

ILLINOIS COMMUNITY COLLEGE SYSTEM

PERFORMANCE REPORT FOR FISCAL YEAR 2004

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ILLINOIS COMMUNITY COLLEGE SYSTEM PERFORMANCE REPORT FOR FISCAL YEAR 2004

Introduction

The Performance Report is structured around the goals in the Illinois Board of Higher Education's *Illinois Commitment*. The pledges in the Illinois Community College System's *Promise for Illinois* complement these goals.

The Performance Report replaces the Results Report and reflects an initial effort to increasingly streamline and integrate state outcomes and progress reporting. The fresh approach taken this year further combines qualitative information and quantitative data reporting. The Performance Report is structured around the goals in the Illinois Board

of Higher Education's (IBHE) *Illinois Commitment*. The pledges in the Illinois Community College System's *Promise for Illinois* complement these goals.

The goals of the *Illinois Commitment* include:

Economic Growth – Sustaining strong economic growth.

Teaching and Learning Partnerships with P-12 Education – Improving teaching and learning through partnerships with K-12 schools.

Affordability – Keeping college costs affordable.

Access and Diversity – Increasing access to college, and campus diversity.

High Expectations and Quality – Holding students and institutions to high expectations.

Productivity and Accountability – Improving productivity, cost effectiveness, and accountability.

Through the *Promise for Illinois*, community colleges pledge to:

Address **workforce development** needs with flexible, responsive and progressive programs.

Offer rigorous courses and programs designed for college and university **transfer**.

Expand **adult education and literacy** programs necessary for individuals and families to have high-quality work and life in Illinois.

Equip Illinois residents with the **technology skills** they need to be successful in the 21st century.

Emphasize **high quality** in all programs, services, and operations.

Deliver **affordable** learning opportunities to the doorstep of Illinois residents.

Model and promote **leadership and ethical decision making**.

In an effort to more closely measure progress toward these goals and pledges three levels of indicators were developed by the Performance Indicator Advisory Committee over the course of a year (January 2002 - February 2003), incorporating feedback from constituent groups:

Statewide Indicators – assess the performance of Illinois' system of higher education as a whole.

Common Institutional Indicators – relate to the statewide goals for higher education, and are reported on by all institutions and.

Mission-Specific Indicators – pertain to each institution’s unique role and mission within the overall context of higher education’s goals.

The working group includes representatives from Illinois community colleges, public universities, and private institutions. Occasional follow-up meetings of the Performance Indicators Advisory Committee occurred in calendar years 2003 and 2004. A series of guiding principles was developed by the Performance Indicators group, including the following.

To the extent possible, indicators should use existing established data sources, measures, and reporting activities in an effort to minimize the reporting burden. Performance indicators are expected to remain in place for several years to provide fixed targets as institutions identify, implement, and evaluate program improvement strategies and outcomes. Simultaneously, a need for further refinement of selected measures may emerge. Hence, continuity in the measures and measurement approaches will be sought with the understanding that the project will evolve as all parties gain additional experience with this particular outcome reporting initiative.

Similarities exist between the Performance Indicators for Higher Education project and the earlier Illinois Community College System Performance-Based Incentive System (PBIS). PBIS included both statewide measures and a district-based component with an overarching goal to improve teaching and learning.

The Performance Report is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. The Performance Report supplements, but does not supplant, a series of ongoing and evolving accountability and quality assurance initiatives already underway

The Performance Report supplements, but does not supplant, a series of ongoing and evolving quality assurance and accountability initiatives already underway for community colleges.

for community colleges. Comprehensive community colleges provide education and training to address the diverse needs of the communities they serve. Measuring the array of courses, programs, and services provided requires a variety of complementary initiatives including: the course and program approval processes, Program review, Recognition, Underrepresented groups reporting, Career and Technical follow-up study reporting, the Transfer Assembly Transfer Rate project, the Uniform Financial Reporting System, Unit cost study reporting, other financial reporting including audits, the Comptroller’s Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System reporting, Perkins Postsecondary Performance Measure reporting, Workforce Investment Act Title I outcomes reporting, and the National Reporting System for Adult Education and Family Literacy performance reporting. Furthermore, individual community colleges actively participate in regional institutional accreditation through the North Central Association as well as program specific accreditation as another means of documenting the quality of their programs and services.

Current Report Structure – Annual narrative requirements have been strategically reduced in the Fiscal Year 2004 Performance Report. This approach allows colleges to focus on a more limited number of goals each year and provides some time for new initiatives to be formulated and implementation begun before additional reporting is required. For the current report, the narrative focus is on three goals: **Economic Development (Goal 1); Affordability (Goal 3); and Productivity and Accountability (Goal 6)**. While narrative reporting is targeted on three of the six goals, annual performance indicator data reporting is required across all goals. To limit the data burden on the colleges, Illinois Community College Board (ICCB) staff furnished as much of the requested data as possible using regularly scheduled state data submissions. This approach eliminates duplicative reporting and rewards ongoing college efforts to provide complete and accurate information in state submissions throughout the year. College officials included data and analysis for all applicable common institutional and mission-specific measures in their individual Performance Reports.

While narrative reporting is targeted on three of the six goals, annual performance indicator data reporting is required across all goals.

For the three goals emphasized in this year's Performance Report – Economic Development; Affordability; and Productivity and Accountability – information is furnished on highlights of 2004 accomplishments, highlights of 2005 Plans, selected challenges, analysis of statewide and common measures and analysis of selected mission-specific indicators. For the remaining three goals – **Teaching and Learning Partnerships with P-12 Education (Goal 2); Access and Diversity (Goal 4); High Expectations and Quality (Goal 5)** – available statewide and common measures and selected mission-specific indicator data and analysis are furnished. Information on goal setting for common measures is also provided.

To provide context, external benchmarks and points of reference are cited whenever possible on indicator reporting. Available comparative information is included. Generally, in national reporting these data are less timely than what is available at the state level. The latest available statewide and comparative data are used in the report. As anticipated, for mission-specific reporting the colleges chose a wide variety of performance indicators to focus on in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education.

GOAL ONE: ECONOMIC GROWTH

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

Goal One: Economic Growth Background

America is facing a labor shortage. U.S. Department of Labor statistics estimate that there will be 168 million jobs in America's economy by 2011, but only 158 million workers will be available leaving a gap of ten million workers according to the Cam Report (2004). Moreover, longer term the U.S. faces a shortage of 35 million workers over the next three decades, especially those with specialized skills according to the Employment Policy Foundation (2004). A white paper published by the National Association of Manufacturers states that two million jobs have been lost in the manufacturing sector during the recent economic downturn, yet 80 percent of large and small manufacturers report a moderate to serious shortage of qualified applicants (Keeping America Competitive, 2003).

The American Hospital Association has reported two workforce shortages: an immediate need for workers across many job classes, and an even more threatening long-term shortage of qualified staff at the same time that demand for hospital services is growing rapidly (In Our Hands, 2002). The University of Illinois at Chicago predicts a nursing shortage of crisis proportions between 2010 and 2030 resulting from a 40 percent decrease in the ratio of potential care givers (those aged 18 to 64) to those most likely to need care (those aged 65 and older) (Who Will Care for Each of Us: America's Coming Healthcare Labor Crisis, 2001).

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Illinois Governor Rod Blagojevich has realigned the structure of the state-level economic development and workforce development entities to make better and more meaningful connections between economic and workforce development. Shifting the state's focus from a centralized strategy to a regional one, ten economic development regions have

been formed in the state. The Illinois Department of Commerce and Economic Opportunity, Illinois Community College Board, Illinois Department of Employment Security, local community colleges, and local workforce investment boards are collaborating within the ten economic development regions to ensure that business and industry workforce needs are being met.

Community colleges are helping address economic development and workforce issues through a variety of programs and services including: alternative delivery methods, on-site training, credit and non-credit courses, entrepreneurial assistance, small business development, international trade and government contract assistance, assisting local economic development entities with ongoing efforts to recruit new businesses or assisting in the retention of existing businesses, serving on economic development boards, chamber of commerce boards, and workforce investment boards, offering a variety of career and technical programs and courses developed to target the emerging transitional and current workforce, offering dual credit opportunities, school to career transitions and comprehensive Tech Prep programs to secondary students, providing a variety of workshops and

seminars to meet continuing education needs of professionals; supporting welfare-to-work efforts, providing adult programming in basic skills, GED, and ESL, and delivering services to dislocated workers needing to re-skill in order to become employable again.

Community colleges have reported their accomplishments, future plans, and challenges in addressing Goal One. The following sections contain a synopsis of those reports.

GOAL ONE: ECONOMIC GROWTH HIGHLIGHTS OF 2004 ACCOMPLISHMENTS

Illinois community colleges continue to provide a lead role in building a skilled and globally competitive workforce by increasing the number of partnerships with business and industry, economic development entities, and labor organizations; integrating advisory committees of employers and practitioners into course planning and development; conducting needs assessments; providing customized training; offering job search assistance; and delivering entrepreneurship seminars and workshops.

During fiscal year 2004, a dire need for skilled workers was expressed by the healthcare industry, and community colleges are responding. Many colleges focused efforts on healthcare staffing issues during the past fiscal year and are continuing to address this ongoing need in the current year.

During fiscal year 2004, a dire need for skilled workers was expressed by the healthcare industry, and community colleges are responding.

Colleges provided health career fairs, launched healthcare media campaigns, and delivered comprehensive training in the allied health professions. **City Colleges of Chicago** and a partner organization sponsored a career fair to place healthcare professionals into jobs at regional hospitals and healthcare organizations. This career fair was held at the West Side Technical Institute of **Richard J. Daley College**. **Elgin Community College** successfully launched healthcare career-oriented programs including Massage Therapy, Pharmacy Technician, and EKG Technician, all of which compliment existing initiatives in the healthcare arena. The Center for Business and Industry at **John A. Logan College** offered a newly established Certified Pharmacy Technician program. **Black Hawk College** responded to area nursing home requests for Certified Nursing Assistant training by increasing the number and location of course offerings. The **Parkland College** Health Professions department offered two courses for registered nurses. A Nurse Refresher course was offered to eight RNs who decided to return to the profession after being out of nursing for 5 to 15 years. A second course was offered to nurses who received their nursing education from the Philippines and Iran but who now live in the United States.

Illinois community colleges developed partnerships with business and industry, economic development entities, labor organizations, and other colleges to address a variety of emerging workforce development needs.

Illinois community colleges developed partnerships with business and industry, economic development entities, labor organizations, and other colleges to address a variety of emerging workforce development needs. **Lincoln Trail College** collaborated with DANA Corporation on a workshop for Business Negotiations' training that was open to all business and industry throughout the Illinois

Eastern Community Colleges district. A key and critical achievement was the consortium

partnership between **Highland Community College** and **Sauk Valley Community College** to become the Title 1B administrator under the name Partners for Employment. This partnership has already been a huge boon to the workforce and to local business and industry. Over the initial six month period, a 61 percent increase has occurred in the number of displaced workers, disadvantaged adults and in-or-out-of-school youth being served in the district. The president of **Olney Central College** serves as a member of the Richland County Development Corporation and advises them on services available through the college to local business and industry. More than 250 business, industry, not-for-profit and public agencies serve on Career Program and Business Institute advisory committees at **Oakton Community College**. These advisory committees provide continual input and guidance about changes in the workplace, emerging industry needs and the labor market.

Geospatial Technologies (GT) is targeted by the federal government as one of the fastest growing technologies in the country. Recognizing the critical role that community colleges will have in training skilled workers to meet local and national needs in GT, **Lake Land College** and **Moraine Valley Community College** have partnered with three other community colleges representing four different states and the American Association of Community Colleges in order to create a National Center for GT Curriculum and Professional Development for use by the educational sector, government agencies, and business communities.

In an effort to “...strengthen Illinois’ system of workforce and economic development to build a skilled and globally competitive workforce throughout the state”, the Illinois Department of Commerce and Economic Opportunity launched the “Critical Skills Shortages Initiative” (CSSI). Community colleges have been key players in the local

Community colleges have been key players in the local partnerships that are developing workforce strategies through the Critical Skills Shortage Initiative (CSSI) spearheaded by the Governors Office and the Department of Commerce and Economic Opportunity.

partnerships that are developing workforce strategies through the CSSI. The Business and Professional Institute at the **College of DuPage** is creating an Institute for the Education of Healthcare Professions to help meet the critical skills shortages. The Institute reaches out to the community to provide healthcare career awareness and counseling, preparatory and refresher courses, continuing education, conferences, and other activities to support the healthcare sector. The Center for Business Services staff at **Rend Lake College** are serving on committees to develop the CSSI grant proposal for the Southern Economic Development Region. This grant proposal identified the skill shortage occupations in the region and developed a plan to implement training programs to address the shortages. **Richland Community College** committed several staff to the CSSI to work in collaboration with the local Workforce Investment Board to address the skill shortages identified. **William Rainey Harper College** staff joined the Business Service Team at the area One-Stop Center. This team provides area businesses with job postings, resume collection and filtering, job seeker referrals, training options as well as on-site interviewing accommodations. Through the One-Stop Center, Harper College has also provided core and intensive job search services to residents who are unemployed, underemployed or changing careers. **Waubensee Community College** finalized a comprehensive system for ongoing Workforce Investment Act (WIA) program approval that makes all occupational programs available for WIA training vouchers. Waubensee Community

College officials provided leadership for the development and implementation of the Business and Employer Services Team through a local Illinois Employment and Training Center.

GOAL ONE: ECONOMIC GROWTH HIGHLIGHTS OF 2005 PLANS

Community colleges continue to plan and prioritize for the future in an era of declining budgets and loss of industry in the state. The colleges are refocusing and creating new programs in occupational areas such as manufacturing, welding, and “trade” programs; developing new partnerships or strengthening existing collaborations with economic development, businesses, and other educational institutions; and continuing to engage in state-level initiatives and partnerships. Additionally, community colleges are planning to provide more access to programs and services to those in need of adult education and English-as-a-Second Language – specifically Spanish speaking residents.

Manufacturing remains an important part of the Illinois economy even though manufacturing has suffered substantial job losses in the state and will be facing large numbers of retirees in the more skilled occupations. There is a growing need for more highly skilled

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individuals to take advantage of the remaining technical positions in manufacturing. **Carl Sandburg College** will continue to look at manufacturing needs in 2005, in spite of the closing of Maytag, and will offer Industrial and Electrical Safety and Preventative Maintenance programs. On the other side of the state, **Danville Area Community College** is developing new Industry Clusters to meet demands of the local workforce. Through the Professional Development Institute, **Illinois Central College** and **Heartland Community College** are working with economic development organizations to prepare and roll out training grants primarily in manufacturing and technology to businesses in a ten county region. Due to the significant growth in construction jobs including a 43 percent increase in demand for welders and metal workers in the service region, **Joliet Junior College** will initiate an Associate Degree in Welding and a Certificate in Heating, Ventilation and Air Conditioning. **Frontier Community College** is developing a new certificate for Electrical Distribution Systems. To address anticipated needs in manufacturing, the president and members of the senior leadership team of **Kankakee Community College** will hold “strategic conversations” with members of the manufacturing sector to assess the college’s effectiveness and identify areas to jointly strengthen. **McHenry County College** will revamp its Machine Tool and Manufacturing Technology Program to prepare for anticipated new growth. In response to anticipated need, **Rock Valley College** is establishing a Manufacturer’s CEO Forum and will be collaborating more closely with the Rockford Chamber’s Manufacturing Council Education Committee and the Manufacturing Alliance of Rock Valley. **Southeastern Illinois College** will work with the carpenters’ union to assist graduates of the new Carpentry and Building Trades program to successfully enter the union’s apprenticeship program.

More than ever, community colleges are maximizing resources and avoiding duplication by partnering and collaborating to make the best use of available funds to meet the workforce and economic development needs of their communities. **Kaskaskia College** is expanding its involvement with the South Central Illinois Growth Alliance to attract new

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businesses and expand existing businesses. **Lewis & Clark Community College** will continue to support existing partnerships but also will seek out new opportunities to partner with business, education and the community. By developing business and community partnerships and by leveraging existing partnerships **Kennedy-King College** plans to increase operation revenue for programs, increase student retention and increase the profile of the college as a community hub for economic development. **Shawnee Community College** is actively involved in several collaborative efforts, partnerships and boards, such as the Southernmost Illinois Delta Empowerment Zone, to attract new businesses to southern Illinois leading to more employment opportunities for residents. **Southwestern Illinois College** is adding an admissions specialist to develop partnerships with communities, businesses, and industries with the objectives of better serving those organizations and increasing college enrollments.

Through the Critical Skill Shortages Initiative (CSSI) and the Workforce Investment Act (WIA), community colleges are engaged in broad state-wide initiatives designed to bring workforce, economic development and education together to meet the workforce needs of the state. Many colleges are engaged in CSSI as skill shortages are identified in their regions. These skill shortages will be addressed through the Department of Commerce and Economic Opportunity's CSSI as grant proposals are prepared to address training and curriculum development in partnership with businesses in their district and the region they serve.

Now and in the future every worker will need to be well trained and educated. Adult education is the first step for many to develop skills for a good job. All colleges offer adult education. To meet workforce demands some adult education departments at community colleges are focusing in a particular area or with a specific group. **Kishwaukee College** plans to continue to provide adult education information to local businesses that employ Hispanics. **Lincoln Land Community College** will collaborate with Beardstown to address the complex education and employment training needs, including adult education and English-as-a-Second Language, of Beardstown's rapidly growing Hispanic workforce and citizenry. **Wilbur Wright College** will address Chicago manufacturers' growing need for supervisory and mid-management level training with the Hispanic/Latino community.

GOAL ONE: ECONOMIC DEVELOPMENT SELECTED 2005 CHALLENGES

The overwhelming challenge that community colleges will face in fiscal year 2005 is tight funding. Sustaining or expanding current programs and services with diminished resources will be extremely challenging. Colleges will be forced to reallocate existing resources to support essential programs, services, and personnel that were previously supported through external funding sources.

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There is no “seed” money with which to improve existing programs or launch new ones. All funding must come from within the existent framework, meaning that some programs and services must absorb cuts to promote and improve others. Many local businesses are having financial difficulty and may not be as generous to the foundations in 2005. Additionally, there is an increase in the number of students with financial need and limited resources for personnel and services. Health care programs historically are costly. The practice laboratories and the low faculty/student ratios that are required necessitate a significant fiscal commitment to offer these programs. Because of the clinical affiliations that are necessary, the number of students that can be accepted in these programs is often dictated by these available affiliations. There is a huge demand for health care professionals, but it is not feasible to increase the size of the programs significantly because of the limited physical plant and faculty resources.

An aging core group of faculty is another challenge. Just as business and industry is suffering from worker shortages due to retirements of skilled workers, community colleges must address the same labor needs.

GOAL ONE: ECONOMIC GROWTH STATEWIDE AND COMMON INDICATORS

The most recent three-year average, shows **9 out of 10** occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within a year of graduation

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

This indicator provides one measure of a college’s success in preparing graduates to enter the workforce or pursue further specialized education or training. Based on the 3-year average from fiscal year 2001 to 2003, **nine out of ten** (90.9 percent) career and technical graduates

from Illinois community colleges were either **employed or enrolled in further education** within one year of graduation. The source of data for this measure is the annual Illinois Community College Board’s Follow-up Study of Career and Technical Education Program Graduates.

The statewide weighted average for this measure decreased 3.4 percent between 1998 and 2003 (92.2 percent to 88.8 percent) but remained at a relatively high level. The career and technical programs reported on in a given year explain a portion of the variability. In recent years there have been several colleges which exhibited notable increases in the proportion of graduates who were either employed or enrolled in further education following completion and also maintained a three

year average above the statewide mean. **Olive-Harvey College** saw an increase of 12.5 percent from 2001 to 2003 with a three-year average of 93.1 percent. **Morton College** had an increase of 11.1 percent during the same timeframe and averaged 92.6 percent. **Rend Lake College** reported an increase of 22.2 percent from 1998 to 2003 and averaged 92.5 percent for the most recent three years. **John A. Logan College** registered increases of 10.0 percent, 5.6 percent, and 6.9 percent for their one-year, two-year, and five-year trends, respectively. **John A. Logan College's** three-year average was 94.3 percent. Among colleges with graduates in designated programs for 2001 through 2003, **Richland Community College** had the highest three-year average at 98.7 percent.

Graduate follow-up studies among community colleges are common across the country; however, there is no standardized national process so methodological differences exist. Statewide results from Texas (2001 completers) and Wisconsin (2002 graduates) provide useful points of reference. These data reflect similar information to the 2003 follow-up

Illinois' employment and continuing education results are competitive with statewide outcomes achieved in Texas and Wisconsin.

of 2002 graduates conducted in Illinois. According to updated information from the Texas Higher Education Coordinating Board's Community and Technical Colleges Division (75 colleges), 90 percent of the state's graduates were involved in either employment or additional education in the one year follow-up based on the statewide Automated Student and Adult Learner Follow-up System. Three-year follow-up results from Texas with supplemental reporting yielded 95 percent placement in employment or education for workforce program graduates. (<http://www.thecb.state.tx.us/reports/pdf/0703.pdf> Section XI Placement Data). Statewide Wisconsin Technical College System (16 districts) one year follow-up results for 2002 graduates show a 89 percent rate of employment or continuing education. Available information shows that Illinois' employment and continuing education results are competitive with statewide outcomes achieved in Texas and Wisconsin. (<http://www.wtcsystem.org/reports/fact/graduate/index.htm>)

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

Community colleges offer education and training programs in a wide variety of academic and occupational areas. There are over 240 career and technical programs designed to meet particular workforce needs. Extensive review and analysis of individual programs occur through the Illinois Community College System's career and technical follow-up study and program review analysis. In the following paragraphs a series of broad college-level program clusters are used to give an overview of graduation patterns. The following categories are used in the analysis:

- Pre-Baccalaureate Transfer
- Education
- Agriculture
- Business
- Engineering Related
- Health Science
- Public and Protective Services

Trade and Industrial
All Other Programs

The clusters are slightly different than those used with universities to better capture the variety of education and training programs offered in the community college sector. References to specific colleges in this section will exclude institutions with relatively few fiscal year 2003 graduates in a program area (fewer than 30).

Transfer programs account for approximately **one-third of all graduates** over the last several years. The number of transfer program completers increased (8.1 percent) over the past several years from 13,286 in 1998 to **14,359 in 2003**.

