.1	-5.4

Illinois Community College Board
Table 2
(Continued)
COMPARISON OF FINAL FALL 2010 - 2013 OPENING HEADCOUNT ENROLLMENT
WITH FALL 2014 PRELIMINARY OPENING ENROLLMENT

Dist. No.	District/College	Fall 2010 Headcount	Fall 2011 Headcount	Fall 2012 Headcount	Fall 2013 Headcount	Fall 2014 Headcount	% Change 2010-2014	% Change 2013-2014
526	Lincoln Land	7,602	7,337	7,193	7,020	7,006	-7.8 %	-0.2 %
530	Logan	7,431 *	7,294	7,437	7,150	6,718	-9.6	-6.0
528	McHenry	7,392	7,104	6,976 *	7,023	6,557	-11.3	-6.6
524	Moraine Valley	17,387	18,169	16,650	16,106	15,286	-12.1	-5.1
527	Morton	5,459	5,321	5,088 *	4,886	4,653	-14.8	-4.8
535	Oakton	11,837	11,175	11,402	10,866 *	10,590	-10.5	-2.5
505	Parkland	9,715	9,368	8,679	8,437	8,443	-13.1	0.1
515	Prairie State	5,791	5,697	5,416	5,064	4,572	-21.0	-9.7
521	Rend Lake	5,379 *	4,943 *	3,815	2,714 *	2,913	-45.8	7.3
537	Richland	3,807	3,632	3,272 *	3,340	3,369	-11.5	0.9
511	Rock Valley	8,849	8,628	8,312	8,150	7,737	-12.6	-5.1
518	Sandburg	2,538	2,383	2,460	2,328	2,200	-13.3	-5.5
506	Sauk Valley	2,491	2,504	2,230	2,220	2,211	-11.2	-0.4
531	Shawnee	2,359	2,209	2,085 *	1,834	1,799	-23.7	-1.9
510	South Suburban	6,397 *	6,717 *	6,043 *	5,212 *	4,514	-29.4	-13.4
533	Southeastern	2,356	2,138 *	2,087	1,930	1,834	-22.2	-5.0
522	Southwestern	13,221	12,779	11,938	11,332	10,545	-20.2	-6.9
534	Spoon River	1,906	1,966	1,883	1,784	1,667	-12.5	-6.6
504	Triton	15,253	14,403	13,938	11,225	11,880	-22.1	5.8
516	Waubensee	10,428 *	10,717 *	11,146 *	10,721 *	10,904	4.6	1.7
539	Wood	2,501 *	2,390	2,172	1,923	1,900	-24.0	-1.2
TOTALS/AVERAGES		379,736	372,566	358,562	351,570	337,433	-11.1 %	-4.0 %

*Revised

** Decrease at Lake Land College due to change in registration process for DOC students.

SOURCE OF DATA: Fall Enrollment (E1) Data Submission and Fall Enrollment Survey

Illinois Community College Board
Table 3
COMPARISON OF FINAL FALL 2010 - 2013 OPENING FTE ENROLLMENT
WITH FALL 2014 PRELIMINARY OPENING FTE ENROLLMENT

