



ILLINOIS COMMUNITY COLLEGE SYSTEM

PERFORMANCE REPORT FOR FISCAL YEAR 2005

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FOR FISCAL YEAR 2005**

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ILLINOIS COMMUNITY COLLEGE SYSTEM PERFORMANCE REPORT FOR FISCAL YEAR 2005

The Performance Report is an accountability initiative addressing important indicators and outcome measures for Illinois higher education. Through the development of the annual Performance Report colleagues within and across institutions and at the state level take the opportunity to review and document accomplishments and progress achieved over the past year, enumerate challenges, and formulate plans to make further positive movement. The collaborative self examination undertaken across the college to create institution wide reports is an essential part of the project.

For community colleges, the Performance Report builds on a series of complementary accountability and quality assurance initiatives including: the Course and Program Approval Processes, Program Review, Recognition, Underrepresented Groups reporting, Career and Technical

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Follow-up Study reporting, the Transfer Assembly Transfer Rate project, the Uniform Financial Reporting System, Unit Cost Study reporting, and other financial reporting including Audits, the Comptroller's Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System reporting, Perkins Postsecondary Performance Measure reporting, Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting, and others. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association as well as program specific accreditation which are focused on documenting the quality of their programs and services.

Similarities exist between the Performance Indicators for Higher Education project and the earlier Illinois Community College System Performance Based Incentive System (PBIS) which had an overarching goal of improving teaching and learning. PBIS included a series of statewide measures and a local district-based component. State measures focused on the following: student satisfaction, educational advancement, persistence, employment, transfer, market penetration, and developmental course completion. The district-based component was designed to reflect autonomy, mission differentiation, and local projects to address community needs. College officials focused their local PBIS initiatives on one of three areas: Responsiveness to Local Need, Technology, or Workforce Development.

The current Performance Report initiative consists of performance indicators that promote progress and outcomes in the Policy Areas from the Illinois Board of Higher Education's *Illinois Commitment*. The *Illinois Commitment* is based on the premise that higher education provides the foundation for Illinois' future by enhancing the social, economic, and civic well-being of the state and its residents. The pledges in the Illinois Community College System's *Promise for Illinois* intentionally compliment these goals.

The Policy Areas for the *Illinois Commitment* include:

- ◆ Economic Growth – Higher education will help Illinois sustain strong economic growth through teaching, service, and research
- ◆ P-20 Partnerships/Teaching and Learning– Higher education will join elementary and secondary education to improve teaching and learning at all levels.
- ◆ Affordability – No Illinois resident will be denied an opportunity for a college education because of financial need.
- ◆ Access and Diversity – Illinois will increase the number and diversity of residents completing training and education programs.
- ◆ 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.
- ◆ Accountability and Productivity – Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

Illinois community colleges pledge to:

- ◆ Address Workforce Development needs with flexible, responsive and progressive programs.
- ◆ Offer Rigorous Courses and Programs designed for college and university Transfer
- ◆ Expand Adult Education and Literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
- ◆ Equip Illinois residents with the Technology Skills they need to be successful in the 21st century.
- ◆ Emphasize High Quality in all programs, services, and operations.
- ◆ Deliver Affordable Learning Opportunities to the doorstep of Illinois residents.
- ◆ Model and promote Leadership and Ethical Decision Making.

Statewide Indicators – assess performance of Illinois’ system of higher education as a whole; Common Institutional Indicators – relate to the statewide goals 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.

At the state level, a Performance Indicator Advisory Committee provided input and guidance to the project. The working group included representatives from Illinois community colleges, public universities, and private institutions. Three levels of indicators were developed: 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.

A series of guiding principles were developed by the Advisory Committee including the following. To the extent possible, indicators should use established data sources, measures, and reporting activities in an effort to minimize the additional reporting burden on colleges. Performance indicators are expected to remain in place for several years to provide fixed targets as institutions identify, implement, and evaluate program improvement strategies and outcomes. Continuity in

the measures and measurement approaches will be pursued with the understanding that the project will evolve as Illinois higher education partners gain additional experience with this initiative.

A subset of *Illinois Commitment* Policy Areas are focused on for the narrative portion of the Performance Report based on a rotating schedule. For the 2005 report, the narrative focus will be on the following Policy Areas: P-20 Partnerships Improving Teaching and Learning (Policy Area Two), Affordability (Policy Area Three), and Access and Diversity (Policy Area Four). While more targeted narrative reporting was required on these three Policy Areas, data reporting was required across all six Policy Areas. Institutional level community college Performance Reports included data and analysis on Common Institutional and Mission-specific Indicators. Information was also provided on local level Accomplishments, Challenges, Plans and Goals.

For the 2005 report, the narrative focus will be on the following Policy Areas: **P-20 Partnerships Improving Teaching and Learning** (Policy Area Two), **Affordability** (Policy Area Three), and **Access and Diversity** (Policy Area Four).

As a value added service to the community colleges and to reduce the data burden on college officials, Illinois Community College Board staff furnished as much of the data at the individual college level as possible. This approach recognizes the colleges for their extra efforts to provide accurate and complete information throughout the year through routine data submissions. It is an efficient approach that enhances comparability. One set of computer programs and data runs were performed for each applicable measure rather than having individuals at each college develop separate computer programs that could take slightly different approaches.

The Illinois Community College System's Performance Report for Fiscal Year 2005 contains summary information about state and common institutional performance indicators. To provide context, external comparative benchmarks and points of reference are cited whenever possible. In national reporting the data are generally less timely than what is available at the state level. Additionally, the systemwide report contains sample brief reviews of selected Mission-specific indicators. As anticipated, for Mission-specific reporting the colleges chose a wide variety of performance indicators to focus on in their reports. For the three focus Policy Areas the state report includes Highlights of Accomplishments, selected Challenges, Highlights of Plans.

POLICY AREA ONE: ECONOMIC GROWTH

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

BACKGROUND ON ECONOMIC GROWTH

As with Policy Areas Five and Six, information on Policy Area One covers only performance indicators for 2005. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2006.

SELECTED ECONOMIC GROWTH PERFORMANCE INDICATORS

A half-dozen 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; and Number of Businesses Attracted or Retained Through College Business and Industry Centers

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

This indicator provides one measure of a college's success in preparing graduates to enter the workforce or pursue further specialized education or training. Based on the

3-year average from fiscal year 2002 to 2004, nine out of ten (91.0 percent) career and technical graduates from Illinois community colleges were either **employed or enrolled in further education** within one year of graduation. The source of data for this measure is the annual Illinois Community College Board's Follow-up Study of Career and Technical Education Program Graduates. The statewide weighted average for this measure decreased slightly between 1999 and 2004 (93.8 percent to 91.6 percent) but remained at a relatively high level. The career and technical programs reported on in a given year explain a portion of the variability.

Nine out of ten career and technical graduates from Illinois community colleges were either employed or enrolled in further education within one year of graduation

In recent years there have been several colleges which exhibited notable increases in the proportion of graduates who were either employed or enrolled in further education following completion and also maintained a three year average above the statewide mean. **Danville Area Community College** saw an increase of 13.3 percent from 2002 to 2004 with a three average of 84.2 percent. **Lewis and Clark Community College** had an increase of 12.0 percent during the same time frame and averaged 89.8 percent. **John Wood Community College's** registered increases of 15.0 percent, 2.7 percent, and 7.5 percent for their one-year, two-year, and five-year trends, respectively. **John Wood Community College's** three-year average was 93.4 percent. **Heartland Community College** and **Highland Community College** had the highest three-year averages at 100 percent and 98.2 percent.

Graduate follow-up studies among community colleges are common across the country; however, there is no standardized national process so methodological differences exist. Statewide results from Texas (2001 -2002 completers) and Wisconsin (2002 graduates) provide useful points of reference. These data reflect similar information to the 2003 follow-up of 2002 graduates conducted in Illinois. According to updated information from the Texas Higher Education Coordinating Board's Community and Technical Colleges Division (75 colleges), 90 percent of the state's graduates were involved in either employment or additional education in the one year follow-up based on the statewide Automated Student and Adult Learner Follow-up System.

Three-year follow-up results from Texas with supplemental reporting yielded 95 percent placement in employment or education for workforce program graduates. (<http://www.thecb.state.tx.us/reports/PDF/0814.PDF> Section XI Placement Data). Statewide Wisconsin Technical College System (16 districts) one year follow-up results for 2003 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/fact/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. References to specific colleges in this section will exclude institutions with relatively few fiscal year 2004 graduates in a program area (fewer than 30).

Pre-Baccalaureate/Transfer

Providing convenient and cost effective access to the first two years of a bachelors degree remains a central and vital component of the community college mission. Transfer programs accounted for approximately one-third of all graduates from Illinois community colleges over the last several years. In this analysis Transfer programs include AA, AS, AA&S, AFA, AGS degrees and two-digit CIP code 24. The absolute number of graduates who completed pre-baccalaureate programs increased (15.4 percent) over the past several years from 12,814 in 2000 to 14,791 in 2004. Recent gains among baccalaureate transfer completions have been outpaced by even more substantial graduate growth among career and technical programs.

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Transfer completers registered a gain of 3.0 percent between 2003 and 2004. Colleges that saw substantial percentage gains between 2000 and 2004 were **Rend Lake College** (122.8 percent; fiscal year 2004 N = 205), **Malcolm X College** (70.3 percent; fiscal year 2004 N = 109) and **Lincoln Trail College** (65.6 percent; fiscal year 2004 N = 63). Long-term (2000 to 2004), the number of transfer graduates that increased the most were **Rend Lake College** (+205) and **Heartland Community College** (+183).

Colleges showing considerable gains in transfer completers from fiscal year 2003 to 2004 were **Malcolm X College** (53.5 percent; fiscal year 2004 N = 109), **Wilbur Wright College** (47.0 percent; fiscal year 2004 N = 316) and **Rend Lake College** (37.3 percent; fiscal year 2004 N = 372). The number of transfer graduates increased the most in one year at **Wilbur Wright College** (+101) and **Rend Lake College** (N = 101).

Education. In 2004, Education accounted for 2.6 percent for all graduates. Education graduates increased by 46.8 percent from 834 in 2000 to 1,224 in 2004. Short term, the number of education program completers increased by 170 individuals from 2003 to 2004 (16.1 percent). Education programs include two-digit CIP code 13 and four-digit CIP code 20.02. Programs with historically small numbers of completers will show substantial percentage gains from small numeric increases.

Colleges that saw substantial percentage gains in Education between 2000 and 2004 included **Elgin Community College** (2800.0 percent; fiscal year 2004 N = 58) and **South Suburban College** (405.3 percent; fiscal year 2004 N = 77). Likewise, **South Suburban College** (+77) and **Elgin Community College** (+56) registered substantial numeric gains between 1999 and 2004.

Colleges showing large percentage gains from fiscal year 2003 and 2004 included: **South Suburban College** (336.4 percent; fiscal year 2004 N = 74) and **Waubensee Community College** (250.0 percent; fiscal year 2004 N = 35). Likewise, **South Suburban College** (+74) and **Waubensee Community College** (+35) reported the largest short-term numeric gains.

Agriculture. Community college Agricultural program graduates decreased by 6.1 percent over the last several years from 727 in 2000 to 683 in 2004. Short term, the number of agriculture completers decreased slightly (-5.5 percent) between 2003 and 2004. Agriculture Programs include two digit CIP codes 01, 02, and 03. Colleges that saw substantial gains in Agriculture program completions

between 2000 to 2004 were Rend Lake College (65.6 percent; fiscal year 2004 N = 53) and Kishwaukee College (48.1 percent; fiscal year 2004 N = 25). Long-term substantial numerical gains were registered by **Kishwaukee College** (+25), **Lake Land College** (+23), and **Rend Lake College** (+21). Colleges showing considerable gains from fiscal year 2003 and 2004 were Illinois Central College (53.7 percent; fiscal year 2004 N = 63) and Lake Land College (2.1 percent; fiscal year 2004 N = 96). Short-term substantial numerical gains were registered by **Illinois Central College** (+22), **Richland Community College** (+11), and **Parkland College** (+8).

Graduates from Business programs increased by 14.6 percent over the past several years from 5,329 in 2000 to 6,107 in 2004.

Business

Graduates from Business programs increased by 14.6 percent over the past several years from 5,329 in 2000 to 6,107 in 2004. Business programs include the two-digit CIP code 52. The number of business completers decreased 2.4 percent from 2003 to 2004. Colleges that

saw substantial growth in the number of Business graduates during the period between 2000 to 2004 were **Lewis and Clark Community College** (247.2 percent; fiscal year 2004 N = 250), **Waubensee Community College** (166.9 percent; fiscal year 2004 N = 227), and **Elgin Community College** (49.8 percent; fiscal year 2004 N = 101). **Southwestern Illinois College** (+250), **Waubensee Community College** (+227), and **Elgin Community College** (+181) showed the largest numeric gains.

Colleges showing substantial short-term Business program graduate percentage gains from fiscal year 2003 to 2004 were **Waubensee Community College** (294.6 percent; fiscal year 2004 N = 363), **Lewis and Clark Community College** (252.1 percent; fiscal year 2004 N = 250), **Elgin Community College** (49.8 percent; fiscal year 2004 N = 304), and **McHenry County College** (48.8 percent; fiscal year 2004 N = 128). The largest numeric gains were registered by **Waubensee Community College** (+271), **Lewis and Clark Community College** (+179), and **Elgin Community College** (+101).

Engineering Related. Engineering-related program completions decreased by 4.4 percent over the past several years from 1,013 in 2000 to **968 in 2004**. The number of all graduates during the same time period increased by 37.9 percent. The number of engineering completers decreased by 22.1 percent from 2003 to 2004. 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 2000 to 2004 included **John A. Logan College** (211.8 percent; fiscal year 2004 N = 53), **Rend Lake College** (124.1 percent; fiscal year 2004 N = 65), and **Elgin Community College** (65.4 percent; fiscal year 2004 N = 43). The largest numeric gains were registered by **John A. Logan College** (+36), **Rend Lake College** (+36), **Southwestern Illinois College** (+25), and **Oakton Community College** (+21).

Colleges showing considerable growth from fiscal year 2003 to 2004 including **Triton College** (25.8 percent; fiscal year 2004 N = 39), **Oakton Community College** (8.3 percent; fiscal year 2004 N = 65), and **College of Lake County** (6.1 percent; fiscal year 2004 N = 35). **Kishwaukee College** (+11), **Highland Community College** (+8), and **Triton College** (+8) were among the colleges with the largest short-term numeric gains.

Health Science

The number of graduates in Health Science programs increased 75.1 percent over the past several years from 6,588 in fiscal year 2000 to 11,538 in fiscal year 2004. The rate of increase in Health Sciences more than doubled the overall increase across all graduates of 37.9 percent during the same period.

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The number of Health Science program completers increased 9.4 percent between fiscal years 2003 and 2004. Health programs include two-digit CIP code 51. Colleges that had substantial gains between fiscal years 2000 and 2004 include: **Wilbur Wright College** (816.7 percent; fiscal year 2004 N = 385), **Richard J. Daley College** (679.2 percent; fiscal year 2004 N = 187), and **Olive-Harvey College** (500.0 percent; fiscal year 2004 N = 150). The largest numeric gains were registered by **South Suburban College** (+653), **College of DuPage** (+623), and **Wilbur Wright College** (+343).

Colleges with substantial Health Science program graduate increases over the last year include **Richland College** (127.9 percent; fiscal year 2004 N = 55), **Rend Lake College** (105.2 percent; fiscal year 2004 N = 122), and **Prairie State College** (104.7 percent; fiscal year 2004 N = 67). **South Suburban College** (+229), **Oakton Community College** (+192), and **Waubensee Community College** (+131).

Public and Protective Services

Completers from these programs accounted for about 3.1 percent of all community college graduates in fiscal year 2004. The number of graduates in Public and Protective Services increased by 57.9 percent over the past several years from 949 in fiscal year 2000 to 1,498 in fiscal year 2004. Short-term, Public and Protective Service graduates decreased by 5.5 percent from 2003 to 2004. Public and Protective Services Programs include two-digit CIP codes 43 and 44. Colleges that had substantial gains from fiscal year 2000 to 2004 include **Lewis and Clark Community College** (857.9 percent; fiscal year 2004 N = 182), **Lincoln Land Community College** (664.7 percent; fiscal year 2004 N = 113), and **McHenry County College** (226.7 percent; fiscal year 2004 N = 49). The largest numeric gains were registered by **Lewis and Clark Community College** (+163), **Lincoln Land Community College** (+113), and **Elgin Community College** (+54).

Colleges with significant increases over the one-year span include **Kankakee Community College** (387.5 percent; fiscal year 2004 N = 39), **Lewis and Clark Community College** (130.4 percent; fiscal year 2004 N = 182), and **Oakton Community College** (113.6 percent; fiscal year 2004 N = 47). Likewise, **Lewis and Clark Community College** (+103), **Kankakee Community College** (+31), and **Oakton Community College** (+25) showed the largest short-term numeric gains.

Trade and Industrial program graduates increased substantially over the past several years from 3,097 in fiscal year 2000 to 7,143 in fiscal year 2004.

Trade and Industrial

Trade and Industrial program graduates increased substantially (130.6 percent) over the past several years from **3,097 in fiscal year 2000 to 7,143 in fiscal year 2004**. This rate is more than three times higher than increases across all graduates during the same period.

Short-term, the number of Trade and Industrial program completers increased by 26.6 percent between fiscal years 2003 and 2004. Short-term growth is also considerably higher than the 5.7 percent increase for all graduates. Trade and Industrial Programs include two-digit CIP codes 46, 47, 48, and 49.

Colleges with extremely large gains between fiscal years 2000 and 2004 had relatively small Trade and Industrial programs that have grown rather dramatically during this time frame including **Harold Washington College** (252700.0 percent; fiscal year 2004 N = 2,528), **Olive-Harvey College** (507.1 percent; fiscal year 2004 N = 85), and **Kaskaskia College** (394.4 percent; fiscal year 2004 N = 169). The largest numeric gains were registered by **Harold Washington College** (+2,527), **Elgin Community College** (+319), and **College of Lake County** (+280). These three colleges account for three-fourths of the statewide growth in Trade and Industrial graduates since 2000.

Colleges with notable Trade and Industrial completer increases over the one-year span include **Lewis and Clark Community College** (525.0 percent; fiscal year 2004 N = 63), **Wilbur Wright College** (488.9 percent; fiscal year 2004 N = 44), and **Kanakakee Community College** (250.0 percent; fiscal year 2004 N = 40). The colleges with the largest numeric short-tem gains include **Harold Washington College** (+1,605), **College of Lake County** (+166), and **Elgin Community College** (+71).

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 16.9 percent since 2000 (compared to an increase of 37.9 percent for all graduates during the same period). The number for graduates in the Other category increased slightly (3.0 percent) from 3,918 in 2003 to 4,034 in 2004. This rate is slightly less than the 5.9 percent increase growth in completers across all program areas. Colleges that had sizable percentage gains between fiscal years 2000 and 2004 were **Richland Community College** (1,140.0 percent; fiscal year 2004 N = 62), **Kaskaskia College** (189.5 percent; fiscal year 2004 N = 110), **Waubensee Community College** (172.2 percent; fiscal year 2004 N = 49), and **John A. Logan College** (171.4 percent; fiscal year 2004 N = 76). The largest numeric gains were registered by **Harold Washington College** (+384), **College of DuPage** (+143), and **Southwestern Illinois College** (+114).

Colleges with substantial percentage increases over the one-year span include **Triton College** (100 percent; fiscal year 2004 N = 64), **Kaskaskia College** (64.2 percent; fiscal year 2004 N = 110), and **Southeastern Illinois College** (54.8 percent; fiscal year 2004 N = 113). Likewise, **Kaskaskia College** (+43), **Southeastern Illinois College** (+40), and **Triton College** (+32) registered the largest number increases over the last year.

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

This performance indicator measures College Business and Industry Center contacts with the

During fiscal year 2004, Illinois community colleges served a total of 4,837 businesses through their Business and Industry Centers which is up to 38.3 percent from the total of 3,497 businesses served in fiscal year 2000.

businesses in Illinois. During fiscal year 2004, Illinois community colleges served a total of 4,837 businesses through their Business and Industry Centers which is up to 38.3 percent from the total of 3,497 businesses served in fiscal year 2000. The average number of businesses being served in fiscal year 2004 was 107, up from an average of 76 businesses served in fiscal year 2000. The Business and Industry Centers at **Shawnee Community College** (N = 526), **Joliet Junior College** (N = 460), and **College of Lake County** (N = 342) served the largest number of companies in fiscal year 2004.

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

This performance indicator measures the number of people provided with technical assistance through college Business and Industry Centers. Business owners have come to rely on community college technical assistance for feedback, advice, and real answers to challenging business questions. During fiscal year 2004, Illinois community colleges provided a total of 82,455 individuals with technical assistance through their Business and Industry Centers, down 35.4 percent from the total of 127,650 individuals served in fiscal year 2000. The average number of individuals served in fiscal year 2004 was 1,874, also down from the average of 2,775 in fiscal year 2000. John A. Logan College (N = 15,322), Rend Lake College (N = 5,916), and Lewis and Clark Community College (N = 5,148) served the largest number of individuals at their Business and Industry Centers in fiscal year 2004.

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

This performance indicator measures the number of individuals receiving customized training through Current Workforce Training initiative. Community colleges provide up-to-date customized on-site job training for business and industry in order to meet the skill enhancement needs of employers any time of the day or night.

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 2004, Illinois community colleges attracted or retained 401 businesses through the college Business and Industry Centers. Over the last five years combined, community colleges attracted or retained a total of 2,427 Illinois businesses. The Business and Industry Centers at McHenry County College (N = 345), Parkland College (N = 285), Lewis and Clark Community College (N = 269), and Lake Land College (N = 266) attracted or retained the most businesses for the five-year average (fiscal years 2000 through 2004).

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

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

BACKGROUND ON TEACHING AND LEARNING

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 K-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.

Community colleges play an important role in 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. In addition, the accessibility of the statewide community college system, the country's third largest, 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.

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In September 2002, in cooperation with the ICCB, the Illinois Board of Higher Education (IBHE), and the Illinois State Board of Education (ISBE), the University of Illinois formed a steering committee through its P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models. The goal was to develop 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. To date, AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education have been completed, and are in the early stages of implementation. In November 2005, the AAT Successful Implementation Conference will bring together teams of key individuals from universities and community colleges that have approved AAT degrees to discuss the next steps in cooperatively implementing the AAT degrees to ensure that students can transition smoothly to university programs. A second conference is planned for Spring 2006.

During fiscal years 2004 and 2005, just over 450 test preparation courses enrolled more than 8,000 paraprofessionals.

Another statewide initiative that supports teaching and learning is a partnership between ISBE and ICCB to address the increased requirements for paraprofessionals (teaching assistants/aides) found in the No Child Left Behind (NCLB) federal legislation. The

legislation requires paraprofessionals who are employed in K-12 schools or programs that receive federal Title I funds to demonstrate that they are "highly qualified" through postsecondary education or state-approved assessment. ICCB and ISBE established a Paraprofessional Task Force that developed a statewide model for an Associate of Applied Science degree and certificate for paraeducators. The degree and certificate models were approved by ICCB in May, 2003 and are offered by 28 community colleges. Through a second partnership, ICCB received a grant from ISBE

to develop a test preparation curriculum to assist paraprofessionals prepare to take either of the two state-approved assessments – the ETS Parapro Test or the ACT Work Keys. The grant further supports the delivery of the test preparation curriculum by partnerships of community colleges, Regional Offices of Education, local school districts, and teacher unions throughout the state at no cost to paraprofessionals. Delivery of the curriculum began in Fall 2003 and will continue through fiscal year 2006. During fiscal years 2004 and 2005, just over 450 test preparation courses enrolled more than 8,000 paraprofessionals.

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. Following is a summary of information that colleges reported indicating selected accomplishments, plans, and challenges.

HIGHLIGHTS OF 2005 TEACHING AND LEARNING ACCOMPLISHMENTS

Most community colleges cited dual credit programs offered in partnership with secondary schools as an effective approach to provide high school students with the opportunity to begin college-level course work and earn both high school and college credit. In addition, many academically qualified high school students enroll in community college courses

Statewide data show that the number of students served by dual credit/dual enrollment courses has grown from just over 8,000 in fiscal year 2001 to nearly 17,900 in fiscal year 2004. Over 10,000 courses were offered in fiscal year 2004, up from about 7,000 courses in fiscal year 2002.

(dual enrollment). These programs have experienced rapid growth over the past few years. Statewide data show that the number of students served by dual credit/dual enrollment courses has grown from just over 8,000 in fiscal year 2001 to nearly 17,900 in fiscal year 2004. Over 10,000 courses were offered in fiscal year 2004, up from about 7,000 courses in fiscal year 2002.

Since fiscal year 2001, ICCB has made restricted state grant funds available to colleges to allow them to partially or fully cover the expense of course tuition and universal fees for high school students enrolled in dual credit/dual enrollment courses. For fiscal year 2006, the P-16 Grant is funded at \$2.2 million. Due to the size, scope and impressive growth of dual credit/dual enrollment programs in the state, a statewide Working Group that includes representatives from P-12, community colleges, ISBE, ICCB, IBHE, the Governors Office, and the General Assembly has been convened to examine issues related to dual credit/dual enrollment and make recommendations to guide future program development. The group is expected to complete its work in early 2006.

