



ILLINOIS COMMUNITY COLLEGE SYSTEM

**PERFORMANCE REPORT
FOR FISCAL YEAR 2007**

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November 2007

Illinois Community College Board

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ILLINOIS COMMUNITY COLLEGE SYSTEM PERFORMANCE REPORT FOR FISCAL YEAR 2007

Fiscal year 2007 marks the 16th consecutive year that the Illinois Community College System has collaborated to produce the Performance/Accountability/PQP series of outcomes-oriented reports. Through the Performance Report, local and state community college officials document accomplishments and progress achieved over the past year, identify challenges, and develop strategies to sustain positive momentum. The next few paragraphs provide information about how the Performance Report fits in with related community college accountability initiatives; highlights of *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* (IBHE) and its relationship to IBHE's *Illinois Commitment* which it replaces and Illinois Community College System's *Promise for Illinois Revisited*; and the structure of the current report.

Community colleges are focused on local area needs and widely recognized as market driven providers of higher education opportunities, workforce training, and economic development. The Performance Report is an important component in the array of initiatives community colleges

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engage in to enhance quality and be accountable to the students, taxpayers, and communities they serve including (selected internet links provided): the Course and Program Approval Processes which are being enhanced through CurricUNET (<http://www.league.org/leaguetic/express/inn0211.html>), Program Review (<http://www.iccb.state.il.us/pdf/manuals/fy07programreviewmanual.pdf>), Recognition, (<http://www.iccb.state.il.us/pdf/manuals/recogmanual.pdf>), Underrepresented Groups reporting which includes retention and student advancement components, Career and Technical Follow-up Study reporting, the Transfer Rate initiative, the Uniform Financial Reporting System, Unit Cost Study reporting (<http://www.iccb.state.il.us/publications.reports.html>), and other financial reporting, including Audits, the Comptroller's Office Public Accountability Project (<http://www.ioc.state.il.us/office/PAP/>), Integrated Postsecondary Data System reporting (<http://nces.ed.gov/ipeds/>), Perkins Postsecondary Performance Measure reporting (<http://www.edcountability.net/>), Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting (<http://www.nrsweb.org/>), and others. Illinois community colleges also actively participate in regional institutional accreditation through the North Central Association (<http://www.ncacasi.org/>), as well as program-specific accreditation which are focused on documenting the quality of their programs and services. Furthermore, each community college district has a local strategic plan aimed at addressing priority needs and moving forward in new directions.

The Performance Report and Indicators for Higher Education project builds on the Illinois Community College System Performance-Based Incentive System (PBIS,) which included a series of statewide measures and a local district-based component aimed at strengthening teaching and learning. State measures focused on student satisfaction, educational advancement, persistence, employment, transfer, market penetration, and developmental course completion. The district-based

component reflected autonomy, mission differentiation, and local projects to address community needs in one of the following areas: Technology, Workforce Development, or Responsiveness to Local Need. PBIS funding was discontinued in fiscal year 2002 due to state budgetary constraints.

At the October 2, 2007 IBHE meeting, a new plan known as, *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* was adopted (See <http://www.ibhe.org/Board/agendas/2007/October/Item11.pdf>). The new IBHE plan goals reflect a fresh approach while maintaining appropriate ties to the organization's last strategic plan – *the Illinois Commitment*. *IBHE 2011 Strategic Plan* Goals identified in the new plan are mapped to the Policy Areas from the previous plan below:

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

The *IBHE 2011 Strategic Plan* references IBHE's interest in leveraging budgetary authority, statutory authority, coordination authority, and leadership/advocacy to advance plan goals. Additionally, the *IBHE 2011 Strategic Plan* incorporates a series of performance benchmarks and measures related to each goal.

Future versions of the Performance Report are expected to be developed around the goals contained in the *IBHE 2011 Strategic Plan* and the related promises from the Illinois Community College System's *Promise for Illinois Revisited*.

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pledges include:

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

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

<u>IBHE 2011 Strategic Goals</u>	<u>Related Promises from the ICCB Promise for Illinois Revisited</u>
Affordability	Affordable Access
Attainment	High Quality, Competitive Workforce
Diversity	Services for Student Success, Enhanced Adult Education
Efficiency	Effective Transitions

Hence, there is a continuing alignment between the *IBHE 2011 Strategic Plan* Goals and the Promises made by the Illinois Community College System. Staff from the Illinois Community College Board and Illinois Board of Higher Education will continue to collaborate with education and workforce partners to advance shared priorities and develop the next iteration of the Performance Report. The Policy Areas referenced in the 2007 Statewide Community College Performance Report have been modified to reference both the *IBHE 2011 Strategic Plan* Goals and *Illinois Commitment* Policy Areas.

For the current edition of the Performance Report, the narrative focus is on Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/ Attainment.

For the current edition of the Performance Report, the narrative focus is on the following topics: Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment. Local community college submissions included data reporting across all six areas. There are three levels of

indicators in the Performance Report: Statewide Indicators – assess 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 – focus on each institution’s unique role within the overall context of higher education’s goals. As a value added service to the community colleges and to reduce the local data burden, Illinois Community College Board staff furnished as much of the data at the individual college level as possible.

The *Fiscal Year 2007 Illinois Community College System’s Performance Report* contains summary information about state and common institutional outcome indicators. External comparative benchmarks are cited whenever possible using the latest available data (national reporting typically trails what is available at the state level). Additionally, the state report contains reviews of selected mission-specific indicators. For the two narrative focus areas – Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment – the state report includes Highlights of Accomplishments, Selected Challenges, and Highlights of Plans.

POLICY AREA ONE: ECONOMIC GROWTH/ATTAINMENT

Higher education will help Illinois sustain strong economic growth through teaching, service, and research. Higher education will help improve educational attainment through stronger emphasis on preparing graduates in high-demand workforce areas.

BACKGROUND ON ECONOMIC GROWTH /ATTAINMENT

Policy Area One covers performance indicators and includes references to college generated narrative on activities and accomplishments during fiscal year 2007. Economic growth and attainment plans and challenges for fiscal year 2008 are also addressed.

HIGHLIGHTS OF 2007 ACCOMPLISHMENTS

Part of the Illinois community college system's mission is to facilitate economic development and address workforce needs by offering career and technical education, short-term vocational training, and customized training that has been tailored to address employer needs. Colleges deliver an array of education and training options to provide individuals with the skills needed to enter and advance in the workplace. Business and Industry Centers collaborate with area employers and entrepreneurs to help them gain a competitive advantage.

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During fiscal year 2007, colleges often reported providing services to prepare individuals for new positions or promotions. **John Wood Community College** worked with the local Workforce Development Board and numerous employers to develop programs and resources to meet regional critical skills shortages. For example, through these partnerships, an expanded welder training lab was created at the college to train entry-level welders in this high-demand program. Two sections of the program were completed producing 18 qualified welders. Sixteen of them obtained employment as welders right after completing their training. In July 2006, **Joliet Junior College** received a \$830,000 grant to assist at least 200 dislocated workers in Will County acquire new skills for re-entry into the workplace. **Parkland College** has worked with the Community Foundation of East Central Illinois and other partners to create a community wide program to help workers in low-skill, low-wage jobs elevate their skills. This initiative has served 135 low-income adults in the past three years. Twenty-five additional participants are expected to complete their training by December 2007. The Illinois Employment and Training Center at **Prairie State College** provides employment support services to assist clients gain skills for employment and become self-sufficient. In the past year, there has been a 30 percent increase in the number of individuals benefitting from the program. Part of the increase is attributable to expanded partnerships with local businesses to provide the specific skill set needed for careers within those organizations. **Triton College** continues to implement the Triton Retraining Assistance Center (TRAC), which has helped over 5,000 participants strengthen their workforce skills since 1982. Currently, there are 90 people enrolled in TRAC: 26 enrolled in training, 48 enrolled in Job Search Assistance, and 16 found new employment.

Business and Industry Centers continue to provide important programs and services to address emerging workforce development needs. **Wright College's** Business and Industry Services Center program offerings have increased by 15 percent over the last year. Additionally, the Center at Wright College has maintained partnerships with Community-Based Organizations, and delivered job readiness training programs that resulted in placing 100 percent of the completers in their industry of training and maintaining 88 percent retention after 90 days. The **College of DuPage** trained 723 people during 44 conferences, seminars, and workshops held on small business topics. **Harper College** created seven new continuing education partnerships and six short-term continuing education certificate programs in 2007. **Kaskaskia College's** Business and Industry center sold, created, produced, and delivered the largest single contract training program in the college's history in 2007. Carlisle SynTec in Greenville, Illinois, was nominated for "Outstanding Program of the Year" after contracting with Kaskaskia College to train 62 individuals from October 2006 through March 2007. Since employee safety plays a key role in keeping the price of doing business low, the Center for Business and Industry at **John A. Logan College** trained 3,824 people in occupational health and safety topics in 2007. At **Sauk Valley Community College**, the Small Business Development Center helped start six new businesses, created 43 new jobs, and retained two additional jobs.

Another innovative partnership has been developed between Continental Tire North America, **Rend Lake College**, and Southern Illinois University at Carbondale to deliver higher education opportunities directly to the workplace. The initiative is known as "Continental University" and it helps position

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employees for career advancement opportunities by allowing them to align their studies with specialized business needs. The joint employer and higher education initiative gives all Continental Tire employees the opportunity to earn an associates degree from Rend Lake College and proceed seamlessly with their studies toward a bachelors degree from Southern Illinois University at Carbondale. Under the "Continental University" program, all employees are eligible to attend classes which are offered on site at the manufacturing facility. Courses are scheduled around employee work commitments. Similar cooperative initiatives have been launched in nine other Continental Tire facilities worldwide, including those in Mexico, the Philippines, and Romania. The program at Mount Vernon was the first in the United States. (http://www.conti-online.com/generator/www/com/en/continental/portal/themes/press_services/press_releases/work_life/download/pr_doc_2007_07_20_mount_vernon_de.doc).

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Kennedy-King College established an Instructional Leadership Academy (ILA) at Dawson Technical Institute to provide all faculty and staff training designed to improve both the quality of instruction and customer service. At **Spoon River College**, professional development

opportunities are offered to faculty to encourage diverse teaching strategies and further integrate technology into their teaching. **Rock Valley College** has instituted a “faculty survival training” series of sessions for new faculty. Before the start of the semester, faculty attend a full day meeting to make them familiar with every area of the college. Throughout the semester, new faculty attend monthly sessions that cover everything from teaching techniques to student evaluation of faculty. Similarly, at **Olive-Harvey College**, a series of faculty development seminars have been developed to focus on outcomes assessment, integrating technology into the curriculum, and making a difference through student retention strategies. Workgroups were also implemented at Olive-Harvey College to address globalization, developmental education, environmental sciences, and STEM – Science, Technology, Engineering, and Mathematics – to promote faculty development and team building.

The colleges regularly sponsor career/job fairs to facilitate connections between employers, students, and other community members seeking new employment opportunities. **Malcolm X College** conducted a career fair which featured over 40 employers who interviewed and disseminated information to students and other community job seekers. At **Harper College**, a recent career fair drew 88 employers and 850 job seekers. **Kishwaukee College** saw a 22 percent increase in employers at their career fair with each employer speaking with an average of 65 individuals regarding job/career opportunities. At the DuQuoin Fairgrounds, **Rend Lake College** hosted a career fair with over 40 employers and 400 participants.

Initiatives related to the health care industry were a common theme in college reports. **Harry S Truman College** was the only community college in Illinois to receive a \$450,680 grant to expand its nursing program. Nursing students at **Harry S Truman College** had a 100 percent pass rate on the NCLEX exam among 81 graduates. Students at **Lincoln Land Community College** also had a 100 percent pass rate on the NCLEX exam, as well as the credentialing exam for the radiography program. At **Kishwaukee College**, Perkins funds were used to assist 53 low-income, single parents, and nontraditional students to pursue career programs – primarily in nursing and radiology. Seventy-four youth completed the Certified Nursing Assistant (CNA) program as part of the Workforce Preparation for Youth Program funded by the Workforce Investment Act (WIA). At **Richland Community College**, articulation agreements in nursing were signed with Southern Illinois University-Edwardsville and Millikin University to smooth the transition for students seeking the Bachelor of Science in Nursing (BSN) degree.

HIGHLIGHTS OF 2008 PLANS

Community colleges provide valuable resources to business and industry. Through their Business and Industry Centers, colleges work with area employers to recruit and train workers, retain existing business, and bring new businesses and jobs to the community.

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Community colleges in Illinois are planning to implement additional programs and work closer with area business, government and industry to address their needs. Additionally, colleges across the state are planning to develop new academic programs, become increasingly involved with area high schools, and offer expanded services to students. Illinois community colleges continue to create partnerships with one another in an effort to elevate services.

In 2008, Illinois community college Business and Industry Centers will strengthen existing relationships with employers and develop new partnerships. The **College of DuPage** plans to relocate its facilities to an off-campus site that will be shared with the DuPage Workforce Board, Illinois Department of Employment Security management, and the DuPage Biz Economic Development Corporation to provide synergistic relationships allowing for greater contact with area employers. **Harry S Truman College**, **Kishwaukee College**, and the **College of Lake County** all plan to expand their Business and Industry programs by developing additional business partnerships and internships for all career programs. **John A. Logan College's Center for Business and Industry** plans to help existing businesses become more competitive by upgrading existing employee skills and helping attract new industries to the area. Logan College officials plan to expand marketing of Center services. **Prairie State College** plans to establish an Employer Service Center that will work with local employers to link job seekers with employment opportunities in southern Cook County, as well as provide subsidized human resource services to area employers.

In response to the needs of area employers, colleges are creating new and improving existing career and technical programs. **Southwestern Illinois College** and **Elgin Community College** are pursuing accreditation for their Massage Therapy programs to enhance graduate employability. **Kennedy-King College** is seeking accreditation for an Associate Degree Nursing Program, while **Sauk Valley Community College** is creating a new Lean Manufacturing program. **Richland Community College** will explore programs in the areas of renewable fuels and bio-diesel technology. **Lincoln Trail College** is creating new programs in Process Technology and Welding. Agriculture courses and an Honors Program are being developed at **Wabash Valley College**. **Rock Valley College** is implementing a new series of honors classes as well.

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Nationwide, online courses and services are becoming increasingly popular. Illinois' community colleges are leading the way in distance learning in this state and have plans for additional online offerings in 2008. Some colleges, like **Kennedy-King College**, the **College of DuPage**, and **Elgin Community College** are improving their programs by adding support services, systems, and library access options for their online students. **Illinois**

Eastern Community Colleges' Lincoln Trail College and **Olney Central College** are planning to add ten new online courses in 2008. At **Illinois Central College**, plans are to include additional "homegrown" courses in Massage Therapy, Physical Therapy, and Respiratory Therapy. **Southwestern Illinois College** plans to go live with PeopleSoft Student Self-Service which will expand online services and allow additional online registration options.

Many community colleges in Illinois are collaborating more extensively with higher education and workforce partners to strengthen the local economy. For example, **Spoon River College**, along with **Carl Sandburg College** and **John Wood Community College**, entered into an agreement with the Workforce Investment Office of Western Illinois to generate additional ideas for recruitment and customizing programs for economically disadvantaged youth. At **McHenry County College**, training will be undertaken with area public school faculty in conjunction with the Illinois Council on Economic Education and Teachers of American History. In conjunction with this initiative, additional graduate-level courses will be developed with Aurora University. **Highland**

Community College plans to add **Illinois Valley Community College** to their partnership with **Sauk Valley Community College** to provide expanded and more consistent services to individuals in northwestern Illinois who want to start businesses or take the next steps in their development. **Kennedy-King College** expects to continue participation with **Harold Washington** and **Harry S Truman Colleges** on the Undergraduate Research Centers (URC) grant to afford and expose students to research experiences in industry and academia.

SELECTED 2008 CHALLENGES

Nearly all community colleges in Illinois point to financial matters as being the biggest challenge in fiscal year 2008. Many colleges point to cuts in state and local funding and in other grant sources as the biggest challenge facing them financially. Sustaining or expanding current programs and services with diminished resources will be extremely

Without adequate funding colleges are limited in their ability to provide necessary support services, purchase needed updates in technologies, afford adequate staffing, build new programs, and provide needed services to Business and Industry.

challenging. Without adequate funding, colleges are limited in their ability to provide necessary support services, purchase needed updates in technologies, afford adequate staffing, build new programs, and provide needed services to Business and Industry.

Faculty retirements present additional challenges. The institutional memory and years of dedicated service provided by experienced faculty can be very difficult to replace. Just as business and industry is suffering from worker shortages due to retirements of skilled workers, community colleges must address similar skilled labor shortages. As the baby boomer generation retires, many higher education faculty will be leaving the profession. Some specialty areas will be hit harder than others. For example, the need for instructors in areas such as construction and health care is already making it difficult to staff existing courses and limits the college's ability to expand programs. Likewise, several colleges reported being understaffed in areas that deliver direct service to business and industry.

Another common challenge identified by colleges is aging facilities and lengthening technology replacement cycles. Many colleges commented about problems due to a lack of funding to improve facilities. Colleges are being challenged by aging facilities that need to be repaired or replaced. Some colleges report having a difficult time attracting and retaining students, faculty, and staff due to the out-of-date facilities and technology. At some institutions, facility deficiencies are limiting the colleges' ability to add new programs and expand existing ones. Training students with current technology is challenging when dollars to replace equipment, hardware, and software are becoming more scarce.

SELECTED ECONOMIC GROWTH/ATTAINMENT PERFORMANCE INDICATORS

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

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

This indicator provides one measure of a college's success in preparing graduates to enter the workforce or pursue further specialized education or training. Based on the three-year average from fiscal year 2004 to 2006, nine out of ten (89.8 percent) degree or certificate recipients from Illinois community colleges were either **employed or enrolled in further education** within one year of graduation.

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

The source of data for this measure is the annual Illinois Community College Board's *Follow-up Study of Career and Technical Education Program Graduates*. The statewide weighted average for this measure decreased slightly between 2000 and 2006 (93.4 percent to 87.7 percent), but continued at a relatively high level. The degree and certificate programs reported on in a given year explain a portion of the variability.

There have been several colleges in recent years which exhibited notable increases in the proportion of graduates who were either employed or enrolled in further education following completion who also maintained a three-year average above the statewide mean. **Frontier Community College** saw an increase of 16.7 percent from 2002 to 2006 with a three-year average of 92.2 percent. **Danville Area Community College** had an increase of 12.3 percent during the same time frame and averaged 95.2 percent over the past three years. **Morton College** showed increases of 8.0 percent from 2002 to 2006, while maintaining a 100 percent rate since 2003. **Rend Lake College** has steadily increased each year since 2004 and registered increases of 0.8 percent, 5.4 percent, and 11.1 percent for their one-year, two-year, and five-year trends, respectively. **Morton College** had the highest three-year average at 100 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 (2003-2004 completers) and Wisconsin (2005 graduates) provide useful points of reference. These data reflect similar information to the 2006 follow-up of 2005 graduates conducted in Illinois. According to updated information from the Texas Higher Education Coordinating Board's Community and Technical Colleges Division (75 colleges), 89 percent of the state's graduates were involved in either employment or additional education in the one-year follow-up based on the statewide Automated Student and Adult Learner Follow-up System. Three-year follow-up results from Texas with supplemental reporting yielded 94 percent placement in employment or education for workforce program graduates (<http://www.theccb.state.tx.us/reports/PDF/1174.PDF>, Section XI Placement Data). Statewide, Wisconsin Technical College System (16 districts) one-year follow-up results for 2005 graduates show a 92 percent rate of employment. Available information shows that Illinois' employment and continuing education results are competitive with statewide outcomes achieved in Texas and Wisconsin. (http://www.wtcsystem.org/reports/data/graduate/pdf/employ_status.pdf)

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

Annual Number of Community College Graduates by Broad Field of Study (1S3)
Community colleges offer education and training

programs in a wide variety of academic and occupational areas. The Illinois Community College System offers over 240 career and technical education and training programs designed to meet targeted workforce needs. Extensive review and analysis of individual programs occur through the Illinois Community College System's Career and Technical Follow-up Study and Program Review analysis. In the following paragraphs, a series of broad college-level program clusters are used to give an overview of graduation patterns. The following categories are used in the analysis:

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

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

Pre-Baccalaureate/Transfer

Providing convenient and cost-effective access to the first two years of a bachelors degree remains a central and vital component of the community college mission. Transfer programs accounted for approximately one-third of all graduates from Illinois community colleges over the last several years. In this analysis, Transfer programs include AA, AS, AA&S, AFA, AGS degrees (two-digit CIP codes 24 and 30). The absolute number of graduates who completed pre-baccalaureate programs increased (24.1 percent) over the past several years from 12,676 in 2002 to 15,731 in 2006. Recent gains among baccalaureate/transfer completions have been outpaced by even more substantial graduate growth among career and technical programs.

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

Transfer completions registered a gain of 2.5 percent over the last year. Colleges that saw substantial longer term percentage gains between 2002 and 2006 were **Shawnee Community College** (168.9 percent; fiscal year 2006 N = 164), **Lincoln Trail College** (109.3 percent; fiscal year 2006 N = 157), and **Malcolm X College** (94.6 percent; fiscal year 2006 N = 109). Long-term (2002 to 2006), the number of transfer graduates that increased the most were **College of DuPage** (+261) and **Illinois Central College** (+243).

Colleges showing considerable gains in transfer completers from fiscal year 2005 to 2006 were **Frontier Community College** (60.5 percent; fiscal year 2006 N = 61), **Shawnee Community College** (36.7 percent; fiscal year 2006 N = 164), and **Southwestern Illinois College** (35.6 percent; fiscal year 2006 N = 854). The number of transfer graduates increased the most in one year at **Southwestern Illinois College** (+224) and **Illinois Central College** (+126).

Education

In 2006, Education accounted for 2.5 percent of all graduates. Education graduates increased by 40.5 percent from 896 in 2002 to 1,259 in 2006. Education programs include two-digit CIP code 13 and four-digit CIP code 19.07. Programs with historically small numbers of completers will show substantial percentage gains from small numeric increases. Colleges that saw substantial percentage gains in Education between 2002 and 2006 included **Sauk Valley Community College** (800.0 percent; fiscal year 2006 N = 9) and **College of Lake County** (650.0 percent; fiscal year 2006 N = 30). **South Suburban College** (+70), **Morton College** (+66), and **Waubonsee Community College** (+62) registered substantial numeric gains between 2002 and 2006.

Colleges showing large percentage gains from fiscal year 2005 and 2006 included **Lincoln Land Community College** (300.0 percent; fiscal year 2006 N = 12), **Shawnee Community College** (160.0 percent; fiscal year 2006 N = 13), and **Wabash Valley College** (160.0 percent; fiscal year 2006 N = 13). **Waubonsee Community College** (+35) and **Southwestern Illinois College** (+31) reported the largest short-term numeric gains.

Graduates from Agricultural programs increased by 25.0 percent over the last few years from 683 in 2004 to 854 in 2006.

Agriculture

Community college Agricultural program graduates increased by 25.0 percent over the last few years from 683 in 2004 to 854 in 2006. The number of Agriculture completers increased by 16.5 percent between 2002 and

2006. Agriculture Programs include two-digit CIP codes 01, 02, and 03. Colleges that saw substantial gains in Agriculture program completions between 2002 to 2006 were **Illinois Valley Community College** (1,250.0 percent; fiscal year 2006 N = 27) and **Highland Community College** (300.0 percent; fiscal year 2006 N = 4). Long-term substantial numerical gains were registered by **Parkland College** (+65), **Lake Land College** (+40), and **College of DuPage** (+30). Colleges showing considerable gains from fiscal year 2005 and 2006 were **Illinois Valley Community College** (575.0 percent; fiscal year 2006 N = 27) and **Richland Community College** (275.0 percent; fiscal year 2006 N = 15). Short-term substantial numerical gains were registered by **Parkland College** (+57), **Illinois Valley Community College** (+23), and **Joliet Junior College** (+22).