Dist. No.	District/College	Fall 2010 FTE	Fall 2011 FTE	Fall 2012 FTE	Fall 2013 FTE	Fall 2014 FTE	% Change 2010-2014	% Change 2013-2014
503	Black Hawk	4,031	3,872	3,761	3,902	3,635	-9.8 %	-6.8 %
508	Chicago	(39,934) *	(39,350)	(37,588) *	(38,054) *	(35,173)	(-11.9)	(-7.6)
06	Daley	5,613	5,280	5,843	6,011 *	5,364	-4.4	-10.8
01	Kennedy-King	4,271	4,300	4,251 *	3,991	3,412	-20.1	-14.5
03	Malcolm X	5,567	5,318	4,061 *	4,329	3,982	-28.5	-8.0
05	Olive-Harvey	3,408	3,265	3,229	3,060	2,712	-20.4	-11.4
04	Truman	7,782	7,650	6,528	6,449	5,808	-25.4	-9.9
02	Washington	5,683	5,867	6,194	6,549 *	6,680	17.6	2.0
07	Wilbur-Wright	7,611	7,670	7,482	7,665	7,215	-5.2	-5.9
507	Danville	2,266 *	2,106 *	1,857 *	1,789 *	1,691	-25.4	-5.5
502	DuPage	15,902	15,175	15,397	16,565	16,858	6.0	1.8
509	Elgin	7,009	6,862 *	6,757	6,675 *	6,396	-8.7	-4.2
512	Harper	9,765	9,513 *	8,639 *	8,721 *	8,692	-11.0	-0.3
540	Heartland	3,508 *	3,632 *	3,459	3,319	3,237	-7.7	-2.5
519	Highland	1,645	1,481 *	1,348 *	1,343	1,182	-28.2	-12.0
514	Illinois Central	7,763	7,193 *	6,451	6,189 *	5,862	-24.5	-5.3
529	Illinois Eastern	(3,846) *	(3,731)	(3,548) *	(3,334)	(3,267)	(-15.1)	(-2.0)
04	Frontier	630	604	656	535	539	-14.4	0.7
01	Lincoln Trail	694	713	661	646	655	-5.6	1.5
02	Olney Central	1,088	995	958 *	960	910	-16.3	-5.2
03	Wabash Valley	1,435	1,419	1,274	1,193	1,163	-18.9	-2.5
513	Illinois Valley	2,890	2,698 *	2,419	2,268	2,169	-25.0	-4.4
525	Joliet	9,801 *	9,617	9,431	9,636 *	9,020	-8.0	-6.4
520	Kankakee	2,767 *	2,714	2,404 *	2,315	2,014	-27.2	-13.0
501	Kaskaskia	3,176	3,005	2,981	2,924	2,637	-17.0	-9.8
523	Kishwaukee	3,275 *	3,292 *	3,126	3,064	2,800	-14.5	-8.6
532	Lake County	9,975	9,498	9,551	9,463	8,422	-15.6	-11.0
517	Lake Land	4,990	4,996	3,949 **	3,841 *	3,590	-28.1	-6.5
536	Lewis & Clark	4,598	4,457	4,315	4,348	4,150	-9.7	-4.6

Illinois Community College Board
Table 3
(Continued)
COMPARISON OF FINAL FALL 2010 - 2013 OPENING FTE ENROLLMENT
WITH FALL 2014 PRELIMINARY OPENING FTE ENROLLMENT

Dist. No.	District/College	Fall 2010 FTE	Fall 2011 FTE	Fall 2012 FTE	Fall 2013 FTE	Fall 2014 FTE	% Change 2010-2014	% Change 2013-2014
526	Lincoln Land	4,880	4,630	4,555	4,453	4,323	-11.4	-2.9 %
530	Logan	3,567	3,200	3,347	3,081	3,052	-14.4	-0.9
528	McHenry	4,261	3,988 *	4,168 *	4,171	3,880	-8.9	-7.0
524	Moraine Valley	10,846	10,680	10,226	9,965	9,651	-11.0	-3.2
527	Morton	2,935	2,957	2,712 *	2,723	2,585	-11.9	-5.1
535	Oakton	6,307	5,978 *	5,971	5,753 *	5,668	-10.1	-1.5
505	Parkland	5,607	5,501	5,501	5,057	5,101	-9.0	0.9
515	Prairie State	3,557	3,496	3,249	3,109	2,811	-21.0	-9.6
521	Rend Lake	2,705 *	2,475 *	2,216 *	1,887 *	1,768	-34.6	-6.3
537	Richland	2,154 *	2,035	1,817	1,847	1,801	-16.4	-2.5
511	Rock Valley	5,695	5,428	5,240	5,245	4,940	-13.3	-5.8
518	Sandburg	1,643	1,537	1,580	1,498	1,416	-13.8	-5.5
506	Sauk Valley	1,668	1,577	1,470	1,413	1,379	-17.3	-2.4
531	Shawnee	1,455	1,315	1,040 *	1,098	1,075	-26.1	-2.1
510	South Suburban	3,509 *	4,018 *	3,616 *	3,228 *	2,734	-22.1	-15.3
533	Southeastern	1,240	1,147 *	1,141	1,091	1,024	-17.4	-6.2
522	Southwestern	8,215	7,896	7,437	7,261	6,792	-17.3	-6.5
534	Spoon River	1,180	1,138 *	1,067 *	982 *	987	-16.4	0.5
504	Triton	8,440 *	7,946 *	7,650 *	6,304	6,379	-24.4	1.2
516	Waubensee	5,961	5,925	6,032 *	5,761 *	5,671	-4.9	-1.6
539	Wood	1,706	1,618	1,490	1,325	1,313	-23.0	-0.9
TOTALS/AVERAGES		224,676	217,674	208,508	205,003	195,145	-13.1 %	-4.8 %

