



## MESSAGE FROM THE PRESIDENT

In his autobiography, Victor Hugo wrote, “Change your leaves, keep intact your roots.” This bit of wisdom describes well the compelling work that has been accomplished this past year with respect to *Change Matters*, the College’s strategic plan for 2008 - 2012. That plan, crafted by the entire College community, calls on students and employees to sustain what matters most and to change what we must to be faithful to our mission as the community’s college, as a community of learners, and as a changing community.

The nine goals set forth in the strategic plan remind us of the importance of upholding excellence; respecting everyone and acting without bias toward anyone; supporting learning for our students and ourselves; being environmentally responsible; fostering global citizenship; encouraging both innovation and accountability; and demonstrating good stewardship of the College’s financial resources.

Between July 1, 2007 and June 30, 2008, the College saw significant progress in implementing changes that move us in the direction of the goals set out in the strategic plan. Through the dedicated work of faculty, staff, administrators, and students, Oakton continued to transform itself – from securing a Fulbright-Hays grant for the Global Studies program to sponsoring the first Pan African Summit that connected African American community college employees from throughout the region.

In addition, the Oakton community embraced “going green” through initiatives large and small: reducing our energy costs and carbon footprint; supporting a new shuttle bus service between the Des Plaines and Skokie campuses; encouraging “green” efforts among students and employees; and hosting the first Green Business Conference that featured keynote speaker Illinois Lt. Governor Pat Quinn.

The pages of this annual *President’s Report to the Community* document in some detail the amazing progress being made toward realizing the *Change Matters* goals and objectives. We are deeply blessed to have first-rate faculty who not only take great pride in their teaching but also deeply care about their students; innovative programs that put Oakton on the map; superb facilities; and the profound commitment to meet the changing needs of those whom we serve.

While Oakton continues to enjoy a reputation as one of the finest community colleges in the nation, we remain mindful that we must continue to become better than we find ourselves at any given moment. Serving students well is the core of our mission and the goal of all our efforts. We are privileged to be in a community of purpose doing work focused on making people’s lives more meaningful and the world a better place.

Margaret B. Lee, President

WE CANNOT ADOPT THE  
WAY OF LIVING THAT  
WAS SATISFACTORY A  
HUNDRED YEARS AGO.  
THE WORLD IN WHICH WE  
LIVE HAS CHANGED, AND  
WE MUST CHANGE WITH IT.

— FELIX ADLER

## Goal **Academic Excellence**

Objective **WE WILL UPHOLD THE PREEMINENCE OF ACADEMIC EXCELLENCE AS THE ENGINE THAT DRIVES DECISION-MAKING AT OAKTON.**

### Progress **Assessment Academy**

In October 2007, Oakton earned accreditation from the Higher Learning Commission through 2017, having demonstrated, according to the HLC evaluation team, “stable leadership for many years . . . and the ability to deal with the human, physical, and financial resource challenges ahead.”

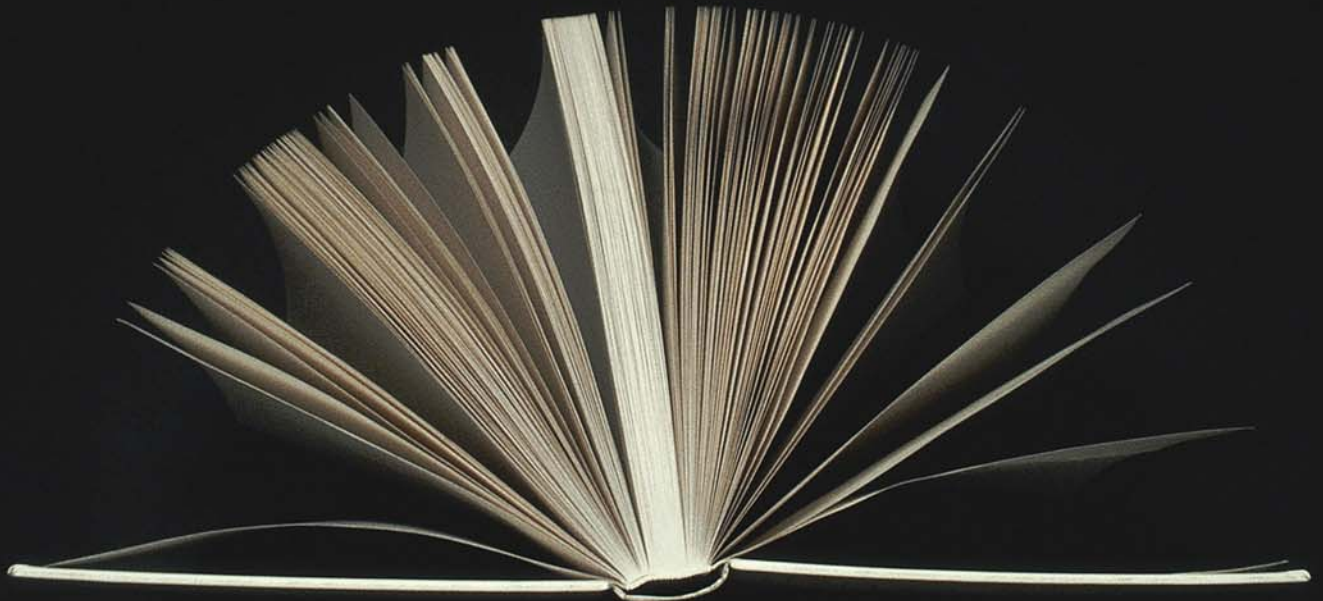
In response to a HLC recommendation regarding the assessment of student academic achievement, members of the Oakton Program for Assessment and Learning (OPAL) Steering Committee attended the Academy for Assessment of Student Learning in June 2008. Membership in this academy requires four years of sequential events and interactions designed to accelerate and advance assessment efforts, plus evidence of improvements in teaching and learning. The committee subsequently proposed action portfolios to document progress in Career Technical Education (CTE) and General Education assessment.