Pre-Baccalaureate/Transfer Providing convenient and cost effective access to the first two years of a bachelors degree remains a central and vital component of the community college mission. Transfer programs accounted for approximately one-third of all graduates from Illinois community colleges over the last several years. In this analysis Transfer programs include AA, AS, AA&S, AFA, and AGS degrees and two-digit CIP code 24. The

absolute number of graduates who completed pre-baccalaureate programs increased (8.1 percent) over the past several years from 13,286 in 1998 to 14,359 in 2003. Recent gains among pre-baccalaureate transfer completions have been outpaced by even more substantial graduate growth among career and technical programs.

Transfer completers registered a double digit gain of 13.3 percent between 2002 to 2003. Colleges that saw substantial percentage gains between 1998 and 2003 were **Heartland Community College** (85.1 percent; in fiscal year 2003 N = 461), **Morton College** (89.0 percent; fiscal year 2003 N = 189) and **Lincoln Trail College** (77.4 percent, fiscal year 2003 N = 149). Long term, the number of transfer graduates increased the most long term at **Heartland Community College** (+212) and **Parkland College** (+115).

Colleges showing considerable gains in transfer completers from fiscal year 2002 to 2003 were **Shawnee Community College** (160.7 percent in fiscal year in 2003 N = 159), **Wabash Valley College** (111.7 percent, fiscal year 2003 N = 163), and **Lincoln Trail Community College** (98.7 percent, fiscal year 2003 N = 149). The number of transfer graduates increased the most in one year at **College of DuPage** (+255) and **Illinois Central College** (+130).

Education. In 2003, Education accounted for 2.3 percent of all graduates. Education program graduates increased from 902 in 1998 to 1,054 in 2003. Long term growth among Education graduates did not keep pace with the increases across all community college programs. Short term, the number of education program completers increased by 158 individuals from 2002 to 2003 (17.6 percent). Education programs include two-digit CIP code 13 and four-digit CIP code 20.02. Programs with historically small numbers of completers will show substantial percentage gains from small numeric increases. Colleges that saw substantial percentage gains in

Education program graduates increased from 902 in 1998 to **1,054 in 2003**. Short term, the number of education completers increased by 17.6 percent.

Education graduates between 1998 to 2003 were **Southwestern Illinois College** (500.0 percent; in fiscal year 2003 N = 78) and **Elgin Community College** (450.0 percent; fiscal year 2003 N = 66). **Richard J. Daley College** (+39) and **Kaskaskia College** (+25) registered substantial numeric gains between 1998 and 2003.

Colleges showing large percentage gains from fiscal year 2002 to 2003 included: **Southwestern Illinois College** (200.0 percent; fiscal year 2003 N = 78) and **Olive-Harvey College** (182.4 percent; fiscal year 2003 N = 144). Likewise, **Olive-Harvey College** (+93) and **Southwestern Illinois College** (+52) reported the largest short-term numeric gains.

Agriculture remains an important component of the Illinois economy. Community college Agricultural program graduates increased by 18.1 percent between 1998 and 2003. Short term, agriculture completers decreased slightly (-1.4 percent).

Agriculture Community college Agricultural program graduates increased by 18.1 percent over the last several years from 612 in 1998 to **723 in 2003**. Short term, the number of agriculture completers decreased slightly (-1.4 percent) between 2002 and 2003. Agriculture Programs include two-digit CIP codes 01, 02, and 03. Colleges that saw substantial gains in Agricultural program completions between 1998 to 2003 were

Southwestern Illinois College (415.4 percent; in fiscal year 2003 N = 67) and **Rend Lake College** (217.6; fiscal year 2003 N = 54). Long-term substantial numerical gains were registered by **Southwestern Illinois College** (+54), **Rend Lake College** (+37), **Lake Land College** (+31) and **Kishwaukee College** (+27).

Colleges showing considerable gains from fiscal year 2002 to 2003 were **Southwestern Illinois College** (294.1 percent; fiscal year 2003 N = 67) and **William Rainey Harper College** (118.8 percent; fiscal year 2003 N = 35). Short term substantial numerical gains were registered by **Southwestern Illinois College** (+50), **William Rainey Harper College** (+19), and **College of DuPage** (+16).

Business. Approximately one out of every seven graduates from an Illinois community college completed a Business program in fiscal year 2003. Graduates from Business increased by 39.0 percent over the past several years from 4,505 in 1998 to 6,260 in 2003. This growth exceeds the overall increase of 31.3 percent for all graduates during the same time period. Business programs include the two-digit CIP code 52. The number of business completers rose 3.8 percent from 2002 to 2003, while the increase for all graduates was 16.4 percent.

Business program graduates accounted for approximately one out of every seven graduates from an Illinois community college in fiscal year 2003. Long term, Business program graduates grew by 39.0 percent over the past several years from 4,505 in 1998 to **6,260 in 2003**. Short term, Business graduates increased 3.8 percent compared to last year.

Colleges that saw substantial growth in the number of Business graduates during the period between 1998 to 2003 were **Richard J. Daley College** (425.5 percent; in fiscal year 2003 N = 289), **Heartland Community College** (341.2 percent; fiscal year 2003 N = 75), **Southwestern Illinois College** (289.8 percent; fiscal year 2003 N = 651), and **Sauk Valley Community College** (263.1

percent; fiscal year 2003 N = 236). Likewise, **Richard J. Daley College** (+234), **Southwestern Illinois College** (+484), and **Sauk Valley Community College** (+171) showed the largest numeric gains.

Colleges showing substantial short term Business program graduate percentage gains from fiscal year 2002 to 2003 were **Shawnee Community College** (600.0 percent; in fiscal year 2003 N= 28), **Sauk Valley Community College** (257.6 percent; fiscal year 2003 N = 236), **Kaskaskia College** (78.0 percent; fiscal year 2003 N = 89) and **Malcolm X College** (74.1 percent; fiscal year 2003 N = 47). The largest numeric gains were registered by **Southwestern Illinois College** (+223), **Sauk Valley Community College** (+170) and **South Suburban College** (+112).

Long term, Engineering-related completions increased 9.3 percent to **1,243 in 2003**. Engineering-related completers increased by 6.1 percent from 2002 to 2003.

Engineering Related Engineering-related program completions increased by 9.3 percent over the past several years from 1,137 in 1998 to **1,243 in 2003**. The number of all graduates during the same time period increased by 31.3 percent.

The number of engineering completers increased by 6.1 percent from 2002 to 2003. Engineering-related programs include the Associate in Engineering Science (AES) degree and two-digit CIP codes 14 and 15. Colleges that saw substantial increases in Engineering-related completions during the period of 1998 to 2003 included **Southwestern Illinois College** (3,900.0 percent; in fiscal year 2003 N = 40) and **Rend Lake College** (627.3 percent; fiscal year 2003 N = 80). The largest numeric gains were registered by **Rend Lake College** (+69), **John A. Logan College** (+45), **Elgin Community College** (+39), and **Southwestern Illinois College** (+39).

Colleges showing considerable growth from fiscal year 2002 to 2003 included **Southwestern Illinois College** (166.7 percent; N = 40 in fiscal year 2003), **Carl Sandburg College** (100.0 percent; fiscal year 2003 N = 32) and **Black Hawk College** (87.5 percent; 2003 N = 30). **Rend Lake College** (+31) and **Southwestern Illinois College** (+25) were among the colleges with the largest short-term numeric gains.

Health Science The number of graduates in Health Science programs increased 54.7 percent over the past several years from 6,815 in fiscal year 1998 to 10,544 in fiscal year 2003. The rate of increase in Health Sciences outpaced the overall increase across all graduates of 31.3 percent during the same period. The number of Health Science program completers increased 27.5 percent

Health Sciences accounted for nearly one-quarter of all community college graduates in fiscal year 2003. Long-term Health Sciences increased 54.7 percent to **10,544 graduates**. Short-term growth among Health Sciences was up 27.5 percent.

between fiscal years 2002 and 2003. Short term growth is above average. Health programs include two-digit CIP code 51. Colleges that had substantial gains between fiscal years 1998 and 2005 include: **Wilbur Wright College** (561.2 percent; in fiscal year 2003, N = 324), **Olive-Harvey College** (526.1 percent; fiscal year 2003 N = 288), and **College of DuPage** (294.8 percent; fiscal year 2003 N = 1,054). The largest numeric gains were registered by **College of DuPage** (+787),

South Suburban College (+398), **Southwestern Illinois College** (+346), and **Lincoln Land Community College** (+336).

Colleges with substantial Health Science program graduate increases over the last year include **Olive-Harvey College** (396.6 percent, in fiscal year 2003, N = 288), **Richard J. Daley College** (250.9 percent; fiscal year 2003 N = 200), and **Parkland College** (120.3 percent, fiscal year 2003 N = 304). **College of DuPage** (+476), **Olive-Harvey College** (+230), and **Elgin Community College** (+223) were among the colleges with the largest short-term numeric gains.

Short-term growth for **Public and Protective Services** graduates was among the highest across all program areas at **65.6 percent**. Southwestern and Lincoln Land accounted for most of the short-term statewide growth. There were **1,585** Public and Protective Services graduates in **fiscal year 2003**.

Public and Protective Services. Completers from these programs accounted for about 3.5 percent of all community college graduates in fiscal year 2003. The number of graduates in Public and Protective Services programs increased 27.8 percent over the past several years from 1,240 in fiscal year 1998 to 1,585 in fiscal year 2003. Short-term growth for Public and Protective Services graduates was among the highest across all program areas at 65.6 percent.

Public and Protective Services Programs include two-digit CIP codes 43 and 44. Colleges that had substantial gains during the five-year period of fiscal years 1998 to 2003 include **Lincoln Land Community College** (545.5 percent; N = 213 in fiscal year 2003), **Southwestern Illinois College** (223.6 percent; fiscal year 2003 N = 411), **Elgin Community College** (200.0 percent; fiscal year 2003 N = 114) and **Lewis & Clark Community College** (182.1 percent; fiscal year 2003 N = 79). The largest numeric gains were registered by **Southwestern Illinois College** (+284) and **Lincoln Land Community College** (+180).

Colleges with significant increases over the one-year span include **Southwestern Illinois College** (361.8 percent; in fiscal year 2003 N = 411), **Elgin Community College** (256.3 percent; fiscal year 2003 N = 114), and **Lewis & Clark Community College** (163.3 percent; fiscal year 2003 N = 79). **Southwestern Illinois College** (+322) and **Lincoln Land Community College** (+120) accounted for most of the short term statewide growth.

Trade and Industrial Trade and Industrial program graduates increased substantially (101.2 percent) over the past several years from 2,805 in fiscal year 1998 to **5,643 in fiscal year 2003**. This rate is more than three times higher than increases across all graduates during the same period. Short term, the number of Trade and Industrial program completers increased by 26.1 percent between fiscal years 2002 to 2003. Short term growth is also above the 16.4 percent increase for all graduates. Trade and Industrial Programs include two-digit CIP codes 46, 47, 48, and 49.

Colleges with extremely large gains between fiscal years 1998 and 2003 operated small Trade and Industrial programs that have grown rather dramatically during this timeframe including: **Olive-Harvey College** (31,100.0 percent; in fiscal year 2003 N = 312), **Harold Washington College** (22,975.0 percent; fiscal year 2003 N = 923), and **Sauk Valley Community College** (1,772.2 percent; fiscal year 2003 N = 337). The largest numeric gains were registered by **Washington College** (+919), **Southwestern Illinois College** (+338), **Sauk Valley Community College** (+319),

and **Olive-Harvey College** (+311). These four colleges account for two-thirds of the statewide growth in Trade and Industrial graduates since 1998.

Colleges with notable Trade and Industrial completer increases over the one-year span include **Olive-Harvey College** (1,100.0 percent; in fiscal year 2003 N = 312), **Sauk Valley Community College** (283.0 percent; fiscal year 2003 N = 337), and **Kishwaukee College** (254.5 percent, fiscal year 2003 N = 39). **Harold Washington College** (+545), **Olive-Harvey College** (+286), **Sauk Valley Community College** (+249), and **Southwestern Illinois College** (+217) were the colleges with the largest number gains over the last year. These four colleges combined largely accounted for the statewide growth in Trade and Industrial program graduates and more than offset decreases at all the other colleges combined.

The number for graduates in the **Other** category increased slightly (4.9 percent) from fiscal years 2002 to 2003 to **3,918**.

All Other Program Graduates This indicator provides information about individuals completing community college programs besides Transfer, Agriculture, Business, Education, Engineering Related, Health, Public and Protective Services, and Trade/Industrial. The number of graduates in the All Other

category has increased by 21.4 percent since 1998 (compared to an increase of 31.3 percent for all graduates during the same period). The number for graduates in the Other category increased slightly (4.9 percent) from fiscal years 2002 to 2003 to 3,918. This rate is less than one-third of the 16.4 percent growth in completers across all program areas. Colleges that had sizable percentage gains between fiscal years 1998 and 2003 were **Richland Community College** (1,275.0 percent; in fiscal year 2003 N = 55), **Rend Lake College** (393.8 percent; fiscal year 2003 N = 79), **Lake Land College** (281.3 percent; fiscal year 2003 N = 180) and **Southwestern Illinois College** (230.5 percent; fiscal year 2003 N = 195). The largest numeric gains were registered by **Harold Washington College** (+296), **Lake Land College** (+180), **Southwestern Illinois College** (+136) and **College of DuPage** (+110).

Colleges with substantial percentage increases over the one-year span include **College of Lake County** (135.5 percent; N = 40 in fiscal year 2003), **Moraine Valley Community College** (126.1 percent; fiscal year 2003 N = 52), and **William Rainey Harper College** (124.1 percent; fiscal year 2003 N = 177). **Harold Washington College** (+277), **College of DuPage** (+113), and **William Rainey Harper College** (+98) registered the largest number increases over the last year.

GOAL ONE: ECONOMIC GROWTH SELECTED MISSION-SPECIFIC INDICATORS

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

This performance indicator measures College Business and Industry Center contacts with the businesses in Illinois. During fiscal year 2003, Illinois community colleges served a total of 4,515 businesses through their Business and

During fiscal year 2003, Illinois community colleges served a total of 4,515 businesses through their Business and Industry Centers.

Industry Centers which is up 32.4 percent from the total of 3,410 businesses served in fiscal year 1999. The average number of businesses being served in fiscal year 2003 was 100, up from an average of 79 businesses served in fiscal year 1999. **Joliet Junior College's** Business and Industry Center reported serving 655 companies, which was the largest number served in fiscal year 2003.

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

This performance indicator measures the number of people provided with technical assistance through college Business and Industry Centers. Business owners have come to rely on community college technical assistance for feedback, advice, and real answers to challenging business questions.

During fiscal year 2003 Illinois community colleges provided a total of 89,439 individuals with technical assistance through their Business and Industry Centers.

During fiscal year 2003, Illinois community colleges provided a total of 89,439 individuals with technical assistance through their Business and Industry Centers, down 30.2 percent from the total of 128,141 individuals served in fiscal year 1999. The average number of individuals served in fiscal year 2003 was 1,944, also down from the average of 2,980 in fiscal year 1999. **John A. Logan College's** Business and Industry Center served a total of 13,540 individuals, which was the largest number served in fiscal year 2003.

Number of Current Workers Receiving Customized Training Through College Business and Industry Centers (1M3)

This performance indicator measures the number of individuals receiving customized training through the Current Workforce Training initiative. Community colleges provide up-to-date customized on-site job training for business and industry in order to meet the skill enhancement needs of employers any time of the day or night. **Over the last three years a combined 132,193 workers received customized training through community college business and industry centers.** During fiscal year 2003, Illinois community colleges served a total of 41,043 workers through the Current Workforce Training initiative which is down 14.9 percent from the total of 48,218 workers served in fiscal year 2002. The average number of workers served in fiscal year 2003 was 1,052 or approximately one-fifth lower than the 1,269 average served During fiscal year 2002. In fiscal year 2003, the Business and Industry Centers at **Elgin Community College** (N=5,562), **Moraine Valley Community College** (N=3,777), and **William Rainey Harper College** (N=2,687) provided the most customized training.

Data from this and the previous measure show contacts with more businesses statewide, but with fewer individuals served. Overall, as the economy tightened businesses still participated in training from colleges but the number of participants decreased.

Number of businesses attracted or retained through college Business and Industry Centers (1M4)

This performance indicator measures the number of businesses who were provided with needed assistance to begin or continue their operation. In fiscal year 2003, Illinois community colleges attracted or retained 316 businesses through the college Business and Industry Centers. **Over the last five years**

Illinois community colleges attracted or retained 316 businesses through the college Business and Industry Centers in fiscal year 2003.

combined, community colleges attracted or retained a total of 2,085 Illinois businesses. The Business and Industry Centers at **McHenry County College** (N=351), **Parkland College** (N=286), and **Lake Land College** (N=180) attracted or retained the most businesses for the five-year average (fiscal years 1999-fiscal year 2003).

GOAL TWO: TEACHING AND LEARNING

Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Goal Two: Teaching and Learning Background

Information on Goal Two will cover only performance indicators for 2004. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2005.

GOAL TWO: TEACHING AND LEARNING SELECTED MISSION-SPECIFIC INDICATORS

Number of Collaborative Partnerships with University Teacher Education Programs (2M1)

This performance indicator measures the extent to which the institution is engaged with university teacher education programs in Illinois. Statewide initiatives are in place with strong college participation to help meet the demand for qualified teachers. ICCB is a partner with the Education Commission of the States in a federally funded project entitled “Enhancing the Role of Community Colleges in Teacher Education. ICCB, faculty, and administrator workgroups in Illinois community colleges have also begun developing Associate of Arts in Teaching (AAT) degree programs, identifying and aligning Illinois State Board of Education (ISBE) and the National Council for the Accreditation of Teacher Education (NCATE) standards with the curricula. Models for Secondary Mathematics and Secondary Science have been completed. Models for Early Childhood and Special Education are currently in progress. In addition, in cooperation with ISBE and the Illinois Board of Higher Education (IBHE), manages the Preparing Tomorrow’s Teachers to Use Technology (PT3) grant. The goal of this grant is to develop and implement a technology-infused curricular system to maximize the applicability and transferability of postsecondary general education coursework to teacher candidates’ instructional practices. This initiative has just won a national award from the Center for Digital Education.

Paraprofessional Training to Assist in Teaching Reading, Writing, Math or Readiness in These Subjects (2M6)

This performance indicator measures the extent to which the institution is coordinating with the Federal No Child Left Behind legislation (ESEA PL 107-110) requiring new paraprofessional hires after 1/8/02 to have completed two years of college, obtained an Associate’s Degree or higher, or have successfully passed a state-endorsed assessment exam. Paraprofessionals currently employed have until 2006 and paraprofessionals in special education have until 2007 to meet the new requirements. ICCB has approved 21 model Teacher Aid/Teacher Assistant AAS Degree and/or Paraprofessional Certificate

ICCB is collaborating with ISBE on a paraprofessional test preparation project to create a statewide test preparation curriculum for the two paraprofessional exams: the ETS “Parapro” and ACT WorkKeys assessments. Through this partnership, 3,260 paraeducators have enrolled in test preparation workshops throughout Illinois.

programs developed by the Paraprofessional Task Force. ICCB is also collaborating with ISBE on a paraprofessional test preparation project that created a statewide test preparation curriculum for the two paraprofessional exams: the ETS “Parapro” and ACT WorkKeys assessments. Through this partnership, 3,260 paraeducators have enrolled in test preparation workshops throughout Illinois. Finally, the community college system has provided support to the Career Lattice’s Professional Development Advisory Committee (PDAC). This statewide effort focuses on developing a comprehensive professional development and information system for early childhood students and practitioners.

Number of Collaborative Partnerships with K-12 Schools and/or School Districts (2M8)

This performance indicator measures the extent to which the institution is engaged with K-12 schools and school districts in Illinois. At the state level, the ICCB, IBHE, and ISBE have collaborated to create the Middle School Teacher Quality Enhancement (TQE) Grant. This grant focuses on educational reform for middle-level education in Illinois. Its goal is to create systemic change in curriculum design and redesign, as well as co-creating middle-level outcomes, curricula, and assessments by addressing three major areas: developing a middle-grade teaching certificate; improving the knowledge and skills of middle-grade teachers; and developing and implementing statewide recruitment activities to increase the supply of effective middle-grade teachers.

The ICCB, IBHE, and ISBE have collaborated to create the Middle School Teacher Quality Enhancement (TQE) Grant. This grant focuses on educational reform for middle-level education in Illinois.

GOAL THREE: AFFORDABILITY

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

GOAL THREE: AFFORDABILITY BACKGROUND

As open-door institutions, community colleges are committed to offering affordable higher education and workforce preparation opportunities to all Illinois citizens. Many individuals are place-bound due to family and/or employment obligations and see community colleges as a way to pursue their educational and occupational goals without leaving their families, communities and employment. Others see community colleges as an economical path to complete some or all of the first two years toward a bachelors degree or to prepare for employment in technical and skilled occupations. Whatever the student's goal, state and national financial aid programs are supplemented by local college efforts to maximize financial assistance awards to provide educational opportunities for all who desire them.

... Community colleges are committed to offering affordable higher education and workforce preparation opportunities to all Illinois citizens.

Given the state's current fiscal condition, many colleges implemented modest increases in tuition and/or fees, in large part to offset declining state resources. Nevertheless, the cost of attending a community college remains relatively reasonable and offers access to an increasing number of students statewide. Several colleges reported taking actions to reduce or redistribute the burden of tuition/fees for students. For example, **Southwestern Illinois College** eliminated application, transcript, and graduation application fees to enhance affordability for students and **Highland Community College** changed its technology fee to a per credit hour charge to make the cost more equitable for part-time students.

GOAL THREE: AFFORDABILITY HIGHLIGHTS OF 2004 ACCOMPLISHMENTS

Community college students who qualify have access to state and federal financial aid. However, for some students, the need may exceed available financial assistance. Others, often those in low-paying jobs, barely miss being eligible for financial aid, yet do not have the resources to pay for education. **Parkland College** pointed out that this describes an increasing number of the fast-growing English as a Second Language population in Illinois. The colleges use a variety of strategies to provide financial assistance beyond what is available to students from state and federal sources.