*Revised

** Decrease at Lake Land College due to change in registration process for DOC students.

SOURCE OF DATA: Fall Enrollment (E1) Data Submission and Fall Enrollment Survey

Illinois Community College Board

Table 4

**SUMMARY COMPARISON OF CORRECTIONAL AND NONCORRECTIONAL OPENING HEADCOUNT ENROLLMENT
FALL 2013 - PRELIMINARY FALL 2014**

Dist. No.	District/College	Noncorrectional Headcount			Correctional Headcount			Total Headcount		
		Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change
503	Black Hawk	6,574	6,307	-4.1 %	0	0	---- %	6,574	6,307	-4.1 %
508	Chicago	(60,860)	(57,184)	(-6.0)	(0)	(0)	(----)	(60,860) *	(57,184)	(-6.0)
06	Daley	9,384	8,914	-5.0	0	0	----	9,384 *	8,914	-5.0
01	Kennedy-King	5,860	5,313	-9.3	0	0	----	5,860	5,313	-9.3
03	Malcolm X	6,842	6,245	-8.7	0	0	----	6,842	6,245	-8.7
05	Olive-Harvey	5,298	4,572	-13.7	0	0	----	5,298 *	4,572	-13.7
04	Truman	11,800	10,601	-10.2	0	0	----	11,800	10,601	-10.2
02	Washington	9,036	9,392	3.9	0	0	----	9,036 *	9,392	3.9
07	Wilbur-Wright	12,640	12,147	-3.9	0	0	----	12,640 *	12,147	-3.9
507	Danville	3,800	3,081	-18.9	235	231	-1.7	4,035 *	3,312	-17.9
502	DuPage	28,627	29,476	3.0	0	0	----	28,627	29,476	3.0
509	Elgin	11,285	10,937	-3.1	0	0	----	11,285	10,937	-3.1
512	Harper	14,830	14,957	0.9	0	0	----	14,830 *	14,957	0.9
540	Heartland	5,215	5,286	1.4	0	0	----	5,215	5,286	1.4
519	Highland	2,031	1,730	-14.8	0	0	----	2,031	1,730	-14.8
514	Illinois Central	10,770	10,296	-4.4	0	0	----	10,770	10,296	-4.4
529	Illinois Eastern	(9,148)	(8,887)	(-2.9)	(0)	(0)	(----)	(9,148)	(8,887)	(-2.9)
04	Frontier	2,194	2,218	1.1	0	0	----	2,194	2,218	1.1
01	Lincoln Trail	972	1,031	6.1	0	0	----	972	1,031	6.1
02	Olney Central	1,470	1,398	-4.9	0	0	----	1,470	1,398	-4.9
03	Wabash Valley	4,512	4,240	-6.0	0	0	----	4,512	4,240	-6.0
513	Illinois Valley	3,705	3,525	-4.9	0	0	----	3,705	3,525	-4.9
525	Joliet	16,869	15,776	-6.5	0	0	----	16,869 *	15,776	-6.5
520	Kankakee	3,825	3,378	-11.7	0	0	----	3,825	3,378	-11.7
501	Kaskaskia	5,020	4,684	-6.7	238	222	-6.7	5,258	4,906	-6.7
523	Kishwaukee	4,717	4,475	-5.1	0	0	----	4,717	4,475	-5.1
532	Lake County	17,685	15,410	-12.9	0	0	----	17,685	15,410	-12.9
517	Lake Land	5,939	5,593	-5.8	412	640	55.3	6,351 *	6,233	-1.9
536	Lewis & Clark	8,520	8,060	-5.4	0	0	----	8,520	8,060	-5.4

Illinois Community College Board

Table 4

(Continued)

**SUMMARY COMPARISON OF CORRECTIONAL AND NONCORRECTIONAL OPENING HEADCOUNT ENROLLMENT
FALL 2013 - PRELIMINARY FALL 2014**