The most frequently-mentioned community college accomplishments related to the improvement of teaching and learning include:

- ◆ Tech Prep programs that create linkages between academic and career and technical educators, articulation between secondary and postsecondary education, and collaboration between educators and the business community.
- ◆ Providing college placement testing to high school students to allow the students to address deficiencies prior to high school graduation.

- ◆ Providing feedback to high schools regarding placement test results and retention rates for their graduates, which often leads to curriculum alignment efforts between the high schools and the college.
- ◆ Supporting partnerships that bring together high school and college counselors, faculty and staff to share information and address common issues.
- ◆ Providing professional development opportunities for K-12 teachers
- ◆ Partnerships with school districts to promote college and career planning for students, often as early as the middle grades.
- ◆ Sharing facilities and resources with K-12 schools and the community.
- ◆ Teaching and Learning Centers that provide support and professional development opportunities for community college faculty.
- ◆ Reaching out to pre-college students by hosting events such as Career Fairs, College for Kids, and many more, as well as academic competitions

Selected examples of specific community college initiatives that support the improvement of teaching and learning include:

- ◆ **Lincoln Land Community College** piloted off-site placement testing for sophomores, juniors and seniors at area high schools and a parent guide, “On Track for College” (designed by the college), was distributed to parents of 8th graders.
- ◆ **Parkland College** used a Title III grant to provide COMPASS college entrance assessments to over 200 district high school juniors during fiscal year 2005. Students could then use the information from the assessments to plan their senior year studies to be ready for college-level work upon high school completion.
- ◆ **Sauk Valley Community College** implemented an on-line practice placement test in mathematics for high school students.
- ◆ **Prairie State College** offers teachers who live or teach in their college district one credit course tuition free. In addition, the college offers non-credit courses and workshops designed for teachers seeking recertification.
- ◆ **John Wood Community College** partnered with Quincy University and the Quincy Public School District to implement a Collaborative Academy for Teacher Training to provide additional teachers that are trained and comfortable teaching in high need schools.
- ◆ **Southwestern Illinois College** has established a partnership with East St. Louis High School to work with early dismissal seniors and provide them with college level course work at the conclusion of their early dismissal school day. Participants are identified by high school personnel and receive funding for tuition and books for the college course work. Students participate in a combined Freshmen Seminar and Personal/Career Development course designed to bridge the high school to college experience and assist in career decision making. Twenty-two of 27 participants completed the pilot course.
- ◆ **Lewis & Clark Community College’s** new N.O. Nelson campus in Edwardsville is the result of a partnership among the Edwardsville School District, Southern Illinois University-Edwardsville, and the college. The facility provides a location for high school and dual enrollment classes, as well as continuing education and job training, and is a model for effective collaboration among all education sectors in a region.
- ◆ **Rock Valley College** partnered with Rockford College and School District 205 to increase the pool of bilingual teachers in the district. Rockford College covers tuition for District 205 paraprofessional educators who complete general education requirements at Rock Valley

College before transferring to Rockford College's certification program for bilingual teachers.

- ◆ **John A. Logan College** is a member of the Southern Illinois Education Alliance. The Alliance was formed in 2001 and strives to serve students and educators of all educational institutions in the area. The mission of the Alliance is to develop partnerships between member institutions and the communities they serve to foster the highest quality education for all students. The most recent annual "Closing the Gap Conference" presented effective teaching strategies to over 400 area educators.
- ◆ **Kishwaukee College** offered a family literacy program in cooperation with Sycamore and DeKalb School Districts. Adult Education classes were held in West Elementary School in Sycamore and Huntley Middle School with a concurrent child education program for children ages 0-7 years old. This inter-generational initiative is making a positive difference in the community
- ◆ Similarly, **Morton College** offers concurrent programming that includes Adult Education course work for parents while children attend multi-age educational Community Service classes.

HIGHLIGHTS OF 2006 TEACHING AND LEARNING PLANS

Most colleges reported plans to continue and/or expand successful programs and initiatives, particularly dual credit, placement testing for high school students, high school feedback and curriculum alignment efforts. Selected examples of specific plans follow:

- ◆ **Moraine Valley Community College's** Research and Planning department is working on a pilot project with Evergreen Park High School to provide an in-depth analysis of the relationship between high school course-taking patterns and placement in developmental or college-level classes, college retention, and college grade point average.
- ◆ **Kankakee Community College** will host a summer Academy for graduating seniors who are considered "at-risk" for not matriculating to postsecondary education. This Academy will provide an intensive summer orientation experience to encourage participants to pursue postsecondary education.
- ◆ **Carl Sandburg College** will complete a Wireless Wide Area Network (EDUNET) across the three thousand square mile college district to bring broadband access to the Internet and educational programming to the twenty-one K-12 school districts within the college district. The project is a partnership with the K-12 school districts and will allow them to access distance learning opportunities with the college and Western Illinois University, and to share courses among partner school districts.

Nearly every college indicated that finding the resources to sustain their efforts to do outreach to high school faculty, staff, and students presents a challenge.

SELECTED 2006 TEACHING AND LEARNING CHALLENGES

Nearly every college indicated that finding the resources to sustain their efforts to do outreach to high school faculty, staff, and students presents a challenge, as many of these initiatives are grant funded. Some colleges

also indicated that building relationships with K-12 teachers, administrators, counselors and/or

parents is time intensive and can be challenging. Getting full participation from community college faculty is sometimes difficult due to workloads and scheduling. In addition, high school faculty and administrators are increasingly focused on the requirements of **No Child Left Behind** legislation, which reduces the time they have to collaborate with the colleges. The rapid growth of dual credit programs has created capacity issues for some colleges and access to the programs for the neediest students is an issue in some areas. Finally, in some regions of the state, the transition of non-native English speakers from high school to postsecondary education presents challenges. This is particularly true for those students who come to the colleges in need of remediation due to their low skills in their native language. For these students both foreign language related skills and academic skills need to be addressed.

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 skill building, higher education, and workforce preparation opportunities to all Illinoisans. Community colleges blanket the state and operate main campuses, branch campuses, and outreach sites

as well as on-line offerings that provide education and training opportunities 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 also allow them to upgrade their skills for advancement in the workplace. They also help individuals develop basic skills by offering opportunities in developmental education, adult education, or English-as-a-second Language course work. 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 for all who desire them and demonstrate an ability to benefit.

Community colleges are committed to offering affordable high quality skill building, higher education, and workforce preparation opportunities to all Illinoisans.

Colleges are responding to increasing costs by implementing efficiency initiatives, cutting costs, and when necessary increasing tuition and/or fees to offset declining state resources.

Colleges are responding to increasing costs by implementing efficiency initiatives, cutting costs, and when necessary increasing tuition and/or fees to offset declining state resources. The colleges make every attempt to minimize these tuition and fee increases so that the cost of attending a community college remains reasonable and within the reach of all

Illinoisans. **Heartland Community College** continues to support a “no loan” philosophy and a debt-free education for its students. A debt-free approach to education for the first two years can save students thousands of dollars in loan repayment costs.

Several colleges reported taking actions to reduce or redistribute the burden of tuition/fees for students. For example, **Oakton Community College, Southeastern Illinois College** and **Joliet Junior College** were among the colleges offering a deferred payment plan which permits students to spread their tuition and fee payments over a longer period of time. Many colleges are contracting with FACTS – a firm that serves more than 3,000 schools and colleges in the United States – for a service where tuition payments are automatically deducted from students' savings, checking or credit card accounts. In the past at many institutions students were required to pay 50 percent of their tuition and fees upon registration and the rest by midterm. Spreading the payments over a longer time frame is a convenience for all students and particularly those whose available resources are very limited.

Other strategies for reducing the overall expense of a community college education include textbook and equipment loan programs. For example, **Lake Land College** and **Rend Lake College** are a couple of the colleges that have textbook rental systems to help contain student costs. The textbook rental program is beneficial to all students. It is particularly helpful in stretching the buying power for the limited dollars available to individuals receiving Pell grants and scholarships. These programs provide a savings of better than 50.0 percent over a two-year period to full time students. Textbooks are also available for purchase. **Lincoln Land Community College** placed additional graphing calculators on reserve in the library and in the math department for use by students who are having trouble purchasing them.

Additionally, community colleges are providing fast track dual credit and dual enrollment initiatives which provide high school students with an opportunity to reduce college expenses while improving their chances of college success. Dual enrollment and dual credit courses were discussed in-depth under Policy Area Two Teaching and Learning accomplishments. They are brought up again here with an emphasis placed on the substantial cost savings that high school students – and their parents – receive when academically qualified students complete college level course work while still in high school. Thanks to the P-16 Grant, community college dual credit courses are regularly offered at a substantially reduced cost or on a cost free basis to high school students. Talented students can acquire enough credits to accelerate college completion. Finishing college sooner allows the student to enter the workplace ahead of their peers and minimize lost earning/opportunity costs that accompany full-time college enrollment. The Illinois Community College Board requires that the course outlines utilized for dual credit courses be the same as for courses offered on campus and at other off-campus sites. Course pre-requisites, descriptions, outlines, requirements, and methods of evaluating students must be the same for dual credit courses as for on-campus offerings. All community colleges offer dual credit arrangements. **Lewis & Clark Community College, Illinois Eastern Community Colleges, Kaskaskia College, Rock Valley College, Southwestern Illinois, Illinois Central College, Lake Land College** and **Triton College** are among the colleges with sizable dual credit programs.

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

HIGHLIGHTS OF 2005 AFFORDABILITY ACCOMPLISHMENTS

Community college students who qualify have access to state and federal financial aid. For some students, their needs exceed available financial assistance. Other individuals in low-paying jobs can barely miss being eligible for financial aid, yet do not have the resources to pay for higher education. The colleges use a variety of strategies to provide financial assistance beyond what is available to students from state and federal sources. The most commonly used strategies for assisting students

with unmet need include partnerships with community groups and local employers; scholarships from college Foundations and other contributors; tuition payment plans; textbook loan or rental programs; assistance with transportation, daycare, and other costs that limit students' ability to attend class; emergency loan funds; increased opportunities for work study; and new or streamlined administrative systems to strengthen management and monitoring of the financial aid process. Some specific examples of these strategies follow:

- ◆ Cross-functional process mapping and realignment have resulted in increased applications in financial aid at **Rock Valley College**. Implementation of a scholarship matching database has optimized student access.
- ◆ In FY 2005, the **Parkland College** Financial Aid office began extensively using the student email system to notify financial aid recipients of important financial aid announcements including reminders to: reapply for aid the following year and check his/her Financial Aid Academic Progress using Parkland Connection. Students have instant access to their financial aid awards and progress results the same day the awards and progress status are posted to the student aid system. As a result, postage costs to the college are decreased and students receive information in a more timely manner.
- ◆ The **Harper College Foundation** not only enhanced its scholarship program by implementing an on-line scholarship application initiative, but the College also improved their Financial Aid Web Site so that 98.0 percent of the available FY 2005 dollars were disbursed to qualified candidates.
- ◆ **Harold Washington College** partnered with the Chicago Transit Authority to provide full-time students with unlimited transportation (U Pass) at a cost of \$67.50 per semester.
- ◆ Along the same lines, the Adult Education Department at **Kennedy-King College** operates a travel voucher program aimed at increasing the retention of adult education students.
- ◆ The **Joliet Junior College Foundation Office** worked with the new Wal-Mart in the district to obtain a \$5,000 donation for the Joliet Junior College **Student Emergency Fund**. The fund provides immediate financial assistance to students who are in danger of not completing courses or programs as a result of short-term financial emergencies.

Many colleges reported that applications for state and federal financial aid and for local scholarships and awards have increased substantially during the past year. Several indicated that fund-raising efforts and new endowments have made additional scholarship opportunities available. Challenges

exist as slow economic conditions are creating increased competition for charitable and philanthropic donations.

College officials strive to inform students and parents of the wide variety of available financial assistance opportunities. The most commonly mentioned methods of communicating this information include financial aid presentations at high schools, new student orientations, and various community locations; through print and other media materials for distribution at the college and/or the community at large; via college web pages; offering targeted financial aid application workshops; and partnering with the Illinois Student Assistance Commission (ISAC) through their **College Zone** initiative. The **College of DuPage** was one of the pilot sites for ISAC's **Illinois Mentor** project, to facilitate document sharing between Illinois high schools and colleges. Colleges with significant Latino or other bilingual populations also reported offering bilingual presentations, materials and web sites.

HIGHLIGHTS OF 2006 AFFORDABILITY PLANS

Colleges plan to continue and expand their efforts to provide options for acquiring financial assistance to students with unfunded need. Most colleges plan enhanced fund-raising, additional collaborations to build on available community resources and to pursue additional grant funds. Several examples of specific college plans follow.

Colleges plan to continue and expand their efforts to provide options for acquiring financial assistance to students with unfunded need.

- ◆ **Elgin Community College** plans to continue and increase work study opportunities for students. College officials will contribute more than the required 25.0 percent share required by federal regulations to their Federal Work Study (FWS) program. The college also plans to actively participate in the Illinois Cooperative Work Study program which places students in unique work experiences with businesses in the community. Additional workshops and orientation programs will be conducted for students and departments making them aware of available work study opportunities.
- ◆ At **Sauk Valley Community College** the Board has authorized tuition waivers for FY2006 to supplement the P-16 Grant, thereby allowing more high school students the opportunity to take dual credit classes. Additionally, the Sauk Valley College Foundation will again award Single Parent scholarships and Student Support Services scholarships to expand pathways to higher education for selected district residents.
- ◆ To further expand access to higher education for veterans, **Moraine Valley Community College** has recently implemented the VA-ONCE – veteran online certification of enrollment – system. The system is designed to enhance the timeliness and efficiency of the veteran certification process for students to receive their GI Bill benefits promptly. All community colleges in the state welcome veterans.
- ◆ A major project at the **College of Lake County** for 2006 is the implementation of an Online Giving initiative. The Foundation office is partnering with iModules to develop a web based system to collect alumni, donor, and prospective donor e-mail addresses. Email is a cost effective way to maintain open communication with supporters and provide them with timely tailored updates. The initiative will be one of the first in the state and should be beneficial in acquiring additional scholarship dollars for students.

Colleges reported reallocating resources from reserves and other programs to sustain many services previously supported by the Special Populations Grant and Advanced Technology Grant, but acknowledge that these actions are an inadequate short-term fix for the loss of the grant dollars

SELECTED 2006 AFFORDABILITY CHALLENGES Clearly, the major challenges identified by the colleges relate to the impact of state and federal financial aid funding decisions and continuing budget reductions on students and institutions.

State Funding. In the face of a continued decline in state funding coupled with rising

operational costs, many colleges reported that they were forced to raise tuition and fees and pass the increased costs onto the student or educational consumer. Colleges reported reallocating resources from reserves and other programs to sustain many services previously supported by the **Special Populations Grant** and **Advanced Technology/Educational Technology Grant**, but acknowledge that these actions are an inadequate short-term fix for the loss of the grant dollars. The Special Populations Grant was last funded in fiscal year 2002 at \$12.9 million and has received zero state funding since that time. The Special Populations Grant provided funds for tutoring, supplemental instruction, and other support services to promote opportunity to some of the hardest to serve students. Likewise, the reductions and eventual recent elimination of funding from the Department of Rehabilitation Services for **students with disabilities** pursuing a postsecondary education will severely challenge colleges to provide needed services for these individuals. The Advanced Technology Grant was renamed the Educational Technology grant for fiscal year 2004. Fiscal year 2003 funding was \$12.5 million and fiscal year 2004 funding was reduced to \$1.6 million and distributed across 48 colleges. No dollars were allocated to the Educational Technology Grant for fiscal year 2005 or 2006. The Advanced Technology/Educational Technology grants provided colleges with some resources to keep up-to-date with high tech equipment. This equipment is needed to upgrade current worker skills and train the next generation of high technology workers. In order to compete effectively in technology intensive fields, students need to be trained using software and machinery that is currently in use in the workplace. All three needed programs were eliminated due to state budgetary constraints.

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

Colleges also expressed concern about the impact on students of recent policy changes for state funded financial assistance. The new **75 MAP Payable Hour Rule** is likely to have an adverse impact on students who require remedial/developmental course work to build their academic skills. Many students use their financial aid to pay for developmental courses and can run out of funds before they complete an associate's degree. The challenge for the colleges will be to find other ways to support students who require extensive remedial/developmental courses before entering college level course work. Additionally, any changes that make application deadlines earlier for MAP

awards impact a disproportionate number of community college students, who often make late enrollment decisions.

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

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 – nonrepayable 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 only 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 2003 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 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 student’s possessing special talents.

Community Colleges Dependent Full-time First-Time Freshmen Illinois Resident- Fall 2003 Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-27,335)	2nd (\$27,336-48,215)	3rd (\$48,216-70,006)	4th (\$70,007-99,999)	Highest (\$100,000 & Up)
Maximum	86%	54%	49%	39%	49%
Median	64%	40%	23%	21%	9%
Minimum	22%	14%	0%	0%	0%
<i>Number of Students</i>	2,156	1,819	766	277	83

Source: Illinois Board of Higher Education, 2005 Institutional Performance Reports. (Number of Institutions = 28)

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 2006**, average annual tuition and basic fee costs for a full-time, **in-district Illinois** community college

Based on College Board figures, Illinois community college fiscal year 2006 average tuition and basic fees for in-district students are about the same as the national average.

student was **\$2,097**, up 9.3 percent over the previous year when they averaged \$1,918. During fiscal year 2006, the highest annual tuition and basic fees are at **William Rainey Harper College** (\$2,817) in the northwestern suburbs and lowest annual tuition/fees are at **Shawnee Community College** (\$1,650) in rural southern Illinois. The College Board (2005) conducts an Annual Survey of Colleges which provides tuition and basic fee information for all sectors of higher education. **According to The College Board, the fiscal year 2006 national weighted average community college full-time tuition and fees** (public two-year, resident) was **\$2,191** (Table A-1). The College Board figures show a *one-year* percent increase between fiscal year 2005 and fiscal year 2006 of 5.4 percent. Illinois showed a rate of increase of 9.3 percent between those identical points in time – fiscal year 2005 to fiscal year 2006. Based on The College Board figures, Illinois community college fiscal year 2006 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 \$2,712, but with a one-year rate of increase at 6.4 percent.

<http://www.collegeboard.com/press/article/0.,48884.00.html>

According to IBHE, estimated Illinois **public university annual undergraduate tuition and fees-entry level** are expected to average **\$7,405 in fiscal year 2006**. The fiscal year 2005 average was \$6,681, hence public university undergraduate annual tuition and fees-entry level increased 10.8 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” for undergraduate programs that require more than four years. The tuition guarantee applies to those students who first enrolled in public universities *after* the 2003-2004 academic year. For fiscal year 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 for financial aid shortfalls.

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

This performance indicator indicates the level of financial access to the institution for students. The Illinois Student Assistance Commission (ISAC) offers Illinois residents a variety of grant and scholarship programs, eligibility for which is based on factors such as financial need, academic achievement, chosen field of study, military service, etc. At the heart of these programs is ISAC's need-based Monetary Award Program (MAP). MAP is the second largest program of its kind in the country, over \$330 million in grants to roughly 140,000 undergraduates who demonstrate financial need for such assistance in fiscal year 2004. Grants awarded through MAP can be used to cover tuition and fees. (<http://www.collegezone.com/informationzone/16.htm>)

During fiscal year 2004, a total of 51,656 students who were enrolled in Illinois community colleges received MAP grants. **South Suburban College** (N=2,585), **Southwestern Illinois College** (N=2,111), and **Parkland College** (N=1,936) were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2004.

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

This performance indicator indicates the level of financial access to the institution for students. Illinois Incentive for Access (IIA) grants are available to students determined to have zero financial resources to pay for college

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

In fiscal year 2004, a total of 11,763 students who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants.

In fiscal year 2004, a total of 11,763 students who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **South Suburban College** (N=666), **Malcolm X College** (N=490), and **Harold Washington College** (N=472) had the largest number of students receiving IIA grants in fiscal year 2004.

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

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

During fiscal year 2004, a total of 80,888 students who were enrolled in Illinois community colleges received Pell Grants.

During fiscal year 2004, a total of 80,888 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 19,051 students receiving Pell Grants, which was the largest number of students in any district. **South Suburban College** enrolled 4,436 students with

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

POLICY AREA FOUR: ACCESS AND DIVERSITY

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

BACKGROUND ON ACCESS AND DIVERSITY

Illinois community colleges served a total of 959,081 students through credit and non-credit courses during fiscal year 2004. For students enrolled in credit course work, more than half (55.9 percent) were female and more than one-third (36.1 percent) were minorities. The median age of students in credit-generating course work was 26.3 with an average age of 30.9, which were both slight decreases from fiscal year 2003. Information on students enrolled in noncredit courses shows similar gender representation (57.1 percent female) and less minority participation at around one-quarter (24.5 percent) minority non-credit enrollments. One-half of non-credit students were 40 years of age or above.

For students enrolled in credit course work, more than half (55.9 percent) were female and more than one-third (36.1 percent) were minorities.

The number of students with documented disabilities attending Illinois community colleges totaled 11,639 in fiscal year 2004. Based on a duplicated count of **Students with Disabilities** who self-reported, specific disabilities consisted of the following: **Learning** including **Attention-Deficit/Hyperactivity Disorder** (45.0 percent of reported disabilities); **Auditory** (8.6 percent); **Medical** (7.3 percent); **Mobility** (7.1 percent); **Mental** (7.1 percent); **Visual** (4.7 percent); and **Other** including **Developmental** (20.2 percent). There are always students with disabilities who self identify, but do not actually use the extra services colleges can provide. Based on a duplicated count of student usage, services were provided for just over 61 percent of the individuals who reported disabilities. Nearly one-half of all the services accessed were used by individuals with Learning disabilities.

Collegiate-level degrees and certificates were awarded to 47,986 students at Illinois Community Colleges in fiscal year 2004, 5.9 percent more than in fiscal year 2003. Baccalaureate/transfer degrees were earned by 14,022 students, up 3.1 percent since the previous year and made up 29.2 percent of all completions. Career and technical education programs made up nearly 69 percent of the remaining college degree and certificate completions, totaling 33,080, which was a 7.2 percent increase from fiscal year 2003. Selected examples of college initiatives regarding increasing the

number and diversity of residents completing education and training programs will be identified throughout the access and diversity summary.

HIGHLIGHTS OF 2005 ACCESS AND DIVERSITY ACCOMPLISHMENTS

Fiscal year 2005 saw a variety of efforts put forth by Illinois community colleges to increase student access and diversity. Several colleges developed new and increasingly flexible courses and program offerings to attract and accommodate diverse student populations. Community outreach initiatives were undertaken to strengthen relationships and address unmet or partially met community needs. Another common initiative was to institute diversity training at the college for staff and instructors to better prepare them to work with a variety of students. College officials also noted efforts to create a more inclusive environment by hosting a variety of events and organizations on campus to promote diversity and encourage student involvement. Some examples of initiatives at the college level are included below.

- ◆ **Truman College** implemented a Collaborative Hybrid Nursing Course Delivery and Hospital Teaching Model in order to help address Illinois' nursing shortage through a flexible partnership for delivering instruction. Truman College has collaborated with Triton College and Kankakee Community College to offer appropriate online courses which are combined with clinical experiences offered at the University of Chicago Hospitals and Clinics. Truman College also houses a resource library containing teaching modules that are available to all participating colleges.
- ◆ **Black Hawk College** has addressed continuing Latino population growth in the district through the creation of the SMART – Student Minority Advising Retention Team – Program. This program includes community and college public service experiences and leadership training including time management, mentoring, financial planning, and goal setting. After the student has completed fifty hours of training and community and college service, they receive a \$500 scholarship. Twenty minority students have participated in this program to date.
- ◆ **College of Lake County** has shown impressive retention results (96 percent) for Latino Students involved in the ENLACE – Engaging Latino Community for Education -- program. This program targets key points in the educational system, such as transition from freshman to sophomore years, to intervene and assist students through tutoring, advising and counseling on both academic and social topics. By partnering with college departments as well as local high schools and community organizations, ENLACE has served as a strong support system for participating Latino students.
- ◆ **Danville Area Community College**, in conjunction with the Danville Housing Authority has created the ENRICH program – Eliminating Negative Reinforcements-Inspiring Confidence and Hope – to reduce educational barriers for children living in low-income housing. The ENRICH program works with community members, agencies and educational systems to identify and serve the basic education and resource needs of those that need it the most. Participants have noted that this program has enhanced their self-image and has helped them develop realistic goals to improve their life circumstances, and enabled them to expand their educational opportunities.

HIGHLIGHTS OF 2006 ACCESS AND DIVERSITY PLANS Colleges reported a wide variety of plans aimed at enhancing access and promoting student diversity and success. Several colleges reported plans to expand their outreach and marketing efforts. College officials recognize that having high quality, community focused and affordable programs – with needed support services – that address existing and anticipated labor market needs are key factors to a college’s success. At the same time they recognize that people in the community need to know about what is available, locations and scheduling should be as flexible as possible, and the environment should be welcoming and inclusive.

