

Agenda
448th Meeting of the
Illinois Community College Board

Zoom Meeting

<https://us02web.zoom.us/j/88470182079?pwd=MmtyZGJzOXdzSUkzNnVkc0ZpOXF3dz09>

Meeting ID: 884 7018 2079

Passcode: GrJtM3

One tap mobile

+13126266799,,88470182079#,,,,*400269# US (Chicago)

Dial by your location

+1 312 626 6799 US (Chicago)

Meeting ID: 884 7018 2079

Passcode: 400269

December 3, 2021

<u>9:00 a.m. – Board Meeting</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Dr. Laz Lopez, Chair	—
2.1 Appointment to the Illinois Community College System Foundation Board (<i>ACTION</i>)	1
3. Board Member Comments	—
3.1 Illinois Board of Higher Education Report <i>Dr. Teresa Garate</i>	
4. Executive Director Report <i>Dr. Brian Durham</i>	—
5. Financial Empowerment Task Force Presentation <i>Jorge Arteaga and Bola Delano</i>	2-18
6. Advisory Organizations	
6.1 Illinois Community College Faculty Association <i>Dr. Julia DiLiberti</i>	—
6.2 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
6.3 Illinois Council of Community College Presidents <i>Dr. Jonathan Bullock</i>	—
6.4 Student Advisory Council <i>Mr. Jaleel Harris</i>	—
7. Committee Reports	
7.1 Finance, Budgeting, Accountability, and External Affairs <i>Mr. Matt Berry</i>	19
7.1a Spring 2022 Legislative Agenda (<i>ACTION</i>)	20-21
7.2 Academic, Workforce, and Student Support <i>Ms. Paige Ponder</i>	22
8. Community College’s Usage of Federal Funds to Support Student Mental Health <i>Dr. Marcus Brown</i>	23-32
9. New Units (<i>ACTION</i>) <i>Dr. Marcus Brown</i>	
9.1 <i>Permanent Approval:</i> Carl Sandburg College, College of DuPage, Elgin Community College	33-44

Agenda
448th Meeting of the
Illinois Community College Board

Zoom Meeting

<https://us02web.zoom.us/j/88470182079?pwd=MmtYZGJzOXdzSUkzNnVkc0ZpOXF3dz09>

Meeting ID: 884 7018 2079

Passcode: GrJtM3

One tap mobile

+13126266799,,88470182079#,,,,*400269# US (Chicago)

Dial by your location

+1 312 626 6799 US (Chicago)

Meeting ID: 884 7018 2079

Passcode: 400269

December 3, 2021

9:00 a.m. – Board Meeting

	<u>Page</u>
10. Adoption of Minutes (<i>ACTION</i>)	
10.1 Minutes of the September 17, 2021 Board Meeting	45-53
11. Consent Agenda (<i>ACTION</i>)	
11.1 Illinois Community College Board January 2021 Regulatory Agenda	54-57
11.2 Rend Lake College and Southeastern IL College Institutional and Academic Alliance Intergovernmental Agreement	58-80
11.3 Revision to ICCB Employee Guidebook Appendix III: Remote Work Policy and Procedures	81-82
12. Information Items	
12.1 Fiscal Year 2021 and 2022 Financial Statements	83-90
12.2 Fall 2021 Enrollment Report	91-103
12.3 Recognition Manual for the Illinois Public Community College Districts 2021-2025	104-134
12.4 Basic Certificate Program Approval approved on behalf of the Board by the Executive Director	135
13. Other Business	—
14. Public Comment	—
15. Executive Session (<i>ACTION</i>)	136
15.1 Employment/Appointments Matters	—
16. Executive Session Recommendations (<i>ACTION</i>)	
16.1 Employment/Appointment Matters	—
17. Extension of the Executive Director Employment Agreement (<i>ACTION</i>)	137-142
18. Adjournment	—

Agenda Item #2.1
December 3, 2021

Illinois Community College Board

**APPOINTMENT TO THE ILLINOIS COMMUNITY COLLEGE
SYSTEM FOUNDATION BOARD**

Chair Laz Lopez will ask the Board to appoint a current ICCB Board member to the Illinois Community College System Foundation Board. This Board member will be representing the ICCB.

Agenda Item #5
December 3, 2021

Illinois Community College Board

FINANCIAL EMPOWERMENT TASK FORCE PRESENTATION

Under House Resolution 270 it specifies that universities, community colleges, and financial institutions in Illinois are required to participate in a task force for financial empowerment. The Financial Empowerment Task Force for the Bank On Illinois Commission has two team members, Jorge Arteaga, Midwest Program Manager at Young Invincibles, and Bola Delano, Deputy Director for the Illinois Office of Comptroller, that will be presenting to the Board on the initiatives and directives of the program.



House Resolution 270 [Illinois General Assembly - Bill Status for HR0270 \(ilga.gov\)](http://ilga.gov) specifies Universities and Community Colleges, and financial institutions in Illinois are required to participate in a task force for financial empowerment. Pursuant to House Resolution 270, the Bank On Illinois Commission will manage the task force and develop recommendations for improving the financial capabilities of college students.

Background:

The Bank On Illinois program is designed to ensure all Illinoisans have access to a safe and affordable bank or credit union accounts and financial products. Many Illinoisans do not have a checking or savings account and rely on check-cashing institutions and other alternative financial services that incur high-interest rates and fees. House Resolution 270 urges the Bank On Illinois Commission to lead a task force entrusted with creating financial empowerment for students enrolled in Illinois public colleges and universities. This task force will integrate seamlessly with the Bank On Illinois Commission's current Financial Empowerment Advisory Committee, described below. The task force will complete and submit its recommendations to the Office of the Governor and the Illinois General Assembly.

The Bank On Illinois Commission is informed and guided by the work of four Advisory Committees focused on the following areas:

Financial Products - Provides guidance and strategic input to develop products and content for the certification of new banking partners and other financial institutions.

Financial Empowerment - Provides guidance and strategic input on the content of financial empowerment programs to help Illinois residents increase savings, build credit, reduce debt, and connect to bank services.

Research - Provides advice to the Commission through research and subject matter expertise for consideration while furthering the mission of the program.

Predatory Lending - Provides guidance and strategic input to reduce dependence on payday lending and other opportunistic financial products that target low-income and minority communities.

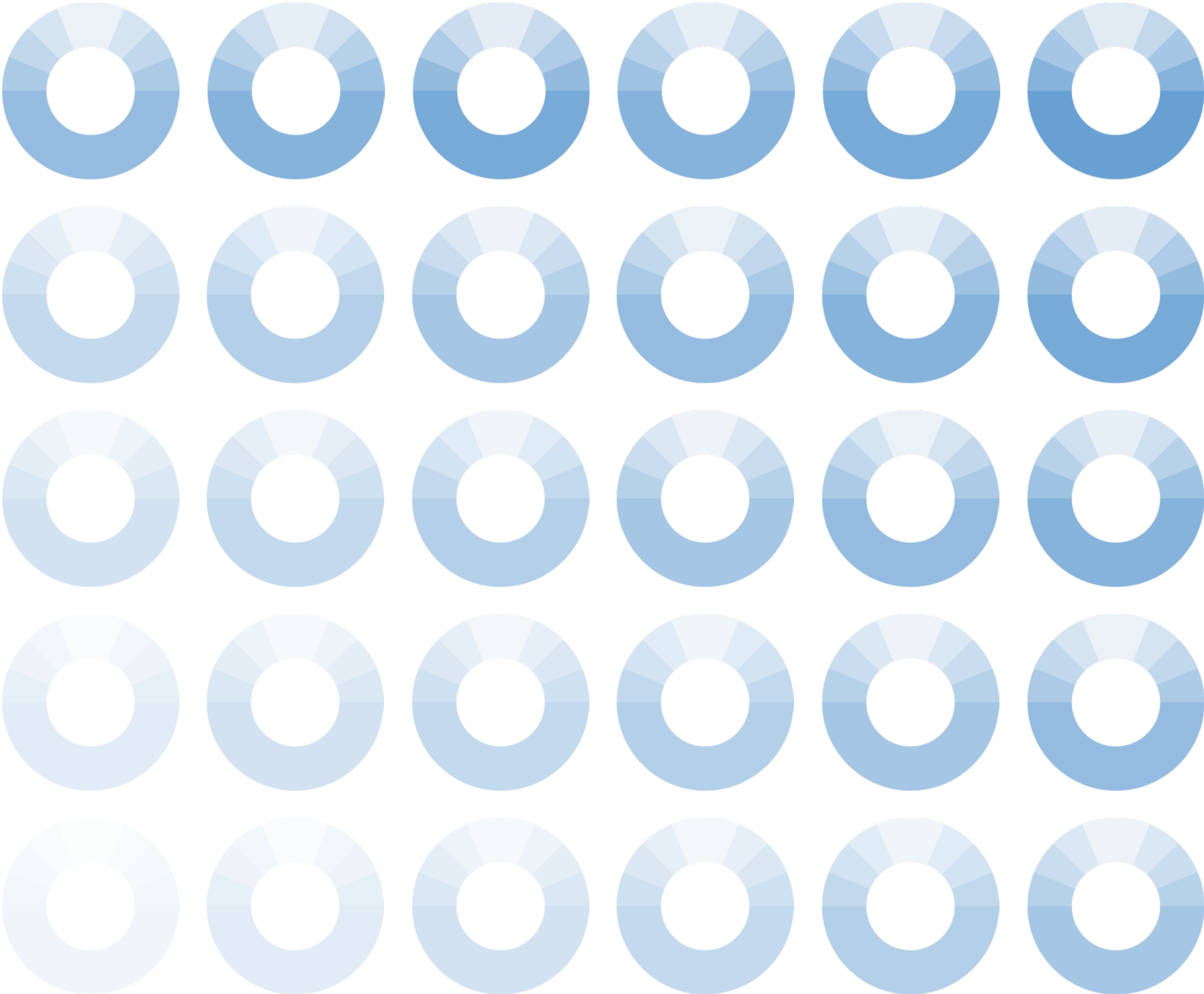
Specifically, the Financial Empowerment Task Force will:

1. Be led by a member of the Bank On Illinois Commission – Mike Lee, President KCT Credit Union/Chair, Financial Empowerment Committee.
2. Be composed of young adults, financial institutions, community-based organizations, practitioners, teachers, and professors who will serve as advisors. It will include members of the Bank On Illinois Commission.
3. Submit a report with its recommendations to the Office of the Governor and the Illinois General Assembly by December 31, 2022.

The resolution recommends that the Illinois Board of Higher Education, the Illinois Student Assistance Commission, the Illinois State Board of Education, and the Illinois Treasurer's Office to participate

BankOn

Illinois



INTRODUCTION

Many households in Illinois do not have a checking or savings account and rely on costly check-cashing and other alternative financial services. For these residents, opening a safe, affordable and non-predatory checking or savings account is an important step toward improving financial wellness. Bank On Illinois helps make that step easier. Under and unbanked populations are targeted by predatory lenders, such as auto title lenders, cash checkers, payday lenders and pawnshops. These non-bank financial entities take advantage of low-income and immigrant lenders by charging high, long-term fees, in exchange for requiring low information lending documentation. In 2008, the Brookings Institute found that, on average, a full-time worker that forgoes traditional retail banking products is charged roughly \$40,000 in lifetime fees. Another example, a household with an income of \$32,000 per year can typically spend up to \$2,400 annually simply cashing paychecks at check-cashing locations. Those funds could instead be put towards savings accounts, college savings plans, or other important financial goals.

BACKGROUND

A nationwide study in 2016, identified the fact the commercial banking industry assessed \$1.1 billion in ATM fees, \$2.3 billion in account maintenance and minimum balance fees, and \$5.4 billion in overdraft fees. For low-income Americans, living marginally from paycheck-to-paycheck, these time deposit-like fees can be too great to bank with traditional retail financial institutions. Furthermore, robust identification and citizen requirement often push immigrant populations away from traditional banking products. These issues create the under and unbanked population in the United States, a population that is around 26.9 percent of the total US population according to the FDIC—roughly 33.5 million households, good for 66.7 million adults and 23.9 million children. A 2015 report from the FDIC found that 21.4% of Illinois households were underbanked or unbanked. Lack of access to traditional banking is a problem in both rural and urban areas all over the state. Cook County has a combined unbanked and underbanked rate of 28.1%. Alexander County has a rate of 34.2%, Pulaski County's rate is 34.9% and Macon County's rate is 24.2%.

BANKING STATUS OF ILLINOIS HOUSEHOLDS (2015)



Banking Status for Illinois Households (2015) 5 "It's Expensive to be Poor: Why Low-Income Americans Often Have to Pay More." Tackling Poverty. The Economist, September 3, 2015. 6 Long, Heather. "Big Banks Rack Up \$6.4 Billion in ATM and Overdraft Fees." CNN Money, February 22, 2017. 7 "2015 FDIC National Survey of Unbanked and Underbanked Households." Economic Inclusion Project. FDIC, 2015. 8 "2015 Survey Results for Illinois." Economic Inclusion Project. FDIC, 2015.

Overall, the data through 2019 shows that 6.9 percent of Illinois households being unbanked and 14.3 percent being underbanked—with 4.6 percent of Illinois households having a banking status that was unknown. The data for Illinois, shows that both in rural and urban areas, there are significant levels of under and unbanked households, putting millions of Illinoisans at risk of falling into a poverty trap that has very few avenues for escape.

INTRODUCTION

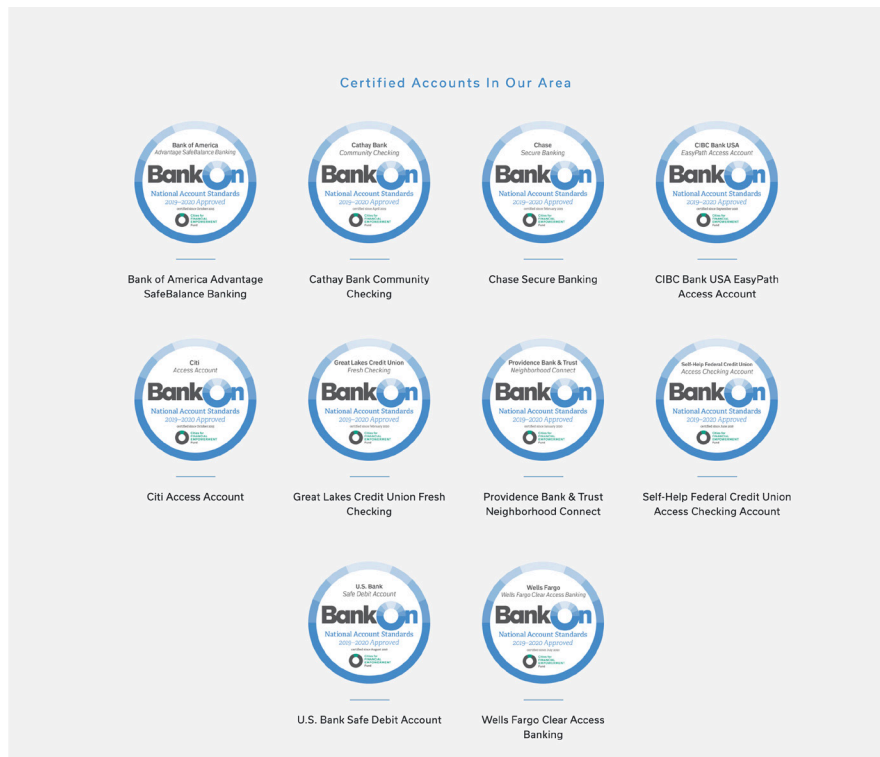
THE PROGRAM

The Bank on Illinois program aims to address the unbanked and underbanked population by connecting these consumers with reliable, affordable and equitable financial products. It does so by certifying products that provide fair financial service options such as no maintenance fees, low minimum deposits, low or no overdraft fees and accepts alternative IDs. The program partners governmental entities, representatives of the community and financial institutions to certify financial products for low-income customers and promote the program.

The Bank On program is housed within the Illinois Office of the Comptroller and is managed by a commission made up of local officials, bankers, community and social service groups and financial regulators.

The main role of the Commission is to advise the Comptroller's office on the certification of financial products that will provide options for the people of Illinois and promote Illinois Bank On. The Comptroller's office is required to maintain information about the program on the website and coordinate outreach with partners to reach more unbanked and underbanked consumers.

When the program launches it inherits a significant number of banking partners and products already certified nationally by Bank On and through Bank On Chicago. The following represents the regional banks that are already participating:



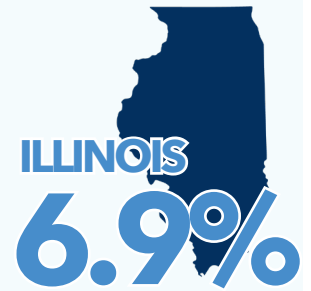
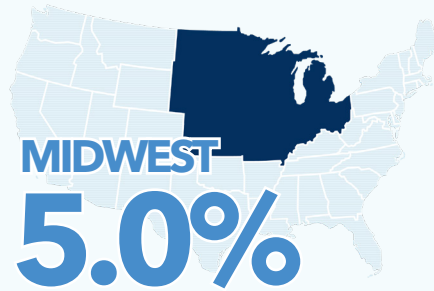
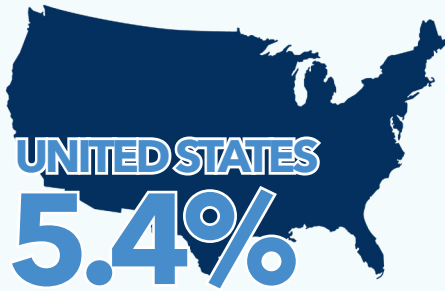
The accounts at these banks will be inherited under the program and can provide a competitive influence on other regional and local banks to provide qualified accounts. In conjunction with the programs governing commission, IOC staff will work to continue to expand the partners throughout the state.

Commission include representatives from the following organizations: Heartland Alliance; Illinois Bankers Association; Community Bankers Association; Fulton County Treasurer; United Way of Metro Chicago; Illinois Credit Union League; Lake County treasurer; State representative Debbie Meyers Martin; State Representative Latoya Greenwood; State agencies Department of Professional Regulations and Illinois Department of financial Institutions.

Understanding the UNDERBANKED

355,000 UNBANKED households in Illinois

Average Percent of households UNBANKED by area

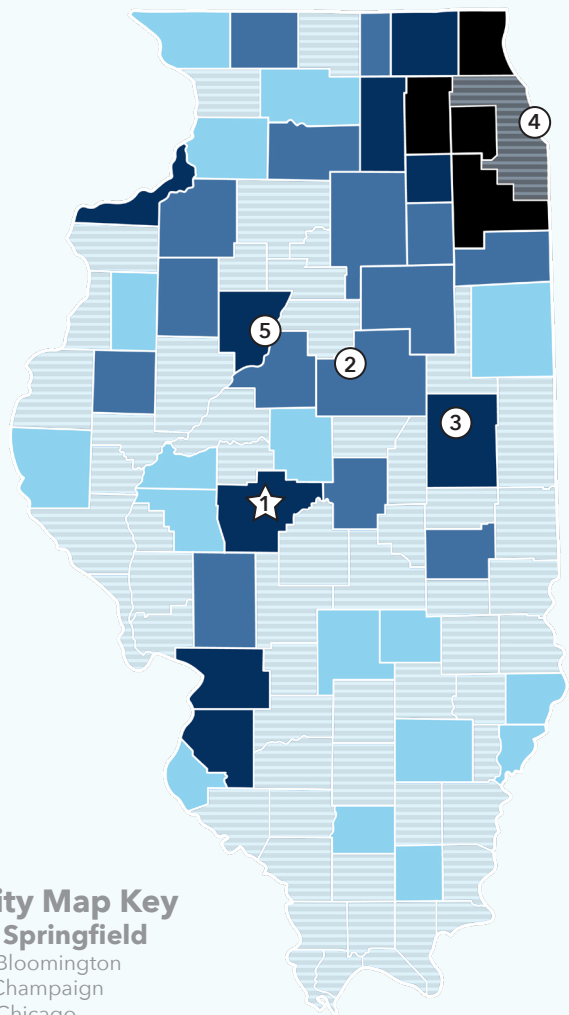


Percentage of Households UNBANKED by Ethnicity

Black	178,180	23.6%
Hispanic	77,691	14.1%
White	91,000	2.6%

UNBANKED by Income

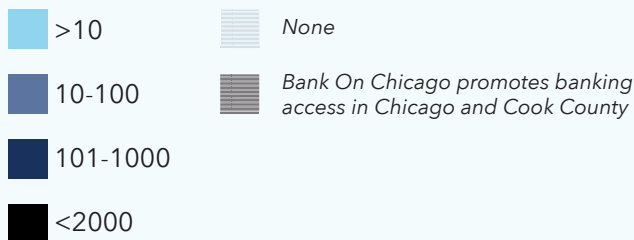
Household Income	Number of Total Households	Percent of Households UNBANKED
Less Than \$15,000	605,000	31.9%
\$15,000 - \$30,000	622,000	11.3%
\$30,000 - \$50,000	932,000	6.2%
\$50,000 - \$75,000	1,014,000	2.1%
At Least \$75,000	1,977,000	0.6%



- City Map Key**
1. Springfield
 2. Bloomington
 3. Champaign
 4. Chicago
 5. Peoria

Existing Bank On Certified Accounts

Heat Map by County



BANK ON ILLINOIS INFORMATION

The Bank On Illinois Commission, established by Public Act 101-0427, is a coalition comprised of state and city elected officials, financial institutions, and community organizations that work together to improve the financial stability of unbanked and underbanked residents in Illinois. This effort is made possible thanks to The Cities for Financial Empowerment fund (CFE fund). The CFE fund leads a national movement that supports local coalition efforts to expand banking access for consumers outside the financial mainstream.

The CFE fund and Bank On Illinois Commission recognize that banking access is of critical importance in today's world, and will work together to ensure ease of access to banking that is equitable both for individuals and community financial organizations. Further, the Bank On Illinois Commission will ensure that there is a strong partnership between regulators, banks, the State of Illinois, and nonprofit agencies. Indeed, the implementation of this program is a joint effort by stakeholders and partners committed to the cause.

GOALS

Bank On Illinois is dedicated to improving the financial stability of Illinois residents and will work to ensure that everyone has access to a safe and affordable bank or credit union account.

With that in mind, Bank On Illinois will focus on four primary functions:

1. To Improve the financial service marketplace by providing and creating access to basic transaction accounts
2. Promote certified financial products and connect residents to partners across the state
3. Advocating for banking access and financial empowerment

RESPONSIBILITIES

All Commission members will serve in a purely advisory capacity, with the Comptroller authorized to make final decisions. Membership of the Commission includes: four locally elected officials, three members representing financial institutions, four members representing community and social service groups, and two state financial regulators.

There will be four Commission meetings per year, and six bi-monthly meetings for identified working groups. Each meeting will be about two hours in duration.

The goal of the first meeting is to educate the Commission on the National Bank On Coalition run by the CFE Fund (Cities for Financial Empowerment Fund), which has explicit guidelines for Bank On products that the Commission should become familiar with as soon as possible. These guidelines are updated every year but remain relatively the same.

GUIDING PRINCIPLES

Bank On Illinois Commission is a partnership between state and city elected officials; financial institutions; and community organizations that work to improve the financial stability of unbanked and underbanked residents in Illinois. The following Principles are intended to guide the work and deliberations of the Commission.

PRINCIPLE 1

Consumers should have access to mainstream banking accounts. Banking access starts with a basic transaction account. This is the first step of building a financial capability ladder that will evolve overtime to include savings, secured credit and unsecured loans. Consumers should not be forced to rely on expensive alternative financial services.

PRINCIPLE 2

Financial Institutions should strive to provide accounts that meet the Bank On National Account standards. The National account standards outlines the core functionality of safe and appropriate accounts. Consumers should have access to low cost bank accounts with a robust transaction capability that includes (a) no overdraft (b) Debit card and online bill pay functions

PRINCIPLE 3

Financial Institutions and policy makers should minimize barriers to banking access. Consumers should not be excluded from opening a bank account because of unfair account screening or unrecognized ID. Consumers should be able to open accounts online, at a location outside of a bank branch, while still meeting Know Your Customer requirements.

PRINCIPLE 4

Bank On coalitions are an effective mechanism for connecting consumers with bank accounts. Bank On coalitions are a primary tool for implementing the National Account standards. Coalitions serve as an effective way of identifying and implementing government integrations. Bank On coalitions bring together municipalities, nonprofit organizations and financial institutions. Bank On coalitions illustrate the importance of municipalities providing leadership, sustainability and scale to financial empowerment initiatives.

PRINCIPLE 5

Government and employer integration are the best approach to achieving scale. Bank On coalitions can work to identify and integrate bank account opening into government and community partner disbursement programs Bank On coalitions encourage governments and employers to make payments with direct deposit.

OUTLINE FOR THE COMMISSION

The Commission is statutorily comprised of the Comptroller, who serves as chair, and 13 members. The Commission will serve in an advisory capacity, with the Comptroller authorized to make final decisions on certification of financial products.

The legislation outlines that the membership of the Commission should include:

Four (4) locally elected officials, two (2) of whom represent communities that include lower income areas.

- Treasurer Melissa Conyears-Ervin - Chicago
- Representative Latoya Greenwood - 114th district East St Louis
- Treasurer Staci Mayall - Fulton County
- Representative Debbie Meyers-Martin - 38th District, South Suburbs

Three (3) members representing financial institutions.

- Dan Graham - Community Bankers Association
- Mike Lee - KCT Credit Union Community
- Beth Witczak - Illinois Bankers Association

Four (4) members representing community and social service groups.
Non-statutorily required categories.

- Tracy Frizzell - Economic Awareness Council Northeastern Illinois
- Holly Kim - Lake County
- Barbara Martinez - The Heartland Alliance
- Eithne McMenamin - The United Way

Two (2) federal or state financial regulators

- Francisco Menchaca - FDIC
- Chasse Rehwinkel - IDFPR

ELECTED OFFICIALS

TREASURER MELISSA CONYEARS-ERVIN



Treasurer, City of Chicago

Treasurer Conyears-Ervin went to Eastern Illinois University for her undergrad and earned her M.B.A in Finance from Roosevelt University. Prior to becoming Treasurer, Conyears-Ervin served her community as a State Representative. Her focus was on policies that would help working families such as increasing funding for programs for quality childcare.

REPRESENTATIVE LATOYA GREENWOOD



State Representative 114th District East St Louis

Ms. Greenwood is a former East St. Louis City Councilwoman; lifelong resident of East St. Louis; She has a B.A. in Criminal Justice from Michigan State University and a Master's in Public Administration and Policy from Southern Illinois University-Edwardsville. She was a 2018 Edgar Fellow at the University of Illinois Urbana-Champaign Institute of Government and Public Affairs;

TREASURER STACI MAYALL



Treasurer, Fulton County

Staci Mayall is the Fulton County Treasurer and current Treasurer of the Illinois County Treasurer's Association. She is a committed public servant focused on the collection and disbursement of tax funds for the provision of public services, public safety and an improved quality of life for all citizens. Staci is affiliated with various clubs and community organizations. She serves as a director on the Spoon River College Foundation; she is on the Canton Union School District Improvement Committee, and children's ministry team at her church.

REPRESENTATIVE DEBBIE MEYERS-MARTIN



State Representative of Illinois, 38th District

Ms. Meyers-Martin is a respected visionary leader with over 20 years of commendable achievements. Prior to becoming State Representative, Debbie served in different roles one of which was the Mayor for Olympia fields from 2010-2017. She has also served on numerous committees some of which include the Metropolitan Mayors Caucus Economic - Development Committee and the Environmental Justice Committee. Representative Meyers-Martin is a humanitarian and is committed to enhancing the quality of life for her constituents.

FINANCIAL INSTITUTIONS

DAN GRAHAM



President, Flora Bank & Trust

Dan Graham, President of FLORA BANK & TRUST was re-elected Regional Vice Chairman of the Community Bankers Association of Illinois (CBAI) at the association's annual convention held recently in Springfield, IL. He serves on the CBAI Board of Directors, as well as its strategic planning committee and as Chairman of its education committee.

