

**ILLINOIS TRANSFER AND ARTICULATION INITIATIVES
ANNUAL REPORT 2004-2005**

Submitted for: Information.

Summary: The Illinois Articulation Initiative (IAI) continues to be the primary statewide vehicle for encouraging transferability among postsecondary institutions in the state of Illinois. A more recent statewide transfer and articulation project, the Course Applicability System (CAS), is in the process of being implemented. CAS complements IAI, and will significantly enhance the availability and accuracy of transfer information to allow even more effective and efficient degree completion. This item reviews the current status of the IAI and CAS projects, highlights the past year's activities, and outlines considerations for the future.

Action Requested: None.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**ILLINOIS TRANSFER AND ARTICULATION INITIATIVES
ANNUAL REPORT 2004-2005**

Executive Summary

The Illinois Articulation Initiative (IAI) continues to be the primary statewide vehicle for encouraging transferability among postsecondary institutions in the state of Illinois. A more recent statewide transfer and articulation project, the Course Applicability System (CAS), is in the process of being implemented. CAS complements IAI and further enhances the availability and accuracy of transfer information to allow even more effective and efficient degree completion.

Planning for the Illinois Articulation Initiative (IAI) began in January 1993 and the General Education Core Curriculum (GECC) was implemented in the summer of 1998. The IAI was designed to ease transfer for students among Illinois colleges and universities. May 2005 marked the end of the seventh year of implementation. In addition to the adoption of the GECC, 25 baccalaureate major panels have also been convened to recommend preparatory coursework at the lower division level.

Four years ago, the CAS project was initiated to offer Illinois students even more specific and detailed information on how their coursework will transfer among institutions and how it may or may not count towards a baccalaureate degree. This web-based program allows students to enter the courses they have completed and compare them to degree requirements at participating schools. A planning guide, which matches courses to degree requirements, is generated and outlines what additional coursework needs to be undertaken to complete the degree.

This report begins with a brief history of the development and implementation of the IAI. It then turns to discussing the current status of the IAI, CAS, and other transfer projects; observations about the impact and effectiveness of several broad goals and objectives; transfer issues that have been raised in the past year; and other related transfer concerns.

The report concludes with a summary of highlights from this past year's activities and considerations for future study.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**ILLINOIS TRANSFER AND ARTICULATION INITIATIVES
ANNUAL REPORT 2005-2005**

Introduction

Recent History of Transfer Initiatives in Illinois

The Illinois Articulation Initiative (IAI). In January 1993, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and transfer coordinators from Illinois colleges and universities jointly launched the Illinois Articulation Initiative (IAI) to ease the transfer of students among Illinois public and independent, associate and baccalaureate degree-granting institutions. The IAI grew out of the IBHE's 1990 undergraduate education policies on transfer and articulation. Three key concepts in these policies provided the underlying foundation for IAI: (1) that "associate and baccalaureate degree-granting institutions are equal partners" in educating college freshmen and sophomores, (2) that "faculties should take primary responsibility for developing and maintaining program and course articulation," and (3) that "institutions are expected to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and academic rigor."

Illinois has one of the most comprehensive course approval and quality assurance processes in the nation, assuring that all approved courses are comparable and meet the high standards established by faculty panels. As of June 2005, 21,709 courses had been reviewed and approved for statewide articulation through the combined efforts of over 900 faculty members and transfer coordinators serving on five general education panels and 25 baccalaureate major panels.

The IAI was developed in three phases. Phase I focused on developing a general education package, the General Education Core Curriculum (GECC), that, as part of a completed associate degree, "would be acceptable in transfer at all IAI participating institutions in lieu of each college or university's own campus-wide lower division general education curriculum of comparable size." Individual courses may be accepted in transfer at the discretion of the receiving institution.

The IAI GECC does not replace the college or university's own general education curriculum, but rather provides students with a guaranteed pathway among institutions. IAI provides one clear pathway for a large number of Illinois transfer students, while still protecting the distinctive qualities and missions of Illinois colleges and universities.

Phase II expanded the project to create models for easing transfer into baccalaureate major programs. To date, 25 panels have been established to identify lower division coursework that best prepares students for advanced studies in specific baccalaureate majors. These

recommendations include specific lower division courses in the major, required prerequisite courses or supporting courses that provide the necessary background for success in the major. This component of IAI is currently undergoing a review, which will be described later in this report.

Phase III instituted the process of regular five-year reviews designed to ensure that the panels' recommendations continue. The IAI processes are currently undergoing a review, which will be described later in this report.