### **New Degrees and Certificates**

The nursing program added two new certificates for the review of professional practices. NCLEX Review prepares nursing students and graduate nurses for the National Council Licensure Exam, and the Nursing Review (CGFNS) targets graduates of international nursing programs. Both satisfy requirements established by the Illinois Department of Financial and Professional Regulation.

The new Radio Frequency Identification Technology certificate supports individuals interested in RFID system design, installation, service, and consulting. The Transportation, Warehousing, and Logistics Management certificate prepares students for careers in supply chain management and warehouse supervision.





### Shared Learning

The Great Books Program fosters an engaging learning environment unlike any other. The pedagogical method known as *shared inquiry* provides a seminar-style class in which faculty encourage students to think analytically as they discuss classic works of literature. Oakton students also have the opportunity to present their analysis of a given work and discuss literary concepts with peers at the annual Great Books Student Symposium at Chicago's Wilbur Wright College.

### Early Warning

The Early Warning System implemented in spring 2008 helps at-risk students through peer and faculty intervention. As a result of this program, peer advisors contacted more than 60 students, and provided referrals to College services including advising and counseling, student development, testing, and the Learning Center. The goal of the Early Warning System is to establish a personal connection with at-risk students and improve their chances for academic success.

### Professional Recognition

Jay Cohen (top), accounting chair, captured the Illinois CPA Society's 2008 Outstanding Educator Award, for faculty who excel in leadership and teaching. Cohen joined Oakton as an associate professor in 2002 and was promoted to professor and department chair in 2005. He also serves as a facilitator for faculty development workshops. The Illinois group is the fifth largest state CPA society in the U.S.

Jane Malik (center), assistant professor of library services, earned the honor, Academic Library Staff Member of the Year from the North Suburban Library System. This award recognizes exceptional contributions to the NSLS and the more than 650 member libraries in north suburban Cook, Kane, Lake, and McHenry counties.

Carla Ferguson (bottom), assistant nursing professor, received a \$10,000 Nurse Educator Fellowship from the Illinois Board of Higher Education (see Financial Stewardship, page 14). Ferguson was one of two nursing faculty from a community college to be honored.



### New Faculty

Among Oakton's accomplished and dedicated new faculty are: **John Frisco**, associate professor of speech and theater, B.A., San Francisco State University, M.F.A., Indiana University; **Tracy Fulce**, assistant professor of management and marketing, M.B.A., Baker College, B.A., Michigan State University; **Camille Harrison**, associate professor of modern languages, D.E.U.G., Maitrise, University of Meknes, Morocco, Diplome d'Etudes Approfondies, University of Montpellier, France; **Elizabeth Kershnik**, associate professor of chemistry, M.S., Northern Illinois University, B.S., University of Iowa; **Michael Kristiansen**, associate professor of Spanish, Ph.D., University of Arizona, M.A., University of Arizona, M.A., Texas Tech University, B.A., Texas Tech University; **Syed Mohamed Mehdi**, assistant professor of humanities and philosophy, Ph.D., McGill University, B.A., University of Toronto; **Renii Modisette-Slaughter**, assistant professor of health information technology, RHIT, CCS, B.A., Lewis University, A.A., Indiana University Northwest; **Ciaran O'Sullivan**, professor of nursing, M.S.N., University of Phoenix, M.S., National-Louis University, B.S.N., Loyola University Chicago; **Prashant Rawal**, assistant professor of accounting, M.B.A., University of Phoenix, B.S., Roosevelt University; **Leslie Van Wolvelear**, associate professor of accounting, M.S., B.G.S., Roosevelt University, B.S., University of Illinois at Chicago, A.A., William Rainey Harper College; and **Lisa Zingaro**, assistant professor of business, M.B.A., DePaul University, B.S., Northern Illinois University.



Goal **Innovative Learning for Local and Global Citizenship**

Objective **WE WILL EVALUATE AND CHANGE OAKTON'S ACADEMIC PROGRAMS AND LEARNING OPPORTUNITIES TO FOSTER LOCAL AND GLOBAL CITIZENSHIP AND TO MEET CLEARLY IDENTIFIED STUDENT AND COMMUNITY NEEDS.**

Progress **Dual Credit**

Dual credit enrollment jumped to 750 students in FY08—more than double the previous year's activity. This outcome exceeded the 25 percent increase targeted by the 2008-2012 Strategic Plan, *Change Matters*. Several factors contributed to the improvement, including aggressive outreach by Oakton and increased participation on the part of area high schools. The Offices of Research and Admission and Enrollment Management teamed with other administrative units, deans, and chairs to offer dual credit courses at 10 district high schools—Evanston Township; Glenbrook North and South; Maine East, South, and West; New Trier; Niles North and West; and Notre Dame. Courses included Accounting, Architectural Technology, Art, College Success, Computer Applications for Business, Computer Assisted Design, Computer Information Systems, Computer Networking Systems, Earth Science, Electronics Technology, Health Information Technology, Mathematics, Physics, and World Wide Web.



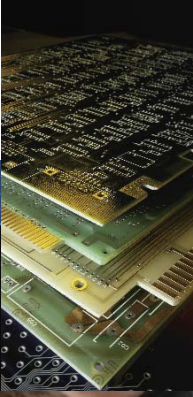
**Global Studies**

This past year, the Global Studies Program secured a \$68,000 U.S. Department of Education grant for the project, “In Search of Gandhi’s India: Teaching and Learning Non-Violence in a Globalized World.” The Fulbright-Hays Group Projects Abroad grant allowed 14 faculty from nine Illinois colleges and one high school to travel to India for five weeks, to study the activism and contemporary relevance of Mohandas K. Gandhi. Coordinated by Oakton professors Madhuri Deshmukh and Katherine Schuster, participants also included faculty from Black Hawk College, College of Lake County, Elgin Community College, Loyola University Chicago, McHenry County College, Rend Lake College, Southwestern Illinois College, Waubonsee Community College, and Evanston Township High School.