Commonly used strategies for assisting students with unmet need include partnerships with community groups and local employers; scholarships . . . tuition payment plans; textbook loan or rental programs; assistance with transportation, daycare, and other costs that limit students' ability to attend class; emergency loan funds; and new or streamlined administrative systems to manage and monitor the financial aid process.

The most commonly used strategies for assisting students with unmet need include partnerships with community groups and local employers; scholarships from college Foundations and other contributors; tuition payment plans; textbook loan or rental programs; assistance with transportation, daycare, and other costs that limit students' ability to attend class; emergency loan funds; and new or streamlined administrative

systems to manage and monitor the financial aid process. Some specific examples of these strategies follow:

In 2003, the **Waubensee Community College Foundation** established a program called Foundations for the Future that focuses on a different industry group each year to establish one or more endowed scholarships by raising money within an industry group. In 2003, the land development and construction industry was selected and \$59,000 was raised to fund an endowment for one or more scholarships. This year, the program is focusing on the banking industry.

South Suburban College increased the number of semesters for tuition waivers to GED students who score 3000 or higher on the GED. These students now receive full tuition waivers for four consecutive semesters. Similarly, **Kaskaskia College** will award scholarships for one year's tuition to all GED graduates in an effort to create a smooth transition from the GED to college-level education.

College of Lake County's Women's Center established an Emergency Fund that covers financial emergencies with child care, utilities, work/school travel, and basic living necessities. Monies are obtained solely through donations from the community.

The **Oakton Community College** Board of Student Affairs (BSA) will provide \$100,000 each year for the 2005 and 2006 fiscal years for the BSA Tuition Assistance Grant. Students who just miss being eligible for Pell, MAP or other awards are automatically eligible for the BSA grant. Funds are awarded up to \$50 per credit with a cap of \$1,200 per year.

The **Rend Lake College Foundation** formed partnerships with the three largest health care centers in the college's area. The Foundation's CEO assists in recruiting Rend Lake nursing students for employment/loan programs. If a student commits to a period of employment, her or his educational costs are paid by the health care centers.

Most colleges reported that applications for state and federal financial aid and for local scholarships and awards have increased substantially during the past year. Several indicated that fund-raising efforts and new endowments have made additional scholarship opportunities available, while others indicated that a depressed economy is creating increased competition for charitable and philanthropic donations.

Because community colleges are committed to providing all citizens with an affordable education, they make every effort to inform students and parents of financial assistance opportunities that are available. The most commonly mentioned methods of communicating this information include financial aid presentations at high schools, at new student orientations, and at various community locations; print and other media materials for the college and/or the community at large; college Web pages; financial aid application workshops; and participation in the Illinois Student Assistance Commission's new College Zone program. Colleges with significant Hispanic or other bilingual populations also offer bilingual presentations and materials.

GOAL THREE: AFFORDABILITY HIGHLIGHTS OF 2005 PLANS

Colleges indicated plans to continue their current efforts to provide financial assistance to students with need. Most also indicated that they will seek additional funds to support these efforts through enhanced fund-raising, utilizing available community resources and seeking grant funding. Many indicated the possibility of additional increases in tuition and fees if other revenue streams continue to shrink.

GOAL THREE: AFFORDABILITY SELECTED 2005 CHALLENGES

Clearly, the major challenges identified by the colleges relate to the impact on students and institutions of state and federal financial aid funding decisions and continuing budget reductions.

State Funding. In the face of a continued decline in state funding coupled with rising operational costs, many colleges reported that they were forced to raise tuition and fees, shifting additional financial burden to the student. Colleges reported reallocating resources from reserves and other programs to sustain services previously supported by the

Colleges reported reallocating resources from reserves and other programs to sustain services previously supported by the Special Populations and Advanced Technology grants, but acknowledged that the actions are only a short-term solution for the loss of these dollars.

Special Populations and **Advanced Technology/Educational Technology** grants, but acknowledged that the actions are only a short-term fix for the loss of these dollars. The Special Populations Grant was last funded in fiscal year 2002 at \$12.9 million and has received zero state funding since. The Special Populations Grant provided funds for tutoring, supplemental instruction, and other support services to promote opportunity to some of the hardest to serve students. The Advanced Technology Grant was renamed the Educational Technology grant for fiscal year 2004. Fiscal year 2003 funding was \$12.5 million and fiscal year 2004 funding was reduced to \$1.6 million to be spread across 48 colleges. No dollars have been allocated to the Educational Technology Grant for fiscal year 2005. The Advanced Technology/Educational Technology grants provided colleges with some resources to keep up-to-date with high tech equipment so students would be trained using software and machinery that is currently in use in the workplace. Both needed programs were eliminated due to state budget constraints.

Financial Aid. As students' cost of attendance continues to increase, state-funded assistance programs continue to decline. At many colleges, there is now a gap between a student's Monetary Award Program (MAP) grant award and actual tuition. In addition, there have been no increases in Pell Grant maximum awards. Increasingly, students are being forced to use Pell funds to pay part of their tuition and fees, which means less money is available for living and other educational expenses normally covered by the Pell grant. Colleges are also concerned that more students are being forced to borrow to go to school.

Colleges also expressed concern about the impact on students of recent policy changes for state funded financial assistance. The new 75 MAP Payable Hour Rule is likely to have an adverse impact on students who require remedial/developmental coursework. Many students use their financial aid to pay for remedial/developmental courses and run out of funds before they complete an associate's degree. The challenge for the colleges will be to find other ways to support

remedial/developmental courses. In addition, a change in application deadlines for MAP awards impacts a disproportionate number of community college students, who often make late decisions regarding enrollment. An analysis conducted by **Parkland College** revealed that both the 75-hour rule and the shortened application dates will disproportionately affect the MAP grant eligibility of Hispanic or Black non-Hispanic students. Finally, a number of colleges indicated that the continued underfunding of the Illinois Veterans Grant creates additional financial burden for the institutions.

Other. Several colleges that are in the process of implementing new software systems to manage their financial aid programs said the process can be challenging and time-intensive. As mentioned earlier in this report, a number of colleges indicated that fundraising becomes a challenge when the economy is slow. Many colleges also indicated that it is a challenge to keep pace with changes in technology for both academic and administrative applications. An area of particular concern is the ability to sustain the increased demand for online courses and the related costs for faculty and instructional delivery technologies.

GOAL THREE: AFFORDABILITY STATEWIDE AND COMMON INSTITUTIONAL INDICATORS

Net Price of Attendance (3C1)

For purposes of the Performance Report, the definition of “net price” of attendance focuses on affordability and relates to undergraduates who apply for aid after subtracting grants – non-repayable gifts – that come from federal, state, and institutional sources, including:

Monetary Award Program – state need based grant for degree seeking students enrolled in at least three credits per semester (MAP).

Pell Grant (Pell)– federal need-based grant for undergraduates for educational expenses, such as tuition, fees, room and board, and/or living expenses.

Federal Supplemental Educational Opportunity Grant (SEOG)–need-based grant for undergraduates with first priority Pell Grant recipients, and Institutional grant aid..

Illinois Student Assistance Commission (ISAC) officials furnish data by U.S. Census Bureau Current Population Survey (CPS) derived income quintiles/fifths and report financial aid information from state and federal sources by institution. “Net price” reflects the total cost of attendance for a student at an institution as determined by the institution for use in making financial aid awards to undergraduates, including tuition and fees, housing (e.g., room and board), transportation, books, and supplies. (IBHE, February 2003)

“Net price” reflects the total cost of attendance at an institution including undergraduate tuition and fees, housing, transportation, books, and supplies. Related calculations can measure affordability and access.

The National Commission on College Costs and Prices (January 1998) provides a brief overview of the different categories of financial aid, net price of attendance, and the underlying purposes of different calculations.

Financial aid comes in different forms: grants are scholarships or tuition waivers which amount to “gifts” to the student that do not have to be repaid; loans are borrowed money that must be paid back, typically after the student leaves school; work study entails working to receive financial (sometimes institutional) assistance. Because of the very different nature of grants (no repayment) versus loans (cash re-payment required) and work study (employment amounts to repayment) two different concepts of net price provide useful information.

One measure subtracts only grants (no repayment) from the total price of attendance. This concept provides a measure of affordability, or the amount of money a student actually pays to attend college. A second approach subtracts all financial aid awarded—grants, loans, and work-study, from the total price of attendance, to measure the amount of money a student needs in order to enter the college or university. This concept provides a measure of access, because, even though loans must be repaid, they allow a student to attend college, just like car loans allow many to buy a car who otherwise may not be able to afford one. (Page 6, National Commission on College Costs and Prices Straight Talk About College Costs and Prices (January, 1998).

ISAC and IBHE officials used state sample data in a recent study of the *Distribution of Student Financial Aid in Illinois*, (October 2003) that included an analysis of net price of attendance. Before reviewing results a few key concepts are described. Students are classified as dependent (i.e., under 24 years of age, residing with parents/guardian and/or receive more than half of their support from a parent/guardian, unmarried, not a US armed forces veteran, etc.) or independent when financial aid decisions and comparisons are made. Expected Family Contribution (EFC) is another important concept involved in financial aid analysis. EFC is the amount of money a family is expected to contribute toward college expenses. EFC calculations account for family income, assets and size, and family living expenses as well as the number of family members simultaneously enrolled in college. The EFC reflects a family's ability over time to absorb a portion of college costs. More technical definitions of these and other financial aid related terms and concepts are available at <http://www.collegezone.com> The results of the Illinois state level cross sector analysis of net cost follows:

Net price was considered both before student loans (affordability focus) and after student loans (access focus). Before loans, net price was lowest at community colleges; it averaged \$3,300, \$4,600, and \$7,600 for low-income dependent students at community colleges, public universities, and private institutions respectively.

Before loans were factored in, net price was lowest at community colleges... After loans were taken into consideration, first, second, and third quintile dependent students at public universities had the lowest net price for their respective income quintiles.

For middle income students net price before loans was \$8,000, \$11,000, and \$13,000 respectively. After loans were taken into consideration, first, second, and third quintile dependent students at public universities had the lowest net price for their respective

income quintiles. For first quintile students, after loans, the net price at a public university was \$2,500, followed by \$2,600 at private institutions, and \$3,200 at community colleges.

...The availability of financial aid makes choice among different types of institutions a viable option in Illinois, the majority of low-income students who chose to attend a four-year institution incurred substantial loan indebtedness.

Even though community colleges had lower overall costs, the availability of financial aid at four-year institutions compensated for this price difference. While this suggests that the availability of financial aid makes choice among different types of institutions a viable option in Illinois, the majority of low-income students who chose to attend a four-year institution incurred substantial loan indebtedness. Net price was also compared to the

EFC and only for fourth and fifth quintile students at four-year institutions did the EFC consistently exceed net price. (Page iii, ISAC and IBHE, *Distribution of Student Financial Aid in Illinois*, October 2003).

Based on these findings student loan indebtedness is a topic worth further exploration. In the joint ISAC and IBHE (October 2003) report figures are referenced from an earlier ISAC cross sector study entitled, *Increasing College Access or Just Increasing Debt? A Discussion About*

In keeping with the relatively low cost of community college attendance, the percentage of students with loans and the average amount borrowed were lowest across all sectors.

Raising Student Loan Limits and the Impact on Illinois Students (September, 2002). ISAC researchers discuss student indebtedness and reasonable loan debt for college graduates based on projected future earnings using fiscal year 2001 data. ISAC research shows the proportion of community college students who borrow is low at 4.9 percent. “Community college students in Illinois traditionally do not borrow to finance their education – less than five percent of community college students have Stafford loans. Community college tuition and fees are well within even the current low freshman loan limits (\$2,625.)” Page 19, *Increasing College Access or Just Increasing Debt? A Discussion About Raising Student Loan Limits and the Impact on Illinois Students* (September, 2002). Hence, dollar amounts borrowed were also relatively low among community college students. The debt ratio for community college graduates was calculated at between 3.0 to 4.5 percent based on projected starting salaries between \$16,000 and \$24,000 and a year. The report contained similar information for other sectors of higher education:

Graduating seniors at public universities who borrow (44 percent) have a cumulative debt level of almost \$14,000. Those at private universities who borrow (50 percent) have an average cumulative debt level of almost \$16,500. At starting salaries of \$24,000 to \$32,000, their prospective debt ratios range from 9.2 percent to 5.8 percent. Since the average loan is now over \$4,000, the cumulative debt levels will be closer to the private university level in fiscal year 2001. This constricts the range of debt ratios to the higher end: 6.9 percent to 9.2 percent. Many new graduates are going to emerge from college with debt ratios in excess of 8.0 percent. (Page 19, ISAC, *Increasing College Access or Just Increasing Debt?*

*A Discussion About Raising Student Loan Limits and the Impact on Illinois Students
(September 2002)*

According to ISAC, debt ratios of 8.0 percent are considered the maximum manageable debt burden. The report also discusses different earnings in various professions making debt more manageable for some degree and certificate completers than others. Additionally, recent reductions in state MAP financial aid are expected to result in increased borrowing across sectors. In keeping with the relatively low cost of community college participation, the percentage of students with loans and the average amount borrowed were lowest across all sectors. The report suggests that some community college students might benefit from taking on limited additional debt, proportionately reducing work hours, and completing their certificate or degree more quickly. **Overall, community colleges are providing a low cost avenue to higher education and through wise choices can offer students a relatively low debt or debt free option for acquiring a college education.** The ISAC (October, 2002) report concludes that community college students have not seen the huge increases in college costs that students attending four-year schools have experienced over the last decade. For a more extensive discussion of these topics refer to the reports prepared by ISAC and IBHE that are referenced in this section of the Community College System Performance Report which are all conveniently accessible through the internet links provided.

GOAL THREE: AFFORDABILITY SELECTED MISSION-SPECIFIC INDICATORS

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

This performance indicator provides one measure of financial access to the institution for students. During **fiscal year 2005**, average annual tuition and basic fee costs for a full-time, **in-district Illinois** community college student was **\$1,918**, up 10.5 percent over the previous year when they averaged \$1,736. During fiscal year 2005, the highest

Based on College Board figures, Illinois community college fiscal year 2005 average tuition and basic fees for in-district students are about the same as the national average for community college state residents from the previous year.

annual tuition and basic fees are at **William Rainey Harper College** (\$2,556) in the northwestern suburbs and lowest annual tuition/fees are at **Shawnee Community College** (\$1,440) in rural southern Illinois. The latest published comparative data that are available reflect information from one year earlier. The College Board (2004) conducts an Annual Survey of Colleges which provides tuition and basic fee information for all sectors of higher education. **According to The College Board, the fiscal year 2004 national weighted average community college full-time tuition and fees** (public two-year, resident) was **\$1,905** (Table 6a). The College Board figures show a *one-year* percent increase between fiscal year 2003 and fiscal year 2004 of 13.8 percent. Illinois showed a rate of increase of 6.2 percent between those identical points in time – fiscal year 2003 to fiscal year 2004 – which is less than one-half of the rate of increase reported at the national level. Based on The College Board figures, Illinois community college fiscal year 2005 average tuition and basic fees for in-district students are about the same as the national average for community college state residents from the previous year. Midwest data published by The College Board show even higher

tuition and fee rates for two year public colleges averaging \$2,334, but with a one-year rate of increase at 8.8 percent. http://www.collegeboard.com/prod_downloads/press/cost03/cb_trends_pricing_2003.pdf

According to IBHE, estimated Illinois **public university** annual **undergraduate tuition and fees** are expected to average **\$6,349 in fiscal year 2005**. The fiscal year 2004 average was \$5,677, hence public university undergraduate annual tuition and fees increased 11.8 percent since last year. A public policy change (Public Act 93-0228) providing level tuition for entering students at Illinois public universities is impacting the latest figures as well as fiscal year 2005 rates. New legislation requires that the tuition charged a first-time, undergraduate public university Illinois resident student remain at the same level for four continuous academic years following initial enrollment or for the “normal time to complete” undergraduate programs that require more than four years. The tuition guarantee applies to those students who first enroll in public universities *after* the 2003-2004 academic year. Some adjustments to the base tuition and fee rates at public universities were anticipated. For fiscal year 2004, average in-district community college tuition and fees are less than one-third of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are affordable and college staffs are available to help individuals acquire financial aid that they qualify to receive. Nevertheless, with more students applying for financial aid and availability of state and federal assistance dollars declining or remaining level, an increasing number of community college students are forced to take out loans or find some other way to make up a financial aid shortfall.

Number of enrolled students who receive Monetary Award Program (MAP) grants (3M2)

This performance indicator indicates the level of financial access to the institution for students. The Illinois Student Assistance Commission (ISAC) offers Illinois residents a variety of grant and scholarship programs, eligibility for which is based on factors such as financial need, academic achievement, chosen field of study, military service, etc. At the heart of these programs is ISAC's need-based Monetary Award Program (MAP). MAP is the second largest program of its kind in the country, annually awarding over \$300 million in grants to roughly 128,000 undergraduates who demonstrate financial need for such assistance. Grants awarded through MAP can be used to cover tuition and fees. (<http://www.collegezone.com/informationzone/16.htm>)

During fiscal year 2003, a total of 48,421 students who were enrolled in Illinois community colleges received MAP grants. **South Suburban College** (N=2,212), **Southwestern Illinois College** (N=2,090), and **Harold Washington College** (N=1,841) were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2003.

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

This performance indicator indicates the level of financial access to the institution for students. Illinois Incentive for Access (IIA) grants are

In fiscal year 2003, a total of 10,426 students who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants.

available to students determined to have zero financial resources to pay for college (<http://www.collegezone.com/information/zone/16.htm>).

In fiscal year 2003, a total of 10,426 students who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **South Suburban College** (N=468), **Harold Washington College** (N=443), and **Southwestern Illinois College** (N=441) had the largest number of students receiving IIA grants in fiscal year 2003.

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

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

During fiscal year 2003, a total of 74,472 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 18,451 students receiving Pell Grants, which was the largest number of students in any district. Across all seven colleges in the Chicago district, an average of 2,636 students received Pell Grants at each school. **Southwestern Illinois College** enrolled 3,238 students with Pell Grants which was the second largest number of students receiving this form of financial aid.

During fiscal year 2003, a total of 74,472 students who were enrolled in Illinois community colleges received Pell Grants.

GOAL 4: ACCESS AND DIVERSITY

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

GOAL 4: ACCESS AND DIVERSITY BACKGROUND

Information on Goal Four covers only performance indicators for 2004. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2005.

GOAL 4: ACCESS AND DIVERSITY COMMON INSTITUTIONAL INDICATORS

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

The completions by race/ethnicity, disability status, and gender indicators are included as a measure of the success of Illinois higher education in graduating students from underrepresented groups.

Individuals with Disabilities Completions (4C1)

Across the Illinois community college system, **985 individuals with disabilities graduated in fiscal year 2003** which represents approximately 2.2 percent of all graduates. Statewide the number of students with disabilities who graduated in fiscal year 2003

From fiscal year 1998 to fiscal year 2003, the statewide total completers by individuals with disabilities increased by 39.7 percent to 985.

increased by 15.3 percent compared to the previous year (N = 854 in fiscal year 2002; N = 985 in fiscal year 2003). Longer term – from fiscal year 1998 (N = 705) to fiscal year 2003 – the statewide total increased by 39.7 percent. In fiscal year 2003, the **College of DuPage** (N = 122) reported the largest number of individuals with disabilities who graduated from a single college. **City Colleges of Chicago** reported the largest number of individuals with disabilities who graduated (N = 143), but **City Colleges of Chicago** consists of seven separate colleges. Community colleges with substantial gains in the number of graduates with disabilities from fiscal year 2001 to 2003 who had at least 30 completers with disabilities in the latest data included: **Lewis & Clark Community College** (571.4 percent), **Illinois Central College** (190.9 percent), **Southwestern Illinois College** (126.8 percent), **South Suburban College** (100.0 percent), and **Parkland College** (51.7 percent). The source of data for this indicator is the Annual Enrollment and Completions (A1) submission.

According to the U.S. Census' Current Population Survey (2002), nationwide there were 5.1 million individuals with a work disability who possess an Associate's Degree/Some College with No Degree which is 9.6 percent of all people between the ages of 16 and 74. The corresponding figure for individuals with disabilities possessing a bachelor's degree was 2.5 million (5.2 percent). In Illinois Census (2000) data, over 1.2 million (17.1 percent) individuals in the state between 21 and 64 years of age reported having a disability.

Race/Ethnicity Completions (4C1) Minority Combined.

More than one quarter (29.1 percent) of fiscal year 2003 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white). Racial/ethnic categories used in the analysis

From 2002 to 2003 the overall number of minority graduates increased by 21.0 percent.

are defined by federal officials through the National Center for Education Statistics (NCES) Integrated Postsecondary Data Systems (IPEDS) collection process. Data for Illinois Community Colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and serve as a useful point of reference in this section of the report. Illinois results are similar to the national figure of 29.0 percent minority among associate degree graduates in 2001 as provided by the National Center for Education Statistics (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). In Illinois, over the two-year span beginning in 2001 there was an increase of 11.7 percent in minority student completions with the number of minority graduates increasing from 11,799 in fiscal year 2001 to **13,185 in 2003**. Shorter term, from 2002 to 2003 the overall number of minority graduates increased by an even larger 21.0 percent. Smaller colleges with considerable increases in minority graduates during this 2-year period included (number provided is for 2003): **Wabash Valley College** (257.1 percent; N = 50), **Sauk Valley Community College** (233.3 percent; N = 90), **Spoon River College** (100.0 percent; N = 12) and **John Wood Community College** (92.3 percent; N = 25). Larger schools with sizable increases included **Elgin Community College** (137.4 percent; N = 451), **Southwestern Illinois College** (131.2 percent; N = 467), **Olive-Harvey College** (91.3 percent; N = 922) and **Lincoln Land Community College** (89.2 percent; N = 150). Longer term, during the period from fiscal year 1998 to 2003 there was a substantial 54.2 percent increase across the Illinois Community College System. For programs with at least 30 graduates in the most recent data, **Wabash Valley College** (316.7 percent; N = 50), **Sauk Valley Community College** (210.3 percent; N = 90), and **Rend Lake College** (144.7 percent; N = 93) registered the largest percentage gains over this time span. Large school gainers included **Southwestern Illinois College** (219.9 percent; N = 467), **South Suburban College** (196.6 percent; N = 795), **Elgin Community College** (192.9 percent; N = 451) and **Olive-Harvey College** (135.8 percent; N = 922). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission. Additional details about each racial/ethnic group follow.