Business. Graduates from Business programs decreased by 33.2 percent over the past several years from 6,031 in 2002 to 4,030 in 2006. Business programs include the two-digit CIP code 52. The number of business completers decreased 2.0 percent from 2005 to 2006. Colleges that saw substantial growth in the number of Business graduates during the period between 2002 to 2006 were **Shawnee Community College** (325.0 percent; fiscal year 2006 N = 17), **Waubonsee Community College** (204.2 percent; fiscal year 2006 N = 289), and **Lincoln Trail College** (30.0 percent; fiscal year 2006 N = 86). Similarly, **Waubonsee Community College** (+194) and **Harper College** (+54) showed the largest numeric gains.

Colleges showing substantial short-term Business program graduate percentage gains from fiscal year 2005 to 2006 were **Shawnee Community College** (325.0 percent; fiscal year 2006 N = 17), **Harold Washington College** (176.9 percent; fiscal year 2006 N = 36), and **Harper College** (110.8 percent; fiscal year 2006 N = 312). The largest numeric gains were registered by **Harper College** (+164), **Richland Community College** (+35), and **Illinois Central College** (+30).

Engineering Related. Engineering-related program completions decreased by 2.9 percent over the past several years from 1,171 in 2002 to 1,137 in 2006. The number of engineering completers decreased by 11.7 percent from 2005 to 2006. 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 2002 to 2006 include **Richland Community College** (450.0 percent; fiscal year 2006 N = 33), **Southwestern Illinois College** (213.3 percent; fiscal year 2006 N = 47), and **Harper College** (205.9 percent; fiscal year 2006 N = 52). The largest numeric gains were registered by **Harper College** (+35), **Kaskaskia College** (+35), and **Southwestern Illinois College** (+32).

Colleges showing considerable growth from fiscal year 2005 to 2006 include **John Wood Community College** (200.0 percent; fiscal year 2006 N = 3), **McHenry County College** (171.4 percent; fiscal year 2006 N = 19), and **Richland Community College** (153.8 percent; fiscal year 2006 N = 33). **Wilbur Wright College** (+22) and **Richland Community College** (+20) reported the largest numeric gains.

Health Science

The number of graduates in Health Science programs increased 64.9 percent over the past several years from 8,272 in fiscal year 2002 to 13,642 in fiscal year 2006. The rate of increase in Health Sciences more than doubled the overall increase across all graduates of 27.4 percent during the same period. The number of Health Science program completers increased 1.6 percent between fiscal years 2005 and 2006. Health programs include two-digit CIP code 51. Colleges that had substantial gains between fiscal years 2005 and 2006 include **Shawnee Community College** (394.5 percent; fiscal year 2006 N = 272), **Rend Lake College** (175.9 percent; fiscal year 2006 N = 309), and **Harper College** (107.6 percent; fiscal year 2006 N = 490). The largest numeric gains were registered by **Harper College** (+254), the **College of DuPage** (+233), and **Shawnee Community College** (+217).

The number of graduates in Health Science programs increased 64.9 percent over the past several years from 8,272 in fiscal year 2002 to 13,642 in fiscal year 2006.

Colleges with substantial Health Science program graduates increases from 2002 to 2006 include **Spoon River College** (1,333.3 percent; fiscal year 2006 N = 43), **Shawnee Community College** (750.0 percent; fiscal year 2006 N = 272), and **Prairie State College** (532.9 percent; fiscal year 2006 N = 481). The **College of DuPage** (+775), **Prairie State College** (+405), **Harper College** (+345), and **South Suburban College** (+338) reported the largest numeric gains.

Public and Protective Services

Completers from these programs accounted for about 4.7 percent of all community college graduates in fiscal year 2006. The number of graduates in Public and Protective Services increased by 144.2 percent over the past several years from 957 in fiscal year 2002 to 2,337 in fiscal year 2006. Short-term, Public and Protective Service graduates decreased slightly by -0.6 percent from 2005 to 2006. Public and Protective Services programs include two-digit CIP codes 43 and 44. Colleges that had substantial gains from fiscal year 2002 to 2006 include **Harold Washington College** (2,592.3 percent; fiscal year 2006 N = 350), **Prairie State College** (675.0 percent; fiscal year 2006 N = 31), and **Southwestern Illinois College** (598.9 percent; fiscal year 2006 N = 622). The largest numeric gains were registered by **Southwestern Illinois College** (+533), **Harold Washington College** (+337), and **Lincoln Land Community College** (+70).

Colleges with significant increases over the one-year span include **Harold Washington College** (1421.7 percent; fiscal year 2006 N = 350), **Heartland Community College** (400.0 percent; fiscal year 2006 N = 5), and **Lincoln Trail College** (200.0 percent; fiscal year 2006 N = 6). Colleges that showed the largest short-term numeric gains include **Harold Washington College** (+327), the **College of Lake County** (+37), **Illinois Central College** (+23), and **Richard J. Daley College** (+20).

Trade and Industrial

Trade and Industrial program graduates increased 31.3 percent over the past several years from 4,475 in fiscal year 2002 to 5,876 in fiscal year 2006. Short term, the number of Trade and Industrial program completers decreased 20.0 percent between fiscal years 2005 and 2006. Trade and Industrial Programs include two-digit CIP codes 46, 47, 48, and 49.

Trade and Industrial program graduates increased 31.3 percent over the past several years from 4,475 in fiscal year 2002 to 5,876 in fiscal year 2006.

Colleges with large gains between fiscal years 2002 and 2006 include **Heartland Community College** (600.0 percent; fiscal year 2006 N = 14), **Kishwaukee College** (363.6 percent; fiscal year 2006 N = 51), and **Harold Washington College** (283.6 percent; fiscal year 2006 N = 1,450). The largest numeric gains were registered by **Harold Washington College** (+1,072), the **College of DuPage** (+127), and **Rock Valley College** (+126).

Colleges with large Trade and Industrial completer increases from fiscal years 2005 to 2006 include **Shawnee Community College** (975.0 percent; fiscal year 2006 N = 43), **Heartland Community College** (180.0 percent; fiscal year 2006 N = 14), and **McHenry County College** (144.4 percent; fiscal year 2006 N = 22). The colleges with the largest numeric short-term gains include the **College of DuPage** (+158), **Kaskaskia College** (+88), **Joliet Junior College** (+46), and **Shawnee Community College** (+39).

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 27.5 percent since fiscal year 2002. The number for graduates in the “Other” category decreased by 12.2 percent from 5,425 in 2005 to 4,761 in 2006. Colleges that had sizable percentage gains between fiscal year 2002 and 2006 include **Rock Valley**

College (4,600.0 percent; fiscal year 2006 N = 47), **Richard J. Daley College** (1,260.0 percent; fiscal year 2006 N = 68), **Olive-Harvey College** (1,200.0 percent; fiscal year 2006 N = 13), and **Spoon River College** (385.7 percent; fiscal year 2006 N = 34). The largest numeric gains were registered by **Southwestern Illinois College** (+221), **Harold Washington College** (+185), and **Harper College** (+107).

Colleges with substantial percentage increases over the last year include **Danville Area Community College** (480.0 percent; fiscal year 2006 N = 29), **Richland Community College** (69.9 percent; fiscal year 2006 N = 124), and **Southwestern Illinois College** (52.1 percent; fiscal year 2006 N = 365). Colleges that showed the largest number increases from 2005 to 2006 include **Southwestern Illinois College** (+125), **Richland Community College** (+51), **Danville Area Community College** (+24), and **Lake Land College** (+24).

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

This performance indicator measures College Business and Industry Center involvement with the *businesses* in Illinois. During fiscal year 2006, Illinois community colleges served a

During fiscal year 2006, Illinois community colleges served a total of 5,575 *businesses* through their Business and Industry Centers which is up 59.4 percent from fiscal year 2000.

total of 5,575 *businesses* through their Business and Industry Centers which is up 59.4 percent from the total of 3,497 businesses served in fiscal year 2000. The average number of businesses served in fiscal year 2006 was 130, up from an average of 109 businesses served in fiscal year 2005. The Business and Industry Centers at **Joliet Junior College** (N = 1,125), **Lewis and Clark Community College** (N = 476), and **Lake Land College** (N = 279) served the most businesses.

During fiscal year 2006, Illinois community colleges provided a total of 95,546 *individuals* with technical assistance through their Business and Industry Center, up 8.3 percent from fiscal year 2005.

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 the technical assistance community colleges provide for feedback, advice, and real answers to

challenging business questions. During fiscal year 2006, Illinois community colleges provided a total of 95,546 *individuals* with technical assistance through their Business and Industry Center, up 8.3 percent from the total of 88,232 individuals served in fiscal year 2005. The average number of individuals served in fiscal year 2006 was 2,275, also an increase compared to an average 2,052 in fiscal year 2005. **John A. Logan College** (N = 15,874), **Lewis and Clark Community College** (N = 10,810), and **Rend Lake College** (N = 6,209) served the largest number of individuals at their Business and Industry Centers in fiscal year 2006. Long term, the average number of individuals served in fiscal year 2006 decreased 7.9 percent compared to fiscal year 2002 (N = 103,726).

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 2006, Illinois community colleges attracted or retained 271 businesses through the college Business and Industry Centers, down 16.6 percent from 325 in 2005. Over the last five years combined, community colleges attracted or retained a total of 1,986 Illinois businesses. The Business and Industry Centers at **Parkland College** (N = 282), **Lewis and Clark Community College** (N = 253), and **Lake Land College** (N = 220) attracted or retained the most businesses based on a five-year average (fiscal years 2002 through 2006).

In fiscal year 2006, 17,298 business and industry center *courses* were conducted, up 33.7 percent from 12,935 in 2005.

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

This performance indicator measures the number of courses and workshops conducted. In fiscal year 2006, 17,298 business and industry center *courses* were conducted, up 33.7 percent from 12,935 in

2005. **Lewis and Clark Community College** conducted the most courses (N = 5,322). Other colleges that conducted a large number of courses were **Elgin Community College** (N = 1,473), **Danville Area Community College** (N = 950), and **John A. Logan College** (N = 921). **Elgin Community College** saw an increase in courses of 1,573.9 percent from 2005. Other colleges that increased the number of courses offered were **Kennedy-King College** (530.0 percent) and **Olive-Harvey College** (300.0 percent).

POLICY AREA TWO: P-20 PARTNERSHIPS/ TEACHING AND LEARNING/ATTAINMENT

Higher education will join elementary and secondary education to improve teaching and learning at all levels. Higher education will improve educational attainment through a seamless P-20 system of high-quality teaching and learning.

BACKGROUND ON P-20 PARTNERSHIPS/ TEACHING AND LEARNING/ATTAINMENT

The Illinois Community College System plays a pivotal role in the ultimate success of student learning in the state. Illinois community colleges provide a community-based infrastructure of postsecondary institutions with ties to P-12 schools, universities, and other local organizations. These partnerships enable the system to be a major contributor to teaching and learning through teacher recruitment, preparation, and professional development, as well as through outreach and support to elementary and secondary schools.

Illinois community colleges provide a community-based infrastructure of postsecondary institutions with ties to P-12 schools, universities, and other local organizations.

Community colleges contribute to the initial preparation of a large number of the state's teachers. An ICCB study has shown that over 60 percent of the graduates of public university teacher preparation programs in Illinois have some transfer credit from a community college and, more importantly, 44 percent of teacher education graduates complete a year or more of their programs at a community college. Additionally, the accessibility of the statewide community college system provides the opportunity to tap *new* pools of potential teachers, particularly in communities with large minority populations and/or those located in hard-to-serve areas.

On October 5, 2007, a regional conference on the Associate of Arts in Teaching (AAT) Degree Initiative was held at Northeastern Illinois University in Chicago with more than 135 participants from across the sectors of higher education.

Since September 2002, the ICCB, the Illinois Board of Higher Education (IBHE), the Illinois State Board of Education (ISBE), and what evolved into the initiative steering committee have been collaborating to develop a series of Associate of Arts in Teaching (AAT) degree models. The goal is to continue developing AAT degree models in high-need teaching

disciplines that would facilitate a smooth transition for, and enhanced preparation of, community college students as they transfer into university teacher preparation programs. The most recent meeting of interested parties occurred on October 5, 2007, when a regional conference on the Associate of Arts in Teaching (AAT) Degree Initiative was held at Northeastern Illinois University in Chicago. It was co-sponsored by the Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE) and in coordination with the AAT Steering Committee. The conference was open to teacher educators statewide and sought to encourage regional collaborations among community colleges and universities to support the implementation, delivery, and marketing of AAT degrees as pathways to teacher certification in high need areas. More than 135 teacher educators, including college and university presidents, faculty, and staff attended the conference. They actively participated in the development of an action agenda to further refine materials and better communicate the AAT Initiative. Participants appreciated the forum that the conference provided to discuss critical AAT-related issues with institutional representatives with whom they seldom meet otherwise. Two additional regional conferences are planned: one in southern Illinois during March 2008 and the second in central Illinois in fall 2008. Dr. John Noak from Lincoln Land Community College is serving as a consultant to the project and working with all parties to help keep the AAT Initiative moving forward.

As of early October 2007, there were 31 approved AAT degrees and 21 AAT applications in process. Details about the areas in which specific colleges have or are pursuing AAT degrees follow:

As of early October 2007, there were 31 approved Associate of Arts in Teaching (AAT) degrees and 21 AAT applications in process.

AAT IN SECONDARY MATHEMATICS Approved Programs (20) – Black Hawk College, Carl Sandburg College, Harry S Truman College, Heartland Community College, Highland Community College, John A. Logan College, Kankakee Community College, Kaskaskia College, College of Lake County, Moraine Valley Community College, Oakton Community College, Prairie State College, Rend Lake College, Richland Community College, Sauk Valley Community College, Southeastern Illinois College, Southwestern Illinois College, Spoon River

College, Triton College, and Waubensee Community College. Applications in Process (5) – College of DuPage, Harper College, Kishwaukee College, Lake Land College, and Rock Valley College.

AAT IN SECONDARY SCIENCE Approved Programs (3) – Moraine Valley Community College, Spoon River College, and Triton College. Applications in Process (4) – Harry S Truman College, John A. Logan College, Lake Land College, and Rend Lake College.

AAT IN EARLY CHILDHOOD EDUCATION Approved Programs (4) – Black Hawk College, Illinois Valley Community College, Lincoln Land Community College, and Oakton Community College. Applications in Process (5) – Lake Land College, Morton College, Rend Lake College, Southwestern Illinois College, and Triton College.

AAT IN SPECIAL EDUCATION – Approved Programs (4) – College of Lake County, Lincoln Land Community College, Oakton Community College, and Spoon River College. Applications in Process (7) – Black Hawk College, Kaskaskia College, Lake Land College, Moraine Valley Community College, Rend Lake College, Sauk Valley Community College, and Waubensee Community College.

A few other AAT-related statewide activities are underway including: the development of additional AAT templates; preparations for AAT student tracking are being made, and new marketing materials are being developed.

A few other AAT-related statewide activities are underway, including the development of additional AAT templates; preparations for student AAT tracking, and development of new marketing materials. In response to requests from the system, staff from the ICCB and IBHE are finalizing model AAT Early Childhood

Education and AAT in Special Education Degree Program Application templates. The templates will make it easier to submit applications in these two AAT areas. The anticipated availability of the new templates is January 2008. ICCB staff are preparing to track AAT student and completer progress and outcomes through postsecondary education using administrative data systems maintained by the ICCB, Illinois State Board of Education (ISBE) teacher data warehouse, Illinois Community College and University Shared Enrollment and Degree Data, and the National Student Clearinghouse. During the current academic year ICCB and IBHE staff will collaborate with the AAT Steering Committee and draw on the marketing expertise of the system to develop brochures explaining the availability and benefits of the AAT. Digital copies of the brochure will be available to colleges and universities wishing to customize it and use it in their marketing initiatives.

Cross sector initiatives are also underway to establish a more complete set of shared expectations regarding what the term “college ready” means with the goal of reducing the need for developmental education among recent high school graduates. Relatedly, a Memorandum of Understanding between the Governor’s Office, ISBE, and The Bill & Melinda Gates Foundation was signed in March 2007 to develop state policies and initiatives programs to better ensure Illinois students are prepared for college and work. (<http://www.isbe.state.il.us/board/meetings/mar07/memorandum.pdf>). A new state-level P-20 Council has been formed to help smooth transitions across educational levels (House Bill 1648) (<http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=25&Rec Num=6285>). The ICCB, IBHE, and ISBE are collaborating with local officials and officials from ACT, Inc., to develop and implement

a revised more transparent high school feedback reporting system. Additionally, several community colleges are working on a pilot project with ACT, Inc., to examine the relationship between performance on selected ACT administered examinations and subsequent performance in college-level courses or developmental courses (math, English, reading, and others).

Community college officials will engage their higher education partners in regular dialogue to enhance existing pathways to the bachelors degree and explore new collaborative arrangements with university partners to make additional affordable four-year degree options available to place bound students. Community colleges are continuing to participate in the Illinois Articulation Initiative (IAI) and the Course Applicability System (CAS).

In addition to statewide initiatives that support teaching and learning at all levels, community colleges have developed numerous programs and partnerships that support teaching and learning within the communities they serve.

As with Policy Area One, Policy Area Two includes references to college-generated narrative on activities and accomplishments during fiscal year 2007, as well as plans and challenges anticipated in fiscal year 2008.

HIGHLIGHTS OF 2007 ACCOMPLISHMENTS

Community colleges seek opportunities to smooth the transitions across educational levels. Dual credit is one important initiative to make the transition to higher education more seamless and allow capable secondary students to complete college coursework while still in high school. Many community colleges are increasing dual credit course offerings, agreements, and enrollments with area high schools. Dual credit can be made available for baccalaureate transfer, as well as career and technical courses. **Lewis & Clark Community College's** High School Partnership (HSP) dual credit program received National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation in 2007 (<http://www.nacep.org/>). The accreditation is based on the evaluation of 15 standards in the areas of curriculum, faculty, students, assessment, and program evaluation. When approved, **Lewis and Clark Community College** was one of only 23 institutions nationwide, and the only Illinois higher education institution, to receive NACEP accreditation. Some colleges reported record numbers in dual credit enrollment. **Harper College's** dual credit program enrolled 674 students in fiscal year 2007. **Harper College** enrollments increased 13 percent compared to last year. The program was expanded to include the summer semester. **Illinois Valley Community College** hired a part-time dual credit coordinator in fiscal year 2007 who improved the scheduling, staffing, registration, and enrollment process for courses offered on site at district high schools through the college's Early Entry College (E²C) program.

Illinois community colleges are participating in United States Department of Education TRIO grant programs to motivate and support individuals from disadvantaged backgrounds to remain engaged in education, successfully transition across educational levels, and graduate. For example, **Shawnee Community College's** Talent Search Program serves 600 students. Services are provided for 13 feeder

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schools. Talent Search provides the following activities: career assessment and advising; study skills, test taking and time management skills; ACT Prep/SAT/PSAE/ISAT/Local Assessments; college tours, cultural and technology activities; financial aid workshops; tutoring and mentoring; parent workshops; and assistance in completing required forms and applications for postsecondary education and training programs. In fiscal year 2007, **Shawnee Community College's** Talent Search Program produced over 80 graduates that went on to postsecondary institutions. The program at **Malcolm X College** was awarded \$880,000 to continue providing academic support services and cultural enrichment activities to 600 middle school and high school students.

Similarly, Upward Bound programs funded through the United States Department of Education (TRIO) are offered at selected Illinois community colleges. **Waubensee Community College** received a three-year renewable \$250,000 Upward Bound grant to serve 50 low-income, first-generation students from East Aurora School District. The college provides academic support, college preparation activities, mentoring, and guidance on college admission and financial aid application processes. **Kankakee Community College's** Upward Bound program provided new activities in fiscal year 2007 to help prepare college-bound high school students. The academic year was refocused to include additional instruction in mathematics, reading, and writing each week, while continuing instructional modules in study skills, ACT prep, career exploration, and computer technology. A new summer program was initiated for eight Upward Bound rising seniors. The program consisted of a weekly two-hour class along with a series of career exploration trips to local companies and businesses. In 2007, 25 new students were enrolled into the Upward Bound program. All 14 seniors graduated from high school. Twelve graduates are enrolled in college in fall 2007 with four enrolled at **Kankakee Community College**. Two graduates entered the armed forces.

Community colleges are becoming increasingly engaged in teacher preparation. Examples include the Associate of Arts in Teaching (AAT) programs and Grow Your Own Teacher (GYOT) consortia. For example, **Harry S Truman College's** newly approved AAT degrees in mathematics and science are training new teachers. College officials are actively recruiting promising high school students into teacher training. The program is attempting to cultivate professional relationships with students from low-income areas and encourage them to complete an AAT and bachelors degree and then return to the area as a teacher. **Spoon River College** received approval for the Associate of Arts in Teaching degree in Special Education and awarded its first AAT graduate in May 2007.

Grow Your Own Teacher (GYOT) consortiums have been formed at several community colleges.

Grow Your Own Teacher (GYOT) consortiums have been formed at several community colleges. **Southwestern Illinois College** joined in a partnership with the East St. Louis school district, Southern Illinois University at Edwardsville (SIUE), and the

local NAACP to implement a Grow Your Own Teachers initiative in East St. Louis. **Southwestern Illinois College** is currently offering classes to over 20 students, primarily at the East St. Louis Community College Center. Similarly, in February 2007, Greenville College, **Lewis & Clark Community College**, Alton Community Unit School District #11, and the Alton branch of the NAACP formed a consortium and identified a cohort of ten candidates currently working in the Alton school district to enter and complete program requirements. The program builds on the existing partnership between Greenville and **Lewis & Clark Community College** known as the Undergraduate Teacher Education Partnership (UTEP). Alton Middle School and Lovejoy

Elementary are two schools targeted by this proposal to reduce teacher turnover and stabilize the learning environment. **Prairie State College** joined Governors State University as higher education partners in the South Suburban Consortium GYOT Education Initiative. This Consortium includes six school districts, as well as two community partners – the Association of Community Organizations for Reform Now (ACORN) and Consortium for Educational Change (CEC). The Consortium’s goal is to support 80 qualified candidates to complete their bachelors degrees, obtain certification, and begin teaching in one of the targeted, hard to staff schools.

Helping students engage in math and science and improve their skills in these foundational areas was another area of focus in the initiatives at multiple colleges. The Department Chair of the Physical Science department at **Harold Washington College** is serving on Mayor Daley’s committee to promote science among elementary and secondary students enrolled in the Chicago Public Schools. The recent project was the posting of the entire periodic table on the south side of the Daley Center. **Olney Central College** partnered with the University of Illinois Extension Service and University of Illinois faculty to host the Insect Expo. All fourth graders from area grade schools attended. The purpose was to expose students to science concepts in a way that makes learning fun. **Olney Central College** students staffed booths and organized the 4th grade students as they went through the activities. **Sauk Valley Community College** implemented a project named Math Prep website aimed at decreasing the percentage of high school students that place into remedial math classes when entering college. Math Prep is designed to assist students and adults in assessing and improving their math skills through completion of both work and theory based math problems.”

Many other P-20 Teaching and Learning Partnerships were reported including the following. **Illinois Central College** (ICC) invited the entire faculty and staff of two area high schools – Pekin Community and Low-Point Washburn High School – to the campus to orient them to available support services such as Access Services, the various academic support labs (H.E.L.P. lab, Writing lab, Reading lab, Math lab, etc.), and technology. Staff members were also informed on the academic success of their past students attending ICC. **Moraine Valley Community College** collaborated with four local colleges and the South Metropolitan Higher Education Consortium to host a Latino student and parent college information fair at the Blue Island campus in May 2007. The goal was to inform Latino junior high and high school students and their parents about college access opportunities, financial aid programs and procedures, and the long-term benefits of a college education.

HIGHLIGHTS OF 2008 PLANS

Many colleges plan to increase the number of agreements with local schools and the number of courses for dual credit classes. **Illinois Valley Community College** will continue to expand dual credit and dual enrollment opportunities along with a targeted recruitment effort in career programs by moving from a part-time to a full-time combined position of career and technical education recruiter and dual credit coordinator. At **Triton College**, special efforts are being concentrated on presenting to high school students coordinated programs of study rather than a handful of potentially unrelated courses. A program of study is a fully articulated sequence leading to a certificate or degree. This will satisfy a new Perkins directive, as well as provide career paths to high school students. At **Moraine Valley Community College**, a system for the electronic transfer of dual credit data from the ten area high schools to the college was identified in fiscal year 2007. In fiscal year 2008, the program will be piloted in one area high school to identify any problems with the system. **Black Hawk College** plans to expand the number of classes taught at area high schools

to 60 and create additional dual credit opportunities for students. **Oakton Community College** is working with Evanston Township High School to deliver a Public Safety dual credit course and offer additional internship programs. **Southwestern Illinois College** will be hosting a dual credit entrepreneurship academy for high school students. **Harry S Truman College** plans to strengthen Project Align, Tech Prep, and other initiatives with Chicago Public Schools to increase the enrollment of recent high school graduates.