Attracting new students to college programs is one area of emphasis in plans to increase access and diversity. Heightening awareness among existing students about emerging programs and existing support services to promote student success was another area of emphasis. Making improvements in placement testing, conducting further focused studies on retention, and moving toward centralized student success centers are some of the mechanisms being used by the colleges to provide positive experiences for diverse populations. Several colleges stated that they plan to focus on developing additional diversity workshops and training for faculty/staff and students to make the college more inviting. A few colleges report reaching out directly to community groups to gain additional knowledge of the aspirations and needs of the individuals they work with and/or represent. Identifying new and emerging niche markets and adding courses, certificates, or degrees aimed at them is an important element to remaining a vital part of the community and creating or sustaining growth.

- ◆ **John Wood Community College** is starting up an evening associate degree completion program initiative called “Degree Track”. This program is designed to meet the needs of adult students interested in transfer degrees. It is built around a flexible format whereby every class needed for degree completion will be offered on a three-year cycle. A concerted effort will be made to fill class sections. Regardless, the college has made a commitment to offer the required classes in the evenings to allow individuals to finish their entire degree if they exclusively enroll in evening course work.
- ◆ **Lincoln Land Community College** is implementing a Student Education Plan module of their administrative database system to further broaden access and encourage progress among diverse segments within the student body. This plan will assist students and their advisors in mapping out course schedules. The Student Plan Module should help contribute to enhanced college completion rates.
- ◆ **Oakton Community College** has been named one of ten community colleges in the nation to take part in Phase II of the community college Foundations of Excellence project administered by the Policy Center on the First Year of College. This initiative involves an in-depth, year-long process of studying the new student experience. It is designed for colleges to plan and implement a coordinated, comprehensive set of programs and services to help new students transition and succeed. The ultimate goal will be to help students have a successful first year, move forward, and attain their educational goals.
- ◆ To better meet the needs of the community the college serves, **Morton College** will be developing a parallel bilingual Career and Technical Education (CTE) program website. It will eliminate the language barrier and expand access to information and resources for both current English as a Second Language students interested in transitioning to college-level course work and other prospective students. This website will include further development of the Online Advisor program. The Online Advisor makes academic advising

and accurate information concerning CTE programs and career options more accessible to students.

SELECTED 2006 ACCESS AND DIVERSITY CHALLENGES

The most commonly reported challenge by colleges was the concern over a pronounced decrease in state funds the last few years and how that has led to program and service reductions and/or cuts at the local level. Other fiscal concerns included problems in the local economy and the effect those have on the colleges. Another major challenge was recruiting and retaining a qualified and diverse faculty/staff and student body. Remaining challenges that were commonly reported included growing demands for English-as-a Second Language courses, meeting the needs of under prepared students, implementing dual credit programs, limited availability of classroom space and materials, and attempting to expand high demand programs with very limited dollars. A few specific examples are included below.

- ◆ Several colleges reported severe challenges resulting from the increased demand for Adult English as a Second Language (ESL) classes within their district. One the college's reported that wait lists are becoming an unfortunate fact of doing business for Adult ESL sections on the college's main campus. Likewise, selected outreach centers in the district encountered similar challenges due to a growing population of non-native English speakers in the district.
- ◆ Other colleges report that enrollment of students with disabilities have shown substantial recent growth. One particular college reports that word of their efforts to provide a welcoming environment for individuals with disabilities and the quality of services being provided is spreading across the community. Providing services requires reallocating funds so that educational opportunities within the least restrictive environment are made available. External funding to provide assistive services have been cut across the system.
- ◆ Increases in the number of students requiring developmental course work is another problem area. For example, one college reports that 80.0 percent of their incoming students who took their mandatory placement test required at least one developmental course (typically mathematics) and 58.0 percent required remediation in all three areas (reading, writing and mathematics). Similarly, another college reported that more than half of their incoming freshman from in-district high schools require at least one developmental course.

College leaders welcome the opportunity and accept the challenges involved in meeting the needs of their diverse communities. Appropriate additional funding from existing and supplemental sources needs to be located to allow the colleges to continue providing access to needed education and training as well as the support services necessary for student success.

SELECTED ACCESS AND 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; 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) Course Work, and Number of Students Served Through English as a Second Language (ESL) Course Work.

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

Individuals with Disabilities Completions (4C1)

From fiscal year 2000 to fiscal year 2004, the statewide total completers by individuals with disabilities increased by 63.0 percent from 681 to 1,110.

Across the Illinois community college system, **1,110 individuals with disabilities graduated in fiscal year 2004** which represents approximately 2.3 percent of all graduates. Statewide the number of students with disabilities who graduated in fiscal year 2004 increased by 12.7 percent compared to the previous year (N = 985 in fiscal year 2003; N = 1,110 in fiscal year 2004). Longer term – from fiscal year 2000 (N = 681) to fiscal year 2004 – the statewide total increased by 63.0 percent. In fiscal year 2004, the **College of DuPage** (N = 159) reported the largest number of individuals with disabilities who graduated from a single college. **City Colleges of Chicago** reported the overall largest number of individuals with disabilities who graduated (N = 177), but **City Colleges of Chicago** consists of seven separate colleges.

Community colleges with substantial gains in the number of graduates with disabilities from fiscal year 2003 to 2004 who had at least 30 completers with disabilities in the latest data included: **Harold Washington College** (315.8 percent), **Lincoln Land Community College** (88.2 percent), **Lewis & Clark Community College** (51.1 percent), and **Waubensee Community College** (46.9 percent). The source of data for this indicator is the Annual Enrollment and Completions (A1) submission.

According to the U.S. Census' Current Population Survey (2002), nationwide there were 5.1 million individuals with a work disability who possess an Associate's Degree or who have had some college education but not completed a degree, which is 9.6 percent of all people between the ages of 16 and 74. The corresponding figure for individuals with disabilities possessing a bachelor's degree was 2.5 million (5.2 percent). In Illinois Census (2000) data, over 1.2 million (17.1 percent) individuals in the state between 21 and 64 years of age reported having a disability.

From 2000 to 2004 the overall number of minority graduates increased by 62.0 percent.

Race/Ethnicity Completions (4C1) Minority Combined.

Nearly one-third (30.1 percent) of fiscal year 2004 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 **30.8 percent** minority among associate degree graduates in 2003 as provided by the National Center for Education Statistics (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp).

In the Illinois Community College System, there was an increase of 62.0 percent in minority student completions, with the number of minority graduates increasing from 8,904 in fiscal year 2000 to 14,422 in 2004. Of the colleges with at least 150 minority graduates in the most recent data, **Harold**

Washington College (209.8 percent; N = 3,067) and **South Suburban College** (200.0 percent; N = 903) registered the largest percentage gains over this time span. Other large school gainers included: **Elgin Community College** (186.5 percent; N = 467), **Waubensee Community College** (153.9 percent; N = 386), and **Wilbur Wright College** (129.3 percent; N = 555). Colleges with fewer than 150 minority graduates that experienced considerable percentage increases in minority graduates during this period included: **Olney Central College** (200.0 percent; N = 12), **Sauk Valley Community College** (168.8 percent; N = 43), **Richland Community College** (167.4 percent; N = 115), **Spoon River College** (150.0 percent; N = 25), and **Wabash Valley College** (144.4 percent; N = 22).

Shorter term, from 2003 to 2004 the overall number of minority graduates increased by 9.4 percent. Of the colleges with at least 150 minority graduates in the most recent data, **Waubensee Community College** (72.3 percent; N = 386) and **Harold Washington College** (55.2 percent; N = 3,067) registered the largest percentage gains over this time span. Other large school gainers included: **Oakton Community College** (46.4 percent; N = 287), **Prairie State College** (44.7 percent; N = 259), and **Rock Valley College** (33.3 percent; N = 236). Colleges with fewer than 150 minority graduates that experienced considerable percentage increases in minority graduates during this period included: **Spoon River College** (108.3 percent; N = 25), **Kankakee Community College** (86.8 percent; N = 33), **McHenry County College** (73.2 percent; N = 30), and **Lewis & Clark Community College** (49.2 percent; N = 94). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission. Additional details about each racial/ethnic group follow.

Asian

Roughly one in 20 (5.7 percent) graduates in fiscal year 2004 self identified as Asian. This is slightly above the national figure of 5.2 percent in 2003 (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp).

The number of Asian completers increased from 1,262 in fiscal year 2000 to **2,734 in 2004**.

There was a short term increase of 20.9 percent in the number of Asian graduates from 2003 to 2004 (compared to a 5.9 percent increase for all graduates), while there was a substantial increase of 116.6 percent (compared to 37.9 percent for all graduates) from 2000 to 2004. The number of Asian completers increased from 1,262 in fiscal year 2000 to **2,734 in 2004**. Colleges with considerable increases in Asian graduates during this period included **Spoon River College** (600.0 percent; N = 7), **Harold Washington College** (521.8 percent; N = 1,113), **Olive-Harvey College** (400.0 percent; N = 5), and **Southeastern Illinois College** (400.0 percent; N = 5). Colleges with substantial increases in Asian graduates during the last year included **Southeastern Illinois College** (400.0 percent; N = 5), **Spoon River College** (250.0 percent; N = 7), **Lincoln Trail College** (200.0 percent; N = 9), **Danville Area Community College** (100.0 percent; N = 3) and **Kennedy-King College** (157.1 percent; N = 36).

Slightly more than **one in seven** fiscal year **2004 Illinois community college system graduates** (15.1 percent) identified themselves as **African American**.

African American

Slightly more than **one in seven** graduates (15.1 percent) from fiscal year 2004 identified themselves as **African American**. This was somewhat above the 2003 national average of 11.9 percent (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp).

There was a short-term 7.7 percent increase in the number of Black graduates from 2003 to 2004 (compared to an increase of 5.9 percent for all graduates), while there was a substantial 49.5 percent increase from 2000 to 2004, as the number of Black completers increased from 6,146 in fiscal year 2000 to **7,229 in 2004**. This rate of increase is greater than the 37.9 percent increase for all completers during the same time span. Among the colleges with considerable increases in Black graduates during this period were **Sauk Valley Community College** (400.0 percent; N = 5), **Spoon River College** (300.0 percent; N = 16), **Wabash Valley College** (233.3 percent; N = 10), **Harold Washington College** (217.1 percent; N = 1,446), **Wilbur Wright College** (211.1 percent; N = 112) and **South Suburban College** (206.5 percent; N = 757). Large gainers from 2003 to 2004 included **Harold Washington College** (91.0 percent; N = 1,446), **Spoon River College** (77.8 percent; N = 16), **Lewis & Clark Community College** (72.7 percent; N = 76), **William Rainey Harper College** (71.0 percent; N = 53), and **Kankakee Community College** (68.8 percent; N = 54).

Latino

Just over 8 percent of graduates from fiscal year 2004 identified themselves as Latino (N = 3,917, 8.2 percent). Nationally, about 10.5 percent of associate degree graduates were Latino in 2003 (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp). **There has**

Just over 8 percent of fiscal year 2004 Illinois community college system graduates identified themselves as **Latino** (N = 3,917).

been an increase in Latino completers each year from fiscal years 1999 through 2004. For Latino graduates, there was an increase of 6.8 percent from fiscal year 2003 to fiscal year 2004, as the number of completers increased by 251. This increase among Latino graduates was greater than the 5.9 percent increase for all completers. Colleges with significant increases over this period included: **Lewis & Clark Community College** (200.0 percent; N = 9), **Kankakee Community College** (200.0 percent; N = 15), **Danville Area Community College** (200.0 percent; N = 6), **John Wood Community College** (166.7 percent; N = 8), **Highland Community College** (100.0 percent; N = 6) and **McHenry County College** (96.0 percent; N = 49). The number of Latino graduates increased by 63.5 percent from fiscal year 2000 to fiscal year 2004 (compared to 37.9 percent for all graduates). Colleges with significant increases from 2000 to 2004 included: **Richland Community College** (1,000.0 percent; N = 11), **John Wood Community College** (700.0 percent; N = 8), **Highland Community College** (500.0 percent; N = 6), **Elgin Community College** (259.3 percent; N = 291), **Lincoln Trail College** (215.4 percent; N = 41), **Parkland College** (212.5 percent; N = 25) and **Danville Area Community College** (N = 6, up from N = 0 in 2000).

Since 2000 there was an 86.6 percent increase, as the number of Native American graduates **increased from 112 in fiscal year 2000 to 209 in 2004**.

Native American

Less than one half of one percent (0.4 percent) of graduates from fiscal year 2004 identified themselves as Native Americans. Nationally, about 1.2 percent of graduates identified themselves as Native American in 2003 ([http://nces.ed.gov/programs/digest/d04/table](http://nces.ed.gov/programs/digest/d04/table/dt04_260.asp)

[s/dt04_260.asp](http://nces.ed.gov/programs/digest/d04/table/dt04_260.asp)). Although the percentage of Native American graduates from 2003 to 2004 was relatively unchanged, the number increased by 18.8 percent from 176 to 209. Since 2000 there was an 86.6 percent increase, as the number of Native American graduates **increased from 112 in fiscal year 2000 to 209 in 2004**. While **Harold Washington College** and **Southwestern Illinois College** were the only two colleges that had more than 10 Native American graduates in fiscal year 2003,

the following four additional colleges had ten or more Native American graduates in fiscal year 2004: **College of Lake County** (N = 13), **Harry S Truman College** (N = 13), **Waubensee Community College** (N = 11) and **South Suburban College** (N = 10). From fiscal year 2003 to 2004, the number of **Harold Washington College** Native American graduates increased by nine, from 29 to 38 (31.0 percent), while the number of **Southwestern Illinois College** Native American graduates decreased by eight, from 19 to 11 (42.1 percent). Colleges with **large percentage increases in Native American graduates from 2003 to 2004** included: **Wilbur Wright College** (400.0 percent; N = 5), **Southeastern Illinois College** (300.0 percent; N = 4), **Prairie State Community College** (300.0 percent; N = 4), **Black Hawk College** (200.0 percent; N = 3), **Malcolm X College** (200.0 percent; N = 6), **South Suburban College** (150.0 percent; N = 10), and **Rock Valley College** (N = 8, up from N = 0).

Nonresident Alien

This indicator exhibits success of the institution in graduating Nonresident Alien students. From fiscal years 2000 through 2004, Nonresident Alien graduates accounted for between 0.3 to 0.4 percent of the total completer population. This is below the national average of 2.1 percent in 2003 (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp). For Nonresident Alien graduates, there was an increase of 1.0 percent from fiscal year 2003 to fiscal year 2004 as the number of completers increased from 194 in fiscal year 2003 to **196 in fiscal year 2004**. The number of Nonresident Alien graduates increased 40.0 percent from fiscal year 2000 (N = 140) to 2004 (N = 196), slightly more than the 37.9 percent increase over the same time span for all graduates.

The number of Nonresident Alien graduates increased 40.0 percent from fiscal year 2000 (N = 140) to 2004 (N = 196), slightly more than the 37.9 percent increase over the same time span for all graduates.

White/Caucasian

Approximately seventy (69.9) percent of the graduates from **fiscal year 2004** identified themselves as **White** (Non-Hispanic) (N = **33,564**). This is similar to the national figure of 69.2 percent in 2003 (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp). In Illinois, there was an increase of 1,419 white graduates (4.4 percent) between fiscal years 2003 and 2004. This system wide increase of white students is less than the 5.9 percent one-year increase for all completers. The number of white graduates within the Illinois Community College System increased 29.6 percent from fiscal year 2000 to 2004, also less than the 37.9 percent for all graduates during the same time frame. White students represented less than 51.0 percent of graduates at only nine colleges in fiscal year 2004. These colleges were: **Wilbur Wright College** (43.6 percent), **South Suburban College** (41.1 percent), **Morton College** (40.2 percent), **Harry S Truman College** (27.9 percent), **Harold Washington College** (24.1 percent), **Richard J. Daley College** (21.9 percent), **Malcolm X College** (17.1 percent), **Kennedy-King College** (3.4 percent), and **Olive-Harvey College** (1.7 percent). Of these nine colleges, **Harold Washington College** experienced the largest percentage increase in white graduates (150.3 percent) from fiscal year 2003 to 2004, while **Olive-Harvey College** experienced the largest percentage increase in white graduates (400.0 percent) from fiscal year 2000 to 2004. Among the other 39 colleges, those who reported sizable percentage increases in White graduates from fiscal year 2003 to fiscal year 2004 included: **Lewis & Clark Community College** (52.9 percent; N = 1,014), **Waubensee Community College** (46.9 percent; N = 1,080), and **Oakton Community College** (42.3 percent; N = 757). Those who reported sizable percentage increases in

White graduates from fiscal year 2000 to fiscal year 2004 included: **Rend Lake College** (124.8 percent; N = 718), **Olney Central College** (92.2 percent; N = 454) and **Elgin Community College** (76.1 percent; N = 1,539).

The number of female graduates has increased slightly during each of the last three fiscal years, with fiscal year 2004 registering the largest number of female completers (27,365) to date.

Gender Completions (4C1)

In fiscal year 2004, there were **27,365 female completers** statewide in the Illinois Community College System (57.0 percent of all completers). Historically, most community college completers have been female. Overall,

nearly **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 proportion of 60.2 percent of certificate and associate degree completers from 2003 (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp). The number of female graduates has increased slightly during each of the last three fiscal years, with fiscal year 2004 registering the largest number of female completers (27,365) to date. The rate of increase slowed dramatically in 2004 however, as the number of female graduates increased by only 4.6 percent from fiscal year 2003 to fiscal year 2004, compared to the 14.5 percent increase the previous year. The number of male completers increased 7.6 percent from fiscal year 2003 to fiscal year 2004, significantly less than the 19.0 percent increase the previous year. A retrospective look shows that both the rate of growth and the actual number of completers has been larger among males (49.6 percent; N = 6,834) than among females (30.2 percent; N = 6,352) since fiscal year 2000.

Individual colleges with substantial (25 percent or above) short term growth in female completers included: **Waubense Community College** (49.0 percent; N = 906), **Oakton Community College** (46.5 percent; N = 658), **Rend Lake College** (43.1 percent; N = 548), **Kankakee Community College** (31.8 percent; N = 290), and **Lewis & Clark Community College** (26.1 percent; N = 595). Those with substantial longer term growth (from fiscal year 2000 to fiscal year 2004) in female completers included: **South Suburban College** (132.9 percent; N = 1,111), **Rend Lake College** (120.1 percent; N = 548), **Wilbur Wright College** (118.7 percent; N = 656), and **Olney Central College** (118.7 percent; N = 344). 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 2004, a total of 11,639 students self identified as being disabled were enrolled in Illinois community colleges, which is approximately 1.7 percent of the total community college population served through credit course work. Nationally, an estimated 9.1 percent of undergraduates had some form of disability in fiscal year 2000 (http://nces.ed.gov/programs/digest/d04/tables/dt04_260.asp). In Illinois, there was a 20.0 percent increase from fiscal year 2003, when 10,445 students (1.5 percent) identified themselves as being disabled. During fiscal year 2004, **Wilbur Wright College** served the largest proportion of disabled students (5.2 percent), nearly three times the state wide average.

In fiscal year 2004, **Olive-Harvey College** served the largest proportion of combined minority students (98.7 percent of all students). This is much higher than the statewide average of 36.1 percent as well as the national average of 32.6 percent for undergraduates in fiscal year 2000

(http://nces.ed.gov/programs/digest/d04/tables/dt04_211.asp). Across all seven campuses, 82.4 percent of the **City Colleges of Chicago** students identified themselves as members of a minority group. Outside of Chicago, **Morton College** served the largest proportion of combined minority students (76.5 percent). **Harold Washington College** had the largest percentage of Asian/Pacific Islander students (15.5 percent), followed by **William Rainey Harper College** with 12.6 percent Asian/Pacific Islanders. **Harold Washington College** also had the largest percentage of Native American/Alaskan students (0.9 percent). **Kennedy-King College** reported serving the largest percentage of Black, Non-Latino students (85.6 percent) followed by **Olive-Harvey College** (80.5 percent). Outside of Chicago, **South Suburban College** reported serving the largest percentage of Black, Non-Latino students (53.3 percent). **Morton College** had the largest percentage of Latino students (70.0 percent). **Parkland College** reported the largest percentage of Non-Resident Alien students (4.2 percent).

Female students accounted for over two-thirds (67.9 percent) of **Kennedy-King College** students. This is much higher than the statewide figure of 55.9 percent. Other colleges in which sixty percent or more of the students were female included: **Olive-Harvey College** (64.4 percent), **Highland Community College** (64.1 percent), **Oakton Community College** (64.1 percent), **South Suburban College** (63.9 percent), **Kankakee Community College** (63.3 percent), **John Wood Community College** (62.2 percent), **Olney Central College** (61.7 percent), **Richland Community College** (60.4 percent), **Morton College** (60.2 percent) and **Richard J. Daley College** (60.1 percent). In fall 2002, 57.9 percent of two-year public college students nationwide were female (<http://nces.ed.gov/programs/digest/d04/tables/xls/tabn169.xls>).

Number of Students Served Through Developmental Course work (4M6)

This performance indicator reflects institutional services to under prepared students. During fiscal year 2004, an average of **21.3 percent of students enrolled in Illinois community colleges – not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies – took at least one**

During fiscal year 2004, an average of 21.3 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.

developmental course (103,542). Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course (fiscal year 2000). In Illinois, **Malcolm X College** provided 44.9 percent of its students with developmental course work, the largest percentage in the Illinois Community College System. Other colleges with more than thirty percent of their students enrolling in at least one remedial course included: **Wilbur Wright College**(37.7 percent); **Olive-Harvey College** (36.0 percent); **Highland Community College** (34.0 percent); **Daley College** (33.4 percent); **Kennedy-King College** (33.3 percent); and **South Suburban College** (31.1 percent). The proportion of students requiring remediation can be influenced by multiple factors, including the population of the service region, cooperative efforts between area higher education institutions where the area community college is relied upon to provide developmental courses for other higher education institutions in the region, and remedial testing policies such as the extent to which a mandatory remedial placement policy exists.

Remedial Credits Earned Versus Attempted (4M7)

This performance indicator reflects the success of the institution in providing services to under-prepared students. During fiscal year 2004, Illinois Community College System students earned slightly more than two-thirds (66.8 percent) of the remedial credits they attempted. This represents a 2.2 percent increase over fiscal year 2003 and a 3.2 percent increase over fiscal year 2000. Five colleges reported students earning 75 percent or more of their attempted credit hours, including: **Lincoln Land Community College** (93.1 percent), **Shawnee Community College** (80.1 percent), **Lincoln Trail College** (78.8 percent), **Rock Valley College** (78.6 percent), and **Heartland Community College** (75.5 percent).

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

This performance indicator measures the number of students being served through Adult Basic Education and Adult Secondary Education (ABE/ASE) course work. During fiscal year 2004, a total of 52,744 students were served through adult education course work. This represents a 3.1 percent decrease from the 54,456 students served during fiscal year 2003 and a 5.7 percent decrease from the 60,622 students served during fiscal year 2000. **Malcolm X College** served 4,877 students through ABE/ASE course work, the highest number at any single community college campus across the state. **Wabash Valley College** served 53 students through ABE/ASE course work, which was the lowest ABE/ASE headcount at any community college campus.

During fiscal year 2004, 73,879 students were served through English as a Second Language (ESL) course work.

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

This performance indicator measures the number of students being served through English as a Second Language (ESL) course work. During fiscal year 2004, 73,879 students were served through ESL course work. This represents a 4.5 percent decrease from the 77,369 students served during fiscal year 2003 and a 9.1 percent increase from the 57,734 students served during fiscal year 2000. **Harry S Truman College** served 16,487 students through ESL course work, the highest number at any single community college campus across the state. **Southeastern Illinois College, Lincoln Trail College, Olney Central College, and John A. Logan College** reported no students served through English as a Second Language course work during fiscal year 2004.

POLICY AREA FIVE: 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.

BACKGROUND ON HIGH QUALITY As with Policy Areas One and Six, information on Policy Area Five covers only performance indicators for 2005. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2006.

SELECTED HIGH QUALITY 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. Forty-one Illinois community colleges reported pass rate information. The National Council Licensure Examination for **Registered Nurses (NCLEX-RN®)** median pass rate for fiscal year 2004 community college graduates was 89. According to the Illinois Department of Financial and Professional Regulations, the overall Illinois statewide pass rate was 87 and the national comparison rate was 85. Hence, Illinois community college A D N graduates performed above the state and national level on the NCLEX-RN® exam. Graduates from four colleges reported 100.0 percent pass rates on the NCLEX-RN® exam in fiscal year 2004: **Olive-Harvey College, Heartland Community College, Triton College, and John Wood Community College.**

Illinois community college A D N graduates performed above the state and national level on the NCLEX-RN® exam

The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2004 was 100.0 percent

Ten Illinois community colleges provided information on **Dental Hygiene** pass rates. The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2004 was 100.0 percent. The corresponding national average pass rate for Dental Hygiene examinations was 96.0 percent in fiscal year 2004. No Illinois community college had an overall pass rate below 90.0 percent. The six colleges reporting perfect scores included: **Kennedy-King College, College of DuPage, William Rainey Harper College, Lake Land College, Lewis & Clark Community College, and Rock Valley College.**

Fiscal year 2004 graduates from the eighteen Illinois community college **Radiologic Technology** programs providing rate information reported a median pass rate of 93.0 percent. The national average pass rate for Radiologic Technology programs was 84.0 percent. Hence, results for Illinois community college Radiologic Technology graduates exceeded the national average by a remarkable 9.0 percent. Colleges with perfect performance on the Radiologic Technology exam included: **Wilbur Wright College, College of DuPage, Lincoln Land Community College, Carl Sandburg College, and John Wood Community College.**

With a 96.0 percent pass rate, results for Illinois community college Radiologic Technology graduates exceeded the national average by a remarkable 9.0 percent.