Asian. One in 20 (5.0 percent) graduates in fiscal year 2003 self identified as Asian. This is very close to the national figure of 4.9 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). There was a short term increase of 25.7 percent in the number of Asian graduates from 2002 to 2003 (compared to a 16.4 percent increase for all graduates), over the five-year span beginning in 1998 there was a substantial increase of 54.5 percent (compared to 31.3 percent for all graduates). The number of Asian completers increased from 1,464 in fiscal year 1998 to **2,262 in 2003**. Colleges with considerable increases in Asian graduates during the five-year period included **Wabash Valley College** (833.3 percent; N = 28), **Rend Lake College** (400.0 percent; N = 5) and **Sauk Valley Community College** (300.0 percent; N = 8). Colleges with substantial increases in Asian graduates during the last year included **Sauk Valley Community College** (700.0 percent; N = 8), **Wabash Valley College** (250.0 percent; N = 28), **Lincoln Trail College** (200.0 percent; N =

3), **John A. Logan College** (100.0 percent; N = 16) and **Kennedy-King College** (100.0 percent; N = 14).

Black/African American. Approximately **one in seven graduates** (14.8 percent) from fiscal year 2003 identified themselves as **Black/African American**. This is somewhat above the national average of 11.0 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). There was a 21.1 percent increase in the number of Black graduates from 2002 to 2003 (compared to an increase of 16.4 percent for all graduates). Over the five-year span beginning in 1998 there was a substantial 50.5 percent increase, as the number of Black completers increased from 4,460 in fiscal year 1998 to **6,714 in 2003**. This rate of increase is greater than the rate of 31.3 percent for all completers during the same time span. Among the colleges with considerable increases in Black graduates during the five-year period were **Heartland Community College** (307.7 percent; N = 53), **Elgin Community College** (263.2 percent; N = 69), **South Suburban College** (233.3 percent; N = 660), **Southwestern Illinois College** (230.8 percent; N = 354), **Richland Community College** (228.6 percent; N = 92) and **Joliet Junior College** (212.5 percent; N = 75). Large gainers from 2002 to 2003 included **Shawnee Community College** (280.0 percent; N = 38), **Wabash Valley College** (275.0 percent; N = 15), **Olive-Harvey College** (233.7 percent; N = 831), **Danville Area Community College** (100.0 percent; N = 22), and **McHenry County College** (100.0 percent; N = 2).

Approximately **one in seven fiscal year 2003 Illinois community college system graduates** (14.8 percent) identified themselves as **Black/African American**.

Hispanic. **Eight percent** of the graduates from fiscal year 2003 self identified as Hispanic (N = 3,666). Nationally, about 9.9 percent of associate degree graduates were Hispanic in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>).

There has been an increase in Hispanic completers each year from fiscal year 1999 through 2003.

There has been an increase in Hispanic completers each year from fiscal years 1999 through 2003. For Hispanic graduates, there was an increase of 17.5 percent from fiscal year 2002 to fiscal year 2003 as the number of completers increased by 547. The one year increase among Hispanic graduates was greater than the rate of 16.4 percent for all completers. Colleges with significant increases over the one-year span included **Wabash Valley College** (300.0 percent; N = 4), **Highland Community College** (200.0 percent; N = 3), **Olive-Harvey College** (183.3 percent; N = 85), **Sauk Valley Community College** (170.4 percent; N = 73), **Lincoln Land Community College** (133.3 percent; N = 28) and **Shawnee Community College** (100.0 percent; N = 2). The number of Hispanic graduates increased by 65.5 percent from fiscal year 1998 to fiscal year 2003 (compared to 31.3 percent for all graduates). Colleges with significant increases over the five-year span included **Lake Land College** (540.0 percent; N = 64), **Southwestern Illinois College** (400.0 percent; N = 55), **Olive-Harvey** (347.4 percent; N = 85), **Sauk Valley Community College** (265.0 percent; N = 73), the **College of Lake County** (237.9 percent; N = 196), **Highland Community College** (200.0 percent; N = 3) and **John Wood Community College** (200.0 percent; N = 3).

Native American/Alaskan. Less than one half of one percent (0.4 percent) of graduates from fiscal year 2003 identified themselves as Native Americans. Nationally, about 1.1 percent of graduates identified themselves as Native American in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). Although the percentage of Native American graduates from 2002 to 2003 was relatively unchanged, the number increased by 27.5 percent from 138 to 176. Since 1998 there was an increase of 41.9 percent as the number of Native American completers increased from 124 in fiscal year 1998 to **176 in 2003**. **Harold Washington College** and **Southwestern Illinois College** were the only two colleges that had more than 10 Native American graduates in fiscal year 2003. From fiscal year 2002 to 2003, **Harold Washington College** increased its number of Native American graduates from 10 to 29 (190.0 percent), while **Southwestern Illinois College** increased its number from 14 to 19 (35.7 percent). Longer term, from 1998 to 2003 **Harold Washington College** showed an increase from 13 to 29 Native American graduates (123.1 percent) and **Southwestern Illinois College** grew from 5 to 19 Native American graduates (280.0 percent).

Nonresident Alien. This indicator exhibits success of the institution in graduating Nonresident Alien students. From fiscal years 1998 through 2003, Nonresident Alien graduates accounted for between 0.3 to 0.4 percent of the total completer population. This is somewhat below the national average of 2.0 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). For Nonresident Alien graduates, there was an increase of 36.6 percent from fiscal year 2002 to fiscal year 2003 as the number of completers increased from 142 in fiscal year 2002 to **194 in fiscal year 2003**. The number of Nonresident Alien graduates was identical (N = 142) in fiscal years 1998 and 2002, resulting in a 36.6 percent increase over the five-year span as well (compared to a 31.3 percent increase over the same five-year span for all graduates).

White/Caucasian. Just over seventy (70.9) percent of the graduates from **fiscal year 2003** identified themselves as **white (N = 32,145)**. This is similar to the national figure of 71.0 percent in 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp>). In Illinois there was an increase of 14.6 percent in white graduates between fiscal years 2002 and 2003 (N = 4,094). The increase of white students over the one-year span is less than the rate of 16.4 percent for all completers. Colleges with at least 30 white graduates who reported sizable percentage increases in white students over the one-year span included **Shawnee Community College** (134.9 percent; N = 249), **Sauk Valley Community College** (95.8 percent; N = 801), and **Harold Washington College** (85.7 percent; N = 390). The number of white graduates within the Illinois Community College System increased 23.7 percent from fiscal years 1998 to 2003 (compared to 31.3 percent for all graduates). Colleges with sizable increases over the five-year span included **Harold Washington College** (132.1 percent; N = 390), **Sauk Valley Community College** (109.7 percent; N = 801) and **Frontier Community College** (103.7 percent; N = 222).

Gender Completions (4C1)

In fiscal year 2003, there were **26,158 female completers** statewide in the Illinois Community College System (57.7 percent of all completers). Historically, most community college completers have been female. Overall, approximately **six out of ten graduates** were

The number of female graduates increased slightly during each of the last three years with 2003 registering the highest number of female completers (26,158) to date.

female in each of the last five years. This proportion is similar to the national proportion of 57.9 percent of certificate and associate degree completers from 2001 (<http://nces.ed.gov/pubs2003/digest02/tables/dt251.asp>) The number of female graduates increased slightly during each of the last three years with 2003 registering the highest number of female completers (26,158) to date. However, the rate of increase slowed in 2003 as the number of female graduates increased by 14.5 percent between 2002 and 2003 compared to 16.8 percent growth over a two-year period. Male completers increased 19.0 percent between 2002 and 2003, consistent with the fiscal year 2001 to 2003 two-year increase of 19.7 percent. A retrospective five-year look shows that both the rate of growth and the actual number of completers was larger among males (43.8 percent; N = 5,843) versus females (23.4 percent; N = 4,958).

Individual colleges with substantial short term growth (25 percent or above) in female completers included: **Olive-Harvey College** (164.7 percent; N = 593), **Shawnee Community College** (150.0 percent; N = 210), **Sauk Valley Community College** (54.1 percent; N = 393), **Rock Valley College** (41.7 percent; N = 836), **Southwestern Illinois College** (36.9 percent; N = 1,683), **South Suburban College** (34.0 percent; N = 982), **Kaskaskia College** (30.8 percent; N = 557), **Richard J. Daley College** (28.8 percent; N = 572), **Elgin Community College** (26.3 percent; N = 1,031), **Carl Sandburg College** (26.3 percent; N = 303) and **Parkland College** (25.0 percent; N = 641). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission.

GOAL FOUR: ACCESS AND DIVERSITY SELECTED MISSION-SPECIFIC INDICATORS

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

Elsewhere in the report the characteristics of graduates are examined. This performance indicator reflects the success of the institution in enrolling students from underrepresented groups. During fiscal year 2003, a total of 10,932 students self identified as being disabled were enrolled in Illinois community colleges, which is approximately 1.6 percent of the total community college population served through credit coursework. Nationally, an estimated 9.1 percent of undergraduates had some form of disability in fiscal year 2000 (<http://nces.ed.gov/pubs2003/digest02/tables/dt211.asp>). In Illinois, over a two-year span there was a 29.8 percent increase beginning in fiscal year 2001, when 8,424 students (1.3 percent) identified themselves as being disabled. During fiscal year 2003, **Kennedy-King College** served the largest proportion of disabled students (5.3 percent of its student population), more than three times the average.

In fiscal year 2003, **Olive-Harvey College** served the largest proportion of combined minority students (98.7 percent of all students). This is much higher than the statewide average of 36.3 percent as well as the national average of 33.0 percent for undergraduates in 1999 - 2000 (<http://nces.ed.gov/pubs2003/digest02/tables/dt211.asp>). Across all seven campuses, 82.0 percent of the **City Colleges of Chicago** students identified themselves as members of a minority group. Outside of Chicago, **Morton College** served the largest proportion of combined minority students (74.8 percent). **Harold Washington College** had the largest percentage of Asian/Pacific Islander students (14.5 percent) followed by **William Rainey Harper College** with 13.5 percent Asian/Pacific Islanders. **Kaskaskia College** had the largest percentage of Native American/Alaskan students (0.7 percent). **Kennedy-King College** reported serving the largest percentage of Black, Non-Hispanic students (85.0 percent) followed by **South Suburban College** (49.9 percent).

Morton College had the largest percentage of Hispanic students (69.4 percent). **Moraine Valley Community College** reported the largest percentage of Non-Resident Alien students (5.9 percent).

Female students accounted for over two-thirds of **Kennedy-King College** students. This is much higher than the statewide figure of 56.0 percent. In fall 2000 nationwide, 57.2 percent of two-year public students were female (<http://nces.ed.gov/pubs2003/digest02/tables/dt170.asp>).

Number of Students Served Through Developmental Coursework (4M6)

This performance indicator reflects the success of the institution in providing services to under prepared students. During fiscal year 2003, an average of **14.5 percent of students enrolled in Illinois community colleges were enrolled in developmental coursework**. Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course in fiscal year 2000. The proportion of students requiring remediation can be influenced by multiple factors including the population of the service region, cooperative efforts between area higher education institutions, remedial testing policies including the extent to which mandatory remedial placement policies exist, etc. In Illinois, **Heartland Community College** provided 28.9 percent of its students with developmental coursework, the largest percentage in the Illinois Community College System. **Wabash Valley College**, provided 1.2 percent of its students with remedial coursework, which was the smallest percentage in the state.

During fiscal year 2003, an average of 14.5 percent of students enrolled in Illinois community colleges were enrolled in developmental coursework.

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

This performance indicator measures the number of students being served through Adult Basic Education and Adult Secondary Education (ABE/ASE) coursework. During fiscal year 2003, a total of 54,456 students were served through adult education coursework. This represents a 7.5 percent decrease from the 58,885 students served during fiscal year 2002 and an 11.7 percent decrease from the 61,685 students served during fiscal year 1998. **Malcolm X College** served 6,632 students through ABE/ASE coursework, the highest number at any single community college campus across the state. **Wabash Valley College** served 53 students through ABE/ASE coursework, which was the lowest ABE/ASE headcount at any community college campus.

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

This performance indicator measures the number of students being served through English as a Second Language (ESL) coursework. During fiscal year 2003, 77,369 students were served through ESL coursework.

During fiscal year 2003, 77,369 students were served through English as a Second Language (ESL) coursework.

This represents a 2.7 percent increase from the 75,340 students served during fiscal year 2002 and a 35.6 percent increase from the 57,058 students served during fiscal year 1998. **Harry S Truman College** served 18,288 students through ESL coursework, the highest number at any single community college campus across the state. **Southeastern Illinois College, Lincoln Trail College,** and **John A. Logan College** reported no students through English as a Second Language coursework.

GOAL 5: HIGH EXPECTATIONS AND QUALITY

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

GOAL 5: HIGH EXPECTATIONS AND QUALITY BACKGROUND

As with Goals Two and Four, information on Goal Five covers only performance indicators for 2004. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2005.

GOAL 5: HIGH EXPECTATIONS AND QUALITY SELECTED MISSION-SPECIFIC INDICATORS

Transfer Rate (5M3)

Transfer rates are calculated using the National Transfer Assembly approach developed by a workgroup in conjunction with the Center for the Study of Community Colleges at the University of California, Los Angeles (UCLA). Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for

In Illinois, the statewide transfer rate for cohorts of community college entering students was **24.7 percent in fiscal year 2003 and 22.9 percent in fiscal year 2004**. Illinois' transfer rate results are comparable with recent National Transfer Assembly results.

four years and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students was **24.7 percent in fiscal year 2003 and 22.9 percent in fiscal year 2004**. Illinois' 2003 transfer rate was the highest since this measure has been tracked. Illinois' transfer rate results are comparable with recent National Transfer Assembly results.

Colleges in Illinois with more than one-third of eligible individuals – based on the national methodology – transferring through fiscal year 2003 included: **John A. Logan College** (38.9 percent; N = 206 transfers), **Spoon River College** (38.6 percent; N = 95 transfers), **Parkland College** (37.4 percent; N = 341 transfers), **Illinois Valley Community College** (36.0 percent; N = 139 transfers) and **Heartland Community College** (33.4 percent; N = 127 transfers).

Similarly, colleges with the highest transfer rates for 2004 included **John A. Logan College** (38.3 percent; N = 206 transfers), **Parkland College** (33.9 percent; N = 302 transfers), **Illinois Valley Community College** (33.8 percent; N = 151 transfers), **Spoon River College** (32.1 percent; N = 60 transfers) and **Illinois Central College** (30.0 percent, N = 398).

Between 2003 and 2004 transfer rates decreased at 30 colleges, increased at 7 and exhibited little change (less than 1.0 percent) at a dozen colleges. Hence declines in transfer rates outpaced advances by over 4 to 1. Two colleges reported sizable increases in transfer rates from fiscal year 2003 to fiscal year 2004 with at least 30 transfers and an above average 2004 transfer rate -- **McHenry County College** (+2.5 percent; N = 128 transfers) and **Sauk Valley Community College**

(+1.1 percent.; N = 103 transfers).

Transfer rates reported here are limited to in-state public institutions and DePaul University. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the timeframe were expanded.

Faculty Preparation (5M5)

During fiscal year 2004, an average of 96.4 percent of all Illinois Community College System transfer faculty held a Master's or higher degree.

This performance indicator reflects the educational attainment of the institution's full-time baccalaureate-transfer faculty. During fiscal year 2004, an average of 96.4 percent of all Illinois Community College System transfer faculty held a Master's or higher degree. Three out of four colleges reported that 95 percent or

above of their transfer faculty held a Master's or higher degree. Nationwide the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across all programs at community colleges and show 81.7 percent possessing a Master's degree or above (Fall, 1998) <http://nces.ed.gov/pubs2003/digest02/tables/dt232.asp>

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

This performance indicator measures the institution's involvement in the Illinois Articulation Initiative (IAI) which promotes and facilitates student transfer. During fiscal year 2004, 4,276 Illinois community college general education courses were included in the IAI for an average of 89 courses per college.

During fiscal year 2004, 4,276 Illinois community college general education courses were included in the Illinois Articulation Initiative.

Every college offered at least 55 IAI courses. The **College of DuPage** (142 courses), **William Rainey Harper College** (130 courses), **Elgin Community College** (120 courses), **Oakton Community College** (120 courses), and **Black Hawk College** (118 courses) were the leading community colleges in the number of IAI general education courses listed. One third of Illinois community colleges had at least 95 IAI approved general education courses in fiscal year 2004. Colleges with above average 2004 participation adding multiple courses to their IAI general education course listing over the past year included **Southwestern Illinois College** (+5), **Triton College** (+3), **Moraine Valley Community College** (+2), and **Heartland Community College** (+2). The Illinois Articulation Initiative continues to be a very important collaborative effort to promote and facilitate inter-institutional transfer.

Average class size (5M4)

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

During fiscal year 2003, the average class size was 17.49.

individualized instruction. During fiscal year 2003, the average Illinois community college class size was 17.49, a 2.3 percent increase from fiscal year 2002 (17.1) and a 0.4 percent increase fiscal year 2000 (17.42). **Carl Sandburg College** had the smallest average class size (11.44) and **Wilbur Wright College** had the largest fiscal year 2003 average class size - 23.18. **Lincoln Land Community College** experienced the largest average class size increase (51.4 percent), and **Illinois Valley Community College** experienced the largest average class size decrease (-9.6 percent) between fiscal year 2002 to 2003.

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

This performance indicator measures each college's involvement in the Illinois Articulation Initiative which promotes student transfer. During fiscal year 2004, 6,755 major-specific courses were included in the Illinois Articulation Initiative for an average of 141 courses per college. Each college offered at least 67 major-specific IAI courses and five colleges offered over 200 courses each. These colleges were: **Oakton Community College** (277 courses), **College of DuPage** (218 courses), **Parkland College** (209 courses), **William Rainey Harper College** (201), and **Illinois Central College** (201 courses). **John A. Logan College** added the largest number of IAI courses to their curriculum during fiscal year 2004 (21 courses), which was also the largest percentage increase over the previous fiscal year (17.5 percent). **McHenry County College** added the largest number of IAI courses to their curriculum since fiscal year 2001 (45 courses). **Richard J. Daley College** increased their IAI course offerings by the largest percentage (45.6 percent) over that same time frame.

During fiscal year 2004, 6,755 major-specific courses were included in the Illinois Articulation Initiative.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY

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

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY BACKGROUND

Community colleges are accountable to multiple constituencies because they are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private funds. Each college has developed a system of measuring and reporting institutional productivity and cost effectiveness to its elected board of trustees and to district residents. At the state level, there are a number of initiatives and data collection systems that document the colleges' productivity and cost effectiveness, both individually and collectively.

Each college has developed a system of measuring and reporting **institutional productivity** and **cost effectiveness** to the state and federal government, as well as to the electoral board of trustees and residents of the district. The colleges are **accountable** to many external entities. All colleges are accredited by the North Central Association (NCA).

Examples include the annual enrollment and completion report, transfer tracking, follow-up surveys of career and technical education program graduates, the unit cost study, and program review. At the federal level, performance measures have been established as part of the requirements for institutions that receive funds as training providers under the Workforce Investment Act (WIA Title I), Adult Education, Family Literacy and English-as-a-Second Language (WIA Title II), and Career and Technical Education (Perkins Postsecondary). The colleges are accountable to many external entities for the quality and productivity of the programs they offer as well. All of the colleges are accredited by the North Central Association (NCA). Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In cases where program accreditation is voluntary, colleges usually seek the accreditation to provide further evidence of program quality and to provide their graduates with an advantage when they enter the job market. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive. In addition, the information that is collected and reported is used at the local and state level to promote continuous improvement of the programs and services the colleges provide.

For many years, colleges have been recognized for excellence in financial accountability reporting. For example, **Oakton Community College** (eleven years), **McHenry County College** (one year), **William Rainey Harper College** (four years) **College of DuPage** (six years) have received the Government Finance Officers Association (GFOA) Budget Presentation Award. The GFOA Award recognize entities that develop a budget document that serves well as a policy document, a financial plan, an operations guide, and a communications device with internal and external entities (<http://www.gfoa.org/services/awards.shtml>). Likewise, for a dozen years **South Suburban College** has been the recipient of the Association of School Business Officials (ASBO) Certificate of Excellence in Financial Reporting, which is the highest recognition offered by ASBO. Similarly, **Illinois Valley Community College** and **Joliet Junior College** were recognized with ASBO Certificates of Excellence for excellence in the preparation and issuance of their comprehensive annual financial reports for fiscal year 2003. (<http://asbointl.org/Recognition/index.asp?bid=1110>)

Selected examples of college initiatives regarding continuous improvement of productivity, cost effectiveness, and accountability will be identified throughout the remaining summary.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY HIGHLIGHTS OF 2004 ACCOMPLISHMENTS

In challenging economic times, community colleges have found ways to **more efficiently streamline** their operations and continue to offer quality programs.

Fiscal year 2004 was certainly a challenging one for Illinois community colleges. Consistent decreases in both state and local funding have created tight budgets for everyone involved. Colleges have responded to these fiscal challenges by making difficult choices and are finding ways to further streamline their

operations while continuing to offer quality priority programs. Many colleges reported being immersed in continuous quality improvement plans to further strengthen college planning and evaluation efforts. Illinois community colleges participating in the Academic Quality Improvement Program (AQIP) process include: **College of DuPage, College of Lake County, Illinois Valley Community College, Joliet Junior College, Kankakee Community College, Richland Community College, Southwestern Illinois College, Highland Community College, Waubensee Community College, and Moraine Valley Community College** (<http://www.aqip.org/AQIPmembers.html>). AQIP is an alternative process for retaining North Central Association (NCA) regional accreditation with an emphasis on continuous improvement and the measurement of progress and outcomes.

Several colleges indicated that they were able to cut costs in various ways such as reducing underused programs, consolidating departments, and sharing staff/facilities/equipment with other departments and outside schools/businesses. Almost every college reported increased scrutiny in regards to filling vacant positions, ranging from evaluating the necessity of any position that becomes vacant to some form of hiring freeze. Many schools indicated that they had strategically improved college facilities and added priority programs to meet emerging community needs in fiscal year 2004.