As part of the Fulbright-Hays grant, Oakton hosted a two-day academic conference, “Global Legacies of Non-Violence: From Mahatma Gandhi to Martin Luther King, Jr.” While the conference targeted educators, some 250 community residents accepted the College’s invitation to attend a keynote by Clayborne Carson, director of the Martin Luther King, Jr., Research and Education Institute at Stanford University.

“Global Education for Peace” was the theme of a series of workshops designed to celebrate International Education Week. Peter Schraeder, Ph.D., professor of political science at Loyola University Chicago, delivered the opening presentation, “Peace and Reconciliation in South Africa? Ballots and Not Bullets as the Key to an Altered U.S. Foreign Policy Toward Africa.”

Global Studies at Oakton strives to nurture global competencies in students and faculty. Global competency exists when an individual is able to understand the interconnectedness of people and systems, and celebrate the richness of diversity.



### STEM Gems

Hoping to attract more high school graduates to STEM (science, technology, engineering, and mathematics) studies and careers, the College successfully conducted focus groups about programming and recruitment with faculty and students from Evanston Township High School. The Center for Promoting STEM engaged one dozen ETHS teachers and two counselors in focused conversations about Oakton's STEM offerings and marketing efforts. One student group also offered its opinions about STEM topics and received an iTunes gift certificate for their participation.

This project yielded significant insights about recruiting. CP-STEM is now working to build close relationships with district teachers and counselors through events such as a faculty Conference for Promoting STEM and iTech, which exposes high school juniors and seniors to "real world" problems and solutions by industry professionals. CP-STEM also identified a group of STEM alumni with the intent to promote their success to prospective students.



### Research on Research

Student proficiency in gathering research information was the subject of a study conducted by Majid Ghadiri, chair of electronics and computer technologies; Michele Reznick, coordinator of computer information systems; and Sherrill Weaver, chair of library services. One hundred students enrolled in Intermediate Algebra (MAT 120) were identified to take the iSkills test administered by Educational Testing Service. Selected for its access to comparative data, this test also assesses a student's ability to gather, analyze, and interpret information using a variety of resources. The College expects the results of this study to yield changes in the way librarians train students to perform research, as well as in how faculty work with librarians.

### Internship Program

Not all learning happens in the classroom. The Paid Internship Program (PIP) at Oakton recognizes the importance of work experience and offers college credit for 10- to 16-week internships at companies including ESPN Radio, Coldwell Banker, and John Crane Inc. Internships reinforce classroom lessons and provide participating businesses with skilled and competent employees. In fact, many companies retain students for permanent jobs at the end of the internship period. The program coordinates approximately 20 job placements each semester.

### Learning Success

The Academic Success Seminar helps students identify, develop, and strengthen academic skills and abilities directly related to success in required courses. Planning for the one-credit hour course (COL 120) began in 2007, with input from both the Learning Center and Division of Social Sciences and Business. The new fall 2009 course will be offered in two versions, one for students enrolled in general education courses and a specialized section for Early Childhood Education students.

## Goal **WISE Student Services**

Objective **WE WILL INVOLVE ALL EMPLOYEE GROUPS IN DEVELOPING, ENHANCING, AND DELIVERING SERVICES THAT WELCOME, INFORM, SUPPORT, AND ENGAGE OUR STUDENTS.**

### Progress **Getting Started**

The College introduced Oakton Personal Orientation Day—**oPOD** for short—to share the tools necessary for academic success with transitioning high school graduates. More than 800 first-year students took part in workshops on academic programs, Web registration, student life, and support services. The workshops also allowed academic advisors to connect effectively with students through individual meetings.

In addition, the Advising and Counseling Center took note of a growing cohort of nontraditional students and developed a new Web page that makes it easier for adult learners to acclimate themselves to the enrollment process. Topics covered by the online orientation include Oakton's degree, transfer, and career programs, as well as information on how to balance academic, family, and professional responsibilities.

### **We Can Hear You Now**

Dozens of staff, faculty, and retirees took charge of a pilot Call Center program that handled 6,300 inquiries in its first two-week test period. More than 40 agents received training to assist with incoming telephone calls typically handled by key offices, including the Offices of Admission and Enrollment Management and Registration and Records. Fifteen administrators served as Call Center supervisors.

The Call Center responds to routine questions, allowing office staff to spend more time on the phone and in person with individuals who have complex issues. Overseeing the Call Center were Cliff Casey, manager of advising and counseling; Patty Lucas, manager of voice network telecommunications; and Robin Vivona, manager of career services.

### **Coming Attraction**

Enhancing student service is the goal of constructing “one stop” student centers at both the Des Plaines and Skokie campuses. This office will provide a central resource for students regarding admission and enrollment; registration and records; financial aid; academic advising; and career services. During the initial planning phases, Dennis Day, Ph.D., vice president for student affairs at Johnson County Community College in Overland, Kansas—one of the first U.S. community colleges to successfully adopt a one-stop concept—visited Oakton and shared valuable insights.



## Goal **One College, Four Campuses**

Des Plaines, Skokie, On the Web, In the Neighborhood

Objective **WE WILL MAKE HIGH QUALITY LEARNING AVAILABLE AT MULTIPLE LOCATIONS AND VIA MULTIPLE DELIVERY SYSTEMS.**

### Progress **Connecting with the Community**

During the spring semester, the Alliance for Lifelong Learning (ALL) created Web pages to promote Oakton's credit and noncredit opportunities at five District 535 high schools—Maine East, Maine West, Niles North, Niles West, and Glenbrook South. The new online marketing effort resulted in increased Web traffic (an estimated 50,000 page views per month) as well as higher-than-normal walk-ins at Oakton's offices in high schools. Alliance enrollments at off-site high school locations numbered approximately 4,000 for FY08. For credit classes, fall 2008 enrollment was 5.25 percent higher in head count and 4.5 percent higher in total semester hours than during the previous year.

The College also ordered and installed new wooden literature stands and colorful Oakton banners for various high school locations.