Some colleges are planning to add additional Associate of Arts in Teaching (AAT) programs. **McHenry County College** is working on its AAT programs in Special Education and Early Childhood Education. **Southwestern Illinois College** expects to implement its AAT degree program in Early Childhood Education in fiscal year 2008 and will also begin the development of its AAT degree program in Special Education.

A few colleges are planning programs to use performing arts to bridge the gaps across educational levels. **Elgin Community College** plans to expand its artist residency programs and workshops to reach P-12 partners. **Lincoln Trail College** will continue providing opportunities for youth to engage themselves in performing arts events. **Southwestern Illinois College's** AmeriCorps will implement a visual and performing artist program with local schools and will build on the fiscal year 2007 successes.

Illinois community colleges will continue strengthening relationships with area K-12 districts. **Olney Central College** in partnership with University of Illinois Home Extension Office, plans to host a Science Expo for area fourth grade students. This project is an off-shoot of the Insect Expo. **Parkland College** will sponsor a short story contest for middle school students. This is a direct result of feedback from high school teachers' belief that a presence is needed in the schools earlier than high school. **Southwestern Illinois College's** Red Bud Campus will work with the Regional Office of Education to explore development of a summer gifted program for students in grades 6 through 12. **Triton College** plans two events focused on middle school students – a Mathematics Competition and a Science Fair. The college is hoping to establish a quarterly meeting with middle school and college staff to expand outreach and collaboration with the middle schools.

Several other plans were reported by Illinois community colleges. **Olney Central College** plans to host another Single Parent/Teen workshop with an emphasis on nontraditional careers in high demand, high skill, and high wage areas. Information about day care facilities, healthy snacks for kids, and family planning will also be provided. **Illinois Valley Community College** will host two comprehensive career exploration workshops on its campus. The college will partner with the Starved Rock Area Vocational & Technical Education (SRAVTE) consortium and NCI Works to host Work in the Real World during the fall 2007 semester. This event will target high school junior and senior CTE students and the career areas highlighted by the Critical Skills Shortage Initiative – manufacturing, transportation, warehousing/logistics, and healthcare. **Illinois Valley Community College** will partner with SRAVTE, NCI Works, and the local ROE to host the Annual Career Fair targeting 7th through 10th grade students across all career program areas. **Lake Land College's** Pathways will be developing a program to prevent teen date abuse with grant money from the Illinois Violence Prevention Authority. Selected Pathways students will be trained as leaders and will assist students in developing a teen “stop date abuse” media campaign which will be shared with other teens. Pathways will develop and administer an in-depth vocational program and will include diversity training for students, job-shadowing, and financial literacy components. During

fiscal year 2008 a partnership program between Eastern Illinois University, Springfield Area Special Education District, and **Lincoln Land Community College** will offer a BA in Special Education during fiscal year 2008. An Early Childhood partnership between **Lincoln Land Community College** and Millikin University will begin during the year, pending IBHE approval.

SELECTED 2008 CHALLENGES

A couple of the major concerns mirror those identified with Policy Area One. Financial barriers and staffing issues are among the most common challenges facing the community colleges for fiscal year 2008. Colleges are faced with maintaining existing programs and developing new quality programs with limited resources. Grant funding continues to be reduced, and grant funding that matures this fiscal year may be difficult to retain. Many programs are dependent on outside funding, and colleges continue to look to secure external funding sources. One college also points out that state funding concerns by area K-12 districts could reduce their ability to partner with the local community college. The second most common challenge mentioned was staffing issues. A large number of faculty are expected to retire, and finding well-qualified replacements may be difficult. Furthermore, staff turnover is not limited to the community colleges. Key personnel changes at secondary schools will require college staff to re-establish working relationships with high school personnel on Dual Credit and other programs. Turnover among key contacts at other partners present similar concerns. A third challenge is the extent to which under-prepared students are entering community college. Colleges are collaborating with educational partners to identify ways to developed shared expectations about what it takes to be college ready. A fourth challenge mentioned is with the AAT degree; more specifically, student recruitment and enrollment and acceptance of the AAT by all in-state partner universities.

POLICY AREA THREE: AFFORDABILITY

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

BACKGROUND ON AFFORDABILITY

Community colleges are committed to offering affordable high-quality postsecondary education and workforce preparation opportunities to all Illinoisans. Community colleges blanket the state with main campuses, branch campuses, and outreach centers, as well as online offerings that provide education and training to individuals close to home and work. Community colleges provide a cost-effective path to complete some or all of the first two years toward a bachelor's degree. Colleges prepare individuals for initial employment in technical and skilled occupations and allow people to upgrade their skills for advancement in the workplace. They also help individuals develop basic skills by offering developmental education, adult education, or English as a Second Language courses. College financial aid officials work with students to help them acquire all the financial assistance for which they qualify. State and national financial aid programs are supplemented by local college efforts to maximize financial assistance for students and provide educational opportunities.

As with Policy Areas Four, Five, and Six, information on Policy Area Three covers only performance indicators for 2007. Colleges were not required to present narrative on fiscal year 2007 initiatives or fiscal year 2008 plans.

SELECTED AFFORDABILITY PERFORMANCE INDICATORS

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

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 using the Free Application for Federal Student Aid (FAFSA) 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.

Hence, in the following table, the Net Price of Attendance reflects the remainder of the percent of total cost of attendance covered by institutional, state, and grant aid by income quintile for students filing the FAFSA. FAFSA is filed by individuals who choose to apply for student financial aid. Total cost of attendance includes tuition and fees, books, transportation, living expenses, and other miscellaneous expenses. This year, the measure focused on fall 2004 dependent full-time, first-time freshmen who were Illinois residents. This attendance pattern reflects a narrowly defined segment of the total community college population. Generally, grant aid relative to cost is greatest for students with the highest financial need/lowest quintile income and declines as income increases. The latest results show the percentage receiving maximum aid leveled off for quintiles 3, 4, and 5. Upper income quintile assistance typically reflects institutional aid that is provided in recognition of academic achievement and student’s possessing special talents.

Community Colleges					
Full-time, First-Time Illinois Dependent Freshmen - Fall 2004					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
	Income Quintile				
Percent of Cost Covered by Grant Aid	Lowest	2nd	3rd	4th	Highest
	(\$0-27,067)	(\$27,068-47,617)	(\$47,618-71,811)	(\$71,812-101,999)	(\$102,000 & Up)
Maximum	76.9%	57.0%	36.3%	36.0%	36.0%
Median	51.4%	32.7%	16.1%	16.2%	4.6%
Minimum	22.9%	16.0%	0.0%	0.0%	0.0%
<i>Number of Students</i>	2,728	2,084	673	326	110

SOURCE: ICCB/IBHE 2006 Institutional Performance Reports (Number of Institutions = 29; Number of Students = 5,921)

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 2008**, average annual tuition and basic fee costs based on fall 2007 costs for a full-time, **in-district Illinois** community college student was **\$2,359**, up 6.2 percent over the previous

Based on College Board figures, Illinois community college fiscal year 2008 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.

year when they averaged \$2,221. During fiscal year 2008, the highest annual tuition and basic fees were at **South Suburban College** (\$3,113) in Chicago's south suburbs and lowest annual tuition/fees were at **Illinois Eastern Community Colleges** (\$1,800) in southeastern Illinois near the Illinois and Indiana border. The College Board (2007) conducts an Annual Survey of Colleges that provides tuition and basic fee information for all sectors of higher education. **According to The College Board, the fiscal year 2008 national weighted average community college full-time tuition and fees** (public two-year, resident) was **\$2,361**. The College Board figures show a *one-year* percent increase between fiscal year 2007 and fiscal year 2008 of 4.2 percent. Illinois showed a rate of increase of 6.2 percent between those identical points in time – fiscal year 2007 to fiscal year 2008. Based on The College Board figures, Illinois community college fiscal year 2008 average tuition and basic fees for in-district students are about the same as the national average for community college state residents. Midwest data published by The College Board show even higher tuition and fee rates for two-year public colleges averaging \$2,980, but with a one-year rate of increase at 3.1 percent. (http://www.collegeboard.com/prod_downloads/about/news_info/trends/trends_pricing_07.pdf).

For fiscal year 2008, average in-district community college tuition and fees are less than one-third of the average public university tuition and fees.

According to the Illinois Board of Higher Education (IBHE), estimated Illinois **public university annual undergraduate tuition and fees-entry level** are expected to average **\$8,235 in fiscal year 2008**. The fiscal year 2007 average was \$7,564; hence public university

undergraduate annual tuition and fees-entry level increased 8.9 percent since last year. The entry-level tuition 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. For fiscal year 2006, 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 measure 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. Program eligibility is based on factors such as

MAP is the second largest program of its kind in the country, over \$300 million in grants to approximately 128,000 undergraduates who demonstrated financial need for assistance in fiscal year 2006.

financial need, academic achievement, chosen field of study, military service, etc. A core program is ISAC's need-based Monetary Award Program (MAP). MAP is the second largest program of its kind in the country, over \$300 million in grants to approximately 128,000 undergraduates who demonstrated financial need for assistance in fiscal year 2006. Grants awarded through MAP can be used to cover tuition and fees. (<http://www.collegezone.com/informationzone/16.htm>)

During fiscal year 2006, a total of 57,967 students who were enrolled in Illinois community colleges received MAP grants. **South Suburban College** (N=2,942), **Harold Washington College** (N=2,599), and the **College of DuPage** (N=2,449) were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2006. The average award for a community college student in fiscal year 2006 was \$901, while the average award for all MAP recipients was \$2,365. (http://www.collegezone.com/media/2006_Data_Book_Table2_0a.pdf).

In fiscal year 2006, a total of 12,697 students, a 3.4% decrease from fiscal year 2005, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants.

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

This performance indicator provides information about the level of financial access to the institution for students. Illinois Incentive for Access (IIA) grants are available to the highest need individuals – students determined to have zero financial resources to pay for

college (<http://www.collegezone.com/informationzone/16.htm>).

In fiscal year 2006, a total of 12,697 students enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. The number of students receiving IIA grants decreased -3.5% compared to fiscal year 2005. **Harold Washington College** (N=777), **South Suburban College** (N=718), and **Malcolm X College** (N=661) had the largest number of students receiving IIA grants in fiscal year 2006. The average IIA grant for a community college student was \$376.

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

During fiscal year 2006, a total of 83,002 students enrolled in an Illinois community college received a Pell Grant, a -1.7% decrease from fiscal year 2005.

This performance indicator provides another 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 and additional aid can be layered on top of Pell awards. Students who receive Pell Grants have documented a substantial need with relatively few available financial resources.

During fiscal year 2006, a total of 83,002 students enrolled in an Illinois community college received a Pell Grant. This is a -1.7% decrease from fiscal year 2005. Combined, there were 19,143 **City Colleges of Chicago** students who received Pell Grants – the highest district Pell Grant recipient total in the state. **South Suburban College** enrolled 4,520 students with Pell Grants, which was the second largest number of students receiving this form of financial aid.

POLICY AREA FOUR: DIVERSITY

Illinois higher education will work to increase access and success in a more diverse college student body and faculty ranks, including those with disabilities.

BACKGROUND ON DIVERSITY

Illinois community colleges served a total of 936,903 students through credit and noncredit courses during fiscal year 2006. For students enrolled in credit coursework, more than half (55.4 percent) were female and more than one-third (35.7 percent) were minorities. The median age of students in credit-generating coursework was 25.9 with an average age of 30.7, which were both slight decreases from fiscal year 2005. Information on students enrolled in noncredit courses shows similar gender representation (56.4 percent female) and less minority participation at around one-fifth minority noncredit enrollments. Just over one-half of the noncredit students were 40 years of age or above.

For students enrolled in credit coursework, more than half (55.4 percent) were female. More than one-third (35.7 percent) of the credit students were minorities.

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

Collegiate-level degrees and certificates were awarded to 49,627 students at Illinois community colleges in fiscal year 2006, 3.5 percent less than in fiscal year 2005.

Overall, collegiate-level degrees and certificates were awarded to 49,627 students at Illinois community colleges in fiscal year 2006, 3.5 percent less than in fiscal year 2005. Baccalaureate/ transfer degrees were earned by 14,737 students, up 2.2 percent since the previous year and accounted for 29.7 percent

of all completions. Career and technical education programs comprised approximately 68.1 percent of college degree and certificate completions totaling 33,817, a 6.1 percent decrease from fiscal year 2005.

As with Policy Areas Three, Five, and Six, information on Policy Area Four covers only performance indicators for 2007. Colleges were not required to present narrative on fiscal year 2007 initiatives or fiscal year 2008 plans.

SELECTED DIVERSITY PERFORMANCE INDICATORS

Several Access and Diversity indicators are included in the report: Individuals with Disabilities Completions; Race/Ethnicity Completions (4C1) Minority Combined.; Asian; African American; Latino; Nonresident Alien; Number of Students Served Through Developmental Course work; Remedial Credits Earned Versus Attempted; Number of Students Served Through Adult Education (ABE/ASE) Coursework; Number of Students Served Through English as a Second Language (ESL) Coursework; and Percentage of Full-time Combined Minority Faculty.

Across the Illinois Community College System, 1,130 individuals with disabilities graduated in fiscal year 2006, which represents approximately 2.3 percent of all graduates.

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

Individuals with Disabilities Completions (4C1)

Across the Illinois Community College System, 1,130 individuals with disabilities graduated in fiscal year 2006, which represents approximately

2.3 percent of all graduates. Statewide, the number of students with disabilities who graduated in fiscal year 2006 decreased by 16.9 percent (N = 229) compared to fiscal year 2005 (N = 1,359 in fiscal year 2005; N = 1,130 in fiscal year 2006). Long term, statewide disability completers increased by 32.3 percent (N = 854 in fiscal year 2002). In fiscal year 2006, **Southwestern Illinois College** (N=81), **Harper College** (N=70), and the **College of DuPage** (N = 65) reported the largest number of individuals with disabilities who graduated from college.

Community colleges with substantial gains in the number of graduates with disabilities from fiscal year 2005 to 2006 include **Harper College** (337.5 percent; fiscal year 2006 N = 70), **Southwestern Illinois College** (55.8 percent; fiscal year 2006 N = 81), **Olney Central College** (100.0 percent; fiscal year 2006 N = 26), **Kankakee Community College** (80.0 percent; fiscal year 2006 N = 24), and **Kaskaskia College** (100.0 percent; fiscal year 2006 N = 24). The source of data for this indicator is the Annual Enrollment and Completions (A1) submission.

According to the U.S. Census' American Community Population Survey (2006), nationwide 12.3 percent of the total population between the ages of 16 and 64 has a disability. Slightly more than 37 percent of the population with a disability were employed and almost 14 percent between the ages of 18 and 34 were enrolled in college or graduate school. According to 2006 Illinois data, over 825,000 (9.9 percent) individuals in the state between 16 and 64 years of age reported having a disability. Of that disability population, 38.2 percent were in the workforce compared to 74.7 percent with no disability. (http://factfinder.census.gov/servlet/STTable?_bm=y&-context=st&-qr_name=ACS_2006_EST_G00_S1801&-ds_name=ACS_2006_EST_G00_-CONTEXT=st&-tree_id=306&-redoLog=false&-caller=geoselect&-geo_id=04000US17&-format=&-lang=en)

Race/Ethnicity Completions (4C1) Minority Combined.

Almost three out of ten (29.2 percent) fiscal year 2006 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white).

Racial/ethnic categories used in the analysis are defined by federal officials through the

National Center for Education Statistics (NCES) Integrated Postsecondary Data Systems (IPEDS) collection process. Data for Illinois community colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and serve as a useful point of reference in this section of the report. Illinois results are similar to the national figure of 31.7 percent minority among associate degree graduates in 2005 as provided by the National Center for Education Statistics. (http://nces.ed.gov/programs/digest/d06/tables/dt06_264.asp)

From 2002 to 2006, the overall number of minority graduates increased by 32.8 percent. These results are similar to the national figure of 31.7 percent minority among associate degree graduates in 2005.

In the Illinois Community College System, there was an increase of 32.8 percent in minority student completions in the last few years, with the number of minority graduates increasing from 10,895 in fiscal year 2002 to 14,473 in fiscal year 2006. Of the colleges with at least 150 minority graduates in fiscal year 2006, **Prairie State College** (235.2 percent; fiscal year 2006 N = 429), **Illinois Valley Community College** (168.3 percent; fiscal year 2006 N = 169), and **Joliet Junior College** (119.6 percent; fiscal year 2006 N = 213) experienced the largest percentage increases. Other colleges, including those with fewer than 150 minority graduates, that experienced considerable percentage increases in minority graduates during this period include **Shawnee Community College** (1,127.3 percent; fiscal year 2006 N = 135), **Waubensee Community College** (115.2 percent; fiscal year 2006 N = 396), **Frontier Community College** (100.0 percent; fiscal year 2006 N = 2), and **McHenry County College** (100.0 percent; fiscal year 2006 N = 100).

In the short term from 2005 to 2006, the overall number of minority graduates decreased by 3.3 percent. **Shawnee Community College** (309.1 percent; fiscal year 2006 N = 135) and **Richland Community College** (119.4 percent; fiscal year 2006 N = 147) registered the largest percentage gains over this time frame. Other colleges with substantial gains included **Olney Central College** (112.5 percent; fiscal year 2006 N = 17) and **Frontier Community College** (100.0 percent; fiscal year 2006 N = 2). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission. Additional details about each racial/ethnic group follow.

Asian

Roughly one in 20 (4.8 percent) graduates in fiscal year 2006 self-identified as Asian. This is equal to the national figure of 4.8 percent in 2005 (http://nces.ed.gov/programs/digest/d06/tables/dt06_264.asp).

There was a short-term decrease of 8.6 percent in the number of Asian graduates from 2005 to 2006 (compared to a 3.5 decrease for all graduates), while there was an increase of 32.3 percent from 2002 to 2006 (compared to 27.4 percent for all graduates).

The number of Asian completers increased from 1,800 in fiscal year 2002 to 2,382 in 2006. Colleges with considerable increases in Asian graduates during the long term

The number of Asian completers increased from 1,800 in fiscal year 2002 to 2,382 in 2006, a 32.3 percent increase.

included **Heartland Community College** (400.0 percent; fiscal year 2006 N = 15), **Lincoln Trail College** (300.0 percent; fiscal year 2006 N = 4), **Prairie State College** (200.0 percent; fiscal year 2006 N = 9), and **Waubensee Community College** (160.0 percent; fiscal year 2006 N = 26). Colleges with substantial increases in Asian graduates during the last year included **Heartland Community College** (275.0 percent; fiscal year 2006 N = 15), **Joliet Junior College** (262.5 percent; fiscal year 2006 N = 29), **Olney Central College** (233.3 percent; fiscal year 2006 N = 10), and **Parkland College** (219.0 percent; fiscal year 2006 N = 67).

One in seven fiscal year 2006 Illinois Community College System graduates (14.3 percent) identified themselves as African American.

African American

One in seven fiscal year 2006 graduates (14.3 percent) identified themselves as African American. This was somewhat above the 2005 national average of 12.4 percent African American associate degree completers

(http://nces.ed.gov/programs/digest/d06/tables/dt06_264.asp). There was a short-term decrease of 4.9 percent decrease in the number of African American graduates from 2005 to 2006 (compared to a decrease of 3.5 percent for all graduates), while there was a long-term increase of 28.3 percent between fiscal years 2002 and 2006. The number of African American completers increased from 5,546 in fiscal year 2002 to 7,116 in 2006. This rate of increase is slightly higher than the 27.4 percent increase for all graduates during the same time frame. Among the colleges with considerable increases in African American graduates during this period were **Shawnee Community College** (1,100.0 percent; fiscal year 2006 N = 120), **Prairie State College** (301.3 percent; fiscal year 2006 N = 321), **McHenry County College** (300.0 percent; fiscal year 2006 N = 4), and **Moraine Valley Community College** (126.1 percent; fiscal year 2006 N = 104). Large long-term gainers were **Harold Washington College** (+452), **South Suburban College** (+353), **Prairie State College** (+241), and **Southwestern Illinois College** (+151).

Large gainers for African American graduates from 2005 to 2006 included **Shawnee Community College** (287.1 percent; fiscal year 2006 N = 120), **Sauk Valley Community College** (200.0 percent; fiscal year 2006 N = 3), and **Richland Community College** (120.7 percent; fiscal year 2006 N = 128).

Latino

Just over one in twelve graduates from fiscal year 2006 identified themselves as Latino (N = 4,296, 8.7 percent). Nationally, about 11.3 percent of associate degree graduates were Latino in 2005 (http://nces.ed.gov/programs/digest/d06/tables/dt06_264.asp). There has been an increase in

Just over one in twelve graduates from fiscal year 2006 identified themselves as Latino. . . There has been an increase in Latino completers each year from fiscal years 1999 through 2006.

Latino completers each year from fiscal years 1999 through 2006. For Latino graduates, there was an increase of 0.7 percent from fiscal years 2005 to 2006, as the number of completers increased by 28. This increase among Latino graduates was greater than the 3.5 percent decrease for all completers. Colleges with substantial increases over the fiscal year 2005 to 2006 span include **Richland Community College** (220.0 percent; fiscal year 2006 N = 16), **Wabash Valley College** (150.0 percent; fiscal year 2006 N = 5), **Kaskaskia College** (103.4 percent; fiscal year 2006 N = 59), **Illinois Central College** (67.3 percent; fiscal year 2006 N = 87) and **McHenry County College** (65.2 percent; fiscal year 2006 N = 76).

The number of Latino graduates increased by 37.7 percent from fiscal years 2002 to 2006 (compared to 27.4 percent for all graduates). Colleges with notable increases from 2002 to 2006 include **Shawnee Community College** (1,000.0 percent; fiscal year 2006 N = 11), **Wabash Valley College** (400.0 percent; fiscal year 2006 N = 5), **Illinois Central College** (155.9 percent; fiscal year 2006 N = 87), and **Prairie State College** (155.2 percent; fiscal year 2006 N = 74).

Since 2002 there was a 39.9 percent increase, as the number of Native American graduates increased from 138 in fiscal year 2002 to 193 in 2006

Native American

Less than one half of one percent (0.4 percent) of graduates from fiscal year 2006 identified themselves as Native Americans. Nationally, about 1.2 percent of graduates identified themselves as Native American in 2005 (<http://nces.ed.gov/programs/digest/d06/table>

[s/dt06_264.asp](http://nces.ed.gov/programs/digest/d06/table/s/dt06_264.asp)). Native American graduates were similar in fiscal year 2006 (N=193) and fiscal year 2005 (N=194). Since 2002, there was a 39.9 percent increase, as the number of Native American graduates increased from 138 in fiscal year 2002 to 193 in 2006. In fiscal year 2006, the following colleges reported ten or more Native American graduates: **Harold Washington College** (N = 25), **Southwestern Illinois College** (N = 17), **Rend Lake College** (N = 12), **Prairie State College** (N = 11), **South Suburban College** (N = 11), and the **College of DuPage** (N = 10). Colleges with large percentage increases in Native American graduates from 2005 to 2006 include **Harper College** (300.0 percent; fiscal year 2006 N = 4), **Illinois Valley Community College** (200.0 percent; fiscal year 2006 N = 3), **Kiswaukee College** (200.0 percent; fiscal year 2006 N = 3), and **Rend Lake College** (200.0 percent; fiscal year 2006 N = 12).

Nonresident Alien

The indicator exhibits success of the institution in graduating Nonresident Alien students. From fiscal years 2002 through 2006, Nonresident Alien graduates accounted for 0.4 percent of the total completer population. This is below the national average of 2.0 percent in 2005 (http://nces.ed.gov/programs/digest/d06/tables/dt06_264.asp). For Nonresident Alien graduates, there was a decrease of 2.5 percent from fiscal year 2005 to 2006 as the number of completers decreased from 204 in fiscal year 2005 to 199 in fiscal year 2006. The number of Nonresident Alien graduates increased substantially from fiscal year 2002 (N = 142) to 2006 (N = 199).