Moraine Valley Community College incorporated *Eight Expectations* for professionalism for all staff into their human resource practices. The *Eight Expectations* program describes specific behaviors all employees should exhibit in their daily interactions with each other and with students, visitors, vendors, and the general public. The goal is to provide the utmost in customer service, thus making all aspects of the college run more smoothly. **Malcolm X College** has instituted a Shared Governance practice throughout the college. Through the NCA Self-Study process, the college rolled out a new College Governance Council (CGC) to improve college quality, performance, and accountability. The CGC includes representatives from all constituencies of the college, and has created a climate where employees are more committed and have more perceived ownership in the college, resulting in more effective operations. **Danville Area Community College** has implemented a comprehensive reorganization and restructuring initiative which has reduced its net instructional cost by nearly 20 percent since fiscal year 2001 through reducing administrative and faculty costs, addressing high energy costs and identifying strategies for reducing low enrollment programs. In fiscal year 2004 alone, the college saw a savings of \$127,200 due to this initiative.

Southwestern Illinois College's Financial Aid and Student Employment Office implemented a new electronic loan processing and funds transfer process that reduced processing times by 60 percent. This will make loans available to students more quickly, enabling them to make planning decisions such as book purchases and paying for living expenses in a more timely manner.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY HIGHLIGHTS OF 2005 PLANS

One major theme running through the fiscal year 2005 college plans is using technology to improve efficiency and effectiveness. Almost all colleges are planning to implement enhancements to computer technology in targeted program areas. This enhanced technology will include software for data

In fiscal year 2005, almost all colleges are planning to **enhance computer technology** in targeted program areas.

tracking, on-line registration and payment, strengthening student record systems, purchasing and accounts payable, upgrading computer databases for career searches, and upgrading program assessment and student advisement systems. Several colleges also reported continuing in various stages of their Master Plans, with direct attention to facility upgrades. A few colleges will be taking a closer look at their marketing efforts with an emphasis on branding their college to target markets. Several colleges also refer to the constant search for ways to alleviate budget pressures by either increasing funding (i.e., through additional grants or fundraising) or reducing spending (i.e., merging divisions or re-evaluating programs).

Kishwaukee College is implementing an ACRUX administrative software system to increase effectiveness in registration, advisement, payment, and web access, as well as improve the ability of the college to meet accountability goals such as student success, retention, and degree/certificate completion. **Lincoln Land Community College** officials are working to establish a deferred maintenance fund and develop a prioritized multi-year plan to address building deficiencies identified by campus master planners. **Harold Washington College** is developing a committee to increase the recruitment and retention of international students, and will highlight the value of the college to local consulates.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY SELECTED 2005 CHALLENGES

Among the colleges, the **most reported challenge in fiscal year 2005 dealt with financial issues** with many referring to the continued reduction in funding as the biggest concern.

Fiscal Year 2005 Challenges. Financial issues dominate the list of challenges throughout the community college system for fiscal year 2005. Atop the list are concerns about the continued reduction in funding, whether the reduction comes from state support or local support such as reduced assessed valuations and tax caps.

Challenges resulting from these funding issues include adjusting tuition/fees, reducing programs, finding ways to maintain the quality of programs and faculty/staff, deteriorating facilities, keeping pace with technology needs, training for faculty/staff, exploring expanding markets for the college, growing district populations, and identifying and securing alternate means of funding. Additional related concerns include level or growing enrollments, increased expectations of students and other

customers, implementing facilities master plans, combining/centralizing various departments, changes in funding formulas and grant awards, and implementing the continuous quality improvement processes without adequate funds.

Harry S Truman College cited accountability issues based on processes for data access and management as a major challenge for them in fiscal year 2005. The **City Colleges of Chicago** are involved in a year-long schedule to phase in a new Student Records System. Several other schools report similar issues in implementing new or enhanced data systems. **College of DuPage** has a major challenge ahead with respect to operational issues and costs as they convert from the quarter system to the semester system in use across the rest of the state. **Illinois Central College** reported challenges with respect to the adoption of a Program Planning process. The college has made strides in cultivating an environment where personnel consider quality principles to be central to the work that is done. However, they are facing the challenge of providing access to tools to facilitate their Program Planning process and continuing to educate the college community in its design with diminished resources.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY
STATEWIDE AND COMMON INSTITUTIONAL INDICATORS

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

This indicator measures the instructional efficiency over time for an institution. There is more than one way to look at cost information. See the Illinois Public Community College Unit Cost Reports for more in-depth coverage of this topic. Cost

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

Statewide, the one-year rate of instructional unit cost between 2002 to 2003 decreased by 3.6 percent.

Statewide, the one-year rate of instructional unit cost between 2002 (\$198.13) to 2003 (\$191.09) decreased by 3.6 percent. **The Higher Education Price Index (HEPI) for overall operations increased an estimated 2.5 percent during the same time frame.** HEPI is a national index produced by Research Associates of Washington which was originally developed by the United States Department of Education in 1975. Similar to the Consumer Price Index (CPI), HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services, including professional and non-professional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities.

In Illinois, during the two-year period from fiscal years 2001 to 2003, there was a decrease of 1.7 percent (versus a 7.3 percent increase for HEPI). Long term, the state average for cost of instruction per credit hour increased 11.3 percent from fiscal year 1998 (\$171.76) to **2003 (\$191.09)**. The HEPI for overall operations increased 18.7 percent during the same five-year period. Hence, instructional unit cost actually decreased compared to inflation as calculated in HEPI for the most recent data and the two-year term. Instructional cost was similar but still less than longer term inflation (five years).

Long term, Illinois data show that a few colleges experienced actual decreases in instructional costs. Between 1998 and 2003, **Heartland Community College** (9.9 percent), **Moraine Valley Community College** (4.8 percent), **Waubensee Community College** (4.2 percent), and **Rock Valley College** (2.3 percent) all reported decreases in their cost of instruction. Many more colleges have reported decreases over the past year (2002-2003). Those with the greatest decreases include **Rock Valley College** (20.4 percent), **Kennedy-King College** (14.8 percent), and **Illinois Valley Community College** (15.1 percent). Colleges strive to increase efficiency while improving the range of courses needed by students. Decreases in net instructional unit can occur for a variety of reasons (i.e., reduced salary costs due to turnover among senior faculty, serving additional students or a relatively larger number of students in lower cost programs, class size increases, reduced equipment costs, etc.) The source of data for this measure in Illinois is the Unit Cost Study which is where a more complete discussion of net instructional unit cost and its components can also be located (see Tables 5 and 6 in the Unit Cost Study).

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

This indicator is a measure of indirect instructional support costs over time. Costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level) and subsidies for auxiliary services. Self-supporting or profit generating auxiliary service costs are not included here. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Statewide, the average total instructional support costs per credit hour registered a one-year decrease of 9.8 percent from \$91.65 in FY 2002 to \$82.65 in FY 2003.

Statewide, there was a **decrease of 9.8 percent from 2002 to 2003 in indirect instructional support costs**. During the same period the average decrease for community colleges was \$9.00. During the two-year period from fiscal year 2001 to 2003 there was a decrease of 6.8 percent (\$88.69 to \$82.65). Longer term, the systemwide average for indirect instructional support cost per credit hour increased 9.2 percent from fiscal year 1998 (\$75.66) to 2003 (\$82.65). During the same time period, the Higher Education Price Index (HEPI) for overall operations increased an estimated 2.5 percent for one year, 7.3 percent for two years, and 18.7 percent over five years. From 2002 to 2003 many colleges experienced decreases in these costs compared to the statewide average. Among those colleges that displayed the largest one-year decrease in costs were **City Colleges of Chicago** (32.2 percent), **South Suburban College** (23.8 percent), **Moraine Valley Community College** (23.1 percent), **Sauk Valley Community College** (22.8 percent), and **Lake Land College**

(20.6 percent). The five-year trend shows many community colleges were below the 9.2 percent increase. Among those colleges that showed the largest five-year decrease in costs were **Rend Lake College** (23.8 percent), **Lake Land College** (18.4 percent), **Heartland Community College** (13.5 percent), and **South Suburban College** (10.8 percent). The source of data for Illinois is the Unit Cost Report. See Tables 7 and 8 of that report for a more detailed look at the costs that make up indirect instructional support.

Of the 25,305 fall 2000 cohort of full-time, entering freshmen, 66.73 percent graduated, transferred, or were still enrolled by summer 2003.

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

This indicator is one measure of student success based on a nationally recognized methodology developed by the United States Department of Education's

Integrated Postsecondary Data Systems (IPEDS). While the measure has limitations and detractors it is in widespread use. For community colleges a cohort of full-time, first-time college-level freshmen are tracked for three years. **Available data systems were able to track successful advancement outcomes for nearly two-thirds of the most recent cohort.** Of the 25,305 fall 2000 cohort of full-time, entering freshmen, 66.73 percent graduated, transferred, or were still enrolled by summer 2003. From the 1999 cohort to the 2000 cohort, the successful student advancement rate increased 2.1 percent. Comparing the 2000 with the 1995 cohort, there was an increase of 0.5 percent in the successful student advancement rate. Ten of the 48 community colleges have had student successful advancement rates consistently above the statewide average over the past five years including: **Parkland College, Elgin Community College, Illinois Valley Community College, Lake Land College, Moraine Valley Community College, McHenry County College, Lincoln Trail College, John A. Logan College, and Spoon River College.** Focusing on the most recent 2000 cohort, the following colleges had the highest student advancement rates: **Parkland College** (77.5 percent), **Heartland Community College** (75.3 percent), **Lake Land College** (72.8 percent), **Moraine Valley Community College** (72.8 percent), **Kishwaukee College** (72.7 percent), and **Illinois Valley Community College** (72.1 percent). These colleges were all well above the statewide average of 66.7 percent. Among community college students it is common for those within any particular cohort to drop from full-time to part-time status. These students may be successful beyond the 150% of catalog time. Another contributing factor is that student transfer tracking is limited to in-state public institutions and DePaul University. Based on earlier studies at the state and local levels, having transfer data for additional institutions would raise the rate.

GOAL 6: PRODUCTIVITY AND ACCOUNTABILITY SELECTED MISSION-SPECIFIC INDICATORS

Population served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2003, Illinois community colleges enrolled a total of 970,574 students through credit and noncredit coursework. According to the most recent

Looking at Illinoisans over 18 years of age, indicates that approximately one out of ten individuals attended a community college in fiscal year 2003.

Bureau of the Census figures, there were 12,600,636 people living in Illinois. Therefore, overall one out of every thirteen Illinoisans attended coursework in a community college. Narrowing the look to the 9,173,842 Illinoisans over 18 years of age indicates that approximately one out of ten individuals attended a community college in fiscal year 2003.

The average community college enrollment percentage of the entire population was 9.1 percent of each respective district. **Illinois Eastern Community Colleges** enrolled 26.4 percent of the district's population among the four schools which was the highest percentage of all Illinois community college districts. These figures can be impacted by multiple factors, including geographic size of the district, population density, availability of other higher education options in the service region, the extent of net importing of out-district students, branch and extension center outreach center availability, etc.

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

This performance indicator provides a measure of college instructional staffing patterns. During fiscal year 2003, Illinois community colleges averaged a 19.1 student FTE/Faculty FTE ratio. During fiscal year 2003, **Waubensee Community College** had the lowest student FTE/Faculty FTE ratio (9.2).

During fiscal year 2003, Illinois community colleges averaged a 19.1 student FTE/Faculty FTE ratio.

The most recent national data from the *Digest of Education Statistics, 2002* are from fiscal year 2000 and indicate an FTE Student per FTE Faculty ratio nationwide for public two-year colleges of 18.4. <http://nces.ed.gov/pubs2003/digest02/tables/dt226.asp> Hence, FTE student/faculty staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average while remaining sufficiently small to allow for individualized student attention.

COMMON INSTITUTIONAL INDICATOR GOALS

The goals set by each institution should be rigorous, but also achievable within the context of a balanced institutional approach to continuous improvement.

Goals for common institutional measures were required for the submission. The following guidelines were furnished regarding goal setting:

A guiding principle of the performance indicators initiative has been that each institution will have the responsibility for developing and proposing goals for the indicators, given that these goals should reflect the unique characteristics and mission of each institution, within the broader context of *The Illinois Commitment* and *Promise for Illinois*. The goals set by each institution should be rigorous, but also achievable within the context of a balanced institutional approach to continuous improvement. However, this does not necessarily mean that the goals should focus on continuous growth or increase. In general, both the goal-setting process and the goals established should reflect where each institution strives to be across all indicators and not on continuously increasing output or outcomes relative to any one indicator. Further, goal-setting should not be an annual activity since the process of achieving meaningful goals across all indicators typically transcends a one-year planning horizon.

Note that goal setting on the three common measures which were not a part of last year's report: net price of attendance (Goal 3); completions by disability status (Goal 4); and alumni survey findings of undergraduate completers regarding quality and effectiveness (Goal 5), will be required in the 2005 report. Additionally, colleges will be asked to identify goals for their mission-specific indicators beginning in the next reporting cycle.

College officials have extensive experience and expertise in setting and achieving goals. In Performance Report submissions college officials have flexibility in selecting which measures they want to place the most emphasis on and the ability to factor into their plans a reasonable amount of time for planned initiatives or interventions to have the desired impact. The current fiscal environment makes it necessary to set priorities. Goal setting in this context is expected to be aligned with other program improvement processes already underway on campus (local Board priorities, North Central Association - AQUIP, program specific accreditation, etc.).

Appendix B contains goals established by each community college on the common institutional goals.

SUMMARY AND CONCLUSIONS

Illinois community colleges . . .

- Deliver accessible education and training to individuals of all ages and skill levels.
- Charge affordable tuition and fees.
- Enable students to earn the first two years of a bachelor's degree.
- Equip students with academic and technical skills for the workforce.
- Address business needs with customized workforce education and training programs.
- Promote lifelong learning.
- Empower students to live and work in an international economy and a multi-cultural society.
- Support diversity within community and college life.
- Embrace technology as a critical instructional tool.
- Eliminate barriers of distance, location, and time through distance-learning opportunities.
- Maximize resources and use them effectively and efficiently.
- Validate results and achievements to the public.

Promise for Illinois, (February 2001), page 2.

The Performance Report provides an additional opportunity to share information about initiatives, progress, and outcomes being achieved by community colleges. College officials are recognized for the significant extra efforts they put forth to compile and submit additional analysis and information to the state for the Performance Report.

The Performance Report is structured around the goals in the Illinois Board of Higher Education's *Illinois Commitment*. The pledges in the Illinois Community College System's *Promise for Illinois* complement these goals.

The Performance Report replaces the Results Report and reflects an initial effort to increasingly streamline and integrate state outcomes and progress reporting. The fresh approach taken this year further combines qualitative information and quantitative data reporting. The Performance Report is structured around the goals in the Illinois Board of Higher

Education's (IBHE) *Illinois Commitment*. The pledges in the Illinois Community College System's *Promise for Illinois* complement these goals.

The goals of the *Illinois Commitment* include:

- Economic Growth** – Sustaining strong economic growth.
- Teaching and Learning Partnerships with P-12 Education** – Improving teaching and learning through partnerships with K-12 schools.
- Affordability** – Keeping college costs affordable.
- Access and Diversity** – Increasing access to college, and campus diversity.
- High Expectations and Quality** – Holding students and institutions to high expectations.
- Productivity and Accountability** – Improving productivity, cost effectiveness, and accountability.

Through the *Promise for Illinois*, community colleges pledge to:

Address **workforce development** needs with flexible, responsive and progressive programs.
Offer rigorous courses and programs designed for college and university **transfer**.
Expand **adult education and literacy** programs necessary for individuals and families to have high-quality work and life in Illinois.
Equip Illinois residents with the **technology skills** they need to be successful in the 21st century.
Emphasize **high quality** in all programs, services, and operations.
Deliver **affordable** learning opportunities to the doorstep of Illinois residents.
Model and promote **leadership and ethical decision making**.

In an effort to more closely measure progress toward these goals and pledges three levels of indicators were developed by the Performance Indicator Advisory Committee:

Statewide Indicators – assess the performance of Illinois’ system of higher education as a whole;
Common Institutional Indicators – relate to the statewide goals for higher education, and are reported on by all institutions and;
Mission-Specific Indicators – pertain to each institution’s unique role and mission within the overall context of higher education’s goals.

Similarities exist between the Performance Indicators for Higher Education and the earlier Illinois Community College System Performance Based Incentive System (PBIS). PBIS included both statewide measures and a district-based component with an overarching goal to improve teaching and learning.

The Performance Report is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. The Performance Report supplements, but does not supplant, a series of ongoing and evolving accountability and quality assurance initiatives already underway

The Performance Report supplements, but does not supplant, a series of ongoing and evolving quality assurance and accountability initiatives already underway for community colleges.

for community colleges. Comprehensive community colleges provide education and training to address the diverse needs of the communities they serve. Measuring the array of courses, programs, and services provided requires a variety of complementary initiatives including: the course and program approval processes, program review, Recognition, underrepresented groups reporting, career and technical follow-up study reporting, the Transfer Assembly Transfer Rate project, the Uniform Financial Reporting System, unit cost study reporting, audits and other financial reporting, the Comptroller’s Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System reporting, Perkins Postsecondary Performance Measure reporting, Workforce Investment Act Title I outcomes reporting, and the National Reporting System for Adult Education and Family Literacy performance reporting. Furthermore, individual community colleges actively participate in regional institutional accreditation through the Higher Education Commission of the North Central Association, as well

as program-specific accreditation as another means of documenting the quality of their programs and services.

To limit the data burden on the colleges, Illinois Community College Board (ICCB) staff furnished as much of the requested data as possible using regularly scheduled state data submissions. This approach eliminates duplicative reporting and rewards ongoing college efforts to provide complete and accurate information in state submissions throughout the year.

This year, Performance Report narrative requirements have been strategically reduced to encourage focused analysis. This approach also provides some time for new initiatives to be formulated and implementation started before reporting is required. Performance Report

While narrative reporting is targeted on three of the six goals, annual performance indicator data reporting is required across all goals.

narrative submitted by the colleges concentrated on three goals – **Economic Development (Goal 1); Affordability (Goal 3); and Productivity and Accountability (Goal 6)** – information in the statewide report highlights 2004 accomplishments, highlights 2005 Plans, identifies selected challenges, provides analysis of statewide and common measures and analysis of selected mission-specific indicators. While college report narrative was required on three of the six goals, annual performance indicator data reporting was required across all goals. For the remaining three goals – **Teaching and Learning Partnerships with P-12 Education (Goal 2); Access and Diversity (Goal 4); High Expectations and Quality (Goal 5)** – in the systemwide Performance Report, state and common measures and selected mission-specific indicator data and analysis are furnished.

To provide context in the state Performance Report, external benchmarks and points of reference are cited whenever possible. Generally, in national reporting, these data are less timely than state-level data. The latest available statewide and comparative data are used in the systemwide report. As anticipated, for mission-specific reporting, the colleges chose a wide variety of performance indicators on which to focus in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education.. Information was also provided on local goal setting on the common institutional measures. State and common institutional indicators are highlighted in the following paragraphs.

GOAL ONE: ECONOMIC GROWTH

Goal One: Economic Growth – Illinois Governor Rod Blagojevich has realigned the structure of the state-level economic development and workforce development entities to make better and more meaningful connections between economic and workforce development. Shifting the state’s focus from a centralized strategy to a regional one, ten economic development regions have been formed in the state. The Illinois Department of Commerce and Economic Opportunity, Illinois Community College Board, Illinois Department of Employment Security, local community colleges, and local workforce investment boards are collaborating within the ten economic development regions to ensure that business and industry workforce needs are being met.

Goal One: Economic Growth Selected 2004 Accomplishments – Illinois community colleges continue to provide a leadership role in building a globally competitive workforce by increasing the number of partnerships with business and industry, economic development entities, and labor organizations; integrating advisory committees of employers and practitioners into course planning and development; conducting needs assessments; providing customized training; offering job search assistance; and delivering entrepreneurship seminars and workshops. Partnerships to provide assistance in the healthcare and manufacturing sectors and initiatives help individuals enter and reenter the workforce were frequently referenced in college reports.

In an effort to “...strengthen Illinois’ system of workforce and economic development to build a skilled and globally competitive workforce throughout the state”, the Illinois Department of Commerce and Economic Opportunity launched the “Critical Skills Shortages Initiative” (CSSI). Community colleges have been key players in the local partnerships that are developing workforce strategies through the CSSI to address root causes of difficulties being encountered in key industries. Community colleges are engaged in broad statewide initiatives designed to bring workforce, economic development, and education together to meet the workforce needs of the state.

Goal One: Economic Growth Selected 2005 Plans – Community colleges continue to plan, prioritize, and partner for the future in an era of declining budgets and loss of industry in the state. The colleges are refocusing and creating new workforce programs in occupational areas such as manufacturing, welding, and “trade” programs; developing new and strengthening existing collaborations with economic development, businesses, and other educational institutions; and continuing to actively engage in state-level initiatives. Additionally, community colleges are planning to provide more access to programs and services to individuals in need of adult education and English as a Second Language – specifically Spanish speaking residents. Manufacturing remains an important part of the Illinois economy even though manufacturing has suffered substantial job losses in the state and will be facing large numbers of retirees in the more skilled occupations. There is a growing need for more highly skilled individuals to take advantage of the remaining technical positions in manufacturing.

Goal One: Economic Development Selected 2005 Challenges – The overwhelming challenge that community colleges face in fiscal year 2005 is tight funding. Sustaining or expanding current programs and services with diminished resources will be extremely challenging. Colleges will be forced to reallocate existing resources to support essential programs, services, and personnel that were previously supported through external funding sources. There is little or no “seed” money with which to improve existing programs or launch new ones. All funding must come from within the existent framework, meaning that some programs and services must absorb cuts to promote and improve others.

GOAL ONE STATEWIDE, COMMON, AND SELECTED MISSION-SPECIFIC PERFORMANCE INDICATORS

Annual Number of Community College Graduates By Broad Field of Study (1S3). Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. College-level program graduate trends appear in the following paragraphs. There has been an overall increase of 31.3 percent for all graduates since fiscal year 1998. Short-

term, the overall number of completers rose 16.4 percent from 2002 to 2003. Broad categories are used in the analysis to provide an overview of trends. More detailed analysis for specific programs appear in career and technical follow-up and program review reports.