Dist. No.	District/College	Noncorrectional Headcount			Correctional Headcount			Total Headcount		
		Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change
526	Lincoln Land	7,020	7,006	-0.2 %	0	0	----	7,020	7,006	-0.2 %
530	Logan	7,150	6,718	-6.0	0	0	----	7,150	6,718	-6.0
528	McHenry	7,023	6,557	-6.6	0	0	----	7,023	6,557	-6.6
524	Moraine Valley	16,106	15,286	-5.1	0	0	----	16,106	15,286	-5.1
527	Morton	4,886	4,653	-4.8	0	0	----	4,886	4,653	-4.8
535	Oakton	10,866	10,590	-2.5	0	0	----	10,866 *	10,590	-2.5
505	Parkland	8,437	8,443	0.1	0	0	----	8,437	8,443	0.1
515	Prairie State	5,064	4,572	-9.7	0	0	----	5,064	4,572	-9.7
521	Rend Lake	2,714	2,913	7.3	0	0	----	2,714 *	2,913	7.3
537	Richland	3,113	3,118	0.2	227	251	10.6	3,340	3,369	0.9
511	Rock Valley	8,150	7,737	-5.1	0	0	----	8,150	7,737	-5.1
518	Sandburg	2,328	2,200	-5.5	0	0	----	2,328	2,200	-5.5
506	Sauk Valley	2,220	2,211	-0.4	0	0	----	2,220	2,211	-0.4
531	Shawnee	1,834	1,799	-1.9	0	0	----	1,834	1,799	-1.9
510	South Suburban	5,212	4,514	-13.4	0	0	----	5,212 *	4,514	-13.4
533	Southeastern	1,930	1,834	-5.0	0	0	----	1,930	1,834	-5.0
522	Southwestern	11,332	10,545	-6.9	0	0	----	11,332	10,545	-6.9
534	Spoon River	1,784	1,667	-6.6	0	0	----	1,784	1,667	-6.6
504	Triton	11,225	11,880	5.8	0	0	----	11,225	11,880	5.8
516	Waubensee	10,721	10,904	1.7	0	0	----	10,721 *	10,904	1.7
539	Wood	1,923	1,900	-1.2	0	0	----	1,923	1,900	-1.2
TOTALS/AVERAGES		350,458	336,089	-4.1 %	1,112	1,344	20.9 %	351,570	337,433	-4.0 %

*Revised

SOURCE OF DATA: Fall Enrollment Surveys

Illinois Community College Board

Table 5

**SUMMARY COMPARISON OF CORRECTIONAL AND NONCORRECTIONAL OPENING FTE ENROLLMENT
FALL 2013 - PRELIMINARY FALL 2014**

Dist. No.	District/College	Noncorrectional FTE			Correctional FTE			Total FTE		
		Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change
503	Black Hawk	3,902	3,635	-6.8 %	0	0	---- %	3,902	3,635	-6.8 %
508	Chicago	(38,054)	(35,173)	(-7.6)	(0)	(0)	(----)	(38,054) *	(35,173)	(-7.6)
06	Daley	6,011	5,364	-10.8	0	0	----	6,011 *	5,364	-10.8
01	Kennedy-King	3,991	3,412	-14.5	0	0	----	3,991	3,412	-14.5
03	Malcolm X	4,329	3,982	-8.0	0	0	----	4,329	3,982	-8.0
05	Olive-Harvey	3,060	2,712	-11.4	0	0	----	3,060	2,712	-11.4
04	Truman	6,449	5,808	-9.9	0	0	----	6,449	5,808	-9.9
02	Washington	6,549	6,680	2.0	0	0	----	6,549 *	6,680	2.0
07	Wilbur-Wright	7,665	7,215	-5.9	0	0	----	7,665	7,215	-5.9
507	Danville	1,722	1,598	-7.2	67	93	38.8	1,789 *	1,691	-5.5
502	DuPage	16,565	16,858	1.8	0	0	----	16,565	16,858	1.8
509	Elgin	6,675	6,396	-4.2	0	0	----	6,675 *	6,396	-4.2
512	Harper	8,721	8,692	-0.3	0	0	----	8,721 *	8,692	-0.3
540	Heartland	3,319	3,237	-2.5	0	0	----	3,319	3,237	-2.5
519	Highland	1,343	1,182	-12.0	0	0	----	1,343	1,182	-12.0
514	Illinois Central	6,189	5,862	-5.3	0	0	----	6,189 *	5,862	-5.3
529	Illinois Eastern	(3,334)	(3,267)	(-2.0)	(0)	(0)	(----)	(3,334)	(3,267)	(-2.0)
04	Frontier	535	539	0.7	0	0	----	535	539	0.7
01	Lincoln Trail	646	655	1.5	0	0	----	646	655	1.5
02	Olney Central	960	910	-5.2	0	0	----	960	910	-5.2
03	Wabash Valley	1,193	1,163	-2.5	0	0	----	1,193	1,163	-2.5
513	Illinois Valley	2,268	2,169	-4.4	0	0	----	2,268	2,169	-4.4
525	Joliet	9,636	9,020	-6.4	0	0	----	9,636 *	9,020	-6.4
520	Kankakee	2,315	2,014	-13.0	0	0	----	2,315	2,014	-13.0
501	Kaskaskia	2,766	2,523	-8.8	158	114	-27.8	2,924	2,637	-9.8
523	Kishwaukee	3,064	2,800	-8.6	0	0	----	3,064	2,800	-8.6
532	Lake County	9,463	8,422	-11.0	0	0	----	9,463	8,422	-11.0
517	Lake Land	3,718	3,362	-9.6	123	228	84.6	3,841 *	3,590	-6.5
536	Lewis & Clark	4,348	4,150	-4.6	0	0	----	4,348	4,150	-4.6