Course Applicability System (CAS). Four years ago, the statewide Course Applicability System (CAS) project was initiated to offer Illinois students even more accurate and detailed information on how their coursework will transfer between institutions. Where IAI concentrates on articulation of general education and foundational coursework at the lower division level, CAS makes information on all courses as well as other degree completion requirements available to students. Northern Illinois University and the College of DuPage were the first institutions in the state to go online in 2002; the University of Illinois at Chicago and the City Colleges of Chicago followed in 2003; and in FY 2004, the remaining public universities were licensed and are currently at varying stages of implementation. Extensive statewide planning was undertaken in 2003, resulting in a plan to expand the participation in CAS to all interested institutions in the state on a phased-in timeline. Most recently, six additional institutions have been licensed (Bradley University, College of DuPage, DePaul University, Loyola University, National-Louis University, and West Suburban College of Nursing). At the same time, concentrated efforts have been made to advance the implementation levels of the previously-licensed twelve public universities.

Other Transfer Pathways. The IAI and CAS initiatives are not the only transfer pathways available to students. Other options include individual agreements between 2- and 4-year institutions, which allow for transfer of completed associate degrees; specially designed and named associates degrees such as the new Associate of Art in Teaching (A.A.T.) degree; 2+2 agreements between specific institutions; course-by-course transfer of credits; and the transfer of credits in completion of the general education requirements of the receiving institution.

Statewide Transfer: Outcomes and Accomplishments

Transferability among institutions continues to be an important focus of state and national policy. States are rightfully concerned about easing transferability to help students save time and money toward baccalaureate degree completion. Most state-level transfer agreements incorporate traditional general education objectives similar to the IAI model, although some states add highly unique objectives such as awareness of environmental issues, knowledge of state history, and development of computer technology skills. However, Illinois' statewide transfer program is unique in its focus on quality assurance, its website design and usefulness, and the voluntary nature of participation.

- At the April 2005 Community College and University English Articulation Conference a panel discussed IAI. Panel members include IBHE and ICCB staff and representatives from Illinois State University, Lake Land College, and the University of Illinois at Urbana-Champaign.
- IBHE and ICCB staff and the IAI website team members have made numerous presentations at state and national meetings on IAI and iTransfer.org website, further raising national awareness about Illinois' program, as well as the design and use of the

web in advising. Programs were presented at conferences sponsored by the National Academic Advising Association, the Illinois Academic Advising Association, the Illinois Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, among others.

- IAI continued to coordinate transfer activities across the state. Participation in IAI is entirely voluntary and currently there are 111 participating institutions from all sectors. In addition, over 700 faculty members, transfer coordinators, and institutional administrators have actively participated in IAI. Through their activities on the various panels, faculty members have undertaken meaningful communication about curriculum with their colleagues statewide. As of June 2005, 9,156 general education courses and 12,553 major courses have been approved for a total of 21,709 courses in the database, an increase of 4,894 courses from the last fiscal year.
- The iTransfer.org website continues to be an essential tool for current and potential students, as evidenced by the fact that iTransfer.org had over two million hits from July 2004 through June 2005. In addition to students, this site serves parents, faculty and advisors, administrators, planners, registrars, admissions staff, and the public at large.

Evaluating Student Transfer in Illinois: Multiple Measures

Student transfers within Illinois totaled 47,165 for the fall semester of 2004. Of these, 20,405 transferred from a community college, 5,329 transferred from a public university, 4,203 from an independent not-for-profit institution, 556 from an independent for-profit, and 16,672 from other institutions.¹

| Sector Students Transferred From | Number of Students | Percent of Total Transfer Students |
|----------------------------------|--------------------|------------------------------------|
| Community Colleges | 20,405 | 43.3% |
| Public Universities | 5,329 | 11.3% |
| Independent NFP Institutions | 4,203 | 8.9% |
| Independent FP Institutions | 556 | 1.2% |
| Other Institutions | 16,672 | 35.3% |
| Total All Sectors | 47,165 | 100% |

Approximately the same numbers of students transferred to a public university (15,920) or to a community college (16,711). Additionally, 12,251 transferred to independent not-for-profit institutions and 2,283 transferred to independent for-profit institutions.