The number of Nonresident Alien graduates increased substantially from fiscal year 2002 (N = 142) to 2006 (N = 199).

White/Caucasian

Seven out of every ten graduates from fiscal year 2006 identified themselves as White (Non-Hispanic) (70.8 percent, N = 35,154). This is similar to the national figure of 68.3 percent in 2005 (http://nces.ed.gov/programs/digest/d06/tables/dt06_264.asp). In Illinois, there was a decrease of 1,322 white graduates (3.6 percent) between fiscal years 2005 and 2006. This systemwide decrease of White students is larger than the 3.5 percent one-year decrease for all completers. The number of White graduates within the Illinois Community College System increased 25.3 percent from fiscal years 2002 to 2006, slightly less than the 27.4 percent for all graduates during the same time frame. White students represented less than 55.0 percent of graduates at only ten colleges in fiscal year 2006. These colleges were: **Prairie State College** (51.3 percent), **Wilbur Wright College** (37.7 percent), **South Suburban College** (35.7 percent), **Harry S Truman College** (35.8 percent),

Harold Washington College (31.2 percent), **Morton College** (26.6 percent), **Richard J. Daley College** (14.9 percent), **Malcolm X College** (16.7 percent), **Kennedy-King College** (3.2 percent), and **Olive-Harvey College** (3.4 percent). Of these ten colleges, **Olive-Harvey College** experienced the largest percentage increase in white graduates from fiscal years 2005 to 2006 (40.0 percent) and the largest percentage increase in White graduates from fiscal years 2002 to 2006 (1,300.0 percent). Among the other 38 colleges, those who reported sizable percentage increases in White graduates from fiscal year 2002 to 2006 include **Shawnee Community College** (263.2 percent; fiscal year 2006 N = 385), **Waubensee Community College** (78.9 percent; fiscal year 2006 N = 1,079), **Rend Lake College** (60.2 percent; fiscal year 2006 N = 1,022), **Parkland College** (52.9 percent; fiscal year 2006 N = 1,041). Those who reported sizeable percentage increases in White graduates from fiscal years 2005 to 2006 included **Shawnee Community College** (102.6 percent; fiscal year 2006 N = 385), **Harper College** (33.5 percent; fiscal year 2006 N = 1,442), and **Frontier Community College** (22.2 percent; fiscal year 2006 N = 209).

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

Gender Completions (4C1)

In fiscal year 2006, there were **28,889 female completers** statewide in the Illinois Community College System (58.2 percent of all completers). Most community college completers, historically, have been female. Overall, almost six out of ten graduates were

female in each of the last five years. The proportion among Illinois community colleges is slightly below the national figure of 61.6 percent of two-year college certificate and associate degree completers from 2005 (http://nces.ed.gov/programs/digest/d06/tables/dt06_264.asp). The number of female graduates increased slightly during each of the last five fiscal years, with fiscal year 2006 registering the largest count (N = 28,889) to date. Similarly, male graduates have shown incremental increases in each of the last five years except fiscal year 2006 when there were 20,738 male graduates. Since fiscal year 2002, male graduates (+4,630; fiscal year 2006 N = 20,738) and female graduates (+6,051; fiscal year 2006 N = 28,889) have shown similar growth.

Individual colleges with substantial (25 percent or above) short-term growth in female completers include **Shawnee Community College** (132.53 percent; fiscal year 2006 N = 386), **Harper College** (42.0 percent; fiscal year 2006 N = 1,362), **Rend Lake College** (34.4 percent; fiscal year 2006 N = 652), **Joliet Junior College** (29.2 percent; fiscal year 2006 N = 827), and **Richland Community College** (25.7 percent; fiscal year 2006 N = 386). Those with substantial long-term growth (fiscal years 2002 to 2006) in female graduates include **Shawnee Community College** (359.5 percent; fiscal year 2006 N = 386), **Prairie State College** (136.0 percent; fiscal year 2006 N = 557), **Rend Lake College** (86.8 percent; fiscal year 2006 N = 652), and **Waubensee Community College** (85.4 percent; fiscal year 2006 N = 916). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission.

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

This performance indicator reflects the success of the institution in enrolling students from underrepresented groups. During fiscal year 2006, a total of 12,185 Illinois community college enrollees self-identified as

During fiscal year 2006, a total of 12,185 Illinois community college enrollees self-identified as being students with disabilities.

being students with disabilities, which is approximately 1.8 percent of the total community college credit population. Nationally, an estimated 11.3 percent of undergraduates had some form of disability in fiscal year 2004 (http://nces.ed.gov/programs/digest/d06/tables/dt06_215.asp). In Illinois, there was an 8.8 percent decrease from fiscal year 2005 when 13,358 students (1.9 percent) identified themselves as individuals with disabilities. During fiscal year 2006, **Olney Central College** (7.1 percent), **Richland Community College** (3.5 percent), **McHenry County College** (3.3 percent), and **Parkland College** (3.3 percent) served the largest proportion of students with disabilities.

In fiscal year 2006, **Olive-Harvey College** (98.6 percent) and **Kennedy-King College** (95.4 percent) served the largest proportion of combined minority students. This is much higher than the statewide average of 35.7 percent, as well as the national average of 36.4 percent, for two-year public institutions (http://nces.ed.gov/programs/digest/d06/tables/dt06_211.asp). Across all seven campuses, 81.6 percent of the **City Colleges of Chicago** students identified themselves as members of a minority group. Outside the City Colleges of Chicago, **Morton College** served the largest proportion of combined minority students (83.2 percent). **Harold Washington College** had the largest percentage of Asian/Pacific Islander students (14.2 percent), followed by **Harper College** with 12.3 percent Asian/Pacific Islanders. **Harold Washington College** and **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-Latino students (83.5 percent) followed by **Olive-Harvey College** (79.7 percent). Outside of Chicago, **South Suburban College** reported serving the largest percentage of Black, Non-Latino students (55.5 percent). **Morton College** had the largest percentage of Latino students (76.0 percent). **Parkland College** reported the largest percentage of Non-Resident Alien students (4.5 percent).

Female students accounted for almost two-thirds (65.5 and 65.4 percent, respectively) of **Olive-Harvey College** and **Kennedy-King College** students. This is much higher than the statewide figure of 55.4 percent. Other colleges in which 60 percent or more of the students were females included **Oakton Community College** (64.6 percent), **South Suburban College** (64.2 percent), **Olney Central College** (64.1 percent), **Kankakee Community College** (62.7 percent), **Highland Community College** (62.4 percent), **John Wood Community College** (62.2 percent), **Malcolm X College** (61.5 percent), **Morton College** (61.1 percent), and **Prairie State College** (60.0 percent). In 2005, 58.5 percent of two-year public college students nationwide were female (http://nces.ed.gov/programs/digest/d06/tables/dt06_180.asp).

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

This performance indicator measures the number of students being served through Adult Basic Education and Adult Secondary Education (ABE/ASE) coursework. During fiscal year 2006, a total of 46,316 students were served through adult education coursework. This represents a 7.1 percent decrease from the 49,846 students served during fiscal year 2005 and 21.3 percent decrease from the 58,885 students served during fiscal year 2002. **Malcolm X College** served 3,271 students through ABE/ASE coursework, the highest number at any single community college campus across the state. Other colleges with high ABE/ASE enrollment in fiscal year 2006 included **Kennedy-King College** (N = 2,681), **Southwestern Illinois College** (N = 2,368), and **Olive-Harvey College** (N = 2,225).

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 2006, 66,243 students were served through ESL coursework. This represents a 6.7 percent decrease from the 70,999 students served during fiscal year 2005 and 12.1 percent decrease from the 75,340 served during fiscal year 2002. **Harry S Truman College** served 12,178 students through ESL coursework, the highest number at any single community college statewide. Other colleges with high ESL enrollment include **Richard J. Daley College** (N = 5,793), the **College of DuPage** (N = 5,573), and **Triton College** (N = 4,626). Colleges that reported no students served through English as a Second Language coursework during fiscal year 2005 included **Southeastern Illinois College**, **Olney Central College**, and **John A. Logan College**.

Number of Students Served Through Developmental Coursework (4M6)

This performance indicator reflects institutional services to underprepared students. During fiscal year 2006, an average of 14.5 percent of students enrolled in Illinois community colleges – not enrolled in ABE/

During fiscal year 2006, an average of 14.5 percent of students enrolled in Illinois community colleges took at least one developmental course. This figure excludes students in ABE/ASE/ESL, Vocational Skills, or General Studies courses.

ASE/ESL, Vocational Skills, or General Studies – took at least one developmental course (N = 118,158). Nationwide, according to the National Postsecondary Student Aid Study, 16.5 percent of the students enrolled in two-year public institutions took at least one developmental course (fiscal year 2004). While the number of students enrolled in developmental coursework in fiscal year 2006 increased (N = 118,158) compared to the prior year (N = 102,566 in fiscal year 2005), the percentage of students enrolled in developmental coursework declined slightly in 2006 (14.5 percent) compared to 2005 (14.7 percent) (<http://nces.ed.gov/pubs2006/2006184.pdf>).

In Illinois, **Heartland Community College** provided 21.6 percent of its students with developmental coursework, the largest percentage in the Illinois Community College System. Other colleges with more than 20 percent of their students enrolling in at least one remedial course included **Harold Washington College** (21.5 percent), **Kishwaukee College** (21.3 percent), **South Suburban College** (21.2 percent), **Olive-Harvey College** (20.9 percent), and **Malcolm X College** (20.6 percent). The proportion of students requiring remediation can be influenced by multiple factors, including the population of the service region, cooperative efforts between area higher education institutions where the area community college is relied upon to provide developmental courses for other higher education institutions in the region, and remedial testing policies such as the extent to which a mandatory remedial placement policy exists.

Developmental Credits Earned Versus Attempted (4M7)

This performance indicator reflects the success of the institution in providing services to underprepared students. During fiscal year 2006, Illinois Community College System students earned almost two-thirds (62.1 percent) of the remedial credits they attempted. This represents a 3.9 percent decrease from fiscal year 2005 and a 2.3 percent decrease from fiscal year 2002. Five colleges reported students earning 75 percent or more of their attempted credit hours, including **Heartland Community College** (80.2 percent), **Lincoln Trail College** (79.8 percent), **Shawnee Community College** (77.5 percent), **Lake Land College** (77.4 percent), and **Frontier Community College** (76.4 percent).

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

This performance indicator shows the success of the institutions in employing underrepresented groups. During fiscal year 2007, 16.1 percent (N = 734) of faculty in Illinois community colleges were reported to be minorities, an increase of 5.6 percent from 2006.

During fiscal year 2007, 16.1 percent (N = 734) of faculty in Illinois community colleges were reported to be minorities, an increase of 5.6 percent from 2006.

Olive-Harvey College employed the largest percentage of minorities at 83 percent, followed closely by **Kennedy-King College** at 82.3 percent. All of the colleges that employed more than 50% minority faculty were part of the **City Colleges of Chicago**. Outside of Chicago, the college that employed the largest percentage of minorities was **South Suburban College** (26.4 percent). In 2005, the number of minority faculty members in degree-granting institutions across the United States was 109,964, 16.5 percent of all faculty members. This rate is comparable to the percent of minority faculty members in Illinois. (http://nces.ed.gov/programs/digest/d06/tables/dt06_232.asp)

POLICY AREA FIVE: HIGH-QUALITY ATTAINMENT

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. Illinois higher education will improve educational attainment through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.

BACKGROUND ON HIGH-QUALITY ATTAINMENT

As with Policy Areas Three, Four, and Six, information on Policy Area Five exclusively addresses the performance indicators for 2007. Colleges were not required to present narrative on fiscal year 2007 initiatives or fiscal year 2008 plans.

Illinois community colleges are actively involved in initiatives to establish high standards for teaching and learning, document student progress and outcomes, and promote continuous program improvement. The Program Review Process is the primary way in which the colleges assure the quality of their programs and services. Programmatic need, quality, and cost are examined through the review process. Recognition is a complementary initiative where colleges address instructional, administrative, financial, facility, and equipment standards established by the Illinois Community College Board (ICCB). ICCB staff completed another cycle of Recognition evaluation reviews and visits in fiscal year 2007. Program Review policies and processes were evaluated as a part of the Recognition cycle. Colleges have made substantial progress in incorporating student learning outcome results into their review processes. Additionally, most colleges have made considerable progress in developing Program Review systems that are integrated into larger institutional quality improvement initiatives that inform institution-level planning and budget development.

The state-level Program Review system has been revised to focus statewide efforts to assist colleges in their efforts to further strengthen local reviews, identify and disseminate best practices, address emerging state-level issues, and further promote system responsiveness and accountability. Within the revised ICCB Program Review Process that was implemented in fiscal year 2007, colleges began using the new process to review career and technical programs, academic disciplines, and cross-disciplines (general education, adult education and ESL, remedial/developmental education, vocational skills, and transfer functions and programs) on a statewide common five-year schedule. Student and academic services will be reviewed once every five years on a schedule that can be determined by each college. The community college system chief student service officers proposed a common schedule for looking at specific services (advisement, registration, financial aid, etc.) during designated years. Annual summary reports to ICCB are now focusing on the results of the program review process, presenting best practices, and identifying programmatic issues that need to be addressed at the state level.

SELECTED HIGH-QUALITY ATTAINMENT PERFORMANCE INDICATORS

Information pertaining to several mission-specific indicators is provided in the following paragraphs, including Transfer Rates, Full-Time Baccalaureate/Transfer Faculty Preparation, Number of General Education Courses included in the Illinois Articulation Initiative, Average class size, and Number of Major-Specific Courses included in the Illinois Articulation Initiative.

Pass Rate on Professional Licensure Exams (5C2)

Pass rates on Professional Licensure Exams are calculated based on the number of graduates from a program who pass the examination in a specified year versus all graduates from that program that take the test in that year. Thirty-seven Illinois community colleges reported pass rate information for Registered Nurses. The National Council Licensure Examination for Registered Nurses (NCLEX-RN®) median pass rate for fiscal year 2006 Illinois community college graduates was 92 percent. Nationwide, the pass rate on the NCLEX-RN® exam was 88 percent. Hence, Illinois community college ADN graduates performed above the national level on the NCLEX-RN® licensure exam. Graduates from the following four colleges reported 100.0 percent pass rates on the NCLEX-RN® exam in fiscal year 2006: **Harry S Truman College, Lake Land College, Carl Sandburg College, and Spoon River College.** An additional nine colleges had pass rates between 95.0 percent and 99.9 percent in fiscal year 2006: **Elgin Community College, Harper College, Heartland Community College, Highland Community College, Kankakee Community College, Lincoln Land Community College, John A. Logan College, Moraine Valley Community College, and Triton College.**

In 2006, Illinois community college ADN graduates performed above the national level on the NCLEX-RN® exam.

The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2006 was 100.0 percent.

Nine Illinois community colleges provided information on Dental Hygiene pass rates for fiscal year 2006. The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2006 was 100.0 percent. The corresponding fiscal year 2006

national average pass rate for Dental Hygiene examinations was about the same at 95.0 percent. No Illinois community college had an overall pass rate below 92.0 percent. The following five colleges

reported perfect scores: the **College of DuPage, Harper College, Lake Land College, John A. Logan College, and Rock Valley College.**

Fiscal year 2006 graduates from the 19 Illinois community college Radiologic Technology programs providing rate information reported a median pass rate of 100.0 percent. The national average pass rate for Radiologic Technology programs was 90.5 percent; hence, results for Illinois community college Radiologic Technology graduates substantially exceeded the national average. Graduates from the following eleven colleges registered a perfect performance on the Radiologic Technology exam: **Wilbur Wright College, Illinois Central College, Illinois Eastern Community Colleges, Kankakee Community College, College of Lake County, Lincoln Land Community College, Richland Community College, Carl Sandburg College, Sauk Valley Community College, Triton College, and John Wood Community College.**

With a 100.0 percent median pass rate, results for Illinois community college Radiologic Technology graduates substantially exceeded the national average for fiscal year 2006.

The Emergency Medical Technician median pass rate for fiscal year 2006 Illinois community college graduates was 90.0 percent.

Emergency Medical Technician examination results were reported by 22 Illinois community colleges. The Emergency Medical Technician median pass rate for fiscal year 2006 Illinois community college graduates was 90.0 percent. National figures show an EMT pass rate of 71.0

percent. Graduates from a few colleges achieved flawless pass rates of 100.0 percent, including **Joliet Junior College, Carl Sandburg College, and John Wood Community College.** Graduates from **Wilbur Wright College, Harper College, Lake Land College, and Moraine Valley Community College** attained pass rates between 95.0 and 99.9 percent.

Transfer Rate (5M3)

Transfer rates are calculated using the National Transfer Assembly approach developed by a workgroup in conjunction with the Center for the Study of Community Colleges at the University of California in Los Angeles (UCLA). Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students based on the Illinois Community College and Public University Shared Data Files and the National Student Clearinghouse (NSC) Student Tracker **was 31.2 percent in fiscal year 2006 and 38.4 percent in fiscal year 2007.** NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and

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

former students from all sectors of higher education. More than 2,800 of U.S. colleges and universities contribute to NSC data systems. Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

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

Between 2006 and 2007, transfer rates increased nearly across the board. Only seven colleges registered rate decreases: **Rock Valley College** (- 97.6 percent; - 82 transfers), **John A . Logan College** (- 37.1 percent; - 73 transfers), **Illinois Valley Community College** (-34.0 percent; - 91 transfers), **Wilbur Wright College** (- 22.6 percent; - 7 transfers), **Illinois Central College** (- 15.5 percent; - 71 transfers), **Parkland College** (- 13.2 percent; - 68 transfers), and **Danville Area Community College** (- 3.5 percent; - 4 transfers). Colleges in Illinois with the largest transfer rate increases between 2006 and 2007 were **Harry S Truman College** (322.6 percent; 100 transfers), **Frontier Community College** (200 percent; 6 transfers), and **Kennedy-King College** (116.1 percent; 36 transfers).

During fiscal year 2006, the average Illinois community college class size was 17.90.

Average Class Size (5M4)

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

individualized instruction. During fiscal year 2006, the average Illinois community college class size was 17.90, which is similar to the average from last year (18.37) and a 2.76 percent increase from fiscal year 2000.

Danville Area Community College had the smallest average class size (11.14) and **Rock Valley College** (24.94) and **Malcolm X College** (22.38) had the largest fiscal year 2006 average class sizes. **Frontier Community College** experienced the largest class size increase (23.1 percent) and **Olney Central College** experienced the largest class size decrease (- 13.9 percent) between fiscal years 2005 and 2006.

Full-Time Transfer Faculty Preparation (5M5)

This performance indicator reflects the educational attainment of the institution's full-time baccalaureate/transfer faculty. During fiscal year 2007, an average of 97.2 percent of all Illinois Community College System full-

During fiscal year 2007, an average of 97.2 percent of Illinois Community College System full-time transfer faculty held a Master's or higher degree.

time transfer faculty held a Master's or higher degree. Eight out ten colleges (81.3 percent) reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide, the most recent available data from the *Digest of Education Statistics, 2006* are for full-time faculty

teaching across all programs at community colleges and show 85.2 percent possessed a Master's degree or above (Fall 2003) (http://nces.ed.gov/programs/digest/d06/tables/dt06_235.asp).

During fiscal year 2007, there were 5,763 Illinois community college general education courses included in the IAI, an average of 120 courses per college.

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

This performance indicator measures the institution's involvement in the Illinois Articulation Initiative (IAI) which promotes and facilitates student transfer. During fiscal

year 2007, there were 5,763 Illinois community college general education courses included in the IAI, an average of 120 courses per college. Every college offered at least 74 IAI courses. The **College of DuPage** (313 courses), **Waubonsee Community College** (240 courses), **Illinois Valley Community College** (161 courses), **Black Hawk College** (158 courses), **Elgin Community College** (157 courses), **Rock Valley College** (155 courses), and **Harper College** (155 courses) were the leading community colleges in the number of IAI general education courses listed. Three-quarters of Illinois community colleges had at least 100 IAI-approved general education courses in fiscal year 2007.

Colleges with above-average 2007 participation (over 120 courses) and added additional courses to their IAI general education course listing over the past year included **Lewis and Clark Community College** (+4 courses), **Illinois Central College** (+1 course), **Triton College** (+1 course), the **College of Lake County** (+5 courses), **McHenry County College** (+4 courses), **Parkland College** (+5 courses), **Oakton Community College** (+7 courses), **Rock Valley College** (+10 courses), **Elgin Community College** (+1 course), **Black Hawk College** (+3 courses), **Waubonsee Community College** (+1 course), and the **College of DuPage** (+1 course). The Illinois Articulation Initiative is a very important collaborative effort to promote and facilitate inter-institutional transfer.

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

This performance indicator measures each college's involvement in the Illinois Articulation Initiative which promotes student transfer. During fiscal year 2007, 8,680 major-specific courses were included in the Illinois Articulation Initiative, an average of 181 courses per college. Each college offered at least 73 major-specific IAI courses and eight colleges offered over 225 courses each.

Graduate Satisfaction by College (5C1)

This performance indicator reflects the percent of respondents to the Career and Technical Follow-up Study who were satisfied/very satisfied with program components, courses outside the program major, and support programs and services. During fiscal year 2006, nine out of ten (89.3 percent) Illinois community college graduates were satisfied.

During fiscal year 2006, nine out of ten (89.3 percent) Illinois Community College graduates were satisfied/very satisfied with program components, courses outside the program major and support programs and services.

Harry S Truman College (100 percent), **John A. Logan College** (99.4 percent), **Lewis and Clark Community College** (95.7 percent), **Wabash**

Valley College (95.5 percent), **Frontier Community College** (95.4 percent), and **Black Hawk College** (95.1 percent) had graduate satisfaction greater than 95 percent.

Graduate satisfaction increased 0.2 percent from fiscal year 2002 to fiscal year 2006. Colleges with the largest increase over five years include **Harry S Truman College** (27.2 percent) and **Rend Lake College** (13.6 percent).

POLICY AREA SIX: ACCOUNTABILITY, PRODUCTIVITY, AND EFFICIENCY

Illinois colleges and universities will promote efficiency and accountability in higher education operations.

BACKGROUND ON ACCOUNTABILITY, PRODUCTIVITY, AND EFFICIENCY

As with Policy Areas Three, Four, and Five, information on Policy Area Six covers only performance indicators for 2007. Colleges were not required to present narrative on fiscal year 2007 initiatives or fiscal year 2008 plans.

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

SELECTED ACCOUNTABILITY, PRODUCTIVITY, AND EFFICIENCY PERFORMANCE INDICATORS

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

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

This indicator measures the instructional efficiency over time for an institution. Fiscal year 2006 represents the second year that only unrestricted unit cost data were collected from community colleges by the ICCB. There is more than one way to look at cost information, and the ICCB Unit Cost Reports contain more in-depth coverage on this topic. Cost figures referenced in this indicator reflect the net instructional 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 costs).

Statewide, the one-year rate of instructional unit cost between 2005 (\$198.39) to 2006 (\$208.43) increased by 5.1 percent.

Statewide, the one-year rate of instructional unit cost between 2005 (\$198.39) to 2006 (\$208.43) increased by 5.1 percent. The Higher Education Price Index (HEPI) for overall operations increased an estimated 5.0 percent during the same time frame (http://www.commonfund.org/Templates/InvestorServices/RESOURCE_REQUEST/target.pdf?RES_GUID=BA6F90EC-2BE6-4BF4-9D19-D68AE8367B1B). HEPI is a national index produced by Research Associates of Washington which was originally developed by the United States Department of Education in 1975. Similar to the Consumer Price Index (CPI), HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services, including professional and nonprofessional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities.

