

Executive Summary: FY08 Performance Report
August 2008

The IBHE’s recently adopted *2011 Strategic Goals* and the ICCB’s *Promise for Illinois Revisited*, identifies the four priorities for higher education in Illinois. Every community college is expected to address the identified policy areas in a manner that is consistent with its mission, resources, and constituencies, and report on its efforts to the ICCB in an annual **Performance Report**. Details and discussion of the information cited below, appear in the full report.

- *Common Institutional Indicators* are those on which all institutions are required to report.
- *Institution Specific Indicators* are those selected by the reporting institution.

Priority #1: Affordability Goal Help ensure that college is affordable to all Illinoisans.

Institution Specific Indicator

The number of first generation college students served. First generation students typically come from families with low household incomes. This indicator reflects a level of financial access, support services, and outreach to children from those families.

Performance goal: 65%
Actual performance: 56.7% Goal not achieved

Priority #2: Attainment Goal 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.

Common Institutional Indicator #1

Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation

Performance Goal: 90%
Actual Performance: 93.5% Goal achieved

Common Institutional Indicator #2

Pass rates on professional/occupational licensure examinations

Performance Goal:	94% pass rate	
Actual Performance:	<u>Actual</u>	<u>Goal Status</u>
Nursing (RN/ADN) – NCLEX	87%	Not achieved
Radiologic Technology	100%	Achieved
Emergency Medical Technician	70%	Not achieved

Institution Specific Indicator

Faculty preparation: percent of college level faculty (non-occupational) faculty with a master’s degree or above. This indicator reflects the faculty’s subject matter knowledge base and by implications, the quality of instruction they can deliver.

Performance goal: 100% with master’s degree or above
Actual Performance: 96.8% Goal not achieved

Priority #3: Diversity Goal

Work to increase access and success in a more diverse college student body and faculty ranks, including those with disabilities.

Common Institutional Indicator

Completions by race/ethnicity and gender

Performance Goal: Completions will be comparable to:

- o The percent of enrollment (+/-10%) for male and female students.
- o The percent of enrollment for minority students.

Actual Performance:	<u>Enrollment</u>	<u>Completion</u>	<u>Goal Status</u>
Male students	45.1%	41.6%	Achieved
Female students	54.9%	58.4%	Achieved
Minority students	12%	10.2%	Not achieved

Institution Specific Indicator

The number of students served through remedial coursework. This indicator reflects the success of the institution in providing services to under-prepared students.

Performance goal: 1,000 students (or 20% of all students)
 Actual Performance: 14.2% Goal not achieved

Priority #4: Efficiency/Effective Transitions Promote efficiency and accountability in higher education operations.

Common Institutional Indicator #1

Cost of instruction per credit hour

Performance Goal: Not to exceed 114% of peer group
 Actual Performance: 94.7% Goal achieved

Common Institutional Indicator #2

Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time

Performance Goal: 71% of the statewide average
 Actual Performance: 95.4% Goal achieved

Institution Specific Indicator

Student FTE / Faculty Ratio: This indicator measures both productivity and instructional quality by balancing the cost effectiveness of larger classes against the desire to have manageable class sizes.

Performance goal: 20
 Actual Performance: 20.0 Goal achieved

Effective Practices Submitted

Practice: Sauk Valley Transition Planning Committee
 To effectively transition high school students, who have disabilities, into post-secondary endeavors, including enrollment and subsequent success at Sauk Valley Community College.

Practice: Health Career Club
 The HCC is intended to help students to meet the challenges posed by the rigor of their programs, the volume and depth of knowledge they are expected to master, and by the expectation of professionalism placed on them even as students.