

# COMMUNITY NEEDS ASSESSMENT OF HIGHER EDUCATION FOR THE ROCKFORD AREA

*FINAL STUDY FINDINGS AND IMPLICATIONS FOR  
ENHANCING EDUCATIONAL OPPORTUNITIES*

Submitted to:

Rockford Regional Chamber of Commerce  
and Rockford Area Council of 100  
515 N. Court Street  
Rockford, IL 61103



Submitted by:



2123 Centre Pointe Boulevard  
Tallahassee, Florida 32308

March 4, 2004

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# **COMMUNITY NEEDS ASSESSMENT OF HIGHER EDUCATION FOR THE ROCKFORD AREA**

## **Final Study Findings and Implications for Enhancing Educational Opportunities**

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**Submitted to:**

**Mr. Chris Agnitsch  
Rockford Regional Chamber of Commerce  
and  
Rockford Area Council of 100  
515 N. Court Street  
Rockford, IL 61103**

**Submitted by:**



**2123 Centre Pointe Blvd.  
Tallahassee, Florida 32308-4930**

**March 4, 2004**

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## ***PREFACE***

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## **PREFACE**

The Rockford Higher Education Needs Assessment, presented in this document and its appendices, illustrates a “snapshot” in time of the perceived needs, opportunities, barriers, and interests that currently abound across the four-county region. Based on this information and our experience in other localities, we have provided a scenario of potential program need or demand for enrollments over the next five years. Though focused on baccalaureate and graduate degree program access, information was collected at all levels of higher education. This is no guarantee that all of the projections will be exact or that identified programmatic interests will not change over time.

This assessment does offer community/regional leaders identification of target program areas for consideration, as well as some order of magnitude of information about program enrollment potential, a critical component for current or potential providers. Finally, we have compiled a set of issues/factors that must also be considered in future steps to address enhanced local higher education access and utilization. We have outlined some of the initial strategies that may be most useful for the Task Force to examine as they move forward, as well as an overall model for incremental implementation of new opportunities and support for such efforts.

As the Task Force and the community at-large continue to make progress to enhance regional higher education opportunities, it should be remembered that many localities across the country have been faced with similar circumstances and needs in the past. There are many examples of successful transition to improved local higher education and training access employing a variety of models and approaches as appropriate. One thing that we have observed is that slow, steady success is usually the norm rather than an immediate major infusion of opportunities, programs, and providers. Unified and well-focused leadership and support components moving in unison toward a common goal is critical to achieving the desired higher education improvements. It appears to us that the Rockford Area does have the core components available to become one of these successful examples.

## ***ACKNOWLEDGEMENTS***

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## ACKNOWLEDGEMENTS

The planning, preparation, implementation, and compilation of a higher education needs assessment of this magnitude require great attention to detail and logistical prowess. Most assuredly, this study could not have been initiated or brought to a successful conclusion without the concerted efforts of the *Rockford Regional Chamber of Commerce* and the *Rockford Area Council of 100*. MGT wishes to thank both organizations for their support and continued cooperation throughout the life of this project. We commend the members of the *Exploratory Task Force on Public Higher Education* for their helpful insight, timely input, and continued resourceful efforts to involve business and community participation in the study. We also appreciate the guidance and counsel offered by Ryan Petty, Chamber President, as the study progressed to keep all focused on the ultimate objective—enhanced higher education opportunities for the Rockford region.

In particular, we wish to acknowledge the tireless work of Chris Agnitsch, the Chamber's Vice President for Government Affairs, who served as project liaison to MGT. His continuous drive to keep this effort on-track and maintain the momentum of the Task Force was a crucial role in completing this study. He and his staff spent many hours coordinating the local processes and providing access for MGT researchers to proceed with their work.

With the issuance of this report, MGT's work has concluded. We wish all of our newfound friends and acquaintances in the Rockford Area the best as you pursue added higher education opportunities. Please keep in mind that the easy part of this long process is done. The difference will be in the continued support, actions, and efforts of the Task Force, The Chamber, The Council of 100, the current higher education community, and the businesses and residents of the region.

## ***TASK FORCE OVERVIEW***

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## **Exploratory Task Force on Public Higher Education**

### **Mission Statement**

The Mission of the Exploratory Task Force is to provide leadership for the four county region of Winnebago, Boone, Stevenson, and Ogle counties in addressing the gap in 3rd and 4th year public higher education, leading to the baccalaureate degree and beyond. The gap impedes economic development, individual and community advancement and results in a talent drain from our region due to the out-migration of students/workforce seeking educational and career opportunities.

### **Organization Structure**

The Exploratory Task Force will be formed with the full backing and support of the Rockford Area Council of 100 and Rockford Area Chamber of Commerce, the two organizations acting jointly, as follows:

1. The Task Force itself will be comprised of private sector and public sector leaders. The Task Force may convene itself to pursue its mission and may also create and convene either or both of the following two groups, as needed, from time to time:
2. A Legislative Resource Group to be comprised of area legislators, former legislators, and persons knowledgeable about the legislative and governance processes affecting higher education; and
3. An Education Resource Group to be comprised of representatives from the region's institutions of K-12 and higher education, public and private.

### **Process**

The Exploratory Task Force will convene a series of meetings with its members designed to draw upon their expertise and perspective and to utilize the advice of participants in its two supporting Resource Groups. The Task Force may also conduct public hearings, as may be warranted from time to time. It will study the formal processes and the practical realities of higher education resource allocation decisions in Illinois and will endeavor to discover the alternatives best suited to our purposes. The Task Force will attempt to understand and articulate the needs and opportunities for public education and will endeavor to assist others to develop needs assessment information supportive of higher education for our region. The Task Force will make occasional reports to the Boards of Directors of the Chamber and Council of 100 and will coordinate with the Chairmen and President of the two organizations prior to issuing public pronouncements.

## **Avoidance of Conflict of Interest**

No person on the Task Force proper will be directly dependent for his or her livelihood on any existing or proposed educational institution, public or private. Others on the Task Force with volunteer ties to such institutions may participate but will reveal those ties at the outset of the Task Force and at any time when such ties may change during the life of the Task Force. Persons whose livelihoods are directly dependent on institutions of public or private education are encouraged to participate on the Education Resource Group described above.

### **Initial Task Force Members:**

Rockford Mayor Doug Scott (co-chair)  
Fritz Jacobi – Rockford Register Star (co-chair)  
John Lanpher – Lanpher, Shappert & Associates (co-chair)  
Robert Farrell, Robert Farrell & Associates  
Pam Fox – Hinshaw & Culbertson  
Gary Kaatz – Rockford Health System  
Bob Meuleman – AMCORE Financial  
Fran Morrissey – Staff Management  
Dick Goff – Rockford Products  
Don Mosser – John H. Camlin Insurance  
Dee Premo – Whitehead, Inc. Realtors  
Peter Provenzano – Supplycore.com  
Jeff Stewart – Trekk Cross Media Communications  
Jean Vitale – Beef-A-Roo  
Maribeth Speckman – BDO Seidman  
Frank Walter - Bank One  
Jim Pirages - Hinshaw & Culbertson  
Maureen Koteles- McDonalds of Belvidere  
Marcia Heuer – Oregon Area Chamber of Commerce  
Tom Lassandro – Belvidere Area Chamber of Commerce  
Bob Skurla – Freeport Area Economic Development

### **Staff:**

Ryan Petty, President of the Rockford Regional Chamber of Commerce and Council of 100,  
Bob Levin, Executive Director of the Rockford Area Council of 100,  
Chris Agnitsch, VP, Government Affairs, Rockford Regional Chamber of Commerce

## **1.0 INTRODUCTION AND STUDY BACKGROUND**

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## **1.0 INTRODUCTION AND STUDY BACKGROUND**

In Spring 2002, the Rockford Regional Chamber of Commerce (Chamber) and Rockford Area Council of 100 (Council of 100) jointly initiated a community-wide needs assessment of higher education. This chapter provides an introductory overview and context for this report of the needs assessment, including:

- a brief history and background of the needs assessment;
- the purpose of the study;
- a description of the study methodology; and
- an overview of the remaining chapters in this report.

### **1.1 History and Background of the Needs Assessment**

The Rockford area encompasses the four Illinois counties of Winnebago, Boone, Stephenson, and Ogle. The area includes metropolitan as well as rural communities with diverse educational needs. The Rockford area has an array of higher education offerings, provided primarily by public community colleges and private two-year and four-year colleges. Selected upper level programs are offered by public institutions from outside the area in conjunction with the community colleges.

The impetus for this study is an outcome of the belief of community leaders that there is significant demand beyond current offerings for junior and senior year baccalaureate degree offerings. Meeting the demand for baccalaureate completion is essential for the health of the Rockford economy and the well-being of the area's communities, families, and individual cities.

To address this issue, members of the Project Task Force, composed of business and community representatives from the Chamber and Council of 100, met with Illinois Board of Higher Education leadership. The Board expressed support for the community's interest in expanding access to public higher education and raising opportunities for education attainment. They encouraged the Project Task Force to

conduct a thorough assessment of the higher education needs of the community. To accomplish the assessment, the Chamber and Council of 100 contracted MGT of America, Inc., to conduct this study.

## **1.2 Study Purpose**

Interest expressed by the area business community concerning expanding the accessibility and availability of higher education programs, coupled with recognized changes in population demographics, diversification of the area's economic base, and infusion of technological advancement across all occupations framed the goals and expected outcomes for this assessment. The research was designed to:

- identify current and emerging higher education needs within the four-county region, focusing on the 3<sup>rd</sup> and 4<sup>th</sup> year and graduate degree program levels;
- gather and synthesize information on the identified needs for higher education programming to share with potential providers; and
- catalogue current forms of support that employers provide to employees seeking higher education (e.g., tuition reimbursement, educational loans, flex time, on-site classes).

The expected outcomes for the study included:

- identification of specific upper division and graduate higher education needs for five to ten years out for local employers, employees, and other Rockford area residents, and identification of the likely types of "customers" that will be served;
- identification of necessary human and financial resources, facilities, equipment, and other resources for program development and implementation that will be necessary to address the area's access needs;
- information necessary for the Rockford community and education partners to create a vision for higher education for the area over the next decade; and
- identification of best practice program options for employers to encourage and benefit from participation by employees and families.

### **1.3 Study Methodology**

The overall methodology for this community needs assessment included both quantitative and qualitative approaches to the collection and analysis of data and other information. The methodology was tailored to obtain detailed information from employers, students, community and education leaders, and other identified stakeholders in the Rockford area. Data collection methods included:

- an analysis of demographic and employment trends and projections for the Rockford area;
- a review of current higher education program offerings;
- a review of existing relevant reports and information regarding educational needs of residents, employers, and employees;
- interviews with selected representatives of local business, government, education, and community leaders; and
- surveys of local employers and students at the high school and college levels.

The primary rationale for conducting multiple, independent research activities in a community needs assessment is to provide a wide base of information from which the community may make informed decisions about future higher education opportunities. Copies of all survey instruments and interview guides are included in the appendices of this report.

### **1.4 Overview of Remaining Chapters**

This report comprises seven chapters, including this introductory chapter. The remaining chapters are as follows:

- **Chapter 2.0 – Demographic, Educational, and Economic Overview of the Rockford Area.** A portrait is provided of demographic, educational, economic, and occupational trends and projections that could impact the level of demand for higher education in the Rockford area.

- **Chapter 3.0 – Higher Education in the Rockford Area.** This chapter presents an overview of the higher education institutions offering programs in the Rockford area, including enrollments and completions.
- **Chapter 4.0 – Results of Community Leader and Employer Interviews and Survey.** Major themes and issues that emerged from the interviews with community and business leaders and the survey of businesses are presented.
- **Chapter 5.0 – Results of Education Leader Interviews and Student Surveys.** This chapter presents major themes and issues that emerged from interviews with education providers, as well as findings from the surveys of current and prospective students.
- **Chapter 6.0 – Program Demand Estimates.** Higher education program demand estimates are developed and analyzed in relation to current offerings. Annual estimates are provided for a five-year period.
- **Chapter 7.0 – Summary of Key Findings and Implications for the Rockford Area.** This final chapter of the report presents a review of key study findings as well as the implication of these findings for enhancing the presence of higher education in the Rockford area.

Additional materials and information related to this study are presented in the appendices of this report, including a list of the members of the Project Task Force.

**2.0 DEMOGRAPHIC,  
EDUCATIONAL, AND  
ECONOMIC OVERVIEW OF  
THE ROCKFORD AREA**

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## **2.0 DEMOGRAPHIC, EDUCATIONAL, AND ECONOMIC OVERVIEW OF THE ROCKFORD AREA**

This section presents an overview of demographic, educational, and economic conditions in the Rockford area as they relate to the demand and need for higher education in this area. Wherever possible, analyses are divided geographically according to each county in the Rockford area, the aggregated Rockford area, the State of Illinois, and the nation.

### **2.1 Population Trends and Projections for the Rockford Area**

An examination of the population and demographics of a region reveals the overall scale and composition of the potential market for higher educational services in that area. The total populations and demographic compositions of the Rockford area counties, Illinois, and the U.S. are depicted in Exhibit 2-1, below. We observe that Boone, Ogle, Stephenson, and Winnebago counties represent a combined population of about 420,000 persons, with more than half of these residing in Winnebago County (278,000), and the remainder divided somewhat evenly among the other three counties. This represents about 3.4 percent of the state's population.

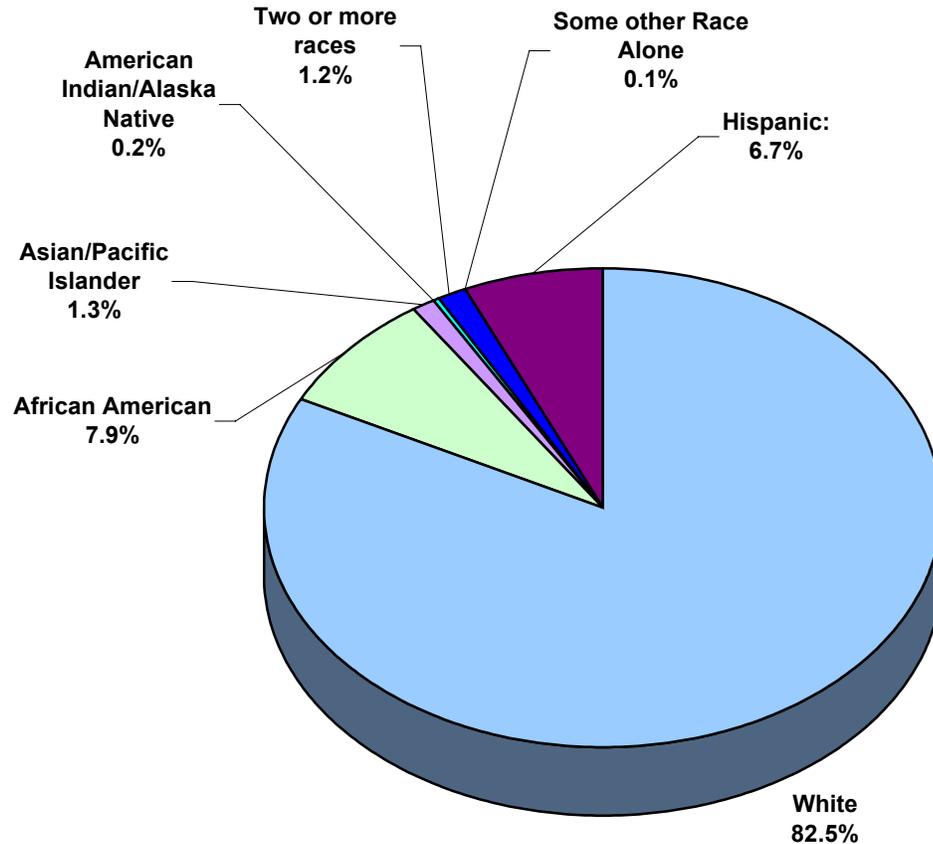
**EXHIBIT 2-1  
ROCKFORD AREA POPULATION DEMOGRAPHICS  
2000 CENSUS**

DEMOGRAPHIC	POPULATION BY REGION						
	Boone County	Ogle County	Stephenson County	Winnebago County	Service Area Total	Illinois Statewide	United States
<b>TOTAL POPULATION</b>	<b>41,786</b>	<b>51,032</b>	<b>48,979</b>	<b>278,418</b>	<b>420,215</b>	<b>12,419,293</b>	<b>281,421,906</b>
<b>BY AGE GROUP:</b>							
0 to 17 Years	12,446	14,023	12,351	73,526	112,346	3,245,451	72,293,812
18 to 24 Years	3,219	3,678	3,707	23,284	33,888	1,210,898	27,143,454
25 to 34 Years	5,551	6,103	5,813	38,437	55,904	1,811,674	39,891,724
35 to 44 Years	6,929	8,572	7,675	44,645	67,821	1,983,870	45,148,527
45 to 64 Years	9,178	11,801	11,407	63,076	95,462	2,667,375	61,952,636
65 Years and Older	4,463	6,855	8,026	35,450	54,794	1,500,025	34,991,753
<b>BY RACE/ETHNICITY:</b>							
<u>Non-Hispanic:</u>							
White	35,536	47,057	43,404	220,817	346,814	8,424,140	194,552,774
African American	352	204	3,732	29,038	33,326	1,856,152	33,947,837
Asian/Pacific Islander	206	228	346	4,795	5,575	423,032	10,476,678
American Indian/Alaska Native	86	89	63	584	822	18,232	2,068,883
Two or more races	374	369	652	3,762	5,157	153,996	467,770
Some other Race Alone	13	19	35	216	283	13,479	4,602,146
<b>Subtotal</b>	<b>36,567</b>	<b>47,966</b>	<b>48,232</b>	<b>259,212</b>	<b>391,977</b>	<b>10,889,031</b>	<b>246,116,088</b>
<u>Hispanic:</u>							
White	2,107	1,602	329	8,878	12,916	701,331	16,907,852
African American	23	20	29	279	351	20,723	710,353
Asian/Pacific Islander	7	5	10	86	108	5,181	165,155
American Indian/Alaska Native	36	34	11	213	294	12,774	407,073
Two or more races	270	173	96	1,418	1,957	81,020	2,224,082
Some other Race Alone	2,776	1,232	272	8,432	12,712	709,233	14,891,303
<b>Subtotal</b>	<b>5,219</b>	<b>3,066</b>	<b>747</b>	<b>19,206</b>	<b>28,238</b>	<b>1,530,262</b>	<b>35,305,818</b>

Source: U.S. Census Bureau, 2000 Summary File 1 (SF1), 100-Percent data, Table P-8.

The racial and ethnic distributions of the Rockford area population diverge from statewide and national proportions of minorities. The Rockford area falls below the statewide and national proportions of African American, Hispanic, and Asian populations. As depicted below in Exhibit 2-2, only about 17 percent of the Rockford area is composed of minorities, with African Americans and Hispanics representing the largest minority demographics (7.9 percent and 6.7 percent of the population, respectively).

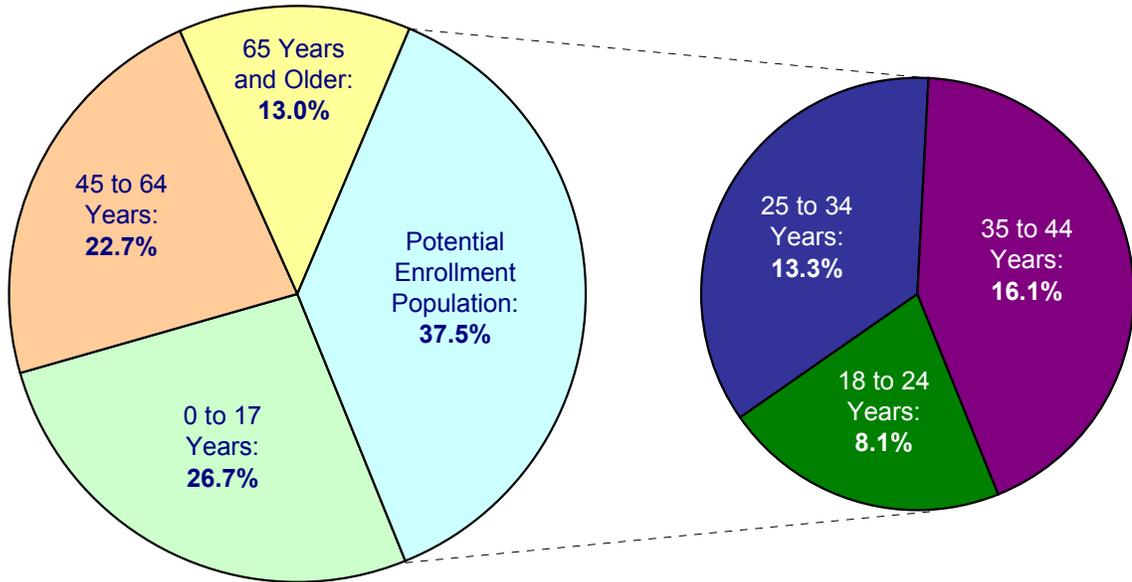
**EXHIBIT 2-2  
DISTRIBUTION OF POPULATION BY RACE/ETHNICITY  
ROCKFORD SERVICE AREA, 2000**



Source: U.S. Census Bureau, 2000 Summary File 1 (SF1), 100-Percent data, Table P-8.

The distribution of the population by age helps to isolate the portion of the population that would be most likely to pursue some form of higher education. Generally, individuals over the age of 17 and younger than 45 represent the vast majority of potential postsecondary enrollments. As depicted in Exhibit 2-3, this amounts to about 37.5 percent of the Rockford area's population, or about 158,000 persons. Of these, about 34,000 belong to the traditional college-aged group of individuals aged 18 to 24 years.

**EXHIBIT 2-3  
DISTRIBUTION OF POPULATION BY AGE  
ROCKFORD SERVICE AREA, 2000**



Source: U.S. Census Bureau, 2000 Summary File 1 (SF1), 100-Percent data, Table P-8.

Projections of population growth in the Rockford area, Illinois, and the U.S. are presented in Exhibit 2-4. It should be noted that, although these projections represent the most current available source of such information, they are based on 1990 Census data and subsequent estimates, and therefore could be subject to considerable error. The population is expected to remain fairly stable over the 2000 through 2010 period, which suggests little or no impact on demand for higher education stemming purely from population growth over this time period. The projections for 18 to 44 year olds demonstrate that a slight decline could occur in this particular demographic through 2010. However, this shift is small enough that it should have little negative impact on demand for higher educational services. In general, the projections seem to indicate

that population growth or declines should have little impact on such demand in the near future.

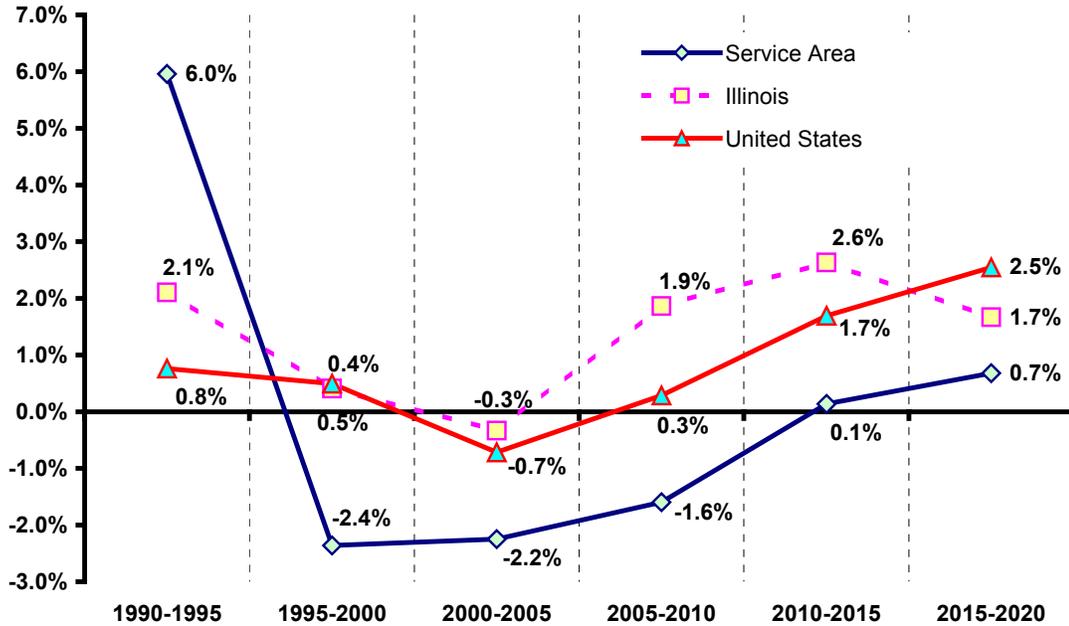
**EXHIBIT 2-4  
ROCKFORD AREA POPULATION PROJECTIONS  
TOTAL POPULATION AND 18 TO 44 YEAR OLDS  
1990 THROUGH 2020**

YEAR	POPULATION BY REGION						
	Boone County	Ogle County	Stephenson County	Winnebago County	Service Area Total	Illinois Statewide	United States
<b>TOTAL POPULATION</b>							
1990	30,806	45,957	48,052	252,913	377,728	11,430,602	249,439,000
1995	36,584	49,363	49,048	264,104	399,099	11,829,887	262,765,000
2000	36,824	49,534	49,279	269,985	405,622	12,134,354	275,306,000
2005	37,146	49,195	49,720	273,450	409,511	12,383,838	287,716,000
2010	37,100	48,648	49,965	276,888	412,601	12,690,579	299,862,000
2015	37,874	48,399	50,178	280,826	417,277	13,012,475	312,268,000
2020	38,186	48,537	50,418	286,239	423,380	13,296,804	324,927,000
<b>CHANGE</b>							
1990-2000	6,018	3,577	1,227	17,072	27,894	703,752	25,924,127
2000-2010	276	(886)	686	6,903	6,979	556,225	24,556,000
1990-2010	7,380	2,580	2,366	33,326	45,652	1,866,202	75,488,000
<b>18 TO 44 YEAR OLD POPULATION</b>							
1990	12,511	17,776	18,374	105,550	154,211	4,884,467	107,579,000
1995	15,910	20,081	18,655	108,752	163,398	4,987,304	108,397,000
2000	14,738	19,749	18,074	106,977	159,538	5,007,757	108,931,000
2005	14,206	18,745	17,844	105,156	155,951	4,991,097	108,147,000
2010	13,684	17,646	17,580	104,546	153,456	5,084,096	108,457,000
2015	13,443	17,340	17,612	105,267	153,662	5,217,970	110,291,000
2020	13,512	17,465	17,449	106,284	154,710	5,305,057	113,098,000
<b>CHANGE</b>							
1990-2000	2,227	1,973	(300)	1,427	5,327	123,290	1,352,000
2000-2010	(1,054)	(2,103)	(494)	(2,431)	(6,082)	76,339	(474,000)
1990-2010	1,001	(311)	(925)	734	499	420,590	5,519,000

Source: Census and Data User Services, Illinois State University; U.S. Census Bureau, "National Population Projections-Summary Tables"; and Illinois Department of Commerce and Community Affairs.

In Exhibit 2-5, we see that the population projections for 18 to 44 year olds in the Rockford area reflect the population shifts across the state and nation. However, growth rates for Rockford fall slightly below the growth rates for both of these broader areas.

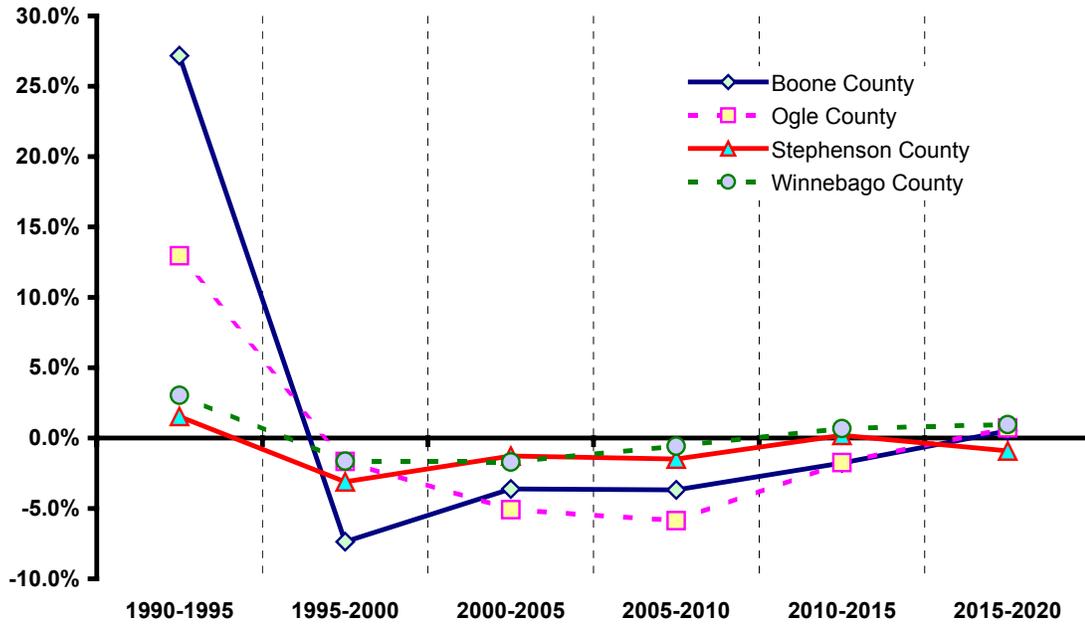
**EXHIBIT 2-5  
ACTUAL AND PROJECTED PROPORTIONATE POPULATION CHANGES  
ROCKFORD SERVICE AREA, ILLINOIS, AND THE UNITED STATES,  
18 TO 44 YEAR OLDS, 1990 THROUGH 2020**



Source: Census and Data User Services, Illinois State University; U.S. Census Bureau, "National Population Projections-Summary Tables"; and Illinois Department of Commerce and Community Affairs.

Each of the counties is expected to undergo the same modest contractions over this period. Exhibit 2-6 illustrates that the 18 to 44 year old populations in each county are expected to shrink from 1 to 3 percent over the 2000 through 2010 period. As discussed, although this represents the primary demanders of higher educational services, these declines are modest enough that they should not have significant negative impacts on enrollment demands in the area.

**EXHIBIT 2-6  
ACTUAL AND PROJECTED PROPORTIONATE POPULATION CHANGES,  
BOONE, OGLE, STEPHENSON, AND WINNEBAGO COUNTIES,  
18 TO 44 YEAR OLDS, 1990 THROUGH 2020**



Source: Census and Data User Services, Illinois State University; U.S. Census Bureau, "National Population Projections-Summary Tables"; and Illinois Department of Commerce and Community Affairs.

**2.2 Educational Trends and Projections for the Rockford Area**

The number of people in an area is not the sole determinant of demand for educational services. Various characteristics of a population can determine what proportions of persons might demand these services. One such characteristic that drives the demand for traditional enrollment is the number of high school graduates. Exhibit 2-7 depicts high school graduates for the Rockford area counties from 1997 through 2002, and for the state and nation, projected through 2010. We observe modest growth in Boone and Ogle counties over the past five years, but this growth is counteracted by declines in Stephenson and Winnebago counties. The net change in

the number of high school graduates in the area amounts to a 53-student decline. This contrasts with the growth that is observed across the state and nation, which amounts to 7.3 and 9.8 percent, respectively. The statewide and national projections indicate that this growth could be sustained, as increases in excess of 9 percent are expected for both Illinois and the U.S. over the 2002 through 2010 period.

**EXHIBIT 2-7  
TREND IN HIGH SCHOOL GRADUATES,  
ROCKFORD AREA COUNTIES AND THE UNITED STATES,  
1997 THROUGH 2010**

YEAR	HIGH SCHOOL GRADUATES						Illinois Statewide	United States
	Boone County	Ogle County	Stephens County	Winnebago County	Service Area Total			
1997	331	661	456	2,220	3,668	125,206	2,612,000	
1998	380	669	533	2,215	3,797	130,092	2,704,000	
1999	372	676	507	2,283	3,838	128,038	2,762,000	
2000	384	701	536	2,213	3,834	127,004	2,824,000	
2001	399	710	487	2,291	3,887	125,738	2,839,000	
2002	447	868	417	1,883	3,615	134,361	2,869,000	
2003						134,530	2,920,000	
2004						134,531	2,942,000	
2005						137,541	2,965,000	
2006						140,398	3,012,000	
2007						146,992	3,092,000	
2008						148,688	3,168,000	
2009						145,604	3,181,000	
2010						146,874	3,153,000	
	<b>CHANGE</b>							
1997-2002	116	207	(39)	(337)	(53)	9,155	257,000	
2002-2010						12,513	284,000	
1997-2010						21,668	541,000	

Source: U.S. Dept of Education, National Center for Education Statistics.

An area's educational attainment level provides some indication of the need and demand for educational services in a region. Exhibits 2-8 and 2-9 display the educational attainment levels in the Rockford area counties, Illinois, and the U.S. in 1990 and 2000. Dramatic changes are evident across all geographies in the numbers of individuals attaining higher educational certification. Comparatively, we observe that about 21

***Demographic, Educational, and Economic Overview of the Rockford Area***

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percent of Rockford area residents had obtained an associate degree or higher in 2000, versus almost 27 percent for the state and nation. Most of this shortfall occurs in the proportions of the population that have attained bachelor's and graduate degrees, as the Rockford area falls significantly below the state and national averages in both of these categories. This could be symptomatic of limited access to baccalaureate and/or graduate programming in the area. As a final observation, we see that among the counties in the Rockford area, Winnebago exhibits the highest attainment levels, followed by Ogle, Stephenson, and Boone.

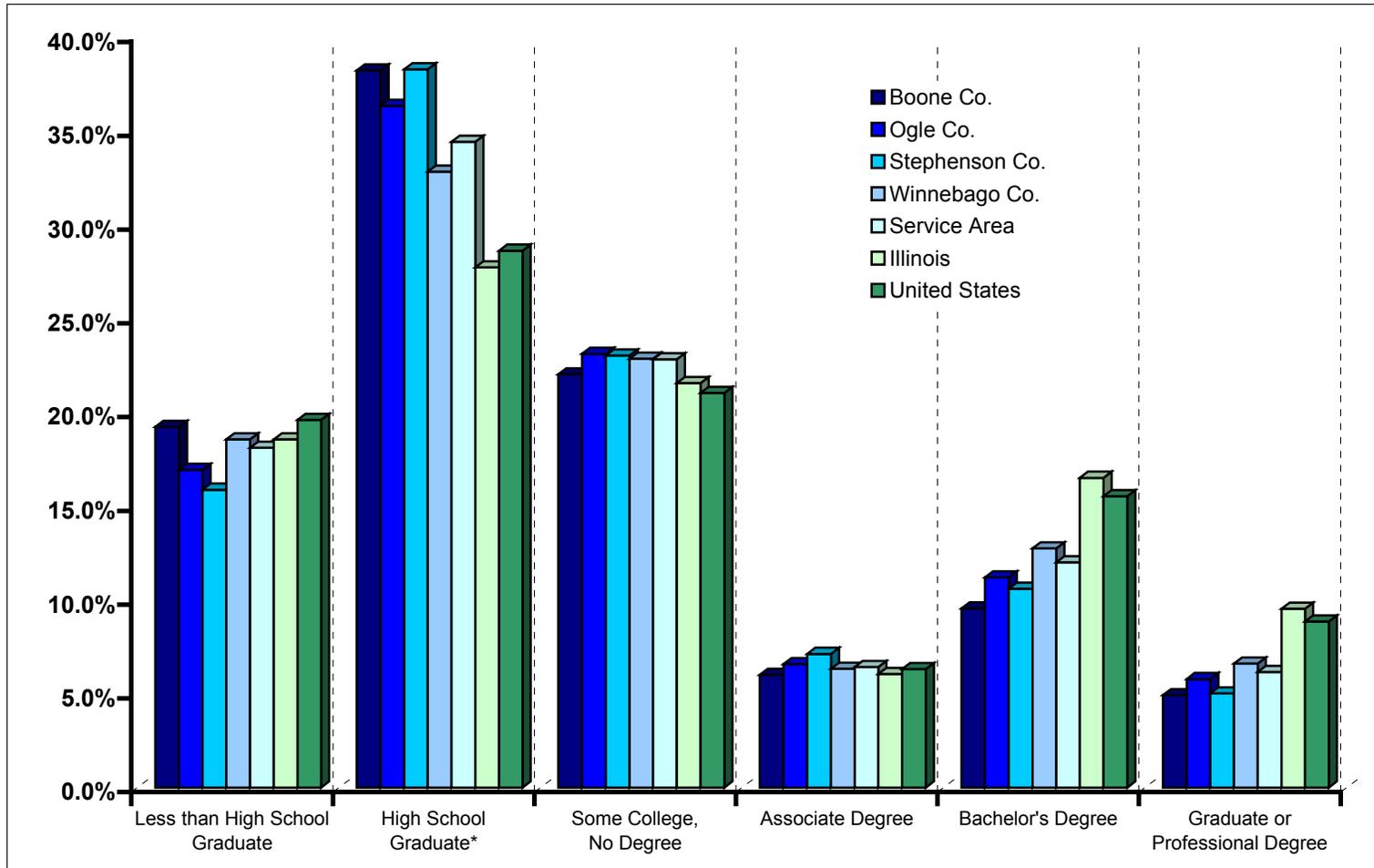
**EXHIBIT 2-8  
EDUCATIONAL ATTAINMENT LEVELS OF THE POPULATION AGED 25 YEARS AND OLDER  
ROCKFORD AREA COUNTIES, ILLINOIS, AND THE UNITED STATES, 1990 AND 2000**

DEMOGRAPHIC	EDUCATIONAL ATTAINMENT BY REGION						
	Boone County	Ogle County	Stephenson County	Winnebago County	Service Area Total	Illinois Statewide	United States
<b>1990 DATA</b>							
<b>POPULATION AGED 25 YEARS AND OLDER</b>	<b>19,272</b>	<b>29,575</b>	<b>31,555</b>	<b>163,047</b>	<b>243,449</b>	<b>7,293,930</b>	<b>158,868,436</b>
Less than High School Graduate	4,727	6,624	7,355	38,648	57,354	1,735,789	39,343,718
High School Graduate*	7,720	11,912	12,369	56,826	88,827	2,187,342	47,642,763
Some College, No Degree	3,495	5,485	5,558	30,639	45,177	1,414,555	29,779,777
Associate Degree	1,011	1,968	1,980	9,779	14,738	421,248	9,791,925
Bachelor's Degree	1,510	2,559	3,068	18,706	25,843	989,808	20,832,567
Graduate or Professional Degree	809	1,027	1,225	8,449	11,510	545,188	11,477,686
<b>2000 DATA</b>							
<b>POPULATION AGED 25 YEARS AND OLDER</b>	<b>26,061</b>	<b>33,317</b>	<b>32,851</b>	<b>181,803</b>	<b>274,032</b>	<b>7,973,671</b>	<b>182,211,639</b>
Less than High School Graduate	5,013	5,645	5,219	33,764	49,641	1,480,443	35,715,625
High School Graduate*	9,968	12,114	12,586	59,704	94,372	2,212,291	52,168,981
Some College, No Degree	5,742	7,706	7,569	41,582	62,599	1,720,386	38,351,595
Associate Degree	1,567	2,192	2,343	11,527	17,629	482,502	11,512,833
Bachelor's Degree	2,488	3,732	3,484	23,199	32,903	1,317,182	28,317,792
Graduate or Professional Degree	1,283	1,928	1,650	12,027	16,888	760,867	16,144,813
<b>%-CHANGE: 1990-2000</b>							
<b>POPULATION AGED 25 YEARS AND OLDER</b>	<b>35.2%</b>	<b>12.7%</b>	<b>4.1%</b>	<b>11.5%</b>	<b>12.6%</b>	<b>9.3%</b>	<b>14.7%</b>
Less than High School Graduate	6.1%	-14.8%	-29.0%	-12.6%	-13.4%	-14.7%	-9.2%
High School Graduate*	29.1%	1.7%	1.8%	5.1%	6.2%	1.1%	9.5%
Some College, No Degree	64.3%	40.5%	36.2%	35.7%	38.6%	21.6%	28.8%
Associate Degree	55.0%	11.4%	18.3%	17.9%	19.6%	14.5%	17.6%
Bachelor's Degree	64.8%	45.8%	13.6%	24.0%	27.3%	33.1%	35.9%
Graduate or Professional Degree	58.6%	87.7%	34.7%	42.3%	46.7%	39.6%	40.7%

Source: U.S. Census Bureau, 1990 and 2000 Censuses.

\*Includes equivalency.

**EXHIBIT 2-9  
EDUCATIONAL ATTAINMENT RATES OF THE POPULATION AGED 25 YEARS AND OLDER  
ROCKFORD AREA COUNTIES, ILLINOIS, AND THE UNITED STATES, 2000**



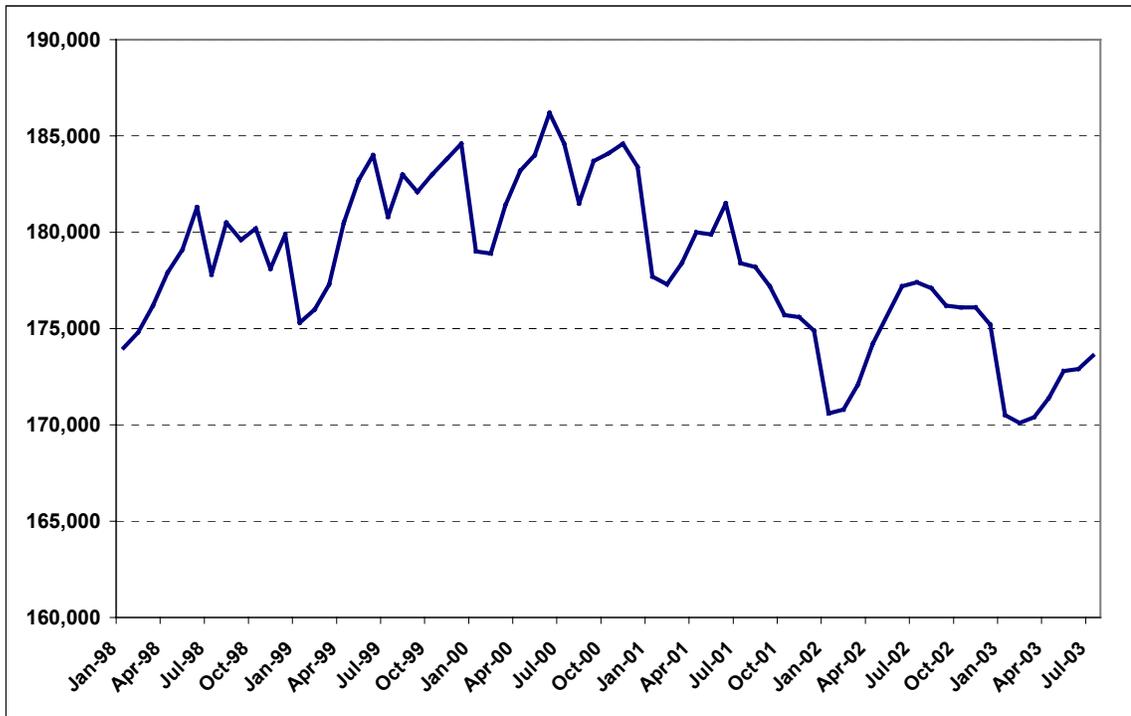
Source: U.S. Census Bureau, Census 2000.

\*Includes equivalency.

**2.3 Employment Profile and Trends in the Rockford Area**

As depicted in Exhibit 2-10, a significant downturn is apparent in the Rockford area beginning in the middle of 2000, coinciding with the nationwide recession that occurred between 2001 and 2002. Since the projections in employment utilized in this chapter rely on employment estimates generated prior to this recession, it is likely that they overestimate various employment levels. However, as the downturn is the result of a broad-based cycle in the national economy (as opposed to weaknesses in particular sectors of the local economy), the projections for the Rockford area are likely to hold some validity relative to the relative strengths and weaknesses of certain sectors.

**EXHIBIT 2-10  
MONTHLY NONFARM EMPLOYMENT TREND FOR THE ROCKFORD MSA:  
WINNEBAGO, OGLE, AND BOONE COUNTIES,  
JANUARY 1998 THROUGH JULY 2003**



Source: Illinois Department of Employment Security, LMI Source (<http://lmi.ides.state.il.us/>).

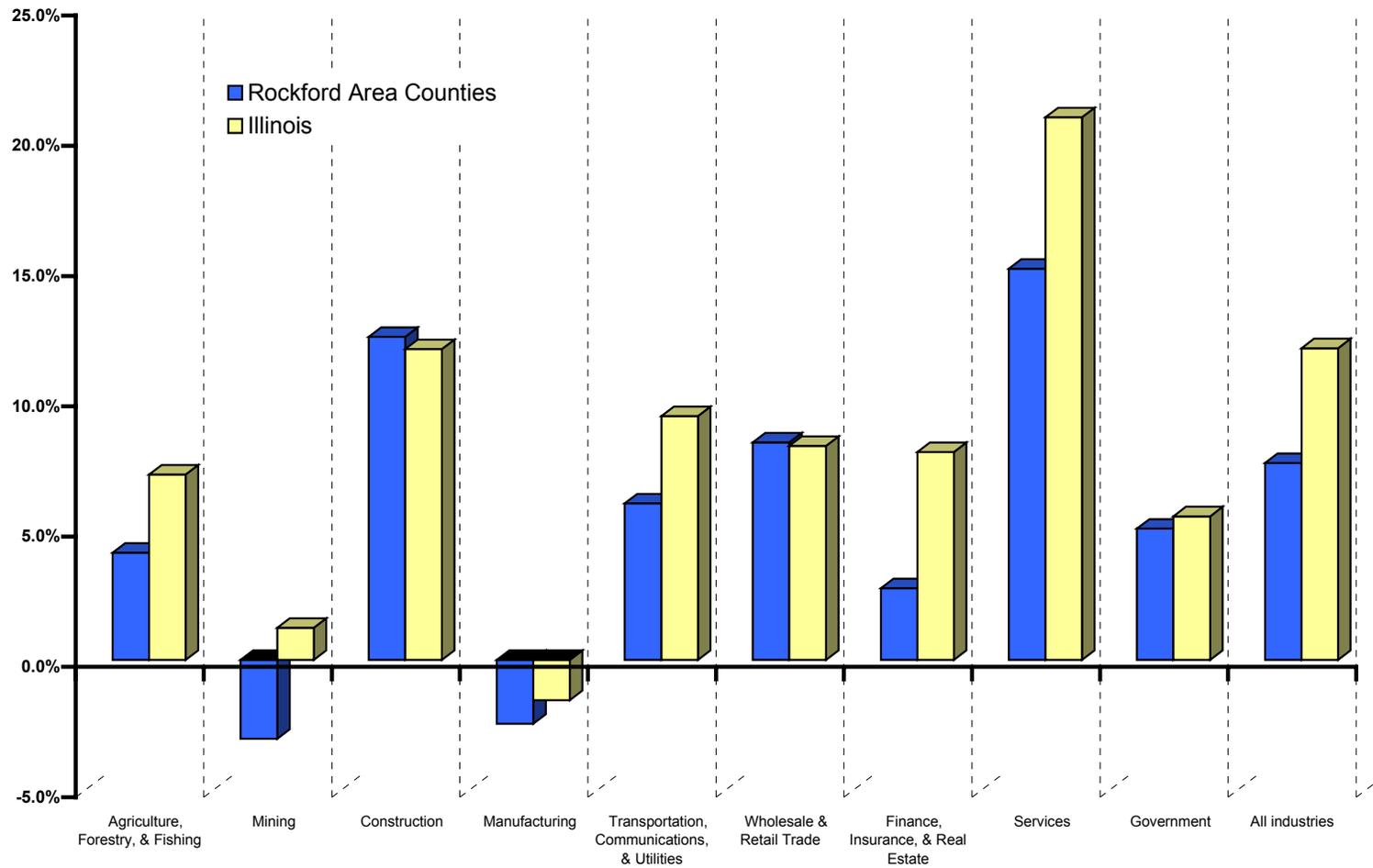
Employment projections by industry for the Rockford area and Illinois are depicted in Exhibits 2-11 and 2-12. We observe that proportionate growth in the Rockford area is projected to fall below the statewide economy in most sectors. The most absolute and proportionate local growth is observed in the services sector. Since jobs in these industries typically require higher educational certification, it might be expected that demand for postsecondary educational services could increase as these sectors expand relative to the rest of the economy. Growth also is expected in the trade and construction sectors, whereas employment in the manufacturing industry is predicted to contract.