MIKE LEE



President/CEO, KCT Credit Union Community

Mike Lee became the President/CEO for KCT Credit Union in August 2013. KCT is a not-for-profit financial institution with branch locations in the Fox Valley area of Northern Illinois. Lee's financial background includes insurance, investments, correspondent services, lending, product development, technology, customer/member support, sales, call center, training, and management. Lee serves as a Board Director of the following organizations: Credit Union Executive Society of Illinois, Illinois Credit Union Foundation, Elgin Community College Foundation, Ministry Partner Investment Company, MP Securities and Gail Borden Library Foundation.

BETH WITCZAK



Head of CRA Strategy and Community Impact at CIBC US

Ms. Witzak joined CIBC Bank USA in October 2008 and currently serves as Managing Director and Head of CRA Strategy and Community Impact. Since joining the Bank, Beth has implemented several systems to streamline data reporting and has implemented a comprehensive Community Reinvestment program which includes processes ranging from performance monitoring to creating affordable products, implementing financial literacy programs, and developing a framework for CRA Investment approval and monitoring.

COMMUNITY AND SOCIAL SERVICE GROUPS

TRACY FRIZZELL



Executive Director, Economic Awareness Council

Tracy Frizzell is the Executive Director of the Economic Awareness Council (EAC). The EAC is an Illinois non-profit organization that provides statewide financial education programs with attendance of over 25,000 individuals each year. The EAC also produces financial education materials that reach an additional 38,000 youth each year.

TREASURER HOLLY KIM



Lake County Treasurer

Mrs. Kim is serving as the county's Treasurer/banker, responsible for the safe keeping and prudent investing of public funds. Mrs. Kim is a proven leader with over twenty years in continuous quality improvement for Public and Private organizations. Ms. Kim graduated from University of Illinois Champaign-Urbana Institute of Government and Public Affairs, in 2017.

BARBARA MARTINEZ



Manager, Asset Building Programs, Heartland Alliance

Ms. Martinez oversees the Heartland Alliance's Community Partnerships & Asset Building programs where she manages a group of financial coaches and training staff. Barbara sits on the Leadership Illinois Asset Building Group and the Board of North Side Community Federal Credit Union. Barbara L. Martinez has more than a 15 years of experience in business and economic development, financial coaching, and entrepreneurship consulting services.

EITHNE MCMENAMIN



Public Policy, Program Development, Nonprofits, Community Outreach, Community Organizing, United Way of Metro Chicago

Ms. McMenamin is responsible for developing and shepherding United Way of Metro Chicago's federal, state and local legislative policy agenda to ensure that it reflects United Way's values and priorities and supports the human services agencies that it funds. Prior to joining United Way in 2018, Eithne served as the Associate Director of Policy for the Chicago Coalition for the Homeless.

STATE FINANCIAL REGULATORS

FRANCISCO MENCHACA



Director, Division of Financial Institutions, Illinois Department of Financial and Professional Regulation

Francisco Menchaca was appointed Director of the Division of Financial Institutions in July 2013. He previously served the Department as Credit Union Supervisor, a position he had held since October 2012. Prior to joining the State of Illinois, Mr. Menchaca spent over twenty years of his career in the banking and the financial services industry, notably serving as a Vice President at JP Morgan Chase before he served at the Federal Deposit Insurance Corporation (FDIC).

CHASSE REHWINKEL



Director of Banking, Illinois Department of Financial and Professional Regulation

Mr. Rehwinkel was appointed Acting Director of Banking for the Illinois Department of Financial and Professional Regulation in June of 2019. Prior to his appointment he served as the Chief Economist and Director of the Bond Division for the Illinois Office of Comptroller where he worked on issues of state liquidity, public budgeting, debt issuance and access to capital.

BANK ON NATIONAL ACCOUNT STANDARDS (2019-2020)

TERMS	STANDARDS
Core Features	
Transaction Account at Banking Institution	Checking account (including checkless checking); bank- or credit union-offered prepaid
Point of Sale (POS) Capability	Debit card/prepaid card
Minimum Opening Deposit and/or Account Balance	\$25 or less
Monthly Maintenance Fee	If not waivable: \$5 or less
	If waivable: \$10 or less; offer at least two options to waive fee to free with a single transaction (e.g. direct deposit with no minimum deposit, online bill pay, or debit card purchase)
Overdraft or Non-Sufficient Funds (NSF) Fees	None, structurally not possible (e.g. via checkless checking)
Dormancy/Inactivity Fees	None
Customer Service	
Branch Access	Free and unrestricted
Telephone Banking	Free and unrestricted (including live customer support)
Use of In-Network ATM	Free and unrestricted
Use of Out-of-Network ATM	\$2.50 or less (not including local ATM fee)
Functionality	
Deposit Capability	Free cash and checks in branch and at ATM, and direct deposit
Bill Pay by Customer	Free
Bill Pay by Financial Institution	Free if available, otherwise at least four free money orders and/or cashier checks per month
Check Cashing for Checks Issued by that Institution	Free
Online and Mobile Banking	Free
Banking Alerts	Free
Monthly Statements	Free electronic; \$2 or less for mailed paper
Insured Deposits	Insured by FDIC or NCUSIF
Strongly Recommended Features	
Account Screening (e.g. ChexSystems, Early Warning Services)	Only deny new customers for past incidences of actual fraud
Alternative IDs (Municipal, Consular, etc.)	Accept alternative IDs
Remote Account Opening	Accounts can be opened remotely
Linked Savings Accounts	Free savings accounts and account transfers
Mobile Deposits	Available, free
Funds Availability	Immediate availability for known customers cashing government, payroll, or checks from that financial institution
Money Orders	\$1.65 or less (based on U.S. Postal Service rate)
Remittances (International Wire)	Competitively priced (\$5.00 – \$20.00, depending on country)
Credit-Building Product Offerings	Secured credit card or secured personal loan, e.g.

BANK ON ADVISORY COMMITTEES

The Bank On Illinois program is designed to ensure access to a safe and affordable bank or credit union is available for all Illinoisans. Its governing Commission will be informed and guided by the work of four Advisory Committees focused on the following areas:

Financial Products - Provides guidance and strategic input to develop products and content for the certification of new banking partners and other financial institutions.

Financial Empowerment - Provides guidance and strategic input on the content of financial empowerment programs to help Illinois residents increase savings, reduce debt and connect to bank services.

Research - Provides advice to the Commission through research and subject matter expertise for consideration while furthering the mission of the program.

Predatory Lending - Provides guidance and strategic input to reduce dependence on payday lending and other opportunistic financial products that target low-income and minority communities.

By participating in the Advisory Committees, members are committing to attend six (6) bimonthly meetings a year that will last approximately two hours. Advisory Committee members are responsible to take on assignments, review draft documents and other tasks pertaining to the Commission's mission. As a member, you will be representing the program and working towards expanding financial inclusion throughout the State of Illinois.

BANK ON ILLINOIS TIMELINE



Item #7.1
December 3, 2021

Illinois Community College Board

**FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL
AFFAIRS COMMITTEE AGENDA**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Public Relations and Marketing Update
 - National Apprenticeship Week
 - Illinois Postsecondary Profiles Release
- Legislative Update
- Fall 2021 Enrollment Report
- January 2022 Regulatory Agenda
- Employee Guidebook Update
- Spring 2022 Legislative Agenda
- Other
- Public Comment
- Adjournment

Illinois Community College Board

SPRING 2022 LEGISLATIVE AGENDA

The Illinois Community College Board is requested to approve the Spring 2022 Legislative Agenda.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following Spring 2022 Legislative Agenda and authorizes board staff to introduce legislation to enact Agenda:

1. Accelerated Placement into Dual Credit
2. High School Equivalency (HSE) Certificate Name Change

BACKGROUND

The Board's Finance, Budgeting, Accountability, and External Affairs Committee discussed potential legislation for the Spring 2022 legislative session and reported out to the full Board for discussion on September 17th. The legislative agenda before the Board for approval reflects priorities identified by ICCB staff and incorporates the adopted Board goals.

Accelerated Placement into Dual Credit

The ICCB proposes amending the Illinois School Code to stipulate that before high school students are automatically placed in dual credit math or English, they must meet the college or university dual credit placement standards.

This proposed change originates from ICCB staff concerns with the language around dual credit and accelerated placement for high school students that was adopted as part of P.A. 102-0209 during the last legislative session. Last spring, ICCB staff worked with advocacy group Stand for Children on agreed language that was included in HCA #1 to SB 820 (P.A.102-0209) to address the concern. Unfortunately, the amendment was not adopted before the bill was approved.

The primary objection with the Accelerated Placement Act (105 ILCS 5/Art. 14A) is that exceeding ISBE state standards (as is required for automatic placement into dual credit under the law) is not the same as meeting the colleges requirements for entry into the dual credit course. This criteria for placement is an accreditation issue for the colleges as the Higher Learning Commission (HLC) requires that students meet the colleges qualifications for entry into the course—these are college courses offered for high school credit, not the other way around. The issue will impact community colleges and four-year institutions.

High School Equivalency (HSE) Certificate Name Change

The proposed legislation changes the name of the High School Equivalency Certificate to **State of Illinois High School Diploma** throughout State statute. While a high school equivalency certificate and high school diploma are equivalent under the law, employers and educational institutions often place more value in a diploma. The proposed name change is an effort to bring high school equivalency completion on par with high school completion by naming both awards a diploma.

Item #7.1a
December 3, 2021

High School Equivalency Certificates are awarded to Illinois residents who are 18 years or older (or 16/17 year olds that have dropped out of high school) and have not received a high school diploma.

The ICCB has authorized several routes by which Illinois residents can obtain an Illinois High School Equivalency Certificate. Candidates may choose to take a high school equivalency exam (GED® or HiSET®). Between 2016-2020, a third testing option, the TASC™ exam, was also available in the State of Illinois. Alternatively, candidates who have already completed a significant amount of high school or postsecondary credit may be eligible to participate in a transcript-based Alternative Method of Credentialing.

Prior to 2014, those without a high school diploma earned a GED certificate. However, in 2014, State statute was amended to change the name from GED certificate to High School Equivalency Certificate. This change recognized that GED was sold to a prior corporation and testing costs increased significantly. With the change, the State was able to adopt other tests and methods of credentialing.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- ICCB Recognition Manual Process
- High School Equivalency – State Constitution Timeline Update
- Transfer Boost
- Diversity, Equity, and Inclusion (DEI) Update
- New Units
- Other
- Public Comment
- Adjournment

Agenda Item #8
December 3, 2021

Illinois Community College Board

**COMMUNITY COLLEGE'S USAGE OF FEDERAL FUNDS TO SUPPORT
STUDENT MENTAL HEALTH**

Increasingly, mental health has become a focus on college campuses. With the onset of the COVID pandemic, students experienced a heightened sense of urgency around their mental health needs and access to services. The presentation will review recent legislation as well as how colleges have utilized federal funding to address student mental health needs, make shifts to services in person and virtually and address short-term and long-term needs as students return to campus.



MENTAL HEALTH FUNDING AND FOCUS FOR STUDENTS ON CAMPUS

Dr. Marcus Brown

Deputy Director for Academic Affairs and Student Success

MENTAL HEALTH

- Recent legislation
 - Mental Health Early Action on Campus Act
 - Suicide Prevention notification addition
- Work with other partners – Young Invisibles
- Focus on mental health during the pandemic
- Statewide efforts from colleges
- Best Practices

RECENT LEGISLATION

Before the Pandemic and as we began to enter it, there was discussion about how to serve the mental health needs of students on campus. Some included legislation.

- Mental Health Early Action on Campus Act (110 ILCS 58)
 - Passed in 2019
 - intended to address gaps in mental health services on college campuses across Illinois, including both 2-year and 4-year institutions, through training, peer support, and community-campus partnerships.
 - Included areas of focus such as advisor, mental health conditions, telehealth, campus ratios for service, and technical assistance
- P.A. 102-0373: Student ID Mental Health Info - Suicide Prevention Efforts
 - Requiring suicide prevention number on student ID cards
 - Adds a provision to the Mental Health Early Action on Campus Act requirements for raising mental health awareness.
 - If the college issues student ID cards, it must provide contact information for the National
 - Suicide Prevention Lifeline, the Crisis Text Line, and the college's mental health counseling center or program on the back of each student ID
 - Otherwise, the college must publish the contact information on its website.
- Ongoing interest and efforts

MENTAL HEALTH ACCESS ON COLLEGE CAMPUSES LEARNING COLLABORATIVE

- NAMI Chicago and Young Invincibles recently launched a Mental Health Access on College Campuses Learning Collaborative (“Collaborative) to bring together community college and university administrators and clinical staff to share ideas on compliance with the law.
- This collaborative will be hosting five virtual Learning Events, 8:30-10:30am, from November 2021 through June 2022.
- The five Learning Event topics will be:
- Integrating Mental Health Awareness into Campus Culture (November 30, 2021)
 - What are the successes and challenges campuses are experiencing in promoting mental health awareness and implementing goals of the MH Early Action on Campus Act? How are campuses providing students with information on mental health services in the context of the pandemic, and coming into finals/holidays?
- Peer-to-Peer Programs: how they work, best practices, lessons learned, costs, and more (January 25, 2022)
- Cultural Competency in Mental Health Services and Addressing Stigma in a Culturally Competent Way (February 22, 2022)
- Preparing a Mental Health response for a Campus-wide Tragedy (April 26, 2022)
- Leveraging Community Resources and Partnerships to Increase Capacity (June 14, 2022)

MENTAL HEALTH DURING THE PANDEMIC - STUDENTS

- Students have struggled with answering questions and identifying resources to access
 - Is counseling available?
 - How will I be impacted if I leave school, especially after the term starts?
 - Balancing care for family, children, and continuing in school
 - What level of enrollment can be maintained
 - How many classes?
 - What program makes sense now?
 - What if I need more help than before?

MENTAL HEALTH DURING THE PANDEMIC - STAFF

- Campuses made a hard shift to identify services
 - Initial shift to remote, without much setup or knowledge for service delivery online and/or remote
 - Identifying how to prioritize which services were necessary and when/how they needed to be scaled up
 - How would the college fund services in the short-term and what were the long-term implications?
 - How will staff be able to interact with students in healing ways?
 - What new training would be needed?
 - How would staff need to interact differently than before?
 - How would staff interact with each other?

STATEWIDE EFFORTS FROM COLLEGES

- Many have identified struggles related to serving students during pandemic
 - Identifying enough providers to support services identified. In some cases, not enough or no internal mental health providers were available.
 - Concern over COVID related funding.
 - Spending on focused services
 - Understanding how the institution will shift when funds run out
 - Staff burnout
 - Expanded expectations of how and when services are provided
 - Struggle to meet the demand in an uncertain environments and resources
 - Space needs to provide appropriate in-person services
 - Telehealth options are very helpful. Many shifted to these services.
 - Some have varying results based on type and student use.

BEST PRACTICES FROM COLLEGES

QUESTIONS

Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Carl Sandburg College

- Agribusiness Associate of Applied Science (A.A.S.) degree (60 credit hours)
- Advanced Agriculture Certificate (30 credit hours)
- Agricultural Mechanization A.A.S. degree (63 credit hours)
- Agricultural Mechanization Certificate (31 credit hours)
- Medical Assistant A.A.S. degree (60 credit hours)
- Welding A.A.S. degree (60 credit hours)
- Advanced Welding Certificate (31 credit hours)

College of DuPage

- Internet of Things Proficiency Certificate (36 credit hours)

Elgin Community College

- Medical Assisting Certificate (30 credit hours)

BACKGROUND

Carl Sandburg College
Agribusiness A.A.S. degree (60 credit hours)
Advanced Agriculture Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in the agriculture and agribusiness fields.

Catalog Description: Agribusiness A.A.S. degree - This 60 credit hour degree program will train students for entry-level agribusiness positions and includes coursework to prepare graduates for advancement into supervisory or management positions in agriculture business areas including input retail, grain marketing operations, ethanol production, dealership operations, agronomic services, and livestock management. Positions could include: Ag Business Office Managers, Ag Operations Specialists and Managers, Customer Support Representatives and Managers, Ag Sales and Service Representatives and Managers, and Farm Managers.

Advanced Agriculture Certificate - This two-semester, 30 credit hour, program will train graduates for entry-level positions in the agriculture sector represented in the agriculture career cluster pathway with coursework leading into degree options to offer career advancement in the agriculture industry. Students will have flexibility to choose agriculture electives in their desired career field. Positions could include: Production Workers, Farmhands, Sales Representatives, Animal Caretakers, Landscaping and Lawn Servicers, Nursery and Greenhouse Workers, and Customer Service Representatives.

Curricular Information: Agribusiness A.A.S. degree - The curriculum includes 17 credit hours of required general education, and 43 credit hours of required career and technical education coursework. The career and technical component includes instruction in introduction to the agriculture industry, introduction to agribusiness management, agricultural sales, introduction to agri-economics, soil fertility and fertilizers, ag machinery, precision agriculture, introduction to horticulture, agricultural power systems, introduction to animal science, crop science, pest management, customer service skills, business records management, supervision fundamentals, career skills for industry, and a required work-based learning experience in agribusiness.

Advanced Agriculture Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 30 credit hours. The curriculum includes 15 credit hours of required general education. Required career and technical coursework includes introduction to the agriculture industry, career skills for industry, and a required work-based learning experience in agribusiness. Remaining CTE instruction allows between nine and twelve (9-12) credit hours of designated electives in agribusiness, crop science, or animal science. Instruction includes in introduction to the agriculture industry, introduction to agribusiness management, agricultural sales, introduction to agri-economics, soil fertility and fertilizers, ag machinery, precision agriculture, introduction to horticulture, agricultural power systems, introduction to animal science, crop science, pest management, career skills for industry, and a required work-based learning experience in agribusiness.

Assessment of student learning for both programs will be achieved through evaluation of the student's performance during the required work-based learning experience by program faculty and worksite supervisor. The proposed programs provide a continued educational ladder opportunity for students completing the College's recently approved Basic Certificates in Agriculture and/or Agribusiness.

Accrediting Information: NA.

Justification for Credit hours required: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study.

Item #9.1
December 3, 2021

According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to agriculture and agribusiness is expected to increase statewide by about 1% through the year 2028. The college indicates support from multiple local employers, including those with locations throughout the district.

Table 1: Employer Partners

Employer	Location
Martin Tractor	Galesburg, IL
West Central FS	Galesburg, IL
Belted Cow Orchard	Kirkwood, IL
Birkley's	Galesburg, IL
Carthage Systems	Carthage, IL
Climate Corporation	Alexis, IL
Cameron Grain	Cameron, IL
Pioneer-Corteva	Monmouth, IL
Compeer Financial	Monmouth, IL
Warren-Henderson Farm Bureau	Monmouth, IL
Knox County Farm Bureau	Galesburg, IL
University of Illinois Extension	Monmouth, IL

Table 2: Projected Enrollments

	First Year	Second Year	Third Year
Agribusiness AAS			
Full-Time Enrollments:	7	9	11
Part-Time Enrollments:	-	-	-
Completions:	0	7	9
Advanced Agriculture Certificate			
Full-Time Enrollments:	5	7	9
Part-Time Enrollments:	-	-	-
Completions:	5	7	9

Financial / Budgetary Information: The programs will require one (1) new full-time, one (1) new part-time, and four (4) existing part-time faculty the first year. Qualified faculty will hold a Bachelor's degree in Agriculture or Agribusiness, possess at least one year work experience in the field of agriculture, and some teaching experience is preferred, but not required. All necessary facilities are in place to adequately implement these programs. Some equipment purchases are planned during the first year of the program. The programs will be otherwise supported with institutional resources.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$46,690	\$47,760	\$49,820
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$10,000	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$56,690	\$47,760	\$49,820

Table 4: Faculty Requirements (Combined)

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	1	0	0	0	0
Existing Faculty	0	4	1	5	1	5

Carl Sandburg College
Agricultural Mechanization A.A.S. degree (63 credit hours)
Agricultural Mechanization Certificate (31 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in the agriculture and agricultural mechanization fields.

Catalog Description: Agricultural Mechanization A.A.S. degree - This 63 credit hour degree program will train graduates for entry-level positions and includes coursework that supports career advancement in the agricultural mechanic profession represented in the agriculture career cluster pathway. Positions could include: Ag Equipment Mechanics, Customer Support Representatives, Ag Machinery Sales and Service Representatives, Farmhands, and Landscaping and Lawn Servicers.

Agricultural Mechanization Certificate - This two-semester, 31 credit hour, certificate program will train graduates for entry-level positions and includes coursework to prepare students for employment in the agricultural mechanic profession represented in the agriculture career cluster pathway. Positions could include: Ag Equipment Mechanics, Customer Support Representatives, Ag Machinery Sales and Service Representatives, Farmhands, and Landscaping and Lawn Servicers.

Curricular Information: Agricultural Mechanization A.A.S. degree - The curriculum includes 18 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introduction to the agriculture industry, introduction to welding, electrical fundamentals, ag machinery and technology, ag power systems, industrial safety, customer service, introduction to agribusiness management, digital logic and circuits, precision agriculture, industrial electricity, process control and instrumentation, hydraulics and pneumatics, industrial blueprints, basic drafting, career skills for industry, and a required work-based learning experience in agribusiness.

Agricultural Mechanization Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 31 credit hours. The curriculum includes 11 credit hours of required general education. Required career and technical coursework includes introduction to the agriculture industry, introduction to welding, electrical fundamentals, ag machinery and technology, ag power systems, industrial safety, customer service, career skills for industry, and a required work-based learning experience in agribusiness.

Assessment of student learning for both programs will be achieved through evaluation of the student’s performance during the required work-based learning experience by program faculty and worksite supervisor. The proposed programs provide a continued educational ladder opportunity for students completing the College’s recently approved Basic Certificate in Agriculture.

Accrediting Information: NA.

Justification for Credit hours required: The curriculum was developed to include general education, technical knowledge and skills, and employability skills as required by local employers for this field. Both the proposed degree and certificate include a general education course in applied physics the Advisory Committee felt critical to supporting the CTE component of the curriculum, as well as CTE coursework specific to mechanical maintenance and repair necessary to work in this field.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to agriculture and agribusiness is expected to increase statewide by about 1% through the year 2028. The college indicates support from multiple local employers, including those with locations throughout the district.

Table 1: Employer Partners

Employer	Location
Martin Tractor	Galesburg, IL
West Central FS	Galesburg, IL
Belted Cow Orchard	Kirkwood, IL
Birkley's	Galesburg, IL
Carthage Systems	Carthage, IL
Climate Corporation	Alexis, IL
Cameron Grain	Cameron, IL
Pioneer-Corteva	Monmouth, IL
Compeer Financial	Monmouth, IL
Warren-Henderson Farm Bureau	Monmouth, IL
Knox County Farm Bureau	Galesburg, IL
University of Illinois Extension	Monmouth, IL

Table 2: Projected Enrollments

Ag Mechanization AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	7	9	11
Part-Time Enrollments:	-	-	-
Completions:	0	7	9

Ag Mechanization Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	9	11	13
Part-Time Enrollments:	-	-	-
Completions:	9	11	13

Financial / Budgetary Information: The programs will require one (1) new full-time, one (1) new part-time, and four (4) existing part-time faculty the first year. Qualified faculty will hold a Bachelor's degree in Agriculture or Agribusiness, possess at least one year work experience in the field of agriculture, and some teaching experience is preferred, but not required. All necessary facilities are in place to adequately implement these programs. Some equipment purchases are planned during the first year of the program. The programs will be otherwise supported with institutional resources.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$46,690	\$47,760	\$49,820
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$10,000	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$56,690	\$47,760	\$49,820

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	1	0	0	0	0
Existing Faculty	0	4	1	5	1	5

Carl Sandburg College
Medical Assistant A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment, as well as advancement opportunities, as medical assistants in a variety of healthcare settings.

Catalog Description: The Medical Assistant Program prepares students to perform administrative, clinical, and laboratory duties in a variety of healthcare settings, under the supervision of a licensed physician. As one of the fastest growing healthcare occupations, medical assistants are most commonly employed in the medical offices and clinics. Their administrative responsibilities may include front office reception, billing, bookkeeping, basic correspondence, and scheduling of appointments. Clinical duties include taking medical histories, recording vital signs, collecting laboratory specimens, performing basic laboratory tests, taking electrocardiograms, and assisting the physician during the examination.

Curricular Information: The certificate program requires 19 credit hours of general education, 37 credit hours of required career and technical education coursework, and four (4) credit hours in work-based learning. Career and technical coursework includes instruction in professionalism in healthcare, health professionals success strategies, human body in health and illness, medical terminology, introductory and advanced levels of administrative procedures, anatomy and physiology fundamentals, biomedical ethics, principles of electrocardiography, pharmacology and medication, introductory and advanced levels of clinical procedures, clinical laboratory procedures, career development for health professionals, and a required work-based learning component in medical assisting. Assessment of student learning will be achieved through evaluation of the student’s performance during their work-based learning experience. The program will prepare graduates for optional credentialing through the American Association of Medical Assistants (AAMA) as a Certified Medical Assistant (CMA) and/or a Registered Medical Assistant (RMA). This program was granted temporary approval in 2018 and has been in operation for three (3) years.

Justification for Credit hours required for the degree: NA.

Accrediting Information: The curriculum was developed according to industry standards under the guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assistant Education Review Board (MAERB). The college received official accreditation in January 2021, which will allow previous program graduates to sit for the AAMA credentialing exams. The college currently offers an accredited Medical Assisting Certificate program.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “medical assistants” is expected to increase by 6.1% Statewide through 2028. The college indicates while enrollments have been low during the first three years of operation, the maintain an 80% completion and placement rate for graduates.

Table 1: Employer Partners

Employers	Location
Beu Health Clinic/WIU	Macomb, IL
CGH Medical Center	Sterling, IL
Eagle View Community Health	Oquawka, IL

Ft. Madison Community Hospital,	Ft. Madison, IA
Galesburg Cottage Hospital	Galesburg, IL
Knox Clinic Corporation	Galesburg, IL
Great River Health Systems	West Burlington, IA

Table 2: Projected Enrollments

Medical Assistant A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	32	29	17
Part-Time Enrollments:	0	0	0
Completions:	0	25	27

Financial / Budgetary Information: One (1) full-time faculty member was necessary to implement the program with one (1) additional part-time faculty budgeted for during year two and additional part-time faculty needed in year three. Qualified faculty will hold at least an Associate’s degree in Medical Assisting, hold a current CMA or RMA credential, at least three years of work experience as a medical assistant, and one year teaching experience preferred. All facilities are adequately in place, and resources are shared with the college’s existing accredited Medical Assisting Certificate program. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	0	0	0
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other	0	0	0
TOTAL NEW COSTS	\$0	\$0	\$0

Carl Sandburg College
Welding A.A.S. degree (60 credit hours)
Advanced Welding Certificate (31 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in welding.

Catalog Description: Welding A.A.S. degree - This 60 hour degree program will train graduates for entry-level positions and includes coursework that supports career advancement in the welding profession represented in the manufacturing career cluster pathway. The welding AAS is designed to provide the graduate with skills needed to enter employment in local industry as an entry-level welding supervisor or floor foreman for construction firms, agricultural enterprises, and heavy machine or food manufacturing fabrication. This program is designed to provide students with a hands-on welding degree that emphasizes training and the mastery of welding techniques through lab projects and experiential activities in industry. The program includes essential components required for success in the industry today such as mathematics, communication, attendance, productivity, and basic business skills.

Advanced Welding Certificate - This 31hour certificate program will train graduates for entry-level positions in the welding sector represented in the manufacturing career cluster pathway with coursework leading into an AAS in Welding. The Advanced Welding Certificate is designed to provide students with opportunities to acquire knowledge and develop technical skills needed to progress in the welding industry beyond entry-level employment. The graduate will be proficient in SMAW, GMAW, FCAW, OAW, PAC, and GTAW procedures, mathematic calculations, reading blueprints, and safety operations.