The Emergency Medical Technician median pass rate for fiscal year 2004 Illinois community college graduates was 96.0 percent.

Emergency Medical Technician examination results were reported by twenty-two colleges. The Emergency Medical Technician median pass rate for fiscal year 2004 Illinois community college graduates was 96.0 percent.

Nine colleges reported flawless pass rates of 100.0 percent including: **Wilbur Wright College, Elgin Community College, William**

Rainey Harper College, Heartland Community College, Lake Land College, Parkland College, Richland Community College, Sauk Valley Community College, and John Wood Community College.

Transfer Rate (5M3)

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

Illinois Community College System Transfer Rates were comparable to national rates that were calculated using the National Transfer Assembly methodology.

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 **was 22.9 percent in fiscal year 2004 and 21.1 percent in fiscal year 2005.** Illinois Community College System Transfer Rates were comparable to national rates that were calculated using the National Transfer Assembly methodology.

Colleges in Illinois with more than one-third of eligible individuals – based on the national methodology – transferring through fiscal year 2004 included **John A. Logan College** (38.3 percent; N = 206 transfers), **Parkland College** (33.9 percent; N = 302 transfers), and **Illinois Valley Community College** (33.8 percent; N = 151 transfers).

Colleges with the highest rates in 2005 included **Spoon River College** (37.7 percent; N = 83 transfers), **Heartland Community College** (36.8 percent; N = 235 transfers), **Parkland College** (35.1 percent; N = 292 transfers), and **Illinois Valley Community College** (32.8 percent; N = 146 transfers).

Between 2004 and 2005 transfer rates decreased at 22 colleges, increased at 15 and exhibited little (less than 1.0 percent) or no change at a eleven colleges. Two colleges reported sizable increases (+2 percent) in transfer rates from fiscal year 2004 to fiscal year 2005 with at least 30 transfers and an above average 2005 transfer rate – **Heartland Community College** (+7.3 percent, N = 235), **Waubensee Community College** (+7.1 percent, N = 130), **Spoon River College** (+5.6 percent, N = 83), **Wabash Valley College** (+4.3 percent, N = 47), **Danville Area Community College** (+4.2 percent, N = 102), **Olney Central College** (+3.5 percent, N = 56), **Kaskaskia College** (+3.4 percent, N = 147), and **Lincoln Land Community College** (+2.0 percent, N = 183).

Transfer rates reported here are limited to in-state public institutions, DePaul University and Bradley University. The rates will be higher when information from additional colleges and universities are included. A project is underway at the Illinois Community College Board to use the National Student Clearinghouse for transfer rate calculations. The Clearinghouse contains data from a wide cross section of colleges and universities across the country. The rates could also be expected to increase if the time frame were expanded.

During fiscal year 2005, an average of 96.2 percent of all Illinois Community College System transfer faculty held a Master's or higher degree.

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 2005, an average of 96.2 percent of all Illinois Community College System transfer faculty held a Master's or higher

degree. Eight out ten colleges reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide the most recent available data from the *Digest of Education Statistics, 2004* are for full-time faculty teaching across all programs at community colleges and show 81.8 percent possessing a Master's degree or above (Fall, 1998)

http://nces.ed.gov/programs/digest/d04/tables/dt04_231.asp

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

This performance indicator measures the institution's involvement in the Illinois Articulation Initiative (IAI) which promotes and facilitates student transfer. During fiscal year 2005, 4,327 Illinois community college general education courses were included in the IAI for an average of 90 courses per college. Every college offered at least 56 IAI courses. The **College of DuPage** (143 courses), **William Rainey Harper College** (130 courses), **Oakton Community College** (121 courses), **Elgin Community College** (119 courses), and **Black Hawk College** (116 courses) were the leading community colleges in the number of IAI general education courses listed. One third of Illinois community colleges had at least 97 IAI approved general education courses in fiscal year 2005. Colleges with above average 2005 participation adding multiple courses to their IAI general education course listing over the past year included **John A. Logan College** (+9), **Prairie State College** (+7), and **Shawnee Community College** (+5). The Illinois Articulation Initiative continues to be a very important collaborative effort to promote and facilitate inter-institutional transfer.

Average Class Size (5M4)

This performance indicator measures the average class size of Illinois community colleges. Reasonable class sizes can contribute to the delivery of more personalized, individualized instruction. During fiscal year 2004, the average Illinois community college class size was 18.45, a 5.5 percent increase from fiscal year 2003 (17.5) and 5.9 percent increase from fiscal year 2000. **Frontier Community College** had the smallest average class size (10.88) and **Harold Washington College** and **Wilbur Wright College** had the largest fiscal year 2004 average class size at 23.21. **Heartland Community College** experienced the largest class size increase (69.3 percent) and **Oakton Community College** experienced the largest class size decrease (-6.8 percent) between fiscal year 2003 and 2004.

During fiscal year 2004, the average Illinois community college class size was 18.45 .

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 2005, 6,958 major specific courses were included in the Illinois Articulation Initiative for an average of 145 courses per college. Each college offered at least 67 major-specific IAI courses and six colleges offered over 200 courses each. These colleges were: **Oakton Community College** (279 courses), **College of DuPage** (219 courses), **Parkland College** (214 courses), **William Rainey Harper College** (204 courses), **Illinois Central College** (202 courses), and **Southwestern Illinois College** (200 courses). **John A. Logan College** added the largest number of IAI courses to their curriculum during fiscal year 2004 (30 courses), which was also the largest percentage increase over the previous fiscal year (21.3 percent). Similarly, John A. Logan College added the largest number of IAI courses (+58) to their curriculum since fiscal year 2001 and increased by the largest percentage (51.3 percent).

POLICY AREA SIX: ACCOUNTABILITY AND PRODUCTIVITY

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

BACKGROUND ON ACCOUNTABILITY AND PRODUCTIVITY

As with Policy Areas One and Five, information on Policy Area Six covers only performance indicators for 2005. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2006.

SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS

A handful of Performance Measures related to Accountability and Productivity are included: Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level; Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level, Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level, 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. There is more than one way to look at cost information. See the Illinois Public Community College Unit Cost Reports for more in-depth coverage of this topic. Cost figures referenced in this indicator reflect the net instructional unit cost which is most frequently used in comparative analyses, as well as in the state funding plan. Briefly, the net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost).

Statewide, the one-year rate of instructional unit cost between fiscal year 2003 and fiscal year 2004 increased by 1.1 percent.

Statewide, the one-year rate of instructional unit cost between 2003 (\$191.09) to 2004 (\$193.16) increased by 1.1 percent. **The Higher Education Price Index (HEPI) for overall operations**

increased an estimated 4.6 percent during the same time frame. HEPI is a national index produced by Research Associates of Washington which was originally developed by the United States Department of Education in 1975. Similar to the Consumer Price Index (CPI), HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services, including professional and non-professional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities.

In Illinois, during the two-year period from fiscal years 2002 to 2004, there was a decrease of 2.5 percent (versus a 7.5 percent increase for HEPI). Long term, the state average for cost of instruction per credit hour increased 3.1 percent from \$187.34 in fiscal year 2000 to \$193.16 in fiscal year 2004. The HEPI for overall operations increased 17.5 percent during the same time frame. Hence, instructional unit cost at Illinois community colleges actually decreased compared to inflation as calculated in HEPI for the most recent data and the two-year term.

Long term, Illinois data show that a few colleges experienced actual decreases in instructional costs. Between 2000 and 2004, 21 colleges reported decreases, while **Heartland Community College** (18.3 percent), **Kankakee Community College** (14.8 percent), **Danville Area Community College** (12.5 percent), and **Kaskaskia College** (11.2 percent) all reported ten percent or larger decreases in their cost of instruction. More than half (N = 27) of the colleges reported decreases over the past year (2003-2004). Those with the greatest decreases include **Southeastern Illinois College** (11.6 percent), **Kaskaskia College** (11.0 percent), and **Highland Community College** (10.5 percent). Colleges strive to increase efficiency while improving the range of courses needed by students. Decreases in net instructional unit can occur for a variety of reasons (i.e., reduced salary costs due to turnover among senior faculty, serving additional students or a relatively larger number of students in lower cost programs, class size increases, reduced equipment costs, etc.). The source of data for this measure in Illinois is the *Unit Cost Study Report for the Illinois Public Community Colleges* which is where a more complete discussion of net instructional unit cost and its components can also be located (see Tables 5 and 6 in the *Unit Cost Study*).

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

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

Statewide, the average total instructional support costs per credit hour registered a 0.9 percent increase from \$82.65 in fiscal year 2003 to \$83.42 in fiscal year 2004.

Statewide, indirect instructional support costs experienced a **0.9 percent increase from 2003 to 2004**. This translates into a \$0.77 average increase for community colleges. During the two-year period from fiscal year 2002 to 2004, however, there was a 9.0 percent decrease from \$91.65 to \$83.42. Longer term, the systemwide average for indirect instructional support cost per credit hour decreased 19.6 percent from \$103.70 in fiscal year 2000 to \$83.42 in fiscal year 2004. During the

same time period, the Higher Education Price Index (HEPI) for overall operations increased 4.6 percent from 2003 to 2004, 7.6 percent from 2002 to 2004, and 17.6 percent from 2000 to 2004. Many colleges experienced indirect instructional support cost decreases during fiscal year 2004 compared to the statewide average. Among those colleges that displayed the largest one-year decrease in costs were **Kaskaskia College** (16.4 percent), **John Wood Community College** (11.4 percent), **Southeastern Illinois College** (11.0 percent), **Illinois Valley Community College** (10.8 percent), **City Colleges of Chicago** (10.1 percent), and **John A. Logan College** (10.0 percent). The trend from 2000 to 2004 also shows a decrease in costs. Among those colleges that showed the largest decrease in costs from 2000 to 2004 were **City Colleges of Chicago** (59.9 percent), **Heartland Community College** (24.0 percent), **Kaskaskia College** (23.8 percent), **Rend Lake College** (20.7 percent), and **Danville Area Community College** (20.5 percent). The source of data for Illinois is the *Unit Cost Report*. See Tables 7 and 8 of that report for a more detailed look at the costs that make up indirect instructional support.

Of the 24,822 Fall 2001 cohort of first-time, full-time, entering freshmen, 70.6 percent graduated, transferred, or were still enrolled by summer 2004.

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

This indicator is one measure of student success based on a nationally recognized methodology developed by the 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 24,822 fall 2001 cohort of full-time, entering freshmen, 70.6 percent graduated, transferred, or were still enrolled by summer 2004. From the 2000 cohort to the 2001 cohort, the number of successful student advancements increased 3.8 percent. Comparing the 2001 with the 1997 cohort, the number of successful student advancements increased by 11.2 percent. Ten of the 48 community colleges have had student successful advancement rates consistently above the statewide average over the past five years including: **Kaskaskia College, Parkland College, Elgin Community College, Illinois Valley Community College, Lake Land College, Moraine Valley Community College, McHenry County College, Lincoln Trail College, John A. Logan College, and Spoon River College.** Focusing on the most recent 2001 cohort, the following colleges had the highest student advancement rates: **Heartland Community College** (80.7 percent), **William Rainey Harper College** (79.9 percent), **Olney Central College** (79.6 percent), **Wabash Valley College** (78.3 percent), **Moraine Valley Community College** (77.7 percent), and **Oakton Community College** (77.2 percent). These colleges were all well above the statewide average of 70.6 percent. Among community college students it is common for those within any particular cohort to drop from full-time to part-time status. These students may be successful beyond the 150 percent of catalog time, thus excluded from the cohort. Another contributing factor to cohort exclusion is that student transfer tracking is limited to in-state public institutions and DePaul University. Based on earlier studies at the state and local levels, having transfer data for additional institutions would raise the rate of successful advancement at community colleges.

Population Served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2004, Illinois community colleges enrolled a total of 959,081 students through credit and noncredit course work. According to the most recent Bureau of the Census figures, there were 12,653,525 people living in Illinois. Therefore, one out of every thirteen Illinoisans attended course work in a community college. Narrowing the look to an estimated 11,122,448 Illinoisans over 18 years of age indicates that one out of eleven individuals attended a community college during fiscal year 2004.

Looking at Illinoisans over 18 years of age, indicates that approximately one out of eleven individuals attended a community college during fiscal year 2004.

The average community college enrollment percentage of the entire population was 9.0 percent of each respective district. **Illinois Eastern Community Colleges** enrolled a total of 26.5 percent of the district's population among the four schools, the highest percentage of all Illinois community college districts. These figures can be impacted by multiple factors, including geographic size of the district, population density, availability of other higher education options in the service region, the extent of net importing of out-of-district students, branch and extension center outreach center availability, etc.

During fiscal year 2004, Illinois community colleges averaged a systemwide 20.3 student-faculty FTE ratio. . . The Illinois ratio shows a level of efficiency over the national average (18.8), 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 2004, Illinois community colleges averaged a **20.3 student-faculty FTE ratio**. During fiscal year 2004, **Frontier Community College** had the lowest student-faculty FTE ratio (12.4). The most recent national data from the *Digest of Education*

Statistics, 2004 are from fiscal year 2001 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 18.8 (http://nces.ed.gov/programs/digest/d04/tables/dt04_226.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.

SUMMARY AND CONCLUSIONS

The Performance Report is an accountability initiative addressing important indicators and outcome measures that are built around the Policy Areas from the Illinois Board of Higher Education's *Illinois Commitment*. The *Illinois Commitment* was developed based on the premise that higher education must be part of the process of providing a foundation for Illinois' future by enhancing the social, economic, and civic well-being of the state and its residents.

The Policy Areas for the *Illinois Commitment* include:

- ◆ Economic Growth – Higher education will help Illinois sustain strong economic growth through teaching, service, and research.
- ◆ P-20 Partnerships/Teaching and Learning – Higher education will join elementary and secondary education to improve teaching and learning at all levels.
- ◆ Affordability – No Illinois resident will be denied an opportunity for a college education because of financial need.
- ◆ Access and Diversity – Illinois will increase the number and diversity of residents completing training and education programs.
- ◆ 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.
- ◆ Accountability and Productivity – Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

The pledges in the Illinois Community College System's *Promise for Illinois* intentionally compliment the goals. Illinois community colleges pledge to:

- ◆ Address Workforce Development needs with flexible, responsive and progressive programs.
- ◆ Offer Rigorous Courses and Programs designed for college and university Transfer.
- ◆ Expand Adult Education and Literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
- ◆ Equip Illinois residents with the Technology Skills they need to be successful in the 21st century.
- ◆ Emphasize High Quality in all programs, services, and operations.
- ◆ Deliver Affordable Learning Opportunities to the doorstep of Illinois residents.
- ◆ Model and promote Leadership and Ethical Decision Making

Through the development of the annual Performance Report colleagues within and across institutions and at the state level take the opportunity to review and describe accomplishments and progress achieved over the past year, enumerate challenges, and formulate plans to make further positive movement.

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

For community colleges, the Performance Report builds on a series of complementary accountability and quality assurance initiatives including: the Course and Program Approval Processes, Program Review, Recognition, Underrepresented Groups reporting, Career and Technical

Follow-up Study reporting, the Transfer Assembly Transfer Rate project, the Uniform Financial Reporting System, Unit Cost Study reporting, and other financial reporting including Audits, the Comptroller's Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System reporting, Perkins Postsecondary Performance Measure reporting, Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting, and others. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association as well as program specific accreditation which are focused on documenting the quality of their programs and services.

A statewide Performance Indicator Advisory Committee working group helped develop and refine the Performance Report and included representatives from Illinois community colleges, public universities, and private institutions. The Advisory Committee developed three levels of indicators:

- ◆ 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.

A subset of *Illinois Commitment Policy Areas* are focused on for the narrative portion of the Performance Report each year based on a rotating schedule. For the 2005 report, the narrative focus was on the following Policy Areas: P-20 Partnerships/Improving Teaching and Learning (Policy Area Two), Affordability (Policy Area Three), and Access and Diversity (Policy Area Four). While more targeted narrative reporting was required on these three Policy Areas, data reporting was required across all six Policy Areas. Institutional level community college Performance Reports included data and analysis on Common Institutional and Mission-specific indicators. Information was also provided on local level Accomplishments, Challenges, Plans and Goals.

For the 2005 report, the narrative focus was on the following Policy Areas: **P-20 Partnerships/Improving Teaching and Learning** (Policy Area Two), **Affordability** (Policy Area Three), and **Access and Diversity** (Policy Area Four).

As a value added service to the community colleges and to reduce the data burden on college officials, Illinois Community College Board staff furnished as much of the data at the individual college level as possible. This approach recognizes the colleges for their extra efforts throughout the year to provide accurate and complete information through regularly scheduled data submissions. This is an efficient approach that enhances comparability. One set of computer programs and data

runs were performed by state staff for each applicable measure rather than having individuals at each college develop separate computer programs that could take slightly different approaches. Colleges are also better able to benchmark their performance using this process.

What makes each college unique is how it responds to the communities it serves.

The Illinois Community College System's Performance Report for Fiscal Year 2005 contains information about the following types of indicators: Statewide, Common Institutional and selected Mission-specific. To

provide context, external comparative benchmarks and points of reference were cited whenever possible. In national reporting the data are generally less timely than what is available at the state level. As anticipated, for Mission-specific reporting the colleges chose a variety of performance indicators for their reports. This is as it should be since each district has a primary charge to serve a unique region of the state and address the needs of these communities.

Illinois community colleges share a common mission. They prepare people for college, for transfer to other colleges or universities, and for good paying jobs that demand high skills. Community colleges also provide adult, literacy, and continuing education and services. What makes each college unique is how it responds to the communities it serves.

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

The following paragraphs contain summaries of state and local activities and initiatives organized around the Policy Areas from the *Illinois Commitment*. For the three focus Policy Areas – P-20 Partnerships/Improving Teaching and Learning (Policy Area Two), Affordability (Policy Area Three), and Access and Diversity (Policy Area Four). – the state report includes Highlights of Accomplishments, Highlights of Plans and Selected Challenges. All Policy Area write-ups include information on Selected Performance Indicators.

POLICY AREA ONE: ECONOMIC GROWTH

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

BACKGROUND ON ECONOMIC GROWTH

As with Policy Areas Five and Six, information on Policy Area One covers only performance indicators for 2005. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2006.

SELECTED ECONOMIC GROWTH PERFORMANCE INDICATORS

A half-dozen Economic Growth performance indicators are included in the report: Annual Number of Community College Graduates By Broad Field of Study; Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education; 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; and Number of Businesses Attracted or Retained Through College Business and Industry Centers

Program Area Cluster	Number of 2004 Graduates	Short Term 1 Year Trend	Longer Term Trend 00-04
Pre-baccalaureate-transfer	14,791	3.0%	15.4%
Education	1,224	16.1%	46.8%
Agriculture	683	-5.5%	-6.1%
Business	6,107	-2.4%	14.6%
Engineering Related	968	-22.1%	-4.4%
Health Sciences	11,538	9.4%	75.1%
Public and Protective Services	1,498	-5.5%	57.9%
Trade and Industrial	7,143	26.6%	130.6%
All Other Programs Combined	4,034	3.0%	16.9%

Annual Number of Community College Graduates By Broad Field of Study (1S3). Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. College-level program graduate trends appear in the following paragraphs. There has been an overall increase of 37.9 percent for all graduates since FY 2000. Short term, the overall number of completers rose 5.9 percent from 2003 to 2004. Broad categories are used in the analysis to provide an overview of trends. More detailed analysis for specific programs appear in *Career and Technical Follow-up* and *Program Review* reports.

Pre-Baccalaureate/Transfer programs account for approximately **one-third of all graduates** over the last several years (N = 14,791 in FY 2004). **Health Sciences** account for the **second largest** number of graduates in 2004 (N = 11,538). **Trade and Industrial** programs contributed the **third largest** number of graduates (N = 7,143). Based on the percentage change, notable short-term increases (at least 25 percent) occurred in Trade and Industrial programs. Engineering (-22.1 percent), Agriculture (-5.5 percent), Public and Protective Services (-5.5 percent), and Business (-2.4 percent) programs had 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 Trade and Industrial (130.6 percent), Health Sciences (75.1 percent), Public and Protective Services (57.9 percent), and Education (46.8 percent). Agriculture (-6.1 percent) and Engineering (-4.4 percent) had five-year decreases.

The most recent 3-year average, shows **9 out of 10** occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within a year of graduation.

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further

Education (1C1) Based on the 3-year average from fiscal year 2002 to 2004 Career and Technical Education Follow-up Survey results, over 9 out of 10 (91.0 percent) of 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 2002 graduates in Texas (90 percent) and 2003 graduates in Wisconsin (92 percent) show that Illinois' employment and continuing education results (91.6 percent) among 2003 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 2004, Illinois community colleges served 4,837 *businesses* through Business and Industry Centers, a 147.9 percent increase from the 3,497 businesses served in fiscal year 2000. During fiscal year 2004, Illinois community colleges served 82,455 *individuals* through Business and Industry Centers, a 35.4 percent decrease from the 127,650 individuals served in fiscal year 2000.

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

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

POLICY AREA TWO: TEACHING AND LEARNING BACKGROUND – 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 and paraprofessionals.

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 K-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.

HIGHLIGHTS OF 2005 TEACHING AND LEARNING ACCOMPLISHMENTS – Teacher Aid/Teacher Assistant AAS Degree and/or Paraprofessional Certificate programs based on models developed by the Paraprofessional Task Force are being offered by 28 community colleges. Additionally, ICCB provided leadership and collaborated with teacher preparation partners to develop a test preparation curriculum to assist paraprofessionals prepare to take either of two state-approved assessments – the ETS Parapro Test and the ACT Work Keys. Delivery of the curriculum began in Fall 2003 and will continue through fiscal year 2006. During fiscal years 2004 and 2005, 450+ test preparation courses enrolled more than 8,000 paraprofessionals. Regional Offices of Education, local school districts, and teacher unions throughout the state are partnering in this initiative.

In September 2002, in cooperation with the ICCB, the IBHE, and the ISBE, the University of Illinois formed a steering committee through its P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models. The AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education, to date, have been completed, and are in the early stages of implementation. In November 2005, the AAT Successful Implementation Conference will bring together teams of key individuals from universities and community colleges that have approved AAT degrees to discuss the next steps in cooperatively implementing AAT degrees to ensure that students can transition smoothly to university programs. A second conference is planned for Spring 2006.

The AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education, to date, have been completed, and are in the early stages of implementation.

Dual credit and dual enrollment courses continue to experience rapid growth. Statewide data show that the number of students served by dual credit/dual enrollment courses has grown from just over 8,000 in fiscal year 2001 to nearly 17,900 in fiscal year 2004. Due to the size, scope and phenomenal growth of dual credit/dual enrollment programs in the state, a statewide Working Group that includes representatives from K-12, community colleges, ISBE, ICCB, IBHE, the Governors Office, and the General Assembly has been convened to examine issues related to dual credit/dual enrollment and make recommendations to guide future program development.

HIGHLIGHTS OF 2006 TEACHING AND LEARNING PLANS – Delivery of the test preparation curriculum to assist paraprofessionals prepare to take either of two state-approved assessments – the ETS Parapro Test and ACT Work Keys will continue through fiscal year 2006. Additionally, a second conference for the P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models will bring together teams of key individuals from universities and community colleges in Spring 2006. Most colleges reported plans to continue and/or expand successful programs and initiatives, particularly dual credit, placement testing for high school students and high school feedback and curriculum alignment efforts.

SELECTED TEACHING AND LEARNING 2006 CHALLENGES – The great challenge of planning, prioritizing, and partnering to do outreach for high school faculty, staff and students with limited or declining resources was cited by almost all of the community colleges. The rapid growth of dual credit programs has created capacity issues at some colleges. Other colleges stated the federal No Child Left Behind legislation increases the time high school faculty and administrators spend on accountability and reduces the time for high school/community college collaboration on dual credit/dual enrollment. Lastly, in some regions of the state, the transition of non-native English speakers from high school to postsecondary education is a challenge, as many of these students come to the colleges in need of remediation.

POLICY AREA THREE: AFFORDABILITY

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

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

The colleges made every attempt to keep increases to a minimum so that the cost of attending a community college remains reasonable and offers access to an increasing number of students statewide.