**EXHIBIT 2-11  
EMPLOYMENT PROJECTIONS BY INDUSTRY,  
ROCKFORD AREA COUNTIES AND ILLINOIS, 2000 THROUGH 2010**

INDUSTRY	EMPLOYMENT		CHANGE	
	2000	2010	Number	Percent
<b>ROCKFORD AREA COUNTIES</b>				
Agriculture, Forestry, & Fishing	6,390	6,653	263	4.1%
Mining	66	64	(2)	-3.0%
Construction	8,929	10,036	1,107	12.4%
Manufacturing	56,779	55,384	(1,395)	-2.5%
Transportation, Communications, & Utilities	10,680	11,321	641	6.0%
Wholesale & Retail Trade	42,653	46,215	3,562	8.4%
Finance, Insurance, & Real Estate	9,373	9,631	258	2.8%
Services	79,884	91,877	11,993	15.0%
Government	8,065	8,471	406	5.0%
<b>TOTAL, ALL INDUSTRIES</b>	<b>222,819</b>	<b>239,652</b>	<b>16,833</b>	<b>7.6%</b>
<b>ILLINOIS</b>				
Agriculture, Forestry, & Fishing	156,381	167,508	11,127	7.1%
Mining	9,880	10,002	122	1.2%
Construction	266,382	298,156	31,774	11.9%
Manufacturing	943,836	929,227	(14,609)	-1.5%
Transportation, Communications, & Utilities	400,812	438,304	37,492	9.4%
Wholesale & Retail Trade	1,364,911	1,477,020	112,109	8.2%
Finance, Insurance, & Real Estate	401,154	433,158	32,004	8.0%
Services	2,671,296	3,227,728	556,432	20.8%
Government	358,734	378,502	19,768	5.5%
<b>TOTAL, ALL INDUSTRIES</b>	<b>6,573,386</b>	<b>7,359,605</b>	<b>786,219</b>	<b>12.0%</b>

Source: Illinois Department of Employment Security, LMI Source (<http://lmi.ides.state.il.us/>).

EXHIBIT 2-12  
PROJECTED PERCENT GROWTH BY INDUSTRY  
ROCKFORD AREA COUNTIES AND ILLINOIS, 2000 THROUGH 2010



Source: Illinois Department of Employment Security, LMI Source (<http://lmi.ides.state.il.us/>).

Growth in employment within particular industries is often correlated with expansion in certain occupations. In Exhibits 2-13 and 2-13, we observe the growth in employment by occupational category for the Rockford area counties and Illinois, respectively. The growth in the services industries is apparent, as many professional and technical occupational categories are projected to experience double-digit percentage growth. In the Rockford area, the largest growth is expected in the following occupational classifications:

- computer and mathematical occupations (42%);
- health care support occupations (24%);
- community and social services occupations (19.6%);
- health care practitioners and technical occupations (19.2%); and
- protective service occupations (15.6%).

The majority of jobs in several of these occupational classifications would typically entail postsecondary educational training. Even in light of the current economic downturn, these statistics suggest that the distribution of jobs is probably shifting towards jobs requiring more education and training. As such, demand for these services is likely to increase.

Key indicators released in recent weeks and months suggest that the national economy is poised for a recovery. However, the lagging component of this recovery seems to be the job market. Employers seem wary of making additional investments in human capital prior to having solid assurance that the rebound is not transitory. Eventually, firms will acquiesce to prevailing market forces and hire additional workers, provided that no further external shocks stymie the current trends. This would bolster the trends outlined above and generate further demand for educational services.

**EXHIBIT 2-13  
EMPLOYMENT PROJECTIONS BY OCCUPATIONAL CATEGORY  
ROCKFORD AREA COUNTIES, 2000 THROUGH 2010**

SOC CODE	OCCUPATION	EMPLOYMENT		CHANGE		Annual Openings	Due to:	
		2000	2010	Number	Percent		Growth	Separations
11-0000	Management Occupations	20,552	21,654	1,102	5.4%	422	110	314
13-0000	Business & Financial Operations Occupations	6,600	7,212	612	9.3%	189	61	129
15-0000	Computer & Mathematical Occupations	3,748	5,321	1,573	42.0%	195	157	37
17-0000	Architecture & Engineering Occupations	4,146	4,170	24	0.6%	98	5	93
19-0000	Life, Physical, & Social Science Occupations	1,026	1,144	118	11.5%	42	12	30
21-0000	Community & Social Services Occupations	2,825	3,378	553	19.6%	102	55	47
23-0000	Legal Occupations	924	1,015	91	9.8%	16	10	8
25-0000	Education, Training, & Library Occupations	9,932	11,483	1,551	15.6%	364	155	209
27-0000	Arts, Design, Entertainment, Sports, & Media Occupations	2,410	2,721	311	12.9%	79	32	48
29-0000	Health Care Practitioners & Technical Occupations	9,592	11,437	1,845	19.2%	385	185	200
31-0000	Health Care Support Occupations	3,988	4,946	958	24.0%	166	95	70
33-0000	Protective Service Occupations	3,062	3,540	478	15.6%	137	48	90
35-0000	Food Preparation & Serving Related Occupations	13,706	15,655	1,949	14.2%	808	195	614
37-0000	Building & Grounds Cleaning & Maintenance Occupations	6,813	7,365	552	8.1%	192	55	136
39-0000	Personal Care & Service Occupations	4,671	5,202	531	11.4%	191	52	138
41-0000	Sales & Related Occupations	19,569	20,927	1,358	6.9%	763	136	628
43-0000	Office & Administrative Support Occupations	33,464	34,162	698	2.1%	778	76	702
45-0000	Farming, Fishing, and Forestry Occupations	5,007	4,963	(44)	-0.9%	136	0	136
47-0000	Construction and Extraction Occupations	9,806	11,109	1,303	13.3%	312	131	182
49-0000	Installation, Maintenance, and Repair Occupations	8,042	8,388	346	4.3%	219	36	181
51-0000	Production Occupations	36,393	36,226	(167)	-0.5%	855	19	835
53-0000	Transportation and Material Moving Occupations	16,544	17,670	1,126	6.8%	503	113	390

Source: Illinois Department of Employment Security, LMI Source (<http://lmi.ides.state.il.us/>).

**EXHIBIT 2-14  
EMPLOYMENT PROJECTIONS BY OCCUPATIONAL CATEGORY  
ILLINOIS, 2000 THROUGH 2010**

SOC CODE	OCCUPATION	EMPLOYMENT		CHANGE		Annual Openings	Due to:	
		2000	2010	Number	Percent		Growth	Separations
11-0000	Management Occupations	574,082	633,323	59,241	10.3%	15,341	5,924	9,417
13-0000	Business & Financial Operations Occupations	257,371	299,158	41,787	16.2%	9,082	4,179	4,904
15-0000	Computer & Mathematical Occupations	139,675	212,585	72,910	52.2%	8,652	7,291	1,361
17-0000	Architecture & Engineering Occupations	103,505	111,760	8,255	8.0%	2,967	826	2,141
19-0000	Life, Physical, & Social Science Occupations	42,845	48,461	5,616	13.1%	1,769	562	1,207
21-0000	Community & Social Services Occupations	87,925	107,185	19,260	21.9%	3,393	1,926	1,467
23-0000	Legal Occupations	47,085	52,697	5,612	11.9%	950	561	389
25-0000	Education, Training, & Library Occupations	357,587	420,815	63,228	17.7%	13,903	6,323	7,581
27-0000	Arts, Design, Entertainment, Sports, & Media Occupations	92,613	106,295	13,682	14.8%	3,145	1,368	1,776
29-0000	Health Care Practitioners & Technical Occupations	290,933	349,145	58,212	20.0%	11,926	5,821	6,105
31-0000	Health Care Support Occupations	117,539	147,187	29,648	25.2%	5,062	2,965	2,098
33-0000	Protective Service Occupations	116,107	143,035	26,928	23.2%	6,090	2,693	3,398
35-0000	Food Preparation & Serving Related Occupations	425,411	481,176	55,765	13.1%	24,542	5,577	18,966
37-0000	Building & Grounds Cleaning & Maintenance Occupations	226,138	255,849	29,711	13.1%	7,529	2,971	4,558
39-0000	Personal Care & Service Occupations	157,270	178,874	21,604	13.7%	6,980	2,160	4,820
41-0000	Sales & Related Occupations	641,150	697,276	56,126	8.8%	25,929	5,613	20,316
43-0000	Office & Administrative Support Occupations	1,108,814	1,177,367	68,553	6.2%	29,963	6,855	23,107
45-0000	Farming, Fishing, and Forestry Occupations	108,484	107,288	(1,196)	-1.1%	3,023	0	3,023
47-0000	Construction and Extraction Occupations	290,169	333,189	43,020	14.8%	9,739	4,302	5,437
49-0000	Installation, Maintenance, and Repair Occupations	228,199	248,487	20,288	8.9%	7,081	2,029	5,053
51-0000	Production Occupations	672,688	704,443	31,755	4.7%	18,426	3,176	15,251
53-0000	Transportation and Material Moving Occupations	487,821	544,036	56,215	11.5%	17,359	5,622	11,738

Source: Illinois Department of Employment Security, LMI Source (<http://lmi.ides.state.il.us/>).

## **2.4 Summary of Findings**

In the analyses of the demographic, educational, and economic conditions in the Rockford area, several important characteristics were revealed:

- The total population of the area amounts to about 420,000 persons, almost 158,000 of whom fall between the ages of 18 to 44.
- A relatively small proportion of minorities resides in the area compared to state and national ratios.
- Little, if any, growth is expected for the populations in these counties.
- The numbers of high school graduates in the area have remained fairly static in recent years, though across the state and nation these numbers have grown.
- Educational attainment in the area has increased dramatically over the past ten years, but by a lesser proportion than the state and nation.
- A comparable proportion of individuals in the area holds associate degrees, as compared with the state and nation.
- Fewer individuals in this area hold bachelor's and graduate degrees than statewide and national proportions would suggest.
- Consistent with national trends, employment growth in this area has been stagnant over the past several years.
- Employment projections suggest that the trade, construction, and, particularly, the services industries will expand relative to other sectors of the local economy.
- Several occupational sectors expect significant growth in the near future, specifically including certain technical, health care-related, and social services occupational classifications.

### **3.0 HIGHER EDUCATION IN THE ROCKFORD AREA**

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### 3.0 HIGHER EDUCATION IN THE ROCKFORD AREA

This chapter presents a brief overview of the current higher education system in the Rockford area. Included are examinations of the geographic distribution, enrollment levels, degree programs, and completions at institutions in this area.

#### 3.1 Overview of Rockford Area Institutions

The Rockford area, comprised of Boone, Ogle, Stephenson, and Winnebago counties, is home to six institutions of higher education. Included are campuses of two four-year institutions, a pair of two-year colleges, a business trade school, as well as a medical education campus. These institutions and trends in their respective enrollment levels are depicted in Exhibit 3-1.

**EXHIBIT 3-1  
ROCKFORD AREA INSTITUTIONS OF HIGHER EDUCATION  
BOONE, OGLE, STEPHENSON, AND WINNEBAGO COUNTIES**

TYPE	INSTITUTION	CITY	FALL ENROLLMENT							1996-2002	
			1996	1997	1998	1999	2000	2001	2002	Num.	%
4-Yr. Public	Northern Illinois University*	DeKalb	21,609	22,082	22,473	22,843	23,248	23,783	24,948	3,339	14.4%
4-Yr. Private	Rockford College	Rockford	1,309	1,264	1,243	1,328	1,395	1,359	1,280	(29)	-1.8%
	St. Anthony College of Nursing	Rockford	80	89	86	74	71	77	91	11	12.9%
2-Yr. Public	Highland Community College	Freeport	2,536	2,603	2,504	2,493	2,595	2,541	2,514	(22)	-0.8%
	Rock Valley College	Rockford	8,027	8,188	8,254	6,352	7,699	8,542	9,016	989	10.9%
Graduate	U. of Illinois College of Medicine	Rockford	NO ENROLLMENT DATA AVAILABLE							n/a	n/a
Proprietary	Rockford Business College	Rockford	349	371	347	363	318	357	428	79	18.6%

Source: Institutions per the Illinois Board of Higher Education. Enrollment data from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), fall 1993 and fall 2002 enrollment surveys.

\*Enrollments at the Northern Illinois University-Rockford Campus are included in the totals depicted for NIU, but this institution's main campus is located in DeKalb County, adjacent to the defined Rockford area.

The main campus of Northern Illinois University (NIU) is located in DeKalb, Illinois, which is about an hour southeast of Rockford, outside of the service area formally defined for this study. However, NIU has a campus located in the City of Rockford that offers graduate programs on-site as well as joint baccalaureate programs through a

partnership with Rock Valley College. This institution, as a whole, has seen the most enrollment growth over the 1996 to 2002 period among the institutions depicted in Exhibit 3-1. Enrollments at NIU-Rockford are included in the total NIU figures in this exhibit, but represent only a small portion of the overall enrollment at this institution. Thus, this positive trend is not necessarily indicative of demand in the Rockford Area. However, Rock Valley College, a two-year institution located in the City of Rockford, also saw substantial increases, gaining 969 students over this period. This is an 11 percent increase over 1996 enrollment levels. Other than NIU, little change in enrollment is observed locally at the four-year level, possibly due to a lack of public offerings.

A further examination of NIU enrollments reveals a significant number of students originating from the Rockford area (Boone, Ogle, Stephenson, and Winnebago counties). Of about 22,000 on-campus students (those students attending the majority of classes at the main campus in DeKalb), almost 1,900 originated from the Rockford area. Although many of the students choosing to enroll at the DeKalb campus may be seeking a traditional college experience, it is possible that a lack of affordable local baccalaureate and/or graduate programming influences the number of students migrating out of the Rockford area. These NIU-main campus enrollment data are depicted in Exhibit 3-2. Undergraduates represent about 1,500 of these students (about 80 percent of total), which suggests baccalaureate level programs may be the strongest area of demand. We also observe that the distribution of enrollments from the Rockford area counties is generally reflective of their relative populations, as about two-thirds of these students originate from Winnebago County.

**EXHIBIT 3-2  
NORTHERN ILLINOIS UNIVERSITY ON-CAMPUS ENROLLMENTS  
BY COUNTY OF ORIGIN, FALL 2002**

COUNTY OF ORIGIN	ENROLLMENTS BY LEVEL			TOTAL
	Undergraduate	Graduate	Professional	
Boone	139	28	2	169
Ogle	233	69	3	305
Stephenson	135	39	1	175
Winnebago	985	216	29	1,230
<i>Subtotal, Rockford Area</i>	<i>1,492</i>	<i>352</i>	<i>35</i>	<i>1,879</i>
Other Illinois County	15,646	2,744	238	18,628
Out-of-State	516	354	56	926
Out-of-Country	233	576	0	809
<b>NIU TOTAL</b>	<b>17,887</b>	<b>4,026</b>	<b>329</b>	<b>22,242</b>

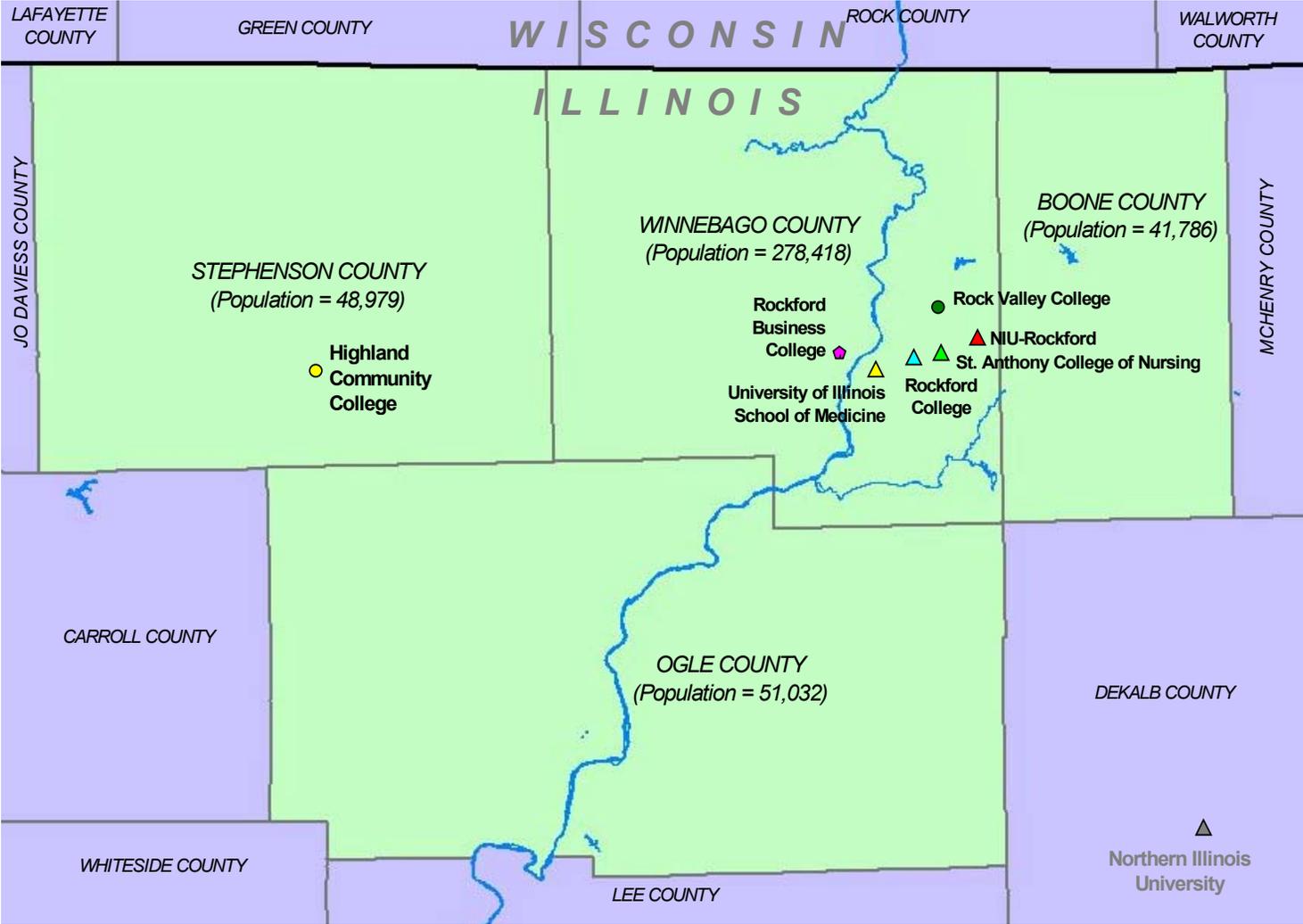
Source: Northern Illinois University, Office of Institutional Research.

The University of Illinois College of Medicine is an additional provider of postsecondary services to the Rockford area. It is a regional academic health science center that provides the 2nd through 4th years of medical education to students completing their first year of the M.D. program at the University of Illinois at Urbana-Champaign. Through cooperation with the Illinois School of Public Health (University of Illinois at Chicago), the campus also offers a course of study leading to a Master of Public Health degree. The Rockford campus is home to a number of additional programs, including the regional University Outreach and Public Service office and program sites for pharmacy and nursing.

Operating in its current capacity since 1972, the College of Medicine represents a strong connection to the medical and other health programs offered at the Urbana-Champaign and Chicago campuses of the University of Illinois. The existing human resource and facility infrastructure could serve to expand related offerings to the Rockford area through the University of Illinois if local demand is sufficient.

A map of the Rockford area and institutions' respective locales is presented as Exhibit 3-3. Most of the institutions are located within the immediate vicinity of the City of Rockford, with Highland Community College the only institution in the Rockford Area located outside of Winnebago County. As such, the residents of Boone and Ogle counties do not have any postsecondary educational institutions located within their respective counties. The main campus of Northern Illinois University is also depicted in the map, and might represent a feasible educational venue for certain residents of Boone, Ogle, or Winnebago counties.

EXHIBIT 3-3  
ROCKFORD AREA INSTITUTIONS OF HIGHER EDUCATION



Source: Institutions per the Illinois Board of Higher Education; county populations according to the 2000 Census.

### **3.2 Degree Programs and Completions**

The five postsecondary institutions located in the Rockford area offer a variety of certificate, associate, bachelor's, and graduate-level programming. Upper-level program offerings are somewhat limited in the area, however, given the absence of a large-scale, public, four-year campus. Degree completions by level at each of the local institutions for the 2001-02 academic year are depicted in Exhibits 3-4 through 3-11 at the end of this section. Due to the fact that NIU-Rockford campus completions were not available separately, total completions at all of NIU's campuses are included in these exhibits. We can surmise that only a fraction of these degrees were awarded within the defined Rockford area (that is, by the NIU-Rockford campus).

Three institutions—Highland Community College (HCC), Rock Valley College (RVC), and Rockford Business College (RBC)—offer various certificate programs (below the associate level) that can be completed in less than two years. Awards of this type were granted in the following disciplines:

- Agricultural Business and Production
- Marketing Operations/Marketing and Distribution
- Personal and Miscellaneous Services
- Engineering-Related Technologies
- Vocational Home Economics
- Construction Trades
- Mechanics and Repairers
- Precision Production Trades
- Health Professions and Related Sciences
- Business Management and Related Services.

A wide variety of associate degree programs are offered at these institutions as well. Between HCC, RVC, and RBC, associate degree programs are offered in disciplines including:

- Marketing Operations/Marketing and Distribution
- Engineering
- Engineering-Related Technologies
- Vocational Home Economics
- Law and Legal Studies

- Liberal Arts and Sciences, General Studies, and Humanities
- Multi/Interdisciplinary Studies
- Protective Services
- Public Administration and Services
- Construction Trades
- Mechanics and Repairers
- Visual and Performing Arts
- Health Professions and Related Sciences
- Business Management and Related Services.

Three institutions in the Rockford area offer baccalaureate-level educational programs: NIU-Rockford, St. Anthony College of Nursing (SACN), and Rockford College. SACN awards degrees only in nursing (an R.N. program), but NIU-Rockford offers several programs through its partnership with Rock Valley College:<sup>1</sup>

- Nursing
- General Studies
- Computer Science
- Industrial Technology
- Child Development
- Community Health
- Elementary Education.

IPEDS degree completions data reveal that Rockford College awards bachelor's degrees in the broadest range of disciplines covering:

- Computer and Information Sciences
- Education
- Foreign Languages and Literatures
- Home Economics
- English Language and Literature/Letter
- Biological Sciences/Life Sciences
- Mathematics
- Multi-Interdisciplinary Studies
- Philosophy and Religion
- Physical Sciences
- Psychology
- Social Sciences and History
- Visual and Performing Arts
- Health Professions and Related Sciences
- Business Management and Administrative Services.

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<sup>1</sup> Degree programs per the NIU-Rockford Web site.

At the graduate level, Rockford College awards master's degrees in education.

The NIU-Rockford campus offers the following graduate degree programs:

- Master of Business Administration
- Master of Science in Education, with programs in:
  - Curriculum and Instruction
  - Educational Administration
  - Reading
- Master of Science in Industrial Management.

The variety of program offerings and the geographic distribution of institutions suggest that access to associate-level educational tracks is adequate, but access to bachelor's and graduate programming might be limited. Several post-master's, doctoral, and first-professional degree programs are available at the NIU main campus in DeKalb (Exhibits 3-9 through 3-11); however, no such programs are available currently at institutions in the Rockford area. A significant population base is typically needed to generate the level of demand that would warrant graduate level programs.

**EXHIBIT 3-4  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
AWARDS OF LESS THAN ONE ACADEMIC YEAR (FEWER THAN 900 CONTACT HOURS)**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
08.0706	General Selling Skills & Sales Operations						1
<b>08</b>	<b>Marketing Operations/Marketing and Distribution</b>						<b>1</b>
15.0603	Industrial/Manufacturing Technology/Technician				4		2
15.0702	Quality Control Technology/Technician						1
15.0805	Mechanical Engineering/Mechanical Technology/Technician						2
<b>15</b>	<b>Engineering-Related Technologies</b>				<b>4</b>		<b>5</b>
20.0202	Child Care Provider/Assistant						2
<b>20</b>	<b>Vocational Home Economics</b>						<b>2</b>
46.9999	Construction Trades, Other						3
<b>46</b>	<b>Construction Trades</b>						<b>3</b>
47.0104	Computer Installer & Repairer				3		15
47.0604	Auto/Automotive Mechanic/Technician				5		
<b>47</b>	<b>Mechanics and Repairers</b>				<b>8</b>		<b>15</b>
48.0102	Architectural Drafting						1
48.0508	Welder/Welding Technologist						1
48.0599	Precision Metal Workers, Other						1
<b>48</b>	<b>Precision Production Trades</b>						<b>3</b>
51.0708	Medical Transcription				2		
51.1614	Nursing Assistant/Aide						180
<b>51</b>	<b>Health Professions and Related Sciences</b>				<b>2</b>		<b>180</b>
52.0201	Business Administration & Management, General						9
52.0204	Office Supervision & Management						3
52.0302	Accounting Technician						6
52.0404	Medical Administrative Assistant/Secretary						3
52.0407	Information Processing/Data Entry Technician						4
52.1202	Business Computer Programming/Programmer						8
52.1204	Business Systems Networking & Telecommunications						16
<b>52</b>	<b>Business Management and Administrative Services</b>						<b>49</b>
<b>99.0000</b>	<b>ALL DISCIPLINES</b>				<b>14</b>		<b>258</b>

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

**EXHIBIT 3-5**  
**ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS**  
**AWARDS OF AT LEAST ONE BUT FEWER THAN TWO YEARS (900 TO 1,799 CONTACT HOURS)**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
01.0301	Agricultural Production Workers & Managers, General				1		
<b>01</b>	<b>Agricultural Business and Production</b>				<b>1</b>		
12.0403	Cosmetologist				9		
<b>12</b>	<b>Personal and Miscellaneous Services</b>				<b>9</b>		
15.0603	Industrial/Manufacturing Technology/Technician				3		
15.0702	Quality Control Technology/Technician					1	
15.0805	Mechanical Engineering/Mechanical Technology/Technician					2	
<b>15</b>	<b>Engineering-Related Technologies</b>				<b>3</b>	<b>3</b>	
20.0202	Child Care Provider/Assistant					3	
<b>20</b>	<b>Vocational Home Economics</b>					<b>3</b>	
46.0302	Electrician					16	
<b>46</b>	<b>Construction Trades</b>					<b>16</b>	
47.0604	Auto/Automotive Mechanic/Technician					2	
47.0609	Aviation Systems & Avionics Maintenance Tech/Technician					4	
<b>47</b>	<b>Mechanics and Repairers</b>					<b>6</b>	
48.0506	Sheet Metal Worker					13	
48.0507	Tool & Die Maker/Technologist					22	
<b>48</b>	<b>Precision Production Trades</b>					<b>35</b>	
51.0708	Medical Transcription					1	3
51.0801	Medical Assistant						3
51.0909	Surgical/Operating Room Technician					6	
51.1501	Alcohol/Drug Abuse Counseling					2	
51.1613	Practical Nurse (L.P.N.)				16	16	
<b>51</b>	<b>Health Professions and Related Sciences</b>				<b>16</b>	<b>25</b>	<b>6</b>
52.0101	Business, General						1
52.0302	Accounting Technician					2	0
52.0401	Administrative Assistant/Secretarial Science, General				1	4	0
<b>52</b>	<b>Business Management and Administrative Services</b>				<b>1</b>	<b>6</b>	<b>1</b>
<b>99.0000</b>	<b>ALL DISCIPLINES</b>				<b>30</b>	<b>94</b>	<b>7</b>

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

**EXHIBIT 3-6  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
ASSOCIATE DEGREES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
08.0706	General Selling Skills & Sales Operations				1	1	
08.9999	Marketing Operations/Marketing & Distribution, Other						1
<b>08</b>	<b>Marketing Operations/Marketing and Distribution</b>				<b>1</b>	<b>1</b>	<b>1</b>
14.0101	Engineering, General				3		
<b>14</b>	<b>Engineering</b>				<b>3</b>		
15.0303	Electrical, Electronic & Comm Engineering Tech/Technician					6	
15.0603	Industrial/Manufacturing Technology/Technician				14	5	
15.0702	Quality Control Technology/Technician					4	
15.0805	Mechanical Engineering/Mechanical Technology/Technician					6	
<b>15</b>	<b>Engineering-Related Technologies</b>				<b>14</b>	<b>21</b>	
20.0202	Child Care Provider/Assistant				9	9	
<b>20</b>	<b>Vocational Home Economics</b>				<b>9</b>	<b>9</b>	
22.0103	Paralegal/Legal Assistant						16
<b>22</b>	<b>Law and Legal Studies</b>						<b>16</b>
24.0101	Liberal Arts & Sciences/Liberal Studies				96	366	
24.0102	General Studies				8	1	
<b>24</b>	<b>Liberal Arts and Sciences, General Studies and Humanities</b>				<b>104</b>	<b>367</b>	
30.0101	Biological & Physical Sciences				63	71	
<b>30</b>	<b>Multi/Interdisciplinary Studies</b>				<b>63</b>	<b>71</b>	
43.0107	Law Enforcement/Police Science					1	
43.0202	Fire Services Administration					4	
<b>43</b>	<b>Protective Services</b>					<b>5</b>	
44.9999	Public Administration & Services, Other					7	
<b>44</b>	<b>Public Administration and Services</b>					<b>7</b>	
46.9999	Construction Trades, Other					3	
<b>46</b>	<b>Construction Trades</b>					<b>3</b>	
47.0104	Computer Installer & Repairer					20	
47.0604	Auto/Automotive Mechanic/Technician				3	1	
47.0609	Aviation Systems & Avionics Maintenance Tech/Technician					16	
<b>47</b>	<b>Mechanics and Repairers</b>				<b>3</b>	<b>37</b>	

**EXHIBIT 3-6 (Continued)  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
ASSOCIATE DEGREES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
50.0401	Design & Visual Communications				8		
<b>50</b>	<b>Visual and Performing Arts</b>				<b>8</b>		
51.0708	Medical Transcription				1		1
51.0801	Medical Assistant						11
51.0908	Respiratory Therapy Technician					10	
51.1601	Nursing (R.N.Training)				12	31	
<b>51</b>	<b>Health Professions and Related Sciences</b>				<b>13</b>	<b>41</b>	<b>12</b>
52.0101	Business, General						3
52.0201	Business Administration & Management, General				29	16	
52.0299	Business Administration & Management, Other					1	
52.0302	Accounting Technician				2	9	9
52.0401	Administrative Assistant/Secretarial Science, General				5	4	0
52.0402	Executive Assistant/Secretary						2
52.0403	Legal Administrative Assistant/Secretary					1	0
52.0404	Medical Administrative Assistant/Secretary					3	0
52.0407	Information Processing/Data Entry Technician					9	0
52.0803	Banking & Financial Support Services					1	
52.1202	Business Computer Programming/Programmer				7	4	9
<b>52</b>	<b>Business Management and Administrative Services</b>				<b>43</b>	<b>48</b>	<b>23</b>
<b>99.0000</b>	<b>ALL DISCIPLINES</b>				<b>261</b>	<b>610</b>	<b>52</b>

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

**EXHIBIT 3-7  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
BACHELOR'S DEGREES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
09.0401	Journalism	60					
<b>09</b>	<b>Communications</b>	<b>60</b>					
11.0101	Computer & Information Sciences, General	176	14				
<b>11</b>	<b>Computer and Information Sciences</b>	<b>176</b>	<b>14</b>				
13.1001	Special Education, General	110					
13.1202	Elementary Teacher Education	308					
13.1204	Pre-Elementary/Early Childhood/Kindergarten Teacher Educ	30					
13.1302	Art Teacher Education	27					
13.1307	Health Teacher Education	9					
13.1314	Physical Education Teaching & Coaching	76	18				
<b>13</b>	<b>Education</b>	<b>560</b>	<b>18</b>				
14.1001	Electrical, Electronics & Communications Engineering	65					
14.1701	Industrial/Manufacturing Engineering	13					
14.1901	Mechanical Engineering	61					
<b>14</b>	<b>Engineering</b>	<b>139</b>					
15.0603	Industrial/Manufacturing Technology/Technician	34					
15.1101	Engineering Technology/Technician, General	36					
<b>15</b>	<b>Engineering-Related Technologies</b>	<b>70</b>					
16.0402	Russian Language & Literature	1					
16.0501	German Language & Literature	4	1				
16.0901	French Language & Literature	3	0				
16.0905	Spanish Language & Literature	37	4				
16.1201	Classics & Classical Languages & Literatures		2				
<b>16</b>	<b>Foreign Languages and Literatures</b>	<b>45</b>	<b>7</b>				
19.0501	Foods & Nutrition Studies, General	17					
19.0701	Individual & Family Development Studies, General	88					
19.0706	Child Growth, Care & Development Studies		65				
19.0901	Clothing/Apparel & Textile Studies	20					
<b>19</b>	<b>Home Economics, General</b>	<b>125</b>	<b>65</b>				
23.0101	English Language & Literature, General	91	14				
23.1001	Speech & Rhetorical Studies	218					
<b>23</b>	<b>English Language and Literature/Letters</b>	<b>309</b>	<b>14</b>				
24.0101	Liberal Arts & Sciences/Liberal Studies	88					
<b>24</b>	<b>Liberal Arts and Sciences, General Studies and Humanities</b>	<b>88</b>					
26.0101	Biology, General	98	9				
26.0202	Biochemistry		1				
<b>26</b>	<b>Biological Sciences/Life Sciences</b>	<b>98</b>	<b>10</b>				
27.0101	Mathematics	38	4				
<b>27</b>	<b>Mathematics</b>	<b>38</b>	<b>4</b>				

**EXHIBIT 3-7 (Continued)  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
BACHELOR'S DEGREES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
30.9999	Multi/Interdisciplinary Studies, Other			1			
<b>30</b>	<b>Multi/Interdisciplinary Studies</b>			<b>1</b>			
38.0101	Philosophy	5	4				
<b>38</b>	<b>Philosophy and Religion</b>	<b>5</b>	<b>4</b>				
40.0401	Atmospheric Sciences & Meteorology	18					
40.0501	Chemistry, General	18	6				
40.0601	Geology	3					
40.0801	Physics, General	5					
<b>40</b>	<b>Physical Sciences</b>	<b>44</b>	<b>6</b>				
42.0101	Psychology, General	115	19				
<b>42</b>	<b>Psychology</b>	<b>115</b>	<b>19</b>				
45.0101	Social Sciences, General		1				
45.0201	Anthropology	19					
45.0601	Economics, General	29	6				
45.0701	Geography	11					
45.0801	History, General	56	4				
45.1001	Political Science & Government, General	63	6				
45.1101	Sociology	108					
45.9999	Social Sciences, Other		4				
<b>45</b>	<b>Social Sciences and History</b>	<b>286</b>	<b>21</b>				
50.0501	Drama/Theater Arts, General	20	1				
50.0701	Art, General	36	9				
50.0702	Fine/Studio Arts	106					
50.0703	Art History, Criticism & Conservation	12	1				
50.0901	Music, General	35	0				
50.9999	Visual & Performing Arts, Other		2				
<b>50</b>	<b>Visual and Performing Arts</b>	<b>209</b>	<b>13</b>				
51.0201	Communication Disorders, General	45					
51.0301	Community Health Liaison	52					
51.1005	Medical Technology	24					
51.1199	Health & Medical Preparatory Programs, Other	30	0				
51.1601	Nursing (R.N.Training)	115	15	28			
<b>51</b>	<b>Health Professions and Related Sciences</b>	<b>266</b>	<b>15</b>	<b>28</b>			
52.0101	Business, General	246	51				
52.0205	Operations Management & Supervision	178					
52.0301	Accounting	145	18				
52.0801	Finance, General	130					
52.1401	Business Marketing & Marketing Management	204					
<b>52</b>	<b>Business Management and Administrative Services</b>	<b>903</b>	<b>69</b>				
<b>99.0000</b>	<b>ALL DISCIPLINES</b>	<b>3,536</b>	<b>280</b>	<b>28</b>			

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

**EXHIBIT 3-8  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
MASTER'S DEGREES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
11.0101	Computer & Information Sciences, General	57					
<b>11</b>	<b>Computer and Information Sciences</b>	<b>57</b>					
13.0301	Curriculum & Instruction	137	58				
13.0401	Education Administration & Supervision, General	116					
13.0403	Adult & Continuing Education Administration	26					
13.0499	Education Administration & Supervision, Other	10					
13.0501	Educational/Instructional Media Design	43					
13.0802	Educational Psychology	4					
13.1001	Special Education, General	73					
13.1011	Education of the Specific Learning Disabled		3				
13.1101	Counselor Education/Student Counseling & Guidance Services	37					
13.1202	Elementary Teacher Education	35	18				
13.1204	Pre-Elementary/Early Childhood/Kindergarten Teacher Educ	5					
13.1205	Secondary Teacher Education	0	5				
13.1302	Art Teacher Education	9					
13.1305	English Teacher Education		4				
13.1311	Mathematics Teacher Education		1				
13.1312	Music Teacher Education	1					
13.1314	Physical Education Teaching & Coaching	20					
13.1315	Reading Teacher Education	72	6				
13.1318	Social Studies Teacher Education		2				
<b>13</b>	<b>Education</b>	<b>588</b>	<b>97</b>				
14.1001	Electrical, Electronics & Communications Engineering	5					
14.1701	Industrial/Manufacturing Engineering	1					
14.1901	Mechanical Engineering	8					
14.3001	Engineering/Industrial Management	22					
<b>14</b>	<b>Engineering</b>	<b>36</b>					
16.0901	French Language & Literature	5					
16.0905	Spanish Language & Literature	4					
<b>16</b>	<b>Foreign Languages and Literatures</b>	<b>9</b>					
19.0503	Dietetics/Human Nutritional Services	9					
19.0701	Individual & Family Development Studies, General	16					
<b>19</b>	<b>Home Economics, General</b>	<b>25</b>					
23.0101	English Language & Literature, General	24					
23.1001	Speech & Rhetorical Studies	17					
<b>23</b>	<b>English Language and Literature/Letters</b>	<b>41</b>					
26.0101	Biology, General	16					
<b>26</b>	<b>Biological Sciences/Life Sciences</b>	<b>16</b>					

**EXHIBIT 3-8 (Continued)**  
**ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS**  
**MASTER'S DEGREES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
27.0101	Mathematics	6					
27.0501	Mathematical Statistics	8					
<b>27</b>	<b>Mathematics</b>	<b>14</b>					
31.0504	Sport & Fitness Administration/Management	1					
<b>31</b>	<b>Parks, Recreation, Leisure, and Fitness Studies</b>	<b>1</b>					
38.0101	Philosophy	5					
<b>38</b>	<b>Philosophy and Religion</b>	<b>5</b>					
40.0601	Geology	6					
40.0801	Physics, General	4					
<b>40</b>	<b>Physical Sciences</b>	<b>10</b>					
42.0101	Psychology, General	20					
<b>42</b>	<b>Psychology</b>	<b>20</b>					
44.0401	Public Administration	35					
<b>44</b>	<b>Public Administration and Services</b>	<b>35</b>					
45.0201	Anthropology	12					
45.0601	Economics, General	2					
45.0701	Geography	9					
45.0801	History, General	14					
45.1001	Political Science & Government, General	5					
45.1101	Sociology	9					
<b>45</b>	<b>Social Sciences and History</b>	<b>51</b>					
50.0501	Drama/Theater Arts, General	10					
50.0701	Art, General	7					
50.0702	Fine/Studio Arts	24					
50.0901	Music, General	34					
<b>50</b>	<b>Visual and Performing Arts</b>	<b>75</b>					
51.0201	Communication Disorders, General	56					
51.1608	Nursing Science (Post-R.N.)	38					
51.2201	Public Health, General	12					
51.2308	Physical Therapy	28					
<b>51</b>	<b>Health Professions and Related Sciences</b>	<b>134</b>					
52.0201	Business Administration & Management, General	173	17				
52.0301	Accounting	30					
52.0801	Finance, General	1					
52.1201	Management Info Systems & Bus Data Processing, General	32					
52.1601	Taxation	25					
<b>52</b>	<b>Business Management and Administrative Services</b>	<b>261</b>	<b>17</b>				
<b>99.0000</b>	<b>ALL DISCIPLINES</b>	<b>1,378</b>	<b>114</b>				

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

**EXHIBIT 3-9  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
POST-MASTER'S CERTIFICATES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
13.0401	Education Administration & Supervision, General	7					
<b>13</b>	<b>Education</b>	7					
50.0903	Music, General Performance	9					
<b>50</b>	<b>Visual and Performing Arts</b>	9					
<b>99.0000</b>	<b>ALL DISCIPLINES</b>	16					

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

**EXHIBIT 3-10  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
DOCTORATE AWARDS**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
13.0301	Curriculum & Instruction	20					
13.0401	Education Administration & Supervision, General	19					
13.0403	Adult & Continuing Education Administration	22					
13.0501	Educational/Instructional Media Design	7					
13.0802	Educational Psychology	4					
13.1101	Counselor Education/Student Counseling & Guidance Services	3					
<b>13</b>	<b>Education</b>	<b>75</b>					
23.0101	English Language & Literature, General	11					
<b>23</b>	<b>English Language and Literature/Letters</b>	<b>11</b>					
26.0101	Biology, General	4					
<b>26</b>	<b>Biological Sciences/Life Sciences</b>	<b>4</b>					
27.0101	Mathematics	6					
<b>27</b>	<b>Mathematics</b>	<b>6</b>					
40.0501	Chemistry, General	8					
40.0601	Geology	2					
<b>40</b>	<b>Physical Sciences</b>	<b>10</b>					
42.0101	Psychology, General	12					
<b>42</b>	<b>Psychology</b>	<b>12</b>					
45.0601	Economics, General	2					
45.0801	History, General	2					
45.1001	Political Science & Government, General	6					
<b>45</b>	<b>Social Sciences and History</b>	<b>10</b>					
<b>99.0000</b>	<b>ALL DISCIPLINES</b>	<b>128</b>					

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

**EXHIBIT 3-11  
ROCKFORD AREA DEGREE COMPLETIONS IN LOCAL PROGRAMS  
FIRST-PROFESSIONAL DEGREES**

CIP	TITLE	Four-Year Public	Four-Year Private		Two-Year Public		Two-Year Proprietary
		Northern Illinois University	Rockford College	St. Anthony College of Nursing	Highland Community College	Rock Valley College	Rockford Business College
22.0101	Law (L.L.B., J.D.)	82					
22		82					
99.0000	ALL DISCIPLINES	82					

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2001-02 Completions survey.

### **3.3 Conclusions**

These analyses reveal that the current collective Rockford postsecondary educational resources have some weaknesses. Five institutions are located in the area, located primarily around the City of Rockford, with Highland Community College being the only institution located outside of Winnebago County. In addition, Northern Illinois University and the University of Illinois College of Medicine have campuses in Rockford. Although an array of programs may be available at these institutions, access might be limited by geographic proximity. Placebound individuals might have to overcome considerable commute times to take advantage of a conventional program, especially at the baccalaureate and graduate degree levels, at one of these educational sites.

Another apparent deficit of the current resources appears to be upper-level educational programs. The lack of a strong presence of a public four-year campus may limit the number of programs that are available at affordable (state-subsidized) rates. More extensive programming is available through local private institutions (Rockford College and St. Anthony College of Nursing). Access to programs, restricted by either financial or limited offerings, could contribute to unmet demand for bachelor's and graduate level programming from both individuals and industry in the Rockford area. A significant number of students (almost 1,900 in Fall 2002) from the four-county area were enrolled at the main campus of Northern Illinois University in DeKalb, which suggests that local demand for baccalaureate- and graduate-level educational services exists. At least a segment of these students has been forced to migrate outside of the Rockford Area to find specific baccalaureate or graduate degree programs.

**4.0 RESULTS OF COMMUNITY  
LEADER AND EMPLOYER  
INTERVIEWS AND SURVEY**

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## **4.0 RESULTS OF COMMUNITY LEADER AND EMPLOYER INTERVIEWS AND SURVEY**

Interviews with employers and community leaders along with a survey of area employers were key research activities of the higher education needs assessment.

Findings from these efforts are presented in this chapter as follows:

- methodology and data sources;
- major themes from community leader and employer interviews;
- employer survey results; and
- a summary of key findings.

### **4.1 Overview of Methodology and Data Sources**

Data sources for this stage of the assessment included structured interviews with employers and community leaders along with a mailed survey to a sample of area employers. Rockford project representations provided a list of key employers and community leaders, from which MGT scheduled 25 telephone interviews. The following major topic areas were addressed:

- economic outlook in the Rockford area;
- occupational hiring and growth trends;
- assessment of higher education access and opportunities in the Rockford area;
- unmet demand for higher education programs in the Rockford area; and
- other higher education issues and concerns.

Interviews were conducted during May and June 2003. Copies of the interview guides are included in Appendix A, and a list of interviewees is provided in Appendix B.

Paper copies of the survey for area employers were disseminated to 600 businesses obtained from Survey Sampling, Inc. (SSI). SSI is a reputable company that specializes in sampling sources for a variety of survey interest areas. A varied sample of mid-size and large employers was selected from each of the following counties: Boone  
*MGT of America, Inc.*

County (36 employers), Ogle County (50 employers), Stephenson County (61 employers), and Winnebago County (453 employers). The initial sample size of 500 was increased to 600 in order to account for any incorrect mailing addresses. Only employers who had ten or more employees were included in the sample for each county.

Employers were asked to complete the survey during May and June 2003. Twenty-four surveys were returned for incorrect addresses, and 67 surveys were completed and returned through fax or regular mail. Considering the initial group contacted, the rate of return for the employer surveys was 11.6 percent.

## **4.2 Major Themes from Interviews**

Major themes identified from interviews with employers, community leaders, and educators are described in the following sections.

### **4.2.1 Economic Outlook in the Rockford Area**

At first glance, the economic outlook of the Rockford area is somewhat discouraging due to the downturn of traditional manufacturing industries that were the mainstay of the local economy for decades. Several interviewees pointed out that due to reliance on traditional manufacturing, the Rockford area is positioned to be the first to enter a national economic recession and last to emerge. Many employers reported minimal or uncertain hiring projections for the coming years. Those areas anticipating active hiring needs include health care and some skilled manufacturing in anticipation of large-scale retirements of skilled workers in the coming years. Recent teacher layoffs in area schools were reported, yet some specialty areas remain in demand—e.g., math, science, reading, and foreign language. Although there is a general oversupply of K-12 teachers, it is believed that hiring needs in this field will likely resume in coming years in response to increasing retirements of teachers and administrators.

In spite of these dire economic circumstances, including double digit unemployment and the loss of 10,000 manufacturing jobs last year, several interviewees pointed out promising economic potential and developments. The economic challenges and potential of the Rockford area, as conveyed by employer and community leader interviewees, are listed below.

**Challenges**

- Overall, hiring trends are flat with the exception of some fields such as health care and skilled trades (several employers are in a staff reduction mode).
- There is a general oversupply of K-12 teachers with layoffs occurring in some districts. Openings still exist for math, science, reading, and foreign language instructors.
- A sizable contingent of displaced manufacturing workers need to upgrade their skills in order to compete for jobs within newly emerging industries.
- Badly needed state and federal dislocated worker funds are in jeopardy due to budget cuts.
- Highly skilled workers in some specialties have difficulty finding jobs in the current Rockford market (e.g., one interviewee mentioned that electrical engineers and computer scientists have difficulty finding jobs). In spite of the challenges inherent in this current job market, interviewees noted the likely potential demand for these skilled workers as economic growth recovers.

**Potential**

- The area offers a wonderful quality of life (parks and aesthetics) and low cost of living.
- Some areas of manufacturing such as biotechnology and tool manufacturing are starting to recover.
- The area is a logistics center, boasting the 23<sup>rd</sup> largest air freight hub in the nation, an intermodal rail hub soon to come on line, and strategic and convenient interstate highway access.
- Efforts are under way to recruit a defense production project with related industries and research to develop and produce a light-weight military fighting vehicle.

- Two of the three area hospitals are expanding, which intensifies an already strong need for health care workers at all levels, particularly in nursing.
- Collaborative marketing efforts and related development of manufacturing segments and assemblers are occurring along the I-39 corridor.
- National and international markets for commercialization of an abundant product of the area—soybean specialties (e.g., diesel fuel, ethanol, hydrogen, and ink products)—are being developed.
- National and international markets for commercialization of agricultural waste products (e.g., producing ethanol and hydrogen) are being developed.
- An agricultural technology park that involves collaborative research, incubation space, and commercialization space for emerging agricultural technology industries is under development.
- Efforts are under way to bring a unique version of micro-manufacturing to the area.