Item #9.1
December 3, 2021

Curricular Information: Welding A.A.S. degree - The curriculum includes 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in metal preparation, gas metal arc welding (GMAW), GMAW applications and flux core arc welding (FCAW), welding blueprints, industrial safety, shielded metal arc welding (SMAW) basics, advanced welding, gas tungsten arc welding (GTAW), welding applications, welding test evaluation, machine tool fundamentals, metallurgy fundamentals, automated welding applications, manufacturing processes, total quality management, career skills for industry, and two fabrication courses that provide real-world learning opportunities.

Advanced Welding Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 31 credit hours. Career and technical coursework includes instruction in metal preparation, GMAW, GMAW applications and FCAW, welding blueprints, industrial safety, SMAW basics, advanced welding, GTAW, welding applications, welding test evaluation, and career skills for industry.

Both programs were developed according to guidelines for National Coalition of Certification Centers (NC3) and Lincoln Electric Education Partner Schools (LEEPS) accreditation in welding. The proposed degree and certificate will prepare individuals for the following NC3 certifications: Introductory GMAW, Advanced GMAW, Introductory FCAW, Advanced FCAW, Introductory GTAW, Introductory SMAW, Advanced SMAW, and Welding Safety.

Assessment of student learning for both programs will be achieved through evaluation of the student’s performance during the required fabrication labs by program faculty. The proposed programs provide a continued educational ladder opportunity for students completing the College’s recently approved Basic Certificate in Welding.

Accrediting Information: The college has acquired NC3/LEEPS program for the proposed welding programs. This accreditation will allow students to sit for the related credentialing exams.

Justification for Credit hours required: The certificate program exceeds 30 credit hours in total due to the required career skills for industry course. The course is included in both the related Basic Welding Certificate and the proposed Welding A.A.S. degree. The course was added to the proposed Certificate program based on the recommendation of Advisory Committee members and local employers.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to welding is expected to increase statewide by about 2.5% through the year 2028.

Table 1: Employer Partners

Employer	Location
Fusion Tech	Roseville, IL
Heat & Control	Galesburg, IL
CNH Industrial	Burlington, IA
Deere & Company	Moline, IL
Lincoln Electric	Bettendorf, IA
Kress Corporation	Brimfield, IL
Alexis Fire Equipment	Alexis, IL
SJ Smith Company	Davenport, IA
BDi Screens	Galesburg, IL
Martin Tractor	Galesburg, IL
Carthage Systems	Carthage, IL
Yetter Farm Equipment	Colchester, IL
Midstate Manufacturing	Galesburg, IL

Pegasus Manufacturing	Galesburg, IL
-----------------------	---------------

Table 2: Projected Enrollments

Welding AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	16	20	24
Part-Time Enrollments:	-	-	-
Completions:	8	8	10

Advanced Welding Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	24	30	36
Part-Time Enrollments:	-	-	-
Completions:	24	30	36

Financial / Budgetary Information: The programs will require one (1) new full-time and one (1) new part-time faculty the first year. Qualified faculty will hold at least one year work experience in welding, the required welding certification (competency specific), and some teaching experience is preferred, but not required. All necessary facilities, equipment and consumables are in place to adequately implement these programs. The programs will be otherwise supported fiscally with student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$39,840	\$40,370	\$41,290
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$39,840	\$40,370	\$41,290

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	1	0	0	0	0
Existing Faculty	1	1	2	2	2	2

College of DuPage
Internet of Things Proficiency Certificate (36 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment in the use, creation and application of Internet connected devices in hardware, software, and networking environments.

Catalog Description: The Internet of Things (IoT) Proficiency Certificate is designed for students who have already earned an associate's or bachelor's degree in a technical field and/or are employed in a technical industry. This certificate prepares students to design and develop applications using Internet connected single-board computers and sensor devices.

Curricular Information: The certificate program requires 36 credit hours of career and technical education coursework. Career and technical coursework includes instruction in networking, networking security, Windows Command Shell, HTML and CSS, programming logic and technique, human and computer

Item #9.1
December 3, 2021

interaction, Linux/Unix Operating Systems, JavaScript programming, Python programming, web connected devices, and building Internet of Things devices. Assessment of student learning will be achieved through evaluation of a comprehensive project in two of the final courses of the program, including both faculty and peer review. The program will prepare graduates for optional CompTIA certifications in Network+ and Security+.

Justification for Credit hours required for the degree: The proposed curriculum was developed according to input from employer partners and industry professionals for minimum education and skills needed for employment in this specific field. Employer partners indicate graduates of the proposed program would be prepared for positions as designers, creators and maintainers.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “computer software applications developers” is expected to increase by 15.9% Statewide through 2028.

Table 1: Employer Partners

Employers	Location
Nokia, IIT	Naperville, IL
Navistar	Lisle, IL
Grant Thornton	Downers Grove, IL
The Chamberlain Group	Oak Brook, IL
Instec Research & Technology	Naperville, IL
workNet Dupage	Lisle, IL

Table 2: Projected Enrollments

	First Year	Second Year	Third Year
Medical Assisting Certificate			
Full-Time Enrollments:	0	0	0
Part-Time Enrollments:	15	30	48
Completions:	0	0	10

Financial / Budgetary Information: One (1) existing full-time and two (2) existing part-time faculty will be necessary to implement the program. Qualified faculty will hold Bachelor’s degree in Computer Science or closely related field, have at least five years of related work experience, and two years teaching experience preferred. All facilities are adequately in place. Costs associated with implementation relate to hiring qualified faculty. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	0	0	\$85,800
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	\$0	\$0	\$85,800

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	0	0	0	1	1

Existing Faculty	1	2	1	2	1	2
------------------	---	---	---	---	---	---

Elgin Community College
Medical Assisting Certificate (30 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as medical assistants in a variety of healthcare settings.

Catalog Description: A Medical Assistant program prepares students to assume the role of a Medical Assistant in a variety of healthcare settings including outpatient or ambulatory care facilities, such as medical offices and clinics. Per the Bureau of Labor Statistics, Medical Assistants perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by a physician.

Curricular Information: The certificate program requires three (3) credit hours of general education coursework, 13 credit hours of required career and technical education coursework, and 14 credit hours in medical assisting and clinical practicum. Career and technical coursework includes instruction in medical terminology, introductory medical assisting, phlebotomy, medical billing and coding, a medical assisting capstone, and medical assisting practical learning. Assessment of student learning will be achieved through evaluation of the student’s performance during their work-based learning experience. The program will prepare graduates for optional credentialing through the American Association of Medical Assistants (AAMA) as a Certified Medical Assistant (CMA) and/or a Registered Medical Assistant (RMA).

Justification for Credit hours required for the degree: NA.

Accrediting Information: The curriculum was developed according to industry standards under the guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assistant Education Review Board (MAERB).

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “medical assistants” is expected to increase by 6.1% Statewide through 2028. Employment of “phlebotomists” is expected to increase by 14.5% Statewide through 2028.

Table 1: Employer Partners

Employers	Location
Advocate Health Care-Sherman Hospital	Elgin, IL
Greater Elgin Family Care Center	Elgin, IL
Northwestern Medicine-Kishwaukee Cancer Center	DeKalb, IL

Table 2: Projected Enrollments

Medical Assisting Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	20	20	20
Part-Time Enrollments:	0	0	0
Completions:	0	18	18

Financial / Budgetary Information: One (1) new full-time and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate’s degree in Medical Assisting, hold a current CMA or RMA credential, at least three years of work experience as a medical assistant, and one year teaching experience preferred. All facilities are adequately in place.

Item #9.1
December 3, 2021

Costs associated with implementation relate to hiring qualified faculty and program accreditation. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$72,000	\$79,000	\$82,000
Administrator Costs	\$90,000	\$93,000	\$96,000
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	\$162,000	\$174,000	\$183,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	1	1	0	0	0	0
Existing Faculty	0	0	1	1	1	1

Item #10.1
December 3, 2021

UNAPPROVED

Agenda
447th Meeting of the
Illinois Community College Board

Join Zoom Meeting
<https://us02web.zoom.us/j/81512493735?pwd=QXhCelJQV1IGQWxQR2twUTINUIBkdz09>

Meeting ID: 815 1249 3735
Passcode: Futsm9

One tap mobile
+13126266799,,81512493735#,,,,*612452# US (Chicago)
Dial by your location
+1 312 626 6799 US (Chicago)
Meeting ID: 815 1249 3735
Passcode: 612452

September 17, 2021

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 17, 2021 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:00 a.m. and asked Ann Knoedler to call roll. The following Board members were present on the call: Craig Bradley, Paige Ponder, Larry Peterson, Terry Bruce, Lynette Stokes, Suzanne Morris, Teresa Garate, Nick Kachiroubas and Jaleel Harris, Student Board member, were present. An-Me Chung was absent at the time roll call was taken but should arrive later and will be documented. A quorum was declared.

Item #2 – Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Chair Lopez called the meeting to order with the following statement: Though the Governor's disaster proclamation does not in person meetings are necessarily infeasible, the head of a public body may determine that an in-person meeting is not practical or prudent given the disaster. Given the onset of the delta variant, I have made that determination, hence we find ourselves now meeting remotely. He stated that he does anticipate the same plan for September 17th, assuming the Governor reissues the disaster proclamation. It is important to note that as a part of this determination, the ICCB will be keeping a verbatim recording of this meeting for a period of 18 months, as required by law. This zoom meeting will be recorded. Also, to be noted, ICCB staff, Jeff Newell, is present at the ICCB 2nd floor conference room, per requirements of the OMA law. The [Governor's disaster proclamation was filed on 8/20](#) and expires on 9/20.

Chair Lopez welcomed the two new Board members recently appointed to the Board and allowed them to introduce themselves:

- An-Me Chung - appointed (pending senate confirmation) on August 30th, 2021.
- Craig Bradley - appointed (pending Senate Confirmation) on September 8, 2021.

Chair Lopez announced the recommendation of Dr. Lynette Stokes to Governor Pritzker’s office to be appointed to the Illinois’ Taskforce on Campus Sexual Misconduct Climate Surveys. There was some hesitation to ask Dr. Stokes to serve given how busy College Presidents are right now, with COVID and the vaccine mandate, among the “regular” work of educators; however, Dr. Stokes voice from the campus perspective is absolutely essential in any conversation about sexual misconduct on campus. Dr. Stokes graciously agreed and indicated that this is in line with some work that the campus is already doing. Chair Lopez thanked Dr. Stokes for agreeing to be recommended and look forward to updates as this work gets off the ground.

On behalf of the Board, Chair Lopez thanked the 48 community colleges for their dedication to the staff and students of the community college system, as they once again pivot quickly to implement the requirements of Governor Pritzker’s COVID vaccine mandate. This requires a lot of work in implementing the mandates and brings many types of challenges associated with it.

* * * * *

An-Me Chung joined the meeting at 9:07 a.m.

* * * * *

Item #2.1 - Adult Education Week Resolution

Vice Chair Suzanne Morris read the following Resolution for Adult Education & Family Literacy Week:

WHEREAS, on November 3, 1966 the Adult Education Act was signed into law by President Lyndon Johnson establishing a new education system comprised of a partnership between the federal government and the states; and

WHEREAS, in Illinois close to 1 million residents lack basic academic skills and over 2.7 million residents speak a language other than English in their home; and

WHEREAS, the national and state economy is transforming into a knowledge-based economy where 65% of jobs in the United States requires some level of postsecondary education; and

WHEREAS, the purpose of Adult Education is to assist adults become literate and obtain the knowledge and skills necessary for self-sufficiency and assist adults who are parents develop the skills to be full partners in their child’s education; and

WHEREAS, Adult Education and Literacy instruction is an essential strategy addressing inequities in access to learning opportunities and is instrumental in Illinois’ recovery efforts from the Covid-19 pandemic; and

WHEREAS, the focus of adult literacy provides individuals with Integrated Education and Training (IET) and Bridge programs designed to accelerate and connect the adult literacy instruction with technical or workforce training leading to industry-recognized/postsecondary credentials and meaningful employment; and

WHEREAS, through the challenges brought on by COVID-19 and its impact on education, the Illinois Community College Board and its network of diverse providers remained steadfast in providing adult learners with high quality education access; and

WHEREAS, a network of over 50,000 adult learners access adult literacy instruction annually and are provided with career and workforce preparation to improve the Illinois’ talent pipeline;

THEREFORE, BE IT RESOLVED, that the Illinois Community College Board do hereby proclaim September 19 – 25, 2021 as Adult Education and Family Literacy Week in Illinois to raise public awareness about the importance of adult education, workforce skills, and family literacy; and be it further

RESOLVED, the we recognize the teachers, adult educators, community partners and thousands of adult learners for their efforts, persistence, and accomplishments.

Item #3 - Board Member Comments

Each Board member welcomed the two new members and introduce themselves adding a bit about their own backgrounds.

Item #3.1 - Illinois Board of Higher Education Report

There was no update.

Item #4 – Executive Director Report

Executive Director Brian Durham first welcomed the new Board members to the Board. Dr. Durham then went on to congratulate all the many adult education providers that are in the system, which are approximately 78 to 80 or so providers that provide adult education to the system, which includes the community colleges, as well as a number of community based organizations. In light of it being Adult Education Week, ICCB acknowledges their hard work in order to help students and connect these students with opportunities in workforce and post-secondary education. Dr. Durham introduced the ICCB executive staff and explained their job responsibilities for the new Board members information.

Dr. Durham introduced a few new ICCB staff members as well as acknowledged staff member Nora Rossman, Office Administrator, who is retiring after 14 years with the agency.

Dr. Durham stated the staff have been working closely with the community college presidents to help assist them in the implementation of the vaccine mandate put into effect by the Governor’s executive order. Many meetings have taken place to work through the details.

Currently, ICCB staff is working on a pre-set schedule of presentations on topics for upcoming Board meetings. Dr. Durham asked that the Board members share their thoughts and suggestions. This will help the Board members as well as the staff be prepared of what will be discussed during each upcoming Board meeting throughout the year.

Lastly, ICCB just signed an intergovernmental agreement with Southern Illinois University in Carbondale that will guarantee transfer for community college students in a set of specific programs into an online program bachelor's degree with SIUC to smooth the path for community colleges. So colleges will have an opportunity to sign on to that agreement and will not have to do an individual negotiation each time that SIUC approaches them. It also includes a \$4000 scholarship for students that transfer for each year that they enroll in the particular programs. This will be included as an information item in the December 3rd Board meeting materials.

* * * * *

Chair Lopez moved item #6 – Advisory Organizations ahead of item #5 – Committee Reports.

* * * * *

Item #6 - Advisory Organizations

Chair Lopez announced Dr. Julia DiLiberti, speaker for item #6.4 - Illinois Community College Faculty Association, will be speaking before the other organizations.

Item #6.4 - Illinois Community College Faculty Association

Dr. Julia DiLiberti stated the annual conference named the “Year of the Pandemic”. During the conference, people will be telling stories of what the pandemic brought to their campus. The

conference will be 100% virtual on November 12th from 8:45 to 3:30. Board member Suzanne Morris thanked all the faculty for their hard work and adaptation through the pandemic.

Item #6.1 - Illinois Council of Community College Presidents

Dr. Jonathan Bullock stated the meetings are still being conducted virtually. The retreat has been postponed. The main focuses will be on a plan for enrollment post COVID-19, the financial stability of the community colleges post COVID-19, collaborative adventures between community colleges, DEI focus, capitol funding projects, and legislative advocacy focused on MAP grants.

Item #6.2 - Illinois Community College Trustees Association

Mr. Jim Reed stated the Council held their executive committee retreat back in August and held their regular scheduled meeting in September. All the community colleges in Illinois are a part of the association. Many have began holding retreats again. The Joyce proposal that the ICCTA had put forth which continues to pursue avenues around the community college baccalaureate. This is an opportunity that should be afforded to the community colleges, but some of the strategies that have been used in the past have been a little bit divisive. So ICCTA has partnered with both Deb Bragg and Tim Harmon to conduct research with MC and bring back some data that reflects workforce needs around the state which will then overlay the educational opportunities or lack of opportunities across the state. Hopefully in the coming year, ICCTA will develop a proposal that reflects workforce needs and align with education. In the New Year, the ICCTA will also be conducting focus groups in four regions of the state consistent with that proposal. The grant itself is worth \$75,000 which helps complete this work. Also, the ICCTA is now providing the leadership training online. The trustees who were not able to attend the June meeting in person are encouraged to complete the training online. During the recent meeting, there was a seminar that addressed the issues of mental health. The annual national meeting will be held in San Diego in October.

Item #6.3 - Adult Education and Family Literacy

Ms. Ginger Harner shared the information from their final report from FY21 work and the recommendations in moving forward in FY22. The FY21 work was focused in three areas. Those were providing support services remotely, recruiting and onboarding students remotely, and lastly, on equity. The first two committees were charged with evaluating emerging practices and disseminating those practices directly to the field so that practitioners could have the tools they needed to change up their games during the pandemic. The first committee on remote support services created a comprehensive toolkit that served as a framework of strategies and tools and resources for colleges to engage and re-engage students to help them address barriers and to aid in retention during the pandemic. The recommendation of that committee is to keep that toolkit available as a living document on the excellence and adult ed website. The second committee looked at recruiting and onboarding students remotely. Their recommendations were to create a statewide marketing plan to assist programs and reaching students. Their second recommendation was creating a repository of marketing materials in multiple languages. The last recommendation was to consider ease of access in program locations. The last committee was on equity. This committee was charged with evaluating trends and enrollment to look at the index of need and to see if students that need help are being reached. They also specifically look at trends in ICAP and transit programs. The recommendation of that committee includes looking at the end of the year data to truly see where they are missing students. In the upcoming year, the group will be looking at Digital Equity, discussing workforce and service integration, and looking at workplace literacy. In terms of digital equity, the group will be looking at both at access and digital literacy. These workgroups have begun and will be moving forward into that work.

* * * * *

Item #6.5 – Student Advisory council, Jaleel Harris, will give his report after the break.

The Board took a break at 10:08 am and returned at 10:17 am.

* * * * *

Item #6.5 - Student Advisory Council

Student Board member, Jaleel Harris, did not have any updates at this time. However he did attend an IL Board of Higher Education which was very interesting.

Item #5 - Committee Reports

Item #5.1 - Finance, Budgeting, Accountability and External Affairs Committee

The committee met on the morning of September 17th at 8:00a with Terry Bruce, Larry Peterson and Lynette Stokes and discussed the following items: Timeliness of State Payments – the State is currently up to date on their payments, Public Relations and Marketing Update-Economic Impact Study Press Conference and the State is currently celebrating Adult Education Week; Spring 2022 Legislative Proposals; Legislative Update – information item included in the packet; and Illinois Postsecondary Profiles – New Equity Profiles.

Item #5.2 - Academic, Workforce, and Student Support Committee

The committee met on the morning of September 17th at 8:00a with Paige Ponder, Suzanne Morris, Teresa Garate, Nick Kachiroubas, Jaleel Harris, and Craig Bradley and discussed the following items:

- Strategic Initiatives, which included:
 - Learning Renewal - ICCB received \$10,425,000 in federal Governor’s Emergency Education Relief Funds (GEERF) II funding to support implementation of key aspects of the guide, Colleges must submit a Learning Renewal Plan, released on September 2, due September 30, and ICCB reserves the right to extend this funding through the end of FY2023.
 - High Impact Tutoring - A Learning Renewal initiative to focus on High-impact tutoring practices to support the learning and social/emotional well-being of students in the wake of the pandemic and focused 1:1 and small group tutoring, collaboration between institutions of higher education and K-12 school districts of need in six regions across the state have been developed, two-year project (AY 2022 and 2023), and expected to begin in the spring 2022 semester.
- High School Equivalency – specifically name change consideration and educational testing services (ETS) Changes – Changes the name of the High School Equivalency Certificate to State of Illinois High School Diploma, High school equivalency standards are aligned to the College and Career Readiness Standards provided by the U.S. Department of Education’s Office of Vocational and Adult Education, which are in turn aligned to the Common Core State Standards utilized by K-12 education, candidates who complete an Illinois High School Equivalency Certificate demonstrate achievement of the equivalent of a K-12 education and readiness to move forward into postsecondary education or the workforce.
 - Reasons: Employers and educational institutions often place more value in a Diploma; the potential for discrimination based on the name of the candidate’s credential – rather than the educational level the credential demonstrates the candidate has achieved – presents an equity issue for individuals who have earned their Illinois High School Equivalency Certificate that may act as a barrier to their future success; and, the proposed name change is an effort to bring high school equivalency completion on par with high school completion by naming both awards a diploma.
- Educational Testing Service (“ETS”) has agreed to sell its High School Equivalency Testing business (“HiSET”) to PSI Services LLC, which will involve an assignment of ETS’s rights, title and interests in and relating to the Contract to PSI. PSI has agreed to assume all of ETS’s executory obligations post-closing, which includes all contract agreements with the ICCB including any vouchers and release of data. ICCB staff have met with ETS and PSI staff. ETS will maintain a partnership with PSI for up to year to ensure the successful transition. This change will occur immediately upon approval of the ICCB at the December 2021 Board meeting.
- Workforce Education – which includes:

Item #10.1
December 3, 2021

- Ability to Benefit Plan - also an information item. The purpose of Illinois' Ability to Benefit State-Defined Process is to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion.
 - Next steps: Informational Webinars for Institutional Sign On: September 27 and October 1; Submit to U.S. Department of Education in November; Adjust data collection methods in order to appropriately track and monitoring ATB usage; and Implementation to begin July 1, 2022.
- Item #7 the presentation on Adult Education and the New Units were also reviewed.

Item #7 - Adult Education: Responding to the Future of Work Presentation

This presentation provided an overview of the implementation of Adult Education and Literacy programming by the Illinois Community College Board as authorized by the Workforce Innovation and Opportunity Act of 2014. Adult education aims to serve the diverse need of those who lack basic literacy, knowledge, and skills as well as immigrants and English language learners by providing a wide variety of instructional services and supports. The presenters shared provider and funding information, the strategic goals and initiatives driving adult education implementation, as well as current challenges. The presentation concluded with two local providers of adult education as well as an adult education program graduate student sharing information about their program and highlighting student success stories. Tina Raymond-Carter, Adult Education Administrator for A Safe Haven, which is a Community-Based Organization Adult Education Provider, shared information on the organization, which include: mission- aspire, transform, sustain those individuals who are homeless or in crisis; partnerships with ABE/ASE (HSE), Student Support Bridge/IET: Culinary, Security & Soon Welding; and shared current challenges - COVID-19 & Enrollment, Complex Trauma, Marketing, and Overcoming/Adapting. Khrystyna Sanborn, Heartland Community College Assistant Director, Adult Education Instruction, spoke about the community that is served, about the adult education program, partnerships, bridge and IET work, and current challenges. Kelaia Claveria, Heartland Community College Graduate, spoke about her experience as a graduate student in the adult education program.

Item #8 - New Units

Item #8.1 - Richard J. Daley College, College of DuPage, Illinois Valley Community College, Heartland Community College, Kennedy-King College, Olive-Harvey College, Harry S. Truman College

Nick Kachiroubas made a motion, which was seconded by Paige Ponder, to approve the following items:

The Illinois Community College Board hereby approves the following permanent new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Richard J. Daley College

- Industrial Supervision Engineering Technology A.A.S. degree (61 credit hours)
- Industrial Supervision Engineering Technology Certificate (30 credit hours)
- Mechatronics Engineering Technology A.A.S. degree (61 credit hours)
- Mechatronics Engineering Technology Certificate (30 credit hours)

College of DuPage

- Web Development A.A.S. degree (67 credit hours)

Illinois Valley Community College

- Dental Assisting A.A.S. degree (60 credit hours)

Heartland Community College

- Electric Vehicle Technology A.A.S. degree (60 credit hours)

Item #10.1
December 3, 2021

- Electric Vehicle Technology Certificate (33 credit hours)
- Trades Management A.A.S. degree (60 credit hours)

Kennedy-King College

- Networking Systems and Technologies Associate in Applied Science (A.A.S) degree (61 credit hours)
- Networking Systems and Technologies Certificate (30 credit hours)

Olive-Harvey College

- Networking Systems and Technologies Associate in Applied Science (A.A.S) degree (61 credit hours)
- Networking Systems and Technologies Certificate (30 credit hours)

Harry S. Truman College

- Barbering A.A.S. degree (65 credit hours)
- Cosmetology A.A.S. degree (65 credit hours)

A roll call vote was taken with the following results:

Craig Bradley	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #9 - Adoption of Minutes

Terry Bruce made a motion, which was seconded by Larry Peterson, to approve the following items:

Item #9.1 - Minutes of the June 4, 2021 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the June 4, 2021 meeting as recorded.

Item #9.2 - Minutes of the June 4, 2021 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the June 4, 2021 meeting as recorded.

Item #9.3 - Minutes of the August 19, 2021 Retreat

The Illinois Community College Board hereby approves the Board minutes of the August 19, 2021 meeting as recorded.

Item #9.4 - Minutes of the August 19, 2021 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the August 19, 2021 retreat as recorded.

A roll call vote was taken with the following results:

Craig Bradley	Abstain	Suzanne Morris	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Abstain	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Craig Bradley and An-Me Chung abstained. Student advisory vote: yes.

Item #10 - Consent Agenda

Larry Peterson made a motion, which was seconded by Nick Kachiroubas, to approve the following items:

Item #10.1 - Certification on Eligibility for Special Tax Levy

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2021 and/or received an equalization grant in fiscal year 2022; and
2. Had combined educational and operations and maintenance purposes tax rates less than 29.07 cents per \$100 of equalized assessed valuation.

Item #10.2 - Cooperative Education Agreement Between Heartland Community College and Illinois Laborers' & Contractors' Joint Apprenticeship & Training Program

The Illinois Community College Board hereby approves the Cooperative Education Agreement between Heartland Community College and the Illinois Laborers' & Contractors' Joint Apprenticeship & Training Program.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #11 - Information Items

There was no discussion.

Item #11.1 - Fiscal Year 2021 and 2022 Financial Statements

Item #11.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #11.3 - Illinois Ability to Benefit Alternative State Plan

Item #11.4 - Spring 2021 Legislative Report

Item #12 - Other Business

There was no other business.

Item #13 - Public Comment

There was no public comment.

Item #14 - Executive Session

The Board did not go into Executive Session.

Item #15 - Approval of Confidentiality of Executive Session Minutes

Nick Kachiroubas made a motion, which was seconded by Teresa Garate, to approve the following motion:

Item #10.1
December 3, 2021

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020 are to remain confidential. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #16 - Executive Session Recommendations

There were no recommendations.

Item #16.1 - Employment/Appointment Matters

Item #16.2 - Minutes of Closed Sessions

Item #17 - Adjournment

Lynette Stokes made a motion, which was seconded by Craig Bradley, to adjourn the Board meeting at 11:40 a.m.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2022 REGULATORY AGENDA**

The Joint Committee on Administrative Rules (JCAR) is a bipartisan legislative oversight committee that has been delegated the responsibility to ensure that the laws enacted by the General Assembly are appropriately implemented through administrative law. Each year, JCAR requires the Board and all state agencies to publish in the *Illinois Register* a regulatory agenda detailing the scope of upcoming rulemaking activity that the Board is considering but has not filed a formal notice of proposed rulemaking activity.

The January 2022 Regulatory Agenda is being submitted to the Board for approval and then will be published in the *Illinois Register* pursuant to the Illinois Administrative Procedure Act (5 ILCS 100).

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2022 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE
BOARD JANUARY 2022 REGULATORY
AGENDA

- a) Part (Heading and Code Citations): Administration of the Illinois Public Community College Act, 23 Ill. Adm. Code 1501
 - 1) Rulemaking:
 - A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the postsecondary career and technical education program.
 - B) Statutory Authority: Public Community College Act [110 ILCS 805]
 - C) Scheduled meeting/hearing dates: None have been scheduled.
 - D) Date agency anticipates First Notice: July 2022
 - E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
 - F) Agency contact person for information:
Matt Berry
Rules Coordinator

Item #11.1
December 3, 2021

Illinois Community College Board
401 East Capitol Avenue Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

2) Rulemaking:

A) Description: The Board anticipates possible amendments to its administrative rules to conform with the Grants Accountability and Transparency Act.

B) Statutory Authority: Grant Accountability and Transparency Act [30 ILCS 708/]

C) Scheduled meeting/hearing dates: None have been scheduled.