Illinois Community College Board
Table 5
(Continued)
SUMMARY COMPARISON OF CORRECTIONAL AND NONCORRECTIONAL OPENING FTE ENROLLMENT
FALL 2013 - PRELIMINARY FALL 2014

Dist. No.	District/College	Noncorrectional FTE			Correctional FTE			Total FTE		
		Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change	Fall 2013	Fall 2014	% Change
526	Lincoln Land	4,453	4,323	-2.9 %	0	0	---- %	4,453	4,323	-2.9 %
530	Logan	3,081	3,052	-0.9	0	0	----	3,081	3,052	-0.9
528	McHenry	4,171	3,880	-7.0	0	0	----	4,171	3,880	-7.0
524	Moraine Valley	9,965	9,651	-3.2	0	0	----	9,965	9,651	-3.2
527	Morton	2,723	2,585	-5.1	0	0	----	2,723	2,585	-5.1
535	Oakton	5,753	5,668	-1.5	0	0	----	5,753 *	5,668	-1.5
505	Parkland	5,057	5,101	0.9	0	0	----	5,057	5,101	0.9
515	Prairie State	3,109	2,811	-9.6	0	0	----	3,109	2,811	-9.6
521	Rend Lake	1,887	1,768	-6.3	0	0	----	1,887 *	1,768	-6.3
537	Richland	1,772	1,796	1.3	75	5	-93.3	1,847	1,801	-2.5
511	Rock Valley	5,245	4,940	-5.8	0	0	----	5,245	4,940	-5.8
518	Sandburg	1,498	1,416	-5.5	0	0	----	1,498	1,416	-5.5
506	Sauk Valley	1,413	1,379	-2.4	0	0	----	1,413	1,379	-2.4
531	Shawnee	1,098	1,075	-2.1	0	0	----	1,098	1,075	-2.1
510	South Suburban	3,228	2,734	-15.3	0	0	----	3,228 *	2,734	-15.3
533	Southeastern	1,091	1,024	-6.2	0	0	----	1,091	1,024	-6.2
522	Southwestern	7,261	6,792	-6.5	0	0	----	7,261	6,792	-6.5
534	Spoon River	982	987	0.5	0	0	----	982 *	987	0.5
504	Triton	6,304	6,379	1.2	0	0	----	6,304	6,379	1.2
516	Waubonsee	5,761	5,671	-1.6	0	0	----	5,761 *	5,671	-1.6
539	Wood	1,325	1,313	-0.9	0	0	----	1,325	1,313	-0.9
TOTALS/AVERAGES		204,580	194,705	-4.8 %	423	440	3.9 %	205,003	195,145	-4.8 %

*Revised

SOURCE OF DATA: Fall Enrollment Submission (E1) and Survey

Illinois Community College Board
Table 6
PRELIMINARY OPENING UNDUPLICATED ONLINE ENROLLMENT
FALL 2010 - 2014