#### ***4.2.2 Occupational Hiring and Growth Trends***

Interviewees identified the following occupational areas as exhibiting potential demand:

- all areas of health care—particularly nursing, diagnostic imaging, laboratory technology, and pharmacy;
- police and fire services;
- accounting and finance;
- skilled trades, particularly construction;
- math, science, reading, and foreign language teachers;
- K-12 administrators in some districts;
- transportation/distribution support (air and rail); and
- executive administrative assistants.

The following vocational areas specific to the Ogle County area were identified:

- engineering (mostly civil with some mechanical and electrical);
- computer technicians;
- K-12 school teachers;

- logistics technologists;
- economic development planning; and
- advanced computer science.

#### **4.2.3 Assessment of Higher Education Access and Opportunities in the Rockford Area**

Interviewees described the offerings of primarily two-year degrees through Rock Valley College (RVC) as excellent, but expressed concern about the lack of four-year degree programming by a public university. Many interviewees complimented the Northern Illinois University/RVC partnership as a positive step while indicating the five baccalaureate programs offered through this arrangement do not sufficiently address the extent of four-year programming needs.

Employers reported that higher education participation levels, among their employees, typically range between 5 and 20 percent. The overwhelming majority of employers offer at least partial tuition reimbursement and other incentives such as flex time and possible promotion for degree completion. One employer—Rockford city government—reported the need to reduce the employee tuition reimbursement cap due to budget constraints.

Other concerns expressed by interviewees with regard to higher education access and opportunities included the following.

- Cost is a major barrier for employees, particularly those without access to tuition reimbursement benefits.
- In general, course scheduling is too rigid and limited, especially with upper division programs (more evening and weekend classes are needed).

- The higher education community needs to initiate stronger relationships and interaction with the business community and offer stronger response to economic development concerns of the business community.
- The commuting distance to quality business and engineering degree programming is a major concern.

#### **4.2.4 Unmet Demand for Higher Education Programs in the Rockford Area**

An analysis of demand based on all research activities is provided in a later chapter of this report; however, interviewee perceptions of unmet demand for higher education programming in the Rockford area are listed below.

##### **Noncredit Offerings**

- Executive Development programs for health care entities

##### **Associate Degree/Certificate Programs**

- Apprenticeship programs leading to certification of manufacturing-related equipment operators
- Automotive Technology
- Graphic arts

##### **Bachelor's Degree Programs**

- Accounting and finance
- Business
- Engineering: civil, mechanical, and electrical
- Logistics management
- Municipal planning
- Secondary education, primarily math and science

##### **Graduate and Professional Degree Programs**

- Advanced levels of radiation and ultrasound technology
- Business
- Computer Science
- Echocardiogram Technology
- Engineering: civil, mechanical, and electrical
- Information Technology

- Management Information Systems
- Nuclear Medicine (Diagnostics)
- Nursing
- Pharmacy
- Reading Instruction Certification in response to *No Child Left Behind* legislation

#### **4.2.5 Other Higher Education Concerns and Issues**

Some additional concerns and issues were raised by interviewees. Many expressed concern about the condition of K-12 education in the Rockford area. Also, some commented that, reflecting in part the effect of the economic recession, current job openings for individuals holding bachelor's degrees are scarce in the area. Other suggestions and concerns included:

- Tuition levels at private institutions pose a major financial barrier to participation that could be mitigated by a stronger public university presence.
- The higher education community should employ more aggressive marketing and promotion in pursuit of greater visibility within the community.
- Public/private partnerships need to be established to support education needs in the community (e.g., public libraries that double as high demand meeting and conference centers).
- Increased collaboration among area institutions is needed to expand four-year degree programming.
- The higher education community should join forces with the business community to more effectively lobby the state Legislature for increased funding support for the needs and concerns of the Rockford area.
- The area has a longstanding manufacturing culture where good paying jobs were available without college preparation, which impeded the expansion of higher education.

Interviewees mentioned several possible solutions to address the need for a university presence and expand offerings of four-year and graduate degree programs in the Rockford area, including:

- a branch campus of the University of Illinois;
- expansion of the branch campus of NIU;
- increased collaboration with Rockford College in support of expanded programming and course scheduling options;
- expansion of Rock Valley College to four-year status; or
- establishment of a University Center consortium consisting of program offerings of several colleges and universities (e.g., Lake County Higher Education Center), which might eventually transition to a distinct branch campus.

### **4.3 Results from Employer Survey**

Employers in the Rockford and Freeport areas were surveyed regarding their higher education needs and resources. This feedback is invaluable to ensuring accessibility to higher education programs and courses and can assist in guiding programming in the Rockford and Freeport areas that is responsive to the needs of current and prospective students. Survey analysis is discussed in the following sections in terms of current and future education and training needs.

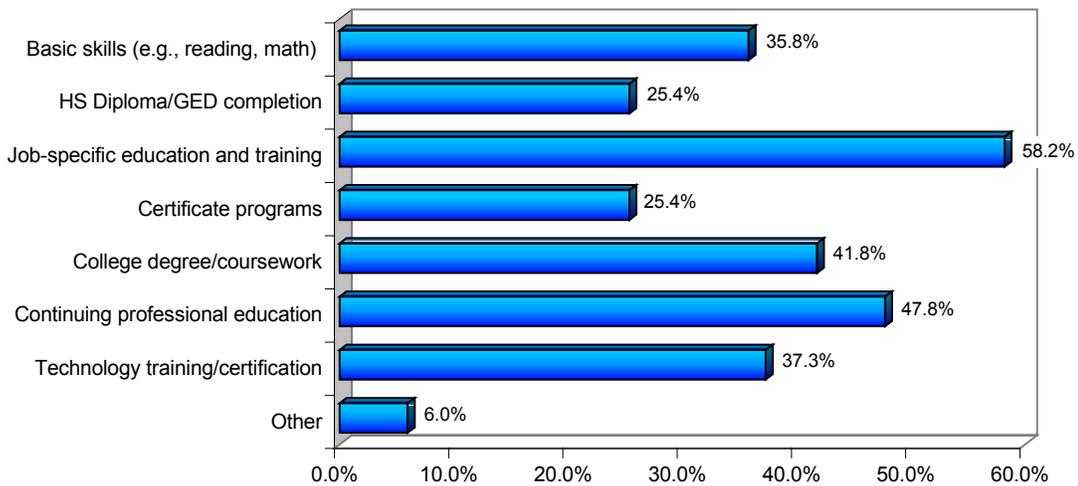
#### **4.3.1 Current Employee Training**

Employers were asked questions regarding their current employee education and training needs. This section provides information related to fields and degrees in which current employees will need education over the next five years, factors influencing an employer's decision to provide training for employees, incentives to encourage employee participation in education activities, barriers to participation in higher education, and preferred methods of course delivery.

In terms of the types of educational or training activities most needed by employees, job-specific training and education was rated the highest, with 58.2 percent of respondents selecting this option. Continuing professional education, college degree and/or coursework, and technology training/certification were other types of activities that employers considered necessary for their employees (Exhibit 4-1).

The majority of respondents (77.6%) stated that education and training programs involving their employees were provided by in-house company trainers. Sixty-six percent of employers stated that these programs were offered by educational institutions or training organizations, and 21 percent through distance learning or telecommunications. Of those employers who selected company trainers, the majority (51.9%) stated that this was something they preferred to do themselves, rather than have a college or university perform this function.

**EXHIBIT 4-1  
TYPES OF EDUCATIONAL OR TRAINING ACTIVITIES MOST  
NEEDED BY EMPLOYEES**



Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

Employers were asked about the specific fields and degrees in which their current employees needed education and training over the next five years (Exhibit 4-2). In

general, the areas that received the most interest from employers were business (193 responses), fine arts/liberal arts (98 responses), engineering (80 responses), health professions (64 responses), education (58 responses), and social sciences (54 responses). Specifically, in terms of degree level, business and fine arts/liberal arts (16 percent each) were rated the most needed at the associate degree or certification level. Business was the most crucial need at both the bachelor's and graduate degree levels, with 34.8 percent and 18.8 percent, respectively. Business also was selected as most needed in terms of continuing education courses with 19 percent of employers choosing this field. Engineering was the second most frequently selected field for bachelor's degrees. Graduate level fields selected included fine arts/liberal arts, education, and social sciences.

Cost of instruction (86.6%); convenience, such as location or time (68.7%); and quality of instruction (52.2%) were factors that employers felt would weigh most heavily in the decision as to how to provide education and training to employees over the next five years. Two other factors that some employers felt were important included the ability and availability of a higher education institution to provide the needed education and training (31.3%) and the employer's technological capacity (20.9%).

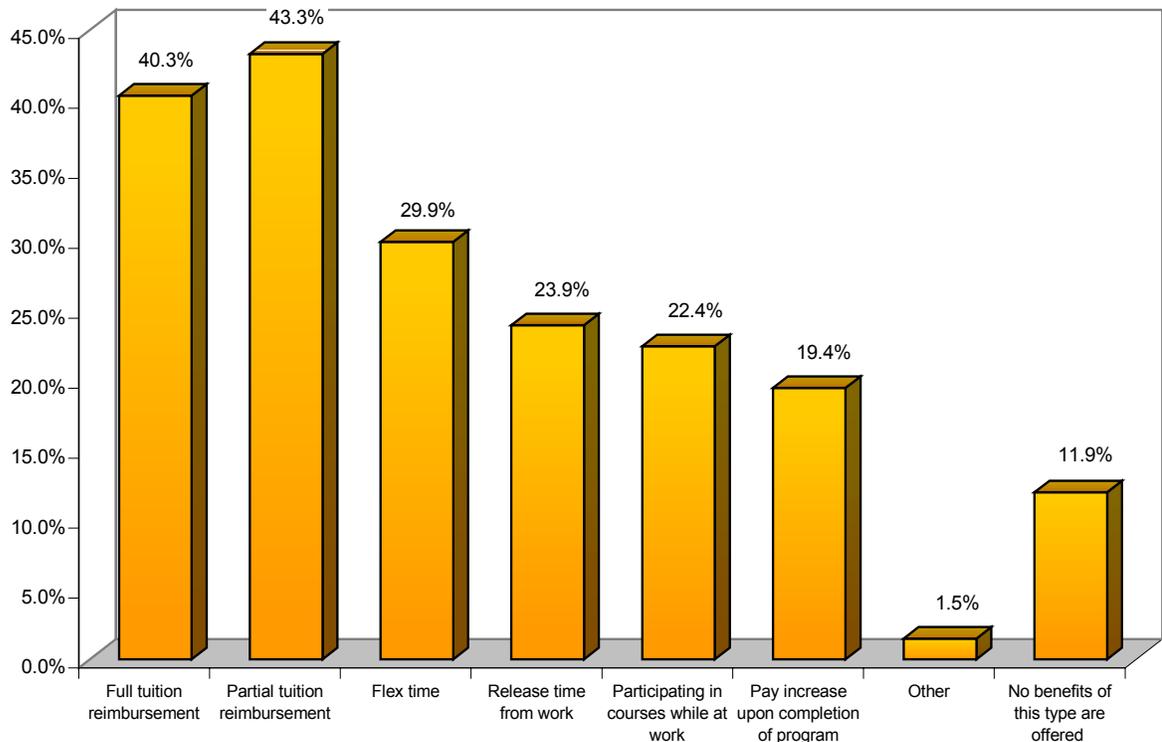
**EXHIBIT 4-2  
FIELDS AND DEGREES  
NEEDED BY CURRENT EMPLOYEES  
OVER THE NEXT FIVE YEARS**

Field	Associate Degree or Certification		Bachelor's Degree		Graduate		Continuing Education	
	#	%	#	%	#	%	#	%
Agricultural Sciences	2	1.6%	-	-	1	0.6%	6	1.6%
Architecture & Related Programs	1	0.8%	-	-	1	0.6%	2	0.5%
Aviation	-	-	-	-	-	-	-	-
Business	20	16.0%	70	34.8%	30	18.8%	73	19.0%
Communications	5	4.0%	8	4.0%	3	1.9%	17	4.4%
Computer & Information Sciences	3	2.4%	6	3.0%	2	1.3%	16	4.2%
Construction Trades (e.g., Carpentry, Welding)	2	1.6%	-	-	-	-	1	0.3%
Cosmetology	-	-	-	-	-	-	-	-
Criminology/Law	1	0.8%	3	1.5%	4	2.5%	5	1.3%
Education	3	2.4%	12	6.0%	23	14.4%	20	5.2%
Engineering	16	12.8%	30	14.9%	9	5.6%	25	6.5%
Fine Arts/Liberal Arts	20	16.0%	14	7.0%	28	17.5%	36	9.4%
Health Professions	11	8.8%	18	9.0%	11	6.9%	24	6.3%
Human Sciences	2	1.6%	4	2.0%	7	4.4%	11	2.9%
Leadership Skills	5	4.0%	5	2.5%	3	1.9%	24	6.3%
Manufacturing/Production	4	3.2%	4	2.0%	2	1.3%	12	3.1%
Mechanics, Repairers, & Technicians (e.g., Automotive, Electrical)	3	2.4%	-	-	-	-	3	0.8%
Military	-	-	-	-	-	-	-	-
Natural & Physical Sciences	2	1.6%	4	2.0%	5	3.1%	10	2.6%
Presentation Skills	3	2.4%	1	0.5%	1	0.6%	13	3.4%
Recreation, Park, Hospitality, & Tourism	-	-	1	0.5%	-	-	1	0.3%
Social Sciences	3	2.4%	11	5.5%	20	12.5%	20	5.2%
Supervision Skills	7	5.6%	4	2.0%	-	-	22	5.7%
Teamwork Skills	6	4.8%	4	2.0%	-	-	17	4.4%
Visual & Performing Arts	-	-	-	-	8	5.0%	12	3.1%
Writing Skills	5	4.0%	2	1.0%	2	1.3%	13	3.4%
Other	1	0.8%	-	-	-	-	1	0.3%
<b>Total</b>	<b>125</b>	<b>100.0%</b>	<b>201</b>	<b>100.0%</b>	<b>160</b>	<b>100.0%</b>	<b>384</b>	<b>100.0%</b>

Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

Exhibit 4-3 details the incentives employers offered to employees to encourage participation in higher education programs. Many employers offered full tuition reimbursement (43.3%) or partial tuition reimbursement (40.3%). Flex time, release time from work, and the ability to participate in courses while at work were offered by between 20 and 30 percent of employers. Nearly 12 percent of employers did not offer any benefits to encourage participation in education programs.

**EXHIBIT 4-3  
TYPES OF INCENTIVES PROVIDED TO ENCOURAGE EMPLOYEE  
PARTICIPATION IN HIGHER EDUCATION PROGRAMS**



Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

Employers were provided with a list of barriers that could deter their employees from participating in higher education programs in the Rockford and Freeport areas. Employers chose lack of time (83.3%) and cost (82.2%) as most likely or somewhat likely to be barriers (Exhibit 4-4). The demands of family responsibilities also were identified as a barrier. The limited availability of higher education programming (50.8%) and inflexible course delivery methods (47.4%) were selected by approximately one-half of the employers as likely to be impediments to higher education participation in the region.

**EXHIBIT 4-4  
BARRIERS THAT ARE LIKELY TO PREVENT EMPLOYEES  
FROM PARTICIPATING IN HIGHER EDUCATION PROGRAMS IN THE ROCKFORD  
AND FREEPORT AREAS**

<b>Barriers</b>	<b>Most Likely</b>	<b>Somewhat Likely</b>	<b>Not Too Likely</b>	<b>Not At All Likely</b>
Limited higher education programming available in the region	16.9%	33.9%	22.0%	27.1%
Cost	40.3%	41.9%	11.3%	6.5%
Locations of desired programs are not convenient to work/home	16.4%	47.5%	23.0%	13.1%
Inflexible scheduling of courses/programs	17.7%	51.6%	27.4%	3.2%
Inflexible course delivery methods	12.3%	35.1%	40.4%	12.3%
Lack of time	35.0%	48.3%	13.3%	3.3%
Other	100.0%	0.0%	0.0%	0.0%

Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

Most of the course delivery methods were considered acceptable to employers, with no single method significantly preferred over any other (Exhibit 4-5). In general, however, traditional classroom instruction and Web-based courses were preferred over other instructional methods.

**EXHIBIT 4-5  
EMPLOYERS' PREFERRED METHOD OF HIGHER EDUCATION  
COURSE DELIVERY**

Methods of Course Delivery	Preferable		Acceptable		Not Desirable	
	Count	Percentage	Count	Percentage	Count	Percentage
Off-site traditional classroom instruction at an educational institution	15	24.2%	38	61.3%	9	14.5%
On-site traditional classroom instruction	15	24.6%	33	54.1%	13	21.3%
On-site instruction via the Internet (Web-based courses)	6	9.8%	43	70.5%	12	19.7%
On-site instruction via interactive videoconferencing (two-way video)	3	5.0%	33	55.0%	24	40.0%
Videotaped instruction	3	5.1%	28	47.5%	28	47.5%
CD-ROM instruction	3	5.1%	34	57.6%	22	37.3%
Other	2	100.0%	0	0.0%	0	0.0%

Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

**4.3.2 Future Education and Training Needs**

This section describes employer responses to questions regarding the types of education, training, and degrees that will be needed by employees hired in the next five years. The responses are in terms of the actual number of individuals employers anticipate hiring, whether due to growth, replacement from turnover/retirement, or other reasons. Exhibit 4-6 displays the specific fields and degree levels from which employers anticipate hiring employees over the next five years along with the anticipated number of hires.

**EXHIBIT 4-6  
NUMBER OF INDIVIDUALS BY FIELD AND DEGREE LEVEL FROM WHICH  
EMPLOYERS ANTICIPATE HIRING OVER THE NEXT FIVE YEARS**

Field	Associate Degree or Certification	Bachelor's Degree	Graduate Degree	Continuing Education	Total
Agricultural Sciences	3	0	0	0	3
Architecture & Related Programs	0	2	0	0	2
Business	67	338	28	826	1259
Clerical	18	3	4	275	300
Communications	0	8	0	0	8
Computer & Information Sciences	0	16	2	0	18
Construction Trades (e.g., Carpentry, Welding)	3	10	0	2	15
Criminology/Law	2	0	0	4	6
Education	0	693	459	0	1152
Engineering	10	92	1	0	103
Fine Arts/Liberal Arts	2	10	9	1	22
Health Professions	203	113	3	325	644
Human Sciences	0	88	76	81	245
Leadership Skills	15	28	0	2	45
Maintenance	18	3	4	275	300
Manufacturing/Production	15	28	0	2	45
Mechanics, Repairers, & Technicians (e.g., Automotive, Electrical)	10	0	0	2	12
Natural & Physical Sciences	0	21	1	0	22
Presentation Skills	7	0	0	0	7
Recreation, Park, Hospitality, & Tourism	0	6	1	0	7
Social Sciences	184	174	57	825	1240
Supervision Skills	10	3	0	3	16
Teamwork Skills	6	0	0	3	9
Visual & Performing Arts	0	5	1	0	6
Writing Skills	4	1	0	0	5

Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

The estimates for the other fields show that continuing education classes were most in demand for a total of 2,899 individuals that employers anticipate hiring. This was followed by bachelor degrees (1,622 individuals), graduate degrees (648 individuals), and associate degrees (567 individuals).

The field of business received the most substantial response from employers in terms of future hiring demand, regardless of degree, with employers estimating that they would hire approximately 1,259 individuals over the next five years. Most employers preferred their potential employees in this field to have some form of continuing education (65.6 percent of potential employees) or a bachelor's degree in business (26.8 percent of potential employees).

**Results of Community Leader and Employer Interviews and Surveys**

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Other fields that received a high number of employer responses included education personnel (demand of 1,152 persons, preference of 60.2 percent of potential employees having bachelor’s degrees and the remainder with graduate degrees); social sciences (demand of 1,242 persons across all degree levels); and health professions (demand of 644 persons, most commonly for continuing education, an associate degree or certification, or bachelor’s degree). Fields receiving a medium number of employer responses included clerical and maintenance personnel (continuing education for both), as well as human sciences fields at the bachelor’s and graduate degree levels and continuing education.

Business degrees and types are provided in greater detail in Exhibit 4-7, which shows a preference for general management (demand of 473 individuals, preference of potential employees having some form of continuing education or bachelor’s degrees). Overall, employers estimated they would hire 1,259 business people over the next five years, 366 of whom will hold a bachelor’s degree or higher.

**EXHIBIT 4-7  
NUMBER OF INDIVIDUALS BY BUSINESS FIELD AND DEGREE LEVEL  
EMPLOYERS ANTICIPATE HIRING IN TOTAL OVER THE NEXT FIVE YEARS**

Field	Associate Degree or Certification	Bachelor’s Degree	Graduate Degree	Continuing Education
<b>Business</b>				
Accounting	11	53	5	275
Finance	3	9	3	0
Hospitality Administration	0	0	0	0
Information & Management Sciences	5	11	2	275
International Relations	0	0	0	0
Management (General)	7	177	13	276
Marketing & Sales	41	87	5	0
Risk Management/Insurance & Real Estate	0	1	0	0

Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

Social science degrees and types are provided in greater detail in Exhibit 4-8, which shows a preference for psychology (demand of 814 individuals, preference of 65.7 percent of potential employees having some form of continuing education). Overall, employers estimated they would hire 1,240 social science people over the next five years, 231 of whom will hold a bachelor’s degree or higher.

**EXHIBIT 4-8  
NUMBER OF INDIVIDUALS BY SOCIAL SCIENCE FIELD AND DEGREE LEVEL  
EMPLOYERS ANTICIPATE HIRING IN TOTAL OVER THE NEXT FIVE YEARS**

Field	Associate Degree or Certification	Bachelor’s Degree	Graduate Degree	Continuing Education
<b>Social Sciences</b>				
Anthropology	0	0	0	0
Economics	0	0	0	0
Geography	0	1	0	0
Political Science	0	0	0	0
Psychology (General)/Counseling	63	53	19	275
Psychology (Child)	60	49	20	275
Sociology/Social Work	61	71	18	275
Urban & Regional Planning	0	0	0	0

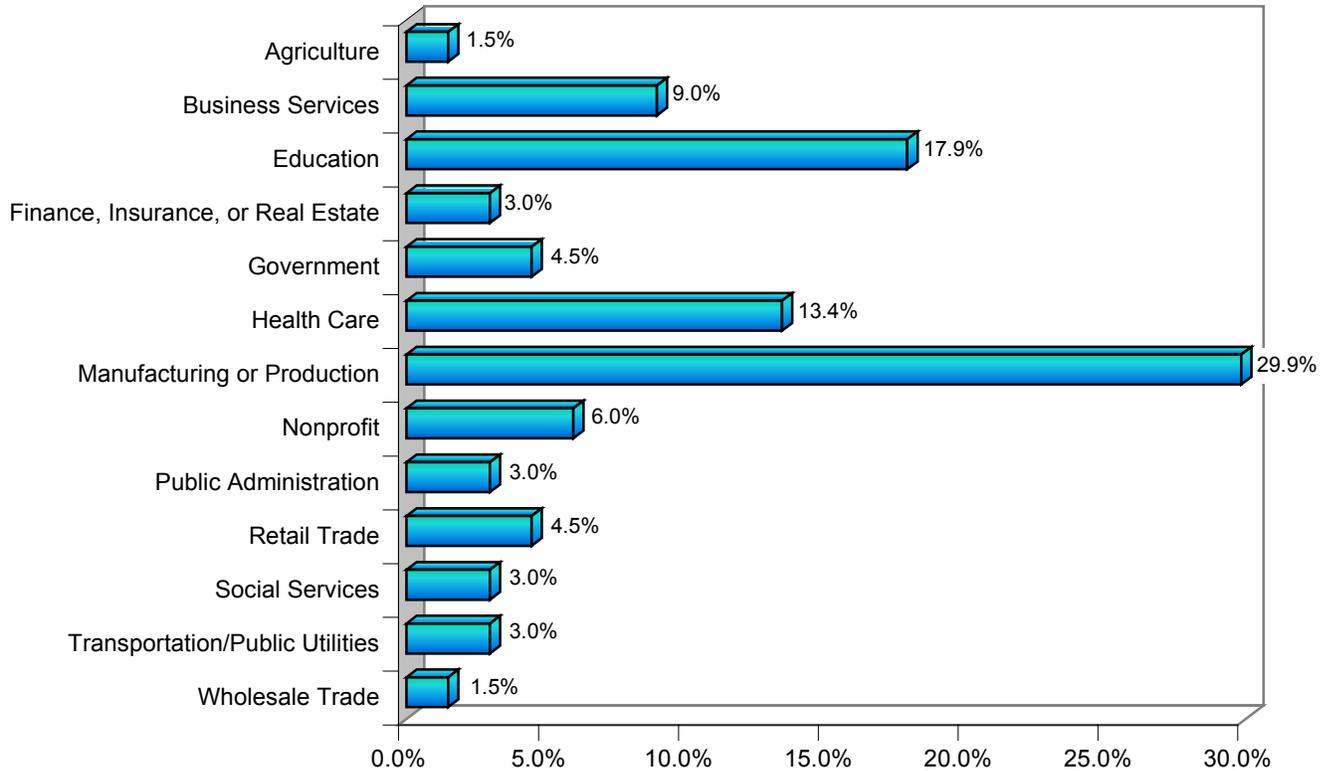
Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

Fields in which employers indicated they would hire ten or fewer individuals included agriculture, architecture, communications, criminology/law, and recreation/hospitality/tourism.

**4.3.2 Classifying Information**

The majority of employer respondents were from the manufacturing or production (29.9%), education (17.9%) and health care (13.4%) sectors, as reflected in Exhibit 4-9.

**EXHIBIT 4-9  
BUSINESS/INDUSTRY SECTOR THAT BEST DESCRIBES RESPONDING  
EMPLOYERS' COMPANY/ORGANIZATION**



Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

Employers ranged in size from 10 or fewer to 501 or greater employees as shown in Exhibit 4-10. In general, there were slightly more employers who indicated potential growth in their organization over the next five years (56.7%) than those who expected to have no growth (43.3%). Employers with 11-100 employees and with 101-500 employees anticipated more potential growth (63% and 66%, respectively) over the next five years than businesses with fewer than 10 or greater than 500 employees.

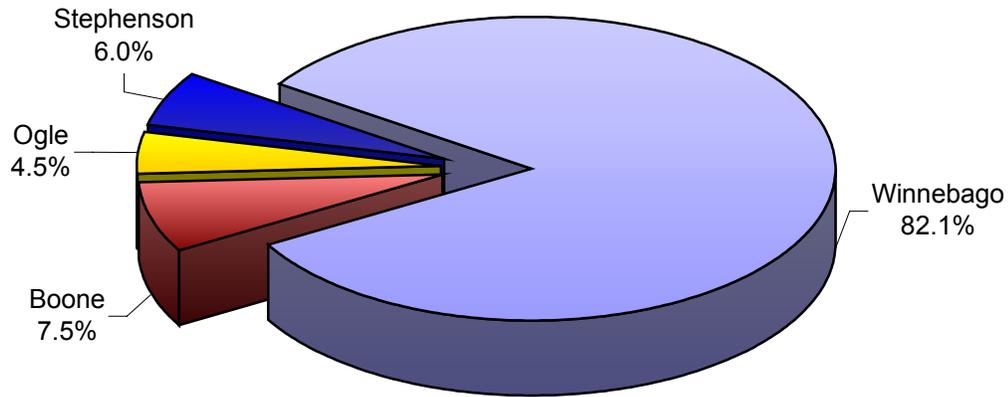
**EXHIBIT 4-10  
RESPONDING EMPLOYERS' SIZE AND BUSINESS/INDUSTRY SECTOR BY  
EXPECTED GROWTH PATTERNS OVER THE NEXT FIVE YEARS**

Employer Size	Business/Industry	No Growth	Growth	Total
10 or fewer	Education	2		2
	Government	1		1
	Manufacturing or Production	1		1
	<b>Total</b>	<b>4</b>	<b>0</b>	<b>4</b>
11-100	Agriculture		1	1
	Business Services	1	3	4
	Education	4	2	6
	Health Care	1	4	5
	Finance, Insurance, or Real Estate		1	1
	Manufacturing or Production	2	4	6
	Nonprofit	1	1	2
	Retail Trade	1		1
	Transportation and Public Utilities		1	1
	<b>Total</b>	<b>10</b>	<b>17</b>	<b>27</b>
101-500	Business Services		2	2
	Education	1	1	2
	Government	1	1	2
	Health Care	1	1	2
	Finance, Insurance, or Real Estate		1	1
	Manufacturing or Production	4	7	11
	Nonprofit	1	1	2
	Retail Trade		1	1
	Transportation and Public Utilities		1	1
	Wholesale Trade		1	1
	Social Services	1	1	2
	<b>Total</b>	<b>9</b>	<b>18</b>	<b>27</b>
501 or greater	Education		2	2
	Health Care	2		2
	Manufacturing or Production	2		2
	Public Administration	2		2
	Retail Trade		1	1
<b>Total</b>	<b>6</b>	<b>3</b>	<b>9</b>	

Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

The primary location of the local operation of each of the organizations responding to the survey is visually displayed in Exhibit 4-11. The vast majority (82.1%) of responding employers were located in Winnebago County.

**EXHIBIT 4-11  
CITY OF PRIMARY LOCATION OF LOCAL OPERATION OF RESPONDING  
EMPLOYERS' BUSINESS/ORGANIZATION**



Source: Rockford Regional Chamber of Commerce and Rockford Area Council of 100 Assessment of the Higher Education Needs of the Rockford and Freeport Areas, Survey of Area Employers.

#### **4.4 Summary**

This higher education needs assessment included interviews with employers and community leaders, as well as surveys conducted on employers of the Rockford and Freeport areas regarding their current and future employee education and training needs. The following are items of interest from the interviews and survey analysis that merit further consideration.

##### **Interview Findings**

- Despite being hard hit by recent economic trends, interviewees noted initial signs of economic recovery for some areas of manufacturing such as biotechnology and tool manufacturing. They also noted that the Rockford area serves as a logistics center, boasting the 23<sup>rd</sup> largest air freight hub in the nation, an intermodal rail hub soon to come on line, and strategic and convenient interstate highway access.
- Interviewees stated that some demand for new employees will occur due to anticipated large-scale retirements of skilled workers and K-12 teachers in the coming years.
- National and international markets are emerging for commercialization of soybean specialties and agricultural waste products. An agricultural technology park that involves collaborative

research, incubation space, and commercialization space for emerging agricultural technology industries is under development.

- Interviewees stated that overall hiring trends are flat with the exception of some areas such as health care and skilled trades. Although a general oversupply of K-12 teachers exists, openings remain for math, science, reading, and linguistics instructors. Other areas with potential demand for workers included police and fire services, accounting and finance, skilled trades (particularly construction), and transportation and distribution support.
- In general, interviewees spoke positively about higher education programs that currently are available in the Rockford area in terms of providing quality education and serving the community. The main concern among interviewees is the lack of a complete array of options or program offerings in the Rockford area. Interviewees stated that program offerings for two-year degrees were excellent, but expressed concern about the lack of four-year degree programming by a public university. Interviewees cited the RVC/Northern Illinois University partnership as a positive initial step in addressing this need. Interviewees suggested increased collaboration among area institutions to expand four-year degree programming.
- Interviewees noted insufficient offerings or a void in a number of programmatic areas: accounting, finance, and business; information technology and management information systems; engineering (civil, mechanical, and electrical); logistics management; municipal planning; health professions; and selected education programs.
- Employers reported employee participation levels in higher education programs ranging between 5 to 20 percent of the workforce. The majority of employers interviewed offer at least partial tuition reimbursement and other incentives such as flex time to encourage participation.
- Interviewees identified cost as a major barrier for employees, particularly those without tuition reimbursement benefits. Other barriers were identified as inflexible course scheduling and commuting distances to available programs.
- Many interviewees expressed that the lack of upper level programs offered at public tuition rates by a four-year institution limit access to baccalaureate education for many community members.
- Interviewees expressed an interest in a stronger public university presence in order to offer a broader array of programs, extend financial access through public tuition levels, establish a research base in the community, support emerging economic development trends, and enhance the general quality of life in the community.

**Survey Findings**

- Several interviewees pointed out potential for growth in areas such as health care professions and commercialization of agricultural waste products that would require skilled workers.
- The majority of education and training programs for current employees were provided in-house by company trainers with some participation by external educational institutions or training organizations.
- Surveyed employers were most interested in job-specific training for their current employees. Continuing professional education, college degree and/or coursework, and technology training/certification were educational activities in which many employers also indicated a significant interest.
- The primary fields of study in which most surveyed employers believed their current employees would need education and training over the next five years included business, computer and information sciences, fine arts/liberal arts, engineering, health professions, education, and social sciences.
- Employers indicated that current employees need continuing education and training, baccalaureate, and graduate training over the next five years in business, computer and information sciences, education, health, and social sciences. Associate degrees and certificate training were identified less strongly, but in general for the same fields. Employers also expressed interest for continuing education in skill areas such as writing, teamwork, supervision, and leadership.
- Factors that most employers felt would affect decisions on providing education and training to employees over the next five years included cost of instruction, convenience, and quality of instruction. Two other factors included the ability and availability of a higher education institution to provide the needed education and training and the employer's technological capacity.
- The majority of employers offered some type of incentive to their employees to encourage participation in higher education, with both full and partial tuition reimbursement, flex time, release time from work, and the ability to participate in courses while at work as the primary incentives offered.
- Lack of time and cost were cited as most likely or somewhat likely to be barriers in preventing employees from participating in higher education programs in the Rockford area.
- Business emerged as the primary field for future hiring demand, as indicated by anticipated demand estimates from employers over the next five years. Other fields that received a significant number of

anticipated hiring demands included education, engineering, social sciences, and health professions.

- In general, there were more employers who indicated potential growth in their organization over the next five years than those who expected to have no growth, especially for businesses with 11 to 500 employees.

**5.0 RESULTS OF EDUCATION  
LEADER INTERVIEWS AND  
STUDENT SURVEYS**

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## **5.0 RESULTS OF EDUCATION LEADER INTERVIEWS AND STUDENT SURVEYS**

Data gathering activities included interviews with education leaders and surveys of area students. Findings from these efforts are presented in this chapter as follows:

- methodology and data sources;
- major themes from education leader interviews;
- current college student survey results;
- prospective student survey results; and
- a summary of key findings.

### **5.1 Overview of Methodology and Data Sources**

Data sources for this component of the assessment included structured interviews with education leaders along with surveys of area high school and postsecondary students. MGT scheduled nine interviews from a list of area educators provided by Rockford Chamber of Commerce project representatives. The list was composed of mostly higher education leaders, although one county chief K-12 education officer was included. All interviews were conducted by telephone. The following major topic areas were addressed:

- education opportunities and access;
- partnerships and collaboration;
- barriers and impediments to postsecondary education;
- higher education needs and concerns; and
- future plans and potential.

Interviews were conducted during May and June of 2003. Copies of the interview guides are included in Appendix A, and a list of interviewees is provided in Appendix B.

Several institutions in the Rockford area were invited to participate in the survey for currently enrolled college and university students, including Rock Valley College, Rockford College, and Highland Community College. MGT sent paper surveys to each school, where they were distributed to students for completion in a variety of classes

from June through August 2003. In total, 760 surveys were received and included in the final analysis.

Additionally, MGT conducted a survey of prospective college students. Sixteen high schools were provided with paper surveys to be completed by students in their senior year of school. High schools were identified by the Rockford Area Chamber of Commerce and were chosen based on factors such as public/private status, student population size, and location (i.e., county), in order to obtain a varied sample. Surveys were completed between May and June 2003. A total of 582 surveys were received from 11 high schools, providing a 66.5 percent response rate.

## **5.2 Major Themes from Education Leader Interviews**

Each education leader was asked a series of questions related to education in the Rockford and Freeport areas. Their comments are summarized in the following sections.

### **5.2.1 Education Opportunities and Access**

During this research activity, we interviewed college presidents, deans, or program directors involved with many local higher education offerings. A summary of opportunities available at each institution represented by the interviewees follows.

#### **University of Illinois College of Medicine:**

Academic programming includes: a Master of Science in Nursing, a Master of Public Health, Family/Rural Medicine Residency (50 per class placed at 23 hospitals across the region), and a proposed Master of Science in Biotechnology slated to come on line in September 2004. Addition of the M.S. in Biotechnology is based on interest among current students of the college, interest at neighboring institutions, and interest among those working in the industry. Although Northwestern University offers a Ph.D. program in Biotechnology, a master's program is not available elsewhere in the state.

#### **Saint Anthony College of Nursing:**

The current enrollment of 106 students is expected to grow to 130. Of graduates, 90 percent enter practice directly and 10 percent go to graduate school. The college recruits within a 75-mile radius of Rockford and enrolls many nontraditional aged second-career students. Both daytime and evening/weekend BSN tracks are available and can be completed in two and one-half years. Also, a fast-track program is available for those

matriculants already possessing a bachelor's degree. Scholarships and loans are readily available, and efforts are under way to endow additional scholarships.

**Rock Valley College:**

RVC comprises four instruction sites in addition to the main campus. The college provides extension course delivery at 20 to 50 additional sites and includes 16,000 degree students with a total student population of 45,000, including all certificate and CE programs. Each campus is IT connected. Enrollments have grown 3 to 11 percent each year over the past four years. The College offers 23 associate level degrees, including accounting, business administration, computers and information systems, and electronic engineering technology. Five skilled trades apprenticeship programs are offered, as well as 70 certificate programs, including business functions, health care, human services, skilled trades, and others. Through collaboration with NIU, five full-time bachelor's degree programs are offered on site. Also, through collaboration with Judson College, five bachelor degree programs are offered at the Elgin Campus.

**Rockford College:**

Rockford College enrolls upwards of 1,600 students in liberal arts and preprofessional programs. Bachelor's degree programming includes social sciences, English, elementary and secondary education (largest program), business, and finance. Alternative certification for teachers is a growing program area. Of 600 master's degree students, 450 are pursuing the M.A. in Education (involves eight instruction sites around the state) and 150 are pursuing the M.B.A. The student body includes 50 international students.

**NIU Rockford Campus:**

The NIU instruction site is the regional public university presence in Rockford. NIU has an active history of offering off-campus courses and degree programs at locations other than the main campus in DeKalb, Illinois. Graduate degree programs offered at the Rockford site include the M.B.A. and M.S. in education; undergraduate programs include nursing, general studies, computer science, industrial technology, child development, community health, and elementary education. Also, on-site courses for school teachers in the Rockford area are provided.

**Judson College-Rockford Extension Site:**

This extension site offers adult and continuing education, including accelerated bachelor's degrees. Programs include education, human services, business administration, criminal justice administration, and human resources management. An information technology management cohort program of 20-25 students is being added. In addition, various liberal arts programs are offered. The main campus of Judson College, a Christian-affiliated institution, is located in Elgin, Illinois, and serves primarily the traditional student market.

**Beloit College:**

This private liberal arts college is located 20 miles north of Rockford and attracts students from 44 states (11 percent of the student population includes international students). The College draws 24 percent of its student body from Illinois, including consistent enrollments from the Rockford area. Enrollments are expected to grow to around 1,200 in fall 2003, which will be the highest ever and maximum capacity. The College does not offer graduate degrees. The most popular degree programs include

biology, anthropology, psychology, and engineering. Some interdisciplinary majors are offered as well.

**Highland Community College:**

HCC is located 35 miles west of Rockford and serves a mostly rural district covering four counties. Enrollments are on an upward trend, with a 12 percent increase projected for summer 2003 and a 17 percent increase projected for fall 2003. Students planning to transfer to upper division programs comprise about 65 percent of the student body. A major focus of the College is providing adult education that includes technical occupational programming offered in conjunction with the local business institute, comprising 30 employers.

**5.2.2 Partnerships and Collaboration**

Community leaders suggested that increased partnering and collaboration between area institutions is needed in order to better address higher education needs of the area. Education leaders provided several examples of collaborative efforts that are occurring and that could be expanded according to some of the commentary. These included:

- Rock Valley College is involved in the following collaborative efforts:
  - articulation agreements with Rockford College;
  - five baccalaureate programs in partnership with NIU; and
  - five baccalaureate programs in partnership with Judson College.
- Beloit College has established collaborative agreements with other institutions to offer three/two programs in engineering and nursing.
- Some baccalaureate programs are offered at Highland Community College through collaboration with Columbia College.

**5.2.3 Barriers and Impediments to Postsecondary Education**

Education leaders mentioned several barriers and impediments to higher education access in the Rockford area. The group uniformly expressed the need to strengthen K-12 education to produce more high school graduates prepared to pursue college degrees. Education attainment deficiencies in the area were described as more complex than just the absence of four-year degrees. One interviewee noted that the community lacks a critical mass of potential students possessing prerequisite

requirements for potential demand programs in engineering, business, and computer science (NIU has had difficulty sustaining enrollments in computer science and industrial technology programs). Several mentioned the lack of priority placed on higher education in the community, which has a history of manufacturing jobs that did not require college degrees.

Other barriers to participation mentioned by education leaders included:

- tuition costs at private institutions;
- an insufficient portion of employers that provide tuition reimbursement;
- the perception that NIU's branch campus is not convenient in terms of scheduling and location;
- the perception that area institutions maintain traditional academic calendars that do not address the needs of working adults in terms of timing and scheduling; and
- some area K-12 teachers and administrators preferring to obtain advanced degrees from regional institutions such as the University of Wisconsin.

#### **5.2.4 Education Needs and Concerns**

As described by higher education leaders, the Rockford area possesses higher education resources and potential, but much of it is perceived as ad hoc, lacking cohesion, vision, and clear direction. Some interviewees suggested that with closer collaboration among public and private institutions, more integrated and coordinated approaches to higher education that are in step with economic development concerns of the business community could be formed. Others cited the need for a community higher education strategic action plan.

Higher education leaders generally perceive a collaborative higher education center as the most feasible model for offering near-term expanded programming, particularly addressing needs for additional baccalaureate degree offerings and choices.

Interviewees recognized the cost and time span required for developing a research university and suggested establishment of public/private research centers, as part of university extensions, as the best alternative to a research university. Other needs and concerns according to educators included the following:

- flexible scheduling of courses (availability and accessibility are key issues as there is a considerable number of potential working adult students and individuals in the community close to finishing their bachelor's degree who need schedule accommodation of evening and weekend classes to encourage completion);
- expanded certificate program options;
- more professional development opportunities;
- regional collaboration between area institutions to take advantage of combined purchasing power;
- continuation of the Health Services Education Grant (an allocation of state funds appropriated to the Illinois Board of Higher Education to provide financial assistance to Illinois nonpublic institutions that offer health education programs) which is key to the funding of private health care professions preparation institutions;
- increased involvement and financial support from the business community;
- specific program gaps/needs identified by education leaders included:
  - graduate programs in computer science and engineering;
  - undergraduate business, accounting, information technology, computer science, and education;
  - doctoral programs in general;
  - more vocational technical programs such as automotive technology; and
  - graphic arts.

### **5.2.5 Future Plans and Potential**

Some interviewees noted the unrealized potential in enhancing higher education opportunities that would interface with emerging developments of the area's economy. Interviewees stated that to facilitate higher education that supports emerging economic development, community leadership must step forward to provide clear vision and direction. Some examples of future plans and objectives of area institutions that could be built upon include:

- The University of Illinois College of Medicine is seeking to establish a model for rural medicine and is working with the National Center for Rural Health for funding of \$24 million to establish a National Center for Rural Medicine Research.
- Rockford College seeks to establish a stronger connection and interaction with the community through student volunteerism and internships and to engage in the economic development and recovery of the area.
- Highland Community College seeks to provide enhanced access to rural citizens through more distance learning offerings (many individuals within the service area face 45 to 60 minute commutes to the main campus).
- Rock Valley College is actively partnering with other institutions and industry in the area to expand program offerings.

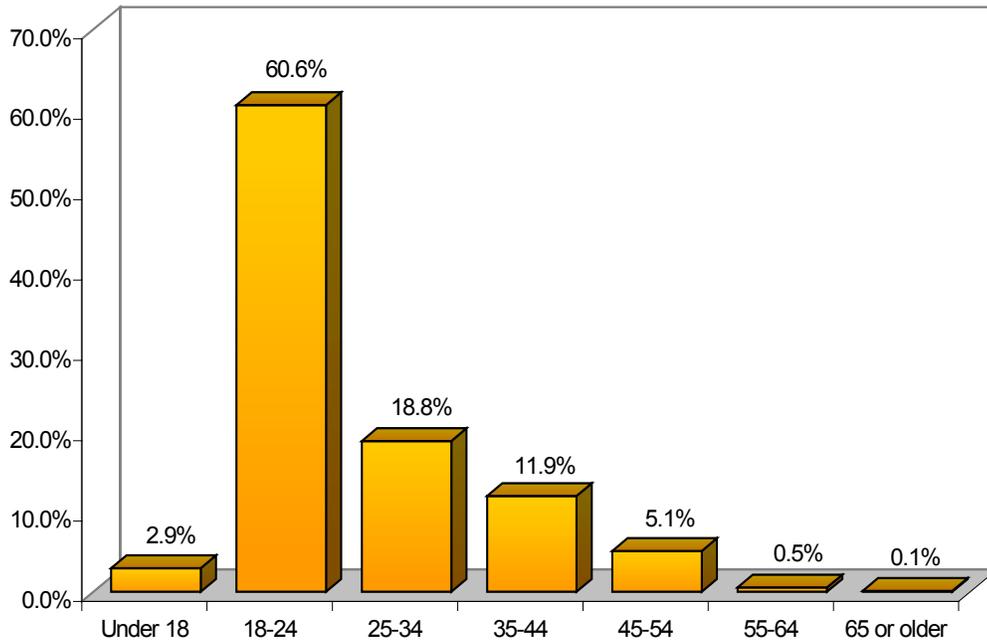
### **5.3 Results from College Student Survey**

The survey for currently enrolled college and university students was designed to obtain input regarding students' education needs, interests, and goals. Through the evaluation and assessment of these surveys, information was acquired about the current and future higher education needs and resources in the Rockford area for these particular students. A copy of the survey instrument is in Appendix D.

**5.3.1 Current Higher Education Needs**

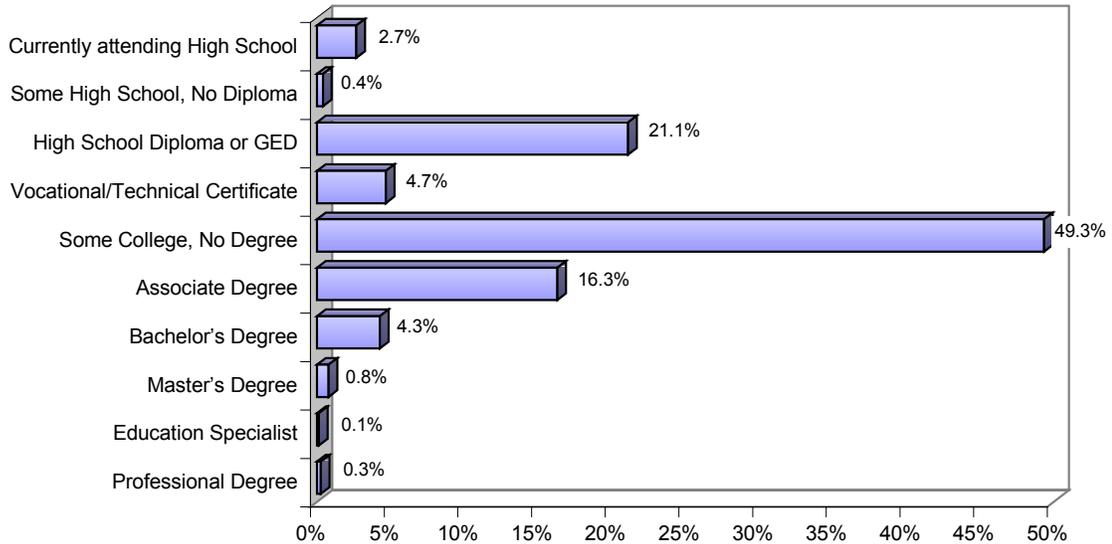
Students were surveyed regarding basic demographic information, their current enrollment status at a variety of institutions, and their interest in a number of fields of study. The majority of students who completed the survey were female (63.8%). Exhibit 5-1 displays the current age of respondents, with 60.6 percent between the ages of 18 and 24. Most students were white (82.6%) and 46.0 percent of students had a total household income of less than \$40,000 before taxes last year. There was a fairly broad range of education among the respondents; however, almost half of all students (49.3%) stated that they had some college education, but no degree (Exhibit 5-2).