D) Date agency anticipates First Notice: September 2022

E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

b) Part (Heading and Code Citations): New Part Assignment Pending

1) Rulemaking:

A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the adult education program.

B) Statutory Authority: Public Community College Act [110 ILCS 805]

C) Scheduled meeting/hearing dates: None have been scheduled.

D) Date agency anticipates First Notice: October 2022

Item #11.1
December 3, 2021

E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College
Board 401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-
7411 Fax: 217/524-
4981

G) Related rulemakings and other pertinent information: None

c) Part (Heading and Code Citations): New Part Assignment Pending

1) Rulemaking:

A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the high school equivalency testing and certification program.

B) Statutory Authority: Public Community College Act [110 ILCS 805]

C) Scheduled meeting/hearing dates: None have been scheduled.

D) Date agency anticipates First Notice: May 2022

E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.

F) Agency contact person for information:

Matt Berry
Rules Coordinator
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-
7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

BACKGROUND

The Board and all state agencies have the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The regulatory agenda gives the public notice and allows them to comment on rules that the Board is considering in the upcoming year. Adoption of the regulatory agenda does not preclude the Board from adopting a rule that has not been summarized in a regulatory agenda or from adopting a different rule from the one summarized in a regulatory agenda. The Board is also not required to adopt any rule summarized in a regulatory agenda.

Illinois Community College Board

**INSTITUTIONAL AND ACADEMIC ALLIANCE INTERGOVERNMENTAL AGREEMENT
BETWEEN REND LAKE COLLEGE AND SOUTHEASTERN ILLINOIS COLLEGE**

For the past several years, Rend Lake College and Southeastern Illinois College have worked together in an effort to strengthen their institutions during challenging times of decreased enrollment, funding, and resources. Their mutually beneficial relationship has been a collaborative effort that has consisted of academic offerings, student services, and campus operations. The sharing of certain programs and services has maximized the utilization of finances, facilities, equipment, and personnel of each institution to provide educational services which might otherwise be impracticable for either of the parties individually.

To formalize this partnership, the Institutional and Academic Alliance Intergovernmental Agreement, solidifies the support of both institutions' Boards and Administration as the two colleges continue to collaborate and share resources. This agreement does not change control, structure, or governance of either institution.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Institutional and Academic Alliance Intergovernmental Agreement Between Rend Lake College and Southeastern Illinois College.

**Institutional and Academic Alliance
Intergovernmental Agreement**

Between

Rend Lake College and Southeastern Illinois College

The purpose of this Agreement is to provide guidance and timely direction for a deliberative, systematic convergence of services, operations, and academics at various levels of engagement between Rend Lake College (“RLC”) Community College District #521 and Southeastern Illinois College (“SIC”) Community College District #533.

Recitals

Whereas, RLC and SIC, like many community colleges in the nation, are under great pressure from multiple sources; and,

Whereas, RLC and SIC have for many years successfully managed their resources in challenging times including the great Illinois budget impasse of 2016 by reductions, creative revenue streams, as well as other means; and,

Whereas, financial constraints from state and local venues make it difficult for RLC and SIC to maintain revenues that exceed expenses in some areas; and,

Whereas, national, state, and local data project major declines in high school graduates entering college for many years; and,

Whereas, many colleges in many states such as Arkansas, Georgia, Minnesota, Kentucky, Louisiana, and Connecticut have undergone similar arrangements as what is proposed in this document; and,

Whereas, RLC and SIC desire to expand educational and operational services to the greatest number of stakeholders, chiefly students, in each district served by the parties; and,

WHEREAS, the parties hereto believe this Agreement should be one of the means to establish a viable method of cooperation between the parties hereto; and,

Whereas, each institution, as authorized by respective voter referendum, will retain autonomy as individual taxing districts; and,

Whereas, by means of this agreement, the parties hereto desire to share programs and services of each institution and thereby maximize the utilization of the finances, facilities,

equipment, and personnel of each institution, and by so doing, provide educational services which might otherwise be impracticable for any of the parties individually; and,

Whereas, RLC and SIC can enter into this Intergovernmental Agreement per authorization from the Illinois Intergovernmental Cooperation Act (5 ILCS 220) and Illinois Community College Act; and,

Whereas, this Agreement supersedes and takes the place of any and all prior cooperative agreements, and that all said prior agreements are hereby terminated; and,

Whereas, RLC and SIC are keenly aware of enrollment data such as that recently cited by Inside Higher Education (see **Appendix A**) as well as the benefits to counter such obstacles to independent operations (see **Appendix B**); and,

Whereas, RLC and SIC desire to address such obstacles by entering into a mutual relationship that shares valuable resources to serve students whereby each institution maintains its own sovereignty yet are aligned in a mutualistic relationship so that each institution has a net benefit from an inter-organizational merger occurring over time at strategic points of intersection through a democratic process.

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the parties hereto agree as follows:

That this institutional and academic alliance between RLC and SIC will go into effect once both boards ratify this agreement in full agreement with the attached particulars to the alliance arrangement.

- I. Five major types of alignments exist in higher education, and RLC and SIC will adopt Type 1 whereby these two higher education institutions (HEIs) share only partially, involving some programs, functions, and departments but not others. Independence of each HEI remains, given voter referendum and state statute, but multiple fusions of services will occur and grow over time. (See **Appendix B** and **Appendix C**.)
- II. RLC and SIC recognize and follow the **five phases** of this collegiate alliance process:
 - a. Exploration and consideration (*completed in past*)
 - b. Pre-alliance (*completed in past*)
 - c. Alliance (*current stage*)
 - d. Early post-alliance (*future*) (See **Appendix D** and **Appendix E**.)
 - e. Late post-alliance (*future*) (See **Appendix D** and **Appendix E**.)

- III. RLC and SIC recognize and will engage the seven **essential elements** for alliance success:
 - a. Leadership
 - 1. A committed and understanding governing body
 - 2. The right leadership
 - b. Communication
 - 3. A compelling unifying vision (Step to be completed)
 - 4. An appropriate sense of urgency (Step to completed)
 - 5. A robust and redundant communication plan (Step to completed)
 - c. Process
 - 6. A strong project management system (Step to completed)
 - 7. Sufficient dedicated resources (Step to completed)

- IV. RLC and SIC will create an equal and competent team to engage in a detailed **feasibility planning process** in order to address (1) guiding principles and philosophy (completed), (2) expected outcomes of the alliance arrangement by functional area, (3) opportunities for success by functional area, (4) obstacles to engage by functional area, (5) phases of goals by functional area, (6) communication strategies by functional area, (7) regulatory engagements for each functional area, and (8) assessment measures for each functional area. (See **Appendix C.**)
 - a. This plan will be incremental, not transformative.
 - b. It will be inclusive.
 - c. It will be consensus-driven.
 - d. It will be moderately aspirational yet grounded in actionable and achievable outcomes.
 - e. The planning process will be carefully documented following a timeline. (See **Appendix D** and **Appendix E.**)

- V. RLC and SIC adopt these **guiding principles and philosophy** to guide this Agreement:
 - a. Maintain both main campuses and satellite campuses as independent entities per voter referendum.
 - b. Maintain independent yet collaborative student identification.
 - c. Maintain independent component units and endowments.
 - d. Maintain independent regional accreditation but look for intersections of departmental specialized accreditation.
 - e. Maintain fiscal independence in terms of creditors and auditors.
 - f. Maintain independent staff unless through attrition or enrollment challenges whereby merged operations and services may be engaged.
 - g. Maintain a single team from both colleges to continuously evaluate and determine available points of intersection of shared operations and services.

- h. Board of Trustees will remain independent as elected officers of their representative taxing districts, but there will be an annual joint meeting of the two boards to hear updates, efficiencies, and savings of this alliance.
 - i. The two college boards will meet once-a-year rotating meetings on campuses.
 - ii. Chairs of each board should have other chances for communication during the year set at a minimum of once a quarter unless otherwise determined.
- i. Executive leadership teams from each college will meet a minimum of twice annually. Functional unit work sessions and meetings are expected throughout a year.
- j. These meetings will update shared services and programs as well as future plans.
- k. Legal services will remain autonomous unless the Boards come to a different agreement.

VI. Leadership

- a. A formal leadership infrastructure will consist of functional area role characters.
- b. A performance management system with regular communication is considered necessary.
- c. Performance reviews maybe perfunctory.
- d. CEOs will guide the teams on each campus to achieve the goals of this alliance agreement.
- e. All operational functions will work cooperatively and collaboratively remaining goal-oriented at all times to: share resources, partner on vendor services as much as possible and over time, and integrate more centrally over time via opportunities such as attrition, as an example.

VII. Calendar

- a. Every attempt to align academic calendars as much as possible will be conducted and continued.
- b. This project will be completed as early as possible and may be phased in as needed with the goal of a near or exact calendar.

VIII. Academic Services Reorganization

- a. The institution must revisit its mission and vision statements in relation to academic services and work collaboratively with the sister institution in the delivery of expected curriculum.

- b. These discussions and changes are helpful in that the institution may formulate and place academic programs where they are most needed.
- c. Deleting programs, moving programs, and even adding academic programs can be stressful for the entire institution and should be handled delicately and logically per legal and other requirements.
- d. For this reason, academic affairs and business affairs should be communicating often, and they must keep institutional leaders informed.
- e. Significant Topics: Academic Affairs
 - Academic programs
 - Online programs
 - Continuing education programs
 - Custom training programs
 - Enrollment and admissions
 - Tuition and fees
 - Libraries/Learning Commons
 - Accreditation
 - Credentialing
 - Grants

IX. Student Services Reorganization

- a. A principle goal of most HEI mergers is to make the institution better for its students, and this includes the many services used to help students succeed.
- b. Learning support must facilitate enhanced retention and graduation rates as well.
- c. It cannot be assumed that each merging cohort will benefit from similar services.
- d. Significant Topics:
 - Student enrollment services
 - Student financial aid
 - Student advising
 - Student health and wellness
 - Student success initiative
 - Student life, activities, and programs
 - Student media
 - Student governance
 - Title IX and other regulatory intersections
 - Discipline and other regulations that govern student service processes

X. Advancement and Alumni Relations Reorganization

- a. Foundations will remain legally separate from each college to manage and invest philanthropic dollars.

- b. Collaboration and joint ventures are encouraged and proportionally shared as determined and agreed to by both bodies.

XI. Operational Functions

a. Legal and Regulatory

- State and municipal governments regarding corporate structure
- State or municipal tax requirements
- Auditing agents
- Institutional associations

b. Organizational and Reporting Structure and Process

- Facility management
- Human resources
- Supply chain/procurement
- Legal
- Safety and security
- Strategic planning
- Business development
- Organization/change management
- Policy and procedure alignment

c. Information Technology

- Infrastructure and ERPs
- LMS for online programs
- Digital resources such as e-mail, etc.
- Communication Flow
- Endpoint services and support
- Enterprise and departmentally systems
- Data storage
- Departmental SWOT analysis
- Institutional research
- Cyber security

d. Fiscal Connections

- Bond rating agencies, creditors
- Principles of contractual obligations
- Suppliers
- Purchasers

XII. Marketing

- a. Marketing and media will take on completely new roles after an alliance.
- b. Some marketing materials must be revised, and there must be clear evidence that each campus matters and all stakeholders are valuable.
- c. Branding
- d. Communication/public relations

XIII. Auxiliary Services and Enterprises Reorganization

- a. Multiple auxiliary services and enterprises will require more consideration during a merger.
- b. Both institutions may need to determine what elements may intersect.
- c. Outside contracts may require renegotiation.

XIV. Athletics and Extra-Curricular

- a. Possible overlap and/or sharing should be explored.
- b. Special arrangements may need to be agreed upon by all parties.

Appendix A

(Seminal Highlights from Inside Higher Education Publication)

Introduction

- On the last Tuesday of August 2017, Wheelock College and Boston University said they were entering merger talks. Forty-three days later, they announced a deal to have Wheelock become a part of Boston University.
- In late February 2018, Mount Ida College and La Salle College revealed their own merger discussions. Those talks were dead before the end of March. Then in early April, Mount Ida revealed that its land would instead be acquired by the University of Massachusetts. Mount Ida would cease to operate.
- While every situation has its unique factors, it's still valuable to ask what the leaders steering each deal did differently. In the cases of the Boston area mergers, why was Wheelock able to secure an agreement satisfying more of its constituents than was Mount Ida? Did leaders there approach the merger process differently or follow a distinctive pathway? Could either institution have realistically done better for itself? How did those in charge at Boston University and the University of Massachusetts approach the situations?
- Which constituencies need to be heard from when a merger is on the table and how should each group be valued? What unique considerations do leaders of public institutions need to take into account?

Current Climate

- Virtually every indicator points to colleges and universities coming under increasing stress from all sides in the future.
- Revenues have struggled to keep up with rising expenses as cash strapped states limit new funding for universities and as increasing discount rates at private institutions eat into money that would otherwise be captured from rising tuition sticker prices. Borrowing has increased in some cases, adding the pressure of increased debt service onto annual budgets.
- Most importantly, national population projections show significant declines in the number of high school graduates entering the college pipeline in coming years, narrowing the student populations that serve as the lifeblood of traditional educational enterprises.
- Against that backdrop, struggling colleges and universities might decide merging is a better option than alternatives like shrinking, slashing student services, cutting educational offerings or shutting down. They also might decide merging is a more realistic option than growth strategies like adding new programs, changing missions or building online offerings.

- Before such strategies can be considered, it's important to understand exactly what is happening to the market for higher education across the country.
- Harvard Business School professor Clayton Christensen famously predicted for nearly a decade that as many as half of American universities will soon close or go bankrupt. The second is a 2015 projection by Moody's Investors Service that the number of annual small college closures would triple in the coming years to 15, while the number of mergers will double to between four and six or more.
- Almost one in five colleges are really struggling.
- College and university chief business officers have become more likely to agree in recent years that higher education is in the midst of a financial crisis. In 2015 just 56 percent agreed with the idea of an ongoing financial crisis when an annual Inside Higher Education survey asked two years later, 71 percent agreed.

Grim Projections

- The number of high school graduates in the country peaked at 3.47 million in 2013.
- It won't recover to 2013 levels until 2024 and will drop off sharply soon after that.
- Fewer will be in the college-dense regions of the Northeast and industrial Midwest. Fewer students will be white, and more will be students of color.
- Declines in the number of white high school graduates will be offset by growth in the non-white population, but not all groups will see their numbers grow.
- The number of high school graduates in the Midwest is expected to slide from 762,000 in 2013 to 733,000 in 2025.
- Demand for two-year colleges is expected to be worse than demand for college as a whole. That's because parents increasingly have gone to college themselves, which raises the chances their children will enroll at four-year institutions instead of two-year colleges. And in no year between now and 2029 will the number of two-year-college students be more than 2 percent above present levels.
- After the middle of the 2020s, enrollments are expected to plunge by 16 percent in four years.
- Two-year college enrollment is extremely local, which could lead to significant variations between markets.
- Of great concern to many institutions, the hard-hit Midwest and Northeast make up nearly half of the regional higher education market.
- The geographic areas losing the largest percentage of students who are expected to enroll in regional four-year colleges also tend to enroll a larger number of students than those areas expected to post gains.
- It's a good bet that higher education is in for a bumpy ride in the next decade-plus.
- The data suggests many institutions should take a hard look at the future and consider strategies to strengthen themselves, keep the doors open or maybe even wind down operations in an organized manner.

Who is Investigating Collaborations, Alliances, Consortia, Mergers, etc.

- The topic of merging can seem almost taboo among college and university leaders. It's ironic because the higher education sector has a long history of institutions combining.
- Think of Carnegie Mellon University, created through the combination of Carnegie Institute of Technology and the Mellon Institute of Industrial Research in 1967. Another merger that same year, between Case Institute of Technology in Western Reserve University, created Case Western Reserve University.
- George Peabody College, a former normal school with a long history, became a part of nearby Vanderbilt University in 1979. Yale closed a deal to absorb Andover Newton Theological School in 2017.
- Charting the data set of completed transactions makes it clear that mergers have been taking place in considerable numbers for decades. It also seems to indicate a cyclical pattern with a recent increase.
- True mergers between like size institutions might be difficult unless they bring unique aspects to the table. Merging neighboring colleges that are struggling to attract students risks doubling down on weaknesses. Still, it remains possible in theory that such a merger could allow the two sides to dedicate more to their strengths. Cut redundant costs and minimize trouble spots if they are honest with each other about each of those factors.
- Public institutions frequently start working on merging with other public institutions because of outside pressure or because a state system of higher education leader encourages consolidation or politicians push for a change.
- Colleges and universities tend to enter a merger process with other institutions that are geographically close.
- Other legal and accreditation factors contribute to proximity mattering because it is easier to merge and run an institution in a single state rather than it is across state lines.
- The demographics work against the small colleges and therefore are in favor of mergers in the Northeast and the Midwest.

Anatomy of a Union

1. Prepare Internally

- Internal preparation has to start with a sober look at a college or university's current financial position and a realistic examination of its future prospects.
- Before a college can decide to merge or target prospective merger partners, it has to know where it stands financially. Enrollment, programs, revenue labels, endowment size, debt and expenses must all be evaluated.
- Downward trends in some, like enrollment, assets and endowment coupled with upward trends in others, like discount rate, expenses and debt show an institution with an eroding position and signal that an institution needs to make changes.
- Chief business officers often watch a set of key ratios.

- The primary reserve ratio measures whether an institution is flexible enough to support its mission. The viability ratio gauges its ability to cover its debts. The return on net assets ratio is self-explanatory, and the net operating revenues ratio demonstrates whether an institution is living within its means. The composite financial index combines those four markers.
- Beyond the numbers, internal preparation also means deciding what an institution values most in what a prospective merger partner might value most. For example, a struggling small college might decide that its name in a specific program living on are its top priorities.
- Experts caution that it's important to keep the list of must-haves as short as possible, because a laundry list of requirements can cause sides to hold on to too many details instead of making necessary compromises.
- The internal preparation phase is likely to be limited to a small number of leaders - administrators, trustees and perhaps a consultant.
- Another point to consider is that it's a best practice to keep faculty members informed about financial and strategic challenges as part of normal operations. Telling them about challenges only after merger talks are underway is a recipe for difficulty.

2. Find Partners

- Reaching out to familiar faces might increase the chances that some sort of partnership can be struck or strengthened if a full merger proves not to be possible. Partnerships that are less than full mergers can save money, strengthen programs or even pave the way for a full merger in the future.
- Public institutions in these same systems may also find it easier to merge if they already share back-end systems, have pre-existing relationships and serve many of these same students.

3. Perform Due Diligence

- The due diligence stage is about opening the books so that potential merger partners can confirm that their assumptions about each other are correct. It also allows the two sides to address any issues that could cause the merger to be called off down the line.
- Colleges have often set up so-called virtual data rooms so that perspective partners can review key pieces of information that aren't publicly available.
- This is also a good point to discuss the potential transaction costs a merger would bring, costs like branding, investing and updating systems and processes, severance for laid off employees, and other changes with a clear dollar cost. Cost also include human factors, like how much time leaders will be investing in the merger and what support employees will need during or after the transition.
- How far apart are the two sides on values, mission and approach to the world? How hard will it be to bridge the gap?

4. Sign a Nonbinding Memorandum of Understanding

- At this point, the two sides typically enter a period of exclusive talks, going back and forth and working out a litany of details. Then comes the memorandum of understanding, they will have agreed upon the major pillars of the deal, including what the merged institution's name is going to be and what its governance structure will look like.
- Leaders often worry about finding the right time to make the discussions public. Do it too early in the process, and those struggling colleges fear students will be scared away from enrolling.
- On the other hand, waiting too long to announce a deal comes with its own risks. Important constituencies can feel the decision has been made before they had a chance to provide feedback or process the idea of a deal.
- Mergers will require some form of academic integration, after all, and shared governance in higher education gives faculty members significant power on the academic side of operations.
- There is no perfect time to make the announcement, but plenty of bad times exist. The key to good communication is making sure every group understands how they will be affected, say presidents who have been through the process. It's also critical to communicate what the merger is supposed to achieve.

5. Sign an Agreement

- The overall merger process typically takes from one to three years, depending on how aggressive the sides are being and how quickly they manage to work through issues.
- A popular saying is that time kills deals. The risk of complexity and unwanted leaks in miss information only multiplies as negotiations drag out.

6. Put the Agreement into Effect

- Plenty of hard work remains after all the documents are signed, as evidenced by Wheelock and Boston University's experience of mapping individual program pathways for its students. Administrators worked for months, in many cases going student by student.
- As many as 50 to 80 workgroups can be necessary to cover a dizzying array of topics, according to the TIAA Institute's report on mergers. They could include admissions, tenure processes, student and employee representation in governance, human resources, security, information technology, foundations, alumni, and more areas. Personnel issues can be hard to address if merging offices or schools have redundant employees and administrators. Allowing duplicate functions to carry on independently can create conflicting centers of power. Some institutions have tried to minimize this problem by asking that all executives resign and reapply for their positions, but this strategy can fuel turnover and instability.

Institution Type Matters: How Publics are Different

- More cooks pack the kitchen when it comes to mergers between public institutions. In addition to the tangle of student, faculty, alumni, presidential, board and creditor interests swirling around a merger between two private colleges, public mergers involve politicians, and in many cases, state coordinating boards. Unions often hold power as well.
- I think public are harder, in the sense that closing a public location is as close to impossible as you can get, says Barbara Brittingham, president of the New England Association of Schools and Colleges Commission on Institutions of Higher Education. Also, it's harder to do things confidentially at a public institution.
- Remarkably, public mergers occur relatively frequently, considering the added challenges. Almost 40 percent of M&A activity since 2000 has been between two public institutions, according to the TIAA Institute's recent merger report.
- Georgia merged two complementary institutions, a two-year college with a four-year university.
- Campuses didn't close with the Georgia mergers.
- Abraham Baldwin Agricultural College and Bainbridge State College were approved for consolidation even though their campuses sat 80 miles apart.
- Georgia mergers could be considered administrative consolidations rather than full institutional mergers realizing savings from consolidated campuses. But saving money wasn't the point, former Chancellor Hank Huckaby has said.
- When we started the consolidations, our goal was not to save money on the bottom line, Huckabee told *The Albany Herald* in 2015. We wanted to be able to invest more money on academic programs, and that is what we've done in every case.
- Take time to fertilize the ground before you start plowing, Spaulding says. Make sure you go out and talk to the legislators, get opinions from leaders and business people. Explain what you're doing and why you're doing it before it becomes public.
- Mergers can allow a coordinated, strategic approach to resource allocation across state systems. But they won't be easy in cases where each public institution has its own board.
- If they have a central governing board, like SUNY, Georgia, etc., the decisions are going to be able to be made in a more cohesive, coordinated fashion, Azziz says. Where they have individual boards for their institutions, I think they're going to be facing a mix of problems. They can be more productive, yet they are going to have issues of autonomy.

Weighing the Cost and the Benefits

- Clearly, a well-conceived and well-executed merger brings benefits like efficiencies, expanded academic offerings, improved balance sheets or the addition of attractive land. But the very real costs of a merger shouldn't be overlooked. A cost benefit analysis can't be completed without a realistic accounting of the cost.

- Broadly, for an institution, a merger process can mean years of work and hundreds of thousands of dollars invested in a process with no guarantee of success. The work can fuel a perception that senior leadership is focusing on unrealistic merger talks instead of growing a college organically or making sure it runs smoothly. If finances are tight, expect faculty to grumble about a president spending on a merger but not on their classrooms. If enrollment numbers fall short of goals, anticipate hand-wringing about a lack of emphasis on student recruitment.
- Presidents often bear a personal cost whether a merger pans out or not, and they expend political capital on the effort, too. Other key administrators will be wary of losing their positions in the push for efficiencies as well.
- Trustees must be ready to sacrifice. They will be giving up increasing degrees of control as the merger process progresses. It starts with giving up control over information and ends with giving up at least some amount of control over the college or university.
- Alumni and donors often revolt against the idea of a merger. Pursuing a merger means risking losing them. It also means spending time trying to connect with them in order to keep their faith and show them why the merger path is the right one.
- Job losses will hang heavy over the heads of faculty and staff members. Some may be offered positions. Many will not.

Appendix B

Highlights from research by:
Azzie, Hentschke, L. Jacobs, and M. Jacobs
Johns Hopkins University Press

Benefits of Alliance Relationship

1. Deliver lower costs
2. Eliminate redundancies
3. Offer better value to the students and community

Rationale: Context

Tragically, many Higher Education Institutions (HEIs) wait until the last possible moment to consider a merger, when all other options have been exhausted instead of seeking legitimate proactive strategic options. It is virtually impossible to find an enterprise or institution of any significant size or age that has not been the product of at least one merger (or acquisition) during its history.

Rationale: Pressures for Merger

- Declining numbers of high school graduates
- Changing student demographics and expectations
- Increasing competition from other providers
- An increasingly unpredictable employment market, with a significant proportion of future jobs yet to be defined
- Increasing interest in alternatives to the traditional degree structure
- Declining state and local support
- Increasing competition for governmental funding by other public service priorities, such as health care and infrastructure development
- Increasing competition for philanthropic dollars
- Increasing public resistance and inability to support further tuition as student's debt increases
- Growing pressures to offer new technologies that demand significant investment in the short term
- Increasing public and governmental oversight and regulation, with increasing compliance and monitoring costs
- Growing need to measure and demonstrate tangible outcomes rather than merely seat time
- Increasing employee legacy costs

Merger Types

1. Merger type 1 – When these HEI's merge, they do so only partially, involving some programs, functions, or departments but not others.
2. Merger type 2 - When these HEI's merge, some part of one HEI is absorbed into another HEI, and it disappears from the original institution.
3. Merger type 3 - When these HEI's merge, one HEI is absorbed into another but retains its functional identity.
4. Merger type 4 - When these HEI's merge, one HEI is absorbed into another, without retaining functional identity.
5. Merger type 5 - When these HEI's merge, both HEIs cease to exist and are blended into a new HEI.

Why Mergers Now?

- Within the last two to three decades there has been a growing sense that American higher education is entering a new era in which mergers will feature much more prominently. Consider the perspectives from three credible HEI sources: presidents, financial analyst, and merger experts.
- In a recent survey of HEI chief executives (Jaschik and Lederman 2018), nearly all respondents believed that additional colleges will merge or close within a year, with 30% predicting that between one and five colleges will close, 40% between six and ten, and 29% more than ten.
- Surprisingly, more than one out of eight university or college presidents reported that they could see their own HEI closing or merging in the next five years.
- Moultrie Technical College and Southwest Georgia Technical College enrolled a combined total of just over five thousand students, and while maintaining separate campuses, they significantly reduced duplicate administrative positions including that of the president's office (Davis 2014). Instructively, many of these savings that resulted from merging were generally only one-time savings.

