

Illinois Community College System

Performance Report for Fiscal Year 2007

Illinois Community College Trustees Association

Board of Representatives

Hotel InterContinental - Chicago

November 10, 2007

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Performance Report Structure

- Structured around the Illinois Board of Higher Education's policy areas/goals.
- Pledges from the Illinois Community College System's *Promise for Illinois Revisited* compliment these policy areas/goals.
- *Narrative reporting* is targeted on two of the six policy areas on a rotating basis.
- *Data reporting* is required across all policy areas every year.

IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education vs. ICCB Promise for Illinois Revisited

IBHE 2011 Strategic Goals

- Affordability
- Attainment
(Teaching/Learning, High Quality Economic Growth)
- Diversity
- Efficiency (Accountability & Productivity)

Related Promises from the ICCB Promise for Illinois Revisited

- Affordable Access
- High Quality, Competitive Workforce
- Services for Student Success, Enhanced Adult Education
- Effective Transitions

Six Policy Areas/Goals

- 1. Economic Growth/Attainment – Higher education will help Illinois sustain strong economic growth through teaching, service, and research. Additional emphasis will be placed on preparing graduates in high-demand workforce areas.
- 2. P-20 Partnerships/Teaching and Learning/Attainment – Higher education will join elementary and secondary education to improve teaching and learning at all levels.
- 3. Affordability – No Illinois resident will be denied an opportunity for a college education because of financial need.
- 4. Diversity – Illinois higher education will work to increase access and success in a more diverse college student body and faculty ranks, including individuals with disabilities.
- 5. High Quality/Attainment – Illinois higher education 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. We will improve educational attainment through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.
- 6. Efficiency, Accountability & Productivity – Illinois colleges and universities will promote efficiency and accountability in higher education operations.

Narrative Focus in Current Community College Report

- **Economic Growth/Attainment.**
- **P-20 Partnerships/Teaching & Learning/Attainment.**

- Information is furnished on
 - Highlights of 2007 Accomplishments.
 - Highlights of 2008 Plans.
 - Selected 2008 Challenges.
 - Analysis of Statewide and Common Indicators.
 - Analysis of Selected Mission Specific Indicators.

Indicator Analysis Included on the Remaining Four Policy Areas

- **Affordability.**
- **Diversity.**
- **High Quality/Attainment.**
- **Efficiency, Accountability, and Productivity.**
- Colleges provided data on –
 - Common Institutional Measures.
 - Mission Specific Measures selected by the college.
- Statewide Report includes –
 - Statewide Indicators, Common Institutional Indicators, & Selected Mission Specific Indicators.

Percent of Career (CTE) Graduates Either Employed Pursuing Additional Education or Both (1C1)

- Illinois – 89.8 Percent – three year average.
- Most current Illinois – 87.7 percent (FY2006)
- Texas – 89 Percent (TX - 75 colleges).
- Wisconsin – 92 Percent (WI - 16 districts).