**EXHIBIT 5-1  
CURRENT AGE OF RESPONDENTS**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

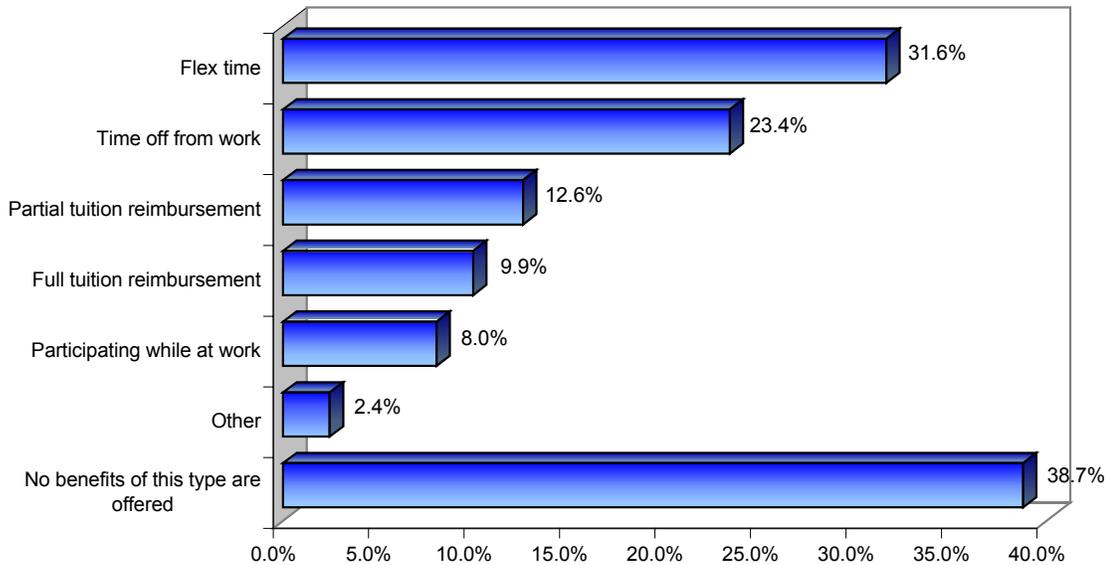
**EXHIBIT 5-2  
HIGHEST LEVEL OF EDUCATION COMPLETED THUS FAR**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

Seventy-six percent of respondents stated that they were currently working. Of these employed students, 65.5 percent worked part-time and 34.5 percent full-time. Exhibit 5-3 displays the educational benefits available to these students from their current employer. Flex time (31.6%) and time off from work were the most common benefits received. Thirty-nine percent of students, however, received no educational benefits from their employer. Additionally, 43.6 percent of students who were not employed stated that they were currently seeking a job.

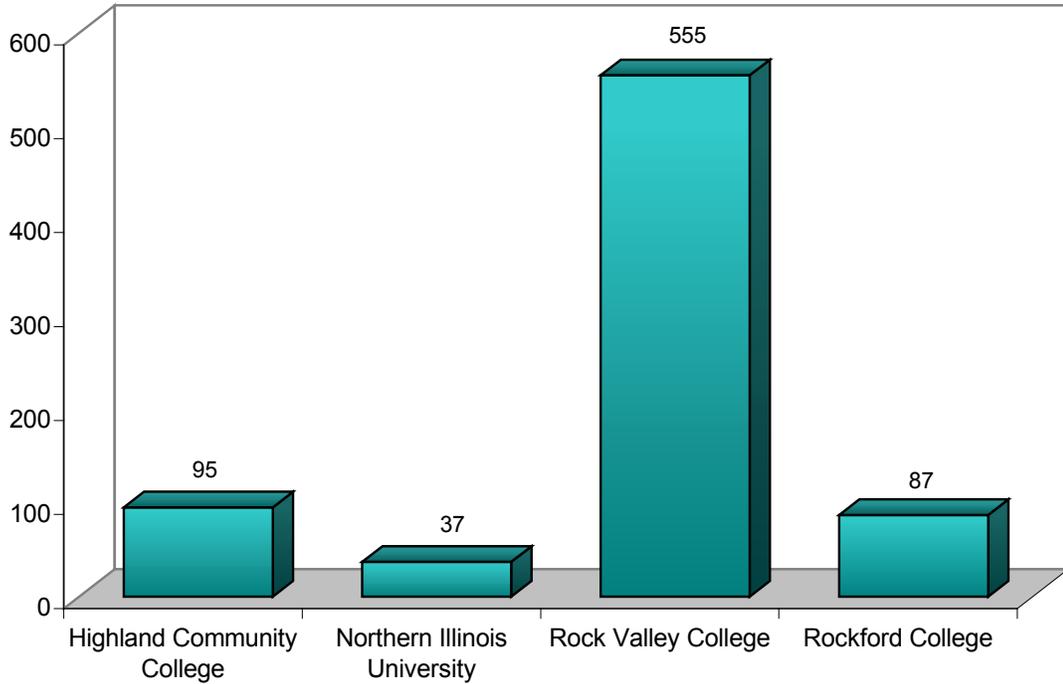
**EXHIBIT 5-3  
EDUCATIONAL BENEFITS AVAILABLE TO RESPONDENTS  
FROM THEIR CURRENT EMPLOYER**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students

The majority of respondents (65%) were enrolled full-time at an educational institution. Exhibit 5-4 displays the institutions where students stated they were currently enrolled (some students were enrolled at more than one institution). The majority (555 students) responding to the survey were currently enrolled at Rock Valley College. Highland Community College and Rockford College also had high numbers of students responding to the survey. Although students stated they took courses at several other institutions in Illinois and throughout the country, only those institutions with at least ten currently enrolled students were included in the exhibit.

**EXHIBIT 5-4  
INSTITUTIONS IN WHICH STUDENT RESPONDENTS WERE  
CURRENTLY ENROLLED\***

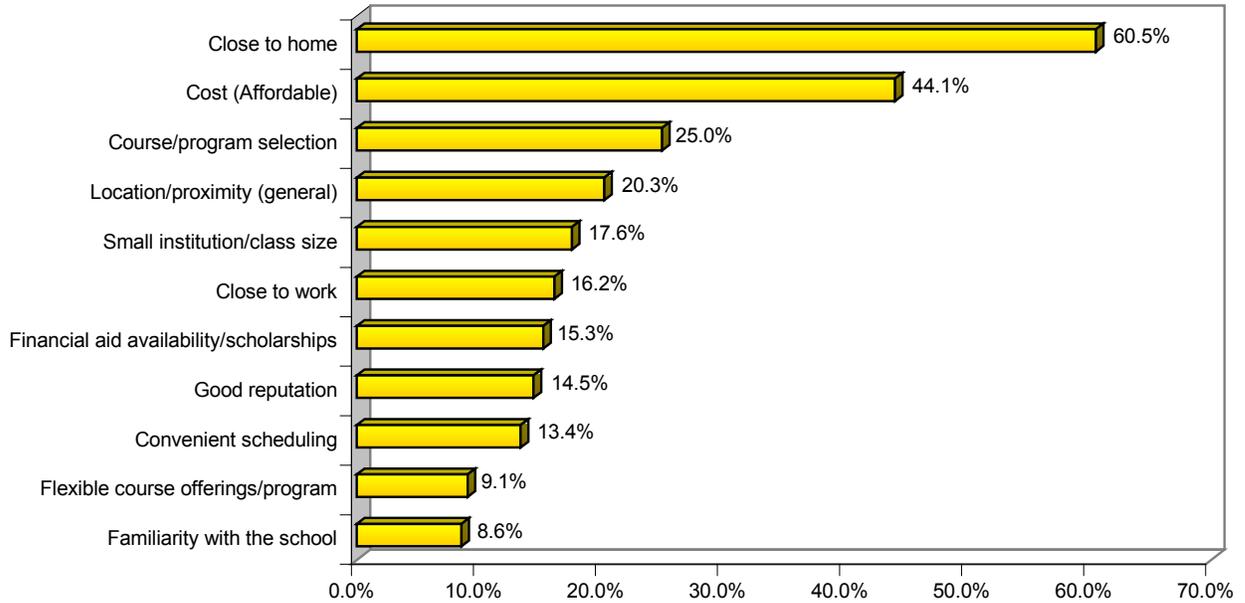


Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

\*Only institutions with more than ten currently enrolled students were displayed.

When questioned about the main reason students chose to attend their institutions, just over 60 percent stated that it was because it was close to home, 44.1 percent chose their institution because of cost, and 25 percent because of the particular courses and program selection offered (Exhibit 5-5).

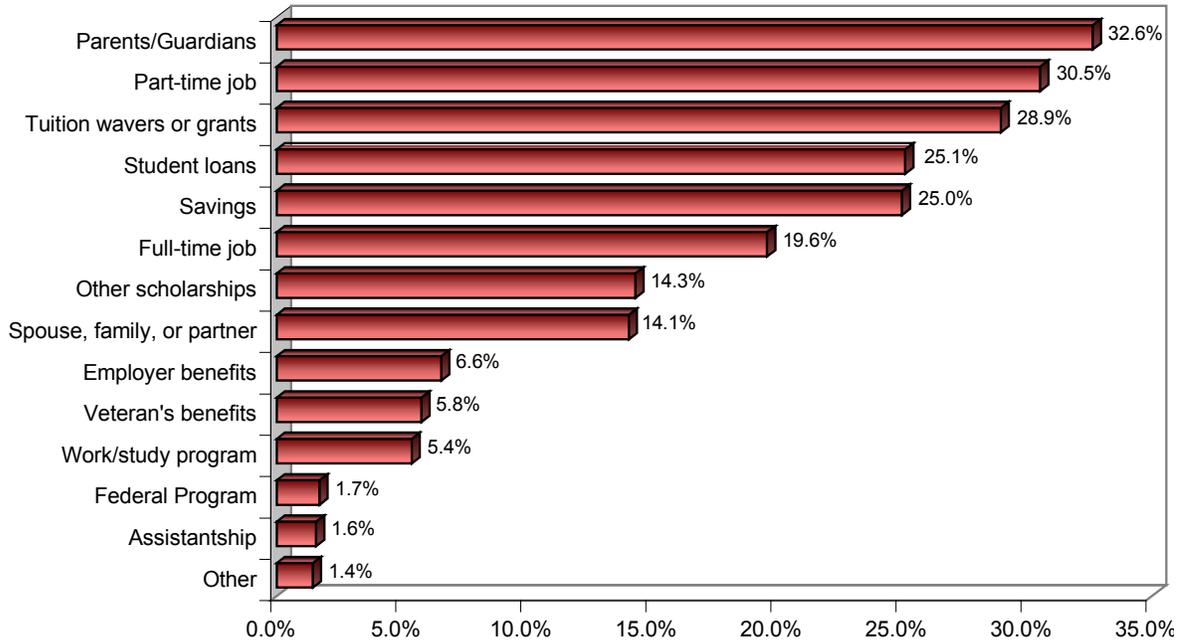
**EXHIBIT 5-5  
MAIN REASON CURRENTLY ENROLLED STUDENT RESPONDENTS  
CHOSE THEIR CURRENT INSTITUTION**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

More than 32 percent of students said their parents/guardians were currently financing at least some portion of their education and related expenses, while 30.5 percent of students stated that at least some of their education was financed through earnings from a part-time job (Exhibit 5-6). Tuition waivers and/or grants were used by 28.9 percent of respondents, and student loans and savings were each used by 25 percent of respondents.

**EXHIBIT 5-6  
HOW STUDENT RESPONDENTS CURRENTLY FINANCE THEIR  
EDUCATION AND RELATED EXPENSES**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

Of the students who were currently enrolled at an institution, either full- or part-time, 89.2 percent were undergraduate students, 4.0 percent were graduate students, and 4.3 percent were non-degree-seeking students. In terms of their current primary field of study (Exhibit 5-7), more than 30 percent of students (30.6%) stated that they were majoring in health professions and related sciences. Other areas in which students expressed interest were business (11.2%), education (11.1%), and fine and liberal arts (6.8%).

**EXHIBIT 5-7  
CURRENT MAJOR/PRIMARY FIELD OF STUDY  
OF CURRENTLY ENROLLED STUDENT RESPONDENTS**

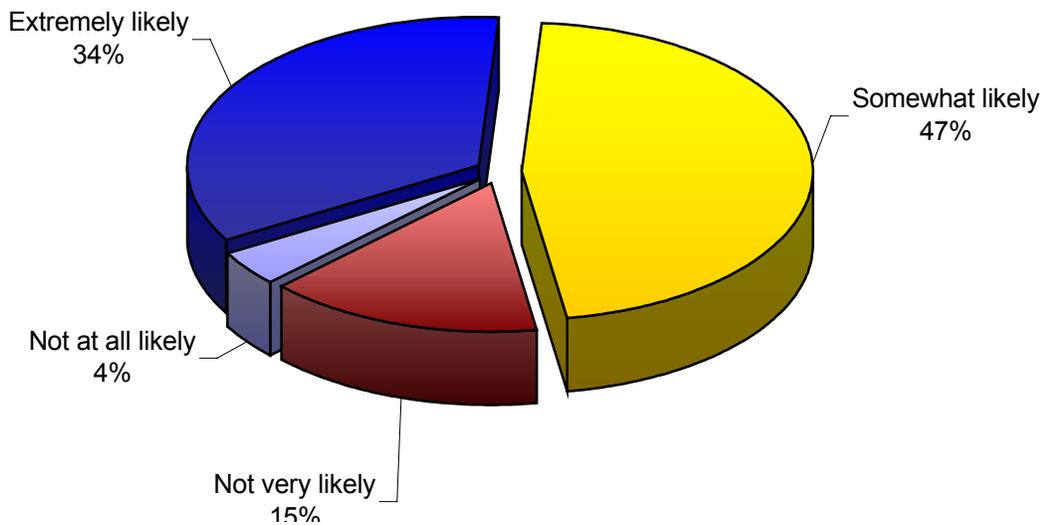
<b>Field</b>	<b>#</b>	<b>%</b>
Agricultural Sciences	7	0.9%
Architecture & Related Programs	10	1.3%
Aviation	3	0.4%
Aviation Maintenance Technology	35	4.7%
Business	84	11.2%
Communications	12	1.6%
Computer & Information Sciences	19	2.5%
Cosmetology	1	0.1%
Criminology/Law	13	1.7%
Education	83	11.1%
Engineering	30	4.0%
Fine Arts/Liberal Arts	51	6.8%
Health Professions	229	30.6%
Human Sciences	16	2.1%
Human Services	5	0.7%
Mechanics, Repairers, & Technicians	2	0.3%
Military	1	0.1%
Natural & Physical Sciences	20	2.7%
Pharmacy	8	1.1%
Recreation, Park, Hospitality, & Tourism	1	0.1%
Social Sciences	43	5.7%
Visual & Performing Arts	11	1.5%
Undecided	40	5.3%
Other	25	3.3%
<b>Total</b>	<b>749</b>	<b>100.0%</b>

Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

More than half (52.4%) of student respondents indicated that, upon graduation, they would obtain a new full-time position in the field related to their degree. Of those students, 30.2 percent said they would remain in the Rockford area, 20.4 percent would obtain this position outside the local area, and an additional 45.5 percent were not sure where their new position would be. Fewer than half (46.3%) of respondents stated they would continue their education or transfer to a university. Of these students, only 11.6 percent said they would remain in the Rockford area to continue their education.

More than three-quarters of student respondents (80.9%) thought that, upon completion of their degree, it would be extremely or somewhat likely that there would be job opportunities in the local area appropriate to their education and training (Exhibit 5-8). Only 4 percent of respondents thought it would be not at all likely to find an appropriate job in the Rockford area.

**EXHIBIT 5-8  
LIKELIHOOD OF APPROPRIATE JOB OPPORTUNITIES AVAILABLE IN THE  
ROCKFORD OR FREEPORT AREA AFTER GRADUATION**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

### **5.3.2 Future Higher Education Needs**

Currently enrolled students were asked a number of questions regarding future educational opportunities in the local area. In terms of pursuing additional educational opportunities in the Rockford and Freeport area, three-fourths of students (74.9%) stated that they were extremely or somewhat interested in this option. Approximately one-third of all currently enrolled students (33.5%) stated that the highest degree level they eventually plan to attain is a master's degree, and an additional 33.5 percent of respondents said the highest degree they plan to obtain is a bachelor's degree.

Exhibit 5-9 shows the fields of study by degree level that these students intend to obtain in the future. Overall, the fields of study that were most selected by currently enrolled students included health professions and related sciences (29.3%), education (11.0%); business (10.4%); social sciences (6.1%); and recreation, park, hospitality and tourism (6.1%). These fields are similar to the majors in which student respondents are currently enrolled.

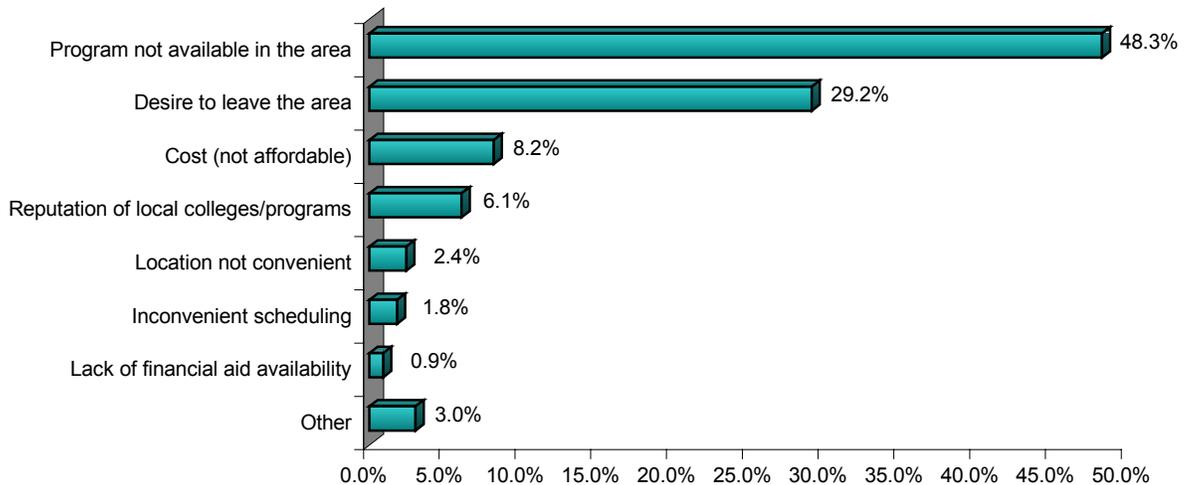
**EXHIBIT 5-9  
FIELD OF STUDY CURRENTLY ENROLLED STUDENT RESPONDENTS  
EVENTUALLY PLAN TO OBTAIN**

<b>Field</b>	<b>#</b>	<b>%</b>
Agricultural Sciences	7	1.0%
Architecture & Related Programs	7	1.0%
Aviation	14	2.1%
Aviation Maintenance Technology	25	3.7%
Business	70	10.4%
Communications	9	1.3%
Computer & Information Sciences	13	1.9%
Cosmetology	2	0.3%
Criminology/Law	19	2.8%
Education	74	11.0%
Engineering	30	4.5%
Fine Arts/Liberal Arts	26	3.9%
Health Professions	197	29.3%
Human Sciences	10	1.5%
Human Services	2	0.3%
Mechanics, Repairers, & Technicians	2	0.3%
Military	2	0.3%
Natural & Physical Sciences	7	1.0%
Pharmacy	10	1.5%
Recreation, Park, Hospitality, & Tourism	41	6.1%
Social Sciences	41	6.1%
Visual & Performing Arts	11	1.6%
Other	26	3.9%
Undecided	27	4.0%
<b>Total</b>	<b>672</b>	<b>100.0%</b>

Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

Almost half of all students (46.7%) stated that they were extremely or somewhat likely to obtain their highest degree locally (i.e., in the Rockford or Freeport area). For those students who were not very or not at all likely to obtain their degree in the local area, nearly half (48%) stated that it was because the program they needed was not available in the area (Exhibit 5-10). Most of the students who selected this option had indicated an intent to obtain a degree in health professions and related sciences (25.5%), engineering (8.9%), or social sciences (7.6%).

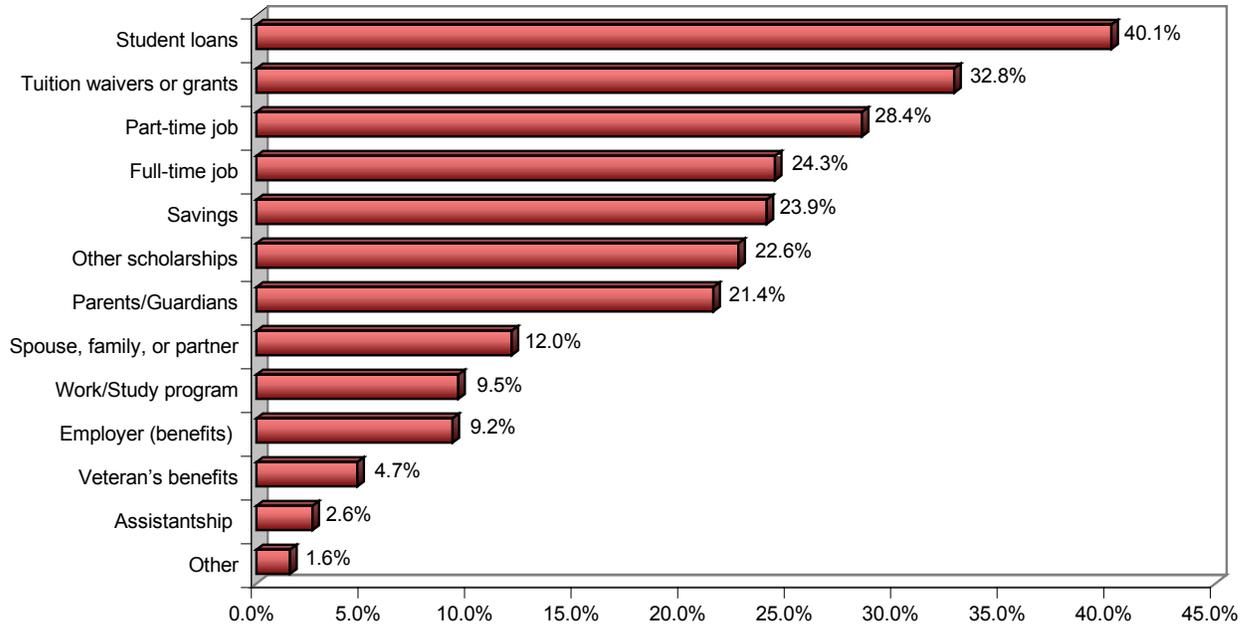
**EXHIBIT 5-10  
PRIMARY REASON WHY STUDENTS WERE NOT VERY OR NOT AT ALL LIKELY  
TO OBTAIN A FUTURE DEGREE LOCALLY**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

In terms of financing their education and related expenses while obtaining their highest degree in the future, 40.1 percent of students cited student loans as the primary method with which they plan to do so, followed by tuition waivers or grants (32.8%), and part- or full-time jobs (28.4% and 24.3%, respectively), as depicted in Exhibit 5-11.

**EXHIBIT 5-11  
HOW STUDENT RESPONDENTS PLAN TO FINANCE THEIR  
EDUCATION AND RELATED EXPENSES FOR THEIR HIGHEST DEGREE**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100, Assessment of the Higher Education Needs of the Rockford Area, Survey of Enrolled College Students.

The majority (76.2%) of all students who completed the survey did not feel that there were any educational programs of interest that were not currently offered in the Rockford or Freeport area. This high percentage may be, in part, a reflection of sampling (i.e., these students were enrolled in a program of interest already). Some areas in which students indicated an interest and that they did not feel were available in the local area included (in order of most requested):

- medical/health programs (47 responses);
- pharmacy programs (12 responses);
- fine arts/liberal arts programs (11 responses);
- engineering programs (11 responses);
- computer-related programs (9 responses);
- business/finance programs (9 responses)
- visual/performing arts programs (8 responses);
- social science programs (8 responses);
- aviation programs (8 responses); and
- law schools (8 responses).

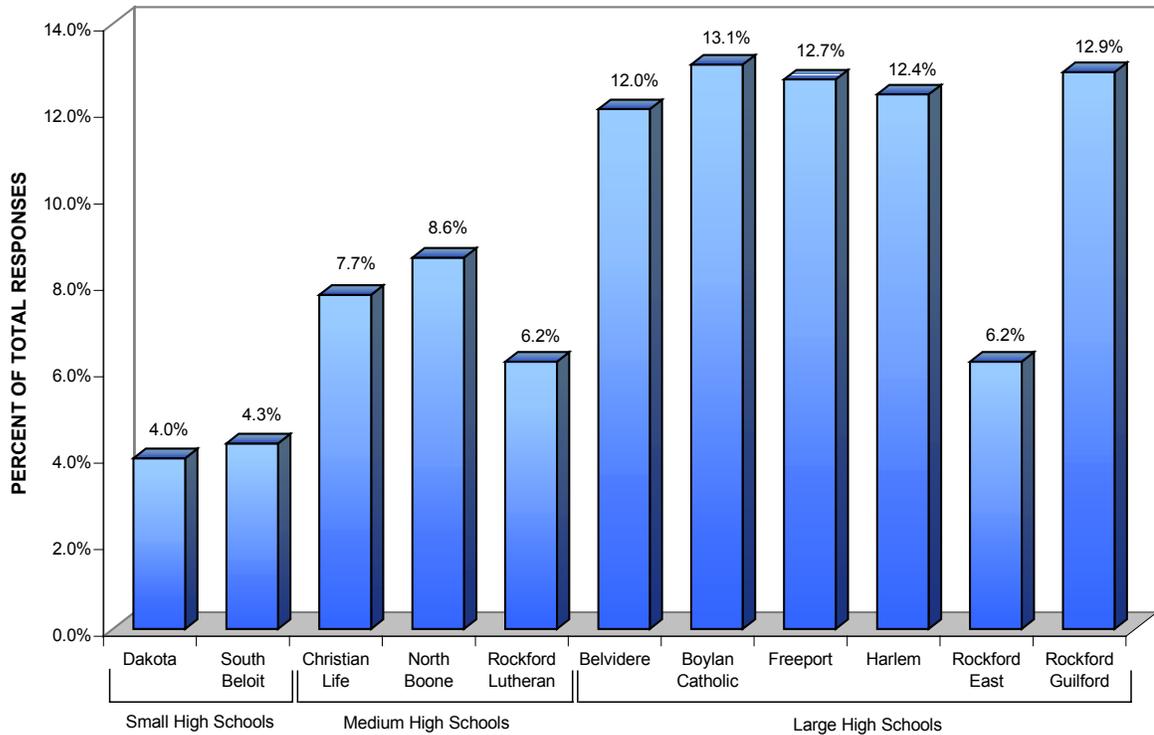
#### **5.4 Results from Prospective Student Survey**

A survey was sent to prospective college and university students (i.e., high school seniors) regarding their higher education interests and needs, particularly in reference to those available in the Rockford area (Appendix D). The following analyses summarize the responses regarding prospective student plans for participation in higher education and career interests.

##### **5.4.1 Description of Respondents**

Prospective students were surveyed regarding their education plans immediately after graduation from high school, as well as their intentions toward pursuing higher education degrees. These plans included type of institution, field of study, and reasons for selecting particular institutions. High schools were initially grouped into three size categories: large (more than 200 seniors); medium (76 to 199 seniors); and small (26 to 75 seniors). Large high schools received 75 surveys to randomly distribute to their senior class students, medium-sized schools received 50 surveys, and small-sized schools received 25 surveys. The survey breakdown for participating high schools is displayed in Exhibit 5-12. Three of the responding high schools were private (Boylan Catholic, Christian Life, and Rockford Lutheran high schools) and the remaining eight were public.

**EXHIBIT 5-12  
HIGH SCHOOLS THAT PARTICIPATED IN SURVEY OF PROSPECTIVE COLLEGE  
AND UNIVERSITY STUDENTS**

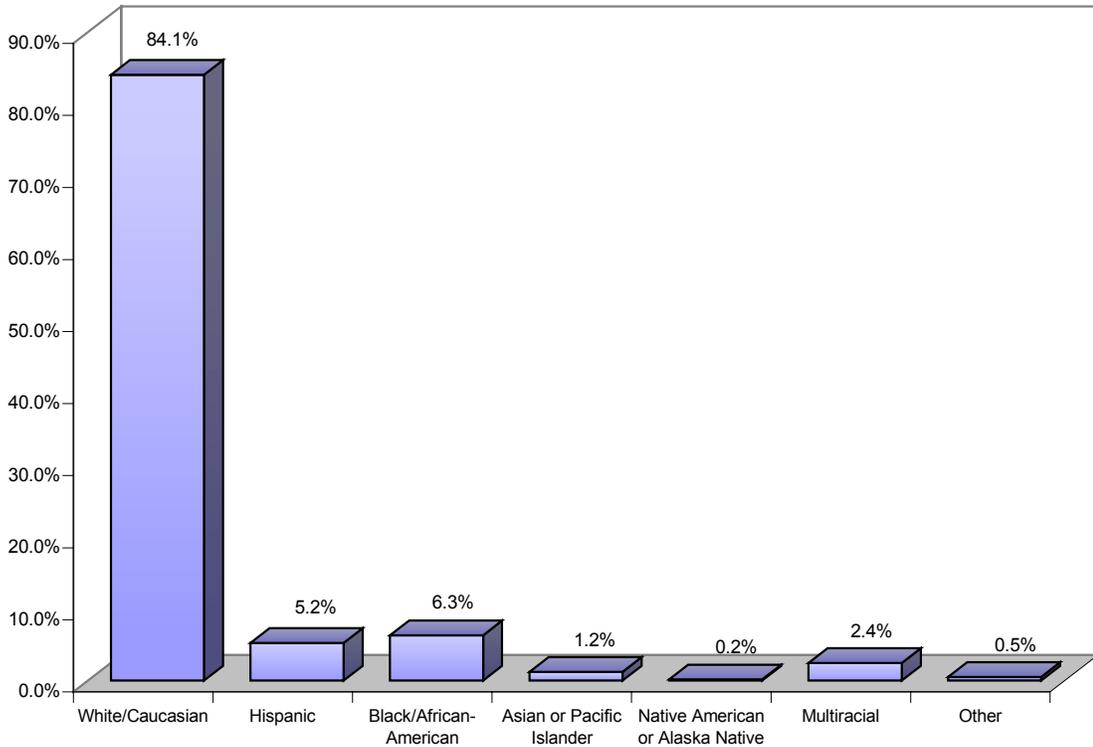


Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

Slightly more female students (57.6%) than male students responded to the survey.

Additionally, the vast majority of students (84.1%) were white, as seen in Exhibit 5-13.

**EXHIBIT 5-13  
RACE/ETHNICITY OF PROSPECTIVE COLLEGE AND UNIVERSITY STUDENTS**

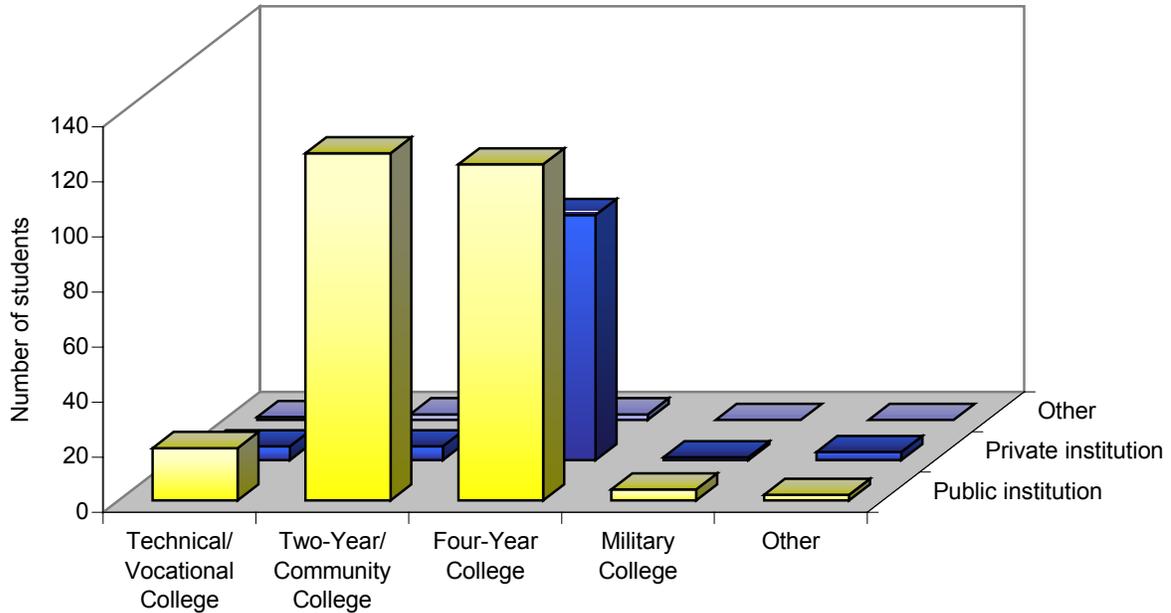


Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

**5.4.2 Higher Education Plans**

The majority of prospective students (87%) stated that they planned to attend college during the year after graduation from high school; 4 percent were not planning to attend; and 9 percent were uncertain as to their college plans. Of those who were either definitely planning to attend or were not sure, 79.3 percent intended to attend college full-time, and 13.8 percent part-time. Exhibit 5-14 displays the specific types of colleges these students were most likely to attend, with just under half (47.5%) selecting a four-year institution, and 42.2 percent a two-year institution. Of those planning to attend a four-year college, more than half (57.3%) were interested in enrolling in a public institution.

**EXHIBIT 5-14  
TYPE OF INSTITUTION PROSPECTIVE STUDENTS ARE  
MOST LIKELY TO ATTEND**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

Reasons students were interested in attending their first choice institution are displayed in Exhibit 5-15. Seventeen percent of students stated they preferred their first choice institution because it was affordable, and 15.8 percent stated it was because of the course/program selection. Proximity to home (14.5%), best curriculum, and good reputation (both 8.4%) were also common choices selected by students.

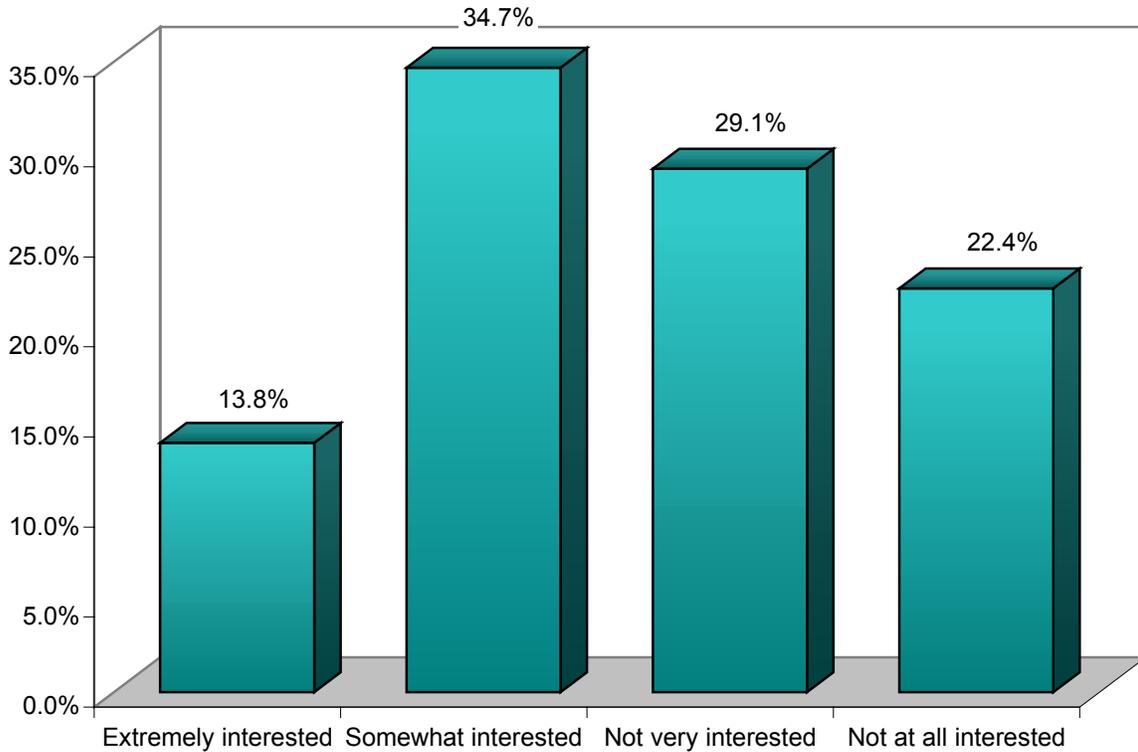
**EXHIBIT 5-15  
REASONS PROSPECTIVE STUDENTS WERE INTERESTED IN  
ATTENDING THEIR FIRST CHOICE INSTITUTION**

Primary Reason	%
Cost (Affordable)	17.4%
Course/program selection	15.8%
Close to home	14.5%
Best curriculum	8.4%
Good reputation	8.4%
Athletics	4.4%
Location/proximity (general)	4.2%
Small institution/class size	4.0%
Away from home	3.7%
Friends/family members who attend(ed)	3.1%
Other	3.1%
Financial aid availability/scholarships	2.9%
Familiarity with the school	2.6%
Flexible course offerings/program	1.8%
Recommended by someone	1.7%
Convenient scheduling	1.5%
Large institution/class size	1.1%
Close to work	0.9%
Faculty	0.4%

Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

Nearly one-half of the students (48.5%) expressed interest in pursuing higher education opportunities in the Rockford area. Slightly more than half of all prospective students (51.5%) stated that they were not very interested or not at all interested in pursuing educational opportunities in the Rockford area (Exhibit 5-16). Students were asked to select all applicable responses as to why they would not be interested in this option, and then asked to select the primary reason (Exhibit 5-17). The most highly selected response for this question was a desire to leave the area (63.1 percent), followed by program unavailability (16.0%), and reputation of local colleges/programs (12.4%).

**EXHIBIT 5-16  
LEVEL OF INTEREST IN PURSUING EDUCATIONAL OPPORTUNITIES IN THE  
ROCKFORD AREA**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

**EXHIBIT 5-17  
REASONS WHY PROSPECTIVE STUDENTS WOULD NOT  
BE LIKELY TO OBTAIN THEIR FIRST DEGREE LOCALLY**

Reason	Select All Applicable Reasons	Select Primary Reasons
Desire to leave the area	76.5%	63.1%
Program not available in the area	27.9%	16.0%
Reputation of local colleges/programs	27.2%	12.4%
Location not convenient	6.1%	3.2%
Cost (not affordable)	3.1%	1.8%
Inconvenient scheduling	2.4%	0.7%
Lack of financial aid availability	1.4%	0.0%
Other	5.8%	2.8%

Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

Students were asked in which particular field of study they planned to obtain a first degree (Exhibit 5-18). The fields of study that garnered the most interest from students were health professions (95 students, mainly in the areas of nursing and pre-medicine); business (63 students, mainly in general management and marketing/sales); and education (60 students, primarily teacher education). Other popular fields include engineering (34 students), criminology (30 students), and fine arts/liberal arts (26 students). These fields were generally the same for both students who had initially indicated that they were interested in pursuing educational opportunities locally and for students who were interested in opportunities outside the Rockford area.

**EXHIBIT 5-18  
FIELD OF STUDY IN WHICH PROSPECTIVE  
STUDENTS PLAN TO OBTAIN THEIR FIRST DEGREE**

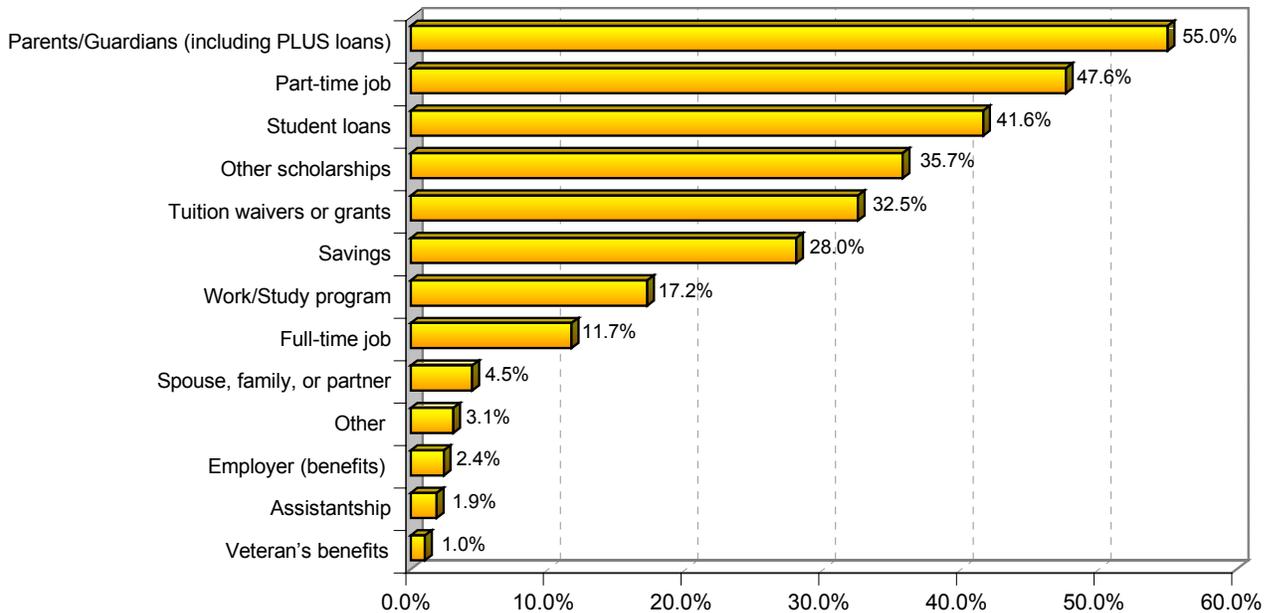
Field	#	%
Agricultural Sciences	7	1.3%
Architecture & Related Programs	25	4.5%
Aviation	6	1.1%
Business	63	11.4%
Communications	19	3.4%
Computer & Information Sciences	17	3.1%
Construction Trades	3	0.5%
Cosmetology	6	1.1%
Criminology/Law	30	5.4%
Education	60	10.9%
Engineering	34	6.2%
Fine Arts/Liberal Arts	26	4.7%
Health Professions	95	17.2%
Human Sciences	13	2.4%
Manufacturing/Production	1	0.2%
Mechanics, Repairers, & Technicians	11	2.0%
Military	5	0.9%
Natural & Physical Sciences	16	2.9%
Social Sciences	28	5.1%
Visual & Performing Arts	23	4.2%
Other	23	4.2%
Undecided	41	7.4%

Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

A number of students indicated that there were several educational programs of interest to them that were not offered in the Rockford area. These included interior/graphic design and pre-medicine (both with five responses); veterinary science/zoology (four responses); and animation, culinary programs, and fashion merchandising (all with three responses).

When asked the variety of methods intended to finance their education and expenses while obtaining their higher education degree, more than half of all respondents (55%) stated that their parents/guardians would provide funding. A part-time job would subsidize expenses for 47.6 percent, and 41.6 percent said that they would need to apply for student loans (Exhibit 5-19).

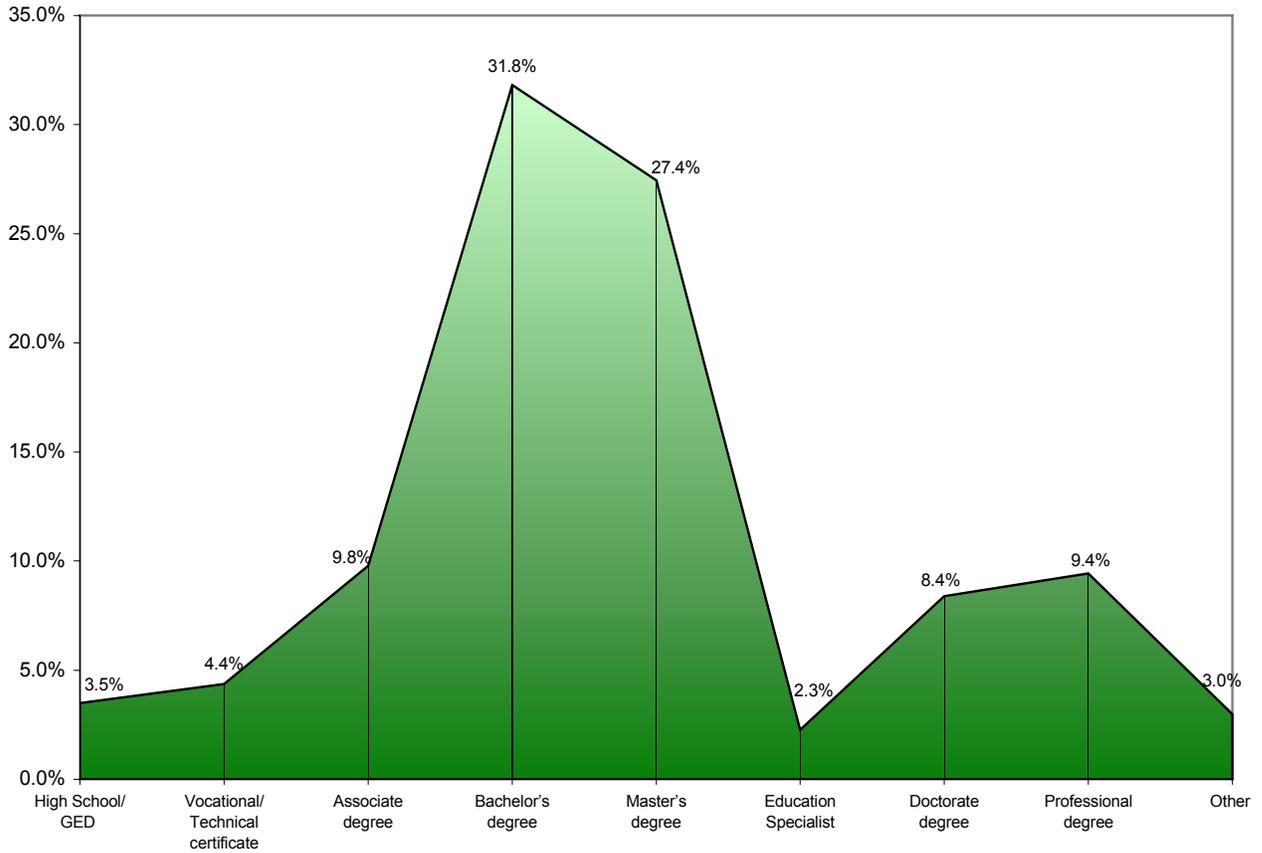
**EXHIBIT 5-19  
SOURCE OF FINANCING FOR EDUCATION AND RELATED EXPENSES WHILE  
OBTAINING FIRST HIGHER EDUCATION DEGREE**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

Exhibit 5-20 depicts the highest degree level students eventually planned to obtain. More than 79 percent of the seniors expressed that they eventually intend to complete a baccalaureate or higher degree. Thirty-two percent of students selected a bachelor's degree as their highest degree, and 27.4 percent selected a master's degree.

**EXHIBIT 5-20  
HIGHEST DEGREE LEVEL PROSPECTIVE STUDENTS  
EVENTUALLY PLAN TO OBTAIN**



Source: Rockford Area Chamber of Commerce and Rockford Area Council of 100 Assessment of Higher Education Needs of the Rockford Area, Survey of Area High School Students.

**5.5 Summary**

This portion of the community needs assessment includes interviews with higher education providers regarding program gaps, current and planned programs, and

perceived impediments to access. Additionally, current college and high school students were surveyed concerning their interests in and plans for higher education. Findings from these research activities are listed below.

***Interviews with Higher Education Leaders***

- Community leaders suggested that increased partnerships and collaboration between area institutions is needed to better address higher education needs in the area.
- Higher education leaders mentioned several barriers and impediments to higher education access in the Rockford and Freeport area that should be addressed, including:
  - need for strengthened K-12 education to produce more high school graduates prepared to pursue college degrees;
  - lack of priority placed on higher education in the community;
  - high tuition costs at private institutions;
  - an insufficient portion of employers that provide tuition reimbursement; and
  - timing, scheduling, and location of classes that do not address the needs of working adults.
- Interviewees generally felt that Rockford and Freeport possess higher education resources and potential, but more cohesion and clear direction is needed to realize its potential. Closer collaboration among public and private institutions, more integrated and coordinated approaches to higher education, and a community higher education strategic action plan were suggested as methods of meeting these goals.
- Interviewees generally perceive a collaborative higher education center as a feasible model for offering near-term expanded programming, particularly for baccalaureate degree offerings.