Example Predictors of Merger Success

1. Leadership qualities of key actors
2. Goal directed leadership training and development
3. New appointments and fresh leadership and pivotal roles
4. Flexibility in developing leadership models of governance
5. A strong central administration, with relatively greater power visible individual units
6. Decision makers who manage their institutions well while also proactively managing the merger process well
7. Deliberate swiftness and relative speed of implementation
8. Geographic proximity of the institutions

9. Constant communications to and among key constituents
10. A consistent and continuing message regarding the purpose and goal of the merger
11. Significant brand recognition or ranking of the merged institution
12. The ability to balance the research and teaching portfolios of the affected institutions
13. The establishment of centralized cost centers and systems of shared administrative support
14. The complementarity, even synergy, of academic programs and degrees in the building of new, cross disciplinary, or cross sector complementary offerings
15. The creation of common projects or wins
16. The ability to ensure job security, if not preserve existing roles
17. An emphasis on building new shared traditions and symbols while respecting preexisting traditions and symbols
18. Constituencies that are either neutral to the merger or not powerful enough to derail the process
19. Finance is not the only consideration

The Dirty Dozen Factors that Hinder HEI Effectiveness

20. Decision-making is pulled toward the top of the organization
21. Long term planning is neglected
22. Trial and error learning is curtailed
23. Conservatism in the threat rigidity response lead to “hunkering down”
24. Infighting permeates the organization
25. Special interest groups organize and become more vocal
26. Across the board cutbacks are used to ameliorate conflict
27. Leaders lose the confidence of subordinates
28. Fewer resources result in internal competition
29. Only good news is passed upward
30. Individuals resist cooperation and involvement
31. Priorities are unclear and a siege mentality prevails

Negotiating the Merger: Big Picture Take Away

The Roles of Governing Boards and Chief Executives in the Merger Process

1. Exploring and considering the merger as a strategic tactic
2. Identifying and choosing merger partners
3. Negotiating the merger
4. Managing communication
5. Presenting a compelling vision
6. Ensuring review of the mission and values
7. Selecting and empowering leadership

8. Allocating resources
9. Managing opposition

Factors Affecting Merger Negotiation Strategy

1. Clear goals and metrics for the merger
2. Relative attractiveness as potential partners
3. The power gradient between the institutions
4. The degree of institutional stability
5. The quality and depth of preexisting relationships
6. Corporate and legal structure differences and complexities
7. The size and scope of the operations to be merged
8. The skill and experience of those doing the negotiating

Operational Questions to Consider During Merger Negotiations

1. Will both campuses remain in operation?
2. What is the degree of institutional loyalty by students of the acquired campus?
3. What is the responsibility for preserving institutional legacy, particularly if the campus is to be closed?
4. How will the merger affect the use of restricted endowments?
5. If a campus closes or merges, what needs to be done to meet the requirements of the accrediting agencies?
6. What are the obligations to creditors?
7. What are the faculty and staff severance responsibilities?
8. Who decides which academic programs continue and which will be discontinued?
10. What will happen to the boards of the merging institutions?
11. Who will be the chief executive of the new entity, and how will that individual be selected?
12. What degree will be awarded going forward, and will alumni be able to change their diplomas to the new entity?
13. What name should the merged entity carry?

Appendix C

Strategic Plan Outline: Major Initiatives

- **Create Alliance Committee to:**
 - Finalize initial alliance goals and expectations:
 - (1) guiding principles and philosophy (*completed*)
 - (2) expected outcomes of the alliance by functional area
 - (3) opportunities for success by functional area
 - (4) obstacles to engage by functional area
 - (5) phases of goals by functional area
 - (6) communication strategies by functional area
 - (7) regulatory engagements for each functional area
 - (8) assessment measures for each functional area
 - Create an effective Project Management System with documentation
 - Create a detailed calendar of assignments with actionable goals
- **Align Calendars for Each Board to Approve (multi-year calendar) (*completed*)**
- **Align Curriculum/Academics**
 - Programs
 - Curriculum Alignment
 - Courses
 - Curriculum Alignment
 - Enrollment Trends and Demands
 - Learning Management System
- **Review of Respective Processes of Institutional Operations**
 - Business
 - Facilities
 - Auxiliary Services
 - IT
 - Administrative Systems
 - Support Services
- **Align Processes and Procedures and Share Student Services**
 - Recruit
 - Admissions
 - Advising
 - Registration
 - Retention
 - Completion
- **Foster Collaboration and Shared Services in Governance**
 - Middle Management
 - Senior Management
 - Executive Management
 - Board Management
 - Community Authority

Appendix D

	Responsibility	FY 22	FY 23	FY 24	FY 25
CURRICULUM/ ACADEMICS	CAO and assigned staff	Create and execute 24-month plan for Program and Course Alignment. Academic services comparative analysis.	Program and Course Alignment Completed. Alignment of possible academics in a multi-year projection in concert with enrolment trans and projections from student services.	Implementation and web resources go public. Institutional Effectiveness Cycle Comparative Analysis: Assessment	Final implementation. Review alliance agreement for revision as needed.
STUDENT SERVICES	CSSO and assigned staff	Comparative analysis on enrollment trends and projections in general and pertaining to particular content areas.	Comparative analysis on student services and policy/procedures in all major areas of student service with alignment recommendations.	Implementation and web resources go public. Student life comparative analysis.	Final implementation. Review alliance agreement for revision as needed.
BUSINESS/ OPERATIONAL	CFO and IR	Comparative analysis on business, auxiliary, and facilities. Comparative analysis on IT and IR.	Alignment of possible services in a multi-year projection. IT ERP alignment as possible.	Implementation and web resources go public. Institutional Effectiveness Cycle Comparative Analysis: Planning and Allocation of Resources	Final implementation. Review alliance agreement for revision as needed.
GOVERNANCE/ INSTITUTIONAL	CEO and HR plus as assigned	Calendar alignment. Merger committee completes goals and expectations assignments. Staffing comparisons. Organizational and Governance comparative analysis. Strategic Planning comparative analysis.	BOT policy comparisons and alignment. Institutional collaboration in general services and governance. Marketing plan developed for alignment and offerings.	Implement recommendations. Roll out marketing as needed. Additional alliance improvement. Institutional Effectiveness Cycle Comparative Analysis: Mission	Final implementation. Review alliance agreement for revision as needed.
GENERAL/ONGOING	All	Ad Hoc Sharing	Ad Hoc Sharing	Ad Hoc Sharing	Ad Hoc Sharing

Note: Comparative Analysis: Note structure, services, and personnel, including similarities and differences, etc., along with recommendations for possible future shared services in a plan for alignment of services. Refer to the Alliance Agreement for detailed items per functional area to be considered in Comparative Analyses, particularly in the Roman Numbered Sections.

Appendix E

Alliance committee should create standardized forms used for project management. These should be housed in a common drive or (depending on sensitivity of information) via the Canvas LMS for both colleges and require staff to have access.

- Work team charge report
- Work team goals document
- Work team meeting agenda
- Work team status report
- Work team assessment of effectiveness

Signature Page

By signing this document, both parties affirm they have a recorded vote of the respective Boards of Trustees from Rend Lake College and Southeastern Illinois College to enforce the elements herein the Intergovernmental Agreement on Institutional and Academic Alliance.

Both colleges agree to hold each other harmless of harm and fault unless otherwise stated in an agreement whereby liability may be shared.

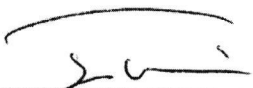
Either college may terminate this agreement after any dispute has been attempted to be resolved in the following process:

1. Administrative resolution; if unresolved;
2. Board resolution; if unresolved;
3. Third-party resolution from a mutually-identified mediator or ICCB official if available; if unresolved;

A college with a super majority vote by its board (5/7 vote) with a minimum six (6) month notification in print sent via certified mail to the Board Chair and the President of the Respective College may terminate this Agreement.

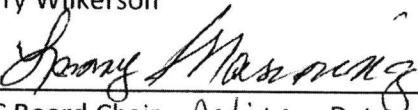
Signed this 26 day in the month of October, 2021.

Rend Lake College




President Date

Terry Wilkerson



RLC Board Chair, Acting Date

Randy Rubenacker

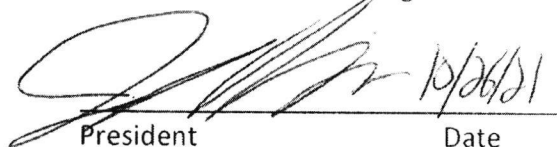


RLC Board Secretary Date

Brian Dorris

RLC Passage of Alliance: 10/14/21
Date

Southeastern Illinois College



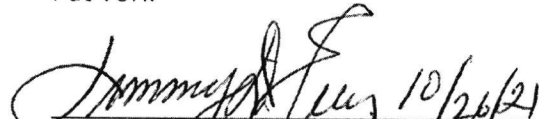
President Date

Jonah Rice



SIC Board Chair Date

Pat York



SIC Board Secretary Date

Jimmy Ellis

SIC Passage of Alliance: 10/26/21
Date

Illinois Community College Board

**REVISION TO ICCB EMPLOYEE GUIDEBOOK APPENDIX III:
REMOTE WORK POLICY AND PROCEDURES**

The ICCB Employee Guidebook Appendix III is revised to provide for short-term, temporary remote work that exceeds the maximum number of days currently allowed for under ICCB's remote work policy.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:
The Illinois Community College Board hereby approves the following addition to the employee guidebook:

Appendix III: Remote Work Policy and Procedures

Eligibility Considerations for Remote Work

Remote work is not an entitlement and can only be approved through a voluntary agreement between supervisor and employee. Supervisors have discretion in deciding whether an employee is a candidate for remote work. Some employees may not be eligible for remote work arrangements due to specific job requirements, impact on a team, or the supervisor's assessment of the employee's ability to be successful in this arrangement. Any remote work arrangement made will be on a trial basis for the first three months.

ICCB has the right to cancel, suspend or alter employee remote work privileges at any time for any reason.

Position Eligibility for Remote Work:

- Has job functions that can be performed at a remote site without diminishing the quality of the work or disrupting productivity.
- Does not require an employee's presence in the office on a daily or routine basis.
- Allows for an employee to be as effectively supervised as they would be if the job functions were performed in the office.
- Does not impact overall operations of the division and the agency and interactions required with colleagues or constituents is minimal.
- Involves measurable or quantifiable work product.
- Has minimal or flexible need for specialized materials or equipment available only in the office.

Emergency Authorized Remote Work

In the event of an emergency, such as building mechanical failure, weather disaster, or pandemic, ICCB may allow or require employees to temporarily work from home to ensure the safety of its employees to maintain the continuity of agency business. These employees will be advised of such requirements by their supervisor.

Temporary Expanded Remote Work (New Addition)

Temporary expansion of remote work beyond the two or three day maximum allowed under this policy

Item #11.3
December 3, 2021

may be an option for employees in extraordinary circumstances. In those circumstances, an employee may work up to five days per week remotely within one concurrent 30-day period per fiscal year. A request for temporary expanded remote work shall initially be approved by the employee's direct supervisor. If approved, the employee shall submit the request to the Human Resources Department for final approval.

Temporary expanded remote work does not require completion of a new remote work agreement; however, approval must be documented, which can be done by email. Temporary expanded remote work is not appropriate as a substitute for sick time off and should not be used when the employee's own or a family member's illness or injury interferes with the employee's ability to perform their work as they would in a normal office setting

BACKGROUND

This addition to the ICCB's Remote Work Policy is based on staff input and evaluation of implementation of the policy that was adopted by the Board in June 2021.

Illinois Community College Board

FISCAL YEAR 2021 AND 2022 FINANCIAL STATEMENTS

Fiscal Year 2021

Illinois Community College Board				
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT				
July 1, 2020 - October 31, 2021				
		FY 2021	Year -to-Date	%
		Appropriation	Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 48,460,000	\$ 44,881,156	92.6%
ADULT EDUCATION		33,887,700	33,044,180	97.5%
GED TESTING PROGRAM		1,072,200	620,511	57.9%
CAREER & TECH EDUCATION		18,269,400	17,924,197	98.1%
OFFICE ADMINISTRATION		2,083,900	2,006,312	96.3%
	TOTAL	\$ 103,773,200	\$ 98,476,356	94.9%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 145,574,100	\$ 145,524,510	100.0%
	TOTAL	\$ 145,574,100	\$ 145,524,510	100.0%
<u>SPECIAL STATE FUNDS *</u>				
CONTRACTS AND GRANTS FUND		\$ 29,000,000	\$ 18,067,556	62.3%
GED TESTING FUND		100,000	40,573	40.6%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	105,570,000	100.0%
	TOTAL	\$ 134,770,000	\$ 123,678,129	91.8%
<u>FEDERAL FUNDS*</u>				
FEDERAL ADULT EDUCATION FUND		\$ 28,769,183	\$ 20,807,060	72.3%
FEDERAL CAREER & TECH ED FUND		19,124,798	18,656,580	97.6%
ICCB FEDERAL TRUST FUND		525,000	138,493	26.4%
	TOTAL	\$ 48,418,982	\$ 39,602,133	81.8%
	GRAND TOTAL, ALL FUNDS	\$ 432,536,282	\$ 407,281,128	94.2%
* See detail on following pages				

Item #12.1
December 3, 2021

Illinois Community College Board							
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT							
State General Funds							
July 1, 2020 - October 31, 2021							
	FY 2021	Year-to-Date	%				
	Appropriation	Expenditures	Expended				
GENERAL REVENUE FUND							
GRANTS TO COLLEGES AND PROVIDERS							
City Colleges of Chicago	\$ 13,265,400	\$ 13,265,400	100.0%				
P-20 Council Support	150,000	127,500	85.0%				
East St. Louis Educational Center	1,457,900	1,104,982	75.8%				
Illinois Veterans Grant	4,264,400	2,754,319	64.6%				
ILDS	560,300	477,361	85.2%				
Lincoln's Challenge Program	60,200	2,000	3.3%				
Performance Grants	359,000	358,965	100.0%				
Small College	548,400	548,386	100.0%				
Alternative Schools Student Re-enrollment	3,000,000	3,000,000	100.0%				
Transitional Math and English Development (TIME and DEI)	1,000,000	428,094	42.8%				
Bridge and Transition	4,394,400	4,104,400	93.4%				
Workforce Equity Initiative	19,400,000	18,709,749	96.4%				
TOTAL	\$ 48,460,000	\$ 44,881,156	92.6%				
OFFICE ADMINISTRATION	\$ 2,083,900	\$ 2,006,312	96.3%				
TOTAL	\$ 2,083,900	\$ 2,006,312	96.3%				
ADULT EDUCATION							
Adult Education Basic Grants	\$ 22,651,000	\$ 22,297,040	98.4%				
Adult Education Performance Grants	11,236,700	10,747,140	95.6%				
TOTAL	\$ 33,887,700	\$ 33,044,180	97.51%				
GED TESTING PROGRAM							
TOTAL	\$ 1,072,200	\$ 620,511	57.9%				
CAREER & TECHNICAL EDUCATION							
CTE LPN RN	500,000	500,000	100.0%	8250	State Budget appropriation		\$ 18,069,400
CTE Administration	575,000	328,340	57.1%	8100	Less:		
CTE Formula	15,600,000	15,599,998	100.0%	8000	Early School Leaver Grant	\$ (615,000)	
CTE Early School Leavers Grants	615,000	575,000	93.5%	8350	IDOC PIG	\$ (894,450)	
CTE Early School Leavers Administration	84,950	26,409	31.1%	8300	CTE Grant LPN Transfer from ISBE	\$ (500,000)	
CTE Corrections	894,450	894,450	100.0%	8200	CTE State Operations	\$ (375,000)	
TOTAL	\$ 18,269,400	\$ 17,924,197	98.1%		Early School Leaver Ops.	\$ (84,950)	
							\$ (2,469,400)
					Amount to be allocated FY20		\$ 15,600,000
EDUCATION ASSISTANCE FUND							
GRANTS TO COLLEGES AND PROVIDERS							
Base Operating	\$ 74,370,200	\$ 74,370,200	100.0%				
Equalization	71,203,900	71,154,310	99.9%				
TOTAL	\$ 145,574,100	\$ 145,524,510	100.0%				
GRAND TOTAL	\$ 249,347,300	\$ 246,008,664	97.9%				

Item #12.1
December 3, 2021

Illinois Community College Board			
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT			
Special State Funds			
July 1, 2020 - October 31, 2021			
<u>SPECIAL STATE FUNDS*</u>			
	FY 2021	Year-to-Date	%
	Appropriation	Expenditures	Expended
CONTRACTS AND GRANTS FUND			
GRANTS			
NGA		-	3100
NGA - early care		54,680	3200
Apprenticeship Grant		956,560	3300
ILCCO		79,154	3000
Cares ACT		2,998,035	4100
Advance CTE			
Governor's Emergency Education Relief (GEER)		13,949,127	1000
		\$ 18,037,556	62.2%
ADMINISTRATION			
NGA		-	
NGA - early care		-	3200
ILCCO		-	
IBHE for server		30,000	6000
Advance CTE			
		\$ 30,000	0.1%
	TOTAL	\$ 29,000,000	\$ 18,067,556
			62.3%
GED TESTING FUND			
	\$ 100,000	\$ 40,573	40.6%
	\$ 100,000	\$ -	0.0%
ICCB RESEARCH & TECHNOLOGY FUND			
	\$ 105,570,000	\$ 105,570,000	100.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND			
	\$ 134,770,000	\$ 123,678,129	91.8%
GRAND TOTAL, SPECIAL FUNDS			
	\$ 134,770,000	\$ 123,678,129	91.8%
<i>* Expenditures from these funds cannot exceed receipts.</i>			

Item #12.1
December 3, 2021

Illinois Community College Board					
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT					
Federal Funds					
July 1, 2020 - October 31, 2021					
FEDERAL FUNDS*					
	FY 2021		Year-to-Date	%	
	Appropriation	Carryover/Transfer	Expenditures	Expended	
FEDERAL ADULT EDUCATION FUND					
GRANTS TO PROVIDERS					
Federal Basic	\$ 16,205,727	\$ 3,184,381	\$ 15,564,172	80.3%	4000
Federal Basic Leadership	2,255,414	861,639	1,963,666	63.0%	4500
EL Civics Grants	2,720,690	1,806,276	2,151,610	47.5%	5000
	\$ 21,181,831	\$ 5,852,297	\$ 19,679,448	72.8%	
ADMINISTRATION					
Federal Basic	\$ 982,165	\$ 271,890	\$ 880,802	70.2%	1000
EL Civics	143,194	137,806	51,591	18.4%	3500
Leadership	200,000	-	195,219	97.6%	4505
	\$ 1,325,360	\$ 409,696	\$ 1,127,612	65.0%	
TOTAL	\$ 22,507,191	\$ 6,261,993	\$ 20,807,060	72.3%	
FEDERAL CAREER AND TECHNICAL EDUCATION FUND					
GRANTS					
Perkins Program Grants	\$ 15,447,475	\$ 1,785,925	\$ 16,824,268	97.6%	3000
Perkins Leadership	1,409,880	-	1,234,051	87.5%	4000
Perkins Corrections	363,470	(5,272)	259,119	72.3%	5000
Reserve	-	-	-	0.0%	
	\$ 17,220,825	\$ 1,780,653.28	\$ 18,317,438	96.4%	
ADMINISTRATION					
CTE Federal	\$ 908,675	\$ (785,355)	\$ 339,142	275.0%	2000
TOTAL	\$ 18,129,500	\$ 995,298	\$ 18,656,580	97.6%	
ICCB FEDERAL TRUST FUND					
ADMINISTRATION	\$ 525,000	\$ -	\$ 138,493	26.4%	
TOTAL	\$ 525,000	\$ -	\$ 138,493	26.4%	
GRAND TOTAL, FEDERAL FUNDS	\$ 41,161,691	\$ 7,257,291	\$ 39,602,133	81.8%	
* Expenditures from these funds cannot exceed receipts.					

Item #12.1
December 3, 2021

Fiscal Year 2022

Illinois Community College Board				
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT				
July 1, 2020 - October 31, 2021				
		FY 2022	Year -to-Date	%
		Appropriation	Expenditures	Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 48,460,000	\$ 8,553,355	17.7%
ADULT EDUCATION		33,887,700	6,710,118	19.8%
GED TESTING PROGRAM		1,148,000	109,268	9.5%
CAREER & TECH EDUCATION		18,069,400	495,694	2.7%
OFFICE ADMINISTRATION		2,083,900	688,427	33.0%
	TOTAL	\$ 103,649,000	\$ 16,556,862	16.0%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 145,574,100	\$ 42,327,183	29.1%
	TOTAL	\$ 145,574,100	\$ 42,327,183	29.1%
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		\$ 62,000,000	\$ 690	0.0%
GED TESTING FUND		100,000	2,555	2.6%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	52,785,000	50.0%
	TOTAL	\$ 167,770,000	\$ 52,788,245	31.5%
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		\$ 22,507,191	\$ 289,509	1.3%
FEDERAL CAREER & TECH ED FUND		17,344,145	240,788	1.4%
ICCB FEDERAL TRUST FUND		525,000	11,517	2.2%
	TOTAL	\$ 40,376,336	\$ 541,814	1.3%
	GRAND TOTAL, ALL FUNDS	\$ 457,369,436	\$ 112,214,104	24.5%
* See detail on following pages				

Item #12.1
December 3, 2021

Illinois Community College Board						
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT						
State General Funds						
July 1, 2020 - October 31, 2021						
	FY 2022	Year-to-Date	%			
	Appropriation	Expenditures	Expended			
GENERAL REVENUE FUND						
GRANTS TO COLLEGES AND PROVIDERS						
City Colleges of Chicago	\$ 13,265,400	\$ 6,632,700	50.0%			
P-20 Council Support	150,000	-	0.0%			
East St. Louis Educational Center	1,457,900	508	0.0%			
Illinois Veterans Grant	4,264,400	-	0.0%			
ILDS	560,300	121,759	21.7%			
Lincoln's Challenge Program	60,200	-	0.0%			
Performance Grants	359,000	-	0.0%			
Small College	548,400	548,388	100.0%			
Alternative Schools Student Re-enrollment	3,000,000	1,250,000	41.7%			
Transitional Math and English Development (TIME and DEI)	1,000,000	-	0.0%			
Bridge and Transition	4,394,400	-	0.0%			
Workforce Equity Initiative	19,400,000	-	0.0%			
TOTAL	\$ 48,460,000	\$ 8,553,355	17.7%			
OFFICE ADMINISTRATION	\$ 2,083,900	\$ 688,427	33.0%			
TOTAL	\$ 2,083,900	\$ 688,427	33.0%			
ADULT EDUCATION						
Adult Education Basic Grants	\$ 22,651,000	\$ 4,530,200	20.0%			
Adult Education Performance Grants	11,236,700	2,179,918	19.4%			
TOTAL	\$ 33,887,700	\$ 6,710,118	19.80%			
GED TESTING PROGRAM						
TOTAL	\$ 1,148,000	\$ 109,268	9.5%			
CAREER & TECHNICAL EDUCATION						
CTE LPN RN	500,000	-	0.0%	State Budget appropriation		\$ 18,069,400
CTE Administration	375,000	128,889	34.4%	Less:		
CTE Formula	15,600,000	-	0.0%	Early School Leaver Grant	\$ (615,000)	
CTE Early School Leavers Grants	615,000	366,805	59.6%	IDOC PIG	\$ (894,450)	
CTE Early School Leavers Administration	84,950	-	0.0%	CTE Grant LPN Transfer from ISBE	\$ (500,000)	
CTE Corrections	894,450	-	0.0%	CTE State Operations	\$ (375,000)	
TOTAL	\$ 18,069,400	\$ 495,694	2.7%	Early School Leaver Ops.	\$ (84,950)	
						\$ (2,469,400)
				Amount to be allocated FY20		\$ 15,600,000
EDUCATION ASSISTANCE FUND						
GRANTS TO COLLEGES AND PROVIDERS						
Base Operating	\$ 74,370,200	\$ 18,592,550	25.0%			
Equalization	71,203,900	23,734,633	33.3%			
TOTAL	\$ 145,574,100	\$ 42,327,183	29.1%			
GRAND TOTAL	\$ 249,223,100	\$ 58,884,045	23.6%			

Illinois Community College Board			
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT			
Special State Funds			
July 1, 2020 - October 31, 2021			
<u>SPECIAL STATE FUNDS*</u>			
	FY 2022 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND			
GRANTS			
NGA		-	
NGA - early care		-	
Apprenticeship Grant		-	
ILCCO		-	
DHS CURES Grant		-	
CHSA Grant		690	
Advance CTE		-	
ADMINISTRATION			
NGA		-	
NGA - early care		-	
ILCCO		-	
Advance CTE		-	
	10,000,000	\$ 690	0.0%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	27,000,000		
Early Childhood	25,000,000		
	52,000,000	\$ 0	
TOTAL	\$ 62,000,000	\$ 690	0.0%
GED TESTING FUND			
	\$ 100,000	\$ 2,555	2.6%
	\$ 100,000	\$ -	0.0%
ICCB RESEARCH & TECHNOLOGY FUND			
	\$ 105,570,000	\$ 52,785,000	50.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND			
GRAND TOTAL, SPECIAL FUNDS	\$ 167,770,000	\$ 52,788,245	31.5%
* Expenditures from these funds cannot exceed receipts.			

Illinois Community College Board				
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT				
Federal Funds				
July 1, 2020 - October 31, 2021				
FEDERAL FUNDS*				
	FY 2022		Year-to-Date	%
	Appropriation	Carryover/Transfer	Expenditures	Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,205,727		\$ -	0.0%
Federal Basic Leadership	2,255,414		-	0.0%
EL Civics Grants	2,720,690		-	0.0%
	\$ 21,181,831	\$ -	\$ -	0.0%
ADMINISTRATION				
Federal Basic	\$ 982,165		\$ 260,630	26.5%
EL Civics	143,194		7,284	5.1%
Leadership	200,000		21,595	10.8%
	\$ 1,325,360	\$ -	\$ 289,509	21.8%
TOTAL	\$ 22,507,191	\$ -	\$ 289,509	1.3%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 15,447,475		\$ 193,749	1.3%
Perkins Leadership	1,409,880		28,390	2.0%
Perkins Corrections	363,470		-	0.0%
Reserve	-		-	0.0%
	\$ 17,220,825	\$0.00	\$ 222,139	1.3%
ADMINISTRATION				
CTE Federal	\$ 908,675	\$ (785,355)	\$ 18,649	15.1%
TOTAL	\$ 18,129,500	\$ (785,355)	\$ 240,788	1.4%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 11,517	2.2%
TOTAL	\$ 525,000	\$ -	\$ 11,517	2.2%
GRAND TOTAL, FEDERAL FUNDS	\$ 41,161,691	\$ (785,355)	\$ 541,814	1.3%

* Expenditures from these funds cannot exceed receipts.



FALL 2021
OPENING COMMUNITY
COLLEGE ENROLLMENT
SURVEY RESULTS

October 2021

FALL 2021 OPENING ENROLLMENT SURVEY RESULTS

Statewide Results. Systemwide, 230,322 students enrolled at Illinois Community Colleges in credit coursework in Fall 2021. The number of students enrolling in courses at Illinois community colleges as of the end of regular registration for Fall 2021 is 3,455 fewer than in Fall 2020 representing a 1.5 percent decline.

The Fall 2020 to Fall 2021 rate of enrollment decline for Illinois Community Colleges is well below the national average according to a [Report](#) by the National Student Clearinghouse (NSC) Research Center, a nonprofit organization that tracks postsecondary enrollment patterns. Community college enrollments nationally in Fall 2021 declined by 5.6 percent compared to Fall 2020.¹ Nationally, community colleges are still in a state of recovery. Community colleges are open-access institutions and serve a significant number of at-risk students and the pandemic has exacerbated issues for many in that population ranging from fiscal to technological to emotional.

Table 1 provides system-wide comparative fall census enrollment counts for the last five years as well as 2001 and 2006. The Illinois Community College System experienced record-level Fall enrollments in recent years with peak headcount enrollment during the Great Recession. Statewide opening headcount enrollments and Full-time Equivalent enrollments have continued to decrease since that time. Fall 2021 headcount enrollments decreased 34.3 percent since Fall 2006 and 32.1 percent since Fall 2001. Fall 2021 FTE enrollments decreased 33.0 percent from Fall 2006 and decreased 28.0 percent from Fall 2001.

**Table 1
SUMMARY OF OPENING FALL ENROLLMENT IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2001, 2006, 2017-2021**

	2001	2006	2017	2018	2019	2020	2021
Headcount	339,002	350,508	293,417	283,415	271,336	233,777	230,322
% Change from Previous Year	-0.3%	-0.7%	-3.5%	-3.4%	-4.3%	-13.8%	-1.5%
FTE	183,024	196,868	170,303	164,405	157,873	138,237	131,833
% Change from Previous Year	2.3%	-0.3%	-3.7%	-3.5%	-4.0%	-12.4%	-4.6%

These opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. These preliminary counts are from the web-based ICCB Fall 2021 Enrollment Survey. Results are verified as the detailed ICCB Fall Enrollment (E1) student-level data submissions from community colleges are finalized.

¹ NSC Fall 2021 results are based on college institutions reporting as of September 23, 2021.

Of importance, while fall enrollments have declined in recent years, the numbers of graduates in the Illinois Community College System have increased considerably since 2001 and 2006. The number of collegiate-level degrees and certificates awarded to Illinois community college students in academic year 2021 totaled 61,774 compared to 38,420 in 2001 and 49,627 in 2006.