In Illinois, during the two-year period from fiscal years 2004 to 2006, there was an increase of 7.9 percent (versus an 8.8 percent increase for HEPI). Illinois data show that 20 community colleges experienced an actual decrease in instructional costs. Over the past year (2005 to 2006), 11 colleges reported decreases in cost of instruction, including **Lincoln Trail College** (11.0 percent), **Prairie State College** (9.2 percent), **Frontier Community College** (8.6 percent), **Richland Community College** (7.9 percent), **Lake Land College** (7.8 percent), **Morton College** (4.7 percent), **Triton College** (2.8 percent), **Olive-Harvey College** (1.5 percent), **Wabash Valley College** (1.4 percent), **Sauk Valley Community College** (1.2 percent), and **Southwestern Illinois College** (0.1 percent).. Colleges strive to increase efficiency while improving the range of courses needed by students. Decreases in net instructional unit cost can occur for a variety of reasons; e.g., reduced salary costs due to turnover among senior faculty, serving additional students or a relatively larger number of students in lower cost programs, class size increases, and reduced equipment costs. The source of data for this measure in Illinois is the *Unit Cost Report for the Illinois Public Community Colleges*, which is where a more complete discussion of net instructional unit cost and its components is provided (see Tables 5 and 6 in the *Unit Cost Report*).

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

This indicator is a measure of indirect instructional support costs over time. Fiscal year 2006 represents the second year that only unrestricted unit cost data were collected from

Statewide, direct instructional support costs experienced a 6.6 increase from 2005 to 2006.

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

Statewide, direct instructional support costs experienced a 6.6 increase from 2005 to 2006. This translates into a \$5.36 average increase for community colleges. During the one-year period from 2005 to 2006, colleges that experienced a one-year decrease in costs included **Prairie State College** (20.8 percent), **Richland Community College** (15.1 percent), **Frontier Community College** (10.3 percent), **Lake Land College** (0.08 percent), **Lincoln Trail College** (8.4 percent), **Morton College** (6.8 percent), **Wabash Valley College** (5.5 percent), **Southwestern Illinois College** (5.1), **Olive-Harvey College** (3.2 percent), **Carl Sandburg College** (2.2 percent), and **Triton College** (1.9 percent). The source of data for Illinois is the *Unit Cost Report* (see Tables 7 and 8 of the *Unit Cost Report* for a more detailed look at the costs that comprise indirect instructional support).

Of the 27,211 fall 2003 cohort of first-time, full-time entering freshmen, 70.8 percent graduated, transferred, or were still enrolled by summer 2006.

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

This indicator is one measure of student advancement 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 more than two-thirds of the most recent cohort.** Of the 27,211 fall 2003 cohort of full-time entering freshmen, 70.8 percent graduated, transferred, or were still enrolled by summer 2006. From the 2002 cohort to the 2003 cohort, the number of successful student advancements increased 3.0 percent.

Comparing the 2003 cohort with the 1999 cohort, the number of successful student advancements increased by 13.2 percent. Fifteen of the 48 community colleges have had student successful advancement rates consistently above the statewide average over the past five years, including **Elgin Community College, Harper College, Heartland Community College, Illinois Valley Community College, Kaskaskia College, Kishwaukee College, Lake Land College, Lincoln Trail College, John A. Logan College, McHenry County College, Moraine Valley Community College, Olney Central College, Parkland College, Spoon River College, and Triton College.** Focusing on the most recent 2003 cohort, the following colleges had the highest student advancement rates: **Wabash Valley College** (82.1 percent), **Harper College** (79.8 percent), and **Triton College** (77.0 percent) and were all well above the statewide average of 70.8 percent. Among community college students it is common for those within any particular cohort to drop from full-time to part-time status. These students may be successful beyond the 150 percent of catalog time.

Population Served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2006, Illinois community colleges enrolled a total of 936,903 students through credit and noncredit coursework. According to the most recent Bureau of the Census figures, there were 12,763,570 people living in Illinois. Therefore, one out of every 14 Illinoisans attended coursework in a community college. Narrowing the look to an estimated 9,208,765 Illinoisans over 18 years of age indicates that almost one out of ten individuals attended a community college during fiscal year 2006 (http://factfinder.census.gov/servlet/ACSSAFFFacts?_event=Search&geo_id=01000US&geoContext=01000US&street=&county=&cityTown=&state=04000US17&zip=&lang=en&sse=on&ActiveGeoDiv=geoSelect&useEV=&pctxt=fph&pgsl=010&submenuId=factsheet1&ds_name=ACS_2005_SAFF&ci_nbr=null&qtr_name=null®=null%3Anull&keyw ord=&industry=).

Looking at Illinoisans over 18 years of age indicates that almost one out of ten individuals attended a community college during fiscal year 2006.

The average community college enrollment percentage of the entire population was 7.3 percent of each respective district. **Illinois Eastern Community Colleges** enrolled a total of 29.8 percent of the district's population among the four schools, the highest percentage of any Illinois community college district. These figures can be impacted by multiple factors, including geographic size of the district, population density, availability of other higher education options in the service region, the extent of net importing of out-of-district students, branch and extension center outreach center availability, etc.

During fiscal year 2006, Illinois community colleges averaged a systemwide 18.9 student-faculty FTE ratio. . . The Illinois ratio shows a level of efficiency over the national average (19.2), while remaining sufficiently small to allow for individualized student attention.

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

This performance indicator provides a measure of college instructional staffing patterns. During fiscal year 2006, Illinois community colleges averaged an 18.9 student-faculty FTE ratio. During fiscal year 2006, **Shawnee Community College** had the lowest student-faculty FTE ratio (12.1). The most recent national data from the Digest of

Education Statistics, 2006 are from fall 2005 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 19.2 (http://nces.ed.gov/programs/digest/d06/tables/dt06_230.asp). The Illinois ratio shows a level of efficiency over the national average, while remaining sufficiently small to allow for individualized student attention.

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

This performance indicator measures dual enrollment at Illinois community colleges. During fiscal year 2006, Illinois community colleges enrolled 38,262 students in dual credit courses. From 2004 to 2006, the number of students in dual enrollment courses increased 38.2 percent statewide. The colleges with the highest percent change from 2004 to 2006 include **Heartland Community College** (697.2 percent), **Carl Sandburg College** (421.8 percent), **Richland Community College** (407.4 percent), and **Lincoln Trail College** (381.4 percent).

ILLINOIS COMMUNITY COLLEGE SYSTEM PERFORMANCE REPORT SUMMARY AND CONCLUSIONS FOR FISCAL YEAR 2007

Fiscal year 2007 marks the 16th consecutive year that the Illinois Community College System has collaborated to produce the Performance/Accountability/PQP series of outcomes-oriented reports. Through the Performance Report, local and state community college officials document accomplishments and progress achieved over the past year, identify challenges, and develop strategies to sustain positive momentum. The next few paragraphs provide information about how the Performance Report fits in with related community college accountability initiatives; highlights of *IBHE 2011 Strategic Plan for the Illinois Board of Higher Education* (IBHE) and its relationship to the IBHE's *Illinois Commitment* which it replaces and Illinois Community College System's *Promise for Illinois Revisited*; and the structure of the current report.

Community colleges are focused on local area needs and widely recognized as market driven providers of higher education opportunities, workforce training, and economic development. The Performance Report is an important component in the array of initiatives community colleges

The Performance Report is an important component in the array of initiatives community colleges engage in to enhance quality and be accountable to the students, taxpayers, and communities they serve.

engage in to enhance quality and be accountable to the students, taxpayers, and communities they serve including (selected internet links provided): the Course and Program Approval Processes which are being enhanced through CurricUNET (<http://www.league.org/leaguetic/express/inn0211.html>), Program Review (<http://www.iccb.state.il.us/pdf/manuals/fy07programreviewmanual.pdf>), Recognition, (<http://www.iccb.state.il.us/pdf/manuals/recogmanual.pdf>), Underrepresented Groups reporting which includes retention and student advancement components, Career and Technical Follow-up Study reporting, the Transfer Rate initiative, the Uniform Financial Reporting System, Unit Cost Study reporting (<http://www.iccb.state.il.us/publications/reports.html>), and other financial reporting including Audits, the Comptroller's Office Public Accountability Project (<http://www.ioc.state.il.us/office/PAP/>), Integrated Postsecondary Data System reporting (<http://nces.ed.gov/ipeds/>), Perkins Postsecondary Performance Measure reporting (<http://www.edcountability.net/>), Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting (<http://www.nrsweb.org/>), and others. Illinois community colleges also actively participate in regional institutional accreditation through the North Central Association (<http://www.ncacasi.org/>), as well as program-specific accreditation which are focused on documenting the quality of their programs and services. Furthermore, each community college district has a local strategic plan aimed at addressing priority needs and moving forward in new directions.

The Performance Report and Indicators for Higher Education project builds on the Illinois Community College System Performance-Based Incentive System (PBIS), which included a series of statewide measures and a local district-based component aimed at strengthening teaching and

learning. State measures focused on student satisfaction, educational advancement, persistence, employment, transfer, market penetration, and developmental course completion. The district-based component reflected autonomy, mission differentiation, and local projects to address community needs in one of the following areas: Technology, Workforce Development, or Responsiveness to Local Need. PBIS funding was discontinued in fiscal year 2002 due to state budgetary constraints.

At the October 2, 2007 IBHE meeting, a new plan known as *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* was adopted (see <http://www.ibhe.org/Board/agendas/2007/October/Item11.pdf>). The new IBHE plan goals reflect a fresh approach while maintaining appropriate ties to the organization's last strategic plan – *the Illinois Commitment*. *IBHE 2011 Strategic Plan* goals identified in the new plan are mapped to the Policy Areas from the previous plan:

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

The *IBHE 2011 Strategic Plan* references IBHE's interest in leveraging budgetary authority, statutory authority, coordination authority, and leadership/advocacy to advance plan goals. Additionally, the *IBHE 2011 Strategic Plan* incorporates a series of performance benchmarks and measures related to each goal.

Future versions of the Performance Report are expected to be developed around the goals contained in the *IBHE 2011 Strategic Plan* and the related promises from the Illinois Community College System's *Promise for Illinois Revisited*.

Future versions of the Performance Report are expected to be developed around the goals contained in the *IBHE 2011 Strategic Plan* and the related promises from the Illinois Community College System's *Promise for Illinois Revisited* (see <http://www.iccb.state.il.us/pdf/agendas/2006/PromiseRevisited1-06.pdf>). The Illinois Community College System

pledges include:

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

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

<u>IBHE 2011 Strategic Goals</u>	<u>Related Promises from the ICCB Promise for Illinois Revisited</u>
Affordability	Affordable Access
Attainment	High Quality, Competitive Workforce
Diversity	Services for Student Success, Enhanced Adult Education
Efficiency	Effective Transitions

Hence, there is a continuing alignment between the *IBHE 2011 Strategic Plan* goals and the Promises made by the Illinois Community College System. Staff from the Illinois Community College Board and Illinois Board of Higher Education will continue to collaborate with education and workforce partners to advance shared priorities and develop the next iteration of the Performance Report. The Policy Area names referenced in the 2007 Statewide Community College Performance Report have been modified to reference both the *IBHE 2011 Strategic Plan* Goals and *Illinois Commitment* Policy Areas.

For the current edition of the Performance Report, the narrative focus is on the following topics: Economic Growth/ Attainment and Improving Teaching and Learning/P-20 Partnerships/ Attainment.

For the current edition of the Performance Report, the narrative focus is on the following topics: Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment. Local community college submissions included data reporting across all six areas. There are three levels of indicators in the Performance Report:

Statewide Indicators – assess 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 – focus on each institution’s unique role within the overall context of higher education’s goals. As a value added service to the community colleges and to reduce the local data burden, Illinois Community College Board staff furnished as much of the data at the individual college level as possible.

The *Fiscal Year 2007 Illinois Community College System Performance Report* contains summary information about state and common institutional outcome indicators. External comparative benchmarks are cited whenever possible using the latest available data (national reporting typically trails what is available at the state level). Additionally, the state report contains reviews of selected mission-specific indicators. For the two narrative focus areas – Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment – the state report includes Highlights of Accomplishments, Selected Challenges, and Highlights of Plans.

POLICY AREA ONE: ECONOMIC GROWTH/ATTAINMENT

Higher education will help Illinois sustain strong economic growth through teaching, service, and research. Higher education will help improve educational attainment through stronger emphasis on preparing graduates in high-demand workforce areas.

BACKGROUND ON ECONOMIC GROWTH/ATTAINMENT

Policy Area One covers performance indicators for 2007 and includes references to college-generated narratives on activities and accomplishments during fiscal year 2007, as well as plans and challenges anticipated in fiscal year 2008.

HIGHLIGHTS OF 2007 ACCOMPLISHMENTS

Part of the Illinois Community College System's mission is to facilitate economic development and address workforce needs by offering career and technical education, short-term vocational training, and employer-tailored customized training. Colleges deliver an array of education and training options to provide individuals with the skills needed to enter and advance in the workplace. Business and Industry Center officials collaborate with area employers and entrepreneurs to help them gain a competitive advantage.

Community colleges help individuals develop new skill sets and then connect educated and trained workers with area employers. The colleges regularly sponsor career/job placement fairs to facilitate connections between employers, students, and other community members seeking new employment opportunities. The colleges partner with second chance job training programs to help individuals gain the skills needed to re-engage in the workforce. Community colleges are partnering to address the need for workers in high-demand, high-skills, and high-wage occupations. For example, Illinois community colleges are working to respond to the demand for healthcare industry workers. Colleges are using grants to expand their healthcare programs, offer assistance to low-income individuals who show an interest in healthcare, and provide foundational skill building programs for youth who are interested in the industry. One sign of the success colleges are having is that the pass rates achieved by Illinois graduates referenced in this report consistently exceed national averages. Colleges are also entering into articulation agreements with universities to smooth the transition for students who are seeking Bachelors of Science in Nursing (BSN) and other degrees. Community colleges are also addressing Illinois' priority workforce needs in areas such as transportation/logistics and manufacturing through Critical Skills Shortages Initiative-related partnerships. For example, a partnership between Continental Tire North America, Rend Lake College, and Southern Illinois University at Carbondale is delivering higher education opportunities directly to a local manufacturing workplace. The initiative helps position Continental Tire employees for career advancement opportunities by allowing them to align their studies with specialized business needs.

HIGHLIGHTS OF 2008 PLANS

Community colleges continue to strategically plan and prioritize in an effort to strengthen their regional economies. With 48 colleges blanketing the state the combined impact of their economic development efforts is substantial. College officials are actively engaged in dialogue with area business, industry, and government leaders to identify new and emerging opportunities. Through their Business and Industry Centers, colleges are planning to expand relationships with area employers to recruit and train workers, retain existing business, and bring new businesses and jobs

to their communities. Community colleges in Illinois are planning to implement additional market-driven training options and programs.

SELECTED 2008 CHALLENGES

Nearly all community colleges in Illinois point to severely limited funding as being their biggest challenge in fiscal year 2008. Sustaining or expanding current programs and services with diminishing resources will be extremely challenging. Without adequate funding, colleges are limited in their ability to provide necessary support services, purchase needed updates in technologies, afford adequate staffing, build new programs, and provide needed services to Business and Industry.

Faculty retirements present additional challenges. The institutional memory and years of dedicated service provided by experienced faculty can be very difficult to replace. Just as business and industry is suffering from worker shortages due to retirements among skilled workers, community colleges must address similar skilled labor shortages among faculty and staff. As the baby boomer generation retires, many higher education faculty and other professionals will be leaving the profession. Some academic and career specialty areas will be hit harder than others.

SELECTED ECONOMIC GROWTH/ATTAINMENT PERFORMANCE INDICATORS

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

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 career areas. College-level program graduate trends appear in the following table. There has been an overall increase of 27.4 percent in the number of community college graduates since fiscal year 2002. Short term, the overall number of completers declined 3.5 percent between 2005 to 2006. Broad categories are used in the analysis to provide an overview of trends. More detailed analysis for specific programs appears in the *Follow-up Study of Career and Technical Education Program Graduates* and in *Program Review* reports.

Program Area Cluster	Number of 2006 Graduates	Short Term 1 Year Trend	Longer Term Trend 02-06
Pre-baccalaureate/transfer	15,731	2.5%	24.1%
Education	1,259	-6.7%	40.5%
Agriculture	854	6.9%	16.5%
Business	4,030	-2.0%	-33.2%
Engineering Related	1,137	-11.7%	-2.9%
Health Sciences	13,642	1.6%	64.9%
Public and Protective Services	2,337	-0.6%	144.2%
Trade and Industrial	5,876	-20.0%	31.3%
All Other Programs Combined	4,761	-12.2%	27.5%

Pre-Baccalaureate/Transfer programs account for approximately **one-third of all graduates** over the last several years (N = 15,731 in FY 2006). **Health Sciences** account for the **second largest** number of graduates in 2006 (N = 13,642). **Trade and Industrial** programs contributed the **third largest** number of graduates (N = 5,876). Education (-6.7 percent), Business (-2.0 percent), Engineering Related (-11.7 percent), Public and Protective Services (-0.6 percent), Trade and Industrial (-20.0 percent), and All Other Programs Combined (-12.2 percent) all experienced single-year decreases. **Five-year trends showed increases in the number of graduates in seven of the nine program areas.** Programs with at least 25 percent long-term growth included Education (40.5 percent), Health Services (64.9 percent), Public and Protective Services (144.2 percent), Trade and Industrial (31.3 percent), and All Other Programs Combined (27.5 percent). Business (-33.2 percent) and Engineering Related (-2.9 percent) both saw decreases over the last five years.

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

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (1C1) Based on the three-year average from fiscal years 2004 to 2006, Career and Technical Education Follow-up Survey results, nine out of ten (89.8 percent) career and technical education graduates from Illinois community colleges were either employed or

enrolled in further education within one year of graduation. Graduate follow-up studies among community colleges are common across the country, but there is no nationwide standardized process, so methodological differences exist. Statewide, enrollment or continuing education figures from similar studies covering 2003-04 graduates in Texas (94 percent) and 2003 graduates in Wisconsin (92 percent) show that Illinois' employment and continuing education results (90.1 percent) among 2005 graduates are competitive with outcomes in those states.

Number of Businesses and Individuals Provided with Technical Assistance Through College Business and Industry Centers (1M1 & 1M2) During fiscal year 2006, Illinois community colleges served 5,575 *businesses* through Business and Industry Centers, a 59.4 percent increase from the 3,497 businesses served in fiscal year 2000. During fiscal year 2006, Illinois community colleges served 95,546 *individuals* through Business and Industry Centers, a 7.9 percent decrease from the 103,726 individuals served in fiscal year 2002.

POLICY AREA TWO: P-20 PARTNERSHIPS/TEACHING AND LEARNING/ATTAINMENT

Higher education will join elementary and secondary education to improve teaching and learning at all levels. Higher education will improve educational attainment through a seamless P-20 system of high-quality teaching and learning.

BACKGROUND ON P-20 PARTNERSHIPS/TEACHING AND LEARNING/ATTAINMENT – The Illinois Community College System continues to partner with other state agencies, including the Illinois Board of Higher Education (IBHE) and the Illinois State Board of Education (ISBE), to strengthen the knowledge, skills, and abilities needed to be competent and successful teachers.

The Illinois Community College System plays a pivotal role in the ultimate success of student learning in Illinois. It provides a community-based infrastructure of postsecondary institutions with ties to P-12 schools, universities, and other local organizations. These partnerships enable the Illinois Community College System to be a major contributor to teaching and learning through teacher recruitment, preparation, and professional development, as well as through outreach and support to elementary and secondary schools.

HIGHLIGHTS OF 2007 ACCOMPLISHMENTS

Since September 2002, the ICCB, the Illinois Board of Higher Education (IBHE), the Illinois State Board of Education (ISBE), and the AAT Steering Committee have been collaborating to develop a series of Associate of Arts in Teaching (AAT) degree models. The most recent meeting of interested parties occurred on October 5, 2007, when a regional conference on the Associate of Arts in Teaching (AAT) Degree Initiative was held at Northeastern Illinois University in Chicago. As of early October 2007, there were 31 approved AAT degrees and 21 AAT applications in process.

Community colleges seek opportunities to smooth the transitions across educational levels. Dual credit is one important initiative to make the transition to higher education more seamless and allow capable secondary students to complete college coursework while still in high school. Many community colleges are increasing dual credit course offerings, agreements, and enrollments with area high schools. Community colleges are active participants in initiatives designed to ease the transition from two-year college programs to bachelors degree programs, including the Illinois Articulation Initiative (IAI) and Course Applicability System (CAS). Illinois community colleges are participating in United States Department of Education TRIO grant programs (e.g., Talent Search, Upward Bound, etc.) to encourage and support individuals from disadvantaged backgrounds to remain engaged in education, successfully transition across educational levels and graduate. Several community colleges are partnering in Grow Your Own Teacher consortia to help address teacher shortages in hard to serve schools.

HIGHLIGHTS OF 2008 PLANS

Many colleges plan to increase the number of agreements with local schools and offer more dual credit classes. Cross sector initiatives will continue to establish a more complete set of shared expectations regarding what the term “college ready” means with the goal of reducing the need for developmental education among recent high school graduates. Relatedly, a Memorandum of Understanding between the Governor’s Office, ISBE, and the Bill & Melinda Gates Foundation was signed in March 2007 to develop state policies and initiatives/programs to better ensure Illinois students are prepared for college and work. (<http://www.isbe.state.il.us/board/meetings/mar07/memorandum.pdf>). The new state level P-20 Council will begin operating in calendar year 2008 (House Bill 1648) (<http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=25&RecNum=6285>). The ICCB, IBHE, and ISBE will collaborate with local officials and officials from ACT, Inc., to implement a revised more transparent high school feedback reporting system. Additionally, several community colleges will continue working on a pilot project with ACT, Inc., to examine the relationship between performance on selected ACT administered examinations and subsequent performance in college-level courses or developmental courses (math, English, reading, and others).

Community college officials will engage their higher education partners in regular dialogue to enhance existing pathways to the bachelors degree and explore new collaborative arrangements with university partners to make additional affordable four-year degree options available to place-bound students. Community colleges will continue to participate in the Illinois Articulation Initiative (IAI) and the Course Applicability System (CAS). Several colleges are planning to increase their Associate of Arts in Teaching (AAT) programs offerings.

SELECTED 2008 CHALLENGES

A couple of the major concerns mirror those identified with Policy Area One. Financial barriers and staffing issues are among the most common challenges facing the community colleges for fiscal year 2008. Colleges are faced with maintaining existing programs and developing new quality programs with limited resources. Grant funding continues to be reduced. Fewer dollars are available and attaining grant dollars is highly competitive. The second most common challenge mentioned was staffing issues. A large number of faculty are expected to retire, and finding well-qualified replacements may be difficult. Relatedly, key personnel changes at secondary schools will require college staff to re-establish working relationships with high school personnel on Dual Credit and other programs. Turnover among key contacts at other partner organizations present similar concerns. A third challenge is the extent to which under-prepared students are entering community college. A fourth challenge mentioned is the need to collaborate to assure that the AAT degree is marketed effectively and accepted by all in-state partner universities.

POLICY AREA THREE: AFFORDABILITY

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

BACKGROUND ON AFFORDABILITY

Community colleges offer affordable higher education and workforce preparation opportunities. Many individuals are place-bound due to family and/or employment obligations and community colleges provide 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. The cost of attending a community college remains reasonable.

SELECTED AFFORDABILITY PERFORMANCE MEASURES

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

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 using the Free Application for Federal Student Aid (FAFSA) after subtracting grants – nonrepayable gifts – that come from federal, state, and institutional sources. The Net Price of Attendance reflects the remainder of the percent of total cost of attendance covered by institutional, state, and grant aid by income quintile for students filing the FAFSA. Total cost of attendance includes tuition and fees, books, transportation, living expenses, and other miscellaneous expenses. This year, the measure focused on fall 2005 dependent full-time, first-time freshmen who were Illinois residents. Generally, grant aid relative to cost is greatest for students with the highest financial need/lowest quintile income and declines as income increases. The exception is for individuals with maximum grant aid in the highest quintile whose results mirror individuals with maximum awards in the third quintile. Upper-income quintile assistance typically reflects institutional aid that is provided in recognition of academic achievement and students possessing special talents.

Tuition & Basic Fees for a Full-time In-district Student (3M1). During fiscal year 2008, average annual tuition and basic fee costs based on fall 2007 costs for a full-time, **in-district Illinois** community college student was **\$2,359**, up 6.2 percent over the previous year when they averaged \$2,221. During fiscal year 2008, the highest annual tuition and basic fees were at **South Suburban College** (\$3,113) in Chicago’s south suburbs and lowest annual tuition/fees were at **Illinois Eastern Community Colleges** (\$1,800) in southeastern Illinois near the Illinois and Indiana border.