***Survey of College Students***

- More than three-quarters of all respondents were currently working (most part-time) and more than 60 percent of these students received educational benefits from their employer. The most common educational benefits received included flex time, time off from work, and partial tuition reimbursement.
- The majority of respondents were undergraduates enrolled either full-time or part-time at an educational institution, and most of these

students attended Rock Valley College, Highland Community College, Rockford College, and/or Northern Illinois University.

- Proximity to home and affordability were the primary reasons for selecting a particular institution from which to obtain a degree. Course and program availability was the third most frequent factor considered to be an important issue when selecting an institution to attend.
- Nearly one-third of respondents stated that their parents/guardians currently finance some portion of their education and related expenses, and 30 percent said they use earnings from a part-time job to finance their education. Students indicated they would most likely finance their highest degree through student loans, tuition waivers or grants, or earnings from a part-time job.
- Health professions and related sciences, business, and education were the most common current majors of enrolled students and were also the top three most cited fields of study in terms of the highest degree level students plan to obtain. However, education was the second most cited field for students' highest degrees.
- More than half of all students said they would obtain a new full-time position after graduation in the field related to their degree. Of those students, 30 percent said they would remain in the Rockford area.
- More than three-fourths of students felt they were likely to find job opportunities in the Rockford or Freeport area after graduation that were appropriate to their education and training.
- Three-fourths of respondents expressed an interest in pursuing additional educational opportunities in the area. Nearly half of students who were not likely to obtain their highest degree in the area stated it was because their program of study was not available. These programs included health professions and related sciences, engineering, and social sciences. The second most frequently cited reason was a desire to leave the area.
- More than three-quarters of students did not feel there were any educational programs of interest that were not currently offered in the Rockford or Freeport Area. The most popular programs cited by students who felt their programs of interest were not available in the area included medical/health programs, pharmacy programs, and fine arts/liberal arts programs.

### ***Survey of Area High School Seniors***

- The vast majority of prospective students were planning to attend a higher education institution full-time during the year after graduation from high school.

- Primary reasons why students selected their institution of first choice included the cost, course/program selection, location close to home, best curriculum, and good reputation.
- Fields of study in which students were most interested in obtaining their highest degree included health professions, business, and education. The next lower level of interest included the fields of engineering and criminology/law.
- More than half of all prospective students stated that they were not very likely or not at all likely to obtain their degree in the Rockford area. Primary reasons for this decision included the desire to leave the Rockford area, unavailability of their program of choice, and the reputation of local colleges and programs.
- Students indicated several programs of interest to them that were not offered in the Rockford area. These primarily included interior/graphic design, pre-medicine, veterinary science/zoology, animation, culinary programs, and fashion merchandising.

## **6.0 PROGRAM DEMAND ESTIMATES**

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## **6.0 PROGRAM DEMAND ESTIMATES**

This chapter presents estimates of demand for postsecondary educational programs in the Rockford area. These estimates are based on various data collected through the needs assessment, including employment levels, enrollment at area institutions, and the survey responses of targeted populations. A detailed review of the methodologies employed to reach these estimates is presented in Appendix E.

### **6.1 Employer Demand Estimates**

Employer demand estimates are based on a conglomeration of survey and labor market data. A survey of local employers targeted about 600 firms and achieved a response rate of 12 percent. The resulting sample of employers varied in size from about 10 to over a thousand employees, and represented a cross section of local industries. These employers were queried as to their expected need for employees in various fields and the training programs that would infuse current employees with the most desirable skills. The interest levels indicated by this sample of employers were extrapolated to the larger population of the Rockford area using employment data from the Illinois Department of Employment Security. Finally, interest levels were translated into demand estimations through conservative adjustments that considered the likelihood of interested employers and employees following through with intentions and aspirations.

Exhibit 6-1 presents the demand estimates resulting from this analysis by level of program and specific discipline. Exhibit 6-2 depicts a summary of this information in aggregated disciplinary categories.

**EXHIBIT 6-1  
ESTIMATED ANNUAL UNDUPLICATED DEMAND FOR EDUCATIONAL PROGRAMS  
AMONG ROCKFORD AREA EMPLOYEES, BY SPECIFIC DISCIPLINE AND LEVEL**

Field	Degree			
	Associate Degree or Certification	Bachelor's Degree	Graduate	Continuing Education
	Low - High	Low - High	Low - High	Low - High
<b>Agricultural Sciences</b>				
Agriculture (General)	0 - 0	0 - 0	16 - 26	31 - 52
Agricultural Biochemistry/Biotechnology	0 - 0	0 - 0	0 - 0	16 - 26
Agricultural Business	0 - 0	0 - 0	0 - 0	16 - 26
Animal/Veterinary Science	0 - 0	0 - 0	0 - 0	0 - 0
Entomology	0 - 0	0 - 0	0 - 0	0 - 0
Environmental Science	16 - 26	0 - 0	0 - 0	31 - 52
Horticulture	16 - 26	0 - 0	0 - 0	0 - 0
<b>Architecture &amp; Related Programs</b>				
Architecture	0 - 0	0 - 0	0 - 0	16 - 26
Graphic Design	16 - 26	0 - 0	16 - 26	16 - 26
Interior Design	0 - 0	0 - 0	0 - 0	0 - 0
<b>Business</b>				
Accounting	94 - 156	219 - 365	78 - 130	203 - 339
Finance	63 - 104	156 - 260	78 - 130	125 - 208
Hospitality Administration	0 - 0	47 - 78	0 - 0	63 - 104
Information & Management Sciences	47 - 78	141 - 234	47 - 78	141 - 234
International Relations	0 - 0	31 - 52	16 - 26	78 - 130
Management (General)	47 - 78	234 - 391	141 - 234	250 - 417
Marketing & Sales	63 - 104	188 - 313	78 - 130	219 - 365
Risk Management/Insurance & Real Estate	0 - 0	78 - 130	31 - 52	63 - 104
<b>Communications</b>				
General Studies	47 - 78	31 - 52	0 - 0	47 - 78
Broadcast Media	0 - 0	31 - 52	0 - 0	47 - 78
Print Media	0 - 0	31 - 52	16 - 26	78 - 130
Speech	31 - 52	31 - 52	31 - 52	94 - 156
<b>Computer &amp; Information Sciences</b>	47 - 78	94 - 156	31 - 52	250 - 417
<b>Construction Trades</b>	31 - 52	0 - 0	0 - 0	16 - 26
<b>Criminology/Law</b>				
Criminal Justice	0 - 0	47 - 78	47 - 78	31 - 52
Pre-Law	0 - 0	0 - 0	16 - 26	16 - 26
Protective Services/Law Enforcement	16 - 26	0 - 0	0 - 0	31 - 52
<b>Education</b>				
Educational Administration	0 - 0	16 - 26	94 - 156	78 - 130
Physical Education	0 - 0	31 - 52	78 - 130	63 - 104
Special Education	16 - 26	63 - 104	78 - 130	78 - 130
Teacher Education (Elementary/Secondary)	31 - 52	78 - 130	109 - 182	94 - 156
<b>Engineering</b>				
Chemical Engineering	0 - 0	0 - 0	0 - 0	0 - 0
Civil and Environmental Engineering	16 - 26	16 - 26	0 - 0	16 - 26
Electrical Engineering	31 - 52	78 - 130	31 - 52	63 - 104
Engineering Technology	47 - 78	63 - 104	31 - 52	47 - 78
Computer Engineering	31 - 52	47 - 78	0 - 0	31 - 52
Industrial Engineering	63 - 104	125 - 208	31 - 52	125 - 208
Mechanical Engineering	63 - 104	141 - 234	47 - 78	109 - 182
<b>Fine Arts/Liberal Arts</b>				
General Studies	63 - 104	63 - 104	63 - 104	47 - 78
English	16 - 26	16 - 26	63 - 104	94 - 156
Ethics	47 - 78	31 - 52	47 - 78	31 - 52
Foreign Language	63 - 104	16 - 26	47 - 78	78 - 130
History	16 - 26	0 - 0	47 - 78	63 - 104

**EXHIBIT 6-1 (Continued)**  
**ESTIMATED ANNUAL UNDUPLICATED DEMAND FOR EDUCATIONAL PROGRAMS**  
**AMONG ROCKFORD AREA EMPLOYEES, BY SPECIFIC DISCIPLINE AND LEVEL**

Field	Degree			
	Associate Degree or Certification	Bachelor's Degree	Graduate	Continuing Education
	Low - High	Low - High	Low - High	Low - High
Literature	16 - 26	16 - 26	47 - 78	47 - 78
Mathematics	47 - 78	47 - 78	47 - 78	78 - 130
Philosophy	0 - 0	0 - 0	31 - 52	16 - 26
Statistics	47 - 78	31 - 52	31 - 52	94 - 156
Theology/Religious Studies	0 - 0	0 - 0	16 - 26	16 - 26
<b>Health Professions</b>				
Dental Hygiene	0 - 0	0 - 0	0 - 0	0 - 0
Diagnostic Imaging	0 - 0	16 - 26	0 - 0	0 - 0
Emergency Medical Technician (EMT)	31 - 52	0 - 0	16 - 26	31 - 52
Laboratory Technology	0 - 0	47 - 78	16 - 26	31 - 52
Other Health Technologies	16 - 26	31 - 52	0 - 0	31 - 52
Health Administration	0 - 0	47 - 78	16 - 26	78 - 130
Nursing	109 - 182	94 - 156	63 - 104	109 - 182
Pre-Med	0 - 0	0 - 0	0 - 0	0 - 0
Physical Therapy	0 - 0	31 - 52	47 - 78	63 - 104
Respiratory Therapy	16 - 26	0 - 0	0 - 0	16 - 26
Other Therapy	0 - 0	16 - 26	16 - 26	16 - 26
<b>Human Sciences</b>				
Family & Child Sciences	31 - 52	31 - 52	78 - 130	94 - 156
Apparel & Fashion Merchandising	0 - 0	0 - 0	0 - 0	0 - 0
Nutrition, Food, & Exercise Science	0 - 0	31 - 52	31 - 52	78 - 130
Textiles & Consumer Sciences	0 - 0	0 - 0	0 - 0	0 - 0
<b>Leadership Skills</b>	78 - 130	78 - 130	47 - 78	375 - 625
<b>Manufacturing/Production</b>	63 - 104	63 - 104	31 - 52	188 - 313
<b>Mechanics, Repairers, &amp; Technicians</b>	47 - 78	0 - 0	0 - 0	47 - 78
<b>Natural &amp; Physical Sciences</b>				
Astronomy	0 - 0	0 - 0	16 - 26	31 - 52
Biology	16 - 26	31 - 52	31 - 52	63 - 104
Chemistry	16 - 26	31 - 52	16 - 26	31 - 52
Physics	0 - 0	0 - 0	16 - 26	31 - 52
<b>Presentation Skills</b>	47 - 78	16 - 26	16 - 26	203 - 339
<b>Recreation, Park, Hospitality, &amp; Tourism</b>	0 - 0	16 - 26	0 - 0	16 - 26
<b>Social Sciences</b>				
Anthropology	0 - 0	16 - 26	31 - 52	0 - 0
Economics	0 - 0	16 - 26	31 - 52	31 - 52
Geography	0 - 0	0 - 0	16 - 26	31 - 52
Political Science	0 - 0	0 - 0	16 - 26	0 - 0
Psychology (General)/Counseling	16 - 26	47 - 78	63 - 104	109 - 182
Psychology (Child)	16 - 26	47 - 78	63 - 104	78 - 130
Sociology/Social Work	16 - 26	47 - 78	94 - 156	63 - 104
Urban & Regional Planning	0 - 0	0 - 0	0 - 0	0 - 0
<b>Supervision Skills</b>	109 - 182	63 - 104	0 - 0	344 - 573
<b>Teamwork Skills</b>	94 - 156	63 - 104	0 - 0	266 - 443
<b>Visual &amp; Performing Arts</b>				
Art	0 - 0	0 - 0	31 - 52	47 - 78
Dance	0 - 0	0 - 0	31 - 52	47 - 78
Music	0 - 0	0 - 0	31 - 52	47 - 78
Theater	0 - 0	0 - 0	31 - 52	47 - 78
<b>Writing Skills</b>	78 - 130	31 - 52	31 - 52	203 - 339
<b>Other</b>	16 - 26	0 - 0	0 - 0	16 - 26

Note: Low and high demand ranges were calculated based on a 1 to 5 percent attendance factor applied to estimated interest levels.

**EXHIBIT 6-2  
ESTIMATED ANNUAL UNDUPLICATED DEMAND FOR EDUCATIONAL PROGRAMS  
AMONG ROCKFORD AREA EMPLOYEES, BY SUMMARY DISCIPLINE AND LEVEL**

Field	Degree Level			
	Associate Degree or Certification	Bachelor's Degree	Graduate	Continuing Education
	Low - High	Low - High	Low - High	Low - High
Agricultural Sciences	16 - 26	0 - 0	16 - 26	47 - 78
Architecture & Related Programs	16 - 26	0 - 0	16 - 26	16 - 26
Business	141 - 234	281 - 469	188 - 313	359 - 599
Communications	63 - 104	78 - 130	31 - 52	125 - 208
Computer & Information Sciences	47 - 78	94 - 156	31 - 52	250 - 417
Construction Trades	31 - 52	0 - 0	0 - 0	16 - 26
Criminology/Law	16 - 26	47 - 78	63 - 104	63 - 104
Education	31 - 52	109 - 182	125 - 208	141 - 234
Engineering	78 - 130	172 - 287	47 - 78	156 - 260
Fine Arts/Liberal Arts	125 - 208	94 - 156	78 - 130	172 - 287
Health Professions	141 - 234	125 - 208	109 - 182	188 - 313
Human Sciences	31 - 52	63 - 104	94 - 156	141 - 234
Leadership Skills	78 - 130	78 - 130	47 - 78	375 - 625
Manufacturing/Production	63 - 104	63 - 104	31 - 52	188 - 313
Mechanics, Repairers, & Technicians	47 - 78	0 - 0	0 - 0	47 - 78
Natural & Physical Sciences	16 - 26	31 - 52	31 - 52	63 - 104
Presentation Skills	47 - 78	16 - 26	16 - 26	203 - 339
Recreation, Park, Hospitality, & Tourism	0 - 0	16 - 26	0 - 0	16 - 26
Social Sciences	141 - 234	141 - 234	125 - 208	438 - 729
Supervision Skills	109 - 182	63 - 104	0 - 0	344 - 573
Teamwork Skills	94 - 156	63 - 104	0 - 0	266 - 443
Visual & Performing Arts	0 - 0	0 - 0	31 - 52	47 - 78
Writing Skills	31 - 52	31 - 52	203 - 339	0 - 0
Other	16 - 26	0 - 0	0 - 0	16 - 26
<b>Total Number of Employees</b>	<b>1,375 - 2,292</b>	<b>1,563 - 2,605</b>	<b>1,281 - 2,136</b>	<b>3,672 - 6,121</b>
<b>% of Employees in Rockford Workforce</b>	<b>0.79% - 1.31%</b>	<b>0.90% - 1.49%</b>	<b>0.73% - 1.22%</b>	<b>2.10% - 3.51%</b>

Note: Low and high demand ranges were calculated based on a 1 to 5 percent attendance factor applied to estimated interest levels.

Within these analyses, we see that:

- Demand at the associate degree or certification level was expressed mainly in the areas of nursing, supervision skills, and accounting. Leadership and writing skills also were fairly high demand areas, though these areas may be better suited to professional development activities.
- There was exceptional demand for bachelor's degrees in business fields, specifically in general management, accounting, marketing and sales, finance, and information and management sciences. Other fields that also had fairly high demand included mechanical engineering, industrial engineering, and nursing.
- As expected, there was less demand for graduate degrees than for undergraduate degrees, though the fields were more varied as compared to baccalaureate demand. Graduate level areas of high demand included general management, teacher education (at both the elementary and secondary level), educational administration,

sociology/social work, accounting, finance, and family and child sciences.

- There were a number of areas in which continuing education was needed. Significantly high demand areas included leadership skills, supervision skills, teamwork skills, general management, computer and information sciences, marketing and sales, accounting, presentation skills, and writing skills.

Together, the highest areas of demand were in the business fields, particularly at the undergraduate, baccalaureate degree level. There was also a significant interest for employees to pursue continuing education opportunities to improve leadership, supervision, and teamwork skills. Since many employees tend to have at least one degree or certification, it is expected that there may be more interest in professional development opportunities for this particular population, where employees can work on enhancing their skills, as opposed to pursuing additional degrees.

## **6.2 High School and College Student Demand Estimates**

High school and college student demand estimates followed a similar procedure of estimating demand. Respective interest levels were gauged by surveys of each group, and these interest levels were translated into demand estimates through application to the larger population of individuals in the area, with some adjustments for relevant factors in each case. For each group, demand estimates are formulated for appropriate levels of educational services: two-year and beyond postsecondary services for current high school students; baccalaureate and beyond for current two-year students; and graduate demand for current four-year students.

### **6.2.1 High School Student Demand**

Estimations of future demand from high school students were based on a survey of Rockford area high school students and local high school graduate estimations. The distributions of interest and aspired-to degree levels were derived from surveys and

applied to the larger population of high school graduates through application of a college participation rate and a “stay rate” (the proportion of individuals willing to enroll in a local program, independent of available selection). Thus, estimations of demand were generated according to aspirational levels of attainment and specific disciplines of interest, as depicted in Exhibit 6-3. Summaries of these demand estimates by aggregated disciplinary categories follow in Exhibit 6-4.

These estimates indicate:

- Demand for specific programs at the associate level was generally low. This is indicative of the fact that students perceive a four-year degree as requisite for desired employment positions in today’s labor market. Although aspirations of students are for four-year degrees or higher, many will pursue this route via enrollment in 2+2 programs offered through local community colleges.
- The high levels of demand for bachelor’s degree programs among high school graduates were observed within the disciplines of business management, teacher education (elementary or secondary), and nursing. Significant numbers of students also indicated interest in bachelor’s level programs in marketing and sales, criminal justice, and computer and information sciences.
- A significant share of students indicated aspirations to attain master’s degrees in a wide variety of fields. In fact, demand levels for these programs somewhat reflected that of bachelor’s degree programs, and was distributed across similar disciplines. Teacher education was the most popular selection among respondents desiring to attain master’s degrees. Interest also was apparent in business management, nursing, biology, and computer and information sciences disciplines.
- At the doctorate or professional level, medicine garnered the highest interest levels by a large margin. However, students also expressed some interest in doctorate- or professional-level programs in finance, criminal justice, law, history, dental hygiene, physical therapy, biology, and both child and general psychology. (In some of these fields, it is possible that some students did not correctly interpret what was implied by a “professional” degree.)

**EXHIBIT 6-3  
ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD  
AREA HIGH SCHOOL GRADUATES, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area High School Graduates</b>	<b>3,615</b>
x College Participation Rate	59.8% <sup>A</sup>
x Stay Rate	66.4% <sup>B</sup>
<b>Estimated Potential Local Enrollments</b>	<b>1,435</b>

DISCIPLINE	UNDUPLICATED HIGH SCHOOL DEMAND BY HIGHEST ASPIRATION						
	Vocational/ Technical certificate	Associate degree	Bachelor's degree	Master's degree	Education Specialist	Doctorate degree	Professional degree
<b>Agricultural Sciences</b>		3	3	7		3	
Agriculture (General)		3		3			
Agricultural Biochemistry/Biotechnology							
Agricultural Business							
Animal/Veterinary Science			3			3	
Entomology							
Environmental Science				3			
Horticulture							
<b>Architecture &amp; Related Programs</b>		10	20	37	3		
Architecture		3		17			
Graphic Design		7	13	17	3		
Interior Design			7	3			
<b>Aviation</b>		3	10	3			
<b>Business</b>		17	80	70		10	27
Accounting		7	10	13			7
Finance			3	10			10
Hospitality Administration							
Information & Management Sciences		3		3			
International Relations				10		3	7
Management (General)		3	40	23		3	
Marketing & Sales			27	10		3	3
Risk Management/Insurance & Real Estate		3					
<b>Communications</b>		7	27	27		3	
General Studies			7	10		3	
Broadcast Media		3	13	7			
Print Media		3	7	3			
Speech				7			
<b>Computer &amp; Information Sciences</b>		7	27	20			
<b>Construction Trades</b>			3				
<b>Cosmetology</b>	7	7					
<b>Criminology/Law</b>		10	30	13		3	23
Criminal Justice		3	27	13			13
Pre-Law						3	10
Protective Services/Law Enforcement		7	3				
<b>Education</b>		17	77	67	20	7	3
Educational Administration							
Physical Education			3				
Special Education		3	3	10			
Teacher Education (Elementary/Secondary)		13	70	57	20	7	3
<b>Engineering</b>	3	7	34	30	7	3	
Chemical Engineering			3				
Civil and Environmental Engineering				3			
Electrical Engineering		3	10	7			
Engineering Technology		3	3				
Computer Engineering			3		3		
Industrial Engineering			7	7	3		
Mechanical Engineering	3		7	13		3	
<b>Fine Arts</b>		3	17	27		23	7
General Studies			3	3		3	
English			10	3		3	
Ethics							
Foreign Language				3			
History		3		3		10	7
Literature				7		3	
Mathematics						3	
Philosophy							
Statistics							
Theology/Religious Studies			3	7			

**EXHIBIT 6-3 (Continued)  
ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD  
AREA HIGH SCHOOL GRADUATES, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

Rockford Area High School Graduates	3,615
x College Participation Rate	59.8% <sup>A</sup>
x Stay Rate	66.4% <sup>B</sup>
Estimated Potential Local Enrollments	1,435

DISCIPLINE	UNDUPLICATED HIGH SCHOOL DEMAND BY HIGHEST ASPIRATION						
	Vocational/ Technical certificate	Associate degree	Bachelor's degree	Master's degree	Education Specialist	Doctorate degree	Professional degree
<b>Health Professions</b>	3	20	80	54	3	37	84
Dental Hygiene		3	3				10
Diagnostic Imaging							
Emergency Medical Technician (EMT)	3						
Laboratory Technology		3	7	3			
Other Health Technologies		3	3				
Health Administration							
Nursing		10	57	27	3		7
Pre-Med			3	10		23	60
Physical Therapy				10		10	7
Respiratory Therapy							
Other Therapy			7	3		3	
<b>Human Sciences</b>		13	17	10			
Family & Child Sciences		7	3				
Apparel & Fashion Merchandising		7	7	3			
Nutrition, Food, & Exercise Science			7				
Textiles & Consumer Sciences							
<b>Manufacturing/Production</b>			3				
Mechanics, Repairers, & Technicians	13		7	10			
Military				3			
<b>Natural &amp; Physical Sciences</b>			10	23		13	7
Astronomy							
Biology			3	20		10	7
Chemistry			7	3		3	
Physics							
<b>Recreation, Park, Hospitality, &amp; Tourism</b>							
<b>Social Sciences</b>			17	27	7	30	10
Anthropology							
Economics				7			
Geography							
Political Science				3			3
Psychology (General)/Counseling			7	7		17	
Psychology (Child)			10			10	7
Sociology/Social Work				10	3	3	
Urban & Regional Planning							
<b>Visual &amp; Performing Arts</b>		3	23	20		7	3
Art			7	3		3	
Dance				7			
Music		3	10	7		3	3
Theater			7	3			
<b>GRAND TOTAL</b>	27	127	486	449	40	141	164

Note: Totals are estimated to the nearest whole number.

<sup>A</sup> Represents the 2000 Illinois statewide average proportion of high school seniors attending college the year after graduation, as published by *Postsecondary Education OPPORTUNITY*.

<sup>B</sup> The inverse of the proportion of high school student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

**EXHIBIT 6-4  
ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD  
AREA HIGH SCHOOL GRADUATES, BY SUMMARY DISCIPLINE AND LEVEL**

Notes

Rockford Area High School Graduates	3,615
x College Participation Rate	59.8% <sup>A</sup>
x Stay Rate	66.4% <sup>B</sup>
Estimated Potential Local Enrollments	1,435

DISCIPLINE	UNDUPLICATED HIGH SCHOOL DEMAND BY HIGHEST ASPIRATION						
	Vocational/ Technical certificate	Associate degree	Bachelor's degree	Master's degree	Education Specialist	Doctorate degree	Professional degree
Agricultural Sciences		3	3	7		3	
Architecture & Related Programs		10	20	37	3		
Aviation		3	10	3			
Business		17	80	70		10	27
Communications		7	27	27		3	
Computer & Information Sciences		7	27	20			
Construction Trades			3				
Cosmetology	7	7					
Criminology/Law		10	30	13		3	23
Education		17	77	67	20	7	3
Engineering	3	7	34	30	7	3	
Fine Arts		3	17	27		23	7
Health Professions	3	20	80	54	3	37	84
Human Sciences		13	17	10			
Manufacturing/Production			3				
Mechanics, Repairers, & Technicians	13		7	10			
Military				3			
Natural & Physical Sciences			10	23		13	7
Recreation, Park, Hospitality, & Tourism							
Social Sciences			17	27	7	30	10
Visual & Performing Arts		3	23	20		7	3
<b>GRAND TOTAL</b>	<b>27</b>	<b>127</b>	<b>486</b>	<b>449</b>	<b>40</b>	<b>141</b>	<b>164</b>

Note: Totals are estimated to the nearest whole number.

<sup>A</sup> Represents the 2000 Illinois statewide average proportion of high school seniors attending college the year after graduation, as published by *Postsecondary Education OPPORTUNITY*.

<sup>B</sup> The inverse of the proportion of high school student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

Collectively, these demand levels indicate a strong demand among local students for programs in several disciplines. It appears that most of these high school students are interested in bachelor's or higher educational certification, but this would likely entail some demand for associate of arts degree programs that would transfer to four-year programs. The most popular disciplines included business management, teacher education, and nursing, with interest expressed in several other areas in a limited capacity.

**6.2.2 Two-Year College Student Demand**

A third survey was administered to college students in the Rockford area. The results of this survey were divided between students attending two- and four-year

institutions to assess differing levels of demand of those residents currently participating in local higher education offerings. The surveys submitted by two-year students were analyzed to determine baccalaureate and beyond degree aspirations.

In the first analysis of two-year students, interest in bachelor's level programs was estimated by collapsing interest in any program at the bachelor's level or beyond, due to the fact that a bachelor's degree would be necessary to achieve graduate degrees. Since these counts were divided by discipline, this makes the assumption that a person desiring a graduate degree in one particular discipline would also be interested in pursuing an undergraduate (bachelor's) degree in the same discipline.

The second part of the analysis involving two-year students looked at graduate program interest separately; specifically, examining levels of interest by master's degree, education specialist, doctorate degree, and professional degree aspirations. This generated unduplicated counts of students interested in each of these graduate programs by specific discipline.

Interest levels derived from each of these analyses were extrapolated to the larger student populations in the Rockford area (enrollments in local postsecondary institutions) to estimate potential demand levels for specific programs by level of degree. Adjustments to interest levels were made according to the student populations to account for the proportions of the populations with interest in attaining various levels of education, the expected matriculation/transfer rates between programs, and the percentage of students willing to attend a local institution. Detailed results of these analyses are depicted in Exhibit 6-5, with summaries of demand levels by aggregated disciplinary categories provided in Exhibit 6-6.

**EXHIBIT 6-5  
ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD  
AREA TWO-YEAR STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area CC Enrollments</b>	<b>11,958</b>
x Bachelor's or Higher Aspiration Rate	79.1% A
x 4-Year Matriculation Rate	25.0% B
x Stay Rate	85.4% C
<b>Potential Baccalaureate Enrollments</b>	<b>2,019</b>

Notes:

<b>Annual CC Transfers to 4-Year</b>	<b>2,019</b>
x Graduate Aspiration Rate	56.2% D
x Graduate Matriculation Rate	25.0% E
x Stay Rate	85.4% C
<b>Potential Graduate Enrollments</b>	<b>242</b>

DISCIPLINE	CC STUDENT DEMAND BY EDUCATIONAL LEVEL				
	Aspiring to Bachelor's Degree or Higher	Subset: Aspiring to Graduate Degrees			
		Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Agricultural Sciences</b>	<b>17</b>	<b>2</b>			
Agriculture (General)	12	2			
Agricultural Biochemistry/Biotechnology					
Agricultural Business					
Animal/Veterinary Science	6				
Entomology					
Environmental Science					
Horticulture					
<b>Architecture &amp; Related Programs</b>	<b>23</b>	<b>1</b>			
Architecture	6	1			
Graphic Design	6				
Interior Design	12				
<b>Aviation/Maintenance Technology</b>	<b>138</b>	<b>7</b>	<b>1</b>		
<b>Business</b>	<b>224</b>	<b>21</b>		<b>1</b>	
Accounting	58	10			
Finance	12	1			
Hospitality Administration	17				
Information & Management Sciences	12	1			
International Relations	6			1	
Management (General)	92	7			
Marketing & Sales	29	1			
Risk Management/Insurance & Real Estate					
<b>Communications</b>	<b>23</b>			<b>1</b>	
General Studies	17				
Broadcast Media					
Print Media					
Speech	6			1	
<b>Computer &amp; Information Sciences</b>	<b>52</b>	<b>2</b>			
<b>Construction Trades</b>					
<b>Cosmetology</b>	<b>6</b>				<b>1</b>
<b>Criminology/Law</b>	<b>63</b>			<b>2</b>	<b>6</b>
Criminal Justice	23				
Pre-Law	40			2	6
Protective Services/Law Enforcement					
<b>Education</b>	<b>230</b>	<b>26</b>	<b>2</b>	<b>7</b>	
Educational Administration	6			1	
Physical Education	29	2			
Special Education	6	1			
Teacher Education (Elementary/Secondary)	190	22	2	6	
<b>Engineering</b>	<b>127</b>	<b>15</b>		<b>2</b>	
Chemical Engineering					
Civil and Environmental Engineering	17	2			
Electrical Engineering	52	6		1	
Engineering Technology	6	1			
Computer Engineering	12				
Industrial Engineering	6			1	
Mechanical Engineering	35	5			
<b>Fine Arts</b>	<b>69</b>	<b>10</b>		<b>1</b>	
General Studies	17	1			
English	23	2		1	
Ethics					
Foreign Language	12	2			
History	6	1			
Literature					
Mathematics	12	2			
Philosophy					
Statistics					
Theology/Religious Studies					

**EXHIBIT 6-5 (CONTINUED)  
ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD  
AREA TWO-YEAR STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area CC Enrollments</b>	<b>11,958</b>
x Bachelor's or Higher Aspiration Rate	79.1% <sup>A</sup>
x 4-Year Matriculation Rate	25.0% <sup>B</sup>
x Stay Rate	85.4% <sup>C</sup>
<b>Potential Baccalaureate Enrollments</b>	<b>2,019</b>

Notes:

<b>Annual CC Transfers to 4-Year</b>	<b>2,019</b>
x Graduate Aspiration Rate	56.2% <sup>D</sup>
x Graduate Matriculation Rate	25.0% <sup>E</sup>
x Stay Rate	85.4% <sup>C</sup>
<b>Potential Graduate Enrollments</b>	<b>242</b>

DISCIPLINE	CC STUDENT DEMAND BY EDUCATIONAL LEVEL				
	Aspiring to Bachelor's Degree or Higher	Subset: Aspiring to Graduate Degrees			
		Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Health Professions</b>	<b>748</b>	<b>46</b>		<b>15</b>	<b>25</b>
Dental Hygiene	35				
Diagnostic Imaging	17				
Emergency Medical Technician (EMT)					
Laboratory Technology	6				
Other Health Technologies	17			1	
Health Administration	6				
Nursing	500	37		7	10
Pre-Med	98	1		4	15
Physical Therapy	23	4		1	
Respiratory Therapy	23	2			
Other Therapy	23	1		1	
<b>Human Sciences</b>	<b>40</b>	<b>2</b>			
Family & Child Sciences	23	1			
Apparel & Fashion Merchandising	6				
Nutrition, Food, & Exercise Science	12	1			
Textiles & Consumer Sciences					
<b>Manufacturing/Production</b>					
<b>Mechanics, Repairers, &amp; Technicians</b>	<b>6</b>			<b>1</b>	
<b>Military</b>	<b>6</b>				
<b>Natural &amp; Physical Sciences</b>	<b>35</b>	<b>5</b>		<b>2</b>	
Astronomy					
Biology	23	4		1	
Chemistry	12	1		1	
Physics					
<b>Recreation, Park, Hospitality, &amp; Tourism</b>					
<b>Social Sciences</b>	<b>132</b>	<b>10</b>		<b>11</b>	<b>1</b>
Anthropology					
Economics					
Geography					
Political Science	12			1	1
Psychology (General)/Counseling	40	1		6	
Psychology (Child)	29	4		2	
Sociology/Social Work	52	5		1	
Urban & Regional Planning					
<b>Visual &amp; Performing Arts</b>	<b>23</b>				
Art	17				
Dance					
Music	6				
Theater					
<b>Pharmacy/Pharmaceuticals</b>	<b>46</b>	<b>1</b>		<b>4</b>	<b>4</b>
<b>Human Services</b>	<b>12</b>	<b>1</b>			
<b>GRAND TOTAL</b>	<b>2,019</b>	<b>152</b>	<b>4</b>	<b>50</b>	<b>37</b>

<sup>A</sup> Represents the percentage of two-year college students aspiring to bachelor's or higher degree, based on survey responses.

<sup>B</sup> The percentage of bachelor's degree or higher aspiring community college students who will complete 2-year program and transfer to 4-year institutions on an annual basis.

<sup>C</sup> The inverse of the proportion of community college student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

<sup>D</sup> Represents the percentage of 2-year college students aspiring to graduate degrees (among those aspiring to at least a bachelor's degree) based on survey responses.

<sup>E</sup> The percentage of graduate degree aspiring former community college students who will matriculate into graduate programs on an annual basis.

**EXHIBIT 6-6  
ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD  
AREA TWO-YEAR STUDENTS, BY SUMMARY DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area CC Enrollments</b>	<b>11,958</b>
x Bachelor's or Higher Aspiration Rate	79.1% <sup>A</sup>
x 4-Year Matriculation Rate	25.0% <sup>B</sup>
x Stay Rate	85.4% <sup>C</sup>
<b>Potential Baccalaureate Enrollments</b>	<b>2,019</b>

Notes:

<b>Annual CC Transfers to 4-Year</b>	<b>2,019</b>
x Graduate Aspiration Rate	56.2% <sup>D</sup>
x Graduate Matriculation Rate	25.0% <sup>E</sup>
x Stay Rate	85.4% <sup>C</sup>
<b>Potential Graduate Enrollments</b>	<b>242</b>

DISCIPLINE	CC STUDENT DEMAND BY EDUCATIONAL LEVEL				
	Aspiring to Bachelor's Degree or Higher	Subset: Aspiring to Graduate Degrees			
		Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
Agricultural Sciences	17	2			
Architecture & Related Programs	23	1			
Aviation/Maintenance Technology	138	7	1		
Business	224	21		1	
Communications	23			1	
Computer & Information Sciences	52	2			
Construction Trades					
Cosmetology	6				1
Criminology/Law	63			2	6
Education	230	26	2	7	
Engineering	127	15		2	
Fine Arts	69	10		1	
Health Professions	748	46		15	25
Human Sciences	40	2			
Manufacturing/Production					
Mechanics, Repairers, & Technicians	6			1	
Military	6				
Natural & Physical Sciences	35	5		2	
Recreation, Park, Hospitality, & Tourism					
Social Sciences	132	10		11	1
Visual & Performing Arts	23				
Pharmacy/Pharmaceuticals	46	1		4	4
Human Services	12	1			
<b>GRAND TOTAL</b>	<b>2,019</b>	<b>152</b>	<b>4</b>	<b>50</b>	<b>37</b>

<sup>A</sup> Represents the percentage of 2-year college students aspiring to bachelor's or higher degree, based on survey responses.

<sup>B</sup> The percentage of bachelor's degree or higher aspiring community college students who will complete 2-year program and transfer to 4-year institutions on an annual basis.

<sup>C</sup> The inverse of the proportion of community college student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

<sup>D</sup> Represents the percentage of 2-year college students aspiring to graduate degrees (among those aspiring to at least a bachelor's degree) based on survey responses.

<sup>E</sup> The percentage of graduate degree aspiring former community college students who will matriculate into graduate programs on an annual basis.

A large population of students currently enrolled in local two-year institutions will likely transfer to four-year institutions in pursuit of bachelor's and higher degree certification. Specifically, we see that:

- Significantly high levels of demand were identified for teacher education, nursing, and pre-med studies among two-year students.
- Demand for bachelor's degrees among two-year transfers is also observed in the fields of accounting, business management, computer and information sciences, electrical engineering, and

social work. Moderate levels of demand also were found for programs in marketing and sales, criminal justice, mechanical engineering, physical education, English, dental hygiene, respiratory therapy, family and child sciences, and general psychology.

- Master's level demand is more limited, with some students expressing interest in pursuing degrees in teacher education and nursing. Aspirational levels among two-year student populations are expected to be somewhat lower than among high school students, as they are older and generally face and perceive greater obstacles in pursuing certification beyond the baccalaureate level.
- Limited levels of interest were expressed in doctorate or professional level programs in teacher education, pre-law, nursing, pre-medicine, and psychology.
- Though not typically considered at the baccalaureate degree level, the aviation maintenance technology and pharmacy/pharmaceuticals disciplines received substantial interest from current two-year college students.

It is apparent that transfers from local two-year institutions will generate significant numbers of upper-division enrollments at four-year institutions. Contingent on a reasonable proportion of two-year students completing their associate programs within the next year or two, the analyses reveal significant demand for bachelor's degree programs, including several within the business and education disciplines.

### **6.2.3 Four-Year College Student Demand**

The responses of four-year students collected through the survey were analyzed to estimate demand for graduate-level programs among the larger population of these students in the Rockford area. Interest levels were divided by level and discipline to determine the proportions of students in the Rockford area aspiring to various graduate programs. As in other estimates, these interest levels were then applied to the larger population (four-year students, in this case), and adjusted by several factors to estimate demand. In this analysis, the body of four-year enrollments was adjusted to account for the percentage of students aspiring to attain a graduate degree, the percentage that

would follow through with these aspirations within the next year, and the proportion that would be willing to enroll in a local program (Exhibits 6-7 and 6-8).

**EXHIBIT 6-7  
ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA  
BACCALAUREATE STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area 4-Year Enrollments</b>	<b>1,371</b>	A
x Graduate Aspiration Rate	72.6%	B
x Matriculation Rate	33.3%	C
x Stay Rate	89.0%	D
<b>Annual Potential Local Enrollments</b>	<b>295</b>	

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Agricultural Sciences</b>				
Agriculture (General)				
Agricultural Biochemistry/Biotechnology				
Agricultural Business				
Animal/Veterinary Science				
Entomology				
Environmental Science				
Horticulture				
<b>Architecture &amp; Related Programs</b>				
Architecture				
Graphic Design				
Interior Design				
<b>Aviation/Maintenance Technology</b>				
<b>Business</b>	76		7	7
Accounting	14			7
Finance	7			
Hospitality Administration				
Information & Management Sciences				
International Relations	14			
Management (General)	34		7	
Marketing & Sales	7			
Risk Management/Insurance & Real Estate				
<b>Communications</b>	7			
General Studies				
Broadcast Media	7			
Print Media				
Speech				
<b>Computer &amp; Information Sciences</b>			7	
<b>Construction Trades</b>				
<b>Cosmetology</b>				
<b>Criminology/Law</b>			7	14
Criminal Justice			7	
Pre-Law				14
Protective Services/Law Enforcement				
<b>Education</b>	62		14	
Educational Administration	7		7	
Physical Education				
Special Education	7			
Teacher Education (Elementary/Secondary)	48		7	

**EXHIBIT 6-7 (Continued)**  
**ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA**  
**BACCALAUREATE STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area 4-Year Enrollments</b>	<b>1,371</b>	A
<b>x Graduate Aspiration Rate</b>	<b>72.6%</b>	B
<b>x Matriculation Rate</b>	<b>33.3%</b>	C
<b>x Stay Rate</b>	<b>89.0%</b>	D
<b>Annual Potential Local Enrollments</b>	<b>295</b>	

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Engineering</b>			7	
Chemical Engineering				
Civil and Environmental Engineering				
Electrical Engineering				
Engineering Technology				
Computer Engineering				
Industrial Engineering			7	
Mechanical Engineering				
<b>Fine Arts</b>	14		7	
General Studies				
English	7			
Ethics				
Foreign Language				
History				
Literature				
Mathematics	7			
Philosophy				
Statistics				
Theology/Religious Studies			7	
<b>Health Professions</b>	27		7	14
Dental Hygiene				
Diagnostic Imaging				
Emergency Medical Technician (EMT)				
Laboratory Technology				
Other Health Technologies				
Health Administration				
Nursing	21		7	
Pre-Med				14
Physical Therapy				
Respiratory Therapy				
Other Therapy	7			
<b>Human Sciences</b>				
Family & Child Sciences				
Apparel & Fashion Merchandising				
Nutrition, Food, & Exercise Science				
Textiles & Consumer Sciences				
<b>Manufacturing/Production</b>				
<b>Mechanics, Repairers, &amp; Technicians</b>				
<b>Military</b>				

**EXHIBIT 6-7 (Continued)**  
**ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA**  
**BACCALAUREATE STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area 4-Year Enrollments</b>	<b>1,371</b>	A
<b>x Graduate Aspiration Rate</b>	<b>72.6%</b>	B
<b>x Matriculation Rate</b>	<b>33.3%</b>	C
<b>x Stay Rate</b>	<b>89.0%</b>	D
<b>Annual Potential Local Enrollments</b>	<b>295</b>	

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
Natural & Physical Sciences				
Astronomy				
Biology				
Chemistry				
Physics				
Recreation, Park, Hospitality, & Tourism				
Social Sciences	14			
Anthropology				
Economics				
Geography				
Political Science				
Psychology (General)/Counseling	7			
Psychology (Child)	7			
Sociology/Social Work				
Urban & Regional Planning				
Visual & Performing Arts	7			
Art	7			
Dance				
Music				
Theater				
Pharmacy/Pharmaceuticals				
Human Services				
<b>GRAND TOTAL</b>	<b>206</b>		<b>55</b>	<b>34</b>

Note: Totals are estimated to the nearest whole number.

<sup>A</sup> Fall 2002 enrollments at Rockford College and St. Anthony College of Nursing.

<sup>B</sup> Represents the percentage of 4-year college students aspiring to graduate degree, based on survey responses.

<sup>C</sup> The percentage of graduate degree-aspiring 4-year students who will transfer/matriculate into graduate programs on an annual basis. Accounts for the limited proportion of students, among the total population, who will graduate and follow-through with their intent.

<sup>D</sup> The inverse of the proportion of 4-year student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

**EXHIBIT 6-8  
ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA  
BACCALAUREATE STUDENTS, BY SUMMARY DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area 4-Year Enrollments</b>	<b>1,371</b>	A
<b>x Graduate Aspiration Rate</b>	<b>72.6%</b>	B
<b>x Matriculation Rate</b>	<b>33.3%</b>	C
<b>x Stay Rate</b>	<b>89.0%</b>	D
<b>Annual Potential Local Enrollments</b>	<b>295</b>	

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
Agricultural Sciences				
Architecture & Related Programs				
Aviation/Maintenance Technology				
Business	76		7	7
Communications	7			
Computer & Information Sciences			7	
Construction Trades				
Cosmetology				
Criminology/Law			7	14
Education	62		14	
Engineering			7	
Fine Arts	14		7	
Health Professions	27		7	14
Human Sciences				
Manufacturing/Production				
Mechanics, Repairers, & Technicians				
Military				
Natural & Physical Sciences				
Recreation, Park, Hospitality, & Tourism				
Social Sciences	14			
Visual & Performing Arts	7			
Pharmacy/Pharmaceuticals				
Human Services				
<b>GRAND TOTAL</b>	<b>206</b>		<b>55</b>	<b>34</b>

<sup>A</sup> Fall 2002 enrollments at Rockford College and St. Anthony College of Nursing.

<sup>B</sup> Represents the percentage of 4-year college students aspiring to graduate degree, based on survey responses.

<sup>C</sup> The percentage of graduate degree-aspiring 4-year students who will transfer/matriculate into graduate programs on an annual basis. Accounts for the limited proportion of students, among the total population, who will graduate and follow-through with their intent.

<sup>D</sup> The inverse of the proportion of 4-year student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

Demand for graduate programs among these four-year students parallels that of the high school and two-year students who were surveyed. Management, teacher education, and nursing programs appear to hold the most appeal among students. However, it should be noted that the relatively small sample size returned from this

target student group limits the accuracy of the estimated demand levels. Interest beyond the master's degree level is too widely dispersed to make any definitive extrapolations as to Rockford area demand levels among the current local four-year college student population.

### **6.3 Development of Composite Demand Estimates**

In this section, we merge the estimations of demand among the targeted populations to predict total demand across various disciplines and degree levels. This aggregation generally takes an additive approach, with an adjustment for overlap between certain target audiences. The adjustment is made to the college student demand levels, as many of these individuals are employed by local firms, and would therefore have demand expressed from both of these populations. According to the survey of local college students, about 36 percent of local enrollments could be considered nontraditional (that is, over the age of 24). It is among these students that we would expect some overlap in demand, as some portion would be pursuing training at the behest of their employer. As a conservative measure (to ensure that double-counting is precluded), we determined that about half of the expressed demand among these nontraditional students should be removed. Thus, demand levels calculated for college students were reduced by half of the proportion of nontraditional students (36 percent of total), leading to an 18 percent reduction.

The annual composite demand estimates by specific discipline are presented in Exhibit 6-9, with summary-level demand depicted in Exhibit 6-10. The levels of demand are aggregated to the least common denominator between the preceding analyses, resulting in estimates divided by associate/vocational, bachelor's, graduate, and continuing education demand.