Community colleges educate and train many part-time students. FTE figures reflect the total number of credit hours being taken by students divided by 15, which is the number of semester hours traditionally considered a full-time class load. The FTE enrollment was 131,833 in Fall 2021. Statewide FTE enrollments are down the equivalent of 6,404 full-time students (FTE -4.6 percent) from Fall 2020. Figure 1 provides a five-year trend for both headcount and FTE.

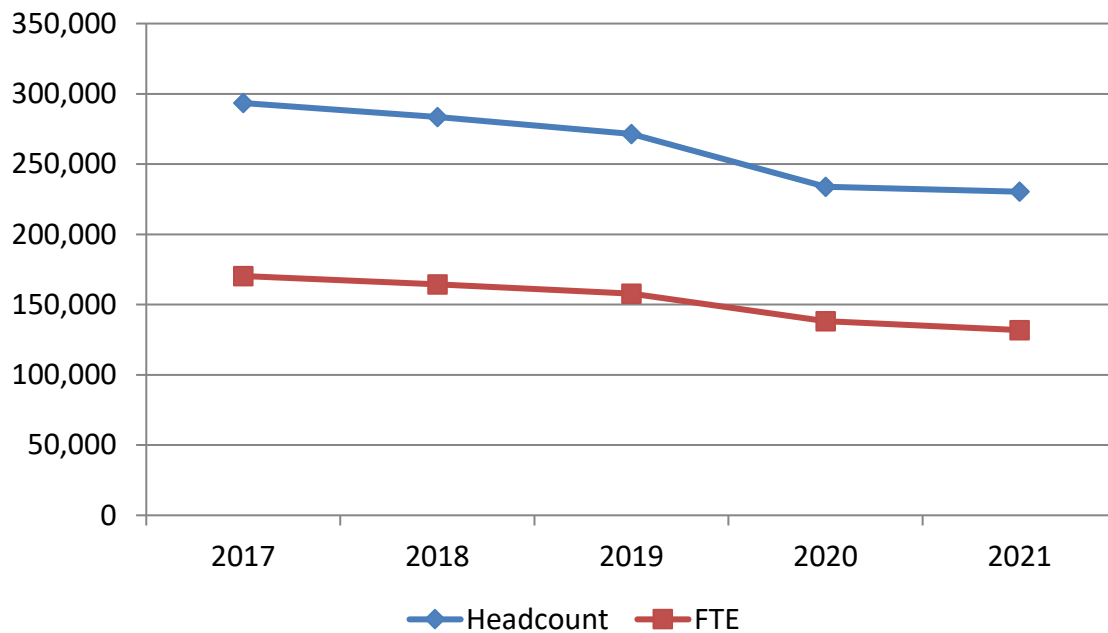


Figure 1: Opening Fall Headcount and FTE Enrollment, 2017-2021

Opening Fall Headcount and FTE Results by College. Table 2 provides comparative information by college for Fall 2017 through 2021 headcount enrollments. A one-year comparison between Fall 2020 and Fall 2021 among the 48 community colleges shows that there are nearly two colleges with enrollment decreases for every college that reported an enrollment gain. Twenty-seven colleges reported headcount decreases of one percent or more. Sixteen colleges exhibited headcount enrollment increases of one percent or above. Five of the colleges experienced little or no change (less than one percent).

Table 3 provides college level comparative data on FTE enrollments for the most recent five-year period. Over the past year, FTE decreases are posted by 37 colleges, and ten colleges reported increases. One of the colleges experienced little or no change in FTE.

Opening Fall Headcount Online Enrollment Statewide and by College. Online instruction is an important part of the delivery of instructional programs in the community college system. Fall 2021 is the fourteenth year that online enrollments have been reported from all colleges in the

Opening Fall Enrollment Survey. Tables 4 and 5 provide unduplicated and duplicated headcount online enrollment for Fall 2017 through Fall 2021. There are 293,310 duplicated online enrollments and 130,962 unduplicated online enrollments for Fall 2021. Duplicated online headcount enrollments decreased 16.5 percent (-58,152) from Fall 2020, while Fall 2021 unduplicated online enrollments decreased 9.5 percent with 13,669 more students than Fall 2020. Based on unduplicated beginning of term counts, in Fall 2021 online headcount enrollments (unduplicated) accounted for 56.9 percent of overall headcount enrollments which is slightly lower than last year (61.9 percent). Figure 2 represents the statewide proportion of online student enrollments (i.e., students enrolling in at least one online course) versus on-campus only students. Online students accounted for 57 percent of the overall student population in Fall 2021. Similarly, in Fall 2020, online student enrollments represented 62 percent of all students. In contrast, prior to the pandemic, online enrollments represented only 24 percent of the population in fall 2019, 22 percent in Fall 2018, and 21 percent in Fall 2017.

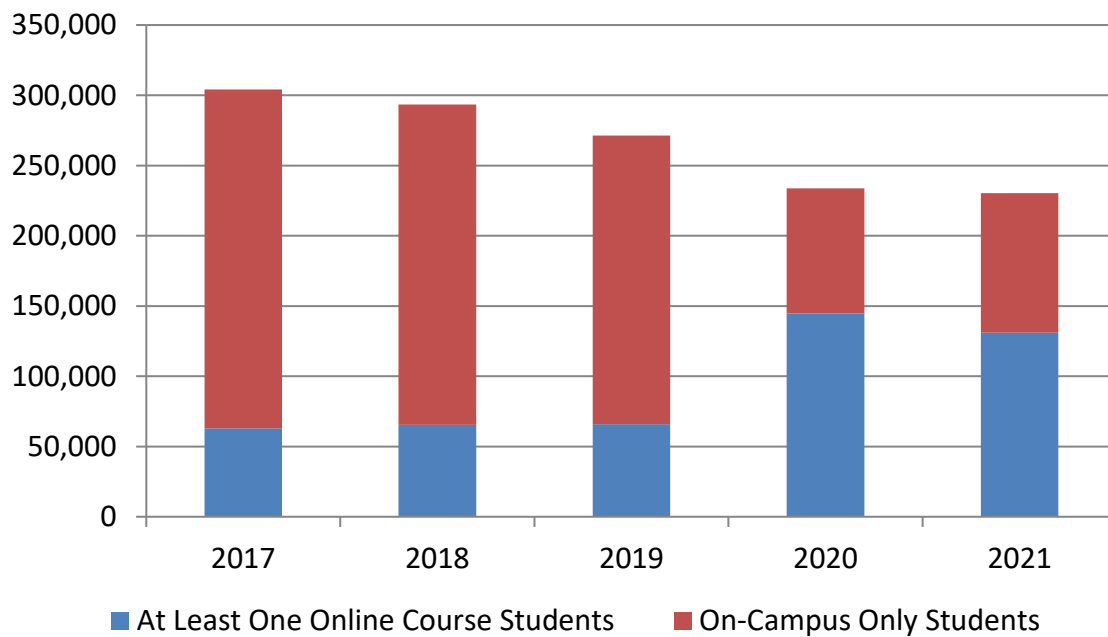


Figure 2: Opening Fall Headcount by Online Course Students versus On-Campus Only Students, 2017-2021

Table 6 provides opening online FTE enrollments for Fall 2017 through Fall 2021. There are 60,001 online FTE enrollments in Fall 2021, which is a decrease over Fall 2020 (-18.9 percent or -14,014 FTE). In Fall 2021, online FTE enrollments accounted for 45.5 percent of overall opening FTE enrollments, which is a drop from Fall 2020 (53.5 percent).

The Fall 2021 online unduplicated headcount is 139.4 percent above its corresponding 5-year average (N = 93,969). The Fall 2021 online duplicated headcount is also above its 5-year average (+153.6 percent; N = 190,925). The online FTE for Fall 2021 is above its 5-year average (+153.5 percent; N = 39,085).

Opening Fall Headcount Enrollment by Instructional Program Area Statewide and by College.

Table 7 provides Fall 2021 fall opening enrollments by instructional program area. This is a new table within the report reflecting additional items collected for the first time as a part of the Fall survey process. The collection of more granular data at the instructional program area level will allow for a deeper understanding of enrollment trends. The newly collected items reflect that Baccalaureate/Transfer was the largest instructional program, accounting for 59.3 percent. Career and Technical Education was the second largest instructional program, accounting for 27.0 percent of enrollments in Fall 2021. Students in Adult Education (ABE, ASE, and ESL) comprised 6.8 percent of enrollments, while 5.6 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (1.2 percent) and General Studies (0.2 percent) programs represented only about one percent of enrollments in Fall 2021.

Figure 3 provides fall enrollment headcount by instructional program area for Fall 2017 through Fall 2021. Short-term, from Fall 2020 to Fall 2021, increases in enrollment occurred for students enrolled in the following curriculums: Adult Education (+8.8 percent), Vocational Skills (+5.6 percent), and Career and Technical Education (+2.0 percent). These instructional areas, which primarily lean on an in-person and hands-on curriculum, were impacted substantially by pandemic and the necessity in moving many courses to remote or online modalities. With more in-person course options in Fall 2021, these instructional areas have an uptick in enrollment. Instructional areas with decreases in enrollment from Fall 2020 to Fall 2021 include General Studies Certificate (-10.1 percent), General Associate (-7.1 percent), and Transfer (-3.6 percent). Longer-term, from Fall 2017 to Fall 2021, all instructional program areas experienced enrollment declines ranging from -19.0 percent in Transfer to 50.7 percent in Vocational Skills.

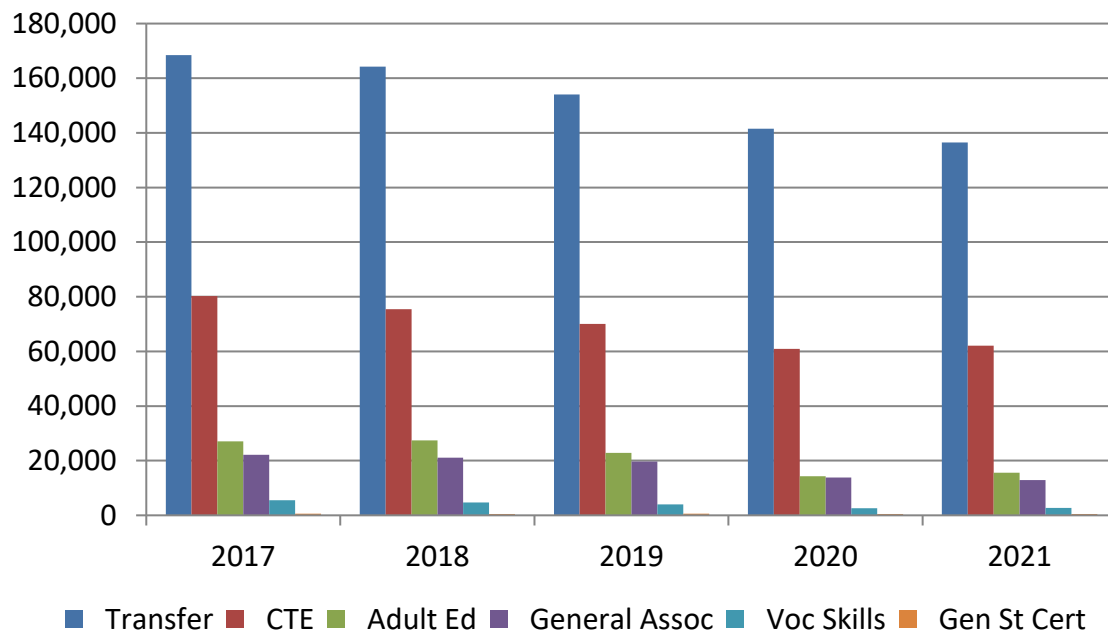


Figure 3: Opening Fall Headcount by Instructional Program Area, 2017-2021

Opening Fall Headcount Dual Credit Enrollment Statewide and by College.

Table 8 provides opening headcount enrollments of dual credit students in Fall 2021. Like Table 7, this table reflects the addition of new items collected in the Fall survey beginning with the 2021 collection and will establish a baseline for future comparison with enrollment at the 10th day of the Fall term. At the beginning of the Fall 2021 semester there were 35,287 enrollments for dual credit students, which represented about one in six enrollments (15.3 percent).

Additional Background. The Fall 2021 preliminary summary student counts in this report (Fall 2021 Opening Enrollment Report) derive from the web-based ICCB Fall 2021 Enrollment Survey. Beyond the survey, which allows ICCB and the Illinois Community College System to timely address stakeholder inquiries about fall enrollment, ICCB also annually collects student-level data from community colleges for the fall term. Upon finalization of the data in late-fall, the nuanced data will allow ICCB to analyze the impact of the COVID-19 pandemic more fully on instructional areas, demographics, and other student characteristics

It should be noted the counts in this report also only provide a "snapshot" of opening fall term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., accelerated course modules, intensive late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete annual data are available via [ICCB's Data Book](#). The joint ICCB-IBHE [Illinois Postsecondary Profiles](#) platform also provides pertinent trend information on Enrollment, Affordability, Progress, Advancement, and Completion for all 2- and 4-year higher education institutions in Illinois.



Illinois Community College Board
Table 2
COMPARISON OF FINAL FALL 2017-2020 OPENING HEADCOUNT ENROLLMENT
WITH FALL 2021 PRELIMINARY OPENING ENROLLMENT

Dist. No.	District/College	Fall 2017 Headcount	Fall 2018 Headcount	Fall 2019 Headcount	Fall 2020 Headcount	Fall 2021 Headcount	% Change 2017-2021	% Change 2020-2021
503	Black Hawk	4,926	4,333	4,472	3,743	3,736	-24.2 %	-0.2 %
518	Carl Sandburg	1,947	1,860	1,925	1,755	1,687	-13.4	-3.9
508	City Colleges of Chicago	(47,454)	(45,938)	(40,508)	(35,646)	(32,586)	(-31.3)	(-8.6)
02	Harold Washington	8,869	8,643	7,276	6,479	5,728	-35.4	-11.6
04	Harry S Truman	8,186	7,673	6,365	5,186	4,779	-41.6	-7.8
01	Kennedy-King	3,395	3,136	2,410	1,878	1,904	-43.9	1.4
03	Malcolm X	6,713	7,104	6,997	7,273	6,550	-2.4	-9.9
05	Olive-Harvey	2,882	2,663	2,177	1,955	1,826	-36.6	-6.6
06	Richard J. Daley	7,182	6,942	6,521	4,929	4,559	-36.5	-7.5
07	Wilbur Wright	10,227	9,777	8,762	7,946	7,240	-29.2	-8.9
502	College of DuPage	26,165	24,900	23,903	21,010	20,851	-20.3	-0.8
532	College of Lake County	14,590	14,193	13,743	11,854	12,117	-16.9	2.2
507	Danville Area	2,645	2,620	2,644	2,171	2,147	-18.8	-1.1
509	Elgin	9,599	9,567	9,931	7,882	8,057	-16.1	2.2
512	Harper	13,749	13,530	13,477	12,199	12,015	-12.6	-1.5
540	Heartland	5,193	5,063	4,974	4,485	4,659	-10.3	3.9
519	Highland	1,678	1,596	1,511	1,276	1,203	-28.3	-5.7
514	Illinois Central	9,266	8,875	8,749	7,813	7,385	-20.3	-5.5
529	Illinois Eastern	(7,528)	(6,712)	(6,196)	(5,113)	(4,826)	(-35.9)	(-5.6)
04	Frontier	1,791	1,931	1,719	1,262	1,315	-26.6	4.2
01	Lincoln Trail	933	892	797	723	632	-32.3	-12.6
02	Olney Central	1,142	1,112	1,034	906	992	-13.1	9.5
03	Wabash Valley	3,662	2,777	2,646	2,222	1,887	-48.5	-15.1
513	Illinois Valley	3,241	2,958	2,841	2,413	2,470	-23.8	2.4
530	John A. Logan	3,933	4,040	3,744	3,328	2,954	-24.9	-11.2
539	John Wood	1,896	1,924	1,934	1,881	1,728	-8.9	-8.1
525	Joliet Junior	14,910	14,726	14,318	10,267	11,551	-22.5	12.5
520	Kankakee	3,025	2,822	2,601	2,245	2,226	-26.4	-0.8
501	Kaskaskia	3,107	3,164	3,248	2,785	2,282	-26.6	-18.1
523	Kishwaukee	3,417	3,307	3,060	2,626	2,442	-28.5	-7.0
517	Lake Land	4,965	4,583	4,466	3,862	3,644	-26.6	-5.6
536	Lewis and Clark	7,000	6,698	6,413	4,683	4,125	-41.1	-11.9
526	Lincoln Land	6,259	5,565	5,446	4,977	4,841	-22.7	-2.7
528	McHenry County	6,843	7,031	7,473	7,814	8,765	28.1	12.2
524	Moraine Valley	14,620	13,762	13,032	11,026	10,578	-27.6	-4.1
527	Morton	4,387	4,351	4,439	3,618	3,850	-12.2	6.4
535	Oakton	8,907	8,454	8,083	7,313	7,192	-19.3	-1.7
505	Parkland	7,159	7,074	6,510	5,758	5,394	-24.7	-6.3
515	Prairie State	4,409	3,946	3,843	2,716	2,606	-40.9	-4.1
521	Rend Lake	2,333	2,486	2,287	1,802	1,905	-18.3	5.7
537	Richland	2,515	2,476	2,846	2,235	2,252	-10.5	0.8
511	Rock Valley	6,378	6,244	6,092	5,762	5,494	-13.9	-4.7
506	Sauk Valley	1,754	1,628	1,616	1,386	1,378	-21.4	-0.6
531	Shawnee	1,505	1,125	1,083	1,176	1,073	-28.7	-8.8
510	South Suburban	3,921	4,232	4,066	3,366	3,696	-5.7	9.8
533	Southeastern Illinois	1,655	1,650	1,732	1,263	1,237	-25.3	-2.1
522	Southwestern Illinois	8,859	8,841	8,508	6,906	7,213	-18.6	4.4
534	Spoon River	1,489	1,436	1,386	1,239	1,273	-14.5	2.7
504	Triton	10,672	10,529	9,571	8,819	9,048	-15.2	2.6
516	Waubonsee	<u>9,518</u>	<u>9,176</u>	<u>8,665</u>	<u>7,564</u>	<u>7,836</u>	<u>-17.7 %</u>	<u>3.6 %</u>
Totals		293,417	283,415	271,336	233,777	230,322	-21.5 %	-1.5 %

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2017-2020 and Fall Enrollment Survey for Fall 2021



Illinois Community College Board
Table 3
COMPARISON OF FINAL FALL 2017-2020 OPENING FTE ENROLLMENT
WITH FALL 2021 PRELIMINARY OPENING FTE ENROLLMENT

Dist. No.	District/College	Fall 2017 FTE	Fall 2018 FTE	Fall 2019 FTE	Fall 2020 FTE	Fall 2021 FTE	% Change 2017-2021	% Change 2020-2021
503	Black Hawk	2,835	2,577	2,533	2,222	2,134	-24.7 %	-4.0 %
518	Carl Sandburg	1,276	1,203	1,217	1,076	1,043	-18.2	-3.0
508	City Colleges of Chicago	(29,128)	(28,517)	(25,726)	(21,802)	(19,599)	(-32.7)	(-10.1)
02	Harold Washington	6,060	5,836	4,914	4,074	3,448	-43.1	-15.4
04	Harry S Truman	4,453	4,370	3,498	2,867	2,628	-41.0	-8.3
01	Kennedy-King	2,051	1,999	1,806	1,194	1,328	-35.3	11.2
03	Malcolm X	4,229	4,462	4,744	4,512	4,114	-2.7	-8.8
05	Olive-Harvey	1,615	1,474	1,392	1,196	1,043	-35.4	-12.8
06	Richard J. Daley	4,670	4,389	3,954	2,875	2,688	-42.4	-6.5
07	Wilbur Wright	6,050	5,986	5,417	5,084	4,350	-28.1	-14.4
502	College of DuPage	14,633	13,677	13,329	12,080	11,655	-20.4	-3.5
532	College of Lake County	8,163	8,019	7,848	6,975	7,056	-13.6	1.2
507	Danville Area	1,484	1,443	1,388	1,185	1,098	-26.0	-7.4
509	Elgin	5,679	5,577	5,732	4,816	4,724	-16.8	-1.9
512	Harper	7,908	7,740	7,713	7,264	6,862	-13.2	-5.5
540	Heartland	3,241	3,055	2,978	2,657	2,699	-16.7	1.6
519	Highland	1,106	1,053	952	874	808	-27.0	-7.6
514	Illinois Central	5,242	5,008	4,892	4,347	3,984	-24.0	-8.4
529	Illinois Eastern	(3,015)	(2,850)	(2,667)	(2,431)	(2,270)	(-24.7)	(-6.6)
04	Frontier	607	580	559	540	485	-20.1	-10.1
01	Lincoln Trail	650	613	575	567	484	-25.6	-14.7
02	Olney Central	767	749	710	638	666	-13.2	4.4
03	Wabash Valley	991	909	822	686	636	-35.8	-7.4
513	Illinois Valley	1,906	1,718	1,689	1,517	1,457	-23.6	-4.0
530	John A. Logan	2,575	2,530	2,378	2,122	1,859	-27.8	-12.4
539	John Wood	1,268	1,293	1,299	1,252	1,160	-8.5	-7.4
525	Joliet Junior	8,479	8,146	8,022	6,308	6,400	-24.5	1.5
520	Kankakee	1,694	1,642	1,557	1,431	1,366	-19.3	-4.5
501	Kaskaskia	1,796	1,843	1,899	1,641	1,538	-14.4	-6.3
523	Kishwaukee	2,146	2,021	1,816	1,553	1,454	-32.3	-6.4
517	Lake Land	3,153	2,999	2,900	2,605	2,363	-25.1	-9.3
536	Lewis and Clark	3,375	3,283	3,153	2,539	2,288	-32.2	-9.9
526	Lincoln Land	3,677	3,468	3,413	3,123	3,015	-18.0	-3.5
528	McHenry County	3,747	3,777	3,893	3,976	4,226	12.8	6.3
524	Moraine Valley	8,825	8,340	7,712	6,410	6,065	-31.3	-5.4
527	Morton	2,485	2,402	2,391	2,019	2,054	-17.3	1.7
535	Oakton	4,829	4,659	4,497	4,254	3,629	-24.8	-14.7
505	Parkland	4,386	4,297	4,003	3,528	3,250	-25.9	-7.9
515	Prairie State	2,579	2,305	2,242	1,618	1,500	-41.8	-7.3
521	Rend Lake	1,621	1,670	1,544	1,263	1,343	-17.1	6.4
537	Richland	1,433	1,397	1,500	1,219	1,147	-19.9	-5.9
511	Rock Valley	4,126	4,078	4,033	3,817	3,633	-12.0	-4.8
506	Sauk Valley	1,094	1,028	1,046	915	872	-20.2	-4.6
531	Shawnee	903	891	843	862	674	-25.3	-21.8
510	South Suburban	2,060	2,067	1,939	1,645	1,562	-24.2	-5.0
533	Southeastern Illinois	878	837	870	701	648	-26.3	-7.6
522	Southwestern Illinois	5,751	5,514	5,388	4,510	4,583	-20.3	1.6
534	Spoon River	918	846	848	757	745	-18.8	-1.5
504	Triton	5,883	5,812	5,411	4,796	4,836	-17.8	0.8
516	Waubonsee	<u>5,007</u>	<u>4,825</u>	<u>4,613</u>	<u>4,129</u>	<u>4,233</u>	<u>-15.5 %</u>	<u>2.5 %</u>
Totals		170,303	164,405	157,873	138,237	131,833	-22.6 %	-4.6 %

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2017-2020 and Fall Enrollment Survey for Fall 2021



Illinois Community College Board
Table 4
PRELIMINARY OPENING UNDUPLICATED ONLINE ENROLLMENT
FALL 2017-2021

Dist. No.	District/College	Fall 2017 Unduplicated	Fall 2018 Unduplicated	Fall 2019 Unduplicated	Fall 2020 Unduplicated	Fall 2021 Unduplicated	% Change 2017-2021	% Change 2020-2021
503	Black Hawk	1,526	1,482	1,511	2,656	2,192	43.6 %	-17.5 %
518	Carl Sandburg	738	761	836	1,250	1,121	51.9	-10.3
508	City Colleges of Chicago	(4,510)	(4,873)	(5,401)	(6,996)	(21,171)	(369.4)	(202.6)
02	Harold Washington	1,394	1,481	1,534	1,882	4,739	240.0	151.8
04	Harry S Truman	550	518	624	854	2,380	332.7	178.7
01	Kennedy-King	234	274	263	315	1,085	363.7	244.4
03	Malcolm X	709	840	1,057	1,362	5,016	607.5	268.3
05	Olive-Harvey	243	269	312	388	1,037	326.7	167.3
06	Richard J. Daley	404	459	465	719	2,107	421.5	193.0
07	Wilbur Wright	976	1,032	1,146	1,476	4,807	392.5	225.7
502	College of DuPage	5,848	5,833	6,034	11,961	13,474	130.4	12.6
532	College of Lake County	3,172	3,110	3,223	10,805	5,773	82.0	-46.6
507	Danville Area	843	875	864	1,663	972	15.3	-41.6
509	Elgin	1,797	1,427	1,951	4,735	6,124	240.8	29.3
512	Harper	2,577	2,649	3,022	10,549	8,553	231.9	-18.9
540	Heartland	1,423	1,416	1,555	3,327	2,615	83.8	-21.4
519	Highland	472	480	453	737	620	31.4	-15.9
514	Illinois Central	2,140	2,433	2,369	5,916	3,980	86.0	-32.7
529	Illinois Eastern	(1,301)	(1,490)	(1,353)	(1,623)	(1,357)	(4.3)	(-16.4)
04	Frontier	140	194	215	277	195	39.3	-29.6
01	Lincoln Trail	308	342	345	499	326	5.8	-34.7
02	Olney Central	547	586	447	477	442	-19.2	-7.3
03	Wabash Valley	306	368	346	370	394	28.8	6.5
513	Illinois Valley	579	555	657	1,770	950	64.1	-46.3
530	John A. Logan	1,325	1,419	1,242	1,543	1,342	1.3	-13.0
539	John Wood	1,113	1,150	1,135	1,396	1,194	7.3	-14.5
525	Joliet Junior	3,443	3,431	3,577	9,885	7,795	126.4	-21.1
520	Kankakee	675	662	593	1,513	793	17.5	-47.6
501	Kaskaskia	1,075	1,199	1,179	1,454	1,207	12.3	-17.0
523	Kishwaukee	1,004	959	910	2,022	1,453	44.7	-28.1
517	Lake Land	1,679	1,741	1,693	2,837	1,833	9.2	-35.4
536	Lewis and Clark	882	682	727	807	1,377	56.1	70.6
526	Lincoln Land	1,684	1,704	1,739	3,464	2,603	54.6	-24.9
528	McHenry County	1,809	1,881	1,965	4,445	3,343	84.8	-24.8
524	Moraine Valley	2,590	2,719	2,872	8,557	7,216	178.6	-15.7
527	Morton	504	544	485	3,151	1,180	134.1	-62.6
535	Oakton	2,366	2,508	2,493	6,422	5,403	128.4	-15.9
505	Parkland	2,369	2,448	2,317	3,530	2,794	17.9	-20.8
515	Prairie State	830	836	929	2,293	1,774	113.7	-22.6
521	Rend Lake	456	476	520	1,295	879	92.8	-32.1
537	Richland	723	731	771	1,730	1,247	72.5	-27.9
511	Rock Valley	1,270	1,522	1,490	4,936	3,539	178.7	-28.3
506	Sauk Valley	719	725	760	1,173	727	1.1	-38.0
531	Shawnee	448	395	379	576	500	11.6	-13.2
510	South Suburban	798	810	887	1,000	1,072	34.3	7.2
533	Southeastern Illinois	833	808	772	689	568	-31.8	-17.6
522	Southwestern Illinois	2,238	2,274	2,362	3,635	3,202	43.1	-11.9
534	Spoon River	469	469	475	757	528	12.6	-30.3
504	Triton	2,017	3,305	1,871	6,636	4,543	125.2	-31.5
516	Waubensee	<u>2,658</u>	<u>2,641</u>	<u>2,553</u>	<u>4,897</u>	<u>3,948</u>	<u>48.5 %</u>	<u>-19.4 %</u>
Totals		62,903	65,423	65,925	144,631	130,962	108.2 %	-9.5 %

