



ILLINOIS COMMUNITY COLLEGE SYSTEM

**PERFORMANCE REPORT
FOR FISCAL YEAR 2006**

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ILLINOIS COMMUNITY COLLEGE SYSTEM PERFORMANCE REPORT FOR FISCAL YEAR 2006

U.S. Secretary of Education Margaret Spellings recently spoke about the responsiveness of community colleges to local needs and the significant role community colleges have in meeting the demands of the 21st Century workforce by providing postsecondary education, training and skills enhancement.

For a long time, the importance of community colleges was overlooked in Washington, DC. Politicians would talk about America's higher education system only in terms of four-year colleges and universities. Those days are over. . .

Back in Texas . . . I saw firsthand how community colleges bob and weave to respond to the needs of a changing economy and prepare students for new opportunities and better jobs. Austin Community College has a saying: 'Start Here. Get There.' And that's exactly what community colleges do for millions of Americans of all ages and backgrounds every year. They set them on the road to promising new careers and further education. And in today's global economy, that mission is more important than ever. " Press Release Secretary Spellings Delivers Remarks to the Association of Community College Trustees in Orlando, FL, October 13, 2006. <http://www.ed.gov/news/pressreleases/2006/10/10132006.html>

Relatedly, a little over a year ago, the U.S. Secretary of Education's Commission on the Future of Higher Education was created to, "Develop a comprehensive national strategy for postsecondary education that will meet the needs of America's diverse population and address the economic and workforce needs of the country's future." The Commission's final report entitled, *A Test of Leadership: Charting the Future of U.S. Higher Education* was issued in September, 2006. A key Commission recommendation calls for greater accountability and transparency of higher education information. The *Illinois Community College System Performance Report for Fiscal Year 2006* provides comparative accountability information built around the priorities of Illinois higher education. The Performance Report is structured around the policy areas in the Board of Higher Education's *Illinois Commitment* and the complementary pledges of the *Promise for Illinois*, which is the statewide strategic plan for community colleges.

The Illinois Community College System Performance Report is structured around the policy areas in the Board of Higher Education's *Illinois Commitment* and the complementary pledges of the *Promise for Illinois*, which is the statewide strategic plan for community colleges.

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 provide:

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

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

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

A series of guiding principles were developed, including the following.

- ◆ To the extent possible, indicators should use existing established data sources, measures, and reporting activities in an effort to minimize the reporting burden.
- ◆ Performance indicators are expected to remain in place for several years to provide fixed targets as institutions identify, implement, and evaluate program improvement

strategies and outcomes. Simultaneously, a need for further refinement of selected measures may emerge.

- ◆ Continuity in the measures and measurement approaches will be sought with the understanding that the project will evolve as all parties gain additional experience with this particular outcome reporting initiative.

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

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

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

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

Current Report Structure – Annual narrative requirements have been strategically streamlined for this year's Performance Report. This approach allows colleges to focus on a targeted number of policy areas and provides some lead time for new initiatives to be formulated and implementation to begin. While narrative reporting is targeted on two policy areas – High Expectations and Quality (Area 5) and Accountability and Productivity (Area 6) – annual performance indicator data reporting is required across all six areas.

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To limit the data burden on the colleges, Illinois Community College Board (ICCB) staff furnished as much of the requested data as possible using regularly scheduled state data submissions. This approach eliminates duplicative reporting and recognizes ongoing college efforts to provide complete and accurate information in state submissions throughout the year. College officials included data and analysis for all applicable common institutional and mission-specific measures in locally prepared Performance Reports.

For the two policy areas where colleges supplied narrative information for this year's Performance Report – **High Expectations and Quality (Area 5) and Accountability and Productivity (Area 6)** – information is furnished on highlights of 2006 Accomplishments, Selected 2006 Challenges, Highlights of 2007 Plans, analysis of statewide and common measures, and analysis of Selected Indicators. For the remaining four policy areas – **Economic Growth (Area 1), P-20 Partnerships/Teaching and Learning (Area 2); Affordability (Area 3), and Access and Diversity (Area 4)** – statewide and common measures and selected mission-specific indicator data and analysis are furnished.

To provide context, external benchmarks and points of reference are cited whenever possible on indicator reporting. Generally, in national reporting, these data are less timely than what is available at the state level. The latest available statewide and comparative data are used in the report. As anticipated for mission-specific reporting, the colleges chose a wide variety of performance indicators to focus on in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education. Mission-specific indicators being measured are identified for each community college in Appendix A. Information on goal setting at the local level in all policy areas are provided in Appendix B.

Through the development of the annual Performance Report, colleagues within and across institutions and at the state level take the opportunity to review and document accomplishments and progress achieved over the past year, enumerate challenges, and formulate plans to make further progress. The collaborative self examination undertaken at the local level that involves looking across the college to create the institutional report is an essential part of the project.

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 Two, Three, and Four, information on Economic Growth in Policy Area One covers only performance indicators for 2006. Colleges were not required to present narrative on fiscal year 2006 initiatives or fiscal year 2007 plans.

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 three average from fiscal year 2003 to 2005, nine out of ten (90.2 percent) career and technical graduates

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.

from Illinois community colleges were either **employed or enrolled in further education** within one year of graduation. The source of data for this measure is the annual Illinois Community College Board's *Follow-up Study of Career and Technical Education Program Graduates*. The statewide weighted average for this measure decreased slightly between 2000 and 2005 (93.4 percent to 90.1 percent), but continued at a relatively high level. The career and technical programs reported on in a given year explain a portion of the variability.

There have been several colleges in recent years which exhibited notable increases in the proportion of graduates who were either employed or enrolled in further education following completion and also maintained a three-year average above the statewide mean. **Carl Sandburg College** saw an increase of 23.8 percent from 2003 to 2005 with a three-year average of 90.2 percent. **College of Lake County** had an increase of 13.0 percent during the same time frame and averaged 92.4 percent. **Kishwaukee College** showed increases of 12.5 percent from 2003 to 2005 while maintaining an average of 93.0 percent over the past three years. **Prairie State College** registered increases of 6.3 percent, 11.1 percent, and 22.9 percent for their one-year, two-year, and five-year trends, respectively. **Prairie State College's** three-year average was 94.2 percent. **Morton College** and **Shawnee Community College** had the highest three-year average at 100 percent.

Graduate follow-up studies among community colleges are common across the country; however, there is no standardized national process so methodological differences exist. Statewide results from Texas (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, AAS, AFA, AGS degrees and two-digit CIP code 24. The absolute number of graduates who completed pre-baccalaureate programs increased (19.9 percent) over the past several years from 12,789 in 2001 to 15,340 in 2005. Recent gains

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among baccalaureate/transfer completions have been outpaced by even more substantial graduate growth among career and technical programs.

Transfer completions registered a gain of 3.7 percent between 2004 and 2005. Colleges that saw substantial percentage gains between 2001 and 2005 were **Malcolm X College** (132.1 percent; fiscal year 2005 N = 123), **Rend Lake College** (120.6 percent; fiscal year 2005 N = 397) and **Kennedy-King College** (71.2 percent; fiscal year 2005 N = 113). Long-term (2001 to 2005), the number of transfer graduates that increased the most were **College of DuPage** (+301) and **Rend Lake College** (+217).

Colleges showing considerable gains in transfer completers from fiscal year 2004 to 2005 were **Kaskaskia College** (39.9 percent; fiscal year 2005 N = 256), **Carl Sandburg College** (39.0 percent; fiscal year 2005 N = 146) and **Morton College** (37.4 percent; fiscal year 2005 N = 180). The number of transfer graduates increased the most in one year at **College of DuPage** (+103) and **Triton College** (+74).

Education. In 2005, Education accounted for 2.6 percent for all graduates. Education graduates increased by 91.6 percent from 704 in 2001 to 1,349 in 2005. Short term, the number of education program completers increased by 125 individuals from 2004 to 2005 (10.2 percent increase). 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 2001 and 2005 included **Elgin Community College** (2800.0 percent; fiscal year 2005 N = 87) and **Rend Lake College** (700.0 percent; fiscal year 2005 N = 48). **Elgin Community College** (+84) and **South Suburban College** (+82) registered substantial numeric gains between 2001 and 2005.

Colleges showing large percentage gains from fiscal year 2004 and 2005 included **Morton College** (325.0 percent; fiscal year 2005 N = 51) and **Rend Lake College** (269.2 percent; fiscal year 2005 N = 35). **Oakton Community College** (+51) and **Morton College** (+39) reported the largest short-term numeric gains.

Graduates from Agricultural programs increased by 24.6 percent over the past several years from 641 in 2001 to 799 in 2005.

Agriculture. Community college Agricultural program graduates increased by 24.6 percent over the last several years from 641 in 2001 to 799 in 2005. Short term, the number of Agriculture completers increased by 17.0 percent between 2004 and 2005. Agriculture

Programs include two digit CIP codes 01, 02, and 03. Colleges that saw substantial gains in Agriculture program completions between 2001 to 2005 were **College of Lake County** (285.7 percent; fiscal year 2005 N = 27) and **Lincoln Trail College** (280.0 percent; fiscal year 2005 N = 19). Long-term substantial numerical gains were registered by **Rend Lake College** (+45), **Lake Land College** (+42), and **College of DuPage** (+37). Colleges showing considerable gains from fiscal year 2004 and 2005 were **College of DuPage** (93.9 percent; fiscal year 2005 N = 64) and **Black Hawk College** (70.8 percent; fiscal year 2005 N = 82).

Short-term substantial numerical gains were registered by **Black Hawk College** (+34) and **Lake Land College** (+33).

Business. Graduates from Business programs decreased by 25.4 percent over the past several years from 5,515 in 2001 to 4,114 in 2005. Business programs include the two-digit CIP code 52. The number of business completers decreased 32.6 percent from 2004 to 2005. Colleges that saw substantial growth in the number of Business graduates during the period between 2001 to 2005 were **Waubensee Community College** (161.7 percent; fiscal year 2005 N = 314), **Elgin Community College** (121.2 percent; fiscal year 2005 N = 250), and **Spoon River College** (52.6 percent; fiscal year 2005 N = 29). Similarly, **Waubensee Community College** (+194) and **Elgin Community College** (+137) showed the largest numeric gains.

Colleges showing substantial short-term Business program graduate percentage gains from fiscal year 2004 to 2005 were **Wabash Valley College** (68.2 percent; fiscal year 2005 N = 37), **Rend Lake College** (16.7 percent; fiscal year 2005 N = 77), and **Lake Land College** (5.5 percent; fiscal year 2005 N = 346). Likewise, the largest numeric gains were also registered by **Lake Land College** (+18), **Wabash Valley College** (+15), and **Rend Lake College** (+11).

Engineering Related. Engineering-related program completions increased by 27.5 percent over the past several years from 1,010 in 2001 to 1,288 in 2005. The number of all graduates during the same time period increased by 33.9 percent. The number of engineering completers increased by 33.1 percent from 2004 to 2005. 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 2001 to 2005 include **Southwestern Illinois College** (3400.0 percent; fiscal year 2005 N = 35), **Frontier Community College** (1250.0 percent; fiscal year 2005 N = 27), and **Heartland Community College** (950.0 percent; fiscal year 2005 N = 42). The largest numeric gains were registered by **Lake Land College** (+52), **Rend Lake College** (+44), and **Waubensee Community College** (+40).

Colleges showing considerable growth from fiscal year 2004 to 2005 include **Frontier Community College** (800.0 percent; fiscal year 2005 N = 27), **Heartland Community College** (320.0 percent; fiscal year 2005 N = 42), and **Wabash Valley College** (240.0 percent; fiscal year 2005 N = 17). **Lake Land College** (+54), **Kaskaskia College** (+51), and **Waubensee Community College** (+40) reported the largest numeric gains.

Health Science

The number of graduates in Health Science programs increased 64.4 percent over the past several years from 8,171 in fiscal year 2001 to 13,433 in fiscal year 2005. The rate of increase in Health Sciences doubled the overall increase across all graduates of 33.9 percent during the same period. The number of Health Science program completers increased 16.4 percent between fiscal years 2004 and 2005. Health programs include two-digit CIP code 51.

The number of graduates in Health Science programs increased 64.4 percent over the past several years from 8,171 in fiscal year 2000 to 13,433 in fiscal year 2005.

Colleges that had substantial gains between fiscal years 2004 and 2005 include **Prairie State College** (574.0 percent; fiscal year 2005 N = 883), **Wabash Valley College** (216.7 percent; fiscal year 2005 N = 38), and **Heartland Community College** (163.3 percent; fiscal year 2005 N = 79). The largest numeric gains were registered by **Prairie State College** (+752), **Kaskaskia College** (+131), and **Lewis and Clark Community College** (+109).

Colleges with substantial Health Science program graduates increases from 2001 to 2005 include **Prairie State College** (1077.3 percent; fiscal year 2005 N = 883), **Spoon River College** (316.7 percent; fiscal year 2005 N = 50), and **Southwestern Illinois College** (173.1 percent; fiscal year 2005 N = 661). **Prairie State College** (+808), **College of DuPage** (+591), and **South Suburban College** (+477) reported the largest numeric gains.

Public and Protective Services

Completers from these programs accounted for about 4.6 percent of all community college graduates in fiscal year 2005. The number of graduates in Public and Protective Services increased by 122.3 percent over the past several years from 1,057 in fiscal year 2001 to 2,350 in fiscal year 2005. Short-term, Public and Protective Service graduates increased by 56.9 percent from 2004 to 2005. Public and Protective Services programs include two-digit CIP codes 43 and 44. Colleges that had substantial gains from fiscal year 2001 to 2005 include **Prairie State College** (1150.0 percent; fiscal year 2005 N = 25), **Lewis and Clark Community College** (620.0 percent; fiscal year 2005 N = 108), and **McHenry County College** (571.4 percent; fiscal year 2005 N = 47). The largest numeric gains were registered by **Southwestern Illinois College** (+615), **Lincoln Land Community College** (+154), and **Lewis and Clark Community College** (+93).

Colleges with significant increases over the one-year span include **Southwestern Illinois College** (301.6 percent; fiscal year 2005 N = 767), **Prairie State College** (150.0 percent; fiscal year 2005 N = 25), and **Rend Lake College** (140.0 percent; fiscal year 2005 N = 36). Colleges that showed the largest short-term numeric gains include **Southwestern Illinois College** (+576), **Lincoln Land Community College** (+86), **College of DuPage** (+52), and **Rock Valley College** (+34).

Trade and Industrial program graduates increased over the past several years from 4,911 in fiscal year 2001 to 7,346 in fiscal year 2005.

Trade and Industrial

Trade and Industrial program graduates increased 49.6 percent over the past several years from 4,911 in fiscal year 2001 to 7,346 in fiscal year 2005. Short term, the number of Trade and Industrial program completers increased

2.8 percent between fiscal years 2004 and 2005. Trade and Industrial Programs include two-digit CIP codes 46, 47, 48, and 49.

Colleges with large gains between fiscal years 2001 and 2005 include **Rock Valley College** (445.2 percent; fiscal year 2005 N = 687), **Elgin Community College** (290.3 percent; fiscal year 2005 N = 441), and **Prairie State College** (265.5 percent; fiscal year 2005 N = 201). The largest numeric gains were registered by **Harold Washington College** (+702), **Rock Valley College** (+561), and **Elgin Community College** (+328).

Colleges with large Trade and Industrial completer increases from fiscal years 2004 to 2005 include **Rock Valley College** (472.5 percent; fiscal year 2005 N = 687), **Prairie State College** (128.4 percent; fiscal year 2005 N = 201), and **Spoon River College** (38.5 percent; fiscal year 2005 N = 72). The colleges with the largest numeric short-term gains include **Rock Valley College** (+567), **Prairie State College** (+113), **Lake Land College** (+42), and **Lincoln Land Community College** (+41).

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 49.8 percent since fiscal year 2001 compared to 33.9 percent for all graduates during the same period. The number for graduates in the “Other” category increased by 34.5 percent from 4,034 in 2004 and 5,425 in 2005. The “Other” category rate of growth for completers was much higher over the last year than completers across all areas (7.2 percent increase). Colleges that had sizable percentage gains between fiscal year 2001 and 2005 include **Rock Valley College** (6600.0 percent; fiscal year 2005 N = 67), **Richard J. Daley College** (3366.7 percent; fiscal year 2005 N = 104), **Olive-Harvey College** (1250.0 percent; fiscal year 2005 N = 27), and **Spoon River College** (450.0 percent; fiscal year 2005 N = 66). The largest numeric gains were registered by **Harold Washington College** (+311), **College of DuPage** (+171), and **Kaskaskia College** (+103).

Colleges with substantial percentage increases over the last year include **Spoon River College** (6500.0 percent; fiscal year 2005 N = 66), **Rock Valley College** (3250.0 percent; fiscal year 2005 N = 67), and **Heartland Community College** (1150.0 percent; fiscal year 2005 N = 25). Colleges that showed the largest number increases from 2004 to 2005 include **College of DuPage** (+149), **Richard J. Daley College** (+85), **Elgin Community College** (+103), and **Illinois Central College** (+84).

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

This performance indicator measures College Business and Industry Center contacts with the *businesses* in Illinois. During fiscal year 2005, Illinois community colleges served a total of

4,904 businesses through their Business and Industry Centers which is up to 40.2 percent from the total of 3,497 businesses served in fiscal year 2000. The average number of businesses served in fiscal year 2005 was 109, up from an average of 107 businesses served in fiscal year 2004. The Business and Industry Centers at **Lewis and Clark Community College** (N = 558), **Joliet Junior College** (N = 513), and **Southwestern Illinois College** (N = 261).

During fiscal year 2005, Illinois community colleges served a total of 4,904 businesses through their Business and Industry Centers which is up to 40.2 percent from fiscal year 2000.

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 2005, Illinois community colleges provided a total of 88,232 individuals with technical assistance through their Business and Industry Center, up 7.0 percent from the total of 82,455 individuals served in fiscal year 2004. The average number of individuals served in fiscal year 2005 was 2,052, also an increase compared to an average 1,874 in fiscal year 2004. **John A. Logan College** (N = 15,188), **Rend Lake College** (N = 5,689), and **Lewis and Clark Community College** (N = 5,325) served the largest number of individuals at their Business and Industry Centers in fiscal year 2005. Long term, the average number of individuals served in fiscal year 2005 decreased 18.3 percent compared to fiscal year 2001 (N = 108,032).

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 2005, Illinois community colleges attracted or retained 325 businesses through the college Business and Industry Centers. Over the last five years combined, community colleges attracted or retained a total of 2,355 Illinois businesses. The Business and Industry Centers at **Lake Land College** (N = 338), **Parkland College** (N = 282), and **Lewis and Clark Community College** (N = 261) attracted or retained the most businesses for the five-year average (fiscal years 2001 through 2005).

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 P-20 PARTNERSHIPS/ TEACHING AND LEARNING

The Illinois Community College System plays a pivotal role in the ultimate success of student learning in the state. Illinois community colleges provide a community-based infrastructure of postsecondary institutions with ties to K-12 schools, universities, and other local

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

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

ICCB and ISBE are collaborating to address the elevated 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 supported 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 continued through fiscal year 2006. During fiscal years 2004 and 2005, just over 450 test preparation courses enrolled more than 8,000 paraprofessionals. Additional information about the initiative is available on the ICCB website (<http://www.iccb.state.il.us/HTML/what/parapro.html>).