¹ Illinois Board of Higher Education annual Fall Enrollment Survey. (<http://www.ibhe.state.il.us/Data%20Bank/DataBook/2005/DataBook05.pdf>), page 108. The overall transfer figures include transfers to and from out-of-state, foreign, and unknown institutions and represent the full extent of student transfer to Illinois Colleges and Universities.

| Sector Students Transferred To | Number of Students | Percent of Total Transfer Students |
|---------------------------------------|---------------------------|---|
| Public Universities | 15,920 | 33.8% |
| Community Colleges | 16,711 | 35.4% |
| Independent NFP Institutions | 12,251 | 26.0% |
| Independent FP Institutions | 2,283 | 4.8% |
| Total All Sectors | 47,165 | 100% |

Review of Transfer Initiatives. In a program that seeks balance among three key principles — respect for curriculum richness and diversity in 111 separate institutions, the vagaries of individual student course-taking patterns, and an effort to meet transfer expectations for multiple majors — the alignment of goals and outcomes requires much coordination. There is a commitment on the part of participating institutions to find the best way to resolve concerns and align transfer efforts whenever feasible. Most of the remaining concerns are not necessarily related to IAI. Many issues are specific to baccalaureate major programs. The process of dialog and discussion among the participating institutions in the state has generally resulted in consensus, though not always unanimity.

Ongoing review of transfer initiatives in the state continued this past year, focusing in particular on Phase II of the IAI—the baccalaureate major panel recommendations. The effectiveness of the baccalaureate major panel recommendations has become a concern and a discussion of their status was initiated during the 2003-2004 year at the request of the Technical Task Force (TTF). Initially, the primary purpose of the IAI baccalaureate major panel recommendations was to strengthen transfer among Illinois institutions for students who were uncertain of the institution to which they would transfer. Therefore, the panels were charged with developing broad recommendations intended “for students who have decided upon their major, but who have not yet decided upon the institution to which they may transfer.” However, if students know the institution to which they will transfer, they need specific, not, general information. The Technical Task Force raised this specific issue and its concerns were taken to a statewide meeting of transfer coordinators. The outcome of the discussions showed the following:

- Majors are often structured differently throughout the state. This is because institutions set curriculum to best meet the needs of students at that institution—whether it be by the geographical area the institution serves, the goals of the campus’ students, the place of that faculty in the discipline, or the types of students the institution typically enrolls. Availability of resources at the programmatic level also shape curriculum—number of faculty translates directly into breadth of course options, for example. As a result of the institutional variation across the state the curriculum at one institution may be structured differently from that at another or may emphasize different aspects of a discipline. In short, a major at one institution is not, and should not be, an exact copy of a curriculum at another institution. For this reason, a program that attempts to encompass all Illinois students and all Illinois institutions leads to vague, minimal, or broad recommendations that do not give individual students the shortest route to the degree.
- Many transfer coordinators are not using the major panels’ recommendations because most students know the institution to which they will transfer. A recent study by NIU showed that 60 percent of their transfer students had narrowed their choice of institutions

to three or fewer. Therefore, following an institution-to-institution agreement or the catalog of the receiving institution provides more accurate information than the general recommendations of the IAI baccalaureate major panels.

- Major coursework transfers on a course-by-course basis while the GECC transfers as a package within an associate degree. This difference can cause confusion for students.
- A related issue is the display of information about majors on the iTransfer website. If an institution does not offer, does not submit, or is denied approval of a course, it appears to the student that the major and/or the major course are not available at the institution.
- The statewide implementation of the Course Applicability System (CAS) will fulfill the need for information that is both up-to-date and accurate. CAS will also provide students with beneficial advice and relevant choices regarding the most efficient route to transfer.

These findings were shared with the IAI Steering Panel, which recommended that a task force be set up to explore these concerns. This review took place during the 2004-2005 Academic Year.

The findings of the Major Panel Survey were presented to the Steering Panel during its Spring 2005 meeting. The findings were summarized as follows:

In April 2004, the IAI Technical Task Force, after consultation with the Transfer Coordinators of Illinois Colleges and Universities, reported difficulties with the IAI majors. Though they recognized the benefits IAI has provided the transfer students in Illinois, they illustrated that aspects of the IAI majors have become areas of concern.

One issue is the display of information on the majors section of the IAI website. The information is easily accessible for all transfer students, but it is not appropriate for the student who knows where he or she might be transferring. A study by NIU showed that the vast majority of transfers have narrowed their choice of receiving institution. Those students should refer to the receiving institution's articulation information or should use the Course Applicability System (CAS).