Dist. No.	District/College	Fall 2010 Unduplicated	Fall 2011 Unduplicated	Fall 2012 Unduplicated	Fall 2013 Unduplicated	Fall 2014 Unduplicated	% Change 2010-2014	% Change 2013-2014
503	Black Hawk	1,301	1,359	1,341	1,503	1,379	6.0 %	-8.3 %
508	Chicago	(3,868)	(4,619)	(4,935)	(5,207)	(5,110)	(32.1)	(-1.9)
06	Daley	420	518	622	629	519	23.6	-17.5
01	Kennedy-King	401	451	487	540	490	22.2	-9.3
03	Malcolm X	417	495	593	672	739	77.2	10.0
05	Olive-Harvey	318	380	412	370	330	3.8	-10.8
04	Truman	641	801	719	768	759	18.4	-1.2
02	Washington	993	1,056	1,297	1,273	1,336	34.5	4.9
07	Wilbur-Wright	678	918	805	955	937	38.2	-1.9
507	Danville	937	949	911	882	778	-17.0	-11.8
502	DuPage	4,467	4,641	5,312	5,771	9,620	115.4	66.7
509	Elgin	1,683	1,339	1,767	1,742	1,672	-0.7	-4.0
512	Harper	4,279	3,606	1,807	1,890	2,212	-48.3	17.0
540	Heartland	1,013	1,201	1,356	1,263	1,214	19.8	-3.9
519	Highland	570	506	582	562	498	-12.6	-11.4
514	Illinois Central	2,634	2,602	4,107	2,884	2,393	-9.1	-17.0
529	Illinois Eastern	(1,433)	(1,046)	(896)	(837)	(1,162)	(-18.9)	(38.8)
04	Frontier	122	105	141	90	116	-4.9	28.9
01	Lincoln Trail	502	385	332	294	351	-30.1	19.4
02	Olney Central	573	418	341	317	448	-21.8	41.3
03	Wabash Valley	236	138	82	136	247	4.7	81.6
513	Illinois Valley	651	642	719	652	588	-9.7	-9.8
525	Joliet	2,651	2,885	3,152	3,263	2,989	12.7	-8.4
520	Kankakee	943	876	823	820	744	-21.1	-9.3
501	Kaskaskia	1,749	1,739	1,880	1,804	1,481	-15.3	-17.9
523	Kishwaukee	1,277	1,278	1,244	1,173	1,137	-11.0	-3.1
532	Lake County	2,836	2,788	2,856	2,770	2,628	-7.3	-5.1
517	Lake Land	1,949	1,729	1,761	1,739	1,699	-12.8	-2.3
536	Lewis & Clark	1,575	1,119	888	837	846	-46.3	1.1

Illinois Community College Board
Table 6
(Continued)
PRELIMINARY OPENING UNDUPLICATED ONLINE ENROLLMENT
FALL 2010 - 2014

Dist. No.	District/College	Fall 2010 Unduplicated	Fall 2011 Unduplicated	Fall 2012 Unduplicated	Fall 2013 Unduplicated	Fall 2014 Unduplicated	% Change 2010-2014	% Change 2013-2014
526	Lincoln Land	1,651	1,642	1,761	1,756	1,662	0.7 %	-5.4 %
530	Logan	1,438	1,511	2,012	1,004	1,253	-12.9	24.8
528	McHenry	1,142	662	1,372 *	1,791	2,057	80.1	14.9
524	Moraine Valley	2,010	2,038	2,100	2,153	2,165	7.7	0.6
527	Morton	385	363	344	320	418	8.6	30.6
535	Oakton	1,743	1,897	2,112	2,221	2,374	36.2	6.9
505	Parkland	3,150	2,842	2,822	2,669	2,587	-17.9	-3.1
515	Prairie State	736	706	776	618	847	15.1	37.1
521	Rend Lake	572	634	624	606	532	-7.0	-12.2
537	Richland	881	880	800	750	737	-16.3	-1.7
511	Rock Valley	1,007	989	874	1,061	1,186	17.8	11.8
518	Sandburg	529	611	556	597	537	1.5	-10.1
506	Sauk Valley	617	596	624	588	669	8.4	13.8
531	Shawnee	393	433	412	455	418	6.4	-8.1
510	South Suburban	761	861	725	783	676	-11.2	-13.7
533	Southeastern	780	724	730	725	738	-5.4	1.8
522	Southwestern	1,970	1,996	2,104	2,104	2,076	5.4	-1.3
534	Spoon River	490 *	462	509	479	497	1.4	3.8
504	Triton	2,267	2,151	1,977	2,015	2,181	-3.8	8.2
516	Waubensee	2,489	2,466	2,617	2,649	2,617	5.1	-1.2
539	Wood	570	708	786	751	820	43.9	9.2
TOTALS/AVERAGES		61,397	60,096	62,974	61,694	65,197	6.2 %	5.7 %

*Modified by College

SOURCE OF DATA: Fall Enrollment Survey

Illinois Community College Board
Table 7
PRELIMINARY OPENING DUPLICATED ONLINE ENROLLMENT
FALL 2010 - 2014