Program Area Cluster	Number of 2003 Graduates	Short-Term 1 Year Trend	Long-Term Trend 98-03
Pre-baccalaureate/transfer	14,359	13.3%	8.1%
Education	1,054	17.6%	16.9%
Agriculture	723	-1.4%	18.1%
Business	6,260	3.8%	39.0%
Engineering Related	1,243	6.1%	9.3%
Health Sciences	10,544	27.5%	54.7%
Public and Protective Services	1,585	65.6%	27.8%
Trade and Industrial	5,643	26.1%	101.2%
All Other Programs Combined	3,918	4.9%	21.4%

Pre-Baccalaureate/Transfer programs account for approximately **one-third of all graduates** over the last several years (N = 14,359 in FY 2003). **Health Sciences** account for the **second largest** number of graduates in 2003 (N = 10,544). **Business** programs contributed the **third largest** number of graduates (N = 6,260). Based on the percentage change, notable short-term increases (at least 25 percent) occurred in Public and Protective Services, Health Sciences, and Trade and Industrial programs. Agriculture programs were the only ones with a single year percentage change decrease at -1.4 percent. **Five-year trends showed increases in the number of graduates across all of the program areas.** Programs with at least 25 percent long-term growth included Trade and Industrial (101.2 percent), Health Sciences (54.7 percent), Business (39.0 percent) and Public and Protective Services (27.8 percent).

Over the past three years, **9 out of 10** occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within a year of graduation.

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (1C1). Based on the three-year average from fiscal years 2001 to 2003 occupational follow-up survey results, over nine out of ten (90.9 percent) of occupational graduates from Illinois community colleges

were either employed or enrolled in further education within one year of graduation. Graduate follow-up studies among community colleges are common across the country but there is no nationwide standardized process, so methodological differences exist. Statewide enrollment or continuing education figures from similar studies covering 2001 graduates in Texas (90 percent) and

Wisconsin (90 percent) show that Illinois' employment and continuing education results (88.8 percent) among 2002 graduates are competitive with outcomes in those states.

Number of Businesses and Individuals Provided with Technical Assistance Through College Business and Industry Center (1M1 & 1M2). During fiscal year 2003, Illinois community colleges served 4,515 *businesses* through Business and Industry Centers, a 32.4 percent increase from the 3,410 businesses served in fiscal year 1999. During fiscal year 2003 Illinois community colleges served 89,439 *individuals* through the Business and Industry Centers, a 30.2 percent decrease from the 128,141 individuals served in fiscal year 1999.

GOAL TWO: TEACHING AND LEARNING

ICCB is a partner with the Education Commission of the States in an initiative to enhance the role of community colleges in teacher preparation.

Goal Two: Teaching and Learning Partnerships with P-12 Education – ICCB is

a partner with the Education Commission of the States in an initiative to enhance the role of community colleges in teacher preparation. Through this federal initiative and others, numerous projects have been initiated to further

partnerships with P-12 education. In cooperation with IBHE, ISBE, community colleges, and universities, the ICCB has approved general principles for the development of Associate of Arts in Teaching Degree models. To date, models have been approved for Secondary Math and Secondary Science. Work is progressing on models for Special Education and Early Childhood Education.

The ICCB has approved 21 Teacher Aid/Teacher Assistant AAS Degree and/or Paraprofessional Certificate programs based on models developed by the Paraprofessional Task Force. The ICCB also collaborated with ISBE to create a statewide test preparation curriculum for the two paraprofessional exams. Through this partnership, 3,260 paraeducators participated in test preparation workshops. The Illinois Community College System has provided support to the Career Lattice's Professional Development Advisory Committee (PDAC) which aims to create a comprehensive professional development and information system for early childhood students and practitioners.

Additionally at the state level, ICCB, IBHE, and the ISBE have collaborated on two additional federal teacher education grants. One, the Middle School Teacher Quality Enhancement (TQE) Grant, focuses on educational reform for middle-level education. Its goal is to create systemic change in curriculum design and redesign, as well as co-creating middle-level outcomes, curricula, and assessments by addressing three major areas: developing a middle-grade teaching certificate; improving the knowledge and skills of middle-grade teachers; and developing and implementing statewide recruitment activities to increase the supply of effective middle-grade teachers. The second grant, Preparing Tomorrow's Teachers to Use Technology, is infusing technology into the general education component of teacher education programs so that newly trained teachers will be technology proficient when they begin their teaching careers.

GOAL THREE: AFFORDABILITY

Goal Three: Affordability – Community colleges offer affordable higher education and workforce preparation opportunities. Many individuals are place-bound due to family and/or employment obligations and see community colleges as a way to pursue their educational and occupational goals without leaving their families, communities, and employment. Others see community colleges as an economical path to complete some or all of the first two years toward a bachelors degree or to prepare for employment in technical and skilled occupations. Many colleges implemented modest increases in tuition and/or fees, in large part to offset declining state resources. Yet, the cost of attending a community college remains reasonable and offers access to an increasing numbers of students statewide.

Goal Three: Affordability Selected 2004 Accomplishments – Commonly used strategies for assisting students with unmet need – after receiving available state and federal financial aid – include partnerships with community groups and local employers; scholarships from college foundations and other contributors; tuition payment plans; textbook loan/rental programs; assistance with transportation, daycare and other costs that limit students' ability to attend class; emergency loan funds; and new or streamlined administrative systems to manage and monitor the financial aid process. Applications for state and federal financial aid and for local scholarships and awards have increased substantially at community colleges during the past year. While several colleges indicated that fundraising efforts and new endowments have made additional scholarship opportunities available; others indicated that a depressed economy is creating increased competition for charitable and philanthropic donations. College officials make every effort to inform students and parents of available financial assistance opportunities.

Goal Three: Affordability Selected 2005 Plans – Colleges indicated plans to continue and expand current initiatives to provide financial assistance to students with need. Most indicated an intention to seek additional funds to support these effort through enhanced fund-raising, utilizing available community resources and seeking grant funding. The possibility of additional increases in tuition and fees exist if other revenue streams continue to shrink.

Goal Three: Affordability Selected 2005

Challenges – Major challenges identified by the colleges relate to the impact of state and federal financial aid funding decisions and continuing budget reductions. In the face of a continued **declines in state funding** coupled with rising operational costs, many colleges reported that they were forced to raise tuition and fees, which shifts additional financial

Colleges reported reallocating resources from reserves and other programs to sustain services previously supported by the **Special Populations** and **Advanced Technology** grants, but acknowledged that the actions are only a short-term fix for the loss of these dollars.

burden onto students. Colleges reported reallocating resources from reserves and other programs to sustain services previously supported by the **Special Populations** (funding reduced from \$12.9 million to zero since fiscal year 2002) and **Advanced Technology** grants (fiscal year 2003 funding was \$12.5 million , fiscal year 2004 funding was reduced to \$1.6 million and fiscal year 2005 funding was eliminated completely), but acknowledged that the actions are only a short-term fix for the loss of these dollars. The Special Populations Grant provided funds for tutoring, supplemental instruction, and other support services to promote opportunity to some of the hardest to serve

students. The Advanced Technology grants, among other services, provided colleges with some resources to keep up-to-date with high tech equipment so students would be trained using software and machinery that is currently in use in the workplace. As students' cost of attendance continues to increase, state funded **financial aid programs** continue to **decline**. At some colleges, gaps exist between a student's Monetary Award Program (MAP) grant award and tuition and fees. Another concern is that the Pell Grant maximum award has not increased. Students are using Pell funds to pay part of their tuition and fees, which means less money is available for living and other educational expenses normally covered by the Pell grant. Colleges are also concerned that more students are being forced to borrow to go to school. Additionally, the new seventy-five MAP Payable Hour Rule is likely to have an adverse impact on students who require remedial/developmental coursework.

GOAL THREE COMMON AND SELECTED MISSION-SPECIFIC PERFORMANCE INDICATORS

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

Tuition and fees in the Illinois Community College System are affordable at less than one-third of the comparable figure for public universities.

For fiscal year 2005, updated average annual **tuition and basic fee** costs for a full-time, in-district **Illinois community college student are \$1,918**, up 10.5 percent from fiscal year 2004 and 16.5 percent from fiscal year 2003 (3M1). The latest published comparative data from The College Board's (2004) Annual

Survey of Colleges reflect information from one year earlier. **According to the College Board, the fiscal year 2004 national weighted average community college full-time tuition and fees** (public two-year, resident) was **\$1,905**. College Board figures show a *one-year* percent increase between fiscal years 2003 and 2004 or 13.8 percent nationwide. Illinois showed a rate of increase of 6.2 percent between those identical points in time – fiscal years 2003 to 2004 – which is less than one-half of the rate of increase reported at the national level. Based on College Board figures, Illinois community college fiscal year 2005 average tuition and basic fees for in-district students are about the same as the national average for community college state residents from the previous year. According to Illinois Board of Higher Education, estimated Illinois **public university annual undergraduate tuition and fees** are expected to average **\$6,349 in fiscal year 2005**. This increase of 11.8 percent since last year is partially explained by a public policy change (Public Act 93-0228) providing level tuition for entering students at Illinois public universities. Tuition and fees in the Illinois Community College System are affordable at less than one-third of the comparable figure for public universities. College staff are available to help individuals acquire financial aid that they qualify to receive.

Number of Enrolled Students Who Receive Pell Grants (3M4). Pell Grants are designed to serve as the foundation for student aid for low-income undergraduate students, on top of which further aid can be layered. Students who receive Pell Grants have documented a substantial need with relatively few available financial resources. During fiscal year 2003, a total of **74,472 students enrolled in Illinois community colleges received Pell Grants**.

Number of Students Served Through Developmental Coursework (4M6). During fiscal year 2003, an average of **14.5 percent** of all the students **enrolled** in Illinois community colleges were enrolled in **developmental coursework**. Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course in fiscal year 2000.

GOAL FOUR: ACCESS AND DIVERSITY

Goal Four: Access and Diversity – Completions by Race/Ethnicity, Disability Status, and Gender (4C1). The completions by race/ethnicity, disability status, and gender indicators are included as a measure of the success of Illinois higher education in graduating students from underrepresented groups.

Across the Illinois Community College System, 985 individuals with disabilities graduated in fiscal year 2003 representing approximately 2.2 percent of all graduates. The number of students with disabilities who graduated in fiscal year 2003 increased by 15.3 percent compared to the previous year (N = 854 in 2002; N = 985 in 2003). Over a five-year period, the statewide total increased by 39.7 percent.

Population	Number of 2003 Graduates	Short-Term 1 Year Percent Change	Long-Term FY98-03 Percent Change
Individuals with Disabilities	985	15.3%	39.7%
Minorities Combined	13,185	21.0%	54.2%
Asian	2,262	25.7%	54.5%
Black	6,714	21.1%	50.5%
Hispanic	3,666	17.5%	65.5%
Native American	176	27.5%	41.9%
Nonresident Alien	194	36.6%	36.6%
White	32,145	14.6%	23.7%
Female	26,158	14.5%	23.4%
Male	19,172	19.0%	43.8%

More than one quarter (29.1 percent, N=13,185) of fiscal year 2003 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white). National data are readily available for associate degree completers exclusively and show a nationwide figure of 29.0 percent minority among associate degree graduates. In Illinois, over the five-year span beginning in 1998 there was a substantial increase of 54.2 percent in minority student completions. Shorter term, from 2002 to 2003 the overall number of minority graduates increased 21.0 percent. The two largest minority groups will be summarized. The report contains complete coverage of graduation trends for all racial/ethnic groups.

More than one quarter of fiscal year 2003 certificate and associate degree graduates identified themselves as being members of a minority group.

Black/African American students represented the largest group of minority graduates, accounting for just over one-half (50.9 percent) of minority graduates.

Black/African American students represented the **largest group of minority graduates**, accounting for just over one-half (50.9 percent) of minority graduates. Looking at all fiscal year 2003 graduates, 14.8 percent identified themselves as Black (N = 6,714). The number of

Black/African American graduates increased 21.1 percent from 2002 to 2003 and substantially increased (50.5 percent) from 1998 to 2003.

Hispanic students comprised the **second largest** group of minority graduates, accounting for 27.8 percent of all minority graduates. Over the last five years, Hispanic students have accounted for a substantial portion of the overall growth in minority graduates. Short term, Hispanic graduates increased 17.5 percent from fiscal year 2002 to fiscal year 2003. The number of Hispanic graduates increased by 65.5 percent from fiscal year 1998 to fiscal year 2003, the highest percentage increase of all racial/ethnic groups during that time frame.

In fiscal year 2003, there were 26,158 female graduates (57.7 percent) statewide in the Illinois community college system. Historically, most community college graduates have been female. During each of the last five years, approximately six out of ten graduates have been female. This proportion is similar to the

The proportion of female graduates has steadily decreased over the last several years, from 61.4 percent in fiscal year 1998 to 57.7 percent in fiscal year 2003.

national proportion of 57.9 percent of certificate and associate degree completers from 2001 (NCES, 2003). The number of female graduates has increased slightly in each of the last four years, with 2003 registering the highest number of female completers. However, the proportion of female graduates has steadily decreased over the last several years, from 61.4 percent in fiscal year 1998 to 57.7 percent in fiscal year 2003. In fiscal year 2003 there were 19,172 male graduates (42.3 percent) statewide. This represents a 19.0 percent increase over fiscal year 2002 (N = 16,108). A retrospective two- and five-year look shows that both the rate of growth and the actual number of graduates has been larger among males (19.7 percent two-year increase; 43.8 percent five-year increase) than among females (16.8 percent two-year increase; 23.4 percent five-year increase).

GOAL FIVE: HIGH EXPECTATIONS AND QUALITY

Illinois' transfer rate results are competitive with recent National Transfer Assembly results.

Goal Five: High Expectations and Quality –

This goal emphasizes that colleges are accountable for providing high-quality academic programs and the systematic assessment of student learning outcomes while

holding students to ever higher expectations for learning and growth. One measure of quality is the **Transfer Rate (5M3)** for students interested in pursuing a bachelors degree. Transfer rates for Illinois community colleges are calculated using the National Transfer Assembly approach. Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide **transfer rate** for cohorts of community college entering students **was 24.7 percent in fiscal year 2003 and 22.9 percent in fiscal year 2004**. Illinois' 2003 transfer rate was the highest since this measure has been tracked. Transfer rates reported here are limited to in-state public institutions and DePaul University. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the time frame was expanded. Still, Illinois' transfer rate results are competitive with recent National Transfer Assembly results.

GOAL FIVE SELECTED MISSION-SPECIFIC PERFORMANCE INDICATORS

Average class size (5M4) – Reasonable class sizes offer students an opportunity for additional interaction with the professor and fellow classmates. During fiscal year 2003, the average class size among Illinois community colleges was 17.49, which is a 2.3 percent increase from fiscal year 2002 (17.1) and a 0.4 percent increase fiscal year 2000 (17.42).

Faculty Preparation (5M5) – During fiscal year 2004, an average of 96.4 percent of all Illinois community college system faculty held Master's level or higher degrees. One hundred percent of many colleges' baccalaureate/transfer faculty held Master's level or higher degrees. Nationwide, the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across all programs at community colleges and show 81.7 percent possessing a Master's degree or above (Fall 1998).

Number of General Education Courses Included in the Illinois Articulation Initiative (5M6) – During fiscal year 2004, 4,276 Illinois community college general education courses were included in the Illinois Articulation Initiative. Every community college actively participates in the Illinois Articulation Initiative.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY

Goal Six : Productivity and Accountability – Community colleges are accountable to multiple constituencies because they are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private funds. Each college has developed a system of measuring, tracking, and reporting institutional productivity and cost effectiveness to its elected board of trustees, to district residents, and to state and federal officials. All of the colleges are

accredited by the Higher Education Commission of the North Central Association (NCA). Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive.

Goal Six: Productivity and Accountability Selected 2004 Accomplishments – Colleges have responded to fiscal challenges by making difficult choices and finding ways to further streamline their operations while continuing to offer quality priority programs. Many colleges reported being immersed in continuous quality improvement plans to further strengthen college planning and evaluation efforts. Several colleges indicated that

Almost every college reported increased scrutiny in regards to filling vacant positions.

they were able to cut costs in various ways such as reducing underused programs, consolidating departments, and sharing staff/ facilities/equipment with other departments and outside schools/businesses. Almost every college reported increased scrutiny in regards to filling vacant positions, ranging from closely evaluating the necessity of any position that becomes vacant to some form of a hiring freeze. Many schools indicated that they had strategically improved college facilities and added priority programs to meet emerging community needs during fiscal year 2004.

Goal Six: Productivity and Accountability Highlights of 2004 Plans – One major theme running through the fiscal year 2005 college plans is using technology to improve efficiency and effectiveness. Enhanced technology will include software for data tracking, online registration and payment, strengthening student record systems, purchasing and accounts payable, upgrading computer databases for career searches, and improving program assessment and student advisement systems.

Goal Six: Productivity and Accountability Selected 2005 Challenges – Financial issues dominate the list of challenges throughout the community college system for fiscal year 2005. Atop

Financial issues dominate the list of challenges throughout the community college system. Atop the list are concerns about the continued reductions in funding, whether the reduction comes from state support or local support such as reduced assessed valuations, and tax caps.

the list are concerns about the continued reductions in funding, whether the reduction comes from state support or local support such as reduced assessed valuations and tax caps. Challenges resulting from these funding issues include adjusting tuition/fees, reducing programs, finding ways to maintain the quality of programs and faculty/staff, deteriorating facilities, keeping pace with technology needs, providing needed training for faculty/staff,

exploring expanding markets for the college, growing district populations, and identifying and securing alternate means of funding. Additional related concerns include level or growing enrollments, increased expectations of students and other customers, implementing facilities master plans, combining/centralizing various departments, changes in funding formulas and grant awards, and implementing the continuous quality improvement processes without adequate funds.

GOAL SIX PERFORMANCE INDICATORS

Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level (6C1) The net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost). Statewide, the **one-year rate of instructional unit cost between 2002 (\$198.13) and 2003 (\$191.09) decreased by 3.6 percent**. The Higher Education Price Index (HEPI) for overall operations increased an estimated 2.5 percent during the same time frame. In Illinois, during the 2-year period from fiscal year 2001 to 2003 there was a decrease of 1.6 percent (versus a 7.3 percent increase for HEPI). Long term, the state average for cost of instruction per credit hour increased **11.3 percent from fiscal year 1998 (\$171.76) to FY 2003 (\$191.09)**. The HEPI for overall operations increased 18.7 percent during the same five-year period. Hence, instructional unit cost actually decreased compared to inflation as calculated in HEPI for the most recent data and the two-year term. Instructional cost was similar to, but still less than inflation over the longer five-year term.

Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average (6C2) Indirect instructional support costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level) and subsidies for auxiliary services. Self-supporting or profit generating auxiliary service costs are not included here. Statewide, there was a **decrease of -9.8 percent from 2002 to 2003 in indirect instructional support costs**. The average dollar decrease for was -\$9.00. During the two-year period from fiscal year 2001 to 2003 there was a decrease of 6.8 percent (\$88.69 in 2001 to \$82.65 in 2003). Longer term, the systemwide average for indirect instructional support cost per credit hour increased 9.2 percent from fiscal year 1998 (\$75.66) to 2003 (\$82.65). During the same time period, the Higher Education Price Index (HEPI) for overall operations increased an estimated 2.5 percent over one year, 7.3 percent over two years, and 18.7 percent over five years. From 2002 to 2003 many colleges experienced decreases in Indirect instructional support costs. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Proportion of First-time , Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time, or are Still Enrolled or Transferred (6C3) – This indicator is a measure of student

Available data systems were able to track successful advancement outcomes for two-thirds of the most recent cohort.

success based on a nationally recognized methodology developed by the United States Department of Education's Integrated Postsecondary Data Systems (IPEDS). For community colleges a cohort of full-time, first-time college level freshmen are tracked for three years. Available data systems were able to track successful advancement outcomes for two-thirds of the most recent cohort. Of the 25,305 fall 2000 cohort of full-time, entering freshmen, 66.7 percent graduated, transferred, or were still enrolled by summer 2003. During the past fiscal year the statewide average successful advancement rate has increased 2.1 percent. During the past two fiscal years, it has increased 1.0 percent and during the past five fiscal years it has increased 0.5 percent.

Population Served (6M1) – During fiscal year 2003, Illinois community colleges enrolled 970,574 students through credit and noncredit coursework. According to the Bureau of the Census there were 12,600,636 people living in Illinois as of 2000. Hence, roughly one out of every 13.0 Illinoisans enrolled in coursework at a community college. Narrowing the look to the 9,173,842 Illinoisans over 18 years of age indicates that approximately one of ten individuals attended a community college during fiscal year 2003.

Full-time Equivalent Student/Faculty Ratio (6M6) – During fiscal year 2003, Illinois community colleges averaged a 19.1 student FTE/Faculty FTE ratio. The most recent national data from the *Digest of Education Statistics, 2002* are from fiscal year 2000 and indicate an FTE Student per FTE Faculty ratio of 18.4 for public two-year colleges nationwide. Hence, FTE student/faculty staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average while remaining sufficiently small to allow for individualized student attention.

GOAL SETTING

Goal Setting was required this year on the common institutional measures that were a part of last year's report. Appendix tables provide an overview of the goals provided by the colleges.

FUTURE DIRECTIONS/CLOSING

Having been through the submission of performance indicator data twice, the redesigned Performance Reporting process has heightened interest in seeking ways to further fine tune and streamline Performance Reporting. An underlying aim would be to allow additional time, effort, and emphasis to be placed on program improvement at the local college level. Community colleges are committed to improving the programs and services provided to their constituents and are challenged to tailor programs and services to address the needs of the clientele in their particular service region.

Community colleges are similar to each other yet each college is unique. While this may appear to be a contradiction, it is not. Illinois community colleges share a common mission. They prepare people for college for transfer to other colleges or universities, and for good paying jobs that demand high skills. Community colleges also provide adult, literacy, and continuing education and services. What makes each college unique is how it responds to the communities it serves.

Promise for Illinois, (February 2001), page 2.