IAI communicates information on the institutions that participate in a particular major only. When an institution does not offer, does not submit, or is denied approval of a course in an IAI major, it appears to the student that the major and/or the major course is not available at the institution. This may lead a student to fail to consider transfer to an institution that may actually be the best fit. In fact, the major may be offered and the student may be able to transfer credit, as a result of institution-to-institution agreements, earned in a course that for whatever reason is not a part of the IAI.

In order to satisfy programs at all participating institutions, some compromises were made in establishing the IAI major curricula. Though the IAI recommendation provides a good background for a transfer student, it does not necessarily give the student the most efficient course-taking pattern, nor can it provide the additional course information needed for admission or timely progress toward the degree at a specific institution.

For these reasons, the Technical Task Force recommended that the Steering Panel review the major panel activities, remove the major course matrix from the IAI website, and change the focus of the IAI website. After discussing the request, the Steering Panel

asked Marilyn Marshall, University of Illinois, and Joan Kerber, Sauk Valley Community College, to co-chair a task force to review major panel issues. They were asked to seek input from the major panel chairs and members and to share their results with the IAI Steering Panel. A meeting with the major panel chairs is scheduled for Fall of 2005.

External Consultant Review of IAI. Since active participation in the IAI has spanned a decade, it was felt that a review of the IAI would be appropriate at this time. At the request of the IBHE and ICCB, Kathleen Kelly and Ivan Lach were contracted to conduct an in depth analysis of IAI processes and procedures. The review is to include document analysis of all materials available related to the initiative, interviews with faculty and administrators involved in the IAI, and meetings with staff and panel members. This study is currently underway, with initial findings anticipated for late in 2005.

Institutional Transfer Studies. At some four-year institutions, transfer students are over 50 percent of all new admissions and students with associate degrees are in high demand. These students who have completed associate degrees are a “proven” success and are, therefore, likely to succeed at the four-year institution as well. Institutions regularly undertake studies of transferability. The results of some studies are summarized below. Since most of these studies involved only one institution or very small numbers of students, these findings should not be generalized and interpreted as being representative of all institutions.

- The Universities of Illinois at Chicago, Urbana-Champaign, and Springfield prepare an annual *Transfer Characteristics Study*. In Fall 2004, a total of 2,8936 students transferred to the University of Illinois System. Forty percent of transfer students at UIUC earned transfer credit. More than three out of every five transfers who entered UIUC last attended a 2-year institution (591). The majority of students transferring to UIUC (81 percent) transferred as juniors or seniors. At UIS, approximately two of three transfers who entered UIC in the Fall 2004 term last attended an Illinois public two-year institution (895).
- Illinois State University admitted 1,847 new transfer students in Fall 2004, approximately 40 percent of ISU’s Fall admissions.

Increasing Student Transfer Options —Implementation of CAS

Making transferability an important part of student information and decision-making has always been a primary goal of the transfer initiatives in Illinois. Activities this past year in continuing the implementation of the Illinois Course Applicability System (CAS) have focused on better serving student needs for current and accurate information about transfer issues.

Planning for the CAS project was initiated in 2001. In 2002, Northern Illinois University and the College of DuPage were the first institutions in the state to go online; the University of Illinois at Chicago and the City Colleges of Chicago followed in 2003; in FY 2004, the remaining public universities were licensed and are currently at varying stages of implementation; and in FY 2005, state funds were used to license six additional institutions: Bradley University, College of DuPage, DePaul University, Loyola University, National-Louis University, and West Suburban College of Nursing. Extensive statewide planning was undertaken in 2003, resulting in a plan to expand the participation in CAS to all interested institutions in the state on a phased-in timeline. All public universities were identified as a priority in the first round because they are the destination of the majority of transfer students in the state. Because of a variety of factors including the current status of the institutions’ student information systems, rates of CAS

implementation vary across the public universities. While this process continues, the system has been expanded to include other institutions that serve large numbers of transfer students and that are willing to make the necessary investments to bring up CAS.

Once CAS-licensed institutions have uploaded their baccalaureate degree requirements and course articulation guides, any student in the state transferring to these institutions will be able to compare courses they have taken at any college or university in Illinois with degree and graduation requirements at the target institution.