Dist. No.	District/College	Fall 2010 Duplicated	Fall 2011 Duplicated	Fall 2012 Duplicated	Fall 2013 Duplicated	Fall 2014 Duplicated	% Change 2010-2014	% Change 2013-2014
503	Black Hawk	2,122	2,309	2,198	2,449	2,328	9.7 %	-4.9 %
508	Chicago	(6,074)	(7,451)	(8,095)	(8,486)	(8,264)	(36.1)	(-2.6)
06	Daley	671	831	1,003	1,010	818	21.9	-19.0
01	Kennedy-King	640	760	840	893	831	29.8	-6.9
03	Malcolm X	639	800	913	1,058	1,152	80.3	8.9
05	Olive-Harvey	509	656	733	647	568	11.6	-12.2
04	Truman	964	1,299	1,168	1,244	1,246	29.3	0.2
02	Washington	1,569	1,705	2,159	2,154	2,173	38.5	0.9
07	Wilbur-Wright	1,082	1,400	1,279	1,480	1,476	36.4	-0.3
507	Danville	1,517	1,610	1,583	1,511	1,307	-13.8	-13.5
502	DuPage	7,186	7,536	8,801	9,508	5,874	-18.3	-38.2
509	Elgin	3,237	3,055 *	2,773 *	2,594	2,451	-24.3	-5.5
512	Harper	4,281	2,546	2,590	2,703	2,940	-31.3	8.8
540	Heartland	1,390	1,744	2,013	1,839	1,930	38.8	4.9
519	Highland	854	810	858	942	800	-6.3	-15.1
514	Illinois Central	3,785	3,801	2,693	4,640	3,630	-4.1	-21.8
529	Illinois Eastern	(1,813)	(1,310)	(1,091)	(1,465)	(1,493)	(-17.7)	(1.9)
04	Frontier	129	108	143	113	123	-4.7	8.8
01	Lincoln Trail	623	463	393	456	480	-23.0	5.3
02	Olney Central	813	599	464	697	623	-23.4	-10.6
03	Wabash Valley	248	140	91	199	267	7.7	34.2
513	Illinois Valley	923	941	1,044	956	846	-8.3	-11.5
525	Joliet	3,913	4,363	4,869	5,015	4,588	17.3	-8.5
520	Kankakee	1,833	1,148	1,164	1,191	1,067	-41.8	-10.4
501	Kaskaskia	3,609	3,403	3,544	3,492	3,012	-16.5	-13.7
523	Kishwaukee	2,044	2,167	2,129	1,988	1,725	-15.6	-13.2
532	Lake County	4,161	4,066	4,127	4,009	3,844	-7.6	-4.1
517	Lake Land	3,692	3,346	3,513	3,416	3,244	-12.1	-5.0
536	Lewis & Clark	2,003	1,765	1,467	1,162	1,261	-37.0	8.5

Illinois Community College Board
Table 7
(Continued)
PRELIMINARY OPENING DUPLICATED ONLINE ENROLLMENT
FALL 2010 - 2014

Dist. No.	District/College	Fall 2010 Duplicated	Fall 2011 Duplicated	Fall 2012 Duplicated	Fall 2013 Duplicated	Fall 2014 Duplicated	% Change 2010-2014	% Change 2013-2014
526	Lincoln Land	2,714	2,690	2,905	2,803	2,849	5.0 %	1.6 %
530	Logan	2,396	2,570	1,239	1,613	2,110	-11.9	30.8
528	McHenry	1,600	1,881	2,090 *	2,996	3,213	100.8	7.2
524	Moraine Valley	2,853	2,953	3,058	3,079	3,183	11.6	3.4
527	Morton	545	473	447	440	573	5.1	30.2
535	Oakton	2,903	2,753	3,105	3,272	3,438	18.4	5.1
505	Parkland	4,909	4,457	4,452	4,196	4,023	-18.0	-4.1
515	Prairie State	1,025	999	1,128	838	1,325	29.3	58.1
521	Rend Lake	843	932	914	818	785	-6.9	-4.0
537	Richland	1,269	1,360	1,255	1,184	1,152	-9.2	-2.7
511	Rock Valley	1,328	1,382	1,222	1,560	1,722	29.7	10.4
518	Sandburg	761	890	887	907	802	5.4	-11.6
506	Sauk Valley	894	896	909	841	974	8.9	15.8
531	Shawnee	669	724	728	746	719	7.5	-3.6
510	South Suburban	1,025	1,208	1,046	1,170	1,031	0.6	-11.9
533	Southeastern	1,282	1,275	1,285	1,244	1,336	4.2	7.4
522	Southwestern	2,880	3,018	3,156	3,241	3,209	11.4	-1.0
534	Spoon River	798 *	752	776	812	888	11.3	9.4
504	Triton	3,544	3,388	3,116	3,148	3,624	2.3	15.1
516	Waubonsee	4,105	4,063	4,349	4,413	4,364	6.3	-1.1
539	Wood	889	1,052	1,185	1,154	1,414	59.1	22.5
TOTALS/AVERAGES		93,669	93,087	93,804	97,841	93,338	-0.4 %	-4.6 %