HIGHLIGHTS OF 2005 AFFORDABILITY

ACCOMPLISHMENTS – Given the state's current fiscal condition, many colleges felt the need to increase tuition and/or fees to offset declining state resources and increasing costs. The colleges made every attempt to keep those increases to a minimum so that the cost of attending a community college remains

reasonable and offers access to an increasing number of students statewide. The most commonly used strategies for assisting students with unmet need include partnerships with community groups and local employers; scholarships from college Foundations and other contributors; tuition payment plans; textbook loan or rental programs; assistance with transportation, daycare, and other costs that limit students' ability to attend class; emergency loan funds; increased opportunities for work study; and new or streamlined administrative systems to manage and monitor the financial aid process. Several colleges reported taking actions to reduce or redistribute the burden of tuition/fees for students, especially an increased use of tuition payment plans.

HIGHLIGHTS OF 2006 AFFORDABILITY PLANS – Colleges indicated plans to continue their current efforts to provide financial assistance to students with need. Most also indicated that they will seek additional funds to support these efforts through enhanced fund-raising, utilizing available community resources and seeking grant funding.

SELECTED 2006 AFFORDABILITY CHALLENGES – Clearly, the major challenges identified by the colleges relate to the impact of state and federal financial aid funding decisions and continuing budget reductions on students and institutions. In the face of a continued decline in state funding coupled with rising operational costs, many colleges reported that they were forced to raise tuition and fees, shifting additional financial burden to the student. Colleges reported reallocating resources from reserves and other programs to sustain services previously supported by the Special Populations and Advanced Technology/Educational Technology grants, but acknowledged that the actions are only a short-term fix for the loss of these dollars.

As students' cost of attendance continues to increase, state-funded assistance programs continue to decline. At many colleges, there is now a gap between a student's Monetary Award Program (MAP) grant award and actual tuition. Colleges also expressed concern about the impact on students of recent policy changes for state funded financial assistance. The new 75 MAP Payable Hour Rule is likely to have an adverse impact on students who require remedial/developmental course work. Many students use their financial aid to pay for remedial/developmental courses and run out of funds before they complete an associate's degree.

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 2003 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 student's possessing special talents.

Tuition & Basic Fees for a Full-time In-district Student (3M1) During fiscal year 2006, average annual tuition and basic fee costs for a full-time, in-district Illinois community college student was \$2,097, up 9.3 percent over the previous year when they averaged \$1,918. During fiscal year 2006, the highest annual tuition and basic fees are at William Rainey Harper College (\$2,817) in the northwestern suburbs and lowest annual tuition/fees are at Shawnee Community College (\$1,650) in rural southern Illinois.

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

(3M2) During fiscal year 2004, a total of 51,656 students who were enrolled in Illinois community colleges received MAP grants. South Suburban College, Southwestern Illinois College, and Parkland College were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2004.

During fiscal year 2004, a total of 51,656 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 2004, a total of 11,763 students who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. South Suburban College, Malcolm X College, and Harold Washington College had the largest number of students receiving IIA grants in fiscal year 2004.

Number of Enrolled Students Who Receive Pell Grants (3M4) During fiscal year 2004, a total of 80,888 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the City Colleges of Chicago had 19,051 students receiving Pell Grants, which was the largest number of students in any district. South Suburban College enrolled 4,436 students with Pell Grants which was the second largest number of students receiving this form of financial aid.

POLICY AREA FOUR: ACCESS AND DIVERSITY

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

The Illinois community colleges reported a total of 959,081 students enrolled during fiscal year 2004 in credit and non-credit courses

BACKGROUND ON ACCESS AND DIVERSITY –

The Illinois Community College System serves a diverse student clientele through a variety of credit and non-credit programs and courses. The Illinois community colleges reported a total of 959,081 students in credit and non-credit courses during fiscal year 2004 . For

students enrolled in credit course work, more than half were female (55.9 percent), more than one-third were minorities, and the median age of credit-generating students was 26.3 with an average age of 30.9, which were both slight decreases from the previous year. The number of students documented with disabilities in community colleges totaled 11,639 in fiscal year 2004. Information on students enrolled in noncredit courses showed nearly identical gender representation (57.1 percent female), less minority participation, with around one-quarter minority non-credit enrollments, and over one-half of non-credit students 40 years of age or above.

Collegiate-level degrees and certificates were awarded to 47,986 students at Illinois Community Colleges in fiscal year 2004, 5.9 percent more than in fiscal year 2003. Baccalaureate/transfer degrees were earned by 14,022 students, up 3.1 percent since 2003, and made up 29.2 percent of all completions. Career and technical education programs made up nearly 69 percent of the remaining college degree and certificate completions, totaling 33,080, which was a 7.2 percent increase.

HIGHLIGHTS OF 2005 ACCESS AND DIVERSITY ACCOMPLISHMENTS – Fiscal Year 2005 saw a

variety of efforts put forth by Illinois community colleges to increase access for and diversity of their students. Several colleges developed new and more flexible courses and programs to help attract a broader student population and reached out to community members to develop better relationships in assessing the needs of the community, and how the college can help meet those needs. Another common accomplishment that was reported was instituting some sort of diversity training at the college for staff and instructors to better prepare them for working with a variety of

students. A third commonly reported accomplishment was the creation and implementation of some sort of event that would serve to display and promote examples of diversity at the college and encourage students to get involved.

HIGHLIGHTS OF 2006 ACCESS AND DIVERSITY PLANS – The fiscal year 2006 college plans are of a wide variety and range of focus, but with the ultimate goal of increasing access and diversity at individual institutions in ways that fit logically and locally. Several colleges report focusing on their marketing efforts, whether it be attracting new students to campus programs or heightening awareness to existing students on programs that are available to them. A few colleges report reaching out directly to a variety of community groups to gain knowledge that will help them to assess needs in their district. Some other forms of such marketing include special events and increased advertising. Numerous colleges also reported a strong focus in adding certificates, degrees or courses in an effort to increase access to all students. Several colleges also stated that they would focus on developing diversity workshops and training for faculty/staff, developing better placement testing, commissioning studies on retention, and making a commitment to student success in a variety of ways. Finally, several colleges will be seeking out additional funding sources, such as external grants, to assist them in developing new or supplementing current efforts in this area.

SELECTED 2006 ACCESS AND DIVERSITY CHALLENGES

– The most commonly reported challenge by colleges was the concern over decreases in state funds during the last few years and how that has impacted the local level with cuts and reallocations. Other fiscal concerns included problems in the local economy and the effect those would have on the district. Another major challenge was recruiting a qualified and diverse faculty/staff as well as a student body. Remaining challenges that were commonly reported included under prepared students, implementing dual credit, classroom space and materials, and balancing program expansion with demand.

The most commonly reported challenge by colleges was the concern over decreases in state funds during the last few years and how that has impacted the local level with cuts and reallocations.

SELECTED ACCESS AND 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 Course work; Remedial Credits Earned Versus Attempted, Number of Students Served Through Adult Education (ABE/ASE) Course Work, and Number of Students Served Through English as a Second Language (ESL) Course Work.

Completions by Race/Ethnicity, Disability Status, and Gender (4C1) Statewide the number of students with disabilities who graduated in fiscal year 2004 increased by 12.7 percent compared to the previous year. The College of DuPage reported the largest number of individuals with disabilities who graduated from a single college and the City Colleges of Chicago reported the overall largest number of individuals with disabilities who graduated from the whole district. Nearly one-third of fiscal year 2004 certificate and associate degree graduates identified themselves as being members of a minority group (non-white). From 2003 to 2004 the overall number of minority graduates increased by 9.4 percent. Waubensee Community College and Harold Washington College registered the largest percentage gains in minority completions over this time span. In fiscal

year 2004, there were 27,365 female completers statewide in the Illinois Community College System, which was 57.0 percent of all completers, and a 4.6 percent increase from fiscal year 2003.

Population	Number of 2004 Graduates	Short-Term 1 Year Percent Change	Longer Term FY 00-04 Percent Change
Individuals with Disabilities	1,110	12.7%	63.0%
Minorities Combined	14,422	9.4%	62.0%
Asian	2,734	20.9%	116.6%
African American	7,229	7.7%	49.5%
Latino	3,917	6.8%	63.5%
Native American	209	18.8%	86.6%
Nonresident Alien	196	1.0%	40.0%
Other	137	-0.3%	-14.9%
White	33,564	4.4%	29.6%
Female	27,365	4.6%	30.2%
Male	20,621	7.6%	49.6%

Number of Students Enrolled by Disability Status, Race/Ethnicity, and Gender (4M1) During fiscal year 2004, a total of 11,639 students self identified as being disabled were enrolled in Illinois community colleges, which is approximately 1.7 percent of the total community college population served through credit course work. During fiscal year 2004, Wilbur Wright College served the largest proportion of disabled students (5.2 percent), nearly three times the state wide average. In fiscal year 2004, Olive-Harvey College served the largest proportion of combined minority students (98.7 percent of all students), which was much higher than the statewide average of 36.1 percent. Female students accounted for over two-thirds (67.9 percent) of Kennedy-King College students, which was much higher than the statewide figure of 55.9 percent.

Number of Students Served Through Developmental Course work (4M6) During fiscal year 2004, an average of 21.3 percent of students enrolled in Illinois community colleges (N = 103,542) were enrolled in developmental course work, which is similar to reports at the national level (23.2 percent).

During fiscal year 2004, Illinois Community College System students earned slightly more than two-thirds (66.8 percent) of the remedial credits they attempted, which was a 2.2 percent increase over fiscal year 2003.

Remedial Credits Earned Versus Attempted (4M7) During fiscal year 2004, Illinois Community College System students earned slightly more than two-thirds (66.8 percent) of the remedial credits they attempted, which was a 2.2 percent increase over fiscal year 2003.

Number of Students Served Through Adult Education (ABE/ASE) Course work (4M2) During fiscal year 2004, a total of 52,744 students were served through adult education course work, which was a 3.1 percent decrease from the 54,456 students served during fiscal year 2003.

Number of Students Served Through English as a Second Language (ESL) course work (4M3) During fiscal year 2004, 73,879 students were served through ESL course work, which was a 4.5 percent decrease from the 77,369 students served during fiscal year 2003.

POLICY AREA FIVE: 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.

BACKGROUND ON HIGH QUALITY

As with Policy Areas One and Six, information on Policy Area Five covers only performance indicators for 2005. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2006.

SELECTED HIGH QUALITY 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. Illinois community college Associate Degree Nursing programs on the National Council Licensure Examination for **Registered Nurses** (NCLEX-RN®) had a median pass rate of 89. Hence, Illinois community college A D N graduates performed above the state (87) and national (85) level on the NCLEX-RN® exam.

Fiscal year 2004 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 2004 was 100.0 percent versus 96.0 percent for the corresponding national average rate. Illinois community college **Radiologic Technology** programs providing fiscal year 2004 rate information reported a median pass rate of 93.0 percent versus 84.0 percent at the national level. The **Emergency Medical Technician** median pass rate for fiscal year 2004 Illinois community college graduates was 96.0 percent. Nine colleges reported flawless pass rates of 100.0 percent.

Transfer rate results in Illinois are competitive with recent National Transfer Assembly results.

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. The statewide **transfer rate** for cohorts of Illinois community colleges entering students **was 22.9 percent in fiscal year 2004 and 21.1 percent in fiscal year 2005**. Transfer rates reported here are limited to in-state public institutions and DePaul University. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the time frame was expanded. Still, Illinois' transfer rate results are competitive with recent National Transfer Assembly results.

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 2004, the average class size among Illinois community colleges was 18.45, which is a 5.5 increase from fiscal year 2003 (17.5) and a 5.9 percent increase from fiscal year 2000 (17.4).

Faculty Preparation (5M5)

During fiscal year 2005, an average of 96.2 percent of all Illinois Community College System transfer faculty held a Master's or higher degree. Eight out ten colleges reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across

all programs at community colleges and show 81.8 percent possessing a Master's degree or above (Fall, 1998).

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

During fiscal year 2005, 4,327 Illinois community college general education courses were included in the Illinois Articulation Initiative. Every community college actively participates in the Illinois Articulation Initiative.

POLICY AREA SIX: PRODUCTIVITY AND ACCOUNTABILITY

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

BACKGROUND ON ACCOUNTABILITY AND PRODUCTIVITY

As with Policy Areas One and Five, information on Policy Area Six covers only performance indicators for 2005. Colleges were not required to present narrative on what they had done in fiscal year 2005 or what they plan to do in fiscal year 2006.

SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS

A handful of Performance Measures related to Accountability and Productivity are 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 2003 (\$191.09) to 2004 (\$193.16) increased by 1.1 percent, while the Higher Education Price Index (HEPI) for overall operations increased an estimated 4.6 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, indirect instructional support costs experienced a 0.9 percent increase from 2003 to 2004. This translates into a \$0.77 average increase for community colleges. Many colleges experienced indirect instructional support cost decreases during fiscal year 2004 compared to the statewide average.

Of the 24,822 fall 2001 cohort of full-time, entering freshmen, 70.6 percent graduated, transferred, or were still enrolled by summer 2004.

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 24,822 fall 2001 cohort of full-time, entering freshmen, 70.6 percent graduated, transferred, or were still enrolled by summer 2004. From the 2000 cohort to the 2001 cohort,

the number of successful student advancements increased 3.8 percent.

Population Served (6M1)

During fiscal year 2004, Illinois community colleges enrolled a total of 959,081 students through credit and noncredit course work. According to the most recent Bureau of the Census figures, there were 12,653,525 people living in Illinois. Therefore, one out of every thirteen Illinoisans attended course work in a community college. Narrowing the look to an estimated 11,122,448 Illinoisans over 18 years of age indicates that one out of eleven individuals attended a community college during fiscal year 2004. The average community college enrollment percentage of the entire population was 9.0 percent of each respective district.

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

During fiscal year 2004, Illinois community colleges averaged a 20.3 student-faculty FTE ratio. The most recent national data from the *Digest of Education Statistics, 2004* are from fiscal year 2001 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 18.8 (http://nces.ed.gov/programs/digest/d04/tables/dt04_226.asp). 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 2004, Frontier Community College had the lowest student-faculty FTE ratio (12.4).

CLOSING CHALLENGES

From a statewide perspective, the November, 2005 Higher Education Summit reiterated several key issues facing Illinois higher education including:

- ◆ The critical role that postsecondary education plays in preparing people - young and old, traditional students and adult learners - for a workforce that is increasingly unforgiving of the under-educated.
- ◆ The pivotal connection between financial aid for low-income students and access to higher education.
- ◆ The need for a more expansive view of education - the P-20 notion that education extends from preschool to graduate school - to ensure that high school graduates are ready for college, that new teachers are well-prepared to enter K-12 classrooms, and that underrepresented groups have access to collegiate opportunities.

Illinois Board of Higher Education, (November 1, 2005). Summit to Highlight Issues, Challenges Facing Higher Education.

Lifelong learning will be necessary for workers to keep pace with the changing workplace. Community colleges and all of higher education have an important role to play in anticipating and responding to emerging needs of the marketplace.

New York Times foreign affairs columnist and Pulitzer Prize winning author Thomas L. Friedman provides a national/international perspective on challenges facing present workers and the workers of tomorrow. In his latest book, *The World Is Flat: A Brief History of the Twenty-first Century* (2005) Friedman

Friedman (2005) makes a strong case that highly skilled, innovative, collaborative, and competitive individuals will thrive in the emerging flattened global economy.

makes a strong case that highly skilled, innovative, collaborative, and competitive individuals will thrive in the emerging flattened global economy. He takes the reader through ten major political events, innovations and companies that created forces that flattened the competitive environment in the world. He writes about the billions of people living in China, India, Russia, Eastern Europe, Latin America, and Central America, where recent economic, technological and political alignments have opened up the workforces during the decade of the 1990s.

Maybe only 10 percent of the new 1.5 billion strong workforce entering the global economy have the education and connectivity to collaborate and compete at a meaningful level. But this is still 150 million people, roughly the size of the entire U.S. workforce . . . The winners will be those that learn the habits, processes and skills most quickly and there is simply nothing that guarantees it will be Americans or Western Europeans leading the way.

Friedman, Thomas L. (2005). *The World Is Flat: A Brief History of the Twenty-first Century*, p.183.

In his triple convergence discussions, Friedman (2005) relays a conversation with a successful entrepreneur from India. The entrepreneur makes some interesting points.

There are dozens of people who are doing the same thing you are doing, and they are trying to do it better. It is like water in a tray, you shake it and it will find the path of least resistance. That is what is going to happen to many jobs – they will go to the corner of the world where there is the least resistance and most opportunity. If there is a skilled person in Timbuktu, he/she will get work if he/she knows how to access the rest of the world which is quite easy today. You can make a website and have an e-mail address and you are up and running. If you are able to demonstrate your work, using the same infrastructure, and if people are comfortable giving work to you, and if you are diligent and clean in your transactions you are in business . . .

Instead of complaining about outsourcing . . . think about how you can raise your bar and raise yourself into doing something better . . . It's about how you can create a great opportunity for yourself and hold onto that or keep creating new opportunities where you can thrive . . . It's about efficiency, collaboration and competitiveness . . . It's about staying sharp.

Friedman, Thomas L. (2005). *The World Is Flat: A Brief History of the Twenty-first Century*, pp. 190-191

In the flattened economy, where an individual lives is of little consequence, as long as the individual has the ability to communicate effectively and deliver a quality product cost effectively and on time. Demonstrating a capacity to improve either product, price, or both can also be important considerations in landing and retaining business.

Education and training are the foundations upon which success in the flattened economy will be built.

Education and training are the foundations upon which success in the flattened economy will be built. The Performance Report provides one mechanism for Illinois higher education to measure progress, identify challenges, and develop plans to move forward. Colleges and

universities shoulder part of the responsibility to help prepare and empower individuals to compete successfully in the flat global economy. It is particularly important that Illinois Community Colleges rise to these challenges since over nine out of ten graduates remain in state and must be part of the solution for the State of Illinois and Illinoisans to attain and retain a competitive advantage in the marketplace.

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Appendix A

**MISSION-SPECIFIC
COMMUNITY COLLEGE PERFORMANCE INDICATORS
FY 2005**

Policy Area One: Economic Growth (Mission-Specific Level Menu)

Colleges Using Indicator	Indicator
502, 503, 508-04, 511, 513, 514, 517, 518, 519, 521, 523, 525, 526, 527, 529, 532, 533	Number of <u>businesses</u> provided with technical assistance through college Business and Industry Centers.
502, 503, 505, 506, 508-01, 508-03, 508-04, 508-06, 508-07, 519, 524, 525, 526, 527, 529, 530, 532, 535, 536, 537, 539, 540	Number of <u>individuals</u> receiving customized training through college Business and Industry Centers.
502, 525, 526, 534	Number of <u>current workers</u> receiving training through college Business and Industry Centers.
502, 525, 526	Number of businesses attracted or retained through college Business and Industry Centers.
	Number of services delivered through the Manufacturing Extension Center (IMEC) or Chicago Manufacturing Center (CMC).
504, 505, 507, 514, 519, 521, 523, 525, 526, 533, 534, 535	Total number of Business and Industry Center <u>courses/workshops</u> conducted.
501, 525, 526	Number of Business and Industry Center <u>courses/workshops</u> conducted in computer skills enhancement.
515, 525	Number of Business and Industry Center <u>courses/workshops</u> conducted in Quality process improvement (i.e., ISO) training.
	Number of Business and Industry Center <u>courses/workshops</u> conducted in.

Policy Area Two: P-20 Partnerships/Teaching and Learning (Mission-Specific Level Menu)

Colleges Using Indicator	Indicator
502, 508-04, 508-07, 518, 526, 528, 534	Number of collaborative partnerships with university teacher education programs.
505, 513, 516, 524, 526, 528, 532, 535	Number of <u>course sections</u> provided for teachers and administrators as a registered provider through professional development activities (CPDU/CEU).
508-01, 516, 517, 526	Number of teacher education CEU's provided
519, 530, 535, 537, 539	Number of <u>teachers and administrators served</u> by the institution as a registered provider through professional development activities (CPDU/CEU). (Institutional)
	Number of paraprofessionals trained to assist in teaching reading, writing, math or readiness in these subjects.
502, 505, 506, 508-03, 508-06, 510, 519, 521, 525, 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
504, 505, 507, 508-07, 509, 511, 519, 521, 524, 525, 526, 529, 531, 533, 535, 537	Tuition and basic fees for a full-time in-district student.
502, 503, 505, 514, 515, 518, 519, 525, 526, 527, 529, 531, 533, 540	Number of enrolled students who receive Monetary Award Program (MAP) grants.
502, 514, 515, 525, 526	Number of enrolled students who receive Illinois Incentive for Access (IIA) grants.
502, 508-01, 508-03, 508-04, 508-06, 513, 514, 515, 517, 519, 525, 526, 527, 529, 531, 533, 534, 537, 539, 540	Number of enrolled students who receive Pell Grants.
	Proportion of graduates with zero student loan debt.
506, 508-02, 514, 525, 526, 529, 534	Number of first generation college students served.

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

Colleges Using Indicator	Indicator
503, 505, 507, 508-02, 508-03, 508-04, 508-06, 510, 512, 514, 518, 519, 521, 525, 526, 527, 528, 530, 537, 539, 540	Number of students enrolled by race/ethnicity, disability status, and gender.
502, 519, 521, 523, 525, 526, 529, 531, 533, 535, 536	Number of students served through adult education course work (ABE/ASE).
502, 508-02, 523, 524, 525, 526, 529, 534, 535, 536	Number of students served through English-as-a-Second Language (ESL) course work.
521, 525, 526, 536	Number of level advancements in Adult Education (ABE/ASE).
508-02, 515, 525, 526, 536	Number of level advancements in English-as-a-Second Language (ESL).
502, 503, 506, 513, 519, 523, 525, 526, 529, 534, 535	Number of students served through remedial course work.
502, 504, 507, 511, 521, 525, 526	Remedial credits earned versus attempted.
518, 525, 533	Number of <u>courses</u> offered through distance learning.
509, 517, 523, 525, 526, 529, 531, 533	Number of <u>students</u> served through distance education.
508-07, 509, 514, 525, 526, 532	Number of <u>faculty</u> by race/ethnicity.
508-07, 509, 514, 525, 526, 532	Number of <u>administrators</u> by race/ethnicity.
508-07, 509, 514, 525, 526	Number of <u>other professionals</u> by race/ethnicity.
502, 508-01, 514, 521, 525, 526	Number of students served through noncredit course work.

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

Colleges Using Indicator	Indicator
505, 513, 514, 519, 524, 525, 526, 529, 534, 540	Occupational graduate placement in employment or continuing education.
514, 525, 526, 529	Occupational graduate retention in employment.
509, 511, 513, 514, 519, 525, 532, 534, 536	Transfer rate.
508-06, 518, 525, 526, 529, 530, 532, 537	Average class size.
504, 506, 508-01, 508-04, 517, 523, 525, 526, 529, 533, 537	Faculty preparation.
508-03, 508-07, 514, 515, 519, 521, 525, 526, 527, 529, 531, 533, 535, 539	Number of <u>general education</u> courses included in the Illinois Articulation Initiative (IAI).
508-07, 514, 519, 521, 525, 526, 527, 529	Number of <u>major specific</u> courses included in the Illinois Articulation Initiative (IAI).

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

Colleges Using Indicators	Indicator
505, 507, 509, 511, 513, 514, 516, 519, 525, 526, 529, 530, 531, 533, 537, 539	Population Served (per 1,000).
501, 519, 525	GED attainment.
501, 503, 519, 521, 525, 532	Advancement to college level work for remedial students.
508-04, 515, 525, 526, 532	Number of English-as-a-Second Language level test score gains.
505, 506, 508-07, 525, 526, 529	FTE Student/faculty ratio.
504, 505, 507, 508-06, 509, 514, 516, 517, 519, 521, 525, 526, 527, 529, 531, 534, 535, 540	Credit hours generated.
508-03, 525, 526	Number of recent GED completers enrolling in college level course work.
514, 518, 521, 524, 525, 526, 533, 534, 537	Number of students served through dual enrollment courses.
514, 525, 533	Number of students served through the Accelerated College Enrollment initiative.

Appendix B

**INSTITUTION-LEVEL COMMUNITY COLLEGE
PERFORMANCE INDICATOR GOALS
FY 2005**

Alphanumeric Abbreviations for Measures

First Digit = Policy Area.

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

Third Digit = count within Policy Area.

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

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

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

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

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

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

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

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

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

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

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

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

3M1: Tuition and Fees

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

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

3M4: Number of enrolled students receiving Pell Grants.

3M6: First generation college students.

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

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

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

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

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

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

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

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

4M7: Remedial credits earned versus attempted.

4M8: Number of courses offered through distance learning.

4M9: Number of students served through distance learning.

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

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

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

4M13: Annual unduplicated noncredit course enrollments.

4S1: Statewide completions.

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

5C1: Graduate satisfaction by college.

5M1: Placement in Employment.

5M2: Retention in Employment.

5M3: Summary of Transfer Rates.

5M4: Average Class Size.

5M5: Faculty Preparation.

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

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

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

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

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

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

6M1: Summary of Population Served.

6M2: GED Attainment.

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

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

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

6M6: Student FTE/Faculty Ratio.

6M7: Credit Hours Generated.

6M8: GED College-Level Enrollment.

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

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

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

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

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

Black Hawk College

1C1 Increase the percentage of degree/certificate recipients either employed or enrolled in further education within one year of graduation to 91 percent, the average percentage level for the three years 2001-2003.