Additionally, 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 implementation stages. An AAT Successful Implementation Conference was held in November 2005. Additionally, a "Next Steps to Successfully Implementing the AATs in Math and Science" Conference was conducted in April 2006. At these conferences, teams of key individuals from universities and community colleges (with approved AAT degrees)

discussed next steps in partnering to implement AAT degrees in a manner that ensures community college students can smoothly transition to university programs.

Four customized checklists to facilitate AAT program development were released by the ICCB in August 2006. Accordingly, checklists for the AAT in Secondary Math, Secondary Science, Early Childhood Education and Special Education are now available on the ICCB website (<http://www.iccb.state.il.us/HTML/what/aat.html>). The checklists provide information to show what ICCB and IBHE staff will be looking for as a very thorough review of each AAT proposal is conducted, how college officials can determine that their proposal is ready to submit and problem areas and recommendations (PAR). Dr. John Noak, from Lincoln Land Community College provided assistance in developing the checklists

Four customized checklists to facilitate AAT program development were released by the ICCB in August 2006.

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

As with Policy Areas One, Three and Four, information on Policy Area Two (P-20 Partnerships/Teaching And Learning) covers only performance indicators for 2006. Performance data for this indicator are generated at the local college level. Colleges were not required to present narrative on fiscal year 2006 initiatives or fiscal year 2007 plans.

POLICY AREA THREE: AFFORDABILITY

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

BACKGROUND ON AFFORDABILITY

Community colleges are committed to offering affordable high-quality postsecondary education, and workforce preparation opportunities to all Illinoisans. Community colleges blanket the state with main campuses, branch

Community colleges are committed to offering affordable high-quality postsecondary education and workforce preparation opportunities to all Illinoisans.

campuses, and outreach centers, as well as online 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 coursework. 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 show an ability to benefit.

As with Policy Areas One, Two, and Four, information on Policy Area Three covers only performance indicators for 2006. Colleges were not required to present narrative on fiscal year 2006 initiatives or fiscal year 2007 plans.

SELECTED AFFORDABILITY PERFORMANCE INDICATORS

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

Net Price of Attendance (3C1)

For purposes of the Performance Report, the definition of “net price” of attendance focuses on affordability and relates to undergraduates who apply for aid using the Free Application for Federal Student Aid (FAFSA). after subtracting grants – 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 2004 dependent full-time, first-time freshmen who were Illinois residents. This attendance pattern reflects a narrowly defined segment of the total community college population. Generally, grant aid relative to cost is greatest for students with the highest financial need/lowest quintile income and declines as income increases. The latest results show the percentage receiving maximum aid leveled off for quintiles 3, 4, and 5. Upper income quintile assistance typically reflects institutional aid that is provided in recognition of academic achievement and student’s possessing special talents.

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

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

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

This performance indicator provides one measure of financial access to the institution for students. During **fiscal year 2006**, average annual tuition and basic fee costs based on fall 2005 costs for a full-time, **in-district Illinois** community college student was **\$2,082**, up 9.4 percent over the previous year when they averaged \$1,904. During fiscal year 2006, the highest annual

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 for community college state residents from the previous year.

tuition and basic fees were at **William Rainey Harper College** (\$2,818) in the northwestern suburbs and lowest annual tuition/fees were at **Shawnee Community College** (\$1,500) in rural southern Illinois. The College Board (2005) conducts an Annual Survey of Colleges that provides tuition and basic fee information for all sectors of higher education. **According to The College Board, the fiscal year 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>).

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.

According to the Illinois Board of Higher Education (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” undergraduate programs that require more than four years. The tuition guarantee applies to those students who first enroll in public universities *after* the 2003-2004 academic year. For fiscal year 2006, average in-district community college tuition and fees are less than one-third of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are affordable and college staffs are available to help individuals acquire financial aid that they qualify to receive. Nevertheless, with more students applying for financial aid and availability of state and federal assistance dollars declining or remaining level, an increasing number of community college students are forced to take out loans or find some other way to make up a financial aid shortfall.

Leave it to Lincoln Land Community College (LLCC) math professors to crunch the numbers and come up with a way for making a million dollars, simply by spending your first two years of college at Lincoln Land. Peter Embalabala, professor, and Bill Bade, department chair, mathematics, have it figured out. They ask:

Could you use \$1 million when you retire? Here's how:

“Upfront, if you were to invest the money you can save by attending LLCC for the first two years rather than attend a public university, you could amass more than **\$1 million dollars!** For example,

Simone goes to a leading public university for all four years of school and ends up with a bachelor's degree with a price tag of \$70,728.*

Shelia goes to LLCC for her first two years (\$7,520*), then transfers to the same leading public university for the last two years (\$35,364) and ends up with a bachelor's degree from the same university with a price tag of \$42,884.

Both Simone and Shelia earn a bachelor's degree from the same public university. However, if Shelia were to invest her cost savings ($\$70,728 - \$42,884 = \$27,844$) in an investment that afforded her an annual return of 8 percent, her cost savings in 50 years will grow to over **\$1,300,000!**

By the same method, Morris goes to a local private college for his bachelor's degree. His price tag for a four year degree is \$75,724. If Shelia were to invest her cost savings compared to Morris ($\$75,724 - \$42,884 = \$32,840$) in an investment that afforded her an annual return of 8%, her cost savings in this case will grow to over **\$1,500,000** in 50 years!

Worried about finding a job with a good pension? Create your own by choosing to attend LLCC for the first two years of your college education!

* Tuition, fees, and housing estimates were taken from individual institution website information as of July 2006, and were based on 15 credit hours per semester or the equivalent. Based on the U.S. Dept of Education estimate, the cost of living at home is \$1600. This figure was used for comparison for institutions that do not provide on-campus room & board.

SOURCE: Forward: Lincoln Land Community College Magazine and Spring 2007 Class Schedule. p.54. Springfield, IL: Author. October 2006.

Lincoln Land Community College (LLCC) officials recently used a different approach to convey the potential long-term monetary advantage to individuals living within their community college district with an interest in pursuing a bachelor's degree can realize if they complete those initial two years at LLCC. A slightly modified excerpt from the marketing materials being used by LLCC appears above.

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 150,000 undergraduates who demonstrate financial need for such assistance in fiscal year 2005. Grants awarded through MAP can be used to cover tuition and fees. (<http://www.collegezone.com/informationzone/16.htm>)

During fiscal year 2005, a total of 58,745 students who were enrolled in Illinois community colleges received MAP grants. **South Suburban College** (N=2,823), **Harold Washington College** (N=2,359), and **College of DuPage** (N=2,324) were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2005. The average award for a community college student in fiscal year 2005 was \$813. While the average award for all MAP recipients was \$2,198.

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 2006, a total of 12,629 students, a 3.9% decrease from fiscal year 2005, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants.

In fiscal year 2006, a total of 12,629 students, a 3.9% decrease from fiscal year 2005, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **Harold Washington College** (N=778), **South Suburban College** (N=715), and **Malcolm X College** (N=646) had the largest number of students receiving IIA grants in fiscal year 2005. The average grant for all IIA grant recipients was \$375.

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 2005, a total of 84,411, a 4.4% increase from fiscal year 2004, students who were enrolled in Illinois community colleges received Pell Grants.

During fiscal year 2005, a total of 84,411, a 4.4% increase from fiscal year 2004, students who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 20,415 students receiving Pell Grants, which was the largest number of students in any district.

South Suburban College enrolled 4,647 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 957,051 students through credit and noncredit courses during fiscal year 2005. For students enrolled in credit coursework, more than half (55.6 percent) were female and more than one-third (35.5 percent) were minorities. The median age of students in credit-generating coursework was 26.1 with an average age of 30.8, which were both slight decreases from fiscal year 2004. Information on students enrolled in noncredit courses shows similar gender representation (57.2 percent female) and less minority participation at around one-fifth minority noncredit enrollments. Just over one-half of the noncredit students were 40 years of age or above.

For students enrolled in credit course work, more than half (55.6 percent) were female. More than one-third (35.5 percent) of the credit students were minorities.

The unduplicated number of students with documented disabilities attending Illinois community colleges and registered for services totaled 11,154. Based on an unduplicated count of Students with Disabilities who registered for services, specific disabilities consisted of the following: **Learning**, including **Attention-Deficit/Hyperactivity Disorder** (51.3 percent of reported disabilities); **Auditory** (4.5 percent); **Systematic/Chronic Health Problems** (7.0 percent); **Mobility** (7.1 percent); **Psychological** (9.5 percent); **Visual** (3.9 percent), **Developmental** (5.0 percent), and **Other** (11.5 percent).

Overall, collegiate-level degrees and certificates were awarded to 51,444 students at Illinois community colleges in fiscal year 2005, 7.2 percent more than in fiscal year 2005. Baccalaureate/transfer degrees were earned by 14,418 students, up 2.8 percent since the previous year and accounted for 28.0 percent of all completions. Career and technical education programs comprised

approximately 70 percent of the remaining college degree and certificate completions, totaling 36,020, an 8.9 percent increase from fiscal year 2004.

As with Policy Areas One, Two, and Three, information on Policy Area Four covers only performance indicators for 2006. Colleges were not required to present narrative on fiscal year 2006 initiatives or fiscal year 2007 plans.

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; Nonresident Alien; Number of Students Served Through Developmental Coursework; Remedial Credits Earned Versus Attempted; Number of Students Served Through Adult Education (ABE/ASE) Coursework; and Number of Students Served Through English as a Second Language (ESL) Coursework.

From fiscal year 2001 to fiscal year 2005, the statewide total completers by individuals with disabilities increased by 100.1 percent from 1,110 to 1,359.

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

Individuals with Disabilities Completions (4C1)

Across the Illinois Community College System, 1,359 individuals with disabilities graduated in fiscal year 2005, which represents approximately

2.2 percent of all graduates. Statewide, the number of students with disabilities who graduated in fiscal year 2005 increased by 22.4 percent compared to fiscal year 2004 (N = 1,110 in fiscal year 2004; N = 1,359 in fiscal year 2005). Long term, the statewide disability completers increased by slightly more than 100 percent (N = 679 in fiscal year 2001). In fiscal year 2005, **Harold Washington College** (N = 99), **College of DuPage** (N = 97), and **Harry S Truman** (N = 91) reported the largest number of individuals with disabilities who graduated from college.

Community colleges with substantial gains in the number of graduates with disabilities from fiscal year 2004 to 2005 include **Wabash Valley College** (500.0 percent; fiscal year 2005 N = 12), **Triton College** (400.0 percent; fiscal year 2005 N = 15), **Malcolm X College** (320.0 percent; fiscal year 2005 N = 21), and **Black Hawk College** (316.7 percent; fiscal year 2005 N = 25). The source of data for this indicator is the Annual Enrollment and Completions (A1) submission.

According to the U.S. Census' Current Population Survey (2004), nationwide there were 21,495,471 million individuals with a disability or 11.6 percent of the total population between the ages of 16 and 74. Close to 70 percent of the population with a disability were employed. Almost 14 percent of the nationwide population between 18 and 34 were enrolled in college or graduate school. (http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2005_EST_G00_S1801&-ds_name=ACS_2005_EST_G00_&-redoLog=false). 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. Of that disability population, 57.4 percent were in the workforce compared to 77.5 percent with no disability (http://factfinder.census.gov/servlet/QTTTable?_bm=n&-lang=en&-qr_name=DEC_2000_SF3_U_DP2&-ds_name=DEC_2000_SF3_U&-geo_id=04000US17).

Race/Ethnicity Completions (4C1) Minority Combined.

Three out of ten fiscal year 2005 certificate and associate degree graduates identified themselves as being members of a **minority**

group (non-white). Racial/ethnic categories used in the analysis are defined by federal officials through the National Center for Education Statistics (NCES) Integrated Postsecondary Data Systems (IPEDS) collection process. Data for Illinois community colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and serve as a useful point of reference in this section of the report. Illinois results are similar to the national figure of 31.5 percent minority among associate degree graduates in 2004 as provided by the National Center for Education. (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp)

From 2001 to 2005, the overall number of minority graduates increased by 33.2 percent.

In the Illinois Community College System, there was an increase of 33.2 percent in minority student completions in the last few years, with the number of minority graduates increasing from 11,238 in fiscal year 2001 to 14,968 in fiscal year 2005. Of the colleges with at least 150 minority graduates in fiscal year 2005, **Prairie State College** (266.3 percent; fiscal year 2005 N = 641), **Elgin Community College** (192.1 percent; fiscal year 2005 N = 555), and **Morton College** (113.4 percent; fiscal year 2005 N = 350) experienced the largest percentage increases. Other colleges with large minority completion gainers include **South Suburban College** (111.9 percent; fiscal year 2005 N = 945), **Southwestern Illinois College** (107.9 percent; fiscal year 2005 N = 420), and **Oakton Community College** (96.7 percent; fiscal year 2005 N = 354). Colleges with fewer than 150 minority graduates that experienced considerable percentage increases in minority graduates during this period include **Spoon River College** (216.7 percent; fiscal year 2005 N = 19), **John Wood Community College** (169.2 percent; fiscal year 2005 N = 35), **Danville Area Community College** (88.2 percent; fiscal year 2005 N = 32), and **Wabash Valley College** (85.7 percent; fiscal year 2005 N = 26).

In the short term from 2004 to 2005, the overall number of minority graduates increased by 3.8 percent. Of the colleges with at least 150 minority graduates in the most recent data, **Prairie State College** (147.5 percent; fiscal year 2005 N = 641) and **Morton College** (54.9 percent; fiscal year 2005 N = 350) registered the largest percentage gains over this time frame. Other large school gainers include **Rock Valley College** (32.2 percent; fiscal year 2005 N = 312) and **Moraine Valley College** (27.5 percent; fiscal year 2005 N = 49). Colleges with fewer than 150 minority graduates that experienced considerable percentage increases in minority graduates during this period include **Illinois Valley Community College** (136.2 percent; fiscal year 2005 N = 137), **Danville Area Community College** (68.4 percent; fiscal year 2005 N = 32), **John Wood Community College** (52.2 percent; fiscal year 2005 N = 35), and **Lincoln Land Community College** (33.0 percent; fiscal year 2005 N = 129). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission. Additional details about each racial/ethnic group follow.

Asian

One in 20 (5.1 percent) graduates in fiscal year 2005 self-identified as Asian. This is slightly above the national figure of 5.0 percent in 2004 (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp). There was

The number of Asian completers increased from 1,972 in fiscal year 2001 to **2,606 in 2005**.

a short-term decrease of 4.7 percent in the number of Asian graduates from 2004 to 2005 (compared to a 7.2 increase for all graduates), while there was an increase of 33.2 (compared to 33.9 percent for all graduates) from 2001 to 2005. The number of Asian completers increased from 1,972 in fiscal year 2001 to 2,606 in 2005. Colleges with considerable increases in Asian graduates during the long term included **Prairie State College** (1050.0 percent; fiscal year 2005 N = 23), **Morton College** (250.0 percent; fiscal year 2005 N = 21), **Waubensee Community College** (250.0 percent; fiscal year 2005 N = 28), and **Elgin Community College**. Colleges with substantial increases in Asian graduates during the last year included **Prairie State College** (360.0 percent; fiscal year 2005 N = 23), **John A. Logan College** (76.9 percent; fiscal year 2005 N = 23), **Oakton Community College** (23.4 percent; fiscal year 2005 N = 206), and **Elgin Community College** (14.6 percent; fiscal year 2005 N = 118).

Slightly more than **one in seven** fiscal year 2005 Illinois Community College System graduates (14.5 percent) identified themselves as **African American**.

African American

Just over one in seven graduates (14.5 percent) from fiscal year 2005 identified themselves as African American. This was somewhat above the 2004 national average of 12.2 percent (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp).

There was a short-term 3.5 increase in the number of African American graduates from 2004 to 2005 (compared to an increase of 7.2 percent for all graduates), while there was a larger long-term increase of 21.8 percent between fiscal years 2001 and 2005. The number of African American completers increased from 6,146 in fiscal year 2001 to **7,485 in 2005**. This rate of increase is slightly higher than the 33.9 percent increase for all graduates during the same time frame. Among the colleges with considerable increases in African American graduates during this period were **Prairie State College** (267.8 percent; fiscal year 2005 N = 434), **Joliet Junior College** (130.6 percent; fiscal year 2005 N = 83), **Kishwaukee College** (127.3 percent; fiscal year 2005 N = 75), and **South Suburban College** (124.5 percent; fiscal year 2005 N = 835). Large long-term gainers were **South Suburban College** (+463), **Prairie State College** (+316), **Southwestern Illinois College** (+171), **Richard J. Daley College** (+142).

Large gainers for African American graduates from 2004 to 2005 included **Illinois Valley Community College** (600.0 percent; fiscal year 2005 N = 36), **Danville Area Community College** (144.4 percent; fiscal year 2005 N = 22), and **Prairie State College** (122.6 percent; fiscal year 2005 N = 239).

Latino

More than 8 percent of graduates from fiscal year 2005 identified themselves as Latino (N = 4,268, 8.3 percent). Nationally, about 10.9 percent of associate degree graduates were

More than 8 percent of fiscal year 2005 Illinois Community College System graduates identified themselves as **Latino** (N = 4,268).

Latino in 2004 (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp). There has been an increase in Latino completers each year from fiscal years 1999 through 2005. For Latino graduates, there was an increase of 9.0 percent from fiscal years 2004 to 2005, as the number of completers increased by 351. This increase among Latino graduates was greater than the 7.2 percent increase for all completers. Colleges with significant increases over the fiscal year 2004 to 2005 span include **Prairie State College** (216.7 percent; fiscal year 2005 N = 133), **Kaskaskia College** (93.3 percent; fiscal year 2005 N = 29), **Morton College** (52.6 percent; fiscal year 2005 N = 299), and **Southwestern Illinois College** (48.7 percent; fiscal year 2005 N = 58).

The number of Latino graduates increased by 55.7 percent from fiscal years 2001 to 2005 (compared to 33.9 percent for all graduates). Colleges with significant increases from 2001 to 2005 include **Lincoln Land Community College** (383.3 percent; fiscal year 2005 N = 29), **Prairie State College** (315.6 percent; fiscal year 2005 N = 133), **Elgin Community College** (250.5 percent; fiscal year 2005 N = 340), and **Oakton Community College** (164.3 percent; fiscal year 2005 N = 74).

Since 2001 there was a 52.8 percent increase, as the number of Native American graduates **increased from 127 in fiscal year 2001 to 194 in 2005.**

Native American

Less than one half of one percent (0.4 percent) of graduates from fiscal year 2005 identified themselves as Native Americans. Nationally, about 1.2 percent of graduates identified themselves as Native American in 2004 (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp). Native American graduates

slightly decreased from 209 in fiscal year 2004 to 194 in fiscal year 2005. Since 2001, there was a 52.8 percent increase, as the number of Native American graduates **increased from 127 in fiscal year 2001 to 194 in 2005.** In fiscal year 2005, the following colleges reported ten or more Native American graduates: **Harold Washington College** (N = 25), **Southwestern Illinois College** (N = 12), **College of DuPage** (N = 11), **Waubensee Community College** (N = 11), and **Prairie State College** (N = 10). Colleges with large percentage increases in Native American graduates from 2004 to 2005 include **Rend Lake College** (300.0 percent; fiscal year 2005 N = 4), **Lincoln Land Community College** (200.0 percent; fiscal year 2005 N = 6), and **Moraine Valley Community College** (200.0 percent; fiscal year 2005 N = 6).

Nonresident Alien

The indicator exhibits success of the institution in graduating Nonresident Alien students. From fiscal years 2001 through 2005, Nonresident Alien graduates accounted for between 0.3 and 0.4 percent of the total completer population. This is below the national average of 2.2 percent in 2004 (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp).