**EXHIBIT 6-9  
ANNUAL COMPOSITE DEMAND ESTIMATES FOR THE ROCKFORD AREA,  
HIGH SCHOOL STUDENTS, COLLEGE STUDENTS, AND EMPLOYERS  
BY SPECIFIC DISCIPLINE AND LEVEL**

DISCIPLINE	TOTAL DEMAND BY LEVEL			
	Vocational or Associate	Bachelor's	Graduate	Continuing Education
<b>Agricultural Sciences</b>	<b>45</b>	<b>8</b>	<b>32</b>	<b>126</b>
Agriculture (General)	3	0	26	42
Agricultural Biochemistry/Biotechnology	0	0	0	21
Agricultural Business	0	0	0	21
Animal/Veterinary Science	0	8	3	0
Entomology	0	0	0	0
Environmental Science	21	0	3	42
Horticulture	21	0	0	0
<b>Architecture &amp; Related Programs</b>	<b>31</b>	<b>35</b>	<b>62</b>	<b>42</b>
Architecture	3	0	18	21
Graphic Design	28	18	41	21
Interior Design	0	17	3	0
<b>Aviation/Maintenance Technology</b>	<b>3</b>	<b>123</b>	<b>10</b>	<b>0</b>
<b>Business</b>	<b>433</b>	<b>1,720</b>	<b>824</b>	<b>1,521</b>
Accounting	132	350	149	271
Finance	83	221	131	167
Hospitality Administration	0	77	0	83
Information & Management Sciences	66	198	67	188
International Relations	0	42	53	104
Management (General)	66	428	254	333
Marketing & Sales	83	301	128	292
Risk Management/Insurance & Real Estate	3	104	42	83
<b>Communications</b>	<b>111</b>	<b>209</b>	<b>100</b>	<b>355</b>
General Studies	63	63	13	63
Broadcast Media	3	55	13	63
Print Media	3	49	24	104
Speech	42	42	50	125
<b>Computer &amp; Information Sciences</b>	<b>70</b>	<b>195</b>	<b>69</b>	<b>333</b>
<b>Construction Trades</b>	<b>42</b>	<b>3</b>	<b>0</b>	<b>21</b>
<b>Cosmetology</b>	<b>13</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Criminology/Law</b>	<b>31</b>	<b>112</b>	<b>149</b>	<b>105</b>
Criminal Justice	3	109	96	42
Pre-Law	0	0	53	21
Protective Services/Law Enforcement	28	3	0	42
<b>Education</b>	<b>79</b>	<b>506</b>	<b>667</b>	<b>416</b>
Educational Administration	0	21	137	104
Physical Education	0	69	106	83
Special Education	24	86	121	104
Teacher Education (Elementary/Secondary)	55	330	304	125
<b>Engineering</b>	<b>343</b>	<b>754</b>	<b>248</b>	<b>522</b>
Chemical Engineering	0	3	0	0
Civil and Environmental Engineering	21	35	5	21
Electrical Engineering	45	157	55	83
Engineering Technology	66	86	43	63
Computer Engineering	42	76	3	42
Industrial Engineering	83	174	59	167
Mechanical Engineering	86	224	84	146
<b>Fine Arts</b>	<b>421</b>	<b>342</b>	<b>668</b>	<b>751</b>
General Studies	83	100	91	63
English	21	50	99	125
Ethics	63	42	63	42
Foreign Language	83	21	68	104
History	24	0	84	83
Literature	21	21	73	63
Mathematics	63	63	73	104
Philosophy	0	0	42	21
Statistics	63	42	42	125
Theology/Religious Studies	0	3	34	21

**EXHIBIT 6-9 (Continued)**  
**ANNUAL COMPOSITE DEMAND ESTIMATES FOR THE ROCKFORD AREA,**  
**HIGH SCHOOL STUDENTS, COLLEGE STUDENTS, AND EMPLOYERS**  
**BY SPECIFIC DISCIPLINE AND LEVEL**

DISCIPLINE	TOTAL DEMAND BY LEVEL			
	Vocational or Associate	Bachelor's	Graduate	Continuing Education
<b>Health Professions</b>	<b>252</b>	<b>1,052</b>	<b>517</b>	<b>501</b>
Dental Hygiene	3	32	10	0
Diagnostic Imaging	0	35	0	0
Emergency Medical Technician (EMT)	45	0	21	42
Laboratory Technology	3	75	24	42
Other Health Technologies	24	59	1	42
Health Administration	0	68	21	104
Nursing	156	592	187	146
Pre-Med	0	83	122	0
Physical Therapy	0	42	94	83
Respiratory Therapy	21	19	2	21
Other Therapy	0	47	35	21
<b>Human Sciences</b>	<b>56</b>	<b>135</b>	<b>158</b>	<b>229</b>
Family & Child Sciences	49	64	112	125
Apparel & Fashion Merchandising	7	12	3	0
Nutrition, Food, & Exercise Science	0	59	43	104
Textiles & Consumer Sciences	0	0	0	0
<b>Manufacturing/Production</b>	<b>83</b>	<b>86</b>	<b>42</b>	<b>250</b>
Mechanics, Repairers, & Technicians	76	7	11	63
Military	0	5	3	0
<b>Natural &amp; Physical Sciences</b>	<b>42</b>	<b>94</b>	<b>155</b>	<b>209</b>
Astronomy	0	0	21	42
Biology	21	45	83	83
Chemistry	21	49	30	42
Physics	0	0	21	42
Recreation, Park, Hospitality, & Tourism	0	21	0	21
<b>Social Sciences</b>	<b>63</b>	<b>323</b>	<b>520</b>	<b>417</b>
Anthropology	0	21	42	0
Economics	0	21	49	42
Geography	0	0	21	42
Political Science	0	0	30	0
Psychology (General)/Counseling	21	103	117	146
Psychology (Child)	21	73	114	104
Sociology/Social Work	21	106	147	83
Urban & Regional Planning	0	0	0	0
<b>Visual &amp; Performing Arts</b>	<b>3</b>	<b>43</b>	<b>204</b>	<b>252</b>
Art	0	21	55	63
Dance	0	0	49	63
Music	3	15	55	63
Theater	0	7	45	63
Pharmacy/Pharmaceuticals	0	38	7	0
Human Services	0	10	1	0
Leadership Skills	104	104	63	500
Presentation Skills	63	21	21	271
Supervision Skills	146	83	0	458
Teamwork Skills	125	83	0	354
Writing Skills	104	42	42	271
<b>GRAND TOTAL</b>	<b>2,739</b>	<b>6,154</b>	<b>4,574</b>	<b>7,988</b>

NOTE: Represents the aggregated demand of high school students, college students, and employers in the Rockford area, based on individual analyses conducted in sections 6.1 and 6.2. College student demand levels were reduced by a factor of 18 percent to account for overlap between derived student and employer demand. This proportion represents half of the proportion of nontraditional students (those over 25 years old—see Exhibit 5-1) who responded to the survey (36%).

Analysis of Exhibit 6-9 displays demand by specific disciplines and by level.

Demand intensity may be characterized by:

- **Top Priority Programs**—Specific Disciplines with demand levels exceeding 200 are indicative of potential new programs of high interest that should be considered a high priority for introduction into the education and training marketplace at the appropriate degree level.
- **Secondary Priority Programs**—Those Specific Disciplines with demand of 100-199 should be considered as secondary program priority.

From these composite (combined) estimates, we observe considerable demand in several specific disciplines by level from Exhibit 6-9. The following general disciplines carry the highest levels of demand (in descending order of magnitude):

#### **Vocational or Associate Level Training**

##### ***Secondary Priority Programs:***

- Nursing
- Supervision Skills
- Accounting
- Teamwork Skills
- Leadership Skills
- Writing Skills

#### **Bachelor's Degree Level**

##### ***Top Priority Programs:***

- Nursing
- Management (General)
- Accounting
- Teacher Education (Elementary/Secondary)
- Marketing and Sales
- Mechanical Engineering
- Finance

##### ***Secondary Priority Programs:***

- Information and Management Sciences (Business)
- Computer and Information Sciences
- Industrial Engineering
- Electrical Engineering
- Aviation/Maintenance Technology

- Criminal Justice
- Sociology/Social Work
- Risk Management/Insurance and Real Estate
- Psychology (General)/Counseling
- Fine Arts General Studies

**Graduate Degree Level**

***Top Priority Programs:***

- Teacher Education (Elementary/Secondary)
- Management (General)

***Secondary Priority Programs:***

- Nursing
- Accounting
- Sociology/Social Work
- Educational Administration
- Finance
- Marketing and Sales
- Pre-Medicine/Medicine
- Special Education
- Psychology (General)/Counseling
- Psychology (Child)
- Family and Child Sciences
- Physical Education

**Continuing Education**

***Top Priority Programs:***

- Leadership Skills
- Supervision Skills
- Teamwork Skills
- Management (General)
- Computer and Information Sciences
- Marketing and Sales
- Accounting
- Leadership Skills
- Writing Skills

***Secondary Priority Programs:***

- Various – See Exhibit 6-9

Analysis of Exhibit 6-10 displays demand by “summary” or “general” disciplines and by level. Demand intensity may be characterized by:

- **Top Priority Programs—Summary/General Disciplines** that accumulated an annual demand of 300 or greater are reflective of top priority program areas for immediate consideration and planning for implementation. However, these summary or general disciplines may have specific academic components that differ in demand, and must be considered in program planning at the appropriate degree level.
  
- **Secondary Priority Programs—Summary Disciplines** with a demand of 100-299 are indicative of a strong interest level, and should be targeted as secondary priority program areas.

**EXHIBIT 6-10  
ANNUAL COMPOSITE DEMAND ESTIMATES FOR THE ROCKFORD AREA,  
HIGH SCHOOL STUDENTS, COLLEGE STUDENTS, AND EMPLOYERS  
BY SUMMARY DISCIPLINE AND LEVEL**

DISCIPLINE	TOTAL DEMAND BY LEVEL			
	Vocational or Associate	Bachelor's	Graduate	Continuing Education
Agricultural Sciences	45	8	32	126
Architecture & Related Programs	31	35	62	42
Aviation/Maintenance Technology	3	123	10	0
Business	433	1,720	824	1,521
Communications	111	209	100	355
Computer & Information Sciences	70	195	69	333
Construction Trades	42	3	0	21
Cosmetology	13	0	1	0
Criminology/Law	31	112	149	105
Education	79	506	667	416
Engineering	343	754	248	522
Fine Arts	421	342	668	751
Health Professions	252	1,052	517	501
Human Sciences	56	135	158	229
Manufacturing/Production	83	86	42	250
Mechanics, Repairers, & Technicians	76	7	11	63
Military	0	5	3	0
Natural & Physical Sciences	42	94	155	209
Recreation, Park, Hospitality, & Tourism	0	21	0	21
Social Sciences	63	323	520	417
Visual & Performing Arts	3	43	204	252
Pharmacy/Pharmaceuticals	0	38	7	0
Human Services	0	10	1	0
Leadership Skills	104	104	63	500
Presentation Skills	63	21	21	271
Supervision Skills	146	83	0	458
Teamwork Skills	125	83	0	354
Writing Skills	104	42	42	271
<b>GRAND TOTAL</b>	<b>2,739</b>	<b>6,154</b>	<b>4,574</b>	<b>7,988</b>

NOTE: Represents the aggregated demand of high school students, college students, and employers in the Rockford area, based on individual analyses conducted in sections 6.1 and 6.2. College student demand levels were reduced by a factor of 18 percent to account for overlap between derived student and employer demand. This proportion represents half of the proportion of nontraditional students (those over 25 years old—see Exhibit 5-1) who responded to the survey (36%).

From these composite (combined) estimates, we observe considerable demand in several general disciplines from the Summary table (Exhibit 6-10). For vocational or associate level training, the following general disciplines carry the highest levels of demand (in descending order of magnitude):

**Vocational or Associate Level Training**

***Top Priority Programs:***

- Business
- Fine Arts
- Engineering

***Secondary Priority Programs:***

- Health Professions
- Supervision Skills
- Teamwork Skills
- Communications
- Leadership Skills
- Writing Skills

Strong demand was observed at the bachelor's level, with the cumulative total (across all disciplines) calculated in excess of 5,000 potential students locally. The academic disciplines with the strongest levels of demand at the baccalaureate degree are similar to those noted for associate/vocational training, though high program demand at the four-year level also appears in other disciplines, as well (in descending order of magnitude):

**Bachelor's Degree Level**

***Top Priority Programs:***

- Business
- Health Professions
- Engineering
- Education
- Fine Arts

***Secondary Priority Programs:***

- Social Sciences
- Communications

- Computer and Information Sciences
- Human Sciences
- Aviation and Aviation Maintenance Technology

Graduate level demand was considerably high relative to what was observed at the undergraduate level. The following program areas exhibited the highest levels in the Summary Discipline table (in descending order of magnitude):

**Graduate Degree Level**

***Top Priority Programs:***

- Business
- Fine Arts
- Education
- Social Sciences
- Health Professions

***Secondary Priority Programs:***

- Engineering
- Visual and Performing Arts
- Human Sciences
- Natural and Physical Sciences
- Criminology/Law

Finally, the highest overall numbers were observed for continuing education programs (not unexpectedly). This demand was derived exclusively from employers, with the strongest levels observed in the following programs (in descending order of magnitude):

**Continuing Education Programs**

***Top Priority Programs:***

- Business
- Fine Arts
- Engineering
- Health Professions
- Leadership Skills
- Supervision Skills
- Social Sciences
- Education
- Communications
- Teamwork Skills
- Computer and Information Sciences

**Secondary Priority Programs:**

- Presentation Skills
- Writing Skills
- Visual and Performing Arts
- Manufacturing/Production
- Human Sciences
- Natural and Physical Sciences
- Agricultural Sciences
- Criminology/Law

We can deduce from these demand estimates that considerable numbers of students would enroll annually in a significant number of programs given adequate accessibility, convenience, and awareness of their availability. Furthermore, demand for programs at the bachelor's and continuing educational level appear strong given the current availability of such in the region. The implications of these demand estimates in terms of what is needed from the local educational community and infrastructure are presented in Chapter 7.0 of this report.

**6.4 Summary of Program Demand Estimates**

Demand estimates included in this report are purposely conservative in nature. Based on the past trends and lack of substantial off-campus programming from outside providers, there is little local precedent to support a more aggressive model for projecting annual program demand estimates. Calculations must consider the consequences of both underestimating local interest (lost opportunities) as well as the overestimation of demand (unrealistic expectations). The approach taken in this needs assessment study was used to minimize demand over-statement. Therefore, responses to the resulting demand will likely expose all parties to far less initial risk.

Demand estimates have been calculated at an equal annual distribution across a five-year period. Often a multiyear distribution of demand projection is more curvilinear in nature reflecting one of two scenarios:

- slow starting in the first several years, peaking, and then leveling off to a sustainable enrollment count (higher than at program initiation) at the five-year point, thus reflecting a gradual introduction and assimilation of the program into the marketplace; or
- quick starting substantial enrollments (responding to “pent-up” market demand) in the first year or two, then tapering off to a sustainable yet smaller number of enrollments in years thereafter. In some instances, this latter scenario experiences a considerable drop-off in demand to the point of program reconfiguration or closure.

Demand estimates for this analysis did not utilize a curvilinear model of prediction here as they often do when constructed from historical patterns or case histories observed in a local market area. We concluded that trends in the Rockford area may not offer an accurate and reliable model for estimating the demand cycle for targeted programs under either of the two multiyear distribution scenarios listed above. However, the resulting straight-line demand estimates should be considered in a context, knowing that some variation per year is to be expected.

**7.0 SUMMARY OF KEY  
FINDINGS AND IMPLICATIONS  
FOR THE ROCKFORD AREA  
COMMUNITY**

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## **7.0 SUMMARY OF KEY FINDINGS AND IMPLICATIONS FOR THE ROCKFORD AREA COMMUNITY**

This community higher education needs assessment addressed the interests and anticipated demand for programs for the next five years from analyses of demographic data and the perspective of community leaders, employers, and current and prospective students in the Rockford community. Information from the various assessment methodologies was used to estimate program demand by level for the next five years. The study also analyzed perceived barriers to participating in higher education and the current forms of support employers provide to employees seeking higher education. These assessments and analyses represent the current and near-future higher education environment based on what is familiar and known.

An expectation of the study requested “information necessary for the Rockford area community and education partners to create a vision for higher education for the area over the next decade.” This expectation requires stepping beyond what is known and familiar to what higher education could, and should, become in the Rockford area. This vision needs to involve some recognition of financial reality, yet it ought not to be limited unduly by the current funding restrictions nor by the economic recession facing the country. We will attempt to strike such a balance as we summarize related data from the research findings, review options, and present a potential vision for consideration.

### **7.1 Review of Key Research Findings**

While many of the research findings were applied to calculating program demand estimates by level, this section reviews findings with particular focus on building a vision of higher education into the future.

***Demographic, Educational, and Economic Overview***

- Boone, Ogle, Stephenson, and Winnebago counties represent a population of about 420,000 persons. Over 157,000 of these fall within the 18 to 44 year old range, a demographic that represents the majority of consumers of higher educational services.
- The state has not yet released population projections based on 2000 Census data, but previous forecasts (based on the 1990 Census and other data) anticipated only modest growth for the area from 2000 to 2010, with 18 to 44 year old populations experiencing a slight decline over this period.
- The number of high school graduates in the area has declined only slightly from 1997 to 2002, indicating a fairly stable body of potential first-time-in-college (FTIC) students.
- Educational attainment in the service area is relatively lower than the statewide averages. A slightly higher proportion of individuals have attained associate degrees than across the state, but relatively fewer individuals have attained bachelor's or graduate-level certification.
- The proportion of the population in the service area that has attained some form of postsecondary certification (associate, bachelor's, or graduate-level degrees) has increased significantly over the 1990 to 2000 period (see Exhibit 2-8).
- Employment in the services, trade, and construction industries is projected to experience significant growth over the 2000-2010 period, whereas employment in the manufacturing industries is expected to decline.
- Occupational classifications expected to experience the most growth over the 2000-2010 period include Computer and Mathematical Occupations (42%); Health Care Support Occupations (24%); Community and Social Services Occupations (20%); Health Care Practitioners and Technical Occupations (19%); and Education, Training, and Library Occupations (16%).

***General Overview of the Rockford Area***

- Despite being hard hit by recent economic trends, community leaders and employer interviewees noted initial signs of economic recovery for some areas of manufacturing such as biotechnology and tool manufacturing. They also noted that the Rockford area serves as a logistics center, boasting the 23<sup>rd</sup> largest airfreight hub in the nation, a new intermodal rail hub soon to come on line, and strategic and convenient interstate highway access.
- Community leaders and employer interviewees stated that national and international markets are emerging for commercialization of

## ***Summary of Key Findings and Implications for the Rockford Area Community***

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soybean specialties and agricultural waste products. An agricultural technology park that involves collaborative research, incubation space, and commercialization space for emerging agricultural technology industries is under development.

- Community leaders and employer interviewees stated that some demand for new employees will occur due to anticipated large-scale retirements of skilled workers and K-12 teachers in the coming years.
- Employers stated that overall hiring trends are flat with the exception of some areas such as health care and skilled trades. Scheduled teacher retirements will soon create a teacher shortage, particularly in Rockford, while current openings exist for math, science, and linguistics instructors. Other areas with potential demand for workers included police and fire services, accounting and finance, skilled trades (particularly construction), and transportation and distribution support.
- Several community leaders and employers pointed out potential for growth in areas such as health care professions and commercialization of agricultural waste products that would require skilled workers.
- In general, there were more employers who indicated potential growth in their organization over the next five years than those who expected to have no growth, especially for businesses with 11 to 500 employees.
- More than three-quarters of current college students surveyed felt that, upon completion of their degree, it was extremely or very likely that there would be job opportunities available in the local area appropriate to their education and training.
- Entrepreneurship has been an important factor in the region's economic history, and employers identified a need to support entrepreneurship through higher education offerings.

### ***Overview of Current Higher Education in the Rockford Area***

- The Rockford area, composed of Boone, Ogle, Stephenson, and Winnebago counties, is home to five institutions of higher education. Included are campuses of two four-year institutions (Rockford College and St. Anthony College of Nursing), and a pair of two-year colleges (Rock Valley College and Highland Community College), as well as a privately owned, for-profit business trade school (Rockford Business College).
- Rock Valley College, a two-year institution located in the City of Rockford, saw substantial enrollment increases between 1996 to 2002, gaining 969 students over this period. This is an 11 percent

## **Summary of Key Findings and Implications for the Rockford Area Community**

increase over 1996 enrollment levels. Little change in enrollment is observed locally at the four-year level, possibly due to a lack of public offerings.

- The University of Illinois College of Medicine is an additional provider of postsecondary services to the Rockford area. It is a regional academic health science center that provides the 2nd through 4th years of medical education to students who have completed their first year of the M.D. program at the University of Illinois at Urbana-Champaign. Through cooperation with the Illinois School of Public Health (University of Illinois at Chicago), the campus also offers a course of study leading to a Master of Public Health degree. The Rockford campus is home to a number of additional programs, including the regional University Outreach and Public Service office and program sites for pharmacy and nursing.
- The main campus of Northern Illinois University (NIU) is located in DeKalb, Illinois, which is about an hour southeast of Rockford, outside of the service area formally defined for this study. However, NIU has a site in the City of Rockford that offers graduate programs locally as well as joint baccalaureate programs through a partnership with Rock Valley College.
- NIU, as a whole, has seen the most enrollment growth over the 1996 to 2002 period among the area institutions. Enrollments at NIU-Rockford are included in the total NIU figures, but represent only a small portion of the overall enrollment at this institution.
- An examination of NIU total enrollment reveals a significant number of students originating from the Rockford area (Boone, Ogle, Stephenson, and Winnebago counties, see Exhibit 3-2). Undergraduates represent about 80 percent of these students.
- Three institutions—Highland Community College (HCC), Rock Valley College (RVC), and Rockford Business College (RBC)—offer various certificate programs (below the associate level) that can be completed in less than two years. A wide variety of associate degree programs are offered at these institutions as well.
- Three institutions in the Rockford area offer baccalaureate-level educational programs: NIU-Rockford, St. Anthony College of Nursing (SACN), and Rockford College. At the graduate level, Rockford College and the NIU-Rockford campus awards master's degrees.
- The variety of program offerings and the geographic distribution of institutions suggests that access to associate-level educational tracks is adequate, but access to bachelor's and graduate programming appears inadequate.

## **Summary of Key Findings and Implications for the Rockford Area Community**

- Area institutions are recognized for their collaboration to meet the needs of the community through articulation agreements and partnerships. Through our research efforts, agreements and partnerships were identified at Rock Valley College, Rockford College, NIU, Judson College, Beloit College, Highland Community College, and Columbia College.
- In general, community leaders and employer interviewees spoke positively about higher education programs that currently are available in the Rockford area in terms of providing quality education and serving the community. Interviewees stated that program offerings for two-year degrees were excellent, but expressed concern about the relative lack of four-year degree programming by a public university.
- Community leader and employer interviewees cited the RVC/Northern Illinois University partnership as a positive initial step in addressing this need. Interviewees suggested increased collaboration among area institutions to expand four-year degree programming.
- Community leaders and employers expressed an interest in a stronger public university presence in order to offer a broader array of programs, extend financial access through public tuition levels, establish a research base in the community, support emerging economic development trends, promote entrepreneurship, and enhance the general quality of life in the community.
- Higher education leaders expressed a need for and interest in increasing partnerships and collaboration among higher education providers. They cited several current partnerships, including Rock Valley College with Rockford College, Northern Illinois University, and Judson College; Beloit College with institutions to offer 3/2 programs in engineering and nursing; and Highland Community College with Columbia College.
- Higher education leaders cited some examples of future plans and objectives of area institutions that could be expanded, including:
  - The University of Illinois College of Medicine is seeking to establish a model for rural medicine and is working with the National Center for Rural Health for funding of \$24 million to establish a National Center for Rural Medicine Research;
  - Rockford College seeks to establish a stronger connection and interaction with the community through student volunteerism and internships and to engage in the economic development and recovery of the area;

## ***Summary of Key Findings and Implications for the Rockford Area Community***

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- Highland Community College seeks to provide enhanced access to rural citizens through more distance learning offerings (many individuals within the service area face 45 to 60 minute commutes to the main campus); and
- Rock Valley College is actively partnering with other institutions and industry in the area to expand program offerings.

### ***Program Offerings, Participation, and Demand***

- Employers noted insufficient offerings or a void in a number of programmatic areas: accounting, finance, business, and entrepreneurship; information technology and management information systems; engineering (civil, mechanical, and electrical); logistics management; municipal planning; health professions; and selected education programs.
- Surveyed employers were most interested in job-specific training for their current employees. Continuing professional education, college degree and/or coursework, and technology training/certification were educational activities in which many employers indicated significant interest.
- The primary fields of study in which most surveyed employers believed their current employees would need education and training over the next five years included business, fine arts/liberal arts, engineering, health professions, education, social sciences, communications, and computer and information sciences.
- Employers indicated that current employees need continuing education and training, baccalaureate, and graduate training over the next five years in business, computer and information sciences, education, health, communications, and social sciences. Associate degree and certificate training were identified less strongly but in general for the same fields. Employers also expressed interest for continuing education in skill areas such as writing, teamwork, supervision, and leadership.
- Factors that most employers felt would affect decisions on providing education and training to employees over the next five years included cost of instruction, convenience, and quality of instruction. Two other factors included the ability and availability of a higher education institution to provide the needed education and training and the employer's technological capacity.
- Business emerged as the primary field for future hiring demand, as indicated by anticipated demand estimates from employers over the next five years. Other fields that received a significant number of anticipated hiring demands included education, engineering, social sciences, and health professions.

## **Summary of Key Findings and Implications for the Rockford Area Community**

- Higher education leaders expressed that the community needs:
  - a stronger sense of higher education cohesion and community leadership that provides a vision and clear direction for future planning that is in step with economic development;
  - additional opportunities to complete the junior and senior years of a bachelor's degree at a public, four-year institution(s);
  - access to a broader array of upper level and graduate degree programs; and
  - increased involvement in and financial support for higher education from the business community.
- Higher education leaders mentioned specific program needs, including:
  - graduate programs in computer science and engineering;
  - undergraduate business, accounting, information technology, computer science, and education;
  - doctoral programs in general;
  - vocational technical programs;
  - technology and aviation maintenance; and
  - graphic arts.
- The most common majors of current students included health professions (primarily nursing), business (primarily general management), and education (primarily teacher education).
- In terms of future higher education needs, three-fourths of currently enrolled students were interested in pursuing additional educational opportunities in the Rockford area.
- Current college students were mixed in their responses to their highest degree they plan to obtain, though most stated that it would likely be either a bachelor's or master's degree. However, students were fairly evenly divided on whether they were likely to obtain this degree locally. The primary reasons most students would not obtain their highest degree in the Rockford area were the unavailability of programs and a lack of financial aid.

## ***Summary of Key Findings and Implications for the Rockford Area Community***

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- For current college students who intended to pursue their highest degree locally, first choice of fields included health professions (primarily nursing), education (primarily teacher education), and business (primarily general management). Programs receiving the next lower level of interest included liberal arts, computer and information sciences, social sciences, and engineering.
- The vast majority of prospective students were planning to attend a higher education institution full-time during the year after graduation from high school.
- Primary reasons why high school students selected their institution of first choice included the cost, course/program selection, location close to home, best curriculum, and good reputation.
- The highest degree most high school students planned to obtain was a bachelor's or master's degree. Fields of study in which students were most interested in obtaining their highest degree included health professions, business, education, and engineering.
- High school students who indicated there were no educational programs of interest to them currently offered in the Rockford area primarily expressed interest in program areas of interior/graphic design, pre-med, veterinary science/zoology, animation, culinary programs, and fashion merchandising.
- For the nearly one-half of all prospective students who stated that they were likely to obtain their degree in the Rockford area, the programs of greatest interest included health professions (especially nursing), education, and business (especially management). Programs receiving the next lower level of interest included criminology, engineering, architecture, and social sciences.

### ***Access and Barriers***

- Employers identified cost and lack of time as major barriers that could deter employees from participating in higher education, particularly those without tuition reimbursement benefits. Other barriers were identified as inflexible course scheduling, limited program offerings, and commuting distances to desired programs.
- Many community leaders and employers expressed that the lack of upper level programs offered at public tuition rates by a four-year institution limit access to baccalaureate education for many community members.
- Higher education leaders identified the need to strengthen K-12 education to better prepare high school graduates for college level instruction and to supplement the education skills of adults in the community to prepare them for more rigorous requirements in

## ***Summary of Key Findings and Implications for the Rockford Area Community***

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potential demand programs such as engineering, business, and computer science.

- Higher education leaders identified barriers to participation, including: tuition costs at private institutions, an insufficient portion of employers that provide tuition reimbursement, class scheduling (lack of upper level degree programs that offer evening and weekend classes), and convenient locations for offerings.
- The majority of current college students surveyed worked part-time and were enrolled full-time at an educational institution. Of those students who were not working, slightly more than half stated that they were not currently seeking a job.
- Primary reasons why current college students chose to attend their selected institution included location (close to home), affordability, and course/program selection.
- In terms of current college students' plans immediately following graduation, most were planning to either obtain a new, full-time position in the field related to their degree (though most were uncertain as to the location of this position) or continue their education/transfer to a university (primarily outside the Rockford area).
- More than half of all prospective students stated that they were not very likely or not at all likely to obtain their degree in the Rockford area. Primary reasons for this decision included the desire to leave the Rockford area, unavailability of their program of choice, and the reputation of local colleges and programs.
- Detailed program demand estimates are provided in Chapter 6.0.

### ***Employer Support and Employee Participation***

- Employers reported employee participation levels in higher education programs ranging between 5 to 20 percent of their workforce. The majority of employers interviewed offer at least partial tuition reimbursement and other incentives such as flex time to encourage participation.
- The majority of education and training programs for current employees are provided in-house by company trainers and, to a lesser degree, by external educational institutions or training organizations.
- The majority of employers offer some type of incentive to their employees to encourage participation in higher education, with both full and partial tuition reimbursement, flex time, release time from work, and the ability to participate in courses while at work as the primary incentives offered.

## **Summary of Key Findings and Implications for the Rockford Area Community**

As articulated by community leaders, more ought to be involved in a needs assessment in a community that is somewhat isolated geographically from extended higher education resources, than in simply the preparation of workers for current job openings and fields, as important as that may be. Higher education needs in a community must be predicated on concerns for economic vitalization. This includes social as well as economic elements, and it encompasses a range of interests, including personal and community enhancement, equity of access, and opportunities for workforce and career preparation. These key findings reviewed above are consistent across methodologies and conclude that an increased presence of higher education is needed in the Rockford area in order to:

- increase access to baccalaureate and higher education; and
- support and create economic development opportunities.

### **7.2 Potential Delivery Options to Increase the Presence of Higher Education**

Various organizational forms and approaches have been implemented by other communities to address their need for an increased presence of higher education. The success of an approach is highly dependent on including elements that address specific needs and characteristics in a given community. Specific needs and characteristics identified as present in the Rockford area include:

- In recent years, the Rockford area has experienced significant job loss that has placed pressure on the local economy. On one hand, the pressure on the economy inhibits the job outlook for individuals completing degrees, yet on the other hand, it has motivated a core of business and community leaders to address both immediate and long-term workforce training and economic development needs.
- A slightly higher proportion of individuals have attained associate degrees than across the state, but compared to the state as a whole relatively fewer individuals have attained bachelor's or graduate-level certification.

## **Summary of Key Findings and Implications for the Rockford Area Community**

- With minimal growth in population projected, the demand for skilled workers in an evolving technological environment will need to be met by educating Rockford's young population and retraining or extending the education of current workers.
- The approach to higher education in the Rockford area is characterized by the historical offerings of providers and response to immediate training needs of the business community. While reactive to demands as they occur, this approach lacks the coordination and cohesion of a long-term plan to foster economic development in the area. Answering a call to action from the Mayor of the City of Rockford, the Rockford Regional Chamber of Commerce, and the Rockford Area Council of 100, the Project Action Team initiated the momentum building process for an expanded presence of higher education, with this study, to address long-term economic development.
- Upper division (junior/senior year) baccalaureate offerings are limited, especially at public tuition rates.
- A broader array of degree programs are needed to meet the interests of students and demands of business and industry.
- The continued diversification of the area economy is dependent on a larger share of the population with a bachelor's or higher degree and on the entrepreneurial spirit of local citizens.
- Economic development, especially tied to entrepreneurial activity, that is fostered through the research base present with university faculty located in the community is a need that may be partially met through higher education offerings.
- The resources of current higher education providers in the Rockford community must be maximized through partnerships and collaboration with other institutions and the business community.

Organization forms in American higher education have evolved as the sectors of the population that consider higher education feasible have changed and expanded. Early in the 20<sup>th</sup> Century, American higher education was characterized by research universities, private liberal arts colleges, and normal schools. By the turn of the century, the variety of organization forms became boundless. The historical approach to unmet educational needs was through the creation of a new institution. As a general rule, states are shying away from this solution, at least directly, as intimidating cost scenarios force them to focus on other organizational alternatives, and in some cases backing into more

## **Summary of Key Findings and Implications for the Rockford Area Community**

conventional forms over time. Even in states such as California, where population growth and community interests maintain constant pressures for new institutions, those pressures are met with equally persistent insistence on new ways of doing things.

It is worth noting that conventional institutional forms still are the most typical. At the same time, other forms are increasingly common. For example, alternatives include university centers, upper-level (only) universities, baccalaureate degrees in less than fully redesignated community colleges, inter-institutional consortia, and others.

Several of these alternative forms might serve as models for the Rockford area, and, in fact, some currently exist at a certain level, but a few thoughts should accompany their consideration. First, each alternative is tailored to the specific social and political needs of the area it was designed to serve, and no single form is likely to prove amenable to a simple transplantation to another setting. Second, each alternative offers advantages and disadvantages, and these need to be identified and understood. Third, most alternative forms will prove transitory, and many are likely to evolve to more customary forms with time. The magnetism of precedent is strong, and it is no accident that conventional forms continue to typify higher education.

The variety of alternative organization forms is extensive, and several organizational alternatives were reviewed. The review of organizational forms incorporated consideration of conditions specific to the Rockford area's economy, demography, and educational resources. It also considered the current strain on college and universities resources in Illinois. Fundamental to our consideration was the desire to build on a strong community college presence and to attract educational providers to increase upper-division baccalaureate and graduate degree offerings in the Rockford area. We believe that the critical element to attracting educational providers is to reduce

their financial risk through minimizing up-front investment of resources, permitting flexibility in the delivery of programs, and assisting with building robust enrollments.

We believe that the Rockford area should approach increasing the presence of higher education through near-term, intermediate, and long-term strategies. We recommend that as a near-term strategy the Rockford community strive to expand its higher education presence to the next level through a multi-institutional alternative that extends carefully selected upper-division baccalaureate and graduate degree programs through a local brokerage center. Initially, the brokering role should be filled by an existing institution to take advantage of their existing support infrastructure and their experience in effective program delivery. This alternative form is described as a model in the following sections with regard to its role in expanding the presence of higher education, its advantages and disadvantages, and its potential evolution over time to meet the future needs of the Rockford area.

### ***7.2.1 Multi-Institutional Organization Model***

Meeting the higher education needs of the Rockford area will depend on the design of an organization model that includes features that:

- provide a physical presence in the Rockford area;
- designate a lead organization responsible for managing the entity;
- involve multiple institutions as a consortium for purposes of program development and delivery;
- incorporate an advisory structure that assists in recruiting institutions, coordinating offerings, marketing programs to employers and potential students, and building resources;
- build a flexible program inventory that is responsive to the workforce preparation and professional certification needs of employers and workers and economic development, including entrepreneurship;

## **Summary of Key Findings and Implications for the Rockford Area Community**

- differentiate responsibility among the participating institutions—i.e., community colleges responsible for lower-division instruction and collaborative involvement of four-year institutions in upper-division and graduate programs; and
- serve the overall higher education needs of the four-county area.

Multi-institutional organization models often are conceived as temporary arrangements aimed at meeting limited program needs over a given time period, but they may take a more permanent form. Often, multi-institutional models are proposed as imaginative compromise solutions to regional needs. The model may maintain a physical presence with a broad range of facility spaces such as state-of-the-art classrooms, computer laboratories, study areas, conference rooms, counseling areas, student commons, exhibit halls, and distance-learning classrooms. Classes and student services may be offered throughout day and evening hours. Typically, the participating institutions share, in some manner, the costs of operating the model and may be under the guidance of a state board and governed by a board of directors comprising representatives from member institutions. In addition, some consortia utilize a community advisory council composed of citizens of the surrounding area, appointed by the board of directors. Two examples of the multi-institutional model within Illinois include the Quad Cities Graduate Study Center and the University Center of Lake County. A description of a number of sample multi-institutional models and off-campus centers is provided in Appendix F.

A multi-institutional model has strengths that minimize barriers to increasing access to higher education that are present during harsh economic times and in locations that have providers, yet are not directly served by a major four-year institution. The multi-institutional model can evolve as enrollment and program offerings expand and resources grow. It addresses the needs of providers, both internal and external to

## **Summary of Key Findings and Implications for the Rockford Area Community**

the area, including minimizing institutional risk, offering flexibility, and not requiring a long-term commitment.

There are limitations on multi-institutional models that need to be recognized and addressed. Planning needs to ensure that area providers are not disadvantaged by absorbing the risk from the external providers or by direct competition for their long-established program offerings. Decisions concerning where program offerings from external providers will be housed, how support services will be provided, how programs will be marketed, and how the multi-institutional entity will be governed need to be made. These decisions are critical to the multi-institutional entity succeeding at increasing the presence of higher education—both in the near term and its evolution into the future.

**Rockford Area.** Historically, the Rockford area has received immeasurable benefit from providers of private and public baccalaureate and public community college programs. Employers and students stated that these institutions are sensitive and responsive within their missions to the needs of the community. Their resources need to remain a vital component of the higher education platform in the community.

Over time, when it appears that demand may not be sufficient to sustain a permanent program or when the cost of a highly specialized field deters locally based colleges and universities from establishing a new program, residents interested in such fields could choose to attend universities outside the Rockford area, enroll locally in other fields, or not enroll at all.

As the demand for education beyond the associate degree grows as a result of diversification of the area industry mix, increasing numbers of residents will likely require access to bachelor's degree level programs. Residents may find local access to junior/senior year offerings limited by cost of participation, the narrow span of program degrees available, and/or a lack of adequate capacity for current programs. In some

instances, institutions that are external to the Rockford area may respond to demands by offering satellite programs at local institution sites or by establishing their own sites in the area (e.g., Northern Illinois University and University of Illinois College of Medicine). Often, these satellite programs operate in programmatic partnership with local providers.

***Implications for Expanding the Presence of Higher Education Access in the Rockford Area.*** To meet current demands for access as well as stimulate economic development, it has been concluded through this study that the Rockford area needs to expand its access to higher education. These needs are current, and efforts to address them ought to begin immediately with resources present in the community, rather than after extensive planning and replanning. MGT believes that the Rockford area could initially address the majority of its goals for expansion of the higher education presence in the community by supporting a multi-institutional organization model that promotes coordination, immediate response, and a workable blueprint toward future education and economic development goals. This effort would be highly dependent and correlated with current local providers.

With a vision of an expanded presence of higher education, the Rockford community should adopt a workable strategy to move from the current collection of providers into a coordinated multi-institutional model that can include additional providers (as needed) to address present and future program demand. This transition is dependent on finding appropriate providers, both locally and external to the area, to offer programs addressing unmet needs identified in Chapter 6.0 as well as needs identified in the future that will continue to promote economic development. If no area provider is available to offer identified programs in demand, identifying and inviting an institution not based in the area to offer the program (solely or in partnership with another institution and/or industry) should be a real option for opening access to that field. Further

## **Summary of Key Findings and Implications for the Rockford Area Community**

coordination would be needed to ensure that support services are available and facilities contracted. Some of the services may be offset through creative partnerships with area industry and other providers. As conditions in the population, economy, and the higher education environment change over time, the multi-institution model can evolve into an organization form more appropriate for the future; e.g., a university center.

MGT recommends that the leadership and coordination required to implement a multi-institutional organization model should include Rock Valley College as the lead institution with oversight, guidance, and support from an advisory council that reflects the membership in the current Project Task Force. If this design is accepted, RVC will provide initial management and staff support for the model. The advisory council will actively participate in planning for programs to address workforce and economic development needs, brokering relationships with institutions to offer needed programs, identifying creative partnerships among institutions and with businesses, soliciting resources to support the initial development and implementation of the model, and providing a focus on the long-term evolution of the model to meet the education and economic vision for the Rockford area. Over time, as the multi-institution model grows, governance may evolve into an entity entirely independent of RVC.

### **7.2.2 Summary**

The Multi-Institutional Model was selected for its characteristics of addressing regional needs and providing expanded access. Second, this model was identified specifically for the Rockford area, central to the Rock River Valley region, because of the current presence of multiple providers and strong community college programs. These institutions have demonstrated a commitment to the community, an ability to coordinate programs with other providers, and have been responsive to resident interests and industry needs. The Multi-Institutional Model allows flexibility to respond to the

community and is a natural step for the community in working toward an expanded long-term presence of higher education locally.

### **7.3 Facilities Implications**

As the Rockford area education and economic leaders plan the directions and select appropriate strategies to enhance local baccalaureate and graduate-level offerings under the organizational model identified, a critical component will be the facility and space requirements needed to realize and sustain successful long-term programming. Given the history of postsecondary education in the area, and the current trends and conditions (as previously summarized in this chapter), it would be prudent for community leaders to embrace a facilities plan that: (1) is compatible and realistic with the organizational model selected; (2) is flexible and adaptable to various stages of transition that are envisioned; and (3) can be implemented with equitable risks and advantages for all parties involved.

Likely key questions from the community stakeholders, education partners, local institutions, and potential new providers will be:

- Where should/could new or enhanced programming be located?
- What will be the advantages of such a site, facility, space?
- What will be the risks/costs of using the designated space?

In order to provide responses to these questions, local leaders must first identify potential space currently appropriate or quickly adaptable for future higher education program providers. Compilation of an education facility/space inventory with details and cost information for a range of programmatic needs would be ideal. Facility and space needs should be identified for an initial introductory phase, a growth phase, and a maturation phase for baccalaureate and graduate higher education options. Space and facility requirements will change as the local education opportunities move through these

## **Summary of Key Findings and Implications for the Rockford Area Community**

phases. We have not set specific time periods (in years) for each phase, but more likely than not, it may run 10-20 years to reach full potential and build-out of programming.

***Shared Facilities at Existing Institutions.*** Our conclusions for facility needs in the initial phase of attracting new baccalaureate and graduate programs to the Rockford area begin with strategies to lease space on an as-needed basis at one or more of the existing local institutions. Hand-in-hand, other operational and academic support services required may be available under a similar basis at these sites. This arrangement provides a low risk scenario for the newly involved provider, offers additional potential income to existing institutions (if surplus space and services are available), and develops some synergy across the various educational entities involved. The Chamber, Council of 100, current Project Task Force, or some community-based entity or group would serve as the broker of these pairings with an eye out for the “big picture” vision and goals.

***Shared Facilities at Other Sites.*** An alternative possibility is to lease space (on an as-needed basis) from other existing sites and facilities such as high schools, community centers, office parks, or major employer training centers. This would be most important if space were not available at existing higher education institutions. This approach maintains many of the advantages of the previous recommendation, but fulfillment of academic support services becomes more problematic for the new provider.

Either of these two facility utilization models are appropriate for the initial introduction of new programs and providers in the early phase of the local higher education expansion or as an interim approach to attract a desired individual provider at any time in the growth phase of the local plan.

**Stand-Alone Facilities.** At some point in the transition between the introductory phase and the growth phase of the local plan and strategies for enhanced baccalaureate and graduate education programming, a stand-alone facility will be the next likely step. Whether that becomes a reality sooner or later in the process is still unknown and dependent on the success and commitment realized by all involved during preceding stages. A stand-alone facility would provide a more centralized and focused effort for the provision of both four-year degree and graduate-level programs and would enhance the visibility to the business community, employees, and residents at large. It also would present to those outside the local area an engaging and cooperative strategy in concert with economic development goals and initiatives. One or more providers (new or existing) would utilize this stand-alone facility, and the space allocation would be as program demand dictates. Ownership and administration of the facility would need to be agreed on by all parties, but local economic or community leadership would have considerable involvement. If a primary user and one or more secondary users (education institutions) were involved, then control may be prorated. If a single owner is involved, such as the Chamber or a related foundation or organization, they would likely retain management responsibility or contract out to a primary provider institution for that service and lease space on an as-needed basis to each provider institution.

If a stand-alone facility becomes a reality and after sustained program demand growth and offerings expansion trends have been established, the next stage is to evolve into a shared-use educational center model as has been done in other locations such as Lake County. A specific timetable for such a transition has not been determined at this time in the Rockford area, but it would be an element of a local community-based strategic higher education plan.

## Interim Phase Facility Models

### ❖ *Shared Space Model at Existing Site*

➤ Locate on an existing campus or at a site of an established higher education entity in local area (e.g., RVC, Rockford College, NIU Center), with part-time sharing of classroom space, office space, and meeting space.

- Contracted student support services (e.g., library, computing labs, student services, recreation, parking, food service, bookstore).
- Good visibility and synergy among host provider and new provider.
- Low risk/costs to new provider.
- At the mercy of surplus space and auxiliary services from host provider.

➤ Lease space on an “as-needed” basis in an existing facility other than a higher education provider site (e.g., high school, technical school, community center, business meeting/training rooms).

- At mercy of existing entity, the primary user of space and services.
- No identity, low visibility.
- Must partner or contract with one or more higher education providers to offer academic and operational support services.
- Must rely on distance options for providing these services from main site of the provider.

### ❖ *Stand-Alone Model*

➤ Lease space separate and independent from existing entities (e.g., store-front setting, business complex/office building setting, or redeveloped facility).

- Must provide own student and administrative support services.
- Basic facility services provided by landlord (e.g., parking, utilities, maintenance, custodial services).
- Exclusive use of space by the higher education provider(s) only.
- Separate identity and more visible than shared model (depends on site location and building).

**7.4 Critical Factors To Be Considered by Local Leaders in Recruiting Higher Education Providers**

Finally, we provide a list of factors or issues that have been identified from other similar endeavors that should be considered by local leaders as Rockford plans their approach to enhanced higher education opportunities. This list is not meant to be exhaustive and is presented in no particular order of priority; and we do not know if each and every item will be a “deal maker” or “deal breaker” in Rockford’s efforts to improve its higher education access. We do know that each of these items may have some impact on the willingness of existing institutions to expand local programming and the ability to attract and retain outside providers to the area.

***Business and Community Support/Commitment.*** Any plan for expansion of baccalaureate and graduate educational opportunities in the local Rockford area must profess and exhibit unified support and a sustained commitment from all segments of the community (e.g., elected officials, business leaders, economic development entities, all levels of local education, employees, and residents) in order to be effective.

***Lease vs. Own the Facilities.*** During initial efforts this may not be as critical; however, outside providers will be hard pressed to immediately take on the burden of owned facilities or even long-term lease agreements under the current pall of higher education funding and the general economic conditions in Illinois and throughout the country. Local leadership must approach potential providers with the idea of enticing appropriate institutions with low-risk opportunities to offer targeted programming in the area. The costs to initiate and sustain this effort on the part of a higher education institution away from their main campus must be very low, and rewards reasonably high to undertake such a role.

**Short-term vs. Long-term Risks/Costs.** Potential providers will carefully weigh short- and long-term risks and costs, but may never take the initial step to come into the local area if initial costs are prohibitive. Initial costs include start-up, academic, support, facility, and HR requirements. Reasonable and sustainable program demand must be demonstrated as well. Success begets success. If one or more of the initial program efforts and models for delivery and operation show successful outcomes for all involved, it will make additional programming (via same or different providers) that much more desirable.

**Program Flexibility.** When providers do agree to enter the local marketplace and provide baccalaureate or graduate programs in demand, it may be difficult for their administration to commit to a long-term agreement for that program or their sustained presence in the area. If some measure of flexibility is included in the arrangement where they can withdraw or switch to other programs of interest if demand drops off, risks are shared or reduced.

**Academic Support Services and Administrative Services.** Arrangements for providing access to academic support services on an as-needed basis to the program participants is often a major barrier to enticing new providers into a local area. If these services can be obtained from some other source (e.g., an existing local institution) the costs and risks to the new provider may be far more tolerable. This is true also of administrative services. Often such support functions can be shared among several providers as a means of cost reduction.

**Faculty Availability.** Commitment of faculty to teach at off-campus locations is very costly, time consuming, and not desirable to senior or research faculty who often teach graduate courses on the main campus. Often adjunct instructors are used in these situations, and many local areas have an ample supply of “qualified practitioners” that

may be ready, willing, and able to work with outside provider institutions if appropriate. Identification of this adjunct pool in advance of provider recruitment may be a worthwhile effort for local leaders.

***Competition in the Local Marketplace.*** When responding to program demand, careful review of the existing local or nearby competition should be given first. Among many factors to review are cost to the consumer, program overlap, quality, and availability to the target audience.

***Marketing and Visibility.*** One of the most overlooked aspects of bringing in outside providers to offer programs locally is the need to develop a sustained marketing effort. This is usually a two-pronged approach with initial program start-up marketing and then efforts to sustain enrollment at some reasonable annual level (this could be lower than the initial enrollment level if there was program demand and a void in corresponding offerings prior to program implementation). The local community leadership must collaborate with the new provider to carry out such marketing efforts. Visibility of the programs to the intended target audience must be maintained. Marketing efforts should not be a “one time” event and should not be left solely to the new provider.

## **7.5 Summary**

Convincing qualified providers to meet the education and training demand in the Rockford area will be difficult and will rely on other critical factors besides demand estimates identified in Chapter 6.0 alone. Success of individual programs will require strong community and business support, a targeted and continued marketing effort, and a flexibility to adapt and reconfigure to the changing environment. Consequently, if selected, high priority programming is initiated on a small scale and focused basis, and is relatively successful, then expansion and growth in number of participants and number and variety of programs will be

**Summary of Key Findings and Implications for the Rockford Area Community**

more attractive and much more likely to be realized in coming years. Exhibit 7-1 provides an overview of the evolution of the model suggested for Rockford to consider.

**EXHIBIT 7-1  
PLAN TO INCREASE HIGHER EDUCATION PRESENCE IN ROCKFORD AREA**

<b>Phase</b>	<b>Programming</b>	<b>Governance</b>	<b>Facilities</b>
Initial, short-term	Add/expand selected, high priority programs with local providers, current satellite providers, and additional external providers as needed	RVC designated lead institution to broker relationships with baccalaureate completion and graduate programs;  Community advisory group charged with providing support and guidance	An inventory of available space and associated costs is compiled for brokering with providers (shared space model)
Mid-term	Increase/expand offering and variety through selected high priority and secondary priority programs;  Build provider base	RVC remains lead institution;  Explore appropriateness of independent coordination;  Community advisory group continues	Explore alternative sites and funding for University Center (shared use, stand-alone facility)
Long-term	Continue to build offerings and provider base where needed;  Update demand estimates	If appropriate, transition to independent leadership;  Community advisory group continues	If appropriate, transition to University Center site (shared use, stand-alone facility)

## ***APPENDICES***

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***APPENDIX A:***  
***INTERVIEW GUIDES***

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## **APPENDIX A**

### **ROCKFORD ILLINOIS HIGHER EDUCATION NEEDS ASSESSMENT Community Leader Interview Guide**

**Organization/Company:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_

**Date of Interview/Interviewer:** \_\_\_\_\_

**Phone/email address:** \_\_\_\_\_

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#### **Economic Growth**

Please describe the economic outlook of the Rockford area (growing, remaining stable, declining in population). What is the economic development potential of the area?