Number of Enrolled Students Who Receive Monetary Award Program (MAP) Grants (3M2). During fiscal year 2006, a total of 57,967 students who were enrolled in Illinois community colleges received MAP grants. **South Suburban College, Harold Washington College,** and the **College of DuPage** were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2006.

During fiscal year 2006, a total of 57,967 students who were enrolled in Illinois community colleges received MAP grants.

Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants (3M3) In fiscal year 2006, a total of 12,697 students, a 3.5% decrease from fiscal year 2005, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **Harold Washington College, South Suburban College,** and **Malcolm X College** had the largest number of students receiving IIA grants in fiscal year 2006.

Number of Enrolled Students Who Receive Pell Grants (3M4) During fiscal year 2006, a total of 83,002 who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 19,143 students receiving Pell Grants, which was the largest number of students in any district. **South Suburban College** enrolled 4,520 students with Pell Grants, which was the second largest number of students receiving this form of financial aid.

POLICY AREA FOUR: DIVERSITY

Illinois higher education will work to increase access and success in a more diverse college student body and faculty ranks, including those with disabilities.

Illinois community colleges reported a total of 936,903 students enrolled during fiscal year 2006 in credit and noncredit courses.

BACKGROUND ON DIVERSITY

The Illinois Community College System serves a diverse student clientele through a variety of credit and noncredit programs and courses. Illinois community colleges reported a total of 936,903 students in credit and noncredit courses

during fiscal year 2006. For students enrolled in credit coursework, more than half were female (55.4 percent), more than one-third were minorities, and the median age of credit-generating students was 25.9 with an average age of 30.7, which were both slight decreases from the previous year. The number of students documented with disabilities in community colleges totaled 12,337 in fiscal year 2006. Information on students enrolled in noncredit courses showed nearly identical gender representation (56.4 percent female), about one-fifth minority noncredit enrollments, and just over one-half of noncredit students were 40 years of age or above.

Collegiate-level degrees and certificates awarded to 49,627 students at Illinois community colleges in fiscal year 2006, 3.5 percent less than in fiscal year 2005. Baccalaureate/transfer degrees were earned by 14,737 students, up 2.2 percent since the previous year and accounted for 29.7 percent of all completions. Career and technical education programs made up 68.1 percent of the remaining college degree and certificate completions, totaling 33,817, a 6.1 percent decrease from fiscal year 2005.

SELECTED DIVERSITY PERFORMANCE INDICATORS

Several access and diversity indicators are included in the report: Individuals with Disabilities Completions; Race/Ethnicity Completions, Gender Completions, Number of Students Served Through Developmental Coursework, Remedial Credits Earned Versus Attempted, Number of Students Served Through Adult Education (ABE/ASE) Coursework, and Number of Students Served Through English as a Second Language (ESL) Coursework.

Population	Number of 2006 Graduates	Short-Term 1 Year Percent Change	Longer Term FY 02-06 Percent Change
Individuals with Disabilities	1,110	-16.9%	32.3%
Minorities Combined	14,473	-3.3%	32.8%
Asian	2,382	-8.6%	32.3%
African American	7,116	-4.9%	28.3%
Latino	4,296	0.7%	37.7%
Native American	193	-0.5%	39.9%
Nonresident Alien	199	-2.5%	40.1%
Other	287	36.0%	91.3%
White	33,564	-3.6%	25.3%
Female	28,889	0.1%	26.5%
Male	20,621	-8.2%	28.7%

Completions by Race/Ethnicity, Disability Status, and Gender (4C1). Statewide, the number of students with disabilities who graduated in fiscal year 2006 decreased by 16.9 percent compared to the previous year. **Southwestern Illinois College** reported the largest number of individuals with disabilities who graduated from a single college (N = 81). Three out of ten (29.2 percent) fiscal year 2006 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white). From 2005 to 2006, the overall number of minority graduates decreased by 3.3 percent. Of the colleges with at least 150 minority graduates in the most recent data, **Harper College** (54.1 percent; fiscal year 2006 N = 661) and **Kaskaskia College** (53.3 percent; fiscal year 2006 N = 184) registered the largest percentage gains over this time frame. In fiscal year 2006, there were **28,889 female completers** statewide in the Illinois Community College System, 58.2 percent of all completers and a 0.1 percent increase from fiscal year 2005.

Number of Students Enrolled by Disability Status, Race/Ethnicity, and Gender (4M1) During fiscal year 2006, a total of 12,185 individuals enrolled in Illinois community colleges self-identified as students with disabilities, which is approximately 1.8 percent of the total community college population served through credit coursework. During fiscal year 2006, **Olney Central College** (7.1

percent), **Richland Community College** (3.5 percent), **McHenry County College** (3.3 percent), and **Parkland College** (3.3 percent) served the largest proportion of students with disabilities. In fiscal year 2006, **Olive-Harvey College** (98.6 percent) and **Kennedy-King College** (95.4 percent) served the largest proportion of combined minority students, which was much higher than the statewide average of 35.7 percent. Female students accounted for almost two-thirds (65.5 percent) of **Olive-Harvey College** and **Kennedy-King College** (**65.5 percent and 65.4 percent, respectively**) students, which was much higher than the statewide figure of 55.4 percent.

Number of Students Served Through Developmental Coursework (4M6). During fiscal year 2006, an average of 14.5 percent of students enrolled in Illinois community colleges (N = 118,158) were enrolled in developmental coursework, which is similar to reports at the national level (16.5 percent in fiscal year 2004). While the number of students enrolled in developmental coursework in fiscal year 2006 increased (N = 118,158) compared to the prior year (N = 102,566 in fiscal year 2005), the percentage of students served decreased slightly from 14.7 percent to 14.5 percent.

During fiscal year 2006, Illinois Community College System students earned almost two-thirds (62.1 percent) of the developmental credits they attempted, which was a 3.9 percent decrease over fiscal year 2005.

Developmental Credits Earned Versus Attempted (4M7). During fiscal year 2006, Illinois Community College System students earned almost two-thirds (62.1 percent) of the remedial credits they attempted, which was a 3.9 percent decrease over fiscal year 2005.

Number of Students Served Through Adult Education (ABE/ASE) Coursework (4M2). During fiscal year 2006, total of 46,316 students were served through adult education coursework, a 7.1 percent decrease from the 49,846 students served during fiscal year 2005.

Number of Students Served Through English as a Second Language (ESL) Coursework (4M3). During fiscal year 2006, 66,243 students were served through ESL coursework, a 6.7 percent decrease from the 70,999 students served during fiscal year 2005.

POLICY AREA FIVE: HIGH-QUALITY ATTAINMENT

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. Illinois higher education will improve educational attainment through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.

BACKGROUND ON HIGH-QUALITY ATTAINMENT

Information on Policy Area Five exclusively addresses the performance indicators for 2007. Colleges were not required to present narrative on fiscal year 2007 initiatives or fiscal year 2008 plans.

Illinois community colleges are actively involved in initiatives to establish high standards for teaching and learning, document student progress and outcomes, and promote continuous program improvement. The Program Review Process is the primary way in which the colleges assure the quality of their programs and services. Programmatic need, quality, and cost are examined through the review process. Recognition is a complementary initiative where colleges address instructional, administrative, financial, facility, and equipment standards established by the ICCB. ICCB staff completed another cycle of Recognition evaluation reviews and visits in fiscal year 2007. Program Review policies and processes were evaluated as a part of the Recognition cycle. Colleges have made substantial progress in incorporating student learning outcome results into their review processes. Additionally, most colleges have made considerable progress in developing Program Review systems that are integrated into larger institutional quality improvement initiatives that inform institution-level planning and budget development.

The state-level Program Review system has been revised to focus statewide efforts to assist colleges in their efforts to further strengthen local reviews, identify and disseminate best practices, address emerging state-level issues, and further promote system responsiveness and accountability. Within the revised ICCB Program Review Process that was implemented in fiscal year 2007, colleges began using the new process to review career and technical programs, academic disciplines, and cross-disciplines (general education, adult education and ESL, remedial/developmental education, vocational skills, and transfer functions and programs) on a statewide common five-year schedule. Student and academic services will be reviewed once every five years on a schedule that can be determined by each college. The community college system chief student service officers proposed a common schedule for looking at specific services (advisement, registration, financial aid, etc.) during designated years. Annual summary reports to ICCB are now focusing on the results of the program review process, presenting best practices, and identifying programmatic issues that need to be addressed at the state level.

SELECTED HIGH-QUALITY ATTAINMENT PERFORMANCE INDICATORS

Information pertaining to several mission-specific indicators is provided in the following paragraphs, including Transfer Rates, Full-Time Baccalaureate/Transfer Faculty Preparation, Number of General Education Courses included in the Illinois Articulation Initiative, Average class size, and Number of Major-Specific Courses included in the Illinois Articulation Initiative.

Pass Rate on Professional Licensure Exams (5C2)

Pass rates on Professional Licensure Exams are calculated based on the number of graduates from a program who pass the examination in a specified year versus all graduates from that program that take the test in that year. The National Council Licensure Examination for **Registered Nurses** (NCLEX-RN®) median pass rate for fiscal year 2006 Illinois community college graduates was 92 percent.

Illinois community college ADN graduates performed above the national level (88 percent) on the NCLEX-RN® licensure exam.

Fiscal year 2006 Illinois community college graduates in **Associate Degree Nursing/Registered Nursing, Dental Hygiene, and Radiologic Technology** all exceeded available comparative pass rates.

The median pass rate for Illinois community college **Dental Hygiene** programs in fiscal year 2006 was 100.0 percent. The corresponding fiscal year 2006 national average pass rate for Dental

Hygiene examinations was 95.0 percent. Fiscal year 2006 graduates from Illinois community college **Radiologic Technology** programs reported a median pass rate of 100.0 percent. The national average pass rate for Radiologic Technology programs was 90.5 percent. The **Emergency Medical Technician** median pass rate for fiscal year 2006 Illinois community college graduates was 90.0 percent.

Transfer rate results in Illinois are above recent National Transfer Assembly results. Transfer rates elevated from 31.2 percent to 38.4 percent for fiscal year 2007.

Transfer Rate (5M3)

Transfer Rate (5M3) is one measure of quality for students interested in pursuing a bachelors degree. Transfer rates for Illinois community colleges are calculated using the National Transfer Assembly approach. Cohorts of entering students with no prior college

experience who completed 12 or more credits at the community college are tracked for four years, and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students based on the Illinois Community College and Public University Shared Data Files and the National Student Clearinghouse Student Tracker was 31.2 percent in fiscal year 2006 and 38.4 percent in fiscal year 2007. NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and former students from all sectors of higher education.

More than 2,800 of U.S. colleges and universities contribute to NSC data systems Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Average class size (5M4)

Classes that are reasonable in size offer students an opportunity for additional interaction with the professor and classmates. During fiscal year 2006, the average Illinois community college class size was 17.90, which is very close to the average from last year (18.37) and a 2.76 percent increase from fiscal year 2000.

Faculty Preparation (5M5)

During fiscal year 2007, an average of 97.2 percent of all Illinois Community College System full-time transfer faculty held a Master's or higher degree. Eight out of ten colleges (81.3 percent) reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide, the most recent available data from the *Digest of Education Statistics, 2006* are for full-time faculty teaching across all programs at community colleges and show 85.2 percent possessed a Master's degree or above (fall 2003) http://nces.ed.gov/programs/digest/d06/tables/dt06_235.asp.

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

During fiscal year 2007, there were 5,763 Illinois community college general education courses included in the Illinois Articulation Initiative (IAI) for an average of 120 courses per college. Three-quarters of Illinois community colleges had at least 100 IAI-approved general education courses in fiscal year 2007.

Graduate Satisfaction by College (5C1)

During fiscal year 2006, nine out of ten (89.3 percent) Illinois community college graduates were satisfied/very satisfied with program components, courses outside the program major and support programs and services. Graduate satisfaction increased 0.2 percent from fiscal year 2002 to fiscal year 2006.

POLICY AREA SIX: PRODUCTIVITY, ACCOUNTABILITY, AND EFFICIENCY

Illinois colleges and universities will promote efficiency and accountability in higher education operations.

BACKGROUND ON PRODUCTIVITY, ACCOUNTABILITY, AND EFFICIENCY

Policy Area Six covers only the performance indicators for fiscal year 2007. Colleges were not required to present narrative on fiscal year 2007 initiatives or fiscal year 2008 plans.

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

SELECTED ACCOUNTABILITY, PRODUCTIVITY, AND EFFICIENCY PERFORMANCE INDICATORS

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

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

Statewide, the one-year rate of instructional unit cost between 2005 (\$198.39) to 2006 (\$208.43) increased by 5.1 percent, while the Higher Education Price Index (HEPI) for overall operations increased an estimated 5.0 percent during the same time frame.

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

Statewide, direct instructional support costs experienced an 6.6 increase from 2005 to 2006. This translates into a \$5.36 average increase for community colleges. Many colleges experienced indirect instructional support cost decreases during fiscal year 2006 compared to the statewide average.

Of the 27,211 fall 2003 cohort of full-time entering freshmen, 70.8 percent graduated, transferred, or were still enrolled by summer 2006.

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

Of the 27,211 fall 2003 cohort of full-time entering freshmen, 70.8 percent graduated, transferred, or were still enrolled by summer 2006. From

the 2002 cohort to the 2003 cohort, the number of successful student advancements increased 3.0 percent.

Population Served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2006, Illinois community colleges enrolled a total of 936,903 students through credit and noncredit coursework. According to the most recent Bureau of the Census figures, there were 12,763,570 people living in Illinois. Therefore, one out of every 14 Illinoisans attended coursework in a community college. Narrowing the look to an estimated 9,208,765 Illinoisans over 18 years of age indicates that almost one out of ten individuals attended a community college during fiscal year 2006. The average community college enrollment percentage of the entire population was 7.3 percent of each respective district.

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

During fiscal year 2006, Illinois community colleges averaged an 18.9 student-faculty FTE ratio. The most recent national data from the Digest of Education Statistics, 2006, are from fall 2005 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 19.2 (http://nces.ed.gov/programs/digest/d06/tables/dt06_230.asp). Hence, student/faculty FTE staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average, while remaining sufficiently small to allow for individualized student attention. During fiscal year 2006, **Shawnee Community College** had the lowest student-faculty FTE ratio (12.1).

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

During fiscal year 2006, Illinois community colleges enrolled 38,262 students in dual credit courses. From 2004 to 2006, the number of students in dual enrollment courses increased 38.2 percent statewide.

CLOSING CHALLENGE

An excerpts from a recent interview with noted futurist Alvin Toffler, about his recent book, *Revolutionary Wealth – How It Will Be Created and How It Will Change Our Lives* (2006) points out the changing landscape in the information age and challenges traditional educational systems to keep pace and provide individuals with the skill sets to compete successfully in the emerging global marketplace. *New Perspectives Quarterly* (“Revolutionary Wealth”, Summer 2006, Volume 23, Number 3).

Today the new venues of wealth are everywhere – globalization, outsourcing and “the flat earth” are part of the lingo – but also, are “nowhere” and out there, . . . It is widely understood that the diffusion of technology, capital and skills means wealth can be created everywhere on the globe. Comparative advantage is now more about skill sets than, in most cases, natural resources or capital assets. . . Add to this the “nowhere” – cyberspace, eBay, Amazon, and others . . . make their money in the intangible zone of electronic transfers. Kenichi Ohmae, the Japanese management expert, calls cyberspace “the new continent” where entrepreneurial explorers are seeking – and making – their fortunes. . . few ever think, however, about the new wealth-creating zone 12,000 miles above planet Earth. . . Global positioning satellites (GPS) today are key to synchronizing precision time and data streams for everything from a cell-phone call to an ATM withdrawal (These relatively inexpensive GPS devices are allowing a diverse mixture of countries and companies to compete on a more level playing field for business. . . what will be the next steps with these technologies and where are the emerging opportunities) . . .

One of the key problems in the world today is de-synchronization – “the clash of speeds” between the old, lumbering mass systems and the new diversity, flexibility and acceleration demanded of institutions built on knowledge. They are out of sync. One of the biggest clashes is with standardized education, . . . Education is among the slowest institutions to adapt to the new wealth system.

http://www.digitalnpq.org/archive/2006_summer/02_toffler.html

While community colleges are generally considered the most responsive sector of higher education, organizations must continuously seek opportunities for improvement to maintain and enhance their competitive advantage. As decisions are made about training, curricula, and technology, the emerging ways in which wealth are and will be created should be a part of the underlying process. What adjustments can be made to help students develop the skills to position themselves for immediate and longer term success in an increasingly competitive marketplace?

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Appendix A

**MISSION-SPECIFIC
COMMUNITY COLLEGE PERFORMANCE INDICATORS
FY 2007**

Goal 1: Economic Growth (Mission-Specific Level Menu)

Colleges Using Indicator	Indicator
503, 50804, 502, 509, 512, 519, 529, 513, 525, 523, 532, 517, 536, 527, 521, 511, 518, 531, 510, 533, 522	Number of <u>businesses</u> provided with technical assistance through college Business and Industry Centers.
503, 50801, 50803, 50804, 50807, 502, 540, 519, 529, 525, 50806, 532, 536, 526, 530, 524, 527, 535, 505, 537, 506, 510, 539	Number of <u>individuals</u> receiving customized training through college Business and Industry Centers.
525, 534	Number of <u>current workers</u> receiving training through college Business and Industry Centers.
50801, 502, 529	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).
519, 529, 525, 523, 507, 536, 535, 505, 521, 510, 533, 534, 504	Total number of Business and Industry Center <u>courses/workshops</u> conducted.
525, 501	Number of Business and Industry Center <u>courses/workshops</u> conducted in computer skills enhancement.
525, 515	Number of Business and Industry Center <u>courses/workshops</u> conducted in Quality process improvement (i.e., ISO) training.
	Number of Business and Industry Center courses/workshops conducted in.

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

Colleges Using Indicator	Indicator
50804, 50807, 502, 534	Number of collaborative partnerships with university teacher education programs.
532, 524, 535	Number of <u>course sections</u> provided for teachers and administrators as a registered provider through professional development activities (CPDU/CEU).
	Number of teacher education CEU's provided
519, 535	Number of <u>teachers and administrators served</u> by the institution as a registered provider through professional development activities (CPDU/CEU). (Institutional)
509	Number of paraprofessionals trained to assist in teaching reading, writing, math or readiness in these subjects.
503, 50803, 502, 509, 519, 529, 513, 501, 50806, 517, 506, 534	Number of collaborative partnerships with K-12 schools and/or school districts.

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

Colleges Using Indicator	Indicator
519, 529, 525, 507, 526, 524, 535, 521, 537, 511, 531, 533, 504	Tuition and basic fees for a full-time in-district student.
503, 50802, 502, 509, 540, 519, 529, 525, 532, 526, 527, 515, 518, 510, 533	Number of enrolled students who receive Monetary Award Program (MAP) grants.
50802, 502, 509, 525, 532, 526, 515, 510, 522	Number of enrolled students who receive Illinois Incentive for Access (IIA) grants.
50802, 50801, 50803, 50804, 502, 509, 540, 519, 529, 513, 525, 50806, 517, 526, 527, 515, 537, 510, 533, 534, 539	Number of enrolled students who receive Pell Grants.
525	Proportion of graduates with zero student loan debt.
50807, 529, 525, 526, 506,534	Number of first generation college students served.

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

Colleges Using Indicator	Indicator
503, 50802, 50803, 512, 540, 519, 525, 507, 50806, 526, 530, 527, 505, 521, 518, 531, 510, 539	Number of students enrolled by race/ethnicity, disability status, and gender.
502, 519, 529, 525, 523, 536, 526, 527, 535, 521, 533, 522	Number of students served through adult education coursework (ABE/ASE).
50802, 502, 529, 525, 523, 536, 526, 524, 527, 535, 534	Number of students served through English-as-a-Second Language (ESL) coursework.
529, 525, 536, 526, 521	Number of level advancements in Adult Education (ABE/ASE).
50802, 525, 536, 526, 515	Number of level advancements in English-as-a-Second Language (ESL).
503, 519, 513, 523, 526, 535, 506, 534	Number of students served through remedial coursework.
503, 529, 507, 526, 521, 511, 534, 504	Remedial credits earned versus attempted.
529, 525, 526, 518, 510, 533	Number of <u>courses</u> offered through distance learning.
529, 525, 523, 517, 526, 510, 533	Number of <u>students</u> served through distance education.
509, 525, 532, 526, 510	Number of <u>faculty</u> by race/ethnicity.
509, 525, 532, 526, 510	Number of <u>administrators</u> by race/ethnicity.
509, 526	Number of <u>other professionals</u> by race/ethnicity.
50801, 525, 526, 521	Number of students served through noncredit coursework.

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

Colleges Using Indicator	Indicator
540, 519, 513, 525, 526, 524, 521, 534	Occupational graduate placement in employment or continuing education.
509, 525, 526	Occupational graduate retention in employment.
519, 529, 525, 532, 536, 526, 505, 511, 510, 534	Transfer rate.
529, 525, 50806, 532, 526, 530, 537, 518, 510	Average class size.
50801, 529, 525, 523, 517, 526, 537, 506, 510, 533, 522, 504,	Faculty preparation.
50803, 50807, 519, 529, 525, 526, 527, 535, 515, 521, 531, 510, 533, 539	Number of <u>general education</u> courses included in the Illinois Articulation Initiative (IAI).
50807, 519, 529, 525, 526, 527, 521, 510	Number of <u>major specific</u> courses included in the Illinois Articulation Initiative (IAI).

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

Colleges Using Indicators	Indicator
519, 529, 513, 525, 507, 526, 530, 537, 511, 533, 522, 516, 539	Population Served (per 1,000).
519, 525, 501, 526, 521	GED attainment.
503, 502, 519, 525, 501, 532, 526, 621	Advancement to college level work for remedial students.
525, 526	Number of Adult Education Test Score Gains (ABE/ASE).
525, 526, 515	Number of English-as-a-Second Language level test score gains.
50807, 529, 525, 526, 506	FTE Student/faculty ratio.
50801, 540, 519, 529, 525, 507, 50806, 517, 526, 527, 535, 521, 531, 534, 504, 516	Credit hours generated.
50803, 525, 532, 526, 534	Number of recent GED completers enrolling in college level coursework.
525, 526, 524, 521, 537, 518, 531, 510, 533, 534	Number of students served through dual enrollment courses.
511, 510, 533, 534	Number of students served through the Accelerated College Enrollment initiative.

Appendix B

**INSTITUTION-LEVEL COMMUNITY COLLEGE
PERFORMANCE INDICATOR GOALS
FY 2007**

Alphanumeric Abbreviations for Measures

First Digit = Policy Area.

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

Third Digit = count within Policy Area.

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

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

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

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

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

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

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

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

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

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

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

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

3M1: Tuition and Fees

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

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

3M4: Number of enrolled students receiving Pell Grants.

3M6: First generation college students.

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

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

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

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

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

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

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

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

4M7: Remedial credits earned versus attempted.

4M8: Number of courses offered through distance learning.

4M9: Number of students served through distance learning.

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

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

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

4M13: Annual unduplicated noncredit course enrollments.

4S1: Statewide completions.

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

5C1: Graduate satisfaction by college.

5C2: Pass Rate on Professional Licensure Exams.

5M1: Placement in Employment.

5M2: Retention in Employment.

5M3: Summary of Transfer Rates.

5M4: Average Class Size.

5M5: Faculty Preparation.

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

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

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

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

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

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

6M1: Summary of Population Served.

6M2: GED Attainment.

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

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

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

6M6: Student FTE/Faculty Ratio.

6M7: Credit Hours Generated.

6M8: GED College-Level Enrollment.

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

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

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

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

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

Black Hawk College

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

1M1 & 1M2 The target number of businesses and individuals served by the Business Training Center (BTC) and the Small Business Development Center (SBDC) will increase by 5% for the next fiscal year.

2M There will be a 15% increase in the number of students served by Dual Enrollment curricula in FY2007.

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

4M1 Minority student enrollment will remain representative of the district ethnic population

4M6 & 4M7 Black Hawk College will continue to provide academic developmental coursework for those students identified as academically underprepared for college-level coursework

5C1 The occupational graduate satisfaction rate will annually meet or exceed the 3-year average target of 88.6%.

6C1 The College's cost of instruction per credit hour will remain below the state average and will increase at a rate that does not exceed the increase in cost of living.