A brief description of CAS implementation activities is included in the chart below.

| | |
|--|---|
| Northern Illinois University | Fully implemented Continuing development of a project on electronic transfer of transcripts Continuously refining CAS implementation for improved functionality |
| University of Illinois at Chicago | Fully implemented Continuously refining CAS implementation for improved functionality |
| University of Illinois at Urbana-Champaign | Fully implemented Continuously refining CAS implementation for improved functionality |
| Southern Illinois University at Carbondale | Partial implementation Course equivalencies available through url Explored interface programming |
| Western Illinois University | Partial implementation Course equivalencies available through url Proposed implementation AY 2005/06 |
| Chicago State University | Proposed implementation Fall, 2005 Interface programming nearly completed Completed upgrading of automated articulation and student information systems |
| Illinois State University | Partial implementation Developing interface programming Developed implementation timeline for increased presence effective Fall 2005 |
| Eastern Illinois University | Partial implementation |
| Bradley University | Begun "behind the scenes" implementation work CAS presence expected fall 2005 |
| University of Illinois at Springfield | Begun "behind the scenes" implementation work CAS presence expected fall 2005 |
| College of DuPage | Begun "behind the scenes" implementation work CAS presence expected fall 2005 |
| DePaul University | Developing interface programming Implementation expected AY 2005/06 |
| West Suburban College of Nursing | Developing interface programming Implementation expected AY 2005/06 |
| Northeastern Illinois University | Course equivalency data available through url |

The remaining public universities are in various stages of planning and/or partial implementation, and all are committed to participation in the CAS project. CAS activities completed since the previous update include the following:

- Expanded the Illinois CAS license to include an additional six institutions, including five private institutions and one community college.
- Obtained formal agreement from each of the state's public community colleges to participate in the statewide Project as CAS Sending institutions. Demonstrating their commitment to CAS, participating institutions, including each of the state's public community colleges, began the process of updating their course banks.
- Obtained formal agreement from two non-public institutions, MacCormac College and St. Augustine University, to participate in the statewide Project as CAS Sending institutions.
- Promoted the successful passage and signing of state legislation that, if funded, will support implementation and coordination of a web-based information resource such as CAS.

In addition, FY 2005 indicators show the following:

- CAS user satisfaction surveys have been implemented at NIU and UIC. Early responses indicate that satisfaction is very high, and most students indicated they would use the system again. One common complaint is lodged—not enough schools are available. With the current efforts to bring up CAS at both the public universities and the newly licensed institutions, this situation will improve in the near future.
- A variety of activities to increase awareness and public education about the benefits of CAS are underway.
 - A website devoted to CAS is available at www.ibhe.org/CAS, to collect CAS-related documents for use and adaptation by all institutions. The CAS website features brochures designed to inform students about CAS and presentations for use in CAS training and promotion. Keeping the information on this site timely and accurate is an ongoing task. The many features of CAS can be accessed directly at the CAS entry site: www.transfer.org.
 - CAS Project coordinators continue to attend and make presentations at a variety of statewide meetings, for example, the Illinois Association of Academic Advisors, to promote CAS.

The current thrust of the CAS team's efforts is improving the level of implementation among the 18 institutions that are now licensed. Implementation of CAS by the public universities continues. Discussion is under way to expand CAS training in other venues and to encourage greater statewide coordination of CAS-related activities. A HECA grant has been submitted to cover the cost of continued implementation in FY 2006; if funded, this grant will represent the third year of the long-term Illinois CAS Project.

The best measure of CAS usage is the number of accounts that have been created. About a year ago, over 2,000 accounts (student, advisor, and administrator) existed. Last February, over 6,000 accounts existed. As of June, the most recent count, over 10,000 CAS accounts exist currently in Illinois. The current figure is sure to be even higher since the number of accounts has

been increasing so quickly. Students are quick to recognize the benefit of CAS and the figures illustrate their readiness to use the system.

In summary, CAS will promote greater inter-institutional cooperation and information-sharing among Illinois institutions. This, in turn, will increase the likelihood that transfer students will select the most appropriate courses for transfer and degree completion. Several outcomes could result: an increase in the number of students who transfer; efficient use of the resources of Illinois higher education; and a decrease in the amount of time it takes transfer students to complete their baccalaureate degrees. Strengthened by the use of technology, opportunities for success will extend to all transfer students in Illinois, but particularly to students from underrepresented groups who are more likely to begin their postsecondary education at a community college.

Legislation

Last Spring the Illinois Legislature passed, and the Governor signed, Public Act 094-0420. This act states that “subject to appropriation, the Board shall implement and administer a statewide program, using the World Wide Web, to assist students, advisors, faculty, and administrators from public and private institutions of higher education in obtaining consistent and accurate information about transfer courses and their applicability towards degree completion by publishing course equivalency guides, academic programs, courses offered, transfer course evaluations, and degree requirements.” Essentially, the Public Act would require the Board to implement CAS or an equivalent system. Furthermore, under the program, the Board shall provide appropriate assistance and support to participating public and private institutions of higher education.