The number of Nonresident Alien graduates increased 55.7 percent from fiscal year 2001 (N = 131) to 2005 (N = 204). This was more than twice the increase compared to 20.5 percent increase for all graduates during the same time period.

For Nonresident Alien graduates, there was an increase of 4.1 percent from fiscal year 2004 to 2005 as the number of completers increased from 196 in fiscal year 2004 to **204 in fiscal year 2005.** The number of Nonresident Alien graduates increased 55.7 percent from fiscal year 2001 (N = 131) to 2005 (N = 204).

White/Caucasian

Almost 71 (70.9) percent of the graduates from fiscal year 2005 identified themselves as **White** (Non-Hispanic) (N = 36,476). This is similar to the national figure of 68.5 percent in 2004 (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp). In Illinois, there was an increase of 2,912 white graduates (8.7 percent) between fiscal years 2004 and 2005. This systemwide increase of White students is more than the 7.2 percent one-year increase for all completers. The number of White graduates within the Illinois Community College System increased 34.2 percent from fiscal years 2001 to 2005, slightly more than the 33.9 percent for all graduates during the same time frame. White students represented less than 55.0 percent of graduates at only nine colleges in fiscal year 2005. These colleges were: **Wilbur Wright College** (43.1 percent), **South Suburban College** (38.2 percent), **Morton College** (32.0 percent), **Harry S Truman College** (29.8 percent), **Harold Washington College** (26.7 percent), **Richard J. Daley College** (15.9 percent), **Malcolm X College** (12.2 percent), **Kennedy-King College** (3.7 percent), and **Olive-Harvey College** (2.1 percent). Of these nine colleges, **Kennedy-King College** experienced the largest percentage increase in white graduates (25.0 percent) from fiscal years 2004 to 2005, while **Harold Washington College** had the largest percentage increase in white graduates (73.5 percent) from fiscal years 2001 to 2005. Among the other 39 colleges, those who reported sizable percentage increases in White graduates from fiscal year 2004 to 2005 include **Prairie State College** (198.5 percent; fiscal year 2005 N = 809), **Spoon River College** (95.5 percent; fiscal year 2005 N = 405), **Rock Valley College** (45.4 percent; fiscal year 2005 N = 1,746), **Lake Land College** (28.6 percent; fiscal year 2005 N = 1,343). Those who reported sizeable percentage increases in White graduates from fiscal years 2001 to 2005 included: **Prairie State College** (211.2 percent; fiscal year 2005 N = 809), **Rend Lake College** (92.7 percent; fiscal year 2005 N = 952), and **Spoon River College** (80.8 percent; fiscal year 2005 N = 405).

The number of female graduates increased slightly during each of the last three fiscal years, with fiscal year 2005 registering the largest count (N = 28,862) to date.

Gender Completions (4C1)

In fiscal year 2005, there were **28,862 female completers** statewide in the Illinois Community College System (56.1 percent of all completers). Most community college completers, historically, have been female.

Overall, almost **six out ten graduates were female** in each of the last five years. The proportion among Illinois community colleges is slightly below the national proportion of 60.9 percent of certificate and associate degree completers from 2004 (http://nces.ed.gov/programs/digest/d05/tables/dt05_259.asp). The rate of increase for female graduates is lower in 2005 at 5.5 percent from fiscal year 2004 compared to the rate of increase from fiscal years 2003 to 2005 (10.3 percent) and fiscal years 2001 to 2005 (28.9 percent). However, the number of female graduates increased slightly during each of the last five fiscal years, with fiscal year 2005 registering the largest count (N = 28,862) to date. Similarly, male graduates have shown incremental increases in the last five years with fiscal year 2005 registering 22,582 male graduates. The number of male completers increased 9.5 percent from fiscal year 2004 to fiscal year 2005, lower than the rate of increase of 17.8 percent from fiscal years 2003 to 2005. Since fiscal year 2001, male graduates (+ 6,561; fiscal year 2005 N = 22,582) and female graduates (+6,463; fiscal year 2005 N = 28,862) have shown similar growth.

Individual colleges with substantial (25 percent or above) short-term growth in female completers include **Prairie State College** (156.3 percent; fiscal year 2005 N = 874), **Morton College** (48.5 percent; fiscal year 2005 N = 401), **Spoon River College** (34.2 percent; fiscal year 2005 N = 212),

Kennedy-King College (31.4 percent; fiscal year 2005 N = 360), **Lake Land College** (30.8 percent; fiscal year 2005 N = 748), and **Kaskaskia College** (29.6 percent; fiscal year 2005 N = 789). Those with substantial long-term growth (fiscal years 2001 to 2005) in female graduates include **Prairie State College** (220.1 percent; fiscal year 2005 N = 874), **Kaskaskia College** (100.3 percent; fiscal year 2005 N = 789), **Oakton Community College** (84.2 percent; fiscal year 2005 N = 781), and **Rend Lake College** (81.0 percent; fiscal year 2005 N = 485). 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 2005, a total of 13,358 students self-identified as disabled were enrolled in Illinois community colleges, which is approximately 1.9 percent of the total community college population served through credit coursework. Nationally, an estimated 11.3 percent of undergraduates had some form of disability in fiscal year 2004 (http://nces.ed.gov/programs/digest/d05/tables/dt05_210.asp). In Illinois, there was an 14.8 percent increase from fiscal year 2004 when 11,639 students (1.7 percent) identified themselves as being disabled. During fiscal year 2005, **Olney Central College** (5.0 percent), **Joliet Junior College** (4.7 percent), and **Lewis and Clark Community College** (4.6 percent) served the largest proportion of disabled students.

In fiscal year 2005, **Olive-Harvey College** (98.7 percent) and **Kennedy-King College** (98.0 percent) served the largest proportion of combined minority students. This is much higher than the statewide average of 35.9 percent, as well as the national average of 36.9 percent, for undergraduates in 2003-2004 (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 the City Colleges of Chicago, **Morton College** served the largest proportion of combined minority students (79.7 percent). **Harold Washington College** had the largest percentage of Asian/Pacific Islander students (14.4 percent), followed by **William Rainey Harper College** with 12.4 percent Asian/Pacific Islanders. **Harold Washington College** also had the largest percentage of Native American/Alaskan students (0.8 percent). **Kennedy-King College** reported serving the largest percentage of Black, Non-Latino students (86.5 percent) followed by **Olive-Harvey College** (80.4 percent). Outside of Chicago, **South Suburban College** reported serving the largest percentage of Black, Non-Latino students (55.5 percent). **Morton College** had the largest percentage of Latino students (73.2 percent). **Parkland College** reported the largest percentage of Non-Resident Alien students (4.0 percent).

Female students accounted for almost two-thirds (66.2 percent) of **Kennedy-King College** students. This is much higher than the statewide figure of 55.6 percent. Other colleges in which 60 percent or more of the students were females included **Oakton Community College** (65.6 percent), **Olive-Harvey College** (64.9 percent), **South Suburban College** (64.7 percent), **Highland Community College** (64.1 percent), **Kankakee Community College** (62.9 percent), **Malcolm X College** (62.5 percent), **John Wood Community College** (62.2 percent), **Olney Central College** (61.5 percent), and **Morton College** (61.1 percent). In fall 2003, 58.5 percent of two-year public college students nationwide were female (http://nces.ed.gov/programs/digest/d05/tables/dt05_168.asp).

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

This performance indicator measures the number of students being served through Adult Basic Education and Adult Secondary Education (ABE/ASE) coursework. During fiscal year 2005, total of 49,846 students were served through adult education coursework. This represents a 5.5 percent decrease from the 52,744 students served during fiscal year 2004 and 10.8 percent decrease from the 55,912 students served during fiscal year 2001. **Malcolm X College** served 5,192 students through ABE/ASE coursework, the highest number at any single community college campus across the state. Other colleges with high ABE/ASE enrollment in fiscal year 2005 included **Kennedy-King College** (N = 3,335), **Olive-Harvey College** (N = 3,131), and **Southwestern Illinois College** (N = 2,492).

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

This performance indicator measures the number of students being served through English as a Second Language (ESL) coursework. During fiscal year 2005, 70,999 students were served through ESL coursework. This represents a 3.9 percent decrease from the 73,879 students served during fiscal year 2004 and 6.4 percent decrease from the 75,830 served during fiscal year 2001. **Harry S Truman College** served 14,641 students through ESL coursework, the highest number at any single community college statewide. Other colleges with high ESL enrollment include **Richard J. Daley College** (N = 6,083), **College of DuPage** (N = 5,519), and **Triton College** (N = 5,331). Colleges that reported no students served through English as a Second Language coursework during fiscal year 2005 included **Southeastern Illinois College**, **Lincoln Trail College**, **Olney Central College**, and **John A. Logan College**.

Number of Students Served Through Developmental Coursework (4M6)

This performance indicator reflects institutional services to underprepared students. During fiscal year 2005, an average of **20.7 percent of students enrolled in Illinois community colleges – not enrolled in ABE/ASE/ESL, Vocational Skills, or General Studies – took at least**

During fiscal year 2005, an average of 20.7 percent of students enrolled in Illinois community colleges took at least one developmental course. This figure excludes students in ABE/ASE/ESL, Vocational Skills, or General Studies courses.

one developmental course (102,566). 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). On a positive note, the number of students enrolled in developmental coursework in fiscal year 2005 declined (N = 102,566) compared to the prior year (N = 103,542 in fiscal year 2004). Fiscal year 2005 data registered the first decline in the past seven years.

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 30 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 underprepared students. During fiscal year 2005, Illinois Community College System students earned almost two-thirds (62.9 percent) of the remedial credits they attempted. This represents a 2.7 percent decrease from fiscal year 2004 and a 0.2 percent decrease from fiscal year 2001. Five colleges reported students earning 75 percent or more of their attempted credit hours, including: **Lincoln Land Community College** (95.9 percent), **Shawnee Community College** (84.3 percent), and **Heartland Community College** (78.1 percent).

POLICY AREA FIVE: HIGH EXPECTATIONS AND QUALITY

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

BACKGROUND ON HIGH EXPECTATIONS AND QUALITY

Policy Area Five covers performance indicators for 2006 and includes references to college generated narrative on activities and accomplishments during fiscal year 2006, as well as plans and challenges anticipated in fiscal year 2007.

Illinois community colleges are actively involved in initiatives to establish high standards for teaching and learning, document student progress and outcomes, and promote continuous program improvement. The Program Review Process is the primary way in which the colleges assure the quality of their programs and services. Programmatic need, quality, and cost are examined through the review process. Recognition is a complementary initiative where colleges address instructional, administrative, financial, facility, and equipment standards established by the Illinois Community College Board (ICCB). ICCB staff completed a cycle of Recognition evaluation reviews and visits in fiscal year 2006. Program Review policies and processes for all 39 college districts were evaluated as a part of the Recognition cycle. Colleges have made substantial progress in incorporating student learning outcome results into their review processes. Most colleges have made considerable progress in developing Program Review systems that are integrated into larger institutional quality improvement initiatives that inform institution-level planning and budget development.

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

of best practices and exemplary innovations, and identification of programmatic issues that need to be addressed at the state level.

HIGHLIGHTS OF 2006 HIGH EXPECTATIONS AND QUALITY ACCOMPLISHMENTS

Two common themes were evident in the community college Performance Reports: 1) the development and implementation of assessment systems at the course, general education, and program levels and 2) utilization of continuous quality improvement and strategic/institutional planning systems that integrate results of assessment of student learning, program review, and other quality assurance processes with institution-level planning and decision making. For example, **Illinois Valley Community College** reported that faculty are engaged in a process to develop an academic master plan to enhance teaching/learning, called the Academic Blueprint for Teaching and Learning. A number of colleges are at some state of participation in the Higher Learning Commission's AQIP initiative, and many of their improvement projects relate directly to the improvement of teaching and learning. As a result of an AQIP improvement project, the **College of DuPage** implemented an automated process to check students' records to ensure that course prerequisites are met prior to enrollment in certain courses. **Heartland Community College** has recently been admitted to AQIP and will undertake two projects, "Defining Student Success" and "Tracking Developmental Education Students," both of which are connected to student learning outcomes.

Most colleges are fully engaged in the development and implementation of assessment systems. A number of colleges have created full-time positions to direct and coordinate assessment efforts, while others rely on assessment committees to move the initiatives forward. College reports provided some examples of well-developed assessment systems. **Elgin Community College** uses multiple measures to assess nine general education outcomes. Writing and reading skills, and scientific and quantitative literacy are measured using the Collegiate Assessment of Academic Proficiency Test. The writing skills outcome is also measured through a writing sample. Student oral presentations are used to measure speaking skills. Critical thinking skills are measured using the California Critical Thinking Skills Test, while both technological literacy and information literacy are measured by locally developed tests. Global awareness is measured by a locally developed attitudinal questionnaire. All transfer students intending to graduate from **Kishwaukee College** are required to submit a portfolio. The results of the portfolio reviews are used to document student learning and to assess the effectiveness of the general education program. **Wabash Valley College** developed an e-portfolio requirement for each career and technical program. The portfolio authenticates students' skills for potential employers and provides faculty with program assessment measures.

A number of colleges reported on quality enhancements related to the development and/or revision of curriculum. **Lake Land College** used a recently completed Title III grant to institute DACUM workshops to assist with the improvement of career and technical programs. At the completion of the grant, the workshops were continued with other college funds. Faculty from the English department at **Kennedy-King College** coordinated a project that aligned the pre-credit writing curriculum with the college writing sequence to reduce the time students spend in developmental courses. Both **Moraine Valley Community College** and the **College of DuPage** have adopted the CurricUNET management software program for curriculum. The system manages the review and approval process for curriculum development and revision. In addition, it stores all course syllabi and makes them available for reference. Over a three-year period, most Illinois community colleges are expected to voluntarily implement CurricUNET. In addition to providing a curriculum

management function to participating colleges, the system will enable all participants to share course syllabi. CurricUNET is also designing an interface with the ICCB that will enable colleges to submit course and program forms electronically for ICCB review.

Colleges reported accomplishments in the areas of faculty development, improved services for students with disabilities, and student success centers as other means of assuring the quality of student learning and academic programs.

This year, ICCB engaged peer reviewers to evaluate the Effective Practices that were submitted as part of the college Performance Reports in order to recognize the outstanding and innovative work that is done. One of the most highly ranked practices for Policy Area Five is the Career Research and Presentation Project from **Prairie State College**. The project is a collaboration among the staff in the Career Development Center, Communications faculty, and librarians and is designed to enhance student retention by allowing students to see the connection between program completion and career goals. The introductory speech course uses the Career Research and Presentation Project as one of four required speeches. Students receive a career assessment and, based on those results, select three possible careers to research. Students then choose one career as the topic for a speech, perform traditional research, and interview a practitioner in the field. The project culminates in each student delivering a research-based speech about all facets of her/his chosen career. Student evaluations of the project have been positive. All of those who were previously undecided on a career reported a change in their career decision status. Another highly rated practice is an initiative at the **College of Lake County** to prepare students in the Medical Imaging program to succeed on the national registry exam. During the last two semesters of the two-year Associate in Applied Science program, faculty use a combination of written tests, computerized mock registries and one-on-one mentoring to prepare students to be successful on the national registry exam. Students are able to identify areas where they need additional study and, if common patterns develop from multiple students, faculty are able to make adjustments to the curriculum to strengthen instruction in those areas. Since the implementation of this approach, students who have taken the registry exam have a pass rate higher than the national average and mean exam scores above both the state and national means.

HIGHLIGHTS OF 2007 HIGH EXPECTATIONS AND QUALITY PLANS

A number of community colleges reported plans to develop new programs during fiscal year 2007 to be responsive to community and state needs. Frequently mentioned programs were Associate of Arts in Teaching degrees and Associate in Applied Science degrees and certificates in emerging and/or high demand career and technical fields, such as allied health, biotechnology, homeland security, and (electronic) game programming and development. All colleges indicated that efforts to assess student learning outcomes and program quality and effectiveness will continue. Many colleges indicated plans to employ full-time assessment coordinators. All colleges will implement the revised ICCB program review system as well.

Specific examples of plans to enhance the quality of teaching and learning include a study at **Black Hawk College** to ensure that cut-off scores for placement tests accurately reflect students' ability to successfully complete college-level work. As part of participation in AQIP, **Heartland Community College** will implement a faculty academy focused on training and orientation of new full-time and adjunct faculty. The college also plans to participate in the Higher Learning Commission's Assessment Academy. **Parkland College** will establish a Center for Academic Success – a one-stop center for learning assistance that coordinates and integrates primary

academic support services with student development services. The Center will operate with a team of faculty and learning assistance professionals. The college will also use a career and technical program grant provided by the ICCB to develop a “Career Program Check-Up” that uses academic and cost data to identify programs in need of quality improvement plans. **Lincoln Land Community College** plans to undertake the assessment of student learning outcomes for online students.

SELECTED 2007 HIGH EXPECTATIONS AND QUALITY CHALLENGES

The ability to carry out the multiple missions of a community college with limited financial resources was a commonly mentioned challenge that colleges face. Several colleges cited the rising cost of utilities and transportation fuel as issues, and others identified a need to provide increased access to services for students. Increased competition for outside funding from grants was also identified as a challenge.

Staffing is another common challenge identified by the colleges. As predicted, large numbers of faculty and administrators are retiring, and finding qualified replacements is a challenge. Finding qualified faculty in some high demand areas, such as nursing and special education, is particularly problematic. Colleges attempt to address these needs through innovative means such as resource sharing partnerships with business and industry, regional collaborations, and building relationships with graduate programs.

A third common challenge mentioned by many colleges is the large number of students who are not academically prepared for college-level work. Community colleges are the primary provider of developmental education for higher education in the state. The increasing need for developmental education strains the fiscal and human resources of the colleges and often decreases the amount of financial aid students can apply to college-level courses.

Finally, colleges identified two challenges related to assessment. First, most colleges have assessment systems in place that are providing feedback on student learning outcomes. The challenge is the creation of feedback loops that lead to the improvement of programs and student learning. Second, many colleges acknowledge that, while they are moving assessment systems forward, it is difficult to sustain the momentum and create a culture of assessment. The consensus is that continued education of faculty and staff and communication throughout the institution are the keys.

SELECTED HIGH EXPECTATIONS AND 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 for Registered Nurses. The National Council Licensure Examination for **Registered Nurses (NCLEX-RN®)** median pass rate for fiscal year 2005 community college graduates was 92 percent. Nationwide, the pass rate on the NCLEX-RN® exam was also 87 percent. Hence, Illinois community college ADN graduates performed above the national level on the NCLEX-RN® licensure exam. Graduates from the following six colleges reported 100.0 percent pass rates on the NCLEX-RN® exam in fiscal year 2005: **Heartland Community College, Highland Community College, Lake Land College, Richland Community College, Southeastern Illinois College, and Triton College.** Colleges between 95.0 and 99.0 percent pass rates included **Richard J. Daley College, Harry S Truman College, William Rainey Harper College, Joliet Junior College, John A. Logan College, Rend Lake College, Rock Valley College, Carl Sandburg College, and Waubensee Community College.**

In 2005, Illinois community college ADN graduates performed above the national level on the NCLEX-RN® exam.

The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2005 was 96.0 percent.