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Appendix A

**MISSION-SPECIFIC
COMMUNITY COLLEGE PERFORMANCE INDICATORS
FISCAL YEAR 2004**

Goal 1
Economic Growth
(Selected Mission-Specific Indicators)

Colleges Using Indicator	Indicator
502, 503, 508-04, 511, 513, 514, 517, 518, 519, 521, 522, 523, 525, 526, 527, 529, 532, 533	Number of <u>businesses</u> provided with technical assistance through college Business and Industry Centers.
502, 503, 505, 508-01, 508-03, 508-06, 508-07, 519, 524, 525, 526, 527, 529, 530, 532, 535, 536, 537, 539, 540	Number of <u>individuals</u> receiving customized training through college Business and Industry Centers.
502, 505, 525, 526, 529, 534	Number of <u>current workers</u> receiving training through college Business and Industry Centers.
502, 505, 525, 526	Number of businesses attracted or retained through college Business and Industry Centers.
	Number of services delivered through the Manufacturing Extension Center (IMEC) or Chicago Manufacturing Center (CMC).
504, 505, 507, 514, 519, 521, 523, 525, 526, 529, 532, 534, 535, 537	Total number of Business and Industry Center <u>courses/workshops</u> conducted.
501, 525, 526	Number of Business and Industry Center <u>courses/workshops</u> conducted in computer skills enhancement.
515, 525, 526	Number of Business and Industry Center <u>courses/workshops</u> conducted in Quality process improvement (i.e., ISO) training.
	Number of Business and Industry Center courses/workshops conducted in.

Goal 2
Partnerships with P-12 Education Teacher Education
(Selected Mission-Specific Indicators)

Colleges Using Indicator	Indicator
502, 508-04, 508-07, 518, 531	Number of collaborative partnerships with university teacher education programs.
505, 513, 516, 524, 532, 535	Number of <u>course sections</u> provided for teachers and administrators as a registered provider through professional development activities (CPDU/CEU).
508-01, 517, 518	Number of teacher education CEU's provided
519, 530, 531, 535, 537, 539	Number of <u>teachers and administrators served</u> by the institution as a registered provider through professional development activities (CPDU/CEU). (Institutional)
	Number of paraprofessionals trained to assist in teaching reading, writing, math or readiness in these subjects.
502, 505, 506, 508-03, 508-06, 508-07, 519	Number of collaborative partnerships with K-12 schools and/or school districts.

Goal 3
Affordability
(Selected Mission-Specific Indicators)

Colleges Using Indicator	Indicator
504, 505, 507, 508-07, 511, 519, 521, 524, 525, 526, 530, 531, 533, 535, 537	Tuition and basic fees for a full-time in-district student.
502, 503, 505, 514, 515, 518, 519, 525, 527, 531, 533, 540	Number of enrolled students who receive Monetary Award Program (MAP) grants.
502, 505, 514, 515, 522, 525	Number of enrolled students who receive Illinois Incentive for Access (IIA) grants.
502, 505, 508-01, 508-03, 508-04, 508-06, 513, 514, 515, 517, 519, 525, 527, 531	Number of enrolled students who receive Pell Grants.
505	Proportion of graduates with zero student loan debt.
506, 508-02, 514, 525, 534	Number of first generation college students served.

Goal 4
Access and Diversity
(Selected Mission-Specific Indicators)

Colleges Using Indicator	Indicator
503, 505, 507, 508-02, 508-03, 508-04, 508-06, 512, 514, 518, 519, 521, 525, 526, 527, 530, 531, 537, 539, 540	Number of students enrolled by race/ethnicity, disability status, and gender.
502, 505, 519, 522, 523, 525, 526, 529, 531, 533, 535, 536	Number of students served through adult education coursework (ABE/ASE).
502, 505, 508-02, 523, 524, 525, 526, 534, 535, 536	Number of students served through English-as-a-Second Language (ESL) coursework.
525, 526, 536	Number of level advancements in Adult Education (ABE/ASE).
508-02, 515, 525, 526, 536	Number of level advancements in English-as-a-Second Language (ESL).
502, 503, 505, 506, 507, 513, 515, 519, 523, 525, 526, 529, 534, 535	Number of students served through remedial coursework.
502, 504, 505, 511, 525, 526, 534	Remedial credits earned versus attempted.
518, 526, 533	Number of <u>courses</u> offered through distance learning.
509, 517, 523, 525, 526, 531, 533	Number of <u>students</u> served through distance education.
505, 508-07, 509, 514, 525, 526, 532	Number of <u>faculty</u> by race/ethnicity.
508-07, 509, 514, 525, 526, 532	Number of <u>administrators</u> by race/ethnicity.
508-07, 509, 514, 525, 526	Number of <u>other professionals</u> by race/ethnicity.
502, 508-01, 514, 526	Number of students served through noncredit coursework.

Goal 5
High Quality
(Selected Mission-Specific Indicators)

Colleges Using Indicator	Indicator
505, 513, 514, 519, 524, 525, 529, 534, 540	Occupational graduate placement in employment or continuing education.
514, 525, 529	Occupational graduate retention in employment
511, 513, 514, 519, 525, 526, 529, 532, 534, 536	Transfer rate.
505, 508-06, 518, 525, 526, 530, 532, 537	Average class size
504, 505, 506, 508-01, 508-04, 514, 517, 522, 523, 525, 526, 533, 537	Faculty preparation
505, 508-03, 508-07, 514, 515, 519, 525, 526, 527, 529, 531, 533, 535, 539	Number of general education courses included in the Illinois Articulation Initiative (IAI)
505, 508-07, 514, 519, 521, 525, 526, 527	Number of major specific courses included in the Illinois Articulation Initiative (IAI)

Goal 6
Productivity and Accountability
(Selected Mission-Specific Indicators)

Colleges Using Indicators	Indicator
505, 507, 511, 513, 514, 516, 519, 522, 525, 530, 531, 533, 537, 539	Population Served (per 1,000).
501, 508-01, 519, 525	GED attainment.
501, 503, 519, 525, 532	Advancement to college-level work for remedial students.
508-04, 515, 525, 526, 532	Number of English as a Second Language level test score gains.
505, 506, 508-07, 525	FTE Student/faculty ratio.
504, 505, 507, 508-06, 514, 516, 517, 519, 525, 526, 527, 531, 534, 535, 540	Credit hours generated.
503, 508-03, 525, 526	Number of recent GED completers enrolling in college-level coursework.
505, 514, 518, 524, 525, 526, 533, 534, 537	Number of students served through dual enrollment courses.
514, 525, 526, 533	Number of students served through the Accelerated College Enrollment initiative.

Appendix B

**DRAFT GOALS SET BY COLLEGE
FOR COMMON PERFORMANCE INDICATORS
FISCAL YEAR 2004**

Goal One: Economic Growth
**Percent of Degree/certificate Recipients Either Employed or Enrolled in Further
Education Within One Year of Graduation (1C1)**

Black Hawk: Increase the percentage of degree/ certificate recipients either employed or enrolled in further education within one year of graduation to 91 percent, the average percentage level for the last three years.

City Colleges of Chicago

Richard J. Daley College: The percentage for Daley College should remain at or above the percentage for the whole of the City Colleges of Chicago.

Kennedy-King College:

Major Strategy: Form mutually beneficial partnerships and alliances with appropriate business and industry groups in order to improve success and image of college programs. Objectives: a.) Strengthen the relationship between DTI and the Construction industry, and b.) Create an entrepreneurship program through the Business and Industry Services Department.

Major Strategy: Strengthen and continually improve the quality and involvement of advisory boards for all programs

Major Strategy: Review, analyze, modify and/or add program offerings to more effectively respond to changing needs of business and shifting demographics in the service areas. Objective: Create new courses that meet the changing needs of our students and business partners. (Established new Associate Degree in Applied Science in Culinary Arts)

Major Strategy: Increase collaboration among academic divisions to improve the college's effectiveness in the packaging and delivery of customized educational programs and services. Objective: Business and Industry services will expand communication with academic divisions to better utilize all approved courses in providing customized training

Major Strategy: Increase the collaboration with community and business organizations regarding the programmatic and training needs of our students. Objective: Established summer jobs for natural sciences students through the Illinois branch of the Environmental Protection Agency

Malcolm X College: The percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation will be 90 percent.

Olive-Harvey College: The percent for Olive-Harvey college will meet or exceed the City Colleges of Chicago combined three-year average.

Harry S Truman College: The goal is to continue maintaining close to 100 percent employment/enrollment for our graduates.

Harold Washington College: Harold Washington College will expand the college's leadership role through a development of partnerships and collaborations with the external community by professional and public service.

Wilbur Wright College: The college will expand services to meet the needs of all students and workforce partners.

Danville Area Community College: The college will: Investigate 2+2 agreements with four-year universities.

Establish links between career services and Career and Technical Education faculty to integrate job search skills into curricula and encourage students to utilize the Career Services department when seeking job placement opportunities.

Promote the Work-Based Learning grant program to all occupational students.

Integrate general education outcomes into all academic programs.

Promote online courses and degree/certificate programs available at Danville Area Community College.

Conduct a survey to determine why Danville Area Community College graduates are not employed or seeking further education. This survey will be conducted at the time of graduation and follow up surveys will be conducted every 3-6 months.

Survey occupational graduates in each academic division on an annual basis to ensure that placement or employment data after graduation are accurate.

College of DuPage: Although the college experienced a drop in fiscal year 2003, the target will be the 92.2 percent average for fiscal year 2002 and fiscal year 2003.

Elgin Community College: Elgin Community College tracks this indicator with the goal of meeting or exceeding the state average of employment and satisfaction levels for Career-Technical graduates.

William Rainey Harper College: The 3-year average percent of degree/certificate recipients employed or enrolled in further education will be within one standard deviation (Std. Dev.) of the Statewide average.

Heartland Community College: Heartland Community College has adopted a goal that at least 90 percent of its degree or certificate recipients shall be either employed or enrolled in further education within one year of graduation.

Highland Community College: The percent of degree or certificate recipients either employed or enrolled in further education within one year of graduation will be 95 percent.

Illinois Central College: Illinois Central College will strive to maintain a percentage of students employed or enrolled in further education above 90 percent.

Illinois Eastern Community Colleges: Illinois Eastern Community Colleges will provide career and technical education that provides students with the skills and abilities to enter employment.

Illinois Valley Community College: Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation will be above 110 percent of the state average.

Joliet Junior College: The college will continue to place graduates in jobs related to their programs of study.

Kankakee Community College: The 2004 goal for Kankakee Community College is to at least maintain the current level of degree/certificate recipients either employed or enrolled in further education within one year of graduation.

Kaskaskia College: The percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation for fiscal year 2005 will be 90.0 percent.

Kishwaukee College: The goal is 85 to 90 percent.

College of Lake County: Improve the employment rate to 90 percent in 2004, 95 percent for those seeking employment.

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

Lewis & Clark Community College: The college will maintain an employment/enrollment rate at or higher than 90 percent.

Lincoln Land Community College: Engage a cross-functional team in the design and management of a Learner Success Model.

John A. Logan College: Since the rate has varied by less than two percentage points per year (except one), the College has established the current three-year average rate as its benchmark. The College's goal for the coming two years is to maintain a level within two percentage points of the 94.2 percent rate.

McHenry County College: The college will serve area businesses and industry through a variety of services, courses and programs.

Moraine Valley Community College: Maintain a 94 percent rate of employment or enrollment in further education for Moraine Valley occupational graduates.

Morton College: Keep the percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation at 90 percent or higher.

Oakton Community College: Continue to strive to achieve a rate of 90 percent or higher.

Parkland College: Keep the percentage of graduates employed and/or enrolled in further education at 85 percent or greater.

Prairie State College – Maintain the percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation to equal or exceed the state average.

Rend Lake College: Goal 5 of the Rend Lake College Strategic Plan is to provide for the short-term training needs of businesses and citizens of the area thru seminars, contract training, CEU's, consulting and certification programs.

Richland Community College: Increase the number of responses to the occupational follow-up survey by 3 percent. While the percentage of enrolled/employed graduates is high, the number of responses to the survey needs to be improved to establish a clearer picture of those who are not employed.

Rock Valley College: The percent of Rock Valley College graduates employed/continuing education one year after graduation will equal or exceed the state average rate.

Carl Sandburg College: This goal will be a difficult one for the College to reach in the coming months and possibly years. Maytag Galesburg-Refrigeration is leaving Galesburg where the main campus is located and with them approximately 2,600 jobs. It is possible that our graduates will have to leave the area to find jobs.

Sauk Valley Community College: The percent of degree or certificate completers employed or enrolled in further education one year after graduation will be 90 percent.

Shawnee Community College: The college will continue to conduct follow-up studies for programs selected by ICCB on a yearly basis.

South Suburban College: For this year, South Suburban College had a local AALP (annual adjusted level of performance) for its 3P1 Perkins performance indicator (Placement, Employment, and Continuing Education) category of 80.79 percent. In this category, the percentage of program completers in a fiscal year is defined as those who were employed in the 3rd quarter after graduation and/or who were enrolled in the Illinois public higher education-shared database in the academic year following program completion.

Southeastern Illinois College: Sixty-five percent of degree recipients will be employed or enrolled in higher education one year after graduation.

Southwestern Illinois College: Southwestern's goal is 80 percent. If 60 percent of our graduates respond to the follow-up study in 2004 we should find 85 percent of our graduates reporting employment or continuing education. 80 percent is thought to be realistic with the uncertainties of the state's economy. This goal will measure 2003 grads during 2004.

Spoon River College: Our goal is that when students complete a certificate or degree with us that they have the necessary skills and knowledge to continue their education or enter the workforce.

Triton College: The goal is to be within 5 percent of the statewide average for undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation.

Waubonsee Community College: – The goal is 90.0 percent.

John Wood Community College: The college has established three goals for fiscal year 2005 regarding the Goal 1 indicator. First the college will analyze the fiscal year 2003 data and the context in which the data were collected in an effort to understand the 12 percent drop from fiscal year 2002 to fiscal year 2003. Second, the college will use data from the National Student Clearinghouse to provide a more accurate accounting of students who leave John Wood Community College and transfer to four-year institutions. The data will be shared with ICCB. Third, the college will increase the percent employed/enrolled in further education to 83 percent.

**GOAL FOUR: ACCESS AND DIVERSITY
COMPLETIONS (NUMBER AND PROPORTION) BY
DISABILITY STATUS, RACE/ETHNICITY, AND GENDER(4C1)**

Black Hawk College: Program completion by minority students will increase to 15 percent.

City Colleges of Chicago

Richard J. Daley College: The count of completions should increase, while the diversity of completions is sustained.

Kennedy-King College:

Major Strategy: Review analyze, modify and/or add program offerings to more effectively respond to changing needs of business and shifting demographics in the service areas. Objectives: a.) Develop interdisciplinary programs. This included: implementing new concurrent GED/vocational programs; implementing a new bilingual computer course; designing an environmental science curriculum biology and chemistry interdisciplinary program, and b.) Created new courses that meet the changing needs of our students and business partners. This included: Submitting request for new certificate programs in addiction studies, and auto parts specialist; established a new AA degree in applied science in culinary arts; expanded number of high level math courses; expanded academic program offerings in math during the day, evening and weekend sessions; increased the number of information technology courses; designed new technology training and certification programs.

Malcolm X College: Goals are 85 percent or higher for minority completions, and 70 percent for completions by females.

Olive-Harvey College: The goal is to mirror the institution's diversity in its completions statistics. With one exception – males – this goal has been achieved.

Harry S Truman College: Truman College is constantly challenged to provide access to a very diverse population. The racial/ethnic and gender mix of the students completing a program at Truman College mirrors the percentage of the overall students at the college.

Harold Washington College: Harold Washington College will expand the college's leadership role through a development of partnerships and collaborations with the external community by professional and public service.

Wilbur Wright College: Two of Wright College's goals, *Improving the quality of all programs and services* and *Expanding services to meet the needs of all students and workforce partners*, support this indicator.

Danville Area Community College: The college will:
Implement the recommendation of the Access, Equity & Diversity Committee. This is a committee made up of college faculty and staff, community leaders, and diversity advocates.

Partner with Community Action Agency and other area social service organizations to develop strategies to improve enrollment, retention and completion rates of underrepresented student populations at Danville Area Community College.

Increase minority representation in Dual Enrollment. Recruit minority students to be ambassadors of Danville Area Community College in educational workshops at their home high schools in the Danville Area Community College district.

Partner with Educational Talent Search to help college students transition to four-year institutions.

College of DuPage: The college's goal is to have 23 percent of completers be minority students and 63 percent of completers be female students.

Elgin Community College: Elgin Community College has an ongoing commitment to diversity in all aspects of college operations, including hiring, curriculum and student services. In addition, several Strategic Enrollment Management (SEM) teams are being formed to focus upon student retention, persistence, and success, with special focus on minority and at-risk students. Increases in these areas will positively impact completion rates for students. It is likely these indicators will appear in next year's report. Additionally, the college has a specific indicator regarding completions, stated as follows: The numbers of degrees and certificates awarded annually shall meet or exceed the average for the prior three years.

William Rainey Harper College:

The number of minority students completing degrees or certificates will increase yearly provided the minority enrollment continues to increase.

Increase the number of male completions relative to the number of female completions.

The ethnic diversity of students will exceed the diversity of the community served by the college, based on the 2000 Census, as measured by the Diversity Index.

Heartland Community College: Heartland Community College has established a goal that its minority completion rate (percentage of graduating students) shall continue to meet or exceed the percentage of minority population within its district.

Highland Community College: Goals are for a female completion rate of 63.9 percent and a minority completion rate of 9.9 percent.

Illinois Central College: Illinois Central College recognizes the diversity of students it serves as well as the diverse goals for each student. Nonetheless, the college has always concerned itself with increasing the number of students served, the number of underrepresented students served, and the number of completers. Hence, a primary goal for Illinois Central College is to increase the number of degree completers annually.

Illinois Eastern Community Colleges: Provided a matrix of goals for each district college for each sub-population.

Illinois Valley Community College: Increase the completion of Hispanic students by 5 percent.

Joliet Junior College: Continue to place graduates in jobs related to their programs of study. Serve underrepresented groups.

Kankakee Community College: The institutional goal for this indicator is to increase the program rate for all minority groups by 2 percent for 2005.

Kaskaskia College: Continue to monitor minority population demographics and work towards meeting changes in demographic trends, and continue to grow the efforts targeted at increasing enrollments of minority populations such as the Northeast Technology Center serving the black population within the district.

Kishwaukee College: The college will maintain or increase the current 12 percent completion rate for minorities and has set targets for specific minority groups to accomplish its goal.

College of Lake County: In 2004, the goal is to reach a 32 percent completion rate for minorities. Over the next ten years, the college plans to reach 40 percent. The college would like to bring the percent of males in line with their percent of degree seekers in the student population. In fiscal year 2004, the college will work to increase the percent of male graduates to 38 percent and ultimately to the 44 percent they comprise among degree seeking student.

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

Lincoln Land Community College: The college will engage a cross-functional team in the design and management of a Learning Success Model.

John A. Logan College: With the significant drop of numbers of minorities enrolled in fiscal year 2002 versus fiscal year 2003, the college anticipates a lower number of minority completers in the next couple of years. The college's goal is to keep the number of minority completers at 55 or above the next two years.

McHenry County College: Enhance collegewide support for programs that serve an increasingly diverse student body.

Moraine Valley Community College: Both male graduates and minority graduates will increase by 2 percent.

Morton College: Continue increasing the percentage of Hispanic completers so that the ethnicity distribution of the graduates mirrors the ethnic distribution of the student population.

Oakton Community College: Oakton's goal for this indicator is to increase the number of students who complete certificates or degrees by 30 students per year. This is a modest goal but recognizes the realities of Oakton's student population and their educational backgrounds and objectives.

Parkland College: Increase the number of minority and male completers so that it is representative of the student population.

Prairie State College: The long-term goal is that program completions each year for Prairie State students will be in proportion to the enrollment of each sub-group (e.g., females, students with disabilities, African-American, Hispanic) in the student population. Given the significant gap that currently exists between the enrollment and program completion of African-American and Hispanic students, the goal for the next three years is to close that gap by 10 percent per year.

Rend Lake College: Rend Lake College will promote cultural diversity and foster understanding of its importance through its curricula, faculty/staff development and community outreach programs.

Richland Community College: Increase the enrollment of minority students by two percent in the next two years. Aggressively market for minority faculty to fill any vacancies that may occur.

Rock Valley College: Rock Valley College's ethnic/racial and gender enrollments will be similar to the district profile. Goals were not established based on completions but for enrollments. Studies conducted that examine community college student intent indicate a variety of reasons for enrollment, from completing one course to a certificate to a degree, therefore; measurement by completion rates is misleading and inaccurate.

Carl Sandburg College: Gender completions at Carl Sandburg College are in line with other schools statewide and nationally with more female than male completers. While the college does not have a high number or percentage of ethnic completers, the college does not have a high population of minorities in its district. The Carl Sandburg College district is 92 percent Caucasian. Therefore, minority completers are proportional to the minority population in the district from which enrollments are drawn.

Sauk Valley Community College: Based upon a cohort of first-time full-time students entering in 2000, Sauk Valley College's baseline for first-time full-time students who complete a degree or certificate is approximately 31 percent. We have set a general goal of increasing retention by monitoring students more actively through an Early Alert system which engages faculty and counselors. The system will be piloted in fiscal year 2005. Any increase in the proportion of completers would be progress toward our goal.

Shawnee Community College: The college will increase by two percent the number of diverse students enrolling in education and training at Shawnee Community College.

South Suburban College: South Suburban College has a goal to increase the number and diversity of students who complete training and educational programs by providing academic advising, learning resources, and supportive services for students with a wide range of academic needs. From ICCB's 4C1 data charts, South Suburban College has a five-year change in the completion rate for minority students of 196.6 percent. The state average for all ICCB institutions is 74.6 percent. The 5-year change data from the 4C1 charts for each minority group at South Suburban College is as

follows: 1) 20 percent American Indian, 2) 233.3 percent Black Students, 3) 134 percent Hispanic Students, 4) 5.1 percent White Students, and 5) 40 percent Non-Resident Alien Students. The five-year change for program/degree completions for all students at South Suburban College is 72.3 percent. The state average for the same category is 32.4 percent.

Southeastern Illinois College: Increase the number of contacts made in district feeder schools for the purpose of recruiting a more diverse student population. Encourage both male and female students to enroll in programs which are non-traditional for their gender. Ensure that the college's material and website reflect cultural and gender diversity. Continue to seek supportive services to specifically meet the needs of students from diverse backgrounds.

Southwestern Illinois College: Southwestern adopts the following goals for these indicators – Female Completers: 53 percent; Male Completers: 46 percent; Black Completers: 9.5 percent; All Minority Completers: 12.5 percent; and White Completers: 86 percent.