1M1 & 1M2 The number of businesses and individuals served by the Business Training Center will increase by 5 percent consecutively for the next three years.

2M Achieve a 15 percent increase in the number of students served by Dual Enrollment curricula in FY 2006.

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

4M6/4M7 Black Hawk College will continue to provide academic developmental course work for those students identified as academically under-prepared for college-level course work.

5C1 The occupational graduate satisfaction rate will annually meet or exceed the 3-year average target (FY 2001-2003) of 88.9 percent

5C Allied Health programs with certifying exams will meet or exceed national averages for their occupational area..

6C1 The College's Cost of Instruction per Credit Hour will remain below the state average and will increase at a rate which does not exceed the increase in cost of living.

6C2 The College costs will increase less than the state average and Black Hawk's cost will continue to grow at a rate less than inflation

6S2 The College goal regarding the percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred will be to meet or exceed that of the state average.

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

Chicago – Richard J. Daley College

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

1M2 Indicator 1M2 was generated from data appearing in the Business and Industry Center (B&I) grant report. Despite the unclear future of B&I grants, the Business & Industry services unit of Daley College expected to continue workforce development activities. Since the future of B&I grants was unclear, the College could plan only a tentative performance goal for Indicator 1M2. The tentative goal for customized training was 150 to 200 individuals.

2M Daley College will maintain partnerships through Project Excel and establish partnerships with World Languages High School and the Chicago Police & Fire Training Academy.

3M4 The data and interpretations below showed City College students represented a large share of the Pell grant recipients at Illinois community colleges. Data from the 2004 Performance Report showed Daley College students represented an appropriate share of the City College total. Thus, institutional performance for this indicator is satisfactory. Continued satisfactory performance is the goal for this indicator.

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

4M1 As Daley College endeavors to increase the enrollment total, the diversity of enrollments must be sustained.

5C1 The percentage for Daley College should reach or surpass the percentage for whole of the City Colleges of Chicago.

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

5M4 The average class size at Daley College was near the average for City Colleges. Performance at that level was satisfactory. Continued satisfactory performance is the goal for this indicator.

6C1 In terms of dollar amounts, the cost of instruction per credit hour may decrease as new and lower-ranking faculty replace retiring faculty. However, cost as a percent of state average can expect to remain about the same.

6C2 Daley College will endeavor to keep this measure below the state average.

6C3 Daley College will endeavor to increase graduation rates.

6M7 As one of seven City Colleges, total credit hours at Daley College should represent at least 14 percent (about one seventh) of the City Colleges total credit hours.

As one of forty-eight Illinois community colleges, total credit hours at Daley College should represent at least 2 percent (about one forty-eighth) of Illinois community colleges total credit hours.

Chicago – Kennedy-King College

1C1 Strengthen the relationship between DTI and the Construction industry. Create an entrepreneurship program through the Business and Industry Services Department.

1C1 Create new courses that meet the changing needs of our students and business partners (Established new Associate Degree in Applied Science in Culinary Arts with a specialty in Baking).

1C1 Business and Industry services will expand communication with academic divisions to better utilize all approved courses in providing customized training.

4C1 Develop interdisciplinary programs. Activities included: implementing new concurrent GED/vocational programs; implementing a new bilingual computer course; designing an environmental science curriculum as a biology and chemistry interdisciplinary program.

4C1 Create new courses that meet the changing needs of our students and business partners. Activities included: Submitting request for new certificate programs in addiction studies, and auto parts specialist; established a new AA degree in applied science in culinary arts with a specialty in baking; expanded number of high level math courses; expanded academic program offerings in math during the day, evening and on weekends; increased the number of information technology courses; designed new technology training and certification programs.

4M1 We expect an increase in students of various ethnicities and ages enrolling at the college, helping to build a more diverse educational environment.

5C1 KKC Major Strategy: Strengthen academic standards and improve documented assessment of student achievement KKC Objectives: Develop an outcomes assessment tools for target programs and services.

5C1 KKC Major Strategy: Establish, monitor and evaluate student achievement of exit competencies. KKC Objectives: Improve the performance of students on the exit competency examinations

6C1 KKC Major Strategy:

- Improve financial stability through increased operational efficiency, effective resource development activities and expanded customized training and services.
- Build and strengthen the college's image and external support.
- Strengthen the college's ability to pursue new sources of funding by evaluating and improving institutional development activities.

6C3 KKC Major Strategy: Improve processes to facilitate better customer service, efficiency, and effectiveness. KKC Objective(s):

- Further improve an awareness and training process that will promote on-line financial aid application process.
- Implement a more efficient and effective process for handling lectureship assignments.
- Review the registration process and implement a more efficient and effective process.
- Create program guides to assist students in self service advisement.
- Establish guidelines for the implementation of the Student Loan Program

Chicago – Malcolm X College

1C1 Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation: 90 percent.

2M Continue 12 collaborations with areas elementary and high schools funded through the U.S. Department of Education.

3M4 Number of enrolled students who receive Pell Grant accounts at or above 50 percent of the total enrollment in credit programs.

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

4M1 90 percent or higher for minority students, 50 percent or higher for female students, and 1 percent for students with disabilities.

5C1 85 percent of satisfaction.

5C Pass rates on professional/occupational licensure examinations relative to national averages: At or above the national average pass rate.

5M6 Add at least three new IAI courses annually.

6C1 At or below the state average.

6C3 50 percent of first time, full-time degree seeking freshmen who complete their degree within 150 percent of catalog time.

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

Chicago – Olive-Harvey College

1C1 To meet or exceed the City Colleges combined three-year average. Despite the lower figure in FY 2004, this goal was achieved since the combined city college number for FY 2004 was 77.9 percent.

4C1 To mirror the institution's diversity in its completion statistics. The College is achieving this goal with the exception of male students.

5C1 To maintain a satisfaction rate that is equal or higher to the Chicago City College average. This goal has been achieved in the past years with the exception of FY 2004.

5C To meet or exceed the national pass rate. This goal has been achieved in each of the past three fiscal years.

6C1 To maintain the same or lower cost of instruction, expressed as a percentage of the sector's state average. This goal was achieved in FY 2004.

6C3 To maintain or improve the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred. The goal was achieved in the past. There was a slight back turn in the last academic year, but not a significant set back.

Chicago – Harry S Truman College

1C1

- Truman's goal is to either maintain our current average or raise it to match or exceed the state average employment/enrollment for our graduates.
- Develop a larger base of business clients through B&I who may also serve as employers for our students.
- Increase the number of collaborative articulation agreements and bridges with four year institutions to encourage students to pursue further education.
- Develop strategies for better tracking of students who are employed as a result of completing their education at Truman or enrolled in further education.
- Develop new marketing strategies to encourage students to complete education at the community college level and continue on to complete a baccalaureate degree.

1M1 & 1M2 The performance goal is to continue to increase number of businesses and individuals served through the B&I Center.

3M4 Truman College will continue to monitor the percentage of students on Pell grant. The goal is to maintain a balance between the percentage of students who receive Pell grants and the percentage of low-income residents in our service area.

4C1 Access to affordable, quality education for a diverse student population.

4M1 Students with disabilities completion success rates should indicate adequate support for their success. Historically successful diversity oriented enrollment rates should be maintained.

5C1 Alumni survey results should demonstrate growing satisfaction levels.

5C Pass rates on professional/occupational licensure examinations relative to national averages: Pass rates meeting or exceeding previous years.

5M5 All full-time faculty have a Masters degree or above.

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

6C3 Our goal had been to continue the upward climb in completion time success shown in the last years at Truman, and to close the shrinking gap between our institutional percentages and state percentages.

Chicago – Harold Washington College

1C1 Harold Washington College will expand the college's leadership role through a development of partnership and collaboration with the external community by professional and public service.

3M6 Expand the college's leadership role through a development of partnerships and collaborations with the external community by professional and public service.

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

4M1 Harold Washington College primarily serves students who are from underrepresented groups. The figures represented in the charts reflect the success of the institution in providing services to students from underrepresented groups.

4M3 HWC is dedicated to providing services and education to students whose primary language is a language other than English.

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

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

6C3 Implement new models to promote student success and student enrollment, increase retention and accommodate a diverse student population.

Chicago – Wilbur Wright College

1C1 The broad institutional goal for this indicator is "expand services to meet the needs of all students and workforce partners." The specific institutional goals for FY 2006 are increase student satisfaction with transfer advising and increase student satisfaction with career advising.

1M2 The college expects the number of individuals receiving customized training through its business and industry center to decrease in the next fiscal year.

2M To incorporate pre service teacher education courses and learning experiences into the college's associate of arts or associate of science degree.

3M1 Continue to operate in a fiscally responsible manner so that more instructional resources are available to students.

4C1 Develop a comprehensive outreach program for students with disabilities and conduct at least one workshop for faculty regarding working with students with disabilities.

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

5C1 The broad institutional goal that supports this indicator is "improve the quality of all programs and services." The college has set one goal that directly addresses this indicator: Use data from the Collegiate Assessment of Academic Performance (CAAP) and data from the Community College Survey of Student Engagement (CCSSE) to enhance teaching effectiveness and student engagement strategies.

5M6 & 5M7 Expand the number of general education courses and major-specific courses articulated through IAI.

6C1 The broad institutional goal for this indicator is to “effectively use resources and maximize revenue opportunities.” The sub set goal is to continue to operate in a fiscally responsible manner.

6C3 The broad institutional goal for this indicator is “increase enrollment and retention.” The college has set one subset goal in support: Improve services including access to and awareness of financial aid so that students are better able to complete their educational goals in a timely manner.

6M6 Increase the number of full-time equivalent students per faculty member.

Danville Area Community College

1C1:

- 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 and 21st Scholar grant programs to qualified occupational students.
- Complete the integration of general education outcomes into all academic programs.
- Promote online courses and degree/certificate programs available at DACC.
- Continue to conduct a survey to determine why DACC 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.
- Continue to survey occupational graduates in each academic division on an annual basis to ensure that placement or employment data after graduation is accurate.
- Continue to offer Employer Roundtable seminars through the DACC Career Services Office.
- Continue to host the DACC Career Fair
- Establish stronger linkages with the WIA One-Stop to help completers find employment.

1M6 Danville Area Community College would like to increase the number of Business and Industry Center courses/workshops conducted by 5 percent in FY 2006.

3M1 Seek innovative ways to keep tuition and fees at or below state averages for FY 06.

4C1

- Implement the recommendations of the Access, Equity & Diversity Committee. This is a committee made up of college faculty and staff, community leaders and diversity advocates.
- Investigate ways to generate data from the newly devised Degree Audit System to track minority students with 50 or more earned credit hours and set up an advising system that would best help them complete programs of study.
- Partner with Community Action Agency and other area social service organizations to develop strategies to improve enrollment, retention and completion rates of underrepresented student populations at DACC.
- Increase minority representation in Dual Enrollment
- Recruit minority students to be ambassadors of DACC in educational workshops at their home high schools in the DACC district.
- Partner with Educational Talent Search to help college students transition to 4-year institutions.
- Promote the newly designed Associate of General Studies degree.

4M1 Increase minority student enrollment by 5 percent in FY 2006.

4M7 Danville Area Community College would like to increase the percentage of earned credits versus attempted credits of developmental education courses by 5 percent in FY 2006.

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. This was completed in the Industrial Maintenance program using curriculum developed by PrimeED.

5C Pass rates on professional/occupational licensure examinations relative to national averages:

- Conduct discipline specific in-service training for nursing faculty who have in- depth clinical experience but limited knowledge of pedagogy
- Incorporate professional assessment tools throughout entire program
- Due to reduction in clinical days from 2 to 1, continue to closely monitor skills of students

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

6C1 & 6C2

- Continue to reduce Unit Cost of Instruction per credit hour by 5 percent in FY 2006 (reduce unit cost by \$20).
- Develop new strategies increase low enrollment programs.
- Continue to monitor class sizes each semester.
- Devise new methods for lowering administrative, faculty and support staff costs.
- Seek external grant funds to offset technology costs in CTE programs.
- Demolish three buildings once state funds are released for the project.

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 at DACC.
- Continue to offer the Success in College course for in-coming freshmen and non-traditional students
- Enhance the College Mentoring Program
- Continue to offer Foundation Scholarships to deserving DACC students
- Pursue external funding that would provide services to at-risk DACC students

College of DuPage

1C1 The College of DuPage will set as its target the goal of 93 percent either employed or enrolled in further education. This exceeds the statewide average for all community colleges over the last three-year period, which was 91.0 percent.

1M1 Goal of 770*

1M2 Goal of 620*

*In FY04 the ICCB measures labeled 1M1 through 1M8 were reported based on Contract/Customized Job Training. Therefore, only activities within the Center for Corporate Training were reported. In contrast, the FY06 goal for 1M1 indicates the “number of businesses served” are to be reported. Therefore, projections for FY06 include all the training and services delivered by the College of DuPage.’s Business and Professional Institute.

1M3 Goal of 3,041.

1M4 Goal of 138.

2M1 Goal of 4.

2M2 Goal of 320 for Articulation Agreements.

2M2 Goal of 88 for Dual Credit Agreements.

2M2 Goal of 88 for Dual Credit Courses.

3M2 Goal of 2,369.

3M3 Goal of 360.

3M4 Goal of 2,999.

4C1 - Completions by race/ethnicity, disability status, and gender (by level)

Native American – Goal of 5.

Asian – Goal of 400.

African American – Goal of 140.

Latino – Goal of 200.

Non-Resident Alien – Goal of NA.

White – Goal of 2,710.

Other – Goal of 45.

Students with Disabilities – Goal of 160.

No Disability – Goal of 3,340.

Male – Goal of 1,400.

Female – Goal of 2,100.

Total – Goal of 3,500.

4M2 Goal of 1,500.

4M3 Goal of 5,875.

4M6 Goal of 7,500.

4M7 Goal of 66.1 percent.

4M13 Goal of 24,514.

5C2 The College of DuPage has set as its goal for each of these programs to meet or exceed the national pass rates.

6C1 Goal of \$193.16.

6C3 Goal of 70 percent.

Elgin Community College

IC1 ECC tracks this indicator with the goal of meeting or exceeding the state average of employment and satisfaction levels for Career-Technical graduates. This has been achieved for three of the last three years.

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

3M Student tuition rates will remain competitive with the community college districts that border District 509.

4C1 ECC has an ongoing commitment to diversity in its college goals and in all aspects of college operations, including hiring, curriculum and student services. In addition, several Strategic Enrollment Management (SEM) teams are being formed to focus upon student retention, persistence, and success, with special focus on minority and at-risk students. Increases in these areas will positively impact completion rates for all students.

4M The course retention rate of students in developmental courses during the current fiscal year will equal or exceed the average retention rate of students in developmental courses for the previous three years.

4M The course retention rate for English as a Second Language will meet or exceed the three year institutional average.

4M2 The number of GED students shall meet or exceed the average for the prior three years.

4M10, 4M11, & 4M12 There will be evidence of progress to reflect the racial/ethnic diversity of the district in the hiring of administration, faculty, and support staff.

4M The annual attendance and number of activities and experiences supporting and celebrating multi-cultural diversity will meet or exceed the average for the prior three years.

4M The number of students enrolled in credit and non-credit courses offered via distance learning will exceed the FY 2002 baseline.

4M9 The number of students and community members using on-line services will meet or exceed the FY 2002 baselines.

5C2 The college has goals for these tables which state that employment and satisfaction levels for Career-Technical graduates will meet or exceed the state average; and graduates of a degree or certificate program with required licensure or certification examinations will meet or exceed the state or national pass rates.

5M There will be an annual vocational guarantee return rate of not more than one percent of a class of Applied Science graduates.

5M1 In their senior year at a public Illinois college to which at least five percent of our students transfer, ECC transfers shall have a GPA that equals or exceeds the state norm for two-year public school transfer students.

5M Satisfaction with the schedule and delivery method of credit and non-credit classes will meet or exceed the FY 2003 baseline for all stakeholder groups surveyed.

5M Satisfaction with the variety, availability, and delivery method of services will meet or exceed the FY 2003 baseline for all stakeholder groups surveyed.

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

5M There will be an annual Transfer Guarantee return rate of not more than one percent of a class of baccalaureate transfer graduates.

6C3 It is the college's goal to meet or exceed the state norm for these figures.

6M Current year enrollment shall meet the average for the prior three years, plus 2 percent

6M Privately raised funds by the ECC Foundation shall meet or exceed the FY 2002 baseline.

6M The usage of the Renner Learning Resource Center will meet or exceed the FY2003 baseline.

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 At least 30 percent of the continuing education course offerings each year are new courses.

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

4C1 Increase the number of male completions relative to the number of female completions.

4C1 The percent of Harper completers that were identified as disabled will exceed the ICCB reported median percent for the State.

4M 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 Harper College graduates completing the ICCB Follow-Up Study of Career and Technical Education Programs will maintain a 3-year average satisfaction with institutional quality and effectiveness at or above the State reported median 3-year average for community colleges.

5C2 Pass rates will equal or exceed national pass rates on nursing related examinations. The Dental Hygiene Program will rank in the top third of schools nationally on the dental hygiene examination. At least 90 percent of the students taking the Emergency Medical Technician examination will pass.

5M Students rating quality of instruction and students rating primary support services will indicate satisfaction with instruction and support services provided as indicated by 90 percent student agreement on the Student Opinion of Instruction and 90 percent student agreement on Student Center Surveys.

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

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

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

Heartland Community College

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

1M2 The College's Corporate Education department will strive to increase its offerings to area employers each year. However, external economic factors may affect achievement of this goal.

3M2 & 3M4 HCC has adopted the ideal that no student will be turned away because of financial need. To implement that ideal, HCC strives to better inform the community and potential students of the availability of financial aid and to facilitate students' applications for such aid. Consequently, as enrollment increases, the number of students receiving state and federal grants should also increase.

4C1 HCC has established a goal that its minority completion rate (percentage of graduating students) shall continue to meet or exceed the percentage of minority population within its district. HCC shall continue to inform students of a broad range of educational, occupational and career choices. Further, HCC will strive, through its student advising services, to reduce artificial barriers encountered by students that are perceived to discourage entry into non-traditional professions.

4C1 HCC has established a goal that its completion rate for disabled students shall meet or exceed the percentage of disabled students enrolled.

4M1 HCC has established a goal that its minority enrollment rate shall continue to meet or exceed the percentage of minority population within its district, which is 10.4 percent.

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

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

5M1 HCC has established a goal to maintain a placement rate that meets or exceeds state and peer averages.

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

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

6M7 HCC has adopted a goal to increase the penetration in our college district, as measured by the total credit hours generated.

Highland Community College

1C1 Goal of 95 percent.

1M1 Goal of 95 percent.

1M2 Goal of 2,000.

1M6 Goal of 250.

2M8 Goal of 80.

3M1 Goal of 100 percent of community college average

3M2 Goal of 600.

3M4 Goal of 900.

4C1

Females: 63.9 percent

Males: 36.1 percent

All Minorities: 9.9 percent

4M1

Male 35 percent

Female 65 percent

All Minorities 12.5 percent

Students With Disabilities 2.0 percent

4M3 Goal of 575.

4M6 Goal of 1,114.

5C1 Goal of 88 percent.

5M1 Goal of 80 percent

5M3 Goal of 22 percent.

5M6 Goal of 73.

5M7 Goal of 112.

6C1 Below 110 percent of community college system average.

6C3 Goal of 65 percent.

6M1 Goal of 8.1 percent.

6M2 Goal of 110.

6M3 Goal of 70 percent.

6M7 Increase 2 percent per year.

Illinois Central College

IC1 ICC will strive maintain a percentage of students employed or enrolled in further education above 90 percent. The college has established the means by which this target can be better assessed through its affiliation with the National Student Clearinghouse and the recent execution of a data sharing agreement with the Illinois Department of Employment Security.

1M1 The performance goal with respect to the number of businesses served shall be to maintain a number close to that of the three-year average. Actions to improve of the quality of courses and focus efforts in offering the “right” courses to local businesses shall be at the core of performance goals for the coming year.

1M6 The performance goal shall be to maintain a number of courses close to the most recent three-year average. Efforts are underway to evaluate and potentially eliminate workshops and courses that have traditionally seen lower enrollments. Again, actions to improve of the quality of courses and focus efforts in offering the “right” courses to local businesses shall be at the core of performance goals for the coming year.

3M2 The performance goal with respect to enrolled students who receive MAP grants shall be to maintain an average payout amount at or near the most recent three-year average, while processing applications and disbursements in more efficiently. This is crucial to fulfilling the college’s aforementioned mission goals as the number of aid applicants climbs.

3M3 The performance goal with respect to enrolled students who receive IIA grants shall be to maintain an average payout amount at or near the most recent three-year average.

3M4 The performance goal with respect to enrolled students who receive Pell grants shall be to maintain an average number of recipients at or near the most recent three-year average. Federal legislative direction will, however, dictate a great deal of the success here.

3M6 The performance goal with respect to first generation students served shall be to maintain the upward trend over the next two to three years.

4C1 Illinois Central College recognizes the diversity of students it serves as well as the diverse goals for each student. Nevertheless, the College has always concerned itself with increasing the number of students served, the number of underrepresented students served, and the number of completers. Hence, a primary goal for ICC is to increase the number of degree completers annually. Initial goals with respect to this indicator will focus on enrollment and retention within minority populations; consequently, the college anticipates an increase in completer rates in the coming five years. Likewise, with the continued development and integration of the services offered the Office of Access Services, it is the college’s goal to continue to see a year-by-year increase the number of disabled students completing degrees and certificates.

4M1 The performance goal for FY06 with respect to minority enrollments shall be to maintain a level of minority student enrollment at or above 3,000 students. Performance metrics for enrollments by disability status, as well as for enrollments among older adults, first-generation college students, and other non-traditional students, are currently being determined by ICC’s recently hired Director of Diversity.

4M10 The performance goal will be to increase to 10 percent the ratio of full-time, minority faculty members to all full-time faculty members at ICC.

4M11 The performance goal will be to maintain the level of diversity present within the administration at ICC for the coming year, a percentage well above the state median value of 11.8 percent.

4M12 The performance goal will be to increase to 15 percent the ratio of full-time, minority professionals all full-time professional staff members at ICC.

4M13 The performance goal with respect to the noncredit course enrollments shall be to maintain a total enrollment figure in the upper quartile of all Illinois colleges (6008 in FY2004).

5C1 The goal for ICC shall be to maintain a level of perceived quality at or above 90 percent for FY2005 graduates of career and technical education programs.

5C2 Illinois Central College will continue to monitor pass rates with the goal of maintaining institutional pass rates greater than or equal to national pass rates.

5M1 The performance goal with respect to the placement in employment or further educational pursuits of ICC's career and technical program graduates will be to maintain a percentage at or above the most recent three-year average of 83.4 percent.

5M2 The performance goal with respect to completers' retention in employment shall be to maintain a percentage at or above the most recent three-year average of 96.6 percent.

5M3 The performance goal with respect to ICC's transfer rate will be to maintain a transfer rate among first-time, full-time, degree- and certificate-seeking students at or above 30 percent (as measured by the methodology outlined here).

5M6 The performance goal will be to have all of ICC's general education courses included in the IAI.

5M7 The performance goal with respect to ICC's major-specific courses in the IAI will be to continue to add courses at the minimum .

6C1 Illinois Central College has exhibited, over the past two years, a strong commitment to mitigating increases in its cost of instruction per credit hour, achieving a reduction in that cost measure over the last three years. It shall be the goal of the college to continue to reduce its cost of instruction per credit hour in the coming years, through a combination of cost reduction measures and maintenance of robust credit hour enrollments.

6C3 Illinois Central College has paid particular attention to the issue of retention and satisfaction among its students, employing two major research studies in FY04 to better facilitate their progress through higher education (see prior discussion on SSI and CCSSE instruments). 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.

6M1 The performance goal with respect to the percentage of the area population served by the college is to achieve and maintain higher average annual level of overall participation, closer to the median level among all Illinois community colleges (8.1 percent for the most recent three-years).

6M7 The performance goal with respect to the percentage of the area population served by the college is to maintain a rate of credit hour growth over the next fiscal year of 3-5 percent.

6M9 The performance goal will be to increase the number of unduplicated dual credit enrollments to 1,200 students in FY2005.

6M10 The performance goal will be to utilize the existing grant funds available through the P-16 grant to maximize the number of students served within these populations.

Illinois Eastern Community Colleges

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

- IECC will continue efforts to meet the 50 percent response rate for graduates surveyed;
- Eighty-five percent of graduates surveyed will either be employed or continuing their education; and
- Eighty-five percent of graduates surveyed will be satisfied with their program of completion.

1M1 IECC will 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. The District will continue to expand and strengthen training programs for business and industry in order to enhance economic growth and stability.

1M2 IECC will 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. The District will continue to expand and strengthen training programs for business and industry in order to enhance economic growth and stability.

2M1 IECC will provide programs to meet both short- and long-term educational goals of the residents in the district.

4M2 The District shall 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.

4M3 The District shall 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.

4M6 The District shall 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.

5M1 IECC will provide career and technical education that provides students with the skills and abilities to enter employment. Eighty-five percent of FY03 graduates of IECC [Cosmetology], Radiography and Nursing will successfully pass required state licensing exams.