*Modified by College

SOURCE OF DATA: Fall Enrollment Survey

Illinois Community College Board
Table 8
PRELIMINARY OPENING ONLINE FTE ENROLLMENT
FALL 2010 - 2014

Dist. No.	District/College	Fall 2010 FTE	Fall 2011 FTE	Fall 2012 FTE	Fall 2013 FTE	Fall 2014 FTE	% Change 2010-2014	% Change 2013-2014
503	Black Hawk	407	437	420	461	437	7.5 %	-5.1 %
508	Chicago	(1,284)	(1,571)	(1,720)	(1,799)	(1,760)	(37.1)	(-2.2)
	06 Daley	141	174	212	213	174	23.4	-18.3
	01 Kennedy-King	136	160	177	188	177	30.1	-5.9
	03 Malcolm X	136	169	195	227	246	80.9	8.4
	05 Olive-Harvey	109	139	157	137	121	11.0	-11.7
	04 Truman	203	275	249	265	264	30.0	-0.4
	02 Washington	330	357	458	455	463	40.3	1.8
	07 Wilbur-Wright	229	297	272	314	315	37.6	0.3
507	Danville	305	325	322	305	259	-15.1	-15.1
502	DuPage	1,489	1,568	1,829 *	1,990	2,031	36.4	2.1
509	Elgin	619	563	520	488	463	-25.2	-5.1
512	Harper	816	699	498	515	621	-23.9	20.6
540	Heartland	286	358	419	386	404	41.2	4.8
519	Highland	142	133	143	157	141	-1.0	-10.4
514	Illinois Central	696	704	776	690	686	-1.4	-0.6
529	Illinois Eastern	(258)	(204)	(188)	(227)	(212)	(-17.8)	(-6.5)
	04 Frontier	15	13	13	14	15	2.2	11.9
	01 Lincoln Trail	71	66	69	69	73	3.1	6.7
	02 Olney Central	144	104	91	119	94	-34.9	-21.2
	03 Wabash Valley	28	21	15	26	30	6.3	16.3
513	Illinois Valley	176	176	195	179	157	-10.9	-12.2
525	Joliet	831	909	1,013	1,046	958	15.3	-8.4
520	Kankakee	334	210	223	228	205	-38.6	-10.0
501	Kaskaskia	549	565	579	591	510	-7.1	-13.6
523	Kishwaukee	385	407	402	378	371	-3.6	-1.9
532	Lake County	845	828	840	813	782	-7.5	-3.8
517	Lake Land	721	639	668	643	614	-14.9	-4.5
536	Lewis & Clark	1,089	743	575	549	481	-55.8	-12.3

Illinois Community College Board
Table 8
(Continued)
PRELIMINARY OPENING ONLINE FTE ENROLLMENT
FALL 2010 - 2014

Dist. No.	District/College	Fall 2010 FTE	Fall 2011 FTE	Fall 2012 FTE	Fall 2013 FTE	Fall 2014 FTE	% Change 2010-2014	% Change 2013-2014
526	Lincoln Land	529	532	570	558	563	6.4 %	0.9 %
530	Logan	464	490	391	320	403	-13.1	26.1
528	McHenry	300	348	392 *	549	556	85.3	1.3
524	Moraine Valley	567	590	598	625	642	13.3	2.9
527	Morton	92	87	85	82	118	28.3	43.7
535	Oakton	558	559	623	659	692	24.0	5.1
505	Parkland	1,059	957	964	888	861	-18.7	-3.0
515	Prairie State	208	294	217	158	259	24.6	64.1
521	Rend Lake	151	166	163	146	143	-5.3	-2.1
537	Richland	265	284	516	241	236	-10.9	-2.2
511	Rock Valley	274	273	242	304	332	21.2	9.2
518	Sandburg	148	173	175	180	161	8.8	-10.5
506	Sauk Valley	175	176	179	168	190	8.6	13.1
531	Shawnee	121	131	136	141	133	9.7	-5.9
510	South Suburban	203	232	215	229	201	-1.2	-12.5
533	Southeastern	240	244	251	232	260	8.3	12.1
522	Southwestern	535	556	586	590	596	11.4	1.1
534	Spoon River	155 *	150	150	153	170	9.9	11.1
504	Triton	762	724	683	654	727	-4.6	11.2
516	Waubonsee	794	791	834	851	828	4.2	-2.7
539	Wood	176	174	199	198	248	41.1	25.5
TOTALS/AVERAGES		19,008	18,970	19,500	19,367	19,412	2.1 %	0.2 %

*Modified by College

SOURCE OF DATA: Fall Enrollment Survey