A dozen Illinois community colleges provided information on **Dental Hygiene** pass rates for fiscal year 2005. The median pass rate for Illinois community college Dental Hygiene programs in fiscal year 2005 was 96.0 percent. The corresponding fiscal year 2005 national average pass rate for Dental Hygiene examinations was about the same at 95.0 percent. No Illinois community college had an overall pass rate below 82.0 percent. The following five colleges reported perfect scores: **William Rainey Harper College, Lake Land College, Lewis & Clark Community College, Rock Valley College, and Carl Sandburg College.**

Fiscal year 2005 graduates from the 18 Illinois community college **Radiologic Technology** programs providing rate information reported a median pass rate of 92.0 percent. The national average pass rate for Radiologic Technology programs was 89.0 percent; hence results for Illinois community college Radiologic Technology graduates exceeded the national average by 3.0 percent. Graduates from the following colleges registered a perfect performance on the Radiologic Technology exam: **Lewis & Clark Community College, Parkland College, Richland Community College, Carl Sandburg College, and John Wood Community College.**

With a 92.0 percent pass rate, results for Illinois community college Radiologic Technology graduates exceeded the national average for fiscal year 2005 by 3.0 percent.

The Emergency Medical Technician median pass rate for fiscal year 2005 Illinois community college graduates was 85.0 percent.

Emergency Medical Technician examination results were reported by 23 colleges. The Emergency Medical Technician median pass rate for fiscal year 2005 Illinois community college graduates was 85.0 percent. Graduates from a few colleges achieved

flawless pass rates of 100.0 percent, including **Rend Lake College, Southwestern Illinois Community College, and John Wood Community College**. Graduates from the **College of DuPage** and **Joliet Junior College** attained pass rates between 95.0 and 99.0 percent.

Transfer Rate (5M3)

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

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

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**. Rates for **fiscal year 2005** were re-run using additional data from the National Student Clearinghouse Student Tracker. Community college Transfer Rates in Illinois increased to **30.4 percent**. NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and former students from all sectors of higher education. More than 2,800 of U.S. colleges and universities contribute to NSC data systems. Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Colleges in Illinois with 40 percent or more of the eligible individuals – based on the national methodology – transferring through fiscal year 2005 included **College of DuPage** (42.5 percent; N = 895), **Sauk Valley Community College** (42.2 percent; N = 143), **Parkland College** (41.4 percent; N = 344), **Heartland Community College** (41.1 percent; N = 262), **Spoon River College** (40.5 percent, N =89) and **Olney Central College** (40.0 percent; N = 72).

Between 2004 and 2005, transfer rates increased nearly across the board due to the addition of the NSC Student Tracker data. Only one college registered a minor rate decrease (**John A . Logan College**: -1.2 percent; -46 transfers), and **William Rainey Harper College** modified how students are classified in the state data system which elevated the number of its students being included in the tracking cohort. The result was a modest percentage gain, but a large number of additional transfers (+0.4 percent; N = +509 transfers). Transfer rates could also be expected to increase if the time frame were expanded.

During fiscal year 2005, the average Illinois community college class size was 18.37.

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 2005, the average Illinois community college class size was 18.37, which is very close to the average from last year (18.45) and a 5.4 percent increase from fiscal year 2000.

Frontier Community College had the smallest average class size (10.64) and **Harold Washington College** (23.99) and **Malcolm X College** (24.82) had the largest fiscal year 2005 average class sizes. **Malcolm X College** experienced the largest class size increase (18.6 percent) and **Lincoln Trail College** experienced the largest class size decrease (-18.7 percent) between fiscal years 2004 and 2005.

During fiscal year 2006, an average of 96.9 percent of Illinois Community College System full-time 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 2006, an average of 96.9 percent of all Illinois Community College System full-time transfer faculty held a Master's or

higher degree. Eight out ten colleges (81.3 percent) reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide, the most recent available data from the *Digest of Education Statistics, 2005* are for full-time faculty teaching across all programs at community colleges and show 85.2 percent possessed a Master's degree or above (Fall 2003) http://nces.ed.gov/programs/digest/d05/tables/dt05_230.asp

During fiscal year 2006, there were 5,692 Illinois community college general education courses included in the IAI, an average of 119 courses per college.

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

This performance indicator measures the institution's involvement in the Illinois Articulation Initiative (IAI) which promotes and facilitates student transfer. During fiscal year 2006, there were 5,692 Illinois

community college general education courses included in the IAI, an average of 119 courses per college. Every college offered at least 71 IAI courses. The **College of DuPage** (312 courses), **Waubensee Community College** (239 courses), **Illinois Valley Community College** (161 courses), **William Rainey Harper College** (155 courses), **Elgin Community College** (156 courses), and **Black Hawk College** (155 courses) were the leading community colleges in the number of IAI general education courses listed. Three-quarters of Illinois community colleges had at least 100 IAI-approved general education courses in fiscal year 2006.

Colleges with above-average 2005 participation (119 courses) and added more than 50 additional courses to their IAI general education course listing over the past year included the **College of DuPage** (+169 courses), **Waubensee Community College** (+125 courses), **Illinois Valley Community College** (+81 courses), and **Harold Washington College** (+54 courses). The Illinois Articulation Initiative is a very important collaborative effort to promote and facilitate inter-institutional transfer.

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

This performance indicator measures each college's involvement in the Illinois Articulation Initiative which promotes student transfer. During fiscal year 2006, 8,636 major-specific courses were included in the Illinois Articulation Initiative, an average of 180 courses per college. Each college offered at least 70 major-specific IAI courses and eight colleges offered over 225 courses each.

POLICY AREA SIX: ACCOUNTABILITY AND PRODUCTIVITY

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

BACKGROUND ON ACCOUNTABILITY AND PRODUCTIVITY

Policy Area Six covers performance indicators for 2006 and includes references to college-generated narrative on activities and accomplishments during fiscal year 2006, as well as plans and challenges anticipated in fiscal year 2007.

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

HIGHLIGHTS OF 2006 PRODUCTIVITY AND ACCOUNTABILITY ACCOMPLISHMENTS

Many colleges reported on uses of technology to increase administrative efficiency and improve the productivity of instruction, such as implementing software for data tracking, online registration and payment, strengthening student record systems, and improving program assessment and student advisement systems. Colleges have also reviewed and re-engineered processes to increase efficiency; e.g., purchasing, student registration and payment, and financial aid processing. Several

Many colleges reported on uses of technology to increase administrative efficiency and improve the productivity of instruction, such as implementing software for data tracking, online registration and payment, strengthening student record systems, and improving program assessment and student advisement systems.

colleges have made enhancements to facilities that are intended to create energy savings. Colleges are also looking to future needs by updating facility master plans and creating technology

upgrade/replacement plans to maximize the use of resources. Cooperative purchasing is used by an increasing number of colleges as a way of maximizing their purchasing power. Colleges reported participating in the **Illinois Public Higher Education Consortium**, the **Illinois Community College System Purchasing Consortium**, and various library consortia. Partnerships with businesses and employers within college districts have resulted in equipment donations and facility sharing that enhance the colleges' ability to offer programs they might not be able to afford otherwise. Fiscal constraints have forced colleges to make some hard choices, such as eliminating programs and reallocating those dollars to higher enrollment programs and consolidating or realigning other programs. Some colleges reported success in securing external grants that enabled them to pursue priority initiatives.

Two effective practices that were highly rated through a peer review of the practices submitted with the 2006 Performance Reports are illustrative of the efficiencies and improvements colleges are creating. **Illinois Central College** determined that delays in financial aid awards affected a significant number of students, employees, and the college. The college established a project team to examine and make improvements in the processing and awarding of financial aid. The team focused on three primary areas: the time to process the award, the cost of generating paper files, and the income that was potentially lost by carrying receivables for extended periods of time. As a result of process improvements identified by the project team, the time to generate an award has been cut in half while at the same time reducing required staff by two full-time equivalent positions. This outcome, plus other efficiencies, resulted in an annual savings to the college of over \$100,000. **Black Hawk College** faced challenges in training staff advisors that included accountability issues, scheduling difficulties, the need for more consistent training, and a tendency toward lengthy training meetings. To address these challenges, the academic advisor training program at the college has been transformed from a predominantly face-to-face delivery format to a balance of interactive technology, short face-to-face training seminars, and required observation activities. The revised training program provides more consistent course content and reduced the amount of time required to provide the training by 65 percent.

HIGHLIGHTS OF 2007 PRODUCTIVITY AND ACCOUNTABILITY PLANS

Most colleges develop and implement their plans within the context of institutional strategic planning, and colleges are increasingly using a continuous quality improvement model to guide planning.

In general, the colleges plan to build on the accomplishments of the past year to continue to achieve greater efficiency and institutional productivity. Specifically, colleges will enhance technology infrastructures, put more functions on-line, increase their capacity to provide data to key personnel for planning and decision-making, develop preventative maintenance plans and replacement schedules

for facilities, create energy efficiencies, develop new curricula as needed, and continue to pursue outside funding for priority initiatives. Most colleges develop and implement their plans within the context of institutional strategic planning, and colleges are increasingly using a continuous quality improvement model to guide planning. A few colleges reported that, due to fiscal constraints, they are reluctantly considering shifting some costs to students and increasing other existing fees; e.g., licensing exam fees, technology fees, etc.

SELECTED 2007 PRODUCTIVITY AND ACCOUNTABILITY CHALLENGES

Financial issues continue to dominate the list of challenges throughout the community college system for fiscal year 2007. Colleges report that state funding is not keeping pace with inflation, which results in an increased burden on students and local taxpayers. This also limits the colleges' ability to keep pace with technology infrastructure and software needs, repairs and/or enhancements to facilities and, in some cases, curriculum development. Other fiscal challenges mentioned often by colleges included inadequate funding provided for the Illinois Veterans Grant (IVG) and rising utility costs. Many colleges are implementing new administrative software systems. While they anticipate increased efficiency and service in the long run, they indicate that it is a challenge to maintain efficiency and productivity and a high level of service to students during the transition and implementation phase. The large number of projected retirements among faculty, staff and administrators is viewed as a challenge to colleges' ability to sustain and build on improvements that have been made in institutional effectiveness and productivity. There will be a great need to provide leadership development and training to less senior faculty and staff to ensure sustained institutional effectiveness. The colleges are addressing all of these challenges in a time of fiscal constraint when most of them have fewer administrators and support staff. It is a continuing challenge to provide high levels of service to students, business and industry, and the community with reduced staffing levels and scarce resources. While many efficiencies have been achieved, as one college put it, "There is a constant strain of doing more with less." In some instances, core colleges functions will be negatively impacted by under funding.

SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS

Performance Measures related to Accountability and Productivity included Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level, 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. Fiscal year 2005 represents the first year that only unrestricted unit cost data were collected from community colleges by the ICCB. There is more than one way to look at cost information, and the ICCB Unit Cost Reports contain more in-depth coverage on this topic. Cost figures referenced in this indicator reflect the net instructional unit cost which is most frequently used in comparative analyses, as well as in the state funding plan. Briefly, the net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost).

Statewide, the one-year rate of instructional unit cost between 2004 (\$186.63) to 2005 (\$198.39) increased by 6.3 percent.

Statewide, the one-year rate of instructional unit cost between 2004 (\$186.63) to 2005 (\$198.39) increased by 6.3 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 nonprofessional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities.

In Illinois, during the two-year period from fiscal years 2003 to 2005, there was an increase of 8.5 percent (versus a 7.5 percent increase for HEPI). Illinois data show that a few colleges experienced actual decreases in instructional costs. Between 2003 and 2005, 14 colleges reported decreases with **Southeastern Illinois College** (14.6 percent), **Malcolm X College** (10.1 percent), **College of Lake County** (9.1 percent), **Harry S Truman College** (9.0 percent), **Rend Lake College** (7.0 percent), and **Moraine Valley Community College** (6.8 percent) all reporting 5 percent or larger decreases in their cost of instruction.

Over the past year (2004 to 2005), 13 colleges reported decreases in cost of instruction, including **Morton College** (8.6 percent), **Rend Lake College** (7.0 percent), **Spoon River College** (7.0 percent), **John Wood Community College** (6.0 percent), and **Illinois Central College** (5.0 percent). Colleges strive to increase efficiency while improving the range of courses needed by students. Decreases in net instructional unit can occur for a variety of reasons; e.g., reduced salary costs due to turnover among senior faculty, serving additional students or a relatively larger number of students in lower cost programs, class size increases, and reduced equipment costs. The source of data for this measure in Illinois is the *Unit Cost Report for the Illinois Public Community Colleges*, which is where a more complete discussion of net instructional unit cost and its components is provided (see Tables 5 and 6 in the *Unit Cost Report*).

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

This indicator is a measure of indirect instructional support costs over time. Fiscal year 2005 represents the first year that only unrestricted unit cost data were collected from community colleges by the ICCB. Costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level), and subsidies for auxiliary services. Self-supporting or profit-generating auxiliary service costs are not included here. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Statewide, direct instructional support costs experienced an 8.2 increase from 2004 to 2005.

Statewide, direct instructional support costs experienced an 8.2 increase from 2004 to 2005. This translates into a \$6.18 average increase for community colleges. During the one-year period from 2004 to 2005, colleges that experienced the largest one-year decrease in costs included **Sauk Valley Community College** (81.5 percent), **John Wood Community College** (17.6 percent), **Morton College** (10.4 percent), **Spoon River College** (9.9 percent), **Southeastern Illinois College** (6.2 percent), **Triton College** (6.1 percent), and **Elgin Community College** (5.8 percent). The source of data for Illinois is the *Unit Cost Report* (see Tables 7 and 8 of the *Unit Cost Report* for a more detailed look at the costs that comprise indirect instructional support).

Of the 26,311 fall 2002 cohort of first-time, full-time entering freshmen, 71.1 percent graduated, transferred, or were still enrolled by summer 2005.

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 26,311 fall 2002 cohort of full-time entering freshmen, 71.1 percent graduated, transferred, or were still enrolled by summer 2005. From the 2001 cohort to the 2002 cohort, the number of successful student advancements increased 6.7 percent.

Comparing the 2002 cohort with the 1998 cohort, the number of successful student advancements increased by 12.0 percent. Twelve of the 48 community colleges have had student successful advancement rates consistently above the statewide average over the past five years, including **Elgin Community College, William Rainey Harper College, Illinois Valley Community College, Kaskaskia College, Lake Land College, Lincoln Trail College, John A. Logan College, McHenry County College, Moraine Valley Community College, Oakton Community College, Olney Central College, Parkland College, and Spoon River College.** Focusing on the most recent 2002 cohort, the following colleges had the highest student advancement rates: **William Rainey Harper College (77.8 percent), Frontier Community College (77.8 percent), and Rend Lake College (77.6 percent)** and were all well above the statewide average of 71.1 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 2005, Illinois community colleges enrolled a total of 957,051 students through credit and noncredit course work. According to the most recent Bureau of the Census figures, there were 12,713,836 people living in Illinois. Therefore, one out of every 13 Illinoisans attended course work in a community college. Narrowing the look to an estimated 9,208,765 Illinoisans over 18 years of age indicates that almost one out of nine individuals attended a community college during fiscal year 2005 (http://factfinder.census.gov/servlet/ACSSAFFacts?_event=Search&geo_id=&geoContext=&street=&county=&cityTown=&state=04000US17&zip=&lang=en&sse=on&pctxt=fph&pgsl=010).

Looking at Illinoisans over 18 years of age, indicates that almost one out of nine individuals attended a community college during fiscal year 2005.

The average community college enrollment percentage of the entire population was 7.5 percent of each respective district. **Illinois Eastern Community Colleges** enrolled a total of 27.6 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 2005, Illinois community colleges averaged a systemwide 18.9 student-faculty FTE ratio. . . The Illinois ratio shows a level of efficiency over the national average (19.8), while remaining sufficiently small to allow for individualized student attention.

Full-Time Equivalent Student/Faculty (6M6)

This performance indicator provides a measure of college instructional staffing patterns. During fiscal year 2005, Illinois community colleges averaged an 18.9 student-faculty FTE ratio. During fiscal year 2005, **Frontier Community College** had the lowest student-faculty FTE ratio (11.2). The most recent national data from the Digest of

Education Statistics, 2005 are from fall 2003 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 19.8 (http://nces.ed.gov/programs/digest/d05/tables/dt05_225.asp). 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 *Illinois Community College System Performance Report for Fiscal Year 2006* provides comparative accountability information built around the priorities of Illinois higher education. The Performance Report is structured around the policy areas in the Board of Higher Education's *Illinois Commitment* and the complementary pledges of the *Promise for Illinois*, which is the statewide strategic plan for community colleges.

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 provide:

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

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

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

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

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

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

Annual narrative requirements have been strategically streamlined this year to allow colleges to focus on a targeted number of policy areas. The approach also provides colleges with some lead time for new initiatives to be formulated and implemented. While narrative reporting is targeted on two policy areas – High Expectations and Quality (Area 5) and Accountability and Productivity (Area 6) – performance indicator data reporting is required across all six areas annually. Colleges choose a variety of mission-specific indicators to address local needs and priorities.

While narrative reporting is targeted on two policy areas – High Expectations and Quality (Area 5) and Accountability and Productivity (Area 6) – performance indicator data reporting is required across all six areas annually.

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, (2006), page 2.

Mission-specific indicators are identified for each community college in Appendix A. Information on goal setting at the local level in all policy areas is provided in Appendix B.

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

To limit the data burden on the colleges and eliminate duplicative reporting, Illinois Community College Board (ICCB) staff furnished as much of the requested data as possible using college data from regularly

scheduled state submissions. To provide context, external benchmarks and points of reference are cited whenever possible on indicator reporting.

For the two focus Policy Areas – High Expectations and Quality (Area 5) and Accountability and Productivity (Area 6) – the report includes Selected Accomplishments, Plans, and Challenges.

All Policy Area descriptions include information on Selected Performance Indicators. Through the development of the annual Performance Report, colleagues within and across institutions and at the state level take the opportunity to review and document accomplishments and progress achieved over the past year, enumerate challenges, and formulate plans to make further progress.

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

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 Two, Three, and Four, information on Economic Growth in Policy Area One covers only performance indicators for 2006. Colleges were not required to present narrative on what they had done in fiscal year 2006 initiatives or fiscal year 2007 plans.

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.

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 33.9 percent for all graduates since fiscal year 2001. Short term, the overall number of completers rose 7.2 percent from 2004 to 2005. Broad categories are used in the analysis to provide an overview of trends. More detailed analysis for specific programs appear in the *Follow-up Study of Career and Technical Education Program Graduates* and *Program Review* reports.

Program Area Cluster	Number of 2005 Graduates	Short Term 1 Year Trend	Longer Term Trend 01-05
Pre-baccalaureate/transfer	15,340	3.7%	19.9%
Education	1,349	10.2%	91.6%
Agriculture	799	17.0%	24.6%
Business	4,114	-32.6%	-25.4%
Engineering Related	1,288	33.1%	27.5%
Health Sciences	13,433	16.4%	64.4%
Public and Protective Services	2,350	56.9%	122.3%
Trade and Industrial	7,346	2.8%	49.6%
All Other Programs Combined	5,425	34.5%	49.8%

Pre-Baccalaureate/Transfer programs account for approximately **one-third of all graduates** over the last several years (N = 15,340 in FY 2005). **Health Sciences** account for the **second largest** number of graduates in 2005 (N = 13,433). **Trade and Industrial** programs contributed the **third largest** number of graduates (N = 7,346). Based on the percentage change, notable short-term increases (at least 25 percent) occurred in Engineering, Public and Protective Services, and All Other programs. Business (-32.6 percent) was the only area that had a single-year decrease. **Five-year trends showed increases in the number of graduates in eight of the nine program areas.** Programs with at least 25 percent long-term growth included Public and Protective Services (122.3 percent), Education (91.6 percent), Health Sciences (64.4 percent), All Other (49.8 percent), Trade and Industrial (49.6 percent), Engineering (27.5 percent), and Agriculture (24.6 percent). Business (-25.4 percent) is the only program area with a five-year decrease.