5M1 The District shall continue to provide quality, current instruction to enhance students' abilities for employment.

5C1 The District shall continue to improve upon the high quality and effective services provided to all students.

5C1 The District reaffirms its commitment to provide responsive educational opportunities to district residents.

5M5 The District will provide professional growth and continued development of its faculty and staff, which will result in enhancing both individual and institutional effectiveness.

5M The District will ensure the continuance of effective and efficient allocation and management of its resources, facilities, staff, and equipment and will pursue new and resourceful methods of generating revenue.

6C1 IECC will provide curricula and programs, as necessary, to meet both short- and long-term educational goals of the residents in the district. The District reaffirms its commitment to provide responsive and affordable educational opportunities to district residents.

6C3 IECC will 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.

6M IECC will provide resources, facilities, staff and equipment to support all program components of the college. The District will ensure the continuance of effective and efficient allocation and management of its resources, facilities, staff, and equipment and will pursue new and resourceful methods of generating revenue.

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 on this indicator. Return rates for targeted programs on the ICCB Occupational Follow-up Study survey will increase.

1M1 The three year average of the number of businesses served through IVCC's Business Training Center will increase.

2M2 IVCC will continue to increase offerings in order to meet the needs of local teachers and paraprofessionals.

3M4 The percent increase of students who receive Pell grants at IVCC will continue to be greater than the 2-year change in the state average.

4C1 The percentage of completers by ethnic minority group will not be lower than the percentage of completers in the total student population.

4C1 The percentage of graduates with declared disabilities will increase.

4M6 The percentage of total students at IVCC who are enrolled in remedial course work will increase.

5C1 The extent to which institutional quality and effectiveness are recognized by graduates through the ICCB Occupational

Follow-up Study will be above the state average.

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

5M1 IVCC's Occupational graduate placement in employment will continue to exceed the state average.

5M3 The rate at which IVCC students transfer (fall entrants with no prior college experience who completed 12 or more semester hours and who transfer to a senior institution within 4 years) will be at least 10 percent above the state average.

6C1 IVCC will be below both the state and peer group average net instructional unit cost for unrestricted revenues.

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

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 Occupational graduates will be placed in employment at least one year after graduation. (Source: Occupational Follow-Up Study)

1C1 At least 50 percent of occupational graduates will be in a new job as a result of their attendance at Joliet Junior College. (Source: Annual Graduate Survey)

2M1 Every academic department will have at least one collaborative activity or program with an elementary or secondary school on an annual basis.

3M1 Annual percent changes in tuition and fees will be commiserate with annual percent changes in state and federal subsidies for Joliet Junior College (Source: Illinois State University Center for Education Policy).

3C1 The net price paid by first-time, full-time Joliet Junior College students in the two lowest income quintiles will not exceed 1/3 the posted budget (Source: Office of Institutional Effectiveness annual *Performance Report*)

4M 90 percent of graduates, upon leaving Joliet Junior College, will report their original goal in attending (or subsequent goal decided while enrolled) has been met. (Source: Annual Graduate Survey)

4M The fall to spring retention of first-time, full-time students will be above the state average across all racial and gender lines. (Source: Underrepresented Groups in Higher Education Report).

4C1 The completion rate of first-time, full-time students will be above the state average across all racial and gender lines. (Source: Office of Institutional Effectiveness).

5C1 Over a three-year period average, Joliet Junior College occupational graduates will report higher levels of satisfaction than all Illinois occupational graduates (Source: Occupational Follow-Up Study)

5 Joliet Junior College pass rates on professional/occupational licensure examinations will be comparable or higher than national averages (Source: Joliet Junior College departmental data)

5M1 Joliet Junior College will adequately prepare program completers for their occupations and transfer to four-year institutions (Source: Occupational Follow-Up Study)

6C1 The cost of instruction at Joliet Junior College will not exceed 110 percent of the state average (Source: State of Illinois Community College Unit Cost Study)

6C1 The cost of administration at Joliet Junior College will not exceed 110 percent of the state average (Source: State of Illinois Community College Unit Cost Study)

Kankakee Community College

1C1 The college goal is to maintain the current percentage while increasing the rate of return for the Follow-up survey's from 50 percent to at least 60 percent.

4C1 KCC will increase the five-year average completion rate for students with disabilities from 3.8 percent to at least 4.5 percent over the next three years.

5C1 Each year, at least 85 percent of indicators of institutional quality on the graduate follow-up survey will show that KCC graduates are either satisfied or very satisfied with their educational experience at KCC.

5C2 KCC Goals: Nursing – 85 percent; Radiologic Technology – 85 percent; and Emergency Medical Technician – 95 percent.

5M Based upon the growth of online courses at KCC and the continued improvement of technological savvy of students and faculty, it is projected that enrollment in online courses will increase and retention and success rates will improve by 1.5 percent in FY 2006.

6S2 KCC will maintain or improve the 70 percent rate of first-time, full-time degree seeking students who complete their degree within three years.

Kaskaskia College

IC1 The percent degree/certificate recipients either employed or enrolled in further education within one year of graduation will be maintained at 90.0 percent or higher. Many of the following initiatives are in the implementation phase to ensure goal attainment: Enhanced transfer and career exploration services; Position to promote job procurement for students; Job placement services; Market job employment services of the College; and Market services of the Student Success Center.

1M7 Kaskaskia College will 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 1. Continue to monitor minority population demographics and work towards meeting changes in demographic trends within the community college district; 2. Continue to grow the efforts targeted at increasing enrollments of minority populations such as the Northeast Technology Center serving the black population within the district; and 3. Evaluate services available to students with disabilities and make reasonable accommodations as needed to assist students in persisting to degree completion.

4M Work with the Office of Institutional Research to generate accurate and timely statistical and financial reports pertaining to students' enrollment status, funding sources, and programs of study in an effort to track students and meet their needs more effectively.

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

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

6C1 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 percent or more.

6C2 Sustain or continue to reduce administrative costs.

6C2 Review all occupational academic programs that are below the state average by 10 percent or more to ensure programs have the necessary tools to meet the training and learning needs of the students.

6C3 Kaskaskia College will 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.

6M2 Kaskaskia College will 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 Kaskaskia College will continue to provide and will enhance support services to students transitioning from remedial course work to college-level course work in an effort to make this progression as seamless as possible.

Kishwaukee College

IC1 85 percent to 90 percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation.

1M1 60 businesses provided with technical assistance through BID Center.

1M6 150 courses and workshops offered.

4C1 For percent training and education programs, goal of 0 percent to 5 percent for Non-Resident Alien, 1 percent to 5 percent

for Asian Pacific Islander, 5 percent to 10 percent for Black, 3 percent to 6 percent for Hispanic, 0 percent to 5 percent for American Indian/Alaskan Native, and 12 percent to 17 percent for All Minority. Goal of 83 percent to 88 percent for White Only.

4C1 For percent training and education programs, goal of 33 percent to 38 percent for Male and 62 percent to 67 percent for Female.

4C1 For number of Pre-Baccalaureate completions, goal of 8 for students of disabilities.

4M2 Goal of 500 to 600 students served through ABE/ASE.

4M3 Goal of 500 to 600 students served through ESL.

4M6 Goal of 1,500 to 1,600 students served through remedial course work.

4M9 Goal of 1,500 students served through distance learning.

5C1 Goal of 85 percent to 90 percent institutional quality and effectiveness are recognized by graduates on occupation Follow-up Survey.

5C2 Pass Rate Goal of 90 percent for EMT basic state licensing exam, 95 percent for NCLEX-PN, 90 percent for NCLEX-RN, 90 percent for ARRT Certification Exam, 51 percent for Salesperson Exam, and 57 percent for Broker's Exam.

5M5 Goal of 100 percent for minimum credential for all transfer faculty will be Masters degree.

6C1 Goal of within 10 percent of State Average.

6C2 Goal of within 10 percent of State Average.

6C3 Goal of 60 percent to 65 percent.

College of Lake County

1C1 Improve the employment rate to 92 percent in 2005, 95 percent for those seeking employment.

1M1 FY2004 was not a typical year. The projection for 2005 will be closer to FY2003.

1M2 Given the current economic situation, it is projected that the number of individuals will drop again in 2005 and then remain stable.

2M2 The College will implement the AAT degree in Secondary Science, the AAT degree in Early Childhood Education, and the AAT degree in Special Education.

4C1 CLC's goal is to have minority graduates reflect their make up in the college population. In 2005, the goal is to maintain completion rate of 30 percent or more for minorities reflecting their enrollment rates.

4C1 The College will work to increase the percent of graduates with disabilities by a minimum of 5 percent per year over the next three years.

4C1 CLC data demonstrate a higher rate of completions for females than males. CLC would like to bring the percent of males in line with their percent of degree seekers in the student population.

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

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

5C1 The College of Lake County has worked hard to achieve one of the higher satisfaction rates in the state. The goal of the college is to maintain this rate.

5M3 CLC will work with ICCB in support of using National Clearing House data for this indicator.

5M4 The College of Lake County is committed to maintaining low average class sizes. The goal is to keep the average class below 25.

6C1 The college's goal is to continue to reduce its cost in relation to credit hours. In 2005 the goal is to reduce this indicator by another \$15.

6C2 The college's goal is to continue to reduce its cost in relation to credit hours. In 2005 the goal is to reduce this indicator by \$10.

6C3 The College of Lake County would like to increase the rates for this indicator to 70 percent over the next three years. The second goal is to encourage ICCB to employ the National Clearing House Data when counting transfers as this data base includes privates and out of state transfers as well as Illinois Public Universities.

6M3 Across the state the average advancement rate dropped from 76 percent to 58 percent. CLC will work with ICCB to determine if their formulas have changed.

6M5 Work with ICCB to clarify and if necessary correct the calculations used for this indicator.

Lake Land College

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

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

2M3 The number of CPDUs provided by Lake Land College will remain constant with an average of 2,000-2,300 based upon the needs of area K-12 teachers in meeting their recertification requirements by the Illinois State Board of Education.

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

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

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

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

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

5M5 The percentage of college level (non-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 at Lake Land College will continue to be well below the 100 percentile and one of the lowest percentiles among Illinois community colleges, and as a percent of sector average by level will be below the state average for community colleges.

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

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

Lewis & Clark Community College

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

4C1 Lewis and Clark will continue to monitor both ethnic and gender level completions. We believe that a more useful measure than simply the number of completions would be completion rates within any group. We will explore the possibility of tracking those numbers (via IPEDS / GRS) for the next reporting cycle.

5C2 Target a 95 percent pass-rate performance with a minimum goal of maintaining pass rates that exceed the national average.

6C1 Continue to maintain a unit cost that is at or below the state average.

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

Lincoln Land Community College

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

1M2 LLCC will expand the short term computer classes offered through the Capital City Center to the regional centers (Jacksonville & Beardstown) in fiscal year 2006.

1M2 LLCC will expand the continuing education offerings offered through the Capital City Center to professionals in the healthcare industry.

1M4 LLCC will develop and market a series of courses on Business Leadership and Sales through the Capital City Center.

1M4 LLCC will develop a concentrated marketing initiative on services offered through the Capital City Center.

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

2M2 With a primary focus on quality, LLCC will gradually increase the number of teacher education course sections offered as well as course enrollments and completions.

2M3 The college will strive to increase the percentage of PTP workshop participants who take the certification exams.

3M The number of LLCC student financial aid awards will exceed the state median.

4C1 The proportion of graduates with disabilities will mirror or exceed the proportion of students with disabilities in the college population.

4C1 1) The proportion of minority graduates will mirror or exceed the proportion of minority students in the college population.
2) The college will continue to promote district-wide support for programs and services that serve an increasingly diverse student body.

4C1 The proportion of female graduates mirrors or exceeds the proportion of females in the college population.

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

4M2 1) The college will seek a minimum of 90 percent remedial course completion rate. 2) ABE/ASE/ ESL staff will seek opportunities for securing additional class sites and times to attract students who must schedule course work around work hours.

4M9 1) LLCC will increase the number of students using distance learning. 2) LLCC will increase the number of students using online registration services.

4M11 The diversity of the LLCC faculty and staff will mirror or exceed the diversity of the district.

4M13 LLCC aims to maintain the current enrollment level, while keeping fiscally independent.

5C1 The college's immediate goal is to bring the percentage of graduates who are satisfied with the institution back up into the nineties.

5C2 LLCC professional/occupational licensure pass rates will exceed national pass rates.

5M1 LLCC's current goal is to raise the "non-survey" employment/continuing education rate to 90 percent or above.

5M2 LLCC's current goal is to raise the graduate employment retention percentage back to the mid-nineties.

5M4 LLCC's current goal is to monitor average class sizes by discipline, maintaining a balance between quality and fiscal responsibility.

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

5M6 LLCC will review course descriptions to determine if additional courses can be submitted to IAI.

6C1 LLCC will keep unit cost increases consistent with the rate of inflation.

6C2 LLCC will keep unit cost increases consistent with the rate of inflation.

6C3 Lincoln Land's current goal for the percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred is to be at least 95 percent of the statewide percentage for this factor.

6M1 LLCC's immediate goal will be to reach/maintain penetration levels equal to the statewide median for all community college districts.

6M2 The LLCC TEAL program staff will continue to seek grant opportunities to support expanded adult education programs and services in the district.

6M4 The LLCC TEAL program staff will continue to seek grant opportunities to support expanded adult education programs and services in the district.

6M5 The LLCC TEAL program staff will continue to seek grant opportunities to support expanded adult education programs and services in the district.

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

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

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

John A. Logan College

1C1 The College has established the current three-year average rate as its benchmark. The College's goal for the coming two years is to maintain a level within two percentage points of the 92.6 percent rate. Within this goal, the College proposes to intensify recruitment efforts, thereby increasing the total number of persons either employed or furthering their education upon completion of their studies at John A. Logan College.

1M2 The goal of the College's Center for Business and Industry is to continue to be the number one provider of customized training in the State. As stated in the guidelines, since the College is already performing at a very high level relative to state and peer performance, this is an area where the College anticipates continuity.

2M5 The College intends to further the offerings provided to teachers and administrators increasing the number of those served in each of the next three years.

4C1 Due to a significant decrease in the total number of minorities enrolled in FY 03, the College is entering the second year of a two-year goal of 55 or more minority students completing.

4M1 Through various recruitment efforts, the College has an ambitious goal of increasing the number of disabled students enrolled by 20 percent over the next two years.

5C1 John A. Logan College has traditionally been a leader in the State with graduate satisfaction. As stated in the guidelines, since the College is already performing at a very high level relative to State and peer performance, this is an area where the College anticipates continuity. The goal of John A. Logan College is to continue to be the #1 community college in the State in terms of graduate satisfaction.

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 As stated in the guidelines, since the College is already performing at a very steady rate, this is an area where the College anticipates continuity.

6C1 The College is in its second year of a two-year goal to stay within two percentage points of the average.

6C3 Last year, the College established the following goal: *"With the College attaining its highest rate (71.39 percent) with the Fall 2000 entering cohort, as well as continually intensifying retention efforts on campus, the College has established a challenging one-year goal of increasing the Fall 2001 cohort's rate by 1 percent. The College would like to attain a level of at least 70 percent in coming years."* As the College's retention efforts continued to be expanded during the fall 2002 semester, the goal for next year is again a rate of 72.5 percent.

6M1 As an indicator that has enjoyed continuity in the past, John A. Logan College has a goal of maintaining that continuity by

achieving the goal of serving over 10.5 percent of the population over the next two years.

McHenry County College

1M MCC's CCED has two substantial goals for fiscal year 2006. These include supporting the College's mission of providing high quality, affordable, and accessible learning opportunities to the district's residents by completing and moving into the new Corporate Center in McHenry and to delivering at least \$700,000 in training.

2M1 MCC continues to maintain the three agreements reported on during fiscal year 2004. Two of these relationships are specific to teacher preparation, National Louis University and North Park University. The third relationship with Aurora University is geared toward offering individual graduate courses that appeal to certified teachers seeking to fulfill requirements for recertification. Examples include Agriculture in the Classroom and Information Literacy. A fourth relationship has been added with Rockford College. This program offers a Master's Degree in Education (no certification) and appeals to certified teachers who want additional course work in Education that result in an advanced degree.

2M3 In collaboration with the Continuing Education Department, the Education Department continues to offer opportunities for educators to earn CEU's/CPDU's. MCC's ISBE Authorized Provider status has been renewed and MCC continues to offer a variety of workshops, seminars, and conferences for all levels of educators.

2M4 In collaboration with the Continuing Education Department, the Education Department continues to offer opportunities for educators to earn CEU's/CPDU's. MCC's ISBE Authorized Provider status has been renewed and MCC continues to offer a variety of workshops, seminars, and conferences for all levels of educators.

2M MCC has begun to offer courses that can be taken for non-credit CPDU's or college graduate credit through Northern Illinois University that focus on incorporating Economics across the curriculum and across grade levels. This is the result of collaboration with the Illinois Council on Economic Education.

3M Continuous improvement of the Default Management Plan. By lowering MCC's default rate, the College will insure that MCC will continue to be eligible to offer students federal and state financial aid.

3M FAFSA information sessions will be offered throughout the year. The Office of Financial Aid will do presentations at the MCC College night, Financial Aid Night, presentations at local high schools, offer a FAFSA completion workshop in February, and be available for any other activities where students and community members are interested in learning more about applying for financial aid and scholarships.

3M Increase the money available for scholarships to students through the Friends of MCC Foundation.

3M Increase enrollment and employee reimbursement in the Academy for High Performance and Running Start Programs.

4M Focus upon student learning and success by improving student access, achievement and success by establishing an enrollment management model and system to optimize services and support; improve performance and success of at-risk students by strengthening developmental education and related support services and coordinating them with other college programs; and supporting transfer and career success by infusing high level reasoning, communication, teamwork and computing skills into the curriculum.

4M Promote understanding and respect for others and for the diversity of cultural perspectives by building an understanding of cultural diversity through course development and curricular design; and enriching extra-curricular programming to promote visibility and understanding of and contact with a variety of cultures.

4M 1. Developing proactive advising and support for students enrolled in the First-Generation and Hispanic Student Scholarship Program. 2. Providing informational presentations to ESL and GED classes to encourage students to continue in baccalaureate and/or occupational courses. 3. Marketing to specific ethnic groups using groups' needs and cultural backgrounds. 4. Hosting functions for minority groups; help students form new clubs celebrating their diversity; offer speakers on a diverse array of topics. Expand new activities such as Multi cultural Night and the International Film Festival. 5. Collaborating with institutional departments and committees to implement recruitment-related ethnic diversity goals. 6. Increasing share of current/prospective students receiving financial aid information. 7. Increasing number of prospective students attending financial aid workshops. 8. Expanding the Running Start Program to at-risk and first generation students. 9. Ensuring student processes support unencumbered access to college courses and services. 10. Offering placement testing to high school juniors so they can evaluate their readiness for college. 11. Analyzing student persistence by sub-populations to identify strategies. 12. Continuing efforts to support at-risk populations: Academic (SAPP); student athletes; special populations; first generation; emotionally/psychologically at risk. 13. Implementing MCC101 College Experience program.

5C2 The MCC Emergency Medical Services (EMS) Program strives to maintain a pass rate of 90 percent or greater on the Illinois Licensure Exam.

6C1 The College is currently in the midst of reviewing and updating both its Strategic Plan as well as its Enrollment Management Plan. As part of that process, the College will review the state average unit cost as well as the unit cost of comparable peer groups to assist in determining appropriate goals. The end result of that review will be to establish short and long term goals for the College's unit cost for fiscal year 2007 and beyond.

Moraine Valley Community College

1C1 A 94 percent employed or enrolled in further education rate for Moraine Valley occupational graduates.

1M3 WDCS will provide a quality product which meets the needs of their clients and the community while showing a profit.

2M2 WDCS 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 3 percent of the state average.

4M3 A wide array of courses will be offered in Blue Island providing appropriate course work in an area heavily populated by ESL learners. In addition, the program will expand its presence in the southwest sector of Moraine Valley's district.

5C1 The goal is to improve graduate satisfaction to meet or exceed the state average within the next three years.

5C2 Pass Rate – Nursing: 95 percent, Radiologic Technology: 90 percent, Emergency Medical Technician: 100 percent.

5M1 Maintain or increase the 94 percent employed or enrolled rate.

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 to 75 percent the percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred.

6M9 Offer dual credit to occupational/career course students starting in fall 2005.

Morton College

1C1 Morton's goal is to keep the percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation at 90 percent or higher.

1M1/1M2 Morton's goal is to continue offering training programs to area businesses and industry.

4M2 Morton's goal for FY 2006 is to retain the same number of ABE/ASE students, or perhaps slightly more and with continued emphasis on learning outcomes.

3M2 Morton's goal is to continue providing financial aid options to as many students as possible to keep or increase the number of students receiving Pell or MAP awards.

3M4 Morton's goal is to continue providing financial aid options to as many students as possible to keep or increase the number of students receiving Pell or MAP awards.

4C1 Morton's goal is to increase the percentage of total completions so that the ethnicity distribution of the graduates mirrors the ethnicity distribution of Morton's student population.

4C1 Morton's goal for this indicator is to create equal opportunity by promoting equal access to all college programs and activities, disability awareness and compliance with disability laws.

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

4M3 Morton's goal for FY 2006 is to retain the same number of students, or perhaps slightly more and with continued emphasis on learning outcomes.

5C1 Morton's goal is to maintain overall quality of service and continue to surpass the state average of 90 percent student satisfaction with program components, courses outside the program major and support programs and services.

5C2 Morton's goal is to continue to surpass the minimum national level of 87 percent pass rate for the RN Licensure exam and the 70 percent national average for the Emergency Medical Technician (EMT) exam.

5M6/5M7 Morton's goal for this indicator is to continue with the process of getting more courses IAI approved with the ultimate goal of having a guaranteed catalog and course schedule.

6C1 Morton's goal for this indicator is to keep the net instructional cost down without compromising the quality of instruction. However, the capital projects that are currently underway will increase the unit cost in FY 2005 and later. All of the capital projects in the development plan will positively affect student learning in one way or another. Included are renovation of the library, new instructional equipment, new student services offices and equipment and renovation of the science labs and classrooms facilities.

6C3 Morton's goal for this indicator is to keep the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time, or are still enrolled or transferred at no less than 66 percent. We think that this is a realistic goal since Morton's and state averages for the last 3 years are 66 percent.

6M7 Morton's goal for this indicator is to increase total enrollment through support of serving students efficiently, empowering employees to meet students' needs, and making the best use of campus resources.

Oakton Community College

1C1 Oakton's goal is to have 90 percent of degree/certificate completers either enrolled in further education or employed within one year of graduation.

1M2 & 1M6 Oakton's goal is to continue to serve business and industry through customized training based on demand and available resources. For example, the College is in communication with the Village of Skokie and Forest City, a development company bringing to Skokie a multi-business research center in areas such as biotechnology and nanotechnology. The site is expected to attract numerous businesses who will be transferring cutting-edge research into applications in these and related fields. Oakton will work with the businesses to provide customized training in both technical and business support areas.

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

3M1 The College's goal was to keep tuition and fee increases modest. Oakton is confident this goal has been met despite increasing financial pressures.

4C1 In Oakton's FY04 Performance Report, the College set a goal of increasing the number of students who complete a degree or certificate by 30 per year. The College continues to have this as a goal. It is more challenging to set a specific goal for disabled, minority and female students. Through the provision of services, including the TRiO program, free tutoring and study skills sessions, coaching, growing emphasis on enrolling students in COL 101: College Success Seminar, and other services, Oakton demonstrates a strong commitment to helping students succeed. The College defines success not only as completing a degree or certificate, but also as transfer, job attainment or promotion, and meeting the individual student's goals.

4M2, 4M3, & 4M6 The College's goal is to sustain enrollments at the average levels achieved over the past three years.

5C1 The College's goal is to have a minimum of 85 percent of occupational follow-up study respondents indicate they are satisfied or very satisfied.

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

5M In the area of professional development programs for faculty, the College's goal is to offer a broad range of workshops and courses, ranging from multi-session, semester-long seminars to one-two hour workshops. A further goal is to have more than 50 percent of full-time faculty participate in at least one professional development program each year, in addition to required activities taking place in division or discipline meetings. Programs may be sponsored by and take place outside the College; e.g., by professional associations.

5M In the area of activities related to ethics and integrity, the College's goal is to offer a broad range of workshops and courses, ranging from multi-session, semester-long seminars to one-two hour workshops. In addition, the College is expanding the definition of relevant topics in this domain to include diversity, including diversity in searching/hiring faculty and staff, improved understanding of and working with a diverse workforce, and incorporating learning modules addressing diversity within courses.

6C1 Oakton will strive to remain in the range of 95-105 percent of the sector average and to contain costs per credit hour to annual increases under 4 percent.

6C3 Oakton's goal is to sustain an average of 62-66 percent of first-time, full-time students who graduate within 150 percent of the catalog time to the degree, transfer or are still enrolled.

6M7 The College's goal is to remain at or near the average number of credit hours generated.

Parkland College

1C1 We will keep the percentage of graduates employed and/or enrolled in further education at 81 percent or greater.