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

6M3 Total advancement to college-level work for remedial students will increase to 80%.

Chicago - Richard J. Daley College

1C1 The percentage should remain at or above the percentage for whole of the City Colleges of Chicago.

1M2 150 to 200 individuals annually in customized training.

3M4 Continued satisfactory performance

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

4M1 Sustain diversity of enrollments.

5C1 Percentage should reach or pass the percentage for whole of the City Colleges of Chicago.

5C2 The NCLEX pass rates should remain at or above the national level

5M4 Continued satisfactory performance.

6C1 Cost of instruction per credit hour may decrease as newer faculty replace retiring faculty but as a percent of state average should remain about the same.

6C2 Keep below state average.

6C3 Increase graduation rates.

6M7 Total credit hours should represent 14% of total City Colleges of Chicago credit hours and 2% of Illinois community colleges total credit hours.

Chicago – Kennedy-King College

1C1 Enhance current training programs to include more in-depth job readiness training

1C1 Re-engineer curriculum to ensure that programs better prepare students for careers and/or transfer to four-year University

1M4 Increase the number of business and community partnerships to improve student academic and employment opportunities.

4C1 Improve the quality of foreign language studies at the college by ensuring that levels of aptitude required by KKC students meet the transfer requirements of four year universities

6C1 Improve financial stability through increased operational efficiency, effective resource development activities and expanded customized training and services

6S2 The College will continue to strengthen academic standards and improve documented assessment of student achievement.

Chicago – Malcolm X College

1C1 90 percent

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

4M1 90 percent or higher for minority students, 50 percent or higher for female students, and one percent for students with disabilities.

5C1 85 percent of satisfaction

5C2 At or above the national average pass rate

6C1 At or below the state average

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

Chicago – Olive-Harvey College

1C1 To meet or exceed the City Colleges combined three-year average.

4C1 The completion statistics should mirror the diversity of the student population.

5C1 Our goal is to maintain a rate of satisfaction that is equal to or higher than the City Colleges of Chicago average.

6C1 Maintain the same or lower cost of instruction, expressed as a percentage of the sector's state average.

5C2 To meet or exceed the national pass rate is our goal.

6C1 To maintain the same or lower cost of instruction, expressed as a percentage of the sector's state average.

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

Chicago – Harry S. Truman College

1C1 Our goal is to maintain or raise our average to match or exceed the state average employment/enrollment for our graduates. We need to do more work in tracking students' careers after completing education or who have enrolled in further education.

1M & 1M2 Business & Industry actively solicits business partners that could provide employment, and our various credit programs have set up advisory committees of local professionals in specific fields so that they too can help advise on how our programs can best serve employer needs.

4C1 Continue Project Align, Tech Prep and other initiatives with CPS to increase enrollment of recent high school graduates.

5C1 Satisfaction rates of Truman College graduates will exceed statewide averages.

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

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

Chicago – Harold Washington College

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

3M1 Expand the college's leadership role through a development of partnerships and collaborations with the external community by professional and public service.

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

5C1 Agree upon and adopt student learning outcomes for each General Education objective.

6C1 Promote excellence in all instructional programs and administrative technologies through the use of "best practices" models.

6C2 Implement new models to promote student success and student enrollment, increase retention and accommodate a diverse student population.

Chicago – Wilbur Wright College

1C1 Increase response rates for follow up surveys

4C1 Develop a comprehensive outreach plan for at risk students and students with disabilities with math success as the target area.

5C1 Use data from the Collegiate Assessment of Academic Proficiency (CAAP) and data from the Community College Survey of Student Engagement (CCSSE) to enhance teaching effectiveness and student engagement.

6C1 To continue to operate in a fiscally responsible manner.

6C3 Increase student satisfaction with support services

Danville Area Community College

3M1 Seek ways to keep tuition and fees at or below state averages.

4M1 Increase minority student enrollment by 5% in FY 2007.

4M7 Increase the percentage of earned credits versus attempted credits of developmental education courses by 2%.

4M13 Increase minority representation.

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

5C2 With new admission criteria in place, monitor admission process to program. Integrate new ATI professional assessment

program throughout entire curriculum. Incorporate a technological skill component in every course with online tutorials; web based case studies, and a patient simulated information system software program. Maintain nursing faculty stability through education of nursing faculty who have in- depth clinical experience but limited knowledge of pedagogy.

6C1 6C2 Continue to reduce Unit Cost of Instruction per credit hour by 10% in FY 2008 (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 CTE programs. Continue to implement a campus-wide Accountability Awareness campaign, to strengthen understanding and acceptance of State and Federal Performance based Indicators in Retention, Completion and Employability of students. Continue to promote the Industrial Training Center (an addition to existing Technology Center). The Training Center serves as an incubator for new and existing local businesses and industry. Work with local high schools and Vermilion Advantage in successfully implementing the Project Lead the Way program. Implement and infuse the Long Range Strategic Plan, Core Values and the college's mission statement into the institution. Participate and contribute staff time and expertise in establishing and maintaining the Illinois Prairie Internet Consortium, Illinois Virtual Campus and the Illinois Online Community College. Expand the effective utilization of advisory committees for the occupational committees. Partner with the Danville Village Mall to continue to offer computer training. Expand credit and non-credit course offerings at the DACC Downtown Center. Continue to monitor the effectiveness of the program assessment plans within each academic division of the college. Improve the reliability of the distance learning network.

6C3 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. Conduct a survey to determine why 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.

College of DuPage

1C1 90%

1M1 450

1M2 1,450

1M4 35

2M1 4

2M2 Articulation Agreements:275, Dual Credit Agreements: 85, Dual Credit Courses: 100

3M2 2,500

3M3 400

3M4 3,200

4C1 Am. Native: 5, Asian: 400, Black: 140, Hispanic: 200, White: 2,710, Other: 45, Disability: 160, No Disability: 3,340, Male: 1,400, Female: 2,100

5C2 Each of these programs should meet or exceed the national pass rates.

6C1 \$250.00

6C3 75%

Elgin Community College

1C1 The college measures this employment rate with Effectiveness Indicator 1.1, which reads “Those who complete an Associate of Applied Science degree or an occupational certificate program will have an employment rate that meets or exceeds the state norm.”

1M1 The annual number of businesses and organizations entering into customized training contracts with ECC will meet or exceed the average for the prior three years.

3M1 The number of students receiving some form of financial assistance to attend ECC shall meet or exceed the average for the prior three years.

3M2 Privately raised funds shall meet or exceed the average for the prior three years.

4C1 The college's institutional goals for completions are at the level of the award, not the particular demographics of the student. The college tracks the number of awards given each year by award type (transfer degrees, career-technical degrees and certificates, and basic ABEC awards) and targets each year to exceed the prior three-year average.

4M1 Completions of underrepresented groups can be enhanced by continuing to offer a multi-cultural environment that welcomes them to campus and encourages them to stay.

5C1 Surveys of university transfer students will reveal an aggregate satisfaction rate that meets or exceeds the average of the prior three years.

5M2 Effectiveness Indicators numbers 1.5, 2.5, 3.3 and 3.7 set a goal to exceed the three-year average for course retention.

5M6 After establishing the 3-year baseline, the committee will assemble task forces to set goals and organize improvement efforts.

6C1 The college's goal is to remain within +/- 15% of the average of the districts which border ECC.

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

6M1 Current year enrollment shall meet the average for the prior three years, plus 2%.

William Rainey Harper College

1C1 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 State average.

1M Between 25 and 30% of the continuing education course offerings each year are new courses.

1M1 Increase the number of businesses served each year so that at least 75 businesses are served yearly by fiscal year 2009.

3C To off set the trend toward decreasing or level funded federal and state financial aid programs and address the resulting increase in net price to students, the College will increase emphasis on private fund raising to increase award dollars available.

4C1 The number of minority students completing degrees or certificates will increase yearly provided the minority enrollment continues to increase.

4C2 Increase the number of male completions relative to the number of female completions.

4C3 The percent of completers that were identified as disabled will exceed the ICCB reported median percent for the State.

4C4 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.

5C1 Graduates completing the ICCB Follow-Up Study of Career and Technical Education Programs will maintain a 3-year average satisfaction with institutional quality and effectiveness at or above the State reported median 3-year average for all community colleges.

5C2 Pass rates will equal or exceed national pass rates on Nursing related examinations.

5M Student satisfaction with instruction (see 5C1) and support services are the mission-specific indicators selected by the College and both will be at or above the State reported median 3-year average for all community colleges.

6C1 Cost of instruction per credit hour will not increase by more than 5% annually.

6C2 Administrative & support cost per credit hour will not increase by more than 5% annually.

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

Heartland Community College

1C1 At least 90% of its degree or certificate recipients shall be either employed or enrolled in further education within one year of graduation.

1M2 Heartland Community College's Goal #2c of its Mission and Institutional Purposes is to enrich community life through services to district employers. Provision of customized training through the Corporate Education department is the primary vehicle through which this goal is achieved.

3M2 & 3M4 Heartland Community College's Mission is to provide access to higher education; Institutional Goal #3 is to maximize the potential for student success with academic, financial and other support services. Ensuring that students are able to receive state and federal financial aid is an important measure of the achievement of that goal.

4C1 The minority completion rate (percentage of graduating students) shall continue to meet or exceed the percentage of minority population within the district

4M1 HCC's Mission is to provide access to higher education and Institutional Goal #8 is to promote appreciation of human diversity and commonality. Because of these goals, it is important to monitor the enrollment of minority and female students to ensure that College's programs are accessible to all.

5C1 Strive to maintain a satisfaction level that meets or exceeds state and peer averages.

5C2 Strive to maintain a pass rate on licensure exams that meets or exceeds state and national averages.

5M1 Maintain a placement rate that meets or exceeds state and peer averages.

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

6C2 Strive to maintain a percentage of first-time, full-degree seeking students who either complete their degree within 150% of catalog time, or who are still enrolled or transferred, at a level that meets or exceeds the statewide average.

6M7 Increase the penetration in our college district, as measured by the total credit hours generated.

Highland Community College

1C1 95%

1M1 95

1M2 2000

1M6 250

3M1 100% of community college average or less

3M2 600

3M4 900

4C1 Females: 63.9%, Males: 36.1%, All Minorities: 9.9%

4M1 Male: 35%, Female: 65%, All Minority: 12.5%, With Disabilities: 2.0%

4M2 575

4M6 1114

5C 88%

5M1 80%

5M3 22%

5M6 73

5M7 112

6C1 Below 110% of community college average

6C3 65%

6M1 8.1%

6M2 110

6M3 70%

6M7 Increase 2% per year

Illinois Central College

1C1 Maintain a percentage of students employed or enrolled in further education above 90%.

4C1 Illinois Central College maintains a commitment to increase the number of underrepresented students who enroll and complete education and training programs. The college has employed a number of initiatives to address this goal. Enrollments for females and disabled students at the college are steadily progressing and specific numeric goals have been established for minority student enrollment and retention over the next three years.

5C1 Maintain a level of perceived quality at or above 90% for graduates of career and technical education programs.

5C2 Monitor pass rates with the goal of maintaining institutional pass rates greater than or equal to national pass rates.

6C1 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.

6C3 The college will continue to 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

1C1 Provide career and technical education that provides students with the skills and abilities to enter employment.

1M1 Continue to expand and strengthen training programs for business and industry in order to enhance economic growth and stability.

1M2 Provide programs in economic development through career and technical and general education in order to expand,

retrain, and strengthen the industrial base of southeastern Illinois.

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

4M2, 4M3, 4M4, 4M7, 4M8, 4M9 Provide adult and continuing education designed to meet the immediate and long-term needs of the residents in the District; and programs in adult and remedial education, which assist district residents in attaining skills and abilities needed to successfully complete a degree or certificate program; the District will continue to reaffirm its commitment to provide quality adult and continuing education programs allowing district residents opportunities to gain basic skills and improve their quality of life; and the District will continue to provide appropriate college remedial/preparatory programming of excellent quality to entering students who are not ready for college-level study.

5C1 The results and measurable outcomes of Students First! will be an 85% success rate for our students and a 100% IECC commitment to assessment and student success.

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

5M1-5M7 Provide educational programs, including pre-baccalaureate degrees, career and technical education degrees and certificates that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multicultural global workplace; program, course, and institutional goals that have identifiable and measurable learning outcomes that are clearly understood by students; academic programs and institutional services that are reviewed and revised on a scheduled timeframe with a focus on accountability relative to planning, student and program assessment, and learning outcomes; curricula and services that are updated, as necessary, to meet both short- and long-term needs of the residents of the District; student advisement, counseling, and placement services for the purpose of assisting students in choosing a program of study and transferring to a four-year institution or entering employment; professional enrichment and growth experiences to college staff and faculty, which will improve and enhance instruction and services; and resources, facilities, staff, and equipment to support all program components of the college and District.

6C1 Provide curricula and programs, as necessary, to meet both short- and long-term educational goals of the residents in the district. Provide responsive and affordable educational opportunities to district residents.

6C3 Provide education in the liberal arts and sciences which is general or pre-professional in nature and prepares the student to transfer to a four-year college or university. The District will continue to reaffirm its commitment to quality instruction.

6M1, 6M6, 6M7 Provide resources, facilities, staff and equipment to support all program components of the college.

Illinois Valley Community College

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

1M1 The three-year average of the number of businesses served through Illinois Valley Community College's Business Training Center will increase.

3M4 The percent change in the number of students receiving Pell grants at Illinois Valley Community College will continue to be greater than the 2-year change in the state average.

4C1 The percentage of completers for each ethnic minority group will be within 5% of the percentage of completers in the total student population. The percentage of graduates with declared disabilities will increase.

4M6 The total number of students who are enrolled in remedial coursework is expected to increase and the percentage from FY05 forward shall not fall below 14.1%, which is the 5-yr average since implementation of the Title III initiatives begun in FY 2001.

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

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

5M1 Illinois Valley Community College's occupational graduate placement in employment will continue to exceed the state average.

6C1 To be below both the state and peer group average for net instructional unit cost.

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

6M1 The percent of population served in District 513 will be at the state average or higher.

Joliet Junior College

1C1 Over a three year period, at least 90 percent of all Joliet Junior College career and technical graduates will be placed in employment at least one year after graduation.

1S3 Growth in the number of degrees awarded will be commiserate with state growth in the number of awarded degrees.

3C1 The percent of students receiving federal, state, and institutional aid will be higher than the ICCB peer group average.

3M1 Tuition and fees will be equal to or lower than the ICCB peer group average.

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

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

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

4C1 Growth in the number of minority students receiving Associate Degrees or Certificates will be equal to growth for all or majority students. The graduation and completion rate of minority students will equal the graduation rates of majority students.

4M1 Annual enrollment increases will equal or be greater than state and peer group enrollment averages. Annual enrollment increases in minority populations will equal overall student enrollment growth.

4M10 The number of full-time minority faculty will be equal to the state Illinois community college average.

4S1 Growth in the number of Associate Degrees and Certificates awarded will equal or be greater than state and peer group averages. The graduation and completion rates of students will equal or be greater than state and peer group averages.

5C1 Occupational graduate satisfaction rates will be higher than state averages.

5C2 Pass rates on licensure exams will be higher than national averages.

5M1 Occupational program graduates will witness higher occupational placement rates than state averages.

5M3 Transfer rates will be higher than state average transfer rates.

5M4 Class size will be lower than state and peer group averages.

5M5 The percent of faculty who teach in college-level transfer courses who hold at least a Master's Degree will be higher than state and peer group averages.

6C1 Unit cost for instruction will be the same as or higher than the peer group average.

6C2 Unit cost for administration and support will be lower than the peer group average.

6C3 The percentage of students who complete the academic goals of graduation or transfer will be the same as or higher than state and peer group averages.

Kankakee Community College

1C1 The percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation will be maintained at 90.0% or higher.

4C1 Increase the number and the percent of minority graduates. Increase the five-year average completion rate for students with disabilities to at least 4.5%.

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

5C2 Nursing: 85%, Radiography 85%, Emergency Medical Technician 95%

6C1, 6C2 To be below the state average for cost of instruction and support cost per credit hour.

6C3 Be at or above the state average for percent of students who have graduated, transferred, or are still enrolled three years after entering college.

Kaskaskia College

1C1 The percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation will be maintained at 90.0% or higher.

1M7 Increase the number of computer courses offered through Business and Industry in future years in order to meet the needs of the residents and the businesses throughout the college district.

4C1 Continue to monitor minority population demographics and work towards meeting changes in demographic trends within the community college district. Continue to grow the efforts targeted at increasing enrollments of minority populations such as the Northeast Technology Center serving the African American population within the district. Evaluate services available to students with disabilities and make reasonable accommodations as needed to assist students in persisting to educational goal completion.

5C1 Graduate Survey: The percentage of graduate response rate survey returns will meet or exceed the state requirements.

5C2 Combined institutional pass rates on licensure examinations for occupational programs will meet or exceed the national average pass rates.

6C1, 6C2 All academic programs will be reviewed for comparison to state unit cost averages when they are up for Program Review. A more thorough review will be conducted for those programs that exceed the state average by 10% or more. Sustain or continue to reduce administrative costs. Review all occupational academic programs that are below the state average by 10% or more to ensure programs have the necessary tools to meet the training and learning needs of the students.

6C3 Increase retention and improve degree completion rates through the development of an interdisciplinary Student Success Center that will provide student tutoring assistance through the use of paraprofessional tutors and peer tutors, learning communities, and career placement and development services. By keeping students actively engaged in the learning process, involved in campus activities, and closely communicating with faculty and staff on a regular basis, retention and completion of student degree attainment will be maintained at or above the statewide totals and averages.

6M2 Continue efforts to increase awareness of the GED preparation opportunities available through Kaskaskia College and will provide comprehensive support services in an effort to increase the number of GED completers in future years.

6M3 Continue to provide and will enhance support services to students transitioning from remedial coursework to college-level coursework in an effort to make this progression as seamless as possible.

Kishwaukee College

1C1 Goal of 85% to 90%.

1M1 Goal of 90.

1M6 Goal of 150.

4C1a Goal of Non-Resident Alien-0% to 5%; Asian Pacific Islander-1% to 5%; Black-5% to 10%; Hispanic-3% to 6%; American Indian/Alaskan Native-0% to 5%; All Minority-14% to 20%; and All White-80% to 86%.

4C1b Goal of Male-36% to 41% and Female-59% to 64%.

4C1c Goal of 8.

4M2 Goal of 500 to 600.

4M3 Goal of 500 to 600.

4M6 Goal of 1600 to 1700.

4M9 Goal of 1500.

5C1 Goal of 85% to 90%.

5C2 Goal of EMT-90%; NCLEX-P.N.-95%; NCLEX-RN-90%; ARRT Certification Exam-90%; Real Estate Salesperson Exam-State Average; Real Estate Broker's Exam-State Average.

5M5 Goal of 100%.

6C1 Goal of within 10% of State Average.

6C2 Goal of within 10% of State Average.

6C3 Goal of 60% to 65%.

College of Lake County

1C1 Maintain an employment rate higher than the 3-Year average for the past three years: 94%.

1M1 Serve a higher number of businesses than peer colleges and the state's average.

1M2 Provide customized training to a higher number of individuals than peer colleges and the state's average.

2M2 Continue to assist the teachers of the district keep up to date with the latest pedagogical practices.

3M2 Continue to assist students secure all the federal and state monies available.

3M3 Continue to assist students secure all the federal and state monies available.

4C1a Have minority graduates reflect their make up in the college population. In 2007, the goal is to maintain completion rate of 30% or more for minorities reflecting their enrollment rates.

4C1b Work to increase the percent of graduates with disabilities to 2.4 percent of graduates.

4C1c Bring the percent of males in line with their percent of degree seekers in the student population. Work to increase the percent of male graduates to the 45% they comprise among degree seeking students.

4M10 Continue to recruit qualified minority faculty for available teaching positions.

4M11 Continue its ongoing efforts to recruit qualified minorities for administrative level positions.

5C1 Maintain graduate satisfaction of at least 90%.

5M3 Maintain higher transfer rates than its peer colleges and the state's average.

5M4 Maintain low average class sizes. Keep the average class below 25.

6C1, 6C2 Continue to reduce its cost in relation to credit hours. Stabilize this indicator to current levels.

6C3 Maintain the rates for this indicator to 70% over the next three years.

6M3 Increase the percent of remedial students' retention and success rates.

6M8 Enroll every fiscal year a minimum of 40 recent GED completers into its college level programs.

Lake Land College

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

2M Continue to increase the number and quality of collaborative partnerships with K-12 schools.

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

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

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

5C1 The satisfaction in quality and effectiveness of graduates will remain at the 90th percentile or higher.

5C2 Students enrolled in technical career programs will score above state and national averages on their respective licensing or certification exams.

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

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

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

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

6M7 The number of annual credit hours generated by will continue to remain significantly above the state average.

Lewis & Clark Community College

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

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

1M1, 1M2, 1M6 Continue to engage 500 or more businesses representing 5,000 or more employees (unduplicated) annually.

2M Increase by 15% over the next three years the number of High School Partnership teachers who participate in course level assessment initiatives with faculty.

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

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

4M2, 4M3, 4M4, 4M5 Increase the percentage of ABE/ASE level advancements 2-3 percent annually.

5C1 Over the next three years, achieve a minimum 90% satisfaction level (very satisfied and somewhat satisfied) across every institutional level measure.

5C2 Continue to achieve pass rates of 90% or higher.

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

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

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

6S1 Continue to maintain a unit cost that is at or below the state average.

Lincoln Land Community College

1C1 LLCC will maintain an employment/enrollment rate that falls in the mid-nineties range.

1M1 Develop and implement, in partnership with the local unions, a Pre-Apprentice program.

1M1 Create new and repackage current short-term training programs that lead to self-sufficiency employment. The goal is to offer individuals a choice of up to twenty options for short-term training in the areas of IT, manufacturing, facilities maintenance, health, construction, and others.

1M1 Expand the teacher continuing education offerings by two new courses. Form a partnership with a university to offer Master's degree credit for these workshops.

1M1 Increase number of on-line continuing education offerings.

1M1 Enhance bridge programming that connects adult education and career and academic programs.

1M1 Develop and formalize a Capital City Center marketing plan. This will be based on goals set for the next five years.

1M1 Expand services and programs to the business and industry sector of the district by hosting informational breakfasts.

1S3 Increase the number of program graduates annually.

2M Gradually increase the number of teacher education course sections offered as well as course enrollments and completions. The emphasis will be on recruiting students for the new AAT programs and creating the infrastructure to support the programs.

3M1, 3M2, 3M3, 3M4, 3M6 The number of student financial aid awards will exceed the state median.

4C1a The proportion of graduates with disabilities will mirror or exceed the proportion of students with disabilities in the college population.

4C1b The proportion of minority graduates will mirror or exceed the proportion of minority students in the college population.

4C1c The proportion of female graduates mirrors or exceeds the proportion of females in the college population.

4M1 The diversity of students will mirror or exceed that of the district population.

4M2, 4M3, 4M4, 4M5, 4M6, 4M7 Seek a minimum of 66 percent remedial course completion rate.

4M2, 4M3, 4M4, 4M5, 4M6, 4M7 ABE/ASE/ESL staff will seek opportunities for securing additional class sites and times to attract students who must schedule coursework around work hours.

4M8, 4M9 Increase the number of students using distance learning.

4M8, 4M9 Increase the number of students using online registration services.

4M10, 4M11, 4M12 The diversity of the faculty and staff will mirror or exceed the diversity of the district.

4M13 Maintain current noncredit enrollment levels, while ensuring fiscal self sufficiency of noncredit programs.

5C1 The college's immediate goal is to keep the percentage of graduates who are satisfied with the institution in the nineties range.

5C2 Professional/occupational licensure pass rates will exceed national pass rates.

5M1 Raise the “non-survey” employment/continuing education rate to 90 percent or above.

5M2 Raise the graduate employment retention percentage to the mid-nineties.

5M3 Raise the transfer rate to 50 percent.

5M4 Monitor average class sizes by discipline, maintaining a balance between quality and fiscal responsibility.

5M5 Instructors of college-level transfer (PCS 1.1) courses will have earned at least a Masters degree.

5M6, 5M7 Continually review course descriptions to determine if additional courses can be submitted to IAI.

6C1, 6C2 Keep unit cost increases consistent with the rate of inflation.