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

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (1C1) Based on the three-year average from fiscal years 2003 to 2005, Career and Technical Education Follow-up Survey results, over nine out of ten (90.2 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 2005, Illinois community colleges served 4,904 *businesses* through Business and Industry Centers, a 40.2 percent increase from the 3,497 businesses served in fiscal year 2000. During fiscal year 2005, Illinois community colleges served 88,232 *individuals* through Business and Industry Centers, an 18.3 percent decrease from the 108,032 individuals served in fiscal year 2001.

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 P-20 PARTNERSHIPS/TEACHING AND LEARNING – 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.

POLICY AREA THREE: AFFORDABILITY

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

BACKGROUND ON AFFORDABILITY– Community colleges offer affordable higher education and workforce preparation opportunities. Many individuals are place-bound due to family and/or employment obligations and 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.

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 2004 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 based on fall 2005 costs for a full-time, **in-district Illinois** community college student was **\$2,082**, up 9.4 percent over the previous year when they averaged \$1,904. During fiscal year 2006, the highest annual tuition and basic fees were at

William Rainey Harper College (\$2,818) in the northwestern suburbs and lowest annual tuition/fees were at **Shawnee Community College** (\$1,500) in rural southern Illinois.

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

During fiscal year 2005, a total of 58,745 students who were enrolled in Illinois community colleges received MAP grants.

During fiscal year 2005, a total of 58,745 students who were enrolled in Illinois community colleges received MAP grants.

South Suburban College, Harold Washington College, and the College of DuPage were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2005.

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

In fiscal year 2006, a total of 12,629 students, a 3.9% decrease from fiscal year 2005, who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. **Harold Washington College, South Suburban College, and Malcolm X College** had the largest number of students receiving IIA grants in fiscal year 2005.

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

During fiscal year 2005, a total of 84,411 who were enrolled in Illinois community colleges received Pell Grants. Combined, the **City Colleges of Chicago** had 20,415 students receiving Pell Grants, which was the largest number of students in any district. **South Suburban College** enrolled 4,647 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 957,051 students enrolled during fiscal year 2005 in credit and noncredit courses.

BACKGROUND ON ACCESS AND DIVERSITY

The Illinois Community College System serves a diverse student clientele through a variety of credit and noncredit programs and courses. The Illinois community colleges reported a total of 957,051 students in credit and noncredit courses during fiscal year 2005.

For students enrolled in credit coursework, more than half were female (55.6 percent), more than one-third were minorities, and the median age of credit-generating students was 26.1 with an average age of 30.8, which were both slight decreases from the previous year. The number of students documented with disabilities in community colleges totaled 11,154 in fiscal year 2005. Information on students enrolled in noncredit courses showed nearly identical gender representation (57.2 percent female), less minority participation, about one-fifth minority noncredit enrollments, and over one-half of noncredit students 40 years of age or above.

Collegiate-level degrees and certificates awarded to 51,444 students at Illinois community colleges in fiscal year 2005, 7.2 percent more than in fiscal year 2004. Baccalaureate/transfer degrees were earned by 14,418 students, up 2.8 percent since the previous year and accounted for 28.0 percent of all completions. Career and technical education programs made up approximately 70 percent of the remaining college degree and certificate completions, totaling 36,020, an 8.9 percent increase from fiscal year 2004.

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 Coursework, Remedial Credits Earned Versus Attempted, Number of Students Served Through Adult Education (ABE/ASE) Coursework, and Number of Students Served Through English as a Second Language (ESL) Coursework.

Population	Number of 2005 Graduates	Short-Term 1 Year Percent Change	Longer Term FY 01-05 Percent Change
Individuals with Disabilities	1,359	22.4%	100.1%
Minorities Combined	14,968	3.8%	33.2%
Asian	2,606	-4.7%	32.2%
African American	7,485	3.5%	21.8%
Latino	4,268	9.0%	55.7%
Native American	194	-7.2%	52.8%
Nonresident Alien	204	4.1%	55.7%
Other	211	54.0%	75.8%
White	36,476	8.7%	34.2%
Female	28,862	5.5%	28.9%
Male	22,582	9.5%	41.0%

Completions by Race/Ethnicity, Disability Status, and Gender (4C1) Statewide, the number of students with disabilities who graduated in fiscal year 2005 increased by 22.4 percent compared to the previous year. **Harold Washington College** reported the largest number of individuals with disabilities who graduated from a single college. Three out of ten fiscal year 2005 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white). From 2004 to 2005, the overall number of minority graduates increased by 3.8 percent. Of the colleges with at least 150 minority graduates in the most recent data, **Prairie State College** (147.5 percent; fiscal year 2005 N = 641) and **Morton College** (54.9 percent; fiscal year 2005 N = 350) registered the largest percentage gains over this time frame. In fiscal year 2005, there were **28,862 female completers** statewide in the Illinois Community College System, 56.1 percent of all completers and a 17.8 percent increase from fiscal year 2004.

Number of Students Enrolled by Disability Status, Race/Ethnicity, and Gender (4M1) During fiscal year 2005, a total of 13,358 students self-identified as disabled were enrolled in Illinois community colleges, which is approximately 1.9 percent of the total community college population served through credit coursework. During fiscal year 2005, **Olney Central College** (5.0 percent), **Joliet Junior College** (4.7 percent), and **Lewis and Clark Community College** (4.6 percent) served the largest proportion of disabled students. In fiscal year 2005, **Olive-Harvey College** (98.7 percent) and **Kennedy-King College** (98.0 percent) served the largest proportion of combined minority students, which was much higher than the statewide average of 35.9 percent. Female students accounted for almost two-thirds (66.2 percent) of **Kennedy-King College** students, which was much higher than the statewide figure of 55.6 percent.

Number of Students Served Through Developmental Coursework (4M6) During fiscal year 2005, an average of 20.7 percent of students enrolled in Illinois community colleges (N = 102,566) were enrolled in developmental coursework, which is similar to reports at the national level (23.2 percent). On a positive note, the number of students enrolled in developmental coursework in fiscal year 2005 declined (N = 102,566) compared to the prior year (N = 103,542 in fiscal year 2004). Fiscal year 2005 data registered the first decline in the past seven years.

During fiscal year 2005, Illinois Community College System students earned almost two-thirds (62.9 percent) of the remedial credits they attempted, which was a 2.7 percent increase over fiscal year 2004.

Remedial Credits Earned Versus Attempted (4M7) During fiscal year 2005, Illinois Community College System students earned almost two-thirds (62.9 percent) of the remedial credits they attempted, which was a 2.7 percent increase over fiscal year 2004.

Number of Students Served Through Adult Education (ABE/ASE) Coursework (4M2) During fiscal year 2005, total of 49,846 students were served through adult education coursework, a 5.5 percent decrease from the 52,744 students served during fiscal year 2004.

Number of Students Served Through English as a Second Language (ESL) course work (4M3) During fiscal year 2005, 70,999 students were served through ESL course work, a 3.9 percent decrease from the 73,879 students served during fiscal year 2004.

POLICY AREA FIVE: HIGH EXPECTATIONS AND QUALITY

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

BACKGROUND ON HIGH EXPECTATIONS AND QUALITY

Policy Area Five covers performance indicators for 2006 and includes references to college generated narrative on activities and accomplishments during fiscal year 2006 as well as plans and challenges anticipated in fiscal year 2007.

Illinois community colleges are actively involved in initiatives to establish high standards for teaching and learning, document student progress and outcomes, and promote continuous program improvement. The Program Review Process is the primary way in which the colleges assure the quality of their programs and services. Programmatic need, quality, and cost are examined through the review process. Within the revised ICCB Program Review process that is being implemented in fiscal year 2007, colleges will review career and technical programs, academic disciplines, and cross-disciplines (general education, adult education and ESL, remedial/developmental education, vocational skills, and transfer functions and programs) on a statewide common five-year schedule. Student and academic services will be reviewed once every five years on a schedule that is determined by each college. Annual summary reports to the ICCB will focus on the results of program review, presentation of best practices and exemplary innovations, and identification of programmatic issues that need to be addressed at the state level.

GOAL FIVE: HIGHLIGHTS OF 2006 HIGH EXPECTATIONS AND QUALITY ACCOMPLISHMENTS

Two common themes were evident in the community college Performance Reports: 1) the development and implementation of assessment systems at the course, general education, and program levels and 2) utilization of continuous quality improvement and strategic/institutional planning systems that integrate results of assessment of student learning, program review, and other quality assurance processes with institution-level planning and decision making.

Most colleges are fully engaged in the development and implementation of assessment systems. A number of colleges have created full-time positions to direct and coordinate assessment efforts, while others rely on assessment committees to move the initiatives forward. College reports provided some examples of well-developed assessment systems.

A number of colleges reported on quality enhancements related to the development and/or revision of curriculum. A couple Illinois community colleges have adopted the CurricUNET management software program for curriculum. The system manages the review and approval process for curriculum development and revision. Over a three-year period, many Illinois community colleges are planning to implement CurricUNET. The system should enable all participants to share course syllabi. The ICCB is collaborating with CurricUNET to develop an interface to allow colleges to submit course and program forms electronically for ICCB review.

Colleges reported accomplishments in the areas of faculty development, improved services for students with disabilities, and student success centers as other means of assuring the quality of student learning and academic programs.

This year, the ICCB engaged peer reviewers to evaluate the effective practices that were submitted as part of the colleges' Performance Reports in order to recognize the outstanding and innovative work that is being done across the state. The report contains information about selected highly ranked practices, including **Prairie State College's** Career Research and Presentation Project and the **College of Lake County's** initiative to prepare students in the Medical Imaging program to succeed at even higher levels on the National Registry Exam

HIGHLIGHTS OF 2007 HIGH EXPECTATIONS AND QUALITY PLANS

A number of community colleges reported plans to develop new programs during fiscal year 2007 to be responsive to community and state needs. Frequently mentioned programs were Associate of Arts in Teaching degrees and Associate in Applied Science degrees and certificates in emerging and/or high demand career and technical fields, such as allied health, biotechnology, homeland security, and (electronic) game programming and development. All colleges indicated that efforts to assess student learning outcomes and program quality and effectiveness will continue. Many colleges indicated plans to employ full-time assessment coordinators. All colleges will implement the revised ICCB program review system as well.

SELECTED 2007 HIGH EXPECTATIONS AND QUALITY CHALLENGES

The ability to carry out the multiple missions of a community college with limited financial resources was a commonly mentioned challenge that colleges face. Several colleges cited the rising cost of utilities and transportation fuel as issues. Other colleges identified a need to provide increased access to services for students. Increased competition for outside funding from grants was another challenge colleges identified.

Staffing is another common challenge identified by the colleges. Large numbers of faculty and administrators are retiring, and finding qualified replacements is a challenge. Finding qualified faculty in some high demand areas, such as nursing and special education, is particularly problematic. Colleges attempt to address these needs through innovative means such as resource sharing partnerships with business and industry, regional collaborations, and building recruitment relationships with university graduate programs.

A third common challenge mentioned by many colleges is the large number of students who are not academically prepared for college-level work. In Illinois, community colleges are the primary provider of developmental education for higher education. The increasing need for developmental education strains the fiscal and human resources of the colleges and frequently decreases the amount of financial aid students can apply to college-level courses.

Finally, colleges identified two challenges related to assessment. Most colleges have assessment systems in place that are providing feedback on student learning outcomes. The challenge is creating and maintaining feedback loops that lead to the improvement of programs, services, and student learning. Additionally many colleges acknowledge that it is difficult to sustain the momentum and create a culture of assessment. The consensus is that continued education of faculty and staff and communication throughout the institution are the keys to strengthening assessment systems.

SELECTED HIGH EXPECTATIONS AND QUALITY PERFORMANCE INDICATORS

Information pertaining to several mission-specific indicators is provided including: Transfer Rates, Full Time Baccalaureate-transfer Faculty Preparation, Number of General Education Courses Included in the Illinois Articulation Initiative, Average Class Size, and Number of Major-Specific Courses Included in the Illinois Articulation Initiative.

Pass Rate on Professional Licensure Exams (5C2)

Pass rates on Professional Licensure Exams are calculated based on the number of graduates from a program who pass the examination in a specified year versus all graduates from that program that take the test in that year. The National Council Licensure Examination for **Registered Nurses** (NCLEX-RN®) median pass rate for fiscal year 2005 Illinois community college graduates was 92 percent. Illinois community college ADN graduates performed above the national level (87 percent) on the NCLEX-RN® licensure exam.

Fiscal year 2005 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 2005 was 96.0 percent. The corresponding fiscal year 2005 national average pass rate for Dental Hygiene examinations was about the same at 95.0 percent. Fiscal year 2005 graduates from Illinois community college **Radiologic Technology** programs reported a median pass rate of 92.0 percent. The national average pass rate for Radiologic Technology programs was 89.0 percent. The **Emergency Medical Technician** median pass rate for fiscal year 2005 Illinois community college graduates was 85.0 percent.

Transfer rate results in Illinois are above recent National Transfer Assembly results. Accessing National Student Clearinghouse data to track students elevated Illinois transfer rates from 21.1 percent to 30.4 percent for fiscal year 2005.

Transfer Rate (5M3)

Transfer Rate (5M3) is one measure of quality for students interested in pursuing a bachelors degree. Transfer rates for Illinois community colleges are calculated using the National Transfer Assembly approach. Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four

years, and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students based on the Illinois Community College and Public University Shared Data Files was 22.9 percent in fiscal year 2004 and 21.1 percent in fiscal year 2005. Rates for **fiscal year 2005** were re-run using additional data from the National Student Clearinghouse Student Tracker. Community college Transfer Rates in Illinois increased to **30.4 percent**. NSC includes enrollment information for all types of out-of-state institutions, as well as private in-state institutions. NSC's StudentTracker provides the nation's largest database of frequently updated enrollment data with nationwide coverage that includes over 75 million records on current and former students from all sectors of higher education. More than 2,800 of U.S. colleges and universities contribute to NSC data systems Illinois Community College System Transfer Rates are above national rates that were calculated using the National Transfer Assembly methodology.

Average class size (5M4)

Classes that are reasonable in size offer students an opportunity for additional interaction with the professor and classmates. During fiscal year 2005, the average Illinois community college class size was 18.37, which is very close to the average from last year (18.45) and a 5.4 percent increase from fiscal year 2000.

Faculty Preparation (5M5)

During fiscal year 2006, an average of 96.9 percent of all Illinois Community College System full-time transfer faculty held a Master's or higher degree. Eight out of ten colleges (81.3 percent) reported that 95 percent or above of their transfer faculty held a Master's or higher degree. Nationwide, the most recent available data from the *Digest of Education Statistics, 2005* are for full-time faculty teaching across all programs at community colleges and show 85.2 percent possessed a Master's degree or above (fall 2003) http://nces.ed.gov/programs/digest/d05/tables/dt05_230.asp.

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

During fiscal year 2006, there were 5,692 Illinois community college general education courses included in the Illinois Articulation Initiative (IAI) for an average of 119 courses per college. Three-quarters of Illinois community colleges had at least 100 IAI-approved general education courses in fiscal year 2006.

POLICY AREA SIX: PRODUCTIVITY AND ACCOUNTABILITY

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

BACKGROUND ON PRODUCTIVITY AND ACCOUNTABILITY

Policy Area Six covers performance indicators for 2006 and includes references to college generated narrative on activities and accomplishments during fiscal year 2006 as well as plans and challenges anticipated in fiscal year 2007.

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

and advisory (quality) recommendations. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive.

HIGHLIGHTS OF 2006 PRODUCTIVITY AND ACCOUNTABILITY ACCOMPLISHMENTS

Several colleges reported on uses of technology to increase administrative efficiency and improve the productivity of instruction, such as implementing software for data tracking, online registration and payment, strengthening student record systems, and improving program assessment and student advisement systems. Colleges have also reviewed and reengineered processes like purchasing, student registration and payment, and financial aid processing to increase efficiency. Several colleges have made enhancements to facilities that are intended to create energy savings. Colleges are also looking to future needs by updating facility master plans and creating technology upgrade/replacement plans to maximize the use of resources. Cooperative purchasing is used by an increasing number of colleges as a way of maximizing their purchasing power. Colleges reported participating in the **Illinois Public Higher Education Consortium**, the **Illinois Community College System Purchasing Consortium**, and various library consortia. Partnerships with businesses and employers within college districts have resulted in equipment donations and facility sharing that enhance the colleges' ability to offer programs they might not be able to afford otherwise. Fiscal constraints have forced colleges to make some hard choices, such as eliminating programs and reallocating those dollars to higher enrollment programs and consolidating or realigning other programs. Some colleges reported success in securing external grants that enabled them to pursue priority initiatives.

Two effective practices that were highly rated through a peer review of the practices submitted with the 2006 Performance Reports are illustrative of the efficiencies and improvements colleges are creating. **Illinois Central College** determined that delays in financial aid awards affected a significant number of students, employees, and the college. The college established a project team to examine and make improvements in the processing and awarding of financial aid. The team focused on three primary areas: the time to process the award, the cost of generating paper files, and the income that was potentially lost by carrying receivables for extended periods of time. As a result of process improvements identified by the project team, the time to generate an award has been cut in half while at the same time reducing required staff by two full-time equivalent positions. This outcome plus other efficiencies, resulted in an annual savings to the college of over \$100,000. **Black Hawk College** faced challenges in training staff advisors that included accountability issues, scheduling difficulties, the need for more consistent training, and a tendency toward lengthy training meetings. To address these challenges, the academic advisor training program at the college has been transformed from a predominantly face-to-face delivery format to a balance of interactive technology, short face-to-face training seminars, and required observation activities. The revised training program provides more consistent course content and reduced the amount of time required to provide the training by 65 percent.

HIGHLIGHTS OF 2007 PRODUCTIVITY AND ACCOUNTABILITY PLANS

In general, the colleges plan to build on the accomplishments of the past year to continue to achieve greater efficiency and institutional productivity. Specifically, colleges will enhance technology infrastructures, put more functions online, increase their capacity to provide data to key personnel for planning and decision-making, develop preventative maintenance plans and replacement schedules for facilities, create energy efficiencies, develop new curricula as needed, and continue to pursue outside funding for priority initiatives. Most of the colleges develop and implement their plans within the context of institutional strategic planning, and colleges are increasing using a continuous quality improvement model to guide planning. A few colleges reported that, due to fiscal constraints, they are reluctantly considering shifting some costs to students and increasing other existing fees; e.g., licensing exam fees, technology fees, etc.

SELECTED 2007 PRODUCTIVITY AND ACCOUNTABILITY CHALLENGES

Financial issues continue to dominate the list of challenges throughout the community college system for fiscal year 2007. Colleges report that state funding is not keeping pace with inflation, which results in an increased burden on students and local taxpayers. This also limits the colleges' ability to keep pace with technology infrastructure and software needs, repairs and/or enhancements to facilities and, in some cases, curriculum development. Other fiscal challenges mentioned often by colleges included inadequate funding provided for the Illinois Veterans Grant (IVG) and rising utility costs. Many colleges are implementing new administrative software systems. While they anticipate increased efficiency and service in the long run, they indicate that it is a challenge to maintain efficiency and productivity and a high level of service to students during the transition and implementation phase. The large number of projected retirements among faculty, staff, and administrators is viewed as a challenge to colleges' ability to sustain and build on improvements that have been made in institutional effectiveness and productivity. There will be a great need to provide leadership development and training to less senior faculty and staff to ensure sustained institutional effectiveness. The colleges are addressing all of these challenges in a time of fiscal constraint when most of them have fewer administrators and support staff. It is a continuing challenge to provide high levels of service to students, business and industry, and the community with reduced staffing levels and scarce resources. While many efficiencies have been achieved, as one college put it, "There is a constant strain of doing more with less." In some instances, core colleges functions will be negatively impacted by under funding.

SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS

Performance Measures related to Accountability and Productivity included Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level, Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average, Proportion of First-time Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time or are Still Enrolled or Transferred, Population Served, 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 2004 (\$186.63) to 2005 (\$198.39) increased by 6.3 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, direct instructional support costs experienced an 8.2 increase from 2004 to 2005. This translates into a \$6.18 average increase for community colleges. Many colleges experienced indirect instructional support cost decreases during fiscal year 2005 compared to the statewide average.

Of the 26,311 fall 2002 cohort of full-time entering freshmen, 71.1 percent graduated, transferred, or were still enrolled by summer 2005.

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 26,311 fall 2002 cohort of full-time entering freshmen, 71.1 percent graduated, transferred, or were still enrolled by summer 2005. From

the 2001 cohort to the 2002 cohort, the number of successful student advancements increased 6.7 percent.

Population Served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2005, Illinois community colleges enrolled a total of 957,051 students through credit and noncredit coursework. According to the most recent Bureau of the Census figures, there were 12,713,836 people living in Illinois. Therefore, one out of every 13 Illinoisans attended course work in a community college. Narrowing the look to an estimated 9,208,765 Illinoisans over 18 years of age indicates that almost one out of nine individuals attended a community college during fiscal year 2005. The average community college enrollment percentage of the entire population was 7.5 percent of each respective district.

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

During fiscal year 2005, Illinois community colleges averaged an 18.9 student-faculty FTE ratio. The most recent national data from the Digest of Education Statistics, 2005 are from fall 2003 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 19.8 (http://nces.ed.gov/programs/digest/d05/tables/dt05_225.asp). Hence, student/faculty FTE staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average, while remaining sufficiently small to allow for individualized student attention. During fiscal year 2005, **Frontier Community College** had the lowest student-faculty FTE ratio (11.2).

CLOSING CHALLENGES

In a November 2006 presentation, the U.S. Secretary of Education spoke about the challenges facing American postsecondary education.

‘College students are... competing for the first time with very bright, ambitious people all over the world who are... anxious to get their share of the largest and most successful (U.S.) economy in the world.’

To succeed in our ever-changing, ever-flattening world, students need critical thinking and problem-solving skills — the kind that our higher education system has always excelled at providing. At the same time, we're counting on institutions to adapt and grow to serve more students of every age and background... because it's not just the world that's changing; our nation is changing, too. And we must ensure that higher education is keeping pace . . .

We must continue this national dialogue on how we can strengthen higher education to best meet the needs of our students in the 21st century. Our aim is simply to ensure that in a new era of global competition, higher education remains the path to the American dream, and that more Americans have access to it. Nearly two-thirds of all high-growth, high-wage jobs created in the next decade will require a college degree; a degree only one-third of Americans have. (For example) unlike when I was growing up, you now need a high school diploma and a couple of years of college to succeed as a mechanic or plumber or electrician.

<http://www.ed.gov/news/pressreleases/2006/11/11022006.html> Press Release, Secretary Spellings Delivered Remarks at National Postsecondary Education Cooperative Symposium on Student Success in Washington, D.C. November 2, 2006.

In the same presentation, the U.S. Secretary of Education also voiced concerns about affordability, the pace at which college costs are rising, time to degree, and the debt burden that students that can accompany the completion of postsecondary education. Community colleges can contribute to positively resolving some of these issues. Community colleges are known for offering access to affordable, high-quality postsecondary education. Due to the relatively low cost to attend, a student's debt burden can be reduced by pursuing their education at a community college. Overall, through fiscal year 2005, the number of degrees and certificates awarded by Illinois community colleges increased for six consecutive years (up 47.8 percent since fiscal year 2000) and there is room for further growth for individuals who want to complete a formal academic award. Community colleges are committed to continuously improving processes and outcomes.

Friedman, Leamer, and Spellings would unanimously agree that postsecondary education is a key factor in achieving and maintaining a competitive advantage for individual Americans and the nation as a whole.

The U.S. Secretary of Education's comments on global competitiveness build on some of the central arguments contained in Thomas L. Friedman's best seller *The World Is Flat: A Brief History of the Twenty-first Century* (2006). Friedman argues that the world is becoming increasingly interrelated and the competitive playing field between industrial and emerging market countries is leveling. He

enumerates major political events, innovations, and companies that created forces that flattened the world marketplace. Noted University of California Los Angeles economist Edward E. Leamer, *A Flat World, A Level Playing Field, a Small World After All, or None of the Above?* (2006) disagrees with some of Friedman's assertions. However, Friedman, Leamer, and Spellings would unanimously agree that postsecondary education is a key factor in achieving and maintaining a competitive advantage for individual Americans and the nation as a whole.

For Illinois to continue to compete successfully in the increasingly competitive global marketplace, Illinois higher education must rise to the challenges that are articulated in the U.S. Secretary of Education's Commission on the Future of Higher Education final report entitled, *A Test of Leadership: Charting the Future of U.S. Higher Education*. (2006). Nine out of ten Illinois community college graduates remain in the state after finishing college; therefore, community colleges are centrally important in positioning Illinois at a competitive advantage in the marketplace. Illinois community colleges are undertaking an Economic Impact Study to provide further documentation of the difference that a community college education makes for students and the communities which the colleges serve. The complete Community College Economic Impact Study will be released in calendar year 2007.

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Appendix A

**MISSION-SPECIFIC
COMMUNITY COLLEGE PERFORMANCE INDICATORS
FY 2006**

Goal 1: Economic Growth (Mission Specific Level Menu)

Colleges Using Indicator	Indicator
503, 508-04, 509, 512, 519, 514, 529, 513, 523, 532, 517, 526, 527, 521, 511, 518, 531, 533, 522	Number of <u>businesses</u> provided with technical assistance through college Business and Industry Centers.
503, 508-06, 508-04, 508-07, 509, 540, 519, 532, 530, 524, 527, 535, 506, 539	Number of <u>individuals</u> receiving customized training through college Business and Industry Centers.
536, 534	Number of <u>current workers</u> receiving training through college Business and Industry Centers.
516	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).
507, 519, 523, 535, 505, 521, 533, 534, 504	Total number of Business and Industry Center <u>courses/workshops</u> conducted.
501	Number of Business and Industry Center <u>courses/workshops</u> conducted in computer skills enhancement.
515	Number of Business and Industry Center <u>courses/workshops</u> conducted in Quality process improvement (i.e., ISO) training.
	Number of Business and Industry Center courses/workshops conducted in.

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

Colleges Using Indicator	Indicator
508-07, 502	Number of collaborative partnerships with university teacher education programs.
502, 532	Number of <u>course sections</u> provided for teachers and administrators as a registered provider through professional development activities (CPDU/CEU).
	Number of teacher education CEU's provided
	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.
508-06, 508-03	Number of collaborative partnerships with K-12 schools and/or school districts.

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

Colleges Using Indicator	Indicator
508-02,508-07, 507, 509, 519, 525, 526, 524, 535, 521, 511, 531, 533, 504	Tuition and basic fees for a full-time in-district student.
502, 509, 540, 519, 514, 532, 526, 527, 505, 515, 518, 533	Number of enrolled students who receive Monetary Award Program (MAP) grants.
502, 514, 532, 526, 515, 522	Number of enrolled students who receive Illinois Incentive for Access (IIA) grants.
508-06, 508-03, 502, 540, 519, 514, 513, 517, 527, 515, 533, 534	Number of enrolled students who receive Pell Grants.
	Proportion of graduates with zero student loan debt.
508-07, 514, 506, 534	Number of first generation college students served.

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

Colleges Using Indicator	Indicator
508-06, 508-03, 508-04, 508-02, 507, 509, 540, 519, 514, 525, 526, 530, 527, 505, 521, 518, 510, 539	Number of students enrolled by race/ethnicity, disability status, and gender.
502, 509, 519, 529, 523, 526, 535, 521, 533, 522	Number of students served through adult education coursework (ABE/ASE).
502, 509, 529, 523, 526, 524, 535, 534	Number of students served through English-as-a-Second Language (ESL) coursework.
509, 529, 536, 526, 521	Number of level advancements in Adult Education (ABE/ASE).
509, 526, 515	Number of level advancements in English-as-a-Second Language (ESL).
503, 502, 509, 519, 513, 523, 526, 535, 506, 534	Number of students served through remedial coursework.
503, 507, 502, 529, 526, 521, 511, 534, 504	Remedial credits earned versus attempted.
529, 518, 533	Number of <u>courses</u> offered through distance learning.
529, 523, 517, 526, 533	Number of <u>students</u> served through distance education.
508-07, 525, 532, 526, 504	Number of <u>faculty</u> by race/ethnicity.
508-07, 514, 532, 526, 504	Number of <u>administrators</u> by race/ethnicity.
508-07, 514, 526, 504	Number of <u>other professionals</u> by race/ethnicity.
502, 514, 526, 521	Number of students served through noncredit coursework.

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

Colleges Using Indicator	Indicator
509, 540, 519, 514, 529, 513, 526, 524, 521, 510, 534	Occupational graduate placement in employment or continuing education.
509, 514, 529, 526, 510	Occupational graduate retention in employment.
509, 519, 514, 529, 513, 532, 536, 505, 511, 534	Transfer rate.
508-06, 529, 532, 526, 530, 518	Average class size.
529, 523, 526, 506, 533, 522, 504	Faculty preparation.
508-03, 508-07, 519, 514, 529, 526, 527, 535, 515, 521, 531, 533, 539	Number of <u>general education</u> courses included in the Illinois Articulation Initiative (IAI).
519, 529, 526, 521	Number of <u>major specific</u> courses included in the Illinois Articulation Initiative (IAI).

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

Colleges Using Indicators	Indicator
507, 509, 519, 514, 529, 513, 526, 530, 511, 533, 522, 516, 539	Population Served (per 1,000).
509, 519, 501, 526, 521	GED attainment.
503, 519, 501, 532, 526	Advancement to college level work for remedial students.
526	Number of Adult Education Test Score Gains (ABE/ASE).
508-04, 532, 526, 515	Number of English-as-a-Second Language level test score gains.
508-07, 529, 526, 505, 506	FTE Student/faculty ratio.
508-06, 507, 540, 519, 514, 529, 526, 527, 535, 521, 531, 534, 504, 516	Credit hours generated.
508-03, 526, 534	Number of recent GED completers enrolling in college level coursework.
514, 526, 524, 521, 518, 533, 534	Number of students served through dual enrollment courses.
514, 533, 534	Number of students served through the Accelerated College Enrollment initiative.

Appendix B

**INSTITUTION-LEVEL COMMUNITY COLLEGE
PERFORMANCE INDICATOR GOALS
FY 2006**

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%, 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%.

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

4C1 Minority student enrollment will remain representative of the district's racial/ethnic population.

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 career and technical graduate satisfaction rate will annually meet or exceed the 3-year average target of 88.6%.

5C Allied Health programs with certifying exams will meet or exceed national averages for their 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 the cost of living.

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

Chicago – Richard J. Daley College

1C1 The percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation will increase.

1M2 The indicator reflects the Richard J. Daley College mission to provide opportunity for education and professional growth and outcomes will increase.

2M The number of collaborative partnerships with K-12 schools will increase.

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

4M1 The number of students enrolled by race/ethnicity, disability status, and gender will reflect the diverse community of the southwest side of Chicago.

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

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

5M4 A reasonable class size will be maintained since it promotes the delivery of high quality, responsive instruction.

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

6C2 Keep this measure below the state average.

6C3 Increase graduation rates.

6M7 Credit hours generated will increase to promote educational opportunity for the community.

Chicago – Kennedy-King College

1C1 Form mutually beneficial partnerships and alliances with appropriate business and industry groups that improve student opportunities.

1C1 Strengthen and continually improve the quality of and involvement by advisory boards.

1C1 Review, analyze, modify and/or add program offerings to more effectively respond to changing needs of business and shifting demographics in the service areas.

4C1 Expand and improve the quality of student college experiences beyond the classroom.

4C1 Expand and strengthen customized training arrangements with community and business partners that include support services for students.

4C1 Develop concurrent GED and short-term vocational training programs fundable under existing state programs to be administered cooperatively by Adult Education and Continuing Education Departments.

5C1 Strengthen academic standards and improve documented assessment of student achievement.

5C1 Establish, monitor and evaluate student achievement of exit competencies.

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

6C2 Build and strengthen the college's image and external support.

6C3 Strengthen the college's ability to pursue new sources of funding by evaluating and improving institutional development activities.

6C4 Strengthen academic standards and improve documented assessment of student achievement.

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 Increase the number of collaborative partnerships with K-12 schools and/or school districts.

3M4 Move toward maximizing the number of eligible enrolled students who receive Pell Grants.

4C1 The goal is to attain 85 percent or higher for minority students, 2) 70 percent for female students, and 3) one percent for students with disabilities.

4M1 The goal is to attain 90 percent or higher for minority students, 2) 50 percent or higher for female students, and 3) one percent for students with disabilities

5C1 85 percent of satisfaction.

5C At or above the national average pass rate.

5M6 Increase the number of general education courses included in the Illinois Articulation Initiative (IAI).

6C1 Perform at the state average.

6C2 Fifty percent of first time, full-time degree seeking freshmen will complete their degree within 150% of catalog time, or transfer or be still enrolled at the end of the observation period.

6M8 Increase the number of recent GED completers enrolling in college level course work.

Chicago – Olive-Harvey College

1C1 Meet or exceed the City Colleges combined three-year average. Olive-Harvey College's three-year average was 87.2%, while the City Colleges combined three-year average was 80.0%. This objective was met.

5C Maintain a satisfaction that is equal or higher to the Chicago City Colleges average. Except for FY2004, this goal has been achieved in the past few years.

5C1 Meet or exceed the national pass rate. This goal has been achieved in each of the past three fiscal years.

6C1 Maintain the same or lower cost of instruction, expressed as a percentage of the sector's state average. Olive-Harvey College has not yet met this goal.

6C2 Maintain or improve the percentage of first-time degree-seeking freshmen who complete their degree within 150% of catalog time or are still enrolled or transferred. Despite a set back in with the Fall 2001 cohort, this objective was achieved with the Fall 2002 cohort.

Chicago – Harry S. Truman College

1C1 The goal is to maintain or raise the local average to match or exceed the state average employment/enrollment for graduates.

1M & 1M2 Promote Business and Industry growth and progress and provide opportunities that meet the postsecondary, basic skills, workforce training needs of a diverse, multi-ethnic community the college serves.

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

4M1 Maintain and enhance success rates for students with disabilities and diverse populations (based on race/ethnicity and gender).

5C Pass rates should meet or exceed previous years.

6C1 Remain at, or below, the statewide average cost of instruction per credit hour.

6C2 Keep the percentage of first-time, full-time degree seeking freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred at 65% or above.

6M5 Increase the number of English-as-a Second Language level test score gains.

Chicago – Harold Washington College

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

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

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

4M2 Implement new models to promote student success and student enrollment, increase student retention and accommodate a diverse student population.

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

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

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

Chicago – Wilbur Wright College

1C1 Increase student satisfaction with transfer advising Increase student satisfaction with career advising.

1M2 Increase the number of individuals receiving customized training through college business and industry centers.

2M1 Increase the number of collaborative partnerships with university teacher education programs.

3C Improve the relative net price of attendance for undergraduates who apply for aid by income quintile, after MAP, IIA, PELL, SEOG, and institutional grant aid are subtracted.

3M1 Charge competitive tuition and fees.

3M6 Increase the number of first generation/immigrant/underserved students served.

4C Develop a comprehensive outreach plan for at risk students and student with disabilities with improving math success as a target area.

4M10, 4M11, 4M12 Enhance the diversity of faculty, staff, and administration.

5C 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 Expand the number of general education courses articulated through IAI.

5M7 Expand the number of major courses articulated through IAI..

6C Effectively use resources and maximize revenue opportunities. Increase student satisfaction with support services.

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.

Strengthen links between career services and Career and Technical Education faculty to integrate job search skills into curricula and encourage student to increasingly use Career Services when seeking job placement opportunities.

Promote the Work-Based Learning and 21st Scholar grant programs to qualified career students.

Complete the integration of general education outcomes into all academic programs.

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

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

Continue to survey career graduates in each academic division on an annual basis to ensure that post program employment data are accurate.

Continue to offer Employer Roundtable seminars through the Danville Area Community College Career Services Office.

Continue to host the Danville Area Community College Career Fair.

Establish stronger linkages with the WIA One-Stop to help completers find suitable employment.

1M6 Increase the total number of Business and Industry Center courses/workshops conducted.

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

4C1 Implement the recommendations of the Access, Equity & Diversity Committee. This is a committee consisting of college faculty and staff, community leaders, and diversity advocates.

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

Increase minority representation in the Dual Enrollment initiative.

Recruit minority students to be ambassadors of Danville Area Community College in educational workshops at their home high schools.

Partner with Educational Talent Search to help college students transition to 4-year institutions.

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

4M7 Increase the percentage of earned credits versus attempted credits of developmental education courses by 5% in FY2007.

5C1 Offer expanded career services to recent graduates.

Ensure that curricula in occupational programs is industry-specific and graduates exit programs with 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 room instruction. This was completed in the Industrial Maintenance program using curriculum developed by PrimeED.

With new admission criteria in place, monitor the program admission process.

Integrate new ATI professional assessment program throughout the entire curriculum

Incorporate a technological skill component into courses with online tutorials; web based case studies, and a patient simulated information system software program.

Maintain nursing faculty stability through education of nursing faculty who have in-depth clinical experience who could benefit from additional pedagogical training.

6C1 Continue to reduce Unit Cost of Instruction per credit hour by 10% .

Develop new strategies to increase participation in low enrollment programs.

Continue to monitor class sizes each semester.

Explore 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.

6C2 Investigate additional 2+2 agreement opportunities with regional four-year universities.

Strengthen links between career services and Career and Technical Education faculty to integrate job search skills into curricula and encourage student to increasingly use Career Services when seeking job placement opportunities..

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

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

6 M1 The population of the Danville Area Community College district continues to decrease. With proactive marketing efforts, corporate and community partnerships, K-12 initiatives and new program development, Danville Area Community College is making great strides in serving this dwindling population base. In FY 2004, the college served more of the population (9.6%) despite a population decrease witnessed by the district during this same time period.

6M7 After experiencing nearly five years of credit hour decreases, Danville Area Community College has begun to see credit hour increases.

New programs have been developed to meet the changing needs of the college district's population. In addition, dual enrollment initiatives, community partnerships and minority student recruitment efforts have yielded great returns for students and the college. Danville Area Community College's credit hour increases over the last three years equal the state average (9.6%).

College of DuPage

1C1 In FY04 the ICCB measures labeled 1M1 through 1M8 were reported based on Contact/Customized Job Training. Therefore, only activities within the Center for Corporate Training were reported. In contrast, the FY05 numbers are for the "number of business served" are reported. Therefore, FT05 numbers include all the training and services delivered by the Business and Professional Institute at the College of DuPage.

2M1 Goal of 4.

2M2 Goal of 250 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.

Black–Goal of 140.

Hispanic–Goal of 200.

NR Alien–Goal N/A.