#### **Virtual Visitors**

Those interested in Oakton's technology programs and industry trends found themselves able to attend a variety of College presentations from the comfort of their own home. The College hosted a series of on-site and online seminars supplemented with virtual "open house" pages and departmental tours. Oakton utilized the latest Web technology to support virtual visits by participants anywhere in the world. The College showcased labs at the Skokie campus dedicated to computer-aided design; computer networking and systems; electronics and computer technology; and manufacturing.

#### **First Responders**

The Fire Science and Law Enforcement programs initiated a program at Evanston Township High School to expose students to professional police and fire careers. High school students who enroll in Introduction to Public Safety take two entry-level classes over two semesters, depending on their interest. Graduates who enroll at Oakton may apply those credits toward degrees and certificates in fire science and law enforcement. The program expects to expand into other high schools in the district during 2009.



Goal **Anti-Bias College**

Objective **WE WILL CONTINUE TO TRANSFORM OAKTON'S PRACTICES, CURRICULA, AND WAYS OF ENGAGING WITH ONE ANOTHER IN ORDER TO OVERCOME RACISM AND OTHER FORMS OF BIAS.**

Progress **Diversity Training**

In an effort to nurture a more hospitable learning and working environment, Oakton's current diversity initiative focuses on institutional racism—learning to recognize its manifestations and find ways to diminish it at all levels. The College sponsored a variety of professional development programs and “brown bag” workshops on diversity in the past year, ranging in duration from several hours to more than two days. Crossroads, which helps community-based, educational, religious, and human service organizations navigate the process of anti-racist transformation, facilitated most of these programs. A series of faculty workshops, including “The Black Power Movement” and “Teaching About Race in the Classroom,” also focused on racial issues.

The anti-bias language in *Change Matters* stems primarily from Oakton's Next Step committee, an ad hoc group formed to address diversity, intolerance, and bias. A formal task force will continue Next Step's efforts to examine institutional racism.



**The Art of Diversity**

Hundreds of visitors experienced the art of diversity as the Koehnline Museum of Art presented two exhibitions that conveyed messages of inclusivity: *Convergence: Jewish and African American Artists in Depression-era Chicago* and *Symbolism and Ritual—Women's Art Show*.

**Breaking Down Barriers**

The College developed an outreach program designed to recruit and register GED students for college-level classes. Enrolled students or those who recently completed GED Review classes through Oakton's Alliance for Lifelong Learning were eligible to take a college-level class at Oakton at no cost. As a result of the initiative, approximately 50 targeted students enrolled for classes in fall 2008.

**Pan African Summit**

Seeking to establish a network of African American community college employees to gather and share information about their role in higher education, the Pan African Connection sponsored the conference, **One Voice, One Village, One Goal**. A diverse audience of more than 100 participants attended sessions to consider such topics as marketing community colleges to attract more African American job applicants, and





programs and services aimed at increasing the success and retention of African American faculty, staff, administrators, and students. The keynote speaker was David Sam, Ph.D., president of Elgin Community College, and a native of Ghana, West Africa. The summit was made possible by a \$2,500 grant from the Oakton Educational Foundation.

### Success in Diversity



Manuel Scott, whose story is featured in the 2007 film, *Freedom Writers*, brought his message of sacrifice and hope to Oakton as part of the College Success Seminar (COL 101). Initiated in 1992, this course from the beginning has included a diversity component among its learning objectives, and in the past year has evolved to feature anti-bias content as the core. Scott's visit in February 2008 culminated a process that involved student focus groups and a common reading of *The Freedom Writers Diary*, in which Long Beach, California, students write passionately about their troubled pasts and uncertain futures.

The Learning Center also expanded the College Success Seminar to include students with disabilities at New Trier and Glenbrook North High Schools.

### Women's and Gender Studies

In spring, College administrators approved a name change for the Women's Studies Program at Oakton. The new Women's and Gender Studies Program represents a more inclusive audience and allows the College to offer a broader and more interesting range of courses. The WGS Program sponsored a variety of Women's History Month activities, including an appearance by the Guerilla Girls; Barbara Ransby and her stage presentation, *Ella Baker and Women in the Civil Rights Movement*; and a screening and discussion of the film documentary, *Refusing to be Enemies—Zeitouna*.



## Goal **Green College**

Objective **WE WILL RESPECT, CONSERVE, AND IMPROVE THE ENVIRONMENT THROUGH OUR ACADEMIC OFFERINGS, LEARNING OPPORTUNITIES, AND ECOLOGICALLY SOUND PRACTICES.**

### Progress **Green Conference**

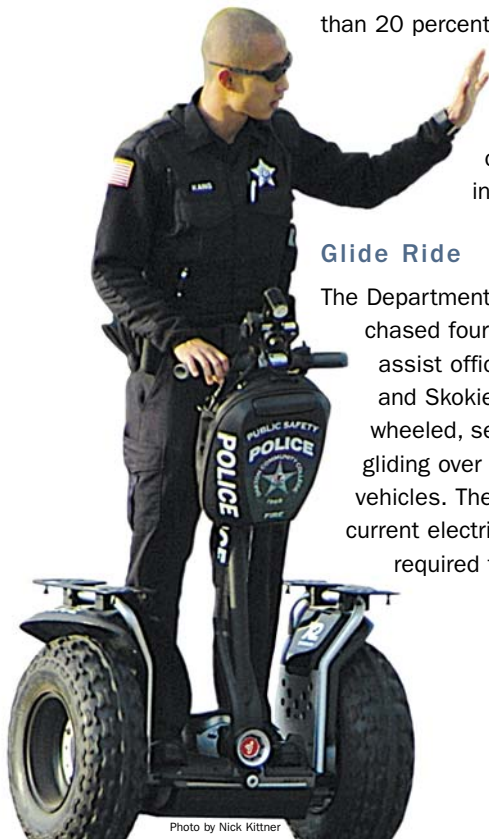


Illinois Lt. Governor Pat Quinn was the featured speaker at Oakton's first Green Business Conference and Luncheon in March 2008. Sponsored with the City of Des Plaines, DEEP GREEN (Des Plaines Energy and Environmental Program), and William Rainey Harper College, the event gathered experts from business, government, and education to discuss ways to protect energy resources while saving time and money. Quinn spoke about the "green" programs administered by his office, including the Sustainable University Compact, Illinois Rain Garden Initiative, Green Communities Initiative, and IllinoisCarpool.org. Other speakers were Debbie Hammond of Abbott International and Candice Allen of HSBC—North America, who shared their company's perspectives on leadership in energy and environmental design. Exhibitors included the Illinois Environmental Protection Agency, Horigan Urban Forest Products, Delta Institute, EA Logistics, Onyx Environmental Solutions, and Steiner Electric.