6C3 To be at least 95 percent of the statewide percentage for this factor.

6M1 To reach/maintain penetration levels equal to the statewide median for all community college districts.

6M2, 6M4, 6M5 Continue to increase the number of students who enhance their competencies through expanded adult education programs and services in the district.

6M3, 6M8 Continue to increase the number of students who transition from pre-college coursework to college-level coursework.

6M6 Maintain a student FTE/faculty ratio that is not significantly greater than the state average.

6M7 Study all variables that affect credit hour generation and will investigate options for sustaining growth.

6M9 Increase the number of dual credit course offerings and increase overall dual credit hour production.

John A. Logan College

1C1 Maintain a level within two percentage points of the 92.6 percent rate. Continue to intensify recruitment efforts, thereby increasing the total number of persons either employed or furthering their education upon completion of their studies.

1M2 Continue to be the number one provider of customized training in the state.

4C1 Maintain goal of 70 or more minority completions.

4M1 Increase the number of disabled students enrolled by 20 percent from FY 04 to FY 06.

5C1 Continue to be the #1 community college in the state in terms of graduate satisfaction.

5C2 Nursing: Pass rate of 80 percent or higher of students entering the program. Dental Hygiene: Pass rate of 85 percent. EMT: Pass rate of 90 percent.

5M4 Continuity

6C1 Remain at least 8 percentage points below the state average.

6C3 Rate of 72.5%.

6M1 Maintain continuity by achieving the goal of serving over 10.5% of the population over the next two years.

McHenry County College

4C1 Assess institutional needs of African-American, American Indian, Latino, and Asian students. Collaborate with Learning and Student Support Services to engage students in educational and cultural programming. Develop marketing strategies that will enhance or increase participation in multicultural programs and student leadership initiatives. Increase internal and external partnerships with community organizations

5C2 Prepare students to enter and advance in their careers and to address the community’s workforce needs.

6C1 Increase competitive grant funding, increase donations to the College’s foundation, and reallocate resources of under-utilized programs and services to support new or high demand programs and services.

Moraine Valley Community College

1C1 A 93 percent employed or enrolled in further education rate occupational graduates.

1M2 Workforce Development and Community Services (WDCS) will provide a quality product, which meets the needs of their clients and the community while showing a profit.

2M Workforce Development & Community Services will continue to provide training upon request/contract based on school and community needs.

3M1 Keep tuition in the middle of its peer group and within three percentage points of the state average.

4C1 A two percent increase in male graduates and two percent increase in minority graduates.

4M3 Increase service to English as a second language (ESL) students.

5C1 Improve graduate satisfaction to meet or exceed the state average within the next three years.

5C2 Nursing 97%, Radiologic Technology 97%, Emergency Medical Technician 97%

5M1 Increase the 92 percent employed or enrolled rate to the historical high of 94 percent.

6C1 Keep unit costs at least 5 percentage points below state averages; limit annual increases in unit costs to 5 percent or less.

6C3 Increase the college's graduation rate to 22 percent.

6M9 Implement a combined dual credit program in area high schools serving both occupational/career course students (Tech Prep) and transfer students (AP/Honors).

Morton College

1C1 Keep the percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation at 90% or higher.

1M1, 1M2 Offer training programs which are responsive to the specific needs of business and industry in the community.

4M2, 4M3 Retention of the same number of students, or perhaps slightly more with continued emphasis on learning outcomes over headcount.

3M2, 3M4 Continue providing financial aid options to as many students as possible to keep or increase the number of students receiving Pell or MAP awards.

4C1 Increase the percentage of total completions so that the ethnicity distribution of the graduates mirrors the ethnicity distribution of our student population.

4C1 Create equal opportunity by promoting equal access to all College programs and activities, disability awareness and compliance with disability laws.

4M1 Increase total enrollment through support of serving students efficiently, empowering employees to meet students' needs, and making the best use of campus resources.

5C1 Maintain overall quality of service and continue to surpass the state average student satisfaction with program components, courses outside the program major and support programs and services.

5C2 Surpass the minimum national level of 87% pass rate for the RN Licensure exam. No figures for EMT were available so far.

5M6, 5M7 Continue with the process of getting more courses IAI approved with the ultimate goal of having a guaranteed catalog and course schedule.

6C1 Keep the net instructional cost down without compromising the quality of instruction.

6C3 Keep the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred at no less than 69%.

6M7 Increase total enrollment through serving students more efficiently, empowering employees to meet students' needs, and making the best use of campus resources.

Oakton Community College

1C1 Have 90 percent of degree/certificate completers either enrolled in further education or employed within one year of graduation.

1M2, 1M6 Continue to serve business and industry through customized training based on demand and available resources.

2M2, 2M4 Continue to offer 12-18 workshops specifically targeted for K-12 educators. In addition, the College will work with individual school districts to plan and implement customized courses and workshops, and with NSERVE to offer regional courses and workshops in collaboration with this Education for Employment region.

3M1 Keep tuition and fee increases modest.

4C1 Increase the number of students who complete a degree or certificate by 30 per year.

4M2, 4M3, 4M6 Sustain enrollments at the average levels achieved over the past three years.

5C1 Have a minimum of 85 percent of occupational follow-up study respondents indicate they are satisfied or very satisfied.

5C2 A minimum of 94 percent of Nursing students will pass the NCLEX examination and that a minimum of 93 percent of EMTs will pass their examination. The College added data for the Certified Nurse Assistant examination in the FY2007 Performance Report.

5M6 In the area of general education courses, the College's goal is to have all general education courses that match an Illinois Articulation Initiative (IAI) general education description certified by the appropriate panel.

6C1 Remain in the range of 95-105 percent of the sector average and to contain costs per credit hour to annual increases under 5 percent.

6C3 Sustain an average of 62-66% of first-time, full-time students who graduate within 150% of the catalog time to the degree, transfer or are still enrolled.

6M7 Remain at or near the average number of credit hours generated.

Parkland College

1C1 Keep the percentage of graduates employed and/or enrolled in further education at 81% or greater.

1M2, 1M6 Continue to maintain or increase services and credit offerings that have an impact on business and industry, and to maintain a high level of employed, in-state graduates.

2M Continue to maintain or increase services and credit offerings that have an impact on business and industry, and to maintain a high level of employed, in-state graduates.

3M The percentage of State MAP coverage of tuition and fees for students with zero expected family contribution (EFC) should remain at 65% or higher. The college should attempt to provide assistance to 60% of those students who apply annually. Foundation scholarship awards should increase by 15% over five years. In-district tuition should increase by not more than \$5 per credit hour annually.

4C1 Increase the number of minority and male completers so that it is reflective of or higher than the student population.

4M1 The total number of minority credit-seeking students will reflect or be more than the District 505 population (18%).

5C2 To meet or exceed the national pass rates.

5M3 The goal for term-to-term and annual persistence is a 1% change over five years. A 1% increase over five years on the percent of annual degree-seeking enrollment that complete a degree or certificate. Occupational placement of graduates should be at least 81% and course completion rates should be at least 73%.

6C1 To continue to reduce instructional and administrative costs, without compromising quality.

6C3 At least 75% of the degree-seeking students will complete their degree, transfer or be enrolled at the college in 150% time.

6M The College rate of increase in annual FTE based on total claimable credit hours should be higher than the state average increase. The College has set a goal for 35% of its in-district high school graduates to attend. Parkland has set a goal for 60% of its course load to be taught by full-time faculty as a five-year average. For annual tuition, the goal is to increase tuition by no more than \$5 annually.

Prairie State College

1C1 Maintain the percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation to equal or exceed the state average.

3C1 Increase the number of our students who are MAP recipients by 5%.

4C1 Program completions each year for Prairie State College students will be in proportion to the enrollment of each subgroup (e.g., males, students with disabilities, African-American, Hispanic) in the student population. Given the significant gap between the enrollment and program completion of African-American and Hispanic students, the goal for the next three years is to close those gaps by 10% per year.

5C1 Dissaggregate data and determine what areas are being affected by student dissatisfaction ratings. After determining this, concentrate on those areas and improve overall ratings. After determining this, concentrate on those areas and improve overall performance to equal or exceed our peer average in three years.

5C2 Maintain the high quality of our nursing, dental hygiene and EMT programs and to maintain or exceed the national average for the pass rates on these licensure exams.

6C1 Be at or slightly above the state average for the cost of instruction per credit hour.

6C2 Be at or slightly above the state average in administrative and support cost per credit hour.

6C3 Maintain the percentage of full-time, first-time entering cohort who have graduated, transferred, or are still enrolled at 150% of program completion length to equal or exceed state averages.

Rend Lake College

1C1 At least 90% of degree/certificate recipients will be either employed or enrolled in further education within one year of graduation.

1M1 Meet or exceed the three-year average of the number of businesses served through the Center for Business Services.

1M6 Continue to respond to the training needs of local business and industry by providing courses, seminars, and customized training programs.

2M Offer dual credit classes for baccalaureate transfer and career technical programs at all in-district high schools.

2M Develop cooperative programs with all district high schools that provide students an opportunity to make up high school credits and graduate on time.

3M1 Maintain a tuition and basic fee rate/cost that is in-line with other community colleges in southern Illinois.

4C1 The racial/ethnic and gender mix of completers will approximate the percentage of racial/ethnic and gender enrollments.

4C1 The number of students with disabilities counted as completers will meet or exceed 50% of the average number of disabled students enrolled during the previous three years.

4M1 Provide 100% contact with all district high school special education teachers to provide information on supportive services available.

4M2 The Adult Education and Family Literacy program will increase the number of ABE/ASE students by 5%.

4M4 The goal is to meet or exceed all NRS measures for performance, including student level gains.

4M7 The percent of remedial credits earned versus remedial credits attempted by students will exceed the statewide average.

4M13 To meet or exceed the previous year's unduplicated non-credit course enrollments.

5C1 At least 95% of graduates will indicate they are satisfied with the quality of the education they received.

5C2 The number of students passing professional/occupational licensure examinations will exceed the state and national averages.

5M6, 5M7 Add courses that are included in the Illinois Articulation Initiative to meet the needs of our baccalaureate-transfer degree program students.

5M1 The percentage of career-technical students who are employed or continue their education after completion of an occupational degree or certificate will exceed the average of the preceding three years.

6C1 To keep unit cost low while maintaining high standards for instructional and support functions.

6C3 85% percent of first-time, full-time degree-seeking freshmen will complete their program of study within 150% of catalog time.

6C2 Monitor its administrative and support costs and keep these costs in line with peer institutions and below the state average.

6M To keep unit cost low while maintaining high standards for instructional and support functions.

6M3 50% of the students in developmental courses will earn a 70% accuracy rate and advance to the next higher course level.

6M7 Increase the number of credit hours generated by revising existing curriculum and developing new programs of instruction to meet changing needs. Changes to credit hour generation will be in-line with increases or declines experienced by institutions bordering the District unless external environmental factors are markedly different between the college districts.

6M9 To provide all students that meet admission requirements the opportunity to take dual enrollment classes.

6M2 To accurately measure and increase the number of GED attainment among students enrolled in GED classes offered.

Richland Community College

1C1 Increase the number of responses to the survey by 3%.

1M2 Increase by 10% the number of individuals receiving customized training.

4C1 Increase the number of minority students by 2% to reflect the demographics of the District. Implement strategies to increase the number of minority faculty and staff to fill vacancies.

5C1 Maintain the level of survey return at 60% or above.

5C2 To maintain the above 90% pass rates for students in all programs.

6C1 Maintain or lower the cost of instruction per credit hour without affecting quality of instruction.

6C3 Develop strategies to retain students, particularly in transfer degrees.

Rock Valley College

1C1 The percentage of graduates employed/continuing education one year after graduation will equal or exceed the state average rate.

1M1 The number of businesses provided with technical assistance through college business and industry centers will be similar to those served at peer institutions.

6M10 The number of high schools provided with technical assistance through college partnerships, workshops, and other programs will be similar to those served at our peer institutions.

3C1 Maintain or increase the number of students receiving federal and/or state aid at the level awarded in fall 2004.

3M1 Maintain tuition rates comparable to peer/contiguous cohort colleges and at/below the statewide average.

4M7 The percentage of those receiving a passing grade in remedial courses will meet or exceed the state three-year average.

5C1 The percentage of occupational program graduates responding they were satisfied/very satisfied with program components, courses outside the program major and support programs and services will meet or exceed the three-year state average.

5C2 To meet or exceed the national average pass rates on professional licensure examinations in Nursing, Practical Nursing, and Dental Hygiene.

5M3 Have transfer rate meet or exceed the state transfer average.

6C1 Have net instructional unit costs and total instructional unit costs which are comparative to similar Illinois community colleges.

6C3 Completion/persistence rate will equal or exceed the state average rate.

6M1 Market penetration will exceed the state three year average. This goal supports the college mission to provide lifelong learning opportunities, cultural enrichment, and support for economic and technological development.

Carl Sandburg College

1C1 100%

1M1 Maintain or increase

3M2 Maintain or increase

4M1, 4M8 Maintain

5C1 Meet or exceed state averages

5C2 Meet State averages

5M4 state average

6C1 Meet or be below state averages

6C3 Meet or exceed state averages

6M9 Increase

Sauk Valley Community College

1C1 90%

1M2 1500 employees participating in training

2M FY07: 17 high schools (100% of area high schools; includes Tech Prep schools). Through FY06: 14 tech prep schools

3M6 65%

4C1 43.2% male (comparable to % of enrollment), 7.2% minority (comparable to % of enrollment)

4M6 1,000 students (or 20% of all students)

5C1 90%

5C2 94% pass rate

5M5 100% with master's degree or above

6C1 114% of peer group average

6C3 71% of the statewide average

6M6 20

Shawnee Community College

1C1 Maintain an average of 93% of its students with undergraduate degrees and / or certificate program completion employed or in further education programs vocational programs.

1M1 3 year cumulative average of businesses served will increase by no less than 10% over previous 3 year cumulative average.

6M9 Increase the number of students enrolled in dual credit no less than 3% year / year.

3M1 Maintain the tuition and fees for full time in-district students at or below the average tuition for facilities of like size and cost structure.

4C1 Increase the number of diverse students completing programs by 2% each year.

4M1 Increase by 2% the number of students with disabilities enrolling in educational and training programs each year.

5C1 Maintain a 3.0 or better satisfaction rating as reported by the ICCB Occupational Follow-up Study for all areas of the College measured by the report.

5C2 Maintain or exceed the national average pass rate scores for occupational licensure.

5M6 Number of general education courses included in the Illinois articulation agreement will increase each year.

6C1 Maintain its unit cost level at or below the state average on a year / year basis.

6C3 The college will increase by 2% the number of students completing degree requirements within 150% of time.

6M7 Increase the number of total credit hours generated in the district annually.

South Suburban College

1M1, 1M2, 1M6 To increase the number of businesses and individuals who receive training through the Business and Career Institute. To increase the number of courses/workshops provided through BCI.

2M To increase the number of high school students who have access to college-level courses while in high school. This is intended to encourage high school students to continue their education beyond high school graduation and expose them to college-level coursework and career options earlier in their educational pathways.

3M2, 3M3, 3M4 To increase the number of students who have access to financial aid information so that we can potentially increase the number of financial aid recipients who meet award guidelines.

4C1 To ensure that this diverse group of students completes their educational intents (many of which are certificate or degree completion).

4M1, 4M10, 4M11 To broaden our outreach within our community to include more educational opportunities for students with disabilities and to increase the representation of minority faculty and administrators who work with our diverse student populations.

5C1 To attain a high level of customer satisfaction with our programs and services.

5C2 Students will be above the national threshold for the respective licensing exams.

4M8, 4M9 To increase the number of distance learning courses and students served. To provide an effective transfer program.

5M3, 5M5, 5M6, 5M7 To increase the number of distance learning courses and students served. To provide an effective transfer program.

6C1 To provide high quality instruction at a low, affordable price. Maintain fiscal responsibilities by continually improving productivity, cost effectiveness, and accountability.

6C3 To provide necessary assistance for all students so they can successfully complete, transfer, or continue their educational objectives.

5M4 Ensure that class sizes are cost effective without jeopardizing instructional quality.

Southeastern Illinois College

1C1 Sixty-five percent of degree recipients will be employed or enrolled in higher education one year after graduation.

1C1 Pursue articulation agreements with neighboring senior institutions in order to provide educational opportunities for graduates.

1M1 Increase the number of businesses that are provided service by 10%.

1M1 Increase the outreach program in outlying counties i.e. one day a month in Hardin County and one day a month in White County.

1M6 Increase the number of workshops/seminars/courses by 25%.

1M6 Hire a full-time Workforce Development Specialist to focus on Workforce Development Training and make these goals a reality.

3M1 Tuition and mandatory fees will not exceed the statewide average.

3M2 Sixty percent of all degree and certificate seeking students will determine their eligibility for the Monetary Award Program by submitting a FAFSA to the Department of Education.

3M4 Sixty percent of all degree and certificate seeking students will determine their eligibility for the PELL Grant by submitting a FAFSA to the Department of Education.

3M4 Fifty percent of all FAFSA applications will be submitted by using FAFSA On The Web.

4C1 Increase the number of contacts made with in-district feeder schools for the purpose of recruiting a more diverse student population. Encourage both male and female students to enroll in programs which are non-traditional for their gender. Ensure that the College's material and website reflect cultural and gender diversity. Continue to seek support services that specifically meet the needs of students from diverse backgrounds.

4M2 Continue to maximize resources and promote program growth, serving five hundred plus students annually. Adult education staff will develop strategies to increase reading levels and incorporate workforce skills into our classroom.

4M8 Offer an appropriate number of courses through distance learning which meet the needs of the College district. Increase the number of distance learning courses within 5% of the number offered in FY 2004. Organize an Online Degree Preparation Committee to develop the institutional infrastructure necessary to request permission from the Higher Learning Commission/North Central Association of Colleges and Schools to offer an A.A. degree online.

4M9 The number of students served through distance education will continue to increase through FY 2006 and be maintained within 5% of that number.

5C1 Eighty-eight percent of graduates surveyed will indicate satisfaction with their program of study.

5C2 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%.

5M5 Employ faculty with appropriate credentials.

5M6 100% of general education core courses will be approved as a match to the Illinois Articulation Initiative General Education Core.

6C1 Strive to keep its operations cost effective and establishes as a goal an average net instructional cost at or below 95% of the cohort average.

6C3 Maintain an annual attrition rate of less than 25% for all degree and certificate seeking students.

6C2 Endeavor to maintain an administrative and support cost per credit hour at no greater than the statewide average.

6M1 Remain in the top five community colleges in the state in market penetration and have the highest market penetration within our cohort group.

6M9 Continue the growth in dual credit enrollments at the rate of 3% per year for the next three years (FY 2007, FY 2008, and FY 2009).

6M10 100% of the Accelerated College Enrollment Initiative funds will be used to pay tuition for high school students enrolled in dual credit courses.

Southwestern Illinois College

1C1 75 %

1M1 Maintain and expand the number of businesses served by its Business and Industry Center. Target FY '08, 241.

3M3 Illinois Incentive for Access Grant awards will meet or exceed 95% of the statewide average.

4C1 Female Completers 53%; Male Completers 46%; Black Completers 9.5%; All Minority Completers 12.5%; White Completers 86%.

4C1 A five year longitudinal review shows a completion rate for students with disabilities that will meet or exceed 2.5 percent of all students who complete programs—based on the A-1 Record Submission.

4M2 Maintain and expand the number of students served through adult education work. The following targets were established: FY '06, 2575; FY '07, 2600; FY '08, 2625

5C1 75%

5C2 Meet or exceed the appropriate state or national averages for EMT, NE & RT

5M5 Meet or exceed the statewide percentages for full-time transfer faculty who possess, at minimum a Master's degree (or first post-baccalaureate professional degree).

6C1 Be at or below the state average Cost of Instruction per Credit Hour

6C2 Be at or below state average of Administrative and Support Cost Per Credit Hour

6C3 50%

6M1 Within five years meet or exceed 90% of the three-year average documented for all Illinois community colleges.

Spoon River College

1C1 Goals for this measure at the present time are 85-90%. Will be establishing new goals for enrollment, completion and placement this coming year.

3M4 To provide financial assistance to all district students in need through a variety of financial assistance, including PELL, MAP, SEOG, scholarships, and grants

3M6 To enroll more first generation students. To increase these numbers by 15 students each year.

4C1 To provide necessary services to all students, regardless of their race/ethnicity, gender or disability status to facilitate their educational goals at Spoon River College. Strive for 100 percent completion of these students.

5C1 All students who enroll in CTE programs will complete their program of study and they will attain gainful employment in that field of study and/or continue their education. Further, when a student graduates, will have provided a high quality education that leads to employment in a related field of study or continued education.

5C2 To achieve 100% pass rate on the NCLEX examination.

5M1 To modify some programs, eliminate some programs and establish appropriate benchmarks for the remaining programs. Research and develop new programs to meet the employment demand in and around the district. Work to develop a new method of tracking students that hopefully will result in more complete and accurate information.

Triton College

1C1 To be within 5% of the statewide average for undergraduate degree or certificate recipients, who are either employed or enrolled in further education within one year of graduation.

1M6 To increase by 15% the course/workshop offerings over the next 3 years provided funding remains stable.

3M1 To remain within 5% of the state average, provided funds remain stable.

4C1 To have college-wide enrollment that reflects diversity in race and ethnicity of our community, District #504, and to have completion rates that reflect the diverse enrollment.

4C1 To have enrollment by race/ethnicity within 4% of the population rate for each of the race/ethnic groups present in our district, and to have completion rates that reflect this relationship.

4C1 To have completion rates by gender within 4% of the institutional enrollment figures by gender.

4M7 To stay within 5% of the three-year average of developmental credits earned versus attempted at the college.

5C1 To stay within 5% of the three-year state average of graduate satisfactory rates as reported in the Occupational Follow-up data.

5C2 To meet or exceed the national pass rates on professional/occupational licensure examinations.

5M5 To accurately reflect 100% of all the full-time 1.1 PCS teaching faculty at the college who hold a Masters degree or above, in compliance with the established hiring practices at the institution.

6C1, 6C2 To stay within 5% of the state average on the indicators of cost of instruction and administrative and support cost.

6C3 To stay within 5% of the state average for the indicator of percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time.

6M7 To stay within 5% of the previous years total credit hours generated.

Waubonsee Community College

1C1 Ninety percent of occupational graduates will either be employed in a related field or continuing their education within one year after graduation.

4C1 Student body gender and race percentages will reflect the diverse composition of the district.

4C1 Gender and race of the student body at WCC will reflect the diverse composition of the district.

4C1 To be at or above state levels.

5C1 Remain within one standard deviation of the state average.

5C2 Programs will meet or exceed national norms.

6C1 To stay at or below the average of the Chicago Collar Counties' community colleges' cost of instruction per credit hour. The Chicago Collar Counties' community colleges include: Harper, South Suburban, DuPage, Elgin, Prairie State, Lake County, Oakton, McHenry, Joliet, Moraine Valley, Waubonsee and Triton.

6C3 To remain at or above state percentage averages.

6C2 To maintain fiscally responsible levels of spending on administrative and support staff in comparison to state averages.

6M1 To maintain the percentage of population serviced in line with the state median.

6M7 To increase credit hours generated by at least 3.0% annually and reflect general growth in community colleges across the state.

John Wood Community College

1C1 Keep the 90% standard as its goal for FY 2008.

1M2 To continue meeting or exceeding the standard of 800 individuals served.

4C1a To maintain the goal of reaching 6.0%.

4C1b To continue to be to maintain or improve upon the 2.8% level.

4C1c To have congruent proportions between completers and enrollees.

5C1 To maintain the percentage of satisfaction within 2% of the peer group average and state-wide average.

5C2 Nursing & NCLEX: The goal for next year is a 90% pass rate. Radiologic Technology: The program will continue to experience a 100% pass rate. Emergency Medical Technician: Continue to exceed the national pass rate.

5M6 To continue the process and increase the number of IAI courses and to continue building articulation agreement with four-colleges to benefit students.

6C1 To continue to maintain a unit cost that is below the statewide unit cost.

6C2 To continue to maintain a unit cost that is less than the statewide unit cost.

6C3 To continue matching or exceeding the state average.

6M1 To continue to exceed the state-wide average and improve the current institutional percentage.