White–Goal of 2,710.

Other–Goal of 45.

Disability–Goal of 160.

No Disability–Goal of 3,340.

Male–Goal of 1,400.

Female–Goal of 2,100.

4M2 Number of students served through adult education coursework–Goal of 1,500.

4M3 Number of students served through English-as-a-Second Language (ESL)coursework – Goal of 5,875.

4M6 Number of students served through remedial coursework–Goal of 7,500.

4M7 Remedial credits earned versus attempted–Goal of 66.1 %.

4M13 Number of students served through noncredit coursework–25,514.

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

5C1 Graduate Satisfaction–Goal of 89.9%.

6C1 Goal of \$193.16.

6C3 Goal of 75%.

Elgin Community College

1C1 The college wants to maintain or increase results over time, and stay above the State average.

1M1 There will be an annual career and technical guarantee return rate of not more than one percent of a class of Associate in Applied Science graduates.

1M2 Annual enrollments in non-credit professional development classes will meet or exceed the average for the prior three years.

3M1 The number of students receiving some form of financial assistance to attend Elgin Community College shall meet or exceed the average

for the prior three years.

3M2 Student tuition rates will remain competitive with the bordering community college districts.

4C1 The college tracks the number of awards given each year by award type (transfer degrees, career-technical degrees and certificates, and basic awards) and targets each year to exceed the prior three-year average.

4M1 Within-semester course retention shall meet or exceed the average for the prior three years in developmental education, adult secondary education, and English as a Second Language.

4M2 The number of ESL/ABE/GED students persisting semester to semester and year to year shall meet or exceed the FY04 baselines.

4M3 The number of ESL and GED completers shall meet or exceed the average for the three prior years.

4M4 The number of ABE, GED, and ESL students enrolled shall meet or exceed the average for the prior three years.

4M5 Make further progress in reflecting the racial/ethnic diversity of the district as new administration, faculty, and support staff are hired.

4M5 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.

4M6 The number of students enrolled in credit and non-credit courses offered via distance learning will exceed the FY 2002 baseline.

5C1 Strive to elevate the extent to which institutional quality and effectiveness are recognized by graduates.

5C2 Elevate pass rates on professional/occupational licensure examinations relative to national averages.

5M1 At public Illinois colleges/universities to which at least five percent of our students transfer, Elgin Community College transfers shall maintain a GPA that equals or exceeds the state norm for community college transfers.

5M2 There will be an annual Transfer Guarantee return rate of not more than one percent among baccalaureate transfer graduates.

5M3 Surveys of university transfer students will maintain an aggregate satisfaction rate that meets or exceeds the average of the prior three years.

6C1 & 6C2 The college's goal is to remain with +/- 15% of the districts which border Elgin Community College.

6C3 Strive to be above the state average following the strict IPEDS definition of the cohort.

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

6M2 Privately raised funds by the Elgin Community College Foundation shall meet or exceed the FY 2002 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% of the continuing education course offerings each year are new courses.

1M1 Harper College will increase the number of businesses served each year so that at least 75 businesses are served yearly by fiscal year 2009, assuming the business industry stays healthy and demands training services. This will be measured by the number of businesses served through the business outreach function provided by Harper College for Businesses.

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

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

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

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

4C4 The ethnic diversity of students will exceed the diversity of the community served by the College, based on the 2000 Census, as measured by the Diversity Index.

5C1 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 all community colleges.

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

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

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

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

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

Heartland Community College

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

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

3M2 & 3M4 Heartland Community College has adopted the ideal that no student will be turned away because of financial need. To implement that ideal, Heartland Community College 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 The minority completion rate (percentage of graduating students) shall continue to meet or exceed the percentage of minority population within the district

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

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

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

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

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

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

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

Heartland Community College

1C1 95%.

1M1 95.

1M2 2000.

1M6 250.

3M1 100% of community college average or less.

3M2 600.

3M4 900.

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

4M1a With Disabilities: 2.0%.

4M1b Males: 35% Females: 65%.

4M1c All Minorities: 12.5%.

4M2 575.

4M6 1114.

5C2 88%.

5M1 80%.

5M3 22%.

5M6 73.

5M7 112.

6C1 Below 110% of community college system average.

6C3 65%.

6M1 8.1%.

6M2 110.

6M3 70%.

6M7 Increase 2% per year.

Illinois Central College

1C1 Illinois Central College will strive to maintain a percentage of students employed or enrolled in further education above 90%.

1M1 The strategic plan for the Professional Development Institute has established these goals: develop programs that exceed customer expectations, act as a unified force in the business community, hire and train people who know what it takes to serve customers, develop a pricing structure that recovers costs of customization and service delivery, make market responsiveness a priority, improve how we cultivate corporate customers, and collect and use data effectively to improve programs.

3M2 Maintain an average MAP payout amount at or near the most recent three-year average, while processing applications and disbursements more efficiently. This is crucial to fulfilling the college's aforementioned mission goals as the number of aid applicants climbs.

3M3 Maintain an average IIA grant payout amount at or near the most recent three-year average.

3M4 Maintain an average number of Pell grant recipients at or near the most recent three-year average. Federal legislative direction will, however, dictate a great deal of the success here.

3M6 Maintain the upward trend in first generation students served over the next two to three years.

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

4M1 Maintain a level of minority student enrollment at or above 3,000 students and increase minority student course success by 5% over the next three years. Illinois Central College will strive to maintain a course success rate for disabled students of 66% or higher.

4M10 Increase the number of underrepresented minority faculty and staff by 3% over the next three years. This goal will be enhanced by strategies and initiatives to accelerate and increase performance. An Illinois Central College Diversity Circles Action Team for Staff and Faculty Diversity will pursue recommendations for increasing staff and faculty diversity and a comprehensive Diversity Plan will incorporate strategies for improvement in this area.

4M11 Maintain the level of diversity present within the administration at Illinois Central College for the coming year, a percentage well above the state median value of 11.8%.

4M12 Increase the number of underrepresented minority faculty and staff by 3% over the next three years. This goal will be enhanced by strategies and initiatives to accelerate and increase performance. An Illinois Central College Diversity Circles Action Team for Staff and Faculty Diversity will pursue recommendations for increasing staff and faculty diversity and a comprehensive Diversity Plan will incorporate strategies for improvement in this area.

4M13 Maintain a total noncredit course enrollments in the upper quartile of all Illinois colleges.

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

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

5M1 Maintain placement in employment or further education levels at or above the most recent three-year average of 84.0%.

5M2 Maintain completers' retention in employment at or above the most recent three-year average of 96.2%.

5M3 Maintain a transfer rate among first-time, full-time, degree- and certificate-seeking students at or above 30% (as measured by the methodology outlined in this measure).

5M6 Move toward having all of Illinois Central College's general education courses included in the IAI.

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 showing results in FY2005 by being below the state average. 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 CCSSE was again administered in Spring 2006 and the SSI will be administered in Fall 2006. 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 Achieve and maintain higher average annual level of overall participation. Move closer to the median level among all Illinois community colleges (8.2% for the most recent three-years).

6M7 Maintain a rate of credit hour growth over the next fiscal year of 3-5%.

6M9 Increase the number of unduplicated dual credit enrollments in FY2007.

6M10 Use existing P-16 grant funds to maximize the number of students served within these populations.

Illinois Eastern Community Colleges

1C1 Provide career and technical education that delivers the skills and abilities for students to enter employment. Continue efforts to meet the 50 percent response rate for graduates surveyed. Eighty-five percent of graduates surveyed will be satisfied with their program of completion. Eighty-five percent of graduates surveyed will either be employed or continuing their education.

1M1 Expand and strengthen training programs for business and industry to enhance economic growth and stability.

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

4M2, 4M3, 4M4, 4M7, 4M8, 4M9 Reaffirm the commitment to provide quality adult and continuing education programs allowing district residents opportunities to gain basic skills and improve their quality of life; and Continue to provide appropriate college remedial/preparatory programming of excellent quality to entering students who are not ready for college-level study.

5C1 Eighty-five percent of students responding to follow-up surveys will be satisfied with their education. Provide educational programs, including pre-baccalaureate degrees, career and technical education degrees and certificates that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multi-cultural global workplace. Provide program, course, and institutional goals

that have identifiable and measurable learning outcomes that are clearly understood by students. Provide academic programs and institutional services that are reviewed and revised on a scheduled timeframe with a focus on accountability relative to planning, student and program assessment, and learning outcomes. Provide curricula and services that are updated, as necessary, to meet both short- and long-term needs of the residents of the District. Provide professional enrichment and growth experiences for college faculty, administrators, and staff which will improve and enhance instruction and services.

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

5M1-5M7 Continue to provide quality, current instruction to enhance each students' preparation for employment. Continue to improve upon the high quality and effective services provided to all students. Provide responsive educational opportunities to district residents. Provide professional growth and continued development of its faculty and staff, which will result in enhancing both individual and institutional effectiveness. Ensure the continuation of effective and efficient allocation and management of its resources, facilities, staff, and equipment, and pursue new and resourceful methods of generating revenue.

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

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

6M1, 6M6, 6M7 Continue effective and efficient allocation and management of its resources, facilities, staff, and equipment and 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. Return rates for targeted programs on the ICCB Career and Technical Follow-Up Study survey will increase.

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

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

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

4C1c The percentage of graduates with declared disabilities will increase.

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

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

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

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

5M3 The rate at which Illinois Valley Community College 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 transfer rate.

6C1 Illinois Valley Community College will be below both the state and peer group average for net instructional unit cost.

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

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

Joliet Junior College

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

3M1 The net price paid by first-time, full-time Joliet Junior College students in the two lowest income quintiles will cover the price of tuition, fees, and books.

4C1 The completion rate of first-time, full-time students will be above the state average across all racial and gender categories.

4M1 The fall to spring retention of first-time, full-time minority students will be comparable with overall student retention rates.

4S1 The number of students receiving degrees will grow at the same pace as the Illinois community college system average.

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

5C1 Over a three-year period, average Joliet Junior College career and technical graduates will report higher levels of satisfaction than all Illinois career and technical graduates.

5C2 Joliet Junior College pass rates on professional/occupational licensure examinations will be comparable to or higher than national averages.

6C1 The cost of instruction at Joliet Junior College will not exceed 110% of the state average.

6C2 The cost of administration at Joliet Junior College will not exceed 110% of the state average.

6C3 The completion rates of first-time, full-time Joliet Junior College students will be above the state average.

Kankakee Community College

IC1 Maintain the rate of graduates are either employed or enrolled in further education at or above the 90% level.

1M The Office of Corporate and Continuing Education in conjunction with the State of Illinois has collaboratively set goals for the Small Business Development Center. These goals coincide with economic development initiatives of the community at large. The SBDC goals include: Secure \$1,500,000 in small business debt financing; Provide a minimum of 900 hours of counseling to small business clients; Secure a minimum of 15 small business loans; Sponsor/co-sponsor twenty-four training events geared toward small business; and Assist a minimum of five small business start up ventures.

4C1a Increase the number and the percent of all graduates who are African American or Latino.

4C1c Increase the five-year average completion rate for students with disabilities from 3.8% to at least 4.5% over the next three years.

5C1 Continue to be that at least 85% on the indicators of institutional quality on the graduate follow-up survey. This will demonstrate that overall Kankakee Community College graduates are either satisfied or very satisfied with their educational experience at Kankakee Community College.

5C2 Nursing-85%; Radiologic Technology-85%; and Emergency Medical Technician-95%

6C1, 6C2 The goal for both the unit cost of instruction and cost of support are to be below the state average.

6C3 Kankakee Community College's goal is to be at or above the state average for the percent of students who have graduated, transferred, or are still enrolled three years later.

Kaskaskia College

IC1 The percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation will be maintained at 90.0% or higher. The following initiatives are in the development/implementation phase to ensure goal attainment: Enhanced transfer and career exploration services; Services of the Student Success Center; and One Stop Center.

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

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

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 specified career and technical programs will meet or exceed the national average pass rates.

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

6C3 Increase retention and improve degree completion rates through the development of an interdisciplinary Student Success Center that will provide student tutoring assistance through the use of paraprofessional tutors and peer tutors, learning communities, and career placement and development services.

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

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

Kishwaukee College

1C1 Goal of 85% to 90%.

1M1 Goal of 90.

1M6 Goal of 150.

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

4C1b Goal of Male-33% to 38% and Female-62% to 67%.

4C1c Goal of 8.

4M2 Goal of 500 to 600.

4M3 Goal of 500 to 600.

4M6 Goal of 1600 to 1700

4M9 Goal of 1500.

5C1 Goal of 85% to 90%.

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

5M5 Goal of 100%.

6C1 Goal of within 10% of State Average.

6C2 Goal of within 10% of State Average.

6C3 Goal of 60% to 65%.

College of Lake County

1C1 Maintain an employment rate higher than the 3-Year average for the past three years: 92%.

1M1 FY2004 was not a typical year. The projection for 2006 will be closer to FY2003 and FY2005.

1M2 Given the current economic situation, it is projected that the number of individuals will drop again in 2006 and then remain stable.

2M2 Implement AAT degrees in Secondary Science, Early Childhood Education, and Special Education.

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

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

4C1a College of Lake County's goal is to have minority graduates reflect their make up in the college population. In 2006, the goal is to

maintain completion rate of 30% or more for minorities reflecting their enrollment rates.

4C1b Work to increase the percent of graduates with disabilities by a minimum of 5% per year over the next three years.

4C1c College of Lake County data demonstrate a higher rate of completions for females than males. College of Lake County would like to bring the percent of males in line with their percent of degree seekers in the student population. In FY06, College of Lake County will work to increase the percent of male graduates to the 45% they comprise among degree seeking students.

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

4M11 Continue to recruit qualified minority faculty for available teaching 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 increase graduate satisfaction back up to 90%.

5M3 College of Lake County would like to maintain higher transfer rates than its peer colleges and the state's average.

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 2006 the goal is to stabilize this indicator to current levels.

6C3 The College of Lake County would like to maintain the rates for this indicator to 70% over the next three years.

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

Lake Land College

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

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

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

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

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

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

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

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

6C2 The cost of instruction per credit hour by student level and administrative and support cost per credit hour at Lake Land College will continue to be well below 100 percent 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 Maintain an employment / enrollment rate at or higher than 90%.

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

- 1M3 Continue to engage 500 or more businesses representing 5,000 or more employees (unduplicated) annually.
- 3C1 Raise the combined satisfaction scores for Financial Aid services on Career and Technical Follow-up surveys to 90% over the next three years.
- 4C1 Continue to provide assistance to minorities and other needy students to attract more students to higher education and once they are here to help them achieve their educational goals.
- 4M4 Increase the percentage of ABE/ASE level advancements 2-3 percent annually.
- 5C1 Over the next three years, achieve a minimum 90% satisfaction level (very satisfied and somewhat satisfied) across every institutional level measure.
- 5C1 Continue to achieve pass rates of 90% or higher.
- 5M3 Attain a transfer rate of 25% or higher over the next three years.
- 6C1 Maintain a unit cost of instruction that is lower than the state average unit cost.
- 6C3 Achieve a 70% or higher persistence rate using this measure.

Lincoln Land Community College

- 1C1 Lincoln Land Community College will maintain an employment/enrollment rate that falls in the mid-nineties range.
- 1M1 Publish a Business Services schedule with a variety of offerings on a quarterly basis.
- 1M1 Expand the continuing education programs to Occupational Therapists and Occupational Therapist Assistants.
- 1M1 Develop and market a leadership program to state government employees.
- 1M1 Develop a formalized marketing plan in cooperation with the college Public Information Office or an outside consultant, if needed.
- 1S3 Increase the number of program graduates annually.
- 3M1-3M6 The number of Lincoln Land Community College student financial aid awards will exceed the state median.
- 4C1a The proportion of graduates with disabilities will mirror or exceed the proportion of students with disabilities in the college population.
- 4C1b The proportion of minority graduates will mirror or exceed the proportion of minority students in the college population.
- 4C1b Promote district-wide support for programs and services that serve an increasingly diverse student body.
- 4C1c: The proportion of female graduates mirrors or exceeds the proportion of females in the college population.
- 4M1 The diversity of Lincoln Land Community College students will mirror or exceed that of the district population.
- 4M2-4M7 The college will seek a minimum of 66 percent remedial course completion rate. ABE/ASE/ESL staff will seek opportunities for securing additional class sites and times to attract students who must schedule coursework around work hours.
- 4M9 Increase the number of students using distance learning. Increase the number of students using online registration services.
- 4M10-4M12 The diversity of the Lincoln Land Community College faculty and staff will mirror or exceed the diversity of the district.
- 4M13 Maintain current noncredit enrollment levels, while ensuring fiscal self sufficiency of noncredit programs.
- 5C1 Bring the percentage of graduates who are satisfied with the institution back up into the nineties.
- 5C1 Professional/occupational licensure pass rates will exceed national pass rates.
- 5M1 Raise the “non-survey” employment/continuing education rate to 90 percent or above.
- 5M2 Raise the graduate employment retention percentage back to the mid-nineties.
- 5M4 Monitor average class sizes by discipline, maintaining a balance between quality and fiscal responsibility.

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

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

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

6C3 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 Reach/maintain penetration levels equal to the statewide median for all community college districts.

6M2, 6M4, 6M5: Expand adult education programs and services in the district.

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

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

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

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

John A. Logan College

1C1 The College utilized the rate of 92.6 percent as its benchmark (the College's 2002-2004 3 Year Average). 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 continues 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.

4C1 Due to a significant decrease in the total number of minorities enrolled in FY 03, the College is completing 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.

5C1: Nursing: Pass rate of 80 percent or higher of students entering the program.

Dental Hygiene: Pass rate of 85 percent.

EMT: Pass rate of 90 percent.

5M4 As stated in the guidelines, since the College is already performing at a very steady rate, this is an area where the College anticipates continuity.

6C1 The College has established a new goal to stay at least 8 percentage points below the state average.

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

6M1 As an indicator that has enjoyed continuity in the past, John A. Logan College has a goal of maintaining that continuity by achieving the goal of serving over 10.5% of the population over the next two years.

McHenry County College

4C1 Assess institutional needs of African-American, Native American, Latino, and Asian students. Expand programming to include eight culturally diverse educational events. Collaborate with Learning and Student Support Services to engage students in educational and cultural programming.

6C1 The College has completed its Strategic Plan and is in the midst of formulating its Enrollment Management Plan. The College will continue to review the State average unit cost as well as the unit cost of comparable peer groups to benchmark our goals.

Moraine Valley Community College

1C1 The goal is to attain a 94 percent employed or enrolled in further education rate for Moraine Valley Community College career program graduates.

1M2 Provide a quality product which meets client and the community needs while showing a profit.

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

4C1 A two percent increase in minority graduates and a two percent increase in males in the nursing program and females in the auto tech program.

4M3 A wide array of courses will be offered at the college's Blue Island site to provide appropriate coursework in an area heavily populated by ESL learners. In addition, the program will expand its presence in the southwest sector of Moraine Valley Community College's district.

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

5M1 Maintain or increase the 93-94% 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 78% 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 career course students starting in fall 2005.

Morton College

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

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

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

4C1 Increase the percentage of total completions so that the ethnicity distribution of the graduates mirrors the ethnicity distribution of Morton College's student population.

4C1c Create equal opportunity by promoting equal access to all college programs and activities, disability awareness and compliance with disability laws.

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

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

5C1 Surpass the minimum national level of 87% pass rate for the RN Licensure exam and the 70% national average for the Emergency Medical Technician (EMT) exam.