### Going Our Way?

Soaring fuel prices steered riders toward a new shuttle bus service offered between the Des Plaines and Skokie campuses. The subsidized shuttle (\$2 each way, discounted to 15 rides for \$20) departs each campus three times daily, allowing students, faculty, and staff to reduce their carbon footprint. An estimated 90 students utilize the shuttle service weekly, an increase of more than 20 percent over the pilot period in 2007.

Each gallon of gasoline saved through the use of the shuttle bus prevents 20 pounds of carbon dioxide from being released into the atmosphere!



### Glide Ride

The Department of Public Safety recently purchased four Segway transportation units to assist officers who patrol the Des Plaines and Skokie campuses. Developed by inventor Dean Kamen, the Segway is a two-wheeled, self-balancing scooter that can reach speeds of 12 miles per hour while gliding over grass, gravel, sidewalks, and areas that may be inaccessible to motor vehicles. The environmentally-friendly Segway runs for hours on a single household current electric charge, and releases no greenhouse gases. Segway officers are required to take a two-hour safety course.



### Here Comes the Sun

Jeff Moro, senior systems administrator, received a \$1,400 Educational Foundation grant to study the possible benefits of solar energy at Oakton. Moro, who serves as advisor to the student club ULTRA (Universal Laboratory for Technical Resource Alternatives), plans to record hard data regarding sunlight hours and watts produced at individual photovoltaic units installed at the Des Plaines and Skokie campuses. The modules may be monitored from anywhere on the Oakton computer network. ULTRA will produce a series of reports to try and answer the question, "Does solar make sense?"

## Goal **Model Work Environment**

Objective **WE WILL DEVELOP A MODEL WORK ENVIRONMENT TO ATTRACT AND RETAIN A DIVERSE WORK FORCE THAT IS BEST ABLE TO SERVE OAKTON STUDENTS AND THE COMMUNITY.**

### Progress **Safety and Security**

Oakton's response to recent campus tragedies nationwide may be characterized as thorough and varied. The College hired Critical Incident Consulting, an emergency

response and security consultant, to complete a security audit at both campuses. The firm helped the College revise its comprehensive emergency and evacuation plan, now visibly located in each classroom and work station area. Other improvements include upgraded security cameras featuring state-of-the-art DVR and desktop playback capabilities; enhanced 9-1-1 system with telephones in each classroom and work area; mutual aid agreements with the Des Plaines and Skokie police departments; safety phones at the entrance to each campus; exterior doors identified by large numbers to facilitate rapid response; and dedicated radios linked to the Illinois Law Enforcement Alarm System, which provide officers with a unified command during emergency situations.

The Department of Public Safety continues to subscribe to the North East Multi-Regional Training unit of the Illinois Law Enforcement Training and Standards Board. This association provides officers with at least 32 hours of in-service training each year.



### **Emergency Training**

The National Incident Management System (NIMS) offers mandatory Web-based certification for all people involved in campus security or first responder activities. NIMS uses a “best practices” model for handling emergencies, with mutual aid as the main component of preparedness. All Department of Public Safety officers and members of the President's Council, the executive leadership team, have completed this training. As a result of its participation, the College is eligible for federal funds following disasters.

### **Crunching Numbers**

Tax Assistance Program (TAP) is a nonprofit organization dedicated to improving the lives of low-income Chicago area residents. With the help of more than 1,900 volunteers, TAP annually offers free financial services to thousands of people in need. In the last year, 33 volunteers from Oakton's accounting program served nearly 200 clients and helped prepare tax returns totaling more than \$380,000. In the same period, TAP assisted more than 1,000 families gain access to an estimated \$10 million in financial aid for postsecondary education.

Goal **Reinvented Physical Space  
and Infrastructure**

Objective WE WILL REINVENT AND MAINTAIN OAKTON'S PHYSICAL SPACE AND INFRASTRUCTURE IN WAYS THAT BUILD AN ENVIRONMENT CONDUCIVE TO LEARNING AND CREATING COMMUNITY.

Progress **Classroom Makeover**

During the summer the College reconfigured one Skokie classroom to serve as both a computer lab and lecture room. Rooms P236 and P237 each accommodate 35 students in a setting modeled after a business conference room, featuring "hide-away" computer monitors, and work stations that allow students to utilize desk space for lecture and group activities. Space consultants continue to work with the College on future renovations related to the strategic objectives.



## Goal Financial Stewardship

Objective WE WILL USE OUR RESOURCES TO ADVANCE OUR MISSION AND GOALS WHILE MAINTAINING ADEQUATE RESERVES FOR THE FUTURE.

### Progress Scholarships

In the past fiscal year, the College awarded \$410,884 in financial aid to 443 students, including Educational Foundation and institutional scholarships and Board of Student Affairs tuition grants. The Foundation also secured four new endowments: Glenview Community Church Women's Association Scholarship; Ray and Rhea Hartstein Family "Books for Knowledge" Scholarship; Nelson Memorial Scholarship; and the Thomas M. and Jeri A. Tippet Scholarship. Other new scholarships include the Bredemann Scion Scholarship; Hollis L. Chalem Scholarship; Guy Cummins Scholarship; Margaret Davis Memorial Scholarship; Drummer Family Scholarship; Garrett Family Foundation Scholarships; Neustadt Family Scholarships; Tankus Family Scholarship; and UPS Cares Scholarship.