Spoon River College: Institutional goals are to provide necessary services to these students to facilitate their educational goals at Spoon River College. We strive for 100 percent completion of these students.

Triton College: 1) To have collegewide enrollment that reflects the diversity in race and ethnicity of the college district, and to have completion rates that reflect the diverse enrollment. 2) To have enrollment by race/ethnicity within 4 percent of the population rate for each of the race/ethnic groups present in the district, and to have completion rates that reflect this relationship.

Waubonsee Community College: The goal is to have graduates across categories representative of the category's representation in the district population. The goal is to have graduates representative of males and females in the general district population.

John Wood Community College: The college's fiscal year 2005 goals for the "completions by race" indicator are to a) conduct a cohort analysis of the completion rate for all students focusing on minority students and b) to improve the percentage of completers who are minorities to 5.5 percent (from 4.8 percent in fiscal year 2003). The goal for students classified by gender is to maintain the congruent proportion of women completers and women enrollees.

GOAL 5: HIGH QUALITY
PASS RATES ON PROFESSIONAL/OCCUPATIONAL LICENSURE EXAMINATIONS
RELATIVE TO NATIONAL AVERAGES (INSTITUTIONAL GOAL)(5C2)

Black Hawk College: Except for the April-September 2001 cycle, Associate Degree Nursing has been above the 87 percent national pass rate over the past three years. The year 2001 showed a lower rate than the national average. However, 2002 and 2003 showed the College exceeding the national pass rate. Licensed Practical Nursing showed a College pass rate above the national rate in 2001 and a slightly lower rate in the 2003 cycle against national results. Certified Nursing Assistant maintains over a 98 percent pass rate over the past three years. No national data is available for comparison. EMT Basic, Intermediate, and Paramedic levels are at a 100 percent pass rate for the 2003 cycle. Other data is not available at this time on prior cycles. There was also a breach of test security at the state level that is halting all Illinois testing until a new instrument is developed. Students will now need to take the National Registry exam to qualify for licensure.

City Colleges of Chicago

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

Kennedy-King College:

Major Strategy: Strengthen academic standards and improve documented assessment of student achievement. Objectives: a.) Develop an outcomes assessment tools for target programs and services. b.) Obtain faculty, staff, students, and other customers' recommendation for improvements regarding programs and services. c.) Improve the process for faculty evaluation. d.) Improve process for program and course assessment. Major Strategy: Establish, monitor and evaluate student achievement of exit competencies. Objective: Improve the performance of students on the exit competency examinations.

Malcolm X College: Pass rates will be at or above the average national pass rate.

Olive-Harvey College: Meet or exceed the national pass rate. This goal has been achieved in each of the past three fiscal years.

Harry S Truman College: Although the Nursing pass rate fell slightly in fiscal year 2003 compared to fiscal year 2002, Truman nursing students performed well relative to the national average.

Harold Washington College: Harold Washington College will agree upon and adopt student-learning outcomes for each General Education objective.

Wilbur Wright College: Improve the quality of all programs and services.

Danville Area Community College: The college will:

Conduct discipline specific in-service training for nursing faculty who have in- depth clinical experience but limited knowledge of pedagogy.

Incorporate professional assessment tools throughout entire program.

Due to reduction in clinical days from 2 to 1, continue to closely monitor skills of students.

Seek grant funds to enable program to hire an academic support specialist/program advisor/recruiter.

College of DuPage: The college will maintain its high pass rates.

Elgin Community College: The college has goals for these tables which state that employment and satisfaction levels for Career-Technical graduates will meet or exceed the state average; and graduates of a degree or certificate program with required licensure or certification examinations will meet or exceed the state or national pass rates.

William Rainey Harper College: Pass rates will equal or exceed national pass rates on nursing related examinations. The Dental Hygiene Program will rank in the top third of schools nationally on the dental hygiene examination. At least 90 percent of the students taking the Emergency Medical Technician examination will pass.

Heartland Community College: HCC will continue to maintain a pass rate on licensure exams that meets or exceeds state and national averages.

Highland Community College: Pass rates will be 88 percent.

Illinois Central College: Illinois Central College will continue to monitor pass rates with the goal of maintaining institutional pass rates greater than or equal to national pass rates.

Illinois Eastern Community Colleges: IECC will provide career and technical education that provides students with the skills and abilities to enter employment. Eighty-five percent of fiscal year 2003 graduates of IECC Cosmetology, Radiography and Nursing will successfully pass required state licensing exams.

Illinois Valley Community College: The extent to which institutional quality and effectiveness are recognized by graduates through the ICCB Occupational Follow-up Study will be above the state average.

Joliet Junior College: Joliet Junior College is committed to providing a quality education that is affordable to the diverse student population it serves (from the Joliet Junior College *Mission*).

Keep abreast of the needs of the diverse community that is emerging in the community.

Joliet Junior College must incorporate effective learning strategies for minority and underrepresented populations (from the Joliet Junior College *Vision*).

Continue to place graduates in jobs related to their programs of study (from the *Strategic Plan*).

Serve underrepresented groups (from the *Strategic Plan*).

Kankakee Community College: The institutional goal for this indicator is to continue to the pattern of exceeding the national average in passing licensure examinations.

Kaskaskia College: Combined institutional pass rates on licensure examinations for occupational programs will meet or exceed the national average pass rates as documented in the fiscal year 2004 report.

Kishwaukee College: Goals for pass rates on licensure exams are as follows: EMT - 90 percent; LPN - 100 percent; RN - 90 percent; Radiology - 90 percent.

College of Lake County: The College of Lake County continues to strive for its graduates to exceed the national averages of pass rates for its Nursing and Radiologic Technology graduates.

Lake Land College: Students enrolled in technical career programs at Lake Land College will score above state and national averages on their respective licensing or certification exams.

Lewis & Clark Community College: The target is 100 percent pass rate performance with a minimum goal of maintaining pass rates that exceed the national average.

Lincoln Land Community College: Engage a cross-functional team in the design and management of a Learner Success Model.

John A. Logan College: College goals are as follows: Nursing: Pass rate of 80 percent or higher of students entering the program; Dental Hygiene: Pass rate of 85 percent; EMT: Pass rate of 90 percent.

McHenry County College: The McHenry County College Emergency Medical Services (EMS) Program strives to maintain a pass rate a 90 percent or greater on the Illinois Licensure Exam. Note: The Illinois Licensure Exam is the End of Program Assessment tool. The percentages given in the above table are reflective of an average of the Emergency Medical Technician-Basic and the Emergency Medical Technician-Paramedic Licensure scores.

Moraine Valley Community College: College goals for pass rates are as follows: Nursing - 85 percent; Radiologic Technology - 93 percent; Emergency Medical Technician - 100 percent.

Morton College: Efforts are in place to increase the RN Licensure Exam pass rates to the minimum national level of 87 percent and maintain the Emergency Medical Technician Licensure Exam pass rate at 99 percent or higher.

Oakton Community College: Oakton's goal for this indicator is to sustain a pass rate of more than 90 percent on the NCLEX for nurses and the EMT-B licensing examination for emergency medical technicians.

Parkland College: Meet or exceed the national pass rates.

Prairie State College: Prairie State College's goal for this indicator is to maintain the high level of performance we have experienced over the last few years where, with one exception, our students have performed at or, in several cases, significantly above, the national average.

Rend Lake College: The number of Rend Lake College students passing professional/occupational licensure examinations will exceed the state and national averages.

Richland Community College: Work to raise the pass rates to equal national standards by increasing access to tutoring and study groups.

Rock Valley College: Meet or exceed the national averages for all programs with licensure requirements.

Carl Sandburg College: Carl Sandburg College pass rate is higher in every category than the national rate. The college continues to take pride in its Allied Health department and its accomplishments.

Sauk Valley Community College: For Nursing, 90 percent of graduates will pass the NCLEX on their first try within six months of graduating. For Radiological Technology, 90 percent of graduates will pass the ARRT exam on their first try within six months of graduating. The college will need to establish a goal for Emergency Medical Services.

Shawnee Community College: The college will increase response rate of follow-up studies when the selected programs are offered at Shawnee Community College.

South Suburban College: SSC has a goal for students to be above the national threshold for the respective licensing exams.

Southeastern Illinois College: Strive to maintain high quality nursing programs with first time pass rates above the national and state percentages. Strive to maintain high quality EMT program with passage rates above 80 percent.

Southwestern Illinois College: Meet or exceed the appropriate state or national averages for Emergency Medical Technicians, Nursing Education, and Radiological Technology.

Spoon River College: Spoon River College strives for 100 percent pass rate on the RN/ADN licensure test. At a minimum, the college will maintain the required pass rate imposed by the Illinois Department of Public Health.

Triton College: Meet or exceed the national pass rates on professional/occupational licensure examinations.

Waubensee Community College: All programs will meet or exceed state or national norms.

John Wood Community College: Pass rates for the Practical Nurse exam and the Certified Nursing Assistant exam are typical and expected. The pass rate for the RN exam is unsatisfactory. The program has undergone a review and changes which included bringing in a consultant for professional development workshops on Test and Instruction Strategy, as well as a review of current instructional and testing practices, curriculum changes have been made, and test review courses have been offered to students to help them prepare for the NCLEX.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY
COST OF INSTRUCTION PER CREDIT HOUR BY STUDENT LEVEL AND
AS A PERCENT OF SECTOR AVERAGE BY STUDENT LEVEL (6C1)

Black Hawk College: The college's cost of Instruction per Credit Hour will remain below the state average and will increase at a rate which does not exceed the increase in cost of living.

City Colleges of Chicago

Richard J. Daley College: In terms of dollar amounts, the cost of instruction per credit hour may decrease as new and lower-ranking faculty replace retiring faculty. However, the cost as a percent of state average is expected to remain about the same.

Kennedy-King College:

Major Strategy:

Improve financial stability through increased operational efficiency, effective resource development activities and expanded customized training and services.

Build and strengthen the college's image and external support.

Strengthen the college's ability to pursue new sources of funding by evaluating and improving institutional development activities.

Malcolm X College: The cost of instruction per credit will remain at or below the state average.

Olive-Harvey College: Maintain the same or lower cost of instruction per credit hour, expressed as a percentage of the sector's state average.

Harry S Truman: Truman's cost of instruction per credit hour for 2003 is 74.7 percent of the statewide average and had been at about 70 percent of the statewide average over the last five years. Replacing the high percentage of adjuncts in the academic programs is of utmost priority to provide quality instruction, so cost per credit hour averages will increase with hiring initiatives.

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

Wilbur Wright College: Effectively use resources and maximize revenue opportunities

Danville Area Community College: The college will:

Continue to reduce Unit Cost of Instruction per credit hour by 10 percent in FY 2005 (reduce unit cost by \$20).

Develop new strategies to increase low enrollment programs.

Continue to monitor class sizes each semester.

Devise new methods for lowering administrative, faculty and support staff costs.

Seek external grant funds to offset technology costs in career and technical programs.

Demolish three buildings once state funds are released for the project.

College of DuPage: The College of DuPage's goal is to be below the statewide average for cost of instruction per credit hour.

Elgin Community College: The college's goal is to remain within 15 percent of the average for the districts which border Elgin Community College.

William Rainey Harper College: Harper's cost of instruction per credit hour will not increase by more than 5 percent annually.

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

Highland Community College: The college will strive to keep instructional costs at or below 110 percent of the statewide average.

Illinois Central College: Illinois Central College has exhibited, over the past two years, a strong commitment to mitigating increases in its cost of instruction per credit hour, achieving a reduction in that cost measure over the last year. It shall be the goal of the college to continue to reduce its cost of instruction per credit hour in the coming years, through a combination of cost reduction measures and maintenance of robust credit hour enrollments.

Illinois Eastern Community Colleges: Provided a matrix of information for each district college

Illinois Valley Community College: The College will be below both the state and peer group average net instructional unit cost for unrestricted revenues

Joliet Junior College:

Develop and use innovative instructional delivery methodologies.

Increase and monitor availability of resources for full-time and part-time faculty at extended and satellite locations

Pool resources to share adjunct faculty with other colleges.

Seek out new resources.

Build flexible classrooms that are multi-functional and cross-curricula.

The Board of Trustee four-point plan for dealing with increased growth: facilities and space planning, impact fees, parking, and extended campuses.

Kankakee Community College: The data identify a fluctuating pattern in the cost of instruction for Kankakee Community College. The college will strive to stabilize the cost of instruction at the current rate.

Kaskaskia College: .All programs will be reviewed for comparison to state unit cost averages. A more thorough review will be conducted for those programs that exceed the state average by 10 percent. Sustain or continue to reduce administrative costs. Review all programs to ensure programs have the needed tools to meet the training and learning needs that are 10 percent below the state average.

Kishwaukee College: Instructional costs will be within 10 percent of state average.

College of Lake County: In 2004, the goal is to reduce this indicator by \$10 and to reduce it by an additional \$20 in 2005.

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

Lewis & Clark Community College: Continue to maintain a unit cost that is at or below the state average

Lincoln Land Community College: The College will endeavor to maintain the rate of growth in Net Instruction Unit Cost at or below the rate of inflation.

John A. Logan College: The College's goal is to stay within two percentage points of the average over the next two years.

McHenry County College: The college has chosen to remain at the state average for unit costs. Although McHenry County College is under the state average, the addition of Health programs will increase the overall unit costs.

Moraine Valley Community College: Keep unit costs at least 5 percentage points below state averages; limit annual increases in unit costs to 5 percent or less.

Morton College: The goal for this indicator is to keep the net instructional cost down without compromising the quality of instruction. However, the capital projects that are currently underway will increase the unit cost in FY 2004 and later. All of the capital projects in the development plan will positively affect student learning in one way or another. Included are renovation of the library, new instructional equipment, and new student services offices and state-of-the-art technology.

Oakton Community College: Oakton will strive to remain in the range of 95-100 percent of the sector average and to contain costs per credit hour to annual increases under 4 percent.

Parkland College: Keep instructional and administrative/support costs within one standard deviation of the state average.

Prairie State College: The goal of the College is to continue to be at or below the state average in Instruction cost per Credit Hour.

Rend Lake College: Keep unit cost low while maintaining high standards for instructional and support functions.

Richland Community College: Maintain or lower cost of instruction per credit hour without affecting quality of instruction.

Rock Valley College: Rock Valley College will have net instructional unit costs and total instructional unit costs which are comparative to similar Illinois Community Colleges.

Carl Sandburg College: In comparing Carl Sandburg College's net instructional cost with the state average, the college fares fairly favorably. Carl Sandburg College has a good deal of long-term faculty and in some cases unit cost may be higher than the average, but more than likely, it is the result of faculty salaries. While this may bump up costs it is believed that the longer term faculty also bring an added dimension to the classroom with their years of experience.

Sauk Valley Community College: Sauk Valley Community College is one of the smallest institutions in the state, but has the goal of reducing its unit instructional costs so that they are more closely aligned to those of other institutions.

Shawnee Community College: The college will continue to maintain the unit cost of instruction rate at the average or slightly below state average.

South Suburban College: It is a goal to provide high-quality instruction at a low affordable price. As such, unit cost per class needs to remain low. Some programs naturally are more cost intensive than others.

Southeastern Illinois College: Southeastern Illinois College will strive to keep its operations cost effective and establishes as a goal an average net instructional cost at or below the average of its ICCB cohort institutions.

Southwestern Illinois College Southwestern Illinois College will be at or below the state average Cost of Instruction per Credit Hour.

Spoon River College: Decrease the cost of instruction while still providing quality services.

Triton College: Stay within five percent of the state average on the indicators of cost of instruction

Waubonsee Community College: Stay at or below the state average.

John Wood Community College: The fiscal year 2004 goal is to reduce the "percent of average" to 115 percent.

GOAL SIX: PRODUCTIVITY AND ACCOUNTABILITY
PROPORTION OF FIRST-TIME, FULL-TIME FRESHMEN WHO COMPLETE THEIR DEGREE
WITHIN 150 PERCENT OF CATALOG TIME, OR ARE STILL ENROLLED OR TRANSFERRED (6C3)

Black Hawk College: The college goal regarding the percent of first-time, full-time degree seeking freshmen who complete their degree within 150 percent of catalog time, or are still enroll or transferred will be to meet or exceed that of the state average.

City Colleges of Chicago

Richard J. Daley College: Daley College should endeavor to achieve a percentage value nearer to that achieved statewide.

Kennedy-King College:

Major Strategy: Improve processes to facilitate better customer service, efficiency, and effectiveness. Objectives: a.) further improve an awareness and training process that will promote on-line financial aid application process; b.) implement a more efficient and effective process for handling lectureship assignments; c.) review the registration process and implement a more efficient and effective process; d.) create program guides to assist students in self service advisement; and, e.) establish guidelines for the implementation of the Student Loan Program

Malcolm X College: The goal for this indicator is 50 percent.

Olive-Harvey College: Maintain or improve the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred.

Harry S Truman College: With the involvement of student services, and a coordinated effort to deal with student retention, Truman College is putting into place a system that will allow for greater completion of degrees within the stipulated time. The data for the percent of first-time, full-time degree-seeking freshmen that complete their degree within 150 percent of catalog time, or are still enrolled or transferred continues to show a positive trend. While the number is still below the state average, the 2003 number is the highest in four years.

Harold Washington College: Implement new models to promote student success and student enrollment, increase retention and accommodate a diverse student population.

Wilbur Wright College: Increase enrollment and retention.

Danville Area Community College: Investigate 2+2 agreements with regional four-year universities. Establish link between career services and Career and Technical Education faculty to integrate job search skills into curricula and encourage students to utilize the career services department when seeking job placement opportunities. Promote the Work-Based Learning grant program to all occupational students. Integrate general education outcomes into all academic programs. Promote online courses and degree/certificate programs available at Danville Area Community College. Conduct a survey to determine why Danville Area Community College

graduates are not employed or seeking further education. This survey will be conducted at the time of graduation and follow up surveys will be conducted every three-six months.

College of DuPage: The goal for percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred is to be within a range from 98 percent to 102 percent of the statewide percentage for this factor.

Elgin Community College: Elgin Community College is currently refining goals for 2005 which relate to these IPEDS data and Student-Right-to-Know. The likely focus will be on students who indicate an intent to transfer. It is the college's goal to meet or exceed the state norm for these figures.

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

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

Highland Community College: The college goal for this indicator is 65 percent.

Illinois Central College: Illinois Central College has paid particular attention to the issue of retention and satisfaction among its students, employing two major research studies in fiscal year 2004 to better facilitate their progress through higher education. The college will act on the research findings in the coming year to inform and shape its strategic planning efforts with the intent of increasing students' program completion rates, transfer rates, levels of satisfaction and engagement with their college experience, and to shorten the time-to-degree period.

Illinois Eastern Community Colleges: The district provided a matrix with historical data.

Illinois Valley Community College: The percent of first-time, full-time students who graduate, transfer or are still enrolled will remain above the state average.

Kankakee Community College: The goal for this indicator is to increase the percentage of students retained, transferred or graduated by 2 percent. The college will also increase the cohort size of first time full time entering students.

Kishwaukee College: The college goal for this indicator is 60-65 percent.

College of Lake County: The college would like to increase the rates for this indicator to 70 percent over the next three years. The second goal is to encourage the ICCB to employ the National Clearinghouse data when counting transfers as this data base includes private institutions and out of state transfers as well as Illinois public universities.

Lewis & Clark Community College: Lewis and Clark Community College has not in the past focused on this measure. The College will research this phenomenon to identify factors that may explain why the College's rate in this measure is consistently lower than the state average.

Lincoln Land Community College: The college will maintain a rate of at least 66.6 percent of first-time, full-time degree-seeking freshmen who complete their degrees within 150 percent of catalog time, or are still enrolled or transfer.

John A. Logan College: With the college attaining its highest rate (71.39 percent) with the fall 2000 entering cohort, as well as continually intensifying retention efforts on campus, the college has established a challenging one-year goal of increasing the fall 2001 cohort's rate by 1 percent. The college would like to attain a level of at least 70 percent in coming years.

McHenry County College: Maintain an "above average" position for student success rates compared to other community colleges.

Moraine Valley Community College: Increase by 2 percent the percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred.

Morton College: The goal for this indicator is to keep the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred at no less than 66 percent. The college will make all effort to maintain equivalence with the state average of 66.7 percent of the fall 2000 cohort.

Oakton Community College: Oakton's goal is to sustain an average of 62-66 percent of first-time, full-time students who graduate within 150 percent of the catalog time to the degree, transfer or are still enrolled

Parkland College: Have at least 75 percent of the cohort enrolled, transferred or completed within 150 percent of the catalog time.

Prairie State College: Maintain certain percentages of graduated, transferred, or still enrolled at 150 percent of program completion to equal or exceed state averages.

Rend Lake College: 100 percent of first-time, full-time degree-seeking freshmen will complete their program of study at Rend Lake College within 150 percent of catalog time.

Richland Community College: Develop strategies to retain students, particularly in transfer degrees, and pilot alternative scheduling options for high-profile AAS degrees to allow students to complete program in reasonable length of time.

Rock Valley College: NA

Carl Sandburg College: The college appears to be doing fairly well with its percent of first-time, full-time degree-seeking freshmen. We could do better, and it is something the college is working on.

Sauk Valley Community College: Data for the fall 2000 cohort show a 31 percent completion rate. A specific goal for this indicator has not been set, and these data provide us with a baseline. Any improvement would signify progress.

Shawnee Community College: The college will increase by five percent the number of students completing their degree within 150 percent of time by utilizing the newly created Student Success Center.

South Suburban College: South Suburban College has a student retention goal that corresponds to this indicator. It is the college's desire to provide necessary assistance for all students so that they can successfully complete, transfer, or continue their educational objectives.

Southeastern Illinois College: Southeastern's goal is to maintain an annual attrition rate of less than 20 percent for all degree and certificate seeking students.

Southwestern Illinois College: Southwestern's goal for this indicator is 50 percent.

Spoon River College: Spoon River College's goal is to increase the retention and completion of all its students, but in particular the first time, full-time students. New strategic priorities will focus on increasing retention rates.

Triton College: The college has set a goal to be within five percent of the state average for the indicator of percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time.

Waubonsee Community College: Remain at or above state average.

John Wood College: The college will maintain its present course as identified in the college's strategic plan. The college's goal for fiscal year 2004 is to meet or exceed the state average.