What type of economic development is taking place or likely to occur? To what extent are new businesses locating in the area? What types? Trends in types/numbers?

What level of employees are they hiring? What level of education do employers require?

Overall, which occupational areas are likely to be in greatest demand over the next five years?

Do you anticipate shortages or oversupply of particular worker categories in the region over the next few years? Please explain.

#### **Local Higher Education Opportunities**

What education programs are most needed to support business and economic development in the Rockford area?

To what degree are these programs available?

What conditions exist that assist or impede citizens from participating in these education/training programs? (location, time/schedule, cost, complete range of offerings)

Please describe the most preferred instructional delivery methods in your view (on-site, on campus classroom, two-way video, CD ROM, or web based).

Which institutions offer postsecondary and/or higher education in the Rockford area? Levels? Programs?

To what extent are complete degree programs available locally? (levels, fields?) If not, where do students go to complete degree programs?

Do Rockford area residents have adequate higher education opportunities available to them?

Have you heard of any companies not coming to the Rockford area due to a lack of higher education opportunities? If so, what was lacking?

**Other Higher Education Needs**

Describe any other higher education opportunities, if any, that are needed, yet unmet, in the Rockford area.

What are your perceptions/impressions of how well the higher education needs of the Rockford community are being met?

What other suggestions or concerns do you have concerning higher education needs of the area?

**ROCKFORD ILLINOIS  
HIGHER EDUCATION NEEDS ASSESSMENT  
Employer Interview Guide**

**Company/Organization:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_

**Date of Interview/Interviewer:** \_\_\_\_\_

**Phone/email address:** \_\_\_\_\_

Company Employment Information

Please briefly describe the nature and function of your company/organization.

How many people are currently employed at this location? \_\_\_\_\_ **Total**, \_\_\_\_\_ **F/T**,  
\_\_\_\_\_ **P/T**

Of these, approximately how many have college credits/degrees (AA, AS, BA/BS, master's, specialists, doctoral) and in what fields/for what positions?

<b>EDUCATION LEVEL</b>	<b># OR % EMPLOYEES</b>	<b>FIELDS OF STUDY</b>
Some college		
Associate degree		
Bachelor's degree		
Graduate degree		

Have any assessments of your employee's education and training needs been conducted in the past few years? If so, what were the results? (Would it be possible to obtain a copy?)

Please estimate the number of employees from your organization that are currently pursuing postsecondary/higher education (degree or coursework). Which institution(s) are they attending and what degree programs are they pursuing? \_\_\_\_\_ #  
**Enrolled or % of Employees**

<b>#</b>	<b>INSTITUTION</b>	<b>#</b>	<b>INSTITUTION</b>

To what extent is this number of employees in higher education likely to increase or decrease in the future?

Besides those colleges where your employees are enrolled, what other higher education institutions are you familiar with in the Rockford area?

How would you rate the higher education institutions in the area (advantages/disadvantages)?

Please describe the education programs (less than college level, undergraduate, graduate, degree/nondegree executive education/training) most needed by employees of your organization in order to acquire and maintain necessary skills.

<b>LEVEL</b>	<b>FIELD/AREA</b>	<b># OR % EMPLOYEES</b>
Adult ed (literacy, math, GED)		
Community college vocational		
AA or AS		
Bachelor's		
Graduate		
Executive education/training		

What changes, if any, do you anticipate in the education/training requirements among your employees over the next five years?

Do you assist/encourage employees with participation in educational programs (e.g., tuition reimbursement, flex time, time off, promotion, salary increases, etc.)? If so, please describe (restrictions/limitations).

Describe existing barriers that impede your employees from participating in education/training programs (nonavailability of needed programming, scheduling and/or sequencing of courses, cost, distance, logistics, etc.).

Please describe the instructional delivery methods most preferred and useful to your employees (on-site, on campus classroom, two-way video, CD ROM, or web based).

**New Hires**

Do you anticipate shortages of particular categories of employees within your organization over the next few years? Please explain.

Please briefly describe your organization's growth and hiring projections over the next five years and the extent to which this may be expected to impact education/training needs.

<b># NEW HIRES</b>	<b>DEGREE LEVEL NEEDED</b>	<b>FIELDS/AREAS NEEDED</b>

**Other Higher Education Needs**

What other higher education opportunities, if any, are needed in the Rockford area? [PROMPT IF NEEDED -- Do you think that greater access to postsecondary/higher education is needed in Rockford?]

What other concerns, comments, or suggestions do you have relative to postsecondary/higher education programs, courses, or continuing education offerings in the Rockford area?

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**ROCKFORD HIGHER EDUCATION COMMUNITY NEEDS ASSESSMENT**  
**Higher Education Leader Interview Guide**

**Higher Education Institution:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_

**Date of Interview/Interviewer:** \_\_\_\_\_

**Phone/email address:** \_\_\_\_\_

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**Institutional Background**

Please describe your institution's history of providing higher education in the Rockford area (time in the area, types of degrees, general program areas, recent enrollment levels, trends in enrollments, enrollment projections).

Please describe your institution's future plans for programming or expansion, or partnerships with other institutions.

In your perception, what role or niche does your institution fill in addressing the higher education needs of the Rockford area?

Do conditions exist that impede Rockford area residents from participating in current education/training programs at your institution? (e.g., location, time/schedule, cost, complete range of course offerings)

What types of degrees are offered in their entirety at your institution? What types of degrees are offered collaboratively, involving your institution and other institutions?

To what extent may students transfer credits between your institution and other institutions in the Rockford area? If you have formal transfer and articulation agreements, with whom and for which programs?

**Higher Education Needs of the Rockford Area**

How would you describe the current higher education needs of the Rockford area?

What are your perceptions/impressions of how well the higher education needs of the Rockford community are being met? Do Rockford area residents have adequate educational opportunities available to them?

Describe any higher education opportunities, if any, that are needed, yet unmet, in the Rockford area.

Do conditions exist that impede Rockford residents from participating in current education/training programs at other institutions? (e.g., location, time/schedule, cost, complete range of course offerings)

What other barriers impede providers from meeting the higher education needs of the area?

What opportunities exist in the Rockford area on which greater access to higher education could be built?

In what ways could changes in the way that higher education is offered in the Rockford area threaten the current higher education providers?

What suggestions/recommendations do you have for the Rockford community in attempting to best address the higher education needs of the area? (options, models)

Describe outcomes that you would like to see result from this study.

***APPENDIX B:***  
***LIST OF INTERVIEWEES***

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**APPENDIX B**  
**LIST OF INTERVIEWEES**

Ian Beraunovich  
MCI

Fritz Jacobi  
Rockford Register Star

Therese Ann Burch  
Saint Anthony College of Nursing

Norm Johnson  
CLARCOR

John Burris  
Beloit College

Lewis Jordan  
Rockford Housing Authority

Tim Carlson  
Judson College-Rockford Extension Site

Gary Kaatz  
Rockford Memorial Hospital

Roland Chapdelaine  
Rock Valley College

Anne Kaplan  
Northern Illinois University - Office of  
Administration and University Outreach

Roland Fairgrievies  
Regional Office of Education

John Lanpher  
Lanpher, Shappert & Associates

Ron Field  
Highland Community College

Mayor Darryl Lindberg  
City of Loves Park

Einar Forsman  
City of Rockford

Lisa Perteete  
J. Staffing Solutions

Jim Gingrich  
Hamilton Sundstrand Corporation

Ryan Petty  
Rockford Regional Chamber of Commerce

Mayor James Gitz  
City of Freeport

Paul Pribbenow  
Rockford College

William Gorski  
SwedishAmerican Health System

Joyce Price  
Rockford Public Schols

Marsha Heur  
Ogle County Economic Development

Monica Prim  
McGladrey & Pullen, LLP

Rick Holm  
Woodward

Bernard Salafsky  
University of Illinois College of Medicine at  
Rockford

***List of Interviews (Continued)***

David Schertz  
OSF Saint Anthony Medical Center

Thomas Walsh  
Associated Bank

Brent Schultz  
Invensys Building Systems

Frank Walter  
BankOne

Doug Scott  
City of Rockford

Mark C. Williams  
Growth Dimensions

Steve Townshend  
Pfizer

Michael Williams  
Rock River Training Corp./Rockford  
School Board

***APPENDIX C:***  
***SURVEY OF AREA***  
***EMPLOYERS***

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## APPENDIX C

<p style="text-align: center;"><b>ROCKFORD REGIONAL CHAMBER OF COMMERCE AND ROCKFORD AREA COUNCIL OF 100</b> <i>Assessment of the Higher Education Needs of the Rockford and Freeport Areas</i> <b>Survey of Area Employers</b></p>
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### Introduction and Overview

The *Rockford Regional Chamber of Commerce and the Rockford Area Council of 100* are sponsoring a Comprehensive Assessment of Higher Education Needs of Rockford, Illinois. Through this assessment process, we are seeking input about the current and future higher education needs and resources in the Rockford and Freeport areas. This feedback will be invaluable as community, business, and education leaders seek to ensure availability of needed higher education programs and courses.

Your participation in this survey will help guide planning for higher education programming in the Rockford and Freeport areas that is responsive to the needs of current and prospective students. There will be no reference to individual respondents in the analysis and reporting of results, which will be in aggregate format.

Thank you for your participation. A return envelope is enclosed for your convenience. Your questionnaire should be completed and returned no later than **June 6, 2003**, to:

**MGT of America, Inc.**  
**P.O. Box 16399**  
**Tallahassee, FL 32317-9878**

If you prefer, you may fax your completed form to MGT at (850) 385-4501. Please direct any questions regarding the survey to Dr. Kimberly Hardy at (850) 386-3191, [khardy@mgtamer.com](mailto:khardy@mgtamer.com).

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### **A. Current Employee Training**

1. What kinds of educational or training activities are most needed by your employees? (*Select all that apply.*)

- |  |  |
|--|--|
| <input type="checkbox"/> Basic skills (e.g., reading, math)  | <input type="checkbox"/> College degree/coursework         |
| <input type="checkbox"/> HS Diploma/GED completion           | <input type="checkbox"/> Continuing professional education |
| <input type="checkbox"/> Job-specific education and training | <input type="checkbox"/> Technology training/certification |
| <input type="checkbox"/> Certificate programs                | <input type="checkbox"/> Other (please specify): _____     |

2. How are education/training programs involving your employees provided? (*Select all that apply.*)

- By in-house company trainers (please answer question 2a)  
 By educational institutions or training organizations  
 Through distance learning or telecommunications  
 Other (please specify): \_\_\_\_\_

**Please answer question 2a only if "By company trainers" is checked above.**

2a. If you currently provide education and training to employees through your own in-house company trainers, is this something that you would prefer to have done by a college or university?

- Yes  
 No  
 Not Sure

3. In what fields and degrees will your current employees need education and training over the next five years? (Select all that apply.)

Field	Associate Degree or Certification	Bachelor's Degree	Graduate Degree	Continuing Education
<b>Agricultural Sciences</b>				
Agriculture (General)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Agricultural Biochemistry/Biotechnology	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Agricultural Business	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Animal/Veterinary Science	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Entomology	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Environmental Science	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Horticulture	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Architecture &amp; Related Programs</b>				
Architecture	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Graphic Design	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Interior Design	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Aviation</b>				
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
<b>Business</b>				
Accounting	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Finance	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Hospitality Administration	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Information & Management Sciences	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
International Relations	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Management (General)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Marketing & Sales	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Risk Management/Insurance & Real Estate	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Communications</b>				
General Studies	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Broadcast Media	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Print Media	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Speech	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Computer &amp; Information Sciences</b>				
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
<b>Construction Trades (Carpentry, Welding, etc.)</b>				
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
<b>Cosmetology</b>				
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	
<b>Criminology/Law</b>				
Criminal Justice	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Pre-Law	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Protective Services/Law Enforcement	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Education</b>				
Educational Administration	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Physical Education	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Special Education	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Teacher Education (Elementary/Secondary)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Engineering</b>				
Chemical Engineering	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Civil and Environmental Engineering	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Electrical Engineering	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Engineering Technology	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Computer Engineering	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Industrial Engineering	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Mechanical Engineering	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Fine Arts/Liberal Arts</b>				
General Studies	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
English	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Ethics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

Field	Associate Degree or Certification	Bachelor's Degree	Graduate Degree	Continuing Education
Foreign Language	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
History	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Literature	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Philosophy	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Statistics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Theology/Religious Studies	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Health Professions</b>				
Dental Hygiene	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Diagnostic Imaging	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Emergency Medical Technician (EMT)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Laboratory Technology	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Other Health Technologies	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Health Administration	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Nursing	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Pre-Med	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Physical Therapy	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Respiratory Therapy	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Other Therapy	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Human Sciences</b>				
Family & Child Sciences	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Apparel & Fashion Merchandising	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Nutrition, Food, & Exercise Science	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Textiles & Consumer Sciences	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Leadership Skills</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Manufacturing/Production</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Mechanics, Repairers, &amp; Technicians (Automotive, Electrical, etc.)</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Military</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Natural &amp; Physical Sciences</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Astronomy	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Biology	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Chemistry	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Physics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Presentation Skills</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Recreation, Park, Hospitality, &amp; Tourism</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Social Sciences</b>				
Anthropology	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Economics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Geography	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Political Science	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Psychology (General)/Counseling	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Psychology (Child)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Sociology/Social Work	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Urban & Regional Planning	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Supervision Skills</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Teamwork Skills</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Visual &amp; Performing Arts</b>				
Art	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Dance	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Music	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Theater	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Writing Skills</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Undecided</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
<b>Other (please specify):</b>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

4. What factors will weigh most heavily in your decision of how to provide education and training to your employees over the next five years? *(Select all that apply.)*
- <sub>1</sub> Cost of instruction
  - <sub>1</sub> Convenience (e.g., location or time)
  - <sub>1</sub> My organization's technological capacity (e.g., computing)
  - <sub>1</sub> Quality of instruction
  - <sub>1</sub> Ability and availability of a higher education institution to provide the needed education and training
  - <sub>1</sub> Other (please specify): \_\_\_\_\_

5. Which of the following incentives does your company/organization provide to encourage employee participation in higher education programs? *(Select all that apply.)*
- <sub>1</sub> Full tuition reimbursement
  - <sub>1</sub> Partial tuition reimbursement
  - <sub>1</sub> Flex time
  - <sub>1</sub> Release time from work
  - <sub>1</sub> Participating in courses while at work
  - <sub>1</sub> Pay increase upon completion of program
  - <sub>1</sub> Other (please specify): \_\_\_\_\_
  - <sub>1</sub> No benefits of this type are offered

6. Please rate the extent to which the following barriers are likely to prevent your employees from participating in higher education programs in the Rockford area. *(Select one for each.)*

	Most Likely	Somewhat Likely	Not Too Likely	Not At All Likely
a. Limited higher education programming available in the region (desired courses/programs not available)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b. Cost	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c. Locations of desired programs are not convenient to work/home	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d. Inflexible scheduling of courses/programs	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e. Inflexible course delivery methods (need for more alternatives to classroom-based courses)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f. Lack of time	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g. Other (please specify): _____	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

7. For each of the following methods of course delivery, please indicate whether the method is likely to be preferable, acceptable, or not desirable: *(Select one for each.)*

	Preferable	Acceptable	Not Desirable
a. Off-site traditional classroom instruction at an educational institution	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b. On-site traditional classroom instruction	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c. On-site instruction via the Internet (Web-based courses)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d. On-site instruction via interactive videoconferencing (two-way video)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e. Videotaped instruction	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f. CD-ROM instruction	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g. Other (please specify): _____	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**Future Education and Training Needs**

8. Please review the following fields and enter by degree level the **number** of individuals that you anticipate hiring (whether due to growth, replacement from turnover/retirement, or other reasons) in total over the next five years.

Field	Associate Degree or Certification	Bachelor's Degree	Graduate Degree	Continuing Education
<b>Agricultural Sciences</b>				
Agriculture (General)				
Agricultural Biochemistry/Biotechnology				
Agricultural Business				
Animal/Veterinary Science				
Entomology				
Environmental Science				
Horticulture				
<b>Architecture &amp; Related Programs</b>				
Architecture				
Graphic Design				
Interior Design				
<b>Aviation</b>				
<b>Business</b>				
Accounting				
Finance				
Hospitality Administration				
Information & Management Sciences				
International Relations				
Management (General)				
Marketing & Sales				
Risk Management/Insurance & Real Estate				
<b>Communications</b>				
General Studies				
Broadcast Media				
Print Media				
Speech				
<b>Computer &amp; Information Sciences</b>				
<b>Construction Trades (Carpentry, Welding, etc.)</b>				
<b>Cosmetology</b>				
<b>Criminology/Law</b>				
Criminal Justice				
Pre-Law				
Protective Services/Law Enforcement				
<b>Education</b>				
Educational Administration				
Physical Education				
Special Education				
Teacher Education (Elementary/Secondary)				
<b>Engineering</b>				
Chemical Engineering				
Civil and Environmental Engineering				
Electrical Engineering				
Engineering Technology				
Computer Engineering				
Industrial Engineering				
Mechanical Engineering				
English				
Ethics				

Field	Associate Degree or Certification	Bachelor's Degree	Graduate Degree	Continuing Education
Foreign Language				
History				
Literature				
Mathematics				
Philosophy				
Statistics				
Theology/Religious Studies				
<b>Health Professions</b>				
Dental Hygiene				
Diagnostic Imaging				
Emergency Medical Technician (EMT)				
Laboratory Technology				
Other Health Technologies				
Health Administration				
Nursing				
Pre-Med				
Physical Therapy				
Respiratory Therapy				
Other Therapy				
<b>Human Sciences</b>				
Family & Child Sciences				
Apparel & Fashion Merchandising				
Nutrition, Food, & Exercise Science				
Textiles & Consumer Sciences				
<b>Leadership Skills</b>				
<b>Manufacturing/Production</b>				
<b>Mechanics, Repairers, &amp; Technicians (Automotive, Electrical, etc.)</b>				
<b>Military</b>				
<b>Natural &amp; Physical Sciences</b>				
Astronomy				
Biology				
Chemistry				
Physics				
<b>Presentation Skills</b>				
<b>Recreation, Park, Hospitality, &amp; Tourism</b>				
<b>Social Sciences</b>				
Anthropology				
Economics				
Geography				
Political Science				
Psychology (General)/Counseling				
Psychology (Child)				
Sociology/Social Work				
Urban & Regional Planning				
<b>Supervision Skills</b>				
<b>Teamwork Skills</b>				
<b>Visual &amp; Performing Arts</b>				
Art				
Dance				
Music				
Theater				
<b>Writing Skills</b>				
<b>Undecided</b>				
<b>Other (please specify):</b>				

9. Do you have any additional comments regarding higher education opportunities in the Rockford area?

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### **Classifying Information**

10. Which business/industry sector best describes your company/organization? (*Select only one.*)
- |  |  |
|--|--|
| <input type="checkbox"/> <sub>1</sub> Agriculture                                      | <input type="checkbox"/> <sub>12</sub> Nonprofit                                       |
| <input type="checkbox"/> <sub>2</sub> Architecture                                     | <input type="checkbox"/> <sub>13</sub> Personal Services (e.g., Salon, Cleaners)       |
| <input type="checkbox"/> <sub>3</sub> Business Services                                | <input type="checkbox"/> <sub>14</sub> Professional Services (e.g., Consulting, Legal) |
| <input type="checkbox"/> <sub>4</sub> Construction                                     | <input type="checkbox"/> <sub>15</sub> Protective Services                             |
| <input type="checkbox"/> <sub>5</sub> Education  | <input type="checkbox"/> <sub>16</sub> Public Administration                           |
| <input type="checkbox"/> <sub>6</sub> Engineering                                      | <input type="checkbox"/> <sub>17</sub> Retail Trade                                    |
| <input type="checkbox"/> <sub>7</sub> Government                                       | <input type="checkbox"/> <sub>18</sub> Tourism and Hospitality                         |
| <input type="checkbox"/> <sub>8</sub> Health Care (e.g., Physicians, Nursing, Therapy) | <input type="checkbox"/> <sub>19</sub> Transportation and Public Utilities             |
| <input type="checkbox"/> <sub>9</sub> Finance, Insurance, or Real Estate               | <input type="checkbox"/> <sub>20</sub> Wholesale Trade                                 |
| <input type="checkbox"/> <sub>10</sub> Manufacturing or Production                     | <input type="checkbox"/> <sub>21</sub> Other (please specify): _____                   |
| <input type="checkbox"/> <sub>11</sub> Mining  |  |
11. How many people are employed by your business *in the Rockford* area?
- |  |   |
|--|---|
| <input type="checkbox"/> <sub>1</sub> Fewer than 5 | <input type="checkbox"/> <sub>6</sub> 101-250         |
| <input type="checkbox"/> <sub>2</sub> 5-10         | <input type="checkbox"/> <sub>7</sub> 251-500         |
| <input type="checkbox"/> <sub>3</sub> 11-25        | <input type="checkbox"/> <sub>8</sub> 501-1,000       |
| <input type="checkbox"/> <sub>4</sub> 26-50        | <input type="checkbox"/> <sub>9</sub> More than 1,000 |
| <input type="checkbox"/> <sub>5</sub> 51-100       |   |
12. Please estimate your organization's expected growth pattern over the next five years.
- |   |
|---|
| <input type="checkbox"/> <sub>1</sub> Declining           |
| <input type="checkbox"/> <sub>2</sub> Stable              |
| <input type="checkbox"/> <sub>3</sub> Grow by 5%          |
| <input type="checkbox"/> <sub>4</sub> Grow by 15%         |
| <input type="checkbox"/> <sub>5</sub> Grow by 25% or more |
13. Which of the following counties is the *primary* location of the local operation of your business/organization? (*Select one only.*)
- |  |   |
|--|---|
| <input type="checkbox"/> <sub>1</sub> Boone      | <input type="checkbox"/> <sub>4</sub> Winnebago                     |
| <input type="checkbox"/> <sub>2</sub> Ogle       | <input type="checkbox"/> <sub>5</sub> Other (please specify): _____ |
| <input type="checkbox"/> <sub>3</sub> Stephenson |   |

**Thank you for your participation.**

***APPENDIX D:***  
***SURVEYS OF STUDENTS***

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## APPENDIX D

### **ROCKFORD REGIONAL CHAMBER OF COMMERCE AND ROCKFORD AREA COUNCIL OF 100 Assessment of the Higher Education Needs of the Rockford Area Survey of Enrolled College Students**

#### **Introduction and Overview**

The **Rockford Regional Chamber of Commerce and the Rockford Area Council of 100** are spearheading a community needs assessment of higher education. Through this assessment process, we are seeking input about the current and future higher education needs and resources in the Rockford, Illinois, area, including Boone, Ogle, Stephenson, and Winnebago Counties. This feedback will be invaluable as community, business, and education leaders seek to ensure accessibility to higher education programs and courses.

Your participation in this survey will help guide planning for higher education programming in the Rockford area that is responsive to the needs of current and prospective students. There will be no reference to individual respondents in the analysis and reporting of results, which will be in aggregate format.

Please return your survey to the survey proctor. Thank you for your participation!

#### **A. Current Higher Education Needs**

1. Are you currently working? (*Select one*)
- <sub>1</sub> Yes <sub>2</sub> No (skip to question 1c)
- 1a. Do you work: (*Select one*)
- <sub>1</sub> Part Time <sub>2</sub> Full Time
- 1b. Which of the following educational benefits are available to you from your current employer? (*Select all that apply*)
- <sub>1</sub> Full tuition reimbursement <sub>1</sub> Participating in courses while at work
- <sub>1</sub> Partial tuition reimbursement <sub>1</sub> Other (please specify):
- <sub>1</sub> Flex time
- <sub>1</sub> Time off from work <sub>1</sub> No benefits of this type are offered

***Please skip to question 2.***

- 1c. Are you currently seeking a job? (*Select one*)
- <sub>1</sub> Yes <sub>2</sub> No
2. What is your current enrollment status at an educational institution? (*Select one*)
- <sub>1</sub> Enrolled part time <sub>2</sub> Enrolled full time
3. Please indicate how you are currently financing your education and related expenses while obtaining your degree. (*Select all that apply*)
- <sub>1</sub> Tuition waivers or grants <sub>1</sub> Savings
- <sub>1</sub> Other scholarships <sub>1</sub> Veteran's benefits
- <sub>1</sub> Student loans <sub>1</sub> Parents/Guardians (including PLUS loans they may have)
- <sub>1</sub> Assistantship <sub>1</sub> Spouse, family, or partner
- <sub>1</sub> Work/Study program <sub>1</sub> Employer (benefits)
- <sub>1</sub> Part-time job <sub>1</sub> Other (please specify):
- <sub>1</sub> Full-time job

4. At which of the following institutions are you currently enrolled? (*Select all that apply*)

**Four-Year Institutions**

- <sub>1</sub> Beloit College
- <sub>1</sub> Northern Illinois University
- <sub>1</sub> Rockford College
- <sub>1</sub> St. Anthony College of Nursing
- <sub>1</sub> University of Wisconsin-Whitewater

**Two-Year Institutions**

- <sub>1</sub> Highland Community College
  - <sub>1</sub> Rock Valley College
  - <sub>1</sub> Rockford Business College
  - <sub>1</sub> Sauk Valley Community College
  - <sub>1</sub> Other (please specify):
- 

5. Which institution do you consider to be your ***primary*** institution (i.e., the institution from which you will receive your degree)? (*Select one*)

**Four-Year Institutions**

- <sub>1</sub> Beloit College
- <sub>2</sub> Northern Illinois University
- <sub>3</sub> Rockford College
- <sub>4</sub> St. Anthony College of Nursing
- <sub>5</sub> University of Wisconsin-Whitewater

**Two-Year Institutions**

- <sub>6</sub> Highland Community College
  - <sub>7</sub> Rock Valley College
  - <sub>8</sub> Rockford Business College
  - <sub>9</sub> Sauk Valley Community College
  - <sub>10</sub> Other (please specify):
- 

6. What is the ***main*** reason(s) you chose to attend this particular institution? (*Select up to three responses*)

- <sub>1</sub> Athletics
- <sub>1</sub> Away from home
- <sub>1</sub> Best curriculum
- <sub>1</sub> Close to home
- <sub>1</sub> Close to work
- <sub>1</sub> Convenient scheduling
- <sub>1</sub> Cost (Affordable)
- <sub>1</sub> Course/program selection
- <sub>1</sub> Faculty
- <sub>1</sub> Familiarity with the school

- <sub>1</sub> Financial aid availability/scholarships
  - <sub>1</sub> Flexible course offerings/program
  - <sub>1</sub> Friends/family members who attend(ed)
  - <sub>1</sub> Good reputation
  - <sub>1</sub> Large institution/class size
  - <sub>1</sub> Small institution/class size
  - <sub>1</sub> Location/proximity (general)
  - <sub>1</sub> Recommended by someone
  - <sub>1</sub> Other (please specify):
- 

**Please respond to the remaining questions with your primary institution (as indicated in question 5) in mind:**

7. Are you currently a: (*Select one*)

- <sub>1</sub> High School Senior (dually enrolled)
- <sub>2</sub> New freshman (first term in any college)
- <sub>3</sub> Other freshman
- <sub>4</sub> Sophomore
- <sub>5</sub> Junior

- <sub>6</sub> Senior
  - <sub>7</sub> Graduate Student
  - <sub>8</sub> Nondegree seeking
  - <sub>9</sub> Other (please specify):
-

8. What is your current major/primary field of study? (*Select one*)

**Agricultural Sciences**

- <sub>1</sub> Agriculture (General)  
<sub>2</sub> Agricultural Biochemistry/Biotechnology  
<sub>3</sub> Agricultural Business  
<sub>4</sub> Animal/Veterinary Science  
<sub>5</sub> Entomology  
<sub>6</sub> Environmental Science  
<sub>7</sub> Horticulture

**Architecture & Related Programs**

- <sub>8</sub> Architecture  
<sub>9</sub> Graphic Design  
<sub>10</sub> Interior Design

<sub>11</sub> **Aviation**

**Business**

- <sub>12</sub> Accounting  
<sub>13</sub> Finance  
<sub>14</sub> Hospitality Administration  
<sub>15</sub> Information & Management Sciences  
<sub>16</sub> International Relations  
<sub>17</sub> Management (General)  
<sub>18</sub> Marketing & Sales  
<sub>19</sub> Risk Management/Insurance & Real Estate

**Communications**

- <sub>20</sub> General Studies  
<sub>21</sub> Broadcast Media  
<sub>22</sub> Print Media  
<sub>23</sub> Speech

<sub>24</sub> **Computer & Information Sciences**

<sub>25</sub> **Construction Trades (Carpentry, Welding, etc.)**

<sub>26</sub> **Cosmetology**

**Criminology/Law**

- <sub>27</sub> Criminal Justice  
<sub>28</sub> Pre-Law  
<sub>29</sub> Protective Services/Law Enforcement

**Education**

- <sub>30</sub> Educational Administration  
<sub>31</sub> Physical Education  
<sub>32</sub> Special Education  
<sub>33</sub> Teacher Education (Elementary/Secondary)

**Engineering**

- <sub>34</sub> Chemical Engineering  
<sub>35</sub> Civil and Environmental Engineering  
<sub>36</sub> Electrical Engineering  
<sub>37</sub> Engineering Technology  
<sub>38</sub> Computer Engineering  
<sub>39</sub> Industrial Engineering  
<sub>40</sub> Mechanical Engineering

**Fine Arts/Liberal Arts**

- <sub>41</sub> General Studies  
<sub>42</sub> English

- <sub>43</sub> Ethics  
<sub>44</sub> Foreign Language  
<sub>45</sub> History  
<sub>46</sub> Literature  
<sub>47</sub> Mathematics  
<sub>48</sub> Philosophy  
<sub>49</sub> Statistics  
<sub>50</sub> Theology/Religious Studies

**Health Professions**

- <sub>51</sub> Dental Hygiene  
<sub>52</sub> Diagnostic Imaging  
<sub>53</sub> Emergency Medical Technician (EMT)  
<sub>54</sub> Laboratory Technology  
<sub>55</sub> Other Health Technologies  
<sub>56</sub> Health Administration  
<sub>57</sub> Nursing  
<sub>58</sub> Pre-Med  
<sub>59</sub> Physical Therapy  
<sub>60</sub> Respiratory Therapy  
<sub>61</sub> Other Therapy

**Human Sciences**

- <sub>62</sub> Family & Child Sciences  
<sub>63</sub> Apparel and Fashion Merchandising  
<sub>64</sub> Nutrition, Food, & Exercise Science  
<sub>65</sub> Textiles & Consumer Sciences

<sub>66</sub> **Manufacturing/Production**

<sub>67</sub> **Mechanics, Repairers, & Technicians (Automotive, Electrical, etc.)**

<sub>68</sub> **Military**

**Natural & Physical Sciences**

- <sub>69</sub> Astronomy  
<sub>70</sub> Biology  
<sub>71</sub> Chemistry  
<sub>72</sub> Physics

<sub>73</sub> **Recreation, Park, Hospitality, & Tourism**

**Social Sciences**

- <sub>74</sub> Anthropology  
<sub>75</sub> Economics  
<sub>76</sub> Geography  
<sub>77</sub> Political Science  
<sub>78</sub> Psychology (General)/Counseling  
<sub>79</sub> Psychology (Child)  
<sub>80</sub> Sociology/Social Work  
<sub>81</sub> Urban and Regional Planning

**Visual & Performing Arts**

- <sub>82</sub> Art  
<sub>83</sub> Dance  
<sub>84</sub> Music  
<sub>85</sub> Theater

<sub>86</sub> **Undecided**

<sub>87</sub> **Other (please specify):**



14. In what field of study do you hope to obtain this degree? (*Select one*)

**Agricultural Sciences**

- <sub>1</sub> Agriculture (General)  
<sub>2</sub> Agricultural Biochemistry/Biotechnology  
<sub>3</sub> Agricultural Business  
<sub>4</sub> Animal/Veterinary Science  
<sub>5</sub> Entomology  
<sub>6</sub> Environmental Science  
<sub>7</sub> Horticulture

**Architecture & Related Programs**

- <sub>8</sub> Architecture  
<sub>9</sub> Graphic Design  
<sub>10</sub> Interior Design

<sub>11</sub> **Aviation**

**Business**

- <sub>12</sub> Accounting  
<sub>13</sub> Finance  
<sub>14</sub> Hospitality Administration  
<sub>15</sub> Information & Management Sciences  
<sub>16</sub> International Relations  
<sub>17</sub> Management (General)  
<sub>18</sub> Marketing & Sales  
<sub>19</sub> Risk Management/Insurance & Real Estate

**Communications**

- <sub>20</sub> General Studies  
<sub>21</sub> Broadcast Media  
<sub>22</sub> Print Media  
<sub>23</sub> Speech

<sub>24</sub> **Computer & Information Sciences**

<sub>25</sub> **Construction Trades (Carpentry, Welding, etc.)**

<sub>26</sub> **Cosmetology**

**Criminology/Law**

- <sub>27</sub> Criminal Justice  
<sub>28</sub> Pre-Law  
<sub>29</sub> Protective Services/Law Enforcement

**Education**

- <sub>30</sub> Educational Administration  
<sub>31</sub> Physical Education  
<sub>32</sub> Special Education  
<sub>33</sub> Teacher Education (Elementary/Secondary)

**Engineering**

- <sub>34</sub> Chemical Engineering  
<sub>35</sub> Civil and Environmental Engineering  
<sub>36</sub> Electrical Engineering  
<sub>37</sub> Engineering Technology  
<sub>38</sub> Computer Engineering  
<sub>39</sub> Industrial Engineering  
<sub>40</sub> Mechanical Engineering

**Fine Arts/Liberal Arts**

- <sub>41</sub> General Studies  
<sub>42</sub> English

- <sub>43</sub> Ethics  
<sub>44</sub> Foreign Language  
<sub>45</sub> History  
<sub>46</sub> Literature  
<sub>47</sub> Mathematics  
<sub>48</sub> Philosophy  
<sub>49</sub> Statistics  
<sub>50</sub> Theology/Religious Studies

**Health Professions**

- <sub>51</sub> Dental Hygiene  
<sub>52</sub> Diagnostic Imaging  
<sub>53</sub> Emergency Medical Technician (EMT)  
<sub>54</sub> Laboratory Technology  
<sub>55</sub> Other Health Technologies  
<sub>56</sub> Health Administration  
<sub>57</sub> Nursing  
<sub>58</sub> Pre-Med  
<sub>59</sub> Physical Therapy  
<sub>60</sub> Respiratory Therapy  
<sub>61</sub> Other Therapy

**Human Sciences**

- <sub>62</sub> Family & Child Sciences  
<sub>63</sub> Apparel and Fashion Merchandising  
<sub>64</sub> Nutrition, Food, & Exercise Science  
<sub>65</sub> Textiles & Consumer Sciences

<sub>66</sub> **Manufacturing/Production**

<sub>67</sub> **Mechanics, Repairers, & Technicians (Automotive, Electrical, etc.)**

<sub>68</sub> **Military**

**Natural & Physical Sciences**

- <sub>69</sub> Astronomy  
<sub>70</sub> Biology  
<sub>71</sub> Chemistry  
<sub>72</sub> Physics

<sub>73</sub> **Recreation, Park, Hospitality, & Tourism**

**Social Sciences**

- <sub>74</sub> Anthropology  
<sub>75</sub> Economics  
<sub>76</sub> Geography  
<sub>77</sub> Political Science  
<sub>78</sub> Psychology (General)/Counseling  
<sub>79</sub> Psychology (Child)  
<sub>80</sub> Sociology/Social Work  
<sub>81</sub> Urban and Regional Planning

**Visual & Performing Arts**

- <sub>82</sub> Art  
<sub>83</sub> Dance  
<sub>84</sub> Music  
<sub>85</sub> Theater

<sub>86</sub> **Undecided**

<sub>87</sub> **Other (please specify):**

---

15. Please indicate how you plan to finance your education and related expenses while obtaining your highest degree. *(Select all that apply)*
- |  |   |
|--|---|
| <input type="checkbox"/> Tuition waivers or grants | <input type="checkbox"/> Savings  |
| <input type="checkbox"/> Other scholarships        | <input type="checkbox"/> Veteran's benefits                                     |
| <input type="checkbox"/> Student loans             | <input type="checkbox"/> Parents/Guardians (including PLUS loans they may have) |
| <input type="checkbox"/> Assistantship             | <input type="checkbox"/> Spouse, family, or partner                             |
| <input type="checkbox"/> Work/Study program        | <input type="checkbox"/> Employer (benefits)                                    |
| <input type="checkbox"/> Part-time job             | <input type="checkbox"/> Other (please specify):                                |
| <input type="checkbox"/> Full-time job             | _____   |
16. Are there any educational programs of interest to you that are currently not offered in the Rockford area? *(Select one)*
- Yes  No (skip to question 17)
- 16a. Please list the program(s) **and** degree levels for each program(s) suggested:
- \_\_\_\_\_
- \_\_\_\_\_

**C. Demographic Data**

17. What is your gender? *(Select one)*
- Female  Male
18. What is your current age? *(Select one)*
- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Under 18 | <input type="checkbox"/> 45-54       |
| <input type="checkbox"/> 18-24    | <input type="checkbox"/> 55-64       |
| <input type="checkbox"/> 25-34    | <input type="checkbox"/> 65 or older |
| <input type="checkbox"/> 35-44    |                                      |
19. What is your race/ethnicity? *(Select one)*
- |  |   |
|--|---|
| <input type="checkbox"/> White/Caucasian           | <input type="checkbox"/> Native American or Alaska Native |
| <input type="checkbox"/> Hispanic                  | <input type="checkbox"/> Multiracial                      |
| <input type="checkbox"/> Black/African-American    | <input type="checkbox"/> Other (please specify):          |
| <input type="checkbox"/> Asian or Pacific Islander | _____   |
20. What is the highest level of education you have completed thus far? *(Select one)*
- |  |   |
|--|---|
| <input type="checkbox"/> Currently attending High School       | <input type="checkbox"/> Master's Degree (M.A, M.S., M.B.A.)                  |
| <input type="checkbox"/> Some High School, No Diploma          | <input type="checkbox"/> Education Specialist (Ed.S.)                         |
| <input type="checkbox"/> High School Diploma or GED            | <input type="checkbox"/> Doctorate Degree (Ph.D., Ed.D.)                      |
| <input type="checkbox"/> Vocational/Technical Certificate      | <input type="checkbox"/> Professional Degree (e.g., Law, Medicine, Dentistry) |
| <input type="checkbox"/> Some College, No Degree               | <input type="checkbox"/> Other (please specify):                              |
| <input type="checkbox"/> Associate Degree (A.A., A.S., A.A.S.) | _____   |
| <input type="checkbox"/> Bachelor's Degree (B.A., B.S.)        |   |
21. For statistical purposes only, what was your total household income last year before taxes? *(Select one)*
- |   |   |
|---|---|
| <input type="checkbox"/> Less than \$20,000   | <input type="checkbox"/> \$100,000 to \$119,999 |
| <input type="checkbox"/> \$20,000 to \$39,999 | <input type="checkbox"/> \$120,000 to \$139,999 |
| <input type="checkbox"/> \$40,000 to \$59,999 | <input type="checkbox"/> \$140,000 to \$159,999 |
| <input type="checkbox"/> \$60,000 to \$79,999 | <input type="checkbox"/> \$160,000 or more      |
| <input type="checkbox"/> \$80,000 to \$99,999 | <input type="checkbox"/> Not sure               |

**Thank you for your participation!**

**ROCKFORD AREA CHAMBER OF COMMERCE  
AND ROCKFORD AREA COUNCIL OF 100**  
*Assessment of the Higher Education Needs of the Rockford Area  
Survey of Area High School Students*

**Introduction and Overview**

The **Rockford Area Chamber of Commerce and the Rockford Area Council of 100** is spearheading a community needs assessment of higher education. Through this assessment process, we are seeking input about the current and future higher education needs and resources in the Rockford, Illinois, area. This feedback will be invaluable as community, business, and education leaders seek to ensure accessibility to higher education programs and courses.

Your participation in this survey will help guide planning for higher education programming in the Rockford area that is responsive to the needs of current and prospective students. There will be no reference to individual respondents in the analysis and reporting of results, which will be in aggregate format. Please print legibly and completely spell out all written responses.

Thank you for your participation. Please return your completed questionnaire to your teacher or guidance counselor.

**A. Education Plans**

1. During the year after graduation from high school, do you plan to attend college?

- <sub>1</sub> Yes
- <sub>2</sub> Not sure
- <sub>3</sub> No (*please skip to question 2*)

**If you answered yes or not sure,**

1a. Do you plan to attend college:

- <sub>1</sub> Part time
- <sub>2</sub> Full time
- <sub>3</sub> Not sure

1b. What type of college are you most likely to attend?

**\*Note:** *If you are planning to attend a two-year/community college and then transfer to a four-year college, please select "Two-Year/Community College."*

Please select one response from column A and one response from column B.

A	B
<input type="checkbox"/> <sub>1</sub> Technical/Vocational College <input type="checkbox"/> <sub>2</sub> Two-Year/Community College <input type="checkbox"/> <sub>3</sub> Four-Year College <input type="checkbox"/> <sub>4</sub> Military College <input type="checkbox"/> <sub>5</sub> Other (please specify):	<input type="checkbox"/> <sub>1</sub> Public institution <input type="checkbox"/> <sub>2</sub> Private institution <input type="checkbox"/> <sub>3</sub> Proprietary institution <input type="checkbox"/> <sub>4</sub> Other (please specify): <hr style="width: 80%; margin-left: 0;"/>

1c. What is the **primary** reason you are interested in attending your first choice institution? (Select only one)

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>1</sub> Athletics                    | <input type="checkbox"/> <sub>11</sub> Financial aid availability/scholarships |
| <input type="checkbox"/> <sub>2</sub> Away from home               | <input type="checkbox"/> <sub>12</sub> Flexible course offerings/program       |
| <input type="checkbox"/> <sub>3</sub> Best curriculum              | <input type="checkbox"/> <sub>13</sub> Friends/family members who attend(ed)   |
| <input type="checkbox"/> <sub>4</sub> Close to home                | <input type="checkbox"/> <sub>14</sub> Good reputation                         |
| <input type="checkbox"/> <sub>5</sub> Close to work                | <input type="checkbox"/> <sub>15</sub> Large institution/class size            |
| <input type="checkbox"/> <sub>6</sub> Convenient scheduling        | <input type="checkbox"/> <sub>16</sub> Small institution/class size            |
| <input type="checkbox"/> <sub>7</sub> Cost (Affordable)            | <input type="checkbox"/> <sub>17</sub> Location/proximity (general)            |
| <input type="checkbox"/> <sub>8</sub> Course/program selection     | <input type="checkbox"/> <sub>18</sub> Recommended by someone                  |
| <input type="checkbox"/> <sub>9</sub> Faculty                      | <input type="checkbox"/> <sub>19</sub> Other (please specify):                 |
| <input type="checkbox"/> <sub>10</sub> Familiarity with the school | _____  |

2. What is your interest level in pursuing educational opportunities in the Rockford area? (Select only one)

- <sub>1</sub> Extremely interested (skip to question 3)
- <sub>2</sub> Somewhat interested (skip to question 3)
- <sub>3</sub> Not very interested
- <sub>4</sub> Not at all interested

**If not very or not at all interested,**

2a. Why would you not be interested in obtaining educational opportunities locally (i.e., in the Rockford area)? (Select all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>1</sub> Program not available in the area      | <input type="checkbox"/> <sub>5</sub> Cost (not affordable)              |
| <input type="checkbox"/> <sub>2</sub> Reputation of local colleges/ programs | <input type="checkbox"/> <sub>6</sub> Lack of financial aid availability |
| <input type="checkbox"/> <sub>3</sub> Inconvenient scheduling                | <input type="checkbox"/> <sub>7</sub> Desire to leave the area           |
| <input type="checkbox"/> <sub>4</sub> Location not convenient                | <input type="checkbox"/> <sub>8</sub> Other (please specify):            |
|  | _____  |

2b. Of these, what is the **primary** reason why you may not be interested in obtaining educational opportunities locally (i.e., in the Rockford area)? (Select only one)

- |  |  |
|--|--|
| <input type="checkbox"/> <sub>1</sub> Program not available in the area      | <input type="checkbox"/> <sub>5</sub> Cost (not affordable)              |
| <input type="checkbox"/> <sub>2</sub> Reputation of local colleges/ programs | <input type="checkbox"/> <sub>6</sub> Lack of financial aid availability |
| <input type="checkbox"/> <sub>3</sub> Inconvenient scheduling                | <input type="checkbox"/> <sub>7</sub> Desire to leave the area           |
| <input type="checkbox"/> <sub>4</sub> Location not convenient                | <input type="checkbox"/> <sub>8</sub> Other (please specify):            |
|  | _____  |

3.0 In what field of study do you plan to obtain your first higher education degree?  
(Select only one)

<sub>1</sub> I do not plan to attend college. (*Please skip to question 6*)

**Agricultural Sciences**

- <sub>1</sub> Agriculture (General)  
<sub>2</sub> Agricultural Biochemistry/Biotechnology  
<sub>3</sub> Agricultural Business  
<sub>4</sub> Animal/Veterinary Science  
<sub>5</sub> Entomology  
<sub>6</sub> Environmental Science  
<sub>7</sub> Horticulture

**Architecture & Related Programs**

- <sub>8</sub> Architecture  
<sub>9</sub> Graphic Design  
<sub>10</sub> Interior Design

<sub>11</sub> **Aviation**

**Business**

- <sub>12</sub> Accounting  
<sub>13</sub> Finance  
<sub>14</sub> Hospitality Administration  
<sub>15</sub> Information & Management Sciences  
<sub>16</sub> International Relations  
<sub>17</sub> Management (General)  
<sub>18</sub> Marketing & Sales  
<sub>19</sub> Risk Management/Insurance & Real Estate

**Communications**

- <sub>20</sub> General Studies  
<sub>21</sub> Broadcast Media  
<sub>22</sub> Print Media  
<sub>23</sub> Speech

<sub>24</sub> **Computer & Information Sciences**

<sub>25</sub> **Construction Trades (Carpentry, Welding, etc.)**

<sub>26</sub> **Cosmetology**

**Criminology/Law**

- <sub>27</sub> Criminal Justice  
<sub>28</sub> Pre-Law  
<sub>29</sub> Protective Services/Law Enforcement

**Education**

- <sub>30</sub> Educational Administration  
<sub>31</sub> Physical Education  
<sub>32</sub> Special Education  
<sub>33</sub> Teacher Education (Elementary/Secondary)

**Engineering**

- <sub>34</sub> Chemical Engineering  
<sub>35</sub> Civil and Environmental Engineering  
<sub>36</sub> Electrical Engineering  
<sub>37</sub> Engineering Technology  
<sub>38</sub> Computer Engineering  
<sub>39</sub> Industrial Engineering  
<sub>40</sub> Mechanical Engineering

**Fine Arts/Liberal Arts**

- <sub>41</sub> General Studies  
<sub>42</sub> English

- <sub>43</sub> Ethics  
<sub>44</sub> Foreign Language  
<sub>45</sub> History  
<sub>46</sub> Literature  
<sub>47</sub> Mathematics  
<sub>48</sub> Philosophy  
<sub>49</sub> Statistics  
<sub>50</sub> Theology/Religious Studies

**Health Professions**

- <sub>51</sub> Dental Hygiene  
<sub>52</sub> Diagnostic Imaging  
<sub>53</sub> Emergency Medical Technician (EMT)  
<sub>54</sub> Laboratory Technology  
<sub>55</sub> Other Health Technologies  
<sub>56</sub> Health Administration  
<sub>57</sub> Nursing  
<sub>58</sub> Pre-Med  
<sub>59</sub> Physical Therapy  
<sub>60</sub> Respiratory Therapy  
<sub>61</sub> Other Therapy

**Human Sciences**

- <sub>63</sub> Family & Child Sciences  
<sub>64</sub> Apparel and Fashion Merchandising  
<sub>65</sub> Nutrition, Food, & Exercise Science  
<sub>66</sub> Textiles & Consumer Sciences  
<sub>67</sub> **Manufacturing/Production**  
<sub>68</sub> **Mechanics, Repairers, & Technicians (Automotive, Electrical, etc.)**

<sub>69</sub> **Military**

**Natural & Physical Sciences**

- <sub>70</sub> Astronomy  
<sub>71</sub> Biology  
<sub>72</sub> Chemistry  
<sub>73</sub> Physics

<sub>74</sub> **Recreation, Park, Hospitality, & Tourism**

**Social Sciences**

- <sub>75</sub> Anthropology  
<sub>76</sub> Economics  
<sub>77</sub> Geography  
<sub>78</sub> Political Science  
<sub>79</sub> Psychology (General)/Counseling  
<sub>80</sub> Psychology (Child)  
<sub>81</sub> Sociology/Social Work  
<sub>82</sub> Urban and Regional Planning

**Visual & Performing Arts**

- <sub>83</sub> Art  
<sub>84</sub> Dance  
<sub>85</sub> Music  
<sub>86</sub> Theater

<sub>87</sub> **Undecided**

<sub>88</sub> **Other (please specify):** \_\_\_\_\_

4. Are there any educational programs of interest to you that are currently not offered in the Rockford area?

- <sub>1</sub> Yes
- <sub>2</sub> No

4a. ***If yes***, please list the program(s) ***and*** degree levels for each program(s) suggested: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Please indicate how you intend to finance your education and related expenses while obtaining your first higher education degree. (*Select all that apply*)

- <sub>1</sub> Tuition waivers or grants
- <sub>2</sub> Other scholarships
- <sub>3</sub> Student loans
- <sub>4</sub> Assistantship
- <sub>5</sub> Work/Study program
- <sub>6</sub> Part-time job
- <sub>7</sub> Full-time job
- <sub>8</sub> Savings
- <sub>9</sub> Veteran's benefits
- <sub>10</sub> Parents/Guardians (including PLUS loans they may have)
- <sub>11</sub> Spouse, family, or partner
- <sub>12</sub> Employer (benefits)
- <sub>13</sub> Other (please specify): \_\_\_\_\_

6. What is the highest degree level you eventually plan to obtain? (*Select only one*)

- <sub>1</sub> High School/GED
- <sub>2</sub> Vocational/Technical certificate
- <sub>3</sub> Associate degree (A.A., A.S., A.A.S.)
- <sub>4</sub> Bachelor's degree (B.A., B.S.)
- <sub>5</sub> Master's degree (M.A., M.S., M.B.A.)
- <sub>6</sub> Education Specialist (Ed.S.)
- <sub>7</sub> Doctorate degree (Ph.D., Ed.D.)
- <sub>8</sub> Professional degree (e.g., Law, Medicine, Dentistry)
- <sub>9</sub> Other (please specify): \_\_\_\_\_

7. Which high school do you currently attend?

\_\_\_\_\_

8. What is your gender?

- <sub>1</sub> Female
- <sub>2</sub> Male

9. What is your race/ethnicity? (*Select only one*)

- |   |  |
|---|--|
| <input type="checkbox"/> <sub>1</sub> White/Caucasian           | <input type="checkbox"/> <sub>5</sub> Native American or Alaska Native |
| <input type="checkbox"/> <sub>2</sub> Hispanic                  | <input type="checkbox"/> <sub>6</sub> Multiracial                      |
| <input type="checkbox"/> <sub>3</sub> Black/African-American    | <input type="checkbox"/> <sub>7</sub> Other (please specify): _____    |
| <input type="checkbox"/> <sub>4</sub> Asian or Pacific Islander |  |

***Please return your completed questionnaire to your teacher or guidance counselor.  
Thank you for your participation!***

***APPENDIX E:***  
***DEMAND ESTIMATE***  
***METHODOLOGIES***

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## **APPENDIX E**

### **DEMAND ESTIMATE METHODOLOGIES**

This chapter presents a technical review of the methodologies employed to arrive at estimates of demand for postsecondary educational programs in the Rockford area. These estimates are based on various data collected through the needs assessment, including employment levels, enrollment at area institutions, and the survey responses of targeted populations.