### Grants

Oakton continues to seek external grant funding to supplement programming and student support services, and received more than \$2.8 million in federal, state, private, corporate, and competitive grants in the last fiscal year.

Among the most exciting awards was \$580,000 from the National Science Foundation to provide scholarships to full-time students pursuing degrees in STEM (science, technology, engineering, mathematics) disciplines. The APEX Scholars program offers three levels of support, including comprehensive unmet need scholarships for academically qualified students, a \$500 one-time scholarship, and up to \$2,000 for students who transfer and pursue a baccalaureate degree in a STEM field.

Especially rewarding was the receipt of a \$68,000 Fulbright-Hays Group Projects Abroad grant from the U.S. Department of Education. This grant enabled 14 faculty members to travel to India for an intensive seminar, "In Search of Gandhi's India: Teaching and Learning Non-Violence in a Globalized World" (see Global Studies, page 4). The five-week experience promoted the integration of specific international studies into curricula, teaching practices, and academic programs.

The College also received \$125,000 from the Joyce Foundation and Illinois Community College Board to help nurses advance in their careers and community-based organizations to meet their employment needs. The gift funded a pilot bridge program that allowed Certified Nurse Assistants employed in long-term care at Presbyterian Homes' facilities to obtain a Licensed Practical Nurse certificate.

Carla Ferguson, MSN, assistant professor of nursing, became the second Oakton faculty member to receive a prestigious \$10,000 Nurse Educator Fellowship from the Illinois Board of Higher Education (see Professional Recognition, page 3). Ferguson was one of 15 instructors statewide to receive a fellowship in the program's second year.

The Volunteers in Teaching Adults literacy program (VITA) continues to enjoy strong support from outside grants, with funding through the Illinois Secretary of State's Adult and Family Literacy program, McCormick Foundation, and Dollar General Corporation. Approximately 350 VITA volunteers give their time to help adults learn or improve their English skills.

### Well Appointed

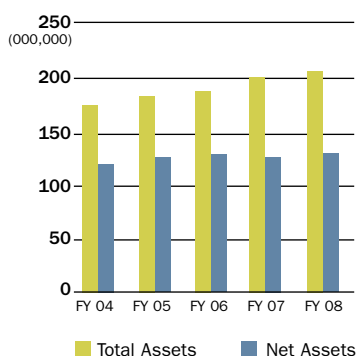
In March 2008, Illinois Governor Rod Blagojevich named President Margaret Lee and Laura Saret, professor of business, to the state's Task Force on Higher Education and the Economy. The panel, chaired by Carrie Hightman of the Illinois Board of Higher Education, will develop a master plan and public agenda for higher education in Illinois. The General Assembly unanimously passed the task force legislation in 2007.



# Financial Report

Oakton remains fiscally sound. A complete financial condition and history based on assets, liabilities and net assets for all funds and account groups is detailed extensively in the College's *Comprehensive Annual Financial Report* for each of these years ([www.oakton.edu/resource/fin](http://www.oakton.edu/resource/fin)).

**Growth of Assets**  
Fiscal Years 2004-2008



## Assets

Current assets are those resources reasonably available within one year. Unlike other forms of assets, cash and equivalents such as checking account balances can be used immediately for current operational needs, such as meeting the payroll or paying vendors. Short-term investments represent the College's holdings in allowable financial instruments due within one year, such as the State Treasurer's Pool. Receivables represent those monies due to the College but not yet available for use; examples include property taxes not yet paid for the remainder of the current levy and half of the estimated levy for the coming year and accrued interest. Other assets include prepaid expenditures and bookstore inventory.

## Condensed Statement of Net Assets and History

as of June 30

	FY 04 (000)	FY 05* (000)	FY 06* (000)	FY 07* (000)	FY 08* (000)
<b>Current Assets</b>					
Cash and Equivalents	\$13,311	\$3,370	\$1,653	\$464	\$308
Short-term Investments	39,255	37,905	46,054	58,573	53,169
Property Tax Receivable	30,754	32,075	34,076	35,641	37,260
Student Tuition Fees	—	—	3,380	3,479	3,717
Accounts Receivable	1,182	1,513	3,046	1,833	1,480
Other Assets	986	1,373	1,124	2,005	1,545
<b>Noncurrent Assets</b>					
Restricted Cash	4,653	2,897	2,461	2,291	1,898
Long-term Investments	13,268	27,520	21,167	18,318	32,922
Property Tax Receivable	15,792	16,345	17,109	17,998	18,964
Student Loans	52	20	17	3	3
Plant and Equipment less Depreciation	84,065 (26,762)	88,602 (27,526)	88,224 (25,916)	87,529 (25,480)	88,180 (27,158)
<b>TOTAL ASSETS</b>	<b>176,556</b>	<b>184,094</b>	<b>192,395</b>	<b>202,654</b>	<b>212,288</b>
<b>Current Liabilities</b>					
Accounts Payable	899	819	748	520	1,449
Accrued Payroll	3,322	2,842	2,123	2,618	3,601
Other Accrued Liabilities	3,259	4,717	6,702	6,971	6,679
Unearned Revenues	33,270	34,444	39,482	42,090	43,683
<b>Noncurrent Liabilities</b>					
Unearned Property Tax Revenues	15,792	16,345	17,109	17,998	18,964
<b>TOTAL LIABILITIES</b>	<b>56,542</b>	<b>59,167</b>	<b>66,164</b>	<b>70,197</b>	<b>74,376</b>
<b>Net Assets</b>					
Invested in Capital Assets	57,303	61,076	62,309	62,049	61,022
Restricted	26,630	24,676	22,138	21,746	22,413
Unrestricted	36,081	39,175	41,784	48,662	54,477
<b>TOTAL NET ASSETS</b>	<b>\$120,014</b>	<b>\$124,927</b>	<b>\$126,231</b>	<b>\$132,457</b>	<b>\$137,912</b>

\*Fiscal years 2005, 2006, 2007, and 2008 reflect the College's adoption of GASB standards 45 and 47.