State Average Undergraduate Tuition and Fees (3M1) FY2008

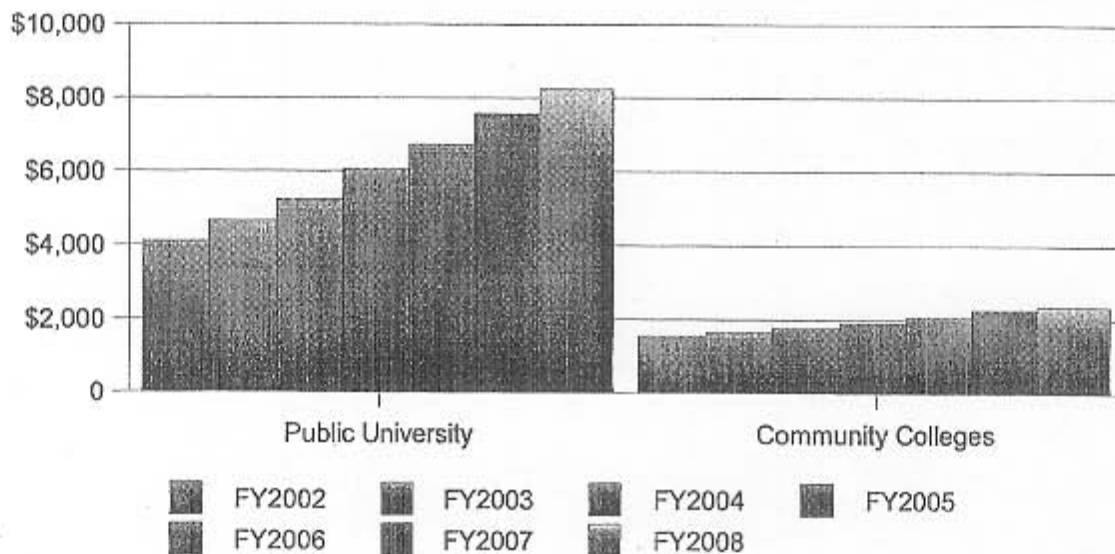
■ Illinois

- \$ 2,359 IL public community colleges (ICCB).
- \$ 8,235 IL public universities (IBHE – Level Tuition Plan).
- \$21,829 IL all privates (IBHE).

■ National

- \$ 2,361 National public 2 year (College Board).
- \$ 6,185 National public universities (College Board).
- \$23,712 National private institutions (College Board).

Illinois Public University and Community College Average Undergraduate Tuition and Fees Fiscal Years 2002-2008



Tuition Rates Are a National and Illinois Issue

- The biggest driver of rising tuition for public institutions is the instability — and in many cases the steady decline — of state support. “States haven’t been keeping up with their obligation.” This forces public colleges and universities to ratchet up their tuition. — F. King Alexander, President, California State University at Long Beach. Testimony to U.S. House of Representatives Education and Labor Committee on the Higher Education Act, November 2, 2007.
- In recent years, small increases in Illinois’ community college annual appropriation have almost kept up with inflation, but overall state dollars directed toward community colleges remain well below Fiscal Year 2002 state appropriations. Reductions in state support have directly caused community college students to pay nearly 50% more in tuition in order for community college boards to maintain the current level of services. — Kathy Wessel, President, Illinois Community College Trustees Association. Letter to the Editor, October 26, 2007.

Completions By Racial/Ethnic Category, Disability Status and Gender (4C1)

Minority Graduates

- Illinois – 14,473 minority graduates in FY2006.
- Illinois – 29.2 percent of all FY2006 graduates were minorities.
- National – 31.7 percent of Associate degree completers were minorities (NCES, 2004 graduates).
- Illinois Percent Change – the number of minority students who completed has –
 - ▶ Decreased 3.3 percent from last year.
 - ▶ Increased 32.8 percent since 2002.

Completions By Racial/Ethnic Category, Disability Status and Gender (4C1)

Individuals with Disabilities

- Illinois – 1,130 students with disabilities graduated in FY2006.
- Illinois – 2.3 percent of all graduates were individuals with disabilities in FY2006.

- Illinois Percent Change – the number of individuals with disabilities who completed—
 - ▶ Decreased 16.9 percent from last year.
 - ▶ Increased 32.3 percent since 2002.

Completions By Racial/Ethnic Category, Disability Status and Gender (4C1)