1M1, 1M2, & 1M6 To 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.

2C To increase or maintain dual credit enrollment, to increase the percentage of district high school graduates to 35 percent or more, and to reduce the demand for remedial course work, but increase adult education services.

3M2 The percentage State MAP coverage of tuition and fees for students with zero expected family contribution (EFC) should remain at 65 percent or higher. The college should attempt to provide assistance to 60 percent of those who apply annually. Foundation scholarships awards should increase.

4C1 To increase the number of minority and male completers so that it is reflective of or higher than the student population. Males students are underrepresented among completers at the college.

4M1 The total number of minority credit-seeking students will reflect or be more than the District 505 population (15 percent).

5C To meet or exceed the national pass rates.

5M1 The goal for term-to-term and annual persistence is a 1 percent change over five years. Parkland has also set a goal for a 1 percent 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 percent. Course completion rates should be at least 73 percent.

6C1 & 6C2 To continue to reduce instructional and administrative costs, without compromising quality.

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

6M6 & 6M7 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 percent of its in-district high school graduates to attend. Parkland has set a goal for 60 percent 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.

1M8 Increase the number of ISO Training workshops by 20 percent.

3M2 Our goal is to increase our MAP recipients by 5 percent over the next year.

3M3 Our goal will be to enhance our efforts to provide support to our first-time students so they can benefit from this state supported grant program (Illinois Incentive for Access Grant Program).

3M4 Our goal is to increase the number of Pell recipients by 10 percent annually.

4C1 Our long-term goal is that program completions each year for Prairie State College students will be in proportion to the enrollment of each sub-group (e.g., males, students with disabilities, African-American, Hispanic) in our student population. Given the significant gap we currently have between the enrollment and program completion of our African-American and Hispanic students, our goal for the next three years is to close those gaps by 10 percent per year.

4M5 To increase the number of level advancements in ESL level by 10 percent each year.

5C1 Dis-aggregate data and determine what areas are being affected by student dissatisfaction ratings. After determining this, we will concentrate on those areas and improve overall performance to equal or exceed the state average in three years.

5C Prairie State College's goal for this indicator is to maintain the high level of performance we have experienced over the last

few years where, with one exception, our students have performed at or, in several cases, significantly above the national average.

5M6 To maintain or increase the number of general education courses accepted for transfer as a component of the General Education Core Curriculum (GECC).

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

6C2 To 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 percent of program completion length to equal or exceed state averages.

6M5 To increase the number of ESL level test scores by a combined 1,000 points during the academic year.

Rend Lake College

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

1M1 Rend Lake College will meet or exceed the three-year average of the number of businesses served through the Center for Business Services.

1M6 Rend Lake College will continue to respond to the training needs of local business and industry by providing courses, seminars, and customized training programs.

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

2M To develop cooperative programs with all district high schools in order to provide students an opportunity to make up high school credits and graduate on time.

3M1 Rend Lake College will maintain a tuition and basic fee rate/cost that is inline with other community colleges in southern Illinois.

4C1 Increase the completion rate of students with disabilities by 2.

4M1 Provide 100 percent contact with all district high school special education teachers.

4M2 The Adult Education and Family Literacy program will (1) increase the number of ESL students served by 8 percent, and (2) increase the number of ABE/ASE students by 5 percent.

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 Rend Lake College Students will exceed the statewide average.

4M13 It is the goal of this institution to continue to exceed the state-wide average.

5C1 At least 95 percent of our graduates will indicate they are satisfied with the quality of the education they received at Rend Lake College.

5C The number of Rend Lake College students passing professional/occupational licensure examinations will exceed the state and national averages.

5M6 & 5M7 Rend Lake College will add courses that are included in the Illinois Articulation Initiative to meet the needs of our baccalaureate-transfer degree program students.

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

6C2 Rend Lake College will monitor its administrative and support cost to keep these costs in line with peer institutions and below the state average.

6C3 One hundred percent of first-time, full-time degree-seeking freshmen will complete their program of study at Rend Lake College within 150 percent of catalog time.

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

6M3 The criteria for success established by the Rend Lake College Assessment Committee in 2003 indicates that 50 percent of the students in developmental courses will earn a 70 percent accuracy rate in order to advance to the next higher course level.

6M7 Rend Lake College will endeavor to increase the number of credit hours generated by revising existing curriculum and developing new programs of instruction to meet changing needs. Changes to our credit hour generation will be comparable to the growth or declines experienced by institutions bordering the Rend Lake College District unless external environmental factors are markedly different between the college districts.

6M9 All students meeting admission requirements will be provided opportunities to participate in dual enrollment classes.

Richland Community College

1C Increase the number of responses to the survey by 3 percent.

1M2 The Center for Business training and Community Education has undergone major reorganization, including the addition of staff and a refocus on online training opportunities. A new partnership with OSHA will allow the College to expand training opportunities throughout the State. Training opportunities are also expected to increase with the location of the national Farm Progress Show just north of the College campus.

3M4 Although the number of Pell grant recipients declined in FY04, this decrease was predicted since enrollment also declined in FY04. The Financial Aid staff will continue to assist students in applying for financial aid, and education of the need to apply for financial aid will also continue.

4C1 Increase the enrollment of minority students by 2 percent in the next two years.

4M10: Aggressively market for minority faculty to fill any vacancies that may occur.

5C1 Increase the response rate to the survey to allow for improved analysis of data. We believe that graduates recognize the quality of a Richland education, but we are not always successful in capturing that information.

5C Maintain high pass rates achieved this year.

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

6C3 Develop strategies to retain students, particularly in transfer degrees. Pilot alternative scheduling options for high-profile AAS degrees to allow students to complete program in a reasonable length of time.

Rock Valley College

1C1 The percentage of RVC 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 our peer institutions. This goal is grounded in the RVC commitment to supporting and advancing economic and technological development in its community and region.

3M1 A cornerstone of ensuring access to RVC programs and services is affordable tuition rates. As a result, we seek to maintain tuition rates comparable to peer/contiguous cohort colleges and at/below the statewide average.

4C1/4M1 RVC ethnic/racial and gender enrollments will be similar to the district profile. Numerical goals were not established based on completions but for enrollments.

4M6 & 4M7 A fundamental element of student preparation is ensuring students have successfully established basic educational skills. As a result, RVC has established the percentage of those receiving a passing grade in remedial courses will meet or exceed the state three-year average.

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

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

5M3 An indicator of RVC effectiveness in preparing students for successful transfer is measured by the percent of students who transfer to other institutions of higher education. The goal is to have its transfer rate meet or exceed the state transfer average.

6C2: RVC will have net instructional unit costs and total instructional unit costs which are comparative to similar Illinois community colleges.

6C3: The RVC completion/persister rate will equal or exceed the state average rate.

6M1 RVC 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 The response rate goal for the college are either 50 or 60 percent depending on the number of graduates. The goal will be to exceed the state average percent of degree/certificate recipients either employed or enrolled in further education.

1M1 The number of businesses served by Carl Sandburg College in FY2004 dramatically declined for a variety of reasons. One of the most significant factors was the loss of the ICCB Current Workforce Training Grant of \$50,000. Many of the smaller companies within district #518 would not expend training dollars without the grant subsidy. West central Illinois, particularly the Galesburg area has been dramatically impacted by many plant closures and downsizing. Nearly 7,000 jobs have been lost (2000-2004) by the closing of Maytag Refrigeration, Butler Manufacturing, Bixby-Zimmer, National Seal and the downsizing of many other companies experiencing the ripple effect. Consequently, the number of companies remaining in the district is substantially less than it was in previous years.

2M The College has developed a partnership with Western Illinois University for a 2 + 2 program with our Associate in Science in Education.

3M2 CSC continues to increase its MAP grant awards. MAP is very important to the students of CSC since almost half of our degree and certificate seeking students qualify for financial aid.

5M4 Carl Sandburg College continues to have small class sizes. This is due in part to the rural location of the College and the population. The CSC average is 11.75 and the statewide average is 17.68 therefore the College is significantly below the statewide average as well. While this presents problems with the cost effectiveness of the programs, it does provide our students with a student to faculty ratio that rivals that of private institutions.

6M9 It appears dual-enrollment has been declining since 2001 and the College remains significantly under the statewide average of 556 and the median of 285. We continue to make strong efforts in this area and will be focusing more strongly on this area in the coming year.

Sauk Valley Community College

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

1M2 1,500 individuals receiving customized training through college business and industry centers.

2M6 14 tech prep schools.

3M6 Number of first generation college students served: 65 percent.

4C1 43.2 percent male (comparable to percent of enrollment); 7.2 percent minority (comparable to percent of population)

4M6 1,000 (or 20 percent) students served through remedial course work.

5C1 Institutional quality and effectiveness are recognized by 90 percent of graduates.

5C Pass rates on professional/occupational licensure examinations relative to national averages: 90 percent for each.

5M5 100 percent of college level (non/occupational licensure examinations relative to national averages. 90 percent for each.

6C1 Cost of instruction per credit hour: 115 percent of average (average of peer group).

6C3 70 percent (statewide average).

6M6 Student FTE/faculty ratio: 20.

Shawnee Community College

IC1 The college will continue to make every effort in contacting the individuals identified for the follow-up study. The college will use this information to help make the needed administrative decisions for the respective programs. The goal will be to exceed the state average percent of degree/certificate recipients either employed or enrolled in further education.

4M1 The college will increase by 1-2 percent the number of diverse students completing programs each year.

4M2 The college has continuously increased the number of students enrolled and the number of credit hours generated in adult education course work. (Duplicated headcount)

4M8 & 4M9 Student enrollment slightly decreased in FY04. The decrease was due to changes in telecourse offerings. The college will continue to increase distance education to meet the needs of the rural community.

5C1 The College's Graduate Satisfaction percentage has fluctuated quite a bit over the past several years. The college deems anything over 92 percent as an acceptable satisfaction rate. During the FY04 year, the rate was 95.2 percent. This exceeds the college's minimum standard, therefore the college will continue with the status quo.

5C The college will continue to out perform or match the national average of test scores. In 2004 we matched the national average. We will monitor progress as we prefer to exceed the national average.

5M6 The number of general education courses included in the Illinois Articulation Initiative continues to increase each year. As new courses are developed and approved, the courses are submitted to IAI for approval.

6C1 The college will continue to maintain the unit cost of instruction rate at the average or slightly below state average.

6C3 The college will increase by 2 percent the number of students completing their degree within 150 percent of time.

6M1 Shawnee Community College continues to serve the college district. The goal is to annually increase the percentage of people in the district who we serve with education and training.

6M7 Over the past seven years Shawnee Community College has increased the number of credit hours generated at a steady rate.

South Suburban College

IC1 Job Placement and/or further education are a priority goal for all of our occupational programs.

1M To develop and provide flexible programming in a critical shortage employment area.

4C1 SSC's institutional goal for this indicator is to ensure that all groups of students have high completion rates for meeting their educational objectives.

4M1 SSC has a performance goal to maintain contact hours for students in the Academic Assistance Center even though we are receiving lower funding levels from the State.

5C1 SSC has a goal to attain a high level of customer satisfaction with our programs and services.

5C SSC has goal for students to be above the national threshold for the respective licensing exams.

5M SSC's performance goal is to have assessment of student learning at taking place at the classroom level, program level, and general education component level.

5M To budget for and advertise OA opportunities for development of assessment tools, etc.

6C1 It is a goal to provide high quality instruction at a low, affordable price. As such, unit cost per class needs to remain low. Some programs naturally are more cost intensive than others.

6C3 SSC has a student retention goal that corresponds to this indicator. It is the College's desire to provide necessary assistance for all students so they can successfully complete, transfer, or continue their educational objectives.

6M SSC had a goal to implement a new budgeting process which would link assessment activities to the budgeting process.

Southeastern Illinois College

1C1 Sixty-five percent of degree recipients will be employed or enrolled in higher education one year after graduation. Pursue articulation agreements with neighboring senior institutions in order to provide educational opportunities for SIC graduates.

1M1 Increase the number of businesses that are provided service by 10 percent. 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 percent. 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. The goal is to increase the number/percent of students who receive funding.

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. Fifty percent of all FAFSA applications will be submitted by using FAFSA On The Web. The goal is to increase the number/percent of students who receive funding.

4C1 Increase the number of contacts made in district feeder schools for the purpose of recruiting a more diverse student population. Encourage both male and female students to enroll in programs which are non-traditional for their gender. Ensure that the College's material and website reflect cultural and gender diversity. Continue to seek supportive services to specifically meet the needs of students from diverse backgrounds.

4C1 Provide to all qualified students the appropriate accommodations necessary to allow them to successfully complete their course of study. To ensure that all individuals who need special services are aware of all accommodations provided by the college.

4M2 Southeastern will continue to maximize resources and promote program growth, serving seven hundred plus students annually. Adult education staff will develop strategies to increase reading levels and incorporate workforce skills into our classroom.

4M8 Southeastern will offer an appropriate number of courses through distance learning which meet the needs of the College district. Southeastern will increase the number of distance learning courses within 5 percent of the number offered in FY2004. Southeastern will organize an Online Degree Preparation Committee to develop the institutional infrastructure necessary to request permission from the Higher Learning Commission/North Central Association of Colleges and Schools to offer an A.A. degree online.

4M9 The number of students served through distance education will continue to increase through FY2006 and be maintained within 5 percent of that number.

5C1 Eighty-eight percent of graduates surveyed will indicate satisfaction with their program of study at Southeastern Illinois College.

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 percent.

5M5/5M6 Based on ICCB standards, criterion as defined by the Higher Learning Commission/North Central Association of Colleges and Schools and Southeastern Illinois College Board Policy, SIC will employ faculty with appropriate credentials.

6C1 Southeastern Illinois College will strive to keep its operations cost effective and establishes as a goal an average net instructional cost at or below 95 percent of the cohort average.

6C2 Southeastern Illinois College will endeavor to maintain an administrative and support cost per credit hour at no greater than the statewide average.

6C3 Southeastern's goal is to maintain an annual attrition rate of less than 25 percent for all degree and certificate seeking students.

6M1 Remain in the top 5 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 percent per year for the next three years.

1C1 The college sets its goals with specific reference to the occupational programs being encompassed within each year's Follow-Up Study. The goal of 80 percent was established for the follow-up of FY 2004 graduates (presuming a 60 percent response rate). For the FY 2006 Performance Report, the College has established 80 percent as its goal for employment or further education for those graduates of occupational programs being surveyed in the FY 2005 Follow-Up Study.

Southwestern Illinois College

1M1 The College will maintain and expand the number of businesses served by its Business and Industry Center. The following targets are established: FY '06, 230; FY '07, 237; FY '08, 241.

3M3 SWIC's Illinois Incentive for Access Grant awards will meet or exceed 95 percent of the statewide average

4C1 Southwestern adopted the following goals for these indicators:

Completions Goal of 53 percent for Female Students.

Completions Goal of 46 percent for Male Students.

Completions Goal of 9.5 percent for African American Students.

Completions Goal of 12.5 for All Minority Students.

Completions Goal of 86 percent for White Students.

4C1 A five year longitudinal review will show a completion rate for students with disabilities that will meet or exceed 2.5 percent of all students who complete programs—based on the A-1 Record Submission.

4M2 The College will maintain and expand the number of students served through adult education work. The following targets are established: FY '06, 2575; FY '07, 2600; FY '08, 2625

5C1 The goal is a minimum of 75 percent satisfaction.

5C2 Meet or exceed the appropriate state or national averages for EMT, RN & Radiologic Therapy pass rates

5M5 The College will meet or exceed the statewide percentages for full-time transfer faculty who possess, at minimum a Master's degree (or first post-baccalaureate professional degree).

6C1 SWIC will be at or below the state average Cost of Instruction per Credit Hour.

6C2 SWIC will be at or below state average of Administrative and Support Cost per Credit Hour.

6C3 50 percent of first-time, full-time freshmen will complete their degree within 150 percent of catalog time, or still be enrolled or have transferred.

6M1 Within five years the College will meet or exceed 90 percent of the three-year average documented for all Illinois community colleges.

Spoon River College

1C1 Exceed the state average. The goal is that when students complete a certificate or degree with us that they have the necessary skills and knowledge to continue their education or enter the workforce in a related field.

1M3 The goal is to increase the number of business and industry centers by 25 businesses for FY 06. To do that, we will work with business and industry to serve any and all workers who are in need of training in our district. We have experienced a substantial increase this year in the number of workers receiving training. This can be attributed to increased offerings to accommodate a shift in the labor force due to several plant closings in 2003 and to provide retraining options for employees.

1M6: The goal is to increase the number of workshops provided by 30 percent for FY 06. The business and industry network will be used to identify appropriate workshops or training needs for their employees. While an increase occurred in the number of workers receiving training this year, the majority of the workshops were offered in 2003 to accommodate plant closings. The number of workshops offered in 2004 is returning to a more normal number and should remain steady or slightly increased as training is provided to meet the needs of our district.

3M4 The goal is to provide financial assistance to all district students in need through a variety of financial assistance, including PELL, MAP, SEOG, scholarships, and grants. The number of students seeking financial assistance continues to increase. Spoon River College is a small rural college; almost 75 percent of our students receive some sort of financial assistance to attend college courses and/or programs.

3M6 The goal is to enroll more first generation students. Students in this district need to receive educational training beyond high school. The goal for FY 06 is to increase the number of first generation students by 15 students. The increase is an

indication that the need for education in order to attain jobs that will support a family are becoming more apparent. Given the local economic status and the low-skill attainment in our district, it will be imperative that funding be available for these students who need financial assistance if we are to assist them in breaking out of a long standing pattern where education was not a clear necessity.

4C1 The institutional goals are 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. College officials strive for 100 percent completion of these students.

4M3 The number of students enrolled in ESL classes remains steady. Increased employment opportunities for ESL students exist in one of our sites. ESL numbers are expected to substantially increase in FY 06 because of this employment shift.

4M6 We saw increases in enrollments in our remedial classes for FY 2002 and a decline in 2003 and 2004. When students must pay for enrollment in remedial courses, it often extends their time here. Students are reluctant to enroll in remedial courses when it delays their entry into college level courses. We also know that students who need remedial course work in order to be successful in college level courses, are often not successful without the remedial assistance, causing retention issues. Spoon River College, has been awarded a Title III grant, the purpose of which will be to strengthen student success in the developmental and college level courses. We will be reviewing and revising our entrance scores to college level courses and we expect a change in the cut-off scores into developmental courses for the coming year.

5C1 Spoon River College strives for 100 percent graduate satisfaction.. The 88.1 percent satisfaction rating this past year was good but there is room for improvement. The goals for the coming year will be to increase graduate satisfaction to at least 90 percent.

5C The goal is to achieve 100 percent pass rate on the NCLEX examination.

5M1 Spoon River College has shown a decrease in the placement/employment rate among career programs the past couple of years. This can be attributed to the fact that the programs reviewed over this period were low enrollment programs and employment opportunities are not always available in this area. Additionally, the district has had several major plant closings in and around the district, which also contributes to placement. New career programs have been added this year which should contribute positively to the placement rate for graduates.

5M3 The transfer rate for FY2004 decreased from FY2003. Local economic factors may have impacted these results. Further improvement in transfer rates will be pursued.

6C1 & 6C2 The goal is to decrease the cost of instruction while still providing quality services to our students.

6M7 Increased credit hours by 4 percent for FY 2005.

6M9 Increased enrollment in dual credit courses and an increase in the number of courses available via dual credit by 10 percent for FY 2005.

Triton College

IC1 To be within 5 percent of the statewide average for undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation.

1M6 To increase by 15 percent the course/workshop over the next 3 years; provided funding remains stable.

3M1 To remain within 5 percent of the state average, provided funding remains stable.

4C1 To have college-wide enrollment that reflects diversity in race and ethnicity of our community and attain completion rates that reflect the diverse enrollment.

4C1 To have enrollment by race/ethnicity within 4 percent 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 percent of the institutional enrollment figures by gender.

4C1 To continue improving the accuracy of data reporting for this population. Specific target completion goals will be established once accurate comparative data is available.

4M7 To stay within 5 percent of the 3-year average of developmental credits earned versus attempted at the college.

5C1 To stay within 5 percent of the 3-year institutional average of graduate satisfactory rates as reported in the Occupational Follow-up data.

5C To meet or exceed the national pass rates on professional/occupational licensure examinations.

5M5 To accurately reflect 100 percent 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 percent of the state average on the indicators of cost of instruction and administrative and support cost.

6C3 To stay within 5 percent of the state average for the indicator of percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time.

6M7 To stay within 5 percent of the previous years total credit hours generated.

Waubonsee Community College

1C1 Equal to or greater than 90 percent.

1M The goal is 90 percent satisfaction in the areas of general education, technical and non-technical skills, and readiness for the workforce.

1M The goal is 90.0 percent satisfaction with course content and instructional quality in both departments.

2C To deliver CPDUs and CEUs as required by educators.

3M The goal is to ensure that no part of the scholarship selection process creates an imbalance in scholarships awarded and that all students have an equal opportunity at our internal scholarships.

4C1 The goal is to have graduates across racial/ethnic groups that reflect or exceed the district population.

4C1 The goal is to have graduates representative of males and females in the general district population.

4C1 Students with disabilities: To be at or above state levels.

5C1 To remain within one standard deviation of the state average.

5C Pass rates on professional/occupational licensure examinations relative to national averages: All programs will meet or exceed national norms.

5C Pass rates on professional/occupational licensure examinations relative to national averages: All programs will meet or exceed national norms.

5M Waubonsee Community College students, on average, will score at or above the national community college mean score on each of the exams in the Collegiate Assessment of Academic Proficiency (CAAP) battery.

6C1 To stay at or below the state average.

6C3 To remain at or above state percentage averages.

6S3 To maintain fiscally responsible levels of spending on administrative and support staff in comparison to state averages.

6M1 To maintain the percentage of population served in line with state averages.

6M7 To increase credit hours generated by at least 3.0 percent annually and reflect general growth in community colleges across the state.

6M To maintain a balanced budget and create a positive addition to the fund balance.

6M External sources of revenue and grants will provide two percent of the overall college operating budget.

6M College auxiliary enterprises will break even in the aggregate.

John Wood Community College

IC1 That goal for FY 2006 is 90 percent. JWCC will continue to use the information from the Occupational Follow-up studies to better the review of Career and Technical programs in particular as the ICCB Accountability Report/Program Review requires. For the transfer programs, JWCC has enrolled in the Enrollment Search services available from the National Student Clearinghouse and has more complete information about other institutions to which students transfer.

1M2 The college will continue its current practices and is seeking new opportunities to serve business and industries in the district. The goal for FY 2006 is development and implementation of certificate programs for laborers and welders through partnership arrangements with the laborers' and contractors' training center in Cooperstown, and with several local businesses. An increase in numbers over FY 2005 is expected.

2M JWCC will continue to be an approved provider; With the lack of funding and changes in requirements, however, there is currently a lack of means and offerings. The college must look at other means to provide professional development opportunities and respond to the fact that teachers' choices have been reduced. The college will reconsider this indicator as appropriate and may change its choice of Mission Specific indicator for Policy Area Two.

3M4 The goal for JWCC regarding the number of students receiving Pell Grants is to maintain the current level through minimal tuition increases and continued efforts to inform and assist individuals with financial aid possibilities and assistance with completing applications for aid.

4C1 The college's FY06 goals for the "completions by race" indicator are to a) conduct a cohort analysis of the completion rate for all students focusing on minority students and examine their enrollment and completers by program and degree type and b) to improve the percentage of completers who are minorities to 6.0 percent (from 5.5 percent in FY04). The goal for students with disabilities is to improve the percentage to 2.5 percent. The goal for students classified by gender is to maintain the congruent proportion of women completers and women enrollees.

4C1 Another goal is to compare the results of a survey the college will be conducting of minority students and their perceptions of the climate at the college as it relates to being a minority student. The survey will be conducted as a requirement for the 2005 Underrepresented Groups Report. Three years ago, the college conducted the same climate survey of minority students. The college believes that if it can improve the diversity among the faculty and staff, then this factor will improve completions as well as enrollment of students from minority groups

4M1 The goal regarding race is to increase the number of minorities enrolling in JWCC, in particular, the number of African-Americans (Black students).

4M1 The goal for gender breakdown is not percentage based but rather is to continue offering opportunities for women to explore occupations traditionally filled by men.

4M1 The goal for students with disabilities is to continue offering the support that students with disabilities need.

5C1 The goal of JWCC for FY06 is to maintain the percentage of satisfaction within 2 percent of the peer group average and state-wide average.

5C The goal for the Nursing program is that the pass rate for the NCLEX will continue to exceed the state and national averages.

5M6 The goals are to increase the number of courses meeting IAI qualifications in the content major areas, revise the college catalog to focus on IAI designation for JWCC associate degree and suggested areas of concentration courses, and work with four-year colleges on creating and refining other articulation agreements that are beneficial to JWCC students.

6C1 The goal is that the cost of instruction per credit hour for FY 2005 will be \$206.

6C2 The goal is to decrease the unit cost to \$100.

6C3 The goal for FY05 is that the percent graduated, transferred, or still enrolled at 150 percent of program length will match the state average.

6M1 For FY 2005 the goal is to continue to exceed the state-wide average by .2 percent.