#### **E.1 Employer Demand Estimates**

Paper copies of the needs assessment survey instrument for area employers were disseminated to a sample of 600 businesses obtained from Survey Sampling, Inc. (SSI). SSI is a reputable company that specializes in sampling data sources for a variety of survey interest areas. A varied sample of mid-size (10-99 employees) and large (100 employees or more) employers was selected from area counties. Only employers who had ten or more employees were included in the sample for each county. Twenty-four surveys were returned for incorrect addresses and sixty-seven surveys were completed for a response rate of 12 percent. Demand estimates based on employer response to this survey were conducted according to the following steps.

- Based on data obtained from SSI, it was estimated that 78.3 percent of all Rockford employees were employed by companies with greater than 10 employees. (It is important to note that smaller employers, those with 10 or less employees, are often too small to encourage or support employees' education or training needs or interests. In most cases they cannot afford to provide significant financial assistance, time off, or flex time for their employees to pursue education or training at any level beyond an occasional short course, seminar or workshop, because of their size and limited resources. Therefore this segment of "small" employers is heavily discounted, if not excluded, from the calculation of demand estimates for education and training in most locations in the MGT model.)

- This percentage was applied to the number of employees in the Rockford area (222,819) according to the Illinois Department of Employment Security, 2000 (latest data available). This resulted in approximately 174,507 employees who were considered to be employed by companies with greater than 10 employees.
- This number was then multiplied by the percentage of response frequencies from the survey for each field and degree in which current employees will likely need education and training over the next five years.
- These five-year numbers (for the various fields and degree levels) were then reduced to represent annual need estimates by dividing by five. This step assumes that expressed need over the next five years is distributed equally, and that access to all programs of interest is available and equal.
- Employers who indicated training needs related to programs within a major field category may well be interested in multiple training opportunities per employee. Since employers were able to indicate this multiple interest, data needed to be unduplicated in order to reflect more accurate interest totals per employee. Employer interest was therefore unduplicated.

However, these numbers represent an estimate of interest level for specific programs in the area, and do not yet reflect demand (the number estimated to actually participate in education and training programs and courses). From prior experience in similar studies, it is clear that not everyone who indicates an interest will actually follow through and participate in training. To calculate a more realistic estimate of demand, the interest estimates were adjusted downward to more accurately reflect demand for these fields and degrees. A low-to-high range for estimated demand was established by applying a one-to-five percent attendance or “show” factor to estimated interest levels. The resulting numbers represent estimated annual demand, i.e., those who are likely to participate in the indicated programs in any given year over the next five year time period.

**EXHIBIT E-1  
ESTIMATED ANNUAL UNDUPLICATED DEMAND FOR EDUCATIONAL PROGRAMS  
AMONG ROCKFORD AREA EMPLOYEES, BY SPECIFIC DISCIPLINE AND LEVEL**

Field	Degree			
	Associate Degree or Certification	Bachelor's Degree	Graduate	Continuing Education
	Low - High	Low - High	Low - High	Low - High
<b>Agricultural Sciences</b>				
Agriculture (General)	0 - 0	0 - 0	16 - 26	31 - 52
Agricultural Biochemistry/Biotechnology	0 - 0	0 - 0	0 - 0	16 - 26
Agricultural Business	0 - 0	0 - 0	0 - 0	16 - 26
Animal/Veterinary Science	0 - 0	0 - 0	0 - 0	0 - 0
Entomology	0 - 0	0 - 0	0 - 0	0 - 0
Environmental Science	16 - 26	0 - 0	0 - 0	31 - 52
Horticulture	16 - 26	0 - 0	0 - 0	0 - 0
<b>Architecture &amp; Related Programs</b>				
Architecture	0 - 0	0 - 0	0 - 0	16 - 26
Graphic Design	16 - 26	0 - 0	16 - 26	16 - 26
Interior Design	0 - 0	0 - 0	0 - 0	0 - 0
<b>Business</b>				
Accounting	94 - 156	219 - 365	78 - 130	203 - 339
Finance	63 - 104	156 - 260	78 - 130	125 - 208
Hospitality Administration	0 - 0	47 - 78	0 - 0	63 - 104
Information & Management Sciences	47 - 78	141 - 234	47 - 78	141 - 234
International Relations	0 - 0	31 - 52	16 - 26	78 - 130
Management (General)	47 - 78	234 - 391	141 - 234	250 - 417
Marketing & Sales	63 - 104	188 - 313	78 - 130	219 - 365
Risk Management/Insurance & Real Estate	0 - 0	78 - 130	31 - 52	63 - 104
<b>Communications</b>				
General Studies	47 - 78	31 - 52	0 - 0	47 - 78
Broadcast Media	0 - 0	31 - 52	0 - 0	47 - 78
Print Media	0 - 0	31 - 52	16 - 26	78 - 130
Speech	31 - 52	31 - 52	31 - 52	94 - 156
<b>Computer &amp; Information Sciences</b>	47 - 78	94 - 156	31 - 52	250 - 417
<b>Construction Trades</b>	31 - 52	0 - 0	0 - 0	16 - 26
<b>Criminology/Law</b>				
Criminal Justice	0 - 0	47 - 78	47 - 78	31 - 52
Pre-Law	0 - 0	0 - 0	16 - 26	16 - 26
Protective Services/Law Enforcement	16 - 26	0 - 0	0 - 0	31 - 52
<b>Education</b>				
Educational Administration	0 - 0	16 - 26	94 - 156	78 - 130
Physical Education	0 - 0	31 - 52	78 - 130	63 - 104
Special Education	16 - 26	63 - 104	78 - 130	78 - 130
Teacher Education (Elementary/Secondary)	31 - 52	78 - 130	109 - 182	94 - 156
<b>Engineering</b>				
Chemical Engineering	0 - 0	0 - 0	0 - 0	0 - 0
Civil and Environmental Engineering	16 - 26	16 - 26	0 - 0	16 - 26
Electrical Engineering	31 - 52	78 - 130	31 - 52	63 - 104
Engineering Technology	47 - 78	63 - 104	31 - 52	47 - 78
Computer Engineering	31 - 52	47 - 78	0 - 0	31 - 52
Industrial Engineering	63 - 104	125 - 208	31 - 52	125 - 208
Mechanical Engineering	63 - 104	141 - 234	47 - 78	109 - 182
<b>Fine Arts/Liberal Arts</b>				
General Studies	63 - 104	63 - 104	63 - 104	47 - 78
English	16 - 26	16 - 26	63 - 104	94 - 156
Ethics	47 - 78	31 - 52	47 - 78	31 - 52
Foreign Language	63 - 104	16 - 26	47 - 78	78 - 130
History	16 - 26	0 - 0	47 - 78	63 - 104

**EXHIBIT E-1 (CONTINUED)**  
**ESTIMATED ANNUAL UNDUPLICATED DEMAND FOR EDUCATIONAL PROGRAMS**  
**AMONG ROCKFORD AREA EMPLOYEES, BY SPECIFIC DISCIPLINE AND LEVEL**

Field	Degree			
	Associate Degree or Certification	Bachelor's Degree	Graduate	Continuing Education
	Low - High	Low - High	Low - High	Low - High
Literature	16 - 26	16 - 26	47 - 78	47 - 78
Mathematics	47 - 78	47 - 78	47 - 78	78 - 130
Philosophy	0 - 0	0 - 0	31 - 52	16 - 26
Statistics	47 - 78	31 - 52	31 - 52	94 - 156
Theology/Religious Studies	0 - 0	0 - 0	16 - 26	16 - 26
<b>Health Professions</b>				
Dental Hygiene	0 - 0	0 - 0	0 - 0	0 - 0
Diagnostic Imaging	0 - 0	16 - 26	0 - 0	0 - 0
Emergency Medical Technician (EMT)	31 - 52	0 - 0	16 - 26	31 - 52
Laboratory Technology	0 - 0	47 - 78	16 - 26	31 - 52
Other Health Technologies	16 - 26	31 - 52	0 - 0	31 - 52
Health Administration	0 - 0	47 - 78	16 - 26	78 - 130
Nursing	109 - 182	94 - 156	63 - 104	109 - 182
Pre-Med	0 - 0	0 - 0	0 - 0	0 - 0
Physical Therapy	0 - 0	31 - 52	47 - 78	63 - 104
Respiratory Therapy	16 - 26	0 - 0	0 - 0	16 - 26
Other Therapy	0 - 0	16 - 26	16 - 26	16 - 26
<b>Human Sciences</b>				
Family & Child Sciences	31 - 52	31 - 52	78 - 130	94 - 156
Apparel & Fashion Merchandising	0 - 0	0 - 0	0 - 0	0 - 0
Nutrition, Food, & Exercise Science	0 - 0	31 - 52	31 - 52	78 - 130
Textiles & Consumer Sciences	0 - 0	0 - 0	0 - 0	0 - 0
<b>Leadership Skills</b>	78 - 130	78 - 130	47 - 78	375 - 625
<b>Manufacturing/Production</b>	63 - 104	63 - 104	31 - 52	188 - 313
<b>Mechanics, Repairers, &amp; Technicians</b>	47 - 78	0 - 0	0 - 0	47 - 78
<b>Natural &amp; Physical Sciences</b>				
Astronomy	0 - 0	0 - 0	16 - 26	31 - 52
Biology	16 - 26	31 - 52	31 - 52	63 - 104
Chemistry	16 - 26	31 - 52	16 - 26	31 - 52
Physics	0 - 0	0 - 0	16 - 26	31 - 52
<b>Presentation Skills</b>	47 - 78	16 - 26	16 - 26	203 - 339
<b>Recreation, Park, Hospitality, &amp; Tourism</b>	0 - 0	16 - 26	0 - 0	16 - 26
<b>Social Sciences</b>				
Anthropology	0 - 0	16 - 26	31 - 52	0 - 0
Economics	0 - 0	16 - 26	31 - 52	31 - 52
Geography	0 - 0	0 - 0	16 - 26	31 - 52
Political Science	0 - 0	0 - 0	16 - 26	0 - 0
Psychology (General)/Counseling	16 - 26	47 - 78	63 - 104	109 - 182
Psychology (Child)	16 - 26	47 - 78	63 - 104	78 - 130
Sociology/Social Work	16 - 26	47 - 78	94 - 156	63 - 104
Urban & Regional Planning	0 - 0	0 - 0	0 - 0	0 - 0
<b>Supervision Skills</b>	109 - 182	63 - 104	0 - 0	344 - 573
<b>Teamwork Skills</b>	94 - 156	63 - 104	0 - 0	266 - 443
<b>Visual &amp; Performing Arts</b>				
Art	0 - 0	0 - 0	31 - 52	47 - 78
Dance	0 - 0	0 - 0	31 - 52	47 - 78
Music	0 - 0	0 - 0	31 - 52	47 - 78
Theater	0 - 0	0 - 0	31 - 52	47 - 78
<b>Writing Skills</b>	78 - 130	31 - 52	31 - 52	203 - 339
<b>Other</b>	16 - 26	0 - 0	0 - 0	16 - 26

**EXHIBIT E-2**  
**ESTIMATED ANNUAL UNDUPLICATED DEMAND FOR EDUCATIONAL PROGRAMS**  
**AMONG ROCKFORD AREA EMPLOYEES, BY SPECIFIC DISCIPLINE AND LEVEL**

Field	Degree Level			
	Associate Degree or Certification	Bachelor's Degree	Graduate	Continuing Education
	Low - High	Low - High	Low - High	Low - High
Agricultural Sciences	16 - 26	0 - 0	16 - 26	47 - 78
Architecture & Related Programs	16 - 26	0 - 0	16 - 26	16 - 26
Business	141 - 234	281 - 469	188 - 313	359 - 599
Communications	63 - 104	78 - 130	31 - 52	125 - 208
Computer & Information Sciences	47 - 78	94 - 156	31 - 52	250 - 417
Construction Trades	31 - 52	0 - 0	0 - 0	16 - 26
Criminology/Law	16 - 26	47 - 78	63 - 104	63 - 104
Education	31 - 52	109 - 182	125 - 208	141 - 234
Engineering	78 - 130	172 - 287	47 - 78	156 - 260
Fine Arts/Liberal Arts	125 - 208	94 - 156	78 - 130	172 - 287
Health Professions	141 - 234	125 - 208	109 - 182	188 - 313
Human Sciences	31 - 52	63 - 104	94 - 156	141 - 234
Leadership Skills	78 - 130	78 - 130	47 - 78	375 - 625
Manufacturing/Production	63 - 104	63 - 104	31 - 52	188 - 313
Mechanics, Repairers, & Technicians	47 - 78	0 - 0	0 - 0	47 - 78
Natural & Physical Sciences	16 - 26	31 - 52	31 - 52	63 - 104
Presentation Skills	47 - 78	16 - 26	16 - 26	203 - 339
Recreation, Park, Hospitality, & Tourism	0 - 0	16 - 26	0 - 0	16 - 26
Social Sciences	141 - 234	141 - 234	125 - 208	438 - 729
Supervision Skills	109 - 182	63 - 104	0 - 0	344 - 573
Teamwork Skills	94 - 156	63 - 104	0 - 0	266 - 443
Visual & Performing Arts	0 - 0	0 - 0	31 - 52	47 - 78
Writing Skills	31 - 52	31 - 52	203 - 339	0 - 0
Other	16 - 26	0 - 0	0 - 0	16 - 26
<b>Total Number of Employees</b>	<b>1,375 - 2,292</b>	<b>1,563 - 2,605</b>	<b>1,281 - 2,136</b>	<b>3,672 - 6,121</b>
<b>% of Employees in Rockford Workforce</b>	<b>0.79% - 1.31%</b>	<b>0.90% - 1.49%</b>	<b>0.73% - 1.22%</b>	<b>2.10% - 3.51%</b>

## ***E.2 High School and College Student Demand Estimates***

High school and college student demand estimates followed a similar procedure of estimating demand. Respective interest levels were gauged by surveys of each group, and these interest levels were translated into demand estimates through application to the larger population of individuals in the area, with some adjustments for relevant factors in each case. For each group, demand estimates are formulated for appropriate levels of educational services: two-year and beyond postsecondary services for current high school students, baccalaureate and beyond for current two-year students, and graduate demand for current four-year students.

### ***E.2.1 High School Student Demand***

High school student demand for all levels of postsecondary educational services were derived from responses to the survey of Rockford area high school students combined with the number of high school graduates in the Rockford area. To derive relative levels of demand, respondents were initially filtered based on whether they planned on attending college or not. Those respondents that answered affirmatively were then cross-tabulated according to the discipline within which they would be seeking their degree and the highest degree level that they aspired to. These results were then converted to percentages of total respondents to estimate the total distribution of interest by program and level among high school students in the Rockford area.

These proportions were then extrapolated to the total number of college-bound high school graduates that were willing to attend a local (Rockford area) institution, provided that desired programming was available. This figure was developed using the numbers of high school graduates in the Rockford area for 2002 as a basis. The total graduates were first adjusted downwards according to the Illinois statewide participation rate, which isolates the proportion of high school graduates that will advance to college.

The population was further reduced to isolate the proportion of college-bound students that would be willing to attend a local institution, based on respondents' indications relative to this in the survey. Thus, the calculations followed the following form:

$$\begin{array}{l} \text{Rockford Area HS Graduates} \\ X \text{ Illinois Statewide Participation Rate (\% of Graduates Continuing to College)} \\ X \text{ Stay Rate (from Survey, \% of Students Willing to Attend Local Institution)} \\ \hline \text{Annual Potential Postsecondary Enrollments Among High School Graduates} \end{array}$$

The proportions of interest by discipline and level were then applied to this population to reach estimates of annual high school demand for postsecondary educational services by discipline and level. The demand estimates listed represent unduplicated counts, meaning that each potential enrollment is listed at only one level of programming. To illustrate, this means that a student aspiring to a graduate degree under the baccalaureate or associate levels, though a four-year degree would be implicit to attaining their stated goal.

It is important to note that the demand levels for baccalaureate and graduate education entail some levels of attrition and lag in terms of intent and realization of goals. It is also implicit that some proportion of students demanding baccalaureate and beyond educational certification will begin that pursuit at a two-year institution, most likely seeking a liberal arts A.A. or A.S. award that will allow for their matriculation to a four-year institution.

**EXHIBIT E-3**  
**ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD**  
**AREA HIGH SCHOOL GRADUATES, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

Rockford Area High School Graduates	3,615
x College Participation Rate	59.8% <sup>A</sup>
x Stay Rate	66.4% <sup>B</sup>
Estimated Potential Local Enrollments	1,435

DISCIPLINE	UNDULICATED HIGH SCHOOL DEMAND BY HIGHEST ASPIRATION						
	Vocational/ Technical certificate	Associate degree	Bachelor's degree	Master's degree	Education Specialist	Doctorate degree	Professional degree
<b>Agricultural Sciences</b>		3	3	7		3	
Agriculture (General)		3		3			
Agricultural Biochemistry/Biotechnology							
Agricultural Business							
Animal/Veterinary Science			3			3	
Entomology							
Environmental Science				3			
Horticulture							
<b>Architecture &amp; Related Programs</b>		10	20	37	3		
Architecture		3		17			
Graphic Design		7	13	17	3		
Interior Design			7	3			
<b>Aviation</b>		3	10	3			
<b>Business</b>		17	80	70		10	27
Accounting		7	10	13			7
Finance			3	10			10
Hospitality Administration							
Information & Management Sciences		3		3			
International Relations				10		3	7
Management (General)		3	40	23		3	
Marketing & Sales			27	10		3	3
Risk Management/Insurance & Real Estate		3					
<b>Communications</b>		7	27	27		3	
General Studies			7	10		3	
Broadcast Media		3	13	7			
Print Media		3	7	3			
Speech				7			
<b>Computer &amp; Information Sciences</b>		7	27	20			
<b>Construction Trades</b>			3				
<b>Cosmetology</b>	7	7					
<b>Criminology/Law</b>		10	30	13		3	23
Criminal Justice		3	27	13			13
Pre-Law						3	10
Protective Services/Law Enforcement		7	3				
<b>Education</b>		17	77	67	20	7	3
Educational Administration							
Physical Education			3				
Special Education		3	3	10			
Teacher Education (Elementary/Secondary)		13	70	57	20	7	3
<b>Engineering</b>	3	7	34	30	7	3	
Chemical Engineering			3				
Civil and Environmental Engineering				3			
Electrical Engineering		3	10	7			
Engineering Technology		3	3				
Computer Engineering			3		3		
Industrial Engineering			7	7	3		
Mechanical Engineering	3		7	13		3	
<b>Fine Arts</b>		3	17	27		23	7
General Studies			3	3		3	
English			10	3		3	
Ethics							
Foreign Language				3			
History		3		3		10	7
Literature				7		3	
Mathematics						3	
Philosophy							
Statistics							
Theology/Religious Studies			3	7			

**EXHIBIT E-3 (CONTINUED)**  
**ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD**  
**AREA HIGH SCHOOL GRADUATES, BY SPECIFIC DISCIPLINE AND LEVEL**

Notes:

<b>Rockford Area High School Graduates</b>	<b>3,615</b>
x College Participation Rate	59.8% <sup>A</sup>
x Stay Rate	66.4% <sup>B</sup>
<b>Estimated Potential Local Enrollments</b>	<b>1,435</b>

DISCIPLINE	UNDUPLICATED HIGH SCHOOL DEMAND BY HIGHEST ASPIRATION						
	Vocational/ Technical certificate	Associate degree	Bachelor's degree	Master's degree	Education Specialist	Doctorate degree	Professional degree
<b>Health Professions</b>	3	20	80	54	3	37	84
Dental Hygiene		3	3				10
Diagnostic Imaging							
Emergency Medical Technician (EMT)	3						
Laboratory Technology		3	7	3			
Other Health Technologies		3	3				
Health Administration							
Nursing		10	57	27	3		7
Pre-Med			3	10		23	60
Physical Therapy				10		10	7
Respiratory Therapy							
Other Therapy			7	3		3	
<b>Human Sciences</b>		13	17	10			
Family & Child Sciences		7	3	7			
Apparel & Fashion Merchandising		7	7	3			
Nutrition, Food, & Exercise Science			7				
Textiles & Consumer Sciences							
<b>Manufacturing/Production</b>			3				
Mechanics, Repairers, & Technicians	13		7	10			
Military				3			
<b>Natural &amp; Physical Sciences</b>			10	23		13	7
Astronomy							
Biology			3	20		10	7
Chemistry			7	3		3	
Physics							
<b>Recreation, Park, Hospitality, &amp; Tourism</b>							
<b>Social Sciences</b>			17	27	7	30	10
Anthropology							
Economics				7			
Geography							
Political Science				3			3
Psychology (General)/Counseling			7	7		17	
Psychology (Child)			10			10	7
Sociology/Social Work				10	3	3	
Urban & Regional Planning							
<b>Visual &amp; Performing Arts</b>		3	23	20		7	3
Art			7	3		3	
Dance				7			
Music		3	10	7		3	3
Theater			7	3			
<b>GRAND TOTAL</b>	<b>27</b>	<b>127</b>	<b>486</b>	<b>449</b>	<b>40</b>	<b>141</b>	<b>164</b>

A. Represents the 2000 Illinois statewide average proportion of high school seniors attending college the year after graduation, as published by Postsecondary Education OPPORTUNITY.

B. The inverse of the proportion of high school student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

**EXHIBIT E-4**  
**ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD**  
**AREA HIGH SCHOOL GRADUATES, BY SUMMARY DISCIPLINE AND LEVEL**

## Notes

Rockford Area High School Graduates	3,615
x College Participation Rate	59.8% <sup>A</sup>
x Stay Rate	66.4% <sup>B</sup>
Estimated Potential Local Enrollments	1,435

DISCIPLINE	UNDUPLICATED HIGH SCHOOL DEMAND BY HIGHEST ASPIRATION						
	Vocational/ Technical certificate	Associate degree	Bachelor's degree	Master's degree	Education Specialist	Doctorate degree	Professional degree
Agricultural Sciences		3	3	7		3	
Architecture & Related Programs		10	20	37	3		
Aviation		3	10	3			
Business		17	80	70		10	27
Communications		7	27	27		3	
Computer & Information Sciences		7	27	20			
Construction Trades			3				
Cosmetology	7	7					
Criminology/Law		10	30	13		3	23
Education		17	77	67	20	7	3
Engineering	3	7	34	30	7	3	
Fine Arts		3	17	27		23	7
Health Professions	3	20	80	54	3	37	84
Human Sciences		13	17	10			
Manufacturing/Production			3				
Mechanics, Repairers, & Technicians	13		7	10			
Military				3			
Natural & Physical Sciences			10	23		13	7
Recreation, Park, Hospitality, & Tourism							
Social Sciences			17	27	7	30	10
Visual & Performing Arts		3	23	20		7	3
<b>GRAND TOTAL</b>	<b>27</b>	<b>127</b>	<b>486</b>	<b>449</b>	<b>40</b>	<b>141</b>	<b>164</b>

A. Represents the 2000 Illinois statewide average proportion of high school seniors attending college the year after graduation, as published by Postsecondary Education OPPORTUNITY.

B. The inverse of the proportion of high school student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

### **E.2.2 Two-Year College Student Demand**

Estimations of demand levels among community college students for baccalaureate and beyond postsecondary educational services were based on responses to the college survey and enrollment levels at the local (Rockford area) two-year institutions. The vast majority of these students were from Rock Valley College, with Highland CC accounting for most of the remainder, and Rockford Business College and Sauk Valley Community College only comprising marginal portions.

To arrive at estimated interest levels, the college survey sample was filtered to isolate community college students aspiring to a bachelor's or graduate degree. The numbers of these students were cross-tabulated according to desired discipline and the highest degree they hoped to attain. This generated proportionate interest by discipline and level among students intending to pursue a bachelor's or higher degree.

We proceeded to extrapolate these proportions to the total population of community college students. However, we first had to adjust for the proportion of students that intended to advance beyond a two-year degree (derived from survey), and then, among these students, for the proportion of students that would successfully matriculate into a four-year program within one year. We estimated that 25 percent of the community college students that aspired to bachelor's degree or higher educational attainment levels would succeed in these plans on an annual basis.

We assumed that each of the students that desired to attain graduate level certification would also pursue undergraduate education within the same discipline. Thus, baccalaureate demand levels reflect the proportions of students desiring bachelor's or above educational certification within a specific discipline. These levels were then adjusted for the proportion of students willing to attend a local institution, given the availability of programs (referred to as the "stay rate"), based on the response

to this question as posed in the survey. Ultimately, estimation of the community college student demand levels for baccalaureate education followed the following formula:

$$\begin{array}{l}
 \text{Total Rockford Area Community College Enrollment (Rock Valley, Highland CC)} \\
 X \text{ Bachelor's or Higher Aspiration Rate (from Survey)} \\
 X \text{ 4-Year Transfer/Matriculation Rate (Estimated at 25\%)} \\
 X \text{ Stay Rate (from Survey, \% of Students Willing to Attend Local Institution)} \\
 \hline
 \text{Annual Potential Community College Transfers to Local 4-Year Programs}
 \end{array}$$

Finally the proportions of community college students demanding bachelor's and graduate programs were applied to this population by discipline. This generated estimates of annual potential community college transfers to local four-year programs by discipline and level.

A subset of these students will continue on to graduate education. Thus, we followed through with these estimates to arrive at the *eventual* approximate level of demand for graduate programming among current two-year students, reflecting demand levels several years into the future. Beginning with the population of students that we calculated as entering into four-year programs, we followed a similar routine of adjustments to narrow down the field of potential graduate students. The following formula was utilized to develop overall demand levels:

$$\begin{array}{l}
 \text{Annual Potential Community College Transfers to Local 4-Year Programs} \\
 X \text{ Graduate Aspiration Rate (from Survey)} \\
 X \text{ Graduate Transfer/Matriculation Rate (Estimated at 25\%)} \\
 X \text{ Stay Rate (from Survey, \% of Students Willing to Attend Local Institution)} \\
 \hline
 \text{Annual Potential Community College Student Matriculation to Graduate Programs}
 \end{array}$$

We then utilized the survey results to estimate the particular level of graduate education and specific disciplines within this group. Thus, we arrived at demand estimates for graduate education among current community college students.

**EXHIBIT E-5**  
**ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD**  
**AREA TWO-YEAR STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

Rockford Area CC Enrollments		11,958	Notes:		Annual CC Transfers to 4-Year		2,019	Notes:	
x Bachelor's or Higher Aspiration Rate	79.1%	A	x Graduate Aspiration Rate	56.2%	D				
x 4-Year Matriculation Rate	25.0%	B	x Graduate Matriculation Rate	25.0%	E				
x Stay Rate	85.4%	C	x Stay Rate	85.4%	C				
Potential Baccalaureate Enrollments	2,019		Potential Graduate Enrollments	242					

DISCIPLINE	CC STUDENT DEMAND BY EDUCATIONAL LEVEL				
	Aspiring to Bachelor's Degree or Higher	Subset: Aspiring to Graduate Degrees			
		Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Agricultural Sciences</b>	19	3			
Agriculture (General)		3			
Agricultural Biochemistry/Biotechnology					
Agricultural Business					
Animal/Veterinary Science	6				
Entomology					
Environmental Science					
Horticulture					
<b>Architecture &amp; Related Programs</b>	25	1			
Architecture		1			
Graphic Design	6				
Interior Design	12				
<b>Aviation</b>	50				
<b>Business</b>	242	23		1	
Accounting	62	11			
Finance	12	1			
Hospitality Administration	19				
Information & Management Sciences	12	1			
International Relations				1	
Management (General)	99	8			
Marketing & Sales	31	1			
Risk Management/Insurance & Real Estate					
<b>Communications</b>	25			1	
General Studies	19				
Broadcast Media					
Print Media					
Speech				1	
<b>Computer &amp; Information Sciences</b>	56	3			
<b>Construction Trades</b>					
<b>Cosmetology</b>					1
<b>Criminology/Law</b>	68			3	7
Criminal Justice	25				
Pre-Law				3	7
Protective Services/Law Enforcement					
<b>Education</b>	248	28	3	8	
Educational Administration				1	
Physical Education	31	3			
Special Education		1			
Teacher Education (Elementary/Secondary)	205	24	3	7	
<b>Engineering</b>	137	16		3	
Chemical Engineering					
Civil and Environmental Engineering	19	3			
Electrical Engineering	56	7		1	
Engineering Technology		1			
Computer Engineering	12				
Industrial Engineering				1	
Mechanical Engineering	37	5			
<b>Fine Arts</b>	75	11		1	
General Studies	19	1			
English	25	3		1	
Ethics					
Foreign Language		3			
History		1			
Literature					
Mathematics		3			
Philosophy					
Statistics					
Theology/Religious Studies					

**EXHIBIT E-5 (CONTINUED)**  
**ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD**  
**AREA TWO-YEAR STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

Rockford Area CC Enrollments		11,958	Notes:	Annual CC Transfers to 4-Year		2,019	Notes:
x Bachelor's or Higher Aspiration Rate	79.1%		A	x Graduate Aspiration Rate	56.2%		D
x 4-Year Matriculation Rate	25.0%		B	x Graduate Matriculation Rate	25.0%		E
x Stay Rate	85.4%		C	x Stay Rate	85.4%		C
Potential Baccalaureate Enrollments	2,019			Potential Graduate Enrollments	242		

DISCIPLINE	CC STUDENT DEMAND BY EDUCATIONAL LEVEL				
	Aspiring to Bachelor's Degree or Higher	Subset: Aspiring to Graduate Degrees			
		Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Health Professions</b>	807	50		16	27
Dental Hygiene	37				
Diagnostic Imaging	19				
Emergency Medical Technician (EMT)					
Laboratory Technology	6				
Other Health Technologies	19			1	
Health Administration	6				
Nursing	540	40		8	11
Pre-Med	106	1		4	16
Physical Therapy		4		1	
Respiratory Therapy	25	3			
Other Therapy	25	1		1	
<b>Human Sciences</b>	43	3			
Family & Child Sciences	25	1			
Apparel & Fashion Merchandising	6				
Nutrition, Food, & Exercise Science	12	1			
Textiles & Consumer Sciences					
<b>Manufacturing/Production</b>					
<b>Mechanics, Repairers, &amp; Technicians</b>				1	
<b>Military</b>	6				
<b>Natural &amp; Physical Sciences</b>		5		3	
Astronomy					
Biology		4		1	
Chemistry		1		1	
Physics					
<b>Recreation, Park, Hospitality, &amp; Tourism</b>					
<b>Social Sciences</b>	143	11		12	1
Anthropology					
Economics					
Geography					
Political Science				1	1
Psychology (General)/Counseling	43	1		7	
Psychology (Child)		4		3	
Sociology/Social Work	56	5		1	
Urban & Regional Planning					
<b>Visual &amp; Performing Arts</b>	25				
Art	19				
Dance					
Music	6				
Theater					
<b>Aviation Maintenance Technology</b>	99	8	1		
<b>Pharmacy/Pharmaceuticals</b>	50	1		4	4
<b>Human Services</b>	12	1			
<b>GRAND TOTAL</b>	2,019	154	3	50	36

A. Represents the percent of two-year college students aspiring to bachelor's or higher degree, based on survey responses.

B. The percent of bachelor's degree or higher aspiring community college students that will complete 2-year program and transfer to 4-year institutions on an annual basis.

C. The inverse of the proportion of community college student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

D. Represents the percent of two-year college students aspiring to graduate degrees (among those aspiring to at least a bachelor's degree) based on survey responses.

E. The percent of graduate degree aspiring former community college students that will matriculate into graduate programs on an annual basis.

**EXHIBIT E-6**  
**ESTIMATED DEMAND FOR EDUCATIONAL PROGRAMS AMONG ROCKFORD**  
**AREA TWO-YEAR STUDENTS, BY SUMMARY DISCIPLINE AND LEVEL**

Rockford Area CC Enrollments		11,958	Annual CC Transfers to 4-Year		2,019
x Bachelor's or Higher Aspiration Rate	79.1%	A	x Graduate Aspiration Rate	56.2%	D
x 4-Year Matriculation Rate	25.0%	B	x Graduate Matriculation Rate	25.0%	E
x Stay Rate	85.4%	C	x Stay Rate	85.4%	C
Potential Baccalaureate Enrollments	2,019		Potential Graduate Enrollments	242	

Notes:

Notes:

DISCIPLINE	CC STUDENT DEMAND BY EDUCATIONAL LEVEL				
	Aspiring to Bachelor's Degree or Higher	Subset: Aspiring to Graduate Degrees			
		Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
Agricultural Sciences	19	3			
Architecture & Related Programs	25	1			
Aviation	50				
Business	242	23		1	
Communications	25			1	
Computer & Information Sciences	56	3			
Construction Trades					
Cosmetology					1
Criminology/Law	68			3	7
Education	248	28	3	8	
Engineering	137	16		3	
Fine Arts	75	11		1	
Health Professions	807	50		16	27
Human Sciences	43	3			
Manufacturing/Production					
Mechanics, Repairers, & Technicians				1	
Military	6				
Natural & Physical Sciences		5		3	
Recreation, Park, Hospitality, & Tourism					
Social Sciences	143	11		12	1
Visual & Performing Arts	25				
Aviation Maintenance Technology	99	8	1		
Pharmacy/Pharmaceuticals	50	1		4	4
Human Services	12	1			
<b>GRAND TOTAL</b>	<b>2,019</b>	<b>154</b>	<b>3</b>	<b>50</b>	<b>36</b>

A. Represents the percent of two-year college students aspiring to bachelor's or higher degree, based on survey responses.

B. The percent of bachelor's degree or higher aspiring community college students that will complete 2-year program and transfer to 4-year institutions on an annual basis.

C. The inverse of the proportion of community college student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

D. Represents the percent of two-year college students aspiring to graduate degrees (among those aspiring to at least a bachelor's degree) based on survey responses.

E. The percent of graduate degree aspiring former community college students that will matriculate into graduate programs on an annual basis.

### **E.2.3 Four-Year College Student Demand**

Demand estimates for graduate programming were also calculated for students currently enrolled in four-year institutions. We utilized the following formula to arrive at estimations of total potential graduate enrollments:

	<i>Total Enrollments in Rockford Area 4-Year Institutions (Rockford College, St. Anthony College of Nursing)</i>
X	<i>Graduate Aspiration Rate (from Survey)</i>
X	<i>Graduate Transfer/Matriculation Rate (Estimated at 33%)</i>
X	<i>Stay Rate (from Survey, % of Students Willing to Attend Local Institution)</i>
	<hr/> <i>Annual Potential 4-Year Student Matriculation to Graduate Programs</i>

Where the graduate aspiration rate was derived from 4-year students' responses to the survey and the graduate transfer/matriculation rate was estimated at 1/3 of four-year students currently aspiring to pursue a graduate degree. This figure was finally adjusted downward to reflect the proportion of four-year students aspiring to graduate degrees that indicated they would be willing to attend a local institutions, provided that their desired program was offered. We then utilized the survey results to estimate the particular level of graduate education and specific disciplines desired within this group. Thus, we arrived at demand estimates for graduate education among current four-year institution students.

**EXHIBIT E-7**  
**ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA**  
**BACCALAUREATE STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Agricultural Sciences</b>				
Agriculture (General)				
Agricultural Biochemistry/Biotechnology				
Agricultural Business				
Animal/Veterinary Science				
Entomology				
Environmental Science				
Horticulture				
<b>Architecture &amp; Related Programs</b>				
Architecture				
Graphic Design				
Interior Design				
<b>Aviation</b>				
<b>Business</b>	76		7	7
Accounting	14			7
Finance	7			
Hospitality Administration				
Information & Management Sciences				
International Relations	14			
Management (General)	34		7	
Marketing & Sales	7			
Risk Management/Insurance & Real Estate				
<b>Communications</b>	7			
General Studies				
Broadcast Media	7			
Print Media				
Speech				
<b>Computer &amp; Information Sciences</b>			7	
<b>Construction Trades</b>				
<b>Cosmetology</b>				
<b>Criminology/Law</b>			7	14
Criminal Justice			7	
Pre-Law				14
Protective Services/Law Enforcement				
<b>Education</b>	62		14	
Educational Administration	7		7	
Physical Education				
Special Education	7			
Teacher Education (Elementary/Secondary)	48		7	

**EXHIBIT E-7 (CONTINUED)**  
**ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA**  
**BACCALAUREATE STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

<b>Rockford Area 4-Year Enrollments</b>	<b>1,371</b>	A
<b>x Graduate Aspiration Rate</b>	<b>72.6%</b>	B
<b>x Matriculation Rate</b>	<b>33.3%</b>	C
<b>x Stay Rate</b>	<b>89.0%</b>	D
<b>Annual Potential Local Enrollments</b>	<b>295</b>	

Notes:

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
<b>Engineering</b>			7	
Chemical Engineering				
Civil and Environmental Engineering				
Electrical Engineering				
Engineering Technology				
Computer Engineering				
Industrial Engineering			7	
Mechanical Engineering				
<b>Fine Arts</b>	14		7	
General Studies				
English	7			
Ethics				
Foreign Language				
History				
Literature				
Mathematics	7			
Philosophy				
Statistics				
Theology/Religious Studies			7	
<b>Health Professions</b>	27		7	14
Dental Hygiene				
Diagnostic Imaging				
Emergency Medical Technician (EMT)				
Laboratory Technology				
Other Health Technologies				
Health Administration				
Nursing	21		7	
Pre-Med				14
Physical Therapy				
Respiratory Therapy				
Other Therapy	7			
<b>Human Sciences</b>				
Family & Child Sciences				
Apparel & Fashion Merchandising				
Nutrition, Food, & Exercise Science				
Textiles & Consumer Sciences				
<b>Manufacturing/Production</b>				
<b>Mechanics, Repairers, &amp; Technicians</b>				
<b>Military</b>				

**EXHIBIT E-7 (CONTINUED)**  
**ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA**  
**BACCALAUREATE STUDENTS, BY SPECIFIC DISCIPLINE AND LEVEL**

<b>Rockford Area 4-Year Enrollments</b>	<b>1,371</b>	A
<b>x Graduate Aspiration Rate</b>	<b>72.6%</b>	B
<b>x Matriculation Rate</b>	<b>33.3%</b>	C
<b>x Stay Rate</b>	<b>89.0%</b>	D
<b>Annual Potential Local Enrollments</b>	<b>295</b>	

Notes:

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
Natural & Physical Sciences				
Astronomy				
Biology				
Chemistry				
Physics				
Recreation, Park, Hospitality, & Tourism				
Social Sciences	14			
Anthropology				
Economics				
Geography				
Political Science				
Psychology (General)/Counseling	7			
Psychology (Child)	7			
Sociology/Social Work				
Urban & Regional Planning				
Visual & Performing Arts	7			
Art	7			
Dance				
Music				
Theater				
Aviation Maintenance Technology				
Pharmacy/Pharmaceuticals				
Human Services				
<b>GRAND TOTAL</b>	<b>206</b>		<b>55</b>	<b>34</b>

A. Fall 2002 enrollments at Rockford College and St. Anthony College of Nursing.

B. Represents the percent of 4-year college students aspiring to graduate degree, based on survey responses.

C. The percent of graduate degree-aspiring 4-year students that will transfer/matriculate into graduate programs on an annual basis. Accounts for the limited proportion of students, among the total population, that will graduate and follow-through with their intent.

D. The inverse of the proportion of 4-year student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

**EXHIBIT E-8**  
**ESTIMATED DEMAND FOR GRADUATE PROGRAMS AMONG ROCKFORD AREA**  
**BACCALAUREATE STUDENTS, BY SUMMARY DISCIPLINE AND LEVEL**

		Notes
<b>Rockford Area 4-Year Enrollments</b>	<b>1,371</b>	A
<b>x Graduate Aspiration Rate</b>	<b>72.6%</b>	B
<b>x Matriculation Rate</b>	<b>33.3%</b>	C
<b>x Stay Rate</b>	<b>89.0%</b>	D
<b>Annual Potential Local Enrollments</b>	<b>295</b>	

DISCIPLINE	4-YEAR STUDENT DEMAND BY EDUCATIONAL LEVEL			
	Master's Degree	Education Specialist	Doctorate Degree	Professional Degree
Agricultural Sciences				
Architecture & Related Programs				
Aviation				
Business	76		7	7
Communications	7			
Computer & Information Sciences			7	
Construction Trades				
Cosmetology				
Criminology/Law			7	14
Education	62		14	
Engineering			7	
Fine Arts	14		7	
Health Professions	27		7	14
Human Sciences				
Manufacturing/Production				
Mechanics, Repairers, & Technicians				
Military				
Natural & Physical Sciences				
Recreation, Park, Hospitality, & Tourism				
Social Sciences	14			
Visual & Performing Arts	7			
Aviation Maintenance Technology				
Pharmacy/Pharmaceuticals				
Human Services				
<b>GRAND TOTAL</b>	<b>206</b>		<b>55</b>	<b>34</b>

A. Fall 2002 enrollments at Rockford College and St. Anthony College of Nursing.

B. Represents the percent of 4-year college students aspiring to graduate degree, based on survey responses.

C. The percent of graduate degree-aspiring 4-year students that will transfer/matriculate into graduate programs on an annual basis. Accounts for the limited proportion of students, among the total population, that will graduate and follow-through with their intent.

D. The inverse of the proportion of 4-year student survey respondents indicating that they would not be interested in attending a local institution primarily because they desire to leave the area.

**APPENDIX F:**  
**EXAMPLES OF MULTI-  
INSTITUTION MODELS AND  
OFF-CAMPUS CENTERS**

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**APPENDIX F**  
**EXAMPLES OF MULTI-INSTITUTION MODELS AND OFF-**  
**CAMPUS CENTERS**

**University Center of Lake County**

Participants:

Chicago School of Professional Psychology  
Concordia University  
Columbia College, Chicago  
DePaul University  
Dominican University  
Governors State University  
Illinois State University  
Kendall College  
North Park University  
Northeastern Illinois University  
Northern Illinois University  
Roosevelt College  
Saint Xavier University  
Southern Illinois University, Carbondale  
University of Illinois

Telephone: 773-442-5531

Web address: [www.neiu.edu](http://www.neiu.edu)

Location: Lincolnshire, Illinois

Provides a variety of undergraduate and graduate programs.

**Quad Cities Graduate Studies Center**

Participants include:

Augustana College  
Drake University  
Illinois State University  
Iowa State University  
Northern Illinois University  
Saint Xavier University  
St. Ambrose University  
University of Illinois  
University of Iowa  
University of Northern Iowa  
Western Illinois University

Telephone: 309-794-7376 or 888-331-4723

Web address: [www.gradcenter.org](http://www.gradcenter.org)

Location: Rock Island, Illinois

Offers a diverse array of graduate degree and certificate programs.

**Florida International University, Pines Center**

Participant:

Florida International University is the sole participant

Telephone: 954-438-8600

Web address: [broward@fiu.edu](mailto:broward@fiu.edu)

Location: Pembroke Pines, Florida

Programming includes undergraduate and graduate programs aimed primarily at working adults. Leases facility from City of Pembroke Pines.

**Old Dominion University, Virginia Beach Higher Education Center**

Participants:

Old Dominion University  
Norfolk State University  
Tidewater Community College

Telephone: 757-683-3000

Web address: [www.odu.edu](http://www.odu.edu)

Location: Virginia Beach, Virginia

Offers graduate programs and undergraduate upper-division completion programs. Site is adjacent to Tidewater Community College campus and is planned as a “full service education center” upon build-out.

**Roanoke Higher Education Center**

Participants include:

Averett University  
Bluefield College

Blue Ridge Technical Academy  
Jefferson College of Health Sciences  
Ferrum College  
Hampton University  
Hollins University  
Mary Baldwin College  
Old Dominion University  
Radford University  
Roanoke College  
University of North Carolina  
University of Virginia  
Virginia Tech  
Virginia Western Community College

Telephone: 540-767-6161

Web address: [www.education.edu](http://www.education.edu)

Location: Roanoke, Virginia

Offers a broad array of undergraduate and graduate degree programs intended to address community needs and interests. Had a long-standing presence in Downtown Roanoke with fewer participants until moving to current site in renovated multistory office building and expanding participation.

**Shenandoah University, Northern Virginia Campus**

Participant:

Shenandoah University is the only participant at this time, although addition of others is being considered.

Telephone: 703-779-9626

Web address: [www.su.edu](http://www.su.edu)

Location: Leesburg, Virginia

Offerings include both undergraduate and graduate-level community based programming. Site is on major highway in “store-front” type office complex. They are currently looking to expand programs and space. Possible new stand-alone or multiprovider sites are under consideration.

**The Lowcountry Graduate Center**

Participants include:

The College of Charleston  
The Citadel  
The Medical University of South Carolina

Telephone: 843-953-4723

Web address: [www.lowcountrygradcenter.org](http://www.lowcountrygradcenter.org)

Location: North Charleston, South Carolina

Offers graduate programming primarily in business, computer science, and education. Looking at opportunities to expand programming. Recently moved to more centralized and accessible location in larger building for purpose of program expansion and improved access.