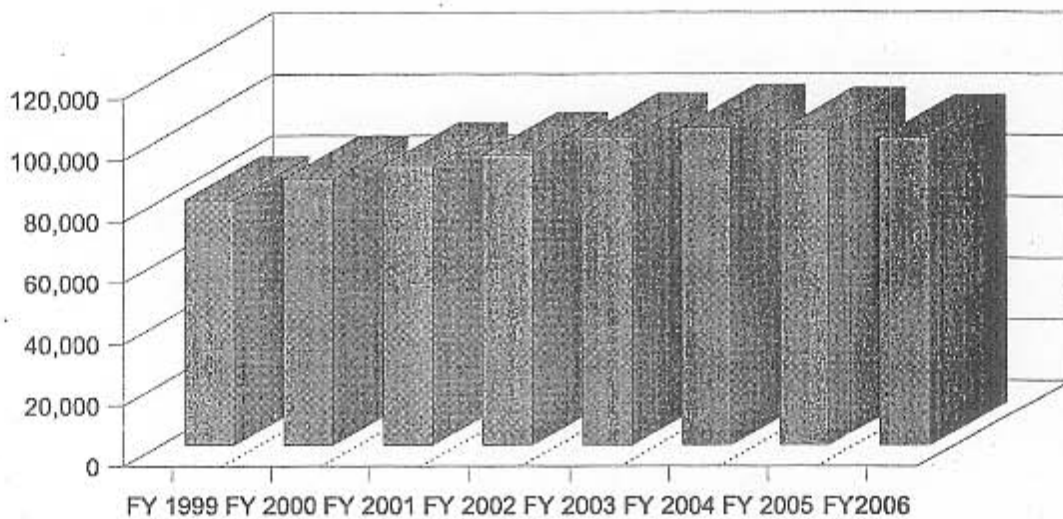
Gender

- Illinois – 28,889 females graduated in FY2006.
- Illinois – 58.2 percent of all graduates were female in FY2006.

- National – 61.6 percent of certificate and associate degree completers were female (NCES, 2005 graduates).

- Illinois Percent Change – the number of female completers increased
 - ▶ 0.1 percent from last year.
 - ▶ 26.5 percent since 2002.

Number of Students Served Through Developmental Coursework (4M6) Fiscal Years 1999-2006



Transfer Rate (5M3)

- National Transfer Assembly Model used.
- Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for 4 years and the number of successful transfers to universities are identified.
- Illinois statewide transfer rate –
 - FY2006 = 31.2 percent (**National Student Clearinghouse**)
 - FY2007 = 38.4 percent (**National Student Clearinghouse**)
- National – varied between 21.5 and 25.2 percent over the past several years.

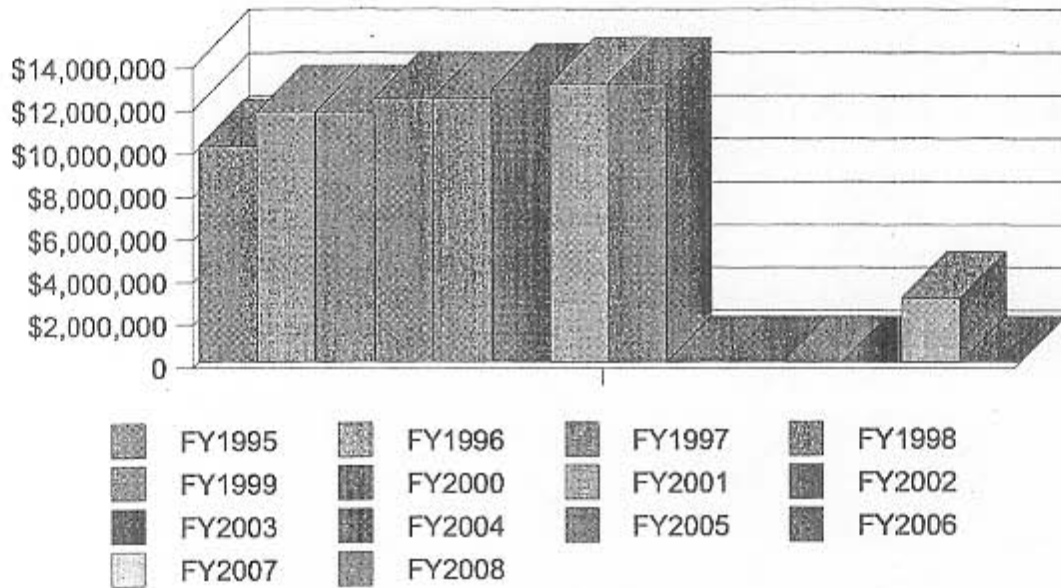
Student Advancement Rate (6C3)

- National Model – IPEDS GRS.
- Percent of college-level first time, full-time freshmen who complete a degree/certificate or transfer within 150 percent of *catalog* time, or are still enrolled in the final year.
- Illinois – 70.8 percent. (FY2006)
- Ohio – 58.0 percent. (FY2006)
- (OH – 23 community and technical colleges & 24 two year public university branch campuses)