Although current budgetary reality does not allow for the immediate funding of this initiative, the state has taken a major step in securing statewide coordination of the effort to provide transfer information to students, advisors, faculty, administrators, and parents. If in the future lawmakers decide to fund Public Act 094-0420, appropriations to the Board as a line item in their budget will allow for immediate implementation of the act.

2004-2005 Summary of Transfer Initiatives

In general, the year 2004-2005 can be characterized as a year during which issues related to transferability were addressed, new statewide initiatives were undertaken, and recommendations were brought forward.

- A study by external consultants of IAI processes and procedures was initiated.
- A study of the role of the major panels was conducted.
- The IAI physics panel completed its recommendations and began the process of reviewing course syllabi.
- The implementation of CAS by public universities was well underway and a request for additional funding was submitted.

Considerations for the Future

As part of the Board's ongoing commitment to enhancing transferability in the state, a variety of activities will continue into the near future.

Staff will continue to monitor the findings of independent studies undertaken by institutions of their own transfer students or on small, statewide studies. In addition, as more institutions are available to students on CAS, a variety of user survey data will provide a picture of student use and satisfaction with CAS.

Illinois students are benefiting from an array of transfer options and services designed to assist them in their degree planning. The IAI has achieved an important level of stability and is respected across the state and the nation. When compared to similar statewide transfer projects in other states, the Illinois transfer network is one of the strongest, most inclusive, and the most focused on quality assurance. The active and voluntary involvement of 110 institutions in the Illinois Articulation Initiative reflects a shared commitment to helping students prepare at the lower division to transfer easily and smoothly into baccalaureate degree programs. CAS will build upon these strengths and provides students with even more accurate and timely information about how completed courses transfer to specific institutions and fulfill specific degree requirements. As the awareness of the IAI and CAS grow, students will come to depend upon having access to even more information to assist them in making decisions about academic programs and institutions.

IAI PARTICIPATING SCHOOLS AND COLLEGES 2004-2005

All Illinois associate and baccalaureate degree-granting institutions are eligible to participate in the Illinois Articulation Initiative. Institutions may participate in the Illinois transferable General Education Core Curriculum agreement or in one or more of the several Baccalaureate Majors' agreements or both, with the level of participation in Baccalaureate Majors' agreements depending upon whether or not the institution offers a program in the specific major. Currently, there are over 100 schools participating in the IAI in either or both capacities.

Two-Year Public Institutions

Black Hawk College
Carl Sandburg College
College of DuPage
College of Lake County
Danville Area Community College
Elgin Community College
Frontier Community College (IECC)
Harold Washington College (CCC)
Harry S. Truman College (CCC)
Heartland Community College
Highland Community College
Illinois Central College
Illinois Valley Community College
John A. Logan College
John Wood Community College
Joliet Junior College
Kankakee Community College
Kaskaskia College
Kennedy-King College (CCC)
Kishwaukee College
Lake Land College
Lewis & Clark Community College
Lincoln Land Community College
Lincoln Trail College (IECC)
Malcolm X College (CCC)
McHenry County College
Metropolitan Community College
Moraine Valley Community College
Morton College
Oakton Community College
Olive-Harvey College (CCC)
Olney Central College (IECC)
Parkland College
Prairie State College
Rend Lake College
Richard J. Daley College (CCC)
Richland Community College
Rock Valley College
Sauk Valley Community College
Shawnee Community College
South Suburban College
Southeastern Illinois College
Southwestern Illinois College

Spoon River College
Triton College
Wabash Valley College (IECC)
Waubensee Community College
Wilber Wright College (CCC)
William Rainey Harper College

Two-Year Independent

Lexington College
MacCormac College
Midstate College
Northwestern Business College
Springfield College in Illinois
St. Augustine College
ITT Technical Institute [R]
The College of Office Technology [R]

Four-Year Public Institutions

Chicago State University
Eastern Illinois University
Illinois State University
Northeastern Illinois University
Northern Illinois University
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
University of Illinois Chicago
University of Illinois Champaign Urbana
University of Illinois Springfield
Western Illinois University
Governors State University [R]

Four-Year Independent

Aurora University
Benedictine University
Blackburn College
Bradley University
Columbia College Chicago
Concordia University
DePaul University
DeVry University, Chicago
DeVry University, DuPage