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 5
PRELIMINARY OPENING DUPLICATED ONLINE ENROLLMENT
FALL 2017-2021

Dist. No.	District/College	Fall 2017 Duplicated	Fall 2018 Duplicated	Fall 2019 Duplicated	Fall 2020 Duplicated	Fall 2021 Duplicated	% Change 2017-2021	% Change 2020-2021
503	Black Hawk	2,520	2,404	2,537	6,971	4,973	97.3 %	-28.7 %
518	Carl Sandburg	1,110	1,215	1,373	2,746	2,389	115.2	-13.0
508	City Colleges of Chicago	(7,232)	(7,687)	(8,783)	(12,840)	(60,989)	(743.3)	(375.0)
02	Harold Washington	2,315	2,430	2,648	3,434	13,388	478.3	289.9
04	Harry S Truman	886	826	939	1,388	6,398	622.1	361.0
01	Kennedy-King	374	452	446	545	2,778	642.8	409.7
03	Malcolm X	1,084	1,259	1,662	2,153	15,122	1295.0	602.4
05	Olive-Harvey	388	411	545	1,288	2,711	598.7	110.5
06	Richard J. Daley	662	700	756	1,249	5,807	777.2	364.9
07	Wilbur Wright	1,523	1,609	1,787	2,783	14,785	870.8	431.3
502	College of DuPage	9,634	9,515	9,944	24,272	29,518	206.4	21.6
532	College of Lake County	4,668	4,659	5,056	28,972	9,995	114.1	-65.5
507	Danville Area	1,131	1,506	1,446	1,763	1,560	37.9	-11.5
509	Elgin	2,625	2,615	2,869	7,597	14,659	458.4	93.0
512	Harper	3,874	3,969	4,502	29,689	20,217	421.9	-31.9
540	Heartland	2,159	2,250	2,435	8,884	6,561	203.9	-26.1
519	Highland	763	805	799	1,739	1,278	67.5	-26.5
514	Illinois Central	3,338	3,836	3,754	15,846	4,515	35.3	-71.5
529	Illinois Eastern	(1,616)	(1,892)	(1,767)	(2,140)	(1,618)	(0.1)	(-24.4)
04	Frontier	176	256	280	379	208	18.2	-45.1
01	Lincoln Trail	400	457	521	707	449	12.3	-36.5
02	Olney Central	717	758	584	616	514	-28.3	-16.6
03	Wabash Valley	323	421	382	438	447	38.4	2.1
513	Illinois Valley	874	811	961	5,225	1,829	109.3	-65.0
530	John A. Logan	2,162	2,217	2,141	2,850	2,503	15.8	-12.2
539	John Wood	1,950	2,029	2,033	2,844	2,566	31.6	-9.8
525	Joliet Junior	5,368	5,405	5,778	26,779	18,671	247.8	-30.3
520	Kankakee	955	991	850	3,759	1,376	44.1	-63.4
501	Kaskaskia	2,000	2,310	2,294	2,784	2,749	37.5	-1.3
523	Kishwaukee	1,684	1,564	1,516	6,053	3,696	119.5	-38.9
517	Lake Land	3,318	3,447	3,354	10,308	3,552	7.1	-65.5
536	Lewis and Clark	1,044	1,041	1,147	1,327	2,362	126.2	78.0
526	Lincoln Land	2,847	2,957	3,056	7,141	5,463	91.9	-23.5
528	McHenry County	2,944	3,131	3,192	10,477	6,820	131.7	-34.9
524	Moraine Valley	3,961	4,161	4,382	26,439	16,065	305.6	-39.2
527	Morton	658	714	656	7,508	2,616	297.6	-65.2
535	Oakton	3,585	3,794	3,775	16,597	12,731	255.1	-23.3
505	Parkland	3,593	3,780	3,618	5,771	5,142	43.1	-10.9
515	Prairie State	1,294	1,299	1,551	5,731	3,453	166.8	-39.7
521	Rend Lake	697	752	838	3,691	1,635	134.6	-55.7
537	Richland	1,223	1,218	1,322	4,126	1,803	47.4	-56.3
511	Rock Valley	1,851	2,294	2,238	14,168	8,047	334.7	-43.2
506	Sauk Valley	1,133	1,135	1,264	3,763	1,374	21.3	-63.5
531	Shawnee	739	594	685	1,228	1,003	35.7	-18.3
510	South Suburban	1,145	1,156	1,285	1,480	3,147	174.8	112.6
533	Southeastern Illinois	1,430	1,415	1,379	1,387	1,037	-27.5	-25.2
522	Southwestern Illinois	3,588	3,672	3,982	7,480	6,489	80.9	-13.2
534	Spoon River	868	867	914	1,149	1,115	28.5	-3.0
504	Triton	3,056	4,498	2,840	16,667	9,633	215.2	-42.2
516	Waubonsee	<u>4,482</u>	<u>4,497</u>	<u>4,317</u>	<u>11,271</u>	<u>8,161</u>	<u>82.1 %</u>	<u>-27.6 %</u>
Totals		99,119	104,102	106,633	351,462	293,310	195.9 %	-16.5 %

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 6
PRELIMINARY OPENING ONLINE FTE ENROLLMENT
FALL 2017-2021

Dist. No.	District/College	Fall 2017 FTE	Fall 2018 FTE	Fall 2019 FTE	Fall 2020 FTE	Fall 2021 FTE	% Change 2017-2021	% Change 2020-2021
503	Black Hawk	476	461	480	1,321	970	103.8 %	-26.6 %
518	Carl Sandburg	231	246	280	559	479	107.2	-14.4
508	City Colleges of Chicago	(1,543)	(1,628)	(1,870)	(2,611)	(11,750)	(661.5)	(350.0)
02	Harold Washington	493	515	563	737	2,629	433.3	256.7
04	Harry S Truman	188	175	200	296	1,231	554.8	315.9
01	Kennedy-King	79	94	93	113	537	579.7	375.2
03	Malcolm X	232	266	352	459	2,829	1119.4	516.3
05	Olive-Harvey	83	87	116	189	530	538.6	180.4
06	Richard J. Daley	141	147	162	263	1,131	702.1	330.0
07	Wilbur Wright	327	344	384	554	2,863	775.5	416.8
502	College of DuPage	2,031	1,987	2,098	5,343	6,389	214.6	19.6
532	College of Lake County	964	953	1,028	6,037	2,203	128.5	-63.5
507	Danville Area	299	270	300	443	372	24.1	-16.2
509	Elgin	516	517	583	1,731	3,196	519.4	84.6
512	Harper	770	785	892	6,202	4,188	443.9	-32.5
540	Heartland	454	469	499	1,961	1,367	200.7	-30.3
519	Highland	134	145	144	315	233	74.3	-26.1
514	Illinois Central	646	750	747	3,436	1,751	171.1	-49.0
529	Illinois Eastern	(254)	(272)	(268)	(324)	(293)	(15.4)	(-9.6)
04	Frontier	31	39	44	53	38	22.5	-28.0
01	Lincoln Trail	71	72	80	92	77	9.0	-15.4
02	Olney Central	108	108	94	110	99	-8.4	-10.4
03	Wabash Valley	44	53	50	69	79	79.2	14.1
513	Illinois Valley	161	154	180	1,047	340	111.5	-67.5
530	John A. Logan	433	477	426	573	514	18.6	-10.4
539	John Wood	346	362	360	519	481	39.1	-7.4
525	Joliet Junior	1,127	1,131	1,206	5,643	3,920	247.8	-30.5
520	Kankakee	181	195	169	743	253	39.6	-66.0
501	Kaskaskia	333	373	286	557	498	49.8	-10.5
523	Kishwaukee	328	304	291	1,206	734	123.7	-39.1
517	Lake Land	637	667	653	2,250	861	35.2	-61.7
536	Lewis and Clark	313	203	236	264	473	51.0	79.3
526	Lincoln Land	584	597	641	1,485	1,135	94.4	-23.6
528	McHenry County	565	601	605	2,129	1,272	125.3	-40.3
524	Moraine Valley	805	850	895	5,463	3,064	280.6	-43.9
527	Morton	139	152	135	1,598	79	-43.4	-95.1
535	Oakton	675	740	728	3,496	2,535	275.6	-27.5
505	Parkland	766	803	777	1,432	1,123	46.6	-21.6
515	Prairie State	253	318	306	1,208	714	182.2	-40.9
521	Rend Lake	130	144	159	714	309	137.7	-56.7
537	Richland	253	252	277	892	535	111.6	-40.0
511	Rock Valley	354	443	453	2,897	1,584	347.5	-45.3
506	Sauk Valley	204	201	209	778	230	12.7	-70.4
531	Shawnee	140	151	135	259	209	49.8	-19.3
510	South Suburban	205	205	231	273	614	200.3	125.1
533	Southeastern Illinois	260	256	250	288	206	-20.8	-28.5
522	Southwestern Illinois	677	698	748	1,417	1,283	89.6	-9.4
534	Spoon River	172	171	182	567	222	28.7	-60.9
504	Triton	636	656	596	3,825	2,023	218.1	-47.1
516	Waubensee	<u>847</u>	<u>847</u>	<u>815</u>	<u>2,210</u>	<u>1,601</u>	<u>89.1 %</u>	<u>-27.6 %</u>
Totals		19,840	20,434	21,137	74,015	60,001	202.4 %	-18.9 %

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 7
PRELIMINARY OPENING ENROLLMENT BY INSTRUCTIONAL PROGRAM AREA
FALL 2021

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	9	2,102	1,277	0	117	39	36	156	3,736
518	Carl Sandburg	238	1,082	344	0	23	0	0	0	1,687
508	City Colleges of Chicago	(4,782)	(16,818)	(4,556)	(0)	(23)	(2,223)	(922)	(3,262)	(32,586)
	Harold Washington	430	4,715	581	0	0	0	0	2	5,728
	Harry S Truman	367	1,787	586	0	7	574	159	1,299	4,779
	Kennedy-King	173	831	547	0	0	264	60	29	1,904
	Malcolm X	2,389	2,265	1,328	0	0	380	49	139	6,550
	Olive-Harvey	167	968	360	0	5	152	71	103	1,826
	Richard J. Daley	341	2,035	638	0	10	387	382	766	4,559
	Wilbur Wright	915	4,217	516	0	1	466	201	924	7,240
502	College of DuPage	327	10,098	9,035	76	2	179	55	1,079	20,851
532	College of Lake County	33	7,905	2,652	4	147	57	277	1,042	12,117
507	Danville Area	0	877	968	0	248	25	29	0	2,147
509	Elgin	35	5,220	2,072	0	1	111	149	469	8,057
512	Harper	113	8,681	2,729	0	54	114	12	312	12,015
540	Heartland	0	3,799	575	0	38	82	24	141	4,659
519	Highland	39	825	298	12	29	0	0	0	1,203
514	Illinois Central	868	4,959	1,361	2	0	94	0	101	7,385
529	Illinois Eastern	(259)	(1,924)	(1,908)	(0)	(638)	(45)	(40)	(12)	(4,826)
	Frontier	55	432	113	0	619	44	40	12	1,315
	Lincoln Trail	77	404	149	0	2	0	0	0	632
	Olney Central	75	595	322	0	0	0	0	0	992
	Wabash Valley	52	493	1,324	0	17	1	0	0	1,887
513	Illinois Valley	41	1,500	791	52	0	36	36	14	2,470
530	John A. Logan	173	1,956	825	0	0	0	0	0	2,954
539	John Wood	0	708	892	16	85	27	0	0	1,728
525	Joliet Junior	2,074	6,036	2,852	16	25	177	48	323	11,551
520	Kankakee	488	952	681	0	0	70	4	31	2,226
501	Kaskaskia	312	1,129	840	0	1	0	0	0	2,282
523	Kishwaukee	1	1,563	679	0	37	38	49	75	2,442
517	Lake Land	301	2,130	1,169	0	44	0	0	0	3,644
536	Lewis and Clark	181	1,176	2,673	0	0	49	36	10	4,125
526	Lincoln Land	576	3,091	1,174	0	0	0	0	0	4,841
528	McHenry County	0	6,493	1,846	0	0	73	79	274	8,765
524	Moraine Valley	94	8,197	2,065	0	2	46	7	167	10,578
527	Morton	435	1,297	1,804	0	0	74	88	152	3,850
535	Oakton	61	5,028	1,724	0	44	139	164	32	7,192
505	Parkland	198	3,470	1,680	0	0	18	12	16	5,394
515	Prairie State	157	1,461	783	0	45	22	38	100	2,606
521	Rend Lake	0	1,229	651	0	24	1	0	0	1,905
537	Richland	318	1,260	552	0	68	48	6	0	2,252
511	Rock Valley	0	4,189	1,060	0	32	24	14	175	5,494
506	Sauk Valley	5	969	403	0	0	0	0	1	1,378
531	Shawnee	81	220	428	234	101	9	0	0	1,073
510	South Suburban	14	3,506	154	0	0	12	9	1	3,696
533	Southeastern Illinois	80	750	224	0	183	0	0	0	1,237
522	Southwestern Illinois	1	3,698	3,225	0	0	133	51	105	7,213
534	Spoon River	28	865	239	0	31	94	11	5	1,273
504	Triton	330	3,978	3,405	0	674	600	4	57	9,048
516	Waubonsee	<u>234</u>	<u>5,368</u>	<u>1,535</u>	<u>40</u>	<u>0</u>	<u>227</u>	<u>59</u>	<u>373</u>	<u>7,836</u>
TOTALS		12,886	136,509	62,129	452	2,716	4,886	2,259	8,485	230,322

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 8
PRELIMINARY OPENING
DUAL CREDIT ENROLLMENTS
BY COLLEGE, FALL 2021

Dist. <u>No. College Name</u>	Fall 2021 Dual Credit <u>Headcount</u>
503 Black Hawk	995
518 Carl Sandburg	535
508 City Colleges of Chicago	(2,694)
02 Harold Washington	759
04 Harry S Truman	65
01 Kennedy-King	292
03 Malcolm X	220
05 Olive-Harvey	356
06 Richard J. Daley	441
07 Wilbur Wright	561
502 College of DuPage	2,505
532 College of Lake County	115
507 Danville Area	281
509 Elgin	748
512 Harper	1,744
540 Heartland	1,022
519 Highland	175
514 Illinois Central	1,892
529 Illinois Eastern	(918)
04 Frontier	238
01 Lincoln Trail	150
02 Olney Central	325
03 Wabash Valley	205
513 Illinois Valley	494
530 John A. Logan	785
539 John Wood	215
525 Joliet Junior	2,049
520 Kankakee	228
501 Kaskaskia	462
523 Kishwaukee	460
517 Lake Land	1,042
536 Lewis and Clark	1,409
526 Lincoln Land	328
528 McHenry County	3,242
524 Moraine Valley	2,143
527 Morton	741
535 Oakton	512
505 Parkland	747
515 Prairie State	0
521 Rend Lake	574
537 Richland	643
511 Rock Valley	308
506 Sauk Valley	247
531 Shawnee	204
510 South Suburban	1,353
533 Southeastern Illinois	101
522 Southwestern Illinois	689
534 Spoon River	272
504 Triton	1,199
516 Waubensee	<u>1,216</u>
 Totals	 35,287

SOURCE OF DATA: Fall Enrollment Surveys

Illinois Community College Board

**RECOGNITION MANUAL FOR THE ILLINOIS PUBLIC COMMUNITY
COLLEGE DISTRICTS 2021-2025**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting.

The ICCB has updated the Recognition Manual for the 2021-2025 approval cycle. The process for colleges has begun for this cycle. Approximately 8-10 colleges go through the approval process each year. In the new manual, there is an updated emphasis on student equity and access in academic and support programming as well as inclusion of updated compliance academic, fiscal, and service standards based on legislation that has passed since publication of the last manual.

On an overall basis, there are three categories of recognition status: Recognition Continued, Recognition Continued-with Conditions, and Recognition Interrupted. *Recognition Continued* means the district generally meets ICCB standards. A district which has been granted a status of “recognition continued” will be entitled to receive ICCB grants for which it is otherwise entitled and eligible. *Recognition Continued-with Conditions* mean the district does not meet ICCB standards across one or more identified standards. A district which has been assigned the status of “recognition continued-with conditions” will be entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it will be given a specified time to resolve the conditions which led to the assignment of that status. A follow-up visit evaluation will be scheduled no sooner than three nor later than nine months after ICCB action on the assignment to determine the district’s progress in resolving the conditions. Finally, *Recognition Interrupted* means the district failed to take corrective action to resolve the conditions placed upon it under “Recognition Continued-with Conditions” within the prescribed time. A district which has been assigned a status of “Recognition Interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district on “Recognition Interrupted” status will have state funding suspended on a prorated, per diem basis for the period for which such status is in effect.

ILLINOIS COMMUNITY COLLEGE BOARD

RECOGNITION MANUAL

for the Illinois Public Community College Districts

2021-2025



**Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711
Telephone: (217)-785-0123 www.iccb.org**

Printed by Authority of the State of Illinois

Illinois Community College Board

**RECOGNITION MANUAL FOR THE
ILLINOIS PUBLIC COMMUNITY COLLEGE
DISTRICTS Years 2021 - 2025**

Table of Contents

INTRODUCTION..... 1

OBJECTIVES OF THE RECOGNITION EVALUATION 2

THE RECOGNITION PROCESS 2

 Application 2

 Scope 2

 Provisions 2

 Action 3

 Evaluation..... 3

 Review and Appeal..... 3

APPENDIX A Applicable Statutes - Recognition 4

APPENDIX B Schedule of Recognition Evaluations 2021 - 2025..... 5

APPENDIX C Recognition Standards Years 2021 – 2025..... 6

APPENDIX D Application for Recognition 28

INTRODUCTION

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board (ICCB) (Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle.

ICCB staff makes an assessment on each individual standard and on a holistic basis. On individual standards, colleges are identified as either in compliance or not in compliance. Recommendations are either mandatory when a college is out of compliance or otherwise advisory. On an overall basis, there are three categories of recognition status:

Recognition Continued - The district generally meets ICCB standards.

Recognition Continued - with Conditions - The district generally does not meet ICCB standards.

Recognition Interrupted - The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period.

Standards identified for focused review during the 2021 - 2025 cycle will be selected from the following broad categories:

- I. Academic
- II. Student Services/Academic Support
- III. Finance/Facilities
- IV. Institutional Research/Reporting

Version updates to this manual will be implemented if any changes occur to the Administrative Code by the State of Illinois Joint Committee on Administrative Rules

Version 1.1

OBJECTIVES OF THE RECOGNITION EVALUATION

The following are the objectives of the ICCB recognition evaluation process:

1. To determine district compliance with standards established by the [Public Community College Act](#) and [ICCB System Rules Manual](#) available on the ICCB [website](#).
2. To provide assistance to districts in achieving compliance with the Act and Administrative Rules.
3. To identify issues that may be of concern to the community college system and to gather basic data about these issues.
4. To identify exemplary district practices/programs that can be shared with other districts.

THE RECOGNITION PROCESS

The recognition process takes advantage of the substantial amounts of information that the colleges provide to the Board on a routine basis. Evaluations include quality indicators, in addition to standards that are strictly compliance oriented. If issues arise during the ICCB staff's office evaluation that cannot be resolved through off-site contact with the college, a visit to the college concurrent with the credit hour claims audit visit will be arranged to view materials available on campus and/or to discuss issues with college personnel. The ICCB may, in some instances, conduct on-site visits, as deemed appropriate and necessary.

Application

Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the Act. The application should include a letter from the local board of trustees (or designee) requesting the ICCB to assign a status of "recognition continued" to the district. The application letter should be received within 90 days after official notification from the Illinois Community College Board. See Appendix D for full instructions on the application process.

Scope

Each recognition evaluation will focus on the standards identified in Appendix C. These selected standards will be the central focus of (1) the district's self-evaluation submitted as a part of the application for recognition and (2) the ICCB evaluation. While the focus of the recognition evaluation will be on selected standards, the district is responsible for compliance with all ICCB standards. Standards other than those selected for focus may be addressed by ICCB staff during the recognition evaluation or at other times during the year.

Provisions

On an overall basis, there are three categories of recognition status:

Recognition Continued - The district generally meets ICCB standards. A district which has been granted a status of "recognition continued" will be entitled to receive ICCB

grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions - The district does not meet ICCB standards across one or more identified standards. A district which has been assigned the status of “recognition continued-with conditions” will be entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it will be given a specified time to resolve the conditions which led to the assignment of that status. A follow-up visit evaluation will be scheduled no sooner than three nor later than nine months after ICCB action on the assignment to determine the district’s progress in resolving the conditions.

Recognition Interrupted - The district failed to take corrective action to resolve the conditions placed upon it under “Recognition Continued-with Conditions” within the prescribed time period. A district which has been assigned a status of “Recognition Interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district on “Recognition Interrupted” status will have state funding suspended on a prorated, per diem basis for the period of time for which such status is in effect.

Action

Recognition is considered to be continuous unless action is taken to interrupt it. The ICCB will act on the recognition status of each district at a meeting subsequent to the ICCB recognition report being received. A district which previously has not been granted a recognition status by the ICCB may apply for a recognition status at any time.

Evaluation

ICCB staff will conduct an in-depth evaluation of each district at least once every five years (See Appendix B for the 2021-2025 schedule).

- 1) This evaluation will be conducted by ICCB staff based on internal ICCB documents and on requests for information, data, and documents from the college.
- 2) On-site visits, including a required credit hour claims audit visit, will be scheduled.
- 3) The district shall receive a draft report of the evaluation findings and is asked to respond to the findings within 30 days of receipt of the draft report.
- 4) A final report will be presented to the ICCB at its next regularly scheduled meeting and will include the district’s responses to the draft report’s findings. Accompanying the final report will be the staff’s recommendation for recognition.
- 5) There may also be recommendations for follow-up submission required by the college, based on the finding in the final report.

Review and Appeal

The ICCB may place a district on a “Recognition Interrupted” status for failure to meet ICCB standards after being assigned a status of “Recognition Continued-with Conditions” and receiving a follow-up evaluation if the district has not resolved the conditions within the stated time allowed. Any district whose recognition is interrupted may file a written request with the ICCB for a hearing on the decision in accordance with ICCB Rule 1501.110.

APPENDIX A

Applicable Statutes - Recognition

Sections 2-12 and 2-15 of the Public Community College Act provide the bases for recognition: 2-12. The State Board shall have the power and it shall be its duty:

2-12f. To determine efficient and adequate standards for community colleges for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration and supervision, and to grant recognition certificates to community colleges meeting such standards.

2-12g. To determine the standards for establishment of community colleges and the proper location of the site in relation to existing institutions of higher education offering academic, occupational and technical training curricula, possible enrollment, assessed valuation, industrial, business, agricultural, and other conditions reflecting educational needs in the area to be served; however, no community college may be considered as being recognized nor may the establishment of any community college be authorized in any district which shall be deemed inadequate for the maintenance, in accordance with the desirable standards thus determined, of a community college offering the basic subjects of general education and suitable vocational and semiprofessional and technical curricula.

2-15. The State Board shall grant recognition to community colleges which maintain equipment, courses of study, standards of scholarship, and other requirements set by the State Board. Application for recognition shall be made to the State Board. The State Board shall set the criteria by which the community colleges shall be judged and through the executive officer of the State Board shall arrange for an official evaluation of the community colleges and shall grant recognition of such community colleges as may meet the required standards.

APPENDIX B Schedule of Recognition Evaluations 2021 - 2025

Dist. No.	District	Recognition Evaluation				
		2021	2022	2023	2024	2025
503	Black Hawk	X				
508	Chicago			X		
507	Danville	X				
502	DuPage	X				
509	Elgin		X			
512	Harper				X	
540	Heartland					X
519	Highland			X		
514	IL Central				X	
529	IL Eastern		X			
513	IL Valley				X	
525	Joliet			X		
520	Kankakee			X		
501	Kaskaskia	X				
523	Kishwaukee				X	
532	Lake County					X
517	Lake Land	X				
536	Lewis & Clark					X
526	Lincoln Land				X	
530	Logan				X	
528	McHenry				X	
524	Moraine Valley					X
527	Morton				X	
535	Oakton					X
505	Parkland		X			
515	Prairie State	X				
521	Rend Lake	X				
537	Richland					X
511	Rock Valley	X				
518	Sandburg		X			
506	Sauk Valley		X			
531	Shawnee				X	
510	South Suburban		X			
533	Southeastern					X
522	Southwestern		X			
534	Spoon River					X
504	Triton	X				
516	Waubonsee	X				
539	Wood					X

APPENDIX C Recognition Standards Years 2021 – 2025

Illinois Community College Board			
RECOGNITION STANDARDS Years 2021 - 2025			
STANDARD I	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
ACADEMIC			
<p>1. Degrees and Certificates: A college shall award associate degrees and certificates in accordance with units of instruction approved by the ICCB. The criteria for approval of new units of instruction also are required for existing programs offered by community colleges. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.</p>	<p>ICCB Rule 1501.303b (Program Requirements), ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • The college awards, associate degrees, and certificates in accordance with units of instruction approved by the ICCB. • All degrees and certificates will meet credit hour ranges and general education requirements for new programs. • Programs that are not in the catalog and in which the college is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File. 	<ul style="list-style-type: none"> • College catalog • ICCB Curriculum Master file

<p>4. Curriculum: The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.</p> <p>a. The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:</p> <p>i. For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;</p> <p>ii. For the Associate in Fine Arts, Associate of Arts in Teaching, and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or the quarter credit hour equivalent;</p> <p>iii. For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and</p> <p>iv. For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.</p>	<p>ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> The districts AA, AS, AFA, AES, AAS and AGS degrees requirements are within the prescribed limits set forth by statute and Administrative Rules. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> Degree requirements beyond the minimum are directly related to the objectives of the unit of instruction, are not excessive and are generally consistent with similar degree offerings at other institutions. Degree offerings are consistent with the career pathway competencies for students seeking to enter a field of study or that are transferring to a four-year institution. 	<p>ICCB Approved Units of Instruction</p> <ul style="list-style-type: none"> Program Requirements
--	--	---	--

<p>b. Accreditation and Credentialing:</p> <ul style="list-style-type: none"> i. Appropriate steps have been taken to ensure that accreditation of the unit of instruction will be granted in a reasonable period of time. ii. The unit of instruction will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction. 		<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • The unit of instruction meets accreditation and licensure requirements, as appropriate to the specific field. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • The unit of instruction includes industry-recognized credentials consistent with the discipline or field of study. • Evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline or field of study. • For Career and Technical Education courses, the unit of instruction was developed with the advice and recommendations of a CTE Advisory committee of employers. 	<ul style="list-style-type: none"> • Evidence of Accreditation for specific units of instruction selected for review; • Evidence of inclusion of industry-recognized credentials (as applicable) for specific units of instruction selected for review.
---	--	--	---

<p>5. Dual Credit: Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:</p> <p>a. State Laws and Regulations and Accreditation Standards: All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.</p> <p>b. Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.</p> <p>c. Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors</p>	<p>ICCB Rule 1501.507 (b)11 (Credit Hours Claims) ICCB Rule 1501.313 (Dual Credit)</p> <p>ICCB Rule 1501.303(f) (Program Requirements) ICCB Rule 1501.313 (Dual Credit)</p> <p>ICCB Rule 1501.313 (Dual Credit)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> College conforms to all state laws and regulations and accreditation standards College uses local partnership agreement or Model Partnership Agreement parameters when appropriate. <p>Faculty hold required credentials</p> <p>College has Professional Development plans on file</p> <ul style="list-style-type: none"> Students enrolled in college-level courses meet the academic requirements of the course Process for course selection is made in consultation with high school personnel 	<ul style="list-style-type: none"> College Dual Credit Policies College faculty records/ICCB faculty records College student records Articulation agreements/program assignment of courses Course outlines/syllabi SU/SR College Self Study <p>College faculty/staff records/ICCB faculty records</p> <ul style="list-style-type: none"> Self Study College student records Dual Credit Policies Articulation agreements Student Transcripts IAI Course Approval <ul style="list-style-type: none"> Self Study Student Transcripts Dual Credit Policies
---	---	---	---

<p>and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.</p> <p>d. Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.</p> <p>e. Course Offerings. Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.</p> <p>f. Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.</p> <p>g. Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.</p>			
--	--	--	--

<p>6. Assessment Plans: A system of evaluating and recording student performance in courses shall be in effect as a per district policies and shall be available for review.</p> <p>Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of student learning. All academic programs will systematically assess student learning and use assessment results to improve programs.</p>	<p>ICCB Rule 1501.405 (Student Evaluation)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • The college has in place a systematic process to assess student learning in each degree and certificate program it offers. • The college regularly utilizes data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • The College regularly reviews their placement policies and procedures and engages in continuous data analysis to ensure that placement policies and procedures are placing students Appropriately. 	<ul style="list-style-type: none"> • College placement policies and cutoff scores • Program review reports • College catalogs • Applications for new programs • College self-study • College instructional program assessment policies
<p>7. Student Evaluation: A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.</p>	<p>Section 1501.405 (Student Evaluation)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • The college has a policy in place for evaluating and recording student performance in courses. 	