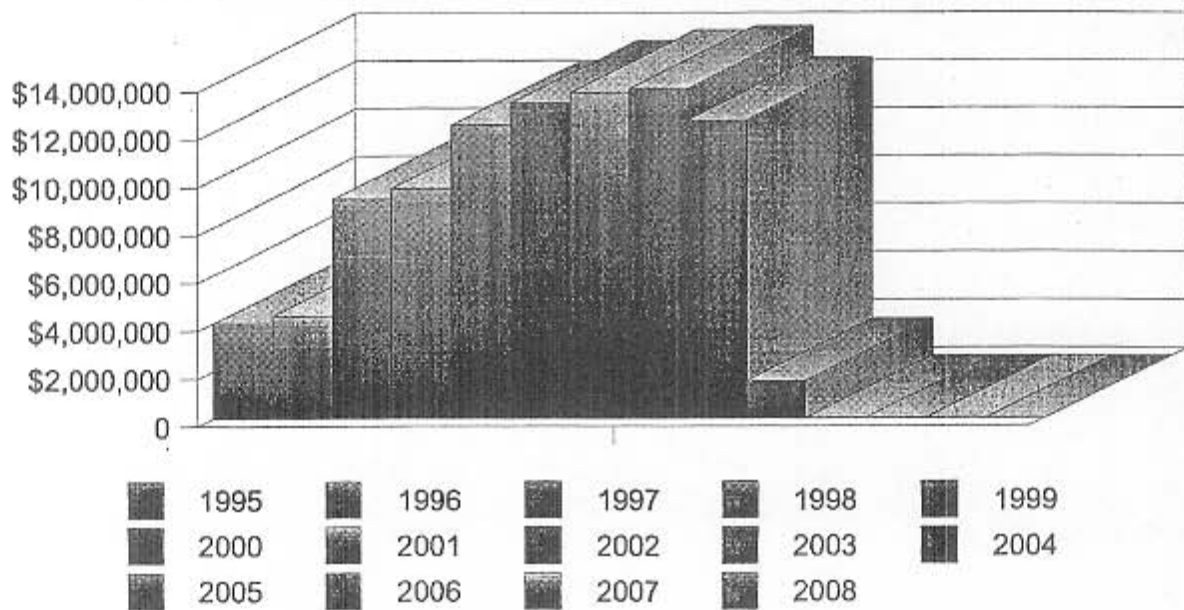
College Identified Challenges – Three Rs Resources-Retirements-Remedial

- Resources – tightening state, local, & grant funding levels.
- Colleges need adequate funding to provide necessary support services, afford adequate staffing, develop new programs to address emerging needs, and provide needed services to Business and Industry.
- Training students with current technology is challenging when dollars to replace equipment, hardware, and software are becoming more scarce.
- Retirements Faculty and Staff – As the baby boomer generation retires, many higher education faculty/staff will be leaving the profession. The institutional memory and years of dedicated service provided by experienced faculty/staff are very difficult to replace. Providing competitive remuneration is necessary to attract highly qualified faculty/staff.
- Remedial/Developmental/Under Prepared Students – The numbers and extent to which under prepared students are entering community colleges places demands on institutions to provide the courses and support services that allow individuals to build their foundational skills and move forward to fulfill their potential.

Special Populations Grant Funding Fiscal Years 1995-2005 and Disadvantaged Student Success Grant Funding Fiscal Years 2006-2008



Advanced Technology Grant Fiscal Years 1995-2003 and Educational Technology Grant Funding Fiscal Years 2004-2008



Higher Education Must be Proactive and Help Prepare Students to Thrive in a Highly Competitive and Rapidly Changing World

- Today the new venues of wealth are everywhere – globalization, outsourcing, and "the flat earth" are part of the lingo – but also, are "nowhere" and "out there", . . . Amazon, eBay and others make their money in the intangible zone of electronic transfers.
- Kenichi Ohmae, the Japanese management expert, calls cyberspace "the new continent" where entrepreneurial explorers are seeking – and making – their fortunes. . . few ever think, however, about the new wealth-creating zone 12,000 miles above planet Earth.
- It is widely understood that the diffusion of technology, capital and skills means wealth can be created everywhere on the globe. **Comparative advantage is now more about skill sets than, in most cases, natural resources or capital assets. . .**
- One of the key problems in the world today is de-synchronization – "the clash of speeds" between the old, lumbering mass systems and the new diversity, flexibility and acceleration demanded of institutions built on knowledge. They are out of sync. One of the biggest clashes is with standardized education . . . **Education is among the slowest institutions to adapt to the new wealth system.**
- Alvin Toffler & Heidi Toffler, *Revolutionary Wealth – How It Will Be Created and How It Will Change Our Lives* (2006)

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