Noncurrent assets are the College's long-term financial and plant resources. Restricted cash is the College's escrow contribution to the state-supported construction at the Skokie campus. Long-term investments represent the College's holdings in allowable financial instruments due in more than one year, such as T-Bonds and GNMA's. Plant and equipment account for the College's equity in land, buildings, real estate improvements (such as roads and security lighting), and capital equipment expenditures such as computer network servers and digital projectors. Property tax receivable includes the second half of the estimated levy for the coming year. Student loans are the outstanding balances due for loan programs. Depreciation is the recovery of the costs of plant and equipment over their expected useful lives.

### Liabilities

Current liabilities are short-term obligations. Accrued payroll, accounts payable, and other accrued liabilities represent amounts due to employees or vendors for services, supplies or equipment provided to the College. Unearned revenues include property taxes from the current levy and half the estimated future levy legally collectible but not income until after the end of the fiscal year.

Noncurrent liabilities represent long-term obligations, usually due over a number of years. Unearned property tax revenues represent the second half of the future levy to be collected.

### Net Assets

Net assets are either the accumulated resources invested in plant and equipment or resources available with or without restriction, the latter generally available for payment of future expenses.

### Property Taxes

The local property owner has provided almost 45 percent of total resources over the last five years. However, for a typical homeowner, Oakton's 2006 rate of 0.165 dollars per \$100 assessed valuation represents only 2.28 percent of the tax bill, compared with a high school rate more than 10 times higher, or the combined county rate more than five times higher.

Property taxes are a significant source of revenue for all Illinois community colleges. Based on the latest available state-wide comparative data (2005 levy), Oakton compares very favorably with other colleges. In that year Oakton's total rate was 0.157; the average total rate for the 10 local community college peer group was 0.274; the highest rate in the state was 0.805; and the average rate for all community colleges in the state was 0.405.

### 2006 Property Tax Rates\* for a typical homeowner in Oakton's district

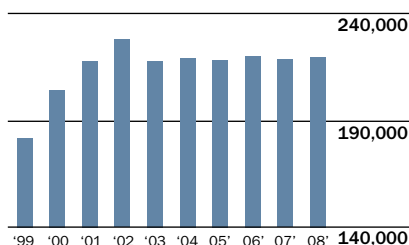
Taxing Body	Rate**	%Total
County	0.855	11.81%
City	1.252	17.29%
Township	0.127	1.75%
Grade School	3.016	41.65%
High School	1.826	25.22%
<b>Oakton</b>	<b>0.165</b>	<b>2.28%</b>
<b>Total Rate</b>	<b>7.241</b>	<b>100.00%</b>

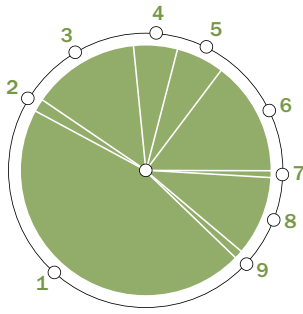
\*Data for 2007 tax levy year was not available at time of printing

\*\*In dollars per \$100 of equalized assessed valuation

### Credit Hour Enrollment History Fiscal Years 1999-2008

The success in maintaining total credit hour enrollment over the last 10 years represents the College's efforts to meet the educational requirements of the community by providing quality instruction, superior facilities, and course offerings that accommodate student needs.





### Revenues by Source

1. Property Tax	44.5%
2. Local	1.0%
3. State	14.0%
4. Federal	5.4%
5. Investments	4.7%
6. Students	18.0%
7. Chargebacks	0.1%
8. Auxiliary Enterprises	12.1%
9. Other	0.2%

### Revenues by Source

Local residential and business property owners continue as the primary source of revenues for the College, followed in order by student tuition and fees, state grants and contracts, and auxiliary enterprises. However, the property tax cap law will limit increases from this revenue stream in the future, and will require the College to actively seek other avenues of funding to support educational and community services to students and District residents. Operating revenues increased by \$2.3 million primarily due to an increase in tuition rates and associated fees. Non-operating revenues increased by \$3.5 million primarily from an increase in property tax revenue and payments “on behalf” of employee pension obligations. Investment income earned decreased due to improved cash flow, an increase in return rates, and the College’s long-term investment valuation increasing rather than decreasing as was the case last fiscal year. Operating expenses increased \$6.6 million from an increase in salaries and related benefits and commodity cost. Oakton’s tuition at \$82 per credit hour in FY 2008 remains among the most competitive in the area.

### Revenues for the years ended June 30

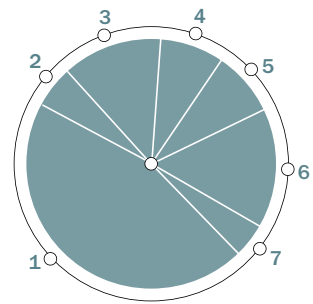
	FY 04 (000)	FY 05* (000)	FY 06* (000)	FY 07* (000)	FY 08* (000)
<b>OPERATING REVENUE</b>					
Student Tuition and Fees	\$11,116	\$11,342	\$11,486	\$12,897	\$14,716
Chargeback Revenue	74	80	98	58	86
Auxiliary Enterprises	9,511	10,040	9,425	9,419	9,866
Other Sources	123	163	252	138	191
<b>Total Operating Revenues</b>	<b>20,824</b>	<b>21,625</b>	<b>21,261</b>	<b>22,512</b>	<b>24,859</b>
<b>Total Operating Expenses</b>	<b>80,234</b>	<b>66,742</b>	<b>68,067</b>	<b>69,833</b>	<b>76,478</b>
Operating Loss	(59,410)	(45,117)	(46,806)	(47,321)	(51,619)
<b>NON-OPERATING REVENUE</b>					
Property taxes	30,577	31,159	33,118	34,905	36,488
Local Grants and Contracts	306	254	303	320	853
State Grants and Contracts	13,904	12,513	9,282	10,158	11,490
Federal Grants and Contracts	3,452	3,675	3,662	3,928	4,424
Investment Income Earned	706	2,429	1,745	4,236	3,818
Extraordinary On-behalf Pension	16,855	0	0	0	0
<b>Total Non-operating Revenues</b>	<b>65,800</b>	<b>50,030</b>	<b>48,110</b>	<b>53,547</b>	<b>57,073</b>
<b>Increase in Net Assets</b>	<b>\$6,390</b>	<b>\$4,913</b>	<b>\$1,304</b>	<b>\$6,226</b>	<b>\$5,454</b>

\*Fiscal years 2005, 2006, 2007, and 2008 reflect the College’s adoption of GASB standards 45 and 47.