<p>8. Faculty Qualifications/Policies: Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.</p> <p>The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses [1.1 PCS (in the ICCB Program Classification System)], these qualifications shall include a minimum of a master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.</p>	<p>ICCB Rule 1501.303(f) (Program Requirements)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> Faculty preparation is in accordance with ICCB rule. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> College has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy. Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location. 	<ul style="list-style-type: none"> ICCB Faculty and Staff records College records <ul style="list-style-type: none"> Self-Study Faculty/Staff Handbooks
--	---	---	--

<p>9. Cooperative Agreements and Contracts: Cooperative agreements may be established for the purposed of providing more accessible instructional services to students and increasing efficiency in the use of education resources.</p> <p>a. Inter-District Cooperative Agreements for Instruction. A community college district may enter into inter-district contractual arrangements with another community college district to enable its students to attend the other district's program(s)/course(s) upon approval by the ICCB.</p> <p>b. Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois community Colleges Online. The cooperative agreement shall specify that the programs/course will be approved as program/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such.</p>	<p>Section 1501.307 (Cooperative Agreements)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • All Cooperative Agreements have been approved by the ICCB. • Cooperative agreements are current and reflect existing practices. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region. • Information provided in the college catalog is consistent with the information that is provided on the college's website (if applicable) • All information regarding the CAREER Agreement (of which all 39 districts are a part) is accurate in both the college catalog and on the college's website. This includes the following: <ul style="list-style-type: none"> • Information on chargebacks • Participating institutions 	<ul style="list-style-type: none"> • Copies of or links to Cooperative Agreements & Contracts • College Catalog (applicable page(s) should be noted) • Any other applicable web link(s)
--	--	--	--

<p>10. Program Review Process</p> <p>a. Each college shall have a systematic, college wide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.</p> <p>b. The minimum criteria for program review shall be program need, program cost, and program quality.</p> <p>c. Each college shall submit to the ICCB by September 1 each year a program review report of its previous year's program review findings and subsequent action steps in a format designated by the ICCB in the Program Review Manual.</p> <p>d. The review of academic disciplines, student and academic support, cross-disciplinary instruction (remedial education, adult education, English as a Second Language, and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.</p> <p>e. The Review of General Education Outcomes shall be scheduled annually but may focus each year on areas specified by the ICCB.</p>	<p>ICCB Rule 1501.303d (Review and Evaluation of Programs)</p> <p>ICCB Program Review Manual</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • The college's written process description documents a systematic, college wide process. • Supporting data used to conduct the review reflect a systematic approach. • The college follows the 5-year Program Review Schedule. If exceptions were granted, the college maintains ICCB approval in writing. The college will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB/IBHE. • Criteria of need, quality, and cost will be used in the review of each program. • Disaggregated data to analyze student enrollment and performance is utilized to inform program improvement and address issues of equity. • Reports use the designated format. • The college engages in annual review of general education outcomes. <p>NOTE: Subject to revision based on changes in program review process.</p>	<ul style="list-style-type: none"> • Process description • Program review reports • Individual program review • District's program review schedule
---	--	--	--

<p>10. Program Review Process (Continued)</p>		<p><u>Indicators of Quality:</u></p> <p>The following are measures that reflect quality aspects of Program Review/Results Report processes:</p> <ul style="list-style-type: none"> • The college provides a strong foundation of data for analysis to help determine program need, quality, and cost-effectiveness. • The college uses trend data. • Use of data across like program areas are consistent. • Reports show that program costs are appropriate and there is evidence that cost data are analyzed. • The program review process is a collaborative process relying primarily on faculty and using administrative resources. • The program review process is tied to long-range planning. • The college systematically incorporates analyses of key issues and factors into its program review process to keep attune to emerging trends. • Recommendations appropriately address identified weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented. • In assessing CTE or vocational skills program quality, the college takes into consideration occupational skills standards and competencies, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques. • The college uses input from advisory committees to assess program quality and determine if modifications are needed to meet the needs of employers, signifying deep employer engagement. • Students are engaged in the program review process. <p>NOTE: Subject to revision based on changes in program review process.</p>	<ul style="list-style-type: none"> • Program review reports • Individual program reviews • District's program review schedule
---	--	---	--

Illinois Community College Board

**RECOGNITION STANDARDS
Years 2021 – 2025**

STANDARD II	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
STUDENT SERVICES/ACADEMIC SUPPORT			
<p>1. Student Services/Academic Support: Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below. The college should demonstrate that these programs are accessible to all populations of students and stakeholders.</p> <p>a. Advising and Counseling. The college shall have a comprehensive and organized program of academic advising and career counseling.</p> <p>b. Financial Aid. The college shall provide a financial aid program, which provides students with information about and access to available financial support</p> <p>c. Placement. The college shall provide job placement services for students.</p> <p>d. Support Services. The college shall offer support services for students</p>	<p>ICCB Rule 1501.403</p> <p>110 ILCS 49 Higher Education Veterans Services Act</p> <p>110 ILCS 205/9.16 Underrepresentation of certain groups in higher education</p> <p>110 ILCS 131 Higher Education Housing and Opportunities Act</p> <p>110 ILCS 805/3-29.14</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • College has a comprehensive and organized program of academic advising and career counseling. • College provides a financial aid program which provides students with information about and access to available financial support. • College provides career counseling for students. • College provides job placement services for students. • College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans. • College has identified liaison to work with homeless and housing insecure students or students in care. • College has identified a Dream Resource Liaison. • College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Student Service/Academic Support facilities are easily accessible to students. • Services are available at hours/days convenient for students (evenings, weekends). • Web available student services are accessible to persons with disabilities. • College web site and computer-based software technologies are accessible to persons with disabilities • The college provides training and professional development for academic advising staff • The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid. 	<ul style="list-style-type: none"> • College catalog/other publications • Local board policy manual • Student handbook • College program review reports • College website • Campus facility (e.g. Student Services Center, Financial Aid Office, and various Student Resource Centers)

STUDENT SERVICES/ACADEMIC SUPPORT			
<p>2. Student Programming, Co-Curricular Activities and Support Services for Students.</p> <p>a. ICCB expected that institutions will provide holistic experiences for students that support learning inside and outside of the classroom. The college should demonstrate that these programs are accessible to all populations of students and stakeholders. Services are available to student outside of the those required by Administrative rule. These may include, but are not limited to, grant programs, student activities, athletics, study abroad, counseling, wellness centers or tutoring.</p>	<p>ICCB Rule 1501.403</p> <p>110 ILCS 49 Higher Education Veterans Services Act</p> <p>110 ILCS 205/9.16 Underrepresentation of certain groups in higher education</p> <p>ICCB Rule 1501.302</p> <p>ICCB Rule 1501.303</p> <p>ICCB Rule 1501.311</p> <p>ICCB Rule 1501.405</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Student Programming and Support Service facilities are easily accessible to students. • Services are available at hours/days convenient for students (evenings, weekends). • Web available student services are accessible to persons with disabilities. • College web site and computer-based software technologies are accessible to persons with disabilities • The college provides on-going training and professional development for professional staff • The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid. 	<ul style="list-style-type: none"> • College catalog/other publications • Local board policy manual • Student handbook • College program review reports • College website • Campus facility (e.g. Student Services Center, Financial Aid Office, and various Student Resource Centers)

STUDENT SERVICES/ACADEMIC SUPPORT			
<p>3. Admission of Students and Student Records</p> <p>a. The college shall have a comprehensive admission process that encompasses students who are severed from a secondary school, dual credit admission or other specialized admission programs.</p> <p>b. Student records and transcripts should reflect admission policies and transcript evaluation.</p>	<p>ICCB Rule 1501.402</p> <p>ICCB Rule 1501.311</p> <p>ICCB Rule 1501.404</p> <p>110 ILCS 49 Higher Education Veterans Services Act</p> <p>110 ILCS 205/9.16 Underrepresentation of certain groups in higher education</p> <p>ICCB Rule 1501.313 (Dual Credit)</p>	<p>Indicators of Compliance</p> <ul style="list-style-type: none"> • College has a comprehensive and organized program for admission to programs and courses. • The college has a policy and procedures in place for Prior Learning Assessment and reflects all required policy components. • College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans. • College implements strategies to recruit, retrain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Student Service/Academic Support facilities are easily accessible to students. • Services are available at hours/days convenient for students (evenings, weekends). • Web available student services are accessible to persons with disabilities. • College web site and computer-based software technologies are accessible to persons with disabilities. • The college provides training and professional development for academic advising staff. • The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid. 	<ul style="list-style-type: none"> • College catalog/other publications • Local board policy manual • Student handbook • College program review reports • College website • Campus facility (e.g. Student Services Center, Financial Aid Office, and various Student Resource Centers)

Illinois Community College Board			
RECOGNITION STANDARDS Years 2021 – 2025			
STANDARD III	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
FINANCE/FACILITIES			
<p>1. Credit Hour Claim Verification: ICCB credit hour grants shall be based on the number of credit hours, or equivalent, of students who have been certified as being in attendance at midterm.</p>	<p>Section 2-16 of the Act ICCB Rule 1501.507 (Credit Hour Claims) ICCB Rule 1501.501 (Definition of Terms)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Agreement between district’s state grant claim (SU and SR) records and information provided on certified mid-term class lists • Documented and verifiable process for determining residency • Documented and verifiable process for proper classification of hours in the credit hour claims submission • Annual district credit hour certification completed timely <p><u>Indicators of Quality</u></p> <ul style="list-style-type: none"> • Good interdepartmental communication regarding the impact on the claims process and district policies, procedures, and practices 	<ul style="list-style-type: none"> • ICCB credit hour claim printouts (SU and SR records) • Midterm class lists • Residency classification • Documented Processes • Review of most recent residency verification process (due each year)
<p>2. Financial Planning: Financial planning for current and future operations shall provide for both a sound educational program and the prudent use of public funds.</p>	<p>ICCB Rule 1501.502 (Financial Planning) Sections 3-33.5, 33.6 of the Act (Working Cash)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Existence of long-range plans and contingency plans for reduced state or local tax revenues • Monies in the working cash fund principal have not been used as current revenue. • Interest transferred from working cash fund to education or operations and maintenance funds authorized through separate board resolution. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Trends in past and current operating balances • Magnitudes and trends in indebtedness • Review and integration of long-range financial plans into overall college mission • Review integration of facilities master plan into overall college mission and strategic planning process. • All college departments are included in the financial planning and accountability process. • Board received report on financial conditions of the institution no less than once every three months. 	<ul style="list-style-type: none"> • Annual budgets • External Audits • Uniform Financial Statements • Board Minutes • Strategic Planning documents • District financial records • Facilities Master Plan • Long-range Financial Planning Model

<p>3. Financial Compliance Annual External Audit: The district shall complete an annual external audit.</p>	<p>110 ILCS 805/2-16.02 110 ILCS 805/3-22.1 ICCB Rule 1501.503 (Audits)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • District files audit on time. • District includes required grant compliance information • District includes Uniform Financial Statements • District audited credit hours matches certification or reconciliation is included in audit <p><u>Indicators of Quality:</u></p> <p>Corrective Action Plan for audit findings has been implemented.</p>	<ul style="list-style-type: none"> • Data and Report Submission records College Audits
---	---	--	---

<p>4. Facilities</p> <p>a. Approval of Construction Projects: The expenditure of funds for the purchase, construction, remodeling, or rehabilitation of physical facilities...shall have prior ICCB approval.</p> <p>Changes in budget/scope to approved construction projects shall be submitted for approval.</p> <p>When completed, each project shall be certified by a licensed architect or engineer as having been constructed within the budget and having met applicable plans, codes and specifications.</p> <p>b. Facilities Data Submissions: To maintain and report facilities data requests, reports, and information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB.</p>	<p>110 ILCS 805/2-12c ICCB Rule 1501.602 (Approval of Capital Projects) ICCB Rule 1501.603 (State-Funded Capital Projects) ICCB Rule 1501.604 (Locally Funded Capital Projects)</p> <p>ICCB Rule 1501.607 (Reporting Requirements) ICCB Rule 1501.608 (Approval of Projects from 110 ILCS 805/3.20.3.01) ICCB Rule 1501.609 Completion of Projects from 110 ILCS 805/3.20.3.01) ICCB Rule 1501.610 (Definition of Facilities) 110 ILCS805/3-20.3.01 ICCB Rule 1501.608 (Approval of Projects from 110 ILCS 805/3.20.3.01) 110 ILCS-805/2-12f ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1502.510 (Reporting Requirements) ICCB Rule 1501.607 (Reporting Requirements)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> College projects, and state-funded projects have received local board and/or ICCB approval prior to construction, as required. Existence of a current facilities master plan to support requested projects <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> Existence of a long-range capital plan including deferred maintenance needs Periodic review of adequacy of long-range capital plan by college management and local board of trustees <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> Projects are accounted for in a project accounting system that allows for identification of excess PH&S funds in the O&M restricted fund. <p><u>Indicators of Compliance:</u></p> <p>Data submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> Facilities Data RAMP (Capitol Budget Request) 	<ul style="list-style-type: none"> ICCB capital projects records District construction projects files Board minutes District financial records Campus facilities Facilities Master Plan <ul style="list-style-type: none"> District financial records District audits District project files and records <ul style="list-style-type: none"> Five Years Data and Report Submission records <p>Optional:</p> <ul style="list-style-type: none"> Selected internal documents maintained by the colleges
---	--	---	--

Illinois Community College Board

**RECOGNITION STANDARDS
Years 2021 – 2025**

STANDARD IV	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
INSTITUTIONAL RESEARCH/REPORTING			
<p>1. General Reporting Requirements: Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements, on forms provided by the ICCB where applicable.</p> <p>a. Student Data Reporting</p> <p>b. Faculty Staff/Data Submissions</p> <p>c. Other Submissions</p>	<p>ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements)</p> <p>ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements)</p> <p>ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements)</p>	<p><u>Indicators of Compliance:</u> Data submissions/reports have been received on time.</p> <ul style="list-style-type: none"> • Data submissions are completed accurately and in the required format • Data in different submissions are consistent. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Official college records support data submissions. • College has a documented internal process for data flow and reporting <p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Data Submissions/report for the following have been received on time and are completed accurately and in the required format. • Noncredit Course Enrollment Data (N1) • Annual Enrollment and Completion Data (A1) • Annual Student Identification Data (ID) • Enrollment surveys • Fall Enrollment Data (E1) • Summer Graduate Reporting for IPEDS GRS Data (GS) • Annual Course Data (AC) • Annual Completions Data (A2) <p><u>Indicators of Compliance:</u> Data Submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> • Faculty, Staff & Salary Data (C1) • Faculty Staff & Salary Supplementary Information • Annual Faculty, Staff & Salary Data (C3) • Hispanic Employment Survey • Asian American Employment Survey • Native American Employment Survey • African American Employment Survey • Bilingual Needs and Bilingual Pay Survey 	<ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB • College Internal Data Reporting Procedures document <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges, including individual student transcripts <ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges, including individual student transcripts <ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges

Illinois Community College Board RECOGNITION STANDARDS Years 2021 – 2025			
STANDARD IV	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
INSTITUTIONAL RESEARCH/REPORTING			
	ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1501.406 (Reporting Requirements)	<p><u>Indicators of Compliance:</u> Data Submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> • Program Review Report • Program Review Listing • Special Initiatives Reports • Underrepresented Groups Report 	<ul style="list-style-type: none"> • Five years Data and Report Submission records

Standard IV: Accountability - Reporting Requirements Summary Status - ICCB Reports xxxxxxx Community College					
Report Name	Due Date	1a. Timelines	1b. Accuracy/ Format	1c. Consistency	Comments
Part A. Student Data Reporting					
Spring Enrollment Survey	15-Feb				
Noncredit Course Enrollment Data – N1	15-July				
Annual Student Enrollment and Completion Data – A1	1-Aug				
Annual Course Data – AC	1-Sep				
Annual Completions Data – A2	1-Sep				
Annual Student Identification Data – ID	1-Sep				
Fall Enrollment Survey	1-Oct				
Fall Enrollment Data – E1	1-Oct				
Summer Graduate Reporting for IPEDS GRS Data – GS	1-Nov				
Part B. Faculty/Staff Data Submissions					
Asian American Employment Plan	1-Feb				
African American Employment Plan	1-Feb				
Bilingual Needs and Bilingual Pay Plan	1-Feb				
Hispanic Employment Plan	1-Feb				
Native American Employment Plan	1-Feb				
Annual Faculty, Staff & Salary Data – C3	15-June				
Faculty, Staff, and Salary Data – C1	15-Oct				
Faculty Staff & Salary Supplementary Information	15-Oct				
Part C. Other Submissions					

**Standard IV: Accountability - Reporting Requirements Summary Status - ICCB Reports
xxxxxxx Community College**

Report Name	Due Date	1a. Timelines	1b. Accuracy/ Format	1c. Consistency	Comments
Program Review Report and Listing	1-Sep				
Special Initiatives Grants Report	1-Aug				
Application for Recognition for Specified Colleges	1-Aug				
Underrepresented Groups Report	1-Mar				
Special Initiative Grants Audit	15-Oct				

APPENDIX D

Application for Recognition

Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the Act. The application should include:

1. A letter from the local board of trustees (or designee) requesting the ICCB to assign a status of “recognition continued” to the district.
2. A self-evaluation by each district concerning its compliance with ICCB standards identified in Appendix C.
 - Procedure/Items Reviewed
 - Findings
 - Correction Action Plan, if necessary

The application must be received within 90 days of official notification from the Illinois Community College Board. The district is asked to forward each of the following with the letter and self-evaluation:

1. Board Policy Manual
2. Collective Bargaining Agreements for Full- and Part-time Faculty
3. Program review process
4. College Catalog – *Hard copy is required*
5. College dual credit policy
6. College instructional program assessment policy
7. College Multi-year Financial Planning Document(s)
8. Copies of, or links to, all Cooperative Agreements and Contracts (if applicable)
9. Dual Credit Faculty Credentials (see website for document)
10. Facilities Master Plan - *Hard copy is required*
11. Faculty Handbook
12. Internal Data Reporting Procedures document (see website for document)
13. Student Handbook

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR**

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the Executive Director since the last Board meeting:

Permanent Program Approval

Carl Sandburg College

- Agribusiness Certificate (28 credit hours)
- Basic Agriculture Certificate (16 credit hours)
- Basic Welding Certificate (16 credit hours)

College of DuPage

- Data Analytics Certificate (20 credit hours)

Elgin Community College

- Recovery Support Specialist Certificate (16.5 credit hours)

Southwestern Illinois College

- Cannabis Industry Operations Certificate (16 credit hours)

Item #15
December 3, 2021

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

I move to enter Executive Session for the purpose of Employment/Appointments Matters which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

Agenda Item #17
December 3, 2021

Illinois Community College Board

**EXTENSION OF THE EXECUTIVE DIRECTOR
EMPLOYMENT AGREEMENT**

The Executive Director Employment Agreement between Dr. Brian Durham and the Illinois Community College Board must be approved.

RECOMMENDED ACTION

It is recommended that the following motion be adopted: The Board hereby approves the proposed revisions to the Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

Illinois Community College Board

EXECUTIVE DIRECTOR EMPLOYMENT AGREEMENT

The Illinois Community College Board (“Board”) and Dr. Brian Durham (“Executive Director”) in consideration of the mutual promises made hereby agree this 3rd day of December 2021, to provide for the following terms and conditions of employment:

1. Office. The Board appoints and employs Dr. Brian Durham as its Executive Director, who accepts the appointment and employment, subject to the terms and conditions of this Agreement (“Agreement”). The duties of this position of Executive Director include the satisfactory performance of duties of Executive Officer and Executive Secretary, referenced in the Illinois Public Community College Act, 110 ILCS805/1-1. et. seq.; and those additional duties as specified in the job description for the Executive Director of the Illinois Community College Board.
2. Term of Employment. The term of the Executive Director’s employment **under this agreement shall be in effect upon its approval and end June 30, 2026.**
3. Compensation. In consideration of the services to be performed, the Board shall pay the Executive Director semimonthly at the rate of **\$207,692** per annum. During the term of this Agreement the Executive Director shall receive a cost of living increase each fiscal year aligned with the CPI, at a minimum of **2%**, and a maximum of **4.75%**. The Board may opt to increase the per annum amount based upon performance.
4. Employee Benefits.
 - A. Like Benefits. The Executive Director shall be eligible during his employment for all benefits available to Board employees under applicable laws, rules, regulations, and policies, including, but not limited to, the Illinois Community College Board Employee Guidebook, and any amendments thereto which arise during the course of his employment.
 - B. Insurance. The Board shall provide to the Executive Director the same medical, life, and other insurance coverage provided to other Board employees through the State of Illinois group insurance program.
 - C. Retirement. The Board shall provide to the Executive Director the same retirement provided to other Board employees through the State Universities Retirement System (SURS).
 - D. Vacation. The Board shall provide to the Executive Director vacation leave as outlined in the Illinois Community College Board Employee Guidebook.

- E. Holiday, Personal and Leave Days. The Executive Director shall receive the same types and number of paid leave days for holiday, personal and sick leave, and other leaves as outlined in the Illinois Community College Board Employee Guidebook.
 - F. Accumulation Days. Vacation days should be taken in the fiscal year in which they are earned; however, vacation days may be accumulated in an amount not to exceed twice the number of days earned annually, consistent with the Illinois Community College Board Employee Guidebook. Unused vacation leave in excess of such maximum accumulation shall be forfeited.
5. Expenses. The Board shall reimburse the Executive Director for all reasonable business expenses incurred by him in discharging his official duties, including travel, subject to his compliance with applicable Illinois law, the State of Illinois' Higher Education Travel Control Board, and such travel regulations as the Board may approve.
6. Duties.
- A. In consideration of compensation and benefits provided under this Agreement, the Executive Director shall perform all duties and services of his office required by the Board and by law and carry out such policies and directives of the Board as it may from time to time determine.
 - B. The performance of duties is anticipated to be principally located in Illinois. Performance of duties may take place at locations outside of Illinois as required by the Board or as appropriate to discharge the duties of office.
 - C. The Executive Director shall be a full-time employee of the Board and may not accept payments of honorariums of any kind, unless approved in advance by the Board; alternatively, he may direct the gift of such payment or honorariums to the charity or educational foundation of his choice. The Executive Director shall perform no services that conflict with his obligations under this Agreement. This subsection shall not restrict the Executive Director's right to compensation for honorariums earned on vacation days if allowed under the State Officials and Employees Ethics Act (5 ILCS 430).
7. Evaluation. The Board shall conduct an evaluation of the Executive Director at least once each fiscal year hereunder.
8. Personal Obligations. The obligations undertaken by the Executive Director in acceptance of this Agreement are personal contractual undertakings and are not assignable. However, it is acknowledged that the performance of certain official duties may be appropriately delegated to members of the Board's staff, subject to his supervision and direction.
9. Termination.

- A. The Board may terminate this Agreement at any time for just cause, which shall include, but not be limited to:
- (i) failure of the Executive Director to perform the duties of his office;
 - (ii) failure to comply with the reasonable instructions or direction of the Board;
 - (iii) engaging in conduct of an incompetent, insubordinate, immoral, or criminal nature as the Board determines renders the continued performance by the Executive Director of his office incompatible with the best interests of the Board and the State of Illinois.

The Board shall give the Executive Director notice of the reasons for its actions in writing and provide a reasonable opportunity for prompt hearing before the Board or such persons as it may authorize for that purpose. The Board reserves the right to suspend the Executive Director pending the hearing. Any such suspension shall be without loss of salary and benefits to the Executive Director, except in the case of alleged misappropriation of funds or property or other behavior that brings disrepute upon the Board, provided the suspension is approved by a 2/3 vote of the Board. Termination shall not be final until either:

- (i) the opportunity for a hearing has been waived; or
- (ii) the Board confirms the termination after hearing.

- B. In the event of the Executive Director's death during the term of employment, this Agreement shall be deemed terminated as of the last day of the month in which death occurs.

- C. The Board may terminate this Agreement in the event the Executive Director is unable to substantially perform the duties of his office because of partial or total disability or impairment due to mental or physical illness or incapacity that continues for a period of six (6) consecutive months. The Board shall have the right at any time and at its cost to require a medical examination of the Executive Director by a physician selected by it, as well as the receipt of a report from the Executive Director's personal physician. The Board shall provide a reasonable opportunity for a prompt hearing on its decision to terminate before the Board or such persons as it may authorize for that purpose. Termination for disability shall not be final until either:

- (i) the opportunity for a hearing has been waived; or
- (ii) the Board confirms the termination after hearing.

During the period (not to exceed six months) prior to final termination for partial or total disability or impairment, the Executive Director shall be entitled to full salary and benefits until such time as he is eligible for disability benefits as otherwise provided under this Agreement.

- D. It is the expectation of the parties that the Executive Director shall serve his full term as provided. In the event the Executive Director terminates this Agreement before the expiration of the employment term, he shall provide the Board with three (3) months prior written notice.
- E. In the event of termination of this contract pursuant to paragraph 9(A) or 9(C), the Executive Director shall be entitled severance pay equal to 20 weeks, consistent with the rate of pay on the date of contract termination, which shall be payable within four (4) weeks of the last day of employment. Such severance pay shall be in addition to any payable personal, vacation, or other leave time accrued at the time of contract termination. If it is determined by a two-thirds majority of the Board that the Executive Director has during the contract term engaged in misconduct, as specifically defined by 5 ILCS 415/5, and that the contract is terminated as a result of said misconduct, the Executive Director shall be entitled to no severance pay.
10. Individual Liability. The performance of this Agreement shall be an obligation of the Board as an agency or the State of Illinois and no Board member or its Chair is intended to be, nor shall be personally or individually liable for the performance of any obligation. The agreement shall be binding upon the successors and assigns of the Board.
11. Renewal. This Agreement is not self-renewing. On or before December 31, 2025, the Board shall give the Executive Director written notice if it intends to seek to continue the employment of the Executive Director after June 30, 2026. In the event the Board determines to seek to continue the employment of the Executive Director, the parties shall complete their negotiation for a subsequent contract on or before March 31, 2026. Should the Board fail to comply with the deadlines established by this section, this Agreement shall terminate on June 30, 2026.
12. Whole Agreement. This Agreement constitutes and expresses the entire agreement of the parties concerning the subject of the employment and appointment of the Executive Director, and incorporates all related promises, representations, and understandings. It may not be changed orally; any alterations must be made by written amendment signed by both parties.
13. Governing Law. This Agreement shall be construed under Illinois law.
14. Notices. All notices from one party to the other shall be directed, in writing, as follows:

Chair, Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711

Dr. Brian Durham
Executive Director
Illinois Community College Board
401 East Capitol Avenue

Item #17
December 3, 2021

Springfield, Illinois 62701-1711

IN WITNESS WHEREOF, the parties have signed and sealed this Agreement in duplicate originals.

Dr. Brian Durham

Dr. Lazaro Lopez, Chair
Illinois Community College Board