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

6C1 Keep the net instructional cost down without compromising the quality of instruction. However, the capital projects that are currently underway will increase the unit cost in FY 2006 and later. All of the capital projects in the development plan will positively affect student learning. Included are renovation of the science and computer labs and construction of the Student Success Center.

6C3 Keep the percentage of first-time, full-time degree-seeking freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred at no less than 69% – the peer group and state average for the last 3 years.

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

Oakton Community College

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

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

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

4C1 In Oakton Community College'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, and has met the objective. It is more challenging to set a specific goal for disabled, minority and female students. 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 the career and technical follow-up study respondents indicate they are satisfied or very satisfied.

5C1 A minimum of 94 percent of Nursing students will pass the NCLEX examination and that a minimum of 93 percent of EMTs will pass their examination.

5M6 Have all Oakton Community College general education courses that match an Illinois Articulation Initiative (IAI) general education description certified by the appropriate panel.

5M6 Offer a broad range of workshops and courses, ranging from multi-session, semester-long seminars to one-two hour workshops. A further goal is to have more than 50 percent of full-time faculty participate in at least one professional development program each year, in addition to required activities taking place in division or discipline meetings. Programs may be sponsored by and take place outside the College; e.g., by professional associations.

5M6 In the area of activities related to ethics and integrity, the College's goal is to offer a broad range of workshops and courses, ranging from multi-session, semester-long seminars to one-two hour workshops. In addition, the College is expanding the definition of relevant topics in this domain to include diversity, including diversity in searching/hiring faculty and staff, improved understanding of and working with a diverse workforce, and incorporating learning modules addressing diversity within courses.

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

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

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

Parkland College

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

1M6 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.

3M2 The percentage State MAP coverage of tuition and fees for students with zero expected family contribution (EFC) should remain at 65% or higher. The college should attempt to provide assistance to 60% of those who apply annually. Foundation scholarships awards should increase 15% over five-years. In-district tuition should increase by no more than \$5 per credit hour annually.

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

4M1 The total number of minority credit-seeking students will reflect or be more than the district's population (15%).

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

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

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

6M6 The College rate of increase in annual FTE based on total claimable credit hours should be higher than the state average increase. The College has set a goal for 35% of its in-district high school graduates to attend. Parkland College has set a goal for 60% of its course load to be taught by full-time faculty as a five-year average. For annual tuition, the goal is to increase tuition by no more than \$5 annually.

Prairie State College

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

1M8 Maintain the current level of Quality Process Improvement Training.

3M2 Increase the number of our students who are MAP recipients by 5%.

3M3 Enhance efforts to provide support to first-time students so that they can benefit from this state supported grant program.

3M4 Increase the number of Pell recipients by 10% annually.

4C1 Long term, 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 overall student population. Given the significant gap we currently have between the enrollment and program completion of our African-American and Hispanic students, our goal for the next three years is to close those gaps by 10% per year.

4M5 Due to budget cuts, our goal is to maintain the number of level advancements in ESL.

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

5C1 Maintain the high quality of our nursing, dental hygiene and EMT programs. Maintain or exceed the national average for the pass rates on these licensure exams.

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

6C1 Stay slightly above the state average for the cost of instruction per credit hour.

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

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

6M5 Increase the number of ESL level test scores by 1000 each academic year.

Rend Lake College

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

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

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

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

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

4C1c Increase the completion rate of students with disabilities by 2 %.

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

4M2 Increase the number of ABE/ASE students by 5%.

4M4 Meet or exceed all NRS measures for performance, including student level gains.

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

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

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

5C1 The percent of Rend Lake College students passing professional/occupational licensure examinations will exceed the state and national averages.

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

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

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

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

6C3 Strive for 100% of first-time, full-time degree-seeking freshmen completing their program of study within 150% of catalog time.

6S3 Keep unit cost low while maintaining high standards for instructional and support functions.

6M2 Increase the number of GEDs attained among students enrolled in the college's GED classes.

6M7 Increase the number of credit hours generated by revising existing curriculum and developing new programs of instruction to meet changing needs. Changes to credit hour generation will be 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 Provide all students who meet admission requirements, the opportunity to take dual enrollment classes.

Richland Community College

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

4C1 Aggressively market for minority faculty to fill vacancies.

5C1 Increase the response rate to the survey to allow for improved analysis of data.

5C1 Maintain the elevated pass rates that were 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 programs in reasonable length of time.

Rock Valley College

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

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

3C1 Establish a baseline using fall 2004 data to monitor for future goals.

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

4C1 Rock Valley College ethnic/racial and gender enrollments will be similar to the district profile. Goals were not established based on completions, but for enrollments. Studies conducted that examine community college student intent indicate a variety of reasons for enrollment, from completing one course to a certificate to a degree.

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

5C1 Meet or exceed the three-year state average.

5C1 Meet or exceed the national average pass rates on professional licensure examinations in Nursing, Practical Nursing, and Dental Hygiene.

5M3 Transfer rates should meet or exceed the state transfer average.

6C1 Rock Valley College will have net instructional unit costs and total instructional unit costs which are comparative to similar Illinois community colleges.

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

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

Carl Sandburg College

1C1 Minimum of 75%.

1M1 Minimum of 10 businesses per year.

3M2 1,000 students.

4M1 Maintain or grow minority, disabled, and women's enrollment.

4M8 Continue to increase the number of courses.

5C1 Meet national averages.

5M4 Maintain small class sizes and yet remain cost effective.

6C1 Meet state average.

6C3 Meet statewide average.

6M9 Continue to grow this segment of our enrollment.

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.

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.

5C1 Pass rates on professional/occupational licensure examinations relative to national averages: 94% pass rate is acceptable.

5M5 100 percent of college level (non/occupational licensure examinations relative to national averages).

6C1 Cost of instruction per credit hour: 114% of average (average of peer group).

6C3 71% (statewide average).

6M6 Student FTE/faculty ratio: 20.

Shawnee Community College

1C1 Maintain an average of 93% of its students with undergraduate degrees and / or certificate program completion employed or in further education programs.

1M1 3 year cumulative average of businesses served will increase by no less than 10% over previous 3 year cumulative average.

3M1 Maintain the tuition and fees for full time in-district students at or below the average tuition for facilities of like size and cost structure.

4C1 Increase the number of diverse students completing programs by 2% each year.

4C1c Increase by 2% the number of students with disabilities enrolling in educational and training programs each year.

5C1 Maintain 92% or better satisfaction rating in the ICCB Career and Technical Follow-up Study.

5C1 The 2005 satisfaction rate was indicated at 100%. Shawnee Community College maintains an exceptionally high satisfaction rate with those students reporting.

5M6 Number of general education courses included in the Illinois articulation agreement will increase each year.

6C1 Maintain the unit cost of instruction at or below the state averages.

6C3 Increase by 2% the number of students completing degree requirements within 150% of time.

6M7 Strive to increase the number of total credit hours generated in the district annually.

South Suburban College

1C1 Increasing job Placement and/or further education is a priority goal for all of career programs.

4C1 Ensure that all groups of students have high completion rates for meeting their educational objectives.

4M1 Maintain contact hours for students in the Academic Assistance Center even though we are receiving lower funding levels from the State.

5C1 Attain a high level of customer satisfaction with programs and services.

5C1 Achieve above the national threshold for the respective licensing exams.

5M1 Have assessment of student learning take place at the classroom level, program level, and general education component level.

5M2 To budget for and advertise OA opportunities for development of assessment tools, etc.

6C1 Provide high quality instruction at a low, affordable price. As such, unit cost per class needs to remain low.

6C3 South Suburban College has a student retention goal that corresponds to this indicator. It is the College's desire to provide necessary assistance for all students so they can successfully complete, transfer, or continue their educational objectives.

Southeastern Illinois College

1C1 Sixty-five percent of degree recipients will be employed or enrolled in higher education one year after graduation.

1C1 Pursue articulation agreements with neighboring senior institutions in order to provide additional educational opportunities for Southeastern Illinois College graduates.

1M1 Increase the number of businesses that are provided service by 10%.

1M1 Increase the outreach program in outlying counties i.e. one day a month in Hardin County and one day a month in White County.

1M6 Increase the number of workshops/seminars/courses by 25%.

1M6 Hire a full-time Workforce Development Specialist to focus on Workforce Development Training.

3M1 Tuition and mandatory fees will not exceed the statewide average.

3M2 Sixty percent of all degree and certificate seeking students will determine their eligibility for the Monetary Award Program by submitting a FAFSA to the Department of Education.

3M4 Sixty percent of all degree and certificate seeking students will determine their eligibility for the PELL Grant by submitting a FAFSA to the Department of Education.

3M4 Fifty percent of all FAFSA applications will be submitted by using FAFSA On The Web.

4C1 Increase the number of contacts made with in-district feeder schools for the purpose of recruiting a more diverse student population. Encourage both male and female students to enroll in programs which are non-traditional for their gender. Ensure that the College's material and website reflect cultural and gender diversity. Continue to seek support services that specifically meet the needs of students from diverse backgrounds.

4M2 Southeastern Illinois College will continue to maximize resources and promote program growth, serving five hundred plus students annually. Adult education staff will develop strategies to increase reading levels and incorporate workforce skills into our classroom.

4M8 Southeastern Illinois College will offer an appropriate number of courses through distance learning which meet the needs of the College district.

4M8 Southeastern Illinois College will increase the number of distance learning courses within 5% of the number offered in FY 2004.

4M8 Southeastern Illinois College will organize an Online Degree Preparation Committee to develop the institutional infrastructure necessary to request permission from the Higher Learning Commission/North Central Association of Colleges and Schools to offer an A.A. degree online.

4M9 The number of students served through distance education will continue to increase through FY 2006 and be maintained within 5% of that number.

5C1 Eighty-eight percent of graduates surveyed will indicate satisfaction with their program of study at Southeastern Illinois College.

5C1 Maintain high quality nursing programs with first time pass rates above the national and state percentages. Strive to maintain high quality EMT program with passage rates above 80%.

5M5 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, Southeastern Illinois College will employ faculty with appropriate credentials.

5M6 100% of Southeastern Illinois College's general education core courses will be approved as a match to the Illinois Articulation Initiative General Education Core.

6C1 Strive to keep its operations cost effective and establishes as a goal an average net instructional cost at or below 95% of the cohort average.

6C2 Maintain an administrative and support cost per credit hour at no greater than the statewide average.

6C3 Maintain an annual attrition rate of less than 25% for all degree and certificate seeking students.

6M1 Remain in the top five community colleges in the state in market penetration and have the highest market penetration within our cohort group.

6M9 Continue the growth in dual credit enrollments at the rate of 3% per year through FY 2007.

6M10 100% of the Accelerated College Enrollment Initiative funds will be used to pay tuition for high school students enrolled in dual credit courses.

Southwestern Illinois College

IC1 The college sets its goals with specific reference to the occupational programs being encompassed within each year's Follow-Up Study. The goal of 60% was established for the follow-up of FY 2005 graduates (presuming a 60% response rate).

1M1 Maintain and expand the number of businesses served by the Business and Industry Center. The following targets were established: FY '06, 230; FY '07, 237; FY '08, 241.

3M3 Southwestern Illinois College's Illinois Incentive for Access Grant awards will meet or exceed 95% of the statewide average.

4C1 Female Completers 53%; Male Completers 46%; Black Completers 9.5%; All Minority Completers 12.5% and White Completers 86%.

4C1c A five year longitudinal review shows a completion rate for students with disabilities that will meet or exceed 2.5 percent of all students who complete programs—based on the A-1 Record Submission.

4M2 Maintain and expand the number of students served through adult education work. The following targets were established: FY '06 = 2,575; FY '07 = 2,600; FY '08 = 2,625.

5C1 75%.

5C1 Meet or exceed the appropriate state or national averages for EMT, NE & RT.

5M5 Meet or exceed the statewide percentages for full-time transfer faculty who possess, at minimum a Master's degree (or first post-baccalaureate professional degree).

6C1 Southwestern Illinois College will be at or below the state average Cost of Instruction per Credit Hour.

6C2 Southwestern Illinois College will be at or below state average of Administrative and Support Cost Per Credit Hour.

6C3 50%.

6M1 Within five years, meet or exceed 90% of the three-year average documented for all Illinois community colleges.

Spoon River College

1C1 Reach a 90% placement or continuing education goal.

1M3 The number of current workers receiving customized training has declined over the past three years. This can be attributed in part due to the loss of a workforce training grant. Our district has many small businesses and the grant allowed us to provide customized training at reduced costs to the employer. When the grant was eliminated, it was difficult for many small businesses to pay for the customized training without the help of the grant funds. In small, rural, areas, it is often difficult to provide customized training with limited resources.

1M6 The number of courses/workshops has increased to meet the demand of training opportunities for workers who have been laid off because of plant closings in and around our district. We have lost several manufacturing jobs in one part of our district which contributed to the need to provide training and retraining options for those employees.

3M4 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% of our students receive some sort of financial assistance to attend college courses and/or programs.

3M6 Enroll more first general students. We recognize and understand the need for students in this district to receive educational training beyond high school. The goal for FY 07 is to increase the number of first general students by 15 students each year. The increase is an indication that the need for postsecondary education in order to attain jobs that will support a family are becoming more apparent. Given the local economic status, it will be imperative that funding be available for these students who need financial assistance if we are to assist them in taking part in postsecondary education.

4C1 Provide necessary services to all students, regardless of their race/ethnicity, gender or disability status to facilitate their educational goals at Spoon River College. We strive for 100 percent completion.

4M3 The number of students enrolled in ESL classes increased substantially between 2004 and 2005. We have had increased employment opportunities for ESL students in one of our sites. It is anticipated that ESL numbers will increase in FY 06-07 because of this employment shift.

4M6 Developmental class enrollments have increased for all three years. Spoon River College, has been awarded a Title III grant, to strengthen student success in developmental and college level courses. The college will be reviewing and revising placement scores to college level courses and anticipates a change in the cut-off scores into developmental courses for the coming year

4M7 The number of remedial credits attempted and ultimately earned increased from 2003 to 2005. With the implementation of a student success initiative funded through a Title III grant, the college anticipates an even larger increase in the number of attempted and earned developmental credits this coming year.

5C1 The college's mission speaks directly to this goal and provides a learning environment that offers a broad range of educational programs, cultural activities, and economic development opportunities which empower individuals and enhance the quality of life for area residents.

5C1 The goal is to achieve 100% pass rate on the NCLEX examination.

5M1 Spoon River College shows an increase in the placement or continuing education from 2003 to 2004 although this is a decrease from 2002 figures.

5M3 Spoon River College averages about 40% overall transfer rate to senior institutions and wants to maintain or increase that figure.

6C1 The cost of instruction will be equal to or less than the state average cost of instruction. Ideally the college would like to decrease the cost of instruction and support services while still providing quality services to our students.

6C3 The number of first-time, full-time degree seeking students will increase each year.

6M7 The college experienced a steady increase in credit hours produced and enrollments from FY2003 to FY2005. The college will attempt to build on this momentum.

6M8 Increase the number of students who complete their GED and then to assist those students to continue their education at Spoon River College. To assist GED students with their education, the College provides tuition scholarships to students upon completion of their GED. With the assistance of Title III grant funds, additional student services will be available this year to assist GED students in continuing their education.

6M9 Increase enrollment in dual credit courses. Increase the number of courses available via dual credit by 10% for FY 2005. The college met and exceeded that goal.

6M10 The college had a slight decrease in dual credit enrollments from FY2004 to FY2005. The college added another in-district high school to the list of partnerships and anticipates an additional 100 dual credit students during FY07.

Triton College

1C1 Be within 5% of the statewide average for undergraduate degree or certificate recipients, who are either employed or enrolled in further education within one year of graduation.

1M6 Increase by 15% the course/workshop offerings over the next 3 years; provided funding remains stable.

3M1 Remain within 5% of the state average, provided funds remain stable.

4C1a Have college-wide enrollment that reflects diversity in race and ethnicity of our community, District #504, and to have completion rates that reflect the diverse enrollment.

4C1a Have enrollment by race/ethnicity within 4% of the population rate for each of the race/ethnic groups present in our district, and to have completion rates that reflect this relationship.

4C1b Have completion rates by gender within 4% of the institutional enrollment figures by gender.

4C1c Continue improving the accuracy of data reporting for this population. Specific target completion goals will be established once accurate comparative data is available.

4M7 Stay within 5% of the three-year average of developmental credits earned versus attempted at the college.

4M10-4M12 Search committees should be representative of the student demographics and should work diligently to move Triton's faculty and staff demographics into a similar balance.

5C1 Stay within 5% of the three-year state average of graduate satisfactory rates as reported in the Occupational Follow-up data.

5C1 Meet or exceed the national pass rates on professional/occupational licensure examinations.

5M5 One hundred percent of the full-time transfer teaching faculty at the college who hold a Masters degree or above in compliance with the established hiring practices at the institution.

6C1 Stay within 5% of the state average on the indicators of cost of instruction and administrative and support cost.

6C3 Stay within 5% of the state average for the indicator of percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time.

6M7 To stay within 5% of the previous years total credit hours generated.

Waubonsee Community College

1C1 Equal to or greater than 90%.

1M4 Ninety percent satisfaction in the areas of general education, technical and non-technical skills, and readiness for the workforce.

3M 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.

4C1a Have graduates across categories representative of the category's representation in the district population.

4C1b Have graduates representative of males and females in the general district population.

4C1c To be at or above state levels.

5C1 Remain within one standard deviation of the state average.

5C1 All programs will meet or exceed national norms.

6C1 Stay at or below the state average.

6C3 Remain at or above state percentage averages.

6M1 Maintain the percentage of population served in line with state averages.

6M7 Increase credit hours generated by at least 3.0% annually and reflect general growth in community colleges across the state.

6M Maintain a balanced budget and create a positive addition to the fund balance. External sources of revenue and grants will provide two percent of the overall college operating budget. College auxiliary enterprises will break even in the aggregate.

6S3 Maintain fiscally responsible levels of spending on administrative and support staff in comparison to state averages.

John Wood Community College

1C1 Maintain 90% for the percent of graduates employed/enrolled in further education

1M2 Maintain the current level of individuals served.

4C1a The goal for this next year is to maintain 6.0%.

4C1b The goal for next year will be same – to have congruent proportions between completers and enrollees.

4C1c The goal for students with disabilities is to improve the percentage to 2.5%.

4M1 The goal for FY 2007 is to return the 4.0% level. The goal for gender breakdown was not number based but rather was to continue offering opportunities for women to explore occupations traditionally filled by men. The programs continue and the goal for next is to continue to offer them. Similarly, the goal for students with disabilities was not number based but rather was to continue offering the support that students with disabilities need. Support services continue to be available and used. The goal is to continue the services.

5C1 The goal of John Wood Community College for FY07 is to maintain the percentage of satisfaction within 2% of the peer group average and state-wide average.

5C1 Last year's goal was met - that the pass rate for John Wood Community College Nursing students will exceed the national rate. That remains the goal for this next year. The pass rate for the students in the Radiologic Technology program has been 100% for the past several years. The program's preparation is obviously sufficient for the program completers to earn their state license. The goal is that the program will continue to have 100% pass rate. The goal for the Emergency Medical Technician program is to exceed the state and national pass rates.

5M6 The goal for FY 2007 is to increase the number of IAI courses and to continue building articulation agreement with four-colleges to benefit John Wood Community College students.

6C1 The goal for next year is to continue to maintain John Wood Community College's unit cost at less than the statewide unit cost.

6C3 The goal for next year is to match the statewide percent.

6M1 The goal is to continue to exceed the state-wide average by .2%.