### Expenditure by Type of Service

Instruction includes those activities that deal directly with or aid in the teaching process. Instruction expenditures include not only personnel costs and supplies but also the personnel and materials required to plan, implement and manage the instructional programs. Academic support comprises those programs that directly support the instruction process, such as tutoring, library operations, and instructional media services. Student services include registration and records, financial aid, counseling, and other activities that provide non-academic support services to students. Operation and maintenance costs relate to those maintenance, housekeeping,

public safety and other costs necessary for the proper and safe operation of the physical plant of the College. General institutional support encompasses general regulation, direction and administration, as well as those costs applicable to the College on an institution-wide basis, such as Commencement and accreditation activities. Auxiliary enterprises are those activities that charge a fee for service, such as the bookstores, food services, the Early Childhood Demonstration Centers, the Business Institute, and other business-type activities. Depreciation represents the financial acknowledgement of the costs of fixed assets prorated over their estimated useful service lives. During FY 2004 the State made an extraordinary on-behalf pension payment of \$16,854,898. This amount is shown as a separate line item for comparative purposes.



**Expenditure by Type of Service**

1. Instruction	43.7%
2. Academic Support	6.0%
3. Student Services	13.9%
4. Operations and Maintenance of Plant	8.8%
5. General Institutional Support	8.2%
6. Auxiliary Enterprises	15.2%
7. Depreciation	4.2%

**Use of Resources by Type of Service for the years ended June 30**

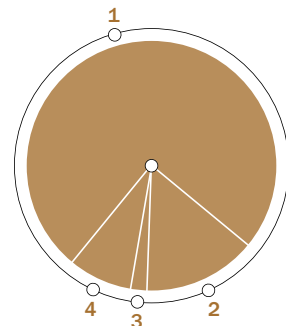
	FY 04 (000)	FY 05* (000)	FY 06* (000)	FY 07* (000)	FY 08* (000)
Instruction	\$26,873	\$28,677	\$28,615	\$30,616	\$33,394
Academic support	4,273	4,162	4,576	4,076	4,650
Student services	8,202	8,558	8,482	9,733	10,665
Operations and Maintenance	5,031	5,020	5,460	5,649	6,732
General Institutional Support	5,733	7,497	8,393	7,783	6,255
Auxiliary Enterprises	9,747	9,816	9,430	9,213	11,601
Depreciation	3,520	3,012	3,111	2,763	3,181
Extraordinary On-behalf Pension	16,855	0	0	0	0
<b>Total Expenditures</b>	<b>\$80,234</b>	<b>\$66,742</b>	<b>\$68,067</b>	<b>\$69,833</b>	<b>\$76,478</b>

\*Fiscal years 2005, 2006, 2007, and 2008 reflect the College's adoption of GASB standards 45 and 47.

**Expenditure by Type of Cost**

As with any service organization, personnel costs—salaries and benefits—make up the largest single cost category at 73.3 percent. Salaries alone represent 59.8 percent of total costs. Benefits, including health, unemployment, and Medicare insurance costs, constitute 13.5 percent of total expenditures.

Supplies and service expenditures account for nearly 17 percent of operating expenditures. They include services provided by outside agencies, as well as instructional and administrative supplies. Other expenses include depreciation and miscellaneous expenditures. Depreciation accounts for most of this category.



**Expenditure by Type of Cost**

1. Personnel	73.3%
2. Supplies and Services	16.3%
3. Utilities	2.4%
4. Other	8.0%

**Use of Resources by Type of Cost for the years ended June 30**

	FY 04 (000)	FY 05* (000)	FY 06* (000)	FY 07* (000)	FY 08* (000)
Personnel Costs	\$44,519	\$48,908	\$48,262	\$51,710	\$56,053
Supplies and Services	11,761	12,249	13,137	11,796	12,466
Utilities	1,325	1,406	1,543	1,662	1,797
Other Expenses	5,774	4,179	5,125	4,665	6,162
Extraordinary On-behalf Pension	16,855	0	0	0	0
<b>Total Expenditures</b>	<b>\$80,234</b>	<b>\$66,742</b>	<b>\$68,067</b>	<b>\$69,833</b>	<b>\$76,478</b>

\*Fiscal years 2005, 2006, 2007, and 2008 reflect the College's adoption of GASB standards 45 and 47.

## Our Vision, Mission and Values

### WE ARE THE COMMUNITY'S COLLEGE.

- We are dedicated, first, to excellence in teaching and learning.
- We challenge our students to experience the hard work and satisfaction of learning that leads to intellectual growth and support them academically, emotionally and socially.
- We encourage them to entertain and question ideas, think critically, solve problems, and engage with other cultures, with one another, and with us.
- We expect our students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles in their academic, work, and personal lives.
- We demand from ourselves and our students tolerance, fairness, responsibility, compassion and integrity.

### WE ARE A COMMUNITY OF LEARNERS.

- We provide education and training for and throughout a lifetime.
- We seek to improve and expand the services we offer in support of the people in the communities we serve.
- We promote a caring community of staff and faculty members, students, administrators, and trustees who, in keeping with our values, work together to fulfill our mission.

### WE ARE A CHANGING COMMUNITY.

- We recognize that change is inevitable and that education must be for the future.
- We respond to change informed by our values and our responsibility to our students and our communities.
- We challenge our students to be capable global citizens, guided by knowledge and ethical principles, who will shape the future.

*Ratified by the Board of Trustees, October 20, 1998*